



2010 DIRECTOR'S ANNUAL REPORT





Message from the Director...

I am pleased to present the 2010 Director's Annual Report of the Brant Haldimand Norfolk Catholic District School Board. We strive to live our mission to provide faith formation and academic excellence, which enables our graduates to live a life of love and service in Christ.

It has been a very active year for both students and staff. You will see that our students are, once again, outperforming the provincial EQAO testing averages in most areas. Construction on our latest Catholic elementary school has begun. Planning for the Ministry of Education's latest initiatives of Equity and Inclusive Education and the Early Learning Program has lead to the formation of strong and innovative teams. Notable accomplishments in technology and energy saving efforts are due to the hard work of our dedicated professionals. The activities of the 2009-10 school year have, again, been performed within a balanced budget.

Our Catholic schools' staff help students reach their highest potential by providing them with exceptional learning opportunities in a Christ-centred environment. It is this approach, combined with the home-parish-school triad, that supports our students in their academic and faith journey. We believe it is important for students to learn about the difference they can make to help others—in their local community and around the world. I am extremely proud of our students and their attention to Social Justice issues. Our students, together with their teachers and members of our Catholic community, repeatedly make a difference in the lives of others.

On behalf of our Board of Trustees and Senior Administrators, I would like to thank the parents of our Catholic community for their continued support and trust. We are honoured to be able to participate in the faith formation and contribute to the academic excellence of all our students.

Cathy Horgan
Director of Education & Secretary



Quick Facts

About Us

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 ensures that the best possible facilities, supports and resources are available to teachers, students and this system. The Board encompasses the broad geographical area of the City of Brantford and the counties of Brant, Haldimand and Norfolk. We are located approximately one hour west of Toronto, one hour east of London and one hour south of Kitchener-Waterloo.



Enrolment

10,243 students (FTE - October, 31, 2010)

10,736 students (Actual - October, 31, 2010)

Catholic Schools

31 Catholic Elementary Schools

3 Catholic Secondary Schools

Instruction Language Enrolment

We have 119 learners with a first language that is not the language of instruction.

Primary Class Size

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

First Nation, Metis, Inuit Students (2009-10)

We have 137 First Nation, Metis and Inuit students. The Board intends on piloting the voluntary self-identification process at Assumption College School this year and hopes to implement the self-identification process across the district in 2011.



Ontario First Nation, Metis and Inuit Education Policy Framework

All curriculum framework materials are in our schools. The Board intends on establishing an Aboriginal Advisory Group in 2010-11 that will provide input into the implementation of the framework and into the programs designed specifically to meet the needs of our First Nation students. The advisory group will be comprised of a wide variety of stakeholders including representatives from Band Council. The Board will be offering Mohawk Language at Assumption College School and endeavours to continue offering a Native Counsellor at ACS. The Board will pilot Voluntary Self-Identification at Assumption College School in advance of the implementation of a Board policy on Aboriginal Voluntary Self-Identification.

16 by 16

Our percentage of students who have achieved 16 or more credits by age 16 continues to increase.

2009-10	83 %
2008-09	76 %
2007-08	76 %
2006-07	76 %
2005-06	64 %

Early Learning Data

As of September 17, 2010, 196 students were enrolled in the Early Learning Program. Schools offering full day learning are:

- Jean Vanier Catholic Elementary School, Brantford
- St Michael's Catholic Elementary School, Dunnville
- St Pius X Catholic Elementary School, Brantford
- Sacred Heart Catholic Elementary School, Langton
- Holy Cross Catholic Elementary School, Brantford



Actions are guided by the tenets of our Catholic faith.

Our Faith

Because we believe...

The 2009-10 school year began with a Board-wide Faith Day celebrating the school year theme “Because we believe, our Catholic faith comes alive in our hearts”. Over 1000 employees gathered at the Sanderson Centre for the system event.

The Eucharist was celebrated by Bishop James Wingle, Bishop of the Diocese of St. Catharines. Father Tony Ricard, a priest from the Diocese of New Orleans, was the day’s keynote speaker. Father Tony touched the hearts of all with his faith-filled message wrapped in humour and true life stories.

our Catholic Faith
comes alive in our Hearts.

Key Learnings Document

The Elementary Religion Curriculum Committee, valuing the teaching of the Catholic faith in our schools, developed and released a document to support classroom teachers with the teaching of the Religion program. The document, which uses teacher friendly language, is posted in the Catholicity section of the Board’s website, as well as on the Board’s intranet.



Virtues Education

A Virtues Education document has been developed by a Board team of teachers, consultants, chaplaincy leaders and principals. This document is part of the group response to the Ministry of Education’s Character Education initiative and was developed utilizing the position paper published by Bishop Paul-André Durocher for the Assembly of Catholic Bishops of Ontario.



Fully Alive

Refreshed materials for the Grades 3 and 4 classrooms were purchased. Each school received manuals, poster charts and texts, approved by the Ontario Catholic Bishops, to support the teaching of the Family Life program that is currently taught in our schools.

When Faith Meets Pedagogy

“Voices that Challenge” was the theme for the 2009-10 When Faith Meets Pedagogy conference. The conference, an annual Catholic educators’ conference, organized by the Catholic Curriculum Corporation, was again well attended by various representatives from our Board. The guest speakers for the conference were Craig and Marc Kielburger and Father Tom Rosica. Archbishop Tom Collins celebrated Eucharist with the conference attendees.

Forty five secondary students from the Board also had the opportunity to participate in a youth rally before the adult Conference began. Keynote speakers Craig and Marc Kielburger addressed the students who then had the opportunity to participate in breakout sessions led by speakers from Development and Peace, Romero House and the Loretto Sisters.

Catholic Education Week 2010

The theme of Catholic Education Week was “Rejoicing in Hope”. Schools from across the Board celebrated through faith-based events that were attended by Trustees, Senior Administration, parents, priests, and community members. It was a week of special activities and prayer celebrations based on the daily themes. Special system-wide events included the annual Board Art Exhibit and Celebration of the Arts evening.

