



# 2026

## Our Community Report Card



# Our Message to You



**Rita Russo**  
Chief Executive Officer



**Paul Brown**  
Chairperson of the Board

Welcome to our annual Community Report Card for 2026!

It has once again been an incredible year of accomplishment, leadership and success for KPR students and staff.

We congratulate our students on another year of dedicated learning and memories that will last a lifetime.

As always, we are grateful and appreciative of staff and community partners who make KPR schools come alive every day – and we are proud to highlight moments of inspiration and success in our journey of the past year.

These stories detail some of the incredible accomplishments and dedication of KPR students and staff that define us as an educational community. Together, we continue to welcome each day with joy and purpose.

We also extend our sincere thanks to the countless community and family volunteers, bus drivers, crossing guards and partners who help our students arrive to school safely and make them such special places to be. Each year, the time, talents, and passion of volunteers benefit KPR students and staff immensely – and are critical in providing a rich educational experience for students and school communities.

We are pleased to shine a spotlight on the unique ways we bring learning and success to life for all students and our ongoing work to support student well-being and safe and caring schools. Our priorities remain rooted in our mission to inspire students to excel in learning, succeed in life, and enrich communities.

Our Community Report Card is a snapshot in time highlighting the incredible work of our students and staff and demonstrates how, together, we will continue to achieve great things.

Thank you for being part of our journey. Together, WeAreKPR!

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**#WeAreKPR**

# Putting Students First Through Inclusive Practices at Charles Bowman PS

Putting students first is a simple, yet powerful framework reflected in the daily work of Laura Dow, Educational Assistant at Charles Bowman Public School (PS). Recognized for her ability to make genuine connections with students and to inspire the best in everyone she works with, Laura is a KPR staff member who truly embodies what it means to cultivate student success, well-being and inclusion.

Laura's approach to her work, and commitment to student achievement, is appreciated by the Charles Bowman PS community. Principal Michelle Petts shares how Laura puts inclusive practices into action: "She passionately fosters an environment of belonging while providing unwavering support to her team. She is constantly looking for ways to make all students feel seen and heard."

Earlier this spring, Laura facilitated a collaboration with KPR's Speech-Language Pathologists (SLPs) to promote inclusivity and a greater awareness of the types of communication tools that support non-verbal students at school. As part of this initiative, core boards were installed in the schoolyard, and SLPs visited classrooms to help neurotypical students learn what core boards are, how they support communication, and why they would be seeing them around the school.

"The initiative was received extremely positively by students, and it was incredibly rewarding to see the impact it had on fostering understanding and inclusion," shares Laura.

Laurie MacDonald, another Educational Assistant at the school, describes Laura as a very positive and caring person, noting, "She always takes the time out of her day to stop and say hi to all the

kids in the hallway. She is always the first one to respond to calls and supports every child within the school."

"Laura is respected by all staff and students and it's an honour to work beside her every day," Laurie adds.

Laura is motivated by the team at Charles Bowman PS, whose ongoing support and collaboration inspire her to grow, improve, and be the best educator she can be each day.

"The most rewarding part of my role is understanding the 'why' behind student behaviours, helping students navigate challenging moments, and witnessing their 'light bulb' moments of growth and understanding."

Laura's words and actions reflect the shared values and sense of purpose that bring the KPR community together. Her dedication to helping students feel seen, heard, and valued leaves a lasting impact on both her school and those around her and is an inspiration to others. Thank you Laura for supporting student growth, inclusion and overall well-being!

## #We Are KPR



Laura is respected by all staff and students and it's an honour to work beside her every day.



# Student Achievement, Well-Being and Success for All

Student achievement, well-being, and success for all are at the core of the Kawartha Pine Ridge (KPR) District School Board's values. Progressing in each of these areas requires thoughtful planning, evidence-based action, and alignment throughout the system. As the 2025-2026 school year wraps up, planning for next school year is well underway.

The Ministry of Education's Student Achievement Plan requirements along with KPR's Strategic Priorities and Board Action Plan create a clear path forward for school and department leaders. In addition to the focus on core academic skills, preparation of students for future success, and student engagement and well-being, KPR's Student Achievement Plan also includes foundational actions in the areas of Indigenous education, culturally relevant and responsive pedagogy, and special education.

KPR's Math Achievement Action Plan continues to be a strong focus. One aspect of the plan this year was the hiring of Math Coaches to support identified priority schools. Grade 3, 6 and 9 educators have been part of ongoing math-focused professional development that involves collaboration with a Math Coach.

Math Coaches co-teach lessons with the classroom teacher, and they meet regularly to review assessment data, reflect on effective strategies for math programming, and co-plan the direction of the mathematics learning journey for students. This learning is also shared with other school staff, including the Special Education team and school administration, to support coordinated planning and shared learning.

More information about KPR's Student Achievement Plan and Board Action Plan [is available on the KPR website](#).

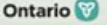
## Student Achievement Plan

**PURPOSE:**

Levelling up achievement outcomes and experiences for every student.

