



Kawartha Pine Ridge
District School Board

Annual Report 2022



#WeAreKPR

#WeAreKPR

Accolades

From graduations and awards nights, to everyday accolades and special accomplishments, KPR students and staff have lots to be proud of. Here are a few of the many people who have received recognition this past year.



Clarington Central Secondary School Head Custodian Steve Huisman received the Excellence in Education award from OSSTF14. Steve ensures the building is safe and welcoming. He regularly connects with students and staff in a positive way.



Staff at Highland Heights PS always love taking learning outside. No matter the time of year, you'll find groups on the yard or in Jackson Park. The school was honoured to be recognized for leadership in the community and intentional learning by the Pathway to Stewardship program.



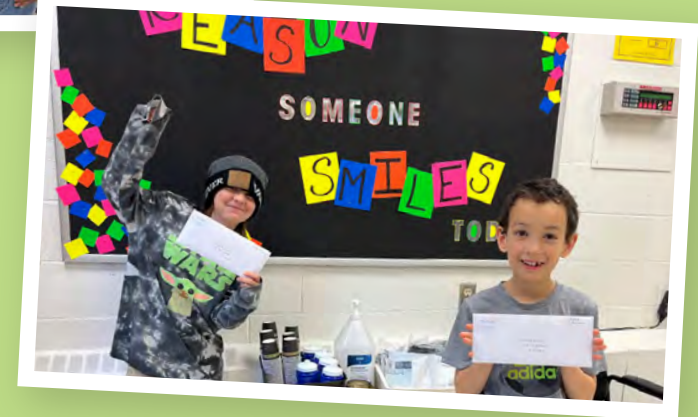
<< Congratulations to Kinge Segun, Bowmanville High School 2022 Valedictorian. Valedictorians at all KPR schools – you make us all so proud!



Charley has autism and is part of a Learning and Life Skills classroom at Port Hope High School. Last year, he participated in a mainstream science class and, with the help of educational staff Charley persevered and got the highest mark in his class. Principal Ron MacDonald congratulated Charley on his academic award.



Congratulations to Kaawaate ECPS' very first graduating class of Grade 8s.



Each month, teachers nominate Dr. G.J. MacGillivray PS students for the work, thinking and great questions within STEM activities (Science, Technology, Engineering & Math). Out of all the students nominated, the school draws names for two Oshawa Generals tickets for each game, as part of the 'Adopt a School' Program.

OUR MISSION IS TO INSPIRE OUR STUDENTS TO
EXCEL IN LEARNING, SUCCEED IN LIFE
 AND **ENRICH OUR COMMUNITIES.**



East Northumberland Secondary School had strong participation in cross country racing this fall. The ENSS novice boys finished second overall.



M.J. Hobbs Senior PS Intermediate Flag Rugby Boys Team with teacher Brad Sainsbury.



Congrats to Thomas A. Stewart Secondary School OFSAA football champions!



<< Duke of Cambridge PS intermediate soccer team. Way to go Dragons!



Duke of Cambridge track and field day. A big thank you to school staff and volunteers who coordinated track and field days across the board!



Congratulations to Cobourg Collegiate Institute's Senior Girls Basketball team and coaches on an amazing season. Kawartha Athletics Champions!



Congratulations to the 2022 Percy Centennial Archery Champions. With 80 participants this year, it was an amazing archery season!

Athletics

Whether it was intramurals, recreational or competitive teams, athletics came back in a big way in 2022. We are thankful to all of the staff and volunteers who made the practices, events and tournaments possible.

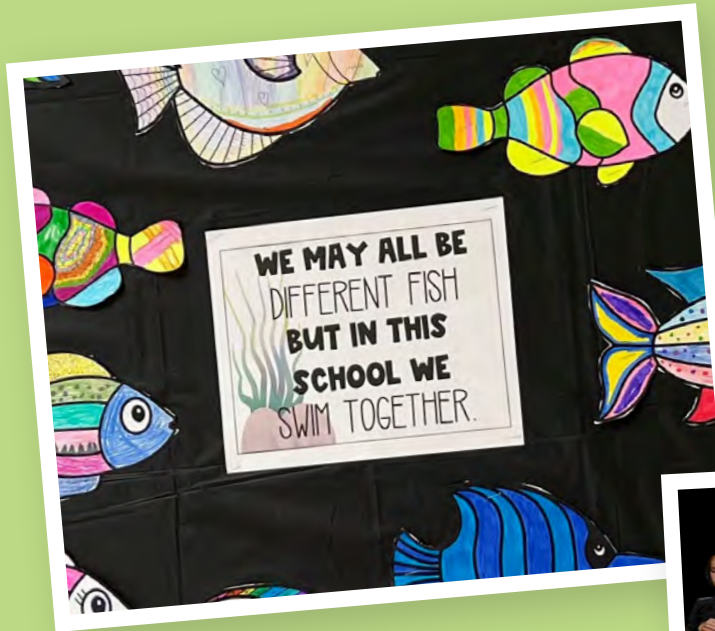
#WeAreKPR

Arts

Drama, dance, art and music are important educational opportunities that support expression, critical thinking, well-being and student success every day, in so many ways. It was wonderful to see students on stage, in concert and expressing themselves through the arts.



Plainville PS Grade 2/3 art show.



Charles Bowman PS added a splash of colour to their library! Grade 3 classes helped to create this beautiful display to support diversity and inclusion.



<< James Strath PS Grade 8s put on an amazing art exhibit, showing off their Pumpkin Art, where they painted their favourite literary or movie character.



Students in CCI's dance and drama classes bring smiles and vibrant energy to the stage as they share their talents and upbeat group routine.

From the Director



Rita Russo
Director of Education

Serving as Director of Education with the Kawartha Pine Ridge District School Board is a sincere privilege for which I remain truly grateful. The compassion and dedication of our staff, and the spirit, joy and energy of our students, make me smile every day.

With our Annual Report for 2022, we once again take pride in sharing our journey over the past year, and celebrating all that makes KPR such a special place.

Our staff continue to lead our way forward, and with the help of the families, countless volunteers, and partners we serve, we are heartened by their tireless care and compassion for our students.

To all our staff, we thank you once again for building places of learning that are rich and engaging for our students, places that are clean, safe and make students feel like they belong.

We continue to move each day toward brighter futures for all and it has been truly wonderful that, this year, our students have been able to pursue their passions and interests beyond the classroom walls – on stage, in concert, on our fields, in our gyms and wherever their shared interests take 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. It is important that our students feel welcome, have a sense of belonging at school, and see themselves in those leading the learning as well as in the books and resources in the classroom. Together, we remain focused on strengthening relationships through reconciliation by centring Indigenous voices and lived experiences and building trust with students, staff, families and community.

