

Strategic Commitments

Catholicity

Our Faith	4
Equity and Inclusion	6
Safe Schools	6

Student Achievement

The Arts	8
Secondary	9
21st Century Project	10
Elementary: Forward Focus	11
EQAO	12
Special Education	16

Leadership

Celebrating Parent Involvement	17
Principal Leadership	17
Awards	18
Protecting the Environment	20
Construction Projects	22
2010-11 Budget	23
New or Modified Board Policies	23

Communications

Quick Facts	24
Aboriginal Self-Identification	25
Early Learning Data	25





Message from the Director

It is my pleasure to present the Director's Annual Report 2010-11, for the Brant Haldimand Norfolk Catholic District School Board. It provides a glimpse of the continuous progress that is made each day in realizing the goal expressed in our motto: Excellence in Learning ~ Living in Christ. This report celebrates successes in our four Strategic Commitments; Catholicity, Student Achievement, Leadership and Communications.

Our year began with a wonderful professional development day celebrating our faith and launching the board theme "Because We Believe Our Faith Comes Alive in our Schools". While we remain steadfast in our commitment to student achievement, the focus of our schools is to provide an enriched learning environment where our faith is infused into all that we do. This past year, the staff and students of each of our schools, with the assistance of the school faith team and faith ambassadors, deepened their understanding and appreciation of the Eucharist; our central act of faith. This aligned with the anticipated release of the new translation of the Roman Missal.

It has been a very successful year for our school system. You will see that our students continue to outperform the provincial EQAO testing averages. Our staff continue to win provincial awards and engage in innovative projects to ensure that our students continue to excel. All of this is done in atmosphere which is safe, inclusive, sensitive to the environment, and within a balanced budget.

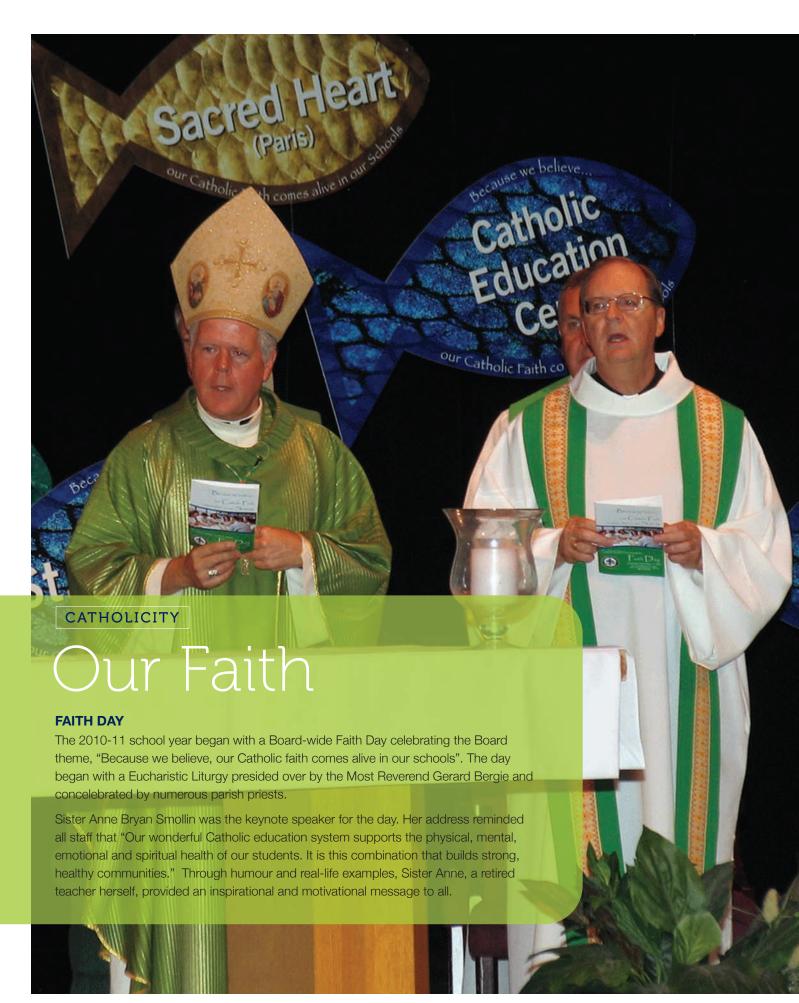
I wish to extend my thanks to the Board of Trustees for their ongoing support of Catholic education both locally and provincially.

The collective work of all staff and the support of volunteers, parents, parish priests and community partners make a significant difference in the lives of the children and the young people in our Catholic schools.

We are truly a Catholic learning community in which our faith comes alive.

God Bless.

Cathy Horgan



THE VIRTUES PROJECT

This year the Board launched its virtues document titled "Growing in Virtue". The document was written at the request of the Board's Faith Advisory Committee in response to the Ministry of Education's mandate to infuse Character Education into the school curriculum. The completed document focuses on the three cardinal and four theological virtues.

The next step in the Virtues Project came to fruition during the school year. The key thoughts for each virtue explained in "Growing in Virtue" were distilled. These thoughts then served as the foundation for the creation of a series of seven posters that call all members in the Board's jurisdiction to continue to live the virtues in everyday life.

