



KAWARTHA PINE RIDGE  
DISTRICT SCHOOL BOARD

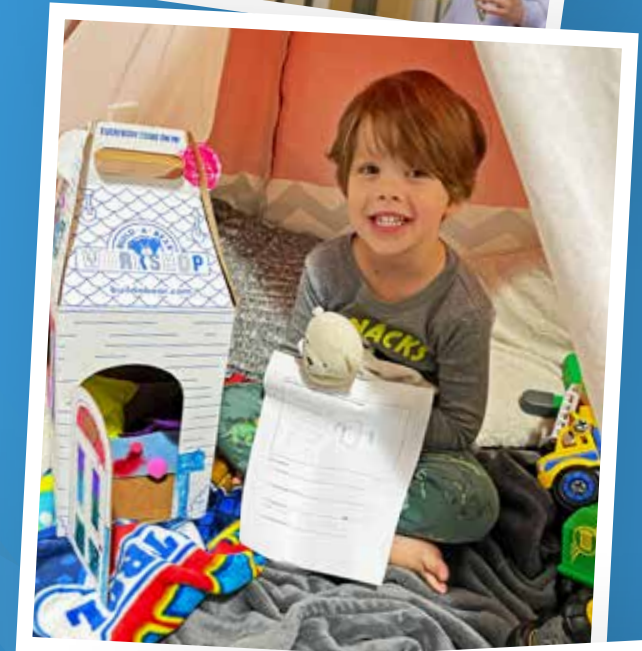
Annual Report  
2021

#WeAreKPR



# #WeAreKPR

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





## From the Director



*Rita Russo*  
Director of Education

I am sincerely grateful and proud to serve as Director of Education with the Kawartha Pine Ridge District School Board. Since joining the board last year, I continue to be in awe of the brilliant KPR students across our district who inspire us all with their passion and energy.

With our Annual Report for 2021, and my first report as the Director, we celebrate student and staff accomplishments through unprecedented challenges. We continue to be amazed by their resiliency, and the joy and optimism they bring to our schools each day.

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

learning possible. You have made a difference this year and we celebrate you. You are KPR awesome!

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

This year's Annual Report serves as a tremendous source of pride because it shows that together #WeAreKPR and together we are awesome. Highlighted in the document are students and staff engaged and excelling in learning, inspiring each other to succeed in life and enriching our communities.

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

Please take a moment and experience the KPR spirit within these pages.

Sincerely,  
Rita Russo  
Director of Education

## From the Chairperson



*Diane Lloyd*  
Chairperson

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

These remain unprecedented times for our communities, and we extend our sincere thanks and appreciation to the students and families we serve for their continued patience and understanding as we work through the school year.

We also want to thank our incredible staff who work so hard each day in our schools to make learning possible for our students. Their dedication and commitment to the students in our care has never been more vital, or self-evident.

Together, I think we have all learned how powerful it is for both our students' educational experience and overall wellness to be with their friends and peers at school. It is wonderful that, in this school year, we have all been able to experience the joy and energy they bring to our buildings.

Within the pages of our 2021 Annual Report, we are very pleased to showcase that spirit brought to life. From new schools, to anniversary celebrations, to new teaching and learning strategies for cultural relevancy and social-emotional learning in math, to the many meaningful activities our students are engaged in each day to make our world a better place – there are many positive stories to share.

We remain hopeful that we can continue our progress in providing even more of the activities and experiences that make schools so memorable for our students.

We congratulate everyone on another wonderful year of public education. Together, #WeAreKPR.

Sincerely,  
Diane Lloyd  
Chairperson of the Board

## Queen Mary Students Welcome Newcomers to Canada

Students at Queen Mary Public School have been living our KPR values and demonstrating their commitment to inclusivity by taking an active role in welcoming newcomers to the community.

Kawartha Pine Ridge District School Board is a proud partner of the New Canadians Centre (NCC), which supports immigrants, refugees and other newcomers to our area. This past September, the NCC was pleased to support the welcome and orientation of approximately 78 Afghan refugees in the City of Peterborough.

As part of this important work, students in Grades 5, 6, 7 and 8 at Queen Mary Public School created vibrant and thoughtful note cards, drawings, and messages for each of the new arrivals. According to the school principal, Sonal Gohil, approximately 100 students came together on short notice to take part in the initiative.

Wesley Carr, one of the Grade 7 participating students explains why it is important to show support. "Queen Mary Intermediate students made welcome cards for newcomers because newcomers bring creativeness, knowledge, and a new perspective. They are welcome in Peterborough and our school."

Another student commented on their own experience moving to Canada and adjusting to a new life. "Coming to Canada two years ago and being welcomed by the people made me feel more comfortable and loved. It made me feel appreciated. I wanted to make the welcome cards to give similar feelings to others," says Grade 8 student, Sumaia Abdi.

