



Kawartha Pine Ridge
District School Board

Annual Report 2024

#WeAreKPR



Our mission is to inspire our students to
**Excel in Learning, Succeed in Life
and Enrich our Communities.**



From the Director



Rita Russo
Director of Education

I am so grateful for the continued opportunity to lead such an inspiring and committed team in service of students, as Director of Education at KPR!

The passion and commitment that our students and staff bring to our schools and workplaces is truly inspiring and energizing. Together with families and community partners, dreams are becoming reality every day. Our students' voices are at the heart of everything we do, and their perspectives drive our mission forward. We are committed to creating an environment where every student knows they belong and are valued.

With our Annual Report for 2024, we take pride in sharing our journey over the past year and celebrating all that makes KPR such a special place. KPR staff continue to lead the way, and with the help of families, countless volunteers, and community partners, we are heartened by their tireless care and compassion for our students. To our staff, please know that your dedication and hard work have made a profound impact on each student's educational journey.

Our schools are safe, inclusive, and vibrant places where we set high expectations for success. We continue to focus on seeing all students as capable learners, sparking their curiosity, and elevating their voices. We know how important it is for students to feel seen, heard, and reflected in the learning resources, spaces, and people around them.

Our goals for our students are clear: we will continue to strive to provide learning that is authentic, culturally relevant and responsive. We continue to embed principles of human rights in our work to ensure equity and inclusion for all.

We are committed to honouring Indigenous knowledge and ways of knowing, engaging in Truth and Reconciliation, and elevating First Nations, Métis and Inuit cultures, perspectives, and histories. Every day we work to be better at creating safe, inclusive spaces where belonging, well-being, and mental health support student engagement, and the diversity and lived experiences of students and staff are valued and reflected in learning and working environments.

This year's Director's Report is a small glimpse of the wonder and joy that can be found at KPR every day.

Together, we will continue to create inclusive environments for positive learning, well-being, and success for ALL students. We remain committed to our mission in all we do - we inspire our students to excel in learning, succeed in life, and enrich our communities.

From the Chairperson



Jaine Klassen Jeninga
Chairperson

With this report, we celebrate and reflect on the past year in our life as the Kawartha Pine Ridge District School Board. On behalf of the Board of Trustees, we are proud to say that we play a part in the education of our youth, and, as a result, in the continued success of our communities, province and country.

Our commitments to good governance, public accountability, and advocacy guide us as we continue to navigate the ongoing challenges within the provincial landscape of public education.

Through our 2024 Annual Report, we are providing those we serve with highlights of some of the wonderful efforts and accomplishments of our students, staff, and district.

Together with parents and caregivers – who are our most important partners – as well as countless volunteers and community stakeholders on whom we rely, we value every opportunity to recognize and celebrate KPR students and staff.

Our students and staff bring our schools to life with their joy, youth and passion. And on weeknights and weekends, our communities continue to make our auditoriums, gymnasiums and fields places of laughter, learning and well-being.

Their spirit lifts us up and makes us optimistic for our future.

Good governance is the cornerstone of our roles as Trustees. We strive to ensure that our decisions are transparent, inclusive, and reflective of the diverse voices within our community. Our annual report is another opportunity to not only celebrate the accomplishments of our students and staff, but it is also a testament to our accountability.

Advocacy for public education remains at the heart of our mission. We believe that every child deserves access to high-quality education that prepares them for success in life, and we will continue to work tirelessly to advocate for the resources and support necessary to ensure that our schools can provide the best possible education for all students.

Through challenge and change, we look forward to continuing our journey together with passion and a shared commitment to providing a world-class education for all students.

#WeAreKPR

Leading the Way in Student Success



Erin MacKenzie and Danielle Moher are two exceptional KPR employees who open doors to new and exciting opportunities for students every day! Whether coordinating information sessions for students and families, recruiting employers to participate in KPR's co-op program, or working with partners to bring innovative, skill-building opportunities to students across KPR, these two are leading the way!

Bringing enthusiasm and ambition to their roles with the Student Success team, both Erin and Danielle have made a meaningful impact in the lives of students in many ways. While Erin and Danielle work closely together on most initiatives, they each have key areas of focus in their positions. Erin is an Ontario Youth Apprenticeship Program (OYAP) Recruiter, promoting skilled trades and apprenticeship pathways, as well as a consultant for KPR's Co-operative Education Program, supporting co-op educators and students to ensure safe and successful experiential learning opportunities.

"I love creating opportunities for students to engage in rewarding career-building experiences and to test out career pathways while in high school," shares Erin. "Being able to support students while they develop valuable life skills and take advantage of the pathway programs is what motivates me," she adds.

Danielle's main areas of focus are the Specialist High Skills Major (SHSM) program and the School College Work Initiative, where she supports students in career exploration, gaining workplace experience, and obtaining credentials to set them up for a successful future.

“

I love creating opportunities for students to engage in rewarding career-building experiences and to test out career pathways while in high school

”

As part of Danielle and Erin’s work, they actively seek new partnerships and work collaboratively with a range of community businesses, organizations, and post-secondary institutions, to create student-friendly events and information sessions.

“After several years of virtual events, it was a joy to be able to meet and talk to so many parents at our skilled trades community events this year. It was a great opportunity to showcase the amazing programs that are offered in our schools and to represent KPR,” says Danielle.

Vikki Ernst, Principal of Teaching and Learning K-12, expresses her appreciation for Erin and Danielle, noting that, “as a team, they work behind the scenes to create valuable experiential learning opportunities, foster community partnerships and elevate the profile of our Pathways programming among students, staff, and school communities.”

“Their strong leadership and commitment to student success has been instrumental in helping us reach our goals within the Teaching and Learning department,” she adds.

Together, Danielle and Erin’s contributions have greatly enriched programs and empowered countless students to pursue their goals. Both Danielle and Erin have valued the opportunity to help students navigate their high school experience, learning not only about opportunities that exist beyond graduation, but also discovering themselves and their unique interests, gifts, and passions along the way!



Excel In Learning

Talking About Math at C.R. Gummow PS

Students at C.R. Gummow PS have been engaging in rich math conversations to better understand challenging math vocabulary. For example, talking together about the word “congruent” helps students understand how it’s used to describe geometric shapes.

The Ministry of Education resource document [High Impact Instructional Practices in Mathematics](#), outlines the importance of strategies such as math conversations, problem solving and using powerful tools and representations, to help students develop their own understanding of abstract concepts.

Stacey Harnden, KPR Math Coach, explains that “A high-impact instructional practice, like math conversations, is beneficial for both the learners and the educator. Providing problem solving tasks that give all students an entry point, and openly talking about strategies with their peers, allows students to make sense of the math they’re learning.”

As part of their work together for the Math Achievement Action Plan, KPR educators and math coaches work collaboratively to choose tasks that reflect these practices, such as three-part lessons.

Three-part lessons are an opportunity for students to use prior knowledge, work collaboratively on a problem, and then discuss and share their strategies. Through collaboration and communication, students develop a deeper understanding of math concepts.

Educator Kayla Hubbs, Grade 3/4 French Immersion at C.R. Gummow PS, is seeing the benefits of this learning.

“In our classroom, regular math conversations are a key part of our daily routine, where students use their problem-solving skills, share their thinking out loud, and explain their reasoning with tools and representations. This consistent practice has enhanced their confidence, expanded their range of strategies, and sparked greater enthusiasm for tackling new math concepts.”