ANNUAL HAMILTON DIOCESAN MASS

A group of students, teachers, vice-principals, principals and senior staff attended a mass celebrated by Bishop Tonnos and Bishop Elect Bergie on Thursday, September 30th at St. Matthew Catholic Church in Oakville.

The mass is held annually to celebrate Catholic education in the Diocese of Hamilton. Representatives from the six Catholic school boards in the diocese attended the mass. Teachers participating in our New Teacher Induction Program were also present.



PENNIES FROM HEAVEN

Each year Assumption College School runs a 'Pennies from Heaven Campaign' which is designed to assist the families of students who are in financial need at Christmas. The funds assist with the creation of Christmas Baskets for needy families and the surplus goes to the "Families In Need Fund".

This year the campaign received a generous donation from a community member who was, herself, assisted by the program. Several years ago she lived in a trailer with no hydro or running water. The program made such a difference in her life that she wanted to give back and help others. The campaign for 2010 ended with donations surpassing \$20,000.

NEW TRANSLATION OF THE ROMAN MISSAL

During the 2010-11 school year, Faith Ambassadors from each school participated in a workshop led by Monsignor Murray Kroetsch, PH, VG from the Diocese of Hamilton on the upcoming changes to the Roman Missal. After the presentation, the ambassadors began working on strategies to introduce their school communities to these changes. In the spring of 2011, one teacher per school was given the opportunity to be part of a liturgical music workshop. This workshop focused on the new music that has been written to accompany the new translation.

CATHOLIC STUDENT LEADERS

The Most Reverend Douglas Crosby presided over this year's Catholic Student Leadership Award ceremony. The 34 students honoured span over three dioceses - Diocese of Hamilton, London and St. Catharines. Our Catholic student leaders demonstrate the characteristics of the Ontario Catholic School Graduate Expectations.



Equity and Inclusion

In support of Catholic Community Culture and Caring, as identified in the Board Improvement Plan, specific strategies were put in place to embed practices of equity and inclusion at the school level through differentiated instruction, acquisition of resources, cross-panel teams, and principal and vice-principal in-service. The Board will continue to identify specific strategies to be included in the Board Improvement Plan and School Improvement Plans.

A number of initiatives took place over the course of the year to engage schools in equity and inclusive initiatives and programs. These include:

"HAVE A GO"

This is an annual event for elementary and secondary Special Education students. All students were encouraged to participate and celebrate successes.

MULTICULTURAL COMMITTEE

Students and staff recognized and celebrated their diversity in various activities and events during the year. These activities began as a simple recognition of various cultures and ethnicities of the school community, and then developed into larger-scale events such as "World Foods Day".

LEADER IN ME PROGRAM

This program began in 2008 when Notre Dame Catholic Elementary School in Caledonia received a grant to support its implementation. The 'Leader in Me' program is founded in Sean Covey's work "7 Habits of Happy Kids". Students receive character education that helps them recognize their potential as responsible citizens. Students are taught to celebrate their differences and come together as a community.

DREAM MAKERS

Students of the Aboriginal community were invited to attend a full day experience with HGTV's Mike Holmes where they participated in various teambuilding activities to build leadership capacity and encourage interest in the trades.

FIRST NATIONS SOCIAL

Assumption College School held a community-wide event which showcased various cultural traditions and foods of the First Nations community. Participants were engaged in traditional dance, storytelling and other activities.

MULTI-CULTURAL PRAYERS

Students and staff of schools within the Board were invited to share Morning Prayer in a language of their heritage.

Safe Schools

- The Long Term Suspension and Expulsion Program supported student learning needs and non-academic supports through the assistance of a classroom teacher and a Child and Youth Worker.
- All schools completed the School Climate Surveys and through their Safe Schools Teams, identified specific strategies for inclusion in their School Improvement Plan.
- Several schools accessed funding to promote a positive school climate and to engage parents in the school community. Funds were accessed for school presentations, special events and specific resources.
- Our Board, in partnership with our co-terminus Board and local police services, revised and implemented the Local Police/Board Protocol.



The Arts

Students in Brant, Haldimand and Norfolk received more comprehensive instruction in the Arts as a result of Ministry initiatives emphasizing new resources and workshops aimed at improving teacher practice. The Board implemented:



- new curriculum resources in dance for students in Grades 1, 3, 4, and 5
- new curriculum resources in drama for students in Grades 2, 6, 7, and 8
- recorder instruction for Grade 4 students across our district
- expanded online resources linking technology to instruction in the Arts
- the continuation of the integration of the Arts across the curriculum

The Board has expanded the Arts Itinerant program to five teachers. These teachers work with the Arts Consultant and classroom teachers to provide students with a consistent, comprehensive curriculum in Drama, Music, Dance and Visual Arts.

The Board celebrates student achievement in the Arts annually through the Board Art Exhibit, which featured over 400 pieces of art on display at three galleries across the Board's jurisdiction. The theme for the 2010-11 Exhibit was, 'Blooming in Balance'. 'Celebration of the Arts', held annually at the Sanderson Centre in Brantford, showcased student learning in the performing arts.



