

2012 ANNUAL

Director's Report

Dedicated to Excellence in Catholic Education

Director's Message

I am proud to present to you the Kenora Catholic District School Board Director's Annual Report for 2012.

For the past 160 years, Ontario's Catholic schools have contributed to the well-being of communities across the province through their engagement in community-building activities and through the sense of social responsibility that is at the foundation of the faith-centred curriculum taught in every Catholic school. Among the top 29 schools in the province, nearly two-thirds are Catholic schools. The Kenora Catholic District School Board is proud to be a part of this strong tradition of success in academics, the arts, athletics and spiritual development of all our students.

Our entire Kindergarten to Grade 12 curriculum is guided by a unique framework called "Ontario Catholic School Graduate Expectations". These expectations are integrated into every subject and every aspect of the school day. Our goal is to graduate students who are effective communicators, creative and holistic thinkers, strong collaborators, self-directed lifelong learners and responsible citizens.

Good citizenship demands that we respect one another. In our Catholic schools we go beyond that and teach a perspective that is rooted in the Gospel tradition that recognizes the connectedness of all people in the world. We teach students in our Catholic schools that every person deserves love, care and compassion regardless of race, creed, gender, sexual orientation, culture or economic status. This approach works to create a better society for the future.

Throughout this Director's Annual Report you will see samples of unique programs and achievements from throughout the system. We are proud of these programs, our schools, and every one of our students from Kenora, Keewatin, Ear Falls, Red Lake, the First Nations and our surrounding areas.

Ontario's future is about the faith we all have in our Catholic school system. We are all part of a school system that has been thriving for over 160 years. We are proud and pleased that you are a part of Catholic education in the Kenora Catholic District School Board.

Mrs. P. Eikre Phyllis Eikre • Director of Education



Chair's Message

Ontario's education system is considered among the best in the world and that is in part attributable to the unique education structure we have in this province that celebrates inclusivity, diversity, academic excellence and faith.

Our Catholic schools have the mission to evangelize and educate students in faith so that they may become people of Christ. This is done in partnership with the home and parish. We are schools of transformation: our students transform into the image of Christ. We offer holistic education that is designed to form and inform students', mind, body and soul. We are committed to excellence and strive to ensure that our students reach their full potential and that there is success for all.

"A Catholic school can never be simply a place where students accumulate skills and information, a place where they learn how to get ahead and sell their gifts on the open market. If this were so, our schools would prepare students for nothing more than a shallow life far removed from the profound vision of life revealed in the gospel. A Catholic school must be a place where all knowledge and relationships are transformed by questions of meaning, by the quest for meaning."

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

The Kenora Catholic District School Board is a Catholic School system that is faith driven and Christ centred. 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.

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

Frank Bastone Frank Bastone • Chair





Multi-Year Strategic Plan

Click on each subject for more info

Our House of Catholic Excellence

**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**

Multi-Year Strategic Plan

Increasing Student Achievement

2011/2012

2012/2013

2013/2014

Build faith filled communities that encourage formation through safe and inclusive environments.



Create a wiki with faith-based materials available to all on our intranet site. These materials will enhance teachers' abilities to use Catholic resources across all subject areas.

Build the Catholic Education Week theme of Walking in the Light of Christ into all areas of our curriculum throughout the year.

Support instructional strategies that embed the Ontario Catholic School Graduate Expectations in our daily work.

Deepen the use of the theme of Catholic Education Week throughout the year. This year's theme "Growing Together in Faith" can be used as part of our initiation of our Faith Ambassador program.

Use the new Faith Ambassador program to enhance and encourage further use of the Ontario Catholic School Graduate Expectations by building supports for increased use of high quality, relevant Catholic materials.

Continue to use the theme of Catholic Education Week throughout the year to focus activities and prayers.

Enhance the use of technology in our classrooms

Increase the number of devices available to students and teachers in each school.

Conduct a research project on the use of iPads for instructional enhancement in the grade seven and eight classrooms. (MISA research project)

Use the new Innovative Technology Teacher position to enhance teacher and student use of technology as part of the relevant and authentic activities done in the classroom.

Build support and expertise in the use of tablets (and other new devices) in the classroom.

Work on the new MISA research project on self regulation in the early years.

Create a wiki for collecting and sharing ideas that help to build rich and authentic tasks, enhance engagement and use technological devices as part of student learning.

Increase student engagement and voice to build collaborative inquiry processes and increase achievement.

Use the Tell Them From Me (TTFM) survey to collect student input.

Use documentation in classrooms that includes, celebrates and encourages creativity, individuality and interdependence in student work.

Use a variety of rich and authentic tasks that heighten engagement and allow for higher order thinking skills while fostering collaboration.

Have two projects created by students for the Speak Up initiative (one from TA and one from SJS).

Have student input on suggestions for improving issues seen in TTFM results.

Have students on the Board Improvement Planning Team to hear student voice first hand.



Fostering our Catholic Environment of respect, acceptance and responsibility

Ensure that Catholicity remains the foundation upon which KCDSB is governed, organized and administered.



Ensure a commitment to involving all of our stakeholders as we develop, implement, and review programs, decisions and services.

Create partnerships with daycare and after school care programs.

Create partnerships with First Nations, Metis and Inuit community partners.

2011/2012

We continue to use our mission, vision and values statements to guide our work in all we do.

Using input from all stakeholders to develop a new visual identity.

Work with Confederation College and Beaver Brae to cooperatively offer dual credit and SHSM courses.

Continue to deliver and distribute monthly board newsletter and the Director's Report at our parishes.

Use the Tell Them From Me (TTFM) survey to collect student input.

Use documentation in classrooms that includes, celebrates and encourages creativity, individuality and interdependence in student work.

Use a variety of rich and authentic tasks that heighten engagement and allow for higher order thinking skills while fostering collaboration.

Continue to host and attend Advisory Council meetings.

Work with the Council of Chiefs on impending political decisions that may affect us both.

2012/2013

We continue to use our mission, vision and values statements to guide our work in all we do.

Continue to work with the college to bring coop students to our classes and to develop Schools Within a College programs.

Purchase and use Thought Stream and their coaching and consultative services to gather feedback through electronic focus group sessions. Develop the next phase of our multi-year plan based on the input we collect with this tool to go to all of our stakeholder groups.

Use the staff and parent surveys available on TTFM to gather input and feedback.

Open and use a Facebook and Twitter account at the CEC level.

Work with and welcome the new provider for our sites that were formerly with the city daycare system.

Continue to work with Best Start networks.

Offer to host Reggio-like forums for all daycare and early years workers.

Work with Bimose on their strategic directions manual to help them move items forward.

Create partnerships that help us to embed more items from the Aboriginal Tool Kit into our curriculum as we work with our Bimose partners.

2013/2014

We continue to use our mission, vision and values statements to guide our work in all we do.

Create and implement next phase of the multi-year strategic plan.

Implement tools to gather feedback online and electronically from our stakeholders.



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.

Using Our Resources Wisely

Strive for improvement by establishing goals, clear planning, resource alignment and effective implementation and monitoring of progress

Create alternate energy sources and collect it for resale and use in powering programs to increase our resource base and enhance our environment.

2011/2012

Update our procedures to be in compliance with audit suggestions.

Involve stakeholders more completely in the budget setting process.

Continue to make all budgeting decisions and information as transparent as possible.

Conduct a feasibility study to see if all schools can benefit from a program called "Feed-in-Tariff".

Consider results which showed that we could realize a net return on investment in less than 7 years.

Tender for supply and installation of six Photovoltaic Generator Panels.

2012/2013

Publish our PLC dates and commitments as early as possible so that all parties can plan and use these sessions most effectively.

Strive to be timely in our budgeting process and procedures.

Install Photovoltaic Generator Panels.

Begin to use the panels to generate energy.

2013/2014

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.

Create an instructional component for teaching staff at various schools so that students can recognize the benefits of alternate energy for our collaborative environment.



Goal Number One: Increase Student Achievement

Strategy One

Build faith filled communities that encourage formation through safe and inclusive environments.

It is part of who we are to be able to grow in faith and formation in the Kenora Catholic District School Board. As a part of this effort we have moved into an internet, electronic means to help us gather resources and share ideas. We have created a wiki with faith-based materials available to all of our staff through our intranet site. These materials will enhance teachers' abilities to use Catholic resources across all subject areas. We are seeing increased use of the Ontario Catholic School Graduate Expectations in lessons as a result of this new resource area. It is also acting as a tool that enhances and encourages collaboration among our staff.

We have adopted the Ontario Catholic Schools Trustee Association's (OCSTA) Catholic Education Week theme

as a guiding theme for the entire school year. This year we have seen all of our schools use the "Walking in the Light of Christ" theme in assemblies, prayer services, liturgies, and in their daily classroom work.

The system calendar featured artwork based on this theme and our students told us many things that captured their understanding and depth of knowledge.

The high school students at Saint Thomas Aquinas developed an AWESOME project based on the theme as they felt that it was important to shine the light on the "awesome things" that happen every day but may not get noticed.

Many students were given an AWESOME t-shirt to celebrate and commemorate something they did for another student or community member. The "spirit of awesomeness" was spread throughout our community and random acts of kindness were seen more and more as the year continued.

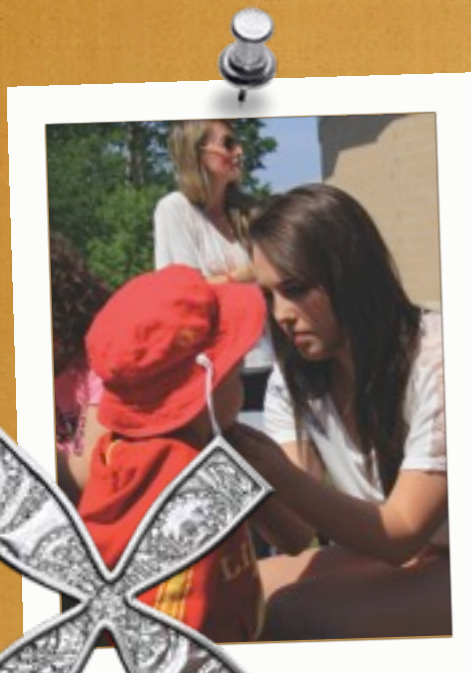
These things may not seem to be directly related to the curriculum and may seem to be outside of the realm of academic excellence, but they are NOT. The environment of trust, well-being and confidence that these initiatives sparked are very closely tied to the excellence we saw this year in our EQAO results and in the achievement of students throughout the year.

Mental Health Strategy

As one of 15 pilot school boards in Ontario, the Kenora Catholic District School Board has created its first Mental Health Strategy: "Nourishing our Students for a Healthy Future". The plan is the result of a six month resource mapping project completed by the Mental Health Leader, Ashley Hendy. The strategy highlights the strengths of the Board in regards to identifying and supporting the mental health needs of students, demonstrates areas for growth and expansion, while remaining focused on Ontario Catholic School Graduate Expectations and the Board Improvement Plan.

Areas of priority for the Mental Health Strategy in the 2012/13 school year include: re-examining the Traumatic Events Response Team procedures, a focus on enhancing our schools' strong culture of caring, early identification tools for young students, support for our anxious students and staff mental health literacy.

