



# Annual Report 2025

#WeAreKPR



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



## From the Director



Rita Russo  
Director of Education

It has been such an honour to serve the Kawartha Pine Ridge District School Board (KPR). As I present this 2025 Annual Report – my final report as Director of Education – I am filled with immense gratitude for the journey we have shared.

Throughout years of challenge and change, I have remained in awe of our students. Their passion, brilliance, and energy are the heartbeat of our board; they are the reason we do this work, and they continue to be my greatest source of inspiration.

This report is a celebration of the resiliency, joy, and optimism that defines KPR. Within these pages, you will see the tangible results of our collective commitment to excellence. We are more than just a school board; we are a community that believes in the potential of every learner.

Our schools are safe, inclusive, and vibrant spaces where we set high expectations. We see every student as a capable learner, and we strive to ensure they feel seen, heard, and reflected in the environments where they grow.

Our purpose has always been clear: to provide learning that is authentic, culturally relevant, and responsive. I am incredibly proud of the work we have done toward this goal. We continue to embed human rights in all that we do to ensure equity and inclusion remain foundational to this board. We honour Indigenous knowledge and ways of knowing by engaging in Truth and Reconciliation, and elevating First Nations, Métis, and Inuit cultures, perspectives and histories; and we prioritize well-being by cultivating environments where mental health and a sense of belonging serve as the essential foundation for academic success.

To the staff of KPR – those in our classrooms and those in the service areas that keep our schools safe, clean, and operating – thank you. Your dedication makes learning possible. You have made a profound impact on the lives of our students, and you truly embody what it means to be **#KPRisAwesome**.

While the coming months mark the end of my tenure, the “KPR spirit” is enduring. Together with our families and community partners, we are making dreams a reality every day. I am confident that this board will continue to inspire students to excel in learning, succeed in life, and enrich our communities.

Please take a moment to experience the wonder and joy captured in this report. It is a small glimpse of the magic that happens in our schools every single day.

With deepest thanks and KPR pride,

## From the Chairperson



Paul Brown  
Chairperson

On behalf of my Trustee colleagues, it is a genuine pleasure to share the Kawartha Pine Ridge District School Board 2025 Annual Report. This report is a vibrant collection of pictures and stories, illustrating the energy, dedication, and impactful accomplishments of our students and staff throughout the past year.

While the world continues to evolve, our deep commitment to the transformative power of public education guides our work. We believe it is essential for building strong, inclusive, and flourishing communities across our region.

As locally elected Trustees, we live in and are deeply connected to the communities we represent. This unique position ensures that we are well-equipped to make local decisions in the public interest that directly address the diverse needs of the students and families we serve. We remain accountable and open to you, the families and communities that entrust us with their future.

Our core mission is to inspire student success and our funding priority is clear and unwavering: student and classroom needs always come first!

In this annual report, we are once again proud to showcase the daily accomplishments that bring learning to life in KPR schools, and we will continue our work to ensure every student and staff member feels supported, welcome, and empowered to succeed.

We extend our sincere thanks to our passionate and dedicated staff – the leaders of learning who foster success in every classroom. We are equally grateful to the many community volunteers and helpers who enrich life within our schools and support our students each day.

Thank you for your ongoing support of public education. Together, we are realizing the potential of every student. **#WeAreKPR**

# #We Are KPR

## Culture of Care at Kaawaate East City PS!



Kaawaate East City Public School (KECPS) is proud to celebrate the incredible moments of growth and connection that happen at their school each day. One shining example comes from the compassionate and dedicated work of Educational Assistant, Allison Frost, whose commitment to building trusting, collaborative relationships with families and KPR's youngest learners truly reflects the heart of the KECPS school community.

This year, the Kindergarten team of Susan Newberry, Annette Bigg and Allison has been working closely with Mirha, a Junior Kindergarten student diagnosed with cerebral palsy and epilepsy. Through trust, consistency, and genuine care, Allison has partnered with Mirha's family to create a supportive environment where Mirha feels safe, confident, and ready to explore her world.

Over time, the impact of this partnership has been remarkable. Mirha has shown tremendous growth in her ability to navigate the school, develop new skills, form meaningful connections, and embrace the early steps of her educational journey. Her progress is a testament not only to her own strength and determination, but also to the power of relationships rooted in trust, understanding, and inclusion.

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**Her commitment to meaningful connection and student centered practice is truly inspiring, and we are so grateful for the impact she makes every day.**

Principal Rebecca Jones describes how Allison’s work with Mirha, and all students at Kaawaate ECPS reflects the Board Action Plan and Special Education values at KPR.

“Allison is an extraordinary educator who sees the unique strengths, abilities, and potential in every child, and she meets each student with dignity, patience, and unwavering belief,” shares Rebecca.

“Allison creates the kind of safe, inclusive, and responsive learning environment where students feel seen, supported, and empowered to grow. Her commitment to meaningful connection and student centered practice is truly inspiring, and we are so grateful for the impact she makes every day,” Rebecca adds.

Allison reflects on her experience working as an Educational Assistant for KPR, noting that it, “is one of the most rewarding jobs.”

“The days can be busy and challenging but working alongside incredible staff at Kaawaate make the tough days so much easier to navigate,” shares Allison.

“When I am lucky enough to work with students like Mirha, my days always come with a smile, a laugh and a very proud heart. I love getting to watch as students grow and learn in their own ways and helping them get there through love, empathy, belief in their abilities and passion,” she adds.

This story is one of many that highlight how the KECPS community come together to create safe, inclusive spaces where every child is supported through meaningful connection and a culture of care.

# Excel In Learning

## Literacy in Action – LDAO Partnership at Charles Bowman PS

In addition to providing daily foundational Tier 1 reading instruction in all Kindergarten to Grade 8 classrooms, educators across KPR are bringing to life a Multi-Tiered System of Support (MTSS) to ensure access to foundational language skills for all students. This tiered approach is a proactive, preventative strategy that is responsive to learners' unique strengths, skills and needs in literacy.

This year, primary and junior educators at Charles Bowman Public School partnered with the Learning Disabilities Association of Ontario (LDAO) to highlight successful evidence-based Tier 2 intervention strategies in the classroom for students who require increased support to achieve literacy success. In collaboration with the Early Intervention Teacher, classroom educators have been creating opportunities for additional instruction and practice of foundational concepts and skills in small groups or 1:1 learning opportunities throughout the week.

This focus has led to improved outcomes on the Early Reading Screener, and more importantly, increased confidence and proficiency in readers who were previously experiencing challenges.

Holly MacLellan, Grade 1 teacher explains that multilevel literacy instruction has made a noticeable and meaningful impact on students' growth as readers.

“I love reading now!”



“By intentionally layering support, wholegroup instruction, targeted small groups, and individualized intervention, we’re able to meet students exactly where they are and move them forward with purpose. The difference this approach has made is evident not only in their assessment data, but in their confidence, stamina, and willingness to take risks as readers,” she shares.

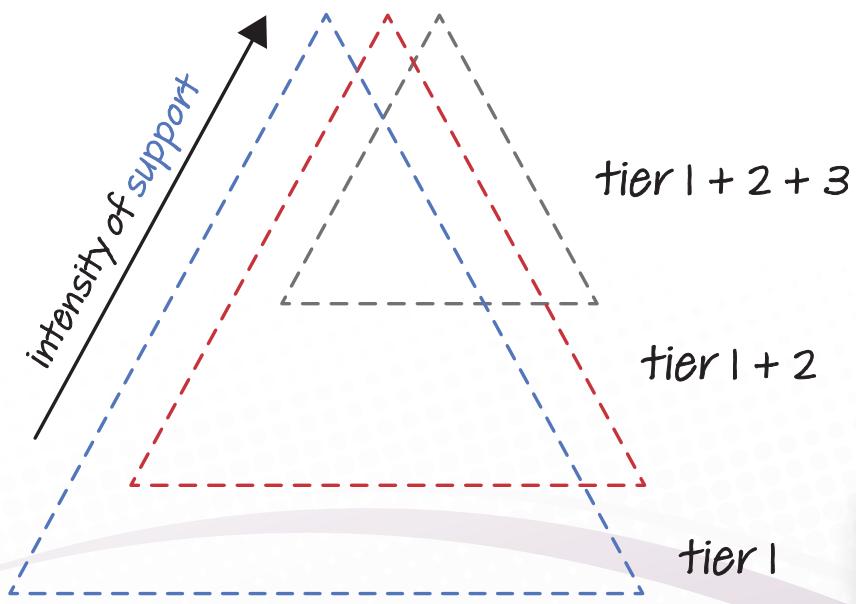
“I love reading now,” said Blake, a Grade 1 student. “It’s inspiring to see our students applying their knowledge of word parts to unlock meaning across all subject areas. Their confidence in vocabulary is growing exponentially,” says Grade 4 teacher Katelyn Larmer.

“Sometimes I write and it’s not spelled right. Working in a small group helps me write better with words I want to use,” said Nazim, a Grade 4 student.

Holly explains the significant impact of the small group connections.

“Those moments are where we see students light up, make breakthroughs, and build the skills they need to be successful readers. It’s a reminder that when we slow down, lean into the data, and give students the individualized attention they deserve, the growth follows.”

This partnership has culminated in a video series featured online at [LDAO@School](#) designed to inspire primary and junior educators across the province to embrace a Multi-Tiered System of Support and, more specifically, Tier 2 interventions in the classroom.



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is growing exponentially.



## Designing for the Future at CCI!

At Cobourg Collegiate Institute (CCI), creativity is thriving! This year, students in the Fashion Arts program have been busy crafting beautiful items like clothing, keychains, pocket hearts, and even AirPod cases. These projects are part of an exciting journey in the Fashion Arts program, where students explore a mix of tools and techniques, skills and industry knowledge, including practical sewing, fabric arts and design fundamentals!

This unique learning and hands-on experience helps prepare students for exciting opportunities in the world of fashion, and beyond, including creative projects, portfolio building and potential careers in design or related fields.