Secondary

SECONDARY MATH COACHING PROJECT

Thirteen BHNCDSB math teachers joined with eight colleagues from Huron Perth CDSB and St. Clair CDSB, to engage in a series of five professional development sessions facilitated by Marian Small, a prolific author and well-known professional development consultant. The goal of the sessions was to explore a variety of effective best practices for teaching mathematics supporting teachers as they worked to incorporate these strategies into their instructional practice. Sessions focused on the following topics:

- □ Creating 'open questions and parallel tasks' in order to differentiate instruction
- Designing lessons that incorporate learning goals, success criteria and focus on the 'Big Ideas of Mathematics'
- 'Teaching Through Problem Solving'
- Assessment 'for Learning, as Learning and of Learning'

Teachers worked collaboratively to plan lessons that incorporated this new learning and had the opportunity to work with a coach who provided additional implementation support as they co-planned and co-taught lessons.

PLANTING TREES IN THE COMMUNITY

Sixty secondary students and 30 elementary students participated in planting 3000 trees in the community. This was part of career explorations and helping the environment.

CAREER DAY

More than 300 students attended the Grade 8 Career Fair at the Board's Catholic secondary schools.



SPECIALIST HIGH SKILLS MAJOR PROGRAM

The following Specialist High Skills Major programs were offered during the 2010-11 school year:

- Arts and Culture
- Business
- Green Industries
- ☐ Health and Wellness Health Care Focus
- □ Health and Wellness Fitness Focus
- Hospitality and Tourism
- Information Computer Technology



SKILLS CANADA ONTARIO

Once again the Board's students were very successful at the Skills Canada - Ontario Competition with finishes in gold, silver and bronze in baking, fashion design and 2D character animation, respectively.

COOPERATIVE LEARNING

Teachers involved in cooperative learning visited each other's classrooms to observe teachers and students in action. This process concretely supported a common understanding of effective group work and provided best practices and data that informed their professional development.

ACCELERATED OYAP

Two accelerated Ontario Youth Apprenticeship Programs (OYAP) were available during the 2010-11 school year. Fourteen students were enrolled in the Level One Automotive Service Technician program, while 19 students participated in the Level One Chef Program.



In response to meeting the needs of a 21st Century teaching and learning environment, the Brant Haldimand Norfolk Catholic District school Board believes that students must be fully engaged in their learning. This requires the use of technology tools and resources, including online environments that are supportive and safe.

The value in technology-supported teaching and learning is two-fold as it has the potential to engage both students and staff in collaborative activities and provides the opportunity for students to express an authentic voice in new and engaging ways. Teachers must be given and be prepared to use technology tools and they must be collaborators in learning, constantly seeking knowledge and acquiring new skills along with their students.

In response to this belief, we are pleased to report the following goal was developed to ensure that the BHNCSB's educational technology investment and Strategic Information Communication Technology (ICT) plan supported the district learning priorities: "We will use ICT to enhance teacher practice and student engagement to improve student achievement in the SMART goals in the board improvement plan to meet the needs of the 21st century learner, specifically in Primary Reading."

Phase One of The 21st Century Teaching and Learning Pilot Project was developed to support the Board's goal of improving literacy achievement in our primary division. "My students have really benefited from the reinforcement to their learning in the overall reading program. Most importantly, they are guaranteed to be engaged and excited with this technological program and this is proven in their excitement when they log on."

Of the 32 elementary schools in the system, 7 schools took part in phase one of the pilot project from January 2011–June 2011. The pilot was implemented in 21 classrooms, impacting approximately 400 students in grades one, two and three.

The project provided the following technology upgrades to ensure all primary teachers had equity of access to technology and digital resources:

- A Netbook for each classroom teacher of Grades one, two and three
- Infrastructure upgrades to provide wireless network access and LCD projectors to each primary classroom
- Training in terms of technical skills and the understanding of Digital Learning Reading Software;
- Peripherals to support the use of the Netbook in the classroom (i.e., wireless keyboard, mouse, speakers, portable docking station).

The success of the first phase of implementation is evidenced by the feedback from students and teachers engaged in the pilot project.

Elementary: A Forward Focus

REPORT CARDS

The new Ontario Progress Report Card and revised Report Cards were successfully implemented. Teachers received guidance through after-school sessions, as well as print and video supports. The new reporting format required a significant mind shift in how teachers plan, assess, and report on student learning. Teachers reported that they are more comfortable using learning goals and success criteria in their lessons, more confident in their ability to use evidence gathered from these activities to provide more explicit feedback to their students, and more confident that the comments they write on report cards are more clearly representing student progress/achievement to parents.

Also developed was a new JK/SK/ELKP report card for teachers and the parent community. This new resource streamlines the process for teachers and provides greater opportunities to communicate student achievement.

EARLY LEARNING

The Early Learning Kindergarten Program (ELKP) is up and running at Holy Cross School, Jean Vanier School, St. Pius X School, Sacred Heart in Langton and St Michael's School in Dunnville. These were the first schools to pioneer this exciting new era in education. It was a remarkable point in the history of Catholic education at BHNCDSB as we worked together to come up with many ways to enrich the lives of students, make learning relevant, meaningful and life-like.

