

A Handbook for Parents of Kindergarten Students



**READY, SET,
KINDERGARTEN!**

Vision

Creating a culture of faith, hope and love to ensure equity and well-being.

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Welcome to Kindergarten



Dear Parents and Guardians,

On behalf of the Peterborough Victoria Northumberland and Clarington (PVNC) Catholic District School Board, we welcome you and your child to our vibrant Kindergarten Program.

Our Mission is to accompany our students as we strive for excellence in Catholic Education. We educate students in faith-filled, loving, safe, inclusive schools to develop the God-given abilities of each person.

In our Kindergarten classrooms, we create enriching learning spaces where each child feels safe, valued, and included.

The foundation of our Kindergarten Program is built upon four essential frames of learning:

- Literacy and Mathematics
- Self-Regulation and Well-Being
- Belonging and Contributing
- Problem Solving and Innovating

Our inquiry-based learning model is designed to inspire not only a love for learning but also a deep sense of wonder and curiosity. By encouraging children to explore their natural curiosity, engage with their surroundings, and reflect on their experiences, we cultivate an environment where children can grow both intellectually and spiritually.

Our dedicated team of Teachers and Early Childhood Educators is eager to build a supportive and collaborative relationship with you and your child.

As we embark on this journey together, we are excited about the opportunity to collaborate with you, our valued parents and guardians. Your active involvement is essential in creating a nurturing and faith-filled learning experience for your children.

We are honored that you have chosen our educational system for your child's formative years and are committed to providing a Kindergarten Program that enriches the incredible learning journey you have started with your child at home.

With warmest regards and blessings,

A handwritten signature in black ink, appearing to read 'Stephen O'Sullivan', with a long horizontal flourish extending to the right.

Stephen O'Sullivan
DIRECTOR OF EDUCATION



Shaping a Better Future Through Our Catholic Graduate Expectations



DISCERNING BELIEVER

Because I am a believer, I will live my life like Jesus.



EFFECTIVE COMMUNICATOR

Because I have a voice, I will use it lovingly, and I will live my life like Jesus.



COLLABORATIVE CONTRIBUTOR

Because I am a team player, I know that "Together is Better", and we live our lives like Jesus.



LIFELONG LEARNER

Because I am a learner for life, I can reach for my dreams, by living my life like Jesus.



RESPONSIBLE CITIZEN

Because I accept my responsibilities, I can make a difference, and will live my life like Jesus.



REFLECTIVE, CREATIVE AND HOLISTIC THINKER

Because I have ideas, I have a purpose, and I will live my life like Jesus.



CARING FAMILY MEMBER

Because I care, I pray for all my families, and I will live my life like Jesus.

Welcome to Kindergarten



Dear Parents and Guardians,

What an exciting time for you and your family as your child begins school! Thank you for making the choice for a Catholic school, a place where your child will grow in faith, as well as knowledge and wisdom.

From ancient times, followers of Jesus have been called disciples: I was reminded recently that the word disciple means student. Years after we finish our formal education, we are all still learning what it means to be someone who believes in Jesus and follows him. At a Catholic school, your child is set on a lifelong path of learning, coming to know the Lord Jesus as the Son of God and encountering Him in the Church. This encounter will provide them with a guide for living their lives, give them strength in troubled times and joy in the sure knowledge that they are a beloved child of God.

Parents are the first teachers of their children in all things, including the ways of faith, but you don't have to go it alone: in the Catholic community the family, school and parish all have a part to play to help children grow in faith. As veteran disciples who have known the joy of following Jesus, we want beginners to share the riches we have received. At the same time, we understand that we are always students when it comes to the life of faith. We are always growing in our understanding of the great mysteries of God; always striving to be the people God calls us to be. As a result, the faith allows you and your child to grow together, over time, as you both journey closer to God.

I pray that the Catholic Church community will be a constant support to you in your role as parents or guardians. Involvement in both the school and local parish will enrich your own faith and enable you to share that precious gift with your child. May all of us together, students at the feet of the Lord, continue to strive, to grow and to learn what it means to follow Him.

