

Plan for Success

2025-2026



Welcome to

High School!

Guiding Principles

Inspiring Excellence in Learning, Success in Life and Enriching our Communities

At KPR, we value achievement, well-being and success for all.

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

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, Metis 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.

Equity, Diversity and Inclusion (EDI)

KPR believes that excellence in education is founded on respect for the dignity and humanity of all individuals and the development of human potential, enabling individuals and groups to contribute fully within a diverse society. The education system's continuous improvement requires the creation and maintenance of safe, fair, nurturing, positive and respectful learning and working environments. Equity of opportunity and equity of access to KPR's programs,



services and resources are central to educational excellence and effective human resource, business, and administrative services, enabling us to achieve our potential as individuals, as an organization and as a society. (KPR Policy B-3.2 Equity, Diversity, and Inclusion).

The resources on the right provide additional information to families regarding ways KPR supports the recognition and acknowledgement of the diversity across our system, and protection from discrimination and harassment based on religion that is part of the Ontario Human Rights Code.

[Holy Days, Holidays, and Days of Significance](#)

[Guideline on Multifaith Accommodation](#)

Principles of Indigenous Education at KPR

The Purpose of Principles

- A lens through which we plan and see our work.
- A short statement of what we value for Indigenous Education at all levels of the organization.



Principle #1

We recognize that our learning gaps around Indigenous history, culture and perspectives are largely a result of a system that marginalized or ignored Indigenous people. Systemic changes are urgent and necessary to ensure that this does not continue.

Principle #2

Given the gaps that exist in our own learning, some personal responsibility must be taken by everyone in the system to learn and unlearn.

Principle #3

Indigenous education is for all students in all schools. Every KPRDSB employee plays a role in realizing this goal.

Principle #4

We walk alongside Indigenous communities in bringing this learning to our students.

Authentic voice is important.

Principle #5

In making decisions about how Indigenous Education happens in our schools, we respect the principle of “Nothing about us without us”.

Principle #6

Indigenous Education is more than learning about the history of the relationship between Indigenous people and settlers on this land.

It values current Indigenous knowledge and ways of knowing.

Principle #7

Indigenous education acknowledges the primacy of relationship to the land and to each other, and recognizes that Indigenous languages are integral to these relationships.



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Ontario Secondary School Diploma

Ontario Secondary School Diploma Requirements

17 Compulsory Credits	Credits Required
English (one per Grade)	4
Mathematics (Grade 9, Grade 10† and 1 credit in Grade 11 or 12)	3
Science	2
French	1
Canadian Geography (Grade 9)	1
Canadian History (Grade 10)	1
The Arts	1
Health and Physical Education	1
Civics and Citizenship	0.5
Career Studies	0.5
Technological Education (Grade 9 or Grade 10)	1
STEM-related course group Business Studies Computer Studies Cooperative Education Mathematics (in addition to the 3 compulsory credits currently required) Science (in addition to the 2 compulsory credits currently required) Technological Education (in addition to the 1 compulsory credit required)	1
13 Optional Credits	13
Total	30

- 1** 30 Credits in total
- 2** 40 hours of Community Involvement
- 3** Completion of the Literacy Requirement
- 4** Earn at least 2 Online Learning Credits

In addition, students must complete:

- 40 hours of community involvement activities
- The provincial literacy requirement (Grade 10)

†Starting in September 2026, students enrolled in a Grade 10 Mathematics course must successfully complete a financial literacy graduation requirement as part of the course.

Students who complete a Specialist High Skills Major (SHSM) program as part of the requirements for their OSSD will receive a diploma with an SHSM seal. SHSM programming begins in grade 11.

The following apply to compulsory credit selections:

- Grade 11 English: All students will take the Understanding Contemporary First Nations, Metis and Inuit Voices course to meet the Grade 11 English compulsory credit requirement.
- You can use the Grade 9 Expressions of First Nations, Metis, and Inuit Cultures course to meet the compulsory Arts credit requirement.
- You must earn 13 optional credits by successfully completing courses from your school's program and course calendar.
- Optional credits may include up to 4 credits earned through approved dual credit programs.
- Indigenous youth have the opportunity to earn the Indigenous Cultural Knowledge Credit for engagement in cultural learning outside and inside school settings. Reach out to your high school's Guidance department or KPR's Indigenous Education Department for more information. Hours can begin the summer before Grade 9.

Ontario Secondary School Certificate (OSSC)

Students working towards an Ontario Secondary School Certificate must have earned a minimum of 14 credits, distributed as shown.

7

Compulsory credits

Students must earn the following compulsory credits to obtain the Ontario Secondary School Certificate:



7

Additional credits

7 additional credits selected by the student from available courses.

7 Compulsory Credits	Credits Required
English	2
Mathematics	1
Science	1
Canadian History or Canadian Geography	1
Health and Physical Education	1
Arts, Computer Studies or Technological Education	1
7 Optional Credits	7
Total	14

14

Credits in total

*The OSSC will be granted, on request, to students who are leaving secondary school upon reaching the age of 18 without having met the requirements of the OSSD.

Certificate of Accomplishment (COA)

Students in Learning and Life Skills programs are working towards a Certificate of Accomplishment and take K-coded courses. K-courses are alternative, non-credit courses for students with special education needs. These courses are designed to support the growth of fundamental skills, independence, and self-care.