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**I chose CCI because of the Fashion Arts program and it was such a worthwhile decision. I have been able to connect with other like-minded people and advance my sewing and design skills that I want to take into my future of costume design and special effects for film and stage.**

One of the Grade 10 program's passionate students, Sarah, shares:

“I chose CCI because of the Fashion Arts program and it was such a worthwhile decision. I have been able to connect with other like-minded people and advance my sewing and design skills that I want to take into my future of costume design and special effects for film and stage.”

Students are mastering precise measuring, ironing techniques, and learning how to attach hardware like keyrings and zippers. Whether working on intricate croquis designs, or turning scraps of fabric into meaningful art, students are exposed to a wide range of techniques and learning how these skills can lead to entrepreneurship and the world of work.

One project that students worked on this year using their hand sewing skills, was Pocket Hearts! These colourful little fabric hearts can be tucked into pockets or backpacks as a reminder that you're loved and valued. These creations reflect both intricate skill and imagination and also make great gifts!

Every stitch, sketch, and design tells a story of creativity and ambition. At CCI, students aren't just learning—they're building futures in fashion!





## Learning and Loving Math at Brighton PS

As part of the Ministry of Education's 2025-2026 Responsive Education Programs (REP) allocation, school boards were provided with funding to support math achievement, including hiring math coaches with a focus on Grades 3 and 6 in 19 elementary schools.

At Brighton Public School (PS), students and teachers are seeing the results of this additional, focused support. Rob Lappano, Grade 3 teacher at Brighton PS, explains how his math instruction has changed.

"I now use a wide variety of open-ended mathematical tasks drawn from the Scope and Sequence and the Math Up programs, allowing students to demonstrate their understanding through

multiple strategies and representations. This shift helps me assess what students truly know rather than relying on predetermined expectations or traditional 'one right way' methods," he explains. Rob, and other Grade 3 and 6 educators, have been part of ongoing math-focused professional development that involves collaboration with a Math Coach and other educators. The Math Coach co-teaches a lesson with Rob each week, and they meet regularly to review assessment data, reflect on weekly lessons, and plan the direction of the mathematics learning journey for students. This learning is also shared with other school staff, including the Special Education team, to support coordinated planning.

Through a focus on high-impact instructional practices that deepen understanding and engagement, students regularly use manipulatives, visual models, and other math tools to explore concepts. They share their reasoning with peers, compare solution paths, and present their thinking to the class. This collaborative structure ensures that many mathematical voices and approaches are valued, highlighting the diverse ways students make sense of math.

“By embracing these practices, I gain a more accurate and equitable view of each learner’s mathematical understanding. This enables me to offer targeted small-group instruction, meaningful extensions, and next steps that directly address students’ needs... By using open-ended tasks, multiple representations, and collaborative discussions, I reduce bias and gain a clearer, more equitable understanding of each learner’s math abilities. This approach helps me target next steps, close gaps, and ensure every student sees themselves as capable in mathematics.”

Here are some thoughts from Grade 3 students at Brighton PS about math, and how they’ve become better at it:

“I tell my family that my favourite thing to learn about is math. I love math! I feel like I’m getting

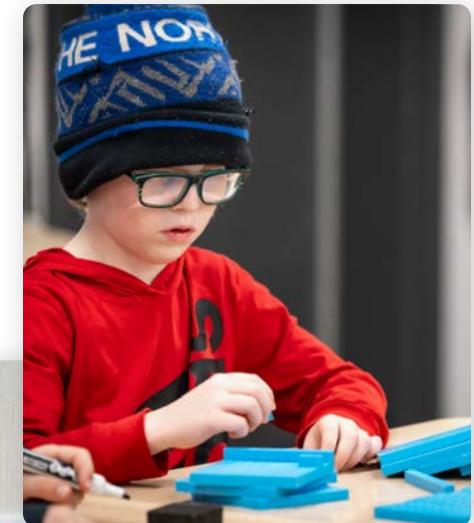
a lot better... when we use our whiteboards to learn, I love that work and I like working with partners.” - Livy

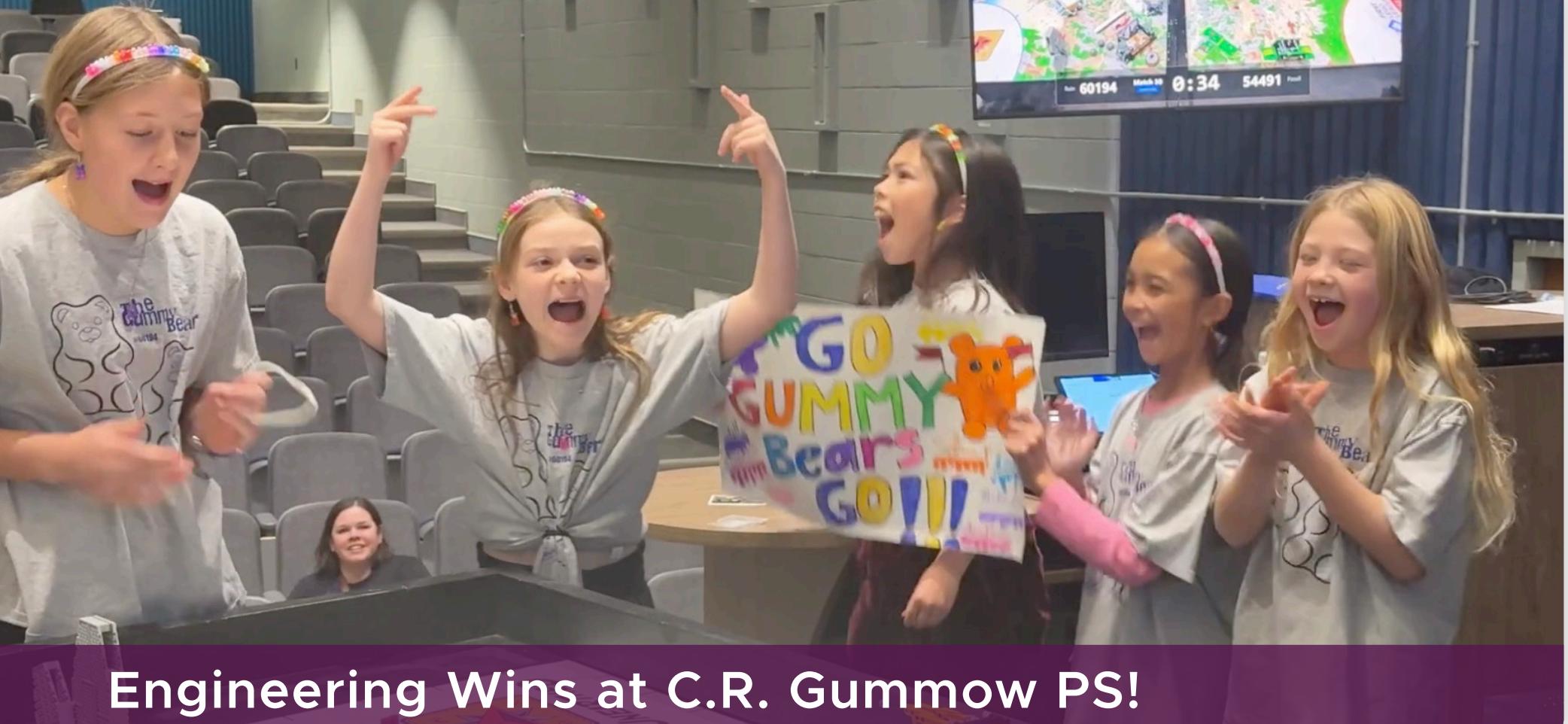
“I like that we do lots of activities in math, like shapes and other stuff.” - Jameson

“It’s my favourite thing to do... I wasn’t very good at math like two years ago so now I am doing better in it because I am learning more and it’s easier. I like number lines and whiteboards, skip counting, learning about multiplication.” – Brady

“I like math because once you finish stuff, you feel like you’ve accomplished stuff. I also like it when you learn big numbers.” - Lincoln

I wasn’t very good at math like two years ago so now I am doing better in it because I am learning more and it’s easier.





## Engineering Wins at C.R. Gummow PS!

C.R. Gummow Public School (PS) is alive with excitement after an incredible season in FIRST LEGO League! This year, Gummow sent four teams to the Queen's University competition and achieved outstanding results, with both the Grade 5 and Grade 8 all-girls teams qualifying for the Ontario Provincial Robotics Tournament.

In FIRST LEGO League, organized by FIRST Robotics Canada, teams are assessed on design and coding in a variety of categories: the Robot Game (designing and programming an autonomous robot to complete missions), Robot Design, Innovation Project, and Core Values, which together evaluate

performance, coding, engineering, problem-solving, teamwork, and sportsmanship.

Two teams brought home trophies, winning the Engineering Excellence Award and the Motivate Award, which recognizes collaboration, STEM (Science Technology Engineering Math) inspiration, respect, and positive team spirit.

C.R. Gummow's new Grade 5 all-girls team amazed everyone by finishing second overall out of 24 teams, competing against students as old as 14 from specialized robotics programs.

Teacher and Robotics Coach Matthew Penney worked closely with students on the four Gummow teams that entered.

“After competing in this program for the past four years, I’ve seen firsthand how powerful it is for our students. They don’t just learn how to code or build a robot; they learn how to think critically, solve complex problems, and persevere when things don’t work the first time,” he explains.

“During our three months of preparation, things will often go wrong. Watching the teams bond through successes and failures, and apply the Engineering Design Process to their work, is so meaningful. The confidence they gain is incredible, especially watching our all-girls teams realize that they belong in STEAM (Science Technology Engineering Arts Math) spaces and that these skills can lead to real career pathways. This program opens their eyes to using technology not just to compete, but to do good and make a meaningful impact in the world.”

“It was INCREDIBLE to see the kids in action and the high level of competition,” adds Principal Kara Trumbley-Novak.

“We are beyond proud of Gummow students for their achievements!



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## Supporting Math Creatively and Collaboratively at ENSS

The team of math teachers at East Northumberland Secondary School (ENSS) has been working collaboratively over the past five years to support students in achieving success in math and establishing a strong foundation for achievement.

Brad Bresee, Math Department Lead, explains that the team adopted a common approach for teaching MTH 1W1 (Grade 9 Math) with a focus on inclusion for all learners.

