



Kawartha Pine Ridge
District School Board

Annual Report 2023

#WeAreKPR



#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 is my great honour and privilege to serve the Kawartha Pine Ridge District School Board as Director of Education.

I am grateful for the opportunity to see, first-hand, the incredible joy and energy students bring to our schools each day. Through the dedicated passion of KPR staff, they bring each learner's unique skills, talents and interests to life in classrooms across our district. Every day, I continue to be in awe of the power of public education to engage every learner to achieve their dreams and reach their full potential.

I am grateful to be part of a school board where students benefit from a variety of innovative learning opportunities and are encouraged to find and pursue what inspires them. It is once again our pleasure to share with you, through our annual report, moments of inspiration throughout the last year.

Throughout the pages of this annual report, we have included student and staff stories that highlight accomplishments and growth across our learning spaces. We are incredibly proud of our students' success, which is a testament not only to their unique strengths and skills, but also the dedication of KPR employees, and the support of families and community partners.

Through our recently finalized strategic plan: Inspiring Excellence in Learning, Success in Life and Community - 2023-2026, we believe we have a well-defined path that will continue to inspire our students toward even better outcomes.

Shaped by the voices of those we serve, we hope everyone can see themselves within these priorities, which reflect our common, core values of student achievement and success, well-being and belonging, and strong community relationships.

We heard strongly from our stakeholders about the need to focus not only on academic achievement and success for students, but also to support differentiated and diverse learning pathways to meet the unique strengths, skills and needs of all students.

We will continue to strengthen outreach and engagement with students, staff, families, communities and partners to enrich relationships and amplify diverse voices. Honouring Indigenous knowledge and ways of knowing, engaging in Truth and Reconciliation, and elevating First Nations, Métis and Inuit cultures, perspectives and histories remains a hallmark commitment for KPR.

We thank you for inspiring new stories of success every year. #WeAreKPR.

From the Chairperson



Jaine Klassen Jeninga
Chairperson

With this report, we celebrate another year in our life at the Kawartha Pine Ridge District School Board. Along with my fellow Trustees, I am very honoured to be a part of what we believe is essential for the continued success of our communities, province and country – the education of our youth.

With great pride, we are sharing our 2023 Annual Report, which provides an illustrative sampling of the incredible accomplishments that happen daily in our schools. We believe our students and staff are among the best in the world, and the theme of this year's report, #WeAreKPR, is a reflection of their success.

We are also excited by the adoption of our new 2023–2026 strategic plan this past December: Inspiring Excellence in Learning, Success in Life and Community, which we believe sets a path for our further growth as a school board. Developed with input from our communities, after widespread consultation, we are eager to put the plan into action and embrace the challenges and opportunities that lie ahead.

As an organization, we sincerely believe that public education is a cornerstone of our democracy in Ontario. Our schools are places of wonder and joy, accepting of all, where every child has a chance to realize their greatness.

We are collectively reaching, and teaching, each of our students in ways that work best for them. We are working to help them be critical thinkers who question, and improve, the world around them; and be engaged in directing their own educational journey.

We are focused on keeping our schools safe, and continuing to provide inclusive spaces where belonging, well-being and mental health are prioritized. Our work centres around the diversity and lived experiences of students and staff – and we continue to ensure everyone sees themselves reflected in their learning and working environments. We are making the rapidly evolving world a classroom and finding new partnerships each day.

We will continue to learn and grow together towards even better outcomes for our students, staff and school board.

#WeAreKPR

Arts

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



Students at Thomas A. Stewart Secondary School brought the film "Mean Girls" to life onstage this December. Students across all grades and subject areas were involved in the theatrical production, through acting, dance and choreography, set construction, costume design, technology and more.



Visual Art students at Port Hope High School shared their unique and thought-provoking mythical creations with the community. The art was on display throughout December at the Port Hope Public Library and a local bake shop for the community to enjoy.



Colborne PS Drumline displaying their enthusiasm, energy and remarkable talents at the 2023 Ontario Provincial Championships

Athletics

Our students continue to succeed in athletics and physical activities at all levels. Special thanks to all of the staff and volunteers who support clubs, intramurals, recreational and competitive athletics.



Dr. M.J. MacGillivray students smiling and celebrating after a strong finish to their cross-country run. Go MAC CATS!



Kenner CVI honoured a group of outstanding athletes for their accomplishments and sportsmanship. Students were presented with 2023 Athletes of the Year awards. Congratulations to all!



The East Northumberland SS Sr Boys Relay Team proudly show off their medals after winning the 4x100 East Regional Relay Championship. Way to go!



A special congratulations to Clarington Central SS Girls Rugby Team for a great season, culminating in a big win at the 2023 LOSSA Rugby Championships.

#WeAreKPR

Accolades

From graduations and awards nights, to everyday accolades and special accomplishments, KPR students and staff have lots to be proud of. Here are a few highlights from this past year.



This year, Ganaraska Trail PS classes went on a Story Walk to read Danielle Daniel's book "Sometimes I Feel Like a River," in recognition of National Indigenous People's Day. Thank you to Ms. Barlow and Ms. Worthington for making this learning possible.



Newcastle PS students wrote down their favourite memory from last school year. Kindergarten students are the roots, Grades 1 & 2 students are the trunk, with Grades 3 & 4 students the leaves and Grade 5 students are the birds flying off to The Pines Senior PS.



These Colborne PS kids were caught in an act of kindness. Kindness spreaders are everywhere!



Congratulations to Carter Sankey, who was awarded the Clarington Municipal Award at the S.T. Worden PS Grade 8 graduation.



Shoutout to sponsors of the Clarington Central SS Spring Lunch Buddies BBQ – the Courtice and Bowmanville Rotary clubs. Thank you!

Celebrating Everyday Heroes: KPR Custodians

The #WeAreKPR campaign was created to share positive stories and highlight the amazing contributions of our staff, students and volunteers. One group of individuals that is always working diligently to ensure schools function smoothly is school custodians.