Note: Students who are leaving secondary school upon reaching the age of 18 without having met the requirements for the OSSD or the OSSC may be granted a Certificate of Accomplishment (COA). The COA is a useful means of recognizing achievement for students who plan to take certain kinds of training or who plan to find employment directly after leaving school. It is accompanied by the student’s Ontario Student Transcript and their Individual Education Plan (IEP), where applicable.

Learning Skills for Success

Learning skills are consistent through Kindergarten to Grade 12. Utilizing and continuing to develop these skills increases the ability to learn and be successful at school.

We invite you to read through the skills below. Where are your strengths? Where might you want to improve?

Organization

- Devise and follow a plan for completing work and tasks
- Establish priorities and manage time
- Identify, gather, evaluate, and use information, technology, and resources to complete tasks

Self-Regulation

- Set goals and monitor my progress
- Ask for clarification or assistance
- Assess and reflect critically on my strengths, needs, and interests
- Identify opportunities, and strategies to meet my needs and achieve my goals
- Persevere and make an effort when challenged

Initiative

- Look for and act on new ideas and opportunities for learning;
- Be willing to innovate;
- Take risks;
- Be curious and interested in learning;
- Approach new tasks with a positive attitude;
- Recognize and advocate appropriately for myself and others

Learning Skills for Success

Collaboration

- Accept various roles and a fair share of group work
- Respond positively to the ideas, opinions, values, and traditions of others
- Build healthy peer-to-peer relationships
- Work with others to resolve conflicts and build consensus
- Share information, resources, and expertise
- Promote critical thinking to solve problems and make decisions

Independent Work

- Independently monitor, assess, and revise plans to complete tasks and meet goals
- Use class time appropriately to complete tasks
- Follow instructions with minimal supervision

Responsibility

- Fulfill responsibilities and commitments
- Complete and submit class work, homework, and assignments
- Take responsibility for and manage own behaviour

EQAO in Secondary School

Numeracy

Grade 9 EQAO Assessment of Mathematics

Depending on the semester in which Grade 9 students are taking the Grade 9 De-streamed Mathematics Course (MTH1W1), they must participate in the in-person, province-wide Grade 9 Assessment of Mathematics in either January or June.

Students with an IEP may write this assessment with accommodations provided those accommodations are listed in their IEP.

The assessment is usually administered over a total of two hours during two Math periods.

In addition, results of the EQAO Grade 9 Assessment of Mathematics are utilized in the students' final math course marks. Teachers will use this assessment as 10 percent of a student's final mark.

Literacy

Grade 10 Ontario Secondary School Literacy Test (OSSLT)

Completion of the literacy requirement is an OSSD graduation requirement. All students write the OSSLT in Grade 10. This test is based on the literacy expectations up until the end of Grade 9. Students must achieve the provincial standard (Level 3) on the OSSLT to meet the literacy requirement for graduation.

Students scoring below Level 3 are supported through interventions and completion of an additional course.

Accommodations for students with special education needs will be consistent with assessment accommodations on their IEP. Students who have an IEP are encouraged to speak with their Special Education Resource Teacher (SERT) about accommodations for the OSSLT.

Multilingual Language Learners are encouraged to speak with their MLL teacher about accommodations for the OSSLT.



TVO Mathify

<https://mathify.tvolearn.com/>

Mathify is a FREE online math help resource for students in Grades 7-10. Mathify provides live one-on-one tutoring from Ontario teachers and is administered by TVO.

Education Quality and Accountability Office (EQAO)

<https://www.eqao.com/>

Provides students, parents, teachers and the public accurate and reliable information about student achievement.

What can I do to prepare for these assessments?

Students are encouraged to use the EQAO website at www.eqao.com to access more information about these assessments and view practice tests.

Math teachers prepare their students for the Grade 9 Assessment of Mathematics through their ongoing lessons and assessments.

Many schools host opportunities to assist students in preparing for the OSSLT. Students are encouraged to use these opportunities to learn more about the OSSLT, participate in preparation activities, and receive information about the test.

Inclusive Student Supports

There are many different pathways to success. At KPR our commitment to equity, inclusion, and student well-being guides every aspect of our work. We recognize and celebrate the diverse strengths and needs of our students, and we are dedicated to ensuring that every learner has access to meaningful supports and resources. This section highlights a range of opportunities designed to empower all students, whether through Special Education services, support for Multilingual Language Learners, culturally responsive resources for Indigenous youth, or supports to foster overall student success. Together, we are building learning communities where every student can thrive.

Indigenous Education

An integral part of the Indigenous Education department are the Indigenous Student Workers (ISW), Indigenous Grad Coaches (IGC) and the Urban Indigenous Alternative Secondary School Program (ASSP) Waawiye Kinoomaagzijing (Circle of Learning) at Nogojiwanong Friendship Centre. This programming is centered around the needs of the students and leads with student voice. The ASSP supports students in earning credits towards their OSSD in a cultural setting. KPR provides IGC and ISW support at all schools.

Learn more about Indigenous Education at KPR through the [Student and Family Portal](#).

Multilingual Language Learners (MLL)

KPR offers English as a Second Language (ESL) and English Literacy Development (ELD) programs for our Multilingual Language Learners (MLL) whose first language is a language other than English or is a variety of English that is significantly different from the English used in Ontario Schools. They may be Canadian-born or newcomers from other countries. MLLs have diverse identities, backgrounds and school experiences and have a wide variety of skills, strengths, and needs. Students may initially require educational accommodations to assist their development of English Language proficiency.