“This work does not happen with one person. It takes a team of math teachers working together and building on the work of

the educators before them,” Brad emphasizes.

As part of this approach, teachers have common examples in each lesson that relate to students approaching, meeting, and exceeding standards. They have adopted common assessments that are developed for students to show their best work at the level that they are learning at, while also providing an avenue to attempt more challenging scenarios.

To support student growth and opportunities, they’re using evidence-based strategies such as “Thinking Classroom” and

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This is what teaching and learning looks and feels like at ENSS.

“Thin Slicing” where students work collaboratively in random groups to build resiliency for learning and communication skills to validate or extend learning. This allows educators to be responsive to the students’ level of understanding and adapt instructional strategies to meet their needs. The Thinking Classroom has also been adapted for the higher grades to continue building on this growth.

In preparation for the Education Quality Accountability Office (EQAO) Grade 9 Numeracy Assessment, students work through electronic multiple choice practice questions and quizzes to practice strategies to support their success.

“By implementing all these strategies, we have seen students increase their confidence level in learning as they move into higher grades. They access prior knowledge, are more comfortable making mistakes, and the learning is more in-depth,” Brad shares.

“The entire team of math educators continue to collaborate to make this happen. Whether it is designing lessons, questions to check understanding, full solutions for questions, determining what types of questions fit in each tier of learning, creating electronic multiple-choice questions using technology, and communication of ideas from what we like to call “Hallway PD”, it takes a team approach,” he adds.

“This is what teaching and learning looks and feels like at ENSS.”





# Excel In Learning

## Planning for Success in High School!

High school is an exciting time filled with growth, opportunity and unique experiences that foster success and build confidence in learning, life and community.

As students begin to plan for this next chapter in their educational journey, there is much to look forward to – meaningful learning, caring staff, specialized programs, extra-curricular sports and activities, a supportive school community, and much more! While preparing for high school can be an exciting time, it may also come with questions and uncertainties.

We invite families to explore [KPR's Plan for Success](#) – a resource designed to support students and families in planning for a smooth and successful transition to secondary school.

This guide answers common questions about high school, and covers topics such as graduation requirements, course selection and career pathways, helping empower students and families to make informed decisions about their high school experience.

Families are encouraged to reach out to their school principal with any questions. KPR staff are eager to support students, both leading up to and during the important transition to high school. Welcome to high school at the Kawartha Pine Ridge District School Board!

## Tips from KPR Graduates

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Get involved in student council or a club you'll enjoy! It changed my life and helped me grow as a person and in my leadership skills.”

~ Crestwood Secondary School, Grade 12 Graduate

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Try and explore different clubs in order to find new friends and make a community. Get in touch with teachers and guidance, they only want to help! Explore different careers through volunteering such as ReBound and the hospital! Don't be afraid to get out of your comfort zone!”

~ Cobourg Collegiate Institute Grade 12 Graduate

“

Try out for any sport or club that interests you and choose to take your own path; not the one your friends are going to take. You may want to take a class none of your friends are taking, and you should do it. You will meet new people and gain more experience.”

~ Adam Scott Vocational Institute Grade 12 Graduate

“

Work hard, be brave and ask for help when you need it. They were right when they said “It will be over before you know it!” Don't focus on the bad times, but rather let it change you for the best. Good things come to those who believe and persevere!! You may even meet someone who will change your life. I wish you luck and success in your future endeavours!!”

~ Clarington Central Secondary School Grade 12 Graduate

# Success Stories: Indigenous Cultural Knowledge Credit

As part of KPR's strategic priority of honouring Indigenous knowledge and ways of knowing, the Indigenous Cultural Knowledge Credit is an opportunity for Indigenous youth in Grades 9-12 to earn up to two Ontario Secondary School Diploma credits for engagement in cultural learning outside and inside school settings. This includes both extra-curricular and community-based learning and engagement.

As part of this learning and following a holistic approach, students develop and grow essential understandings, and identify and make connections with the land, and value Indigenous knowledge, oral traditions and language. Through revealing the learning, building meaningful relationships, deep reflections and responding for the future, the participating students gain not only new learnings, but also a greater sense of confidence, care and cultural connections.

Participating students shared their thoughts on this learning opportunity:

“Ever since taking this course I have looked at the world in a different perspective. Now I think of every challenge as a moment to grow and become stronger.”

“Staying connected to my culture has helped me to discover who I am and who I want to be. It has taught me to care for myself as I am also caring for others and earth. We are all connected.”

“Thank you for allowing me to have this opportunity and thank you for allowing everybody else who's taken this course to get closer to their culture and figure out what it means to them. I have gotten a lot closer to my culture, and I have learned so much about who I am as a result of this course.”

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**Staying connected to my culture has helped me to discover who I am and who I want to be.**



The image shows the front cover and a page from the 'Success Stories Indigenous Cultural Knowledge Credit' booklet. The cover features the KPR logo and the title 'Success Stories'. The page is divided into several sections: 'Students engaged in Cultural Learning such as:' (with a list of activities like Attending Pow Wows, Beading Techniques, Birch Bark Teachings, etc.); 'Revealing the Learning' (with a photo of a turtle); 'Students building Relationship with the Land and Community' (with a photo of a person's feet in blue sandals on a path); 'Meaningful Relationships' (with a photo of a group of people); 'Deep Reflections' (with a list of personal reflections); and 'Culminating thoughts from students:' (with several student quotes and a photo of a Medicine Wheel). The booklet is titled 'Success Stories KPRDSB Indigenous Cultural Knowledge Credit'.



## School Within a College – Expanding Options for Students!

School within a College (SWAC) began through Peterborough Alternative and Continuing Education (PACE at PCVS) in 2016. The program focuses on a mature classroom environment, opportunities for post-secondary exploration through dual credit opportunities, and helps KPR students earn the required credits for their secondary school diploma. The classroom operates out of Fleming College – Sutherland Campus in Peterborough.

PACE at PCVS guidance, student success and classroom teachers work collaboratively with school teams across KPRDSB to determine the most appropriate candidates (aged 17-21) for the program. These students come from diverse backgrounds and circumstances, but typically they are close to graduation, considering post-secondary, looking for a fresh start in their education, interested in trades, and ready to learn! The classroom teacher supports all subject areas and creates strong connections and relationships with students.

**“Working closely with students has allowed strong connections and real support with more than just education.”**

To date, SWAC students have earned 1,370 secondary school credits, 332 Fleming College credits and 119 have graduated high school!

Amy Semple has been a high school teacher for nearly 10 years and has supported many students to reach their goals.

“Working closely with students has allowed strong connections and real support with more than just education,” shares PACE Vice-principal Kelly Eastman.

“Amy maintains communication with many SWAC graduates who have moved on to careers in their field of choice, college and even university,” Kelly adds.

“Students who were struggling to graduate in the typical four-year high school program have gone on to shine their brightest. The SWAC program offers an opportunity to flourish in an environment that focusses on individual student needs,” says classroom teacher, Amy.

“I believe in this program so much! We see such success in re-engaging students and are so proud of them when they earn Fleming College credits and update us on their progress after graduation,” Amy adds.

“We see some go to the workplace, and many go on to post-secondary in programs like drilling, blasting, welding, HVAC, social services, paramedic, police foundations, arboriculture, early childhood education and even into affiliated universities!”



# Excel In Learning

## Leading the Way in Literacy at BHS

Bowmanville High School (BHS) continues to lead the board in literacy achievement, consistently reaching high levels of success on the Ontario Secondary School Literacy Test (OSSLT). This sustained success is illustrative of KPR's Board Action Plan strategy to provide evidence-based instruction in literacy, informed by ongoing assessment, to tailor differentiated and intensive supports.

Principal Dave Boone explains that this success reflects the hard work and dedication of teachers, led by Department Lead Theresa Rutherford, whose focus on strong, direct instruction as a key evidence-based strategy continues to build a strong foundation in literacy and improve student outcomes.

Working collaboratively, BHS staff cultivate an environment of high expectations for all learners, ensuring that every student is supported, encouraged, and given every opportunity to succeed.

By prioritizing evidence-based practices and maintaining a belief in the potential of every student, the school helps learners to be not only successful on assessments but prepared with the literacy skills required for their future pathways.

The success of BHS' literacy scores is firmly rooted in collective teacher efficacy and a deep belief by all English and Special Education educators that each student can attain over the 75% pass rate required on the OSSLT, explains Department Lead Theresa Rutherford.

The Grade 9 de-streamed English program is built to develop the foundational skills required to pass the literacy



test and move throughout high school and life as effective communicators. Grade 10 students then write the OSSLT in the semester their English course is timetabled.

"At every academic level, experienced English teachers develop and deliver lessons and assignments that intentionally use the language and skills required on the test," she explains.

Students with special education needs have also been experiencing high levels of success through focused, intentional support.

"Students with Tier 2 accommodations are taught how to use their technology and supports by Special Education Resource Teachers and they use them on assessments in all their classes. This helps students feel confident and comfortable using accommodations on test day," she adds.

"This achievement speaks to the deep care our staff have for all students at BHS, ensuring they are supported, encouraged, and given every opportunity to succeed," concludes Dave Boone.



## Specializing in SHSMs at Adam Scott CVI

Adam Scott Collegiate and Vocational Institute (CVI) is a leader when it comes to providing Specialist High Skills Majors (SHSM) programs for its students. The school uses a collaborative approach to provide five SHSMs in the areas of Arts & Culture, Construction, Manufacturing, Sports, and Transportation.

This year, over 170 Adam Scott students are participating across the five SHSM programs. This represents over a third of Grade 11 and 12 students being involved in a program.

All KPRDSB secondary schools offer SHSM programs to allow students to gain credits toward their Ontario Secondary School Diploma and focus their learning on a specific economic sector at the same time.

Students receive the SHSM seal on their diploma when they:

- complete a specific bundle of 8-10 courses in the student's selected field
- earn industry certifications like First Aid and CPR qualifications
- gain important skills on the job through cooperative education placements

The five SHSM programs at Adam Scott reflect both current interests—and a long, proud history of providing students with deep and engaging opportunities in sports, the arts, and the skilled trades.

