Report of Senior Administration to the Board of Trustees

January 10, 2011

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This report from members of the Brandon School Division Senior Administration is submitted respectfully for your consideration, action, and information.

Dr. Donna M. Michaels
Superintendent of Schools/
Chief Executive Officer

A. Business Arising for Board Action

I. PRESENTATIONS

FROM LEARNING SUPPORT SERVICES

Literacy – Cory Nevill

Community Drug and Alcohol Education Coalition Initiative – Y Revolution – Terry Osiowy, Lili Jardine

II. HUMAN RESOURCES

III. SECRETARY-TREASURER

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B. Administrative Information

I. HUMAN RESOURCES

1. PERSONNEL REPORT

For Information ..... B. Switzer

Included in the agenda package as Confidential #1 is the Personnel Report, a listing of resignations and employment approved by the Superintendent of Schools and Secretary-Treasurer since the last meeting.

II. SECRETARY-TREASURER

1. BUS ACCIDENTS

For Information ..... G. Barnes

a) Correspondence has been received from the Supervisor of Transportation advising of an accident at approximately 9:00 a.m., Monday, November 29, involving bus 40-32, being driven on regular route assignment Green 5. The bus hit the mirror of an illegally parked car while trying to navigate down a very narrow street in the condo development south of 9th and Maryland. There were no students on board at the time of the accident and the bus driver did not sustain any injuries. There was no damage to the bus and damage to the vehicle was less than $1,000. The accident was reported to Brandon Police and Manitoba Public Insurance. This is provided as information.

b) Correspondence has been received from the Supervisor of Transportation advising of an accident at approximately 7:40 a.m., Tuesday, November 30, involving bus 40-03, being driven on regular route assignment Blue 1. The bus hit a fixed object (fuel tank on a stand) in a farm yard while backing the bus. No injuries were sustained by the driver of the bus or the students on board. There was no damage to the bus or the fuel tanks. This is provided as information.

c) Correspondence has been received from the Supervisor of Transportation advising of an accident at approximately 11:45 a.m., Monday, December 6, involving bus 40-18, being driven while on Band assignment. The bus rubbed the side of a parked vehicle in front of Green Acres School. No injuries were sustained by the driver of the bus or the students on board. There was no damage to the bus and minimal damage to the parked vehicle. The accident was reported to Manitoba Public Insurance. This is provided as information.

III. SUPERINTENDENT OF SCHOOLS

1. SCHOOL INFORMATION

For Information ..... D. Michaels

A. QUALITY LEARNING

QUALITY LEARNING AT ÉCOLE HARRISON
Report prepared by Mr. Craig Laluk, Principal, École Harrison

École Harrison has endeavoured to develop a unique community of respectful, responsible and proud bilingual learners. As a Single Track French Immersion school we expect that all school interactions between staff and students will take place in French as a means to deepen the students' knowledge and encourage active participation of the learners in the construction of their literacy in French. We have committed ourselves to being effective models of French language use and we believe that through positive reinforcement of French language use that our students will also be more comfortable in communicating in French with others both in and out of our school.

We also believe that providing culturally-relevant learning opportunities to our students will deepen further our students' ability to communicate in French. Our staff has been working hard to organize these opportunities for our school community to enjoy. We will be sending classes of students to Festival du Voyageur as well as providing our own Festival du Voyageur activities at the school. We have had and will continue to have French speaking performers come to our school to assist in motivating our students to learn in French. Our French monitor is originally from Senegal and is helping our students understand that French is truly a global language of communication.

We have been successful at obtaining a French as a Second Language Revitalization grant for 2010/2011 intended at renewing resources for literacy in the library and school, artists' fees, professional development and travel expenses related to experiential learning in French. We will also be applying for this grant for 2011/2012 in a way that will deepen our students' connection to the French language in the development of a student radio station (connection to Francophone music, planning and delivering scripts, editing); the development of a French dramatic arts program (e.g. improvisation league, marionettes for younger students); and other cultural learning lead by Artists in the School.

We are very excited to be offering French Immersion programming in a Single Track setting and we look forward to having you visit our school to learn more about French Immersion!