An initial assessment may be needed to determine English language proficiency for students who are new to Canada. This diagnostic tool places students on the Steps to English Proficiency (STEP) continuum of language acquisition and guides programming.

Please contact your high school's Guidance department for more information.

Special Education Services

KPR schools provide programming for all students to help them to develop to their full potential as students and as members of their communities. Special Education programming is rooted in inclusion, and based on individual student needs, as identified through assessments and reflected in the Individual Education Plan (IEP).

In secondary schools, special education supports primarily consist of instruction and assessment that are differentiated based on a student's strengths and needs. These may take the form of accommodations (such as specific instructional strategies, preferential seating, and assistive technology) and/or an educational program that is modified from the age-appropriate grade level expectations in a particular course or subject (i.e., through Locally Developed curriculum expectations, or K-coded courses).

If you have questions about supports for your child, contact the Special Education Resource Teacher at your school.

Student Success Teams

All secondary schools have a Student Success Team made up of the Student Success Teacher, an Administrator, a Guidance Counsellor, a Special Education Resource Teacher and often also includes a Child and Youth Worker, a Mental Health Clinician and Indigenous supports. This team, led by the Student Success Teacher, provides additional monitoring to support students.



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



Plan for Success!

What is a Pathway?

A **Pathway** is made up of the courses you choose and the opportunities you take advantage of to get to a destination after high school. Remember that the courses you choose in Grade 9 do not restrict your pathway - it is possible to change your pathway as you progress through high school. You will learn and grow in your 4 years of high school, and your pathway should reflect that!

Which one do I choose?

As of September 2024, the Ministry of Education has introduced a number of new courses including a new Grade 9 or Grade 10 technological education course requirement.

In situations where it is appropriate, Locally Developed courses will continue to be an option to help build life skills with practical applications. It is important to note that the Locally Developed pathway transition is in consultation with families/caregivers and Special Education departments and guided by specific criteria.

De-streamed "W"

- Learn concepts and skills designed to prepare for further study in the subject area
- Grade 9 courses designed to ensure all students have access to the necessary skills moving into Grade 10

Open "O"

- Learn concepts and skills designed to prepare for further study in the subject area
- Appropriate for all learners
- Optional courses in Grade 9 offered as "Open" courses

Locally Developed "L"

Access to the Locally Developed Pathway is done through consultation and guided by specific criteria.

- Learn essential concepts of a subject
- Practical application and concrete examples
- Build transferable skills

Remember...

You can change course types and not all of your courses need to be the same pathway. Take the courses that best suit your interests, abilities and aspiration.

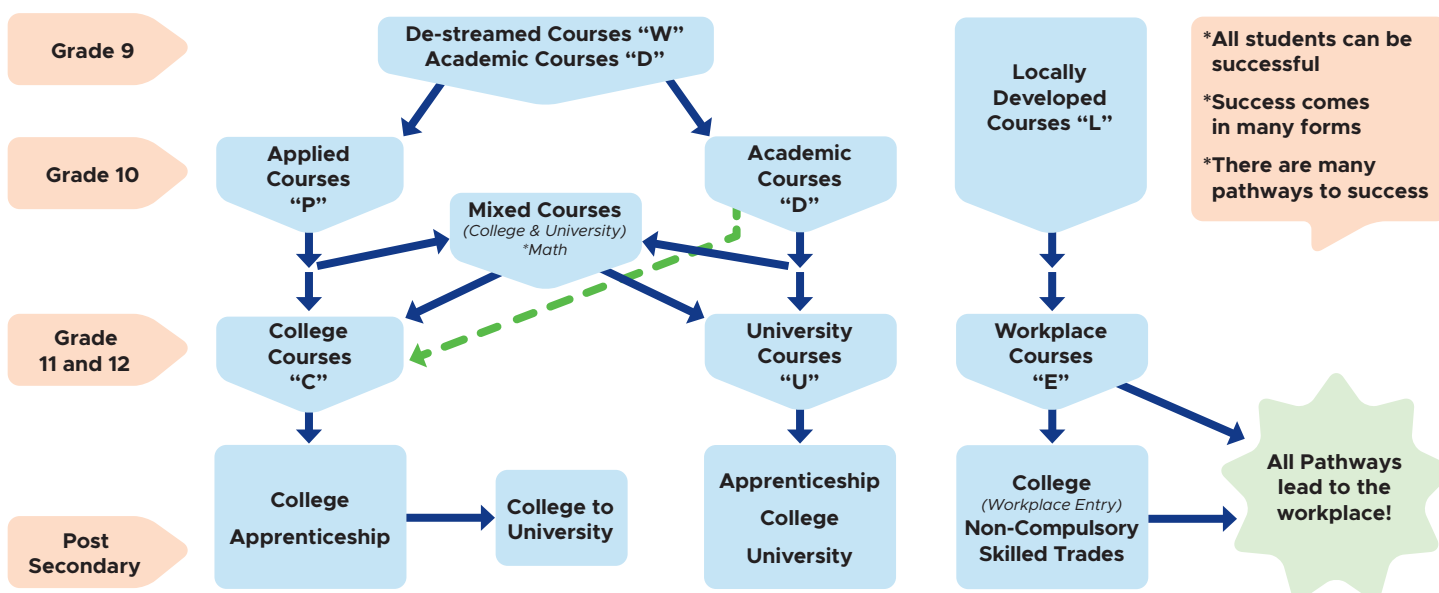
Applied "P"

- Learn essential concepts of a subject
- Develop knowledge and skills through practical application and concrete examples

Academic "D"