To celebrate the impact of custodians across KPR, we are shining the spotlight on three incredible Head Custodians. Lee Anne Wiatrzyk, Head Custodian at Dr. Ross Tilley Public School, John Davies, Head Custodian at Kawartha Heights Public School, and Margaret Armstrong, Head Custodian at Roseneath Centennial Public School all go above and beyond in their school communities.

Lee Anne is hard at work every day at Dr. Ross Tilley Public School. In addition to maintaining the cleanliness and safety of the building for over 500 students and 55 staff, Lee Anne contributes towards a strong sense of community within the building.

Through her supportive and caring attitude, she has an especially positive impact on students with special or different needs. "Lee Anne is a keystone of Dr. Ross Tilley PS," says Deirdre Morgenstern, principal. "She gives tirelessly of herself and takes enormous pride and ownership in keeping the school gleaming, with a smile on her face and obvious optimism," she shares.

John is described as an integral and highly respected member of the Kawartha Heights PS team. As a trusted adult to students of all ages, he can be seen interacting with students in the hallways, giving high fives and spreading positivity wherever he goes.

"There is nothing better than seeing kids excited to help Mr. Davies," shares Brooke Ostapek, principal. "John's care for our school is focused on maintaining and enhancing our building. His eye for detail ensures that every corner of our school is not only clean, but also inviting. We are so lucky to have such a dedicated custodian that holds us all together," she adds.

Margaret plays an important role keeping up with everyday responsibilities, coordinating summer projects, and maintaining a safe environment for the students and staff at Roseneath Centennial Public School. No matter what she is faced with, Margaret brings a positive, solution-focused attitude to her work – and her passion does not go unnoticed by her colleagues.

"Margaret always has a smile on her face and an infectious laugh. She participates in every spirit day with joy and enthusiasm," says Kendra Dillabough, the school secretary. In addition to her team spirit, Margaret has a kind and compassionate approach with the students. "They feel comfortable talking with her and sharing their thoughts and feelings with her. She always lends a hand when anyone needs it," shares Kendra.

A very special thank you to Lee Anne, John and Margaret, and all KPR custodial staff for their important work that supports the overall well-being and success of students.

Learn more about the work and accomplishments of Lee Anne, John and Margaret in a short video at kprschools.ca.



Creating Learning Conditions to Support Students' Unique Needs

Staff at Orono Public School are working together to adapt and create learning conditions that meet the unique needs of every learner. One student in particular, with unique learning challenges, is thriving as a result of the individualized support and positive encouragement received from his team at the school.

Gage, who is legally blind, is a Grade 3 student who brings enthusiasm, positivity and perseverance to his learning every day. Working with Yvonne, a Brailist Educational Assistant (EA) and Angela, his classroom teacher, Gage is supported in accessing the curriculum and the expanded core curriculum specific for students who are blind and low vision. Yvonne and Angela also collaborate with the Vision Itinerant Teacher and community agencies to ensure Gage is equipped with the appropriate tools and resources to help him succeed both in and outside the classroom.

Yvonne's role also includes creating engaging, interest-based braille texts that connect with classroom learning. By focusing on strategies for auditory learners and using technology to access print and other learning materials, Gage follows along with class lessons and work.

Gage's mother acknowledges the impact of Yvonne's support, "I'm so proud of everything Gage has accomplished. Yvonne has been instrumental in all of his success."

"His entire school experience has been so positive and seamless. Gage has far exceeded the expectations doctors had given him and his support system has been a huge part of that," she adds.

The team at Orono PS are looking forward to continuing to support Gage on his learning journey, meeting his needs and embracing new technologies and tools along the way.

"Gage has far exceeded the expectations doctors had given him and his support system has been a huge part of that."



Coding and Science Success in the Classroom



To support continuous learning and student success, five KPR schools are participating in a fun Science and Coding pilot project. This work connects to the Coding and the Impact of Coding and Emerging Technologies learning strand of the updated Science curriculum.



Educators and Teaching and Learning consultants co-plan and co-teach science lessons that integrate science and coding skills, critical thinking about the impact of technology, and transferrable skills, such as problem solving and innovation. This opportunity allows educators to learn coding and robotics skills alongside students and gradually build their capacity.

Engaging in rich learning tasks, such as designing and building an environmentally friendly farming robot, allows students to engage with science concepts in a fun and meaningful way. Students are also exposed to future opportunities in skilled trades, innovation and environmental sustainability.

One educator from Chemong Public School expressed appreciation for this learning opportunity: "coding and robots used to scare me, but you make it so fun and so easy. I feel like I can model what you do."

This pilot supports the KPR Board Action Plan by cultivating leadership within the educator teams at each school, as well as students who become coding and robotics leaders. Experiential learning and subject integration are at the heart of this pilot project, which encourages students to think critically and creatively about the future.

Students at Vincent Massey PS designing and building robots.

EXCEL IN LEARNING

Early Intervention = Making a Difference

Bringing education partners together to provide students with support early in their academic journey is making a big difference in helping students reach their reading goals.

Early Intervention Teachers (EITs) provide differentiated, small-group reading interventions to Grade 1 students in 38 KPR schools, with an intentional, integrated focus on social-emotional learning skills. In collaboration with the board's Teaching and Learning consultants, principals, families and colleagues, EITs collaboratively support literacy learning and leadership across the school.

Alongside Grade 1 teachers, EITs approach reading development and social-emotional learning with the intent to:

- teach foundational reading skills within purposeful and meaningful contexts.
- gather timely and ongoing assessment data to identify a student's progress.
- use evidence-based resources to plan instruction of early reading.
- apply strategies that support social-emotional learning in the context of reading.

These partnerships create strong foundations for student achievement in literacy. Students learn to face challenges with optimism, resilience and compassion, and improve their literacy skills at the same time.