For each priority and indicator, school boards will use board-level data on their student populations to further refine actions.

<p><b>PRIORITY:</b> Achievement of Learning Outcomes in Core Academic Skills</p> <p><b>Goal:</b> Improve students' literacy learning and achievement. <b>Indicators:</b></p> <ol style="list-style-type: none"> <li>% of students who meet or exceed the provincial standard on:                             <ul style="list-style-type: none"> <li>Grade 3 EQAO Reading</li> <li>Grade 3 EQAO Writing</li> <li>Grade 6 EQAO Reading</li> <li>Grade 6 EQAO Writing</li> </ul> </li> <li>% of fully participating, first-time eligible students who are successful on the OSSLT/TPCL.</li> </ol>	<p><b>Goal:</b> Improve students' math learning and achievement. <b>Indicators:</b></p> <ol style="list-style-type: none"> <li>% of students who meet or exceed the provincial standard on:                             <ul style="list-style-type: none"> <li>Grade 3 EQAO Math</li> <li>Grade 6 EQAO Math</li> <li>Grade 9 EQAO Math</li> </ul> </li> </ol>
<p><b>PRIORITY:</b> Preparation of Students for Future Success</p> <p><b>Goal:</b> Improve students' graduation rates and preparedness for future success. <b>Indicators:</b></p> <ol style="list-style-type: none"> <li>% of students who earn 16 or more credits by the end of Grade 10</li> <li>% of students participating in at least one job skills program (Specialist High Skills Major, Dual Credits or Ontario Youth Apprenticeship Program)</li> <li>% of students graduating with an OSSD within five years of starting Grade 9</li> <li>% of students enrolled in at least one Grade 12 math or Grade 11 or 12 science courses</li> <li>% of students who believe their learning has prepared them for the next step in their learning experience (i.e. next grade, post secondary, etc)</li> </ol>	<p><b>Goal:</b> Improve student well-being. <b>Indicators:</b></p> <ol style="list-style-type: none"> <li>% of Grade 6, 9 and 10 students who report being aware of mental health supports and services in order to seek supports for mental health</li> </ol>
<p><b>PRIORITY:</b> Student Engagement &amp; Well-being</p> <p><b>Goal:</b> Improve students' participation in class time and learning. <b>Indicators:</b></p> <ol style="list-style-type: none"> <li>% of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent</li> <li>% of students in Grades 4-12 who were suspended at least once</li> </ol>	



## Board Action Plan

Board Action Plan	Excel in Learning (EL)	Succeed in Life (SL)	Enrich Our Communities (EC)
<p><b>Strategic Priorities (SP)</b></p>	<p>SP-EL 1: Establishing a strong foundation for student achievement in literacy and math.</p> <p>SP-EL 2: Supporting student success in differentiated and diverse learning pathways responsive to the unique strengths, skills and needs of all students.</p>	<p>SP-SL 1: Honouring Indigenous knowledge and ways of knowing, engaging in Truth and Reconciliation, and elevating First Nations, Métis and Inuit cultures, perspectives, and histories.</p> <p>SP-SL 2: 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.</p> <p>SP-SL 3: Embedding principles of human rights to ensure equity and inclusion for all.</p>	<p>SP-EC 1: Building social responsibility, enhancing accountability, service excellence, transparency and evidence-based decision making.</p> <p>SP-EC 2: Strengthening outreach and engagement with students, staff, families, communities and partners, to enrich relationships, amplify diverse voices and develop innovative partnerships.</p>
<p><b>Guiding Principles</b></p>	<p><b>LEARNING MATTERS</b></p> <p>We see all students as capable learners while holding high expectations for them.</p>	<p><b>BELONGING MATTERS</b></p> <p>We recognize and value all students as unique thinkers with diverse identities and lived experiences whose positive mental health and well-being is prioritized.</p>	<p><b>RELATIONSHIP MATTERS</b></p> <p>We build trusting and collaborative relationships with students, staff, families and community.</p>
<p><b>System Actions (SA)</b></p>	<p>SA-EL 1: Provide evidence-based instruction in literacy and math, informed by ongoing assessment, to tailor differentiated and intensive supports for student success.</p> <p>SA-EL 2: Strengthen educator application of Culturally Relevant and Responsive Pedagogy (CRRP) when designing learning experiences and responding to student learning.</p> <p>SA-EL 3: Provide a diverse range of engaging learning opportunities, including community connections, that meet the interests, strengths, needs, and aspirations of students and ensure a successful transition to their chosen postsecondary destinations.</p>	<p>SA-SL 1: Engage in learning that explores and values Indigenous knowledge, culture and perspectives to create respectful relationships among students, staff, families, and local Indigenous communities.</p> <p>SA-SL 2: Build a culture of accountability where rights and responsibilities are understood and modeled by rights holders and duty bearers.</p> <p>SA-SL 3: Sustain and enhance learning environments that are reflective of students' lived experiences and identities.</p> <p>SA-SL 4: Create meaningful relationships through identity affirming mental health and well-being centered practices.</p>	<p>SA-EC 1: Engage and empower students and community to share their voice and experience in education.</p> <p>SA-EC 2: Deliver open, transparent communication that is reflective and responsive.</p> <p>SA-EC 3: Strengthen environmental consciousness and explore strategies to reduce negative ecological impacts.</p>

