

KENORA
CATHOLIC
DISTRICT SCHOOL BOARD



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Director's Report

Dedicated to Excellence in Catholic Education

Creating



in our Journey





Director's Message

I am proud to present to you the Kenora Catholic District School Boards Director's Annual Report for 2013. We have experienced great success in so many ways over the last year and I want to share our story with you.

For the past few years we've been working on the same board improvement goals - higher achievement through student voice and student engagement. This year we continued to work on this. We continued to look for ways, as a team, to create opportunities for students to share their voice about their learning. We looked for ways to fully engage our students by providing genuine, authentic, meaningful work and assessing this work to understand how our students are learning to be problem-solving, collaborating, good communicators. So, this director's report is full of stories that focus on voice and choice. It is a look at how we have encouraged our staff and students, our parents and partners to find JOY in their work. The stories uncover the times when our students found their potential and were showing JOY. They feature those moments when the overpowering love of learning was present in the classroom. This report recognizes and pays attention to the things that we were doing to bring students to that authentic and meaningful moment where the Spirit is – where the growth is. This is a review of the truly inspired and memorable teaching and learning that occurred over the last year.

Accountability is important in education and in the Kenora Catholic District School Board. However, we know that accountability is not found only in a test score. Accountability comes from knowing that all students are learning. JOY is one of our measures of success. We want our staff to create it, find it and nurture it. We want our staff to share what JOY looks like and sounds like and feels like so that we can create more of it. We know that if we truly listen to our students and help them to find the joy of learning the outcome will be success for all students. Real change happens at the hands of each staff member, parent and student. This is our opportunity to share that JOY!

Please read on to find examples of JOY throughout this 2013 report.

Phyllis Eikre

Phyllis Eikre
Director of Education



Chair's Message

The Theme for Catholic Education Week 2014 is "Serving in the Love of Christ".

The Kenora Catholic District School Board is a Catholic School system that is faith driven and Christ-centered. We celebrate the Spirit within each of us through prayer, reflection, and our daily living. We share the gifts that each of us has been given. We support and uphold Catholic Christian values for each person in our community. We share the joy that is found in learning together through academics, the arts and athletics. We applaud effort and ability and encourage innovative thinking. We invite all to share in our mission. We are called to deliver our programs in light of the message of the Gospel.

As stewards of Catholic Education we are called to Serve in the Love of Christ.

"We all need to be members of a community which encourages each person in the difficult task of living according to faith values which are often at odds with the prevailing values of our society. Within a society which is increasingly secular, there is more need than ever before for an educational community which stakes its existence on the infinite promise which Jesus Christ has offered through his death and resurrection. He came that we may have life and have it more abundantly."

...from "This Moment of Promise", Ontario Conference of Catholic Bishops, 1988.

Ontario's Catholic schools are a vibrant and vital part of the province's education system. It is important that you let your MPP know just how much you value your Catholic schools.

We have Faith in our Education.
We have Faith in our Future.

Frank Bastone
Frank Bastone
Chair



Multi-Year Strategic Plan



Our House of Catholic Excellence

Click on each subject for more info



21st Century Learners

Mission,
Vision and
Values

Increasing
Student
Achievement

Fostering
Our
Catholic
Environment
of Respect,
Acceptance &
Responsibility

Using Our
Resources
Wisely

Ontario Catholic School
Graduate Expectations

Our Strategic Planning Process

The Kenora Catholic District School Board uses a multi-year planning process to set the strategic goals and direction of the board. The Board is currently in the final year of our 4 year Strategic Plan and will be developing a new Strategic Plan in 2014. Each year the Board approves an annual budget which outlines the allocation of resources in support of key priorities. Under the leadership of the Director, the annual District goals are developed. Our Board's strategic priorities flow from our Mission, Vision and Values statement. Our Board's Multi-Year Strategic Plan defines the high-level strategic direction for all of the Board's core services. The Board Improvement Plan and School Improvement Plans form the framework of our instructional strategies and academic focus with the ultimate goal of moving student achievement forward. The strategic plan further addresses key areas relating to Leadership, Academics, Human Resources, Finances, Operations and Information Technology.



<p>Increasing Student Achievement</p>	<p>2013/14</p>	<p>Fostering our Catholic Environment of respect, acceptance and responsibility</p>	<p>2013/14</p>	<p>Using Our Resources Wisely</p>	<p>2013/14</p>
<p>Build Faith filled communities that encourage formation through safe and inclusive environments.</p>	<p>Use the new Faith Ambassador Program to enhance and encourage further use of the Ontario Catholic Graduate Expectations by building supports for increased use of high quality, relevant Catholic materials.</p>	<p>Ensure that Catholicity remains the foundation upon which KCDSB is governed, organized and administered.</p>	<p>Continue to use our Mission, Vision and Values to guide the work in all we do.</p>	<p>Strive for improvement by establishing goals, clear planning, resource alignment and effective implementation of monitoring of progress.</p>	<p>Align projects and bring congruence and continuity to all projects. Coordinate projects so that we can bring coherence to our work by aligning the work done in all of our collaborative inquiries.</p>
<p>Enhance the use of technology in our classrooms.</p>	<p>Create a wiki for collecting and sharing ideas that help to build rich and authentic tasks, enhance engagement and use technological device as part of student learning.</p>	<p>Ensure a commitment to involving all of our stakeholders as we develop, implement and review programs, decisions and services.</p>	<p>Create and implement next phase of the multi-year strategic plan. Implement tools to gather feedback online and electronically from our stakeholders</p>	<p>Strive for improvement by establishing goals, clear planning, resource alignment and effective implementation of monitoring of progress.</p>	<p>Continue to monitor and improve our improvement plans as living documents.</p>
<p>Increase student engagement and voice to build collaborative inquiry processes and increase achievement.</p>	<p>Have students on the Board Improvement Planning Team to hear student voice first hand.</p>	<p>Create partnerships with First Nations, Metis and Inuit Community partners.</p>	<p>Develop a partnership for professional development with our FNMI committee members that fosters collaboration and sharing in a two-way communication of ideas and information.</p>		

Strategy One - Increasing Student Achievement

Board Improvement Planning

For the past few years our board has been working on the same improvement goals - higher achievement through student voice and student engagement. This year the board continues to work on this: looking for ways, as a team, to create opportunities for students to share their voice about their learning; ways to fully engage our students (and our staff) by providing genuine, authentic, meaningful work and assessing this work to understand how our students are learning to be problem-solving, collaborating, good communicators. But what is truly different this year is that the board improvement plan is not using our Education, Quality and Accountability Office (EQAO) scores as our means of providing accountability at the teacher level. EQAO is useful for whole system change.

So, teachers are being asked to consider a different indicator. They are asking themselves:

- Did I see JOY in my work?
- Did I see a student realizing their potential and showing JOY?
- Was there a moment when the overpowering love of learning was present in my room?

If so, whatever is being done to bring students to that authentic and meaningful moment needs to be repeated. Every day.

Real change happens at the hands of each staff member, parent and student. The members of Kenora Catholic District School Board are being asked to be that change and spread the JOY.

Student Voice in Action: Speak Up in a Box

This is the third year that we have added additional information to our Tell Them From Me survey by using the tool called "Speak Up in a Box". The tool provides all required materials and ideas for a student voice seminar in one handy resource – the box.

This year the students in grade nine applied math classes and in grade ten applied English classes were asked four questions:

1. What does it look like when you are engaged?
2. What are barriers to your engagement?
3. What actions can adults take to help increase your engagement?
4. What actions can students take to help increase engagement?

The answers the students provided were very helpful. They told us that engagement comes when they are given choice in their subjects. Students want:

- Choice in who they work with
- Choice in how they share their knowledge
- Choice in how they connect the information presented to them to their own learning

They also told us they want voice in their learning. They want to be able to participate in a variety of ways. They want teachers to recognize that traditional participation is not the only way to show that students are engaged. They want teachers to recognize that students need time and a variety of means of communicating (not just raising their hands or answering orally) to show what they know.

They also asked us to remember that they want to know that the adults in their lives are real people. They want us to have meaningful conversations with them on a regular basis. All of these are actions that our teachers are working on in their lesson planning as a result of these great insights from our students. We hear our students and value what they have to say.



Strategy One - Increasing Student Achievement

Student Success: What Makes it Happen?

