



# DIRECTOR'S ANNUAL REPORT



2010-2011



2010-11

# MESSAGE

FROM THE DIRECTOR



It is my pleasure to submit this report on the activities of the Halton District School Board for the school year 2010-11. Our 98 schools and 3,370 teaching staff provided outstanding learning opportunities to 52,770 students during the course of the year. Our students' results on provincial literacy and numeracy tests give credence to the quality of the learning. As seen in this document, Halton students surpass the provincial average results on all measures and our student achievement scores continue to improve each year. Beyond the provincial testing of students in Grades 3, 6, 9 and 10, the quality of our educational experience can be measured by the readiness of our students for post-secondary pathways. Whether that pathway is college, university, apprenticeship, the work place or a purposeful lifestyle, our programs are designed for success. The quality of our graduates is quite evident when you attend one of the commencement exercises and hear the number of students receiving scholarships and awards. Universities, colleges, and workplaces welcome our students as they know the quality of education they have received in Halton is outstanding.

Included in that group of graduates were 78 students who had previously left school before graduating and, as a result of the new re-engagement strategy, returned to our system and gained their secondary school diplomas. In addition to these students, our Gary Allan High School program produced an additional 200 graduates from our alternative education program where the graduation class ranged in age from 18 to 61.

Very much related to the quality of instruction is the quality of our operations. In 2010 we saw the opening of three new elementary schools (James W. Hill, Palermo and Tiger Jeet Singh public schools) and the beginning of the construction on two new secondary schools (Craig Kielburger and Garth Webb secondary schools). These facilities will provide excellent environments for learning and service to their communities for years to come. I realize these new facilities set a high standard for our older schools but I know our staff and trustees work very hard at maintaining all our schools to a high standard with limited financial support. We will maintain, and attempt to enhance our renewal efforts during the next few years.

Also on the agenda for the coming year will be a focus on increased e-learning opportunities for students, the integration of technology in classrooms to engage students, numeracy instruction, safe and inclusive schools, the extension of full day kindergarten, and the construction of new schools. Further information is contained in our operations plan on our Board website.

David Euale  
Director of Education

# COMMITTED TO EVERY STUDENT

# 2010-11

## The Halton District School Board is committed to every student.

### We will

- inspire and support learning
- create safe, healthy, inclusive and engaging environments
- provide opportunities for challenge and choice
- prepare students for success

### We value and respect

#### Relationships, therefore, we will:

- build and maintain partnerships
- demonstrate cooperation, collaboration, and compassion
- communicate effectively
- align our words and actions
- acknowledge and appreciate diversity

#### Responsibility, therefore, we will:

- measure and report results
- use resources effectively
- respond to demographic needs
- operate in an open and transparent manner
- model sound environmental practices
- make timely and informed decisions
- promote social responsibility

#### Ingenuity, therefore, we will:

- foster creativity, innovation and initiative
- identify, develop, share and implement exemplary practices
- establish responsive practices to address divergent learning needs
- recognize ideas, efforts and results



## Goal Areas

Targets and indicators have been established for each goal area, which will improve our performance and enhance our results.

- |                 |   |
|-----------------|---|
| <b>Students</b> | <ul style="list-style-type: none"><li>• Literacy/Numeracy</li><li>• Student Success</li><li>• Safety and Well-Being</li></ul> |
| <b>Staff</b>    | <ul style="list-style-type: none"><li>• Staff Development</li><li>• Staff Wellness</li><li>• Leadership Development</li></ul> |
| <b>System</b>   | <ul style="list-style-type: none"><li>• Program Accommodation</li><li>• Communication</li><li>• Technology</li></ul>          |

## MESSAGE FROM THE CHAIR



**Don Vrooman**  
Chair 2011

The 2010-11 school year has been both successful and challenging. It has been a year of change. We have a new Director of Education, David Euale, at the helm, a new Associate Director, Jeff Blackwell, and a new senior staff organization working with a new Board of Trustees all committed to the success of every student. This year, we introduced full day early learning in 20% of our kindergarten classrooms. Early in the new year, the board expressed a will to focus on early intervention and support for primary students with special needs or with academic challenges. And, 100% of our schools now have the wireless network infrastructure in place to support classroom technology.

Increasing financial pressures exacerbated challenges faced by our growing school district where student enrolment continues to exceed the availability of provincial funding to build new schools. Ongoing reductions in funding for special education, for classroom technology, and for renewal of our aging facilities presented additional challenges. Halton, however, is a community where challenge is embraced as opportunity.

In the Board's Strategic Plan we state we will inspire and support learning; create safe, healthy, inclusive and engaging environments; provide opportunities for challenge and choice; prepare students for success. This plan is the template for a culture of 21st century teaching and learning. In 2010-11 the hard work, determination, and commitment of staff has been unflagging and bodes well for our continued success, and for a better world and a better future for all.