Charlotte Bolduc, EIT educator from Murray Centennial Public School, expressed "I'm loving being in the Grade 1 classrooms – it's so amazing to see the impact of having two educators in the classroom during literacy!"

Grade 1 Spring Valley Public School teacher Michele Cox appreciates the positive impact of this early reading intervention, embedded in the regular Grade 1 classroom, on students' social-emotional learning and early reading skills development. "While working in small groups, the selected students have demonstrated high levels of engagement as they receive targeted reading instruction that meets their most urgent learning needs. All students

have benefitted from the coordinated and collaborative efforts of the EIT and homeroom teacher – all students in the classroom see themselves as readers."

This thoughtful and intentional pairing of literacy with social emotional learning is helping build social and emotional awareness, enhancing well-being and promoting academic success.



Math Coaches in Action - Supporting Educators and Curriculum

Math is a team effort in KPR, as math coaches work in Grade 3 and Grade 6 classrooms to support math curriculum and the Scope and Sequence learning model. The coaches work alongside educators to deliver effective math instruction and assessment, support ongoing math learning, and use relevant and responsive math interventions.

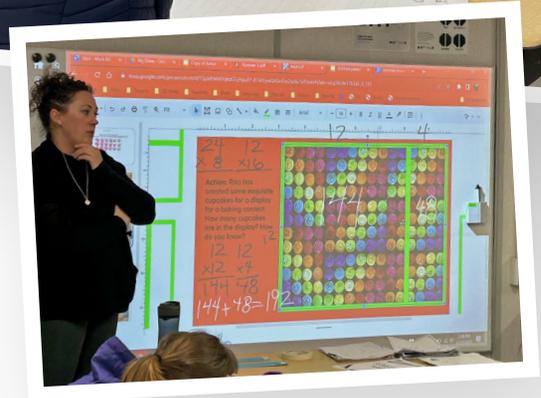
Based on student data, Grade 6 educators at Murray Centennial Public School decided to focus on the area of multiplication to better support student learning. The school administrator, math coach and a math consultant co-facilitated a day of learning. The educators discussed areas of student need based on assessment data; and reviewed math processes such as communication, representation, reasoning and proving. The educators then spent time with research about how students develop an understanding of multiplication.

The group chose a Scope and Sequence math task that would allow students to experience multiplication in a problem-solving context. The lesson was co-taught by the coach and one of the educators while the rest of the educators observed and recorded student strategies and thinking. The educators then analyzed the student work, named the strategies students were using and determined what learning would be consolidated back in the classroom. The consolidation was co-facilitated by the special education teacher and the coach.

“One thing I took away from the coaching session is realizing that our students have unique ways of thinking about problems. If we as educators can foster and showcase this, all will benefit in understanding math,” says teacher Ted Marks.

“Using the lesson study approach is a valuable learning experience for all involved as we have the opportunity to observe student thinking firsthand and this informs our next steps for math instruction... some of the many benefits of this professional development are that it’s specific, relevant to our students and collaborative,” says principal Brandi Hollinger.

Further learning is planned in each of the remaining classrooms where the same lesson will be co-taught with the classroom educators and the coach with appropriate differentiation to meet students’ specific learning needs. This team-based approach creates effective instruction and assessment that is authentic, meaningful and responsive.



Team-based approach creates effective instruction and assessment that is authentic, meaningful and responsive.

EXCEL IN LEARNING

Collaboration Inspires Student Learning and Belonging

KPR staff are ambassadors of public education who work together to support positive student outcomes. Their dedication, passion and commitment make many kinds of success possible for students every day.



Alison Osmond is a Grade 1 French Immersion teacher with over 20 years of experience. Her passion for student learning is evident. "The kids are excited to learn just about anything, and if we can take their ideas and bring them into the classroom, they're almost ten times more excited," she shares.

Katrina Fennell is a new Grade 1 teacher who has benefitted from Alison sharing her experiences and perspectives, as the two of them, along with other teachers in their school, collaborate to create the conditions for student success.

"I feel like I'm not a new teacher anymore, even after only one year, which is pretty exciting," Katrina says.

Student learning and belonging are key areas of focus for both Katrina and Alison. Some of the ways they help students reach their goals are through consistent routines, clear expectations, and empowering students with the tools to support their own success.

"We frequently draw on self-regulation strategies, but we also use a lot of self-affirming statements so that students have those to draw on later, during challenging times," says Alison.

Alison and Katrina share more of their perspectives about student learning and belonging in a short video posted on the Director's Report web page at kprschools.ca.

Katrina (top left) and Alison collaborate with each other to support student success.

Prime Minister's Award for Teaching Excellence

Our staff are world-class leaders in education. We congratulate Karen Watson, Teacher, Port Hope High School (PHHS), for the national recognition of her professional accomplishments and dedication to students and the Port Hope community with her receipt of the Prime Minister's Award for Teaching Excellence.

With over 20 years of service at PHHS, Karen is a school and community leader who has taught Grades 9-12, Math, Cooperative Education, Guidance, Physical Education, Special Education, Geography, Business, Civics/ Careers and E-learning.

As part of the award announcement, Karen was recognized for her innovative and exemplary teaching practice.

"Karen is all about creative learning, innovative and exemplary teaching, student success, leadership and community involvement. She values the education of the whole person, making sure there are opportunities for all students to feel valued, cared for and a part of something bigger."

We applaud and celebrate Karen for this honour that is so richly deserved, and the success that she continues to make possible for students.

At the November Board meeting, KPR Trustees and Director Russo presented Karen Watson, Teacher, PHHS, with an Accolade Award in recognition of her receipt of the Prime Minister's Award for Teaching Excellence, specifically in the area of Student Success, Leadership and Community Involvement.

KPR is very proud that Karen Watson has been recognized for her innovative and exemplary teaching practice.