When the high school looks at improvement and discusses ways to increase achievement, there are some things that are essential elements for our success. We know, for example, that it is critical to make sure that every student has a **caring adult**, every student has a place where they feel they belong and that every student has voice and choice in their learning. To ensure this we have been doing some things that have become ongoing practices for our students. We have **student success teachers** at St. Thomas Aquinas High School who make sure that all students who need extra support are given it. These teachers make sure that students are attending class; that they are on time; that they are staying on top of their homework and understanding the classroom material they are studying. The **student success team** meets every week and monitors the needs of any student who might be considered at risk. The goal is to make sure that every student makes progress in his or her own way towards the goals that are most important for his or her success and the team works collaboratively to make sure this goal is met.

Hands-On Learning Helps Build Success

We have programs like **outdoor education** and **co-op education** that focus on providing alternative learning strategies for students. Classes designed to be **experiential** and that are geared to the learning styles of students who like to have a hands-on environment give students authentic, meaningful and genuine work that helps them to succeed. **Specialist high skills majors** and **dual credits** are other structures that allow students to be in a traditional environment but with uniquely tailored times and subjects that give opportunities for students to find their passion and follow it.

And if students are not meeting success...

We have some safety nets in place for that as well. **Credit recovery** is available to students who need to complete portions of a course. Flexibility with time lines and amnesty for assignments help students who need the extra time or assistance to show their thinking and understanding in a subject area. These are important tools that help teachers to reach students who might otherwise experience failure, even when they have mastered the subject content. We know that students need multiple opportunities and a variety of ways to show their learning and we work very hard to ensure that this is always the case.

Sometimes We Need Extra Supports

Students also use the **study hall** to help get assignments finished. Students are invited to attend the study hall at any time. It is a place where there are computers and space is available for quiet student work. A teacher is on duty to help with questions and to give assistance in areas where a student may be struggling. There are also Homework Help sessions for Literacy, Numeracy and French as well as a provincial Math Homework Help site and call centre. Students can get extra help from a lot of sources! And

parents can use some of these resources as well.

Sometimes students do not realize all of the supports that are in place to help make their learning path smoother. If in doubt, ask!



Strategy One - Increasing Student Achievement

At Our Board – Everyone is a Leader

As part of our Leadership Development Strategy the board has been building leadership capacity throughout our school board. Our goal is to identify and nurture potential leaders at every level of our school system. From our youngest students to our senior leaders – everyone at the Kenora Catholic District School Board has leadership capacity and is considered a leader in the role they play, regardless of title. Over 30% of our staff system wide have taken Steven Covey's Signature 7 Habits of Highly Effective People Training. We have quite a few of our team members trained as 7 Habits of Highly Effective People trainers so we can continue to grow our numbers, permeate our system with leadership skills and provide training in the years to come.

Students system wide are continually provided opportunities to demonstrate and hone their leadership skills by being student ambassadors, mentoring younger students and learning more about what it means to be a great leader.

St. John School in Red Lake is continuing their journey of implementing the 7 Habits of Highly Effective Students program called "The Leader in Me" in their school and they are in their second year of implementation. On September 19th the school hosted their first Annual Leader in Me Parent Night. The theme of the event was "Come and See What We are Learning in Leadership". Parents were greeted by student leaders who shook their hands and ushered the adults to their chairs. Students became the teachers in student-led panels as they taught their parents what they knew about the 7 Habits of Happy Kids. "It was amazing to see the pride in the students as they fulfill their leadership roles", says Michelle Sawa, Principal. "This event is just the start of many more amazing leadership learning opportunities for the year".



Healthy Schools Steering Committee: Building Muscle, Especially Brain Muscle!

Research has shown that the combination of exercise and learning is one that cannot be beat. The Healthy Schools Steering Committee is determined to make sure that this is not only known by all, but practiced by all as well. Exercise can calm students and helps the brain to stretch and grow by activating neural connections. The committee is working hard to make sure that all teachers and students are aware of the power of daily physical activity and that they have strategies to incorporate it into the daily work that happens in our classrooms. Healthy students who have opportunities to exercise have bigger brains!

Parent Engagement Initiatives

We believe engagement with our parents and community members makes a huge difference for the success of students. At the Kenora Catholic District School Board we respect and value the opinions and viewpoints of our students, staff, parents, guardians and community members. We strive to create opportunities to engage and collect input and opinions. Engagement creates a greater sense of community, unity, goodwill and interest.

Parent Involvement

Research shows us that one of the most significant factors to a student's success in school and in life is parent engagement and involvement. By engaging and collaborating with our parent community we are striving to strengthen the link between home and school.

"When parents are engaged and involved, everyone benefits, and our schools become increasingly rich and positive places to teach, learn and grow"

(Ontario Leadership Strategy, 2012, p1).

Some of the resources we use to assist us in achieving our parent engagement goals are:

• Catholic School Councils

We are very blessed to have vital and dedicated school councils at each of our schools that come together to make their school communities a better place. Our school council members are an important key in parent communication, information sharing and keeping our school communities safe, nurturing and healthy learning environments. If you want to get involved please contact your school. Volunteers are always welcomed and valued.

• Catholic Parent Involvement Committee

The Kenora Catholic District School Board established a Catholic Parent Involvement Committee in 2012 that represents each school within the board. This committee continues to be a strong link between parents, schools and the board. The Catholic Parent Involvement Committee focuses on supporting all schools and working to strategically increase parent engagement initiatives across the district.

In 2013 the committee hosted:

- a Parent Engagement Health Expo
- a Communications Booth in September at Open House Celebrations
- a Power of Positive Parenting Seminar, and a
- Family Fun Night

Strategy One - Increasing Student Achievement

Mental Health Strategy

Statistics tell us that one in five students will experience significant mental health problems during the course of their schooling (Taking Mental Health to School (2009), Santor, Short and Ferguson).

Over the past few years we added a Mental Health Leader, a Mental Health and Addictions Nurse and an Applied Behavioral Analysis Leader to our student success team. At the Kenora Catholic District School Board we have made significant investments into understanding and enhancing our knowledge of student-well-being and mental health.

In 2013 through our Mental Health Strategy we increased our mental health knowledge system wide through resources, education and training. We implemented a Tool Kit Time pilot project in partnership with Firefly at Pope John Paul II School to provide students with tools and strategies to reduce stress and anxiety at school. We provided an Anxiety in the Classroom training session at St. Thomas Aquinas High School and established a new partnership with the Nechee Friendship Center specifically in the Akwe:go program which provides support to students 7 – 12 years old in the areas of academic, social and family engagement.

It's all part of our Mental Health strategy and focus to provide well-being and health to our students so they are learning at an optimal level every day. Healthy students are happy students and that is important to us at the Kenora Catholic District School Board.

Our Enrolment Doubled for our French Immersion Program

From 2007 to 2012 our junior kindergarten enrolment doubled. Because of the demand in our community for our highly successful French Immersion program we are adding a multi-million dollar expansion to École Ste-Marguerite Bourgeoys of 6 new classrooms (4 Full Day Kindergarten and 2 Instructional). This expansion will be ready to welcome new students to the Full Day Kindergarten Program in September '14.

French Immersion Program Infused with Catholic Faith Values

At the Kenora Catholic District School Board students can start French Immersion in Junior Kindergarten at École-Ste Marguerite Bourgeoys and continue their French language instruction all the way to graduation at St. Thomas Aquinas High School. École-Ste Marguerite Bourgeoys offers Kenora the only single-track French Immersion program in Northwestern Ontario. This means that French language and culture is infused in all aspects of the school day including announcements, sports, songs, displays and contact with support staff. The program emphasises moral and character development, faith values, service to others and leadership skills. In a single-track French Immersion program, students have more opportunities to experience French in an authentic, natural context through guest appearances, cultural events, field trips and activities.

Many of our French Immersion Teachers have participated in programs such as The Teachers Leadership Program or are members of the Ontario Modern Language Teachers Association. Our Catholic French Immersion team is considered pioneers and innovators in French Immersion programming in the region and our success has been studied and noted within the province.

Our board has been innovative in implementing the Common European Framework of Reference for Languages which is proving to be a very successful program for students.

Students graduating from St. Thomas Aquinas High School in French Immersion will receive an Ontario Secondary School Diploma (OSSD) in English as well as one for French Immersion. Students have to successfully complete the sequence of four courses in French Immersion and a minimum of six courses in other subjects taught in French.

