



# Guide to High School

Draft Your Future With Us

2021-2022



# Biindigen Welcome Bienvenue

In September 2021, we look forward to welcoming you as a secondary student with the Keewatin Patricia District School Board. We are committed to providing you with a learning environment where you feel safe, valued, respected and welcome.

Our dedicated staff will support you throughout your high school journey.

As a high school student at Keewatin Patricia District School Board, you have access to a diverse range of programs and courses such as technology, arts, music, business, languages and athletics. Your teachers and all staff will help you develop the necessary skills to be successful in high school and beyond as you pursue your initial post secondary destination. There are many pathways to your future such as apprenticeship, college, university and workplace. We are here to support you in making your choices with confidence.

We encourage you to take advantage of the many opportunities offered in our schools. Involvement in clubs, athletics or volunteering will help you to discover new interests and develop friendships.

To all parents, guardians, community and education authority representatives, we recognize that you play a vital role in your student's education and it is through our partnership that we achieve positive results for student success and well-being.

We encourage you to contact our Administrators or staff if you should have any questions or concerns.

## KIDS COME FIRST AT KPDSB!

Sherri-Lynne Pharand, Director of Education



# Your learning journey continues here...

The KPDSB education and career/life pathways planning program is based on three core beliefs:

all students can be successful;  
success comes in many forms;  
there are many pathways to success.

## **CHANGE IS CONSTANT**

We change constantly, and so does the world around us—including the working world. Chances are that a single occupation will no longer take workers from the beginning to the end of their working lives. There will also be many changes as you move from one community to another and knowing how and when to ask for support is important. Adaptability is an important skill to carry into the world of work.

## **LEARNING IS ONGOING**

Graduating from high school or a post secondary program doesn't mean that your education is complete. Education is not limited to classrooms in a school and this includes all of our unique life experiences. Opportunities to learn are everywhere! Learn to recognize them and make your learning a lifelong experience.

## **FOCUS ON THE JOURNEY**

Travelling through life is like travelling down a road: having a destination gives direction, but most of the time is spent moving along. Pay attention to the journey, with all of its pitfalls, sidetracks, opportunities, and highways to new destinations.

## **FOLLOW YOUR HEART**

Dreaming about your future, understanding yourself, and your identity can help you to make decisions about what you really want in life. Knowing what you want and keeping it in mind can give you the motivation you need to deal with life's challenges. Listen to your inner voice.

## **ACCESS YOUR ALLIES**

You are not alone on your journey. Life is like a community and your team members are your friends, family, teachers, elders and neighbours. Any of them can be willing and helpful allies when it comes to deciding what steps to take on life's path.

What I considered most important to me while attending high school would have to be the opportunity for personal growth. The primary reason for going was to get my degree, so I could move on to the next stage of life and I could've stayed home for that. I left home for the adventure and change of scenery. I tried things I normally wouldn't have. Getting out of my comfort zone gave me the chance to acquire new skills, and life changing viewpoints. I can contribute my success to the various sports I played, clubs I took part in, and other after school activities that let me learn something new outside of the curriculum.

— Baron Crowe, Fort Severn, DHS/SNHS Graduate 2020

# The Big Questions

Who am I?

How will I know what courses to choose?

What kind of learner am I?

How will I discover what I want to do after high school?



KNOWING YOURSELF

Who am I?  
Where do I come from?

EXPLORING OPPORTUNITIES

Where am I going?  
What are my opportunities?

MAKING DECISIONS & SETTING GOALS

Why am I here?  
Who do I want to become?

ACHIEVING GOALS & MAKING TRANSITIONS

What's my plan to reach my goals?  
What support do I need?

**Your School Support Team will help you along your journey!**

Creating Pathways to Success puts students at the centre of their own learning, viewing them as the architects of their own lives. Students are encouraged to discover who they are, explore opportunities, pursue their passions, and design personal pathways to success.