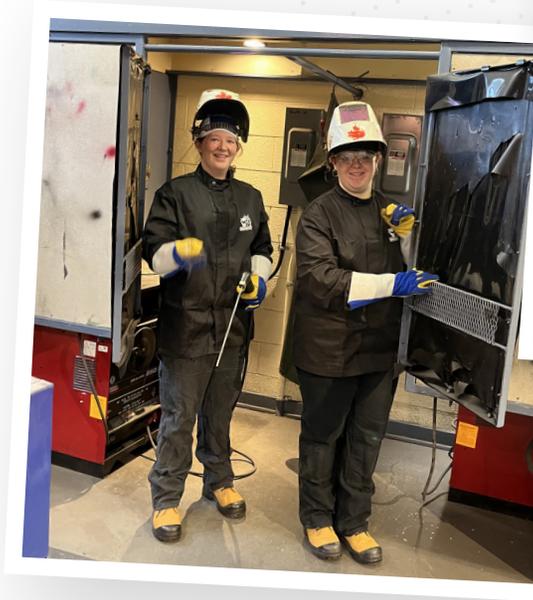
EXCEL IN LEARNING

Grade 8 Students Exploring Skilled Trades

Many Grade 8 students had the opportunity this summer to explore technology skills, try out welding and enhance their design sense.

Last July, KPRDSB offered a Grade 9 Exploring Technologies credit at Cobourg Collegiate Institute specifically for female-identifying students in the Northumberland area. Students had the opportunity to build their design thinking skills all while using tools, developing confidence and having fun. As part of the course, students participated in a Mind Over Metal Camp, sponsored by the CWB Welding Foundation. Hands-on learning at this camp helps build self-esteem and sparks interest in a rewarding skilled trades career.

The board also offered the Summer START program for Grade 8s going into Grade 9, in all three regions of the district. Students worked towards a credit called Learning Strategies: Skills for Success in Secondary School (GLE 20). In addition to working in a wood shop and building a Muskoka chair, students further developed their literacy, numeracy and self-advocacy skills to help prepare them for success in high school.



Hands-on learning at Mind Over Metal camp helps build self-esteem and can spark interest in a rewarding career in skilled trades

Promoting the Trades – This is Not a Box!

Last November, Grade 4 to 6 educators from across the school board attended a full day of learning to help promote understanding of the skilled trades. Teaching and Learning staff, Max Thompson (Experiential Learning Consultant) and Erin MacKenzie (OYAP Recruiter), shared information about the apprenticeship pathway in secondary and post-secondary while supporting connections in the science and math curriculum.

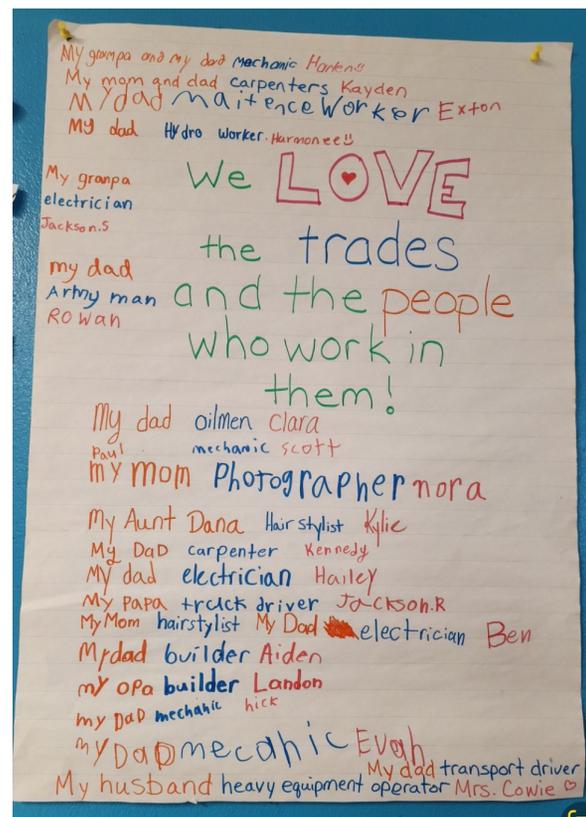
Participants left the session with a This is Not A Box kit to work on a project in their classrooms.

“The professional development was informative and left me feeling empowered with tools and strategies that I could implement in the class the next day. Our class has spent time learning about the importance of the trades industries and how we are all connected to them, many with loved ones working in the trades. Many of my students are very excited to consider careers in the trades,” says Jennifer Cowie, Grade 4 Teacher, North Shore Public School.

The “This is Not a Box” kits come complete with everything students need to design and create whatever it is that they can imagine using cardboard and the included Makedo tools. The goal is to get students comfortable working with their hands, using tools, and thinking outside the box, all while taking it apart.

“Everyone in the class is engaged in these opportunities because the level of differentiated instruction and inclusion is outstanding. We have been working on our geometry unit in math, so being able to construct symmetrical and congruent shapes to create free-standing structures was a challenge that the students enjoyed as we prepared for our holiday concert,” Jennifer adds.

In addition to encouraging creativity, problem solving and collaboration, JK to Grade 8 students get to try new things and the results reflect a sense of pride and accomplishment.



This is Not a Box projects from Ganaraska Trail PS and North Shore PS students.