Yours in Christ,

†Most Reverend Daniel J. Miehm, D.D.
BISHOP OF PETERBOROUGH

The Kindergarten Program in Ontario

Beginning in 2016, the Ministry of Education in Ontario has implemented a revised Kindergarten Program. This program is now fully implemented in all school boards across Ontario.

The Kindergarten Program (2016) sets out what four- and five-year-olds across the province will learn in Ontario’s two-year Kindergarten program. It also describes how educators will help children learn through play and inquiry. Based on the most up-to-date information about child development and how children learn best, the Kindergarten program provides a smooth transition from home or child care settings and a strong foundation for learning in the years to come.

Please note the following new terminology:

Previous Kindergarten Program	Current Kindergarten Program
Junior Kindergarten	Year 1
Senior Kindergarten	Year 2

Another significant change in the program is the addition of a Registered Early Childhood Educator (RECE) in the classroom, along with the classroom teacher. *

“Early childhood educators and teachers will have the benefit of a collaborative and complementary partnership to support children and families in a high-quality, intentional, play-based learning environment. Teachers are responsible for the long-term planning and organization of the program and the management of the Early Learning – Kindergarten classes. In addition, teachers are responsible for student learning; effective instruction; formative assessment (assessment for learning) and evaluation, based on the team’s assessments of children’s progress; and formal reporting and communication with families. Early childhood educators bring a focus on age-appropriate program planning to facilitate experiences that promote each child’s physical, cognitive, language, emotional, social, and creative development and well-being, providing opportunities for them to contribute to formative assessment (assessment for learning) and evaluation of the children’s learning. They are also responsible for implementing the integrated extended day.”

Full-Day – Early Learning Kindergarten Program, 2010/2011

The Kindergarten program is a two-year program and classrooms consist of a blend of Year 1 and Year 2 students. Students attend school full-day, everyday.

*Classrooms with 15 students or fewer will not have a RECE working in the classroom.

Kindergarten Entrance Requirements



Year 1

Children must be four years of age on or before December 31 of the current school year.

Year 2

Children must be five years of age on or before December 31 of the current school year.

Safety and Transportation

Help your child by planning the safest route to and from school.

Help familiarize your child with the route. Help your child to learn to:

- ❖ Walk on the sidewalk;
- ❖ Cross the street only at corners, crosswalks, traffic lights or where there is a guard or safety patrol;
- ❖ Stop, look both ways and listen before crossing the road;
- ❖ Listen to the crossing guard, police officer, or safety patroller;

If possible, walk your child to school or arrange for them to walk with other children.

Staggered Entry

Staggered entry means that not all of the children in Year 1 program attend on the first day of school in September. The children enter school in small groups.

For your child, it means a calm and warm introduction to Year 1. The educator can give each student more personal attention on this important first day. This approach helps students who arrive with a variety of cultural and social backgrounds, preschool experiences, and special needs.

Your child will experience a sense of belonging, and a more relaxed introduction to school expectations and routines, and the classroom environment.

For Year 2 students who did not attend Year 1, a staggered entry day may be provided.

Getting Ready for School

Good Health Habits

- ❖ Encourage your child to eat a nourishing meal before coming to school and at every mealtime.
- ❖ Ensure that your child gets enough rest. Most children need from ten to twelve hours of sleep a night.
- ❖ Ensure that your child wears clothing that is appropriate for the time of year and can be easily managed.
- ❖ Teach your child to be responsible for using the bathroom, washing hands and face, cleaning teeth, and dressing.
- ❖ Encourage your child to play outside every day.

Parents Can Help

- ❖ Pray with your child.
- ❖ Choose books from the local Public Library so that your child becomes familiar with books.
- ❖ Read stories and nursery rhymes, and sing songs with your child as often as possible.
- ❖ Provide your children opportunities to colour, cut, paint and build.
- ❖ Take your child to the store, the park, the zoo and other activities outside the home. Talk about these activities with your child.
- ❖ Respond to your child's questions honestly and with comments and explanations.
- ❖ Choose carefully the television programs your child can watch.
- ❖ Limit screen time of television and video games.
- ❖ Enjoy nature together.
- ❖ Encourage responsibility and sharing in and around the home.
- ❖ Talk to your child about their emotions and help them to find ways to feel calm.