- Learn essential concepts of a subject and explore related materials
- Emphasis on theory and abstract thinking as basis of future learning
- Practical applications as appropriate

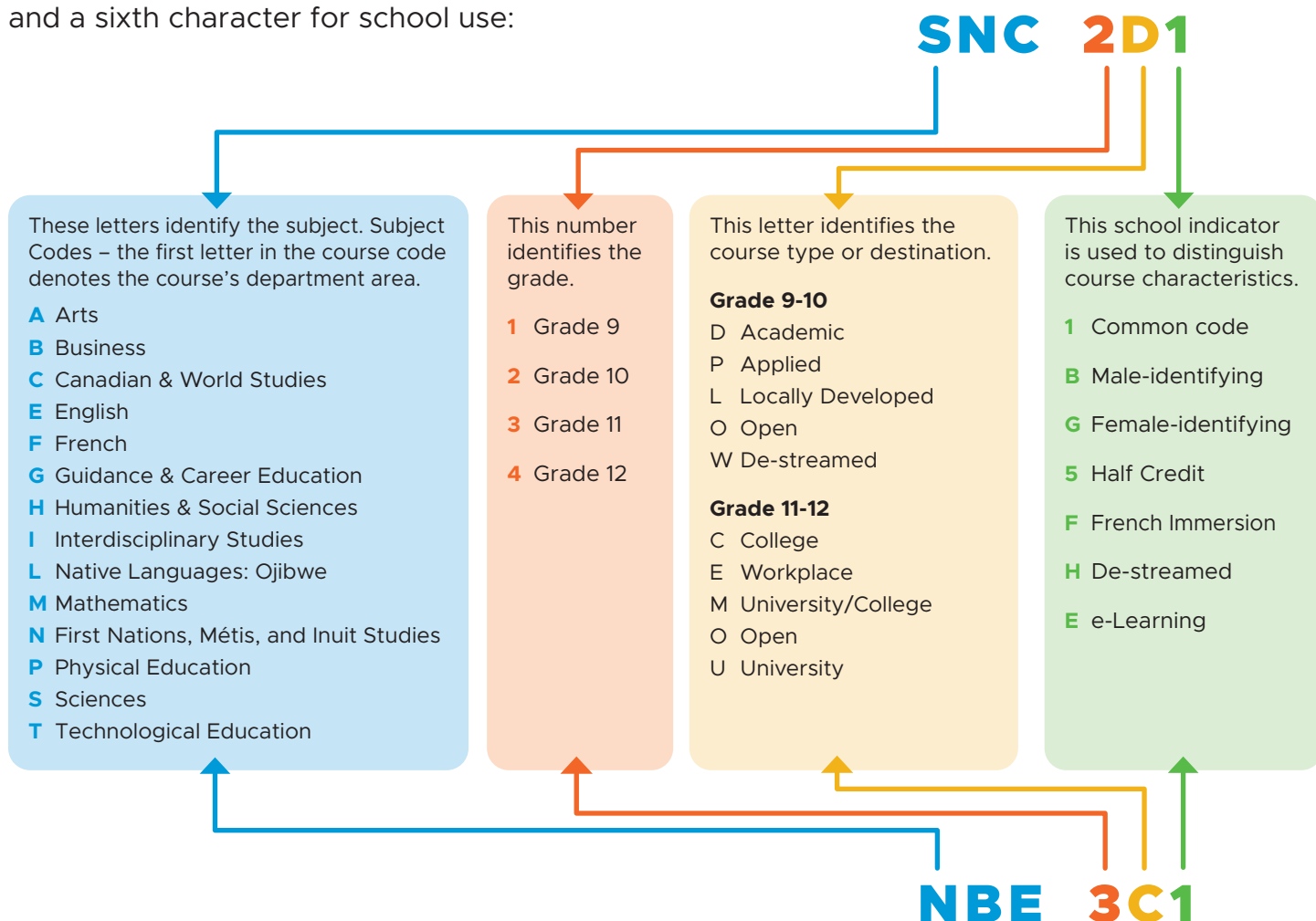
Pathway to Success!



Decoding a Course Code

Course codes reflect Government stipulations across the province.

All courses have the first five characters as mandated by the Ministry of Education and a sixth character for school use:



Decoding a Timetable

Semester 1

September - January

S1						
Period (Day)	Course-Sec	Course Title	Teacher	School	Room	Term
1(1)	SNC1WH-11	Science	Banting	KPRHS	141	S1
2(1)	BEM1O1-01	Information & Communication Technology in Business	Balsillie	KPRHS	033	S1
3(1)	MTH1W1-02	Mathematics	Bhargava	KPRHS	213	S1
4(1)	TAS1O1-03	Exploring Technologies	Holmes	KPRHS	227	S1

Semester 2

February - June

S2						
Period (Day)	Course-Sec	Course Title	Teacher	School	Room	Term
1(1)	PPL10G-21	Healthy Active Living - Girls	Sinclair	KPRHS	GYM 3	S2
2(1)	ENL1WH-04	English	Atwood	KPRHS	282	S2
3(1)	AVI1O1-03	Visual Arts	Knott	KPRHS	006	S2
4(1)	CGC1DH-04	Geography	Mercator	KPRHS	027	S2

Identifies the Period

Course Code & Section Number

Teacher's Name

Room Number

Class Time – 75 minutes with 5-10 minutes travel time between classes

Lunch – Students have lunch between periods 2 and 3 for approximately 45 - 60 minutes

Each high school may have different start and end times, and different lunch times.