AUGUST 2024



## Sparking Literacy Learning this Summer

**In a fun, camp-like atmosphere over 200 KPR students are participating in the SPARK Elementary Summer Learning Program this summer, with a focus on targeted early literacy intervention supports, to inspire progress in reading, writing and literacy understanding!**

The program runs for half-days in 10 KPR schools from June 30 to July 17, with a focus on Kindergarten to Grade 2 students. Literacy instruction occurs from 9:00 – 11:30 a.m. in small, differentiated groups, with a short break for nutrition and movement. From 11:30 a.m. – 12:00 p.m., students engage in fun activities, such as arts and crafts and outdoor games. At the end of the program, families receive an overview of their child’s key learning, growth, and next steps, along with suggestions to continue learning over the summer.

The SPARK program at Kaawaate East City Public School has been experiencing significant success, thanks to the incredible efforts, collaboration, and dedication of staff.

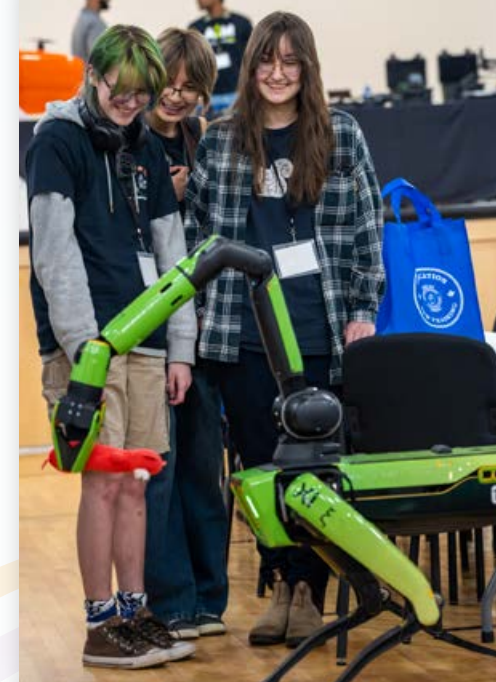
Kaawaate’s SPARK program will support over 40 students this summer, which is almost double from last year.

“This growth reflects both the need for and the value of targeted early literacy support, as well as the strong commitment staff have made to identifying and supporting our emerging readers,” shares Principal Rebecca Jones.

School staff have observed that students who participate in SPARK return to school in the fall with increased confidence, improved decoding and comprehension skills, and a greater willingness to take positive risks in their learning. They are often more engaged during literacy activities and demonstrate improvement not only in skill development but also in their overall attitude toward reading.

This student progress, as more students attend and experience success, has led to increased participation over time. Families are increasingly recognize the benefits of participation in SPARK.

“The literacy camp experience is incredibly valuable. It provides students with intensive, focused support in a smaller, highly engaging environment where instruction is tailored to their specific needs. The program builds confidence, reinforces foundational skills, and helps students see themselves as capable readers. Just as importantly, it fosters a sense of belonging and positive connection to learning, while participating in skill building and fun activities,” adds Rebecca.



# Indigenous Skilled Trades Fair

In partnership with Hiawatha First Nation, Ontario Power Generation, and Kagita Mikam, the KPR Indigenous Education Department, and KPR Pathways team, hosted a Skilled Trades Fair at the Hiawatha First Nation Gathering Place in May.

Indigenous students in Grades 9 through 12 had the opportunity to engage directly with community partners and industry professionals, including participating in hands-on building experiences. As part of the Ontario Youth Apprenticeship Program (OYAP), students explored a wide range of career pathways and opportunities in the skilled trades for Indigenous youth.

This event was a strong example of collaboration, experiential learning, and meaningful relationship building and was a wonderful opportunity for students.

Congratulations to all staff and community partners who made it possible and we look forward to a successful future for this event!

# Focus on Youth for Future Success

**KPR is improving graduation rates and helping students prepare for future success through programs such as the Ontario Youth Apprenticeship Program (OYAP), Specialist High Skills Major (SHSM), Focus on Youth (FOY), and Dual Credit programs.**

The number of students participating in FOY has increased from 40 in the summer of 2023 to 90 students for summer 2026!

Focus on Youth provides learning, leadership and employment opportunities for youth who may be facing personal challenges and barriers to employment. Through this program, youth have the opportunity to be mentored and gain practical work experience, while supporting their community.

Students work in paid placements, earn summer school co-op credits, participate in certifications and training, and receive life skills support.