Our team of classroom teachers and Early Childhood Educators (ECE) worked diligently with one another, taking on the tasks of planning, programming and assessing in order to best meet the needs of our students. The classrooms are abuzz with new toys, new activities, new schedules and multiple opportunities for learning. Students are engaged in a play-based program that offers opportunities to develop self-regulation, critical problem solving, and crucial literacy and numeracy skills.

Our focus has been on Inquiry Learning for both the educators and the students in the program. Inquiry Learning involves inviting the world of complexity, uncertainty, novelty and questions into the classroom. The students are encouraged to follow their curiosity by exploring and investigating new concepts and answering complex questions they have been wondering about. Our students are engaged in learning opportunities that change from day to day and week and to week according to their interest and the expectations outlined in the new curriculum. Learning takes place in all areas of the classroom: at the Dramatic Play Centre, Building Blocks Centre, Writing Centre, Classroom Library, Science Centre or at the Sand and Water tables. We are excited to be adding ELKP classrooms at Christ the King School, St Stephen's, Cayuga and St Patrick's, Caledonia for the 2011-12 school year.

MATH COACHES

This project involved 31 teachers, one from each elementary school, who gathered with the common goal of building capacity to help increase student achievement in the junior division of mathematics. Our purpose was to:

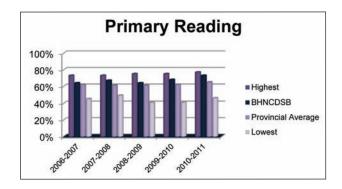
- Raise the level of awareness of how math has changed and evolved
- Help teachers/students feel more comfortable with math
- Create a positive culture for math learning to take place
- Incorporate our school effectiveness framework with math so we are being explicit and descriptive in our feedback and teaching
- Engage students in active learning in order to develop critical thinkers who learn through problemsolving

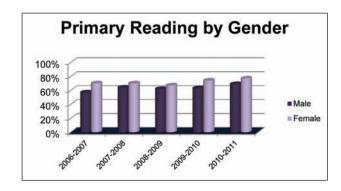
During the sessions, there was modelling of good practice delivered to the 31 coaches as a large group and then the coaches went back to their respective schools and modelled to the teachers in Grades 3 to 6. As time progressed, there was time for the coaches to co-plan and co-teach together.

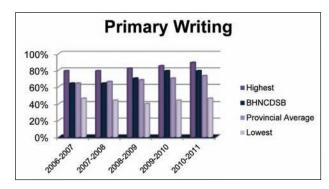


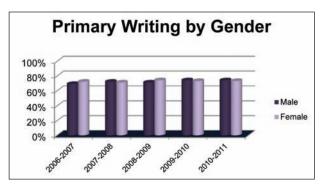
EQAO

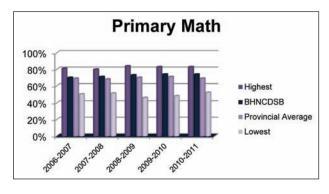
The Brant Haldimand Norfolk Catholic District School Board is pleased to report that our Catholic students have achieved the highest results, in five consecutive years, in five of the six elementary assessment categories. The success of the 2009-10 school year's focus on literacy and numeracy strategies is clearly demonstrated through our Education, Quality and Accountability Office (EQAO) assessment results. Our Catholic Learning Community is innovative in direction and supportive in nature. We are pleased that we have successfully achieved the goals outlined in our Board Improvement Plan.

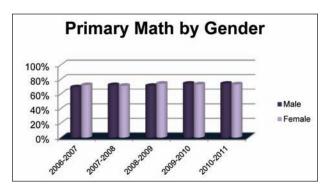








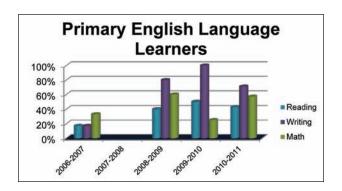


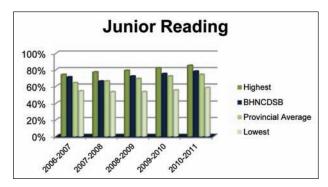


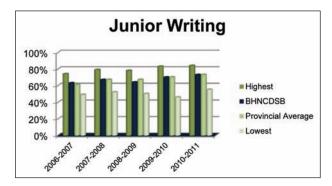
PRIMARY

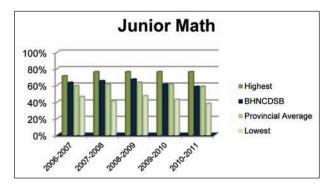
The primary results in reading demonstrate a 5% increase compared to the last year and an overall growth of 9% over the last five years. Although writing and mathematics results remain the same over last year, results over five years demonstrate an overall growth of 15% and 4%, respectively.

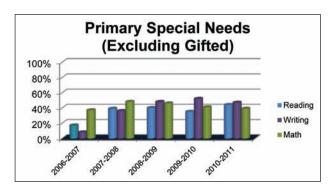
The results for the 2010-11 school year exceed the provincial results in reading, writing and mathematics.