Math in Action at Ganaraska Trail PS

At Ganaraska Trail PS, Grade 3 educators have been working collaboratively with a mathematics coach to explore the Math Achievement Action Plan focus of powerful tools and representations. These representations include tools like number lines and 3D solids, as shown in the photo, to support problem solving.

KPR's Math Achievement Action Plan includes measurable strategies and key performance indicators at the board, school, and classroom level. This also ties in closely with the Board Action Plan focus to establish a strong foundation for student achievement in literacy and math, and support student success in differentiated and diverse learning pathways, responsive to the unique strengths, skills and needs of all students.

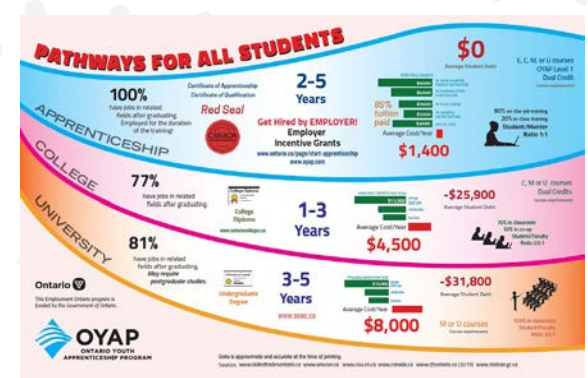
KPR received provincial funding to hire dedicated math coaches to support learning in Grades 3, 6, and 9 classrooms in identified priority schools. Math coaches visit schools regularly and meet with classroom teachers to collaborate on instructional strategies.

“When given opportunities to explore and use tools and representations to solve problems, students are more likely to develop a conceptual understanding of the math they’re learning. Hands-on, real-life experiences using these tools and representations increases overall engagement, retention of skills and overall understanding of key concepts in math,” shares Stacey Harnden, Math Coach.

“During our collaborative instructional time, we have been able to more effectively implement the use of various tools and manipulatives while students solve problems. We have been able to prompt and question student thinking and further challenge them to solve problems in various ways. They are enthusiastic, more willing and able to collaborate with peers and can engage in meaningful conversations during our consolidation time,” shares Margaret (Meg) Long, Grade 3 educator at Ganaraska Trail PS.



Excel In Learning



Navigating the Apprenticeship Pathway - Sessions for Families

In the Kawartha Pine Ridge District School Board, we support student success in differentiated and diverse learning pathways that are responsive to the unique strengths, skills and needs of all students.

As part of this commitment, KPR families were invited to information sessions this fall to learn more about apprenticeship pathways to skilled trades in Ontario.

The events for families with students in Grades 7-12 took place in each region of the board throughout the month of November. Each event featured learning about the Ontario Youth Apprenticeship Program, skilled trades in Ontario, and testimonials from KPR youth in the apprenticeship pathway and adult apprentices and journey people.

Nearly 1,000 people attended the events at Cobourg Collegiate Institute, Kenner Collegiate Vocational Institute and in Bowmanville at the Garnet B. Rickard Complex!

Families expressed their appreciation for this valuable learning opportunity.

“Thank you so much for hosting such a wonderful event. My family and I learned so much from it. I was especially excited to learn that the job I’ve been doing for over 20 years is a Red Seal trade.”

These events can help students identify pathways for future learning and careers.

As one participant shared, “My son will be reaching out to the guidance department to discuss a co-op placement for next year. He wants to pursue a career as a plumber or electrician. Thank you for putting a twinkle in his eye, so he can plan now for his future.”





Virtual Kindergarten Series for Families

Starting Kindergarten is a big step for families, filled with excitement and other big emotions. Last spring, KPR's Kindergarten team hosted a series of free, virtual sessions focused on important information about starting Kindergarten at the Kawartha Pine Ridge District School Board.

Nearly 1,500 parents and caregivers registered for KPR's first *Virtual Kindergarten Information Series* to engage in topics to support families and their little ones in this exciting transition, such as: a typical day in Kindergarten; engaging activities that support math and literacy skill development at home; intentional play-based learning; navigating emotions; well-being; nutrition; student transportation, and other essential elements of the Kindergarten program.

The information sessions featured KPR's Mental Health and Early Learning teams.

[KPR's website](http://kprschools.ca) has recordings of all four events:

- Getting Ready for Kindergarten,
- Promoting Early Literacy at Home,
- Promoting Early Mathematics at Home, and
- Transitions to Kindergarten: Supporting Big Emotions.

Visit our website for more information about KPR's warm, welcoming, and inclusive Kindergarten classrooms, where children learn through play, and to find out how to register for school.

We look forward to welcoming new families!



Excel In Learning

Collaborating to Support Primary Reading

In KPR, we are committed to establishing a strong foundation for student achievement in literacy, using evidence-based instruction, ongoing assessment and differentiated supports.

All KPR elementary schools are supported by either KPR Early Intervention Teachers (EIT), a literacy coach or literacy consultant. Through tiered instruction and intervention, all students receive the support they need to achieve success in reading.

All primary students receive Tier 1 literacy instruction, which involves 30 minutes of daily instruction in foundational reading skills, multiple opportunities for small group work and educator feedback, as well as time for individual practice.

In addition to Tier 1 instruction, some students may require Tier 2 instruction - additional small group instruction differentiated to respond to diverse student needs, based on assessment data. A few students may also require additional Tier 3 instruction, which involves increasing the length, frequency, and/or duration of small group or 1:1 sessions, to target specific skill development.

In collaboration with the board's Teaching and Learning staff, principals, families and colleagues, EITs collaboratively support this intensive literacy learning for 43 schools across the board.

"I see the impact of my role as EIT every day and in every classroom I'm in," says Nicole Spencley, EIT at Prince of Wales PS.

"I get to see when my students, through their own hard work and perseverance in EIT sessions, are empowered and feel a sense of belonging because they are readers now! I see it in the faces of my colleagues who are empowered too... they now have the tools and mindset to approach reading instruction with purposeful intent, reflection and the knowledge that their practice can be ever evolving to meet both the academic and social-emotional needs of their students."

"EIT support benefits not only the participants in the program but the whole class as it allows the classroom teacher more time to engage in targeted small group instruction with all students," says Michele Coxhead, Spring Valley PS, SK/Grade 1 teacher.

"Students receiving targeted, data driven, small group instruction are demonstrating evidence of growth in their reading ability and confidence. It's a win for everyone!"



What's in a Word – Morphology in Junior Literacy

KPR classrooms are filled with evidence-based instructional practices, to support student success in literacy. One example of this is the use of morphology instruction to support intentional learning in literacy in Grade 4-6 classrooms as outlined in the 2023 Language Curriculum.

Morphology is the study of word parts, such as base words, roots, prefixes, and suffixes. Through systematic instruction, and the chance to work collaboratively with peers, students identify and brainstorm parts of words using the tools provided.

For example, students learn that the word “subway” has two parts – **sub** is the prefix, and **way** is the base word. Students can then explore other words with the same prefix and learn how to adapt prefixes to match base words.

“Morphology instruction sparks student engagement and excitement about words and their parts. It strengthens word recognition and spelling skills, deepens vocabulary knowledge, and equips students with foundational language skills to read and write with increased complexity and proficiency, especially in later grades,” shares Teresa Kingston, KPR Consultant, Literacy K-3.

