



Kawartha Pine Ridge
District School Board

Our Community Report Card



Diane Lloyd
Chairperson



Rita Russo
Director of Education



Our Message to You

Our strength, our joy and our passion are renewed each day through the vitality of our students, and the energy they bring to our buildings. Together with families, our co-workers and our many friends and partners, we continue a shared journey each year. Together, and always, WeAreKPR.

This year has marked a wonderful return to that positive energy within our schools and we can clearly see how our students flourish when they are together, in-person, with their teachers and peers.

With our annual Community Report Card, we celebrate the wonderful accomplishments of our students, as we continue to be inspired by the resiliency and optimism everyone brings to our schools each day.

We know that student success is made possible through the dedication of our incredible staff. Whether working in a school, or a service area that keeps our schools operating, clean and safe, we once again extend our sincere thanks to all KPR staff for making learning possible. You have made a difference in yet another unprecedented year and we celebrate you.

And to our families, your contributions to supporting students are truly valued. We know it has been a difficult balancing act to manage your own work, the demands of your personal life, and the wellness of your entire family through the underlying anxiety brought on by the pandemic. KPR is truly fortunate to have such caring and committed families.

An important theme in this report is the work we are continuing collectively to ensure our schools are a place where everyone feels a sense of belonging. From our new culturally relevant toolkit for learning, to our purposeful focus on Indigenous education and mental health, there are many amazing stories of us, our KPR family, doing amazing work.

Together, #WeAreKPR – and we are so happy to be part of your community!



Promoting Student Learning, Growth and Positivity at Clarington Central Secondary School!

Whether they are advocating for student needs, inspiring growth or helping students overcome everyday challenges, Leigh-Anne Mondesire and Lana Langlois are always coming up with creative solutions to support student well-being and overall success at Clarington Central Secondary School (CCSS)!

As an Educational Assistant (EA) in the Learning Life Skills (LLS) classes at CCSS, Lana's primary role is to teach valuable skills, support learning and growth and provide one-on-one support with daily activities.

"Every day I have the privilege of seeing these students grow. I never get up feeling that I am not making a difference. Every connection is important; every student is important and deserves to feel that they are the most special person in the world," shares Lana.

Jennifer Tomlin, vice-principal at CCSS comments on Lana's positive energy, compassion and generosity. "Lana loves our kids with her whole heart. She is firm when she needs to be firm, and caring and supportive when they need that of her. She is generous to a fault – bringing in resources from home to support programming and crafting with the kids at lunch time."

Lana was also formally recognized for her outstanding contributions and positive impact as a non-teaching staff member this June as the recipient of the 2022 Sherry Summersides Award for Dedication to Education.

In her role as a Child and Youth Worker (CYW), Leigh-Anne promotes self-regulation and focuses on minimizing barriers for students. She helps address specific needs and offers support to students who may have experienced challenges or trauma that impacts their learning.

"I love being a cheerleader, an encourager and an advocate. I like that my job changes every single day and that I get to watch kids grow in many ways throughout their time in high school," says Leigh-Anne.

"It motivates me to know that I have the opportunity to change a student's day in a positive way, every single day," she adds.

Jennifer Tomlin describes Leigh-Anne as a "tireless advocate for Indigenous students," acknowledging her work connecting students with Indigenous supports and resources and fostering a sense of community at the school.

Lana and Leigh-Anne both appreciate being part of the team at CCSS and welcome the opportunity to celebrate student accomplishments and success – in both big and small ways each day.



#WeAreKPR

KPR Launches Newly Redesigned Website

KPR's website has been redesigned with an engaging, student-focused appearance, improved navigation for better visitor experiences, and to meet the latest accessibility requirements. The new site incorporates feedback gathered from students, staff, parents and community members.

New features include:

- new school profiles with maps and directions,
- a detailed calendar of school and board events, PA Days and days of significance,
- news and announcement sections, and
- a colourful home page with many entry points and pathways, making it easier to find all the important information you and your family need to support a successful school journey at KPR.

Visit www.kprschools.ca to see all the changes.