Planning for Your Future

Your Individual Pathway

It is not always easy to answer the question, “What do you want to do after high school?” when you are in Grade 8. You have many options available to you, and you have time to make those choices before you graduate. It is important to begin to understand who you are, how you learn and what you are interested in, so you can set goals and explore possibilities for your future. Education and career life planning is not always about finding a straight line to the career of your dreams. It is about exploring the important questions; Who am I? What am I interested in? What are my opportunities? Who do I want to become? Use what you learn about yourself to make a plan to pursue your goals.

Starting in Grade 7, KPR students are encouraged to document this journey in their Individual Pathways Plan (IPP) in **myBlueprint**. This plan allows you to track your accomplishments, document your abilities and interests, and research possible pathways for after high school.

All students from Grades 7 - 12 are required to maintain a digital IPP and to review and update it at least twice each year.

Although you are encouraged to maintain your IPP independently, the teachers at your school will regularly provide you with opportunities to explore these four questions. Reflect on them and what they mean for who you want to become!



In KPR secondary schools students use **myBlueprint** as a web-based planning tool for Pathways planning. Use **myBlueprint** to explore your strengths, interests, education options and career goals in every pathway (Apprenticeship, College, Community, University or Workplace).

Go to <https://kprweb.kprdsb.ca/students> to access your account using your KPR email (username@kprschools.ca) and password.

Start exploring who you are, set goals and plan for your future.

Map your courses using the course planner.

Course Planner

✓ Check in on your graduation progress - do you have all of your community hours?

↻ After you make changes, refresh your eligibility. How do your course changes impact your Pathways plan?

🔍 **Things to Consider:**

- » What you like
- » What you are good at
- » The way you like to learn
- » Possible pathways to jobs you might enjoy
- » Skills you might need to learn

Helpful Information



Tips from Graduates

“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

“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 ReBounce and the hospital! Don’t be afraid to get out of your comfort zone!”

~ *Cobourg Collegiate Institute*
Grade 12 Graduate

“Try everything even if you do not think you will like/need it. The more you try in Grade 9 and 10 will set you up to try anything and everything in Grades 11 and 12. I missed out on an entire trade opportunity that I found myself enjoying because I did not think I would like it in Grade 9.”

~ *Bowmanville High School*
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

Entering secondary school is a very exciting time and it can also lead to some questions. The tips at right suggested by current and former secondary school students to help you in your transition to highschool.

Make sure travel arrangements to and from school are organized.

If you are eligible for busing, find out your pick up and drop off times and location prior to the start of school. Have back up travel arrangements in case you miss the bus or have to stay after school. If you have questions, call STSCO at (705) 748-5500 or 1-800-757-0307 or visit www.stsco.ca.

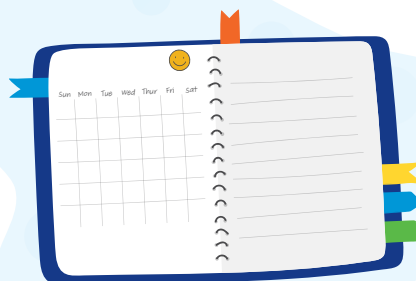
Use an agenda (electronic or paper) to help you stay organized.

Set aside a regular time and place to study that has what you need to work and learn. Work out a daily timetable that incorporates all your needs and interests.

Extracurricular clubs, volunteer hours, sports, hobbies, interests, and time with family and friends are all important parts of your daily life. Include these activities in your agenda in addition to homework time, assignment due dates, upcoming tests and culminating activities. It is important that you complete and submit all assessments as required—having a plan will help.

Attend events arranged by your secondary school.

Watch for information in your school’s newsletters and on their Edsby page about parent/guardian information nights, visits, school orientation days and welcome days. All of these events are designed to help you prepare for secondary school.



School Routines and Timetables

The school will provide information regarding start/end times and basic routines. Most schools allow 5-10 minutes to get to your next class. Plan your route wisely so that you are on time. Arriving late to class can interrupt the learning of all students. Lunch periods will be included in your timetable—have a plan to make sure that you are not hungry. All secondary schools have cafeterias and food programs.

Community Involvement Activities

You may begin to collect your 40 hours of Community Involvement Activities for this graduation requirement beginning in the summer between Grade 8 and Grade 9.

Indigenous Cultural Knowledge Credit

Indigenous youth have an opportunity to earn a high school credit for engagement in cultural learning outside and inside school settings.

You can begin accumulating hours over the summer between Grade 8 and Grade 9.

Contact your student's Guidance department or KPR's Indigenous Education Department for more information.

Attendance

Regular attendance is important for your success at school, as it ensures continuous learning and supports a sense of community. By attending school consistently, you will be better prepared to achieve your academic goals and develop skills you need to succeed.



All schools have an automated system for reporting student absences called SchoolMessenger.

You can register at the [SchoolMessenger website](#) or by adding the app through Google Play or the Apple App Store. It is important to report absences so teachers are aware it is excused. Planned absences can be reported prior to the actual dates and help allow you to make arrangements with your teachers for the work you will miss.

Helpful Websites



KPR Student Web

<https://kprweb.kprdsb.ca/students>

Student portal to access all KPR student resources, including Edsby, MyBlueprint, Virtual Library, D2L Brightspace, Outlook 365, Google for Education and Tech Support.



TVO Mathify

<https://www.tvomathify.com/students>

Mathify is a FREE online math help resource for students in Grades 7-10. Mathify provides live one-on-one tutoring from Ontario teachers and is administered by TVO.