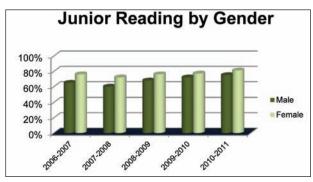


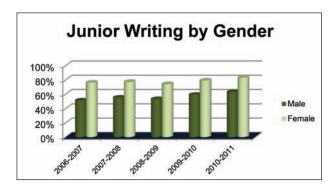


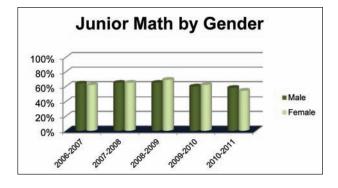






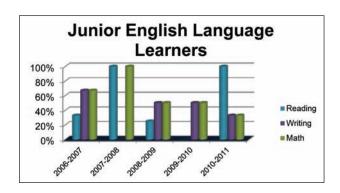


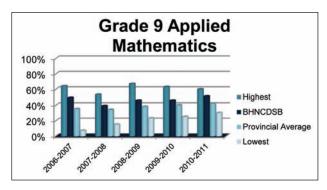


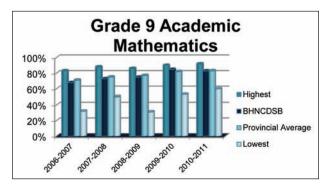


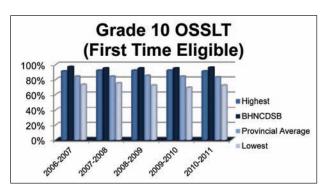
JUNIOR

The junior results in reading and writing demonstrate a 3% increase compared to the last year and overall growth of 7% and 10% over the last five years, respectively. The results in Grade 6 mathematics improved initially; however, we saw a slight decrease over time. The Board is looking at how to address the slight decrease.



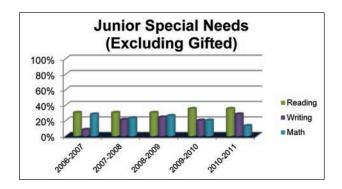


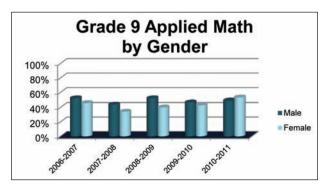


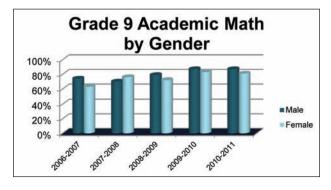


APPLIED MATH

At the Applied Level the Board achieved the best results since testing began. For the first time, more than 51% of students studying at the Applied Level achieved Level 3 or higher. This result is 9% higher than the provincial average.







ACADEMIC MATH

We are pleased to report that students studying at the Academic Level continue to match the provincial average for the number of students at or above Level 3. This represents a 15% increase from our achievement levels in 2006-07.

The Board has shown steady improvement in reading and writing in Grade 6 from 72% to 78% in reading and 64% to 73% in writing and is, therefore, on track to maintain and/or achieve the target of 75%.

Although Grade 6 Mathematics achievement did not meet the expected results, Math coaches will continue to support teachers and focus on Grade 3 to Grade 6 in the following areas:

- A math coach will support classroom teachers Grades 3 to 6, through job embedded learning with a focus on learning and teaching through problem solving using math talk learning communities, manipulatives, technology and active learning
- □ Four schools will participate in the Collaborative Inquiry for Learning Mathematics (CIL-M) professional learning sessions
- □ Eleven junior level classroom teachers, four special education teachers and four principals are engaged in six co-planning, co-teaching collaborative professional learning sessions focused on building content knowledge and enhancing teaching practice in mathematics

Specific measures are in place to improve outcomes for students with low levels of achievement:

- □ "Strong Start" is a program to support young readers K-1 based on letters, sounds and words
- Reading Upgrade is a computer-based program for struggling readers

Lower performing schools received additional supports from the Special Education Resource Teachers and from Curriculum Consultants. All schools were involved in the T-LCP process and focused on their most urgent learning need.

Literacy teachers worked in networked schools to support teacher capacity related to identified curriculum expectations in reading and writing.

Student Achievement in Special Education

We believe that all students are capable of making positive contributions to their school community. Our students enjoy personal success and growth daily.

Accomplishments in the area of Special Education included:

- □ Increased access to Special Equipment Amount (SEA) resources
- Recognition at the Council for Exceptional Children Awareness
- Increased scores in the Education Quality and Accountability Assessments (EQAO)



LEADERSHIP



Celebrating Parent Involvement

We continue to build positive relationships with parents and guardians. In addition to school involvement, parents have contributed to district activities including:

- □ Regional Catholic Parent Involvement Committee (RCPIC)
- Introduction of the RCPIC Quarterly Newsletter
- Parents Reaching Out grants which promoted events such as Making You Aware of Mental Health, Facebook 101 Instruction for Parents, Improving Student Achievement Workshop, Improving Literacy and Numeracy - My Role as the Parent
- □ Parents As Partners workshop series in Brant, Haldimand and Norfolk
- Community Working Together Symposium
- □ Transition to School parent conferences

Parent involvement is essential to improving student achievement in our district and we thank parents for their daily contributions in our schools.