New Online Tool Now Available

At Kawartha Pine Ridge District School Board, we take student, family and staff concerns seriously. To support our mission of success and well-being for all, we have developed Report It!, a new online tool that allows any member of the Board community to report an issue of concern.

Along with the new Report It! tool, we also continue to encourage students, staff and families to address concerns directly with those involved, such as a teacher or the principal, when possible.

Visit ReportIt.kprdsb.ca if you have a concern you would like to bring to our attention.

More Learning Opportunities with Chromebooks

Through a new one-to-one initiative, secondary school students are being provided with a chromebook for their use in all subject areas, for their entire secondary school career.

This school year, all secondary students in Grades 9 and 10 received a chromebook to support their learning. Students will keep the chromebooks until graduation, and a new group of Grade 9 students will receive chromebooks each year. For the 2023–24 school year, all secondary students will have one.

Chromebooks expand learning opportunities for students by putting supportive technology and curricular materials in students' hands, while also creating equity for students who may not have been able to access this technology previously.



Welcoming Back Extracurriculars

After nearly two years of COVID restrictions that affected all areas of school and life, we were excited to welcome students back to arts, sports and other extracurricular activities this spring. Theatre, music, dance and the multitude of sports and recreation options in KPR schools not only provide students with opportunities for physical fitness, but they also support communication, collaboration, problem solving and critical thinking skills. Students from East Northumberland Secondary School pictured above are preparing to take the stage for their latest theatrical production.



Passport to Reconciliation: Year in Review

In November 2021, KPR's Indigenous Education team launched the Passport to Reconciliation program as a way for school communities to work together and actively engage in broad-based collective learning and action. A new learning focus was introduced each month to support students and staff in deepening their insight and gaining a holistic understanding of Indigenous history, culture and perspectives. Topics so far this school year have included treaties, music, literature, art, language, land, water and community.

At C.R. Gummow Public School, Grade 5/6 teacher Joselyn Chapman and her class were actively engaged in the Passport to Reconciliation program. While students enjoyed the opportunity to discover many different learning materials throughout the year, the topic of water, during the month of May, resonated strongly with her class. In particular, after being introduced to Autumn Peltier, the Chief Water Commissioner for the Anishnabek Nation, her students were hooked on becoming water ambassadors and passionate about learning how to support clean water initiatives in First Nations communities.

Joselyn's class also explored the Michif and Anishinaabemowin languages, engaged in frequent learning with Melody Crowe, KPR's First Nation Education Liaison, participated in Inuit throat singing and created artwork for the "Imagine a Canada Reconciled" National Centre for Truth and Reconciliation art competition. Throughout the year, they also recognized important days of significance along with the entire school community, such as Orange Shirt Day and the Moosehide Campaign. Reflecting on their participation in these activities, Joselyn emphasizes the importance of continuing to integrate this work into everyday learning. "We are committed to making it not just a day, but an attitude of the school," she says.



She says the Passport to Reconciliation program helps address the gaps in knowledge that impact our understanding of Indigenous history, culture, and perspectives.

"Some of the kids in my class and their families had no idea about residential schools or Canada's history of genocide. We have used the vetted resources provided in the Passport to Reconciliation program to gain knowledge that will help us move forward as humans, together, in a good way," says Joselyn.

The learning focus for July and August will be ecology. Families can follow our social media and visit kprschools.ca to learn how to access reflection questions, activities, and resources that will support you on your journey of #ReconciliACTION.

Celebrating Positive Outcomes in Mental Health and Student Well-being

Students and staff at Norwood District High School and Intermediate School have been working together to support mental health and well-being.

The school has three tiers of mental health and well-being support: universal strategies that benefit everyone; specific resources tailored for some; and, more intensive intervention, such as individual counselling, for a few.

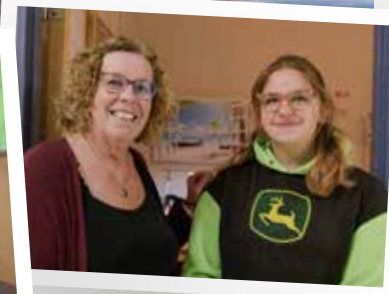
Not only does mental health affect a student's ability to learn, it can also impact behavior. With the help of coping strategies, resources and interventions, the school is experiencing fewer behaviour issues, student office referrals and suspensions than three years ago.