STUDENT PROGRESS – GRADE 9 – LITERACY AND NUMERACY

At the November 8, 2011 Board of Trustees meeting the matter of student achievement was referenced by Dr. Michaels, Superintendent of Schools/Chief Executive Officer, with respect to the work being done in preparing the procedures for the implementation of Policy 1001.2 "Sustainability in Student Achievement and Learning". Trustees expressed interest in current achievement results with specific reference to student progress in the areas of grade nine literacy and numeracy.

Principals of the Senior High Schools have provided the following information as prepared by respective teachers, as of December 1, 2010.

Part I – Literacy and Numeracy Skills

GRADE 9 LITERACY				
School	**Grade IX Enrolment**	**Above grade level**	**At grade level**	**Below grade level**
Crocus Plains	247*	66	82	99
Neelin	121	34	60	27
Vincent Massey	175	41	94	40

*CP – in addition to the above listed students, there are 24 students registered in Grade 9 ELA - Shelter Content Area courses and 4 students registered as "M" designated students.

GRADE 9 NUMERACY				
School	**Grade IX Enrolment**	**Above grade level**	**At grade level**	**Below grade level**
Crocus Plains	175*	27	79	69
Neelin	99**	16	58	25
Vincent Massey	90	7	55	28

*CP – in addition to the above listed students, there are 24 students registered in Grade 9 Mathematics – Shelter Content Area courses and 5 students registered as "M" designated students.

**Neelin – does not include all students because some students do not have Mathematics until second semester.

Part II – Programming in Place to Address "Below Grade Level" Student Achievement

Crocus Plains Regional Secondary School – Literacy

To support this diversity of literacy skills of students registered at Crocus Plains Regional Secondary School, the following represents an overview of the programming adjustments that are taking place in classrooms on a daily basis:

- Extension of due dates;
- Individualized time with Educational Assistants, if available to assign to classrooms;
- Scribing;
- Smaller assignments – smaller units of study;
- More directed work/assignments;
- Computer usage to assist in writing;
- Greater choice of assignments – various learning needs;
- Open book assessments;
- Increased parental and teacher contacts;
- Adaptations as listed on Crocus Plains adaptation sheets.

Crocus Plains is currently in the process of developing a Grade 9 Literacy Development and Transitional English Language Arts program for next year's Grade 9 students. The discussion process has begun and includes the Brandon School Division Literacy Specialist, school administration, resource teachers, and English Language Arts teachers.

Crocus Plains Regional Secondary School – Numeracy

To support this diversity of numeracy skills of students registered at Crocus Plains Regional Secondary School, the following represents an overview of the programming adjustments that are taking place in classrooms on a daily basis:

- Extension of due dates;
- Lunch hour assistance;
- Extension of time for tests;
- Reduce homework – try to plan for more time for students to work on assignments during class time;
- Modification to tests – level of difficulty and length;
- Individualized time with Educational Assistants – if available to assign to classrooms;
- Increased parental and teacher contacts;
- Adaptations as listed on Crocus Plains adaptation sheets.

Crocus Plains currently has one section of Transitional Mathematics for Grade 9 students. The Mathematics Department and Administration have discussed this growing challenge and will be offering more students access to a full year Mathematics program in 2011-2012.

***

École Secondaire Neelin High School – Literacy and Numeracy

- Teachers doing individual adaptations and modifications if necessary;
- Educational Assistant support taken from the Funded Level II and III students;

- Self-Directed Learning classroom used as a supportive homework period;
- Half-time Literacy Support Teacher;
- Teacher Librarian providing support to English Language Arts classes.

***

Vincent Massey High School – Literacy

Programming:

- Some students are involved in the Literacy Support Program;
- Some students will be involved in the Barton Reading Program;
- Provide for individualized programs, i.e. modifications;
- Teaching Cris Tovani reading strategies;
- Resource class;
- Self-Directed Learning Program;
- English Language Arts teachers are involved in Curriculum Mapping and Understanding by Design unit development.

Adaptations:

- Use of graphic organizers;
- Providing class notes or summaries;
- Highlight key points;
- Checklists;
- Scaffolding instruction and activities;
- Chunking or giving smaller amounts of work/assignments;
- Removal of time constraints or provide extension of time;
- Provide instructions verbally and in writing;
- Provide multi-sensory examples.

Use of technical supports:

- MP3 books, mega-words, zoom text, Dragon Naturally Speaking, Kursweil, Spell Check.