# PROFILE

## Halton District School Board

### \*Students:

(as of Oct 31, 2010)

|                           |        |
|---------------------------|--------|
| Elementary students ..... | 34,595 |
| Secondary students .....  | 18,174 |
| Total students .....      | 52,769 |

Students whose 'first language' is not the language of instruction .....

7,471

Students bussed .....

17,410

### Schools:

Number of elementary schools .....

81

Number of secondary schools .....

17

School facility rentals (hours) .....

99,350

### \*Staff:

Elementary teachers .....

2,172

Secondary teachers .....

1,199

Support staff .....

1,539

### Primary Class Sizes:

90% of primary classes had 20 students or fewer in the 2010-11 school year.

(\* Full Time Equivalents)

# SUPPORTING STUDENTS

## Improving Student Achievement

The Halton District School Board continues its commitment to raising the bar and closing the achievement gaps for students. Data from the Educational Quality and Accountability Office (EQAO) indicates Halton District School Board students continue to improve their achievement particularly in the areas of reading and writing. In reading, writing and mathematics, students continued to perform above the provincial standard in the 2010-2011 school year.

The Board Improvement Plan for Student Achievement establishes performance goals and targets in Literacy, Numeracy, Safety & Well-Being, and Pathways. These precise performance goals are based on student data which impacts decisions concerning program development, the selection of research-based instructional strategies, resources and professional development. Monitoring of the Board Improvement Plan and School Improvement Plans ensures accountability for continued high levels of student achievement. Board Improvement Planning and School Improvement Planning are a continuous cycle of assessing student needs, setting goals, implementing strategies, reflecting, monitoring and self-assessing progress toward those goals.

Schools in the Halton District School Board will continue their focus on the delivery of excellent literacy programs, engaging and relevant mathematics instruction, the creation and maintenance of safe learning environments for students and ensuring students develop a thorough understanding of their strengths, interests and the pathways available to them. All programs will continue to focus on students and the skills required for the 21st century learner: critical thinking, creativity, communication and collaborative problem solving.

The Halton District School Board continues to support improved student achievement through targeted resources such as:

- Learning Resource Teachers to support primary teachers
- Math coaches in elementary and secondary schools
- English Second Language teachers
- Literacy coaches in secondary schools
- Student Success teachers
- Student Work Study teachers
- After-school tutoring programs
- Summer tune-up camps for students
- The use of technology to accelerate student engagement and learning (RAZ kids, Math Homework Help, Ontario Resource Bank, blended learning resources, increase in the number of e-Learning courses)





HALTON  
LEARNING  
FOUNDATION

## \$2 Million in Grants... Supporting Students, Strengthening Schools

The Halton Learning Foundation has reached another major funding milestone with more than \$2 million in grants given to Halton schools, programs and students. While the ability to give this amount speaks to the wonderful generosity of donors, it also shows the increase in need in the Halton community. As the charitable organization of the Halton District School Board, the Foundation is investing in students and strengthening schools across the region..

Students have benefited from new resources in the areas of arts and music, technology, healthy active living and the environment. In 2010-11, more than 1,100 students received individual bursaries for basic amenities like food, clothing, and school supplies from the Eliminating Barriers fund, a fund that assists students who are financially disadvantaged.

## 2011 Ontario Skills Competition Results

Halton students had tremendous success at the Ontario Skills Competition in May 2011, with the Board placing first over all other Ontario boards with 11 medals in various competitions. In total, Halton students won five gold medals, three silver medals, and three bronze medals in what is considered to be the largest skilled trades competition in Canada. Students who received gold medals in the Ontario competition qualified for the Canadian Skills Competition held in Quebec City in June 2011, where Acton High School student Jonathan VanOosten received the gold medal in the Architectural CADD competition.

## Full Day Early Learning Program Implementation

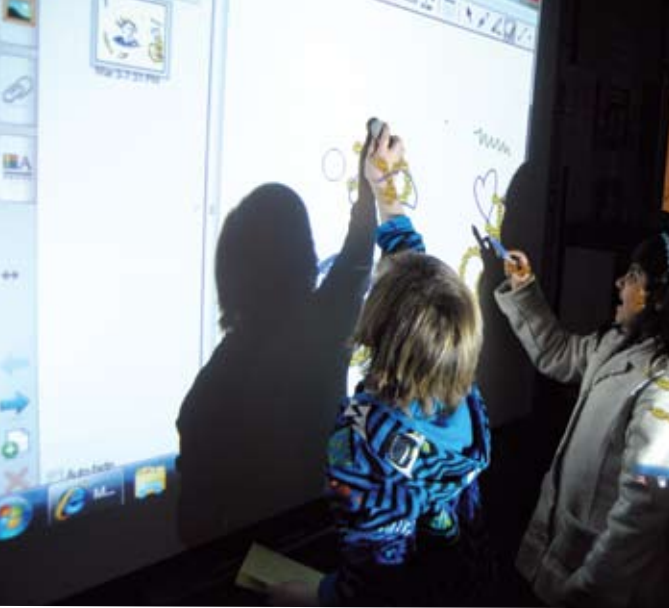
In the 2010-11 school year, the Halton District School Board added two additional Full Day Kindergarten (FDK) programs at Robert Little Public School in Acton, and Gardiner Public School in Georgetown. The Full Day Kindergarten program is now offered at 11 schools: Abbey Lane, Escarpment View, James W Hill, King's Road, Lakeshore, Mohawk Gardens, Oakwood, PL Robertson, Palermo, Tom Thomson, WH Morden, Robert Little and Gardiner public schools.