The kindness and compassion demonstrated by Queen Mary students was greatly appreciated by recipients of the greeting cards and messages. Bushra Hammadi, a Grade 8 student, shares their experience, noting the important impact that these gestures have for newcomers as they transition to life in Canada. "When I was first welcomed to Canada it was so amazing. We met a lot of new, nice people. We received so much love from a lot of different people, like cards, flowers, and people welcoming us in our new first home in Canada."

"We got different types of foods from each neighbour; in the first three weeks our house was full of people welcoming us. It was the most amazing thing. That made me love Canada more and more because of the nice, kind people and the amazing country," they add.

As a school community, Queen Mary students and staff believe in sharing positivity and spreading kindness each and every day! By supporting the NCC, students learned the importance of fostering caring and inclusive communities.



Students at Queen Mary Public School created thoughtful messages for each of the new arrivals from Afghanistan.



## Exploring STEM through Experiential Learning

As part of our commitment to student achievement and success, KPR is pleased to offer a variety of experiential learning opportunities for students of all ages. By offering a unique combination of classroom learning and practical experience, experiential learning is valuable for all students, whether they plan to go to work, apprenticeships, college or university after secondary school.

Students benefit from experiential learning in multiple ways, including having the opportunity to explore career choices, develop social skills, and build confidence to help them in their future beyond the classroom.

Throughout the year, KPR's Pathways Team hosted both in-person and virtual events for students and their families.

This past October, Grade 7 and 8 students participated in the 'TakeTech Week! Design Challenge Event,' which included a week's worth of science, technology, engineering and mathematics (STEM) activities and guest speakers.

The event culminated with a design challenge between three KPR schools (John M. James Public School, James Strath Public School, and C.R. Gummow Public School), where students were tasked with building a prototype of a product that would respond to a specific school need. With the help of two certified secondary construction teachers, the students brought their prototypes to life, benefiting from a hands-on, unique learning experience!

Additional highlights from the Pathways Team included:

- Support Ontario Youth Electrical Bootcamps that were offered to Grade 12 students with an interest in electrical apprenticeships. The students who participated received a free tool pack, experience working with certified electricians, and valuable career planning support.
- "Make Stuff Move" projects with Grade 7 and 8 classes to support an introduction to robotics, coding, and construction.



*Interested students get hands-on experience working with trade professionals as well as career planning advice.*



# Celebrating Student Success in Virtual Learning



For the 2021-22 school year, KPR offered a Virtual Elementary School and Virtual High School for families who prefer to have their children or teens learn entirely online. While we still believe that in-person learning is best for most students, thanks to our dedicated team of administrative staff and teachers, access to technology and technical support, we have continued offering interactive and engaging learning opportunities online this year.

We believe that regardless of the format, students should have access to a school community, a support network, and authentic educational experiences in order to continue to progress in their learning.



## Elementary School

As one of KPR's Virtual Elementary School (VES) teachers, Lindsay Russell has enjoyed teaching virtual Kindergarten and the opportunity to develop creative teaching strategies in a new educational platform. "As a staff member of VES, I have met many dedicated team members who have strived to make the online learning experience as rich as they might in the bricks and mortar classrooms," Lindsay says. "They have gone above and beyond to ensure their students are provided with hands-on learning tasks, live feedback, group-work opportunities and individualized learning plans," she adds.

Lindsay acknowledged that although challenging at times, virtual teaching has brought students and staff closer together, and has also led to many exciting discoveries. "The students I have met along the way have brightened my experiences with their own perseverance, unique characters and love for learning. It has been a chance to learn new teaching methods that can be brought into the physical classrooms and further enrich education as a whole."

In Lindsay's virtual Kindergarten class, they shine the spotlight on student accomplishments by documenting photos, artwork, and classroom highlights in an online "Celebrations Book." The book features a collection of the virtual, hands-on learning activities and important days of reflection that took place throughout the school year, including Halloween, Hibernation/Pyjama Day, Remembrance Day, and Orange Shirt Day, among many others.

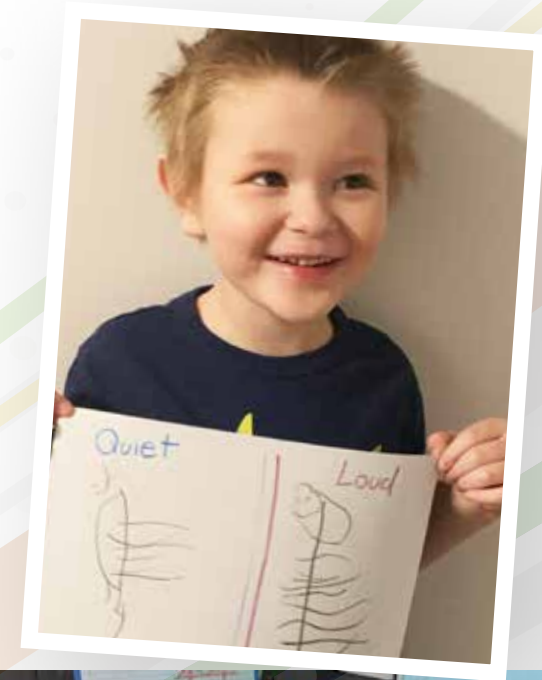
At the intermediate level, students are also enjoying the benefits that virtual learning has to offer. Grade 8 VES students commented on their experience:

"With the flexibility of it, I can learn in my own environment and the schedule is great, I particularly love how we have asynchronous time to catch up on what needs to be done."