Education Quality and Accountability Office (EQAO)

<http://www.eqao.com>

Provides students, parents, teachers and the public accurate and reliable information about student achievement.

Ministry of Education

<http://www.edu.gov.on.ca>

Provides information on educational policy, curriculum and educational issues in Ontario.

Ontario Curriculum Centre

<https://www.dcp.edu.gov.on.ca/en/>

Provides course curriculum for all courses offered in Ontario.

Locks and Lockers

You will be given your own numbered locker. Keep your lock combination secret to protect the belongings you store in your locker. Remember to use your locker during breaks and lunch to exchange materials needed for your next class.

Online Learning Requirement

The completion of two online credits is a graduation requirement for students. Contact your student's Guidance Department if you would like to opt out of this requirement.

Plan Ahead for Grades 11 and 12

Cooperative Education

Experiential learning programs such as [Cooperative Education](#) (Co-op) and the [Ontario Youth Apprenticeship Program \(OYAP\)](#) offer students opportunities to explore a wide range of hands-on experiences outside of the classroom and to test out their post-secondary interests in Grades 11 and 12. Through Co-op, students can build valuable employability skills and self-confidence all while gaining workplace experience, earning high school credits, and engaging in real life career discovery. Through OYAP (Co-op in a skilled trades placement) students can try out a career in one of 144 Ontario [skilled trades](#) and learn about the post-secondary apprenticeship pathway. All students can benefit from this kind of experiential learning, no matter what their pathway is – workplace, apprenticeship, college or university.



What is OYAP?

The Ontario Youth Apprenticeship Program (OYAP) is a school-to-work program that allows students to become registered apprentices and work towards their diploma while still in high school!

Specialist High Skills Major (SHSM)

Specialist High Skills Major (SHSM) is a career exploration and job skills program, supported by the Ministry of Education. SHSM programming begins in Grade 11, and is available at all KPR high schools, in any Ontario Secondary School Diploma (OSSD) Pathway (apprenticeship, college, university and workplace).



Students in the SHSM program are provided with additional funding to complete a variety of experiences such as industry related tours, trade fairs and skills training sessions with community partners. Through participation in Cooperative Education, SHSM students gain job experience and develop work-ready skills that can be used to build a resume. In addition, students will explore post-secondary pathways related to their SHSM program.

Plan Ahead for SHSM

GRADE 8

- » Attend Grade 8 information sessions at your local high school
- » Use myBlueprint to start your high school course planning
- » Transition plans for students with Individualized Education Plans

GRADE 9

- » Learn about school programs through school announcements, EDSBY, school social media, and by talking with teachers and guidance counsellors
- » Continue to course plan using myBlueprint

GRADE 10

- » Explore interests and program opportunities in your Grade 10 Careers Course
- » Continue to course plan using myBlueprint and express interest in SHSM during Grade 11 course selections
- » Plan for a minimum of 2 credits in Co-op in Grade 11 or 12

Dual Credits

Dual credits are designed as a transition to post-secondary program for students in Grade 11 and 12. Students in a dual credit can earn both a high school credit and a college credit at the same time.

Participation in a dual credit course is a great opportunity to:

- Gain exposure to the types of learning/instruction and expectations in post-secondary
- Gain experience to help students with the transition out of high school
- Learn about campus life by taking a tour with your class



Developing Digital Citizenship

At KPR, we are providing students with educational opportunities to support their learning using technology. All Grade 9 students will be assigned a Chromebook that they will keep for the duration of their high school career with KPR. With the use of digital tools and software, we can offer students expanded learning through access to online courses and software in the classroom.

Student Portal

KPR has a student portal where students can access all the digital resources from a single spot. Students sign in by navigating to <https://kprweb.kprdsb.ca/students> and using their school email (username@kprschools.ca) and password to login.

eLearning

As students progress through high school, they will have the opportunity to take courses online which they can select through their guidance counsellor. Registration in eLearning provides access to a wide variety of courses from school boards across Ontario. Online courses provide flexibility for students who may have conflicts in their schedules or are experiencing other challenges. Courses are delivered through the D2L Brightspace platform, also referred to as the virtual learning environment (VLE), by certified teachers working in Ontario secondary schools. Parents may choose to opt their students out of the 2 required eLearning credits. Please see your school's Guidance Counsellor for the opt-out form.

Edsby

Edsby is used in KPR to promote parent/teacher/student communication, collaboration and feedback. This virtual tool can be used by teachers to make the files they would like their students to access available online and provide a virtual space through which parents can view student progress and communicate with their child's teacher. If you have not received an email to access Edsby, please contact the school office.

Upcoming Dates

Winter 2025/2026

- » Grade 8 Open Houses are a great opportunity to talk to high school teachers, guidance counsellors and administrators about programs, Pathways and exciting activities available in KPR secondary schools.
- » Secondary School Guidance Teams will come to your elementary school! Ask questions about courses, activities and anything else you are curious about. They are coming to you to answer these questions.
- » Course Selections for Grade 9: You will use myBlueprint to select your courses for next year. Talk to your Grade 8 teacher and your family and use this guide to make your selections!
- » Transition meetings for Special Education Students with an Individual Education Plan (IEP) will be able to meet with the Special Education Resource Teacher (SERT) from their secondary school, their parents and their elementary team to plan the transition to high school.