# Choosing Courses in Grade 9

There are many points to consider when choosing your high school program. You are unique. It is important to carefully consider these things about yourself:

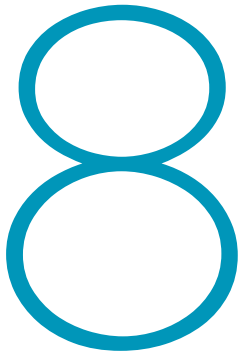
Your background and experiences

Your learning style

Your interests—your likes and dislikes

Your strengths and weaknesses

How many courses do I take in Grade 9?



## **5 COMPULSORY COURSES**

- Math
- English
- Science
- French, Ojibwe or Oji-Cree
- Geography

## **3 ELECTIVE COURSES**

### Elective Grade 9 Options

There are a number of elective options for students entering high school. You will be required to choose three elective courses to complete your Grade 9 timetable. Once you are registered with a KPDSB school, the Guidance Department and Four Directions at your school will help you choose your courses.

## **YOUR LANGUAGE OPTIONS IN SECONDARY SCHOOL**

You have the option to take a language course in either Native Language (Ojibwe or Oji-Cree) or French.

You do not have to have a background in Native language to take the course in Grade 9 and many of our schools offer additional Native Language courses as you progress through high school.

In addition to Core French programming, French Immersion and Extended French is offered in some of our schools.

Reach out to Guidance or Four Directions if you require additional information and they will be happy to help you.

# What does it take to graduate?

## Requirements to achieve your Ontario Secondary School Diploma (OSSD)

### 18 COMPULSORY CREDITS

- 4 credits in English (1 per Grade)
- 3 credits in Mathematics (at least 1 credit in Grade 11 or 12)
- 2 credits in Science
- 1 credit in the Arts
- 1 credit in Canadian Geography (Grade 9)
- 1 credit in Canadian History (Grade 10)
- 1 credit in French as a Second Language, Ojibwe or Oji-Cree
- 1 credit in Health and Physical Education
- 0.5 credit in Career Studies
- 0.5 credit in Civics
- 3 additional credits (from specific areas)

### 12 ELECTIVE CREDITS

### ONTARIO SECONDARY SCHOOL LITERACY REQUIREMENT

Taken in Grade 10

### 40 HOURS OF COMMUNITY INVOLVEMENT ACTIVITIES

Completed over 4 years

Work with a Guidance Counsellor or Four Directions Coach to determine ways to obtain and track your community volunteer hours

When can I start to earn my 40 hours of community service?

- After graduating from Grade 8
- Hours must not be scheduled during class time

How do I earn a credit?

You must earn a final grade of 50% or more in a course to earn a credit.

Beginning in 2021-22 students will be required to complete two eLearning courses prior to graduation.

Your four year plan

You, your Guidance Counsellor, trusted mentors, your family/caregivers and will help you to plan for success in high school and beyond.

Continuous effort

Not strength or intelligence, but reflecting and 'doing' are the keys to unlocking your potential.

My name is Ian Kakekaspan, from Fort Severn Ontario. I was 16 years old going to high school at Sioux North High School formerly known as Queen Elizabeth District High School. I started school there in grade 10 because in my community, you had to do grade 9 to "get used to public high school standards." Trust me, I was nervous and scared in my first year.

For as long as I could remember, I wanted to become a pilot. Not only a pilot but a medical pilot. On the first day of school, you pick your courses. From there, the guidance counselors help you choose your path of education. You tell them what path you want to follow and they will help directly. In my experience, asking questions was the most important aspect of being a new student from a northern community.

My piece of advice is if you are having trouble in high school, ask questions. Student workers, teachers, guidance counsellors, friends, and maybe some family members are all examples of help. Everyone wants you to succeed in your educational pathway.

— Ian Kakekaspan, Fort Severn, 2020 SNHS Graduate

# How do I learn best?

Students who select courses consistent with their interests, goals, achievement and learning style will achieve success in high school.

