

Brant Haldimand Norfolk Catholic District School Board



COMMITTEE OF THE WHOLE

TUESDAY, OCTOBER 21, 2008

7:30 P.M.

Catholic Education Centre, Brantford, Ontario

AGENDA

Page Number

A. CALL TO ORDER

1. Opening Prayer – June Szeman, Chair of Committee of the Whole
2. Attendance

B. ROUTINE MATTERS

1. Approval of the Agenda
2. Declaration of Interest
3. Minutes of the Committee of the Whole
 - a) September 16, 2008
4. Business Arising from Minutes

Pages 3-7

C. PRESENTATIONS & DELEGATIONS: Nil

D. COMMITTEE AND STAFF REPORTS

1. Unapproved Accommodation Committee Meeting Minutes
From October 8, 2008 Pages 8-10
 - i. Capital Priorities Page 11
Presenter: Cliff Casey, Chair of the Accommodation Committee
2. Unapproved Policy Committee Minutes Pages 12-14
From October 16, 2008
 - i. Policy: School Operating Budgets Pages 15-16
Presenter: Bonnie McKinnon, Chair of the Policy Committee
3. Unapproved Special Education Advisory Committee Minutes Pages 17-19
From September 10, 2008
Presenter: Dennis Blake, Trustee Representative on SEAC
4. Primary Class Size Pages 20-23
Presenter: Wally Easton, Associate Director
5. Pathways to Student Success Consultant Page 24
Presenter: Chris Roehrig, Superintendent of Education
6. Naming of School Pages 25-26
Presenter: Trish Kings, Superintendent of Education

E. INFORMATION AND CORRESPONDENCE

F. NOTICES OF MOTION

G. TRUSTEE INQUIRIES

H. BUSINESS IN-CAMERA

207. (2) **Closing of certain committee meetings.** A meeting of a committee of a board, including a committee of the whole board, may be closed to the public when the subject-matter under consideration involves,
- a) The security of the property of the board;
 - b) The disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;
 - c) The acquisition or disposal of a school site;
 - d) Decisions in respect of negotiations with employees of the board; or
 - e) Litigation affecting the board.

I. REPORT ON THE IN-CAMERA SESSION

J. FUTURE MEETINGS AND EVENTS

Pages 50-51

K. MOMENT OF SILENT REFLECTION

L. ADJOURNMENT

*Brant Haldimand Norfolk Catholic District School Board
Meeting of the Committee of the Whole – Tuesday, September 16, 2008*

PRESENT AT MEETING:

Trustees: Dennis Blake, Cliff Casey, Dan Dignard
Bonnie McKinnon, Joe McPherson and June Szeman

Student Trustee: Chris Radojewski

Administration: Cathy Horgan, Director of Education; Wally Easton,
Associate Director; Bill Chopp, Trish Kings and Chris Roehrig,
Superintendents of Education and Claire Dodgson, Recording Secretary

A. CALL TO ORDER: The meeting was called to order by June Szeman.

OPENING PRAYER: The meeting was opened with a prayer.

B. ROUTINE MATTERS:

Resolved:

On the motion of Dennis Blake and Bonnie McKinnon, that the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board, approve the agenda, as amended, for the September 16, 2008 meeting.

CARRIED

DECLARATION OF INTEREST: Nil

Resolved:

On the motion of Dennis Blake and Bonnie McKinnon, that the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board, approve the Minutes from the Committee of the Whole of June 17, 2008 meeting.

CARRIED

BUSINESS ARISING FROM THE MINUTES: Nil

C. PRESENTATIONS/DELEGATIONS: Nil

D. COMMITTEE AND STAFF REPORTS

**D.1 UNAPPROVED ACCOMMODATION COMMITTEE MINUTES FROM
SEPTEMBER 4, 2008**

Trustee Cliff Casey reviewed the minutes from the September 4, 2008 Accommodations Committee meeting. Approval was requested for the following recommendations:

That the Accommodations Committee recommends that the Committee of the Whole approves and refers to the Brant Haldimand Norfolk Catholic District School Board for approval, the joint school project with the Grand Erie District School Board in southwest Brantford subject to Board approving a mutually-satisfactory agreement regarding cost sharing and administrative details.

That the Accommodations Committee recommends that the Committee of the Whole approves and refers to the Brant Haldimand Norfolk Catholic District School Board for approval to authorize staff to proceed with the Request for Proposal for an architect for a school in southwest Brantford.

That the Accommodations Committee recommends that the Committee of the Whole approves and refers to the Brant Haldimand Norfolk Catholic District School Board for approval to authorize staff to proceed with applications to the Ministry of Education for funding to build a new school in southwest Brantford and a replacement school for St. John's College.

Resolved:

On the motion of Bonnie McKinnon and Dennis Blake, that the Committee of the Whole receives the unapproved minutes from the Accommodation Committee Meeting from September 4, 2008.

On the motion of Bonnie McKinnon and Dennis Blake, that the Committee of the Whole approves and refers the recommendations from the Accommodation Committee Meeting of September 4, 2008, to the Board.

CARRIED

**D.2 BOARD AND COMMITTEE OF THE WHOLE MEETING SCHEDULE
2008-09**

Director of Education Cathy Horgan reviewed the anomalies regarding the Board and Committee of the Whole meeting schedule as it relates to the Board's by-laws during the 2008-09 school year.

Resolved:

On the motion of Bonnie McKinnon and Dennis Blake, that the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approve the following Board and Committee of the Whole Meeting Schedule 2008-09 as follows:

A Board meeting be held on Tuesday, December 9, 2008 with no Committee of the Whole meeting scheduled in December 2008.

A Committee of the Whole be held on Tuesday, March 24, 2009 and the Board meeting be held on Tuesday, March 31, 2009.

CARRIED

**D.3 ONTARIO CATHOLIC SCHOOL TRUSTEES' ASSOCIATION –
ANNUAL MEMBERSHIP FEES**

Director of Education Cathy Horgan reviewed the annual fees for the Ontario Catholic School Trustees' Association. The fee schedule has not changed in the past few years.

Resolved:

On the motion of Bonnie McKinnon and Dennis Blake, that the Committee of the Whole recommend that the Brant Haldimand Norfolk Catholic District School Board approve the continued membership with the Ontario Catholic School Trustees' Association and remit the annual fee of \$46,900 for the 2008-09 school year.

CARRIED

D.4 START-UP ENROLMENT AND SCHOOL ORGANIZATION

Superintendent of Education Chris Roehrig reviewed the projected and actual full time equivalent (FTE) enrolment in both elementary and secondary. These are preliminary numbers at this time and senior administration is monitoring class size.

Resolved:

On the motion of Dennis Blake and Bonnie McKinnon, that the Committee of the Whole recommend that the Brant Haldimand Norfolk Catholic District School Board receive the start-up enrolment report for September 15, 2008.

CARRIED

D.5 NEW TEACHER INDUCTION PROGRAM: ORIENTATION

Superintendent of Education Trish Kings reviewed the funding and activities for the New Teacher Induction Program (NTIP) initiative. Every effort is being made to help new teachers and provide mentors for them.

Resolved:

On the motion of Bonnie McKinnon and Dennis Blake, that the Committee of the Whole recommend that the Brant Haldimand Norfolk Catholic District School Board receive the report on the New Teacher Induction Program: Orientation.

D.6 FATHER FOGARTY AWARDS

Director of Education Cathy Horgan reviewed the criteria and student information regarding the secondary recipients of the Father Fogarty Awards. The Board will continue to support the Catholic Education Foundation of Ontario and will purchase tickets for the parents of the students to attend.

Resolved:

On the motion of Dan Dignard and Cliff Casey, that the Committee of the Whole recommends the Brant Haldimand Norfolk Catholic District School Board continue to support the Father Fogarty Awards by purchasing two tickets per secondary student, at a cost not to exceed \$690.00.

CARRIED

D.7 BORROWING BY-LAW 2008-A2

Associate Director Wally Easton reviewed the necessity for the by-law to finance the borrowing of funds for the replace school for Our Lady of Fatima and St. Jean de Breb uf as well as Sacred Heart School in Paris.

Resolved:

On the motion of Dennis Blake and Bonnie McKinnon, that the Committee of the Whole recommend that the Brant Haldimand Norfolk Catholic District School Board approve a By-Law authorizing the Brant Haldimand Norfolk Catholic District School Board (the "Board") to borrow money pursuant to the provisions of section 247 of the Education Act (the "Act") for the raising of funds to finance certain permanent improvements as more particularly described in this By-Law be approved.

WHEREAS:

- A. The Board has authorized the permanent improvement as detailed in Schedule "A" attached to this By-Law;
- B. The Board wishes to apply to the Canadian Imperial Bank of Commerce ("CIBC") for a capital loan for the purpose of finance the permanent improvements;
- C. The total cost of the projects is within the Board's Debt and Financial Obligation Limit as established by the Ministry of Education.

THEREFORE, BE IT RESOLVED as follows:

- 1. The Director of Education and Secretary and the Associate Director, Corporate Services & Treasurer of the Board are authorized on behalf of the Board to borrow \$14,900,000 for permanent improvements in accordance with the Act, plus interest at a rate to be agreed upon from time-to-time with CIBC.
- 2. The Director of Education & Secretary and the Associate Director, Corporate Services & Treasurer are authorized for, and on behalf of the Board, to execute and deliver all such other documents and to do such other acts and things as may be necessary to give full effect to this By-Law.

CARRIED

E. INFORMATION AND CORRESPONDENCE:

Director of Education Cathy Horgan reviewed the various meetings and events in the upcoming months.

F. NOTICES OF MOTION: Nil

G. TRUSTEE INQUIRIES:

Trustee Bonnie McKinnon inquired about the status of the Best Start construction at St. Michael's School in Dunnville. Wally Easton responded that everything is on schedule and the program should be open in early January.

Trustee Dennis Blake asked if new business cards will be made available for trustees since email addresses have changed. Wally Easton responded that the old email addresses will be rerouted to the current address and that all business cards will be replaced.

Trustee Dennis Blake advised that St. Bernard of Clairvaux will be holding their 50th anniversary on October 5, 2008. This item will be added to the calendar of events.

Trustee Cliff Casey asked that a survey be done again this year of students who attend school instead of the Norfolk Fair on Tuesday, October 7 for Young Canada Day.

H. BUSINESS IN-CAMERA:

Resolved:

On the motion of Bonnie McKinnon and Dennis Blake, that the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board move to an in-camera session.

CARRIED

I. REPORT ON THE IN-CAMERA SESSION:

Resolved:

On the motion of Bonnie McKinnon and Dan Dignard, that the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board, approve the business of the in-camera session.

CARRIED

J. FUTURE MEETINGS

K. MOMENT OF SILENT REFLECTION

L. ADJOURNMENT

Resolved:

On the motion of Dan Dignard and Joe McPherson, that the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board, adjourn the meeting of September 16, 2008.

CARRIED

MINUTES AND RECOMMENDATIONS

ACCOMMODATIONS COMMITTEE

October 8, 2008

AGENDA ITEM	MOTION
2.	That the Accommodations Committee recommends that the Committee of the Whole approves and refers to the Brant Haldimand Norfolk Catholic District School Board for approval the following priority for future capital projects: <ol style="list-style-type: none">1. South West Brantford School2. St. John's College Replacement School3. St. Pius X/St. Bernard Schools, Brantford Replacement School

THAT the Committee of the Whole receives the unapproved minutes from the Accommodation Committee Meeting from October 8, 2008.

THAT the Committee of the Whole approves and refers the recommendations from the Accommodation Committee Meeting of October 8, 2008, to the Board.

Brant Haldimand Norfolk Catholic District School Board
Meeting of the Accommodations Committee – Wednesday, October 8, 2008

PRESENT AT THE MEETING

Trustees: Dennis Blake, Cliff Casey, Joe McPherson, June Szeman

Administration: Wally Easton, Associate Director & Treasurer

CALL TO ORDER:

1. Prayer

The meeting was opened with a prayer and called to order by Cliff Casey.

ROUTINE MATTERS:

2. Approval of the Agenda

Resolved:

On the motion of Joe McPherson and June Szeman, that the Accommodations Committee approves the Agenda of October 8, 2008 with the addition of a report on the Long-Term Accommodations Plan.

CARRIED

3. Approval of Minutes

Resolved:

On the motion of Dennis Blake and Joe McPherson, that the Accommodations Committee approves the minutes of the September 4, 2008 Accommodations Committee Meeting.

CARRIED

4. Declaration of Interest: Nil.

STAFF REPORTS:

1. Update on the Our Lady of Fatima/St. Jean de Brébeuf School

Wally Easton advised that the revised cost for the school, based on the tendered price, is now \$7.8 million. Based on the new Ministry funding formula for schools, the Prohibitive to Repair grant has been revised to \$6.4 million. A grant of \$675,000 under the *Full Day 4 and 5 Year Old Program* has been received for the two Junior Kindergarten/Senior Kindergarten classrooms, bringing the total grant to \$7.1 million. We have also applied to use \$700,000 of the Board's Primary Class Size Grant to fund the two additional classrooms. This approval is still pending. If approved, total Ministry funding would be \$7.8 million without the use of any New Pupil Places grant.

Resolved:

On the motion of June Szeman and Dennis Blake that the Accommodations Committee recommends that the Committee of the Whole approves and refers to the Brant Haldimand Norfolk Catholic District School Board for receipt the Ninth Avenue School, Brantford report.

CARRIED

2. New School Priorities

The Ministry is asking boards to prioritize its projects. The Board has identified three future projects; the new school in south west Brantford, a replacement school for St. John's College and a replacement school for St. Pius X and St. Bernard Schools in Brantford. These projects have not been approved by the Ministry although request for approval have been submitted to the Ministry.