The capital funding provided in the second year of FDK implementation allowed for the renovation of three classrooms at Robert Little Public School and a permanent addition of three classrooms at Gardiner Public School.

The implementation of FDK required the Board to hire Early Childhood Educators who work with the elementary teaching staff in the program. The Early Childhood Educators are a new employee group who are represented by the Elementary Teachers' Federation of Ontario.

The Board continues to work with the Halton Catholic District School Board and Region of Halton as partners in the implementation of the FDK.





## Multi-Disciplinary Support

Halton students with complex needs receive support through a Multi-Disciplinary Support Team. Last year, the Student Services Department created four Multi-Disciplinary Support Teams to provide service in four geographic areas of the board.

Each team is led by a Senior Manager of Professional Services and is composed of a school social worker, two Child and Youth Counsellors, a Speech and Language Pathologist, a Psycho-educational Consultant, an Applied Behavioural Analysis Trainer, educational assistants and teachers with expertise in autism, developmental and physical disabilities and behaviour. These teams help school staff problem-solve to gain a deeper understanding of a student's profile, and provide programming assistance and suggestions to help support the student at school. The Multi-Disciplinary Support Team is accessed by schools with parent permission and has been viewed as a highly successful resource to support some of the Board's most vulnerable students.

## Supporting Students with Assistive Technology

Assistive Technology (AT) continues to be a key focus in the Halton District School Board to ensure all students are able to access the curriculum. A priority in this area has been to help build staff capacity to ensure all teachers are comfortable with the technology and able to support students in their classrooms who require assistive technology.

In the 2010-11 school year, the training delivery model was modified to include three assistive technology teacher experts who work directly with staff in schools to support students requiring the technology. This work continues with the creation of AT Teams in schools to further support the use of assistive technology, differentiated instruction, and an on-line staff training and networking site, EducATe ([www.educateatbridges.com](http://www.educateatbridges.com)).

Interactive whiteboards (SMART Boards) were piloted with great success in a number of special education classrooms to support the inclusion of students with autism or developmental disabilities. The piloting of innovative equipment continues with iPads for augmentative communication or to support students with physical, cognitive or learning disabilities. Assistive technology will remain a focus as the Special Education Department continues to explore new and exciting ways to support students in the classroom.



## Halton Accessibility Showcase

The Halton Accessibility Showcase continues to be a well-received annual School Board/Community partnership initiative. The April 2011 event was held at the Halton Regional Building and approximately 50 community agencies and accessibility groups participated to provide information and helpful advice to students, families and community members. More than 200 members of the community attended the event.



## Pathways career-oriented programs help students succeed

Pathways initiatives increased with 11 new Specialist High Skills Majors (SHSM) programs, the continuation of credit-bearing transitions classes, Ontario Youth Apprenticeship Programs (OYAP), and dual credit opportunities. As a result more than 100 students registered for apprenticeships through OYAP and received credit for apprenticeship hours, and enrolment in SHSM programs increased to approximately 1,000 students.

Pathways Information Nights were held in November and January and more than 2,500 parents and students attended to learn about career programs and planning initiatives.

## Special Education Advisory Committee

The Special Education Advisory Committee (SEAC) is a Board committee composed of members from local associations representing students with special needs, community members and trustees. SEAC is responsible for making recommendations to the Board on any matters related to special education including the Special Education budget. Each year SEAC reviews the Special Education Plan and makes suggestions for improving programs and services for students with special needs.

SEAC welcomes input and feedback from parents and last year, worked in partnership with staff to hold special education community consultation meetings for parents in March, and hosted an IEP Parent Information Evening in October 2010. The Special Education department provided public information meetings for parents of students identified gifted in April 2011, and also held public meetings concerning the transition to Kindergarten for parents of students with special needs.

SEAC meetings are held at the J.W. Singleton Education Centre on the first Tuesday of each month, beginning at 7 p.m. All meetings are open to the public and both parents and community members are welcome to attend.



In 2010-11, approximately 150 students participated in six dual credit programs in robotics, aesthetics, landscaping, transportation and construction. Students earned either college credits or Level 1 apprenticeship credits, simultaneously with their high school credits.