Principal Leadership in Human Resources Certificate Program

The Brant Haldimand Norfolk Catholic District School Board has instituted a leadership program for principals designed to augment the ability of principals to lead in the area of Human Resources and Labour Relations. The program contains five modules and is facilitated by professionals from partner school boards and other Human Resources professionals. The program will be offered on an annual basis to principals in our Board and outside the Board.

Fifty principals participated in the first delivery of the program in the fall of 2011. Topics that were covered in the program included: Understanding Management Rights, Leading in a Unionized Environment, Employee Performance Appraisal and Performance Management, Progressive Discipline, Principles of Effective Hiring, and Health and Safety. The program will be offered again in 2012.





OCSBOA OUTSTANDING CONTRIBUTION

Wally Easton, Associate Director, Corporate Services & Treasurer, was the recipient of the Ontario Catholic School Business Officials' Association (OCSBOA) Outstanding Contribution award for 2010. Each year, OCSBOA recognizes the hard work, dedication and service of an individual who has made significant contributions to the Association and/or Catholic Education in the Province of Ontario. Mr. Easton has held the position of president of OCSBOA, has been a board member of organizations like the Ontario Education Collaborative Marketplace, the Ontario Education Services Corporation, School Board's Cooperative Inc., and the Council of Senior Business Officials, and continues to provide leadership in improving the quality of Catholic Education in Ontario.



CATHOLIC PRINCIPALS' COUNCIL OF ONTARIO PRINCIPAL OF THE YEAR AWARD

Rob Campbell, Principal of St. John's College, was the recipient of the Principal of the Year Award given by the Catholic Principals Council of Ontario for his outstanding school and community leadership. Over the past 20 years, Rob has served the secondary schools of the Board as a teacher, department head, vice-principal and principal. Among his outstanding accomplishments are the implementation of programs to meet the needs of First Nations students, award winning improvements in student literacy, leading six Mock Trial teams to provincial championships, serving as a principal of School Within A College (SWAC), and being a mentor to numerous new administrators.



FRANCES POLESCHUK AWARD

Lisa Kuyper, Elementary Program Consultant, was the recipient of the Frances Poleschuk Award. This award is presented by the Consultants and Coordinators Association of Primary Educators to an educator who has made an outstanding impact on the education of young people. This award celebrates an individual who goes above and beyond what is expected. Lisa is an exemplary primary teacher and a passionate advocate for the education of young children. For the 2011 year there were two recipients of the award; Jim Grieve, the Assistant Deputy Minister for the Early Learning Program Division and Lisa Kuyper, Elementary Program consultant for BHNCDSB.



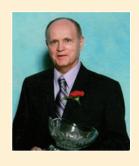
PREMIER'S TEACHER OF THE YEAR AWARD

Adam Gesjorskyj, teacher at St. John's College, was the recipient of the Premier's Teacher of the Year Award presented by Ontario Premier Dalton McGuinty. This award is presented to outstanding professionals who empower, engage and support Ontario's students each and every day. Adam Gesjorskyj is an innovative teacher who understands what it takes to help students excel at math. He has helped improve EQAO scores at his school by creating a supportive learning environment through "math cafés" and after-school help programs.



BERYL ROBERTO TEACHER OF THE YEAR AWARD

Marty Quinlan, Design and Technology teacher at St. Patrick's school in Caledonia, was the recipient of the Beryl Roberto Teacher of the Year Award presented by the Teachers Credit Union. This award recognizes one exceptional leader in the education system in Ontario who is committed to "helping people help themselves". Marty Quinlan is motivational in his approach to everything in life. Through his commitment to St. Patrick's school and students, he has significantly boosted extra-curricular involvement rates and the self-confidence of many students.



CALEDONIA REGIONAL CHAMBER OF COMMERCE BUSINESS AWARD

Jim Durka, teacher at St. Patrick's school in Caledonia, was the recipient of the Caledonia Regional Chamber of Commerce Business Award for Outstanding Organization. This award is given to a recipient who exemplifies the important role of leadership and inspiration within our community towards those in need. Under the leadership of Mr. Durka, Grade 4 and Grade 5 students and volunteers donated 119 knitted blankets and 54 Christmas Hampers. Over 13 years, a total of 828 blankets have been donated to worthy causes in the "Patches from Heaven" program.