"We have teachers who thrive on teamwork and they collectively support students, co-plan experiential learning opportunities, and share resources, while at the same time championing their SHSM focus," says Laura Doucette, principal.

Grade 11 Sports SHSM student, Lily Balcombe, has found the programming particularly beneficial.

"Being involved in a SHSM program has allowed me to gain valuable experiences for my growth. It has allowed me to move from someone being 'in' a class, to someone being able to 'lead' a class."

Transportation SHSM trip to Brighton Speedway.



SHSM certifications: forklift operation and elevated work platforms.



Arts & Culture SHSM.





## Launching a Year of SHINE at Camborne PS

Camborne PS students and staff have launched the SHINE at Camborne campaign—spreading kindness, respect, and inclusion throughout the school!

The SHINE campaign aims to create a more inclusive and supportive school culture, strengthen relationships, and promote ongoing participation in acts of kindness and community-minded initiatives. Each letter in SHINE represents a core value at Camborne PS:

- S – Support others and help each other succeed**
- H – Honour kindness, respect, and diversity**
- I – Include everyone in learning and play**
- N – Nurture a safe and welcoming school community**
- E – Engage actively in making our school a better place**

As part of the campaign, and to amplify student voice, each class brainstormed how they want the school to feel, the behaviors they value, and the kind of community they aspire to create. This collaborative step is part of a larger effort to establish shared norms that empower students to take ownership of their school's culture and values.

“SHINE is bringing out the best in our students and staff. Kindness, respect, and inclusion are at the heart of everything we do at Camborne,” says Principal, Natalie Dummitt.

One standout SHINE initiative at Camborne PS is the school-wide, student-led composting program! Each class is



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**SHINE is bringing out the best in our students and staff. Kindness, respect, and inclusion are at the heart of everything we do at Camborne.**

responsible for gathering its compost and bringing it to a central location within the school. From there, staff members share the responsibility of transporting the compost to the road for municipal collection.

The program is supported by the school council and fosters student leadership, teamwork, and environmental stewardship, giving students a hands-on role in reducing waste and promoting sustainability and environmental awareness in their community.

One of the ways students show their SHINE spirit, is by participating in activities centered around each month's theme, and coming together for school-wide assemblies to celebrate all the positive contributions and achievements happening at Camborne PS. November's theme of Gratitude inspired Ms. Gifford and Ms. Roy's JK/SK class to participate by going on Gratitude walks outside throughout the month. As part of this practice, students spend time having a mindful moment under the trees, where they listen to all the sounds of nature, and they are guided in discussion by their teacher to share what they are grateful for from the land.

Through the many different ways students engage with the SHINE campaign, they are learning, working together and gaining awareness of how individual actions can contribute to a positive school environment and benefit the broader community.

Way to go Camborne PS – keep shining bright!



# Succeed in Life

## Mental Health and Well-Being In Action

Good mental health is fundamental to every student's ability to learn, succeed, and reach their full potential. KPR uses a tiered approach for planning and delivering a continuum of services focused on supporting the mental health and well-being of students.

Universal mental health promotion (Tier 1) is foundational for every student and embedded in the everyday work of staff and educators within and beyond the curriculum. This work begins with students in Kindergarten and continues throughout a student's academic journey.

At times, some students may benefit from additional (Tier 2) prevention and early intervention services, and a few may need intensive mental health or crisis support (Tier 3). KPR has a skilled team of Mental Health Clinicians who facilitate a variety of brief interventions in schools and support students and families to access pathways to, from, and between school and community-based care when a student requires more intensive services.

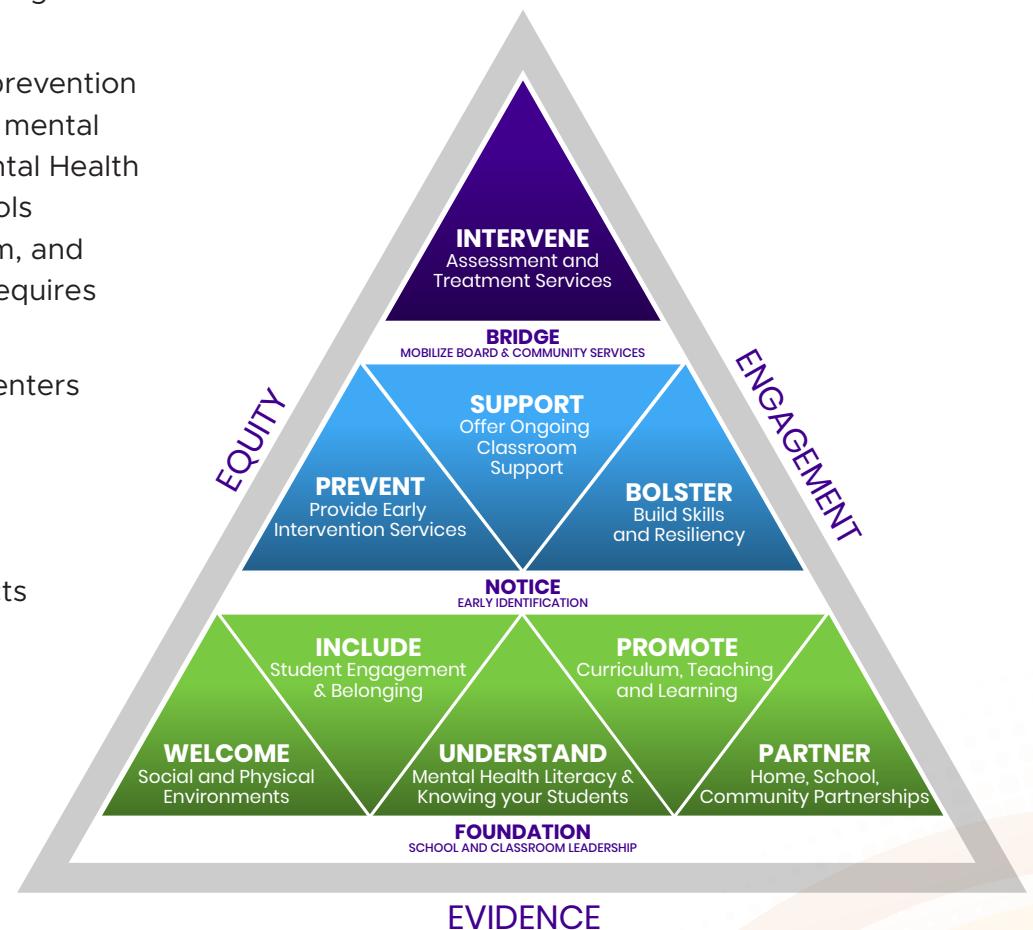
KPR's 2025-2026 Mental Health and Well-Being Action Plan centers on enriching evidence-informed practices across all tiers and strengthening social-emotional learning. There is a particular focus on mental health promotion in classrooms and shared learning environments, and teaching mental health literacy, as part of School Improvement Planning. This work, which impacts all students, is reflected in the KPR Board Action Plan and is critical to the KPR Student Achievement Plan.



School  
Mental Health  
Ontario

Santé mentale  
en milieu scolaire  
Ontario

## Aligned & Integrated Model (AIM)





## Well-Being For All at Burnham PS

Burnham Public School (PS) has created a strong foundation for student success by focusing on creating a mentally healthy environment for both the adults and students in the building.

Principal Martha Harp-McMurray has made well-being a leadership focus throughout her past five years at the school.

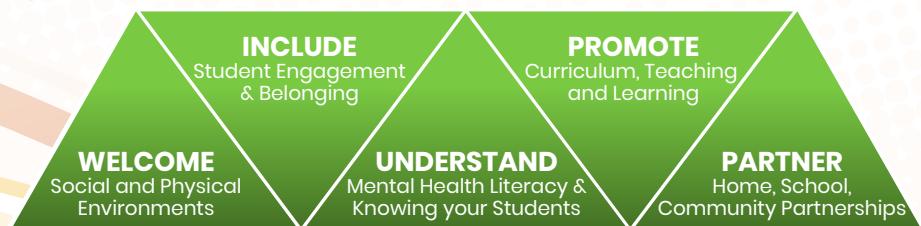
"At our first staff meeting, I let everyone know – teachers and support staff – that I was here for them and that they were important to me. I wanted them to be able to do their jobs, and if there were barriers preventing them from doing what they needed to do, then I needed to know so I could help."

"Our adults need to know they're welcomed and included. They need to feel understood and seen and when these things happen, they can partner with families and agencies and they can recreate this type of supportive environment for students," says Martha Harp-McMurray, Principal.

Martha explains that the results of these consistent and deliberate efforts are a flourishing environment of school-wide collaboration, with both teachers and support staff running

clubs, many extracurricular opportunities for students that meet their interests, hallways filled with volunteers, and everyone looking for ways to reach students experiencing academic gaps.

"No student goes unseen. Our systems are intentional, so we don't leave anyone behind. We hold each other accountable. We hold each other up and we're committed to both the adults and students in this building. We all want the kids to feel super important."





## Positive School Climate at Roger Neilson PS

Students, staff, and community at Roger Neilson Public School (PS) continue to foster an environment of inclusion and engagement through their data-driven ideas and positive actions.

During the 2024-25 school year, Roger Neilson's Positive School Climate Team was championed by parents on the School Council, educators at the school, student leaders and a community member from the Before and After School program.

All Kindergarten to Grade 6 students participated in surveys, which confirmed a largely positive and inclusive school climate. Examining the results collaboratively, the Team initiated a series of actions that began last year and continues into this year.

Based on results indicating that 18% of students typically wait for an invitation before joining a group activity, 30 junior students were trained in the PALS (Playground Activity Leaders in Schools) program by a Public Health nurse. Applying the learning from this training, these student leaders take turns running a series of games during recess, with the goal of having everyone feel involved and included.



The second important strategy involves the '2x10' method, in response to data that 30% of students said they don't have an adult to talk to about problems.