The success of the strategy will be measured in an ongoing way to ensure that the strategies, supports and protocols put in place are creating positive outcomes for both our students and our staff. The strategy is based on the broad needs of the Board, but our hope is that the results are seen at the desks of our students.



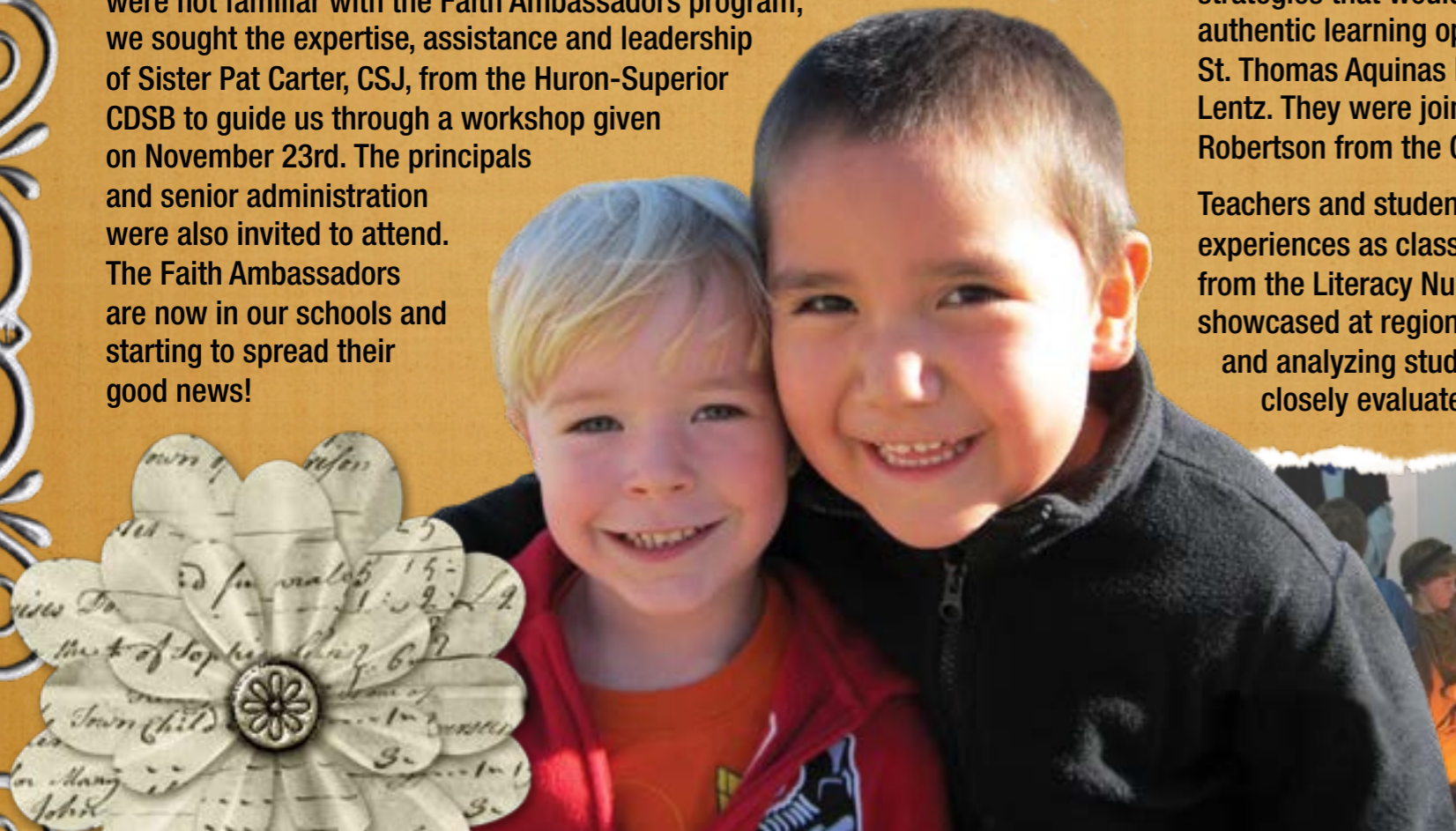
Faith Ambassadors

"We are ambassadors for Christ, since God is exhorting you through us; we entreat you on behalf of Christ, be reconciled to God." 2 Corinthians 5:20

We are increasingly aware of the importance of nurturing the spirituality of adults within our educational communities. The Faith Ambassador program takes St. Paul's statement and applies it to our schools throughout the Board. Faith Ambassadors work to improve the spiritual climate among the adults in schools and at the Catholic Education Center through local activities and in partnership with the local schools. They are provided with administrative and spiritual resources in their projects. School Faith Ambassadors are supported by the Religious Education Coordinator.

Alexa McKinnon, Superintendent of Instructional Services, was familiar with this program in the Thunder Bay CDSB where she served as principal and suggested it as a tool to help promote adult faith formation among teachers in our Board. In September 2012, she approached Sister Maria Ciccarelli, SNJM, the Religious Education Coordinator for the board, to select representatives from each school and embark on the program.

Having eager and full support of administration, the program got underway in the Fall of 2012, when representatives from each school were selected. Since we were not familiar with the Faith Ambassadors program, we sought the expertise, assistance and leadership of Sister Pat Carter, CSJ, from the Huron-Superior CDSB to guide us through a workshop given on November 23rd. The principals and senior administration were also invited to attend. The Faith Ambassadors are now in our schools and starting to spread their good news!



Strategy Two

Enhance the use of technology in our classrooms.

MISA Research Project

The Managing Information for Student Achievement (MISA) NOEL Professional Network Centre sponsored a number of action research projects throughout Northwestern Ontario. Our board submitted a research proposal and was approved to complete a study. A team of five teachers was compiled to investigate instructional strategies that would foster student engagement while providing authentic learning opportunities. The core of the team was comprised of St. Thomas Aquinas High School teachers Dallis Novelli, Ashley Lowes, and Nicole Lentz. They were joined by Corinna Glazier from St. John's School and Jamey Robertson from the Catholic Education Center.

Teachers and students embraced an open stance toward sharing their experiences as classes were visited by Education Officers and representatives from the Literacy Numeracy Secretariat. Student and related project work was showcased at regional sharing sessions. The Research Team focused on sharing and analyzing student voice pieces as a primary indicator of success. The team closely evaluated the relationship between technology and engagement.





As part of our responsible use of resources, we conducted a small action-research project on the use of iPads for instructional enhancement in the grade seven and eight classrooms. (MISA research project) This allowed us to see if we could integrate the use of technology with the curricular needs of our students and to see if the technology was a fleeting tool to get student attention or an actual lasting and meaningful enhancement to teaching and learning. We learned many lessons from our project. We found that an ideal ratio of devices would be at about 3:1 so that students were not seeing the device as the way to increase engagement. Whole class use of any single instructional method is rarely the best answer as it means that students are not being given choice and autonomy. We found that when the iPads were one of the choices available students were able to discern if it was the best choice for their learning situation. We also found that for some students the use of the iPad meant that they could express their thoughts in ways never available to them before without adult intervention. Communication for some students was enhanced and writing increased in quantity and quality through the use of the electronic devices.

A new MISA research group has formed for the 2012-13 school year and will be exploring self-regulation in early learners. We have been able to make significant increases in the number of devices available to students and teachers in each school. We have provided Smart Boards, projectors, document cameras, iPads, laptops and desktop computers in each of our schools.

This fall (2012) we introduced a new classroom teacher position in each of our schools. The new Innovative Technology Teacher (ITT) position has been enhancing teacher and student use of technology as part of the relevant and authentic activities done in the classroom. The ITT has one quarter of the teaching day each day to help all staff and students to use the existing technology in our schools to better meet student needs and to enhance the curriculum. This is a position that weds technology and curriculum in an effort to show teachers and students how they can best be creative, innovative and critical thinkers.

Strategy Three

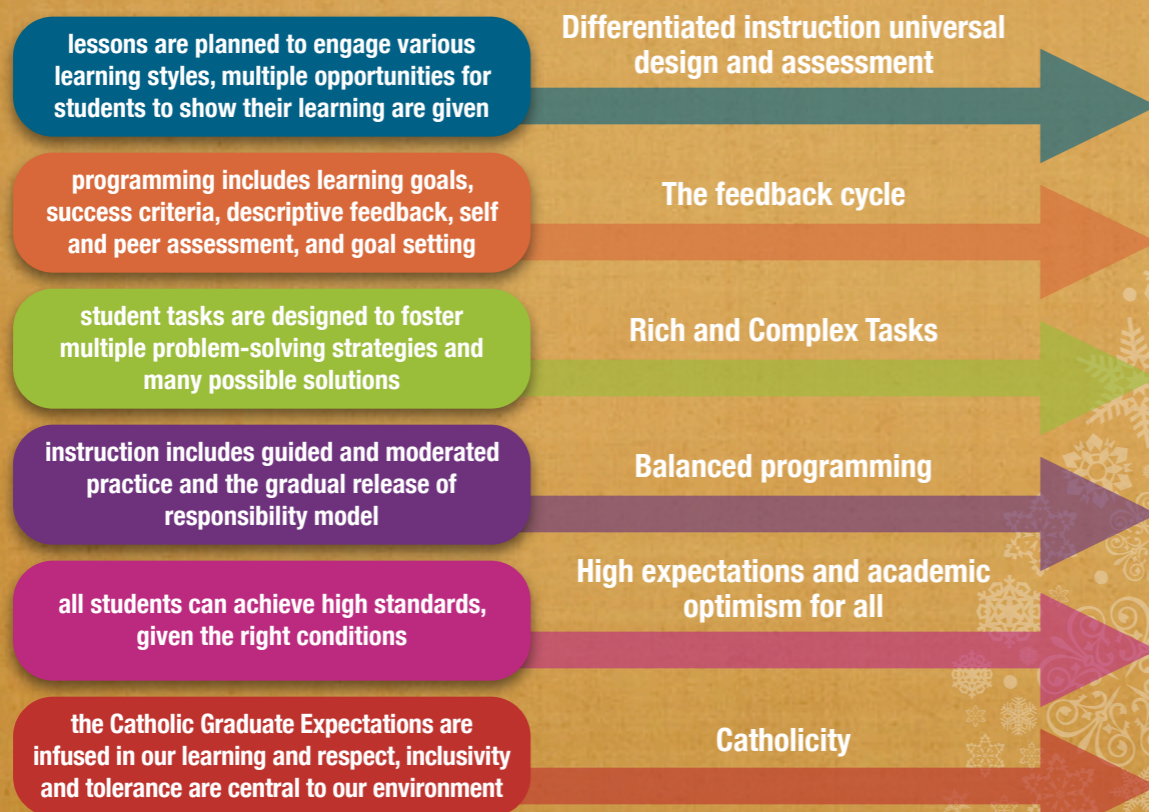
Increase student engagement and voice to build collaborative inquiry processes and increase achievement.

This year is the second year that we have used the Tell Them From Me (TTFM) survey to collect student input. We surveyed every student in grades four to eight and reached 87% of grade nine to twelve students. The survey asked them a number of questions about their experience of our system. We found out a great number of important facts from our students and are now working on making sure that we continue to do the things that are working and are mending the areas that are not. All of our schools are expanding the use of the survey and have established committees that are working on strategies to ensure that we let students know what the results showed and then ask them what is needed to improve. The high school has created the largest ever volunteer committee to work on TTFM while the elementary schools are gathering student and teacher feedback on the results.