Grade 10 Pathway Planning Keeps Student Options Open

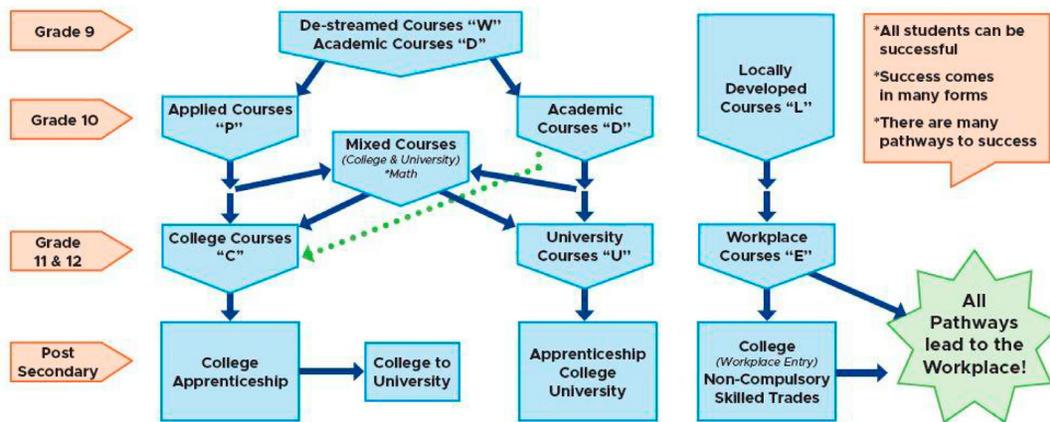
All post-secondary pathways – apprenticeship, college, community, university and work, are valued at KPR. Encouraging students to explore these pathways and to keep all their options open toward a post-secondary destination is important.

As students transition out of Grade 9 de-streamed classes, secondary schools support students and families in making educational pathway decisions for Grade 10 that meet their needs and support future education pathway options.

To help secondary schools assist students and families in choosing a Grade 10 pathway for compulsory courses, KPR has created a Pathways Planning Resource for Administrators, which includes important considerations for all stakeholders, parent/guardian information, classroom educator information and considerations for Student Success teams.

Supporting students in making selections that allow them to access all pathways ensures that they have the time and experience they need to make informed decisions. This allows them to achieve their goals, pursue any post-secondary pathway they choose and be successful in their future careers.

Secondary to Post-Secondary Pathway Flowchart



*All students can be successful
 *Success comes in many forms
 *There are many pathways to success



Indigenous Education, Learning and Reconciliation

As part of our continued focus on Indigenous education, KPR students and staff engage in meaningful learning about Missing and Murdered Indigenous Women, Girls and Two-Spirit people (MMIWG2S). This work supports our ongoing learning and action for Reconciliation, and our collective recognition of important days such as National Day of Action for MMIWG2S, observed on October 4, and National Day of Awareness for MMIWG2S, which takes place every year on May 5.

Through age-appropriate discussions and reflection activities, students learn about the important roles of Indigenous women and girls in their families, communities and nations – highlighting their strength, agency and traditional responsibilities. They also discuss the perceptions and lived realities of Indigenous communities, and the violence that continues to have a disproportionate impact on Indigenous women and girls, including 2SLGBTQIA+ individuals.

One of the reflection activities that was introduced by the board's Indigenous Education department this year, was the creation of faceless dolls using a variety of materials such as felt, fabric, beads and feathers in different colours and textures to represent clothing, hair, footwear and other elements. The unique characteristics of each doll reflect the diversity and intersectionality of Indigenous peoples.

KPR's Indigenous Student Workers and Indigenous Grad Coaches are currently leading this activity with students in schools. In the coming months, more classes will have the opportunity to participate in this activity to raise awareness, honour and remember MMIWG2S.



Students learn about the important roles of Indigenous women and girls in their families, communities and nations.

KPR Secondary Schools – Supporting Success for All

Kawartha Pine Ridge District School Board secondary schools inspire students to excel in learning, succeed in life and enrich our communities.

Success is supported based on each individual's unique strengths, skills and needs – university, college and the workplace are all valued pathways. At KPR secondary schools, students can discover and pursue their interests, take a wide variety of courses and build connections through clubs, groups and teams. Whether students are passionate about the arts, technology, trades or academics, we offer something for everyone.

Students who like to problem-solve, make and create, or work with their hands, can find many technology and trades course options at KPR secondary schools. Schools also offer specialized program options, such as Specialist High Skills Majors, where students can explore a variety of career pathways. These programs provide valuable work experience, placement opportunities and experiential learning, which can lead to apprenticeship, employment or college.

In the arts, students can participate in drama, dance, music, writing, photography or visual arts classes as

part of their high school experience. The arts support communication, critical thinking, well-being and success as students perform on stage, play in concert and express themselves in a variety of creative ways.

Students headed to university will be challenged by a wide variety of academic courses in English, Math, Science, History, Geography and more to prepare them for entry to university and the pursuit of their chosen career.

Secondary schools also support student leadership in many ways, from participating in Student Council and other forms of student government, to planning and organizing events and activities, to sharing input and feedback and helping support the school community.

KPR secondary schools host information sessions for parents, caregivers and students between November and January each year. Grade 8 families can learn everything they need to know about schools, programs, courses, and the many exciting opportunities available.

Visit kprschools.ca to learn more and access videos about secondary school opportunities.



Culturally Relevant Resources Improve Student Engagement

In KPR, we understand that equity work is an ongoing practice and that all educators must take action towards building an inclusive community within their schools and classrooms. In partnership, the Teaching and Learning department, the Indigenous Education department and the Equity, Diversity and Inclusion (EDI) department created professional learning for secondary educators across all curriculum areas regarding authentic voice texts and identity affirming resource selection.

Engaging in collaborative professional learning with an equity lens helps to ensure that KPR students feel seen and heard in their classrooms. This is important work for educators to recognize that curriculum is not only Ministry documents, textbooks, novels and course outlines.

Curriculum consists of everything in the school environment. Students learn from what is around them. We know that student engagement and achievement increase when classroom curriculum, instruction, assessment and resources are culturally relevant and responsive to the learners in the classroom.





Student Leaders Share Ideas, Ensure their Voices are Heard

Student Voice in Action

One of the system actions in KPR's Board Action Plan is to engage and empower students and community to share their voice and experience in education. One of the ways we do this is by purposely making time to meet directly with groups of students, to ask questions and listen to their feedback.