Classroom teachers identified students who could benefit from additional positive interactions with an adult at school. Based on that list, all adults in the building were then paired with a couple of students who were not in their class. They committed to have 10, two-minute interactions with that student each week for the remainder of the school year to build positive relationships. This initiative will be revisited again in the new school year.

"All staff signed up to participate," says principal Kevin Coulter. "Interactions could be on yard duty, or in the hallways, before or after-school. It was really positive for everyone involved."

"We also hosted an awesome community evening using a Parents Reaching Out (PRO) Grant, which was well-attended, with the theme of 'Finding Calm Within the Chaos,'" he adds.

In addition to a variety of fun wellness activities, and a Public Health discussion about community activities, this event also included a focus on safe use of social media. Survey data revealed that only 51% of students said they would tell an adult at home if there were online issues. A local community police officer attended the event to speak to families about the importance of knowing their child's passwords, to be able to monitor activity and provide support when needed. This information was also highlighted in school communications.

**“It was really positive for everyone involved.”**

"Everyone wants to keep moving forward with the great work we started last year. We are excited to use the PRO Grant again this year, for more action aligned with our School Improvement Plan."



# Succeed in Life

## A ‘legacy of peace’ – the Crestwood Washroom Initiative

The Positive School Climate Teams at Crestwood Secondary and Intermediate Schools collaborated last year to develop strategies aimed at ensuring washroom spaces at the schools are welcoming and inclusive for all students. Connected to the Board Action Plan and school improvement goals surrounding belonging and identity-affirming mental health practices, the committee proposed that the washrooms could be improved through the creation of a student-led piece of art.

Through partnerships with artists at Trent University, staff and community members, Crestwood Secondary School (SS) students created a Jackson Pollock-inspired mural with the goal of ‘leaving a legacy of peace.’

Former Student Council President, Alli Carroll, thanked the planning committee for being “part of something that will be bigger than this project.”

Vice-Principal Laura Elliott echoed this sentiment, sharing, “This was an exciting project, and the students continue to inspire us with their vision and motivation to make our school spaces welcoming for all. For us, the process and conversations that went into the creation of this art were just as meaningful as the final product.”

Current Crestwood SS student Isabella Cancelliere commented, “this project was our way to make Crestwood more comfortable for those who found sanctuary in the washrooms. We believe that having a safe space is important, and, for some that safe space is the bathroom.”

The Crestwood Washroom Initiative highlights the power of student voice and collaboration in shaping welcoming school spaces that foster well-being, belonging, and a positive school climate for all.



# Project of Heart Growing at Newcastle PS

Beginning in the 2024–2025 school year, all students and staff at Newcastle Public School (PS) engaged in courageous and meaningful work to explore the history and legacy of residential schools in Canada.

The Project of Heart is a national initiative that invites students to learn about the history of residential schools, honour the children who never returned home, and commit to Truth and Reconciliation through education and action. Students and staff approached this work with care, respect, and courage.

“This work calls us to listen deeply, reflect honestly, and act with empathy... Learning from the past is a powerful way to shape a better future,” says Eric Grice, vice-principal at Newcastle last school year.

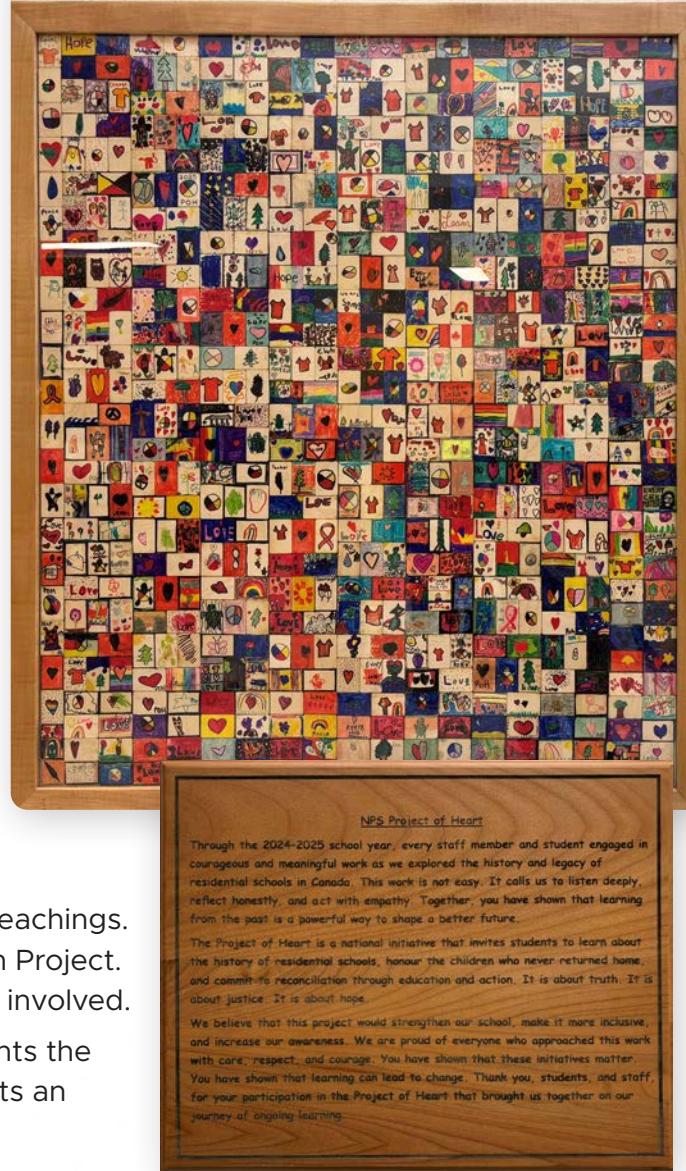
This year, the school is continuing their learning by using the Passport to Reconciliation for morning announcements and monthly classroom slideshows and engaging with Indigenous Education staff for learning at staff meetings and P.A. Days.

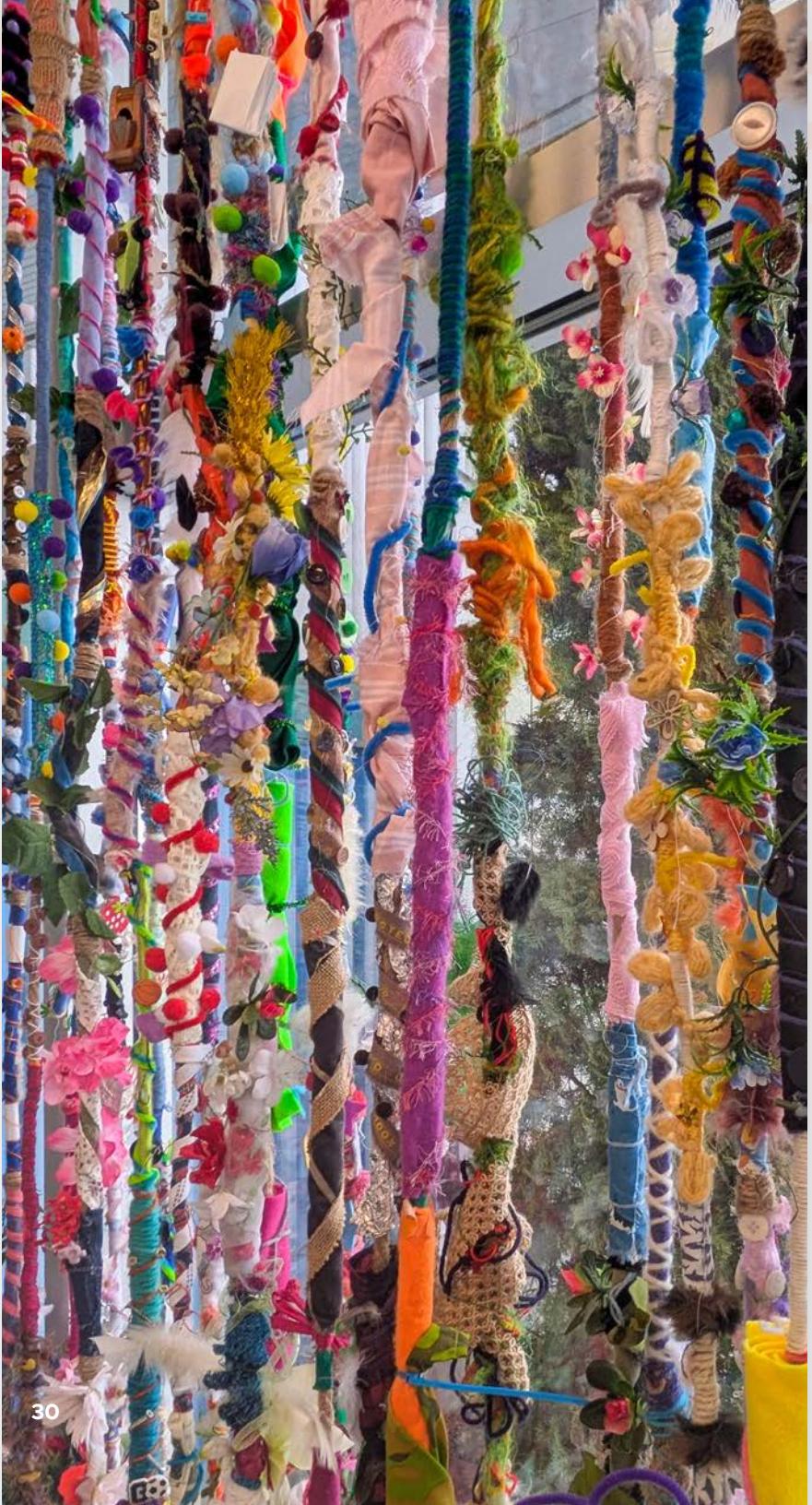
Next, the school is planning to work with Elder Melody Crowe on cultural learnings and teachings. The school is also very excited to have been selected for the whole school Heart Garden Project. The school’s Gardening Club along with Kindergarten, Primary and Junior classes will be involved. Heart Gardens honour residential school survivors and their families. Each heart represents the memory of a child lost to the residential school system, and the act of planting represents an individual’s commitment to finding their place in reconciliation.

There are currently 10 schools at KPR that have participated in the Heart Garden Project.