Resolved:

On the motion of Joe McPherson and June, the Accommodations Committee recommends that the Committee of the Whole approves and refers to the Brant Haldimand Norfolk Catholic District School Board for approval the following priority for future capital projects:

1. South West Brantford School
2. St. John's College Replacement School
3. St. Pius X/St. Bernard Schools, Brantford Replacement School

CARRIED

3. Long-Term Accommodations Plan

Wally Easton reviewed the Executive Summary of the Long-Term Accommodations Plan prepared by Watson and Associates. The Committee requested that board staff recommendations be presented at a future meeting outlining proposals with respect to the consultant's plan.

Resolved:

On the motion of Joe McPherson and Dennis Blake, that the Accommodations Committee recommends that the Committee of the Whole approves and refers to the Brant Haldimand Norfolk Catholic District School Board for receipt, the Executive Summary of the Long-Term Accommodations Plan prepared by Watson and Associates.

TRUSEE INQUIRIES:

Trustee McPherson asked if staff could enquire about the possible use of Tollgate Technological Skills Centre as a sports field for St. John's College.

BUSINESS OF THE IN-CAMERA SESSION

On the motion of Joe McPherson and Dennis Blake, that the Accommodations Committee move to an in-camera session.

CARRIED

REPORT ON THE IN-CAMERA SESSION

On the motion of June Szeman and Joe McPherson, that the Accommodations Committee approve the business from the in-camera session.

CARRIED

ADJOURNMENT

The meeting was adjourned at 9:00 p.m. The next meeting will be held on Tuesday, November 4, 2008 at 3:00 p.m.

REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD ACCOMODATIONS COMMITTEE

Prepared by: Wally Easton, Associate Director, Corporate Services and treasurer
Presented to: Accommodations Committee
Submitted on: October 8, 2008
Submitted by: Cathy Horgan, Director of Education & Secretary

CAPITAL PRIORITIES

Public Session

BACKGROUND INFORMATION:

In 2006, the Ministry of Education required all school boards to complete a Capital Plan, which was to be submitted in *draft* by March 31, 2006. The Plan submitted was not necessarily to be approved by the Board as it was only draft. The Ministry has requested boards to update the plan periodically to keep the Ministry informed of board plans for school construction.

DEVELOPMENTS:

The Ministry has now updated the website for submission of Capital Plans and is asking boards to prioritize its projects. The Brant Haldimand Norfolk Catholic District School Board has two projects in progress, Sacred Heart School in Paris and the replacement school for St. Jean de Brébeuf and Our Lady of Fatima in Brantford. The Board has also identified three future projects; the new school in south west Brantford, a replacement school for St. John's College and a replacement school for St. Pius X and St. Bernard Schools in Brantford. The latter was submitted to the Ministry as a *Prohibitive to Repair* (PTR) project. The original funding for PTR schools is no longer available, but the Ministry has \$500 million set aside for capital projects provincially and some of that funding may be available for PTR projects. The three future projects identified by the Board have not been approved by the Ministry although request for approval have been submitted to the Ministry

Staff are recommending the following priority:

- 1) South West Brantford School
- 2) St. John's College Replacement School
- 3) St. Pius X/ St. Bernard Schools Brantford Replacement School

RECOMMENDATION:

THAT the Accommodations Committee recommends that the Committee of the Whole approves and refers to the Brant Haldimand Norfolk Catholic District School Board for approval the following priority for future capital projects:

1. South West Brantford School
2. St. John's College Replacement School
3. St. Pius X/St. Bernard Schools, Brantford Replacement School

MINUTES AND RECOMMENDATIONS

POLICY COMMITTEE

October 16, 2008

AGENDA ITEM	MOTION
D.1	THAT the Policy Committee recommends that the Committee of the Whole approves the Policy: School Operating Budget and refers it to the Brant Haldimand Norfolk Catholic District School Board for approval.

RECOMMENDATION:

THAT the Committee of the Whole receive the unapproved minutes from the Policy Committee Meeting from October 16, 2008.

THAT the Committee of the Whole refer the recommendations from the Policy Committee Meeting of October 16, 2008, to the Board for approval.

Brant Haldimand Norfolk Catholic District School Board
Meeting of the Policy Committee – Thursday, October 16, 2008

PRESENT AT THE MEETING

Trustees:

Bonnie McKinnon,
Joe McPherson and June Szeman

Administration:

Cathy Horgan, Director of Education,
Wally Easton, Associate Director

A. CALL TO ORDER:

The meeting was called to order by Chair Bonnie McKinnon.

B. ROUTINE MATTERS:

1. Approval of the Agenda

Resolved:

On a motion by Joe McPherson and June Szeman, that the Policy Committee approve the agenda for the October 16, 2008 meeting.

CARRIED

2. Approval of Minutes – June 10, 2008

Resolved:

On a motion by Joe McPherson and June Szeman, that the Policy Committee approve the Minutes from the June 10, 2008 meeting.

3. Declaration of interest: Nil

C. PRESENTATIONS & DELEGATIONS: Nil

D. COMMITTEE AND STAFF REPORTS:

1. Policy: School Operating Budgets

Associate Director Wally Easton, reviewed the policy on School Operating Budgets. The policy reflects the current practice which establishes a consistent procedure to assist principals in the planning and purchase of goods and services for their school. Minor wording changes were made.

Resolved:

On a motion by June Szeman and Joe McPherson, that the Policy Committee recommends that the Committee of the Whole approves the Policy: School Operating Budget and refers it to the Brant Haldimand Norfolk Catholic District School Board for approval.

CARRIED

2. Committee Meeting Dates

The following dates were established for future Policy Committee meetings:

November 11, 2008	4:00 p.m.
November 18, 2008	3:30 p.m.
January 13, 2009	3:00 p.m.

E. ADJOURNMENT

The meeting was adjourned by consensus.



Brant Haldimand Norfolk Catholic District School Board

POLICY: SCHOOL OPERATING BUDGETS

Adopted:	dd/mm/yy	Policy No:	xxx.x
Revised:	dd/mm/yy	Policy Category:	Finance

Policy Statement:

The Board will provide an annual school operating budget to each school that is adequate to cover the needs of the school. The Principals, knowing the needs of their school, are given the authority to plan and purchase goods and services within their area of responsibility as identified in the annual budget allocation process.

Policy Criteria:

- The Principal is responsible for planning and monitoring expenditures to meet the needs of the school.
- The Purchasing policy must be followed for all budget expenditures.
- Each Principal is required to keep expenditures within the budget allocation for the school year. Running a deficit in any school budget year is not acceptable.
- Any surplus at the end of a budget year may be carried-over to the following school budget year.

Glossary of Key Policy Terms: n/a

Statutory/Regulatory/Related Board Policy Linkages:
Purchasing Policy



Brant Haldimand Norfolk Catholic District School Board

ADMINISTRATIVE PROCEDURES: SCHOOL OPERATING BUDGETS

Adopted:	dd/mm/yy	Policy No:	xxx.x
Revised:	dd/mm/yy	Policy Category:	Finance

1. The total allocation for school budgets will be determined by the Board of Trustees at the time the annual Board budget is approved.
2. Administration will determine the annual allocation for school budgets.
3. Each school principal will prepare a school budget based on the school's allocation.
4. The Principal will consult with the School Council on the development of the school budget.
5. The Principal will review the annual budget and expenditures with the School Council at least twice per year.
6. Schools are not permitted to spend in excess of the annual budget allocation.
7. If a school spends less than the annual budget allocation, the excess may be carried forward to the subsequent year.
8. Balances carried forward which exceed 25% of the school's annual budget must be approved by the Associate Director, Corporate Services & Treasurer.
9. The Superintendent of Education shall review the summary of school budget allocations and expenditures each month. As a general guideline, schools should not have spent more than 65% of their annual budget by January 31st or more than 80% of the annual budget by April 30th. The Superintendent of Education may request explanations when schools exceed these guidelines.

**Special Education Advisory Committee Meeting
Brant Haldimand Norfolk Catholic District School Board
Wednesday, September 10, 2008**

The September 10, 2008 meeting of the Special Education Advisory Committee of the Brant Haldimand Norfolk Catholic District School Board was held at the Fatima Resource Centre, 344 Erie Avenue, Brantford, at 7:00 p.m.

A. Opening Prayer

The meeting was opened with a prayer, "*Back to School.*"

B. In Attendance

Bill Chopp, Colleen Demarest, Lisa Stockmans, Lynda Field-Newhouse, Dennis Blake, Dianne Wdowczyk, George Follis, Michelle Feeney, Paul Sanderson, Stella Galloway, Cathy Pierson, Terre Slaght.

Regrets

Barb Mitchell

Resignation

Flora Ennis – representing Woodview Children's Centre

C. Approval of Agenda

The agenda, with the revision of dinner prior to the meeting, was approved on a motion moved by Michelle Feeney and seconded by George Follis. Approved

D. Welcome Back

Paul Sanderson welcomed all members back to a new school year. Dianne Wdowczyk was welcomed to the committee. She will take the role of the representative from Woodview Children's Centre, replacing Flora Ennis.

E. Thanks To Flora Ennis

Deferred to a later date as Flora was unable to attend the meeting.

F. Welcome to New Members

Bill Chopp again welcomed new participants to the committee.

New Reps:

Nancy Smith and Cathy Pierce from the Down Syndrome Association.

Possible Community Reps to be Sought:

- Community Living
- Family Counselling of Brant
- REACH (confirm Barb Mitchell representation)

G. Approval of Minutes ♦ June 11, 2008

Minutes will be forwarded to committee members by email as difficulty accessing files has been experienced. Electronic e-mail list will be developed as e-mail information is confirmed.

H. Reports:

1) Principal of Program: Special Education • Terre Slaght

- Handouts
 - System Support Assignments
 - Dates in Special Education
 - Board Calendar
 - Special Education Directory

- Update
 - OPA project wrap up
 - CODE project wrap up
- Active Committees
 - Developmental Disability
 - Sensory Support
 - IEP Exemplars
- Behaviour – Transition Class
 - Planning will continue and SEAC members involved will be contacted in September by Joanne Freund, System SERT assigned to the class.

2) Superintendent of Education Report • Bill Chopp

- Grants
 - Autism Supports and Training
 - CODE – Professional Development Support
 - Hand out was provided on each grant available for 2008-09
- Proposed Professional Development for SEAC 2008-09
 - Safe Schools – Anti-bullying programs for Special Education Students
 - IEP Exemplars
 - Youth Justice Circles/Restorative Justice
 - Educational Assessments
- Proposed SEAC Goals for 2008-09
 - SEAC Brochure Development
 - Case Studies related to identified students.
- Staffing
 - Full complement of school SERTS
 - One new addition of SERT at St. Jean de Brebeuf
 - There will be changes due to maternity leaves starting and ending.
- Educational Assistant
 - Discussions regarding reasons for re-assigning an EA after first day of school.
 - Discussion continued with respect to modified work assignments.
 - Questions arose about professional development for EA's to assist with adapting and moving from child to child.
 - Training on detachment strategies suggested.
 - Training on differentiating between staff and friend, becoming closely involved with student/family also suggested.
 - An EA Allocation Process package will be forwarded to membership for reference.

I. SEAC Meeting Schedule

September 10, 2008
 October 8, 2008
 November 12, 2008
 December 10, 2008
 January 14, 2008
 February 11, 2008
 March 11, 2008
 April 8, 2008
 May 13, 2008
 June 10, 2008

J. Member Association Update - Memberships

- Lynda Field-Newhouse
 - Parents as Partners is being launched again without Allison Morse (facilitator).
 - Four workshop series are planned for parents of children preparing for school entry.
 - Workshops will cover Norfolk, Haldimand and Brant.
 - Planning for 2008-09 is underway.
 - In the process of seeking a representative from each county. Terre Slaght to follow up with previous representatives.

- Working Together symposium will take place in 2009.
- Bill Chopp suggested possible Regional School Council representation from our board be considered for the Working Together symposium.
- Dianne Wdoczyk
 - Successful school year startup
 - Telepsych is proving to be a beneficial program and is being accessed readily.
- Michelle Feeney
 - First meeting upcoming
 - Parents as Partners will be large focus for the organization
- Paul Sanderson
 - Building repairs continuing on roof

K. Business for Next Meeting

- Labels required for mail out
- Mailing list required

L. Adjournment

The meeting was adjourned.

REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD COMMITTEE OF THE WHOLE

Prepared by: Wally Easton, Associate Director, Corporate Services & Treasurer
Presented to: Committee of the Whole
Submitted on: October 21, 2008
Submitted by: Cathy Horgan, Director of Education & Secretary

PRIMARY CLASS SIZE

Public Session

BACKGROUND INFORMATION:

The government began its program to reduce primary class size in 2004-05. The initial objective was to reduce all primary classes to a maximum of 20 pupils by 2007-08, however, that was subsequently changed to allow 10% of classes to exceed 20 pupils up to a maximum of 23 pupils per class. Funding for additional classroom teachers was phased-in over the four-year period. The Brant Haldimand Norfolk Catholic District School Board will receive an estimated \$2,158,000 in 2008-09 to provide additional teachers required to meet the primary class size target.

DEVELOPMENTS:

School boards were asked to submit their initial 2008-09 plans to meet the primary class size target in July 2008. Our Board was able to meet that target of 90% of classes at 20 or fewer pupils based on projected enrolments.

In September 2008, staff reviewed the actual enrolments and hired 3.5 additional teachers in order to comply with the regulations.

Concerns have been expressed about that the decrease in primary class sizes may result in an increase in junior and intermediate class sizes. The attached chart shows the class sizes in 2003-04, when the primary class size reductions were implemented, compared with the current class sizes in elementary.

RECOMMENDATION:

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board receive the Primary Class Size report.