CATHOLIC EDUCATION:
REJOICING
in HOPE

Student Virtues Symposium

An exciting first time event was planned and facilitated by the Elementary Religion Curriculum Committee to bring together two elementary Student Ambassadors for Christ from every school, along with their adult advisor. The group numbered approximately 95 people who gathered together in the library of Sacred Heart School in Paris. The day began with prayer and icebreakers. Students and adults then rotated through seven stations that helped them come to an understanding of the three theological virtues (faith, hope and love) and the four cardinal virtues (justice, temperance, fortitude and prudence). The afternoon focused on an introduction of the Youth Ambassadors for Christ initiative as well as an opportunity for the representatives from each school to make plans to bring the virtues alive in their schools.





Catholic Student Leaders

Catholic Student Leaders were once again celebrated for their commitment to their faith in their schools and communities. The Catholic Student Leadership Awards were held at Holy Trinity Catholic High School. Under the direction of our secondary school Chaplaincy leaders, recipients came together to pray and engage in “getting-to-know-you” and leadership activities. Dan Moynihan, Youth Specialist from the Diocese of London, spoke to the group about their role as leaders in their schools and church. In the evening, family and friends joined the recipients in a prayer service led by Father Al Dufraimont, pastor of St. Bernard of Clairvaux, Waterford and Our Lady Queen of Martyrs, Delhi. Concluding the evening was a presentation of awards to the deserving student leaders.

Culture of Life Conference

Thirty secondary students participated in the fourth annual Hamilton Diocese Culture of Life Conference. The keynote speaker, Father Tom Lynch, addressed the students. The students then had the opportunity to work in their school groupings to design a School Action Plan to take the message of the dignity of human life back to their schools.

Strategic Plan

Our Strategic Journey

In February 2009 under the guidance of a corporate planning consultant, a group of 50, including academic and non-academic employees, clergy, trustees and Senior Administrators began a two-day process that reviewed, renewed and updated the Board's Strategic Plan. The fall of 2009 saw the establishment of an action plan for each of the four strategic commitments that contained SMART goals, actions to be taken and targets to be monitored.

An in-depth review of the Board's core values, mission statement, motto and strategic commitments was conducted during 2009-10. A draft revised Strategic Plan was then vetted across the system with stakeholder groups. Their feedback was used to further refine the Plan, that was then presented to the Board of Trustees. The new Strategic Plan will guide the Board through to 2012.

Mission

As a Catholic Learning Community, we provide faith formation and academic excellence, which enables our graduates to live a life of love and service in Christ.



Core Values

As a Catholic Learning Community, we believe...

- in a publicly funded Catholic Education System;
- actions are guided by the teachings of our Catholic faith;
- in excellence through a commitment to continuous improvement for all staff and students;
- students achieve high standards given sufficient time and support;
- we provide safe and nurturing environments for learning and working;
- we build positive relationships and partnerships with our parishes, parents and the broader Catholic Christian community;
- stewardship of God's gifts is a responsibility of all;
- that through teamwork and cooperation, all staff provide leadership which allows our system to excel.

Motto

Excellence in Learning ~ Living in Christ

Strategic Commitments

CATHOLICITY

We want to contribute meaningfully to the strength of our Catholic faith in our schools.

STUDENT ACHIEVEMENT

We want all students to be the best they can be.

LEADERSHIP

We want to ensure dynamic and progressive leadership in the years ahead.

COMMUNICATION

We want to share our Catholic education stories, activities and successes with our internal and external communities.

We provide safe and nurturing environments for learning.

The Arts

The 2009-10 School Year...

Students benefitted from new initiatives in the Arts. Curriculum resources in Visual Arts were expanded to include Grades 2, 6, 7, and 8, while students in Grades 1, 3, 4, and 5 experienced the Drama curriculum through our new “Theatre Arts Connections” resource. Teachers in all grades received the resources which included user-friendly lesson plans, long range plans, and assessment/evaluation activities. Teacher support also came in the form of a Rubric Bank and a ‘Videos on Demand’ portal designed to provide classroom teachers with effective, engaging professional development. Teachers delivering the new curriculum resources received one-on-one, job-embedded inservice sessions and participated in central-based workshops designed to connect the curriculum with the students in the classroom.

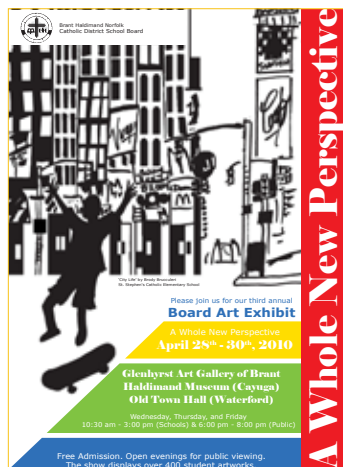
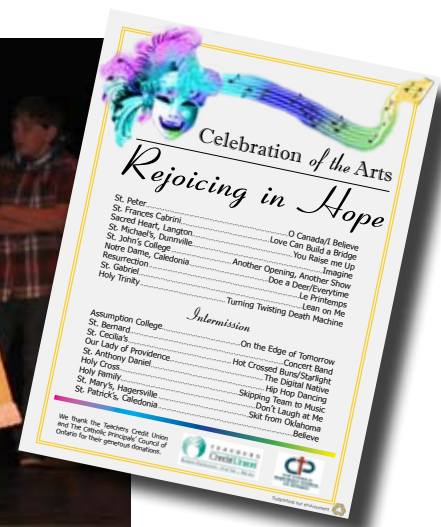
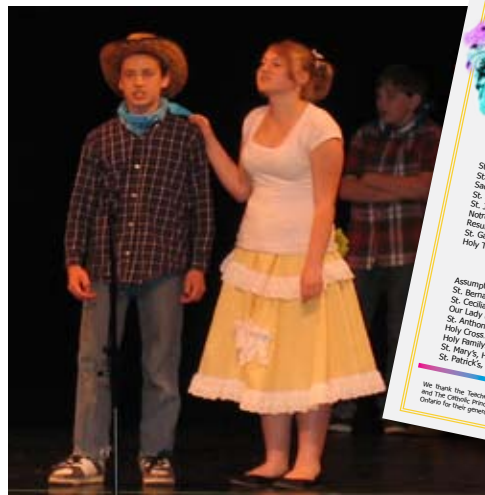
Our Board initiated an Arts Itinerant program. Arts Itinerants delivered Drama, Music, and Visual Arts in each elementary school. They followed central-formulated ‘Long Range’ plans designed to achieve the Ministry’s expectations. This program provided our students with a comprehensive Arts curriculum throughout the entire school year, since the Itinerants supplement the work of classroom teachers.