This all adds up to a higher level of success for students to learn a second language, and potentially greater career opportunities far into their future. We Grow Bilingual Graduates.

Special Education Audit

The Kenora Catholic District School Board had their special education process and procedures audited this year and were found to have good measures in place for communicating, tracking and assisting students with special education needs. The audit pointed out that there were a few areas to improve in terms of gaining signatures on all forms and this is being addressed this year with enhanced efforts to ensure all materials are signed by all stakeholders. Overall, the audit showed that our special education students are well served by our board.

Increased Focus on Numeracy

This year we have focused our efforts on numeracy in a different way. To make sure that we have someone working in each of our geographic regions we have been able to have a portion of a position dedicated to numeracy in Red Lake at St. John School and one in Kenora to support our schools. This is causing some big changes as our Numeracy Facilitator team works on making math a focus for all of our students. They are combining their passions for special education and technology to bring a balanced and engaging set of ideas to our students as they recognize the pervasive nature of numeracy in our world. Watch for lots of collaborative inquiry work in mathematics and even more collaboration among our teachers as they build connections across grades and among schools. You can COUNT on it!





Our Faith Ambassadors Plant Small Seeds of Faith all Around Our Schools – Then We Watch Them Grow

Our Faith Ambassador's program is blossoming in its second year of implementation as our Faith Ambassadors continue God's work of planting small seeds of faith all around their schools. Our Faith Ambassadors (usually a principal or a teacher) have the important work of improving and strengthening the spiritual climate in their school. They do lots of little things with great love: liturgical seasons, prayer services, music, preparations for Catholic Education week and so much more. "The essence of our Faith Ambassador Role is not so much in the doing, but in the being" says Sister Maria Ciccarelli, snjm Religious Education Coordinator. "By being a person of faith and searching for God's love in our communities, the Faith Ambassador is an implicit example to colleagues of a person seeking to live out their calling as a Catholic Educator. Faith Ambassadors demonstrate the importance of nurturing their souls."

"Being a Faith Ambassador for Pope John Paul II School is a perfect fit for me because I am given the opportunity to model my faith," says Cindy Melenchenko, teacher. "At École Ste-Marguerite Bourgeoys I enjoy working with my colleagues to do God's will," says Marie Lundin, teacher. "The work that we do as Faith Ambassadors strengthens and nurtures the faith development of all staff and students through prayer and celebration. It's truly a role filled with joy".

Student Voice: We Are Listening

Students are getting opportunities in many venues to speak up and be heard. We have students running daily assemblies and giving school tours (among other student led responsibilities) at St. John School. We have students using technology to have input in a Speaker's Corner at École Ste-Marguerite Bourgeoys as well as having roving reporters creating instant videos about student



generated questions and topics. At Pope John Paul II School the students are sharing ideas through the Speak Up in a Box and through the student council who are looking at the Tell Them From Me surveys to see what needs to be done from the students' perspective. At St. Louis School the students are shaping their liturgical celebrations and building clubs and inquiries based on student interest and input. We also have student leadership and voice through our Student Trustee presentations that are now recorded and available on our YouTube and Facebook site. Check them out at www.Facebook.com/KenoraCatholic or click on the image to see our latest report from our 2013/14 student trustee Cassie Olinyk. Everywhere we go, we hear the voice of our students and we see the results in real and tangible events and changes based on what they tell us. They speak, we listen and together we make changes to improve our schools. Great equation!

Our Students Say it Best

At the Kenora Catholic District School Board we cherish, value and respect our students. We love their chatter, singing and laughter which can be heard down the hallways of our schools. Thank you to all of our students for the excitement, enthusiasm, and eagerness that you bring every day to classrooms across our board. We believe the best reflection of how our schools are doing is how our students feel and the things they have to say. We are successful only when our students are experiencing joy in their learning. We believe our students say it best.



Pope John Paul II School – Nicholas Fagnilli, grade 3

"I like coming to a Catholic School because we get to sing Our God is an Awesome God at our morning assemblies and everyone treats me nicely because there is no bullying allowed in our school." [CLICK TO WATCH](#)



École Ste-Marguerite Bourgeoys – Maddyn Hughes, Senior Kindergarten

"I like coming to a Catholic School because we get to pray for everybody in the world, especially the people who don't have food. I also like that my teacher takes care of us when there is a fire alarm and takes us outside really quick so the fire doesn't catch us." [CLICK TO WATCH](#)



St. John School - Quintin Cooke, Grade 1

"I like coming to a Catholic school because we get to say our prayers and do our leadership jobs. My favorite subject is math because I like solving problems in my workbook." [CLICK TO WATCH](#)



St. Louis School – Emma Manzie, Grade 5

"I like coming to a Catholic school because of the teachers at my St. Louis School. They don't just care about how well you are doing in school they also care about your feelings and if you are happy at school. They really want us to be happy and they are very supportive in every way. My favorite subject in school is French because our French Teacher Mlle. Williams always finds a way to make the lesson fun." [CLICK TO WATCH](#)



St. Thomas Aquinas High School – Nate Woodbeck, Grade 12

"I like coming to a Catholic school because the teachers at St. Thomas Aquinas High School put lots of effort into making sure every student succeeds. They do this by spending lots of time making sure that their students get the knowledge they need to move on past high school. I like how the religion classes and prayer services give me the knowledge and insight of the Church that can help me to become a better member of both the Catholic community and the world. There are many reasons why coming to school every day is great. The comfort of being in such a friendly and warm environment, being with all my friends, and knowing that being here sets me up for a bright future." [CLICK TO WATCH](#)

Strategy Two - Fostering our Catholic Environment of Respect, Acceptance and Responsibility

Equity and Inclusive Education

Our Catholic School System is founded on the Ontario Catholic Graduate Expectations that teach the values of respect, kindness, dignity and love for all people, and is committed to providing safe, nurturing, equitable and inclusive learning environments in all of our schools. The Kenora Catholic District School Board recognizes that all people are created equal, in the image of God, each with inimitable characteristics deserving of dignity.

Our Board's Equity and Inclusive Education procedure has been in effect since 2010, and embraces the culture of caring, respect and kindness that we teach to our students and foster in our schools. Since then we have taken many proactive steps to ensure our students feel engaged through creating opportunities to access student voice and provide supports for students to ensure that they feel valued, safe and respected while in our schools. Through the lens of Equity and Inclusive Education we are committed to providing:

- policies, procedures, improvement plans and strategies
- dedicated Catholic leadership
- safe school committees
- First Nation, Métis and Inuit Advisory Committee
- school – home – parish relationships
- parent engagement initiatives
- professional learning communities
- inclusive curriculum and assessment practices
- religious accommodation
- school climate surveys and the prevention of discrimination, bullying and harassment in our schools

At the Kenora Catholic District School Board we are proud to attract and serve one of the most diverse populations in the region and will continue to nurture safe, caring and inclusive Catholic school communities. To see a copy of our Equity and Inclusive Education procedure please visit our board website at www.kcdsb.on.ca.

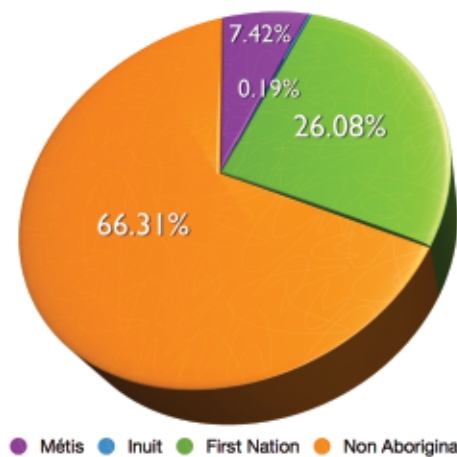


Aboriginal Education

The Kenora Catholic District School Board continues to provide culturally sensitive materials, programming and teaching strategies that reflect the rich culture, history, language and perspectives of Canada's original people through the board's Northern Studies program, Aboriginal Resource Teachers and Native Language teachers. Through our programming and curriculum students can experience authentic Aboriginal traditions such as fishing, dancing, drumming, Spring and Fall Feasts, dogsledding, canoeing, crafts, teachings from Elders, Ojibway Language and cultural stories.