The annual FIRST Robotics competition had six high schools designing a robot for an international challenge in only six weeks. For the first time, a similar event was held for elementary students called VEX Robotics involving 10 elementary schools and approximately 250 students.

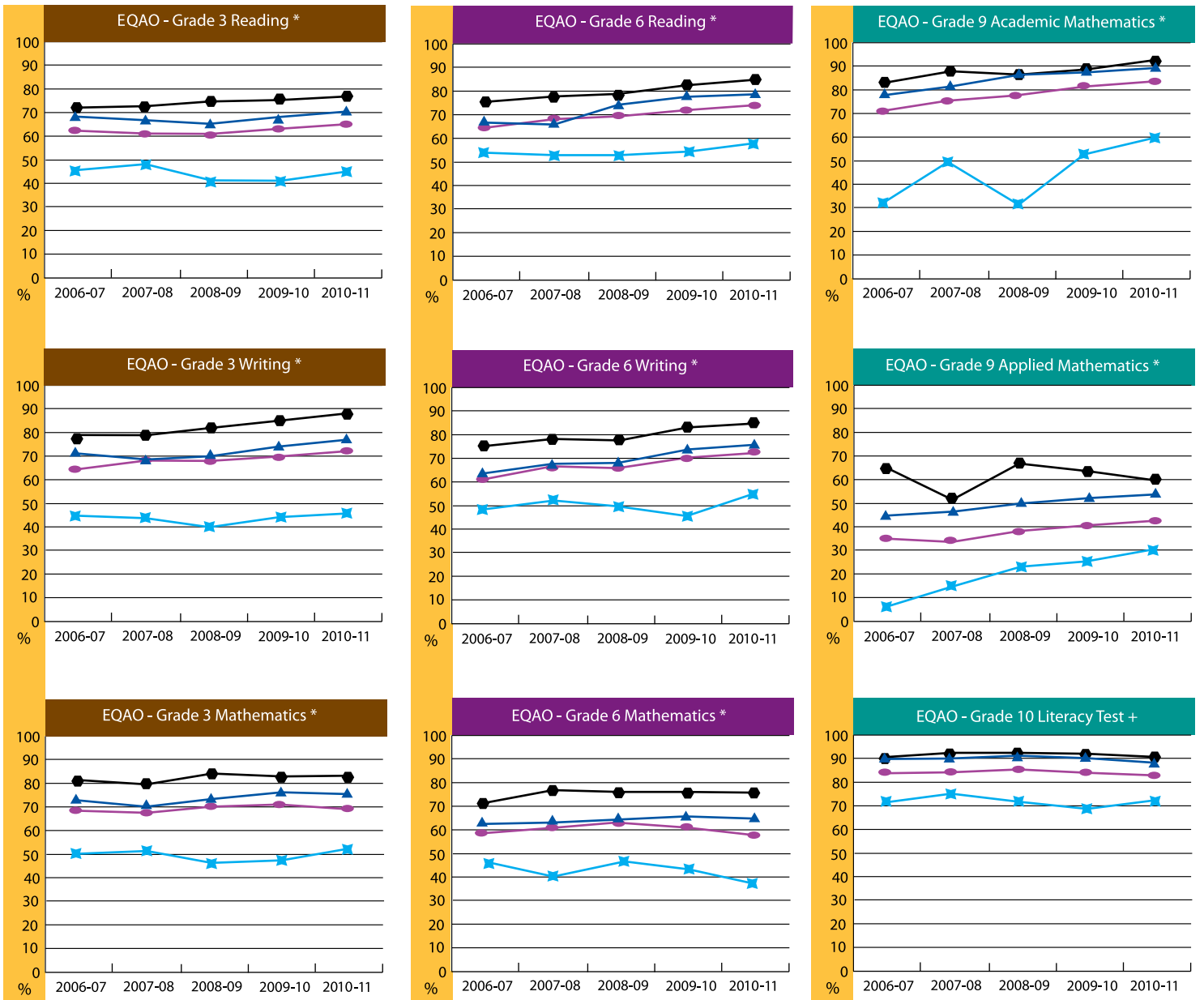
Work is underway to develop Contextualized Learning Activities to connect elementary students to SHSM's, with a focus on the environment, manufacturing, health and wellness, and energy.

Pathways and Student Services staff have begun work on a new program for students in life skills programming. The *Employability Skills Certificate* will provide hands-on skills, qualifications and work experience for students.

## Events Celebrating Student Achievement in 2010-11

- Parent Involvement Committee (PIC) Conference – October 23
- Creating a Scene, student drama and dance performances – November 18
- Halton Music Showcase, band performances and choral singing – April 5
- Halton Technical Skills Competition – April 7
- For the Love of Literacy conference for parents – April 9
- Elementary Art Show – April 19 - 21
- Celebration of Student Excellence – May 5
- Secondary Art Show – May 19 - 20
- The Eddies – Halton Student Film Festival – June 7
- Special Athletes Track Meet – June 13
- Public Speaking Competitions in both English and French languages

# Results of Provincial Testing (EQAO)



● Provincial Average    
 ■ Highest Ontario School Board    
 ★ Lowest Ontario School Board    
 ▲ Halton District School Board

\* Percentage of students who achieved provincial standard (Level 3/4).  
 + Percentage of students who were successful.