Celebration of the Arts Night

The system celebrated student achievement in the Arts through our annual Arts Night – “Rejoicing in Hope”. Over 1000 gathered at The Sanderson Centre for the Performing Arts to enjoy drama, dance and music by students from schools across our Board.

Annual Board Art Exhibit

“A Whole New Perspective”, the Board’s annual Art Exhibit, showcased and celebrated our developing artists in JK through Grade 12. The exhibit links the classroom to the community by displaying student artwork in galleries in Brantford, Haldimand County, and Norfolk County.



Secondary

Working Together

The Brant Haldimand Norfolk Catholic District School Board is proud to provide its students with another opportunity to advance their skills while completing their secondary school education. With the support of the Ministry of Training, Colleges and Universities (MTCU) and Mohawk College, an articulation agreement was reached whereby secondary school students are able to receive Level One theory instruction for either the Automotive Service Technician trade or Cook trade. As OYAP students, they spend part of their day working in either an automotive service facility or in a restaurant. The work they complete allows them to earn high school credits while registering hours toward their apprenticeship. The theory lessons taught in the accelerated program allow students to contribute more to their placement due to the fact that they have received advanced instruction in their trade.



Showcasing Students' Technology Skills

The Ontario Technological Skills Competition allows student participants to showcase their skills, talent and knowledge while providing them with many networking opportunities. The Ontario competition attracts over 1,800 competitors and 30,000 visitors each year. Over 200 BHNCD SB students participated in 21 of the 63 contests in the skilled trades and technologies competition in May 2010. Each of our secondary schools hosted a school-based competition which focused on skills development within the classroom.

Continuous Improvement

There have been many measures pursued in the past year to improve outcomes for students with low levels of achievement including:

- System level support for Credit Recovery programs and Credit Rescue initiatives
- Individualized timetables based on student needs and strengths
- Peer mentoring
- Student Success Teachers who track and monitor students at risk; weekly ALERT meetings; school-based pyramid of interventions
- More program choices – Alternative Education, Coop options, School Within a College (SWAC) and Specialist High Skills Major (SHSM)
- Addressing teacher practice: Cooperative learning groups, D.I. focus groups, coaching projects; Teacher Inquiry groups; curriculum writing groups (Religion Rich Performance Tasks; Contextualized Learning Activities for SHSM programs)
- Grades 8-9 Transition Program and Activities – visits to elementary schools to identify at-risk in Grade 8 and to begin interventions for successful transitions
- After-school literacy and math help programs, homework clubs, study halls, etc.
- Identification of students in Grade 9 achieving at level 2 or below in Applied and LD English – provide extra support and/or enrol them in Literacy Skills Development course to help them succeed on the OSSLT.

Specialist High Skills Major (SHSM)

Student Success is about meeting the individual learning needs of each and every student. Schools are providing students with more opportunities to customize their secondary school experience and build on their strengths and interests through a variety of new and enhanced learning options. One of those options is the Specialist High Skills Major (SHSM) program.

SHSM is a specialized program that allows students to focus their learning on a specific economic sector while meeting the requirements for the Ontario Secondary School Diploma (OSSD). The program also assists in student transition from secondary school to apprenticeship training, college, university, or the workplace. A SHSM option enables students to gain sector-specific skills and knowledge in the context of engaging, career-related learning environments and helps them focus on graduation and on pursuing their post-secondary goals.



Each of us is responsible for the stewardship of resources.

Students must successfully complete all the required components of the program in order to earn the SHSM designation on their diploma, a red seal embossed with the words “Specialist High Skills Major”.

In addition, students receive an “SHSM Record” which outlines their achievement with respect to the following five required components:

1. A defined bundle of eight to ten Grade 11 and Grade 12 credits
2. Sector-recognized certifications and training courses/programs
3. Experiential learning activities within the sector
4. “Reach ahead” experiences connected with the student’s postsecondary pathway
5. Development of essential skills and work habits with the use of Ontario Skills Passport



The Board is currently offering SHSM programs in the following areas:

- Arts and Culture
- Business
- Health and Wellness
- Hospitality and Tourism
- Horticulture and Landscaping
- Information & Communication Technology

Special Education

Improving Student Learning Through Special Education and Services Offered by the Board

The EQAO results for Grades 3 and 6 show a significant increase in the number of students receiving special education attaining levels 3 and 4. This increase is due to the following reasons:

- Clearly identified accommodations on the student's IEP, which have allowed the student to achieve success all year
- Assistive technology ordered through the SEA claim process has allowed students to access curriculum
- The support of Educational Assistants in providing recommended assistance to allow the student to access the curriculum and to achieve success on the EQAO test
- In Itinerant Technology SERT has taught the students across the Board to effectively use Kurzweil
- A system review of IEP's to ensure the learning goals enable the student to achieve success
- Development of CCAT Teacher Support Material
- Supplemental Gifted Programming at the elementary and secondary levels
- Reading Upgrade Intervention Program for Grade 3 students
- Two elementary transition classrooms
- Development, Community Living and Job Skills secondary programs
- Implementation of Kurzweil 3000 training and AT TASK Student Training Package
- Introduction of the ABA Program Lead position
- Implementation of STARS program to support positive student behaviour
- School-Family Conferencing programs for students with high needs



At the secondary level, students receiving special education programs and services have met the learning goals outlined in their IEPs and have successfully attained credits in Applied Math and English in Grades 9 and 10. These results are due to the implementation of IEPs for students in Applied Math and English through the use of special education resource staff at each secondary school.