Instructional Supports:

- Student/teacher conferencing to clarify and/or check for understanding;
- One-on-one support to re-teach concepts or to reinforce learning;
- Weekly attendance and performance reporting (communications with parents that address attendance issues or lack of performance);
- Provide exemplars of finished products;
- Demonstrate and facilitate rather than lecture;
- Educational Assistants support.

Vincent Massey High School – Numeracy

Programming:

- Below level students participate with the school's Numeracy Support Teacher;
- Adaptations and Modifications programming;
- Assistance provided by resource counsellors;
- Staff Development Specialist facilitating curricular planning, Understanding by Design, to plan activities and materials that help determine student ability and foster student learning;
- Provincial document, Rethinking Classroom Assessment with Purpose in Mind;
- Provincial document, Communicating Student Learning.

Adaptations:

- Adaptations in note taking and assignments;
- Extra time to meet required outcomes;
- Peer help.

Instructional Support:

- One on one assistance;
- Numeracy Support;
- Conferencing;
- Educational Assistants;
- Numeracy Support Teacher;
- Resource Teacher.

B. QUALITY TEACHING

QUALITY TEACHING AT ÉCOLE NEW ERA SCHOOL

Report prepared by Mr. Chad Cobbe, Principal, École New Era School

In our second School Development Plan goal, to increase safe use and integration of Information Communications Technology (ICT) within each classroom to enhance student learning, one of the actions is to begin plotting students on a school-wide continuum as part of our class profile process in an attempt to better target our ICT instructional needs.

As we work towards this action in the latter part of this school year, certain new realities are being addressed. For example, significant changes to teaching staff (more than fifty percent are new to the school) have resulted in there being no experienced system operator (sysops) or trained ICT mentors onsite. In light of this, teachers have become more independent with regard to computer troubles and questions; everyone communicates directly with our division's ICT technicians rather

than relying on a site-based sysop for help. As well, there is a high level of enthusiasm among staff with regard to ICT and its uses in the classroom. As a result, an "ICT Team" has been formed that will help to guide all of our teachers towards more effective uses of ICT (including the use of SmartBoard technology and our newly revised school website).

Among our ICT Team's first steps is the development of a staff survey/questionnaire that, once administered, will help us to determine the varying levels of ICT expertise and comfort amongst our teachers. Results will assist us greatly in determining the level of support needed to address the needs of teachers as they further familiarize themselves with Learning with Information Communications Technology (LwICT) and its effective use in the classroom.

In closing, some current activities/initiatives that stem from our ICT plan include:

- the revision of our school website (Shannon Leachman, our school secretary, is our web administrator);
- a school-wide commitment to keeping our website's school calendar up-to-date on a daily/weekly basis;
- a commitment by New Era teachers to explore classroom website development (another WordPress training session for New Era teachers is scheduled for January 11, 2011); and
- "paperless" school and parent council newsletters starting in January, 2011 (i.e. to be posted only on our school website).

C. QUALITY SUPPORT SERVICES

QUALITY SUPPORT SERVICES AT WAVERLY PARK SCHOOL

Report prepared by Mr. Bob Lee, Principal, Waverly Park School

Waverly Park is utilizing Quality Support Services in the 2010/2011 School Year in the following areas:

Literacy: Specialist supporting school progress and providing updates on other schools involved with the Reggie Routman writing initiative. We are also involved with professional development sessions on Student Engagement and Literacy Support.

Numeracy: Specialist supporting school advancement with Origo math and exploration of Math Recovery. Specialist has also provided sessions on SmartBoard resources for a wide variety of math strands and grade levels.

At Risk Learners: Divisional Program Facilitator involved with monthly review of student needs and offering support to address these needs. We have also utilized professional development sessions designed to support funding applications and other "resource" areas related to struggling learners.

ICT: Provision of professional development opportunities in Word Press and Smart Table this fall.

D. ADMINISTRATIVE AND STATISTICAL INFORMATION

SUSPENSIONS

SCHOOL	NO./STUDENTS	NO./DAYS	REASON
Alexander	1	3	Unacceptable Behaviour
Crocus Plains	20	3, 5, 10, 15	Assaultive, Drug and Alcohol, Unacceptable
Earl Oxford	1	5	Assaultive Behaviour
King George	1	3	Unacceptable Behaviour
Neelin	3	5, 10	Drug and Alcohol, Unacceptable
Vincent Massey	4	5	Assaultive, Unacceptable

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) ENROLMENT UPDATE / NOVEMBER 30, 2010

The Brandon School Division Currently has 974 English as an Additional Language (EAL) Students.