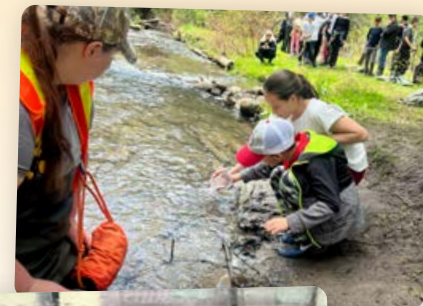
“We have established a number of important community partnerships over the last few years, and we had employers reaching out to us letting us know they would like to take students again this summer. Community partnerships are key!” says Vikki Ernst, Principal of Teaching and Learning K-12.

Placements include summer camps, skilled trades, farms, Habitat for Humanity, thrift stores, grocery stores, landscaping, animal care and more.

We look forward to the continued success of the Focus on Youth program as we meet students where they are at, build on their strengths, and support their growth.



**“We have established a number of important community partnerships over the last few years, and we had employers reaching out to us letting us know they would like to take students again this summer. Community partnerships are key!”**



## Buckhorn and Baltimore Students Saving the Salmon

Students at Buckhorn Public School (PS) and Baltimore PS were enthusiastic participants in the Bring Back the Atlantic Salmon program through the Ontario Federation of Anglers and Hunters (OFAH) this spring.

For the past nine years, Buckhorn PS has participated in the Atlantic Salmon Classroom Hatchery program. OFAH supplies the equipment and salmon eggs for the program and offers students lessons on the salmon life cycle, habitat restoration, and environmental consciousness, including practical steps students and community members are taking to bring back this species.

Each year, Buckhorn PS has released 90-100 Atlantic Salmon fry into a tributary that flows into Lake Ontario.

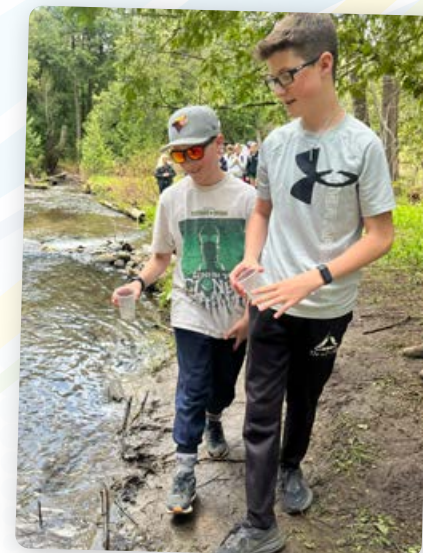
“This hands-on project has brought our school and community closer, giving families a chance to learn together about fisheries and sustainability. Currently, we have 70 Fish Techs from Kindergarten to Grade 6 who meet for ‘Fishy Friday’ sessions once or twice a month to learn more about Atlantic Salmon,” shares Buckhorn PS teacher Kirsty Hill.

“This program has been a great learning experience for everyone involved.”

Baltimore PS also joined in on this unique learning opportunity, with Grade 6 students participating in the program for the second year in a row, and releasing 79 fry into the wild!

OFAH representatives came to the school mid-late January to deliver the eggs and provide information about why the Atlantic Salmon population has been severely impacted in Lake Ontario and local waterways.

The eggs are housed in a “condo” that stays inside a chilled aquarium in the classroom. Once the eggs hatch and develop into “fry” they are released from the fish condo and hide in the gravel in the aquarium until the spring when they are released through Crown lands, explains Baltimore PS teacher Peter Cook, who is enthusiastic about the program.



**“It’s great to be a part of a program where students can make a positive difference in the world! – Peter Cook**

# BHS Drama Students Earn Provincial Recognition



Drama students at Bowmanville High School (BHS) had an eventful year, experiencing success at both the local and provincial level!

This past April, the hard work and commitment of over 30 students culminated in four incredible performances of William Shakespeare's *A Midsummer Night's Dream*.

This captivating theatrical performance was filled with magic, mischief, and heart – bringing talented students together and earning a well-deserved standing ovation!

BHS' competition troupe also represented the school and Board at Canada's largest youth theatre festival, the National Theatre School Dramafest. The multi-tiered festival system involves local district and regional showcases, culminating in the highly anticipated Provincial Showcase that was held at York University in May this year, where top student productions from across the region gathered to perform.

BHS' journey through the festival season included many highlights as they advanced

through district and regional levels, showcasing their production of *There Is No Play* by Arthur M. Jolly. Under the guidance of BHS teachers Kris Martins and Laura Purdy, the student-directed and stage-managed production earned multiple accolades for its outstanding performance and advanced to the provincial showcase. Awards and accolades earned included two Outstanding Production Awards, in addition to recognition for Best Ensemble, Excellence in Directing, Spirit of the Festival, Excellence in Stage Management, Outstanding Achievement in Stage Combat, and an Award of Merit for Supporting Actor (Kayla M).

Reflecting on the year, Kris and Laura share that they are "incredibly proud of all our student performers who dedicate countless hours to the Performing Arts. They are a testament to the power of performance, collaboration, and teamwork!"