[Click here to see some results from our survey at the board level or flip to pg 13](#)

We have also been using documentation in classrooms that includes, celebrates and encourages creativity, individuality and interdependence in student work. Our FDK classes in particular have been using innovative and authentic ways of allowing student needs to generate and direct the learning in our class rooms.

All of our staff has been focusing on using a variety of rich and authentic tasks that heighten engagement and allow for higher order thinking skills while fostering collaboration. Our professional learning communities work on the Key Learning Items that have been established:



The Leader in Me: Lighthouse School at Saint John's School

St. John's Separate School has set a goal of becoming one of only 111 schools across the country to achieve Lighthouse Status, and they are well on their way to achieving this goal. Staff gathered at the school during the summer to take The Leader in Me workshop and learn how to take a good school and make it a great school.

The Leader in Me program is modelled after *The 7 Habits of Highly Effective People*: a book that teaches business people how to be leaders in the workforce. It has been adapted for the school environment and for teens and children. The Leader in Me program is a whole-school transformation model that develops leaders one child at a time, and is not taught as a curriculum but is integrated into the fabric of the school. The staff works at integrating the learning into the curriculum, traditions, system and culture of the school. The program embodies a paradigm shift. Instead of seeing children through the lens of a normal distribution curve - some kids are smart and some less smart - The Leader in Me paradigm sees that every child is capable. Every child is a leader. This paradigm shift changes everything.



"When I learned about The Leader in Me program, I was drawn to it right away", says Michelle Sawa, Principal. "When I shared the concept with the school staff they were very excited and couldn't wait to get started. When you give a child an opportunity to be a leader in some way, it transforms them and gives them confidence and pride. I truly believe in this program and all the positive changes it will bring to our students and community".

The Leader in Me is a key element for our board's improvement plan and moves students to deeper engagement and higher achievement as they develop their potential, build confidence, and create an environment of belonging and success: a culture of leaders!

Celebrating Our Students' Growth: Student Achievement and Teacher Learning Needs

We celebrate the opportunity for our students to grow in knowledge and understanding as well as in the ability to communicate and problem solve. We rejoice in the diversity of strengths and learning styles our students bring to the classroom. To help all students reach their full potential we need to have teacher and administrator growth as well. We grow in our own ability as we are:

- Using data to guide our teaching in the most effective way;
- Ensuring that all teaching staff and principals understand the needs of our students;
- Bringing groups of teachers together to co-plan, co-teach and moderate student work;
- Promoting assessment for, as, and of learning opportunities in all elementary and secondary classrooms;
- Using technological supports to help all students learn and express themselves in the twenty-first century environment;
- Focusing on small group instruction to meet the needs of individual students;
- Continuing efforts to close the achievement gap between applied and academic secondary mathematics.
- Model lifelong learning for our students by engaging in professional learning community (PLC) work and using inquiry methods to move our students forward.



So, how are we doing?

It is important to reflect on how we are doing in our achievement and to consider the results from our provincial testing. This year the Kenora Catholic District School Board was able to see growth in our junior reading, writing and math results.

We are also pleased to have increased in our primary reading. However, we continue to strive to make further improvements at the primary level.

Our work in grade nine math continues to excel far beyond the provincial level in applied and academic levels. Our Ontario Secondary School Literacy Test (OSSLT) results are also stellar.

[Click here to see our EQAO results over time or flip to pg 14 and 15](#)

STA Receives Bette Stevenson Award

On November 15th representatives from St. Thomas Aquinas High School received high honours – The Dr. Bette M. Stephenson

Award of recognition and achievement. The award is provided to a handful of schools across the province who are profiled in the Education Quality and Accountability Office (EQAO) Provincial Reports for using provincial assessment results as evidence for improvement planning. St. Thomas Aquinas High School is being profiled for using leadership, data-driven strategies and whole-school approaches to helping every student succeed. The high school was chosen as a profile school based on provincial assessment results and its unique circumstances to develop an action plan to work toward improved student outcomes.

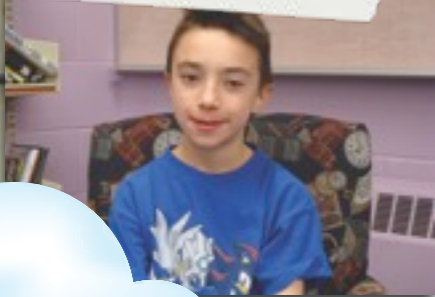


Our Students Say it Best...

At the Kenora Catholic District School Board we cherish, value and respect our students. We love their giggles, singing, and laughter 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 our schools is how our students feel and the things they have to say. We are happy and successful only when our students are happy and successful. We believe our students say it best.

“I like coming to a Catholic School because...”

Maxwell Froese, Gr. 3



École Ste-Marguerite Bourgeoys
“...we celebrate Jesus’ sacrifice and we learn about how to be a follower of Jesus.”

Angel Kent, SK



Pope John Paul II School
“...Mrs. Hatfield teaches us about caring, kindness and forgiveness. I like learning to write my letters and I like star wars.”

Maya Boivin, Gr. 12



St. Thomas Aquinas High School
“...of the inclusive environment. For all of my years spent at St. Thomas Aquinas High school I have never felt out of place or excluded and there is always someone to talk to who understands. I love all the teachers at my school because they are very involved with us and can connect to me on my level. They are willing to do crazy things to help you learn and are always there when you need their help”

Chloe Hollos, Gr. 8



St. John’s Separate School
“...you get to learn about Jesus and then grow in your faith with Christ each grade. The teachers at my school are really fair and nice and they have a lot of fun with us.”

Kirsten Favreau, Gr. 5

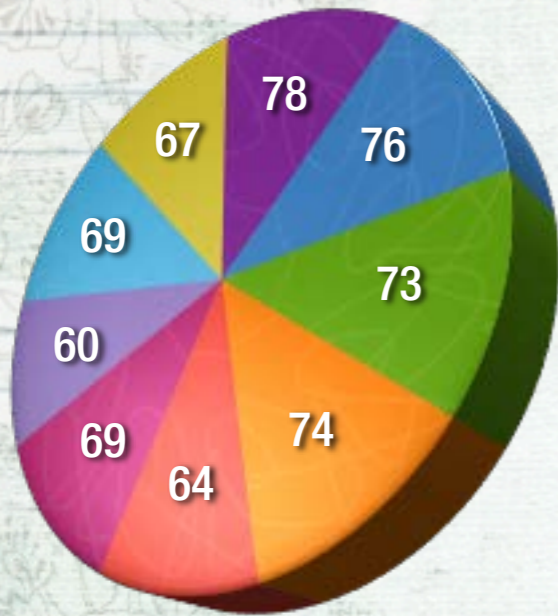


St. Louis School
“...we always have special celebrations. We sing together, read prayers and gather on Mondays to talk about the gospel. I feel like we are a family here. I like our teachers at St. Louis because they are kind and caring. They always find neat things for us to learn about and do together. I can tell our teachers love being at St. Louis school.”

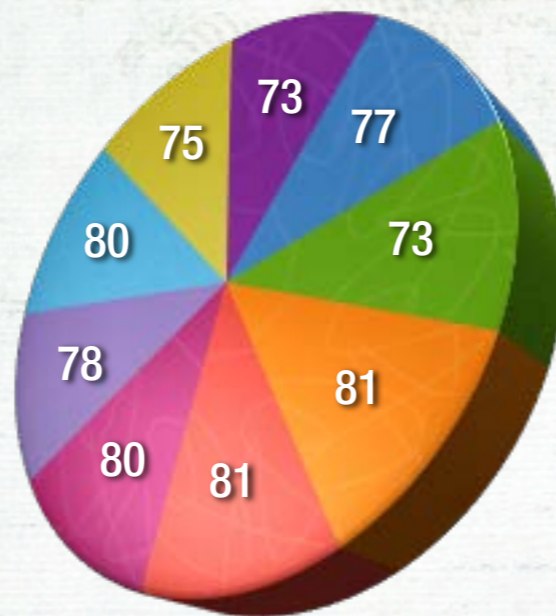
Tell Them From Me (TTFM)

● Grade 4 ● Grade 5 ● Grade 6 ● Grade 7 ● Grade 8 ● Grade 9 ● Grade 10 ● Grade 11 ● Grade 12

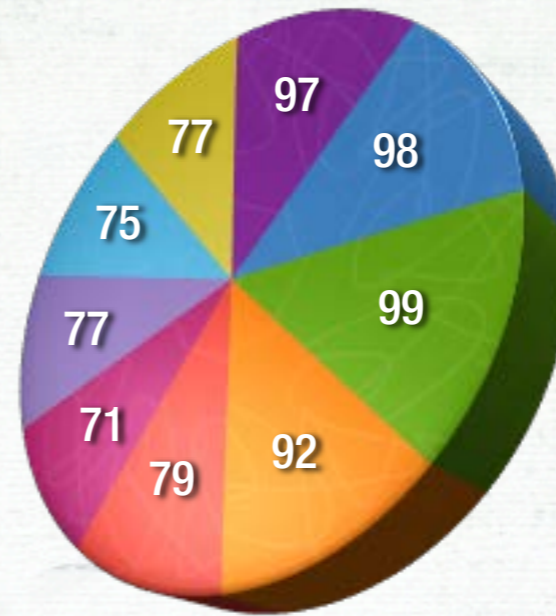
Students with a positive sense of belonging



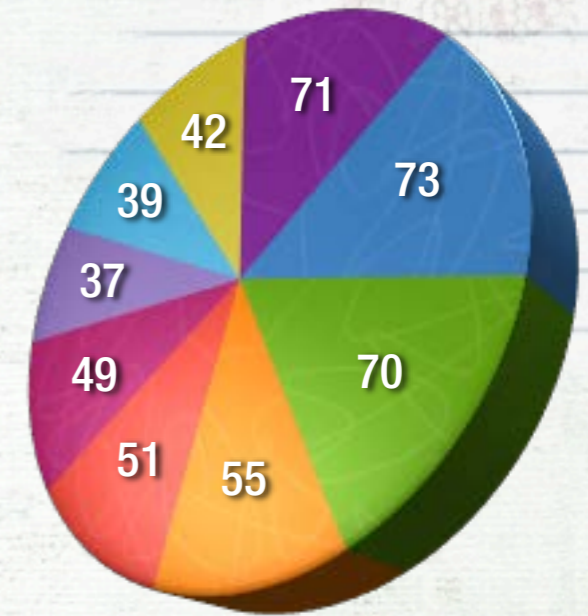
Students with positive relationships



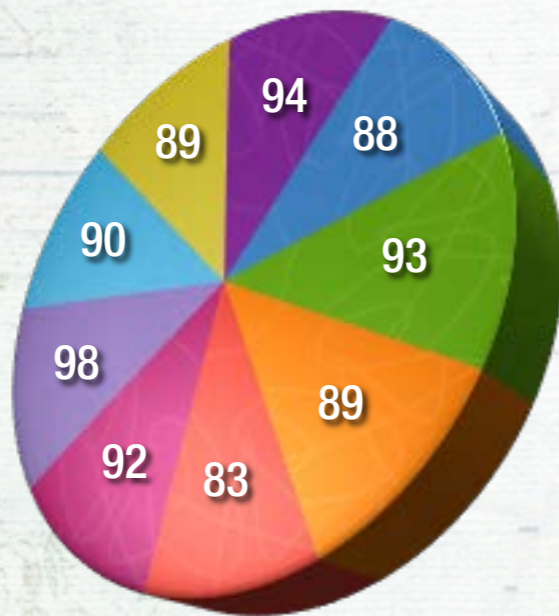
Students that value school outcomes



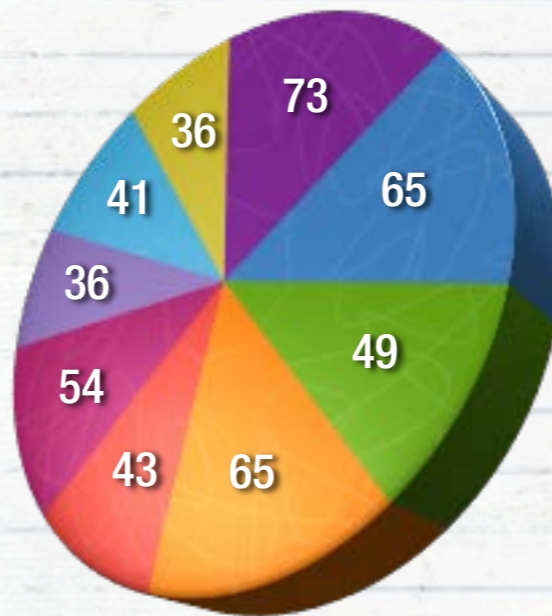
Students with positive homework behaviours