**YOUR GRADE 8 TEACHER  
CAN HELP YOU FIGURE  
OUT WHAT TYPE OF  
LEARNER YOU ARE**

## **CGC1D1**

CGC » Issues in Canadian Geography  
1 » Grade 9  
D » Academic  
1 » 1 Regular Credit

## **ENG2P1**

ENG » English  
2 » Grade 10  
P » Applied  
1 » 1 Regular Credit

## **SNC1L1**

SNC » Science  
1 » Grade 9  
L » LDCC  
1 » 1 Regular Credit

## **PPL1O1**

PPL » Healthy Active Living Education  
1 » Grade 9  
O » Open  
1 » 1 Regular Credit

## What is a destreamed course?

- For 2021-22, mathematics will be destreamed and all students will be supported to achieve equally. The new Grade 9 Mathematics course code is MTH1W.

## What is an Academic Course?

**An Academic Course:**

- Will place greater emphasis on theory rather than on practical applications;
- Will focus on abstract thinking as a basis for learning and for problem solving;
- Is more suitable for students who demonstrate initiative and independence in learning.

## What is an Applied Course?

**An Applied Course:**

- Will place greater emphasis on practical applications than on theory;
- Will use familiar, real-life situations and hands-on applications to clarify ideas;
- Is more suitable for students who benefit from more direct support.
- An applied course could be an option in Grade 10.

## What is a Locally Developed Compulsory Course?

**A Locally Developed Compulsory Course (LDCC):**

- Has been designed to prepare students for Grade 11 Workplace courses;
- Will be recommended by the Grade 8 teacher for students who have significant gaps in their learning and are consistently performing below grade level;

## What is an Open Course?

**An Open Course:**

- Is designed to prepare students for further study in the subject area;
- Has expectations that are designed and appropriate for all students;
- Appeals to students who have a variety of learning skills.

When you're feeling overwhelmed, try to distract yourself in the best way that you can. Focus on the things that you can change for yourself rather than anything that may seem out of your control.

— Rylen Crowe, Sandy Lake, 2020 Sioux North High School graduate

# Understanding course types

Here are some sample student profiles that might help you to understand the differences in course types. These sample student profiles might show you some of the things to be thinking about as you decide which courses and course types you will take in high school.

## Meet Cohen

Cohen enjoys thinking about ideas and going deeper into a subject in order to understand it. After a lesson he is able to take specific examples and relate them to the broader picture. His effective communication skills allow him to explain himself clearly both orally and in writing. His elementary teachers have consistently remarked that he is never satisfied with just getting the answers right. He always wants to know “why.” When his teacher is busy with other students, Cohen works well independently. Cohen plans on taking Academic courses in Grades 9 and 10 and then he plans to take University preparation courses in Grades 11 and 12.

## Meet Isiah

Throughout his elementary years, Isiah has fallen behind in his learning for several reasons. He has significant gaps in his learning and is well below grade level in several subject areas. Still, Isiah, his parents and his teachers feel he is socially ready for high school. His successful transition to high school requires a Locally Developed Compulsory Course in English, and Science. These Grade 9 and 10 courses will prepare him to successfully complete Grade 11 and 12 Workplace courses. After graduation, Isiah will be well prepared to make the transition to the world of work.

## Meet Savannah

Savannah loves hands-on projects in elementary school. When given a choice, Savannah pursues course work through building models, developing experiments or completing map work. After high school, she would like to continue on to post-secondary education at college. Savannah has decided that Applied courses are best suited for her. In Grades 11 and 12, she will take the College preparation courses leading to college entrance or an apprenticeship after graduation.

Do all the courses I select have to be the same type—Academic, Applied, Locally Developed or Open?

No!