This year's Director's Report is a small glimpse of all the great work that happens daily in our schools towards our goals, and highlights students and staff engaged and excelling in learning, inspiring each other to succeed in life and enriching our communities.

Please take a moment and join us in reflecting on all that was amazing at KPR in the past year.

A handwritten signature in blue ink that reads "Rita Russo".

From the Chairperson



Steve Russell
Chairperson

It is with sincere pleasure and great pride that, on behalf of my Trustee colleagues on the Kawartha Pine Ridge District School Board, we share a sampling of the incredible accomplishments of our students and staff over the past year.

Although 2022 began with a continuation of the COVID-19 protocols from the last couple of years, the situation gradually shifted. Last spring and this fall have brought our students and staff together to share, once again, the many experiences inside and outside the classroom that build lifelong memories for everyone.

While each year will bring its own challenges, we truly believe that our students' educational experiences are improved immeasurably by being with their friends and peers at school. This year has marked a long-awaited return to those days.

As always, we extend our sincere thanks to our passionate and dedicated staff who lead learning for our students and foster their success. We are also grateful to the many community volunteers, bus drivers and crossing guards who support our students and enrich our schools each day.

Our 2022 Annual Report is a collection of snapshots and short stories, illustrating moments of time throughout the year that showcase the energy and joy our students and staff create with and for each other each day. It highlights the unique ways we strive to make success possible for each student and our ongoing work to ensure our students and staff feel supported and welcome at school.

We are incredibly proud of the accomplishments of our students and staff and remain very grateful to the families and partners we serve for their ongoing support of public education. Together, #WeAreKPR.

A handwritten signature in blue ink that reads "Steve Russell".

EXCEL IN LEARNING

Supporting Student Wellness and Success through Relationship and Connection

Using a collaborative, trauma-informed approach to mental health, Sharon Skutovich supports the psychological, emotional and social well-being of students, families and staff at Norwood District Intermediate and High School (NDIHS), Norwood District Public School and Havelock-Belmont Public School. Sharon's practical, professional approach is appreciated by everyone she works with.

"I love my role in our schools. Being able to meet with students and to not only hear, but also understand, what's happened to them, and then to match programming based on empirical research is very rewarding."

As a Mental Health Clinician, Sharon is a clinical social worker, registered through the Ontario College of Social Workers and Social Service Workers and is a member of the Canadian Union of Public Employees (CUPE) at KPR. She helps students better understand what they are experiencing, through assessment, and collaboratively set goals for support.

"I like to frame therapeutic support for students as workouts and exercises that will help them to get into and stay in good mental and emotional shape," Sharon says.

Trauma-informed professionals use five guiding principles: safety, trustworthiness, choice, collaboration and empowerment, to promote environments of healing and recovery rather than practices that may inadvertently re-traumatize a person.

Physical and emotional safety can include little things like school administration walking the halls and welcoming students and staff each morning. Trustworthiness can be evident in the establishment and consistency of boundaries and clarity in what is expected. The more choice and control

an individual has over their experience, the more likely they will participate. Ensuring students are part of any process that involves them allows for shared collaboration. Finally, focusing on strengths and empowering students and staff to build on those strengths while developing stronger coping skills provides a healthy foundation for students and the entire school community, Sharon summarizes.

"Providing students, families, and teaching staff with a toolbox of practical skills and strategies to remain mentally fit and healthy is amazing to witness. I am extremely focused on ensuring my services are relatable, that students find that I am easy to talk to, and that I am someone that they can work with when they may be feeling misunderstood. I strive to ensure students and families I support feel understood, accepted and safe," says Sharon.



"With the skills I have learned and the strategies I've been taught, I have definitely seen an improvement in my attitude and the way I think," shares Stacia, a Norwood DHS student.

At the core of Sharon's collaborative work is partnership, relationship and connection. To learn more about well-being at NDIHS in particular, visit kprschools.ca/annualreport to see this video and more.

#WeAreKPR



Bringing Indigenous Education and Learning to the Forefront

Kindergarten teachers Heather Searle and Jennifer Dunham are exploring new and meaningful ways to promote Indigenous Education with the students, staff and community at Charles Bowman Public School.

“At a time when Indigenous voices are getting louder, we felt compelled to do more beyond our own classrooms and make the Passport to Reconciliation a school-wide initiative and bring the monthly focus to the forefront this year.”

As a way to encourage engagement with KPR’s Passport to Reconciliation Program and to share the learning happening at their school this year, Heather and Jennifer developed a school-wide schedule where each class takes turns displaying their monthly learning in the front foyer.

“By highlighting each month’s focus from the Passport to Reconciliation, with the intent of each grade in the school contributing to the display throughout the year, Indigenous Education is at the forefront of learning and part of our everyday curriculum,” they explain.

By choosing to make learning visible to everyone who enters the building, the staff and students at Charles Bowman PS are taking meaningful action in pledging their commitment to reconciliation.

In addition to this school-wide initiative, both kindergarten teachers have brought their personal Indigenous experience and family connections into the classroom. Jennifer and her family are Mohawk of the Bay of Quinte from Tyendinaga Mohawk Territory and Heather is a member of Ugpi’Ganjig First Nation, located on unceded traditional Migma’gi territory in Northern New Brunswick.

With support from Jennifer’s father, they have been introducing students to new Indigenous words and phrases that relate to the learning happening each week. During November, students learned Mi’kmaq and Mohawk for “bear,” “go to sleep,” “winter is coming” and “snowing” to complement their learning about seasons and hibernation.

Both Heather and Jennifer express their appreciation for the support of their school community and the knowledge and guidance from the Indigenous Education Team at KPR. They both feel strongly that, “learning is action and everyone in KPR has a role to play in reconciliation.”

“It is our hope that Indigenous education is ongoing in the classroom and happening throughout the year on a continuous basis,” they add.



#BelongingMatters

EXCEL IN LEARNING



Early Literacy = Early Success

For our youngest learners, learning to read and write requires thoughtful and intentional instruction. Students in Sue Girard's Grade 1 class at North Shore Public School last school year focused on building a strong foundation in literacy and increasing their confidence as learners.

"We start off with letters and sounds. How do we match that sound to the letter. How do we print the letter? Then, we move into blending and segmenting, and two- and three-letter words," says Ms. Girard.

KPR educators use a variety of strategies to help students develop these lifelong skills and unlock their full potential. The How Does Reading Happen framework provides planning, assessment and instructional supports for early literacy in four areas:

- Phonological awareness,
- Words and their parts,
- Comprehension skills, and
- Critical literacy through intentional conversations.

"A letter is merely a squiggle on a page to an early reader. Through explicit instruction, educators show students how to crack the code with increased precision and complexity. Effective reading instruction begins with knowing our learners alongside a thoughtful understanding of how reading happens," says Early Literacy Consultant, Teresa Kingston.