Educators focused on morphology during Professional Activity Day learning last year, and KPR’s Summer Symposium also included a session on the resource Morpheme Magic, to support further growth in this area of literacy learning.

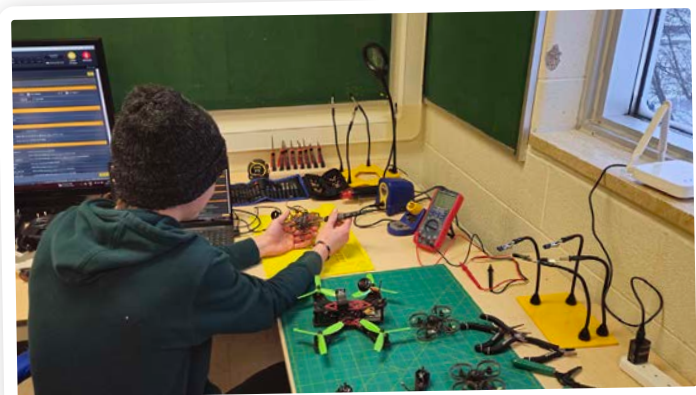


Excel In Learning

Drones Bring Students Together at Adam Scott CVI

In the spring of 2024, Adam Scott Collegiate Vocational Institute launched an extracurricular Drone Technologies opportunity which has piqued student interest and complements Adam Scott CVI's computer and robotic technologies programs. Led by teacher Jason Card and assisted by Mathew Ansara, a diverse group of students have come together to gain valuable skills and experience hands-on learning that can support careers in fields such as robotics, aerospace, logistics, videography, environmental monitoring, and surveying. Students meet once per week after school. There is also a daily lunchtime option for students who want to practise on the simulators.

With the support of principal Laura Doucette and KPR's Experiential Learning funding, these new initiatives are leading to meaningful strategic community partnerships to enhance students' learning experiences. This real-world initiative is helping to provide students with skills and experiences in pathways that are in high demand and valuable opportunities that will better equip them to thrive in a technologically driven world.



Any Questions?



Entrepreneurship in Action

Entrepreneurship is alive and well at Thomas A. Stewart Secondary School. During first semester, two Junior Achievement company programs were running within the same class. “Crafted Coasters” are making real wooden coasters, which are cut, sanded, sealed and varnished. A decorative symbol is then burned into each. Student Marcos Pronk is the CEO of this company.

The company “Warm Ups” has created a set of reusable hand warmers. They selected festive fabric, which is machine sewn on three sides, filled with rice, then hand stitched on the fourth side. Rope ties are also sewn into the product, so several units can be linked to provide relief to the neck. The warmers can be heated in the microwave. Student Jocelyn Beasley is the CEO of this company.

Congratulations to all the students in Mr. White’s Grade 10 Launching and Leading a Business class for their hard work to ensure their companies are successful!



Excel In Learning

Recognition of Excellence

Neo Purdue and Jackson George received certificates of recognition this year from the Peterborough Homebuilders Association for participation in the Build and Soar program, and for demonstrating strong initiative, work ethic and character.

Neo is a Grade 12 student at Thomas A. Stewart SS and worked with Habitat for Humanity on their new build of a multi-unit complex over the summer. Neo is also an Ontario Youth Apprenticeship Program student going into the field of construction.

Jackson is a Grade 12 student at Crestwood SS, hoping to pursue a career as an electrician, who was employed by Voltage Tech during the summer and also has a co-op placement there for second semester.

Congratulations Neo and Jackson on the positive recognition of your efforts.





KPR Staff are World-class Leaders in Education!

Each year, the Ontario Public School Boards' Association (OPSBA) honours individuals who have made significant contributions in the field of education.

At its annual general meeting this year, OPSBA recognized KPR staff members Derek Doucet (Lakefield District PS) and Andrew Gibson and Jennifer Robertson (Roger Neilson PS) with Achievement Awards. These awards recognize volunteers for outstanding, exemplary, and/or unique contributions to the overall well-being of the school or community through in-school, board-wide, extra-curricular and/or volunteer activity.

Congratulations to Andrew, Derek and Jennifer for the provincial recognition of their professional accomplishments and dedication to their students and community!

This year the Board of Trustees also extended congratulations and appreciation to Trustee Cathy Abraham, as she concluded her fourth term as President of the Ontario Public School Boards' Association.

Abraham served as OPSBA President since June 2018 and previously served two terms as Vice-president for the provincial organization. She is the first KPR Trustee to be elected to OPSBA's three-member senior executive group.

Excel In Learning

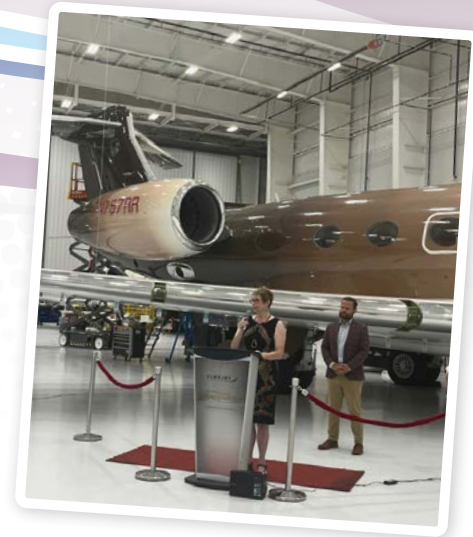
Students Build and Soar to Success

Chairperson of the Board Jaine Klassen Jeninga and Trustee Rose Kitney joined provincial, municipal and community partners to celebrate the announcement of a new program - Build & Soar, aimed at connecting students with local construction, aerospace, and aviation employers.

Grade 11 and 12 Specialist High Skills Majors (SHSM) students in the areas of Construction and Aerospace & Aviation were matched with local businesses for paid eight-week placements this past summer.

Students participating in the construction SHSM were exposed to career opportunities, including technical and electric trades, carpentry, homebuilding, renovations, plumbing and HVAC, interior design, landscaping, and more.

In the aerospace and aviation sector, job opportunities include airport administration, aircraft component manufacturing, electronics, aviation development, aircraft maintenance, repair, and piloting.



KPR Summer Symposium

Over 250 KPR educational staff attended KPR's Summer Symposium of professional learning this August.

Teachers, early childhood educators, educational assistants and child and youth workers were invited to participate in one or more of the four days of intentional learning.



KPR
Kawartha Pine Ridge
District School Board

KPR Summer Symposium

As a learning organization, KPR welcomes educators in all roles to consider joining in rich days of learning, thinking and planning together supporting each educator's learning journey and student growth. Please use the QR codes below to access information about each day. On each flyer, there is a QR code that will take users to the registration form. There is room for 90 educators to join any one of these days or a combination of days. We look forward to seeing educators from across KPR over the course of these four days, re-connecting and learning together!

A few quick details

- All sessions will be hosted at Kirby Education Centre
- 9:00am - 3:00pm
- Light breakfast and lunch included
- Each day learners will leave with supportive resources.

Join us on:

- August 19 for "Tier 1 Mental Health Strategies Made Easy"
- August 20 for "Reading for All: Integrating Strands, Differentiating Learning, Unlocking Morphology in Practice"
- August 21 for "The Path to Early Success: Creating the Conditions for Growth and Learning for Young Learners"
- August 22 for "Kicking it Back to 2020: A Fresh Look at Math"

Mental Health Strategies Made Easy included workshops about resilience, student regulation, culturally and historically responsive curriculum, food neutral teaching, and land-based approaches.