The board's self-identification program provides the opportunity for First Nation, Métis and Inuit students to voluntarily and confidentially identify if they are of Aboriginal descent. Self-identification can be completed anytime during the school year and is collected on student registration forms and through our self-identification pamphlet. Proof of Aboriginal

CELEBRATING OUR STUDENT DIVERSITY



ancestry is not required. This information is then used to improve student success, measure progress and communicate and celebrate our successes. The board tracks achievement in provincial assessments, monitors retention and graduation rates as well as advancement to post-secondary education. To date 545 students are self-identified.

Through the First Nation, Métis and Inuit Advisory Committee which is comprised of representatives from First Nation communities and Aboriginal organizations the board is focused and committed to building and strengthening community partnerships to ensure equity and inclusion and success for all students.



Bullying Awareness and Prevention

Approximately 78% of students in our schools report that they feel safe at school (according to our Tell Them From Me survey data). We have been looking at ways to make sure that we are providing opportunities for students to increase their sense of safety and to know what to do when they see or experience bullying at school or anywhere in their lives during Bullying Prevention Week (November 18 - 22) the schools were awash with activities.

Each school within the board has developed its own Bullying Awareness and Prevention Plan but they also have these (and many other) activities at their schools to commemorate the week:

- St. Thomas Aquinas High School - Bullying Stops Here: Pledge against bullying graffiti wall in the foyer
- St. John School - SJS Leads the Way: Start Me Up Assemblies and 7 Habits Boosters
- St. Louis School – Kindness Week: Random Acts of Kindness
- École Ste-Marguerite Bourgeoys – Treat Each Other With Kindness: Just as Jesus would do
- Pope John Paul II School – Do Unto Others: No Bully Zone led by Anti Bully Group

Our students have found unique ways to combine our Catholicity and leadership with our prevention of bullying!

Strategy Two - Fostering our Catholic Environment of Respect, Acceptance and Responsibility



Our System Spiritual Development Day

To begin our school year, all employees of the Kenora Catholic District School Board were once again blessed with a day together in faith formation and worship in our Spiritual Development Day. Catholic Education: Serving in the Love of Christ was the theme of this year's Spiritual Development Day. Rev. Msgr. Pat Stilla, V.G. educated and inspired staff as he spoke about the important role Catholic educators play in passing on faith to our students. St. John School in Red Lake had a similar Spiritual Development Day with keynote speaker Michael Reist who spoke about Teaching Values and Emotional Health to Kids from a New Kind of World.

Just Call us SJS for St. John School

The former St. John's Separate School in Red Lake will now be called St. John School following an accepted motion by the Board of Trustees in November 2013.

"The name change was really important to us at St. John School and something we've wanted to do for a long time", says Michelle Sawa, school principal. "Our students already refer to their school as SJS and we just felt the word 'separate' was not reflective of who we are as a school community. We wanted a name that connects us to the board and to Saint John the Apostle, who is the Saint our school is named after."



The Renowned Whitefish (WFB) Drummers

In the spring of this year we were gifted with the presence of the world renowned Whitefish Bay Drummers. The drummers graciously offered to come to our schools to show the traditions and cultural significance of the drum in Aboriginal culture. The students were given the opportunity to learn from the WFB drummers and were amazed and awestruck by their talents and gifts.

This past fall the Whitefish Bay Drummers traveled to St. John School in Red Lake to share their gift of drumming and singing with students at St. John's Fall Feast. It was an amazing opportunity for the school community to experience the Aboriginal culture.

Strengthening and fostering partnerships and relationships with our Aboriginal communities and stakeholders is part of our focus on our focus on First Nation, Métis and Inuit successes.



Do Unto Others Program

Pope John Paul II School continues to expand and enhance their "Do Unto Others" program. The school implemented the program in 2012 and is continuing it because it has been so successful and well received by the student community. The program is founded on recognizing students for the great things they do for each other and the school community, no matter how big or small the act of kindness. Students are provided with a "Do Unto Others" bracelet when they are noted as doing a kind act or taking a moment to help another person. "It's about taking the opportunity to celebrate and recognize the positive acts of kindness", says Principal Maureen Frankcom. The school celebrates their program with weekly assemblies for the school community to come together and build community in prayer and to celebrate the kindness that they experience every day.



Sister Maria Honored with Leadership Award in Catholic Education

At the 51st Diocesan Conference held in Thunder Bay this fall, Sister Maria Ciccarelli, snjm, Religious Education Coordinator was honored with the Leadership Award in Catholic Education. This award is presented to individuals who have made significant contributions to Catholic education in their school board. It was really meaningful to see Sister Maria recognized for her inspirational leadership and contribution to our school board. Sister Maria is the foundation between the school-home-Church triad and is someone who embodies the highest traditions of a Catholic educator and we are very proud to witness her being honored in this way.

God's Little School with a Very Big Heart

St. Louis School has been supporting the Terry Fox Walk for about eight years now and over the years this vibrant school community has raised approximately \$25,000 for the Terry Fox Foundation. "We have huge support from the community", says teacher and event organizer Angela Holmstrom. "We like to think of ourselves as God's little school with a big heart." This year students made their annual journey around Keewatin carrying signs. Each student wore a sticker on their shirt that explained who they were walking for, generally someone in their lives who has been touched by cancer.



Strategy Two - Fostering our Catholic Environment of Respect, Acceptance and Responsibility



We Call Our Team the Saints for a Great Reason

At the Ontario Federation of School Athletic Association's (OFSAA) Boys' A/AA Hockey Championship last winter our St. Thomas Aquinas High School Team was awarded the OFSAA Sportsmanship Award for demonstrating attributes of sportsmanship and fair play. The characteristics associated with fair play and sportsmanship are fundamental to school sports and OFSAA values the commitment made by St. Thomas Aquinas High School to develop well-rounded student athletes.

This newest award marks the 10th Sportsmanship Award to hang on the gymnasium wall at St. Thomas Aquinas High School since 2002.



Here is our impressive list:

- | | |
|------------------------|------------------------|
| Boys A/AA Hockey '13 | Boys A Soccer '13 |
| Girls A Volleyball '09 | Boys A Basketball '09 |
| Boys A Soccer '08 | Boys A Volleyball '06 |
| Boys A Volleyball '04 | Girls A Basketball '03 |
| Boys A Volleyball '03 | Girls A Volleyball '02 |

"At St. Thomas Aquinas High School we are proud of our students and we set the bar really high for them and then we watch them leap over it," says Principal, Paul White. "Our students are taught values that help them be better people and make a positive contribution to our community and our society. We are often approached when we are in the community with people telling us how amazing our students are and how polite and kind they are. It's all part of our Catholic Graduate Expectations in action."

When the Ministry Calls...

This year St. Thomas Aquinas High School was given the great honour of being asked to share their learning about student success with the rest of the province. The staff had already produced a video featuring the many strategies that are used to try to increase student achievement and to enhance feelings of belonging for all students. The continued high scores in Grade 9 mathematics and on The Ontario Secondary School Literacy Test (OSSLT) and the reports from students about structures in place that are working for them drew the attention of the provincial student success team. The staff was asked to have an online recorded conversation with the Ministry explaining the factors that make the school such a success. The results of these conversations are due to be published any day now.

This is similar to the many times that the Ministry has come to film the exemplary work at St. Louis School. The Full Day Kindergarten (FDK) teams as well as the Early Primary Collaborative Inquiry (EPCI) teams have been featured in videos that are used to show examples of great practice to the rest of the province.

The teams at St. Louis have been featured on www.edugains.ca as well as in a CPCO Principal Connections Magazine Article titled, "Can Self-Regulation Create Successful School Communities?" by Sonia Mastrangelo, a researcher from Lakehead University. Kerri Favreau and Tamara Bond are also featured in a webinar on Stuart Shanker's website www.self-regulation.ca. Their work was recently featured at the NOEL (Northern Ontario Educational Leaders) Conference in Thunder Bay on Self-Regulation with a display titled, "From Rules to Relationships". They are often asked to speak at events (recently they were featured during the Primary Reading conference for Northwestern educators) and both of our St. Louis classrooms are popular observation sites for teachers from across the region.

We are SO proud of our staff and the work that they do every day! It not only helps our students to achieve but it also helps other students across the province.



Author, Author!

This year we had many guests visit our students as part of our Northern Studies program. In May we had Caroll Simpson come to each of our elementary schools. She was able to engage our students with storytelling, drama, and mask making. Then in October Michael Kusugak, a gifted and mesmerizing storyteller in Inuit culture, was able to share his storytelling in ways that transported students to another world. Michael's wife Gerry was also on hand to bring a variety of items to touch, try on, try out and to experience so that children could see items that Michael talked about in his stories.