"I like how my teacher has time to support me individually. There are not all of the distractions that we have in the home school and I like to have my work clarified quickly and make sure I am on the right track."



Even when attending school virtually, students benefit from recognizing special days like Halloween, Hibernation/Pyjama Day, Remembrance Day and Orange Shirt Day.



LLS students enjoyed a virtual tour from Anne at Knox Pumpkin Farm. They had the opportunity to learn the different stages of the pumpkin life cycle and see farm animals, including hens, roosters, goats, horses, pigs, and cows.

### Virtual High School

Similarly, both students and parents had positive experiences with Virtual High School (VHS).

"I find that Virtual High School allows us to connect with our classmates and be more social than any other platform... Overall, VHS has been a fantastic school experience for me so far, helping me with technology issues and supporting me throughout my education." – VHS student

"[VHS] suits their needs perfectly (anxiety and/or ADHD) and they want to continue here as long as they are able. One child snuggles with her rabbits every day if she gets stressed. The other does a hard-core workout at lunchtime, and gets up to run around the house during the day, as needed." – VHS parent.

On multiple occasions throughout the year, virtual students joined together and participated in a variety of authentic and synchronous learning opportunities – some of which included:

- Participation in Build a Dream's Virtual, Annual Fundraiser Event, "Dreamer Day" in honour of International Day of the Girl.
- Participation in "Take Our Kids to Work Day, You Belong Here," where Grade 9 students had the opportunity to learn from professionals about potential career paths and workplaces across a range of sectors.



Whether in VES, VHS or in-person learning, all KPR students have benefitted from virtual opportunities this year, such as:

- Virtual Remembrance Day presentations, engaging Learning and Life Skills (LLS) students in meaningful ways that honoured those who have served our country.
- A joint KPRDSB and PVNCCDSB Environmental Symposium with virtual fieldtrips focused on sustainability and hope for change.
- A virtual fieldtrip to Ripley's Aquarium for LLS students.
- A virtual tour of Knox Pumpkin Farm, where LLS classes learned about farming practices, animals, the lifecycle of a pumpkin and different job opportunities on a farm.



## More 2021 Student Highlights



### Award Winning Scientist

Calvin Karthik, a Grade 10 student from Kenner Collegiate, won the European Union Contest for Young Scientists, an international science fair held in September in Salamanca, Spain. He was presented with the Award for his science fair project called "A Mighty Mushroom and the Power of Poop: Testing Biogas Production using Spent Mushroom Substrate Phase 2."

Karthik has won four previous awards from the Canada-Wide Science Fair including a gold medal, the Renewable Energy award, the Energy Challenge award and the Best Project Award (Discovery).

Calvin's success researching biogas as a renewable energy to positively affect climate change is inspiring him to continue this important work in the future.

### KPR Alumni Shout Out

Cobourg Collegiate Institute (CCI) Graduate Madaleine Nelson has a passion for fashion! She completed her post-secondary studies in the UK and is back in Canada promoting her body-inclusive designs, with fashions in sizes 8 to 22 and custom sizes available. According to Madaleine, everyBODY is welcome!

Madaleine specializes in designing luxury women's wear. She creates fun, colourful, handmade clothing, so each item is unique. Madaleine has been featured in British Vogue and Glamour UK, and many other magazines since starting her brand in 2020. Madaleine embodies #KPRisAwesome!







## Louise McCrow

Campbellford, ON · Campbellford District High School  
#103 Campbellford Br.

Colour Poster • Affiche en couleur



### Winning Artist

Congratulations to Louise McCrow, Campbellford District High School Grade 11 student, who placed first for Senior Colour Poster in The Royal Canadian Legion's 2021 national poster contest! Winning entries are displayed at the Canadian War Museum from June to May of the following year. Well done Louise!

### Menstrual Equity for All. Period.

Championed by KPR's Student Trustees for 2020-21, Roan Haggerty-Goede and Justine Mackay, we were pleased to support the introduction of a new Menstrual Equity (ME) project this school year. As part of this important project, dispensing devices for free menstrual products are being installed in at least one female washroom and one all-gender washroom in all KPR high schools and 26 pilot elementary schools. In 2022-23, ME will expand to all schools, with product dispensers and waste receptacles also installed in at least one male washroom.

The ME program will better serve students who have difficulty affording menstrual products, transgender students who are transitioning and students who do not feel they fit traditional male/female definitions. A critical component of the initiative is to ensure that students who menstruate do not face barriers to accessing school, and that menstruation should not carry social stigma.