The Kindergarten Years

The Kindergarten years are a time of tremendous growth for young children – a time in which they grow physically, socially, emotionally, spiritually, and intellectually.

The goals of the Kindergarten Program are as follows ...

- ❖ to establish a strong foundation for the early years by providing young children with an integrated day of learning;
- ❖ to provide a play-based learning environment;
- ❖ to help children make a smooth transition to Grade 1;
- ❖ to improve children's prospects for success in school and in their lives beyond school.

During the Kindergarten years, your child will learn how to

- ❖ celebrate the many gifts that God has given to us in creation, in ourselves, and in each other;
- ❖ work alone and with others;
- ❖ explore and expand his/her abilities and interests;
- ❖ listen to and share with others;
- ❖ begin simple problem-solving;
- ❖ develop responsibility for selecting and caring for materials;
- ❖ express his/her thoughts and ideas;
- ❖ Develop the ability to self-regulate. He/she will learn to better recognize his/her emotions and discover strategies to self-calm.

www.edu.gov.on.ca/childcare/Shanker.pdf



He or she will participate in activities designed to ...

- ❖ self-regulate (the ability to stay calmly focused and alert);
- ❖ focus on their health, well-being, and a sense of security;
- ❖ develop their emotional and social competence;
- ❖ be curious and confident in learning;
- ❖ be respectful of the diversity of his or her peers;
- ❖ build self-confidence;
- ❖ show differences in sound, shape, and colour;
- ❖ improve co-ordination, stability, locomotion, and manipulation;
- ❖ develop vocabulary;
- ❖ increase interest in books, numbers, and people;
- ❖ introduce new ideas.

Learning Through Play

Kindergarten-aged children do much of their learning through play. Play is as natural to a child's mind and spirit as food and drink is to his or her body. Every child has a powerful inner drive to explore, experiment, and discover. A child can no more be stopped from learning through play than he or she can be stopped from growing.

Children explore, ask questions, and play as a way of learning about their world.

Play in the classroom is:

- ❖ the child's attempt to recreate experience in order to understand and master it;
- ❖ a self-directed activity with a purpose that may not be immediately apparent to the observer;
- ❖ an activity with self-imposed rules that change frequently;
- ❖ an activity that develops both the child's emotions and thinking powers;
- ❖ a place to learn how to interact in socially acceptable ways;
- ❖ the child's means of learning language;
- ❖ the place where the child learns through experience about intellectual operations which cannot be directly taught;
- ❖ where the child learns concepts and skills;
- ❖ where the child learns about his or her own capabilities.
- ❖ where the child develops self regulation and well-being strategies.



A TYPICAL KINDERGARTEN DAY INCLUDES THE FOLLOWING TYPES OF ACTIVITIES

Whole Group, Small Group and Individual Learning Opportunities:

- ❖ a time for shared group activities such as storytelling, the teaching of a lesson, or a group discussion about a concept from the religious program.
- ❖ a time for small group activities and lessons such as Guided Reading and Writing.
- ❖ a time for individual interactions to deepen learning and to capture “teachable moments”.

Free and Guided Play:

- ❖ children have the opportunity to explore areas of particular interest (i.e. literacy and numeracy activities, art, science, sand and water tables, dramatic play, blocks, and puzzles).

Gym and Outdoor Play:

- ❖ children enjoy much-needed opportunities to move their bodies and practise gross motor skills such as running, jumping, hopping, and climbing.

Library:

- ❖ children are able to choose books to bring home to enjoy with their parents, and begin to learn about accessing information using all the resources available in the school library.

Lunch and Snack Times:

- ❖ students are supervised in the classroom by an educator, an educational assistant, or an adult lunch supervisor.

Literacy Activities:

- ❖ these activities include rhymes, finger plays, songs, stories, poems, sound and letter recognition.

Numeracy Activities:

- ❖ these activities promote mathematical thinking and encourage a positive disposition towards mathematics. Activities include counting, looking for patterns, sorting, measuring and collecting data.

Self Regulation Activities:

- ❖ these activities promote mental health and well-being and allow students to be in an optimal state of mind for learning. Examples of activities include prayer and Christian meditation, yoga, deep breathing and movement exercises.