Special Education Accomplishments in Student, Parent and Community Engagement

- CCAT Parent Guide
- Introduction of Special Education Program and Services Brochures
- SEAC Presentations related to Special Education Programs and Services
- Development of Special Education website folder
- Parent Information evenings in the focus areas of Gifted and Applied Behaviour Analysis (ABA)
- Council of Exceptional Children (CEC) partnership to educate parents on the topics of Assistive Technology and Fetal Alcohol Syndrome Disorder (FASD)
- Partnership with Parents for Children's Mental Health
- Family tours to support elementary to secondary transitions
- Development of virtual tours for special education elementary transition programs and secondary structured learning programming
- Elementary Have a Go Olympics
- School-Family Conferencing program for students with high needs
- Representation of system staff on Lansdowne Children's Centre and Contact Brant Boards of Directors
- Implementation of Peer Awareness Program to support all students in understanding student needs

Technology

Promoting the use of technology in our classrooms is essential to improve teaching and learning practices. During the 2009-10 school year, the Board started the 21st Century Learning initiative, connecting new technologies with teaching and learning. System technological advances included:

- All teachers have a desktop computer which assist in preparing and presenting lessons, researching, communicating with peers, monitoring homework and attendance, recording assessment information and producing report cards.
- Approximately 90% of our secondary classrooms and 60% of elementary classrooms have data projectors which significantly increase capability and provide additional options that go beyond the overhead projector.
- Over 200 ActivBoards are now installed in our schools.
- The curriculum department provided a range of professional development workshops ranging from large group sessions to embedded learning activities in individual classrooms.
- A central bank of ActivBoard resources was made available on teacher desktop computers.
- The Board now has a centralized, internet-based, secure data warehouse, accessible from any computer within the system, and capable of producing over 75 different reports on student achievement.
- At the system level, we now have an internet-based server that provides all staff with access to information on a range of needs from workplace safety to instructional practices.
- The Board has two different options to support video conferencing, both within the Board and beyond.
- Each of our secondary schools and several of our elementary schools are equipped to broadcast live video announcements within their schools.
- Many schools have outdoor electronic displays that provide information about school and Board activities to the community.
- Improvements have been made to the performance of our student information system, used for Ministry of Education reporting.
- The Board has dedicated curriculum support staff to support the planning, implementation, and training of technology-related initiatives.
- A number of primary teachers have been collaborating on a research project aimed at measuring the impact of teaching strategies that incorporate the use of technology on boys' achievement in literacy. Teachers reported that the technology had a significant positive influence.



The Environment

Playing a Pivotal Role in Ontario's Energy Management

The Board is actively pursuing opportunities to realize its energy efficiency potential in order to reduce the capital cost of energy efficient technologies. The objective of the Electricity Retrofit Incentive Program is to initiate energy conservation and load management projects within the schools and offices. Where possible, all energy systems (lighting, cooling, heating, etc.) are programmed with timers to ensure maximized savings and to conserve energy.

Alternative Cooling Technology Saves Costs and the Environment

Assumption College School was chosen through the Ministry's Green Schools Pilot Initiative to demonstrate Envirotower's sustainable green solution for optimizing energy and water efficiencies and doing away with harsh and toxic water treatment chemicals. This green solution works by combining three factors:

- A physical water conditioner that removes scale and inhibits corrosion.
- A hydro cyclone that separates and removes all large particles produced by the swiping action of the physical water conditioner.
- A mineralator that adds mineral suppressants to control corrosion and other factors in the system.

Its success is also built around its proprietary web-based controller that allows the Board and our suppliers to continually monitor the system offsite and make adjustments as needed. This is the most technically-advanced system for cooling tower water treatment. The patent system replaces traditional chemical treatment, providing total control of scale, corrosion and other factors to create an exceptionally clean system that dramatically reduces energy and water consumption, while eliminating toxic water discharge to improve our environment.



Electricity Retrofit Incentive Program

The Board receives funding for participating and making improvements through the Electricity Retrofit Incentive Program (ERIP). A complete retrofit of all lighting and the installation of motion sensors will reduced Holy Family School's lighting consumption annually by 30%. The school now uses high-efficiency lighting with increased Colour Rendering Index (CRI). Motion sensors were installed in each classroom and in the school gym. These sensors are connected to both the lighting and cooling-heating (HVAC) systems, which translate into more energy savings. The Board received \$9,458 for this incentive.



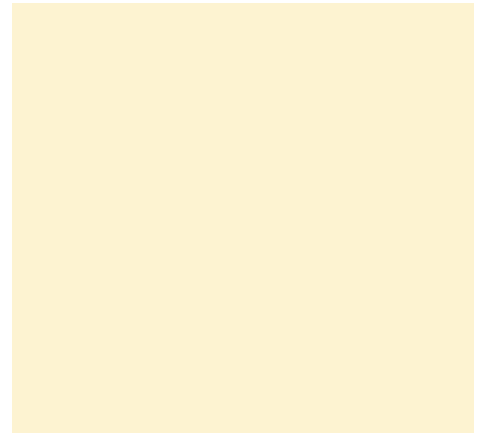
Dual Technology Occupancy sensors were installed throughout Holy Trinity Catholic High School to better manage the use of lighting. The sensors interface with the heating and cooling systems. The Board received \$11,865 for this incentive.

The Board received \$17,850 from Union Gas' Energy Savings Program for St. Cecilia's, Blessed Sacrament, and St. Bernard of Clairvaux schools. The Board installed Energy Recovery Systems (ERV). These systems include variable speed motors and Carbon Dioxide Demand Control Ventilation to improve indoor air quality and enhance the learning environment. All units are managed through a central Building Management System.

Our Buildings

Sacred Heart Catholic Elementary School (Paris) Official Blessing

On September 17, 2009, Sacred Heart Catholic Elementary School (Paris) welcomed students, staff, parents and community members during the official opening ceremony and greeting. The ceremony was presided over by the Most Reverend Anthony Tonnos, Bishop of Hamilton and Fr. Michael Bennett, Pastor of Sacred Heart Catholic Church, Paris. Greetings were brought by M.P.P. Dave Levac and Mayor Ron Eddy.