Reading for All provided educators with ideas and practical strategies to empower students as readers, from Kindergarten to Grade 9, based on expectations in the Ontario Language curriculum.

The Path to Early Success explored interconnected ways to create the conditions for growth and learning for young learners, with a focus on child development and regulation, and strategies to support complex learners.

The week of learning wrapped up with **A Fresh Look at Math**, filled with collaborative hands-on opportunities with math concepts, focused on the impact of social emotional learning and instruction, and daily routines that strengthen number fluency.

These sessions support several Board Action Plan strategic goals, including to provide evidence-based instruction in literacy and math - and differentiated and intensive supports for student success.

Succeed in Life

Positive School Climate Team Brings Mindfulness to Newcastle PS

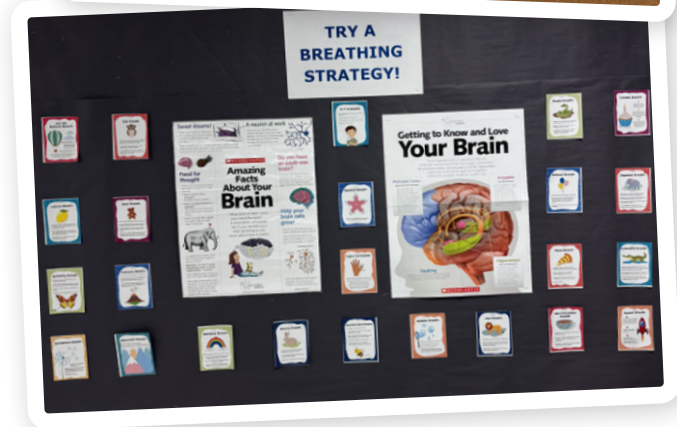
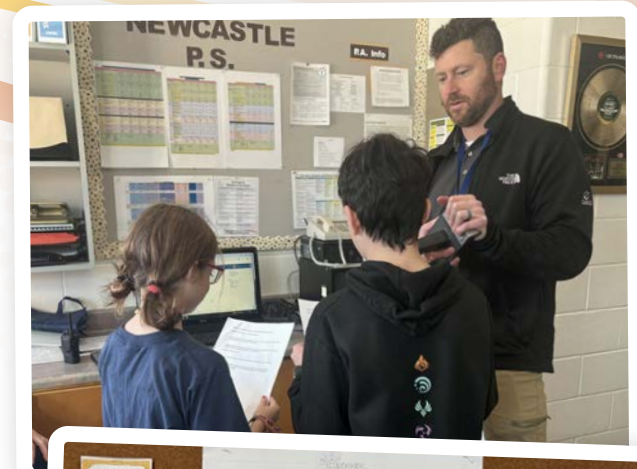
Every KPR school has a Positive School Climate Team responsible for fostering safe, inclusive, and accepting school climates. The work of these teams includes analyzing school data, developing strategies for resolving issues, improving school climate, and incorporating these actions into school improvement plans.

At Newcastle PS, the Positive School Climate Team is helping to improve school climate by bringing mindfulness to the forefront! Connected to the Board Action Plan, the team is focusing their efforts on creating meaningful relationships through identity-affirming mental health and well-being centered practices.

As part of this work, information boards have been placed throughout the school to help improve knowledge about the brain and different breathing strategies. In addition, the school has designated the first day of the school week as “Mindful Monday” with announcements about calming strategies and encouraging participation in their mindfulness club.

“The work of the Positive School Climate Team has brought together many different voices and perspectives to raise awareness of mental health and well-being. Student leaders have shaped our initiatives throughout the school and in the school community. Having students hear from other students about the importance of mental health and well-being is essential to creating resilient learners,” shares Vice-principal Eric Grice.

The students and staff will carry this focus into 2025, and look forward to hosting mental health information fairs, and sharing “mindful memos” to help guide classes in mindfulness activities!



Walking into Wellness at the Laurie Lawson OEC

For many years, the Laurie Lawson Outdoor Education Centre (OEC) has been a cornerstone of hands-on learning for KPR students. Through a successful partnership, the building is provided by the Kawartha Pine Ridge District School Board, and the property is owned by the Northumberland Land Trust.

KPR's Board Action Plan identifies our commitment to strengthen environmental consciousness and explore strategies to reduce negative ecological impacts – outdoor education is an important component of that.

Having the opportunity to visit this inspiring outdoor classroom, allows students in Kindergarten to Grade 12 to engage in a variety of activities designed to foster a deep connection to the environment and teach the importance of sustainability.

“Remember me” is a frequent conversation starter at the beginning of a visit. Students will often enthusiastically share memories and events from previous visits. The clarity of these remembrances underscores the power of being and learning in a beautiful outdoor setting.

Grade 4 students from Burnham Public School in Cobourg visited the Laurie Lawson OEC this fall, where they engaged in learning that focused on climate change, environmental stewardship, and mental health.

Through outdoor activities, the students explored the impacts of climate change on our local region and discussed ways to protect the environment. They also learned the importance of connecting with nature to support mental well-being, understanding that spending time outdoors fosters resilience and emotional health.

Standing along the banks of the river, students took in a mindful minute, listening to the sounds of nature, slowing their minds, and connecting to the land. Naturalist Melody Belfry spoke to the importance of finding ways to spend more time outdoors, and how nature naturally calms our mind, body, and soul. This experience reinforced the value of caring for both the planet and themselves, helping students build a deeper appreciation for the environment and their role in protecting it.



Succeed in Life

Integrating Truth and Reconciliation at LDPS

Throughout 2024, the Passport to ReconciliACTION has served as an Indigenous Education resource that guides KPR school communities and departments in working together and actively engaging in broad-based collective action.

Lakefield District Public School (LDPS) engaged in the passport this year by participating in reflection and honouring the memory of children who attended a residential school. Students decorated tiles that were arranged in an artistic display to resemble the “Project of Heart”.

This school-wide initiative was led by Maria Turloukis, Grade 6/7 Teacher and Indigenous Education Instructional Coach.

“At LDPS, I led teachers through the September Passport to support them in building their own capacity, using the four R’s (Respect, Relationship, Responsibility, Reciprocity) to integrate Truth and Reconciliation in their classrooms,” shares Maria.

“On the National Day for Truth and Reconciliation, every student and staff member shared their learning by decorating a tile, in remembrance of children who attended residential schools, honouring the resiliency of the survivors and explaining the significance of Truth and Reconciliation to peers,” she adds.

The activity resonated with students from Kindergarten to Grade 8, who engaged in learning that was specifically developed for their age and grade level. Students summarized their experiences through the following quotes:

- “I learned just how important it is to use our voice to create change.”- Enid, Grade 7.
- “Truth and Reconciliation is important to honour and remember all of the people who attended residential schools and take action to do better.”- Liam, Grade 6.
- “This learning is important to make sure history doesn’t repeat itself.” – Jayda, Grade 6.
- “Every child should feel a sense of belonging in schools. It is important to learn about and appreciate what makes us unique.” – Nylan, Grade 6.