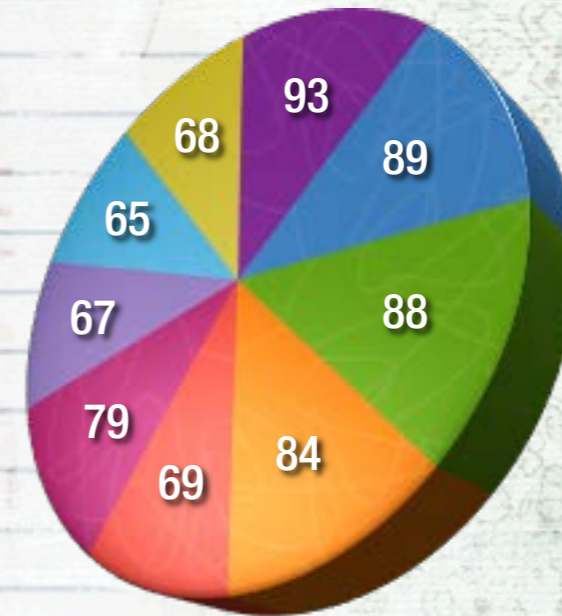
Students with a positive school behaviour



Students who are interested and motivated

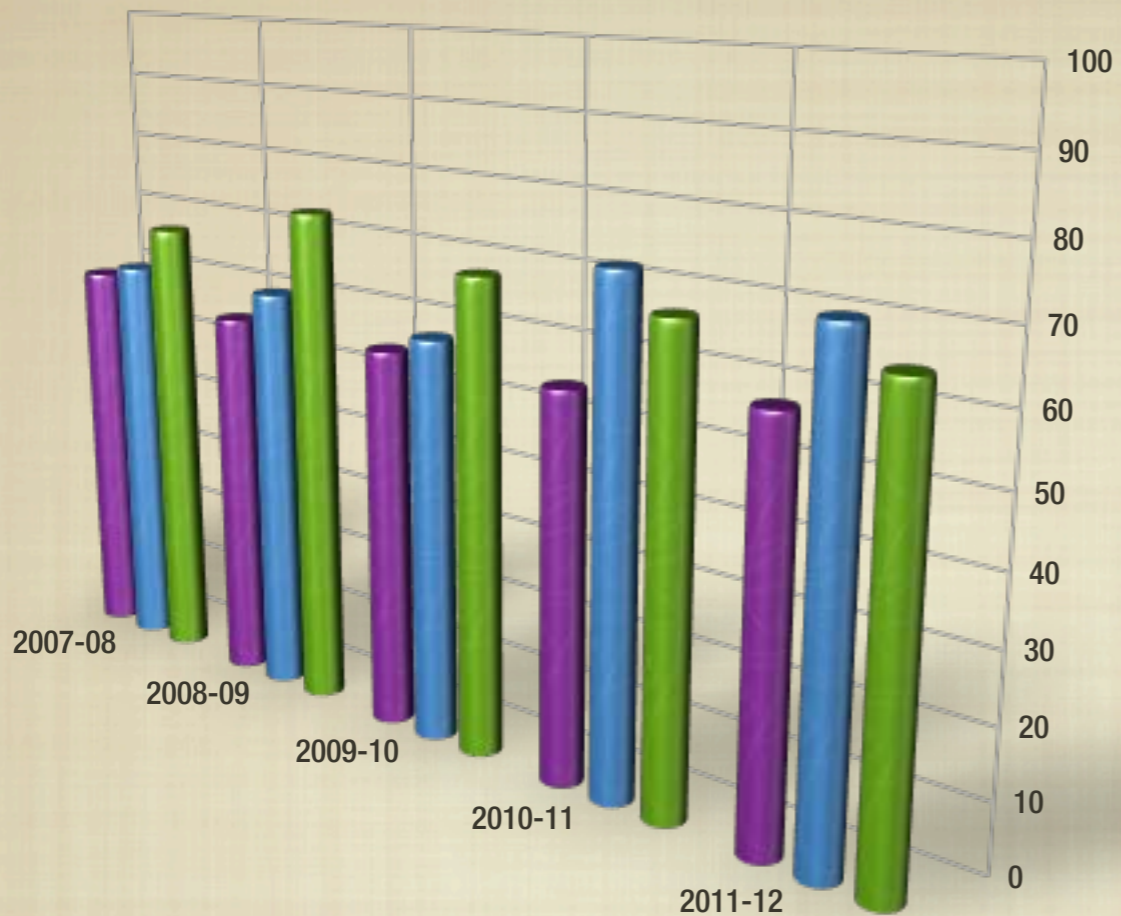


Students who are trying hard to succeed



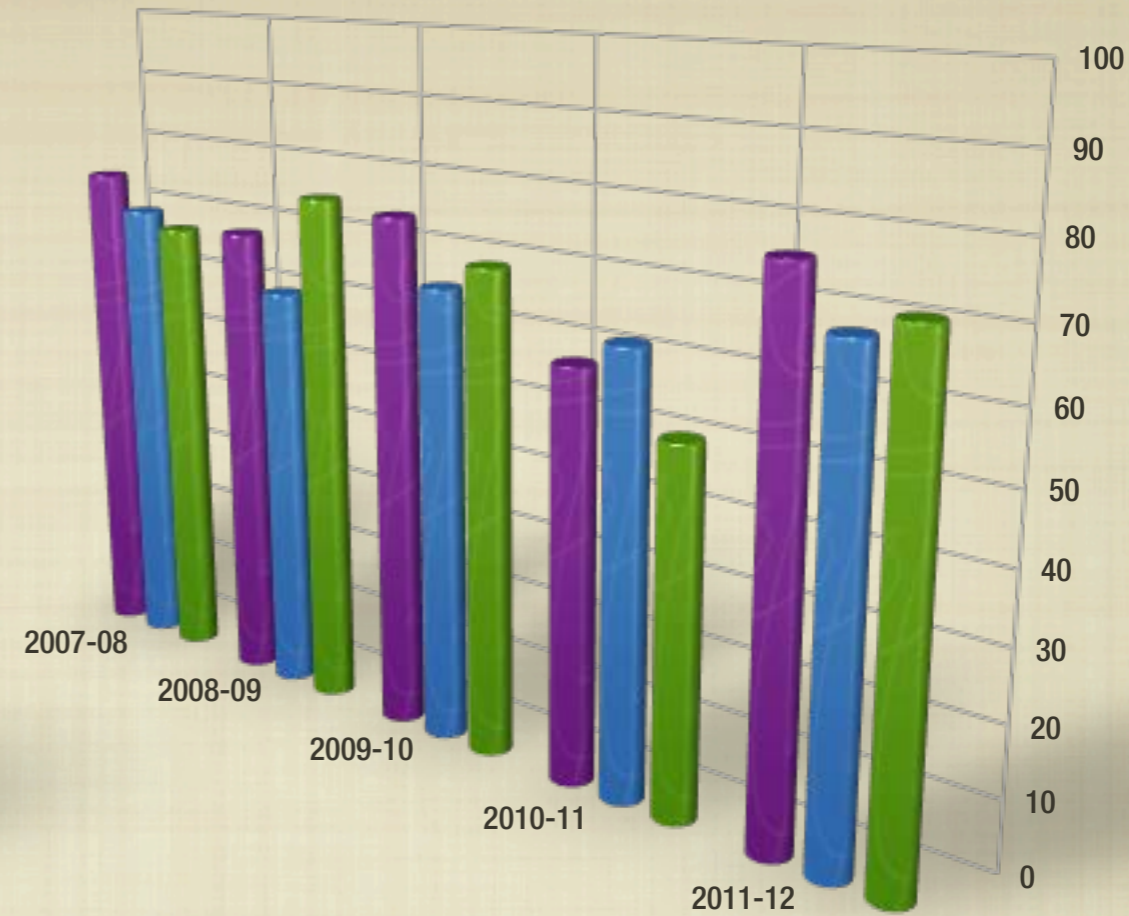
Primary EQAO Results

Reading Writing Math

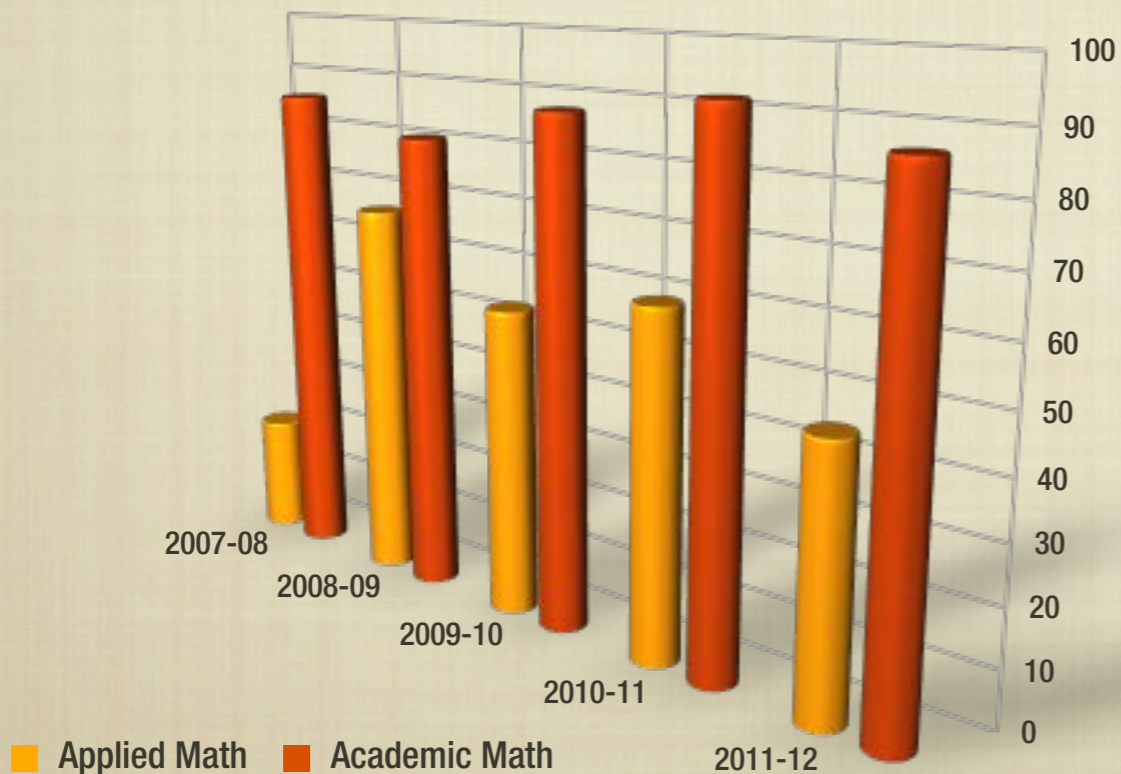


Junior EQAO Results

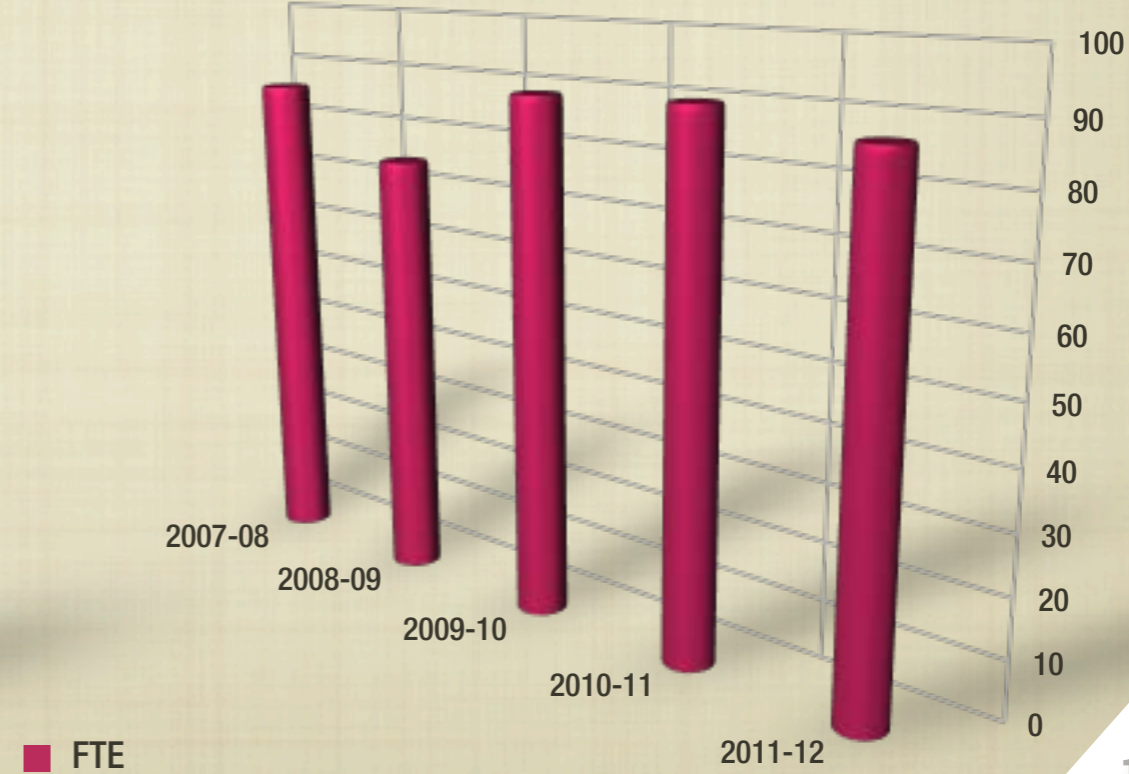
Reading Writing Math



Grade 9 Math Results

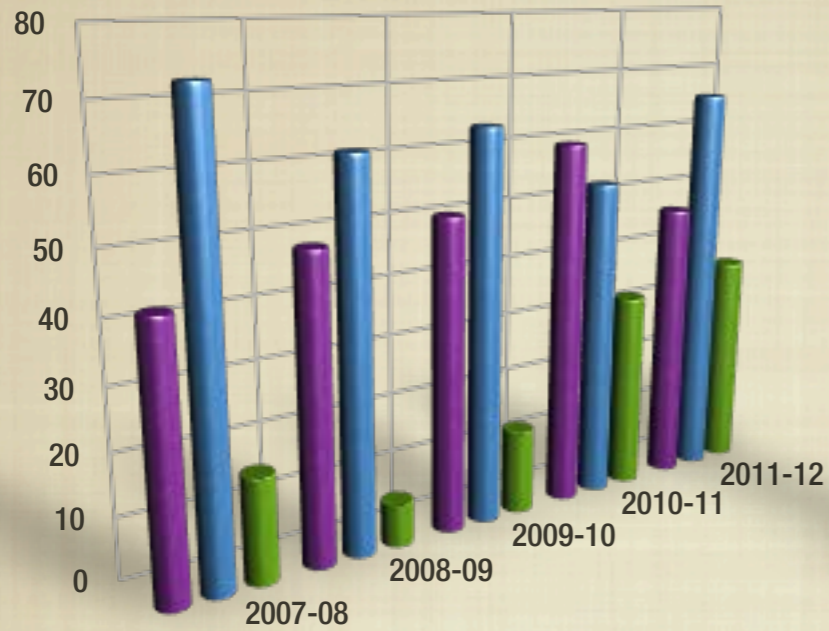


OSSLT Results



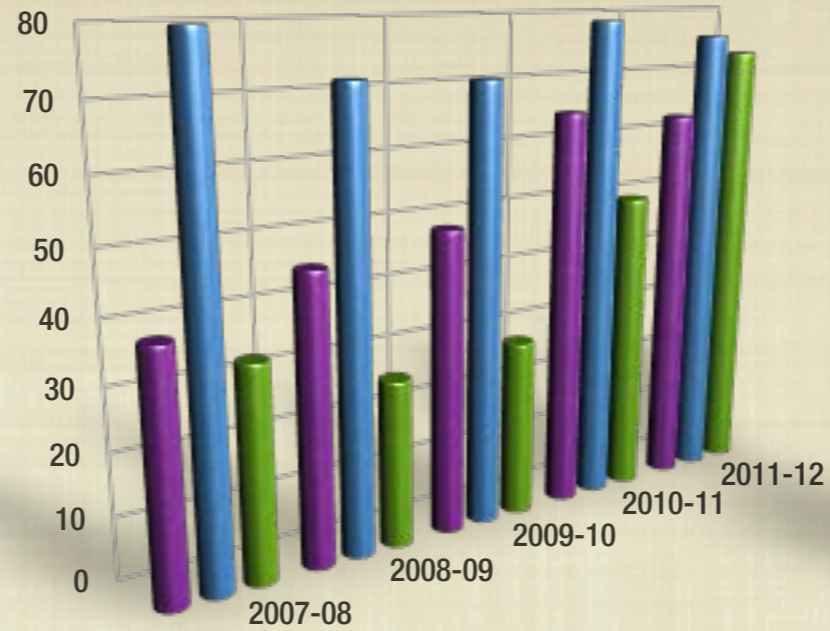
Primary Reading

Boys Girls Special Education



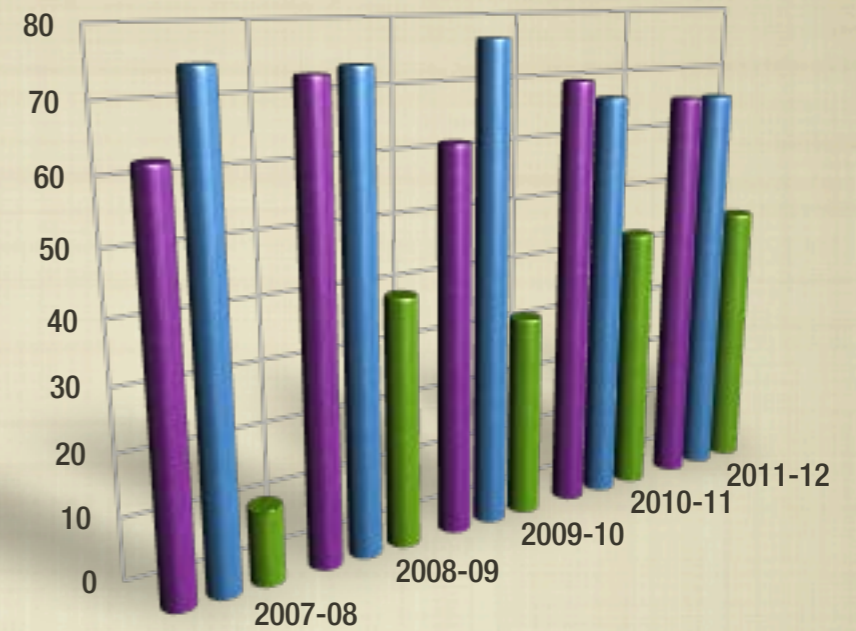
Primary Writing

Boys Girls Special Education



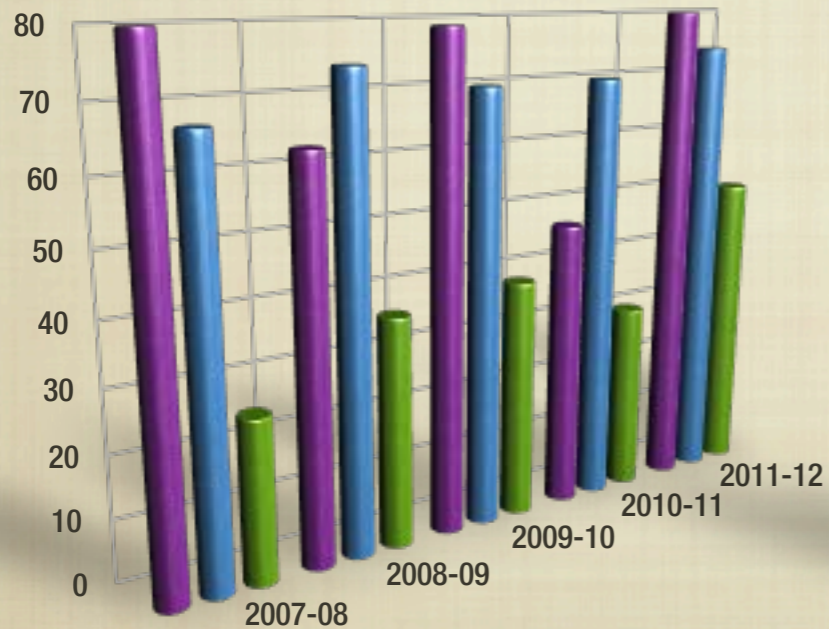
Primary Math

Boys Girls Special Education



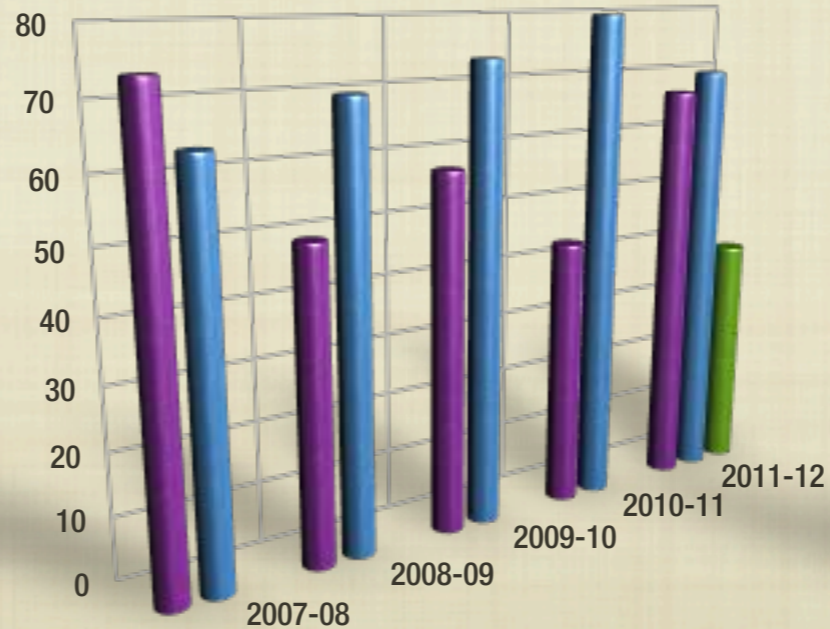
Junior Reading

Boys Girls Special Education



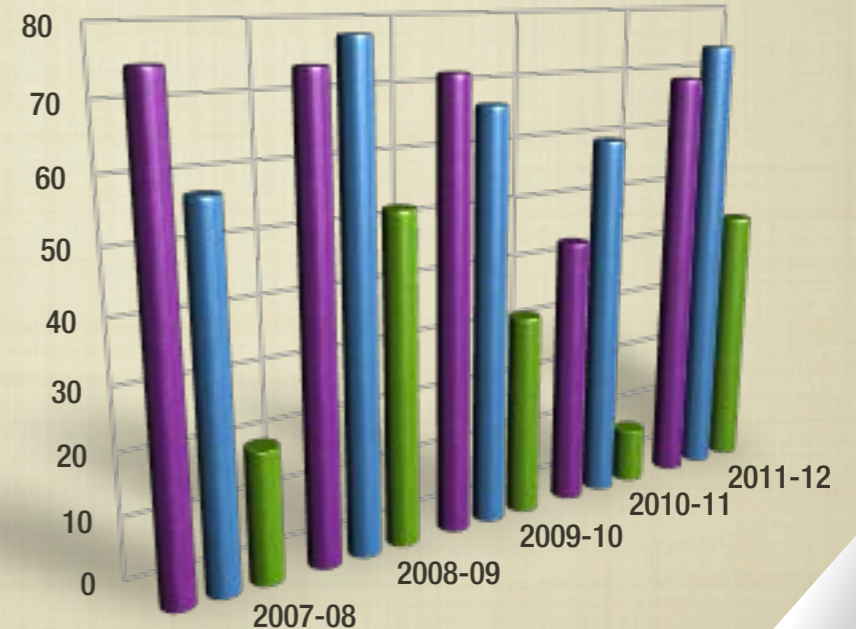
Junior Writing

Boys Girls Special Education



Junior Math

Boys Girls Special Education



Goal Number Two: Fostering our Catholic Environment of respect, acceptance and responsibility

Strategy One

Ensure that Catholicity remains the foundation upon which KCDSB is governed, organized and administered.

The annual system wide spiritual development day that was hosted on September 28th at Pope John Paul II school is a vibrant and integral part of the mission and culture of the school board. The Spiritual development day is focused on bringing vitality and spirituality into every new school year and is part of the essence of why the school board is so successful.

“Our spiritual development day is very important to us because it’s one of the only opportunities that we can come together as an entire system wide community, to learn together and grow together in our faith and as a Catholic education community”, says Phyllis Eikre, Director of Education. *“We are especially grateful and thankful to have all of our staff from St. John’s Separate School travel to Kenora to be with us on this special day. They overcame many challenges including renegade deer to be with the Catholic education community to celebrate our faith together.”*

Rev. Michael Dechant, OMI spoke to a gymnasium filled with teachers, education assistants, custodians, secretaries, administrators and all of the staff members of the Kenora Catholic District School Board. Rev. Michael Dechant spoke with humour and humility about keeping Catholic Faith alive in Catholic schools.

“Each and every person has a role to play in our mission”, he said.

“There are three kinds of people in this world: those who make things happen, those who stand watching things happen and those who scratch their heads wondering what the heck is happening. You need to be the ones that make things happen because God sees you as part of the unfolding of his kingdom,” he said. *“That’s the bottom line: God is constantly using you and me to unfold his kingdom.”*

Rev. Michael Dechant spoke about the rock of hope and provided blessed rocks to anyone who wanted a symbol of hope and of their spirituality to hold in their hands or give to someone who needs hope. *“You are the hope that you see in the eyes of your students”,* he said.



Mike Favreau Honoured as Catholic Trustee

For over 20 years the Ontario Catholic School Trustees’ Association has had a tradition of honoring a Catholic trustee with the esteemed Trustee Award of Merit. There are 29 Catholic School Boards across Ontario and only 1 trustee is chosen each year.