The Home & School Partnership

Parents have an important role to play in their children's success at school. What follows are a few ideas about what you can do to make your child's Kindergarten years a positive experience for all concerned.

You can help to ease your child's transition to school by ...

Teaching your child how to take care of his/her personal needs.

Your child will feel more comfortable in the school setting if he/she has learned:

- ❖ the route to and from school, and his/her teacher's name;
- ❖ how to put on shoes and outdoor clothing independently;
- ❖ how to use the bathroom and wash his/her hands independently;
- ❖ his/her address and phone number;
- ❖ how to keep track of personal property;
- ❖ how to independently open/close his/her backpack and lunch/snack containers.

Introduction to the teacher, the classroom, and to classmates is gradual and comfortable.

Ensuring that your child is in the best possible physical health.

Your child will be more likely to join in the fun if he/she:

- ❖ gets plenty of rest (ideally 10 to 12 hours per night);
- ❖ ensure that your child has been to your family physician or pediatrician to ensure they have met their age appropriate developmental milestones. If you are curious about your child's development, check out the Looksee Checklist. <https://lookseechecklist.com/en/parents> (formerly Nipissing District Developmental Checklist) The checklist is free and will provide you a snapshot of your child's development and what is age appropriate.
- ❖ eats a good variety of healthy foods, especially at breakfast;

- ❖ brings to school nut-free nutritious snacks (for morning and afternoon) and a healthy lunch. Please put these foods in a labeled bag or lunch box. A reusable bottle of water is recommended as well.
- ❖ gets up in plenty of time for school so that he/she doesn't have to hurry unnecessarily, and is wide awake by the time school starts;
- ❖ wears comfortable clothing that is designed for active play, and that he/she can unzip or unbutton with minimal assistance.

You can help your child's educators by ...

- ❖ keeping your child home from school if he/she is ill (i.e. upset stomach, runny nose, fever, or sore throat);
- ❖ notifying your child's school if your child is going to be absent from school;
- ❖ providing the educators with written instructions if there is to be any change to your child's regular routine (i.e. if you will be picking up your child instead of having him/her take the bus, or if your child will be going home with a friend after school);
- ❖ ensuring that your child arrives at school on time, and that he/she is properly supervised until the start of the school day;
- ❖ labelling all of your child's personal possessions;
- ❖ sending your child's lunch and snacks in carefully-labelled and easy to open containers;
- ❖ providing your child with a backpack that is large enough to accommodate a lunch bag, snacks, library books, artwork, extra mittens, and notes from your child's educators;
- ❖ providing your child with clean indoor shoes that he/she can wear at school (velcro is encouraged);
- ❖ provide your child with appropriate outdoor clothing (snow, rain and sun gear, including sunscreen applied before school) as students spend up to 2 hours outdoors daily.
- ❖ your child may be asked to bring an extra outfit. Your child's educators will let you know what types of items are required. Please note: labeling the items with your child's name greatly assists with identification.
- ❖ encouraging your child to follow school rules regarding clothing, money, and supplies;

- ❖ checking your child's backpack daily for notes from your child's educators, and returning forms and other important documents as promptly as possible;
- ❖ sharing information with your child's educator on an ongoing basis;
- ❖ arranging a time prior to the beginning of class time or after class is dismissed to discuss your concerns or to obtain answers to any questions you may have.

Encouraging your child's love of learning and helping him/her to develop basic academic skills.

Your child will be more willing to participate in classroom activities if he/she feels confident of success. You can help your child to be successful at school by:

- ❖ talking about school in a positive way, so that your child will think of it as a happy place;
- ❖ providing your child opportunities to socialize often with other children his/her age;
- ❖ displaying your child's schoolwork proudly, and praising all his/her school efforts;
- ❖ ensuring consistent attendance and punctuality;
- ❖ encouraging your child to talk about experiences and express opinions;
- ❖ reading to your child daily and telling him/her stories;
- ❖ providing a selection of materials for play at home (i.e. glue, pencils, markers, paints, playdough, scissors, crayons, and scrap materials such as wood, paper towel rolls, and boxes) as well as a place to use these materials;
- ❖ allowing your child to practise his/her counting skills (i.e. counting money, crackers, toys, etc.);
- ❖ making everyday activities (i.e. grocery shopping, cooking, cleaning, driving in the car) sources of learning;
- ❖ encouraging your child to use his/her senses – smelling, hearing, seeing, tasting and touching;
- ❖ understanding that children grow at different rates, and be patient with your child if he/she is slow to acquire a particular skill.