Protecting the Environment

HIGH PERFORMANCE NEW CONSTRUCTION (HPNC)

In 2010, the Brant Haldimand Norfolk Catholic District School Board was recognized with approximately \$145,000 in program incentives towards energy efficiency upgrades across the board. This project has garnered support and approval from the Ontario Power Authority's High Performance New Construction program. Highlights include:

- \$37,800 to the school board and \$10,000 towards the cost of modelling building performance
- □ 48.5% more efficient than a reference school
- 142kw less than reference school for summer peak demand for electricity
- Lower emissions and environmental footprint
- A more comfortable learning environment

UTILITY CONSUMPTION DATABASE

In October 2010, the Facilities Department hosted Wave VII Training Sessions - Utility Consumption Database (UCD); the Ministry of Education's new utility management software. The UCD will assist the Board in meeting one of the many requirements of the new Green Energy Act, which requires broader public sector organizations to develop Energy Conservation plans. These plans must include methods of accounting for consumption and emissions. The UCD is a powerful reporting tool analyzing both electricity and natural gas utilities for school boards across the province. User functions include monthly consumption metrics, report generation and the ability to measure performance with other schools across the province. The UCD will improve the Board's utility tracking, reduce manual data collection and will assist in identifying and aligning future building system upgrades.

ST. BASIL SCHOOL CONSTRUCTION

Engineers used the knowledge that was gained during the construction of Jean Vanier Catholic Elementary School regarding energy efficient design and applied it to the new St. Basil school. Rainwater will be stored in underground cisterns and used to flush toilets and urinals. Light fixtures will have high-efficiency tubes and dimmable ballasts. Controls will raise and lower light intensity in classrooms, following the ebb and flow of natural light, a process known as light harvesting.

Computer models indicate the design is 48.5% more efficient than the Model National Energy Code for buildings of similar design. This means an annual savings of approximately 195,000 kWh of electricity and 65,000 cubic metres of natural gas; a total savings of \$41,000, which translates into reducing greenhouse gas emissions; an equivalent 260 metric tons of carbon dioxide.

SACRED HEART SCHOOL

Sacred Heart Catholic Elementary School in Paris was selected by the Brantford Earth Week Event Committee to receive a schoolyard "Green" makeover. The Committee donated \$ 9,000 in seed money to kick start the changes and with the amazing support of the community, it has tripled that amount. The overwhelming additional support the school is receiving from the community was unexpected and principal, Rob Santilli was humbled by the willingness of everyone who stepped up to own the responsibility of creating a healthier, greener environment.





GOING GREEN

As part of the Board's commitment to protect the environment, the Facilities Department ceased using traditional garbage bags in all its buildings. The Board has replaced plastic bags with oxo-biodegradable plastic bags. This new product is made in Canada from 100% recycled plastic, with 20% post-consumer content. The bags look the same; however, a polymer is introduced into the blend that accelerates the breakdown of plastic into molecular fragments under several factors such as oxygen, heat, sunlight (UV) and mechanical stress. When made wet, these smaller oxidized fragments are biodegradable, i.e., converted into carbon dioxide, water and biomass by molecular organisms. The biodegradable process takes approximately two to five years once inside a landfill.



THE FUTURE OF LIGHTING

In keeping with the Board's goal to provide more sustainable, environmentally-friendly products and improve performance to benefit people, the Facilities Department has introduced L.E.D. lighting to its catalogue. L.E.D. lighting can now replace most types of recessed lighting. L.E.D. lighting is four times more efficient than a standard incandescent bulb, is mercury free, needs little maintenance and has high colour rendering and long life.



RECYCLING BATTERIES AND BALLASTS

The Board's Facilities Department has partnered with an industry leader in providing environmentally responsible and cost effective solutions for unique waste to dispose of fluorescent tubes, batteries and ballasts in all our schools and administration buildings. Orange recycle boxes for ballasts and brown recycle boxes for batteries have been placed in each location. Spent florescent tubes are returned in their original cardboard box.

VIRTUAL METERING

Facilities Department personnel have been tracking live electricity consumption using Board-owned power meters. They have also been using their building management system to track, display and report minute-by-minute changes of electrical metrics in all our schools. This information is important to the Board when making energy purchasing decisions, cost controls, mechanical efficiency and invoice data reliability decisions.

Construction Projects

ST. BASIL CATHOLIC ELEMENTARY SCHOOL

St. Basil Catholic Elementary School is under construction and is scheduled to open its doors to students and staff in January 2012. The \$16.8 million southwest Brantford school is a joint facility with the Grand Erie District School Board. Combined, the 90,000 square foot facility will accommodate 900 students, approximately 450 students from each Board. The school has been designed as a green school with attention to energy conservation, water conservation, solar energy and other sustainable features. St. Basil Catholic Elementary School will house 15 classrooms, five early learning kindergarten classrooms, six computer pods and a shared library and staff room. The school will also share a common double gymnasium with the Grand Erie District School Board and soccer fields with the City of Brantford.



St. Basil Catholic Elementary School

ADDITION TO ST. JOHN'S COLLEGE

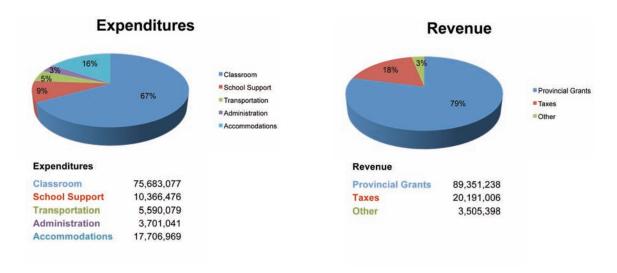
The much anticipated \$6 million, 30,500 square foot, two-storey addition to St. John's College was under construction. The addition provides for 15 new classrooms, including a second floor math wing, a first floor science wing, as well as upgraded food services and construction technology classrooms. During the construction, mechanical and electrical upgrades were also made to the existing building. These upgrades included the replacement of the school's boiler system and cooling tower, as well as a lighting retrofit.