# RCAF Squadron Visit Inspires Students



Members of the Royal Canadian Air Force (RCAF) visited North Shore Public School with their CH146 Griffon helicopter in May. Students greeted the 424 Transport and Rescue Squadron with great excitement!

RCAF members provided a static display of the helicopter and shared a presentation with the students. Everyone had a chance to ask questions, explore the helicopter up close, and have their pictures taken.

424 Transport and Rescue Squadron is based at 8 Wing Trenton and provides search and rescue response for the Trenton Search and Rescue Region, which extends from Quebec to the British Columbia/Alberta border, and from the Canada/United States border to the North Pole. The CH146 Griffon enables rescues and medical evacuations from challenging locations on land and overwater. They carry Search and Rescue Technicians onboard to provide urgent care to those in need.

As they left the school, the squadron demonstrated a search and rescue evacuation. Students and staff alike were inspired by the incredible skill and professionalism of the special RCAF visitors.



# Wellness Focus Continues in Clarington Schools



The second annual Wellness Fair hosted by Clarke High School in early May was a huge success! Child and Youth Worker Amanda Langille organized the event with Public Health Nurse Taylor Gilbank and a group of student leaders.

Based on feedback from students, the event included agencies directly involved in supporting youth health and well-being. Students used special passports to visit tables of interest and to learn more about the services and supports available.

There were many opportunities for students to learn, observe and reflect. Durham Regional Police brought a speed measurement device and School Liaison Officer David Lewis spent time connecting with students. MADD Canada demonstrated vision and spatial awareness deficits through impairment simulator glasses.

KPR School Mental Health Clinicians were onsite along with representatives from Pinewood Youth Outreach, The Refuge, Frontenac Youth Services, Clarington Library (CLMA), Newcastle Counselling, Durham Youth Services, and the Durham-Ajax Youth Wellness Hub.

There were also student-run nutrition and art stations, and an activity focused on the qualities of positive relationships – and how to identify red and green flags.

One of the most popular attractions came in the form of furry visitors from Sunshine Therapy Dogs – Faith, Bodie and Nancy who were busy interacting with students, staff and guests, cuddling and making new friends.



# Creative Connections Bringing Smiles to Students

Students in Jodi Conyers' Senior Kindergarten (SK)/Grade 1 class at Merwin Greer Public School (PS) saw their imagination come to life through a fun and memorable collaboration with a Grade 11 Ceramics class at Cobourg Collegiate Institute (CCI)!

This joint project began with each student drawing their own unique creature, accompanied by a short story or creature biography. From there, an idea emerged to collaborate with the Grade 11 Ceramics Class at CCI to bring the creatures to life through a 3D ceramic model!

To support their drawings, the SK/Grade 1 students studied sculptures and discussed design elements that would be important to consider. The CCI students were given the drawings and engaged in a creative process to create colourful, tactile sculptures made especially for the children.

"The high school students considered the size of their sculpture - not too big, not too pointy, not too heavy - something appropriate for smaller hands," shares Kathryn Snoek, Grade 11 Teacher.

When the artwork was complete, CCI students visited Merwin Greer PS to meet the young people whose creativity inspired the sculptures.

**All the students, little and big, were so excited, comfortable, and so welcoming to each other," notes Kathryn.**

During the visit, students had the opportunity to connect and learn from one another. As a surprise, SK/Grade 1 students read their short stories – a special way to wrap up the project and bring everyone together to admire and celebrate the unique creations. Grade 11 students shared the following reflections about the experience:

"My favourite part was knowing the kids' drawings were coming to life. When I was a kid, I always wanted to see my drawings come to life, so being able to do that for someone else made me feel amazing. I loved having the opportunity to make a kid's creation come true!" – Amy

"I really enjoyed meeting the kids and seeing/hearing how excited they were when they saw their ceramic pieces. It was a very memorable experience, and I liked answering their questions." – Alex

"Seeing the smiles on their faces when receiving the ceramic creatures made me feel really good and happy inside. It felt good to know that I could make their day." – Rehana

This successful collaboration brought students together while showcasing the technical skills of CCI students and creativity of Merwin Greer's youngest learners. By gifting their sculptures to the younger students, the CCI artists also created a meaningful keepsake that students could take home to their families and enjoy for years to come!





## Queen Mary PS Rocks the Stage

**This April, Queen Mary Public School (PS) “turned up the volume” with its production of *Rock of Ages: Youth Edition!* A family-friendly adaptation of the hit Broadway musical *Rock of Ages*, this high-energy student production was packed with iconic 1980s classic rock anthems that had everyone singing along!**

The students, staff and volunteers at Queen Mary PS dedicated countless hours of time and energy throughout the school year to bring this fun, music-filled story to life. They hit the ground running in September, hosting auditions and holding rehearsals three days a week from September through April.

Over 80 students from Kindergarten to Grade 8 came together both on stage and behind the scenes to share their talents, creativity, and passion with the community.