Reading, writing, listening, speaking, discussing ideas and thinking critically are essential components of literacy for full participation in learning, life and community.

Ms. Girard and students shared some of their excitement for literacy in a short video. Visit kprschools.ca/annualreport to see this video and more.



KPR educators use a variety of strategies to help students develop lifelong skills and unlock their full potential

Small Group Learning Supports Special Education Students

Last April, KPR began offering Primary Communications Classes to support students in learning, socializing and communicating effectively, while continuing to have opportunities for inclusion with their peers and in school-wide activities.

The Primary Communications Class is a small-class placement for students in Grades 1 to 3, who are experiencing significant challenges with communication and who, in spite of intensive support, intervention, accommodations or modifications, are not achieving significant progress in the regular classroom setting.

This intensive program, based on ABA (Applied Behaviour Analysis) principles, consists of modified expectations from the Ontario Curriculum, as well as alternative expectations in the areas of communication, social skills, learning and self-regulation, with the goal of generalizing these skills to the mainstream classroom or alternative class placement as appropriate, and to other areas of their daily lives. The class is staffed with a special education resource teacher, educational assistants and child and youth worker.

Students participate in the program for a minimum of one year, or until they have the skills to return to the regular classroom setting and be successful. Some students may also continue their learning in the Learning and Life Skills program.

C.R. Gummow Public School is one of the schools hosting a Primary Communications Class. Teacher Amy Kinsey explains how the program helped her students last year in a video available at kprschools.ca/annualreport.



EXCEL IN LEARNING

Coding in Science and Math



We are committed to providing engaging learning for all students that builds the skills we know will help them succeed now and into the future. These 21st-century competencies include collaboration, problem solving, critical thinking and innovation.

An exciting area that students and staff are exploring together is the world of computer coding as part of new learning approaches in science and math.

Coding is the ordered series of specific instructions that computers can understand. Practicing coding helps students visualize abstract concepts, analyze and find solutions to mathematical problems. Teachers and students are learning how elements of coding can be woven into other streams of study to help students plan and organize their thinking, foster creativity and innovation in problem solving and build confidence in navigating challenging curriculum.

Students at Roger Neilson Public School have been exploring coding together this year.

“What I liked is that the robot was my new friend. I liked having a partner and then doing the same thing with two robots. Working as a team helped us be successful and we had to keep searching when we couldn’t find the right code,” says Hannah.

“Coding was fun because I can do it with my friends and watching the robot zoom across the classroom and *not* hit something is pretty cool. You’re learning to give directions and commands to make the robot move. You had to be patient and if it didn’t work – don’t throw the robot and keep trying,” says Korey.

Our Teaching and Learning Department provides opportunities for educators to learn with and from each other about how they can integrate coding with mathematics and science learning experiences. This helps them feel more confident in supporting students in using robotic technology, but also in making those specific connections to math and science curriculum expectations.

“It’s been valuable to learn how you can connect several parts of the curriculum to life skills and hands-on experience using coding in the science curriculum,” says Kyle Cullen, a teacher who participated in the coding professional development opportunities. “I was hesitant with teaching coding since music is my specialty, but I now have the confidence to use the technology available to create lessons across many different curriculum units.”

Educators learn together about how they can integrate coding with mathematics and science learning experiences

Reducing Barriers to Learning with Chromebooks and De-streaming

Through KPR's one-to-one initiative, secondary school students receive a Chromebook laptop for use in all subject areas for their entire secondary school career. Through a phased-in approach, this school year all secondary students in Grades 9, 10 and 11 have a Chromebook to support their learning. Students keep the Chromebooks until graduation, with a new group of Grade 9 students receiving Chromebooks each year. For the 2023–24 school year and into the future, 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.

Provincial de-streaming of Grade 9 core courses is another way that barriers have been reduced for students. Instead of choosing Applied or Academic courses, students have an extra year before they have to select a pathway so more options remain available to them. De-streaming also addresses systemic barriers that have led to higher numbers of racialized and Indigenous students, and students from lower socio-economic backgrounds, being over-represented in Applied courses. All students benefit by working collaboratively in de-streamed classes.

Students and staff at Bowmanville High School speak to the benefits of Chromebooks and de-streamed math in a short video available at kprschools.ca/annualreport.



EXCEL IN LEARNING

Keeping Connections Strong in our Virtual School Community

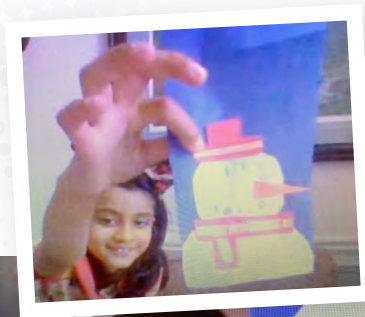
While we continue to promote in-person learning as the ideal model for students, KPR once again offered virtual learning during the 2022–23 school year as an option for families who prefer to have their children or teens learn entirely online from home.

“The Virtual Elementary School (VES) has allowed students, who otherwise would be unable to access the regular school environment, the ability to experience success in a safe and vibrant learning atmosphere,” says Stephen Fisher, principal of VES.

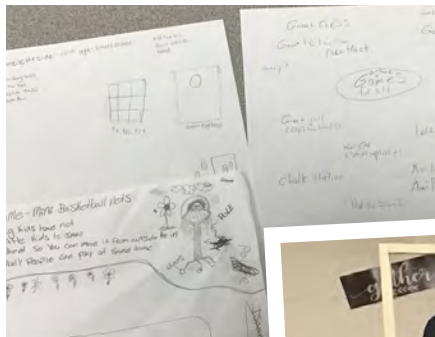
Our Virtual Elementary School and Virtual High School offer flexible, accessible and differentiated learning, through the use of technology and the internet, that is responsive to the diverse needs, identities and experiences of all families.

“Teachers have been able to utilize many online learning programs and teaching methods to give students an excellent learning experience, while supporting all students to achieve at their highest potential,” Stephen adds.

As of October 2022, KPR’s enrolment in virtual schools included 185 elementary students and 237 secondary students. We strive to ensure that regardless of the format, all students have access to a school community, a support network, and authentic educational experiences that support them in meeting their goals and achieving success. For virtual students, this includes connections to their home school for things like picture day and graduation celebrations so they don’t lose contact with their immediate school community.



Our virtual options offer flexible, accessible and differentiated learning that is responsive to the diverse needs, identities and experiences of all families



Colborne PS Students Bringing Tech and STEM to the School Yard

Building on the success of KPR's Take TECH! event in the fall of 2021, many of our schools were thrilled to participate in the Part 2 Take TECH! Intermediate Design Challenge this spring.