- 21 new registrations for the current school year were received in November 2010;
- 13 students have moved away from Brandon, have been discontinued as EAL students, or have left to work or go to University.

The number of new EAL registrations received since June 2010, by month, is as follows:

Month of Registration	**Number of New EAL Registrations Received**
June 2010	24
July 2010	2
August 2010	69
September 2010	112
October 2010	35
November 2010	21
Total	263

The current school totals are as follows:

	Current Total	EAL Discontinued (Stage 5+)
Alexander	0	
Betty Gibson	102	2
Crocus Plains	102	9
Earl Oxford	45	
George Fitton	47	1
Green Acres	19	
Harrison	1	1
J.R. Reid	16	1
King George	68	
Kirkcaldy Heights	21	
Linden Lanes	10	
Meadows	100	1
Neelin	30	3
New Era	111	4
O'Kelly	3	1
Riverheights	38	
Riverview	44	
St. Augustine	33	
Spring Valley	18	
Valleyview Centennial	10	
Vincent Massey	122	9
Waverly Park	34	1
Total	974	33

The number of students who left Brandon School Division from the beginning of November to the end of November is thirteen (13).

Of the thirteen (13) students that left the Brandon School Division:

- two (2) students moved home;
- six (6) students moved out of Province;
- two (2) students withdrew from school, one to attend University and one to work;
- two (2) pre-registered students never arrived at placement school; and
- one (1) student was discontinued as EAL.

Nine (9) students changed catchment areas within the Brandon School Division.

2. DIVISIONAL INITIATIVES

For Information ..... D. Michaels

IMPLEMENTATION OF BRANDON SCHOOL DIVISION STRATEGIC PLAN (2008-2011) QUARTERLY REPORT – DECEMBER13, 2010

I. Introduction

The purpose of this report is to inform the Board of Trustees, staff, and the community of the work being done in the implementation of the Brandon School Division Strategic Plan (2008-2011). The report provides information on:

- Overview of Strategic Plan 2010/2011
- Strategic Plan Implementation Results
  - Schools
  - Divisional Initiatives
    - Learning Support Services
    - Divisional Quality Learning, Quality Teaching, Quality Support Services Steering Committees
    - Senior High Review
    - Implementation of Single Track French Immersion School
    - Human Resources Department
- Student Achievement Results

The Strategic Plan provides the directional framework for school based and divisional work in an interactive, interdependent, cooperative, and collaborative manner. All of our work focuses on the engagement of all students in their learning through the provision of quality learning, teaching and support services.

II. Overview of Strategic Plan 2010/2011

Our STRATEGIC GOAL is to ENGAGE ALL students actively in their learning through the provision of equitable, fair access to:

QUALITY LEARNING experiences in: academic development, social and emotional development, physical development

facilitated by:

QUALITY TEACHING in: literacy, numeracy, multiple intelligences, social and democratic responsibility

enabled by:

QUALITY SUPPORT SERVICES in: learning supports for students, professional growth opportunities, policy development support

A new Strategic Plan will be developed in the spring of 2011, beginning with the Strategic Plan Update March 10 and 11, 2011.

III. Strategic Plan Implementation Results

1. Schools

Each school prepared an annual School Development Plan that focuses on Quality Learning, Quality Teaching, and Quality Support Services while personalizing it for the learning needs of its students.

The following are examples of Quality Teaching, Quality Learning, Quality Support Services Initiatives

Alexander – Quality Learning
Infusion of the arts in the curriculum. Third year of *Learning with the Arts* program at Alexander School.

Betty Gibson – Quality Learning
Two new English as an Additional Language (EAL) initiatives; co-teaching model and designated "literacy block" for students.

Earl Oxford – Quality Learning
Focus on: literacy professional/staff development sessions; Ready, Set, Go to Kindergarten; student achievement in reading comprehension; and English as an Additional Language (EAL) professional/staff development sessions.

George Fitton – Quality Learning
Focus on initiatives in literacy; Regie Routman series and Faye Brownlie writing techniques.

Green Acres – Quality Teaching
Focus on school development plan goal "To continue to improve student writing skills through the full implementation of the 7 Writing Traits (combination of Ruth Culham and Faye Brownlie)". Please see full report in the December 13, 2010 Senior Administration Report to the Board of Trustees.