Religious Education

The Catholic Kindergarten program is a child-centred, developmentally appropriate, integrated faith-based program of learning for four- and five-year-old children. The purpose of the program is to establish a strong foundation for learning in the early years, and to do so in a safe and caring, play-based environment that promotes the spiritual, physical, emotional, and cognitive development of all children.

How do we share in the spiritual growth of our child?

The Catholic Kindergarten program recognizes the importance of the family and faith community. Parents and guardians are their child's first and most important teachers. They are supported, nourished, and guided by the faith community of the Church. The home, school, and parish communities form an important triad in the faith formation and education of each child. In the pastoral letter *Renewing the Promise*, the Bishops of Ontario offer the following affirmation to parents and guardians: "In a world that is sometimes beset with negativity and acrimony, remember your example of life, grounded in faith, is a powerful witness for your children, and an antidote to the hopelessness that often permeates our times."

What type of Religious Education will my child receive?

This Religious Education program reflects the belief that four- and five-year-olds are capable and competent learners, full of potential and ready to take ownership of their learning. It approaches children as unique individuals who live and learn within families and communities. Foundational to the Catholic Kindergarten program is an understanding of each child created in the image of God. Children are supported to be creative, as God is creative; to be inquisitive, so as to encounter and deepen their understanding of God; and to use their God-given gifts and talents to explore their world and in the service of others.

Assessment and Evaluation

COMMUNICATION OF LEARNING

In the Kindergarten program, educators hold a view of children as competent, capable of complex thinking, curious and rich in potential. With this view in mind, they teach, assess and evaluate students in Five Frames of Learning:

- ❖ Religious Education;
- ❖ Communicating and Demonstrating Literacy and Mathematics Behaviours;
- ❖ Self Regulation and Well-being;
- ❖ Problem Solving and Innovating;
- ❖ Belonging and Contributing.

PARENTS AND EDUCATORS WORK TOGETHER

- ❖ Students' Key Learning, Growth in Learning and Next Steps will be communicated to parents three times in each school year.
- ❖ The Kindergarten team will provide Initial Observations in the Fall and a full Communication of Learning (report card) at the end of the second and third term.
- ❖ Parents may arrange an interview with the Kindergarten team at any time during the year.
- ❖ If there is a particular concern at any time, please do not hesitate to telephone and discuss it with your child's Kindergarten team.
- ❖ If your child's Kindergarten team has a particular concern, they will contact the parents.
- ❖ Interview and visits to the classroom occur during the school year and are arranged at times convenient for both Kindergarten team and parent, day or evening.
- ❖ In Year 1 and Year 2, observations are the key method in which a teacher evaluates a child's growth. Early and ongoing assessment strategies are used throughout the Kindergarten years.

Special Education

MEETING SPECIAL NEEDS

The Peterborough Victoria Northumberland and Clarington Catholic District School Board is fully committed to meeting the needs of exceptional students. The Board believes that students with special needs and their classmates benefit equally from policies promoting integration.

Board policies concerning students with special needs are designed to promote acceptance, enhance self-esteem, encourage mutual support and understanding, and increase interactive skills. Our school communities foster a sense of belonging, create a welcoming environment for all, and promote a sense of responsibility towards others.

The Early Identification procedures for each child begins with Year 1 registration, and continues throughout the Kindergarten years. Parents are informed of their child's progress at various stages during the Early Identification process. Information related to each child's development is collected and the developed skills are recorded.

The process consist of the following four components:

❖ Parent Discussions and Information Gathering:

- ◆ Educators collect essential details about the child and engage with parents to understand their interests, habits, and any physical and/or medical considerations.

❖ Observation and Assessment:

- ◆ Through observations and assessments, educators identify both student strengths and areas of need.