Director Rita Russo met with Chemong Public School intermediate student leaders this fall to talk about successes and barriers that contribute to positive student achievement. At the time, she also asked students what we can do to support them in meeting their goals and having experiences that support their well-being. Students provided open and honest feedback that can help inform system planning, action and support student success.

At the end of last school year, we asked elementary and secondary students in the Courtice region of our Board to share their voices, by telling us about their school experiences, what they need to be successful and how schools and staff can support them. Their feedback was shared with KPR's school and system leaders in August, and some of their thoughts are captured in a video posted on the Director's Report web page at kprschools.ca.

We will continue to meet with students at schools across our district in the coming year to hear more about the unique strengths and needs of KPR students.

Student Senate Retreat

KPR's Student Senate renewed their #WeAreKPR spirit and passion for student leadership at this year's team-building retreat. The Student Senate is a committee of secondary students responsible for soliciting and elevating student voice across the board, to ensure student issues, priorities and concerns are actively heard and represented at the Board table.

The retreat was held in October, providing student representatives an important opportunity to come together, share ideas and build collective goals and priorities to make a positive difference this school year.

ENRICH OUR COMMUNITIES

After-School Literacy with Newcomer Families

Bowmanville High School (BHS) and the surrounding Clarington area have been pleased to welcome many newcomer families in the last few years. Educators at BHS recognized the diverse needs of these students and families and came up with a collaborative proposal to build engaging connections with families. With support from school administration and the Teaching and Learning department, they created an after-school parent class to support English literacy development. Initially the class was scheduled to run once a week, but participants were so enthusiastic after the first session that BHS staff members decided to offer two classes per week.

Parents of newcomer students are invited to attend the class with their children while BHS staff members volunteer their time to teach everyone who attends. During the class, participants work on a variety of basic literacy skills, share stories and sometimes they even share delicious food.

The classes also provide an inclusive space to connect newcomers with support networks within the community. Chris Fortner, Itinerant Resource Teacher for Multilingual Language Learners, shared, "This is such a fantastic initiative that is truly helping to meet some very real needs being felt by newcomer families in our community. The class has strengthened the connections between school and home and is having a positive impact for parents and students."



School and Community: Partners in Wellness

At Courtice North Public School, students, staff, school council, families, Public Health partners and community members are working together in amazing ways to support wellness. What started out as a desire to address the impacts of social media and screen time on mental health, evolved into a Wellness Committee and a whole school and community effort to implement a series of meaningful well-being strategies.

One of the first activities involved intermediate students leading “Escape the Vape” – an escape room game for students that highlighted the dangers of vaping. Next came Family Wellness Night in April, which included family painting, yoga, wellness tables with information on mental health, screen time and other wellness information from the Durham Region Health Department.

This year, Durham College placement students are leading weekly seminars with students focused on building social emotional skills.

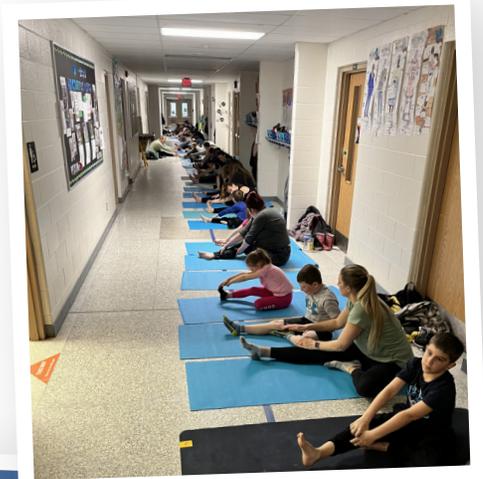
“Including the voices of students, staff, and community partners in our Wellness Committee ensures everyone feels a sense of belonging in our building. These initiatives have positively impacted social emotional well-being, generated awareness about positive mental health, and contributed to growth within our school community,” says Tracy Gray, Vice-principal.

Maggie Ewert, Intermediate Teacher, has appreciated the work of the Wellness Committee as a golden opportunity to foster community partnership and student leadership, and students echo that enthusiasm.

“Being on the Committee was great to partner with my peers to create a positive environment in our school. During our Escape the Vape program, I found a way to

connect with students that I never would have talked to before,” says Carson, Intermediate Student.

“During the Wellness Night, I was with my family doing the paint activity, and it was very relaxing, and I could see that everyone around me was happy. It spread positive messages to our school that we need to be healthy,” says Bianca, Intermediate Student.



ENRICH OUR COMMUNITIES

Supporting our Communities

Community Walk for Climate

The Environmental Club at East Northumberland Secondary School (ENSS) shared their passion for environmental sustainability with the community by leading a Community Walk for Climate.

Joined by community members and members of Brighton's Sustainability Committee, students came together to help increase awareness about the earth's climate and remind everyone to take action against climate change.

Holiday Food Drive a Huge Success

Port Hope High School, Dr. M.S. Hawkins Senior Public School and the Ganaraska Child Care Centre participated in a joint Food and Toiletries Drive in support of the Fair Share Food Bank and the Rose Quest this past holiday season.

Thanks to all students, staff and families who brought in over 225 kg (500 pounds) of food and toiletries for the community – and to Learning and Life Skills (LLS) classes for helping to sort and organize the donations.