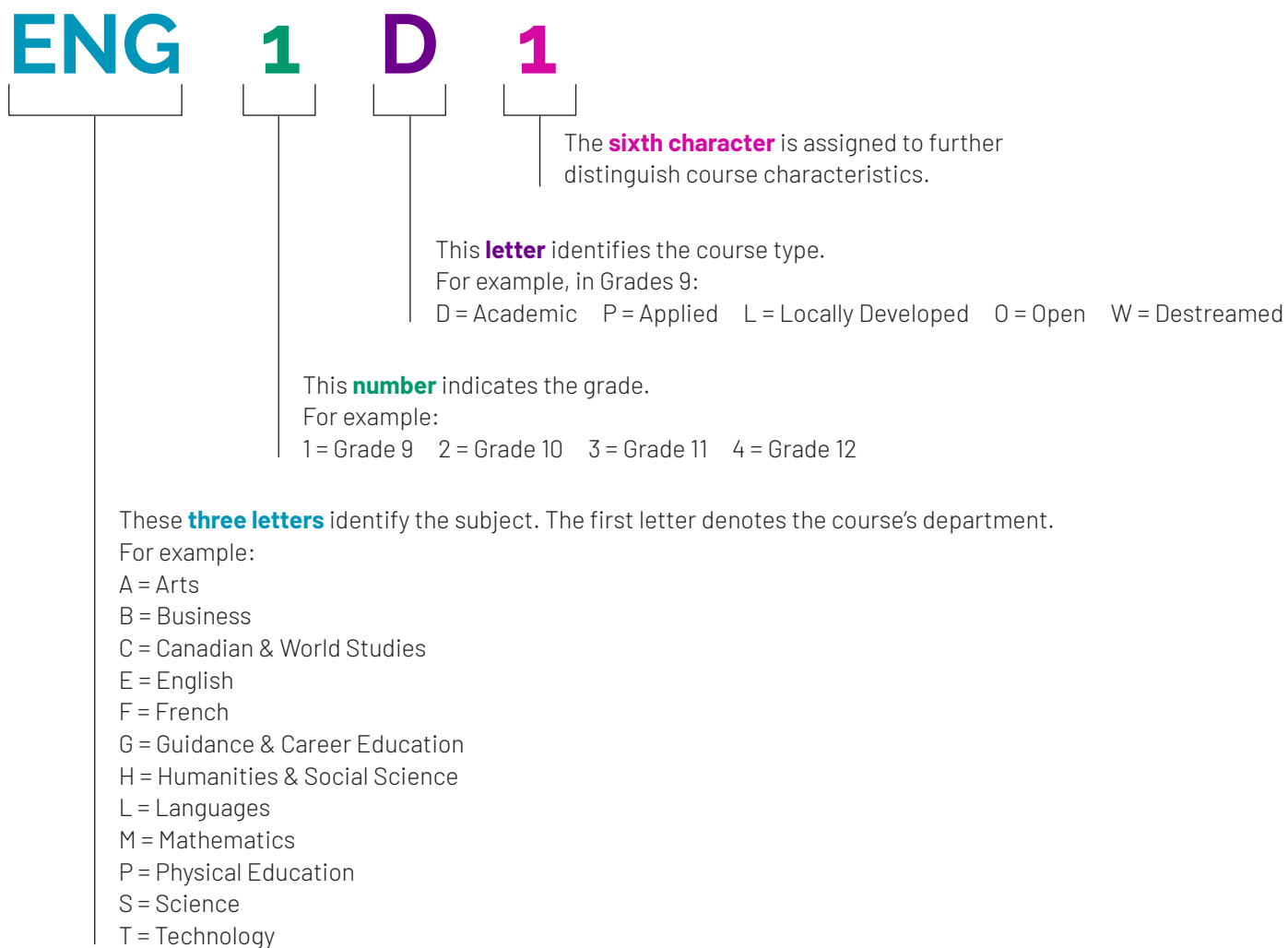
You are encouraged to take the type of course that best suits your interests, goals and/or learning style in that subject. You can select a variety of course types. Math will be a destreamed environment.

In Grade 8, I remember people telling me high school would go by so fast. I didn't believe them, until I was sitting at graduation wondering how 4 years flew by that quickly. High school will seem impossible at times and you may feel overwhelmed. But work hard and enjoy every second and before you know it, you will be sitting at your own graduation.