Newest Catholic Elementary School

The Board of Trustees approved the construction of a joint school in Southwest Brantford. The school will have a focus on the environment and be built with green principles in mind. The school will use the newest construction technologies available and be designed to optimize student learning.





Jean Vanier Open Its Doors

In September 2009, staff and students embraced the opening of Jean Vanier Catholic Elementary School. As the namesake of the school, Jean Vanier is a tremendous role model for this new Catholic school community.

The new \$7.8 million school facility was designed for movement, safety and school use. The building has two floors that houses 18 classrooms, four of which were designed for the Early Learning Program, a large library, a computer lab that utilizes the latest technology, and a large gymnasium. As many as 420 students can be serviced in the new school. The creation of this new facility brings our school, parish and community together to celebrate our Catholic values, our history and our many opportunities.

On May 22, 2010, the Most Reverend Anthony Tonno, Bishop of the Hamilton Diocese, presided over the official opening and blessing of the school along with representatives from L'Arche. Founded in 1964 by Jean Vanier, L'Arche is dedicated to the creation and growth of communities that provide programs and support networks for people who have intellectual disabilities.



Engagement

Student Success Through Parent and Community Engagement

Individual school councils have played an important role in reaching out to parents. In recognition of this, the Ministry of Education provides annual Parents Reaching Out (PRO) grants. In the 2009-10 school year, our schools received over \$13,000 in grant money. School councils used these funds for projects including parenting workshops and welcome kits for new families. PRO grant money was also used for guest speakers on topics from Internet Safety to Mental Health issues. One of our Catholic elementary schools put their PRO grant money towards a literacy night at the school where parents were provided with strategies with respect to literacy. Workshops were held by literacy consultants and activities were organized for children at the school; allowing parents to attend this event without having to arrange child care for their family.

The Catholic Regional School Council, which is formed by representatives from each school council, provided information to the Board of Trustees on topics such as nutrition and Healthy Schools, environmental issues and school fundraising projects.

Safe Schools

Accomplishments in Student Safety and Health

Many initiatives were implemented during the 2009-10 school year to increase student safety and health, including:

- Introduction of Orientation and Mobility staff;
- Hearing Protection Awareness Presentation;
- Non-Violent Crisis Intervention (NVCi) Training Plan;
- Youth, Drugs and Mental Health Forum Participation; Mental Health Awareness Workshops;
- Restorative Practices professional development targeting administrators, teachers and educational assistants;
- Implementation of Restorative Justice Circles;
- Each school developed a Safe Schools team that includes representation from teaching and non-teaching staff, the principal, a community representative and a parent. These teams developed strategies to support student safety.



Providing Support to All Students

Successful programs were implemented, under the guidance of a Safe Schools Officer, to service students unable to attend regular school programs.

The Board worked in partnership with the Grand Erie District School Board and the Ministry of Corrections to provide education for students who attended government-approved care and/or treatment, custody or correctional facilities.

For students who were suspended or expelled, the Board offered a Long Term Suspension and Expulsion program that was supported by an academic teacher and two Child and Youth Workers.



Meeting Ministry Guidelines

As mandated by the Ontario's Equity and Inclusion Strategy, all Boards were required to review or develop an equity and inclusive education policy, including religious accommodation guidelines. Guided by the Strategy and direction provided by the Assembly of Catholic Bishops of Ontario, BHNCD SB accomplished the following during 2009-10:

- Developed a policy for Equity and Inclusion.
- Created an Equity and Inclusion Board Committee consisting of community members, parents, board staff, and school administrators to receive input on the process and the policies. This committee vetted the policy and provided input on communication of the policy. The committee's work will continue in the 2010-11 year to support this initiative on behalf of parents and the larger community.
- Developed an action plan for the implementation of the policy using the guidelines and strategies developed by the government. Work on this plan is in the initial phase and will be completed with the input and participation of the various stakeholders.
- Developed a draft version of a Religious Accommodation Guideline.
- Inserved all Board Administrators.



Awards

Outstanding Administrator of Special Education Award

Terre Slaght, Principal of Program: Special Education, was the recipient of the Ontario Council of Administrators in Special Education's (OCASE) 'Outstanding Administrator of Special Education Award'.

Terre Slaght has been recognized by her colleagues in the province for making significant professional contributions to leadership behaviour and field practice in the administration of programs for exceptional students. Ms. Slaght has served on many local and provincial committees to improve the education for all students in the province.

Bill Chopp, Superintendent of Education, added that, "Terre's contribution to the students, parents and staff of the board can be summed up as 'building bridges for the future'. In her 13 years of involvement in Special Education and the last five years as Principal of Program: Special Education, she has worked tirelessly to build a model of collaboration."



Premier's Teacher of the Year

The Board congratulated Gillian Parsons, teacher at St. Gabriel School, as the honoured recipient of the Premier's Teacher of the Year Award.

The award recognized Mrs. Parsons for her unique and continual contributions to the students and local community in helping to ensure quality Catholic education.

The grade one teacher with 21 years experience was nominated for the award by parents from her school community. The nomination described Mrs. Parsons as a 'leader' stating that, "she inspires students to take on new challenges and reach their full potential. She develops online resources for teachers working with students with developmental disabilities and is committed to innovative and challenging opportunities that help students learn."



Coaching to Inclusion Award

The Board recognized Dave Szuty, Program Consultant: Special Education as the recipient of the 2010 Coaching to Inclusion Award. Dave was described as "a true example of an individual who is inclusive in every aspect of his work and involvement with both students and staff Board wide."

Dave is well-known for his dedication to students and their use of assistive technology. He acts as an advocate through the organization of the Special Education Advisory process and encourages a collaborative culture among the teachers and parents that sustains continuous improvement in the service for all children.



Assumption College School Community Received EQAO's Recognition of Achievement

EQAO presented the Dr. Bette M. Stephenson Recognition of Achievement to the Assumption College School community. This recognition program acknowledges exceptional school communities throughout Ontario.