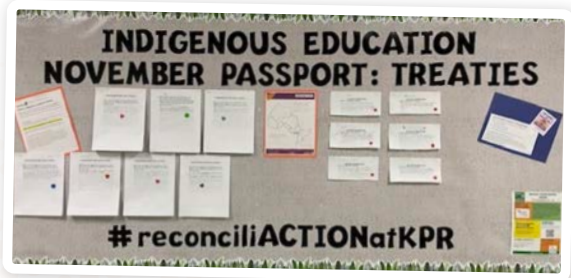
The LookBook! – Celebrating Learning in Indigenous Education

As we work to honour Indigenous knowledge and ways of knowing through engagement in Truth and Reconciliation, and elevating First Nations, Métis and Inuit cultures, perspectives and histories, the KPR Indigenous Education department created the LookBook to celebrate learning happening across the system.

The LookBook is a collection of artifacts that allows a peek into some of the learning engagements of staff and students over the course of the school year. Learning is action in Truth and Reconciliation.

As staff and students engaged in KPR’s Passport to ReconciliACTION, classrooms and individual learners were invited to submit a reflection on the learning.

Among the many schools and departments recognized and celebrated is Dr. Ross Tilley Public School in Bowmanville for forming an Indigenous Education Committee within the school and participating in the Passport to ReconciliACTION monthly.



Bowmanville High School students engaged in virtual sessions offered through the National Center for Truth and Reconciliation. Art students discussed what Truth and Reconciliation means to them, and the imagery and symbolism that represents the idea of reconciling, before sketching their ideas of what Truth and Reconciliation looks like to them.

We encourage all students, staff and community to continue to take action by engaging in the Passport learning throughout the school year.

Succeed in Life

Inclusivity Through Arts, Creativity and Community

At the end of May, Kenner Collegiate Vocational Institute hosted Create Pride, a free, full-day event with community partners to promote inclusivity through arts, creativity and community for 2SLGBTQIA+ students and allies.

The day featured poet laureate Ziysah Von Bieberstein, musician Ale Suarez, a Fractured Fairy Tales presentation with Derek Newman-Stille, the Kenner Choir, a Community Market and Betty Baker.

Staff organizers Erin Clancy, Kenner CVI, and Lynn Pineau, Crestwood SS, said 75 students attended this very positive and inspiring event.

“Students from every high school in Peterborough attended, including PACE. The energy in the room was incredible and the kids were enthralled by Betty Baker in particular - a real celebrity and icon for them! There was poetry, a sing-along, story-time – complete with sitting on the ground in a circle, community organizations and outreach, a clothing swap, a delicious lunch, and even some happy tears as students felt comfortable sharing their authentic selves with peers,” shared Lynn Pineau.

Events such as these are one way that KPR schools support the strategic priority of creating safe, inclusive spaces where belonging, well-being and mental health support student engagement, and the diversity and lived experiences of students and staff are valued and reflected in learning and working environments.



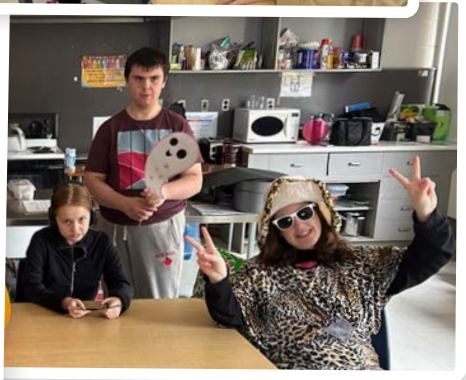


Expanding Opportunities for Students

The Learning Life Skills (LLS) classes at CCI were very busy during the first semester of the 2024-2025 school year. Through partnerships with other classes and schools, unique field trip opportunities, weekly visits from therapy dogs, mentoring opportunities and an overall focus on integration, students continue to have many meaningful opportunities to thrive within the school and broader community!

“We have an exciting new collaboration project between LLS students and Mr. Barlow’s Grade 3 class at Burnham Public School,” shares Suzanne Kerr, CCI educator.

“Our students visit Burnham PS twice a month and have the opportunity to act as mentors to Grade 3 students. This gives students a unique leadership opportunity where students are mutually benefiting and participating in a hands-on math program,” she adds.



Succeed in Life

Tackling Anxiety Through Worry Busters and #GoodCoping

As part of KPR's commitment to mental health, we continue to explore new and creative strategies to improve student well-being. An initiative led by KPR's team of Mental Health Clinicians, focused on supporting students in understanding and managing their anxiety, has made a significant impact for many students this year.

In March, "Worry Busters" and "#GoodCoping" were first introduced as Cognitive Behavioural Therapy groups available for students in participating elementary, intermediate and secondary schools across the district. Sessions were delivered to multiple schools over several months, with participation from over 350 students!

One of the many benefits of this work, is that it has enabled students to work together with their classmates to develop and practice coping skills in a safe environment through supportive exposure opportunities.

"The most common things the students shared was how they enjoyed learning new strategies with their peers and realizing that they are not the only one who struggles with anxiety," shares Michelle Shaw, Mental Health Clinician.

The students and families at Duke of Cambridge PS have experienced the impact of this work firsthand, with many positive remarks shared by parents and caregivers.

"Students have enjoyed participating in these groups with Michelle, learning everyday strategies to help them manage feelings of worry or anxiety. We were very pleased to be able to offer this opportunity to students as it supports our goal of fostering a safe and caring environment where every student is empowered to reach their full potential," shares Sanaa Soussan, Principal of Duke of Cambridge PS.

The Duke of Cambridge school community and KPR staff look forward to building on the success of this initiative and continue enhancing student well-being!



Arts are Alive at KPR

Opportunities to participate in the arts continue to be important aspects of the educational experience at all KPR schools – students can communicate, create and collaborate in so many different ways!



Bowmanville High School's team of talented dancers and choreographers had an incredible year filled with many showcases, competitions and performances!



Port Hope High School Annual Arts and Crafts Fair

On November 23, 2024, Port Hope HS welcomed over 60 local vendors and small businesses, 40 student volunteers, five community sponsors and 1,000 people for their annual Arts and Crafts Fair. It was the school's biggest event yet and a huge success! The funds raised from the event will be used to help provide a range of opportunities for Port Hope HS students, in addition to supporting the school's drama production, arts program, and athletics program.

Succeed in Life

Athletics

KPR students had another successful year in athletics, with students enjoying recreational and competitive opportunities to be active and have fun!



The Boys Cross Country team from CCI had a successful race day at the Lakefield College School Invitational, placing first as a novice team – way to go CCI Wolves!



Shout-out to Adam Scott CVI's Senior Boys Football team for receiving national media coverage on the Sports Network TSN! A clip from one of their games was featured on a TSN segment during a Saturday Night CFL broadcast!



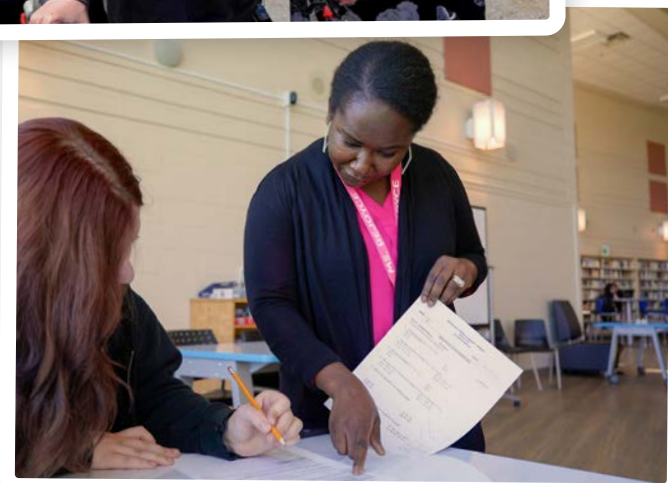
S.T. Worden PS Intermediate Ultimate Frisbee Team came away with a winning record and had a fun time competing in their tournament this past June!