Each year the Indigenous Education Department selects a few schools to receive Heart Gardens the following school year. Schools are selected based on their ongoing commitment to Truth and Reconciliation by bringing Indigenous Education Foundational Learning into the school. Once schools have been selected, a member from the Indigenous Education Department works in partnership with school teams to plan learning opportunities leading up to the National Day for Truth and Reconciliation on September 30th. The Indigenous Education Department also works in partnership with Alderville Black Oak Savanna to prepare for planting day, which takes place every school year in the Fall.

All plants come from Alderville Black Oak Savanna’s Mitigomin Native Plant Nursery and encapsulate native plant cultivation within Alderville First Nation restoration programs.





## Creativity, Curriculum and Indigenous Guidance at Thomas A. Stewart

The ‘**All Our Relations**’ installation brings together curriculum learning, personal storytelling, and Indigenous ways of knowing.

Created by students in Lesley Givens’ Grade 9 Visual Art NAC10 (Expressions of First Nation, Métis and Inuit Cultures) class at Thomas A. Stewart Secondary School, with support from the Indigenous Education Department, the installation and interpretive plaque were displayed in the main entrance foyer of KPR’s Education Centre beginning December 2025.

As the plaque explains: Through their course, students explored identity through Indigenous worldviews, including the understanding that family is relational and diverse. Their symbolic family trees reflect many expressions of family. These include birth relatives, adoptive and foster caregivers, single parent and blended families, Elders and ancestors, chosen families, friends who feel like kin, beloved animals, and the communities that support and guide us. Just as every tree grows in its own unique way, each family carries its own story and strength.

Students learned that art is not only a final product, but also a process of listening, reflecting, and understanding our place within a wider community.

While there are individual works of art woven together, there is also a forest of stories, each one rooted in learning, shaped by connection, and strengthened by relationship. Each piece reminds us that every story belongs, every family matters, and every voice has a place in the circle.

# EDI Club Leading the Way at Hillcrest Public School

Hillcrest Public School's (PS) collaborative approach to fostering equity and inclusion is successfully creating a sense of belonging for all.

Student voice and a supportive school staff have been central to implementing a wide variety of strategies and activities focused on further enhancing the positive learning environment at Hillcrest.

The school's Equity (EDI) Club, with students in Grades 5-8, meets weekly with teachers Jordan Thackeray and Jenn Wicklund to brainstorm ideas for promoting equity, diversity and inclusivity at Hillcrest PS.

Equity Club members work with Mr. Thackeray, the school's teacher-librarian, to find books related to Days and Months of Significance for focused displays in the library. The Months and Days of Significance calendars are also used when preparing announcements and posters.

Some of the Equity Club students are members of the Student Council, coordinated by teacher Krystal Daskewich. This year Student Council hosted a door decorating contest in December with the theme 'Celebrations From Around the World.'

The school has a 'Welcome' bulletin board that highlights languages that may be spoken within the Hillcrest community, as well as posters created by the Equity Club in the junior and intermediate hallway.

French teacher Faith Meadows works with three junior student Mental Health Ambassadors who collaborate with the Equity Club



to plan for topics such as Bullying Awareness and Prevention Week, Pink Shirt Day and 'KPR Let's Connect/Bell Let's Talk Day.' Past activities have included daily announcements during Bullying Awareness and Prevention Week, a fun, inclusive and school-wide 'Handshake' Day and posters promoting well-being and mental health.

"The EDI Club has been beneficial not only for our students, but also for staff. Our students are always learning, and so are we as staff. We team together to share resources, books, and ideas about what can work to showcase diverse perspectives," says Jordan Thackeray, teacher.

"Our students have a strong interest in learning about different cultures, celebrations, abilities, and having all voices be heard and seen in our school. The EDI Club helps our students become strong thinkers and inclusive citizens," he adds.

# Succeed in Life

## Supporting Success with the Every Student Matters Census

Every Student Matters. This simple statement is the reason we collect data about the backgrounds, experiences and needs of students and school communities. We want to address opportunity gaps - so every student has the chance to be successful - and we want to close achievement gaps, so every student IS successful.

To support this goal, and as required by the Ministry of Education, we conducted the **Every Student Matters Census** from November 26-December 10, 2025, to better understand the diversity and needs of students and school communities.

The Census gathers demographic data to help:

- better understand the needs of students and school communities,
- identify and address barriers to student success, inclusion and well-being, and
- allocate resources and improve programs and services for the benefit of ALL students.

Parents/caregivers of students in Kindergarten – Grade 4 and students in Grades 5-12 completed the voluntary Census.

The first Student Census, conducted in 2019, provided critical identity-based data that helped identify areas of need in policies, procedures, and programs. The results of the 2025 Census are essential to monitor progress, measure change, and address the barriers to success that students continue to experience.

Achievement and well-being data from the first Census, along with more recent personal stories from KPRDSB students, informed the creation of Census Portraits. The Census Portraits will be updated after the 2025 Student Census, and the collection of new focus group data.

Learn more at [www.kprschools.ca/census](http://www.kprschools.ca/census)



## EVERY STUDENT MATTERS

**Help us better understand students and school communities.**

**Participate November 26 - December 10**

**Learn more: [kprschools.ca/census](http://kprschools.ca/census)**



## Student Census

## Connecting Through Rhythm at Smithfield PS!

What started out as a team building and wellness activity for school staff, turned into a powerful, school-wide experience that strengthened community, boosted well-being, and filled the halls with laughter and rhythm.

With support from Co-curricular Arts Funding, the Smithfield Public School (PS) community welcomed Ron Cross to facilitate a Djembe Drumming workshop with staff in September. This session was so well received that Ron returned the following month, to facilitate a full-day djembe drumming experience for every student!

Both students and staff expressed appreciation for the opportunity to come together as a school community. “Ron is so funny and the kids were always laughing as they had fun drumming,” shares a Grade 7/8 Teacher.

“I really found the drumming so therapeutic,” says another Smithfield PS staff member.

Beyond the joy and music, this initiative supported the school’s Positive School Climate initiative and aligned with goals set out in the Board’s Action Plan – creating meaningful relationships through identity-affirming mental health and well-being centred practices.

“It was such a fun, wellness-boosting activity, that absolutely warmed my heart to see the joy in my staff members and students,” shares Tracy Gray, Principal.

Smithfield PS students and staff are looking forward to the next community-building opportunity!



“I really found the drumming so therapeutic.



# Succeed in Life

## Arts



This past June, the Clarington Central Secondary School Theatre Department captivated audiences by bringing fairytale magic to life in their musical production of *Into the Woods JR!*



The Camborne Public School Choir placed in the **TOP TEN** nationally in the Junior Vocal (Grades 4-5) category as part of the CBC Music Class Challenge, for their rendition of *Crabbuckit* by k-os. Congratulations to the students and Music Teacher Ian Jack on this amazing accomplishment!



A glimpse into some of the breathtaking performances by Thomas A. Stewart Secondary School Dance Program students this year! Photo credit: Sara Connelly



Cobourg Collegiate Institute (CCI) students participated in the Northumberland Hills Studio Tour this year with their incredible works. Students prepared, presented and sold art on a variety of subjects using different mediums, such as paint, charcoal, mixed media and much more!

# Athletics



Shoutout to all KPR's elementary sports teams! Here is Dale Road PS' Ultimate Frisbee Team at KPREAA!



GO RAMS! Congratulations to the Senior Girls Volleyball Team at Kenner CVI for an incredible season, making it all the way to COSSA!



History made! Campbellford District High School's Novice Cross Country team competed at OFSAA for the first time this year. They had an incredible season and represented the school with outstanding performances!



The Bowmanville High School Junior Boys Soccer Team ended the season on a high note, with a well-deserved victory at the LOSSA tournament, bringing home the Champion title! GO TALONS!



OFSAA 2025 Champions!

Congratulations to the Girls Rugby Team at Thomas A. Stewart Secondary School for not only making it to OFSAA this year—but bringing home the championship! The team showed incredible skill, determination, and teamwork against tough competition. Way to go, Griffins!

# Enrich Our Communities

## Leading with Kindness: Student Voice in Action!

At KPR, students and staff show kindness and compassion in many ways – in small everyday moments, and large acts of care. In recognition of World Kindness Day on November 13th, Student Trustees Nevyn Ghori and Julia Redwood worked with Student Senate Leaders across the Board to capture what kindness means to KPR students.

“Being kind doesn’t need to be a big gesture, sometimes it’s just the simple things. Acknowledging, respecting and accepting people are all acts of kindness that we can do for others and ourselves. That’s what our message was all about - spreading kindness can be simple,” shares Julia, Student Trustee.



Schools celebrated World Kindness Day in different ways, with activities that offered opportunities for students to come together and share their voices. One example of this is Crestwood Secondary School collaborating on a kindness banner and Norwood District High School brainstorming messages of inspiration and encouragement for their peers using sticky notes. Some secondary schools also submitted photos of students holding signs with messages about kindness that culminated in a collage of pictures that was shared through the KPR Student Trustee Instagram account.

“Kindness is the foundation upon which a safe, equitable and successful school community can be built,” says Nevyn, Student Trustee.

Thanks to Julia and Nevyn for celebrating kindness and empowering student voice at KPR!

“**Being kind doesn’t need to be a big gesture, sometimes it’s just the simple things.**





## Growing Little Forests for a Greener Future!

KPR is committed to building social responsibility and enhancing accountability across all areas – including environmental stewardship!

One of the ways schools bring this commitment to life, is through partnerships with organizations like GreenUp, a Peterborough-based, non-profit focused on programming that inspires and empowers environmentally-healthy and sustainable action in our community.

We have recently made an agreement with GreenUp to also support this important work in Clarington and Northumberland schools.

This October, Otonabee Valley and Prince of Wales Public School students teamed up with GreenUp to plant “Little Forests” in their school yards. These micro-forests are planted densely with native species to accelerate forest development. They quickly become self-sustaining, biodiverse habitats that support the environment, and attract pollinators.

This project aimed to support natural ecosystem growth and provide hands-on learning opportunities for students that could be experienced outside of the classroom.