Assumption College School put a team in place to help improve student success including the development of procedures to review and identify educational needs, propose intervention strategies, review literacy skills and use EQAO data to improve student success. These procedures continue to address need and promote achievement each school year. The school principal provided EQAO with his belief that the success was the direct result of the effort of all. "Our staff took ownership of student needs and administered to them collectively through exceptional programming and exemplary teaching practices."



Meeting EQAO 2011 Targets

In order to reach the Ministry's 2011 target of 75% at Levels 3 and 4 on EQAO assessments for Grade 6 reading, writing and mathematics, continued diligence and additional measures were implemented.

- From 2008, reading has demonstrated a steady increase from 62% to 75%. The Board will sustain this growth using literacy teachers and specific interventions in the primary grades.
- Over five years, there has been a 6% percent increase over time in writing with 70% of students achieving Levels 3 and 4. The Board will continue to provide support to continue this trend. Additional measures to reach this target include a focus on boys' writing using technology with all schools indicating strategies in their School Improvement Plan to increase levels of achievement for boys, including a focus on non-fiction writing, and pilot projects for boys using technology.
- Math coaches for Grades 3 and 6 were introduced to provide job-embedded support to help teacher capacity in the math strand focus on problem-solving. It is likely that we will achieve a 7% - 10% increase bringing us to 68% and 71% respectively.

EQAO Primary and Junior Provincial Assessments

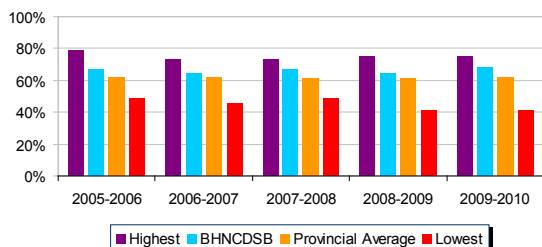
The Education Quality and Accountability Office (EQAO) tests students' skills in reading, writing and mathematics at key points in their elementary school education. Students are tested twice.

- At the end of Grade 3, to assess what they've learned throughout the Primary Division (Grades 1-3), and
- At the end of Grade 6, to assess what they've learned throughout the Junior Division (Grades 4-6).

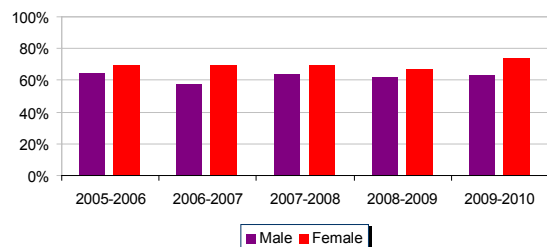
Primary Results

(% at Levels 3 and 4 on EQAO assessments)

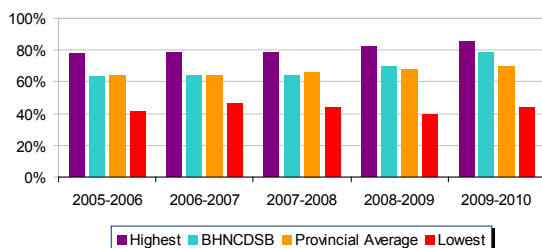
Primary Reading



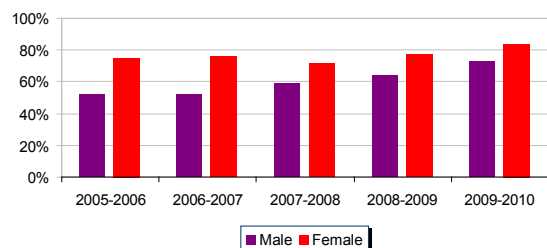
Primary Reading by Gender



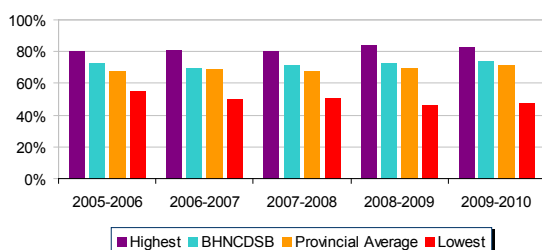
Primary Writing



Primary Writing by Gender



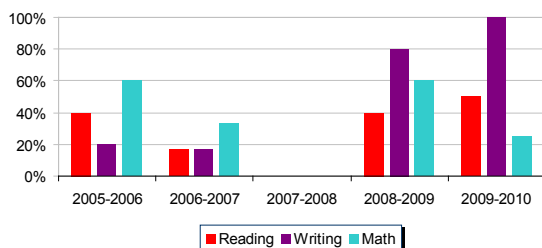
Primary Math



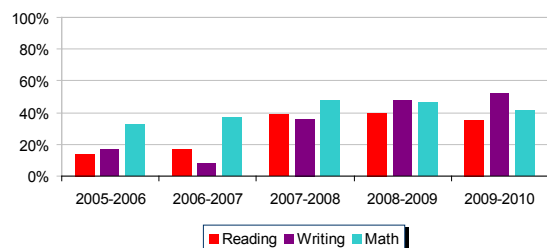
Primary Math by Gender



Primary English Language Learners



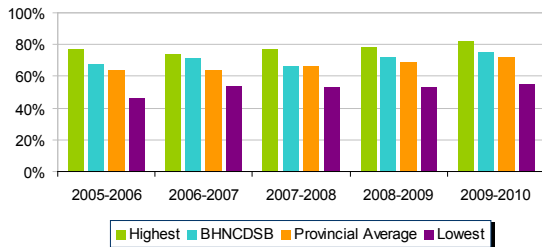
Primary Special Needs (Excluding Gifted)



Junior Results

(% at Levels 3 and 4 on EQAO assessments)