— Sofia Espana, Sioux North High School, Class of 2020

# High School... Here I come!

## Understanding Course Codes



## What does a typical day look like?

Elementary	Secondary
Full year with the same timetable all year	Two semesters with a different timetable for each semester
Daily timetable changes	Daily timetable is the same
40 to 100 minute blocks of instructional time	75 minute periods
6-8 instructional blocks per day	4 courses per day
Same teacher for most of the school day	Different teacher for each course
All subjects are compulsory	Mix of compulsory and elective courses
Recess and nutrition breaks	Quick breaks to transition from class to class and lunch
No credits	Credit based
Students grouped by grade	Students grouped by course type, level and pathway
No exam periods	Exam periods

# Who is available to support me at school?

There are some key people in your high school who work together to provide various supports for you as you progress through your educational journey. If you are unsure of who can help you don't hesitate to reach out to any adult in the school and they will help to connect you with a support person.

## **GUIDANCE COUNSELLOR**

- Help with course selections and timetable changes
- Assist with career planning and discuss post secondary opportunities
- Provide information about how to access community supports
- Provide information on how to access mental health supports
- Provide information on how to access additional academic supports e.g. tutoring
- Provide information about volunteer opportunities and how to keep track of hours
- Assist graduating students to access funding applications for post secondary pathways
- Help you learn how to address problems and concerns you may have

## **SPECIAL EDUCATION RESOURCE TEACHER**

- Transition to school supports e.g. school tour, locker set up, introduce you to key support people and spaces
- Academic support for students with an Individualized Education Plan (IEP)
- Work with you and your classroom teachers to monitor and advocate for interventions, accommodations or modifications that best support your learning
- Develop Individual Education Plans (IEPs) with you, your family, and classroom teachers that best support your learning
- Communicate with students, families and communities regarding your needs and help connect you to available services
- Assist with course selection and education/career goal planning
- Help you to learn how to use technology to achieve academic success
- Arrange for formal and informal assessments as necessary to determine your learning needs

## **FOUR DIRECTIONS COACH**

- Help make connections to cultural learning and supports
- Help to connect you with Elders
- Provide a safe, welcoming space for every student to gather during break times
- Provide nutritional support for students (lunch and snacks)
- Help you to find your voice and place in the school
- Work with you and your teachers to consider and identify learning strategies that work best for you
- Help connect you with supports—recreational, medical, mental health supports and even arrange for transportation.

## **MENTAL HEALTH COUNSELLOR**

- Provide assistance to students having difficulty learning and coping in school due to social, emotional, behavioural and attendance factors
- Provide supportive and consultative strategies to assist students with mental health challenges and needs, including support services for parents, guardians, and school staff
- Liaise with outside agencies to:
  - i) link students and their parents with community resources
  - ii) ensure clarity of communication
  - iii) ensure consistency of application of strategies
  - iv) support and encourage community agencies to expand services for students
- Consult with Guidance Counsellors regarding provision for career counselling when appropriate
- Respond to attendance referrals on an as-needed basis for students who are absent for more than 15 consecutive days

# What is the Four Directions Program?



Four Directions Graduation Coaches and Student Support Navigators work with First Nation, Métis, & Inuit students and families to provide wraparound supports for their individual high school journey.

Students, their families, and community members are consulted and invited to guide cultural learning.

The Four Directions room located in your school is a safe and welcoming space for every student.

Four Directions provides nutritional support to students (lunch and snacks!)

Four Directions will help you find your voice and place in the school.

Four Directions can work with you and your teachers to consider learning strategies that work best for you.

Four Directions can help with things outside of school too!

We can help connect you with recreational, medical, and mental health supports (and even arrange transportation).

Four Directions empowers students to access whatever services and tools they need and improve the transition experience of First Nation, Métis, & Inuit students from elementary school to high school.

Four Directions can assist with post-secondary guidance.

## Here is what some students say about the Four Directions Program:

*friendly, safe place, people are understanding and easy to talk to, really good hot chocolate, relaxing, helpful;*

*help kids feel comfortable and welcomed at school;*

*help kids feel successful at school;*

Contact Four Directions at your school:

Red Lake	(807) 727-2092 ext. 1122
Dryden	(807) 223-2316 ext. 119
Sioux North	(807) 737-3500 ext. 1240
Beaver Brae	(807) 468-6401 ext. 3228

Looking for a friend? Snacks? Guidance? Looking for the answers to your questions?! The Four Directions room is the place to be, the place where you'll always find two or more wholesome and supportive people.