❖ **Educator Collaboration:**

- ◆ Classroom educators work collaboratively with the School Resource Team (composed of the Special Education Resource Teacher (SERT), and school administration) to proactively plan strategies that will maximize student strengths and meet any exceptional needs as concerns arise.

❖ **Support When Needed:**

- ◆ Whenever additional help is beneficial, educators provide personalized support to ensure every child can learn and grow effectively. This approach ensures each child receives the right help at the right time, focusing on making learning a positive experience.



French Immersion

The aim of the French Immersion program is to provide students with the skills they need to communicate in a second language. It enables students to develop strong fundamental skills in oral communication (listening and speaking), reading and writing as well as providing students with an understanding of the cultures of French speaking societies by integrating cultural study into daily language instruction.

French Immersion programs are offered beginning in Year 1, with an option to begin in Year 2 and continuing through to Grade 12.

The following identifies the percentage of language instruction at the different grade levels:

GRADE	FRENCH	ENGLISH
K-1	85%	15%
2-3	75%	25%
4-8	50%	50%

In secondary school, a student will continue to take a selection of courses in French. In total, a student must accumulate a minimum of 10 courses taught in the French language. Students are awarded with a certificate upon graduation.



Programs are available at the following French Immersion Schools:

FRENCH IMMERSION SCHOOLS		
Elementary Schools	City	Phone
St. Anne	Peterborough	(705) 742-3342
St. Catherine	Peterborough	(705) 742-6109
St. Joseph	Bowmanville	(905) 623-5151
Good Shepherd	Courtice	(905) 404-9868
St. Michael	Cobourg	(905) 372-4391
Notre Dame	Cobourg	(905) 377-9967
St. Dominic	Lindsay	(705) 878-3660
Secondary Schools		
St. Peter	Peterborough	(705) 745-1358
St. Mary	Cobourg	(905) 372-4339
St. Stephen	Bowmanville	(905) 623-3990

TRANSPORTATION FOR FRENCH IMMERSION STUDENTS

Transportation to the appropriate French Immersion school is provided for students who do not live within walking distance of the French Immersion school. The minimum walking distances are in accordance with the Board Policy.

ADDITIONAL NOTES FOR FRENCH IMMERSION

1. Information evenings for parents are held at each French Immersion school. For dates, time and further information, please contact the French Immersion school nearest you.
2. The French Immersion program is designed for students for whom French is a second, not a first, language.

It is not a requirement of the program that the student or a parent speak French at home.



Transportation Services

Transportation to and from school for all eligible students is provided by the Board as a privilege and is not a requirement. Parents, students and the Board share the responsibility for transportation to and from school. Parents are responsible for their child's behavior and/or any damage caused to the bus or property of others. Year 1 to Grade 3 students who live beyond 1.0 km of their school and Grade 4 to 8 students who are beyond 1.6 km are eligible for transportation. Distance is measured along maintained roads, sidewalks and walkways. The school bus is similar to the classroom and students need to behave as they would in a classroom and obey the driver as they would a teacher. Generally, the guideline for maximum time on a bus is one hour in one direction. In order to ensure the safety of students, bus pick-ups and drop-offs must be consistent and at the same location every school day. Families will be contacted by the bus driver or bus company prior to the first day of school concerning stop location and pick-up/drop-off times. The Board offers a "First Rider" program in late August where students have the opportunity to learn about bussing procedures, bus safety and take their first ride on a school bus. Dates will be published in the media for this event. Students are offered training at their school in the early-Fall and early-Spring to enhance their understanding of school bus safety.

Transportation is provided according to Board policy. You will receive an information package in August telling you where and when your child will be picked up. Just prior to the start of classes, the bus driver will contact you to discuss the pick-up time for your child.

Further information on busing and student transportation can be obtained by contacting the Board's Transportation Department. <http://www.stsco.ca/>

Families in the City of Kawartha Lakes can access transportation information at www.mybustoschool.ca

How to Find Out More

We hope that this booklet has helped to answer some of your questions about Kindergarten programs within the Peterborough Victoria Northumberland and Clarington Catholic District School Board.

We encourage you to contact your child's school any time you have any questions or concerns.