St. John's College

2010-11 Budget

We are pleased to report that the Board has made significant progress in a number of areas including increased student achievement scores, more teacher training, planning and building new schools and improved communications with parents and other stakeholders. We were able to meet our goals and remain dedicated to our Strategic Commitments while operating, once again, within a balanced budget.



New or Modified Board Policies

SEPTEMBER 1, 2010 - AUGUST 31, 2011

Bullying Prevention and Intervention	200.27	
Community Use of Schools	400.05	
Educational Field Trips and Excursions	500.01	
Employee Expenses	700.04	
Equity and Inclusive Education (Interim)	200.23	
Facility Partnership	400.02	
Hiring: Academic Staff	300.10	
Hiring: Support Staff	300.11	
Nutrition: Creating a Healthy Environment (Interim)	200.01	
Pupil Accommodation Review	400.16	
Purchasing	700.01	
Safe Schools	200.25	
Student Discipline	200.26	
Trustee Expenses	100.10	
Volunteer and Trip Drivers	200.21	
Workplace Harassment	300.01	
Workplace Violence Prevention	300.20	

COMMUNICATIONS

Quick Facts

The Brant Haldimand Norfolk Catholic District School Board provides a Christ-centred education to over 10,000 students. We employ over 700 teachers who are supported by a team of consultants, principals and administrators. Over 300 non-academic staff ensure that the best possible facilities, supports and resources are available to teachers, students and the system. The Board encompasses the broad geographical area of the City of Brantford and the counties of Brant, Haldimand and Norfolk. We are unique in that we belong to three Dioceses: Hamilton, London and St. Catharines. We are located within a one-hour radius of Toronto to the east, London to the west, and Kitchener-Waterloo to the north.

9,997

Nine thousand nine hundred ninety seven students (Full Time Equivalent – October 31, 2011) 10,455

Ten thousand four hundred and fifty five students (Actual – October 31, 2011)

3

Three Catholic Secondary Schools 31

Thirty one Catholic Elementary Schools

90%

Ninety percent of our primary classes have 20 or fewer students.

One hundred twenty nine learners with a first language that is not the language of instruction.

121

One hundred twenty one First Nation, Métis and Inuit students. The Board piloted a voluntary self-identification process at Assumption College School and plans to implement the self-identification process across the district.

ONTARIO FIRST NATION, MÉTIS AND INUIT EDUCATION POLICY FRAMEWORK

The Board developed a draft policy titled 'Aboriginal Self-Identification'. The policy will be vetted to stakeholder groups as well as the First Nation, Inuit and Metis community within Brant, Haldimand and Norfolk. In addition, we have been successful in acquiring financial resources to build the following programs in the area of Aboriginal education: Supporting Educators... Aboriginal Perspectives the Teacher's Toolkit Training, Cross Panel Committee for Equity and Diversity, and Engagement and Awareness Building.

GRADE 10 CREDIT ACCUMULATION RATES

Percentage of students who have achieved 16 or more credits by the end of Grade 10:

2010-11	83%
2009-10	84%
2008-09	81%

EARLY LEARNING DATA

In September 2011, 281 students were enrolled in the Early Learning Kindergarten Program. Three schools were added to the five previously offering full day learning.

2011 Christ the King, Brantford; St. Patrick's, Caledonia; St. Stephen's, Cayuga

2010 Jean Vanier, Brantford; St. Michael's, Dunnville; St. Pius X, Brantford; Sacred Heart, Langton; Holy Cross, Brantford



Trustees

From left to right: Cliff Casey, Chair of the Board, Norfolk County, Dennis Blake, Norfolk County, Rick Petrella, City of Brantford, Bonnie McKinnon, Haldimand County, Dan Dignard, County of Brant, June Szeman, Vice Chair of the Board, City of Brantford



Alyna Poremba, Student Trustee



Senior Administrators

From left to right: Tom Grice, Assistant Superintendent of Business, Bill Chopp, Superintendent of Education, Trish Kings, Superintendent of Education, Cathy Horgan, Director of Education & Secretary, Chris N. Roehrig, Superintendent of Education, Wally Easton, Associate Director, Corporate Services & Treasurer

For more information about the Brant Haldimand Norfolk Catholic District School Board or this report:

View the Board's multi-year Strategic Plan found at www.bhncdsb.ca/files/uploads/bhncdsb_multi_year_strategic_plan.pdf

Visit www.bhncdsb.ca

Call Communications Services at 519.756.6369 Ext. 234





BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD

322 Fairview Drive, P.O. Box 217 Brantford, ON N3T 5M8

T 519.756.6369

E info@bhncdsb.ca

www.bhncdsb.ca