With over 37 classes across the board taking part, this special "Spring Edition" challenge invited students to explore innovative solutions to address a need or opportunity identified in their very own school. After identifying a need, students designed and built a prototype of a product that would support that need using the toolkit and materials provided to each participating class.

As part of this challenge, students in Grades 7 and 8 at Colborne Public School were looking for a way to help encourage primary students at the school to engage in more play-based activities and games during recess with the goal of promoting inclusivity in the school yard. After brainstorming some different ideas, students worked together to design and build a prototype for an outdoor beanbag toss game.

"It was good because it was a team project and it helped the class work together," shares Grade 8 student, Isaac Bailey.

Through problem-solving, teamwork and hands-on learning, they brought their prototype to life in a final product that was shared with primary students at the school.

EXCEL IN LEARNING

Gaining Skills to Succeed in a Digital World



The Hackergal club was held virtually every Thursday afternoon and was hosted by Heidi McFadden and Autumn Hanak, two Grade 9 students from Thomas A. Stewart Secondary School who share a passion for text-based coding.

As digital technology integrates into more and more aspects of our daily lives, skills in computer science, coding and STEM are becoming increasingly important for our students.

This year, all female-identifying students in Grades 6 to 9 were invited to participate in an after-school coding program, offered in partnership by Hackergal and KPR's Virtual Coding Club. Students from 64 KPR schools took part in this exciting opportunity.

The club was held virtually every Thursday afternoon and was hosted by Heidi McFadden and Autumn Hanak, two Grade 9 students from Thomas A. Stewart Secondary School who share a passion for text-based coding.

"It's about creating a community where young girls can feel confident in their coding skills and feel inspired by other women and their stories," shares Autumn.

In addition to building confidence and new skills, the purpose of the club is to close the gender gap in technology and open doors to new career pathways and opportunities for female students.

"This has been a fantastic opportunity that has helped to form the career path my child plans to pursue. Thank you for providing the opportunity," says a KPR parent.

The students, staff, parents and guardians at KPR are all in agreement that the world of coding and programs like this offer endless opportunities for students to achieve success.

"When girls learn how to code, they can get a job opportunity because technology will revolve around us so much," said Nethuki Galmangoda Guruge, a Grade 9 student at Courtice Secondary School.

"I used to think that coding was very difficult, and now I know I can do anything I put my mind to!"

**- Savannah Stickwood, Grade 9 student at Campbellford District High School
(at the time of the program, Grade 8 at Kent Public School)**



Literacy and Numeracy Coaches in KPR - Supporting Student Success

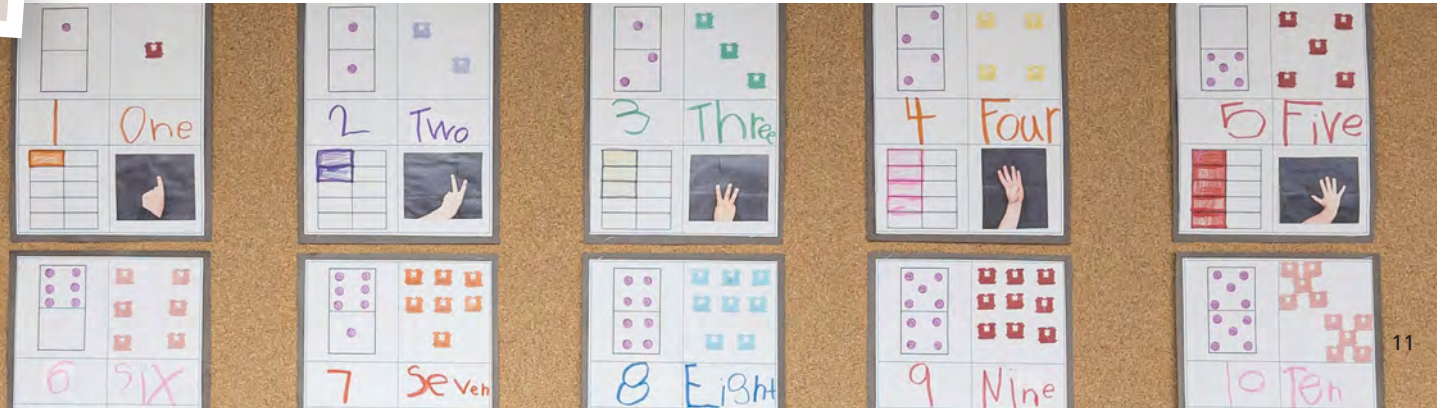
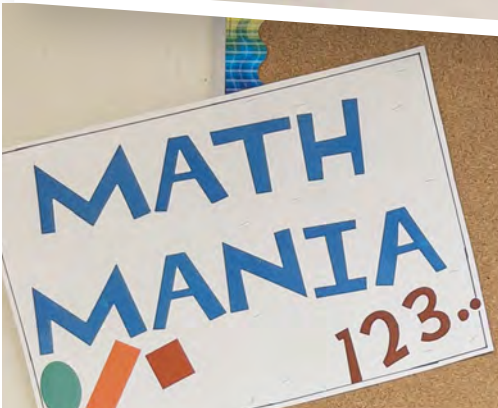
In support of KPR's Board Action Plan (kprschools.ca/en/our-board/strategic-planning.aspx), Literacy and Numeracy Coaches work alongside educator colleagues to provide instruction and assessment that is authentic, culturally relevant and responsive, supporting the development of differentiated intensive support in reading and math. Coaches collaborate daily with colleagues in classrooms to support student learning and success, and to model, co-plan, co-teach and co-debrief student learning and decisions about instruction.

Schools realize significant benefits when coaches are present, who are available in real time to support learning, and deepen educators' understanding and use of resources like Readers Now/Lecteurs Maintenant and the Scope and Sequence for Mathematics. As "coaches," while they have deep expertise in the content area, the coach makes room for the educators who they are working with to own the agenda. Rather than telling colleagues what they should be doing, they support through careful questions that identify

the goal, reflect on the learning need, illuminate options and make room for the colleague to identify a way forward.

Schools working with coaches as part of a school team are seeing educators more willing to try new approaches when designing student learning, educators engaging in collaborative conversations about student learning, and significant gains in overall teacher efficacy. The impact on students' learning experiences includes students becoming more comfortable taking risks in learning, explaining their thinking/how they know, and recognizing learning as a process.

Lakefield District Public School Grade 4/5 teacher Mary Hollingworth shares her positive experience working with coach Maria Turloukis. "She has brought so much math vocabulary and identified strategies that my students have been using all along but were unable to pinpoint. So she has really opened so many more doors for all of my learners... I could not do my job without Maria. She is always willing to collaborate, and support us as educators."