**\*On Track to Graduate**

|           |       |
|-----------|-------|
| 2009-2010 | 79.1% |
| 2008-2009 | 80.0% |
| 2007-2008 | 76.1% |
| 2006-2007 | 76.8% |
| 2005-2006 | 72.7% |

\* Percentage of students who have achieved 16 credits by their second year in high school.

**▣ Students with a positive sense of belonging**

|                  |     |
|------------------|-----|
| HDSB elementary  | 85% |
| Canadian average | 85% |
| HDSB secondary   | 74% |
| Canadian average | 70% |

**▣ Students who are victims of bullying**

|                  |     |
|------------------|-----|
| HDSB elementary  | 25% |
| Canadian average | 26% |
| HDSB secondary   | 18% |
| Canadian average | 20% |

**▣ I Feel Safe Attending School**

|                  |             |
|------------------|-------------|
| HDSB elementary  | 8.3 (score) |
| Canadian average | 8.0 (score) |
| HDSB secondary   | 8.2 (score) |
| Canadian average | 7.7 (score) |

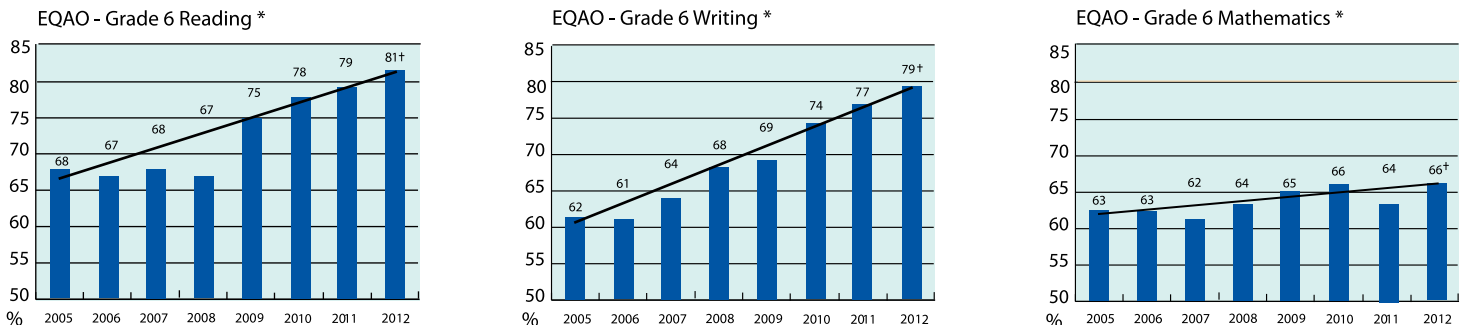
▣ Data from 2010-11 *Tell Them From Me* survey.

# Results of Provincial Testing (EQAO)



- ◆ Halton Special Needs
  - ▲ Halton District School Board
  - ★ Halton Girls
  - Halton English Language Learners
  - Halton Boys
- \* Percentage of students who achieved provincial standard (Level 3/4).  
 + Percentage of students who were successful.

## Grade 6 Reading, Writing and Mathematics – Trend Line to Achieve 75% by 2012



\* Percentage of HDSB students attaining provincial standard (Level 3/4).  
 † Predicted result from 2005-2012 trend.



# SUPPORTING

## STAFF

### Improvements to Technology and Resources

Adobe Connect software has been expanded to provide a way for staff to attend meetings online. This technology has greatly reduced staff travel time and provided an eco-friendly solution to face-to-face meetings.

An internal Web Portal, myHDSB, is designed to connect staff to resources. This internal website, coupled with the Information Centre service, provides answers to staff questions. Areas of myHDSB have been developed to provide specialized content for school administrators, custodial and clerical staff.

### Supporting Staff Wellness continues to be a priority:

- Shepell FGI was selected as the new Employee Assistance Program (EAP) to provide enhanced and expanded services
- Healthy Workplace Month was promoted and celebrated in all schools and work locations within the Halton District School Board, including the delivery of apples to all employees
- Employee Appreciation Day on February 24th was celebrated at all schools and work locations
- An additional Staff Wellness Information Kiosk was provided to serve schools in the north area of the board
- "Movember" events helped raise funds and awareness for men's health, specifically prostate cancer
- *Living It Everyday* event for staff and families was offered for first time in May 2011 in partnership with the Oakville YMCA
- A wellness calendar was produced and distributed to all board employees
- Promotion of healthy workplace activities continued through provision of wellness funding to schools/worksites, resulting in a 90% participation rate



**Premier's Award for Teaching Excellence awarded to Alison Wojkowski**

### Premier's Award for Teaching Excellence awarded to Alison Wojkowski

Alison Wojkowski, an elementary teacher at W.H. Morden Public School was selected as the New Teacher of the Year for the prestigious Premier's Award for Teaching Excellence. Recognized for her ability to creatively meet the needs of her students, Wojkowski is credited with helping her Oakville school achieve, in 2010, Gold Eco Certification, as part of a province-wide environmental education and certification program. Wojkowski is one of only three new teachers in Ontario to receive this award in 2010.