IMPORTANT INFORMATION

School Name: _____

Phone Number: _____

Name of Teacher: _____

Name of RECE: _____

Name of Principal: _____

School Board:

Peterborough Victoria Northumberland and Clarington
Catholic District School Board
Peter L. Roach Catholic Education Centre
(705) 748-4861 or 1-800-461-8009
www.pvnccdsb.on.ca

Public Health Department: _____

Public Library: _____

Ontario Early Years Centre: _____

A Prayer for Children

Help me love, help me care,
help me smile, help me share.

Help me give, help me grow,
help me laugh, help me know.

© L. CAIN 7/06

A Poem to Parents

All of you are parents
But you're also teachers, too
And if you want to help your child
I'll tell you what to do.

Whenever you're in the kitchen
Let your child be your helping hands
And show them all the labels
And let them read the brands.

Say beginning and ending sounds
And find some things that rhyme
And they will quickly learn to read
In a short amount of time.

Let your children help you measure
The butter, eggs and flour
And let them help you set the timer
For thirty minutes or an hour.

Then, when you have to leave your house
In the car or for a walk
Don't forget this is another time
To teach and learn and talk.

Read all the street signs that you pass
And the house numbers by the door
And all the license plates on cars
And there is so much more.

There are many words on buildings
And trucks and cars you meet
There are billboards standing tall
And shops on every street.

Then when at last you do return
And you sit down together
Please take this opportunity to read
A book about whatever.

Being a parent is very special
But as a teacher you are special, too
Just take the time to make learning fun
And your child will love what you do.

~ Mary Beth Stanley

Directory of Schools

CITY OF PETERBOROUGH

Holy Cross Secondary, Peterborough
1355 Lansdowne Street West
Peterborough, ON, K9J 7M3
(705) 748-6664 / Fax: (705) 742-1498

Immaculate Conception, Peterborough
76 Robinson Street
Peterborough, ON, K9H 1E8
(705) 745-6777 / Fax: (705) 745-9620

Monsignor O'Donoghue, Peterborough
2400 Marsdale Drive
Peterborough, ON, K9L 1Z2
(705) 743-9851 / Fax: (705) 743-1838

St. Alphonsus, Peterborough
875 St. Mary's Street
Peterborough, ON, K9J 4H7
(705) 742-0594 / Fax: (705) 742-4215

St. Anne, Peterborough
240 Bellevue Street
Peterborough, ON, K9H 5E5
(705) 742-3342 / Fax: (705) 742-7060

St. Catherine, Peterborough
1575 Glenforest Blvd.
Peterborough, ON, K9K 2J6
(705) 742-6109 / Fax: (705) 742-4549

St. John, Peterborough
746 Park Street South
Peterborough, ON, K9J 3T4
(705) 745-4113 / Fax: (705) 745-9707

St. Patrick, Peterborough
300 Otonabee Drive
Peterborough, ON, K9J 8L9
(705) 742-9801 / Fax: (705) 742-0275

St. Paul, Peterborough
1101 Hilliard Street
Peterborough, ON, K9H 5S3
(705) 742-2991 / Fax: (705) 742-6685

St. Peter Secondary, Peterborough
730 Medical Drive
Peterborough, ON, K9J 8M4
(705) 745-1358 / Fax: (705) 745-5025

St. Teresa, Peterborough
1525 Fairmount Blvd.
Peterborough, ON, K9J 6S9
(705) 745-0332 / Fax: (705) 742-3236

PETERBOROUGH COUNTY

St. Joseph, Douro
405 Douro 4th Line
Douro Dummer, ON, K0L 2H0
(705) 652-3961 / Fax: (705) 652-8247

St. Martin, Ennismore
531 Ennis Road
Ennismore, ON, K0L 1T0
(705) 292-8997 / Fax: (705) 292-1915

St. Paul, Lakefield
P.O. Box 370, 2 Grant Avenue
Lakefield, ON, K0L 2H0
(705) 652-7532 / Fax: (705) 652-8942

St. Paul, Norwood
P.O. Box 310, 55 Oak Street
Norwood, ON, K0L 2V0
(705) 639-2191 / Fax: (705) 639-5192

CITY OF KAWARTHA LAKES

St. Luke, Downeyville
335 St. Luke's Road
Lindsay, ON, K9V 4R5
(705) 799-5265 / Fax: (705) 799-0583