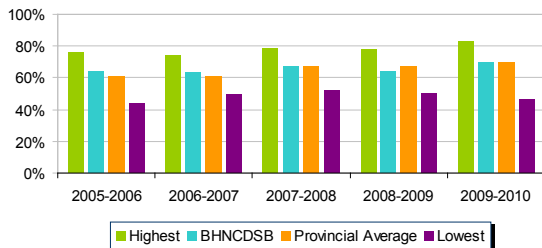
Junior Reading



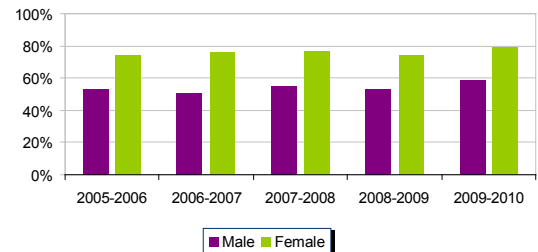
Junior Reading by Gender



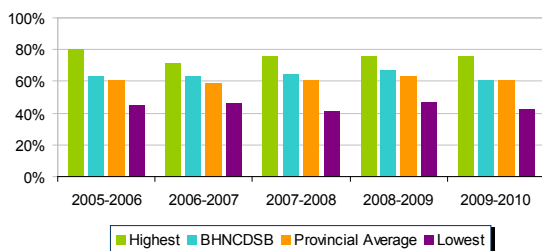
Junior Writing



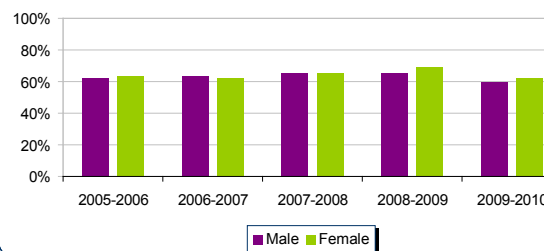
Junior Writing by Gender



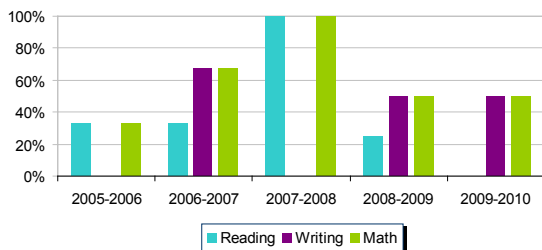
Junior Math



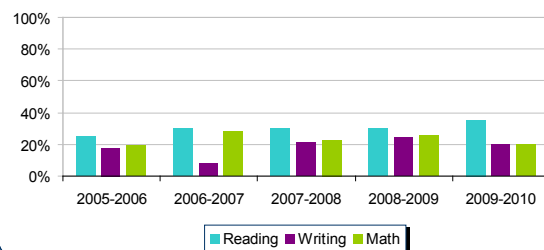
Junior Math by Gender



Junior English Language Learners



Junior Special Needs (Excluding Gifted)



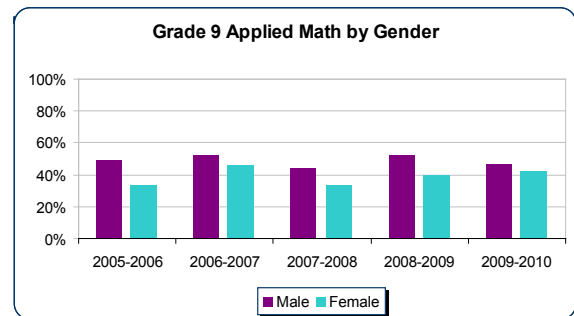
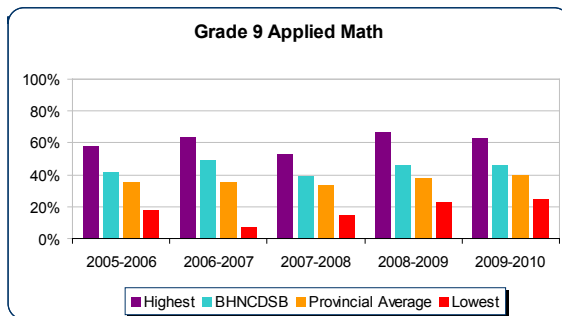
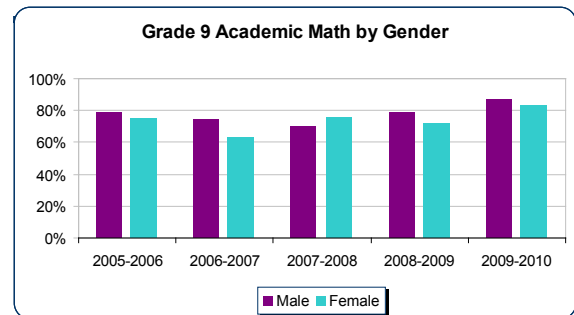
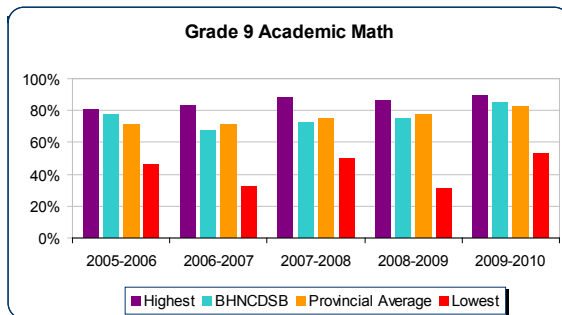
Secondary Results

(% at Levels 3 and 4 on EQAO assessments)

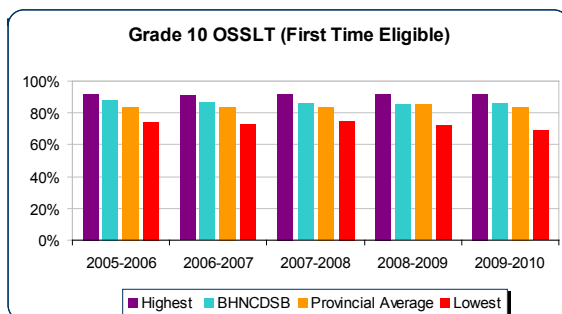
EQAO Grade 9 Mathematics Assessments

The Grade 9 Assessment of Mathematics provides individual and system data on students' knowledge and skills, based on the expectations for students in Grade 9 Applied and Academic programs in The Ontario Curriculum, Grades 9 and 10: Mathematics. All students in these programs are required to participate in the assessment.