SUCCEED IN LIFE

Building Relationships and Cultivating Community through Indigenous Student Engagement

KPR's Indigenous Education Department had a very successful and purposeful year filled with meaningful learning, partnership, growth and new opportunities for students across all grade levels.

For many years, Indigenous Student Workers (ISW) have played a foundational role in KPR's ongoing commitment to honour Indigenous knowledge, culture, perspective and history. In 2022, KPR was pleased to expand this important program and increase support for Indigenous students.

As part of the ISW team, Jess Howard and Rebekah Rego build positive relationships with Indigenous students in Kindergarten to Grade 12 and focus on Indigenous student learning, engagement, success and well-being. Supporting multiple school sites, Jess and Rebekah collaborate with educators and staff members to provide direct, culturally relevant supports and programming, based on each student's individual academic and cultural needs.

"We get to work one-on-one with students and provide support in a holistic way, so we really stop and slow down and take the time to get to know the student," shares Jess.

Complementing the work of ISWs and new to KPR this year, are Indigenous Graduation Coaches. The work of Graduation Coaches focuses specifically on supporting Indigenous students as they prepare to transition into secondary school, post-secondary education, training or workplace opportunities.

In the Waabanong Student Centre at Bowmanville High School, Allana McDougall enjoys coaching students and supporting them in building confidence, "I'm witnessing students start to believe in themselves in a new way."

"Part of that comes from the feeling that they're seen and heard. A big part of what I do is constantly searching out: what are your gifts?, who are you?, where's your voice?," she adds.

At East Northumberland Secondary School (ENSS), Alexa Whetung-Bennett also comments on her experience as an Indigenous Graduation Coach and the importance of having a designated space for self-identifying Indigenous students.

"The Waabanong Student Centre provides a safe and culturally relevant area where our Indigenous school community can feel safe, comfortable and welcome," she shares.

Through offering a variety of opportunities – academic support, an alternate workspace, a place to learn traditional and cultural practices, a daily food program, and weekly Indigenous Youth Leadership Group – the space allows students to build relationships and strengthen connections in their community and to their culture.

"For many of our students, this is the first time they have come to a place of learning and have seen themselves represented," she adds.

The work of both Indigenous Student Workers and Graduation Coaches helps ensure Indigenous students, staff and communities see themselves reflected in their learning and working environments.

To learn more about the work of KPR's Indigenous Education department, visit kprschools.ca/annualreport to see this video and more.



Building Connection, Engagement and Community at Adam Scott CVI

As a teaching and learning organization, we continually seek to educate ourselves on the lived experiences, diversities and identities of our students and staff. We know there is much work to do and our focus remains on creating safe, inclusive environments where everyone feels seen and heard.

Adam Scott Collegiate Vocational Institute has taken thoughtful steps towards building a culture of inclusion through peer mentorship and connection at their school. This spring, the school introduced a Student of Colour Association (SOCA) after staff members came together looking for a way to improve support for racialized students and students that identify as visible minorities. They agreed that the best approach was to have this be a student-led initiative. Before establishing the association, students were invited to discuss ideas and opportunities for what the group could look like.

This led to a group of eight to 14 students meeting on a weekly basis to discuss issues of racism and to build connection, community and mentorship.

"The experience of being non-white at Adam Scott and in Peterborough in general was discussed among staff and students. Stories of discrimination, active and passive racism, cultural misappropriation and oppression were shared," says Amanda Mohammed, the school's Mental Health Clinician.

Amanda facilitates the group with support from the vice-principal and principal at Adam Scott. In addition to regular weekly meetings, where students share food and check in with one another, SOCA invites guest speakers, participates in field trips, engages in peer mentorship and supports school learning by delivering presentations to classes about anti-racism and building allyship.

The response from students has been very positive. "I love this group. It is the highlight of my week. I look forward to coming here and talking about these issues and having a safe space," a Grade 10 student shares.

"Students reported feeling supported and validated and the community felt powerful having this connection," says Amanda.



#RelationshipMatters

Bringing Mindfulness to Literacy Learning



Students, staff and social work placement students at Prince of Wales Public School love MindUP learning so much, they created a MindUP-themed tree.

By bringing mindfulness and Social-Emotional Learning (SEL) into the classroom, many of our schools are seeing positive results with students' literacy skills. The MindUP program is currently being implemented at 22 KPR schools, where Early Intervention Teachers (EITs) are using evidence-based curriculum to help children develop knowledge and tools to manage stress, regulate emotions and face challenges with optimism, resilience and compassion.

EITs have been intentionally integrating opportunities for students to apply SEL skills during small-group reading instruction. Educators are focused on supporting student learning about self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

Together with the classroom teacher, the EIT reinforces the core practice in MindUP, regularly consults with the classroom teacher about their teaching of MindUP lessons and integrates MindUP learning and language into plans for small-group reading intervention.



During small-group instruction, Social-Emotional Learning could sound like: Let's take a deep belly breath before we begin, How do you think [the character] is feeling?, What makes you think that?, and Have you ever felt this way before?, for example.

At R.F. Downey Public School, the literacy interventions are focused on Grade 1, but the whole school has benefited from the introduction of MindUP learning as the language begins to be used by everyone. Principal Barb Bloom hears students on the yard talking about the effects of their amygdalas when working through situations.

"The MindUP Curriculum has helped students at R.F. Downey to be aware of how they are feeling, provide strategies to bring back the "wise owl," and increase success in their ability to self-regulate. Being mindful during our literacy learning has helped students be less stressed about not seeing themselves as a reader and become more confident in their ability by using their toolbox of calming exercises and literacy strategies," says Tracey Johnston, Early Intervention Teacher.

This thoughtful pairing of intentional learning in reading with Social-Emotional Learning is making a lasting difference in students' experiences, fostering social and emotional awareness, enhancing well-being and promoting academic success.

Teachers are helping children develop knowledge and tools to manage stress, regulate emotions and face challenges

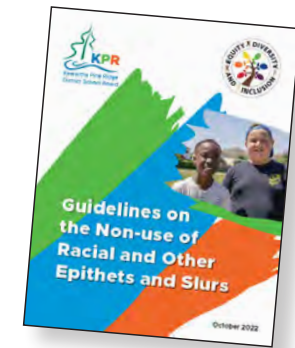
EDI in Action at Dale Road Senior Public School

At KPR, we understand that cultivating a safe, caring and inclusive learning environment requires intentional and ongoing efforts. At Dale Road Senior Public School, students and staff are committed to taking action and actively working together to integrate these values into the school community through their Genders & Sexualities Alliances (GSA).

First introduced to the school in 2019, the GSA at Dale Road Senior PS has grown and evolved, in response to student input and to adapt to their needs. Meeting once a week for 40 minutes, students begin by going around in a circle stating their name and their preferred pronoun.