Ministry of Education
Ministère de l'Éducation

français

Menu

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- School Data Input
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Board Statistics - (from Section N October Reports and PCS Results)

**Brant Haldimand Norfolk Catholic District School Board
B67164**

Key Statistics

- 0210 % Primary Classes 20 and Under
- 0220 % Primary Classes 23 and Under
- 0230 Average Junior/Intermediate (grades 4-8) Class Size
- 0234 % Grade 3/4 Combined Classes 23 and Under

2003-04
2008-09 Preliminary
2008-09 Sandbox
2008-09 Final

40.2 %	89.9 %	89.9 %	90.6 %
66.1 %	99.4 %	99.4 %	100.0 %
26.4	26.1	26.1	26.1
	100.0 %	100.0 %	100.0 %

Primary (JK-3) Statistics

% of Primary Classes

- 0410 20 and under
- 0420 21
- 0430 22
- 0440 23
- 0450 24
- 0460 25 and more

40.2 %	89.9 %	89.9 %	90.6 %
5.3 %	1.7 %	1.7 %	5.5 %
6.5 %	3.4 %	3.4 %	2.8 %
14.0 %	4.5 %	4.5 %	1.1 %
8.3 %	0.6 %	0.6 %	0 %

Number of Primary Classes		25.7 %	0 %	0 %	0 %
0610	20 and under	67.6	160.0	160.0	164.0
0620	21	9.0	3.0	3.0	10.0
0630	22	11.0	6.0	6.0	5.0
0640	23	23.5	8.0	8.0	2.0
0650	24	14.0	1.0	1.0	0.0
0660	25 and more	43.2	0.0	0.0	0.0
9910	Total Number of Primary Classes	168.2	178.0	178.0	181.0
9920	TOTAL Number of Primary Classes (FTE)	134.2	141.5	141.5	144.0
9930	TOTAL Primary Enrollment (FTE)	2952.0	2573.0	2573.0	2606.5

Information on Grade 3/4 Combined Classes (includes all Primary/Junior Combined Classes)

Number of Classes		3	6	3	3
0905	20 and under	3	6	3	6
0910	21	6	0	6	1
0915	22	0	0	0	2
0920	23	3	3	3	1
0925	24	0	0	0	0
0930	25 and more	0	0	0	0
9935	Total Grade 3/4 Combined Classes	9	12.0	12	10

Grade 3/4 Combined Class Enrollment

9936 Total Grade 3/4 Combined Class Enrolment
9937 Primary Enrolment in Primary/Junior Combined Classes
9938 Number of Primary Classes (FTE) included in 3/4 Combined Classes

253.0	253.0	204.0
127.0	127.0	115.0
6.0	6.0	5.5

Junior/Intermediate (grades 4-8) Statistics
9940 Number of Junior/Intermediate Classes
9950 Junior/Intermediate Enrolment

156.8	154.0	154.0
4138.0	4024.0	4024.0

Self-Contained Special Education Statistics

1499 Number of Self-Contained Special Education Classes
1699 Self-Contained Special Education Enrolment

6.0	2.0	2.0
78.0	21.0	21.0

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REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD COMMITTEE OF THE WHOLE

Prepared by: Chris N. Roehrig, Superintendent of Education
Presented to: Committee of the Whole
Submitted on: October 21, 2008
Submitted by: Cathy Horgan, Director of Education & Secretary

PATHWAYS TO STUDENT SUCCESS CONSULTANT

Public Session

BACKGROUND INFORMATION:

The Student Success program is multi-faceted, and one of the four pillars of success is pathways. There are two facets to the pathways pillar, the first of which involves guidance opportunities for students in Grade 7 and 8 so they can make informed decisions about their secondary school and post-secondary school destinations (pathways). A second facet to the pathways program involves creating choices for students that will keep students in school and moving towards a rewarding post-secondary destination (e.g. the Specialist High Skills Major Program). The pathways program which includes the SHSM, require a high degree of support and coordination in order to be effective.

DEVELOPMENTS:

The Ministry of Education has provided grant money through the Student Success program to create and finance leadership positions that support pathways education and program creation for the Specialist High Skills Major Program.

We are recommending that the Board endorse a new position that will be known as the **Pathways to Student Success Consultant**. The appointed person would support schools in implementing the Grade 7 and 8 pathways program for the system and the Specialist High Skills Major Program. More specifically, this consultant would work with the Student Success teachers at the three secondary schools and the teachers of Grade 7 and 8 students on the pathways initiatives. This consultant would work with the SHSM teams at the three secondary schools to help coordinate the SHSM initiative.

The consultant would report to the Principal of Secondary Program and the Superintendent of Education (Secondary). The position is tied to grant money and will be a term position to the end of June 2009.

RECOMMENDATION:

THAT the Committee of the Whole recommend that the Brant Haldimand Norfolk Catholic District School Board approve the position of Pathways to Student Success Consultant until June 2009.

REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD COMMITTEE OF THE WHOLE

Prepared by: Trish Kings, Superintendent of Education
Presented to: Committee of the Whole
Submitted on: October 21, 2008
Submitted by: Cathy Horgan, Director of Education & Secretary

NAMING OF THE NEW SCHOOL

Public Session

BACKGROUND INFORMATION:

In accordance with the Board's Naming of Schools Policy #400.16, it is the responsibility of the Board of Trustees to select and approve the name of a new school through a specific consultative process.

DEVELOPMENTS:

A memorandum was issued inviting suggestions for names of the new school from the school communities at large and all employees of the Board using the criteria as outlined in the policy; namely:

- Schools shall be designated as either "Catholic Elementary or Catholic Secondary School" in their official school name unless otherwise approved by the Board.
- A school shall be given the name of Our Lord, Our Lady, a Saint, a Catholic tradition, or an exemplary Catholic person of local, national, international or historic significance as approved by the local Bishop.
- The duplication of names within the Board shall be avoided.
- The possessive form shall not be used.
- The school-naming committee shall include a local trustee(s), the appropriate superintendent of schools, local pastor, a principal, a teacher and a representative(s) designated by the appropriate school council(s) within the catchment area.

The school-naming committee, comprised of the following representatives was formed:

June Szeman, Vice Chair of the Board

Jim Hoo, Principal of Our Lady of Fatima (Brant) and designated principal of new school

Annette Finnie, Principal of St. Jean de Brébeuf

Craig Enns, Teacher, Our Lady of Fatima (Brant)

Réjeanne Piekosz, St. Jean de Brébeuf

Christine Olson, School Council Rep, Our Lady of Fatima (Brant)

Charlene Walsh, School Council Rep, St. Jean de Brébeuf

Trish Kings, Superintendent of Education

The school-naming committee attended a meeting on Wednesday, October 15, 2008 at the Catholic Education Centre with the mandate to review the suggested names and submit a maximum of four names to the Board. Father Luc, pastor of Our Lady of the Assumption Parish was consulted and submitted three names for consideration by the committee.

Fifty-three (53) names were submitted along with rationale, in most cases, for consideration by the committee. The committee reviewed and discussed the submissions in keeping with the policy criteria and selected four names.

Jean Vanier Catholic Elementary School
John Paul II Catholic Elementary School
Ste. Anne Catholic Elementary School
St. Thomas Aquinas Catholic Elementary School

The Bishop has been consulted and has approved the suitability of all four names under consideration.

RECOMMENDATION:

THAT the Committee of the Whole choose one name and recommend it to the Brant Haldimand Norfolk Catholic District School Board as the name of the new school.

REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD COMMITTEE OF THE WHOLE

Prepared by: Trish Kings, Superintendent of Education
Presented to: Committee of the Whole
Submitted on: October 21, 2008
Submitted by: Cathy Horgan, Director of Education & Secretary

ELEMENTARY IMPROVEMENT PLAN 2008-09

Public Session

BACKGROUND INFORMATION:

The Literacy and Numeracy Secretariat initiated a review process of all Board Improvement Plans across the province under the leadership of Dr. Stephen White of the Leadership and Learning Centre. In addition, LNS provided in-service on effective improvement planning for all boards reflecting the findings of Dr. Stephen White which included three key elements; planning, implementation and monitoring.

DEVELOPMENTS:

Central curriculum, Special Education and administrative staff, as well as principals/vice principals and literacy teachers/coaches met to undertake an assessment of Board results.

This comprehensive assessment included: detailed EQAO reports for the Board specifically, the Item Information Reports, the School Effectiveness Reports, as well as other formative (DRA) and summative (report cards) assessment data. Specific areas of growth were identified.

The areas of growth identified not only reflect Ministry initiatives and goals, but also local needs and specific Board goals, as follows:

1. Targets of 75% and beyond reached in Grades 3 and 6 in reading, writing and mathematics as evidenced in EQAO.
2. Professional learning related to specific areas of the Elementary Improvement Plan and effective teaching practices.
3. Overall improvement in writing across all grade levels with emphasis on boys.
4. Early identification for students especially at the Kindergarten and Grade 1 level.
5. Effective use of job embedded supports such as literacy teachers and coaches.
6. Consistent utilization of Academic Data Warehouse at the school level to inform instruction.
7. Integration of information technology across all schools.
8. Specific strategies for parent engagement.
9. The provision of effective, ongoing and practical professional learning opportunities for teachers and administrators through Catholic Professional Learning Teams.
10. Coordination of Curriculum and Special Education Services to meet needs of staff and students.

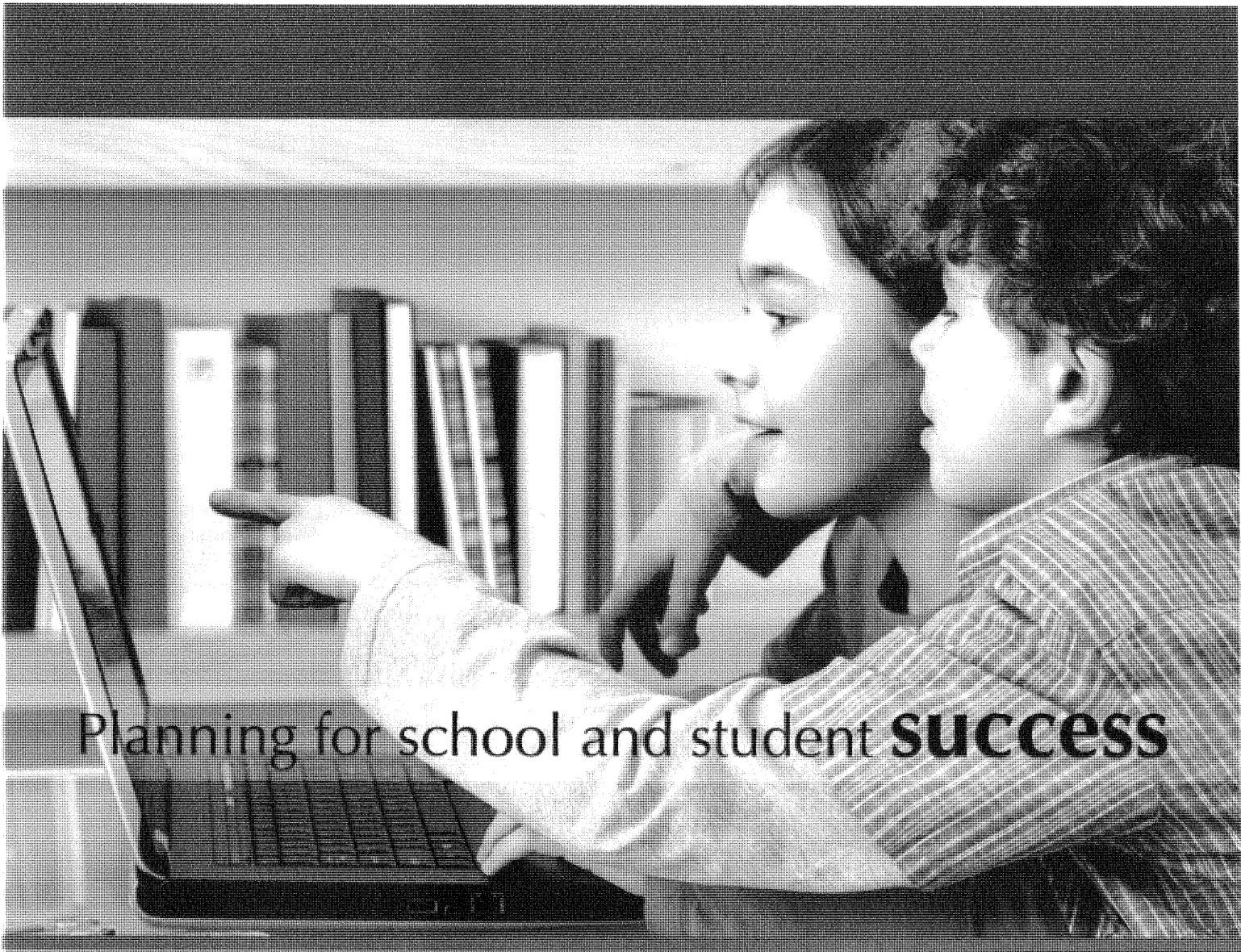
Specific SMART goals were identified to support student achievement in reading, writing and mathematics using precision, personalization and professional learning. A focus on teacher practice utilizing research-based strategies and effective assessment practices was also identified as key in the success of the Elementary Improvement Plan for 2008–09.

The Elementary Improvement Plan has been shared with all principals and vice principals as well as central program staff and in turn the principals and vice principals have shared the plan with their staffs.

Based on the overall goals of the plan, and the specific SMART goals, school staffs, under the leadership of the principal/vice principal, School Improvement Plans will be developed based on the Board Plan and the specific needs of their respective schools.

RECOMMENDATION:

THAT the Committee of the Whole recommend that the Brant Haldimand Norfolk Catholic District School Board receive the report on the Elementary Improvement Plan for 2008–09.