Accessibility Training for Everyone

Through its Accessibility 101 online learning module, KPR is positively fostering compliance with the Accessibility for Ontarians with Disabilities Act (AODA). The training was created by the Commissioner's Office of Human Rights, Equity and Accessibility (COHREA) to ensure that staff are provided with KPR-specific training on general accessibility, information about attending to the needs of persons with disabilities, and baseline knowledge of Accessibility Standards. This new resource is in addition to the standard accessibility learning and training completed by all new employees with the board.

System learning is identified in COHREA's [Multi-Year Accessibility Plan \(MYAP\)](#), as part of overarching strategies to identify, remove and prevent barriers that students, staff, and other members of the KPR community may experience while learning, working and interacting within our educational culture.

The goal is for the majority of KPR's full time staff to complete the training and support our commitment to building a welcoming environment where human rights principles remain anchored to our approach to diversity, equity and inclusion.



Enrich Our Communities

If You Listen... We Will Thrive

The Student Voice Project, one of the Director of Education's Priorities, served as a platform for amplifying student voices in educational decision making.

During the 2023-2024 school year, over 180 high school students from all secondary schools and alternative education sites participated in focus groups facilitated by Elder Melody Crowe and Director of Education Rita Russo. The project captured students' perspectives on their day-to-day experiences at school and the feedback was summarized in a booklet for all secondary schools.

Building on this work, in August, a panel of students from Adam Scott CVI, Kenner CVI, East Northumberland SS and Courtice SS shared their voices with school administrators and department leaders. Students spoke openly about both the positive aspects of school and the challenges. They offered many insights into how educators, leaders and school staff can make school experiences better for current and future KPR students.

The following themes emerged frequently during the Student Voice Project:

- Caring, Welcoming Spaces
- Co and Extra-Curriculars
- Course Availability
- Discrimination and Racism
- Safety and Access to Bathrooms
- Support for Students
- Benefits of Alternative Education

One student shared this feedback about the benefits of alternative education, "Everyone says hello, knows my name and is really happy to see me when I show up. Teachers listen and help, they don't just teach... and there's always food here. I never have to worry about being hungry or feeling like I don't fit in."

Engaging and empowering students to share their voice and experience in education is a key strategy in the Board's Action Plan, in support of building relationships and supporting student success.



Culture of Kindness at Beatrice Strong PS

Beatrice Strong Public School has been fostering a culture of kindness and well-being, with the help of student voice!

Throughout the year, students can earn Gotcha Tickets every time they are caught in the act of being kind to others; for example, holding a door open, giving a compliment, helping others, or inviting a peer to play in a game. The Student Wellness Committee draws five tickets out of the Kindness Box every Friday, announces the winners, and helps them select prizes out of the Treasure Box!

Principal Tracy Gray says this activity is “so much fun and has really improved our school climate and everyone’s well-being. Students love this!”

Students have embraced the opportunity to influence their school climate.

“It means so much to me that our school is a safe place and Gotcha Tickets help students understand how kindness works,” said a Grade 6 student.

“Thank you to our Principal, Mrs. Gray, for helping us put all our kindness ideas together. Without Mrs. Gray, we would not have this much kindness in our school,” said a Grade 5 student.

Another Grade 6 student added, “I feel that the “Gotcha Tickets” are making a difference in the school... The Gotcha Tickets also help students with anxiety because the prizes are fidgets that they can use. Gotcha Tickets make you want to do more kind things every day”.

Continuing this focus on kindness, during Bullying Awareness and Prevention Week, Community Liaison Officer Tammie Staples visited the school for an assembly focused on being partners in keeping everyone safe. Grade 3-6 students provided feedback through a survey and then the Positive School Climate Team, which includes Grade 6 students, reviewed the results at the end of November. Student Voice was well represented at the meeting, and through the survey. The school now has data to inform future school actions focused on continuing to create safe, inclusive, welcoming environments.



Enrich Our Communities

Promoting Parent Engagement

As part of KPR's commitment to parent engagement, we connected with over 900 parents, caregivers, and community partners through two key events this fall: the Engaging in Your Child's Educational Journey webinar and KPR's 23rd Annual Parent Conference.

In October, Principal Andrea Schmoll from Brighton PS and Principal Brandi Hollinger from Murray Centennial PS led the Engaging in Your Child's Educational Journey webinar. They guided participants through the many benefits and opportunities that come from participating in a child's learning experience, including the value and impact of parental involvement in education, effective ways to communicate with teachers and school staff, information about volunteer opportunities, and leadership roles in School Council and other committees.

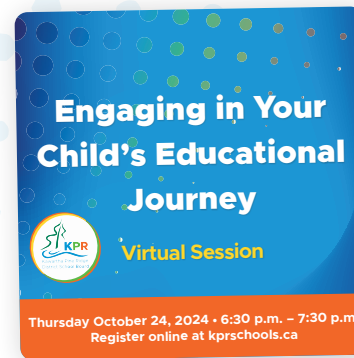
In a post-webinar survey, 87 per cent of respondents found the content increased their ability to engage in their child's education, and 82 per cent of respondents said the webinar increased their interest in volunteering at a school.

This year's parent conference featured keynote speaker Dr. Robyne Hanley-Dafoe, who shared research-based strategies and practical tips on the theme Everyday Resiliency: Strong Kids and Well Families. Participants shared that they appreciated the authentic and relatable speaker, and the relevance and applicability of the content to their daily lives.

"I loved everything, but to be more specific, I loved the 5 Pillars of Resilience and the breakdown of the importance of each role. I loved how Dr. Robyne gave many life examples which were very relatable; she also highlighted the importance of reunions with our children when we see them after long periods of being away from them to make sure we have a super bright smile on our face and ask them how their day went!" - Parent participant.

"The best thing about the webinar was the way Dr. Robyne spoke about being present and actively listening to our children, with their emotions, and how to assist them without disabling them to solve the problem themselves."
- Parent participant.

These events focused on important topics related to student and family well-being, helping to build stronger connections between KPR schools and families. Video recordings of these sessions are accessible through the Parent Corner on www.kprschools.ca.



Multilingual Learning Partnerships Benefit Students and Communities

In KPR, we believe in the importance of developing and maintaining innovative partnerships, to strengthen outreach and engagement, amplify diverse voices, and support student success.

KPR's Multilingual Language Learner team (MLL) works closely and collaboratively with community partners, such as the New Canadians Centre (NCC), to support students with English learning and multiple language needs.

Here are some of the amazing things the NCC has been doing in KPR schools this year:

- Weekly visits to Cobourg CI, Adam Scott CVI, Thomas A. Stewart SS, and Crestwood SS for conversations and counselling
- Helping students find jobs and prepare resumes
- Providing translation support at parent meetings, and
- Providing students with volunteer opportunities in the community.

Additional activities for newcomer students and families have included:

- Bowling and pizza events for newcomer teens in Northumberland and Peterborough
- A customer service training workshop for newcomer students on a PA Day at the Cobourg Community Centre
- Helping with 'Welcome to KPR' presentations at the start of the school year for MLL families, and
- Customer service training workshops for newcomer students in Clarington, in partnership with the Community Development Council Durham.