In speaking to the importance of the program, Student Trustees Haggerty-Goede and Mackay noted that "our focus is on equity and accessibility for all students. Equity of access to menstrual products is important for all students regardless of socio-economic status, so that everyone can participate fully in school. We believe it is important that all students feel a sense of belonging and acceptance for who they are."

We were very pleased in October to see the provincial government extend the provision of free menstrual products to students and school boards across Ontario.



## Cindy Clitherow, SERT – Hero Without a Cape!

At KPR, we are very fortunate to have a community of staff who not only are amazing at their jobs, working with and supporting students and schools in many different ways, but they are also just really great people who deserve appreciation and recognition.

The #WeAreKPR campaign shines a light on the people who make our schools and school board so awesome, people like Special Education Resource Teacher (SERT) Cindy Clitherow.

Principal Lyn Westlake describes Cindy as a true gift to Colborne Public School and to KPR.

“Cindy has incredibly strong relationships with students. She can be seen shooting hoops with them on the yard, high-fiving them in the hall, and co-regulating with (supporting) them during a difficult moment. She lights up their faces when she walks in their classrooms and has a way of making everyone’s day just a little better,” says Lyn.

Cindy leads numerous student leadership activities including the school’s Terry Fox Run, Recess Peer Helpers, Student Council, and many more. She frequently gives up her lunch and opens up the gym at recess for students to play volleyball.

“She doesn’t think twice about covering someone else’s duty to help them out. After a long week, she might be found delivering food from a food drive to the food bank or rolling coins after a charitable fundraiser. Simply put, she has a generous spirit and is always thinking of others,” says Lyn.

“My job brings me joy every day,” says Cindy. “We are a community at Colborne PS. Together we are committed to every student. In my role as SERT, my biggest accomplishment is continuously improving the outcomes for my students by supporting not only them, but the teachers, the support staff, and the families.”

Cindy’s belief that every student can learn, no matter their personal circumstances, is evident in her daily efforts to provide a safe and positive environment for students, and through her work to develop relationships with families and community partners.

“I am motivated by my students every day,” says Cindy. “I aim to support all their needs – everything from providing band-aids to teaching them to read.”

“For many of us, we become educators to make an impact. And although we may not see that impact while the students are with us, it is the chance interactions in later years that make it so special for me. I ran into a former student just last week and she told me that her niece would be starting Kindergarten in the fall. Her comment was ‘we all want her to go to Colborne Public School’. That is a true testament to the community that we have created here – the next generation is headed our way!”

“Cindy believes the best in people and is a staunch advocate for students experiencing barriers,” says Lyn. “Whether it’s leading a case conference for a student with complex special education needs, or greeting new families to the area, she quickly sets everyone at ease with her friendly smile, warm personality, and contagious laugh.”

“She is a hero without a cape and has deeply impacted the lives of many.”



Principal Lyn Westlake (left) describes Cindy as a true gift to Colborne Public School and to KPR.





# #WeAreKPR

Watch for more #WeAreKPR stories this year, featuring some of these KPR staff.



Donna Colpitts, Custodian from Dr. Emily Stowe PS



Jeffrey Fay, Educational Assistant (EA), and Emily Hildenbrand, Child and Youth Worker (CYW) at Apsley Central PS



EA Lana Langlois, LLS staff at Clarington Central SS



Penny Kasaboski, Head Custodian, Warsaw PS



Marsha Hanak, Student Success Teacher at Thomas A. Stewart SS



CYW Leigh-Anne Mondesire, Clarington Central SS

## Ensuring All Students Feel a Sense of Belonging at School

Above all else, we strive to ensure all students feel a sense of belonging at school. Belonging fosters wellness and engagement, which in turn support achievement and success. One path to making that happen is to ensure our educational content and teaching practices allow students to see themselves in their learning. We want the cultural identities and experiences of our students to be a part of their daily experience in the classroom.

As part of our continued work toward that goal, KPR staff created a Culturally Relevant and Responsive Pedagogy (CRRP) toolkit to provide schools and educators with ideas, tools and strategies to foster learning environments that promote cultural identity, inclusive pedagogy and proportional outcomes for all students.

During the launch of the toolkit, professional learning was provided for all elementary and secondary educators in June and September, including an introduction to anti-racism and anti-oppression. Professional development in this subject area is ongoing for staff, and activities and resources are added to the toolkit throughout the year.

We will continue our work to remove barriers and ensure that school and classroom practices reflect and respond to the diversity of our students and staff.



# The Importance of Making Mistakes in Math

KPR educators are focusing on the importance of perseverance and making mistakes to help students succeed in math.

Social-emotional learning (SEL) skills, such as having a growth mindset and demonstrating perseverance, not only contribute to students' overall health and well-being, but these skills are also essential to academic success. SEL skills help maintain positive mental health, and support students' ability to learn, build resilience and thrive in all areas of life.