"We talk about a 'no shame, no blame' perspective when dealing with school issues," says Mental Health Clinician Sharon Skutovich. "When there was graffiti in a student washroom, we talked about our school as a community, about the kind of community we want to have, and how we are going to fix this together."

A team of school staff meets weekly to identify student needs, discuss strategies and monitor student progress. Sharon works closely with Special Education Resource Teachers, Rosemary Toms in the High School and David Genge in the Intermediate School, with the support of the principal and vice principal. Together, they have been using a trauma-informed, collaborative approach to frame their thinking and improve the school climate.

"When students need to, they can spend time in the 'chill rooms' to access support. They might practice some deep breathing exercises, talk to someone about what's bothering them, or maybe take a few minutes to go for a walk," says Ms. Toms.

"After working with students in Grade 7 and 8, it is really gratifying to see their progress when I see them later in high school," says Mr. Genge.



One student who has benefited from the school's collaborative mental health approach can attest to the results.

"When I was in public school, I used to get in fights," he says. Now in Grade 11, after working with the school team, "I know steps that I can take instead, to cope with how I'm feeling, and to let go of things more."

Putting CRRP Into Action

Students and staff at Lydia Trull Public School have been working hard to implement Culturally Relevant and Responsive Pedagogy (CRRP) within their classrooms and school community.

As part of KPR's ongoing effort to apply an Equity, Diversity and Inclusion (EDI) lens to all levels of our work, we are committed to ensuring our educational content and teaching practices allow students to see themselves in their learning. CRRP was introduced to help foster learning environments that promote cultural identity, inclusive pedagogy and proportional outcomes, centred around students and their lived experiences. In addition to professional learning for all elementary and secondary educators, a toolkit was developed to support the CRRP approach and provide specific ideas, tools and strategies to help put this learning into practice.

"CRRP shifts educational practice from teaching about culture to teaching through culture, and highlights authentic voices and experiences to ensure that all students are represented in KPR schools and classrooms," says Maureen Nikkel, EDI Consultant, K-12.

At Lydia Trull PS, Grade 4/5 teacher, Jamie Lotton began the school year with an identity mapping activity from the CRRP Toolkit. This activity supported Jamie

in gaining a better understanding of her students and their needs, while also encouraging student voice and celebrating students' diverse identities. Throughout the year, she has used the information from the mapping activity to adapt her lessons and assessments to her students and their experiences. For example, the health curriculum discusses the importance of not skipping meals, but this was not appropriate for Muslim students in her class who were fasting during Ramadan.

Becky Heron, Grade 6/7 teacher at Lydia Trull PS, has used the CRRP toolkit to address microaggressions in her class and support students in understanding socio-historical context and impact. Her students have appreciated learning about the diversity of the 2SLGBTQIA+ community as well as human rights related to identity. These discussions have empowered her class to share their authentic voices and experiences and equipped students with tools to call out acts of oppression in their school and community.

Principal Sarika Henry says that, "The learning is ongoing and there is lots of work to be done, but I am inspired every day by the passion and diligence of Lydia Trull staff and students in creating safe and inclusive learning environments for all learners."

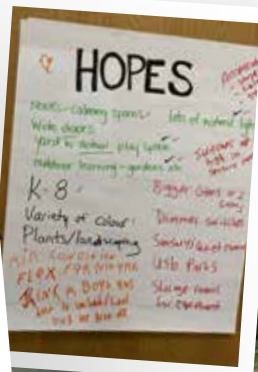


Building the Future: New Northglen Neighbourhood School

We are tremendously excited to be moving forward with construction of a new \$19.9 million elementary school to serve students and families in the Northglen neighborhood and surrounding Bowmanville area. The school will include 769 student spaces and 73 new licensed child-care spaces.

As part of the design phase of the project, we held focus group sessions with students, families and staff this spring to provide feedback on possible learning spaces and design features of the new school.

Input from students, families and staff is critically important as we think about how we want to learn, work and grow together. These sessions will help us identify preferred learning space and design options, as part of a common vision for the new school, which will be shared with the school's architect and project team.