“Since arriving last year, the NCC has been a safe and comfortable environment. I have joined special groups for newcomers, and we have gone on outings and have fun without thinking about finances. The NCC helped me meet new people and make so many friends. They also helped me gain my volunteer hours and make my resume. There are so many students like me who feel comfortable and who get many of the things they need from the NCC, including bus passes and snacks when we visit. I'm so glad for the NCC.” - Pankti Trivedi, Grade 12 student, Kenner CVI.



Enrich Our Communities

KPR Schools Enriching Communities!

Throughout 2024, KPR schools were used for over 75,000 hours by more than 240 organizations and groups, through the Community Use of Schools program! From youth and adult sports to musical and theatre performances, job and volunteer fairs, community markets and vendor shows, guides and scouts, cadets, drumlines, fitness classes, fundraisers, workshops, and more, KPR schools help the community access affordable spaces on evenings and weekends and connect with a variety of activities and services.

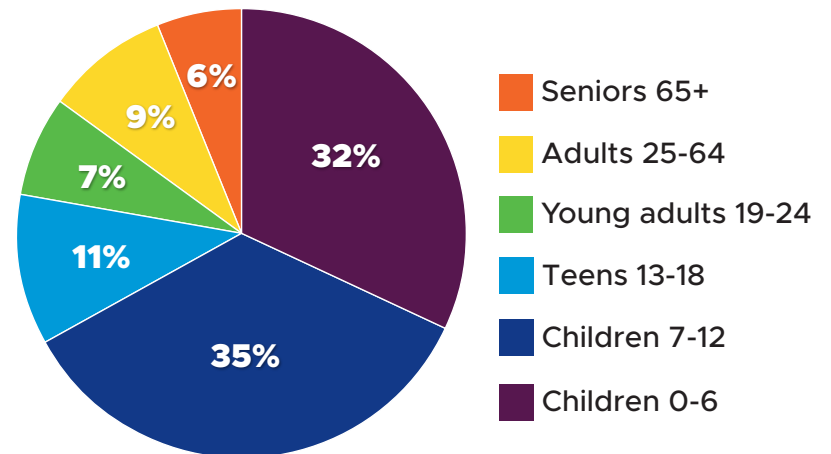
The Community Use of Schools program supports the Board’s strategic priority, to strengthen outreach and engagement with communities.

“We are thrilled to partner with the Kawartha Pine Ridge District School Board to have spaces for our youth programs. We have been able to provide hundreds of kids the opportunity to play, gain confidence and learn through sport. The benefit of having affordable rental spaces locally has been integral in our ability to provide a fun and safe environment for kids of all ages and abilities to be social and learn. We appreciate the partnership and look forward to continuing to build a place for youth sport in our community.” - Sean Handa, Chairperson of Peterborough Youth Basketball Association

Visit kprschools.ca to learn more about the Community Use of Schools program.



This year, more than 75% of Community Use hours supported local youth activities.





Fifteen Years of Partnership at Otonabee Valley PS

Students, staff and families at Otonabee Valley Public School (OVPS) have been welcoming the community into their school for many years and they are fortunate to have a consistent group of volunteers who enjoy supporting the school.



Just over 15 years ago, local organizations asked how they, as community members, could help the school, and the positive contributions began. Over the years, volunteers have offered their time reading to students, volunteering in the nutrition program, and providing after-school support, like cooking classes and child minding, shared Holly Raymond, volunteer, and Associate Pastor of the Free Methodist Church.

The school's annual Holiday Luncheon is a favourite community event, in partnership with the school council, volunteers, and Gerti's restaurant. Students enjoy a delicious hot meal thanks to the time, effort and donations of caring adults.

An OVPS student ambassador enthusiastically welcomed Director of Education Rita Russo to this year's luncheon and introduced her to school staff and volunteers.



Enrich Our Communities

Courtice SS Spreading Kindness to the Community!

In the spirit of giving, the students and staff at Courtice SS generously donated 15 “Love Boxes” filled with toys, books, personal hygiene items, clothing and more to local hospitals in support of families in the community with a child battling cancer.

The school’s Athletic Council wanted to focus their efforts in support of the community and led the school in this initiative as part of the family-founded Super Sophia Project. Working with the Senior Boys Volleyball team, they also expanded the collection to invite donations from other schools visiting for the Clarington Rivalry Cup tournament in November! A special thank you goes to Bowmanville High School, St. Stephen’s Catholic Secondary School and Clarington Central SS for supporting this cause.





Image courtesy of Karen Graham from The Millbrook Times

Climate Education in Action at Millbrook/South Cavan PS

A Kindergarten teacher at Millbrook/South Cavan Public School is making national headlines for her leadership in climate education and environmental sustainability.

Following her participation in an online climate education course last spring, Wilma Armstrong was inspired to carry this learning forward and share some of the unique ideas with her own school community.

Both Wilma and her teaching partner, Tracey Parker, have introduced Kindergarten students to the outdoor classroom and led meaningful discussions about nature and wildlife to help them understand the reciprocal relationship we have with the land. Tracey Parker also created and maintained a native species garden with the class.

In addition to these activities, Wilma invited special guests to the school to extend these teachings to other grades, with a focus at the Grade 3 level. Grade 3 students were eager to get involved and even prepared a series of school announcements that are shared after the Land Acknowledgement encouraging a deeper connection!

“Wilma Armstrong’s initiative is transforming climate education at Millbrook South Cavan Public School by engaging students with hands-on learning in their local forest and integrating Indigenous perspectives,” says Nick Cloutier, Principal.

“Her efforts inspire students to respect nature and deepen their understanding of the environment, fostering a generation eager to contribute to a sustainable future,” he adds.

These are only some of the many ways Wilma has brought renewed energy to climate education at Millbrook/South Cavan PS!

Enrich Our Communities

Partnering for Sustainability: Small Trees, Big Impact!

This year, Keith Wightman Public School and Thomas A. Stewart (TAS) Secondary School partnered with GreenUP to engage in hands-on environmental learning and transform their school properties!

Thanks to KPR's continued partnership with GreenUP, and funding from the Green Communities Canada's Living Cities Fund, over 300 students and staff from Keith Wightman PS and TAS had the opportunity to participate in unique green infrastructure projects and bring new outdoor learning spaces to life.

At Keith Wightman PS, additions to their schoolyard included a vibrant little forest with 224 trees and shrubs from 29 native species, a shady grove to support outdoor learning and play, a staghorn sumac buffer to reduce road noise and offer seasonal beauty, and a willow tunnel for interactive play and skill-building.

Students at TAS also planted their own small forest, preparing nutrient-rich soil using a sheet mulching technique, and planting more than 350 native trees and shrubs.

"These additions will not only create stronger connections with nature but also enhance biodiversity, improve soil quality, and provide future generations with an outdoor classroom and play spaces," shares Laura Keresztesi, Green-Up Program Coordinator.

Thanks to KPR students and staff for taking action in their communities and supporting sustainable environmental goals!





Planting for the Future

Staff at the Education Centre in Peterborough also joined in on the tree planting action – planting approximately 160 Norway Spruce and White Spruce trees on a sunny day in October! Just over 20 staff members from Business and Corporate Services and the Corporate Affairs Department came together to take part in this team building activity with the Otonabee Region Conservation Authority.

Once the trees take root and soak in water and sun, they will eventually grow to maturity and create a new habitat for wildlife, helping to regulate temperatures, and filter the air we breathe in our own community's backyard!