Spring 2026

- » Think about which Community Involvement Activities you want to start this summer. If you are not sure if your choice is appropriate, contact your high school!
- » KPR offers the Summer START program to help prepare students to transition into high school. Contact your high school guidance counsellor or Grade 8 teacher for more information.

Artificial Intelligence (AI) at KPR

Our Approach to AI at KPR

Artificial Intelligence (AI) holds the promise of revolutionizing education. It offers new opportunities to be innovative with respect to student learning, enhancing student achievement, and supporting the well-being of both staff and students.

When implemented correctly, AI can positively impact every student and staff member within our board. We believe that:

- Every student and staff member should have access to AI tools.
- We have a duty to teach AI literacy to students, equipping them with the skills needed to navigate today's world.
- We acknowledge the risks associated with AI and are committed to mitigating them by following our AI Guiding Principles and promoting critical thinking skills among all staff and students when using AI tools.

More information for students and families is available in the [KPRDSB Guidelines for Responsible Use of Generative Artificial Intelligence](#).

Guiding Principles Grade 7 - Grade 12



Prioritize Humane & Ethical Use

Keep it human. Use AI as a thought partner to generate or expand on ideas. Do not let AI replace your unique voice.



Focus on Education & Learning

AI can be empowering. Use critical thinking skills to discover and achieve more.



Champion Equity & Justice

AI may present biases. Challenge AI biases by using reporting tools and talking to an educator. Use AI with integrity and compassion that respects human dignity.



Be Transparent

Own your learning. When use of AI is approved, be clear and honest about AI's role in your work, properly citing its use.



Safeguard Privacy, Security & Data Protection

Protect everyone's privacy and safety. Do not share personal details like names, numbers, and passwords.

Transferable Skills at KPR

The curriculum provides opportunities for students to continue to develop transferable skills throughout high school. Transferable skills are the skills and attributes that students need to thrive in the modern world. They will be valued in all post-secondary pathways!

Communication:

- Communicate effectively in different contexts, orally and in writing, using a variety of media
- Select appropriate digital tools, taking care to create a positive digital footprint
- Ask effective questions to acquire knowledge, listen to all points of view and ensure those views are heard
- Voice one's own opinions and advocate for ideas
- Gain knowledge about a variety of languages, including Indigenous languages, and understand the cultural importance of language

Digital Literacy:

- Use appropriate digital tools to collaborate, communicate, create, innovate, and solve problems
- Understand how to manage and regulate the use of technology to support mental health and well-being
- Collect, analyse, interpret, and graphically represent data in various ways to solve problems and inform decisions
- Demonstrate a willingness and confidence to explore and use new or unfamiliar digital tools and emerging technologies
- Manage their digital footprint by engaging in social media and online communities respectfully, inclusively, safely, legally, and ethically
- Understand rights with respect to personal data and know how to protect and respect the privacy and security of themselves and others
- Analyse and understand the impact of technological advancements on society, and society's role in the evolution of technology

Collaboration:

- Participate in teams by building positive and respectful relationships, developing trust, and acting with integrity
- Learn from, and contribute to, the learning of others by co-constructing knowledge, meaning, and content
- Assume various roles on a team, respecting a diversity of perspectives, and recognize different sources of knowledge, including Indigenous ways of knowing
- Manage conflict in a sensitive and constructive manner.
- Network with a variety of groups and communities
- Respect a diversity of perspectives

Transferable Skills

Innovation, Creativity, and Entrepreneurship:

- Express insightful questions and opinions to generate new ideas
- Contribute solutions to complex problems
- Enhance concepts, ideas, or products through creative processes
- Take risks in creative thinking to devise solutions
- Make discoveries through inquiry research and testing hypotheses
- Pursue new ideas to meet a need in a community
- Lead and motivate others with an ethical entrepreneurial spirit

Global Citizenship and Sustainability:

- Understand global forces and their connections
- Make responsible decisions and actions for quality of life now and in the future
- Promote equity, human rights, and democratic participation
- Appreciate Indigenous traditions, knowledge, and histories, and recognize the legacy of residential schools
- Learn from and with diverse cultures for cross-cultural understanding
- Engage in initiatives for positive change to local, national and global communities
- Safely and responsibly participate in various groups and online networks as citizens

Self-Directed Learning:

- Develop a growth mindset, believing in the ability to learn and grow
- Set goals, stay motivated, and work independently, preparing for lifelong learning
- Reflect on thinking, experiences, and values, and respond to critical feedback to enhance learning
- Monitor the learning progress and develop a sense of identity
- Cultivate emotional intelligence for better self-understanding and relationship building
- Adapt to change and show resilience to adversity
- Manage various aspects of their lives to enhance mental health and overall well-being

Critical Thinking and Problem Solving:

- Engage in an inquiry process to solve meaningful and complex real-life problems
- Take concrete steps to address issues and design and manage projects
- Acquire, processes, interpret, synthesize, and analyze information to make informed decisions
- Use processes that involve critical, digital, and data literacy
- Make connections and transfer learning from one situation to another
- Construct knowledge and apply what is learned to all areas of life