This award is provided to a Catholic school board trustee who has made significant contributions to the Catholic education community, who has strong Catholic leadership qualities and who gives witness to their faith commitment.

This year our very own Mike Favreau was awarded the 2012 Trustees Award of Merit at the OCSTA AGM in Kingston, Ontario on April 28th. Favreau has provided servant Catholic leadership as a trustee since 1996. Favreau has been elected chair of the board 7 times and vice chair 4 times since being elected in 1996.

“I didn’t even realize I was nominated”, says Favreau. *“It’s such an honour because your peers nominate you because they believe that you have made a difference and a contribution to our students’ lives in Catholic education. It truly is a humbling experience to be recognized with this award. I share this award with all of my fellow trustees because it really is a team effort. The work we do as trustees is such a blessing because we are committed to every single child. The love and care that we have for our students permeates into the work we do to serve them and in that love and care I have seen truly amazing things happen during my tenure as a trustee.”*

“Mike Favreau truly deserves this award. He’s a long time trustee and a strong community supporter and a Catholic leader and mentor. We are extremely proud and honoured to serve at his side”, says Phyllis Eikre.

Mike Favreau is the 3rd trustee in the Kenora Catholic District School Board’s history to receive the Trustee Award of Merit.

Congratulations Mike Favreau.

Good Works

"I am inspired every day by all the amazing humanitarian initiatives our schools participate in", says Phyllis Eikre, Director of Education.

Grand Opening Celebration

On a lovely day in May, the Catholic Education Center had the official opening ceremonies. It was attended by ministry of education officials, Dawna Day Johnson and Carol Lynne Oldale, and officiated by Bishop Fred Colli (pictured here, second to the left).



Agape Table

Every Friday, Dean Woodbeck, our Chaplain at STA can be seen gathering students and heading down to serve at the Agape table in town. The students are gone from the school over lunch and return after serving soup to the 45 or 50 people who come to be nourished. The Youth in Philanthropy club also provides funds and food for those in need.



Terry Fox Run

\$7,770.39 was raised in schools within the 4 Kenora schools of the Kenora Catholic District School Board in honour of The Terry Fox National School Run Day which was held on Thursday, September 27th.

Over 55% of the collective funds were raised solely by the vibrant and dedicated school community of St. Louis School. The school currently has an enrolment of 155 students.

Operation Christmas Child

Organizers of Operation Christmas Child in Red Lake and Ear Falls were truly grateful to Erica Orwald and her grade one and two class. These students spearheaded an effort that saw their school bring in 41 shoeboxes filled with Christmas gifts for children in third world countries. This was an amazing amount to give from our small but mighty school! We congratulate their efforts and thank them for their ongoing generosity!



Catholic Values that Last!

Long-time volunteer, Harry Favreau was honoured and celebrated at the June 19th Board Meeting.

Over his 40 years of volunteer service to the Kenora Catholic District School Board, Harry Favreau has served as a trustee, school council member, Special Education Advisory Committee member, System IPRC member, parent and grandparent.