Clarington Intermediate School teacher Yassmin Sandoval is seeing promising results by focusing on these skills with students.

"Math is one of those subjects that tends to prompt a lot of anxiety and stress for students," says Mrs. Sandoval. "SEL empowers students with the power of 'yet' – you're not there yet... mistakes are part of the learning process, they provide immediate feedback for learning. We need to get comfortable with making mistakes."

SEL skills help students with important math processes such as problem solving, reasoning, making connections, reflecting, communicating, and selecting the right tools and strategies.

The students in Mrs. Sandoval's class are taking this learning to heart.

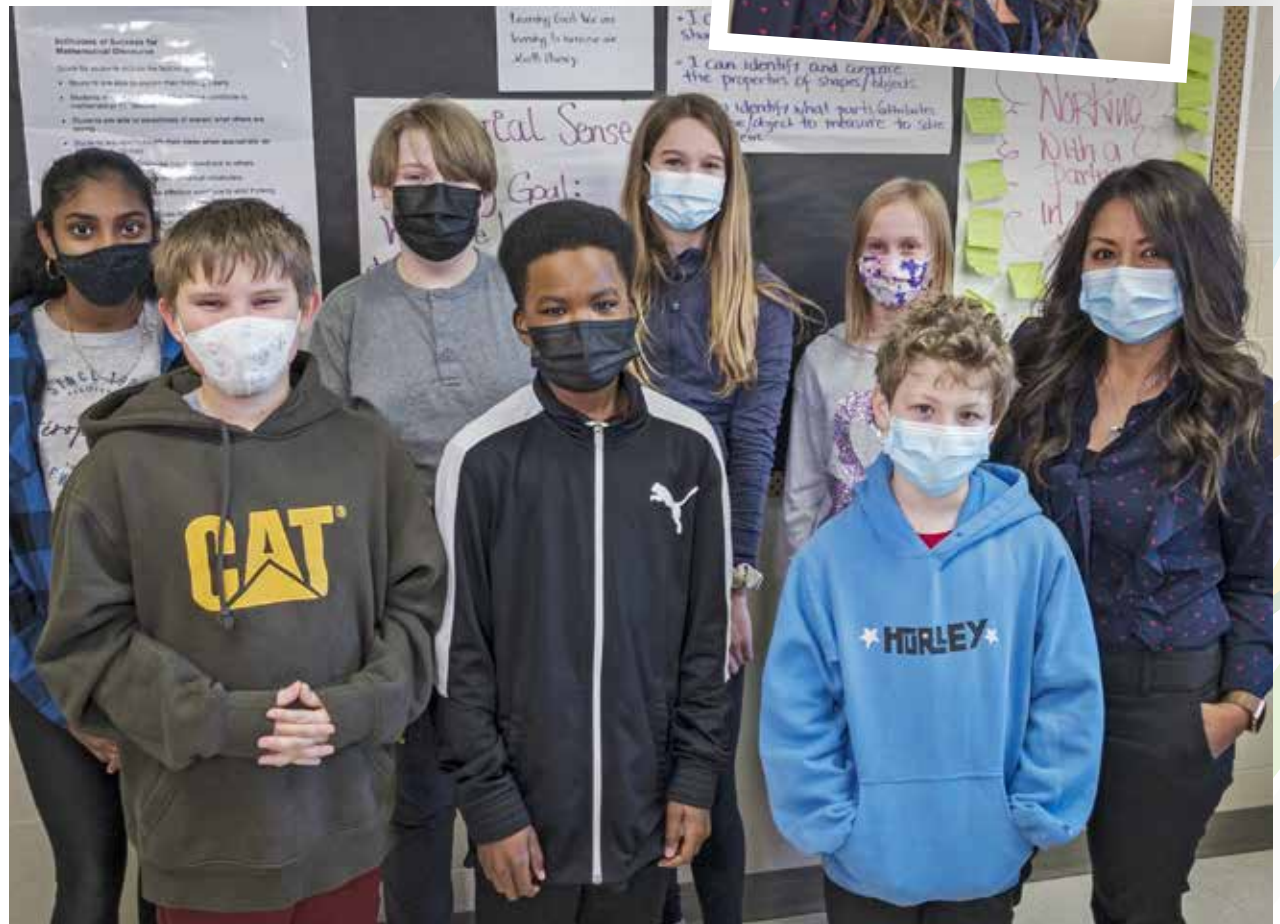
"The thing that really helped me was talking about growth mindset and if I am struggling Mrs. Sandoval would tell us not to say I can't do it. She would say 'I can't do it yet,'" says Summer Golfetto, Grade 7.

"At the start of the year Mrs. Sandoval told us to have a growth mindset, those words helped me get through many tough math problems. If I was stuck on a question, I would remember to have a growth mindset and work through it," says Noah Ennis, Grade 7.