### Attendance Support:

The development of the Board's Attendance Support program continued during the 2010-11 school year. Program procedures were established and reviewed with stakeholders. Attendance Support program training and implementation is planned for 2011-12.

## Leadership and Staff Development Programs

Feedback gathered using online reflection forms and the Halton Staff Development Assessment Survey indicates professional learning opportunities are having an impact on teacher practice and student achievement and behaviour.

During the 2010-11 school year, 24 leadership programs were offered for staff. These programs attracted more than 600 participants including administrators, teachers, corporate and educational support staff.

In 2010-11, the culture of mentoring continued to develop across the Board. More than 700 teachers in their first or second year in Halton were being supported and mentored through the New Teacher Induction Program (NTIP). Mentor training was provided to more than 700 teachers, administrators, corporate managers, supervisors and representatives from other employee groups.

## Building Leadership and Learning Capacity Series

This six-part series for administrators and teacher leaders provides continuous learning connected to student achievement. From 2009 through to 2011, the focus is on leadership actions that increase student achievement. In 2010-11, the series featured internationally renowned educational researchers Dr. Anthony Muhammad, Dr. Anne Davies and Mark Prensky. More than 400 educators from Halton attended the series that ran from August to October. Dr. Anthony Mohammed, Dr. Anne Davis and Dr. Douglas Reeves will continue their work in 2011-12 with parts three to six of the series.



## Providing good places to learn

### New Construction and Renovations:

- Leadership in Energy and Environmental Design (LEED) certification achieved at the Silver level for Gardiner P.S.
- Newly built John William Boich P.S. in Burlington opened in September 2011
- New Central P.S. addition completed in March 2011
- Maple Grove P.S. addition completed in September 2011
- Architectural design finalized and the construction contract awarded for the Alton elementary school (ERA108), which is set to open in September 2012
- Construction began on the new Oakville high school (SRA103) and Milton high school (SRA105); both are scheduled to open September 2012
- More than 40 portables were relocated to accommodate students
- McKenzie-Smith Bennett P.S. was renovated, and a new elevator installed
- Installation of new roof at Sam Sherratt P.S.
- T.A. Blakelock High School underwent a science room renovation
- Aldershot High School's outdoor track was replaced
- The security systems were replaced at schools and administrative sites
- E.J. James P.S. underwent facility renewal
- Full Day Kindergarten (FDK) additions and renovations are underway at 20 schools

### Partnership Projects:

- Agreements were finalized with the City of Burlington and the Burlington Public Library for the new Alton high school (SRA101), opening in September 2013
- New artificial turf was installed at the Nelson High School Stadium – a joint project between the City of Burlington and the Halton District School Board.

### Energy Efficiency School Projects:

- Boiler replacements at 11 school sites
- HVAC replacements at a number of high school sites
- Installed solar panels as part of a Provincial initiative on a number of existing schools and new schools

## Environmental Sustainability

During the 2010-11 school year, the Halton District School Board re-focused its efforts from the Reduce, Reuse and Recycle model to a more encompassing goal of environmental sustainability. A survey, completed in Fall 2010, revealed opportunities and challenges that will continue to be addressed in the upcoming year. Waste audits and waste reduction strategies were completed with full compliance anticipated by December 2011.

Waste diversion strategies, in accordance with legislative responsibilities, were undertaken or enhanced. These include the Greencart program, battery, fluorescent lamp, and E-waste collections; bulk packaging for IT purchasing; duplex printing of report cards; recycling of photocopier cartridges and metal recycling programs. Energy and water use monitoring was used to reduce energy use and identify conservation issues.

Policy and procedures were developed to strengthen the environmental stewardship and the leadership role of the Board.

School programs and activities, such as ecoSchools, Outdoor Experiential Education and School Greening initiatives contribute to strengthening the Ministry of Education's *Acting Today, Shaping Tomorrow* policy framework.



## Parent Engagement

During the 2010-11 school year, the Parent Involvement Committee (PIC) held its third annual conference with more than 350 participants from all areas of the Board. Louise Kent from *Free the Children* provided the keynote address, followed by workshops on topics suggested by previous participants. They included: Bullying Prevention and Intervention, Aboriginal Education and Self Identification, Boys and Literacy. Community partners provided resources through exhibits and hallway displays.

In spring 2011, PIC general meetings were held in all communities with a focus on Dr. Joyce Epstein's six types of parental involvement.