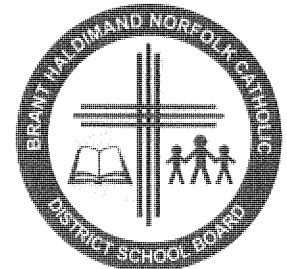


Planning for school and student **success**

2008-09

Elementary Improvement Plan

Literacy and Numeracy K - 8
Reading, Writing & Mathematics



BRANT HALDIMAND NORFOLK
Catholic District School Board

www.bhncdsb.ca

beliefs and understanding

The Ontario Catholic Graduate Expectations support the Elementary Improvement Plan within the Catholic community of teaching and learning.

ONTARIO CATHOLIC GRADUATE EXPECTATIONS

A discerning believer formed in the Catholic faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection and moral living.

An effective communicator who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.

A reflective, creative and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good.

A self-directed, responsible, lifelong learner who develops and demonstrates his/her God-given potential.

A collaborative contributor who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good.

A caring family member who attends to family, school, parish and the wider community.

A responsible citizen who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.

The Elementary Improvement Plan is based on the following beliefs and understandings:

- All Catholic students can achieve high standards given sufficient time and support;
- All Catholic teachers can teach to high standards given the right conditions and assistance;
- High expectations and early intervention are essential;
- Teachers need to be able to articulate what they do and why they teach the way they do reflective of Gospel values and the Catholic Graduate Expectations.

As a Catholic Learning Community, supporting each other in our faith journey, we provide academic excellence within a safe, Christ-centered environment while enabling all individuals to become life-long learners who make a positive contribution to society.

framework for planning

BREAKTHROUGH FRAMEWORK

Leadership and coordination are key elements in order to achieve the overall moral purpose of positively impacting the lives of students, staff, parents and society as a whole.

The Elementary Improvement Plan supports the importance of leadership and coordination as essential in its success in improving student achievement and teacher practice.

Leadership and coordination will be supported by:

1. the Catholic Leadership Framework; and
2. the School Effectiveness Framework.

In addition, the following six core factors will be utilized to support the overall plan: Assessment Literacy, School and Classroom Organization, Classroom Teaching, Catholic Professional Learning Communities, Intervention and Assistance and Home, School and Community Partnerships.

Best practices identified in *EQAO Guide to School and Board Improvement Planning* also provide an excellent framework for the development and implementation of an effective improvement plan to impact on student achievement.

Several of these "best practices" have been utilized in the Board Improvement Plan of the Brant Haldimand Norfolk Catholic District School Board.

Ownership:

Seeking the engagement of education partners.

Understanding and

Focus:

Gathering, evaluating and interpreting data.

Accountability:

Sharing results with the community.

Planning for Improvement:

Creating and updating the Improvement Plan considering current provincial, Board-wide and school-based strategic plans and initiatives.

Ongoing Impact:

Monitoring implementation of the plan.



Principles for implementing effective school improvement planning

1 Assessment Literacy

- Board and school-based targets are set based on EQAO results in reading, writing and mathematics.
- Minimum standards are communicated to staff and monitored.
- Targeted professional development is provided to support the Elementary Improvement Plan in terms of student achievement and leadership/teacher capacity building.

2

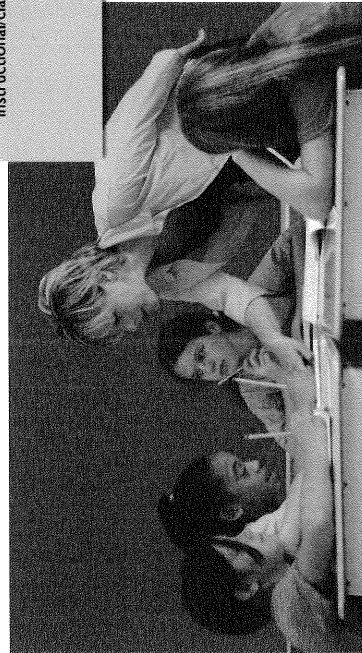
School & Classroom Organization

- Guidelines for allocating time and structures for literacy and numeracy are provided and adhered to.
- Clearly articulated roles are identified for principals/vice-principals, classroom teachers, SERTs, literacy teachers and literacy coaches.

3

Classroom Teaching

- Instructional strategies are based on personalized needs of the student and are aligned with the overall Board focus for each grade in reading and writing.
- Specific attention is given to high yield instructional/classroom strategies.



4

Catholic Professional Learning Communities

- CPLCs are established in each school, led by the principal/vice-principal and supported by the literacy teacher/coach.
- CPLCs focus on the strategies identified in the Elementary Improvement Plan and the School Improvement Plan.

5

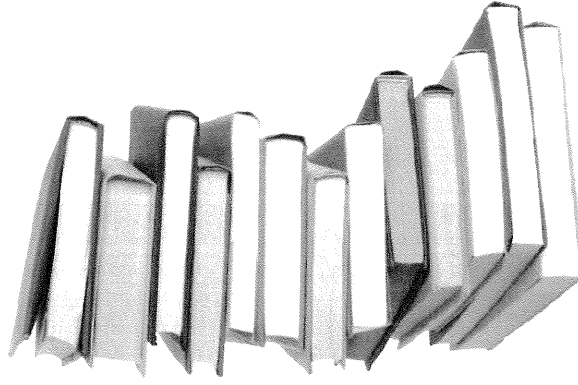
Intervention & Assistance

- The "tiered approach" to early identification and intervention as outlined in "Education for All" is utilized for students at risk, especially in the early years.
- Professional development in teacher-based assessment practices, monitoring and intervention strategies is provided for classroom teachers and Special Education Resource Teachers.

6

Home, School & Community Partnerships

- Strategies in the Elementary Improvement Plan will be implemented using a Board-wide and school-based model.
- Community partnerships such as Best Start, Ontario Early Years Centres, H-N R.E.A.C.H., and local Health Units will be maintained and expanded as required.



The following is a summary of action taken during 2007-08 and action planned for 2008-2009:

LEADERSHIP & COORDINATION

2007-2008

- In-service sessions were provided on "Effective Teaching Strategies", Assessment and Evaluation, Autism Spectrum Disorder and Handwriting Without Tears.
- Professional Learning Teams read and discussed various monographs from the Secretariat.
- The School Effectiveness Framework was introduced and implemented under the leadership of the principal/vice-principal with School Improvement Teams.
- Sessions were conducted related to the Board Improvement Plan and School Improvement Planning.

2008-2009

- The Catholic Leadership Framework will be introduced focusing on Instructional Leadership.
- The School Effectiveness process will be continued.
- In-service sessions will continue with an emphasis on balanced literacy, assessment and evaluation as well as "Education for All".
- Professional Learning Teams will continue their discussions on LNS monographs and DVDs from the Secretariat specifically related to the Elementary Improvement Plan.
- Study groups will be initiated as required at a board level and school level.

ASSESSMENT & LITERACY

2007-2008

- All staff was inserviced on the draft Assessment and Evaluation Document.
- DRA was submitted centrally in October and June.
- All schools utilized the electronic version of learning profiles by student, class and school for planning purposes in terms of instruction, intervention and deployment of staff and resources.
- The Assessment Data Wall was used in primary and junior in the majority of classrooms to drive instruction.
- Central office staff used school data to make decisions in terms of professional development, staffing and resource allocation.

2008-2009

- Staff will continue to implement the draft A & E Document.
- DRA to be submitted and monitored as outlined in the Elementary Improvement Plan.
- Continued utilization of the Academic Warehouse data for planning purposes and monitoring of student achievement will be expected.
- Effective utilization of data from a variety of sources to inform instruction will be required from classroom teachers and SERTs.
- Targets and standards set in reading, writing and mathematics using EQAO results, DRA, report card marks and Success Maker reports will be monitored.

SCHOOL & CLASSROOM ORGANIZATION

2007-2008

- Specific resources were provided to assist with timetabling, planning and differentiated instruction.
- Literacy teachers and coaches were maintained in all schools.
- High-yield strategies in terms of structure, instruction, teacher practice and leadership were evident in most schools/classrooms.

2008-2009

- Specific resources will be fully implemented and monitored at school/board level.
- New model for SERTs, literacy teachers/coaches and classroom teachers will be introduced with specific roles clearly articulated including those of Educational Assistants, tutors and volunteers.
- High-yield strategies in terms of structure, instruction, teacher practice and leadership will be evident in all schools and the majority of classrooms.

CLASSROOM TEACHING

2007-2008

- Ministry Documents, including Language, Kindergarten, Education for All and Planning Entry to School were implemented.
- There was a focus on Differentiated Instruction through inservice with principals/vice-principals and all academic staff.
- Resources were purchased to support literacy plan (Nelson 5 Write Traits).
- Innovative Classroom initiative was linked to Boys' Literacy.
- Assistive Technology inservice was provided to teachers in CODE schools and utilized in classrooms.

2008-2009

- Links are made in the Elementary Improvement Plan to overall and specific expectations in Ontario Curriculum Documents.
- Differentiated Instruction will continue to be emphasized to meet the needs of all students.
- The Teaching-Learning Critical Pathway (TLCP) will be introduced.
- Information Technology Digital Literacy Framework will be implemented in 11 schools to support student achievement and teacher capacity.
- Expansion of the web-based Success Maker Program will take place.
- Nelson Literacy 6 and 8 will be purchased and teacher inservice provided.
- The Mathematics Organizational Framework will be introduced (Grades 7 and 8).

CATHOLIC PROFESSIONAL LEARNING TEAMS

2007-2008

- CPLTs were utilized at principal/vice-principal meetings and teacher training sessions, sharing best practices through professional dialogue, reflection, and coaching.
- Shared dialogue, book talks, reflection, training and mentorship were all key elements in the New Teacher Induction Program (NTIP).
- CPLTs were formulated at the school level to discuss student achievement, School Improvement Plans, instructional strategies, etc.
- All Board level inservice sessions (P.A. Days, OFIP, EQAO), curriculum department meetings, as well as literacy teacher/coaches' meetings were modeled on Professional Learning Team concepts.

2008-2009

- All meetings, training sessions and professional learning opportunities will be based on Professional Learning Team concepts.
- The Literacy Framework will support Catholic the principal/vice-principal and supported by literacy teachers, literacy coaches, and program consultants.
- Principals/vice-principals will meet monthly in a cluster of schools to share best practices, problem solve and coach one another, focusing on the key elements of the Elementary Improvement Plan, School Effectiveness Framework and School Improvement Plans.

INTERVENTION AND ASSISTANCE

2007-2008

- A Case Management Approach was utilized at all schools for "at risk" students.
- Further development of the Board Literacy Document included intervention strategies for classroom teachers and SERTs.
- Eleven schools participated in the OFIP Tutoring program with excellent results.
- "Tutors in the Classroom" program was implemented in 18 schools.
- The "Planning Guide for School Entry" was utilized to support special needs students and their families in making a smooth transition to school. An individual document was provided for JK students to ease transition, developed by the Special Education Department.

2008-2009

- There will be a focus on "two-tiered" approach to early identification and intervention with particular emphasis on SK and Grade 1.
- Intervention strategies outlined specifically for the primary division in the Board Literacy Document will be addressed and expanded.
- Professional learning opportunities, which address the needs of classroom teachers, SERTs, and literacy teachers in order to coordinate intervention and assistance for students, will be provided.
- Coordinated efforts will take place with respect to EAPs and IEPs for "at risk" and identified students, respectively.
- OFIP Tutoring Programs will be expanded beyond the 11 schools involved in 2007-2008.
- "Tutors in the Classroom" will continue focusing on Math.
- The Entry to school process will be coordinated using Planning Guides, Case Conferences, Presentations and the Early Identification Process to maximize supports as needed in terms of programs, resources and staff.

HOME SCHOOL & COMMUNITY PARTNERSHIPS

2007-2008

- Various forms of communication strategies with a particular emphasis on literacy were provided to parents through publications, parent nights and School Council workshops.
- Partnerships with community agencies were maintained and expanded to include Ontario Early Years, Best Start, local Health Units, Nipissing University, Mohawk College, etc.
- Catholic School Planner from Grades 1 to 8 was effectively used as a communication vehicle.
- Ready, Set! Go!, a school readiness calendar, was made available to families and a "Best Start Fair" was held jointly hosted by all stakeholders.

2008-2009

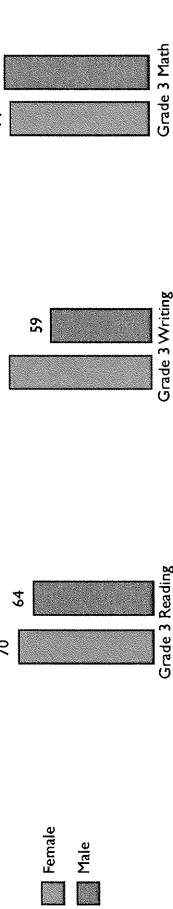
- Communication strategies will continue with more information provided on curriculum issues, how parents can help, etc., on the Board and school websites.
- The Catholic School Planner will again be provided for Grades 1 to 8 and piloted in Senior Kindergarten.
- School Readiness Calendar to continue and Best Start Fair will be expanded to Haldimand and Norfolk counties.
- Partnerships such as Ontario Early Years, Best Start, local Health Units, Nipissing University and Mohawk College will continue.