“It’s a chance for students and the wider community to engage directly with nature — observing, questioning, and understanding ecological processes,” says Prince of Wales PS Principal Helen Thompson.

“It’s also a practical and inspiring way to empower people to care for the planet, starting on our own front lawn,” she adds.

Thank you to Otonabee Valley and Prince of Wales Public School communities, GreenUp and everyone involved for your environmental stewardship!



“It’s a chance for students and the wider community to engage directly with nature



## Community Spirit in Action at ENSS and Kenner CVI Terry Fox Fundraisers!

School communities honour Terry Fox's legacy in different ways, modelling his courage and perseverance with Terry Fox Runs and other school-based events.

Kenner Collegiate Vocational Institute's (KCVI) Annual Terry Fox Colour Run took place on Thursday, October 9 and it was an incredible success! Fun incentives like the chance to bedazzle Mr. Haughton's head helped drive the campaign, motivating both intermediate and secondary school students to meet their fundraising goal of \$600.

Thanks to the leadership of the Student Activity Council and amazing efforts of all students and staff, Kenner reached their goal, and Mr. Haughton's head proudly displayed a sparkling "K" for Kenner at the center of the design!

East Northumberland Secondary School (ENSS) also rallied in support of Terry Fox this year! The school's 43rd Terry Fox Fundraising Campaign kicked off in September with their annual Pancake Breakfast. The event had a great turnout with 343 students, staff and community members, raising \$1,715 of the school's amazing \$16,015 total amount raised for Terry Fox this year!

"To date, ENSS has raised \$1,295,104.21 to help fight cancer!" shares ENSS staff member, Paul Hussey.

Great work Kenner and ENSS – thank you for championing an important cause and showing true community spirit! #WeAreKPR

## Clarke HS Supports Bethesda House this Holiday Season

Clarke High School (HS) might be small in size, but its generosity and school spirit are significant! The close-knit school community had a meaningful impact this holiday season on families in need, through their donations to Bethesda House, a local organization that supports women, children and pets who are impacted by gender-based violence, through shelter, counselling, housing and outreach services.

Students and staff generously donated close to \$800 worth of donations, as well as 200 items including, non-perishables, spices, and health care items.

Donations were collected in a large yellow and blue gift box, hand-crafted by students in a Grade 9 Technology and Skilled Trades course and painted by a Grade 12 student, and talented Senior Artist, Charlotte Welsh.



# Enrich Our Communities

## A Tradition of Remembrance at Ganaraska Trail PS

Every year at Ganaraska Trail Public School (PS), Kindergarten classes are joined by the Legion Colour Guard, who proudly leads students into the nearby Union Cemetery accompanied by the sound of bagpipes. As part of this tradition, the children sing *O Canada, Peace in Our Fingers, and Soldiers, Sailors* to honour those who served.

This beloved Ganaraska Trail PS tradition began in 2011, started by a retired Kindergarten teacher Merna Zahn.

“Students place their handmade poppies on the veterans’ plots – an act of remembrance that helps even our youngest learners understand gratitude, respect, and the importance of honouring our community’s history. Over time, this ceremony has become a cherished part of who we are as a school,” shares the Kindergarten team at Ganaraska Trail PS.



# Parent Engagement and Rebuilding Connection

This fall, KPR hosted a webinar Rebuilding Connection: Raising Socially Smart Kids in an Online World, where parenting expert, Ann Douglas provided many practical, compassionate strategies for helping children and teens build healthy relationships—both online and offline.

Some of the key ideas and takeaways from the event included:

- Understanding the societal shifts that contribute to disconnection in families and communities.
- Exploring the developmental impact of social media on children and youth across different age groups.
- Empowering parents and caregivers with tools to foster digital literacy, emotional coping strategies, and real-world connection.
- Reimagining community as a source of strength, support, and belonging for families.

The webinar was part of a Ministry of Education-funded project to provide families with strategies and information to address addictive behaviours, including technology use. The project also included an in-person

School Council Dialogue meeting, a website portal page, and a social media and postcard campaign.

A survey was shared with registrants after the webinar to capture its impact.

- 96% of parents/caregivers reported increased understanding of addictive behaviours among youth.
- 100% of parents/caregivers reported increased knowledge about how to positively address addictive behaviours among youth.

Direct feedback from participants in the webinar also underscored the value of the event.

“Ann Douglas was knowledgeable and gave great insights on how to respectfully navigate the challenges of the digital age with my preteen and teen.”

“Great information, well sourced, approachable and grounded and down to earth. Passionate speaker!”

“It was very informative. I can relate and will take these practices into my own home/life, thank you!”



KPR's 2025 Parent Conference Webinar

Saturday, September 27, from 9:30-11:00 a.m.

## Rebuilding Connection:

Raising Socially Smart Kids in an Online World

Featuring celebrated parenting expert Ann Douglas

Register today at [kprschools.ca/](http://kprschools.ca/)!



KPR Kawartha Pine Ridge District School Board

### Mental Health, Technology and Substance Use - Supports for Families

[www.kprschools.ca/parents](http://www.kprschools.ca/parents)

# Enrich Our Communities

## Accolades



### King Charles Coronation Medal – Kingsley Hurlington

In June the Board extended congratulations and appreciation to Kingsley Hurlington, Principal, Port Hope High School, on his receipt of the King Charles Coronation Medal for his work as a crisis responder with Kids Help Phone. The King Charles Coronation Medal is a special award facilitated by the Governor General's office following the King's coronation.

Kids Help Phone selected individuals who have made significant contributions to Canada and Canadians and Dr. Kingsley Hurlington was specifically identified given his service to young people in Canada, as a crisis responder since 2020 with nearly 3,000 conversations on the Kids Help Phone service!! Kids Help Phone also recognized Kingsley for his contributions to the creation of and training for their RiseUp program for Afro-Diasporic youth.



### Dr. Harry Paikin Award of Merit – Trustee Cathy Abraham

Congratulations to Trustee Cathy Abraham, recipient of this year's 2025 Dr. Harry Paikin Memorial Award from the Ontario Public School Boards' Association (OPSBA)! This award is given to an active or retired public school board trustee for outstanding service as a trustee.



### Student Success Champion Award – Trustee Angela Lloyd

Congratulations to Trustee Angela Lloyd, recipient of OPSBA's 2026 Student Success Champion Award! This award is presented to a trustee who has demonstrated exceptional leadership and commitment to equity through tangible governance initiatives that have directly contributed to improving outcomes for marginalized students within their school board.



## OPP Campbellford Awards

Bobbie Brown, Principal, Brad Yhard, Vice-principal, and students Dmitri Anderson-Burtt and Cooper Bronson from Campbellford District High School were recognized this fall by the Ontario Provincial Police (OPP) with the Commissioner's Citation for Bravery. Jackie Mahoney, Head Secretary and Laura Callahan, Secretary, were recognized by the OPP with the Commissioner's Letter for Bravery. In presenting the recognition this past September, the OPP Central Region celebrated these students and staff for their contributions as individuals who assisted the OPP in supporting the safety of their school community.



## Education Services Agreement Signing

Chief Laurie Carr of Hiawatha First Nation joined Director of Education Rita Russo and Chairperson of the Board Paul Brown at the new Hiawatha Room student space at Thomas A. Stewart Secondary School. Staff from the school, Education Centre and Hiawatha First Nation gathered to witness the signing ceremony for the 2025-2029 Education Service Contract between Hiawatha First Nation and Kawartha Pine Ridge District School Board (KPRDSB). KPRDSB also has Education Service Contracts with Alderville First Nation and Curve Lake First Nation.



KPR staff are leaders across the province. This year the Board of Trustees extended congratulations and appreciation to a number of KPR staff members for provincial recognition and distinction.

Megan Watson, Northglen Orchard Public School, was the recipient of the Elementary Teachers' Federation of Ontario (ETFO) 2025 Anti-Racist and Equity Activism Award. This award recognizes an active ETFO member or group of members' active involvement in anti-racist and equity activism in the classroom or community.

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

OPSBA recognized KPR staff members Teresa Laton, Queen Mary Public School, Jessica McIvor, Merwin Greer Public School, Laura Smith, Edmison Heights Public School and Helena Whittington, Waverley Public School with Achievement Awards. These awards recognize outstanding, exemplary, and/or unique contributions to the overall well-being of the school or community through in-school, board-wide, extra-curricular and/or volunteer activity.



## Diversity Awards Clarington

KPR graduates are regularly recognized for their contributions to their local communities, and continue to make positive impacts in the rest of their educational journey. Congratulations to Alina Gregory from Courtice Secondary School who received the Clarington 2025 Diversity Leadership Bursary, for creating safe spaces for women and 2SLGBTQIA+ youth through school events, care packages for Bethesda House, and community outreach. *Photo courtesy Municipality of Clarington.*

## LOCAL NEWS

# Merwin Greer school takes trip back in time

By CECILIA NASMITH  
STAFF WRITER

Everyone is familiar with the idea of time capsules, but a remarkable number somehow get lost and are never opened, said former Merwin Greer Public School principal Ian Watkins.

That is not the case in the case of the exception Friday at a ceremony attended by a number of school-board dignitaries and perhaps 80 former students of Dean McCaughey's Grade 6 class of 1972 that had put the time capsule together.

This audience filled a school gym decorated by the students with their own thoughts on what might be inside the capsule. One child expressed the wish that some vintage baseball cards might be inside. Another wrote, "I hope there is 28-year-old candy, because that would be fun."

The students watched from the stage, where they had provided the afternoon's entertainment: excerpts from the school's 1972 musical *Magic Piper*.

Since it was his idea, Mr. McCaughey was given the honour of untaping the large can and withdrawing such items as a \$1 bill, a map of Cobourg, a picture of the school (which has since suffered a catastrophic fire and been rebuilt) and of the Grade 6 class of 1972, a 100-page booklet that had been sold to raise money for playground equipment, a newsletter for Education Week dated March 10, 1972 and — surprise! — some 28-year-old candy,

though no one seemed eager to sample it. A letter addressed to the principal of Merwin Greer in the year 2000 was given to Daniel McIvor. There were other personal letters and a cassette tape.