Students Become "Porch Pirates for Good"

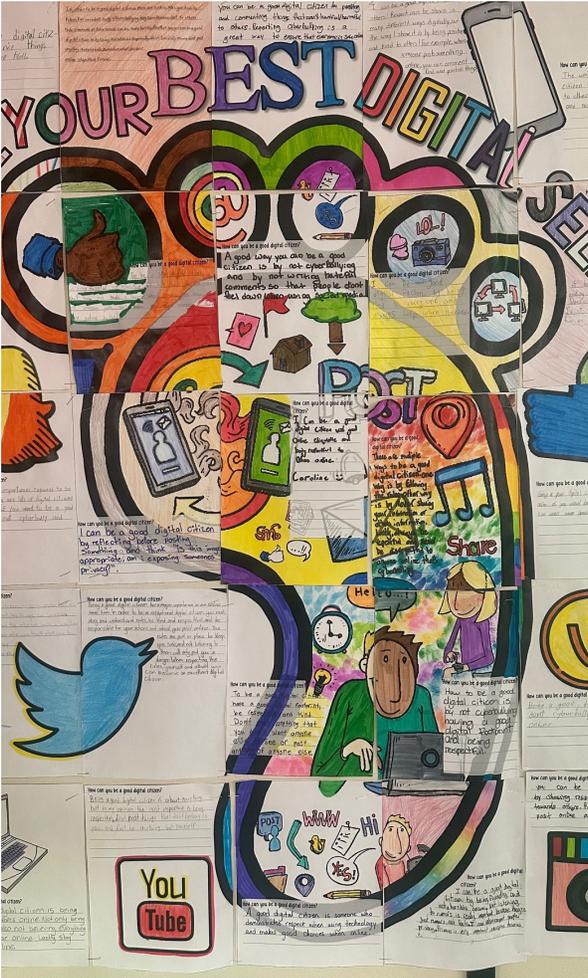
Students in the EDGE Program at Crestwood Secondary School supported the community this fall, participating in the annual "Porch Pirates for Good" Food Drive organized by Kawartha Food Share.

A total of 65 students in Grades 9–12 took part in this volunteer initiative by distributing flyers leading up to the pickup day, and collecting donated items. Students delivered the donated items to the Kawartha Food Share warehouse where they will be used in food banks and meal programs to support the community.

"Porch Pirates was a great way to help out the community, but also fun. As a member of EDGE it was nice to work with my team and give back to the community. Go EDGE!" shares Trinity, Grade 9 Student.

"With initiatives like Porch Pirates, it gives us an opportunity to help our surrounding community. Not many programs focus on how they effect change like the EDGE program and it's an absolute privilege to be a part of the EDGE program," shares Keiran, Grade 12 student.

Impact and Action = Positive Citizenship



Learning to be Responsible Online Citizens

Mme. Hughes' Grade 7 class at Duke of Cambridge Public School are learning about the impact of their actions online and promoting responsible digital citizenship. They have been hard at work, displaying their creativity, teamwork and digital literacy skills to create a collaborative poster on the topic of "Our Digital Footprint" and how to be a good digital citizen.

"I've learned that being a good digital citizen is like being a good friend on the Internet. It's not just about following rules, but about being kind, respectful and responsible online. We need to understand that everything we do and say online can affect others, so it's important to be kind and think before we post," says Elliot, a Grade 7 student at Duke of Cambridge PS.

Schools are the Heart of Communities

Our students, staff and families benefit immensely from the time, talents, and expertise that thousands of community volunteers provide in our schools daily.

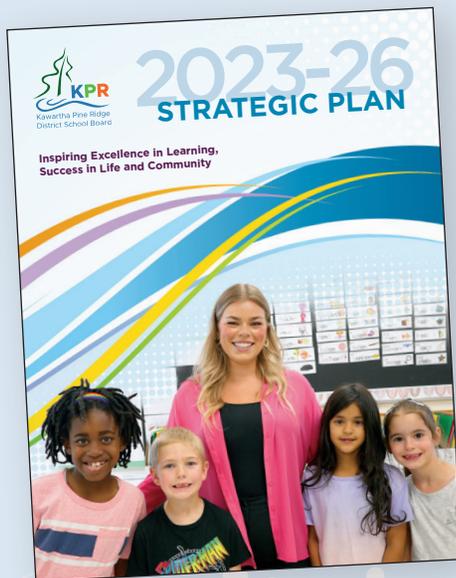
Volunteers Karen Watson, better known as Miz, and Vicky Carter, were recognized this year at Havelock-Belmont Public School (HBPS) for their outstanding dedication to the school community in support of the breakfast program.

It was this exceptional commitment, specifically from Miz and her critical leadership and devotion to the school's breakfast program and volunteerism at HBPS for 24 years, that garnered regional, provincial, and, ultimately, national attention, as she earned enough votes across the country to win an \$18,000 prize as Timber Mart's Local Leader of the Year. These funds will go a long way in supporting the HBPS breakfast program and other student activities well into the future.

Thank you Miz, Vicky and the countless volunteers that make our schools such special places!

"I've learned that being a good digital citizen is like being a good friend on the Internet."

Planning for the Future – KPRDSB’s New Strategic Plan



Every four years, with the election of a new Board of Trustees, the Kawartha Pine Ridge District School Board undertakes a process to develop a new strategic plan for the organization.

To ensure that the new strategic plan sets the vision for a strong and sustainable future and responds to the needs of those we serve, from March through June 2023, we consulted and engaged with students, staff, families, partners and community members across all regions of our school district. Through this collaboration, we asked important questions and listened openly.

In addition to the voices of those we serve, planning for KPR’s future requires reflection on, and prioritization of, Board priorities and Ministry directives, within the context of organizational capacity and available resources. Trustees and Senior Administration intently deliberated on this information and participated in several visioning sessions to identify the priorities of the 2023–26 Strategic Plan.

Visit kprschools.ca to watch a short video message about the new strategic plan from the Chairperson of the Board Jaine Klassen Jeninga and Director of Education Rita Russo.

Inspiring Excellence in Learning, Success in Life and Community

The 2023–26 Strategic Plan:

- Reflects the voices and lived experiences of our communities,
- Identifies Board and Ministry priorities, and
- Helps us achieve our shared goals by guiding planning and decision-making.

STRATEGIC PRIORITIES FOR 2023–26

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 a progressive and dynamic organization that puts student success at the forefront, through our commitment to academic achievement, and the development of well-being, relationships, personal, social and life skills.