In her presentation at the Board meeting, Phyllis Eikre stated that "Harry Favreau has been a true servant leader and a strong advocate for Catholic education not only in Kenora but within the province of Ontario". "Although Harry is retiring from his school board activities he's not retiring from Catholic education."

Chair Frank Bastone presented Harry Favreau with a commemorative plaque celebrating and honouring his dedicated service to the Kenora Catholic District School Board.



Celebr8 the GR8

All across the Kenora Catholic District School Board on Friday June 8th at precisely 11:08 a.m. everyone - students, teachers, administrators and support staff stopped what they were doing to come together at various locations across the system to watch an 8 minute video focused on celebr8 the gr8. The Celebr8 the Gr8 video was set to musical compilations and captured pictures, short videos and small moments in time throughout the school year that were both special and meaningful. The video was inspiring, magical and humbling. It really brought to life, before our eyes, the perspective that our time together at the Kenora Catholic District School Board is filled with so many moments that are small gifts to be celebrated on any given school day. Only when you pull all the moments together, even for 8 short minutes do you truly see the real gift unfold.



We Celebrate



Who We are



each unique and vibrant

In our own way

The key messages in the video: Another year comes to a close. The days, weeks and months often feel as one. We may not recognize the wonderful things happening around us. However, now is the time we celebr8 the gr8. We celebrate our success, we inspire others to dream. We celebrate who we are, each unique and vibrant in our own way. If you think positively, sound becomes music, movement becomes dance, smile becomes laughter and life becomes a celebration. The more you praise and celebrate your life, the more there is in life to celebrate.

Praise and honour to everyone across our school board who brings to life the small moments that are special and unique to us every day. A very special thank you to Mary Cunningham, Tammy Bush and Jamey Robertson for having the vision and creativity to show us how special each of our moments are and creating our 8 minutes of celebr8 the gr8.



Strategy Two

Ensure a commitment to involving all of our stakeholders as we develop, implement, and review programs, decisions and services.

Tweet Creative Innovative Lobby the Government
Share Good News
Celebrate Twitter
Support Catholic Education
Like Engage the Media with Facts **Facebook**
Promote Community Events
Celebrate Our Successes Post Speak Up
Collaborating Together Get Active in Social Media
Engagement Promote Communicate
Support Celebrating Student Achievement
Student Voice



Kenora Catholic
District School
Board



@kcdsb



Kenora Catholic
District School
Board

Sharing Our Good News

We are excited and delighted to be launching our new social media program at the Kenora Catholic District School Board. Through our Facebook, Twitter and YouTube accounts we will be focusing on promoting and celebrating the amazing things that happen every day in Catholic schools across our board.

www.kcdsb.on.ca

Strategy Three

Create partnerships with daycare and after school care programs.

New After Care

The families and parents at Pope John Paul II School can exhale a sigh of relief at the recent announcement that the board has established an agreement with the Kenora Association of Community Living (KACL) to provide after school programming at the school.