2008 EQAO RESULTS AT A GLANCE: GRADE 3

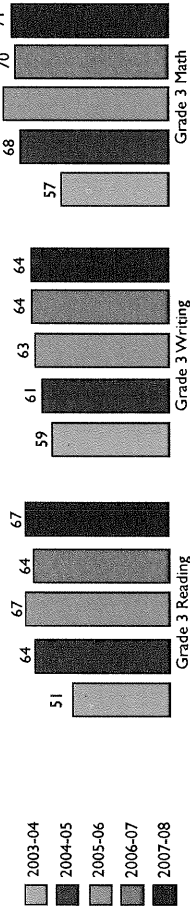
Grade 3: Overall Comparisons

EQAO results for Grade 3 students		
	2007	2008
Reading	64%	67%
Writing	64%	64%
Mathematics	70%	71%
		Provincial (2008)
		61%
		66%
		68%

Grade 3: Gender



Grade 3: Trends Over Time



Grade 3: Students with Special Needs

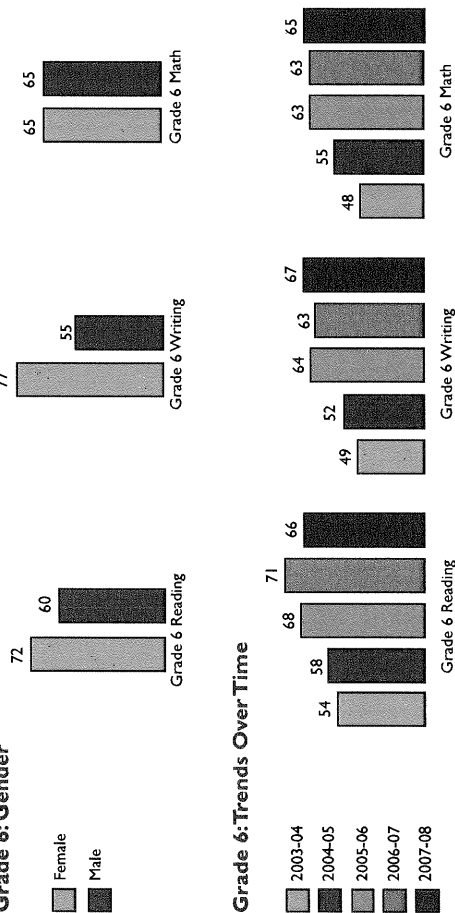
EQAO results for Grade 3 students with special needs	
	Province
Reading	39%
Writing	36%
Mathematics	46%

2008 EQAO RESULTS AT A GLANCE: GRADE 6

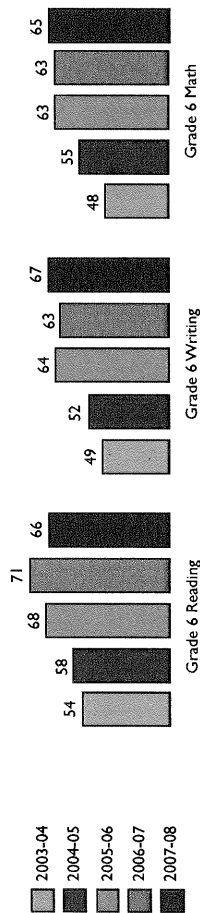
Grade 6: Overall Comparisons

EQAO results for Grade 6 students			
	2007	2008	Provincial (2008)
Reading	71%	66%	66%
Writing	63%	67%	67%
Mathematics	63%	65%	61%

Grade 6: Gender



Grade 6: Trends Over Time



Grade 6: Students with Special Needs

EQAO results for Grade 6 students with special needs		
	Board	Province
Reading	30%	27%
Writing	21%	28%
Mathematics	24%	23%

IDENTIFIED AREAS FOR GROWTH

Through a comprehensive needs assessment, which included the Detailed EQAO Reports for the Board, the School Effectiveness Summary Reports, and other formative and summative assessment data, specific areas of growth have been identified in consultation with central curriculum and Special Education staff, as well as principals and vice-principals.

The areas of growth identified not only reflect Ministry initiatives and goals, but also local needs and specific Board goals as follows:

1. Targets of 75% and beyond reached in Grades 3 and 6 in reading, writing and mathematics as evidenced in EQAO.
2. Professional learning related to specific areas of the Elementary Improvement Plan and effective teaching practices.
3. Overall improvement in writing across all grade levels with emphasis on boys.
4. Early identification for students especially at the Kindergarten and Grade 1 level.
5. Effective use of job embedded supports such as literacy teachers and coaches.
6. Consistent utilization of Academic Data Warehouse at the school level to inform instruction.
7. Integration of information technology across all schools.
8. Specific strategies for parent engagement.
9. The provision of effective, ongoing and practical professional learning opportunities for teachers and administrators through Catholic Professional Learning Teams.
10. Coordination of Curriculum and Special Education Services to meet needs of staff and students.

AREAS OF FOCUS

The Brant Haldimand Norfolk Catholic District School Board has identified two areas of focus for the 2008-2009 Elementary Improvement Plan:

- Student achievement in reading, writing and mathematics using precision and personalization.
- Teacher practice utilizing research-based strategies in reading, writing and mathematics as well as effective assessment strategies.

Central and school staff are responsible for the enacting of the strategies toward improvement: Superintendent of Education; Superintendent of Education-Special Education; Principal of Program: Elementary; Principal of Program: Special Education; School Effectiveness Lead; curriculum and Special Education central staff; literacy teachers/coaches; principals/vice-principals, classroom teachers, Special Education Resource Teachers and support staff. Various resources have also been identified to support the successful implementation of the plan.

The following tables provide details for each of the focus areas, outlining goals, instructional foci/strategies, resources, teacher/leadership development and support, monitoring strategies, evaluation and parent engagement.

action plan: reading

Focus Area:

Reading

Ministry Goal:

75% of students in Ontario will achieve the provincial standard in reading on the 2009 EQAO Assessment.

Overarching System Goal:

A Balanced Literacy Program is in place in all schools and classrooms. Classroom instructional approaches include Read-Alouds, Shared Reading, Guided Reading, Independent Reading and Word Study.

System SMART Goal:

70% of the BHNCDDB students in grades SK through 8 will achieve a reading and comprehension level at or above the DRA standard. To increase the % of primary students from 53% to 60% and junior students from 52% to 59% who are able to extend their understanding of a text by connecting the ideas in them to their own knowledge and experience, to other texts and to the world, at the provincial standard, on the EQAO Reading Assessment by June 2009.

School SMART Goal:

Each school is to implement System SMART Goals using school's EQAO 2008 results and SEF Process Indicators.

System Plan Design and Implementation Strategies

Research Based Strategies	Level	Curriculum Expectations	Resources Required	Professional Learning Strategies /Teacher Support	Leadership Development / Principal Support	Parental Community Engagement
<p>Focus Instructional Approach:</p> <p>Shared Reading Read Aloud</p> <p>Teacher provides students with essential demonstrations of how reading works and what readers do to construct meaning.</p> <p>Teacher provides students with a safe, non-threatening environment in which to practice new and familiar reading strategies.</p> <p>Teacher introduces new reading strategies and models or demonstrates them by thinking aloud.</p>	JK - SK	<p>By the end of Kindergarten children will:</p> <p>Overall Expectations:</p> <p>B. demonstrate understanding and critical awareness of a variety of written materials that are read by and with the teacher;</p> <p>C. use reading strategies that are appropriate for beginning readers in order to make sense of a variety of written materials.</p> <p>Specific Expectations: #12 – 22 pgs. 37, 38.</p>	<p>Early Reading Strategy: The Report of the Expert Panel on Early Reading in Ontario (Why)</p> <p>The Kindergarten Program, 2006 (What)</p> <p>A Guide to Effective Instruction in Reading K-3 (How)</p> <p><u>Instructional Tools:</u></p> <p>Literacy Place</p> <p>Let's Sing About It</p> <p>CCC Kindergarten Framework Document</p>	<p>Literacy Framework (Support Document A)</p> <p><u>Literacy teachers to support 24 schools:</u></p> <p>Build literacy capacity K-8;</p> <p>Demonstrate/model components of balanced literacy;</p> <p>Assist with ongoing running records analysis and follow up. (Support Document B)</p> <p><u>Elementary Consultants to support 8 schools:</u></p> <p>Facilitate CPLC's with principals and assist as needed.</p> <p><u>Special Education Resource Teacher:</u></p> <p>Support with intervention, assistance and implementation of IEP/EAP; assist with data analysis, assessment and program planning;</p> <p>Provide support with related assistive technology and software; use "Two-tiered" Approach (Education for All). (Support Document D)</p>	<p>Monthly Family of Schools' Meetings with a focus on Balanced Literacy Components (i.e., Guided Reading) Professional Reading book study (i.e., Breakthrough by Fullan/Crevoila) and Assessment and Evaluation</p> <p>Reference the BHNCDDB Literacy Document (revised September 2007)</p> <p>Focus on developing a common understanding of High Yield Instructional Strategies (i.e., Ministry DVD series, Webcasts, Monographs)</p>	<p>Brant Family Literacy Committee, on going school visits, author visits</p> <p>Haldimand-Norfolk Early Literacy Committee, Family Literacy Workshops</p> <p>Curriculum Department will provide principals/vice principals with monthly reading tip sheets for classroom and school newsletters.</p> <p>BHNCDDB website will include parent resources to support reading and writing.</p> <p>O.F.I.P. Tutoring Partnership with Brantford Public Library will continue.</p>

action plan: reading

Research Based Strategies	Level	Curriculum Expectations	Resources Required	Professional Learning Strategies /Teacher Support	Leadership Development / Principal Support	Parental Community Engagement
<p>Focus Instructional Approach</p> <p>Guided Reading</p> <p>Teacher selects appropriate texts (those that students can read with 90-95% accuracy) for small groups of children to scaffold learning by offering an opportunity to use and practice previously taught reading skills and strategies, offering support as necessary.</p> <p>Teacher monitors individual students' progress and prompts students to apply their knowledge of reading strategies when difficulties arise.</p> <p>Teacher provides explicit feedback to consolidate previous learning or extend their understanding of text.</p>	<p>Grades 1 - 2</p>	<p>By the end of primary, students will:</p> <p>Overall Expectations:</p> <ol style="list-style-type: none"> read and demonstrate an understanding of a variety of literary, graphic and informational texts, using a range of strategies to construct meaning; recognize a variety of text forms, text features and stylistic elements and demonstrate understanding of how they help communicate meaning; use knowledge of words and cueing systems to read fluently; reflect on and identify their strengths as readers, areas for improvement and the strategies they found most helpful before, during and after reading. <p>Specific Expectations:</p> <ol style="list-style-type: none"> 1.5 Making Inferences and Interpreting Text 1.6 Extending Understanding 1.8 Responding to and Understanding Text. <p>(pgs. 39, 40, 53, 54, 67, 68)</p>	<p>Early Reading Strategy: The Report of the Expert Panel on early Reading in Ontario (Why)</p> <p>The Ontario Language Curriculum Grades 1-8 (What)</p> <p>A Guide to Effective Instruction in Reading K-3 (How)</p> <p>Instructional Tools:</p> <ul style="list-style-type: none"> Book room leveled texts PM Books Oxford Literacy Tree Alpha Kids Reaching Readers Sky Riders Let's Talk About It 	<p><u>English As A Second Language:</u></p> <p>Assist with data analysis;</p> <p>Provide support with related assistive technology;</p> <p>Collaborate and develop programming and strategies.</p> <p>Support Materials</p> <p>The Literacy and Numeracy Secretariat Webcast Professional Learning Series:</p> <ul style="list-style-type: none"> High Yield Strategies to Improve Student Learning Teacher Moderation: Collaborative Assessment of Student Work Effective Instruction in Reading Comprehension <p>Capacity Building Series Monograph – Teacher Moderation: Collaborative Assessment of Student Work</p> <p>Teaching – Learning Networks</p>	<p>Schools clustered in groups of 4 meet monthly in CPLC to share best practices, progress in implementation of EIP and SIP, supported by Literacy Teachers and Program Consultants.</p> <p>In CPLC format, share best practices related to reading focus at monthly 'Family of Schools' meetings.</p> <p>Schools on the Move</p>	<p>BHNCDSB Parent Engagement Document (Spring 2007), a resource to support making links with parent community</p> <p>Helping Your Child With Reading and Writing: A Guide for Parents, 2007, K- 6</p> <p>Welcome to School Plan – JK/SK</p> <ul style="list-style-type: none"> Registration (Feb – Ready! Set! Go!) Orientation (Spring) Planning for School Entry Staggered Entry Using Early Identification Process <p>Communicate through use of student's Catholic School Planner.</p>

action plan: reading

Research Based Strategies	Level	Curriculum Expectations	Resources Required	Professional Learning Strategies /Teacher Support	Leadership Development / Principal Support	Parental Community Engagement
<p>Focus Instructional Approach</p> <p>Balanced Literacy Components</p> <p>Teacher uses think aloud to model a variety of "fix up" strategies to help students monitor and repair their understanding and comprehension.</p> <p>Teacher provides activities where students expand thinking skills including metacognitive and critical literacy skills.</p> <p>Teacher provides opportunity for whole class, small groups and individuals to practice previously taught reading skills and strategies offering support as necessary.</p>	<p>Grades 4 - 8</p>	<p>By the end of Grade 8, students will:</p> <p>Overall Expectations:</p> <ol style="list-style-type: none"> read and demonstrate an understanding of a variety of literary, graphic and informational texts, using a range of strategies to construct meaning; recognize a variety of text forms, text features and stylistic elements and demonstrate understanding of how they help communicate meaning; use knowledge of words and cueing systems to read fluently; reflect on and identify their strengths as readers, areas for improvement and the strategies they found most helpful before, during and after reading. <p>Specific Expectations:</p> <ol style="list-style-type: none"> Making Inferences and Interpreting Texts. Extending Understanding. Responding to and Evaluating Texts. <p>(pgs. 83, 84, 97, 98, 111, 112, 127, 128, 141, 142.)</p>	<p>Literacy for Learning: The Report of the Expert Panel on Literacy in Grades 4 to 6 in Ontario, 2004 (Why)</p> <p>Think Literacy Document (Grade 7-12) (Why/ How)</p> <p>The Ontario Language Curriculum Grades 1-8 (What)</p> <p>A Guide to Effective Literacy Instruction – Volume one; Volume 5 Grades 4-6, 2006 (How)</p> <p>Instructional Tools:</p> <p>Nelson Literacy Grades 4-8</p> <p>Sky Riders</p> <p>Reaching Readers</p> <p>BHNCDSB Shared Reading Resource</p>	<p>BHNCDSB Documents:</p> <ul style="list-style-type: none"> Literacy Framework Literacy Document K-8 <p>Professional Development Days Related to Elementary Improvement Plan and School Improvement Planning</p> <p>After School Workshops:</p> <ul style="list-style-type: none"> PD on-demand. 		