Kaawaate East City PS Grand Opening

On June 22, students, staff, community members and special guests gathered to celebrate the opening of Kaawaate East City Public School (KECPS). The K-8 English and French Immersion school first opened its doors September 2021. The school design, based on school community feedback, incorporates modern, innovative learning spaces that support student success and allow educators to provide intentional opportunities for students to practice inclusion and stewardship. Kaawaate ECPS also includes a child care centre for infants, toddlers and preschoolers, operated by Trent Child Care.



Virtual Learning at KPR

To respond to the unique and diverse needs of students and families, KPR was pleased to continue offering virtual learning during the 2021-2022 school year. Students joined together and participated in a variety of interactive and engaging synchronous learning opportunities including hands-on activities, virtual field trips, outdoor tours, the annual environmental symposium and other special days."

This year, KPR's enrolment in virtual schools included 1,270 elementary students and 615 secondary students.



Unlocking Potential Through Early Literacy

Early literacy skills are the root of reading and writing success. Educators use a variety of strategies to help students develop these lifelong skills and unlock their potential for future success.

Students in Sue Gerrard's Grade 1 class at North Shore Public School have been building a strong foundation in literacy and increasing their confidence as learners. Reading, writing, listening, speaking, discussing ideas and thinking critically are essential components of literacy for full participation in learning, life and community.



Weathering the Storm Together!

After a severe storm swept through our region, causing damage, injuries, and leaving many families without power for several days – students at KPR shared their appreciation for the incredible efforts and hard work of hydro and utility workers.

Students, families and staff, neighbours and community members supported one another through the adversity. We are particularly grateful for emergency services and hydro workers, who worked around the clock to restore power.

As a way to express their gratitude, students from several schools created colourful thank you cards, videos, notes, drawings and signs that were delivered to local hydro crews and hydro workers who traveled from other provinces and the U.S. to help the community.

Katy Fallis, Grade 8 teacher at Crestwood Intermediate School, had her classes participate in the activity. "It allowed students an opportunity to express gratitude," says Katy.

Responsible and Accountable Fiscal Management

In June 2022, the Board approved a balanced operating budget of \$467,991,226 and capital budget of almost \$39 million for the upcoming school year, in compliance with Ministry of Education requirements.

The budget was developed based on the priorities set out within the Board's 2019-2022 Strategic Plan – Excellence in Learning, Life and Community.

Our students and staff accomplish amazing things every day in our schools. The parents in our communities are recognizing the vibrancy of our schools, and increasingly making them a destination of choice for their children. That is a testament to the hard work and professional excellence of our staff.

Next year, elementary enrolment is projected to increase by 1,107 students from the previous year, with secondary enrolment expected to increase by 488 students.

Board grant revenues are determined provincially based on elementary and secondary student enrolment. Total Board enrolment for 2022-2023 is expected to be 34,827 students.

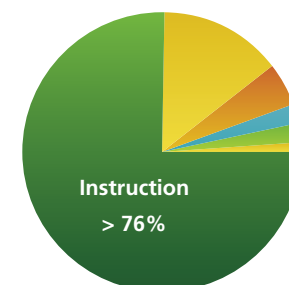
Our budget also includes over \$60 million in support for students with special needs and funding to advance key strategic priorities in the areas of Equity, Diversity and Inclusion, and Indigenous Education.

Capital investments for 2022-2023 will include: building of a new elementary school in Bowmanville, program enhancements for students (library and science room enhancements), as well as annual building improvements (lighting, window replacements, roof and boiler maintenance).

We annually allocate significant investments in improvements and enhancements to our schools. We want to ensure, as best we are able, that our physical spaces can keep pace with the advanced programming and instructional practices envisioned by our teachers.

EXPENDITURE BY PERCENTAGE

Instruction	76.34 %
Administration	2.44 %
Transportation	5.64 %
Pupil Accommodation	14.25 %
School Funded Activities	1.08 %
Other	0.26 %



“ Our mission is to educate our students to excel in learning, to succeed in life, and to enrich our communities. ”

Our Trustees and Senior Administration

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2021–2022 School Year



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2021–2022 School Year

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Educating for Success!



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