Sandra Timlin, Child and Youth Worker, supports the group and strives to create an informal, relaxed and fun atmosphere, free from judgment, to make the students feel welcome.

In addition to weekly discussions, the GSA participates regularly in various activities, fundraising and community initiatives. The GSA celebrated Pride by creating and displaying chalk drawings around the school sharing positive messages to students, staff and the community.



Guidelines Published in 2022

Our Equity, Diversity, and Inclusion (EDI) team was excited to share a new resource with KPR staff this October: Guidelines on the Non-use of Racial and Other Epithets and Slurs.

While our schools strive to be inclusive spaces that welcome, celebrate and support all students from diverse cultures, communities and backgrounds, we recognize that there is still significant work to be done. These guidelines were developed to equip educators and staff with the tools and strategies to address microaggressions, racial incidents and acts of oppression.

All principals, vice-principals and school teams received instruction about the guidelines during a Professional Development day on October 24, 2022. The newly developed resource and training support staff in continuing to have important conversations, combat discrimination and promote safe, caring relationships in our schools and workplaces that respect human dignity.

SUCCEED IN LIFE

Opening Doors to New Pathways with Continuing Education

Alternative and Continuing Education programs offer a wide range of opportunities for students of all ages to continue their educational journey at KPR.

Whether adult learners are looking to complete or upgrade their high school credits, or current JK–Grade 12 students are looking to enrich their school experience, they are supported with their learning needs, goals and aspirations through our alternative and continuing education programming.

Non-credit programs and secondary school credit courses are delivered in flexible and supportive environments at one of two Centre for Individual Studies (CIS) locations in Cobourg and Bowmanville, and at Peterborough Alternative and Continuing Education (PACE).

Programs such as the School for Young Moms and the Personal Support Worker (PSW) program both focus on accommodating individual student needs and opening doors to new opportunities and pathways.

As a student in the School for Young Moms, Willow is working towards her high school diploma through PACE, while also supporting and developing her relationship with her daughter. “This was my first opportunity to have a stable education and I was given that here. I was able to succeed in a lot of my programs,” she shares.

In addition to the School for Young Moms, the Personal Support Worker (PSW) program at PACE offers the opportunity for adults 18 and older to gain qualifications, training and community placement experience needed to pursue a rewarding career as a PSW. Students in the program graduate with PSW Certification and connections with employers in the community.

To hear from students at PACE, check out the short video available at kprschools.ca/annualreport.



Students are supported with their learning needs, goals and aspirations through our alternative and continuing education programming

A Recipe for Student Success

Students entering Grades 11 and 12 were invited to participate in a unique opportunity this summer to earn a high school credit and a college credit simultaneously through KPR's Culinary Dual Credit Program.

As part of the School-College-Work Initiative (SCWI), the dual credit program is a co-operative effort between school boards and colleges in Ontario to assist students in making a seamless transition from secondary school to college or apprenticeship.

This year, the program was offered at three locations across the board in partnership with Loyalist College, Fleming College and Durham College. Students benefited from the program in a number of ways and gained valuable experience and knowledge in cooking techniques, skills and global cuisine; setting them up for a successful career in the tourism and hospitality industries.

"This course was a fantastic experience for the students as well as for me. Chef Jennifer Hunter couldn't have been a better mentor for the students as they tackled a variety of different dishes across various cultures. I couldn't think of a better environment for the students to work in. The facilities that each student got to cook/work in were not only top notch, but provided them with an authentic cooking experience while working in the kitchen," says Johnathan Muench, a teacher at Clarington Central Secondary School.



#LearningMatters

SUCCEED IN LIFE

Advancing Human Rights, Equity and Accessibility at KPR

In May 2022, KPR's Commissioner's Office of Human Rights, Equity & Accessibility (COHREA) was formed as a resource for all members of the Board community. It provides human rights education, information, assistance and advice in fostering and supporting an inclusive culture, free of discrimination and harassment.

More than 20 school boards in the province now have a human rights office.

"Working in education is a high calling that demands excellence. As we aspire to help all students excel in learning, succeed in life and enrich our communities, this can be best realized by using a human-rights-based approach where we acknowledge the basic rights and freedoms that apply to every person," says Anthony Anirud, Human Rights, Equity and Accessibility Commissioner.

To support our mission of success and well-being for all, COHREA launched Report It! (reportit.kprdsb.ca) last school year; an online tool that allows any member of the Board community to report an issue of concern. Visit ReportIt.kprdsb.ca if you have a concern you would like to bring to our attention.

COHREA provides human rights education, information, assistance and advice in fostering and supporting an inclusive culture, free of discrimination and harassment

Some additional highlights of COHREA's work over the past year include:

- Development of a KPR Discrimination and Harassment Policy – fully compliant with the Human Rights Code
- Professional Learning for principals and vice-principals on the human-rights-based approach, duties and responsibilities of duty bearers and rights holders, and review of the protected Code grounds
- Creation of the Accessibility Policy for Persons with Disabilities in compliance with the Accessibility for Ontarians with Disabilities Act (AODA), including a revised multi-year accessibility plan for dismantling barriers.

Learn more about the important work of COHREA in a short video at kprschools.ca/annualreport.

WE VALUE
the diversity and uniqueness
of all students, employees and
community members.

YOU ARE
welcome here.

Report It!

At Kawartha Pine Ridge District School Board (KPR):
WE ARE an innovative and responsive educational community focused on student achievement, wellbeing and success for all.
WE VALUE the diversity, uniqueness, dignity and humanity of all students, employees, family and community members.
WE APPRECIATE the important role we have in fostering safe, inclusive, anti-discriminatory and welcoming learning and working environments.

WE TAKE CONCERNS SERIOUSLY

Report It! is a confidential online tool, available to any member of the Board community, to report an issue of concern, including:

- Discrimination and harassment
- Bullying, threats, targeting and intimidation
- Failure to accommodate
- Other issues negatively affecting student well-being.

www.kprschools.ca
Reportit.kprdsb.ca

KPR
Kawartha Pine Ridge
District School Board

Remembrance Day at Lydia Trull PS

Students in the Learning and Life Skills Class at Lydia Trull Public School had a special Remembrance Day experience this year. They learned about being a Canadian Military Reservist from Jordan Bate, who is also an Educational Assistant at the school.

Jordan brought in his gear and students tried on the heavy supplies backpack. He also prepared a military ration meal of Shepherd's Pie for students to try, using the field warming bag and some cold water, the same as they would do when out on a field mission. Students felt the chemical reaction as the bag heated up.

Currently a military reservist, Jordan is training to become an infantry soldier, where he will use field communication equipment, maintain weapons, navigate, operate and live in a range of environments and conditions, and employ camouflage patrol.