action plan: reading

GRADE	MEASURE OF SUCCESS	TIMELINES			RESPONSIBILITY	Year End Standards	Evaluation
		By October 10, 2008	By March 31, 2009	By June 19, 2009			
JK	JK - Concepts about Print Letter identification DRA Word Test	No data to be reported	No data to be reported	Observation Survey: CAP (Concepts About Print) & Letter ID on all students	Superintendent will view results in Data Warehouse and follow up with PVP in Oct/March/June.	At November and April Family of Schools meeting, share updates, successes	
SK	SK - Concepts About Print Letter identification DRA Word Test	Observation Survey: CAP (Concepts About Print) on students who scored less than 18/24 on most recent test & Letter ID (on students who scored less than 48/54 on most recent test)	DRA on all students (do this first) Observation Survey: Dictation (Hearing & Recording Sounds), Writing Vocabulary, on all students. Word Test (on all students who scored less than 13/15 on most recent test) Letter ID (on students who scored less than 48/54 on most recent test) CAP (on students who scored less than 18/24 on most recent test)	DRA on all students (do this first) Observation Survey: Dictation (Hearing & Recording Sounds), Writing Vocabulary, on all students. Word Test (on all students who scored less than 13/15 on most recent test) Letter ID (on students who scored less than 48/54 on most recent test) CAP (on students who scored less than 18/24 on most recent test)	Principal of Program: Elementary will view results in Data Warehouse and develop next steps with Literacy Teachers/Coaches, Program Consultants and System SERTs. Principal of School will ensure that data has been entered into the Data Warehouse by the classroom teachers and utilized in program planning for students as part of CPLC. Literacy teachers and elementary consultants will ensure assessment wall is updated, based on running records and DRA.	Feedback from Literacy Teachers on success of job-embedded PD in the area of Guided Reading and Balanced Literacy Components EQAO assessment shows improvement on SMART Goal	
1	Grade 1 – DRA all students Grade 2 – DRA all students not at level 40 Grade 3 – DRA all students not at level 40	DRA on all students. (Accuracy Rate: 95%, Comprehension Score:18) Observation Survey (all components on any students who scored DRA level 3 or below)	DRA on all students. (Accuracy Rate: 95%, Comprehension Score:18) Observation Survey (all components on any students who scored DRA level 6 or below)	DRA on all students. (Accuracy Rate: 95%, Comprehension Score:18) Observation Survey (all components on any students who scored DRA level 6 or below)	DRA Level 16 (Accuracy Rate: 95% Comprehension Score:18)		
2		DRA (Accuracy Rate: 95%, Comprehension Score:18) on all students not yet at level 38	DRA (Accuracy Rate: 95%, Comprehension Score:18) on all students not yet at level 38	DRA (Accuracy Rate: 95%, Comprehension Score:18) on all students not yet at level 38	DRA Level 24 (Accuracy Rate: 95% Comprehension Score:18)		
3		DRA (Accuracy Rate: 95%, Comprehension Score:18) on all students not yet at level 38	DRA (Accuracy Rate: 95%, Comprehension Score:18) on all students not yet at level 38	DRA (Accuracy Rate: 95%, Comprehension Score:18) on all students not yet at level 38	DRA Level 38 (Accuracy Rate: 95% Comprehension Score:18)		
4	Grade 4 – DRA level 40	DRA on level 40 fiction text: All The Way Under	DRA on level 40 fiction text: A New School Experience	DRA on all students still using Primary DRA	DRA Level 40 (Accuracy Rate: 97%)		

action plan: reading

GRADE	MEASURE OF SUCCESS	TIMELINES			RESPONSIBILITY	Year End Standards	Evaluation
		By October 10, 2008	By March 31, 2009	By June 19, 2009			
5	Grade 5 – DRA level 50	DRA on level 50 non-fiction text: Lights! Camera! Action!	DRA on level 50 non-fiction text: Storm Chasers	DRA on all students still using Primary DRA	DRA Level 50 (Accuracy Rate: 97% Comprehension Score: 84-93)		
6	Grade 6 – DRA level 60	DRA on level 60 non-fiction text: One Brave Heart	DRA on level 60 non-fiction text: Linda Greenlaw	DRA on all students still using Primary DRA	DRA Level 60 (Accuracy Rate: 97% Comprehension Score: 94-103)		
7	Grade 7 – DRA level 70	DRA on level 70 non-fiction text: Mount Washington	DRA on level 70 non-fiction text: Thrills and Chills	No Data Collected	DRA Level 70 (Accuracy Rate: 97% Comprehension Score: 104-113)		
8	Grade 8 – DRA level 80	DRA on level 80 non-fiction text: Duel of the Dinosaur Hunters	DRA on level 80 non-fiction text: Surtsey-Birth of an Island To be completed only on students who achieved below a total score of 121 in October	No Data Collected	DRA Level 80 (Accuracy Rate: 97% Comprehension Score: 114-128)		
	Implementation of Guided Reading Grade 1 – 3 Components of Balanced Literacy / Nelson Literacy Grade 4 – 8			Principal to monitor teacher practice and implementation of expected focus strategies K – 8. CPLC meetings to focus on teacher practices of strategies to be implemented. Superintendent to follow-up with Principals regarding teacher practice during school visits.		Timetables and teacher planning reflect all components of Balanced Literacy. Guided Reading logs reflect ongoing practice.	

Writing

Focus Area:

Ministry Goal:

75% of students in Ontario will achieve the provincial standard in writing on the 2009 EQAO Assessment.

Overarching System Goals:

Authentic writing is evident in classrooms and non-fiction writing is used in all areas to ensure students write in a clear, accurate and persuasive manner.

System SMART Goals: To increase overall writing scores for boys by 7% in primary and junior. To increase writing results to Level 3 by 7% using report cards June 2008 as a baseline. To increase the percentage of primary students from 53% to 60% and junior students from 59% to 66% who are able to identify and order main ideas and write short texts in a variety of forms, at the provincial standard, in the writing strand of the EQAO Assessment by June, 2009.

School SMART Goal: Each school is to implement System Smart Goals using schools EQAO results and SEF process and indicators.

System Plan Design and Implementation Strategies

Research Based Strategies	Level	Curriculum Expectations	Resources Required	Professional Learning Strategies/Teacher Support	Leadership Development/Principal Support	Parental/Community Engagement
<p>Through the gradual release of responsibility teachers offer a balance of direct instruction, guided instruction, independent learning and student practice in writing.</p> <p>Teacher provides opportunities for students to communicate ideas, thoughts, feelings and experiences.</p> <p>Teacher provides students opportunities to create graphic representations to structure their writing.</p>	JK - SK	<p>By the end of Kindergarten, children will:</p> <p><u>Overall Expectations Language:</u></p> <p>B. demonstrate understanding and critical awareness of a variety of written materials that are read by and with the teacher;</p> <p>C. use reading strategies that are appropriate for beginning readers in order to make sense of a variety of written materials.</p> <p>D. communicate in writing using strategies that are appropriate for beginners.</p> <p><u>Specific Expectations:</u> #23 – 28, pages 38 & 39</p>	<p>Early Reading Strategy: The Expert Panel Report (Why)</p> <p>The Kindergarten Program, 2006 (What)</p> <p>A Guide to Effective Instruction in Writing, K – 3, 2005 (How)</p> <p><u>Instructional Tools:</u></p> <p>Lucy Calkins: Units of Study for Primary Writing A Year Long Curriculum</p> <p>Literacy Place</p> <p>CCC Kindergarten Framework Document</p> <p>Handwriting Without Tears</p>	<p>Literacy Framework (Support Document A)</p> <p><u>Literacy Coaches in all schools:</u></p> <ul style="list-style-type: none"> provide literacy information and updates with a focus on Write Trails (Support Document C) Literacy Teachers to support 24 schools. (Support Document B) provide consistent communication re: literacy initiatives liaison between teachers, school 	<p>Literacy Coaches: liaison with principals/vic-principals</p> <p>Elementary Consultants: support Literacy Coaches using Write Traits.</p> <p>Monthly Family of Schools' Meetings:</p> <p>Focus on content related to system writing goal, strategies for monitoring and implementation of Elementary Improvement Plan.</p> <p>Sessions on Write Traits, non-fiction Writing, LNS documents.</p>	<p>Curriculum Department will provide principals with monthly writing tip sheets for classroom and school newsletters</p> <p>BHNCDSB Parent Engagement Document to facilitate and support links to parent community.</p> <p>BHNCDSB website to include parent resource to support writing.</p>

action plan: writing

Research Based Strategies	Level	Curriculum Expectations	Resources Required	Professional Learning Strategies /Teacher Support	Leadership Development/ Principal Support	Parental Community Engagement
<p>Teacher provides opportunities for students to engage in various forms of writing for different purposes and audiences.</p> <p>Teacher provides large group, small group and individual instruction allowing opportunities for discussion and collaboration.</p> <p>Teacher provides explicit feedback to students through a variety of assessment techniques that will inform program planning.</p>	<p>Grades 1 - 3</p>	<p>By the end of primary, students will:</p> <p>Overall Expectations</p> <ol style="list-style-type: none"> generate, gather and organize ideas and information to write for an intended purpose and audience; draft and revise their writing using a variety of information, literacy and graphic forms and stylistic elements appropriate for the purpose and audience <p>Specific Expectations:</p> <ol style="list-style-type: none"> Developing and organizing content. <ol style="list-style-type: none"> Organizing ideas. Using knowledge of form and style in writing <ol style="list-style-type: none"> Form Voice Word Choice Sentence Fluency <p>(pgs. 42,43,56,57,70,71)</p>	<p>Early Reading Strategy: The Expert Panel Report (Why)</p> <p>The Ontario Curriculum Grades 1-8 Language, 2006 (What)</p> <p>A Guide to Effective Instruction in Writing, K-3, 2005 (How)</p> <p>Instructional Tools: Write Traits Support Literature</p>	<p>SERTs</p> <ul style="list-style-type: none"> Provide support for struggling writers through assessment (DWA), planning and implementation of strategies with classroom teachers, coaches, literacy teachers, consultants and system SERTs. Provide support through assistive technology as needed (Support Document D) <p>Literacy and Numeracy Resources:</p> <p>Capacity Building Series:</p> <ul style="list-style-type: none"> Non-Fiction Writing for Jr. Students <p>Monographs:</p> <ul style="list-style-type: none"> Boys' Underachievement: Which Boys Are We Talking About? <p>Coaches</p> <p>Webcasts:</p> <ul style="list-style-type: none"> Non Fiction Writing 		<p>Literacy and Numeracy</p> <p>Helping Your Child with Reading and Writing: A Guide for Parents (Kindergarten to Grade 6)</p>

SYSTEM

action plan: writing

Research Based Strategies	Level	Curriculum Expectations	Resources Required	Professional Learning Strategies/Teacher Support	Leadership Development/Principal Support	Parental Community Engagement
<p>Teacher models and explicitly teaches strategies, behaviours and responses that students need to become proficient communicators.</p> <p>Teacher utilizes the gradual release of responsibility model to scaffold student learning.</p> <p>Teacher provides students with multiple opportunities to write, talk, ask questions, practice strategies and demonstrate their thinking.</p>	<p>Grades 4 – 8</p>	<p>By the end of the grade 8, students will:</p> <p><u>Overall Expectations:</u></p> <ol style="list-style-type: none"> generate, gather and organize ideas and information to write for an intended purpose and audience; draft and revise their writing using a variety of information, literacy and graphic forms and stylistic elements appropriate for the purpose and audience. <p><u>Specific Expectations:</u></p> <ol style="list-style-type: none"> Developing and organizing content. <ol style="list-style-type: none"> Organizing ideas. Using knowledge of form and style in writing <ol style="list-style-type: none"> Form Voice Word Choice Sentence Fluency <p>(pgs. 86, 87; 100, 101; 114, 115; 130, 131; 144, 145)</p>	<p>Literacy for Learning: The Report of the Expert Panel on Literacy in Grades 4 and 6 in Ontario, 2004 (Why)</p> <p>The Ontario Curriculum Grades 1-8, Language, 2006 (What)</p> <p>A Guide to Effective Literacy Instruction, Volume 6, Writing (How)</p> <p><u>Instructional Tools:</u></p> <p>Write Traits Grade 4, 5, 6, 7 and 8</p> <p>Support Literature</p>	<p>In the area of Digital Literacy, I.T. Consultant to support Literacy Teachers and classroom teachers (reference document)</p> <p>BHNCDSB: The Journey Towards Digital Learning</p>		

SYSTEM

action plan: writing

Elementary System Monitoring Strategy

GRADE	MEASURE OF SUCCESS (ACHIEVEMENT)	TIMELINES			RESPONSIBILITY	EVALUATION
		End of December 2008 - 2009	Mid-April 2008 - 2009	End of June 2008 - 2009		
	Grades 1-8: Collection of historical report card marks Grades 3 & 6: EQAO Data Writing Open Response				Superintendent will view results in data warehouse and follow up with PVP. Principal of Program will view results in data warehouse to monitor student achievement in writing and consult with literacy teachers/coaches and consultants.	Writing Marks on Provincial Report Cards show improvement. Boys demonstrate improvement in writing, particularly at Gr. 3 and 6 levels (EQAO 2009).
	MEASURE OF SUCCESS (PROCESS)	TIMELINES			RESPONSIBILITY	EVALUATION
JK - SK	Monthly writing activities as set out in Write Traits program	By October 10, 2008	By March 31, 2009	By June 19, 2009	Classroom teachers Literacy teachers Literacy coaches Elementary Program Consultants	At monthly literacy meetings, literacy coaches will bring evidence of specified student work for moderation. Share success stories What didn't work and what will we change?
Grades 1 - 3	Monthly writing activities as set out in Write Traits program	Monthly collection as indicated	December 12 – Grade 3 organization – Use a T-chart to create a comparison (Expectation 1.5)	Journal Entry – collected June 23, 2009 May 4 – Grades 1 and 2 – sentence fluency Grade 2: Create a variety of sentence types (questions, statements and exclamations) (Expectation 2.4) Grade 1: Write simple but complete sentences that make sense (Expectation 2.4)		
Grades 4 - 8	Monthly writing activities as set out in Write Traits program	Monthly collection as indicated October 29 – Ideas Grade 6: Ideas	February 2 – Grades 7 and 8: Voice Use language that communicates their "stance" point of view on an issue (Expectation 2.2) Use emotive language to persuade audience to share their feelings (Expectation 2.2) March 25 – Grades 4 and 5: Word Choice Use comprehensive adjectives and words that create specific effects through sound as in alliteration for emphasis (Expectation 2.3) Use some comparative adjectives and adverbs, similes or personification (Expectation 2.3)			

action plan: numeracy

Focus Area:

Numeracy

Ministry Goal:

75% of students in Ontario will achieve the provincial standard in mathematics on the 2009 EQAO Assessment.