“This production truly embodied our school board mission to excel in learning, succeed in life, and enrich our communities,” shares Teresa Laton, Queen Mary PS Teacher and Co-Director.

“What I love most about public education is that it creates opportunities students may not otherwise have. It gives them a place to discover their passions, build confidence, and realize what they are capable of achieving together.” Teresa adds.

Not only did the production foster meaningful connections among students and staff across all grade levels – but thanks to the incredible support of families, staff and community members, it also raised over \$4,700 for the school’s nutrition program, giving back to students in a truly meaningful way.

*Photo credit: Melody Thomas*



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# Building on a Tradition of Giving at Ganaraska Trail PS

Ganaraska Trail Public School (PS) has proudly supported the Cops for Cancer fundraiser for 19 years, and this year was no exception!

Each spring, many KPR elementary schools participate in Cops for Cancer, while many secondary schools hold Relay for Life events, as a meaningful way for students to raise awareness and support family members, friends and people in their local communities.

Cops for Cancer brings together police agencies, first responders and emergency service personnel in support of children with cancer. They play a vital role in helping the Canadian Cancer Society fund groundbreaking childhood cancer research.

“This cause is near and dear to many hearts within our school community, and each year we come together with a shared commitment to making a difference,” shared Nicole Ryan and Emma Kerr, Ganaraska Trail PS teachers.

As part of their school-wide fundraising campaign, Ganaraska Trail PS promoted engagement and motivated supporters to donate through fun incentives – including staff lunch days, Jewel Jars, a Dance-a-thon, head shaving, ponytail cuts and pie-throwing! Among those who participated in the pie throwing were teachers, the principal, the Port Hope Chief of Police, and Port Hope Police officers, all bravely taking pies to the face.

The school also welcomed the Cops for Cancer Pedal for Hope cycling team in May. Cheering them on, students received high-fives from the cyclists as they passed through!

As a result of their passionate fundraising efforts, the campaign reached a total of \$4,305 this year.

“Through the dedication and generosity of our staff, students, and families, we have raised more than \$70,000 throughout the years to support cancer research and programs for those affected by this devastating disease,” said Nicole and Emma.

**“We couldn’t be prouder of our school community and the impact we have made together!”**





# Students Lead the Way with Well-Being at Healthy School Summits

In KPR schools, Belonging Matters – we recognize and value students as unique thinkers with diverse identities and lived experiences whose positive mental health and well-being are prioritized. We also know that students want opportunities to be leaders in this important work ([#HearNowON2024](#)).

This school year, KPR worked with community partners to continue and expand opportunities that build capacity for student-led mental health promotion in schools, through TAMI (Talking About Mental Illness) Durham and Together for Healthy Schools initiatives.

In the fall, 27 intermediate and secondary schools across KPR participated in Healthy School Summits, where students learned about mental health promotion at school, and staff learned about supporting this important work. Action planning began and over 130 students returned to their schools to lead this work in ways that responded to their school’s unique strengths and challenges.

This spring, school groups returned to a second series of summits to share their work and their experiences. They also learned about the importance of connection in good mental health by exploring a newly launched resource called [ConnectQuest](#). Schools shared a summary of the work to be gathered in a ‘digital yearbook’, which will serve as a resource for next year’s student leaders and staff champions.

Feedback from student and staff participants was overwhelmingly positive.

One student shared after the second summit: “The most helpful thing that I learned today was being taught how connection helps us make better choices about substance use and screen use.”

Another student shared:

**“Seeing what other schools did was helpful and inspiring.”**

## Overall feedback included:

	STAFF	STUDENTS
Increased Knowledge	99%	96%
Engaging and Useful Content	93%	86%
I feel proud of the work I did at my school	97%	100%

## Following Summit 2, 100% of students...

- ✔ Expressed an understanding that being connected to self, others and nature can help them make healthier choices about using technology in a balanced way and avoiding drugs and alcohol;
- ✔ Felt included and respected during the summit;
- ✔ Felt the activities and workshops were engaging and useful, and
- ✔ Felt proud of the work they did to promote mental health at their school.

# Getting Ready for Kindergarten Webinars

KPR continues to support families as they prepare for their child's transition to school through the *Getting Ready for Kindergarten* virtual information series.

On May 20, 2026, KPR hosted the webinar *Getting Ready for Kindergarten: Special Education and Inclusive Classrooms*. This session was designed to support families and caregivers of children with special education needs. The webinar provided an overview of the Kindergarten environment at KPR, support for diverse learning needs, and how families and schools work together to help every child feel safe, supported, and successful.

Participant feedback was overwhelmingly positive, with 89% of respondents indicating the session helped them feel more prepared for Kindergarten. Families said they valued the clear guidance, engaging presenters, and practical information about available supports, including strategies to build children's independence.

A recording of this webinar, along with the full virtual series, is available on [the KPR website](#).

Previous webinars from the Kindergarten virtual information series include,

- Getting Ready for Kindergarten,
- Transition to Kindergarten: Supporting Big Emotions,
- Promoting Early Literacy at Home, and
- Promoting Early Mathematics at Home.