This change in service providers comes in response to the spring announcement made by the City of Kenora (the former provider) that the city will no longer be providing daycare services effective December 31, 2012.

“Having a seamless transition for our students, parents and families in our after school program at Pope John Paul II school was of a primary importance to the board and we are very pleased to partner with the Kenora Association for Community Living”, says Andrew Poirier, Manager of Operational Services.

We are also blessed to be able to continue to work with Best Start networks. This year a highlight of our work with the Northwestern groups was our trip to Fort Frances to see Dr. Charles Paschal and Dr. Stuart Shankar. It provided an amazing start to our year for all of our early years workers.

This year we have decided to be inviting and innovative and to offer to host a Reggio-like forum for all daycare and early years’ workers. The first sessions are planned for the new year and will include early years workers from across the region.



Strategy Four

Create partnerships with First Nations, Metis and Inuit community partners.

The First Nations, Metis and Inuit (FNMI) Advisory Council meetings continue to be a force to be reckoned with. The group meets at least three times a year and provides the members with connections, information, and ideas for helping our youth.

One of the exciting outcomes from our meetings have been our connections to elders in the area who then come and provide support for events in our curriculum.

One of these events this year was the traditional ice fishing trip that students were able to attend on January 10th. The students from St. Thomas Aquinas High School received a hands-on lesson from KCDSB staff and Elders on traditional ice fishing methods.

“This style of ice fishing is what most people used”, says Shelly Tom, Aboriginal Resource Teacher. *“People did not have access to ice augers so they had to chisel a hole in the ice with an ice bar. Nets were set so that a greater quantity of fish could be caught, and a whole community could be fed”.*

Students witnessed the process from start to finish.



Trustee Brings Drum to First Nation Gathering

Our very lovely Josie Kipling was honoured by being asked by National Chief Shawn Atleo to bring the Treaty #3 drum to the Crown-First Nation Gathering which was held on January 24th in Ottawa. Over 170 Chiefs and community representatives from across Canada were in attendance with the Prime Minister, Governor General and 12 Cabinet Members to discuss respect, rights and opportunity for First Nation Canadians.

The Treaty #3 drum is very highly regarded and has been invited to many different events including the Olympics a few years ago and the White House.



Goal Number Three: Using Our Resources Wisely

Strategy One

Strive for improvement by establishing goals, clear planning, resource alignment and effective implementation and monitoring of progress.

We are set to begin to tender a new project with SMB to expand the school to make room for our exciting Full Day Kindergarten program. After 25+ Years of French Immersion, we just keep getting better!

Schools are a prime resource as well!

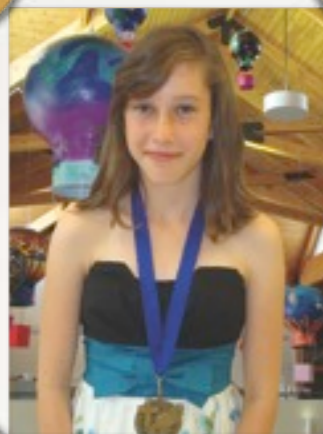
All of our schools pulled together to heighten awareness and increase our inclusivity and equity during Anti Bullying Week in November.

SMB sold cupcakes and wore pink shirts to commemorate the week. Saint Thomas Aquinas had events every day all week and staff and students wore blue to remind everyone of their heightened focus on these issues.



Celebrating the Resource of Catholic Educational 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 behaviours such as empathy, kindness, compassion and respect for their fellow students and teachers. We are very proud to present the 2012 recipients of the Director's Award of Excellence:



Amy Warner
Pope John Paul II School



Delia'h Owen
St. John's Separate School



Jacob Boutwell
St. Thomas Aquinas High School



Matthew Favreau
St. Louis School



Mia Corma
École Ste-Marguerite
Bourgeoys



New Culinary Arts Area

It started officially at the January board meeting when trustees heard plans about the new culinary arts area at Saint Thomas Aquinas High School. Denique Adams and Katie McNulty, teachers involved in the program shared plans to redesign the Culinary Arts room to create a facility that more closely emulates a full industrial kitchen and dining space. In September the room was ready to accept new students and the program has been moving forward ever since!

The new space uses one third of the area for dining service while the rest of the space was converted from sewing and parenting programs that are no longer part of the curriculum. The new classroom made doing the annual gourmet and arts gala, a treat to prepare and even more of a treat to attend.

Strategy Two

Create solar energy sources and collect it for resale and use in powering programs to increase our resource base and enhance our environment.

In 2009, the provincial government created the Ontario Green Energy Act. One of the cornerstones was to create growth in clean and renewable energy. In early 2011 Senior Administration had a feasibility study prepared on alternate energy opportunities for Kenora Catholic District School Board. The study indicated that it was not only feasible, but that we could begin to realize a net return on investment in 6 to 7 years. In 2012 we installed six 10ks Solar Photovoltaic Generator Panels. Future plans include the development of a unit of study for classroom use that will highlight the alternate energy supply and the effects on keeping our culture and environment green.

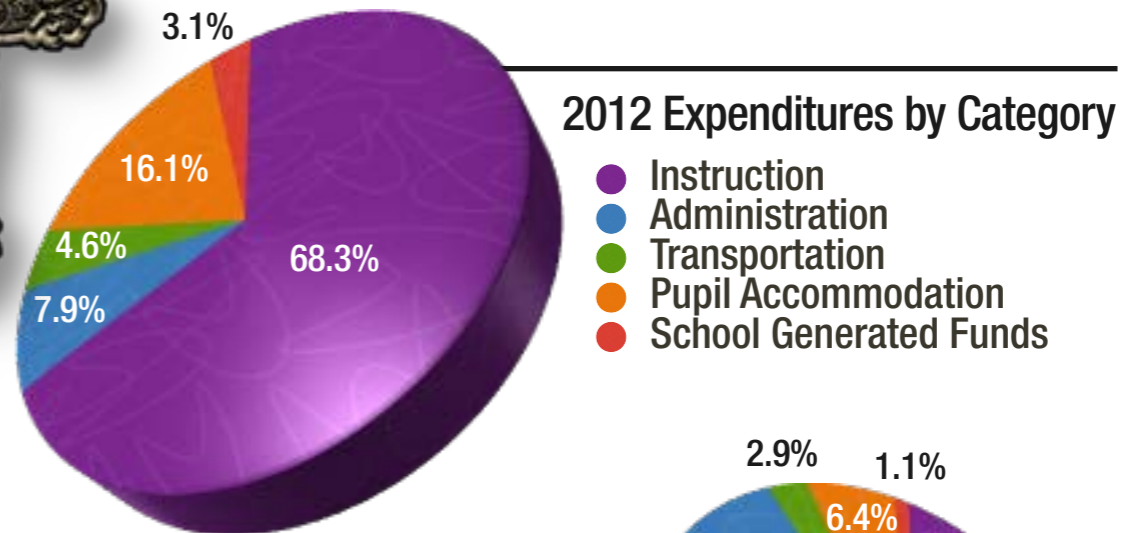
Financials

Audit Compliance

We have been working hard to update our procedures to be in compliance with audit suggestions made last year by our internal audit committee. We have hired a new financial manager and have successfully passed the workwell audit on health and safety.

Budget Process

The leaders in the board were involved fully in a budget setting process that included assigning replica money to programs in order to set priorities in a tangible and extremely practical manner. Staff was encouraged to gather feedback, be reflective and to fully discuss and understand the entire budgeting process. The funds were allocated to areas of student need and everyone was happy to see the way the process works, as well as the outcome.



2012 Revenues by Category



Celebrating 25 Years of French Immersion Success



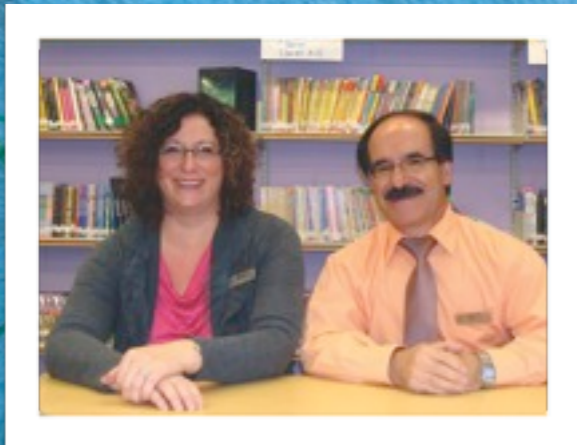
The Kenora Catholic District School Board is tremendously proud to celebrate 25+ years of French Immersion success at École Ste-Marguerite Bourgeoys and St. Thomas Aquinas High School. Our French Immersion program started in 1986 with 49 students and has grown and thrived over the years to over 440 students today. This kind of progressive and innovative programming does not happen overnight. It takes years of fine tuning and tweaking to make it work, succeed and thrive. In fact, over the past few years École Ste-Marguerite Bourgeoys students scored significantly higher than the provincial standard in both grade 3 and grade 6 Education Quality and Accountability Office (EQAQ) Testing, and 99% of former École Ste-Marguerite Bourgeoys students in grade 10 this year passed the Ontario Secondary School Literacy Test on their first attempt. These are amazing results and really are attributed to the success of the programming, the servant leadership and dedication of our French Immersion Team. In addition to our EQAO results, École Ste-Marguerite Bourgeoys has been operating at capacity, literally bursting at the seams for the past few years. Because of the demand for our one-of-a-kind single-track French Immersion programming, the extraordinary teaching faculty and strong school culture, the Kenora Catholic District School Board will be adding a multi-million dollar expansion to our elementary school. We will be expanding École Ste-Marguerite Bourgeoys to support the Full Day Kindergarten Program and meet the demands for enrollment with bright, new and innovative classrooms ready for the 2014 school year.

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Our French Immersion Leadership Team

We are proud to present our highly successful French Immersion Leadership Team: Principal Carlos Silva and Vice Principal, Nicole Kurtz. Between the two of them they have over 30 years of French as a second language experience. Both are fluently bilingual (Carlos is quadrilingual) and have both played a key role in guiding and shaping the strategic direction of the school. Carlos is an award winning principal having won the Principal of the Year

award in 2010 from the Catholic Principal's Council of Ontario. Nicole Kurtz's personal Catholic French success story was profiled at the 49th Annual Diocesan Conference to Catholic School Trustees from across the region.



Our Enrolment Doubled at École Ste-Marguerite Bourgeoys

From 2007 to 2012 our junior kindergarten enrolment has doubled! Because of the demand in our community for our French Immersion program we are adding a multi-million dollar expansion to École Ste-Marguerite Bourgeoys. We can't wait for you to see what we have planned for your children.



Did You Know?

Recent research indicates that bilingual speakers can outperform monolinguals – people who speak only one language – in certain mental abilities, such as editing out irrelevant information, and focusing on important information. These skills make bilinguals better at prioritizing tasks and working on multiple projects at once.

– February 2011 Science Daily.



Celebrating 25 Years of French Immersion Success



We of course believe our program is top notch, but it's even more meaningful when our students, alumni, staff and parents think so too...



Jackson Brown (Student):
"I think that by being bilingual it will mean better jobs in the future."