Don Amero also visited us to talk to our high school students and because he was so impressive we brought him back to talk to our grade 4 and 5 students. He is an author of stories in song and has won the Male Entertainer of the Year Award from the Aboriginal People's Choice Music Awards for his music.



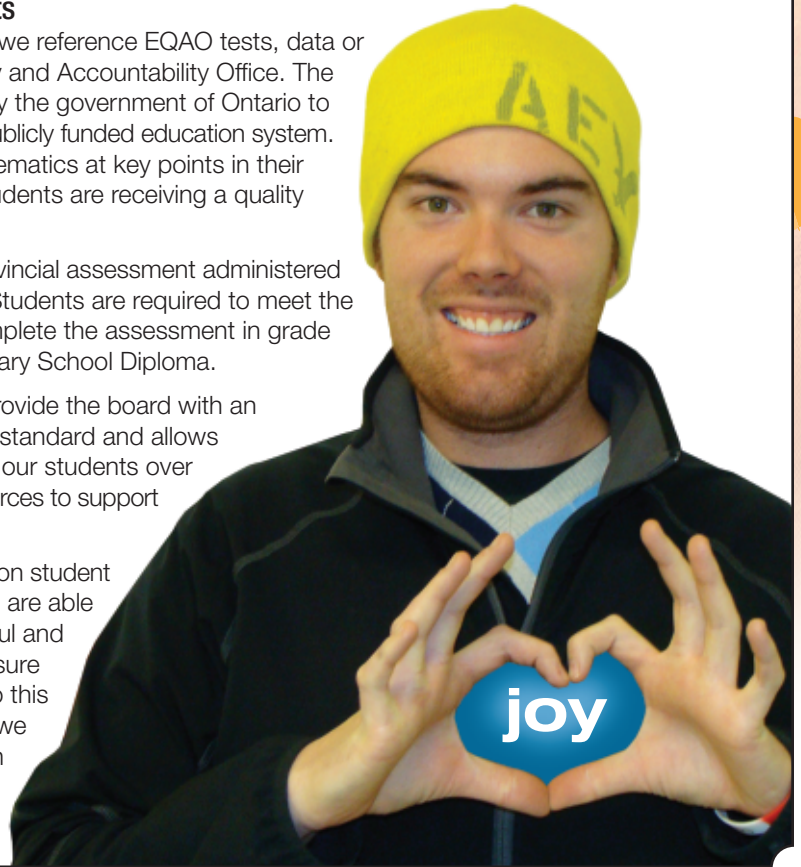
Education, Quality, Accountability Office (EQAO) Results

Throughout our Annual Director's Report you will notice that we reference EQAO tests, data or results. The abbreviation EQAO represents Education Quality and Accountability Office. The EQAO is an advisory board legislated into creation in 1996 by the government of Ontario to provide greater accountability and assurances of quality in a publicly funded education system. The EQAO tests students' skills in reading, writing and mathematics at key points in their elementary and secondary school education to ensure all students are receiving a quality education.

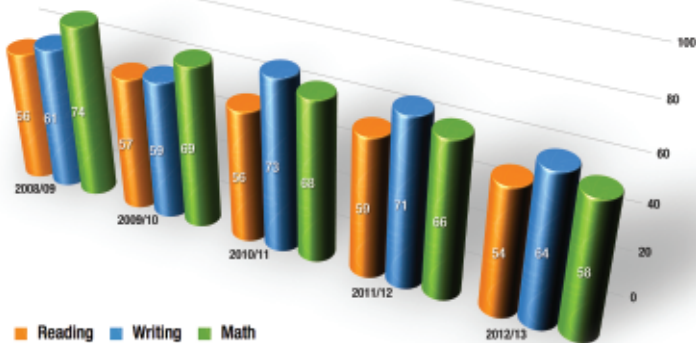
The Ontario Secondary School Literacy Test (OSSLT) is a provincial assessment administered to grade 10 students to test their reading and writing skills. Students are required to meet the standards by the end of grade 9 in order to successfully complete the assessment in grade 10. Successful completion is required for an Ontario Secondary School Diploma.

The Kenora Catholic District School Board's EQAO results provide the board with an overview of our achievement in comparison to the provincial standard and allows for a chance to reflect on the practices and achievements of our students over the year. The results enable our board to better target our resources to support our students to achieve their full academic potential.

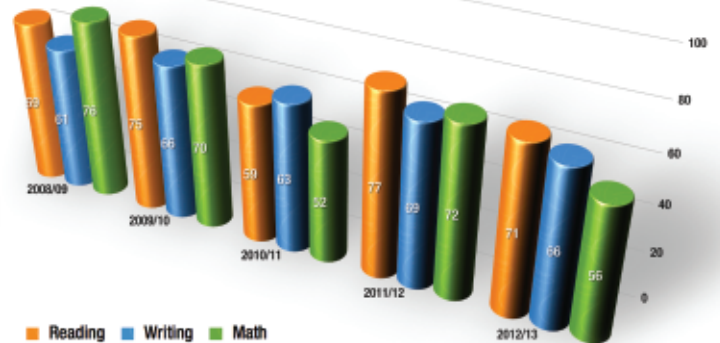
At the Kenora Catholic District School Board we are focusing on student engagement and increasing the amount of time our students are able to truly and actively engage with the curriculum in a meaningful and authentic way. We are looking for ways to increase and measure our students' joy in their learning process. We continue to do this through the lens of the Catholic Graduate Expectations and we strive to foster high levels of joy in the learning process within our Catholic environment through the use of professional learning communities and other inquiry based models.