St. John Paul II, Lindsay
130 Orchard Park Road
Lindsay, ON, K9V 5K1
(705) 324-7445 / Fax: (705) 324-1104

St. Dominic, Lindsay
320 Mary Street West
Lindsay, ON, K9V 5X5
(705) 878-3660 / Fax: (705) 878-1086

St. Mary, Lindsay
16 St. Lawrence Street
Lindsay, ON, K9V 2J8
(705) 324-3113 / Fax: (705) 324-1543

St. Thomas Aquinas Secondary, Lindsay
260 Angeline Street South
Lindsay, ON, K9V 0J8
(705) 878-4117 / Fax: (705) 878-4059

NORTHUMBERLAND COUNTY

St. Mary, Campbellford
P.O. Box 1120, 35 Centre Street
Campbellford, ON, K0L 1L0
(705) 653-1370 / Fax: (705) 653-4432

Notre Dame, Cobourg
760 Burnham Street
Cobourg, ON, K9A 2X6
(905) 377-9967 / Fax: (905) 377-1214

St. Joseph, Cobourg
919 D'Arcy Street North
Cobourg, ON, K9A 4B4
(905) 372-6879 / Fax: (905) 372-5956

St. Mary Secondary, Cobourg
1050 Birchwood Trail
Cobourg, ON, K9A 5S9
(905) 372-4339 / Fax: (905) 373-4529

St. Michael, Cobourg
23 University Avenue West
Cobourg, ON, K9A 2G6
(905) 372-4391 / Fax: (905) 372-1452

St. Mary, Grafton
Box 40
Grafton, ON, K0K 2G0
(905) 349-2061 / Fax: (905) 349-1099

St. Anthony, Port Hope
74 Toronto Road
Port Hope, ON, L1A 3R9
(905) 885-4583 / Fax: (905) 885-6702

MUNICIPALITY OF CLARINGTON

St. Elizabeth, Bowmanville
610 Longworth Avenue
Bowmanville, ON, L1C 5B8
(905) 697-9155 / Fax: (905) 697-9376

St. Joseph, Bowmanville
90 Parkway Crescent
Bowmanville, ON, L1C 1C3
(905) 623-5151 / Fax: (905) 623-6783

Holy Family, Bowmanville
125 Aspen Springs Drive
Bowmanville, ON, L1C 0C6
(905) 623-6255 / Fax: (905) 623-6131

St. Stephen Secondary, Bowmanville
300 Scugog Street
Bowmanville, ON, L1C 3K2
(905) 623-3990 / Fax: (905) 623-9991

St. Francis of Assisi, Newcastle
1774 Rudell Road
Newcastle, ON, L1B 1E2
(905) 987-4797 / Fax: (905) 987-7279

Good Shepherd, Courtice
20 Farmington Drive
Courtice, ON, L1E 3B9
(905) 404-9868 / Fax: (905) 404-9972

Monsignor Leo Cleary, Courtice
3820 Courtice Road North
Courtice, ON, L1E 2L5
(905) 433-0331 / Fax: (905) 433-9933

St. Mother Teresa, Courtice
78 Glenabbey Drive
Courtice, ON, L1E 2B5
(905) 433-5512 / Fax: (905) 433-1988

Holy Trinity Secondary, Courtice
2260 Courtice Road
Courtice, ON, L1E 2M8
(905) 404-9349 / Fax: (905) 404-9372

FRENCH IMMERSION PROGRAMS

Elementary	Secondary
St. Anne, Peterborough	St. Peter, Peterborough
St. Catherine, Peterborough	St. Mary, Cobourg
Good Shepherd, Courtice	St. Stephen, Bowmanville
St. Joseph, Bowmanville (FRENCH IMMERSION CENTRE)	
Notre Dame, Cobourg	
St. Michael, Cobourg	
St. Dominic, Lindsay	





**PETERBOROUGH VICTORIA NORTHUMBERLAND
AND CLARINGTON CATHOLIC DISTRICT SCHOOL BOARD**

1355 Lansdowne Street West
Peterborough, Ontario
K9J 7M3

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