Harrison – Quality Teaching and Quality Learning
Provision of linguistically relevant teaching and learning activities to students, accessing one of two divisional SmartTables as a tool for French language learning and sorting in Mathematics.

J. R. Reid – Quality Teaching
Staff and student focus on school initiatives in literacy, classroom instruction for students, and professional development for teachers.

King George – Quality Teaching
Focus on literacy development; formation of a literacy committee, and trying to find a way to "bridge the gap" between early years and middle years.

Kirkcaldy Heights – Quality Teaching
Early years focus on the area of writing. *The Writing Traits* by Ruth Cullen as well as integrating strategies suggested by Faye Brownlie are the foundational research of the initiative.

Linden Lanes – Quality Teaching
Focus on quality learning experiences supported by quality teaching by creating classroom cultures of thinking, questioning, and understanding. Professional development opportunities continue to take place during the 2010/2011 school year to support this goal, as outlined in the school development plan.

Meadows – Quality Teaching
Throughout the 2010/2011 school year, kindergarten to Grade 5 staff have engaged in a monthly study group focused on the work of author Regie Routman. Grades 6 to 8 staff are engaging in a study group focused on two documents *The Brandon School Division Writing Performance Indicators*, and *Engaging Middle Years Students in Learning*.

New Era – Quality Teaching and Quality Learning
In our second SDP goal, to increase safe use and integration of information communications technology (ICT) within each classroom to enhance student learning, one of the actions is to begin plotting students on a school-wide continuum as part of our class profile process in an attempt to better target our ICT instructional needs.

O'Kelly – Quality Teaching and Quality Learning
To meet two identified goals for 2010/2011 in Quality Teaching and Quality Learning, staff have participated in school based and divisional professional development in Math teaching strategies using the Origo Math program. Have also had a school based professional development session on differentiated strategies in Language Arts and Math. To encourage a positive learning environment for students, have held a school wide assembly for Stop, Think, Act Respectfully and Responsibly (STARR) matrix and have already had a Principal of the day winner, along with several other classroom incentive draws. Staff have also participated in Wordpress training and the school website has been updated to better inform students and parents of events at O'Kelly School.

Riverheights – Quality Support Services
Focus on student writing. In the process of developing a plan to address the writing needs of students.

Riverview – Quality Support Services
School goal "to maximize student learning" supported by the formation of the "Riverview Academic Support Team". Team commitment to meet once a school cycle to discuss, plan, and organize the literacy needs in Riverview School.

Spring Valley – Quality Support Services
Working on Reading Recovery, in which two Grade 1 students are worked with per day. Offering core courses through distance education, classroom instruction, and a partnership with Neelin Off Campus School to two high school students.

St. Augustine – Quality Support Services
Focus includes High Ability Learner Enrichment Programming (HALEP), English as an Additional Language (EAL) programming, and the Action Research project for Grade 3 to 4 transition/middle years literacy.

Valleyview – Quality Support Services
Focus on early ears literacy interventions.

Waverly Park – Quality Teaching
Focus on numeracy. Early years staff have attended follow-up sessions on Origo math and have a half planning/work day set for late November with Teresa Timmerman, Numeracy Specialist. Resources to support this approach to numeracy instruction have also been purchased. Middle years staff have attended session on best practice for strategies to teach fractions.

Crocus Plains – Quality Learning
Implementation of English as an Additional Language (EAL) program delivery model.

Neelin – Quality Teaching
Focus on technology and literacy development across the subject disciplines. In the area of Social Sciences, a priority continues to be in the area of Geomatics and specifically Geographic Information Systems (GIS) opportunities for students. Please see full report in the December 13, 2010 Senior Administration Report to the Board of Trustees.

Vincent Massey – Quality Support Services
Development and implementation of alternative Physical Education course delivery model. Please see full report in the December 13, 2010 Senior Administration Report to the Board of Trustees.

2. Divisional Initiatives

A. Learning Support Services

Literacy
Report Prepared by Ms. Cory Nevill, Literacy Specialist

Divisional Literacy Assessments
In early September professional learning sessions and dialogue took place with Grade 5 and 7 teachers regarding the change to classroom based assessment for the divisional literacy assessment. The data from these assessments were gathered at the end of October and the feedback from teachers and administrators regarding the change have been very positive. The Grade 3 provincial assessment in reading and numeracy, along with our divisional writing assessment at this grade, will be collected in late November following the online data entry for the province. The Grade 9 literacy assessment was completed and submitted in September.