# Thank You KPR Volunteers

In honour of National Volunteer Week, April 19-25, KPR recognized volunteers who bring the Board's mission, vision and values to life by enhancing educational experiences and inspiring students to excel in learning, succeed in life, and enrich communities.

KPR schools are fortunate to benefit from the time and expertise of over 2,000 volunteers supporting extra-curricular activities, Student Nutrition Programs (SNP), school and classroom activities, and School Councils.

At the April Board Meeting, Trustees recognized Clarington Central Secondary School students Naz Gul, Ali Madad and Gracieth Domingos, and staff Faith Sadera and Paola Rodriguez for their dedication and leadership in volunteering their time to organize events like Culture Week, Black History Month programming, the Iftar Potluck, Relay for Life, Breakfast Club, and more. Through countless hours, teamwork and a passion for school life these students and staff help create inclusive and meaningful experiences that celebrate the diversity of the Clarington Central school community.

Throughout Volunteer Week, we shared highlights of many dedicated volunteers, including Cathy Armstrong from Murray Centennial PS, Erin Harris from Prince of Wales PS, and Donna Goodwin from James Strath PS, who support student success through their tremendous in-school volunteer efforts, helping with school events, trips, Lost and Founds, nutrition, and classroom activities.

Keeping Student Nutrition Programs running smoothly is important work and Sue Swankie from Buckhorn PS, Brian Barnes from Otonabee Valley PS, and Lori Adamson from Millbrook/South Cavan PS are outstanding contributors in this area! From shopping and ordering, to coordinating volunteers, and packaging and baking items themselves – these amazing volunteers support student success every day!

By sharing their perspectives and advocating for students, School Council volunteers ensure schools remain responsive to the needs of every family. Sabrina Annis from Waverley PS, Krystle Moore from Charles Bowman PS, Amelia Montgomery from Terry Fox PS, Krystal Zavitz from Smithfield PS, Devon Anger from Kawartha Heights PS and Stacey Fritsch from North Hope Central PS, are School Council volunteers making significant contributions through their dedication and leadership.

Students also benefit from the time of volunteer coaches like Fred Blowes and Sean Quinlan at Kenner Collegiate Vocational Institute who provide numerous hours as dedicated soccer and basketball coaches! Volunteers like Sean and Fred help athletics and extracurricular activities run smoothly, with students benefitting from their skills, experience and time.

**We are incredibly grateful for everything KPR volunteers do in support of students!**



# Celebrating Culture and Connection at Roseneath Centennial PS Pow Wow



**The annual Pow Wow at Roseneath Centennial Public School (CPS) in June was a day grounded in culture, celebration and learning.**

This sacred gathering was supported and led by members from Alderville First Nation, including Council Members Kassie McKeown and Jason Marsden, Elder Melody Crowe and Superintendent James Brake.

“Until you experience a Pow Wow and truly reflect on the meaning and purpose, you can’t really explain the feelings in words. Community is real and connection is evident in a Pow Wow,” shares Martha Harp-McMurray, Principal of Roseneath CPS.

Students from Alderville First Nation along with First Nation students from other regions shared their culture with the school community, dressing in vibrant regalia and participating in dances and drumming.

“This is a time for me to show my friends and other kids at school part of my culture. I am really proud of this and the Roseneath school Pow Wow is really important to me,” shares a Grade 7 student.

Students without regalia were invited at different times to dance in inter-tribal dances to learn and participate. Grade 8 students were also invited to participate in an honour dance to celebrate their entrance into high school.

This year’s Pow Wow offered a memorable experience for all. Filled with learning, celebration, and ceremony, this day brought the community together in a meaningful and joyful way!



**I am really proud of this and the Roseneath school Pow Wow is really important to me.**



# Standing Up Against Bullying!

**KPR is committed to fostering safe, welcoming and inclusive school environments that support student learning, achievement and well-being. A key part of this commitment is the prevention of all forms of bullying.**

Schools across KPR participate in anti-bullying activities throughout the year. One example of this work is the Anti-Bullying/Friendship poster contest organized by Charles Bowman Public School (PS). Students in Junior Kindergarten to Grade 6 designed a collection of colourful posters featuring positive messages and bright, welcoming imagery as part of a school-wide contest, with winners selected by the school's Anti-Bullying Student Team.

Lakefield District PS and Smithfield PS were among the many schools that proudly took part in Pink Shirt Day this

year. Their enthusiasm was on full display, with students and staff wearing pink shirts as a visible symbol of their shared commitment to standing up against bullying.

Throughout the year, KPR educators guide students in ongoing learning and meaningful conversations about bullying – including the different forms of bullying and their effects, and how to respond if they or someone they know is being bullied. These discussions, along with school-wide initiatives like Pink Shirt Day and poster contests emphasize our shared responsibility to prevent harm, show kindness, and build respectful, caring relationships within our school communities.