~eqao.com



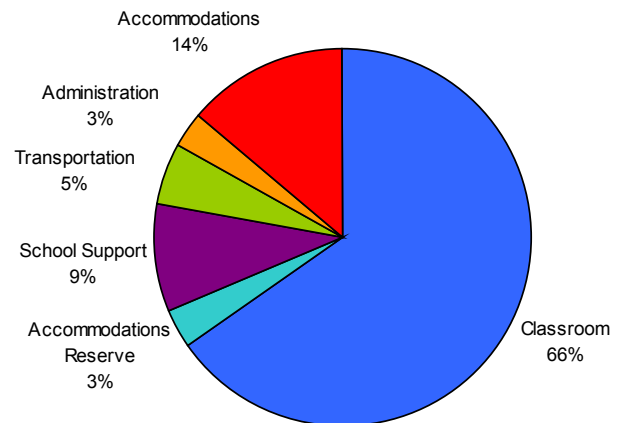
Ontario Secondary School Literacy Test (First Time Eligible Assessments)



2009-10 Budget

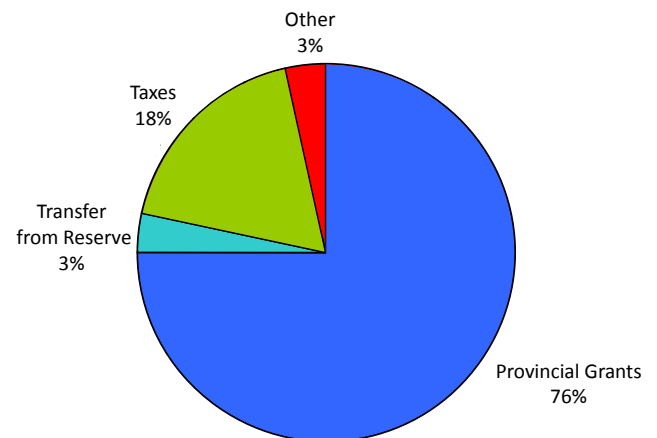
Expenditures

Classroom	\$72,446,277
Accommodations Reserve	\$3,641,611
School Support	\$10,313,827
Transportation	\$5,669,164
Administration	\$3,428,740
Accommodations	\$15,446,542
	\$110,946,161



Revenue

Provincial Grants	\$83,391,725
Transfer from Reserve	\$3,567,733
Taxes	\$20,315,331
Other	\$3,671,372
	\$110,946,161



Trustees

Roles and Duties

Our Board is governed by six Catholic trustees who are elected by registered Catholic school supporters in our own municipalities. The 2009-10 school year saw the passing of Bill 177, which was an amendment to the Education Act that included an increased responsibility given to the trustees to provide effective and accountable stewardship of the Board's financial resources and to develop, maintain, monitor and evaluate structures that support system goals and student success as seen within the context of the whole child—supported by the parish-home-school triad.



June Szeman
City of Brantford
Chair



Joe McPherson
City of Brantford
Vice-Chair



Dennis Blake
Norfolk County



Cliff Casey
Norfolk County



Dan Dignard
County of Brant



Bonnie McKinnon
Haldimand County



Chris Radojewski
Student Trustee

Senior Administrators



Cathy Horgan
Director of Education
and Secretary



Wally Easton
Associate Director
and Treasurer



Bill Chopp
Superintendent of
Education



Trish Kings
Superintendent of
Education



Chris Roehrig
Superintendent of
Education

Quick Facts

New or Modified Policies: September 1, 2009 - August 31, 2010

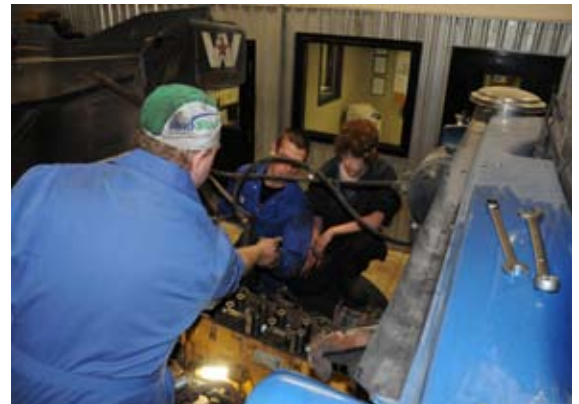
Board By-laws
 Performance Appraisal of Director of Education - 100.02
 Trustee Expense Reimbursement - 100.10
 Volunteers - 200.04
 Admission of Students - 200.14
 Accessibility – Customer Service Standards - 200.32
 Performance Appraisal for Non-teaching Staff - 300.06
 Criminal Background Checks - 300.15
 Pre-employment Screening - 300.18
 Educational Partnerships - 400.18
 Transportation of Students - 400.19
 Environmental Education and Practices - 500.02
 Purchasing - 700.01
 Employee Expense Reimbursement - 700.04



Board Profile 2009-10

Total Board Employees (FTE):	1,085
Elementary Teachers:	398
Secondary Teachers:	275
Elementary Principals/VPs:	38
Secondary Principals/VPs:	10
Non-academic Staff:	346
Senior Administration:	5
Consultants:	13
Total Students	10,351*
Elementary Students	6,333
Secondary Students	4,018

*based on average daily enrolment



Showcasing Events



Best Start Parent Fair



Celebration of the Arts



St. Leo's Pumpkin Carving



System-wide Faith Day Gathering



New Employee Commissioning



Catholic Education Week



'Have a Go' Olympics

**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
- Contact your child's school
- Visit www.bhncdsb.ca
- Call the Communications office at 519-756-6505 Ext. 234



Brant Haldimand Norfolk Catholic District School Board
322 Fairview Drive, Brantford, ON N3T 5M8
519.756.6369
www.bhncdsb.ca