While the contents of the letters will be available to anyone wishing to see them, the tape was played immediately.

It was a real variety program, with each student identifying himself or herself, several selections by the students on their song flutes and even the voice of a much-younger Mr. Watkins, saying, "A warm welcome to everyone who is assembled here today to open our time capsule."

Shrieks of laughter rang out as some of the adults recognized their own voices and those of friends. And some of the laughter was for the things their younger selves said while discussing current events.

"You can't find the location on the map and it's not an accident," one boy explained.

Another related the story about how a Cuban family had wanted to name their new son after a certain folk hero. Denied that privilege by law, they named him 73-30. "So his whole life, he might be called 73-30 instead of Che Guevara or any common name," the boy commented.

Former student Greg Kelly, who now works for CBC Radio, is making available copies of the cassette — and of a videotape he made of the ceremony.

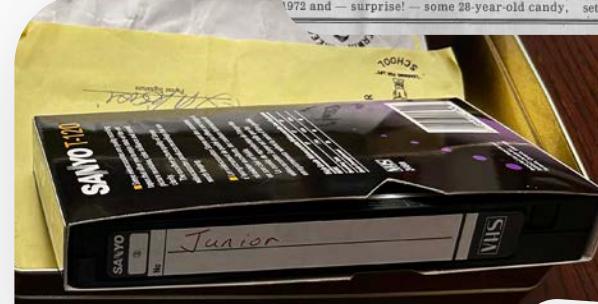
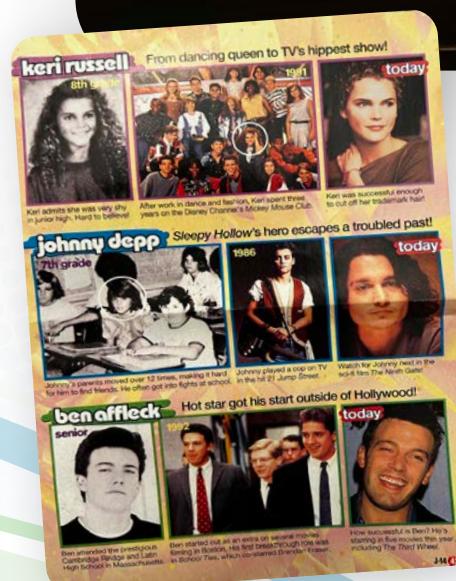
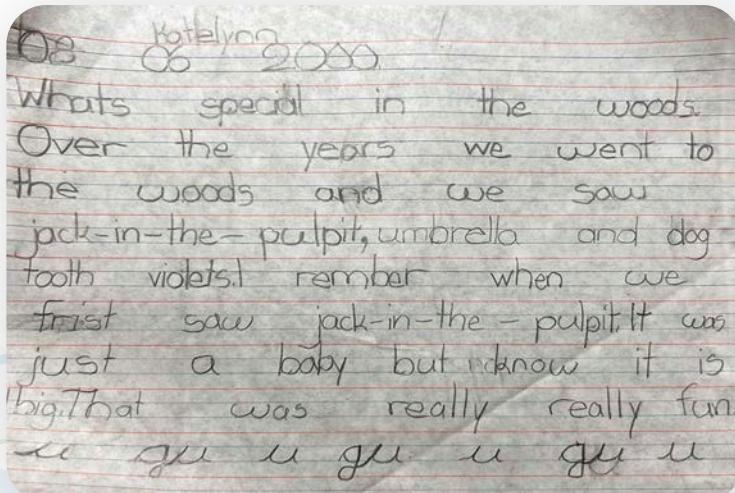
## Blast From the Past – Merwin Greer Time Capsule

Current and former students were invited to the opening of time capsules (created by the primary and junior divisions) this November at Merwin Greer Public School (PS).

Merwin Greer first opened in the late 1960's and created its first time capsule in 1972, which was opened in 2000. Students in 2000 then added new items, to be opened in 2025.

In addition to writing and artwork, the time capsules held videos (VHS) of the students, artwork, class lists and pictures, a roll of pennies, Pokemon cards, an article about the time capsule, and images of their favourite actors.

Principal Greg Sumi says that items were put back into the wall, to open in 2050. There is another capsule that was made in 1986 that indicates to open in 100 years!



# New School Capital Builds

KPR is looking forward to the opening of several new schools – thanks to funding from the provincial government, which will benefit students and families for many years to come.



## Northglen Orchard Public School

We continue to be excited about the opening of Northglen Orchard Public School (PS) to help support the growing student population in the Clarington area, with space for 769 students, from Junior Kindergarten to Grade 8, as well as a four-room childcare centre.

The school is nearly complete and will open to students in 2026. Students, staff and families recently chose an owl as the school's mascot and look forward to continuing to build school culture and community together.

## Highlands of Millbrook Neighbourhood School

Funding to support the creation of 481 elementary student spaces and 73 licensed child care spaces in Millbrook, was announced as part of the Ministry of Education's Capital Priorities Program in winter 2025.



This November, students, parents, caregivers, staff and community were invited to a School Preview Meeting to share feedback about the proposed design, and to support visioning for the new school community. As part of the next step in planning, KPR has begun the process to establish boundaries and educational program for the new school, and families have been invited to share feedback.

## Foster Northwest Neighbourhood School

Thanks to a Ministry of Education investment of \$75.9M in capital funding, KPR is building a new Junior Kindergarten to Grade 12, 1,445-pupil-place school, plus a three-room childcare centre in the Foster Northwest Neighbourhood at Grady Drive and Ruddell Road in Newcastle.

The project continues to progress through early design stages, with key milestones being met in alignment with Ministry of Education timelines. Collaboration with students, staff, families and community to help inform visioning and establish community needs for the new school will begin winter 2026.

Check out the **Progress Dashboard** on the [Foster Northwest Neighbourhood School web page](#) for more information.

# Strategic Priorities for 2023–2026

## Excel in Learning

We are committed to achievement and success through:

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

## Succeed in Life

We are committed to well-being and belonging through:

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

## Enrich our Communities

We are committed to relationships through:

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

## KPR at a Glance

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

KPR offers a world-class education for over 35,000 students in 89 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, 2025, we had approximately:

- » 35,568 students
- » 26,065 elementary students
- » 9,503 secondary students
- Approximately 20,000 students bused to school every day on almost 700 different bus routes.
- Students who speak another language at home:
  - » Approximately 2,000 students and their families, or nearly 18%, communicate in a language other than English.
- Students with First Nation, Métis and Inuit ancestry: approximately 9%
- Students (Grade 1 to Grade 12) with Individual Education Plans (IEPs): 21%

We are one of the largest employers in the communities we serve, with over 6,000 employees, including approximately:

- 1,566 elementary teachers and 665 secondary teachers
- 1,711 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 1,334 approximately occasional teachers and 692 casual support staff.

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

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

# Our Financial Story

In June 2025, the Board approved a balanced operating budget of \$549,127,887, and a capital budget in the amount of \$46,398,243 for the next school year. The budget complies with all Ministry of Education requirements and was developed based on the priorities set out within the Board's 2023-2026 Strategic Plan – Inspiring Excellence in Learning, Success in Life and Community.

Board revenues are determined provincially based on elementary and secondary student enrolment. Total board enrolment for 2025-2026 is 35,568.

The budget also includes over \$78 million to support special education program delivery in schools.

Capital project highlights for 2025-2026 include funding investments for construction of Northglen Orchard Public School, new schools in Newcastle and Millbrook, as well as an addition for Murray Centennial Public School in Trenton, in addition to a number of capital building and school improvement projects.

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

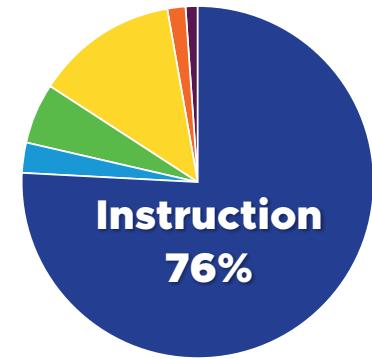
## 2024-2025 Budget

Student Enrolment: Under 21 years of Age		Staffing: FTE	
Elementary	25,820	Teachers	2,141
Secondary	9,910	Instructional Support	913
<b>Total</b>	<b>35,730</b>	School Administration	286
		Central Administration	118
		School Operations	368
		Seconded Staff	16
		<b>Total Staff</b>	<b>3,842</b>

Expenditure by Function	Budget 24/25	Actual 24/25	Actual 23/24
Instruction	393,023,684	416,160,300	449,406,919
Administration	13,621,857	13,954,292	13,537,082
Transportation	30,120,826	31,754,286	29,428,688
Pupil Accommodation	67,344,780	70,774,339	69,592,735
School funded activities	8,000,000	9,361,212	9,492,645
Other	11,277,001	5,015,465	2,435,641
<b>Total Expenditures</b>	<b>523,388,148</b>	<b>547,019,894</b>	<b>573,893,710</b>

## Expenditure by Percentage

Instruction	76.08%
Administration	2.55%
Transportation	5.80%
Pupil Accommodation	12.94%
School funded activities	1.71%
Other	0.92%
<b>Total Expenditures</b>	<b>100.00%</b>



Expenditure by Object	Budget 24/25	Actual 24/25	Actual 23/24
Salary & Wages	349,181,540	370,822,930	403,343,431
Employee Benefits	64,259,867	65,839,373	63,783,327
Staff Development	903,926	780,778	815,342
Supplies & Services	34,553,343	30,125,752	30,413,291
Interest	3,975,849	3,741,392	3,838,422
Rental Expenditures	84,557	144,395	110,289
Fees & Contract Services	35,694,449	36,893,370	34,747,472
Other	1,256,543	5,333,327	2,880,291
Amortization	25,478,074	23,977,365	24,469,200
School funded activities	8,000,000	9,361,212	9,492,645
<b>Total Operating Expenditures</b>	<b>523,388,148</b>	<b>547,019,894</b>	<b>573,893,710</b>

# KPR Trustees and Senior Administration

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**Glen Payne**, Superintendent of Education:  
Student Achievement

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Human Rights, Equity and Accessibility





## **Educating for Success!**

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