## KPR Chess Champions

In April, North Shore Public School (PS) in Keene hosted KPR's second annual Chess Tournament - the biggest that KPR has ever hosted! Thanks to the inspired leadership of North Shore Teacher Alexander Renaud who organized the event, 145 students from 17 schools all over KPR gathered to find out who had the best winning strategy. It was amazing to welcome so many parents, Trustees and staff from across the school board to this fantastic event. Great thanks to the Keene Lions Club volunteers who also were instrumental in making this tournament such a success for students.

Students, staff and family members shared their great appreciation for this event:

*The North Shore Chess Tournament, organized by Mr. Renaud, is something my students enjoy thoroughly. After playing last year, I had students ask me this September if we were going to be going to the chess tournament again. For many students, making the chess team is the highlight of their school year. I hope this event continues for many years to come.*

- Steven Axe, Teacher, MJ Hobbs Sr PS

*I believe that all children need to feel a sense of belonging. The chance to train, try out, and make a team for an activity is an empowering experience for any child. As soon as a child gets to put on their school's jersey, they know they are a part of something bigger. The North Shore Chess Tournament, organized by Mr. Renaud, allowed over 100 students to come together and compete. I already cannot wait to sign-up my students next year.*

- Alec Basile Robitaille, Teacher, Keith Wightman PS

*Thank you so much for giving space to learn and grow continuing interest in chess for my son and his friends. We really appreciate Mr. Renaud for arranging such a nice competition. I can't even imagine that it is possible to modify such a personal game as chess to a team game.*

- Parent, Keith Wightman PS

# Skilled Trades Winners

Two talented students from Campbellford District High School won the Construction Skilled Trades Competition held in February at Loyalist College in Belleville!

Congratulations to Noah Marsh and Carter McCredie, who showcased their incredible craftsmanship by building a beautifully constructed bench and two wooden planters.

Their hard work, teamwork, and attention to detail earned them first place — an outstanding achievement!



# Successful Track Season at ENSS

The ENSS track and field team had an amazing season, securing their 41st Bay of Quinte Championship. There were many outstanding performances, with 70 athletes advancing to the COSSA Championships in Peterborough and 37 qualifying for East Regionals, where several placed in the top three. Congratulations on a successful season!

## Special Olympic Bocce at TAS

In February, Thomas A. Stewart Secondary School (TASSS) hosted a regional Special Olympics Bocce Qualifying Championship. Through partnership with Special Olympics Ontario, local police, medical and student volunteers, and championed by organizing teacher Cindy Wilson and the school's Learning and Life Skills (LLS) staff team, this meaningful event included 22 teams and over 100 athletes from local schools. Hosted by TASSS for the fourth time, this incredible competition brings communities together to honour inclusion, recognize diverse abilities and strengths, and celebrate all student athletes!



## Norwood DHS Hosts OFSAA

In June, Norwood District High School was honoured to host the 2026 OFSAA Provincial Girls Soccer Championship.

This amazing event brought 20 teams of student athletes, families, staff, and volunteers together from across the province to build new friendships and make lasting memories through competition and fun.

Congratulations to everyone, and our thanks and appreciation to the many staff and volunteers who work so tirelessly to make wonderful opportunities like this possible.

# Budget Information

In June 2026, the Board approved an operating budget of \$552,302,825 and capital budget in the amount of \$60,766,353, for the next school year. The budget complies with all Ministry of Education requirements and was developed based on the priorities set out within the Board's 2023-2026 Strategic Plan – Inspiring Excellence in Learning, Success in Life and Community.

Board revenues are determined provincially based on elementary and secondary student enrolment. Total board enrolment for 2026-2027 is expected to be 34,908 students.

The budget also includes \$80 million to support special education program delivery in schools.

Capital project highlights for next year include over \$60 million in funding investments for construction of new schools in Bowmanville (Northglen Orchard Public School), Newcastle (Foster Northwest) and Millbrook (Highlands of Millbrook), and school improvement projects across the Board.

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



# Our Trustees and Senior Administration

## Trustees



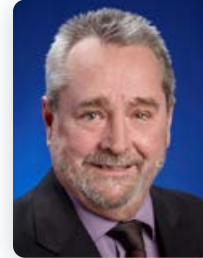
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*Chairperson*  
Municipality of Clarington



**Angela Lloyd**  
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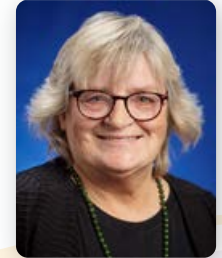
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Municipality of Trent Hills



**Sean Conway**  
Alderville First Nation,  
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Belmont-Methuen, North  
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City of Peterborough



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**Julia Redwood**  
Student Trustee

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Chief Education Officer

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Indigenous Education

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Corporate Services

**Sonal Gohil**  
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Student Achievement

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Student Achievement

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**Greg Kidd**  
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Commissioner, Human Rights,  
Equality and Accessibility

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