— Hannah Mandamin, Beaver Brae Secondary School, Class of 2020

# Special Education Services

## What is an IEP?

An Individual Educational Plan (IEP) is a working document describing the special education program and/or services required for a particular student with special education needs. The written plan is based on a thorough assessment of the student's strengths, needs, and specific educational expectations.

## If I have an IEP will it follow me to secondary school?

A student's IEP will transition to secondary school. Transition meetings will be held in early spring where information will be shared from the elementary school team to the upcoming secondary school team. The resource teacher will attend this meeting and will make recommendations for supports and strategies to help the student be successful in secondary school.

## What supports are available at secondary school?

There are many supports available in our secondary schools. Often schools will offer extra time for subject tutorials or homework help at lunch or after school. Students with an IEP may also access help through their resource teacher and the Special Education Department within their school.

## What do I do if I feel I need special education support?

If you don't currently have an IEP and you feel that you have learning needs that can't be met in the regular classroom without additional support please set up an appointment with the Special Education Resource Teacher or Administration. At this meeting they will discuss your learning needs and what support services you may need to help you best meet your learning goals and if the development of an IEP is necessary.

## How will I be supported as I transition to secondary school?

- Individualized supports (for example, visual schedules, social stories, one-digit lock for locker)
- Personalized learning goals for both academic and social growth
- School visits
- Student support plans
- Communication between home and school
- Meetings with the school team
- A transition plan with specific goals and actions developed as part of the IEP
- Specialized transportation with individualized transportation plans for students who require additional assistance with getting to school

## How can families/guardians support their child's transition to secondary school?

- Connect with the elementary school team to discuss possible pathway options
- Connect with the secondary school resource teacher
- Remain involved in the development of the IEP
- Talk to your child about how they are feeling about the transition to secondary school
- Share any key information about your child with the secondary school team e.g. assessment reports, equipment needs
- Follow the school's website and Facebook page to learn more about what is happening at the school

# It's time to plan

Families/guardians can guide their child through the following steps to help them make the best decision and to take responsibility for the outcomes. Talk positively to your child about their interests, skills and abilities and how they may relate to the workplace. Use the chart below to help guide decisions about the desired pathway.

## BUILD A PATHWAY TO SUCCESS

- Talk to friends and family members about different opportunities.
- Be sure to examine a variety of possibilities.
- Identify the high school courses appropriate to realize your goals and to discover the type(s) of post-secondary education, if any, that your choices require.

## CONFERENCE WITH AN ADULT

- Talk to a student services counsellor/Guidance Counsellor at your secondary school to discuss possibilities of your destination (apprenticeship, college, community living, university, workplace).

## RESEARCH ABOUT YOU

- What is your learning style? What careers interest you? Find out how you learn best and what interests you.
- Look at your report card marks, and other test/evaluation results.
- Gather information from your teachers, past and present. In which type of course do they think you will be most successful?

## REFLECT...TIME FOR A REALITY CHECK

- Talk to your teachers to see if the career that interests you is in line with your learning style and your current achievement.
- Make any necessary changes to your plan.
- Set goals at least twice a year.

## MAKE INFORMED DECISIONS

- Decide what type of course matches your learning style best.
- Remember, one course type is not better than the other. They just lead to different destinations based on different learning styles.

What was important to me when I left home to further my education was to return after to help better the community of Poplar Hill. I wanted to be able to graduate so that I could return home and work to help families with diabetes, eating well and exercising.

— Rico Owen, Poplar Hill, Dryden High School Graduate 2019

# How to register for KPDSB?

When you are ready to register, consider the options below and choose the option that best fits your needs.

## REGISTER ONLINE

Visit [kpdsbregistration.ca](http://kpdsbregistration.ca) to complete registration online.

To prepare for filling out the form, you may want to have your child's health card number handy, as well as contact information for your child's parent(s) and emergency contact(s).

## PAPER REGISTRATION

You may want to **download and print** the registration form ([kpdsb.ca/pages/view/our-schools-registration](http://kpdsb.ca/pages/view/our-schools-registration)). Please contact the school your child plans to attend to arrange how you will submit the form—via fax, mail or drop-off. Contact information for each school is on the back page of this guide.