# SYSTEM INITIATIVES



## New Technology Enhances Communication throughout the Board

An automated Elementary Student Attendance system was piloted at three elementary schools and has been extended to another 48 schools. The system provides a toll-free number or web portal allowing parents access to report an elementary student absence. The system has the capability to contact parents when a student is absent without a reason; it reduces the delay in notifying parents of an unexpected student absence, and it significantly reduces staff workload.

Wireless connectivity is available in all schools, with at least 60% wireless coverage within buildings. This greatly improves connectivity for students using assistive devices and student instruction. Access to streaming video, online learning and communication tools greatly improves student engagement and learning.

Schools are piloting new technology including netbooks, tablet PCs, iPads and other handheld devices.

The use of the Home Notification System continues to improve communication with parents. Schools and communication staff have embraced this electronic form of communication as it provides a more reliable, economical and environmentally friendly method for school-to-home communication.

Functionality of the Human Resources Information System continues to be enhanced. In 2010-11, occasional and casual staff were able to renew their availability for the upcoming school year through an online process, eliminating a paper and labour intensive annual process.

The Human Resources Department expanded the use of the *Apply to Educate* service to include internal postings for all corporate positions.



## Engaging Students in Learning

The *Student Voice Report 2011* Project was the culmination of the Community Engagement team working with student trustees and senators to determine what engages adolescents in their learning and what matters in their education. Student trustees and senators were asked what topics they wanted explored for the focus groups: homework, assignments, use of technology in the classroom and equity and inclusion were their choices. Two hundred and thirty-five students in Grades 7-12 and their Student Success teachers gathered at Milton District High School for the focus group input process facilitated by the student trustees and senators.

The *Student Equity Summit* during Education Week in May addressed issues of equity and inclusion, with high school students meeting with local elected officials and other community leaders. Chris D'Sousa, Diversity Coordinator from York University, Senator Vivienne Poy, Michel Chikwanine, former child soldier from the Congo and motivational speaker, and Tribal Vision performance group from Brantford Six Nations were the featured speakers.

The *Halton Inside and Out* conference in the spring brought together students from across the Board with visitors from nearby boards to explore issues relating to LGBTQ topics. For the past five years energetic and passionate student leaders have come together for the *Making The Change Conference*. These student leaders have sustained their enthusiasm as shown by the numerous school projects they have developed.



## Ontario's Equity and Inclusive Education Strategy

The Equity and Inclusive Education Steering Advisory Team reviewed the draft Faith Accommodations Guidelines and shared a process for Board consultation. Work continued with the seven equity lenses: ability, gender, faith, race/culture, socio-economic, sexual orientation/gender identity, and First Nation, Métis and Inuit. Partnerships with Halton Multicultural Council, Our Kids Network and other agencies continue to enrich the direction of equity and inclusive education. The Youth Settlement Workers in schools, interpretation/translation services, cultural brokers, accessibility guidelines and teacher in-services focusing on specific aspects of the seven lenses continues to guide the team's work. Ongoing in-services are planned for administrators and teachers on how to imbed the equity lenses through the literacy, numeracy, pathways and safety and well-being pillars of the Board Improvement Plan and each school's School Improvement Plan.

## Ontario's First Nation, Métis and Inuit Education Policy Framework

The Aboriginal Voluntary, Confidential Self-Identification process part of the Student Verification Form was put in place in September 2011 to determine the demographics of students identifying as First Nation, Métis or Inuit. Effective January 2012, the student registration forms will also have a section for the Aboriginal Voluntary, Confidential Self-Identification. All families received a brochure outlining the self-identification process, the purpose and uses of this information. The Aboriginal Education Advisory Committee (AEAC) provides consultation on all initiatives in this regard. A guide was produced for schools about Aboriginal students' learning styles and the history of Aboriginal peoples in Canada including the residential school experiences. There are currently 12 high school Native Studies courses and this number is expected to increase.



## Bullying Prevention and Intervention

Since February 2010, when the "Keeping Our Kids Safe at School" (Bill 157) came into effect, the Halton District School Board revised and renamed the student discipline policy to "Behaviours, Discipline and Safety of Students" and passed a new policy: "Bullying Prevention and Intervention" (October 2010). The Board provided training to all employees who work with students, including transportation providers, to ensure incidents of bullying and other behaviours were reported to the principal as required.

Safe Schools Action Teams, established in every school, received training in September and February to assist them in developing their school's Bullying Prevention and Intervention Plan. Schools used the relevant surveys and/or focus group data to assist with the development of the plan. In 2011, two *Student Voice* sessions, focused on bullying, were led by the safe schools social workers.

Other bullying prevention strategies included the hiring of two social workers to support the work of bullying prevention and intervention across the system. They also responded to requests for support and intervention.