One of Mrs. Sandoval's favourite lines in math class is, "Have we made any mistakes today?" Followed by, "If we haven't, we need to get going... so we can keep our brains growing!"

Mrs. Sandoval says math students are like athletes, they don't become amazing their first try. They have to keep practicing. These consistent efforts to focus on social-emotional learning are making a real impact with her students' attitudes towards math.

"We need to challenge ourselves. We don't quit, we keep going!"



*Yassmin Sandoval's math class is learning that it's okay to make mistakes as long as you persevere and keep trying to do better.*



# Leading the Way in Mental Health

At KPR, we recognize the importance of mental health and the significant role it plays in our students' daily lives and academic achievement. This year, schools have been focused on learning different strategies for improving mental wellness, coping with stress and anxiety, and supporting the well-being of others.

Vincent Massey Public School has introduced a new relationship-based approach to teaching and learning, known as "The Third Path." This method is designed to create a learning environment that supports students' education and well-being simultaneously.



The Third Path provides a foundation to support the development of programming and strategies that respond directly to students' individual, unique circumstances and mental health concerns.

"Learning the third path has allowed me to approach student behavior through a lens of understanding. It has reaffirmed my belief that relationship building is the strongest classroom management tool," says Grade 6/7 teacher, Jessica McGillen.

The framework allows staff to consider multiple conditions that affect students' safety, belonging, engagement, and identity, among other aspects of their lives. By considering a diverse range of factors, The Third Path supports an inclusive and culturally relevant education system.

"By focusing on the eight fundamental needs, we can build confidence and resilience step by step. Creating a sense of belonging fosters engagement with learning and peers. To achieve this sense of belonging, students need to feel emotionally safe and have the self-regulation skills to take risks and cope with the stress that comes with those risks, whether it be making a friend or persevering through a challenging math problem," explains Grade 4 teacher, Stephanie Wilkinson.

The Third Path provides teachers with practical tools and further enables them to support the mental and emotional health of their students.

"For many years I have worked hard to make sure that my students feel safe and cared for, mentally, emotionally, and academically in my classroom," says primary teacher, Teresa Ling. "The Third Path has given me resources and strategies to help improve my practice and ensure that I am serving the whole child based on their specific emotional needs," she adds.

According to the principal, Nicholas Shea, staff at Vincent Massey are currently in the beginning stages of their journey with The Third Path. "The goal is to begin student learning and direct involvement in The Third Path beginning the 2022-2023 school year," says Nicholas.



KPR teachers learn about "The Third Path" – a method designed to create a learning environment that supports students' education and well-being simultaneously.

Staff are in full support of the new approach and look forward to seeing the positive impact it will have on students' well-being.

"I really value the implementation of the Third Path this year. The focus on relationship building as a priority has been extremely beneficial in creating a stronger foundation within our school community!" says Educational Assistant, Amber Ruckstuhl.

"Developing strong relationships between educator and students is essential in fostering success as we are creating a sense of safety and belonging," adds Primary Planning/Intermediate teacher, Michelle Smith.

"Students know they matter. Why would we do it any other way?"



## ReconciliACTION at KPR: Expanding Our Awareness of Indigenous History, Culture and Perspectives

In response to the devastating news of the 215 children whose remains were discovered on the grounds of the former Kamloops Indian Residential School in British Columbia, and the discoveries of many more remains that followed, the flags at KPR schools and Education Centre sites were flown at half-mast from May 31 until Veterans' Week in November.

This tragedy serves as a grim reminder of the horrible implications and generational harm of the Canadian Residential School system. The staff, students, and school council at Dr. G. J. MacGillivray Public School agreed that they needed to engage the community in learning and reflection on the impact of residential schools and the thousands of children whose lives were lost and whose families were broken.

Students and their families were invited to paint rocks and place them at the bottom of the school's flagpole in memory of residential school children. The idea was originally proposed by a parent in the school's Facebook group – and shortly after, a collection of colourful, hand-painted rocks created a beautiful memorial garden at the front of the school.

According to Lorelei Downs, the school principal, they intend to continue adding to the garden this coming spring. As a KPR teacher and mother to two daughters who attend the school, Amanda Nicolaou commented on the important meaning behind the rock garden: "The rock garden was a way to symbolize and recognize the horrible experiences and genocide experienced by Indigenous peoples."

"Students had the opportunity to learn about the negative impact that residential schools had on our society and our identity as Canadians. Our children were hurt to hear of the actions by leaders that were meant to keep our families safe," she adds.