Overarching System Goal:

The SuccessMaker program is utilized in all classrooms JK-6 focusing primarily on Math Concepts and Skills. The BHNCDDB Grades 7 and 8 Mathematics Framework is introduced.

System SMART Goals: To increase the percentage of primary students achieving the provincial standard on the 2009 EQAO Assessment from 71% to 75% and junior from 65% to 72%. To increase SuccessMaker scores in Math Concepts and Skills by one grade level, students JK-6, by June 2009. To increase the percentage of intermediate students achieving the provincial standard as evidenced by June report cards for 2009.

School SMART Goal: Each school is to implement System SMART Goals using EQAO results and the SEF process and indicators.

System Plan Design and Implementation Strategies

Research Based Strategies	Level	Curriculum Expectations	Resources Required	Professional Learning Strategies /Teacher Support	Leadership Development / Principal Support	Parental Community Engagement
<p>Teacher provides students with the opportunity to solve problems with a variety of tools and strategies.</p> <p>Teacher provides students with a safe non-threatening environment in which to explore their mathematical thinking.</p> <p>Teacher provides opportunity for students to develop conceptual understanding, which occurs when students recognize meaningful relationships in numbers and make connections between mathematical ideas through problem solving.</p> <p>communication, the active construction of mathematical representations, and metacognition.</p>	JK - 8	<p>Number Sense and Numeration JK/SK Demonstrate an understanding of numbers using concrete materials to explore and investigate counting, quantity, and number relationships.</p> <p>Gr. 1-8 Investigate and/or solve problems involving addition and subtraction, or multiplication and division at a grade appropriate level, using a variety of strategies.</p> <p>Patterning and Algebra JK/SK Explore, recognize, describe and create patterns using a variety of materials in different contexts.</p> <p>Gr. 1-8 Identify, extend, describe, and create grade appropriate patterns through investigation using a variety of materials.</p>	<p>Early Math Strategy: The Report of the Expert Panel on Early Math in Ontario (2003) (Why) Teaching and Learning Mathematics: The Expert Panel on Mathematics 4-6 (Why) The Kindergarten Program (What) The Ontario Curriculum – Mathematics 1-8 (2005) (What) BHNCDDB Mathematics Organizational Framework (What) A Guide to Effective Instruction in Mathematics K-6 (How) Leading Math Success: Mathematical Literacy Grades 7-12 (2004) (How) Instructional Tools: SuccessMaker Math Makes Sense (K-6) Various manipulatives Test Generator DVDs for Math Makes Sense Gr. 7/8 TIPS 4RM</p>	<p>IT Consultants provide support to 11 schools as part of first year pilot – The Journey Towards Digital Literacy. Focus: Math Concepts and Skills, SuccessMaker K-6. Elementary Program Consultants and Secondary Consultants: Numeracy will introduce/Implement BHNCDDB Grade 7 & 8 Mathematics Organizational Framework. Support Materials LNS DVD series, webcasts and monographs. Professional Development workshops based on the Ministry guides and appropriate manipulatives. Webcast: High-Yield Strategies for Improving Mathematics Instruction and Student Learning.</p>	<p>Numeracy focus for monthly Family of Schools' meetings will be web-based SuccessMaker program (MCS) and BHNCDDB Grades 7/8 Mathematics Organizational Framework. Consultants available for support, upon request.</p>	<p>Provide families with a list of mathematics websites, to be posted on Board website. Provide "math tips" for school newsletters to inform/support parents. Helping Your Child Do Mathematics: A Guide for Parents will be available for parents.</p>

LITERACY FRAMEWORK (Support Document A)

FOCUS

The Literacy Plan for 2008–09 will be based on Comprehensive Balanced Literacy K-8 with a specific focus on JK/SK – Shared Read and Read Aloud, Grades 1–3 Guided Reading and Grades 4-8 Read Aloud, Shared Reading, Independent Reading, as well as comprehension strategies and non-fiction reading across the curriculum. The components of writing will be introduced using the resource Write Traits with a focus on non-fiction writing. Special emphasis will be placed on linking assessment for learning to teacher practice.

ROLE OF PRINCIPAL/VICE PRINCIPAL

- monitoring teacher practice in the above areas
- monitoring student achievement with an emphasis on DRA and Running Records
- monitoring the Assessment Wall and the Academic Warehouse
- planning (schedule, agenda, minutes) of monthly Catholic Professional Learning Community (CPLC) meetings
- ensuring that the core resources are utilized extensively

ROLE OF THE CLASSROOM TEACHER

- implementation of a Balanced Literacy Program
- focus on Shared Read, Read Aloud (JK/SK), Guided Reading (1-3), Literacy Components (4-8) and Writing Components (K-8)
- implementation of the appropriate Ministry documents (Kindergarten Program, Ontario Language Curriculum 1-8, Ministry Support documents)
- implementation of the system core resources (Literacy Place, Nelson Literacy Write Traits, etc.)
- regularly monitor and track student achievement using the Assessment Wall
- enter classroom data in the Academic Warehouse (Supports for the implementation of this focus will be given by Elementary Literacy Teacher/Consultants and the School Literacy Coach)

ROLE OF SCHOOL SPECIAL EDUCATION RESOURCE TEACHER (S.E.R.T.)

- support the development of the IEP (annual program goals, learning expectations, teaching/assessment strategies) and generating suggestions for implementing accommodations, modified expectations, and alternative programming
- assist with the diagnostic assessment, data analysis, program development and implementation
- provide access to literacy resources using assistive technology

ROLE OF THE ELEMENTARY PROGRAM CONSULTANTS (8 schools)

- assist and support the eight schools that do not have a Literacy Teacher
- assist the principal and classroom teachers with the implementation of Shared Read and Read Aloud
- (JK/SK), Guided Reading (1-3) and a Balanced Literacy Program (4-8) on a needs basis
- liaison with coaches
- visit four assigned schools (per consultant) once per month
- assist principals with the formation of a Catholic Professional Learning Community (CPLC), available upon request

ROLE OF THE LITERACY TEACHER (24 identified schools)

- assist principals and classroom teachers with the implementation of Shared Read and Read Aloud (JK/SK), Guided Reading (1-3) and a Balanced Literacy Program (4-8)
- assist with the monitoring and tracking of at-risk students using the assessment wall data
- assist principals with the formation of a Catholic Professional Learning Community (CPLC)

ROLE OF THE LITERACY COACH (27 schools . 1 FTE; 5 schools . 2 FTE)

- assist classroom teachers in the area of Writing (K-8) using the Write Traits resource
- model lessons in writing
- attend regular coaches' meetings (September, October, December, February, March, May, June)

LITERACY TEACHER'S ROLE (Support Document B)

PRINCIPAL SUPPORT

- help with or provide input to School Improvement Plan (participate in SEF process)
- help support programming
- help monitor/collate assessments and compile literacy data
- discuss the progress of students (extra support for students, D.R.A.s, etc.)
- recommend purchase of resources with input from all teachers
- liaison between teachers, school, board
- keep him/her informed on current information and needs (new ideas, new programs that are implemented, student movement)
- plan for improved literacy skills for low performing students
- provide literacy information and updates
- provide consistent communication and direction re: literacy initiatives
- assist with the implementation, analysis and planning related to the Assessment Wall
- support principals of four schools through meetings once per term

TEACHER SUPPORT

- answer literacy questions/provide support and suggestions as needed
- help co-ordinate reading materials (independent/home)
- help organize divisional meetings
- help set up programs – centres, independent read, Home Read
- suggest ways to implement all aspects of a Balanced Literacy Program
- model lessons (Shared Read; Guided Reading; Read Aloud – team approach)
- team teach (to offer suggestions about their program and specific strategies for students)
- provide support around DRAs, Running Records and analysis of both
- share new resources with staff
- help organize Literacy Centres to support Guided Reading
- help co-ordinate resources for use in language block (letters/whiteboards, etc., for use in Guided Reading; browse boxes)

BOOK ROOM

- promote the use of the different reading sets to meet the needs of individuals or groups
- help establish assessment wall/progress chart (D.R.A.)
- investigate, update, expand and manage resources
- assist teachers in using Book Room
- ensure usability (teacher friendly)
- ensure materials are available (ordering new material, if dollars available)

OTHER

- attend regular literacy coaches' meetings with consultants and literacy teachers
- help teachers set up programs for parents, if applicable
- help organize family literacy, if applicable
- include regular literacy updates in school newsletter in consultation with principals
- promote professional resources
- assist tracking of all students centrally (i.e., assessment wall)
- support outside resources (i.e., co-op students, parent volunteers)
- promote professional books and Ministry resources at staff meetings
- help create resources/activities for teaching literacy
- help link resource programs/special education programs

(Continued...)

PERSONAL PROFESSIONAL DEVELOPMENT SUPPORT (CONTINUED)

- attend Ministry training sessions, when appropriate
- meet with all staff to discuss progress
- attend conferences, workshops, inservices (literacy/assessment/writing) and share information/resources with staff
- support Literacy Team, including coaches, SERTs, principals
- collaborate with coaches and consultants
- access literacy and Ministry videos
- professional readings and share information with staff
- provide opportunities for publisher viewings to support purchasing new materials, if applicable
- facilitate teacher moderation sessions
- participate in teacher moderation sessions of writing samples with coaches and other literacy teacher

LITERACY COACHES – PLAN FOR 2008 – 09 (Support Document C)

This year, every school will have a Literacy Coach to offer support in their respective buildings on every day 5 (morning). The focus of this support will be the implementation of the Write Traits program and increasing our student achievement in the area of writing, specifically non fiction writing.

- Building on last year's success of Strategy of the Month with the Literacy Comprehension Strategies, the same approach will be taken with the Write Traits, focusing on one trait a month.
- Additionally, modeling the meetings after this past highly successful year, staff will be collecting samples of student work before each coaches' meeting. During each meeting, student work will be shared from each school, engaging in teacher moderation sessions. In order to be more specific and strategic, we will be collecting specific tasks from specific grades at each meeting. An outline of these tasks and dates will be provided to principals, coaches, and teachers.
- Each grade (from Grades 1 – 8) has been provided with the Write Traits program to help facilitate this plan. In addition to this, each coach will receive packages of activities to help support his/her respective teachers and principals with information to include in their monthly newsletters. A collection of picture books has also been purchased for each school to help support the implementation of this program. All of these additional resources will be provided to coaches at our regular meetings throughout the year. The following is a list of scheduled meetings and the focus for each month.