In partnership with Halton Police and the Halton Catholic District School Board, the "Give Respect, Get Respect Challenge" encouraged students to take a stand against bullying and harassment through art, posters, audio-visual and media arts, theatre, dance and music. First, second, third and fourth prize winning submissions were all by students in the Halton District School Board.

## Safety and Security in Schools

In the 2010-11 school year the Halton District School Board led the development of the Halton Police-School Board protocol in conjunction with numerous community partners including the Halton Regional Police Service, catholic, and French language schools in Halton. Annual staff training is required for this important safety document. The following initiatives help to ensure the safety of students and staff in schools:

- *A Guide to Lockdown/Hold & Secure Procedures* was developed in partnership with the Halton police, catholic and French language schools.
- Walkie-talkies were provided to elementary schools to improve communication in the event of a school emergency.
- Signage was improved at visitor entry areas.
- School alarm systems, security cameras and PA systems were enhanced.
- All schools were mapped and are accessible for emergency responders through the School Police Emergency Action Response (SPEAR) program.
- Secondary school teams received Violence Threat Risk Assessment training.



As required by legislation, the Halton District School Board continues to operate two combined programs for students on long-term (6-20 day) suspensions and for students expelled from all schools. The H.O.P.E.S. program provides opportunities for students to earn credits and receive counseling to overcome negative patterns of behaviour which impede their success in school. Students who have attended H.O.P.E.S. and return to their home schools or alternative education settings are unlikely to repeat behaviours for which suspension and expulsion may be considered.



# OPERATING EXPENDITURES

## Instructional Expenditures:

Instructional expenditures total \$418,202,017 or 76.24% of the Halton District School Board's annual expenditures. Included in this category are:

- classroom teachers
- occasional/supply teachers
- educational assistants
- early childhood educators
- classroom computers
- textbooks, learning materials, classroom supplies and equipment
- professionals, paraprofessionals and technicians
- library and guidance
- staff development
- coordinators and consultants
- principals and vice principals
- department heads
- school office – secretarial and supplies
- Continuing Education, Summer School and International Language
- Centre for Skills Development and Training

## Administration:

The amount of the Halton District School Board's annual expenditures spent on administration totals \$13,236,596 or 2.41% of the total. This category includes expenditures such as:

- Trustees
- Director and supervisory officers
- Board administration, including non-instructional operations, maintenance and capital
- Halton Learning Foundation

## Transportation:

The Board spent \$12,836,772 on transportation, or 2.34% of its annual expenditures. This includes pupil transportation to and from Halton District School Board schools as well as provincial schools.

## Pupil Accommodation:

Expenditures in this category total \$78,895,723 or 14.38% of the Halton District School Board's annual expenditures. Included are expenditures for:

- operations and maintenance (schools)
- school renewal
- debenture interest and bridge financing of capital projects
- annual amortization of Tangible Capital Assets

## Other:

Expenditures in this category total \$25,366,884 or 4.63% of the Halton District School Board's annual expenditures, and include other non-operating expenditures, such as one-time Ministry funding for specific projects as well as School Generated Funds.

## Senior Administrative Team



**Jeff Blackwell**  
Associate Director  
of Education



**Odette Bartnicki**  
Coordinating Superintendent  
(Blakelock Family  
of Schools)



**David Boag**  
Superintendent of Education  
(Student Services)



**Gerry Cullen**  
Superintendent of  
Facility Services



**Tricia Dyson**  
Superintendent of Education  
Program K- Grade 8  
(Aldershot Family  
of Schools)



**Rob Eatough**  
Superintendent of Education  
(Burlington schools)



**Debra McFadden**  
Executive Officer  
Human Resources



**Stuart Miller**  
Superintendent of Education  
(Oakville schools)



**Yaw Obeng**  
Superintendent of Education  
(Milton schools)



**Bruce Smith**  
Chief Information Officer  
Information Technology



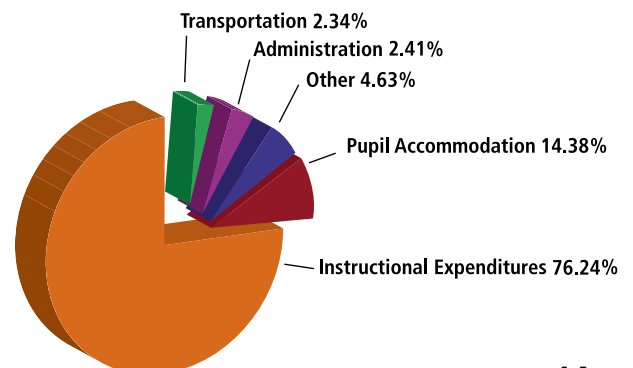
**Dane Tutton**  
Superintendent of Education  
Program Grade 7-12  
(MM Robinson Family  
of Schools)



**Lucy Veerman**  
Superintendent of  
Business Services



**Mark Zonneveld**  
Superintendent of Education  
(Halton Hills schools)





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Halton  
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