## ASSISTED REGISTRATION

If you have **questions or require assistance** in completing the registration, please contact the school where your child plans to attend. Each school has staff that will be happy to assist you. Please don't hesitate to reach out if you have any questions.

Once you register, the school will be in touch to assist you with selecting your courses for September. It would be very helpful getting to know you and the school contact may ask you some of the following questions:

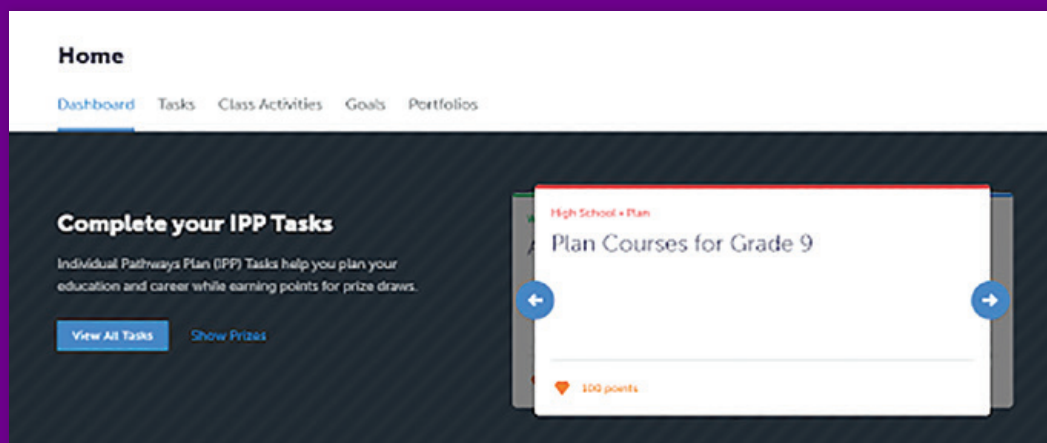
- Your home community and current school.
- What are your favourite subjects in school?
- What special interests, sports, hobbies or traditional activities do you participate in outside of school?
- Do you have any friends or relatives in the high school you will be attending?

If you are unsure about where you will be attending and would like further information about our Keewatin Patricia District School Board schools, please contact Natasha Menard-Mousseau at [natasha.menard-mousseau@kpdsb.ca](mailto:natasha.menard-mousseau@kpdsb.ca).



## DRAFT YOUR FUTURE WITH MYBLUEPRINT

Students at KPDSB use the web-based digital tool myBlueprint to stay organized and create a high school plan. Students can set goals, research and identify postsecondary options and explore valuable information about apprenticeships, college programs, university programs and workplace opportunities across Canada. Your Guidance Counsellor will help you with your myBlueprint account.



# Brain Games!

## ACTIVITY 1 - TRUE OR FALSE

Students are asked to choose a course type for compulsory courses in Grade 9. Review the information and complete the True or False activity below.

- Open courses are available and appropriate for all students.  
 TRUE     FALSE
- A student does not have to take the same level in all courses.  
 TRUE     FALSE
- Locally developed courses focus on the most essential concepts.  
 TRUE     FALSE
- Grade 9 English is offered as an open course.  
 TRUE     FALSE
- Applied courses present practical and hands-on activities.  
 TRUE     FALSE
- Your teacher can help you select an appropriate course type.  
 TRUE     FALSE
- Academic courses present abstract concepts.  
 TRUE     FALSE
- Grade 9 elective courses are offered as open courses.  
 TRUE     FALSE
- All course types may lead to an Ontario Secondary School Dipoma (OSSD).  
 TRUE     FALSE

Answers: T, T, T, F, T, T, T, T, T

## DID YOU KNOW?

The school year is divided into semesters (1 and 2).

You will take 4 courses per semester.

Every high school has a bell schedule.

Period 1 is your Homeroom.

There are five periods in a school day—period three is lunch!

## ACTIVITY 2—DECODING COURSE CODES

Complete the matching activity below by matching the course code in the left column with the best description in the right column.