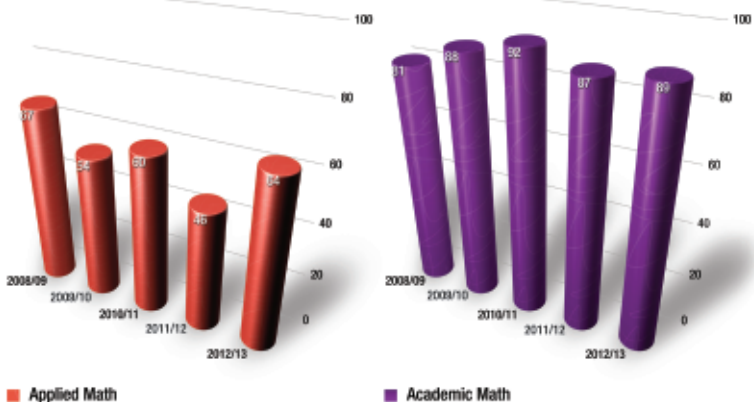
Primary Reading, Writing and Math



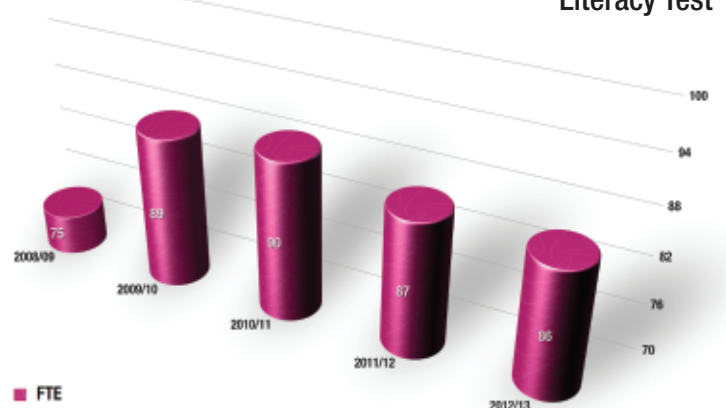
Junior Reading, Writing and Math



Grade 9 Math Results

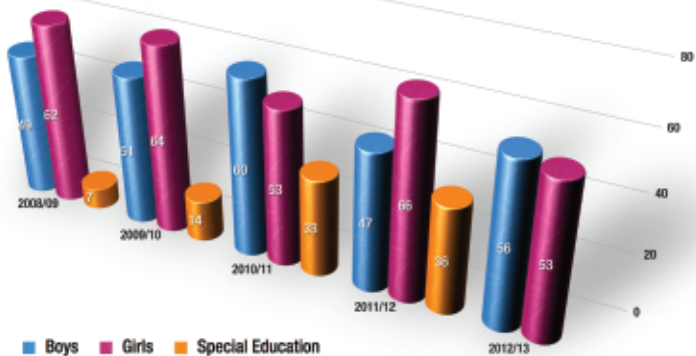


Ontario Secondary School Literacy Test

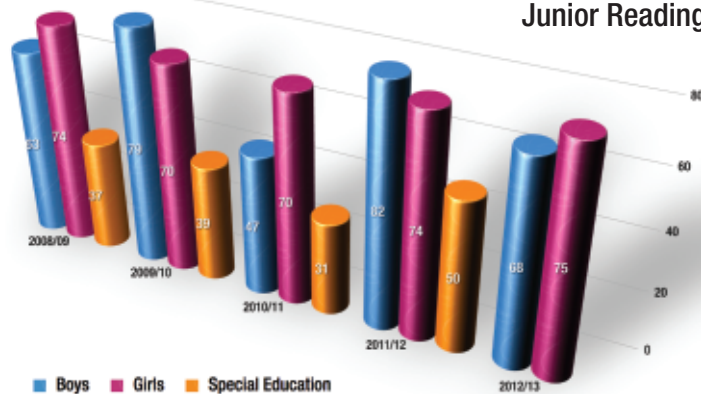




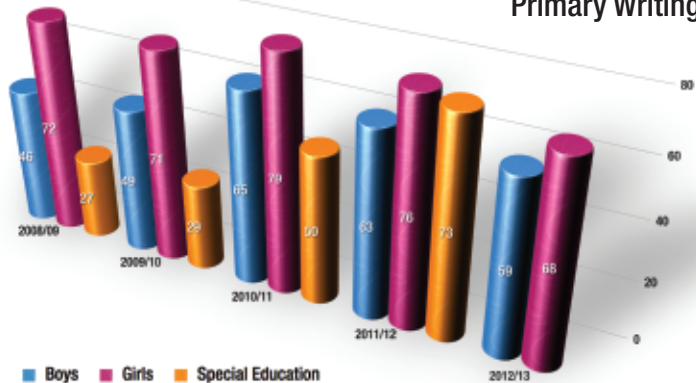
Primary Reading



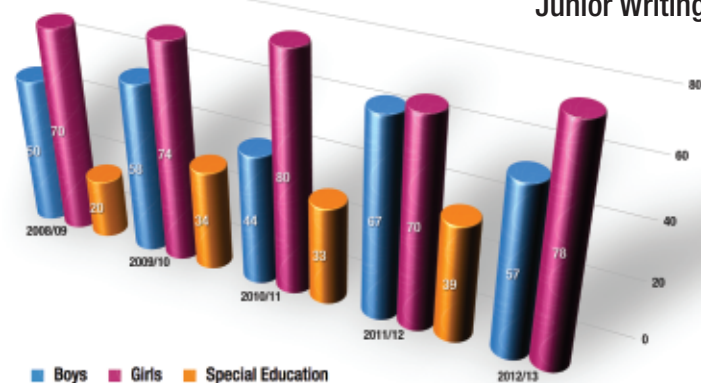
Junior Reading



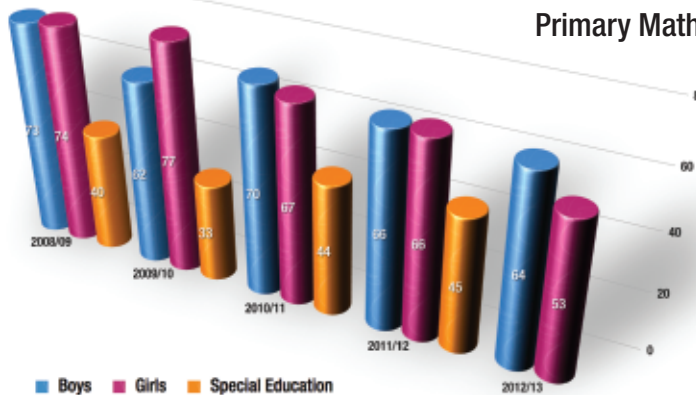
Primary Writing



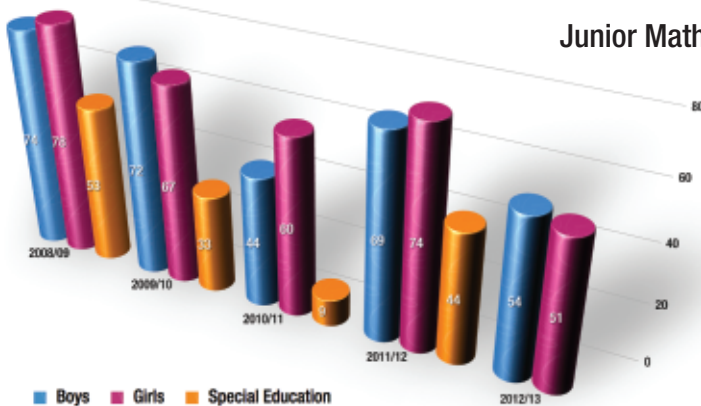
Junior Writing



Primary Math



Junior Math

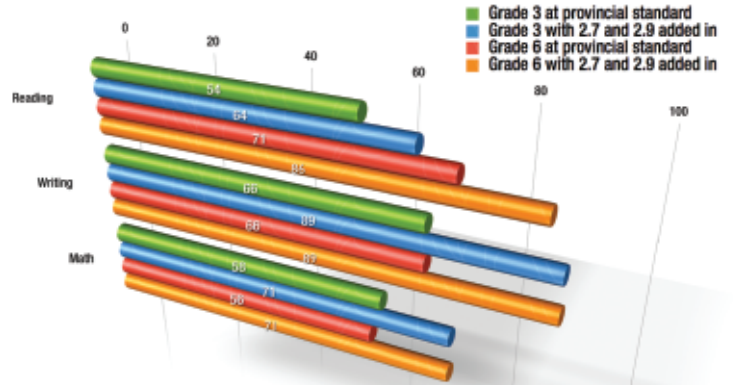


What do the EQAO Trends Suggest? So Close!

The Kenora Catholic District School Board saw a dip in each of the 6 areas of testing in primary and junior EQAO results. This was a surprise to the board as there were a number of initiatives in play and evidence of many areas of improvement.

So, what can be learned from this? Well, one of the things the data showed us is that the students increase in proficiency the longer they stay with us. When cohort data is studied we find that more students are reaching the provincial standard as they increase in grade level. That is, the same students who took the test in grade three showed improvement in grade six and again in grade nine mathematics or grade ten for the Ontario Secondary School Literacy Test. This is good news since the trend is that the same students showed improvement over time even though when we compare students from one grade three to students in grade three the next year there was a decline in results.

The provincial goal is to have students achieve level three or four in the three subject areas at the primary and junior level and in Grade 9 Mathematics. The testing data that gets published every year always shows us the percentage of students who scored from 3.0 – 4.0 (or level 3 or 4 – the provincial standard) on the testing. However, we have noted a huge data “blip” in the 2.7 to 2.9 range in each of the areas of reading, writing and math. When we look at students who score between 2.7 and 2.9, we see that there are between 12% and as many as 25% of students scoring in this range. This data shows that there are many students on the cusp of achieving the provincial standard and, because we are a small system, we can look at the questions that they missed and help them to achieve the skills from those specific areas.



Celebrating Catholic Excellence in our Students

Each June our Board awards one student in each of our schools with the Director's Award of Excellence. This award is presented to students who demonstrate excellence in education by excelling in sports, the arts and academics. These students show exemplary behaviors such as empathy, kindness, compassion and respect for their fellow students and teachers which are part of our Catholic Graduate Expectations. We grow amazing Graduates.