*Students and their families were invited to paint rocks and place them at the bottom of the school's flagpole in memory of residential school children.*

At the Board level, efforts continue as part of our ongoing commitment to champion Indigenous education, achievement and awareness. In recognition of Indigenous Peoples Awareness Month, Board Trustees received an educational presentation outlining the ways in which KPR can continue recognizing and celebrating November as Indigenous Peoples Awareness Month as well as deepening our collective understanding of Indigenous culture and history year-round. In addition, to further KPR's commitment to reconciliation, the Board completed the following initiatives with the support and guidance of our Indigenous Education Department staff:

- Developing a new educator toolkit to ensure school and classroom practices reflect and respond to the diversity of students and staff.
- Continuing to create and promote resources and opportunities for learning throughout the year.
- Offering weekly opportunities to listen and learn from the authentic voices of Indigenous Elders and Knowledge Keepers through a Virtual Sharing and Learning Series.
- Launching a year-long Passport to Reconciliation program encouraging staff and students to engage in weekly learning focused on Indigenous knowledge, culture, perspective and history. To follow along on social media, look for #ReconciliACTIONatKPR

"As educators we want to ensure ALL students and staff continue their journey in understanding and awareness of Indigenous cultures, ways of knowing, and contributions to society as part of their educational experience," says Rita Russo, Director of Education.

"We are a learning organization, and it's our work to continue to create environments that honour Indigenous knowledge, culture, perspective and history and ensure Indigenous students, staff and community see themselves reflected in their learning and working environments," she adds.



# Kaawaate East City Public School – KPR’s Newest School



Students and staff began learning in their new school this September, after much anticipation and excitement.

Kaawaate East City Public School in East City/Ashburnham of Peterborough replaced both King George and Armour Heights Public Schools. The new \$18M elementary school houses approximately 675 Kindergarten to Grade 8 students, including a French Immersion program, and a childcare centre for the community.

The community has played a key role in this new school project from the very beginning, as students and staff were involved in the school design process, and shared input on how to incorporate modern learning, innovation, accessibility

and sustainability components. They also collaborated with a Visioning Committee to create new school colours, a logo, motto and mascot for the school.

They wanted to convey students and staff as innovators charting their own path to success, influenced by different people, individual goals and unique perspectives. The committee also sought to acknowledge and value the school's location near the Shining Waters, as honoured in the Anishinaabe component of its name, Kaawaate, as well as broader environmental connections to nature, the earth, trees and sky.

While students and staff continue to enjoy learning together in their new school, an official Opening Celebration will take place at KECPS this spring!



*Students and staff were involved in the school design process, and shared input on how to incorporate modern learning, innovation and sustainability components.*



## **New Elementary School coming to Bowmanville**

We were very pleased in December to join representatives of the province announcing almost \$20M in funding to build a new elementary school in the Northglen neighbourhood of Bowmanville.

This much-needed new school will house 770 students, along with a new childcare centre. We look forward to breaking ground on the school's construction, scheduled to be completed September, 2024.

## 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 approximately 34,000 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, 2021, we had approximately:

- 34,327 students
- 24,941 elementary students
- 9,386 secondary students
- 15,000 students bused to school every day on 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 strive to demonstrate our caring for every student and staff member, every day.

We are also fortunate to receive the assistance of over 8,000 volunteers in our schools.



*KPR Director of Education Rita Russo with the Prince of Wales mascot.*

## Prince of Wales Public School Celebrates 100 Years

September 10, 2021 marked the 100th anniversary of Prince of Wales Public School in Peterborough. Grade 8 students, Kindergarten students and special guests gathered to mark the special occasion. The event included Trustees, the Director of Education, a land acknowledgment ceremony, drumming and special remarks from local First Nations representatives.

The school is a well-recognized landmark in the City of Peterborough and has not changed much on the outside since it was first built. The interior of the building, however, has had a number of upgrades over the years to support successful student learning experiences.

Prince of Wales cost \$250,000 to build in 1921, whereas today new school builds cost close to \$20 million!

Dr. Neal, a member of the board of education in 1921, when speaking of the newly built school said, "No time, care or attention has been spared in making a building which combines beauty, efficiency, sanitary conditions and economical managements of space." (Evening Examiner, Sept, 2, 1921)

Despite restrictions put in place by COVID, the staff and students at Prince of Wales PS have been celebrating the 100 year anniversary, and will continue to celebrate throughout the rest of the school year.

Follow along with the celebrations on Facebook, Twitter and Instagram! #POWProud



## PHHS Students Create Eye-Catching Posters in Support of Local Fare Share Fundraiser

Port Hope High School students in Nadé Nixon's visual art and photography classes used their creativity to support the local community through a series of captivating posters for Northumberland Fare Share Food Bank.

Applying their creative, digital art and graphic design skills, fourteen students from two of Nadé's classes collaborated to create large-scale photos that featured Port Hope residents posing with eating utensils in fun and unique ways. The aim of the project was to engage students in the community by supporting an initiative that both resonates with them and relates to their area of study. The posters were placed in the windows of a local supermarket, Davis' Independent Grocer, where cashiers collected donations for the Fare Share Food Bank from customers.

"I got [the students] to think about not just the creative side of visual arts, but also the aspect of marketing and promotion, and how to get your message out there," Nadé explains. "I think that it's a great life-skills experience for them in visual design, to think about graphics, and the impact of graphics and graphic design in the world."