Thank you for your service Jordan and for sharing your real-life experience with students.



ENRICH OUR COMMUNITIES

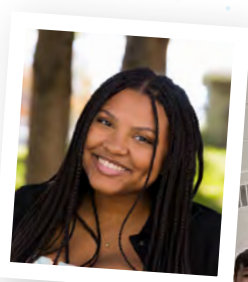
Enriching our Communities through the Arts

Zaria Nelson - Recipient of Arthur Hiller Award

Congratulations to KPR alumni and former Adam Scott CVI student, Zaria Nelson, who has been named a recipient of the 2022 Arthur Hiller Award for Admission to the Cinema Studies Institute at Innis College at the University of Toronto. This award is given to outstanding racialized and minoritized undergraduate students newly enrolled in the Cinema Studies program.

Zaria self-identifies as Black and Indigenous. She studied Cinema at Adam Scott CVI in both the Film Studies course and the Indigenous Issues in Film course. She is currently taking both Indigenous Studies and Cinema Studies at the University of Toronto. In addition to the awards ceremony, Zaria shared a special lunch with Arthur Hiller's children, Henryk Hiller and Erica Hiller Carpenter as well as the director of the Cinema Studies Institute, James Leo Cahill.

One of the goals of Indigenous Issues in Film at Adam Scott CVI is to address representation, and to learn about and celebrate BIPOC authentic voices, especially directors and actors.



CBC Music Class Challenge

Camborne PS Singing Club took part in the CBC Music Class Challenge for the first time this year. Schools, classes and choirs submit videos of a chosen Canadian song from the approved CBC list. This year they selected "The Rest of My Life" by Sloan. Teachers Alison Stokes and Ian Jack loved working with this group, and look forward to more experiences in the new year.

Welcoming Newcomers and Refugees

Canada has a strong tradition of welcoming refugees and newcomers, and so does KPR. In the last eight years, approximately 500 students have come to our schools as refugees, having fled war, violence, conflict or persecution. We have welcomed these students and thousands more newcomers from around the world, including Ukraine, Russia, Syria, Afghanistan, Iraq, Iran, Cuba, Djibouti, Mexico, Eritrea, Chad and many more.

KPR has six Multilingual Learner Itinerant Resource Educators who work with staff and students across the board in elementary and secondary settings. KPR offers ESL (English as a Second Language) and ELD (English Language Development) classes at Adam Scott Collegiate Vocational Institute, Cobourg Collegiate Institute, Courtice Secondary School and Thomas A. Stewart Secondary School.

Since 2010, KPR has partnered with the New Canadians Centre to support the Settlement Workers in Schools (SWIS) program. KPR staff and SWIS workers help ensure our schools are welcoming places of learning that build a sense of belonging and address the needs of newcomers and their families by meeting with them in their places of learning.

Newcomer students have expressed gratitude for the warm welcome they received and the ongoing support for themselves and their families as they settle into life in Canada. A number of students have graduated from our secondary schools, gone on to post-secondary education and now work in KPR.



Qamar and Malek at Westmount Public School come from Syria. As an extension of their learning, Qamar brought in her homemade pizza sauce and worked with Malek to make dough from scratch. They made enough pizza for their classmates and teachers. Not only were they proud to share what they made, there was rich English language learning during the process and smiles on everyone's faces.



KPR schools have welcomed thousands of newcomers from all over the world. Students at Kaawaate East City Public School show their love for learning, for their school and for their community.

#RelationshipMatters

ENRICH OUR COMMUNITIES

Turning up the Volume on KPR's Student Voice

In November, KPR's Student Leadership Group (SLG) attended a retreat and team-building session to connect with each other and dive deeper into their goals and priorities for the 2022–23 school year.

The SLG is a committee of student representatives from each KPR secondary school that solicit, gather and collate feedback from their student populations. As a group, the SLG uses this information and works together to identify common issues, priorities and concerns that are then communicated to the Board by the Student Trustees.

This one-day retreat for the SLG was held at Larry Land Adventures in Keene, with fun activities, opportunities for knowledge sharing and brainstorming ideas to enhance student leadership across KPR.

"The retreat was truly a pivotal time for SLG. Through team-building exercises, discussion, lunchtime chatting and icebreakers, SLG is now, more than ever, a united front," according to Maria Mahfuz and Kelly Mitchell, KPR Student Trustees.



The Student Leadership Group works together to identify common issues, priorities and concerns to be communicated to the KPR Board

Lunch Buddies at Clarington Central SS

The Lunch Buddies Club at Clarington Central Secondary School has been running since the school opened. The program pairs up students in the Learning and Life Skills (LLS) program with other students in the school. Coordinated for many years by teacher Bruce Rutherford before his retirement and now supported by Reagan MacDonald and Sarah Hegarty, this program promotes inclusion and provides opportunities for students to enhance their social skills.

Paired students have lunch together once a week, either in the cafeteria, in the classrooms or sometimes they go out for lunch. There are also special events and trips throughout the year. Lunch Buddies provides positive peer mentorship, role modeling and leadership development for all the students involved and supports friendships that last far beyond the lunch hours.

On the afternoon of December 21, 45 LLS students and 51 buddy students were invited to a holiday celebration. There was a dance, karaoke, board/card games, video games and other holiday-themed activities, as well as a sensory space for students who prefer low-key activities. Thanks to generous donations, students enjoyed raffle prizes and goody bags of treats.

#BelongingMatters



KPR At A Glance

We are a progressive and dynamic organization that puts student success at the forefront, through our commitment to academic achievement, and the development of citizenship, personal, social, and life skills.

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, 2022, we had approximately:

- 35,861 students
- 25,622 elementary students
- 10,239 secondary students
- 15,000 students bused to school every day on almost 600 different bus routes.
- Students who speak another language at home: 8.1% (JK–6), 9.4% (Grades 7–12) (per KPR’s Every Student Matters Census)
- Students with First Nation, Métis and Inuit ancestry: 8.8% (per KPR’s Every Student Matters Census)
- 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 approximately 3,500 full-time employees, including:

- 1,300 elementary teachers and 800 secondary teachers,
- close to 1,400 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 900 occasional teachers and 425 casual support staff.

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



Board Action Plan 2022–23

In August 2022, administration launched a new Board Action Plan (BAP) for 2022–23. This plan provides a clear operational path for school and department leaders to work toward the priorities identified within the Board’s multi-year strategic plan. The BAP focuses on five goals and nine strategic actions, each with specific connections to inspire students to Excel in Learning, Succeed in Life and Enrich Our Communities.

Our strategic plan identifies key priorities for our schools and school board, and guides our planning and decision-making, including how we allocate our budget.