Date of Meeting	Strategy and Focus of Meeting
September 15, 2008	Introduction of this year's plan and initial training of Write Traits program for coaches provided by Thomson Nelson.
September 22, 2008	Ideas for the month of October: Introduction of Teacher Moderation.
October 29, 2008	Organization for the month of November Collection of grade 6 "ideas" tasks for moderation
December 12, 2008	Voice for the month of January Collection of grade 3 "Organization" tasks for moderation
February 2, 2009	Word Choice for the month of February Collection of grades 7 & 8 "Voice" tasks for moderation
March 25, 2009	Sentence Fluency for the month of April Collection of grades 4 & 5 "Word Choice" tasks for moderation
May 4, 2009	Conventions for the month of May Collection of grades 1 & 2 ("Sentence Fluency" tasks for moderation)
June 23, 2009	Summary meeting Collection of SK journal entries for moderation

LITERACY COACHES' ROLE (Support Document C)

PRINCIPAL SUPPORT

- help with or provide input to School Improvement Plan (participate in SEF process)
- recommend purchase of resources with input from all teachers
- liaison between teachers, school, board, principal
- keep him/her informed on current information and needs (new ideas, new programs that are implemented)
- provide literacy information and updates
- provide consistent communication and direction re: literacy initiatives

TEACHER SUPPORT

- answer literacy questions/provide support and suggestions as needed for Write Traits implementation
- model lessons (writing)
- team teach (to offer suggestions about their program and specific writing strategies for students)
- share new resources with staff
- provide suggestions for linking literacy centres and Write Traits

BOOK ROOM

- promote the use of specific books to support Write Traits instruction
- assist teachers in using Book Room

OTHER

- attend regular literacy coaches' meetings with consultants and literacy teachers
- help organize family literacy night with system literacy teacher/contact, if applicable
- include regular literacy updates in school newsletter, in consultation with principal
- promote professional resources
- set up bulletin board for Write Traits
- log coaches' activities and submit to Principal of Program: Elementary on a monthly basis
- promote professional books at staff meetings, when applicable

PERSONAL PROFESSIONAL DEVELOPMENT SUPPORT

- attend workshops/in-services (literacy/assessment/writing) and share information/resources with staff
- collaborate with literacy teachers and consultants
- professional readings: share information with staff
- gather samples of monthly writing to bring to coaches' meetings (direction will be provided)
- participate in teacher moderation sessions of writing samples with other coaches and literacy teachers

ROLE OF THE SCHOOL SERT (Support Document D)

PRINCIPAL SUPPORT

- facilitate the link between IEP and the Provincial Report Card
- provide current information related to student strengths and needs
- facilitate team meetings
- support access to literacy curriculum through development of SEA profiles
- facilitate transition processes from grade to grade, class to class, etc.
- contribute to the School Improvement Plan/ SEF process
- presentations at staff meetings/professional activity days as required

BOOK ROOM

- assist teachers in using Book Room
- provide access to book room materials through the use of assistive technology

OTHER

- actively support the link between literacy and special education

TEACHER SUPPORT

- provide diagnostic assessments, as appropriate, to determine student's learning strengths and needs
- support the development of IEP – annual program goals, learning expectation, teaching and assessment strategies
- generate ideas and suggestions for implementing accommodations, modified expectations, alternative programs
- provide advice about possible materials and resources to support differentiated instruction and universal design principles
- collaborate with the classroom teacher(s) to maintain ongoing communication with parents, other staff members and supporting community agencies
- assist with running records and guided reading based on the inclusion of identified students
- assist with the implementation, analysis and programming related to the Assessment Wall
- provide intensive support for targeted literacy skills based on the inclusion of identified students

PERSONAL PROFESSIONAL DEVELOPMENT SUPPORT

- literacy component included in each system special education department meeting (secondary/elementary)
- professional reading
- collaborate with curriculum staff

TEACHER PRACTICE

Measure of Success	Timelines	Responsibility	Evaluation
Focused instructional approaches are evident in at least 75% of classrooms.	October/November	Family of School Superintendent will: 1. Review principal/vice principal classroom walkthrough logs showing evidence of focused instructional practices in reading, writing and mathematics. 2. Participate in at least one CPLC meeting per term at each school. 3. Review staff meeting CPLC schedule, agenda, and minutes prior to and during school visit. 4. Log information from school visits focusing on School Improvement Plan/Elementary walkthroughs. 5. Review school-based strategies for parent engagement.	In January and May, evidence of successes/best practices related to implementation of Elementary Implementation Plan and School Improvement Plan will be shared. EQAO, Item Information Reports meet targets in reading, writing and math. Overall EQAO results will meet and/or exceed 75% in all 3 areas for both grades 3 and 6. Specific targets in E.I.P. will be met and/or exceeded. Feedback from teachers and curriculum/Special Education support staff on instructional approaches, teacher practices and professional learning will be solicited.
CPLC are evident in 100% of the schools and are successful in focusing on assessment, student achievement and teacher practice.	January/February	Principal of Program and School Effectiveness Lead will: 1. Monitor school progress related to E.I.P and School Effectiveness Process through discussions with Literacy Teachers/Coaches, Elementary Program Consultants and system SERTs. 2. Monitor Data including Warehouse information DRA (October, April, June), Report Card results, as well as Successmaker Reports and provide information.	Overall effectiveness of Literacy Framework will be assessed.
Classroom instruction reflects personalization and precision which includes time on task, focused teaching and professional learning.	April/May		
Use of specific resources is evident in all classrooms.			

Literacy

Classroom/Teacher Supports
 Developmental Reading Assessment (K-8)
 Developmental Writing Assessment (K-8)
 Assessment and Intervention for Struggling Readers (Karen Loman)
 SkyRiders: shared reading posters and graphic organizers
 Reading Readers Gr. 3-6 (Pearson)
 Gr. 2-6 (Nelson)
 Oxford Reading Tree (Oxford)
 Quick Spelling Inventory – Gr. 1-6 (John Arena)
 Bloom's Taxonomy flip chart for all teachers
 The Power of Retelling (Chalice Cummins)
 Let's Sing About It (SK)
 Guided Reading Sets
 Library Resources
 Lucy Calkins: "Units of Study for Primary Writing"
 A Year Long Curriculum"
 Literacy Coach and System Literacy Teacher kits
 Creating a Literacy Environment for Boys (Spence)
 Literacy Place Kindergarten (Scholastic)
 Guided Reading Gr. 3-6 (Scholastic)
 Write Traits Gr. 1-8 (Thomson Nelson) plus support resources
 Gr. 4-8 Literacy Program (Nelson)
 Boys Literacy kits

Book Room Additions

Religion books (a variety of selections)
 Voices in the Park (Anthony Browne) Junior Level
 The Power of Retelling (Cummins/Benson)
 Conversations: Strategies for teaching, learning and evaluating (Routman) – (JK-6)
 Literature Circles: Voice and Choice in Book Clubs (Daniels) (McLaughlin, Allen)
 Kneeto-Knee, Eye-to-Eye: Circling in on Comprehension (Cole)
 Butterfly Wishes (Glew)
 School That Works: Where All Children Read and Write (Allington, Cunningham & O'Keefe)
 On Solid Ground – Strategies for Teaching Reading K-3 (Pearson)
 Reread, Reflect, Resell: Strategies for Improving Reading Comprehension (Hoy)
 Guiding Readers and Writers (Gr. 3-6) (Pountas & Pinnell)

Ministry Resources

Early Reading Strategy: The Report of the Expert Panel on Reading in Ontario
 A Guide to Effective Instruction in Reading (K-3)
 A Guide to Effective Instruction in Writing (K-3)
 Literacy for Learning (Gr. 4-6)
 Think Literacy: Cross-Curricular Approaches (7-12)
 Ontario Curriculum Document for Kindergarten
 Ontario Curriculum Language Document (L-8)
 A Guide to Effective Literacy Instruction (Gr. 4-6) – Vol 1-7
 Comprehending in Action: Inferring (CD)
 Literacy & Numeracy Secretariat: Webcasts, Monographs and DVDs
 School Effectiveness Framework

Numeracy

Classroom/Teacher Supports
 Math Makes Sense Textbooks (K-8) (Pearson)
 Math Manipulative Kits (Gr. 3, 6, 7-9)
 The Number Ten Lap Book (JK/SK)
 Counting on Friends Lap Book (Gr. 1)
 Let's Share Lap Book (Gr. 2)
 Test Generator DVDs for Math Makes Sense (Gr. 7/8)
 Mathematics Organizational Framework (Gr. 7/8)
 TIPS 4RM

Book Room Additions
 Adding It Up: Helping Children Learn Mathematics (Kilpatrick, Swafford, Braidford)
 Classroom Discussions: Using Math Talk to Help Students Learn (Chapin, O'Connor, Cananan, Anderson)
 Mathematics Every Elementary Teacher Should Know (Haylock & McDougall) (JK-6)
 Getting your Math Message Out to Parents (Liton) (JK-6)
 Knowing and Teaching Elementary Math (Ma) (JK-6)
 Mathematics Assessment: A Practical Handbook for Grades K-2 (Steinmark & Bush)

Elementary and Middle School Mathematics: Teaching Developmentally (VandeWalle & Folk)
 Thinking Mathematically: Integrating Arithmetic and Algebra in Elementary School (Carpenter, Franke, Lev)
 Making Sense: Teaching and Learning Mathematics with Understanding (Hiebert)
 Writing in Math Class: Resource for Grades 2-8 (Burns)

Ministry Resources

A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 6
 Vol 1: Foundations of Mathematics Instruction
 Vol 2: Problem Solving and Communication
 Vol 3: Classroom Resources and Management
 Vol 4: Assessment and Home Connections
 Vol 5: Teaching Basic Facts and Multidigit Computations
 A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 6
 Number Sense and Numeration (Vol 1-6)
 Data Management and Probability
 Patterning and Algebra
 Measurement
 Geometry and Spatial Sense
 Facilitator's Handbook: Number Sense and Numeration, Grades 4-6
 Understanding Relationships Between Fractions, Decimals, Ratios, Rates and Percents
 Understanding Addition and Subtraction of Whole and Decimal Numbers
 Understanding Multiplication and Division of Whole and Decimal Numbers
 Teaching and Learning Through Problem Solving
 Teaching and Learning Mathematics: The Report of the Expert Panel on Mathematics (Gr. 4-6)
 The Report of the Expert Panel on Early Mathematics (K-3)
 The Ontario Curriculum – Mathematics 1-8 (Revised)

A Guide to Effective Instruction in Mathematics (K-3)

(Number Sense & Numeration)
 A Guide to Effective Instruction in Mathematics (K-3) (Pedagogy and Spatial Sense)
 A Guide to Effective Instruction in Mathematics (K-3) (Geometry and Spatial Sense)
 A Facilitator's Guide to Teaching and Learning Mathematics (Gr. 4-6) Education for All
 Ontario Curriculum Document for Kindergarten
 Planning Entry to School: A Resource Guide

Web-Based/Technological Resources

SuccessMaker Integrated Learning Management System

Other

The Arts

MusicPlay Gr. 1-8 (Themes & Variations)
 Art Connections (McGraw Hill) Gr. 1, 3, 4 & 5
 The Complete Recorder Resource Kit (Gr. 4) Book 1 (Theme & Variations)
 Recorder Karate (Plank Road)
 The Composers' Specials DVDs and Teacher's Guide (Devine Entertainment Productions & Leonard)
 Movement Songs CD Gr. 1 (Themes & Variations)
 Songs of Joy for Intermediate Students (Themes & Variations)
 Boomwhackers Percussion Instruments
 Any Dream Will Do music book
 Songs of Peace music book
 We Are the Children music book

Religion

Revised Fully Alive (Gr 1-2) – manuals & picture charts
 Ontario Catholic School Graduate Expectations booklet
 Born of the Spirit Series CD (JK-6)
 We Are Strong Together CD (7-8)
 Bibles (Gr. 4)
 Fully Alive Picture Charts (Gr. 1 & 2)
 Catechist Magazine
 Catholic Update Totally Lent (Primary, Gr. 4-6, Gr. 7-8)
 Children's Daily Prayers
 500 Prayers for Catholic Schools
 Liturgical Calendar (Placemat)
 Scarboro Missions Calendar
 Mass in a Moment (video)

Leadership

Planning for School and Student Success Handbook (Hulley)
 Harbors of Hope (Hulley)
 What Works in Schools (Marzano)
 Leadership & Sustainability (Fullan)
 The Moral Imperative of School Leadership (Goodlad)
 Getting Excited About Data (Holcomb)
 Breakthrough (Chevola)

Safe Schools

Cool Heads in the Zone – CD and Teacher's Manual
 Stop Bullying classroom kit
 Stand Up! Speak Out! Classroom kit
 Imagine ... A School Without Bullies (CD)
 Dealing With Bullies (library books)

Other

Catholic Student Planner
 School Readiness Calendar (K)

Director of Education
Superintendent of Education
Superintendent of Education
Superintendent of Education

Cathy Horgan
Bill Chopp
Trish Kings
Chris Roehrig

BRANT HALDIMAND NORFOLK
Catholic District School Board
322 Fairview Drive
Brantford, ON N3T 5M8
519-756-6369
www.bhncdsb.ca

Brant Haldimand Norfolk Catholic District School Board

**2008-09
Meetings and Events**

October 28, 2008	7:30 pm	Board Meeting
October 30, 2008	7:00 pm	Service Recognition Dinner
November 7, 2008		PA Day
November 12, 2008	7:00 pm	SEAC
November 18, 2008	7:30 pm	Committee of the Whole
November 22, 2008	2:00 pm	Closing of Sacred Heart School
November 25, 2008	7:30 pm	Board Meeting
December 2, 2008	6:30 pm 7:30 pm	Annual Liturgy of the Board Annual Meeting of the Board
December 5, 2008		PA Day
December 9, 2008	7:30 pm	Board Meeting
December 10, 2008	7:00 pm	SEAC
December 22, 2008 - January 2, 2009		Christmas Break
January 5, 2009		Classes Resume
January 14, 2009	7:00 pm	SEAC
January 20, 2009	7:30 pm	Committee of the Whole
January 27, 2009	7:30 pm	Board Meeting
January 30, 2009		PA Day
February 11, 2009	7:00 pm	SEAC
February 16, 2009		Family Day
February 17, 2009	7:30 pm	Committee of the Whole
February 24, 2009	7:30 pm	Board Meeting
March 4, 2009		Ash Wednesday
March 11, 2009	7:00 pm	SEAC
March 13, 2009		Board Designated Holiday
March 16-20, 2009		March Break
March 24, 2009	7:30 pm	Committee of the Whole
March 26, 2009		Catholic Leadership Awards
March 31, 2009	7:30 pm	Board Meeting
April 8, 2009	7:00 pm	SEAC
April 10, 2009		Good Friday
April 13, 2009		Easter Monday
April 21, 2009	7:30 pm	Committee of the Whole
April 24, 2009		PA Day
April 28, 2009	7:30 pm	Board Meeting
May 3-8, 2009		Catholic Education Week
May 5, 2009	7:00 pm	Celebration of the Arts – Sanderson Centre
May 13, 2009	7:00 pm	SEAC
May 18, 2009		Victoria Day
May 19, 2009	7:30 pm	Committee of the Whole

May 26, 2009	7:30 pm	Board Meeting
June 10, 2009	7:00 pm	SEAC
June 16, 2009	7:30 pm	Committee of the Whole
June 23, 2009	7:30 pm	Board Meeting
June 26 2009		Last Day of Classes
June 29, 2009		PA Day
June 30, 2009		Board Designated Holiday