Faye Brownlie
Faye Brownlie continued her work with the Brandon School Division in September. On September 29, 2010 Faye worked with the Early and Middle Years Literacy Support teachers and school literacy team members to support the work in reading comprehension. On September 30, 2010 Faye worked with middle years teacher on the importance of student engagement and strategies to achieve engagement for students to reach their potential. October 1, 2010 was a writing strategies session was held with K-8 teachers including guests from other divisions. All three sessions were very well received and Faye will be back in January and February to continue this work with our teachers.

Divisional Literacy Policy
Work continues on the supporting documents for the divisional literacy policy. Plans have been made for the Best Practices Grades K-3 document to be presented to teachers for feedback and planning for implementation. The drafting of the Best Practices Grades 4-8 document to append the literacy policy has begun with a draft of Best Practices Grades 4-6 in process.

Supporting Divisional Literacy Goals
Ms. Nevill has also been involved with supporting individual schools and their literacy goals by attending literacy team meetings and working with literacy coaches in planning and facilitating workshops on a variety of topics. On October 22, 2010 I worked with Wanda Nicol, Teacher, King George School to present a variety of strategies to the King George K-8 staff. The topics included setting criteria with students and engagement with poetry through activation activities. Also, Ms. Nevill has been involved in planning with

teachers from the Crocus Plains English Language Arts department as they move from their extensive curriculum mapping to implementing these maps.

Three schools (George Fitton, Meadows & Waverly Park) continue their Reading and Writing Connection professional learning. All three schools have seen very positive changes through this professional learning project and St. Augustine will begin using this professional learning resource this year.

Numeracy

Report Prepared by Teresa Timmerman, Numeracy Specialist

Quality Learning: Student Assessment

Divisional numeracy assessments were completed at Grades 5, 7 and 9 in early to mid-September. The current format includes an event based test; however, committee work has begun at the Grades 5 and 7 levels in order to develop ongoing assessment practices which are more aligned with assessment as, for and of learning and follow the provincial format. The Committees plan to pilot the new assessments during the 2011/2012 school year. In addition, the numeracy assessment data at the Grade 3 level will be collected shortly, after teachers complete the online data entry to the province.

Quality Teaching: Staff Development and Staff Mentoring

Quality teaching hinges on continued professional development opportunities, in both individual and group settings. As such, staff from all grade levels have been engaged in various growth opportunities, such as: SmartBoard strategies (K-4), the use of virtual manipulatives (5-8), math across the curriculum (K-8), feedback mechanisms (9-12) and factoring (9-12). These opportunities addressed specific requests included in school plans and were delivered electronically and in face-to-face sessions.

Additionally, a collaborative work group has been formed to address the specific needs of English as an Additional Language (EAL) students in the MAT10E and 20E courses. This group includes math and EAL representatives from all three high schools and is working to select the essential course outcomes, develop effective differentiation techniques and create a compilation of language development tools specific to the course content.

Quality Support Services: Numeracy Policy

Brandon School Division is a Provincial leader in its goal to develop a numeracy policy. After meeting with math consultants from around the province in Winnipeg, on November 22, 2010 it became evident that Brandon School Division will be breaking new ground by establishing such a policy. As such, the policy document, and the associated best practices document, will need extensive research, collaboration and review as they will become the model for other divisions across the province.

English as an Additional Language

i) English as an Additional Language Specialist Report

Report Prepared by Ms. Joanna Ford, English as an Additional Language Specialist

Quality Learning: Collaboration

In September, Joanna, along with three other teachers initiated an English as an Additional Language (EAL)/Co-Teaching project. The aim of the project is to try a method of EAL instruction that is an alternative to the "pull out" model used in many schools. Participants of the project will observe students while engaged in this process, and measure their levels of engagement, interaction, and progress when they are taught by both the mainstream teacher (content) and an EAL teacher (language instruction infused with content). The hope is also that both teachers can use this process as a learning opportunity; the mainstream teacher can learn about EAL strategies, and the EAL teacher can better understand the content being taught in the classroom to provide EAL students with extra support.