Board Action Plan 2022-2023	Excel in Learning (EL)	Succeed in Life (SL)	Enrich Our Communities (EC)
Goals	<i>EL 1: Provide effective instruction and assessment that is authentic, culturally relevant and responsive.</i>	<p><i>SL 1: Embed principles of human rights to ensure equity and inclusion for all.</i></p> <p><i>SL 2: Promote mentally healthy learning and work environments where everyone feels welcome, they matter, and they belong.</i></p>	<p><i>EC 1: Build trust and collaborative relationships with students, staff, families and community.</i></p> <p><i>EC 2: Strengthen relationships through Reconciliation by centring Indigenous voices and lived experiences.</i></p>
System Priorities (SP)	<p>SP-EL 1: Create a strong foundation for student achievement in literacy and numeracy.</p> <p>SP-EL 2: Provide a diverse range of learning opportunities through academics, the arts, physical activities, and social, cultural and community connections.</p> <p>SP-EL 3: Offer meaningful curriculum that engages students in becoming well-rounded, critical thinkers.</p> <p>SP-EL 4: Close opportunity gaps to support equitable outcomes.</p> <p>SP-EL 5: Champion Indigenous education, achievement and awareness for all.</p>	<p>SP-SL 1: Support the mental health, resilience and well-being of students and staff.</p> <p>SP-SL 2: Foster safe, inclusive school environments, and positive, caring relationships with students, staff, families and communities.</p> <p>SP-SL 3: Create conditions that meet our students’ unique needs, support transitions and open doors to new directions and destinations.</p> <p>SP-SL 4: Value and support all learners, and encourage experiential, life skills and development.</p>	<p>SP-EC 1: Develop collaborative and strategic partnerships with parents and stakeholders focussed on student success.</p> <p>SP-EC 2: Cultivate leadership in our students, staff, schools and communities, particularly in the areas of environmental stewardship, instructional technology and innovation.</p> <p>SP-EC 3: Focus on continuous improvement, service excellence and accountability in our organization.</p>
System Actions (SA)	<p>SA-EL 1: See all students as capable learners while holding high expectations for them.</p> <p>SA-EL 2: Provide differentiated intensive support in reading and math to ensure student success.</p> <p>SA-EL 3: Understand the importance of Culturally Relevant and Responsive Pedagogy (CRRP) and apply it to achieve quality and effective instruction.</p>	<p>SA-SL 1: Engage in human rights training to strengthen our understanding and capacity to ensure equitable and inclusive learning and working environments.</p> <p>SA-SL 2: Establish learning environments that are reflective of students’ lived experiences and identities.</p> <p>SA-SL 3: Build meaningful relationships where well-being and engagement are centred.</p>	<p>SA-EC 1: Engage and empower students and community to share their voice and experience in education.</p> <p>SA-EC 2: Engage in learning that explores and values Indigenous knowledge, culture and perspectives to create respectful relationships among students, staff, families, and local Indigenous communities.</p> <p>SA-EC 3: Deliver open, transparent communication that is reflective and responsive.</p>

Our Financial Story

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 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.

Our enrolment has increased by over 1,000 elementary students from the previous year, with secondary enrolment increasing by almost 500 students.

Board grant revenues are determined provincially based on elementary and secondary student enrolment. Total board enrolment for 2022–23 is 35,861 students.

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.

Student Enrolment (Under 21 years of age)

Elementary	25,055
Secondary	9,772
Total	34,827

Staffing

Teachers	2,104
Instructional Support	960
School Administration	280
Central Administration	103
School Operations	363
Seconded Staff	11
Total Staff	3,819

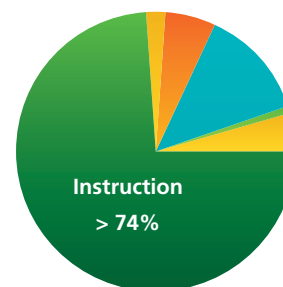
2022–23 BUDGET OPERATING EXPENSES: \$467,987,768

EXPENDITURE BY FUNCTION

	Budget 21/22	Actual 21/22	Actual 20/21
Instruction	336,148,965	350,235,986	333,637,874
Administration	10,752,617	10,383,104	11,536,602
Transportation	24,822,744	26,912,951	23,048,835
Pupil Accommodation	62,729,138	60,828,171	62,119,315
School funded activities	4,750,000	4,328,087	2,054,199
Other	1,125,000	20,225,316	4,262,358
Total Expenditures	440,328,464	472,913,615	436,659,183

EXPENDITURE BY PERCENTAGE

Instruction	74.06 %
Administration	2.20 %
Transportation	5.69 %
Pupil Accommodation	12.86 %
School Funded Activities	0.92 %
Other	4.28 %



EXPENDITURE BY OBJECT

	Budget 21/22	Actual 21/22	Actual 20/21
Salary & Wages	293,643,630	309,991,357	297,580,063
Employee Benefits	51,621,347	50,249,791	49,355,240
Staff Development	730,747	468,559	622,334
Supplies & Services	30,059,149	30,333,969	29,332,521
Interest	3,574,829	3,463,776	3,552,587
Rental Expenditures	78,494	131,193	93,108
Fees & Contract Services	29,602,477	32,065,107	29,278,765
Other	1,240,606	20,526,345	4,468,001
Amortization	25,027,185	21,355,431	20,322,365
School funded activities	4,750,000	4,328,087	2,054,199
Total Operating Expenditures	440,328,464	472,913,615	436,659,183

Our Trustees and Senior Administrative Team

OUR TRUSTEES

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City of Peterborough

Jaine Klassen Jeninga, Vice-chairperson

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Town of Cobourg, Municipality of Port Hope and
Municipality of Trent Hills

Cathy Abraham

Municipality of Clarington

Paul Brown

Municipality of Clarington

Terry Brown

Townships of Alnwick/Haldimand, Hamilton,
Town of Cobourg, Municipality of Port Hope and
Municipality of Trent Hills

Sean Conway

Alderville First Nation, Curve Lake First Nation
and Hiawatha First Nation

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Ward, Township of Cramahe

Kathleen Flynn

Municipality of Clarington

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Cavan Monaghan, Douro-Dummer and
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Maria Mahfuz

Student Trustee

Kelly Mitchell

Student Trustee

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Anne Marie Duncan

Superintendent of Education: Student Achievement

John Ford

Superintendent of Education: Student Achievement

April Foster

Superintendent of Education: Business and Corporate Services

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Jamila Maliha

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Anthony Anirud

Commissioner, Human Rights, Equity and Accessibility

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Greg Kidd

Executive Officer, Corporate Affairs

Glen Payne

Executive Officer, Facilities Services

Deanna Swift

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



Kawartha Pine Ridge
District School Board

Educating for Success!

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