Enrich Our Communities

Building for the Future in Northglen

We were very pleased to be joined by provincial and municipal education partners for a sod turning in June to officially launch the construction phase of a new school in the Northglen neighbourhood in Bowmanville.

This new, modern, fully accessible elementary school is made possible through the funding of over \$36 million and will have space for 769 students, from Junior Kindergarten to Grade 8, as well as a four-room childcare centre.

The school has an expected opening date of September 2025, and we appreciate the continued support of all education partners who have assisted with this important capital project for the students and families of Bowmanville.



Murray Centennial PS Addition

Through the support of provincial partners, we're also very pleased this year to be building a \$7.6 million addition at Murray Centennial Public School in Trenton. The over 22,000 square foot addition includes three new Kindergarten classrooms, four regular classrooms, staff and student collaborative spaces, and a new septic system, among other enhancements.





New Smithfield PS Playground

Among the many capital projects and enhancements to our schools, in November we were also pleased to be joined by municipal partners and school council fundraising leaders to officially open a new play area at Smithfield Public School.

Made possible only through \$85K in funding support from the Municipality of Brighton, and extensive local fundraising efforts, the new playground includes a buddy bench to help students connect in times of need, and two new two play structures for students and the community to enjoy during and after the school day, for years to come.



Fire Prevention

As part of Fire Prevention Week, Ganaraska Trail Public School welcomed special guests from the Port Hope Fire Department to learn all about fire safety and prevention! Students were enthusiastic and ready to jump right in and participate!



Roger Neilson PS Students Take to the Ice

Roger Neilson PS students enthusiastically participated in the grand opening of the Misken Law Community Complex this January. New and experienced skaters alike joined a large group of community members to enjoy the arena's first free skate, as part of the opening celebration.

Strategic Priorities for 2023–2026

Excel in Learning

We are committed to achievement and success through:

- Establishing a strong foundation for student achievement in literacy and math.
- Supporting student success in differentiated and diverse learning pathways responsive to the unique strengths, skills and needs of all students.

Succeed in Life

We are committed to well-being and belonging through:

- Honouring Indigenous knowledge and ways of knowing, engaging in Truth and Reconciliation, and elevating First Nations, Métis and Inuit cultures, perspectives, and histories.
- Creating safe, inclusive spaces where belonging, well-being, and mental health support student engagement, and the diversity and lived experiences of students and staff are valued and reflected in learning and working environments.
- Embedding principles of human rights to ensure equity and inclusion for all.

Enrich our Communities

We are committed to relationships through:

- Building social responsibility and enhancing accountability, service excellence, transparency and evidence-based decision making.
- Strengthening outreach and engagement with students, staff, families, communities and partners, to enrich relationships, amplify diverse voices and develop innovative partnerships.

KPR at a Glance

We are an innovative and responsive educational community focused on student achievement, well-being and success for all; we value the diversity and uniqueness of all students, employees, and community members. We are ambassadors of public education.

KPR offers a world-class education for over 35,000 students in 87 schools spread across a diverse jurisdiction spanning over 7,000 square kilometers in the Municipality of Clarington, Northumberland and Peterborough counties, City of Quinte West/Murray Ward.

As of October 31, 2024, we had approximately:

- » 35,799 students
- » 26,092 elementary students
- » 9,707 secondary students
- » 20,000 students bused to school every day on almost 700 different bus routes.
- Students who speak another language at home: approximately 2,000 students and their families, or nearly 18%, communicate in a language other than English.
- Students with First Nation, Métis and Inuit ancestry: approximately 8.8%
- Primary classes with 20 or fewer students: 90%
- Students (Grade 1 to Grade 12) with Individual Education Plans (IEPs): 24%
- Primary classes with 23 or fewer students: 100%

We are one of the largest employers in the communities we serve, with over 4,000 full-time employees, including approximately:

- 1,582 elementary teachers and 680 secondary teachers
- 1,746 union and non-union support and administrative staff, including secretaries, custodial and maintenance staff, education assistants, professional and paraprofessional staff, technicians, principals, vice-principals, supervisors and senior staff.
- we also have approximately 1,557 occasional teachers and 672 casual support staff.

We strive to demonstrate our caring for every student and staff member, every day.

We are also fortunate to receive the assistance of countless volunteers in our schools.

Our Financial Story

In June 2024, the Board approved an operating budget of \$519,854,831, and capital budget of over \$49 million for the upcoming school year. The budget complies with all Ministry of Education requirements and was developed based on the priorities set out within the Board's 2023-2026 Strategic Plan – Inspiring Excellence in Learning, Success in Life and Community.

Board revenues are determined provincially based on elementary and secondary student enrolment. Total board enrolment for 2024-2025 is 35,799 students as of October 2024.

Our budget also includes over \$75 million to support special education program delivery in schools.

Capital project highlights for 2024-2025 include funding investments for construction of the new Northglen neighbourhood elementary school in Bowmanville, in addition to a number of capital building and school improvement projects.

We allocate a significant investment annually for improvements and enhancements to our schools. We want to ensure that our physical spaces keep pace with the advanced programming and instructional practices that are both currently offered and envisioned by our amazing staff.

2024-2025 Budget

Student Enrolment: Under 21 years of Age

Elementary	26,080
Secondary	9,676
Total	35,756

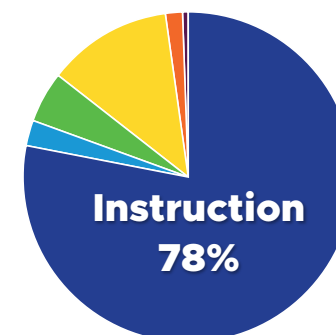
Staffing: FTE

Teachers	2,142
Instructional Support	923
School Administration	285
Central Administration	118
School Operations	368
Seconded Staff	16
Total Staff	3,850

Expenditure by Function	Budget 23/24	Actual 23/24	Actual 22/23
Instruction	364,870,011	449,406,919	367,009,725
Administration	12,967,977	13,537,082	11,319,330
Transportation	28,763,501	29,428,688	28,003,583
Pupil Accommodation	64,291,376	69,592,735	64,170,683
School funded activities	7,500,000	9,492,645	8,018,221
Other	6,342,040	2,435,641	1,189,974
Total Expenditures	484,734,905	573,893,710	479,711,516

Expenditure by Percentage

Instruction	78.31%
Administration	2.36%
Transportation	5.13%
Pupil Accommodation	12.13%
School funded activities	1.65%
Other	0.42%
Total Expenditures	100.00%



Expenditure by Object	Budget 23/24	Actual 23/24	Actual 22/23
Salary & Wages	315,303,785	403,343,431	318,171,269
Employee Benefits	58,718,772	63,783,327	57,545,790
Staff Development	843,945	815,342	573,758
Supplies & Services	33,743,002	30,413,291	31,951,453
Interest	3,121,931	3,838,422	3,739,443
Rental Expenditures	84,706	110,289	130,058
Fees & Contract Services	33,900,272	34,747,472	33,748,434
Other	6,477,259	2,880,291	1,649,054
Amortization	25,041,233	24,469,200	24,184,036
School funded activities	7,500,000	9,492,645	8,018,221
Total Operating Expenditures	484,734,905	573,893,710	479,711,516

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Paul Brown, Vice-chairperson

Municipality of Clarington

Cathy Abraham, Municipality of Clarington

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