According to Nadé, students found it especially interesting to draw from their knowledge in digital literacy and to learn how art on a screen translates to print format. Students shared their thoughts, highlighting what they enjoyed most about contributing towards the fundraising campaign:

"The project was something new and different and it was good to learn Photoshop skills." – Avery Drummond

"It was cool to put people's faces on the store. It was an interesting way to initiate interest for people who don't have as much." – Melissa Avila

"It was an interesting way to get donations and awareness and play around with Photoshop. It was also fun to get family involved, I photographed my Grandma." – Abby Hutton

*The visual arts and photography students' posters were featured in the windows of the grocery store. Inside, cashiers collected donations for the Fare Share Food Bank.*



# Our Financial Story

In June 2021, the board approved a balanced budget of \$440,328,463 developed based on the priorities set out within our 2019-2022 Strategic Plan – Excellence in Learning, Life and Community.

Highlights included over \$60 million devoted to Special Education to support all students; investments in the areas of Equity, Diversity and Inclusion, and Indigenous Education; as well as close to \$20 million in capital funding dedicated to building and school improvements.

We are pleased and excited to continue to be a destination of choice for parents – with an increase of over 1,100 additional elementary students above projection, and almost 650 secondary students, year over year.

Over the last five years, we have invested over \$220M in improvements and enhancements to our schools. We want to ensure, as much as possible, that our physical spaces can keep pace with the advanced programming and instructional practices envisioned by our accomplished staff.

## Student Enrolment (Under 21 years of age)

|              |               |
|--------------|---------------|
| Elementary   | 23,948        |
| Secondary    | 9,296         |
| <b>Total</b> | <b>33,244</b> |

## Staffing

|                        |              |
|------------------------|--------------|
| Teachers               | 2,046        |
| Instructional Support  | 877          |
| School Administration  | 281          |
| Central Administration | 99           |
| School Operations      | 306          |
| Seconded Staff         | 9            |
| <b>Total Staff</b>     | <b>3,618</b> |

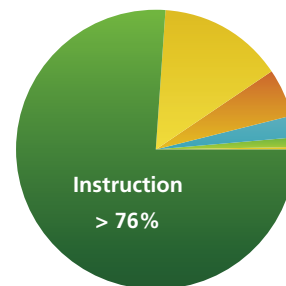
## 2021–22 TOTAL BUDGET: \$440,328,464

### EXPENDITURE BY FUNCTION

|                           | Budget 20/21       | Actual 20/21       | Actual 19/20       |
|---------------------------|--------------------|--------------------|--------------------|
| Instruction               | 327,816,229        | 333,637,874        | 306,540,130        |
| Administration            | 10,119,048         | 11,536,602         | 10,918,145         |
| Transportation            | 23,497,599         | 23,048,835         | 21,819,179         |
| Pupil Accommodation       | 58,712,338         | 62,119,315         | 54,482,669         |
| School funded activities  | 9,500,000          | 2,054,199          | 5,088,281          |
| Other                     | 1,390,831          | 4,262,358          | 1,121,213          |
| <b>Total Expenditures</b> | <b>431,036,045</b> | <b>436,659,183</b> | <b>399,969,617</b> |

### EXPENDITURE BY PERCENTAGE

|                          |         |
|--------------------------|---------|
| Instruction              | 76.41 % |
| Administration           | 2.64 %  |
| Transportation           | 5.28 %  |
| Pupil Accommodation      | 14.23 % |
| School Funded Activities | 0.47 %  |
| Other                    | 0.98 %  |



### EXPENDITURE BY OBJECT

|                                     | Budget 20/21       | Actual 20/21       | Actual 19/20       |
|-------------------------------------|--------------------|--------------------|--------------------|
| Salary & Wages                      | 290,335,024        | 297,580,063        | 278,393,907        |
| Employee Benefits                   | 49,241,433         | 49,355,240         | 43,830,946         |
| Staff Development                   | 876,293            | 622,334            | 493,603            |
| Supplies & Services                 | 28,769,971         | 29,332,521         | 22,768,918         |
| Interest                            | 3,654,852          | 3,552,587          | 3,857,474          |
| Rental Expenditures                 | 82,342             | 93,108             | 91,533             |
| Fees & Contract Services            | 28,108,443         | 29,278,765         | 26,454,122         |
| Other                               | 1,480,631          | 4,468,001          | 1,274,114          |
| Amortization                        | 18,987,056         | 20,322,365         | 17,716,719         |
| School funded activities            | 9,500,000          | 2,054,199          | 5,088,281          |
| <b>Total Operating Expenditures</b> | <b>431,036,045</b> | <b>436,659,183</b> | <b>399,969,617</b> |



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



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**Education Centre**  
1994 Fisher Drive  
Peterborough, Ontario  
K9J 6X6

705-742-9773  
Toll-free 1-877-741-4577

kpr\_info@kprdsb.ca

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