Write the matching letter to the corresponding number in the middle column.

Course	Match	Information
1. CGC1D1	_____	A. Grade 9, Physical Education, Open, 1 credit
2. SNC2P1	_____	B. Grade 9, Exploring Technologies, Open, 1 credit
3. ENG1L1	_____	C. Grade 10, Drama, Open, 1 credit
4. PPL101	_____	D. Grade 9, Geography, Academic, 1 credit
5. ADA201	_____	E. Grade 9, Native Language, Open, 1 credit
6. TIJ101	_____	F. Grade 10, History, Applied, 1 credit
7. CHC2P1	_____	G. Grade 9, French, Academic, 1 credit
8. FSF1D1	_____	H. Grade 10, Science, Applied, 1 credit
9. GLC201	_____	I. Grade 9, English, Locally Developed, 1 credit
10. LNOA01	_____	J. Grade 10, Career Studies, Open, 1/2 credit

Answers: D, H, I, A, C, B, F, G, J, E

The years you spend away from your home community while attending high school may feel like a loss, but at graduation you'll realize it was all worth it. Focus on your studies, make friends—embrace the joys of high school.

— Hailey Barkman, Sachigo Lake, 2019 Queen Elizabeth/Sioux North Graduate



# Kids Come First at KPDSB

We are committed to working together to ensure that our students meet with success as they continue their education in high school so that they may lead a good life.



“When travelling out for high school, you have to take care of yourself first. Do not be afraid to ask for help. Do not forget where you come from as a First Nations person. Do not forget your language, or relearn your language.”

— Sol Mamakwa

# School Contacts



## BEAVER BRAE SECONDARY SCHOOL

(807) 468-6401

[beaverbrae.kpdsb.ca](http://beaverbrae.kpdsb.ca)

Principal  
**Tracey Benoit**

Guidance Counsellors  
**Sherrie Quistberg (ext 3545)**  
**Karen Edwards (ext 3154)**

Administrative Assistant  
**Kristal Cadger (ext 3161)**

Four Directions **(ext 3228)**



## CROLANCIA HIGH SCHOOL

(807) 928-2381

[crolancia.kpdsb.ca](http://crolancia.kpdsb.ca)

Principal  
**Andrew Grant**

Guidance Counsellor  
**Andrew Grant**



## DRYDEN HIGH SCHOOL

(807) 223-2316

[dhs.kpdsb.ca](http://dhs.kpdsb.ca)

Principal  
**Richard Hodgkinson**

Guidance Counsellors  
**Cynthia Seitz (ext 231)**  
**Jamie Oltsher (ext 227)**  
**Todd Desautels (807) 223-1246**

Administrative Assistant  
**Valerie Kennedy (ext 232)**

Four Directions **(ext 119)**

# School Contacts



## **IGNACE HIGH SCHOOL**

**(807) 934-2212**  
[ignaceschool.kpdsb.ca](http://ignaceschool.kpdsb.ca)

Principal  
**Adele Marth**

Guidance Counsellor  
**Adele Marth**

Administrative Assistant  
**Debbie Hart (ext 4024)**



## **RED LAKE DISTRICT HIGH SCHOOL**

**(807) 727-2092**  
[rldhs.kpdsb.ca](http://rldhs.kpdsb.ca)

Principal  
**Shawnda Norlock**

Guidance Counsellor  
**Nicole Kristoff (ext 1215)**

Administrative Assistant  
**Jennifer Campell (ext 1145)**

Four Directions **(ext 1122)**



## **SIOUX NORTH HIGH SCHOOL**

**(807) 737-3500**  
[siouxnorth.kpdsb.ca](http://siouxnorth.kpdsb.ca)

Principal  
**Darryl Tinney**

Guidance Counsellors  
**Trina Campbell (ext 1093)**  
**Darby Starratt (ext 1094)**

Four Directions **(ext 1240)**

[kpdsbpathways.ca](http://kpdsbpathways.ca)



Special thanks to Natasha Phelps,  
BBSS Virtual Co-op Student, for her  
work on the KPDSB Pathways logo.