We are very proud to present the 2013 recipients of the Director's Award of Excellence:



Cooper Hatfield

Pope John Paul II School



Jordan Brown

St. Louis School



Elise Hummelbrunner

École Ste-Marguerite
Bourgeois



Jack Forsyth

St. John School



Jarrod Sundmark

St. Thomas Aquinas
High School

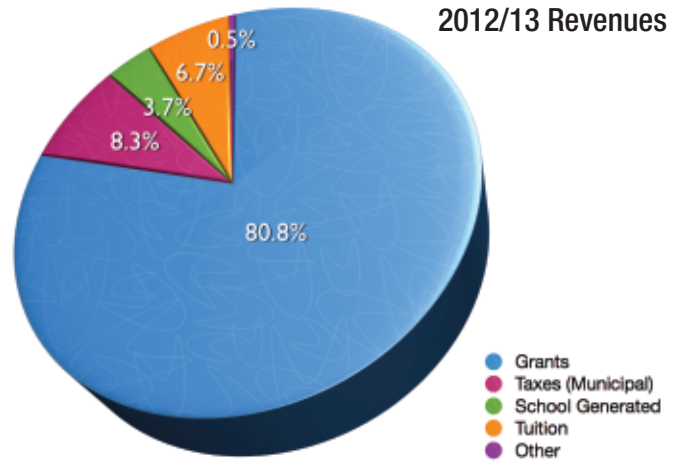
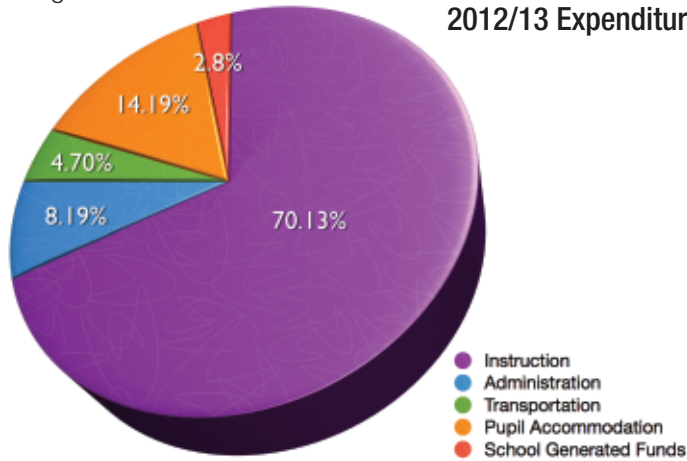


Strategy Three - Using Our Resources Wisely

Financial Stewardship

Financial Stewardship is very important to us at the Kenora Catholic District School Board. We put a lot of thought and planning into the programs and services we provide to ensure they are valuable and sustainable and truly make a difference for our students' success.

The annual budget process is an important part of our organizational planning and financial stewardship at the Kenora Catholic District School Board. The budget is the allocation of resources to support our strategic planning, annual district goals and school improvement planning.



Bring Your Own Device (BYOD)

On November 13th this year we opened the wireless network to all of our students at St. Thomas Aquinas as phase one of our Bring Your Own Device (BYOD) policy. The students in all of our schools have user IDs and are able to use our email and intranet services. In semester two we will see all high school students being given the full permission to bring in their own device for use in class.

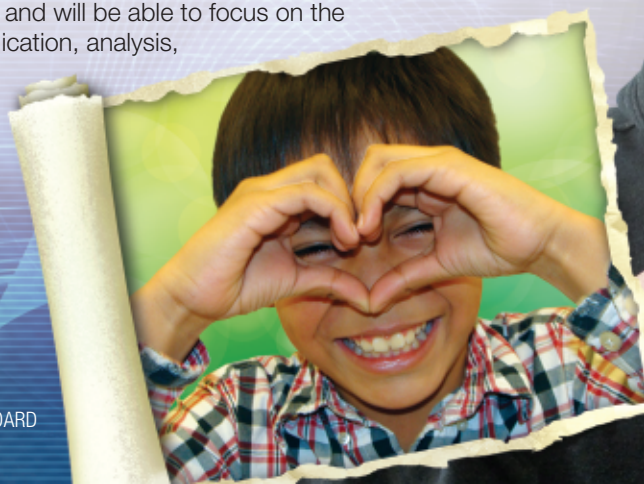
Kenora Catholic District School Board has been exploring the use of personally owned devices. There are several great reasons for this choice. First of all, a personally owned device is just that – personal. The student who owns it typically invests time, thought and energy in customizing the device, in setting it up to optimize communication, productivity and learning. As a result, the student is typically comfortable with the device and will use it anytime, anywhere to learn. This provides opportunities for seamless learning that can bridge the formal learning in schools with the informal learning that occurs outside of classrooms and schools.

In order for personal devices to be used effectively, teachers and students must learn to use, manage and secure the devices as they move from class to class and as they engage in in-school and after-school activities. The device becomes another tool in the learning repertoire of students. Teachers recognize that every device is different and they will not be able to teach students to use specific applications step-by-step. Instead they can concentrate on what they want the student to accomplish with the device, keeping the focus away from learning how to use one of many tools in learning. We know that the co-learning that will happen in this new scenario will be phenomenal. Students and teachers will be learning together and will be able to focus on the higher order thinking skills of application, analysis, evaluation and creativity.

DEFINITIONS

Bring your own device (BYOD) refers to technology models where students bring a personally owned device to school for the purpose of learning.

A personally owned device is any technology device brought into the school and owned by a student (or the student's family), staff or guests.



joy

Strategy Three - Using Our Resources Wisely



Employee Growth and Development

The Kenora Catholic District School Board is one of the largest employers in Kenora. We employ over 240 permanent staff and 140 occasional staff. Because of our commitment to excellence in Catholic Education we want to employ some of the very best Catholic teachers and support staff in our region. Our board devotes significant time and resources to hiring staff, management, training and support of both teaching and non-teaching staff. In 2013 Kenora Catholic:

- Hired 18 full time permanent teachers and over 20 long-term occasional teachers;
- Hired additional resource teachers such as School Work Study Teacher, E-Learning Teacher and Numeracy Facilitators;
- Hired additional support staff;
- Coordinated daily supply opportunities to over 85 occasional teachers;
- Involved experienced teachers in providing coaching and mentoring to new teachers through our New Teacher Induction Program;
- 7 Habits of Highly Effective People training offered to all employees;
- Continued to provide mentoring initiatives and training for our principals and managers;
- Conducted a wide range of training opportunities and professional learning community time for our teachers and support staff based on the needs of our students

Because of our commitment to our students, our community and our staff we strive to be viewed as a fair and equitable employer.



Full Day Kindergarten – It's Happening Everywhere

In September 2014, Full Day Kindergarten will be happening in all of the schools in the Kenora Catholic District School Board with the implementation of our program at École Ste-Marguerite Bourgeoys and following the school's six classroom expansion. At that point all of our elementary schools will be offering the enriched, inquiry, play-based curriculum that has been the trademark of the successful program. Children in the Full Day Kindergarten Program grow and learn socially, emotionally, and spiritually through interaction with their peers, teachers and Early Childhood Educators who teach and guide students.

Although this is the fourth year of implementation for our Full Day Kindergarten Program it's the first year for the new position of Early Years Lead. We have been able to see amazing growth in our schools over the four years of implementation. We established working partnerships with many daycare providers and local and provincial agencies to make our newest students have a great first encounter in our schools. We have seen a really positive trajectory of growth and change as our early adopters have shared their knowledge, wisdom and learning with each new class that has been funded each year. St. Louis School Full Day Kindergarten classrooms continue to be an observation site for teachers from across the province. Our implementation committee is working on great plans to support our students from birth right to graduation. "It's essential that we connect the work that we do in our schools with the people who work with our students even before they come to school," says Tammy Bush, Curriculum Coordinator and Early Years Lead. "We want to build partnerships and relationships so we can see smooth transitions at every stage of our students' learning. We need to have all of our staff fully aware of the elements needed for success."



SkyDrive: KCDSB with its Head in the Clouds?

As the board gets ready for Bring Your Own Device (BYOD) and open wireless access it has also started to provide cloud access to our staff and students for storage, collaboration on files, blogging, websites and newsfeeds. The new services allow staff to work collaboratively and to be able to access files even when they are away from their school or work place. The cloud is getting a lot of attention and will become a more and more common tool for all board members as the convenience and adaptability it offers becomes more and more well known.

Strategy Three - Using Our Resources Wisely

Energy Conservation – Harnessing the Power of Sunlight

Over the past few years the Kenora Catholic District School Board has implemented changes that focus on energy efficiencies and conservation. Currently about 45% of all cleaning products used in schools are considered “green clean” products and the board is looking to push that number even higher. The board also installed lighting retrofits, vending machine controls, programmable thermostats and building automated systems. As well, the board installed five, 10kw Solar Photovoltaic Generator Panels that generate electricity which is sold back to the Ontario Power Authority for a profit. Solar panels are now installed at St. Thomas Aquinas High School, the Multi-Skills Training Center of Excellence, École Ste-Marguerite Bourgeoys and St. John School. The board has managed to save more than \$40,000 in the first year of the program. The money that is saved over the next few years will go towards paying off the capital cost of the implementation. We are saving money in the long term. Over the next few years the cost of the solar systems will pay for themselves and then it will create a revenue source for the board beyond that.