Quality Learning: Student Assessment

Beginning this September, the EAL Reception Centre began using a new Initial English Language Assessment tool called the WIDA W-APT (Access Placement Test). A training session was held to ensure that all EAL teachers, as well as several resource teachers understood how to implement the assessment, and present the results to other teachers. Feedback regarding the assessment tool has been mostly positive; many feel that the tool provides a better picture of student's abilities to use language for school purposes, rather than basic conversational skills. Many schools are also very thankful that most of the initial assessments are now taking place at the Reception Centre. Joanna continues to work on developing First Language Literacy Assessments for Spanish and Chinese – the goal is to develop ways to assess students in their first languages so we can better understand their literacy needs and program appropriately. This quarter, Joanna has also started to work on improving EAL Reporting Documents at the Early and Middle years (including more indicators from the EAL curriculum document, translating the document into Spanish and Chinese so parents can understand reports).

Quality Teaching: Staff Development

In this quarter, Joanna has delivered workshops on EAL Basics, Second Language Acquisition, and EAL Strategies for Differentiation. She has also met with several teachers upon their request to discuss professional development opportunities, resources, assessments, and co-presented at a workshop at Crocus Plains. Work has begun on developing a scope and sequence for the Sheltered Content Math courses. Joanna will continue to

work with this group to help infuse the EAL Sheltered Math courses with language objectives.

ii) English as an Additional Language Reception Centre (Effective September 2010)

Report Prepared by Mr. Greg Malazdrewicz, Associate Superintendent

The goals of the English as an Additional Language (EAL) Reception Centre are:

- to make the first contact with Brandon School Division warm and welcoming for EAL students and their families;
- to decrease wait time for EAL students to begin school;
- to support teachers by providing thorough assessment reports for EAL students; and
- to introduce middle years EAL students to English Basic Interpersonal Communication Skills (BICS) before they move to their catchment area schools.

From its early opening in August 2010, the EAL Reception Centre registered 225 new students by the end of October 2010. The overwhelming numbers in registration resulted in students being quickly directed through to their catchment area schools.

Staff put a new face to the Brandon School Division through the enhanced structure and supports of the Reception Center. The welcoming atmosphere has put our new families much more at ease with the overwhelming change of arriving in a new country with an educational system that, in many ways, is very different from their home countries.

As a result of the extensive first language supports available during the stressful stages of registering for school in a new country, the registration procedures collected far more, in-depth information on our new EAL students; far beyond our previous endeavours. This information was invaluable to the schools.

New, initial language assessments are providing a significantly greater understanding of our students as language learners. Staff are now implementing first language assessment pilot programs to understand how well fundamental language skills are developed as they continue to process new registrations more effectively. Intensive language instruction was provided to a number of students at the Grade 5-8 level until mid-October.

Since mid-October, the professional staff has been re-tasked to providing in-school support for language assessments, co-teaching and program support in six schools with limited EAL supports. These include Earl Oxford,

J. R. Reid, Kirkcaldy Heights, Linden Lanes, Valleyview Centennial, Waverly Park, and shortly New Era, schools. The teachers have also collaborated with the EAL Specialist in the development and delivery of professional development opportunities.

EAL educational assistants have been working in Crocus Plains, Earl Oxford, Meadows, Riverheights and Vincent Massey to facilitate first language assessments, assist in school orientations and assisting the student's transitions to school where no specific first language support is available.

All of the Reception Centre staff have worked in collaboration with Joanna Ford, EAL Specialist, with Settlement Services entry program for parents new to our community. These sessions have been valuable to our new families as they learn to navigate a new community, new services, and very different cultural perspectives on education and life in general.

Physical Education

Report Prepared by Mr. Ralph Clark, Physical Education Specialist

During the first quarter, a number of actions were initiated by the Physical Education / Health Education Specialist which addressed physical literacy and differentiated instruction while staying current with today's trends in physical education. The purpose of these actions are to address the quality learning, quality teaching, and quality support services required in providing the students in the Brandon School Division with the skills, attitude, and knowledge to lead active healthy lives.

One of these actions included facilitating two sessions of Red Cross Emergency First Aid and CPR Training which certified forty-seven teaching staff members. The majority of these participants were physical educators as part of the school's risk response team.

Schools and physical educators were informed of community, provincial and national programs and activities that promote active healthy lifestyles. In addition, school visits were utilized to access the inventory and needs of each school. This information is currently being used to determine the need for current safety equipment and non-traditional equipment that could be purchased for the purpose of rotational equipment to be accessed by all schools.