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

As of October 31, 2023, we had approximately:

- 35,844 students
- 25,820 elementary students
- 10,024 secondary students
- 20,000 students bused to school every day on almost 700 different bus routes.
- Students who speak another language at home: 8.1% (JK–6), 9.4% (Grades 7–12) (per KPR's Every Student Matters Census)
- Students with First Nation, Métis and Inuit ancestry: 8.8% (per KPR's Every Student Matters Census)
- Primary classes with 20 or fewer students: 90%
- Students (Grade 1 to Grade 12) with Individual Education Plans (IEPs): 24%
- Primary classes with 23 or fewer students: 100%

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

- 1,551 elementary teachers and 705 secondary teachers,
- 1,681 union and non-union support and administrative staff, including secretaries, custodial and maintenance staff, educational assistants, professional and paraprofessional staff, technicians, principals, vice-principals, supervisors and senior staff.
- we also have approximately 1,100 occasional teachers and 600 casual support staff.

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

Our Financial Story

In June 2023, the Board approved an operating budget of \$483,759,334 and capital budget of almost \$45 million for this school year, in compliance with Ministry of Education requirements and reflecting priorities set out within the Board Action Plan, and overall Board goals.

We are pleased to continue to be a destination of choice for families, with enrolment increases this year of 765 elementary students from the previous year, while secondary enrolment has increased by 130 students, as of October 2023.

Board grant revenues are determined provincially based on elementary and secondary student enrolment. Total board enrolment for 2023-2024 is 35,723 students, as of October 2023.

Our budget also includes over \$68 million in support for students with special needs and funding to advance a number of key strategic priorities.

Capital project highlights for 2023-2024 include over \$17 million for construction of the new Northglen neighbourhood elementary school in Bowmanville, and \$3 million for a school addition at Murray Centennial Public School in Trenton, in addition to a number of capital building and school improvement projects.

We annually allocate significant investments in improvements and enhancements to our schools. We want to ensure that our physical spaces can keep pace with the advanced programming and instructional practices envisioned by our amazing staff.

Student Enrolment (Under 21 years of age)

Elementary	25,820
Secondary	9,903
Total	35,723

Staffing

Teachers	2,145
Instructional Support	891
School Administration	284
Central Administration	111
School Operations	370
Seconded Staff	12
Total Staff	3,811

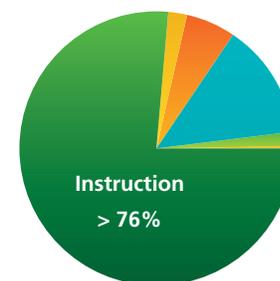
2023-24 BUDGET OPERATING EXPENSES: \$483,759,334

EXPENDITURE BY FUNCTION

	Budget 22/23	Actual 22/23	Actual 21/22
Instruction	359,095,406	367,009,725	350,235,986
Administration	11,677,719	11,319,330	10,383,104
Transportation	25,584,857	28,003,583	26,912,951
Pupil Accommodation	65,014,990	64,170,683	60,828,171
School funded activities	5,500,000	8,018,221	4,328,087
Other	1,114,796	1,189,974	20,225,316
Total Expenditures	467,987,768	479,711,516	472,913,615

EXPENDITURE BY PERCENTAGE

Instruction	76.51 %
Administration	2.36 %
Transportation	5.84 %
Pupil Accommodation	13.38 %
School Funded Activities	1.67 %
Other	0.25 %



EXPENDITURE BY OBJECT

	Budget 22/23	Actual 22/23	Actual 21/22
Salary & Wages	309,996,254	318,171,269	309,991,357
Employee Benefits	56,628,151	57,545,790	50,249,791
Staff Development	847,540	573,758	468,559
Supplies & Services	33,469,353	31,951,453	30,333,969
Interest	3,287,663	3,739,443	3,463,776
Rental Expenditures	78,706	130,058	131,193
Fees & Contract Services	30,540,079	33,748,434	32,065,107
Other	1,247,831	1,649,054	20,526,345
Amortization	26,392,191	24,184,036	21,355,431
School funded activities	5,500,000	8,018,221	4,328,087
Total Operating Expenditures	467,987,768	479,711,516	472,913,615

Our Trustees and Senior Administration

TRUSTEES

Jaine Klassen Jeninga, Chairperson

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

Angela Lloyd, Vice-chairperson

Townships of Asphodel-Norwood, Cavan Monaghan, Douro-Dummer and Otonabee-South Monaghan

Cathy Abraham, Municipality of Clarington

Paul Brown, Municipality of Clarington

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

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

Cyndi Dickson, Municipality of Brighton, City of Quinte West-Murray Ward, Township of Cramahe

Kathleen Flynn, Municipality of Clarington

Rose Kitney, City of Peterborough

Diane Lloyd, Municipality of Trent Lakes, Townships of Havelock-Belmont-Methuen, North Kawartha and Selwyn

Steve Russell, City of Peterborough

Albatoul Alshraideh, Student Trustee

Jillian Thomas, Student Trustee

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Drew McNaughton, Associate Director of Education

James Brake, Superintendent of Education:
Indigenous Education

John Ford, Superintendent of Education:
Student Achievement

April Foster, Superintendent of Business and Corporate Services

Sonal Gohil, Superintendent of Education:
Student Achievement

Mark Loya, Superintendent of Human Resource Services,
People and Culture

Jamila Maliha, Superintendent of Education:
Student Achievement

Jodi Sepkowski, Superintendent of Education:
Student Achievement

Anthony Anirud, Commissioner, Human Rights, Equity and Accessibility

EXECUTIVE OFFICERS

Dan Fitzgerald, Executive Officer, Information and Communications Technology

Greg Kidd, Executive Officer, Corporate Affairs

Glen Payne, Executive Officer, Facilities Services



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



Kawartha Pine Ridge
District School Board

Educating for Success!

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