The solar energy program also offers valuable knowledge for students in schools. Solar energy is important from a budget standpoint, but it’s also an important learning experience for students to see that their schools are trying to conserve energy, create energy and work for a better future.

Our Doors Are Open to You – Community Use of Schools

Our Community Use of Schools initiative supports access to school space outside of school hours, for community groups, as part of our strategic goal of community engagement, allowing for a positive environment to assist the implementation of a healthier school strategy. During the 2012 – 2013 school year permits were issued to not-for-profit organizations totalling 9,098 community used hours and access to 5 schools. A key component of the Community Use of Schools program is to make space available to community organizations in order to support the goals of a healthier Ontario, stronger communities and student success by providing community members with a space to come together, volunteer, build skills, access community programs, become physically active and build strong, healthy communities.



St. Louis School Gets a New Logo and an Improved Welcoming Area Too



ST. LOUIS SCHOOL
GOD'S LITTLE SCHOOL WITH A BIG HEART

In January following a consultation process and approval from the Board, St. Louis School implemented a brand new visual identity for their school in the form of a new school logo. “Our new logo is a visual representation of our school’s mission statement: God’s little school with a big heart”, says Principal Trudy Cederwall. “Our school had the same logo for over 30 years and our students felt the time was right for a fresh, new look. We are really proud of the results because the new logo truly reflects our school culture and values”.

This fall the school also greeted students and parents with a brand new and improved entrance area in the school. The school’s office area was expanded to include a private office for the Principal and a bright reception area to greet visitors. The entrance was designed to increase visibility to the front doors of the school for increased safety. The renovation spilled over and the school team overhauled many different rooms creating more meeting and working areas for teachers, a photocopier and work room to prepare projects as well as storage for books and resource materials. “We always loved our school, but now we love it even more”, says Trudy Cederwall.



Strategy Three - Using Our Resources Wisely



Emergency Mock Disaster

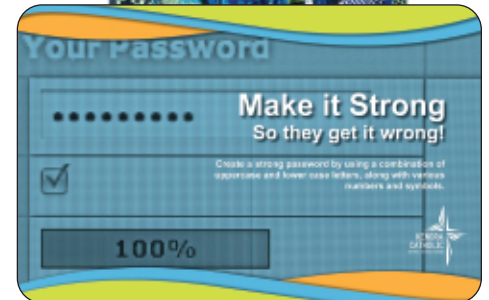
On October 24th emergency first responders and multiple police, fire and medical agencies from throughout Kenora responded with lights activated to St. Thomas Aquinas High School, the scene of a mock disaster designed to hone our response skills. As part of the mock tornado scene there were “downed hydro lines”, trees blocking the road and an overturned school bus smoking with “injured” students and a “deceased” bus driver inside. To make the emergency disaster scene as realistic as possible, dozens of volunteer victims, comprised of drama club students from St. Thomas Aquinas High School, played the part of the injured victims. In all, about 150 professionals and students were involved in the training exercise. Members of the team included staff from such agencies as the Ontario Provincial Police, Fire and Emergency Services, medical responders, Kenora EMS and the Canadian Red Cross. More than 1,350 students from the Kenora Catholic District School Board simultaneously practiced their emergency lockdown procedures and were found to be very good responders and showed that they know what must be done in case of emergency.



Communications

Our goal is to share our Catholic education stories, achievements, activities and successes with our internal and external communities. We want to celebrate our students at the grass roots level, at the elbow of our students and share their good news stories. We want to build communication capacity and effective communicators with everyone in our organization from our students to our teachers and our administrators. Our communication goals are to:

- Provide timely information and opportunities to dialogue with our stakeholders
- Increase our public profile and presence and advocate for Catholic education with relevant and present communications strategies
- Establish broader communication networks to connect with our stakeholders, political representatives and communities for whom we provide service
- Increase our focus on privacy and information management best practices and guidelines



Privacy and Information Management (PIM): KCDSB Style

Have you locked your computer? Have you made sure that you have not left printing jobs on the printer? Are you careful about sensitive files being transported? School boards need to manage the growing demand for access to information and balance it with the heightened expectations surrounding the security and protection of personal information. To do this, all boards have established a PIM task force that works to inform board employees of the standards and find ways to help employees adopt these standards into their daily work.

This year our PIM task force is focused on heightening awareness of the need for security of information in the workplace. Our task force decided to go to a class at St. Thomas Aquinas High School and “hire” the students to create a campaign of posters to instruct others about the rules of privacy management. The class was introduced to the PIM group as their client and were given the requirements for their task. They then created a series of posters and presented them back to the clients (the PIM task force). These posters were then used in every work place to advertise and remind workers about important aspects of the PIM policy. Now our PIM task force is in full action catching people doing the right privacy and information management things and rewarding them with a prize.

2013 Board of Trustees



Frank Bastone

CHAIR



Paul Landry

VICE CHAIR



Teresa Gallik

TRUSTEE



Michael Favreau

TRUSTEE



Josie Kipling

TRUSTEE



Brenda Bye

TRUSTEE



Vaughn Blab

TRUSTEE



Cassie Olinyk

STUDENT TRUSTEE

Catholic School Board Trustees

Sound decision making by dedicated Catholic representatives is essential to student success. Our eight Catholic School Board trustees govern the Kenora Catholic District School Board through a policy governance model. They are the critical link between our community, parish and school board and are responsible for determining policies and maintaining standards of excellence at the Kenora Catholic District School Board. Our trustees establish a Christian vision for the school system, exercise direction and leadership by applying Christian principles to such key issues as: system mission, vision, values and goals, strategic planning, policy formation and procedural by-laws, and management and evaluation of board governance policies.

They are elected by taxpayers during municipal elections and are directly accountable to the communities they serve – Kenora, area First Nations and Red Lake.

Kenora Catholic District School Board Profile

Enrollment	1,569
Elementary Students	1,165
Secondary Students	404
303 elementary students totally immersed in French	

Our Family of Catholic Schools

Elementary:

- St. Louis School
- Pope John Paul II School
- École Ste-Marguerite Bourgeois
- St. John School

Secondary:

- St. Thomas Aquinas High School

Facilities

- 1 Multi Skills Training Centre of Excellence
- 2 Daycare Facilities
- 1 Catholic Education Center
- 1 Full French Immersion School

Staff

*Instructional Staff	181
Non Instructional Staff	59

*includes active teachers, LTO's, EA's, ECE's, Librarians, Chaplain, Speech Language Pathologist

Area

The Kenora Catholic District School Board provides education in the communities of Kenora, Keewatin and Red Lake, Ontario.

Community Use of Schools

The Kenora Catholic District School Board offers access to school space at a minimal cost to not-for-profit groups to help provide additional opportunities for children and youth to access activities such as sports, arts and recreational programs. Please call us at 807-468-9581 to learn how our Community Use of Schools Program can support your community initiative.

Our Board Meetings

Our Board meetings are open to the public and we would love to have you join us. Board Meetings are held on the third Tuesday of every month at 7:00 p.m., excluding July and August. All meetings are held at the Catholic Education Center located at 1292 Heenan Place and in Red Lake.



SUPPORTING YOUR CATHOLIC SCHOOLS THROUGH YOUR PROPERTY TAXES

Please check your property tax bill to ensure your support is directed to the English Catholic School Board. You may not know this but by default your property taxes are automatically directed to the public school board unless you take the time to notify The Municipal Property Assessment Corporation that you want your taxes directed to the Catholic school board.

By ensuring that you are accurately recorded as a Catholic school supporter you can help to deliver a powerful message about the level of support for publicly funded Catholic education in Ontario. You will also be eligible to vote for your local Catholic school board trustees once you are registered as a separate school supporter.

To verify your support or if you have questions about how to change your taxes or about the Request for Occupant Information Form please contact the Municipal Property Assessment Corporation at **1.866.296.6722**.

Thank you for taking the time to ensure that your support is directed to your Catholic school board.

Kenora Catholic District School Board Catholic Education Center

1292 Heenan Place • Kenora, ON P9N 2Y8
T: (807) 468-9851 • F: (807) 468-8094

Share in our Good News:



www.kcdsb.on.ca