Lee-Anne Sewell (Teacher): *"I think our French Immersion program is so successful because we work as a team. We are always willing to help one another, we share resources, ideas and we really care about our students. As a teaching staff we go the extra mile to ensure our students are having fun while they learn. After all learning is so much more effective when students are engaged and enjoying themselves. It's really rewarding as a teacher to see that we all have the same interest in mind: our amazing students."*



Jordan Bourgeois (Student):
"I like the quality of our education at École Ste-Marguerite Bourgeoys."

Did You Know?

In an increasingly globalized world, a second language is a clear advantage, and makes learning a third language even easier. And in Canada, French is a requirement for anyone who wants a career in politics, diplomacy, international business and numerous other fields.

— Globe and Mail, September 26, 2012

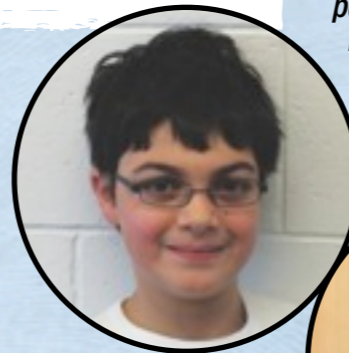
Angie Shura (Teacher): *"Perhaps the greatest thing about École Ste-Marguerite Bourgeoys, for me, has been all that it has come to symbolize over the past twenty five years. Certainly our school community is like a second home for our students and staff, but it's also so much more. It has been perseverance in creating a successful French Immersion program in an Anglophone community, a feeling of welcome and inclusion for visitors and parents as well as pride for our Francophone teachers who share their knowledge and heritage. We are also very excited about our planned expansion which is attributed to our growing success. I couldn't be more proud of all that our school has accomplished and on a personal note, I'm very proud of my Godfather, Mr. Toner, who drove all over Manitoba and Northwestern Ontario to recruit the wonderful, original group of teachers who started our school back in 1986."*



Anthony Silva (Alumni): *"Having recently graduated from medical school and preparing to begin my professional career, I can't help but reflect on how my French Immersion education has impacted on my achievements. I began French Immersion in senior kindergarten and graduated from French Immersion in St. Thomas Aquinas High School in*

2003, winning the Governor General's Academic Medal along with numerous other scholarships and bursaries. I believe that my time in the French Immersion program provided me with the necessary skills I needed to succeed at such a high level. Has my French Immersion educational experience positively impacted my life? Absolutely."

Antonio Caruso (Student):
"I love our prayer services and special events. I also love that we speak French and have great teachers."



Mary and Stephen Duda (Parents):
"We are thankful that our children have the opportunity to learn and grow in an environment that allows them to feel safe, secure and happy. With the commitment of the École Ste-Marguerite Bourgeoys staff, parents and volunteers, we create a community that can truly instill a love of learning and foster relationships that will last a life time."



Katie Mack (Alumni & staff member):
"Having gone through the French Immersion program, first at École Ste-Marguerite Bourgeoys and then at St. Thomas Aquinas High School, I can truly say that the French Immersion program has shaped my life. I had the opportunity to travel to different parts of the world and communicate with people in their native languages. Not only did it shape my personal life, but also my professional life. I have had jobs as a French tutor from Elementary school to University, I've had a job as a historical interpreter, and now I'm working at École Ste-Marguerite Bourgeoys as an Education Assistant. I would recommend this program to anyone who is looking to enrich their child's life."



Alexandra Illman (Student):
"I like all the great teachers and that we get to speak two languages. I like that we get a great education."

Celebrating 25 Years of French Immersion Success



Maria Froese (Teacher): "I believe École Ste-Marguerite Bourgeoys has had 25 years of excellence in Catholic education, primarily because of its foundation. The founding teachers and staff were incredibly talented and dedicated to their faith and to their students. A quarter of a century has passed but what remains is the spiritually filled staff who care for the students as if they were their own children. We truly are a community school that is dedicated to promoting love, harmony, spirituality and peace by working and partnering with our parents, our Church and our community."



Did You Know?

A new study found certain brain functions that are enhanced in teens who are fluent in more than one language. The findings give new insight into how our senses help shape our brains... "studies have found that bilingual children tend to be better than monolingual children at multitasking. They are also better at focusing their attention..." Bilingualism serves as enrichment for the brain and has real consequences when it comes to executive function, specifically attention and working memory.

– National Institute of Health – May 7, 2012

Our Results Speak for Themselves

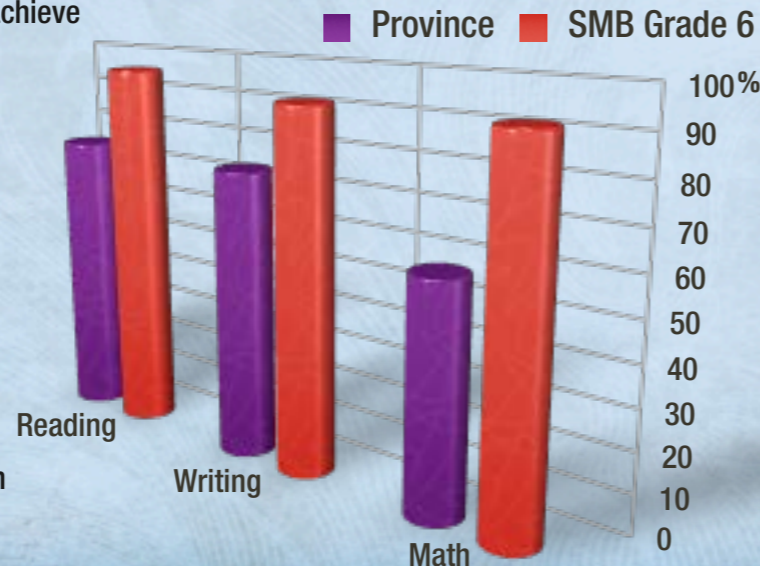
100% of the École Ste-Marguerite Bourgeoys grade 6 class of 2009, graduated in 4 years of attending high school at St. Thomas Aquinas High Schools. Currently the provincial graduation rate is hovering at approximately 75%. In the last 6 years 4 of the Directors Award of Excellence winners at St. Thomas Aquinas High School were École Ste-Marguerite Bourgeoys graduates. As well, 2 of the last 3 years' winners of the Governor General's Award and the JN Davidson Award were French Immersion graduates.

Our Grade 6 EQAO Results

Our EQAO results are significantly higher than the provincial standard. As you can see from this chart 96% of our grade 6 students achieved a level 3 - 4 in writing. The provincial standard is that 75% achieve a level 3 - 4. Our scores significantly exceed provincial standards.

Last year our students improved by 31% in reading and writing and 12% in mathematics from their scores in grade 3. We think those are results worth celebrating.

More than half of the graduates who received honours throughout their high school careers were French Immersion graduates. Half of the graduates who are French Immersion graduates, graduated with Ontario Scholar Honours.



Frequently Asked Questions

What is the difference between a single-track and dual track French Immersion program?

Dual-track programs offer French immersion and English language classes; while single-track programs offer only French immersion programs.

St. Thomas Aquinas High School is a dual-track program while École Ste-Marguerite Bourgeoys is the only single-track French Immersion program in Northwestern Ontario. At the Kenora Catholic District School Board students can start French Immersion in junior kindergarten and continue their French language in grades 7-12 at St. Thomas Aquinas High School.

At École Ste-Marguerite Bourgeoys our single track programs delivers all curriculum from junior kindergarten through to grade 6 to students in French. French is used in all aspects of the school day including announcements, sports, songs, displays and contact with support staff. In a single-track French Immersion program, students have more opportunities to experience French in authentic context through guest appearances, cultural events, field trips and activities that are geared toward a French Immersion audience. Our program is so effective for students because it surrounds students in French both inside and outside of the classroom at all times and students are encouraged to speak in French with their peers as often as possible.

Do we have to speak French at home for our children to be successful in French Immersion?

Not at all. Our programs are designed for children whose first language is not French. Plus students can continue their French in grades 7-12 at St. Thomas Aquinas High School, and we have a homework help program to support our students' learning. This all equals the perfect equation for students to become fluently bilingual and academically successful.

Why should we choose the Kenora Catholic District School Boards' French Immersion Program?

As a parent or guardian you can feel confident and comfortable enrolling your child in our French Immersion program because our program is based on our proven success of curriculum development and student results. Our results are evidenced in our EQAO test scores. As parents and guardians we understand that you have the important role of making decisions that are best for your child's future, particularly when choosing a school community. We believe that EQAO scores are an indicator of the success of a schools' programming. We encourage you to visit the EQAO website and carefully view our schools' scores. Here is the address: <http://www.eqao.com/categories/home.aspx>.

In addition to our test scores that are higher than the provincial standard, we have a teaching staff that possesses a high level of French language proficiency which leads to accurate and efficient learning. Our French Immersion team is always looking for ways of improving methodology and strategy in language learning. Many of our 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 French Immersion team has gathered resources and program support tools over the past two decades and this team demonstrates a continuity that has grown, evolved and improved over the past 25 years. Our board has been very innovative in implementing the Common European Framework of Reference for Languages which is proving to be a very successful program for student success. Please [click here](#) to learn more about the CERF program. All of these reasons help to support an amazing learning opportunity for your child.

Is learning French really that important?

Yes. After English, French is the most frequently learned second or foreign language. It is the official language of more than 33 countries and is the only language other than English to be spoken on five continents. French, like English, is truly an international language. It is one of Canada's and the United Nation's official languages.

– Myths and realities of French Immersion, Canadian Association of Immersion Teachers and Calgary Board of Education.

What advantages will my child have by being in a French Immersion program?

Research shows that young children are able to learn a second language much more easily than adults. There are also significant cognitive benefits. A recent Statistics Canada study found that immersion students outperform their counterparts in non-immersion programs, even when gender, socio-economic background and parents' education are taken into account. And those in early immersion...have an edge.

– Stats Canada Study ("French Immersion 30 Years Later").

Did You Know?

Learning a foreign language literally changes the way we see the world, according to new research... bilingual speakers think differently than those who only use one language.

– March 2011 Science Daily

2012 Board of Trustees



Frank Bastone
Chair



Paul Landry
Vice Chair



Michael Favreau
Trustee



Vaughn Blab
Trustee



Josie Kipling
Trustee



Brenda Bye
Trustee



Teresa Gallik
Trustee



Jarrold Sundmark
Student Trustee

Kenora Catholic District School Board Profile

Enrolment 1,608

Elementary Students 1,186

Secondary Students 422

308 elementary students totally immersed in French

Our Family of Schools

Elementary:

St. Louis School

Pope John Paul II School

École Ste-Marguerite Bourgeoys

St. John's Separate School

Secondary:

St. Thomas Aquinas High School

Facilities:

1 Multi Skills Training Center of Excellence

2 Daycare Facilities

1 Full French Immersion School

Staff

Instructional Staff 175

Non Instructional Staff 58

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, Ear Falls 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) 468.9851 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. The May meeting is held in Red Lake. Video conferencing is available at both locations for all meetings.



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.

We Welcome & Value Your Comments

This Annual Report is best seen as a video presentation on our board website at www.kcdsb.on.ca or by visiting our [YouTube Channel](#). Student photos were taken at our friendly Catholic schools: St. Louis School, St. Thomas Aquinas High School, St. John's Separate School, Pope John Paul II School and our French Immersion School École Ste-Marguerite Bourgeoys. Thank you for your support and for choosing the Kenora Catholic District School Board.