Secondary School Terms and Definitions

Certificate of Accomplishment	Students who are leaving secondary school upon reaching the age of eighteen without having met the requirements of the Ontario Secondary School Diploma (OSSD) or the Ontario Secondary School Certificate (OSSC) may be granted a Certificate of Accomplishment.
Community Involvement Activities	All students in Ontario are required to complete 40 hours of community involvement activities as part of their OSSD requirements. Students may begin working towards this requirement in the summer going into their grade 9 year.
Compulsory Credit	Refers to a course that students must take that fulfills part of the OSSD or OSSC requirements.
Cooperative Education	Cooperative education allows students to gain secondary school credits while completing a work placement in the community. This program helps students prepare for apprenticeships, college, university, or the workplace.
Course Code	This six-character code describes the subject, grade level, course type, or destination of a secondary school course.
Course Type	Compulsory Grade 9 course types will be De-streamed or Locally Developed courses. In Grade 10, courses will be offered in the Academic, Applied, and Locally Developed pathways.
Credit	A credit value of 1.0 is granted upon successfully completing a 110-hour course with a minimum mark of 50%. A credit value of 0.5 is granted upon successfully completing a 55-hour course with a minimum mark of 50%.
Dual Credit Course	Dual credit courses allow high school students to take a college or apprenticeship course that counts towards their OSSD and a postsecondary certificate, diploma, degree, or a Certificate of Apprenticeship.
EQAO Assessment of Mathematics	Students taking Grade 9 De-streamed classes will complete this in-person assessment in Grade 9. Depending on which semester students have Math, this assessment is written in either January or June.
Final Assessments and Culminating Tasks	Students will participate in culminating tasks and final assessments in their courses, which are administered at or near the end of the semester.

Online learning credits	Students who entered Grade 9 on or after September 2020 are required to complete two online (eLearning) credits as part of the 30 credits required for the OSSD.
Ontario Secondary School Certificate (OSSC)	The OSSC will be granted, on request, to students who are leaving secondary school upon reaching the age of 18 without having met the requirements of the OSSD yet have fulfilled all necessary requirements for the OSSC.
Ontario Secondary School Diploma (OSSD)	The OSSD will be granted after a student fulfills all necessary credits, literacy, online learning, and community involvement activity requirements.
Ontario Secondary School Literacy Test (OSSLT)	The literacy test is written in Grade 10. A student must pass this literacy requirement to earn the OSSD.
Ontario Youth Apprenticeship Program (OYAP)	The Ontario Youth Apprenticeship Program is a specialized program in high school that allows a student to explore apprenticeship and consider careers in the skilled trades. Available to Grade 11 and 12 students through Cooperative Education.
Optional Credit	Refers a course that students may choose to take that are of specific interest to them, and which count towards the OSSD or OSSC elective course requirements.
Prerequisite Course	Refers to a specific course you must successfully complete before taking another course in that subject at the next grade level.
Semester	The school year is divided into two semesters. A student will usually take four courses in each semester. Semesters run from September to January, and February to June.
Specialist High Skills Major (SHSM)	Specialist High Skills Major is a program that allows students in Grades 11 and 12 to focus their learning and gain sector-specific skills and certifications. All KPR secondary schools have SHSM programs, and programs vary from school to school.
Summer School	KPR offers programming for secondary students to earn credits during the summer. Connect with your grade teacher or high school Guidance department to learn more.
Timetable	A timetable outlines the course, time, room number, lunch period, teacher, and semester in which students will take their courses.

Secondary Schools in Kawartha Pine Ridge District School Board

The website for every secondary school can be easily accessed through the hyperlinks provided in the table below. These websites can also be accessed by going to www.kprschools.ca, and selecting “Find a School” under the tab that says, “Our Schools”.

Adam Scott Collegiate Vocational Institute	175 Langton St. Peterborough, ON K9H 6K3	(705) 743-7373
Bowmanville High School	49 Liberty St. N. Bowmanville, ON L1C 2L8	(905) 623-4416
Campbellford District High School	#960-119 Ranney St. N. Campbellford, ON K0L 1L0	(705) 653-3060
Clarington Central Secondary School	200 Clarington Blvd. Bowmanville, ON L1C 5N8	(905) 697-9857
Clarke High School	3425 Hwy 35/115 R.R.#8 Newcastle, ON L1B 1L9	(905) 987-4771
Cobourg Collegiate Institute	335 King St. E. Cobourg, ON K9A 1M2	(905) 372-2271
Courtice Secondary School	1717 Nash Rd. Courtice, ON L1E 2L8	(905) 436-2074
Crestwood Secondary School	1885 Sherbrooke Street W. Peterborough, ON K9J 7B1	(705) 742-9221
East Northumberland Secondary School	71 Dundas St. R.R.#3 Brighton, ON K0K 1H0	(613) 475-0540
Kenner Collegiate Vocational Institute	633 Monaghan Rd. S. Peterborough, ON K9J 5J2	(705) 743-2181
Norwood District High School	P.O. Box 70, 44 Elm St. Norwood, ON K0L 2V0	(705) 639-5332
Port Hope High School	130 Highland Dr. Port Hope, ON L1A 2A3	(905) 885-6346
Thomas A. Stewart Secondary School	1009 Armour Rd. N. Peterborough, ON K9J 7B1	(705) 743-5230

Alternative Education

Clarington Centre for Individual Studies	140 High Street, Bowmanville, ON L1C 3C1	(905) 623-6505
Northumberland Centre for Individual Studies	780 D’arcy Street N., Cobourg, ON K9A 4B3	(905) 372-1697
Peterborough Alternative & Continuing Education (PACE) at P.C.V.S	201 McDonnell St., Peterborough, ON K9H 2W1	(705) 745-9833



Education Centre



1994 Fisher Drive
Peterborough ON
K9J 6X6



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



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www.kprschools.ca



[@kprschools](https://www.instagram.com/kprschools)