Additional projects that were initiated and are ongoing are two sessions of Sensitive Issues training for teachers teaching the potentially sensitive content for the Physical Education / Health Education curriculum. A number of years have passed since the last training was offered.

Discussion with the Movement Skills Committee began with regards to facilitating a workshop on the fundamental movement skills and/or their new resource, *K-6 Fast Forward to Fitness*. Both resources provide excellent teaching ideas that connect with outcomes in the Physical Education / Health Education curriculum document.

Finally, conversation is ongoing for the purchase of Automated External Defibrillators (AED) for schools in the Brandon School Division. Current negotiations are not only on the price of the AED but a comprehensive program including web based management, data management software, and responder/instructor training.

Technology in Learning
Report Prepared by Mr. Reg Reimer, Technology in Learning Specialist

Quality Teaching: To meet the needs of K-12 instructional staff re: infusion of Information Communications Technology (ICT) in teaching and learning:
The Technology in Learning Consultant (TiLC) supported concepts of Literacy with ICT Across the Curriculum by reviewing provincial documents on the matter with all school administrators. Several principals responded to offers of ICT planning support (Alexander, O'Kelly, New Era), while other principals invited presentations at staff meetings (Kirkcaldy Heights, and Neelin). Several schools requested assistance with the SMARTtable technology, and the integration of that technology.

Several pilot projects were initiated in areas of emerging technology. One project, entitled "VMHS 21st Century Learning Pilot" (with Ingrid Gross, School Improvement Leader, Vincent Massey) was supported through in-servicing on blogging tools and pedagogical approaches associated with web-based collaboration and discussions. A second pilot—*Mobile Computing in Classrooms* was begun with the goal of supplying hardware (iPads) and teacher development in a variety of Brandon School Division settings. Budget details and a site selection process will be forthcoming within the next few weeks.

Work continued on the Assistive Technologies Action Research Committee, networking with provincial groups to determine additional professional development opportunities that support the project. Action research elements (surveys) were produced in electronic format. Participation in provincial bodies planning for teacher development with technology integration also continued.

<u>Quality Learning:</u> To increase student engagement in the learning process through increased access to technology and improved assessment as learning practices:
A new Modular Object-Oriented Dynamic Learning Environment (Moodle) server was implemented at Brandon School Division administration offices, giving teachers and students a secure collaboration resource that is available both in the classroom and at home. An IgNITE Camp, featuring active learning with electric circuitry and robotics kits, was also facilitated for two Grade 6 and 7 classrooms. Also, staff and students at two schools were assisted with the Apple Digital Learning Kit.

<u>Quality Support Services:</u> To facilitate the continued development of ICT across the school division:
A divisional technology steering committee (co-chaired with Mr. Brent Ewasiuk, Director of Management Information and Systems Technology), was convened to inform leaders about emerging technologies and to recommend goals that will facilitate the growth of classroom computing opportunities.

Aboriginal Education
Report Prepared by Mr. Kevin Tacan, Aboriginal Elder

In the past few months the Aboriginal Elder's program has been involved with the well being of students who are in need of traditional counselling. There are many who have an interest in their culture and much of the information that they look for is not being taught or cannot be taught within a school setting; therefore, experiences are shared to prepare them for puberty rites and ceremonies that happen most often in the spring.

Classrooms presentations are ongoing in classes such as Social Studies, English, Psychology and more, adding the Aboriginal perspective to many subjects within the division. Much of the staff has responded well to the Journey workshops that were provided by a team consisting of Brandon School Division staff. These Journey workshops allow for opportunities to discuss many issues in the classroom and to discuss ways of connecting with Aboriginal students and what is appropriate to teach in a classroom setting.

The ongoing search for materials for learning kits is a challenge as Aboriginal-themed books and resources are spread out over many stores. So far there are materials for a music learning kit, an Elder's kit, and a kit that consists of medicinal plant resources and other material that can be used for environmental studies and other classes that may benefit like health studies or food preparation. There is much material to support a storytelling kit that can provide lessons from kindergarten to Grade 12.

Ceremony is used to assist in the student's emotional and spiritual health and these are done in the evenings and on weekends with parents. Sweat lodges are preparation for other ceremonies such as name giving. These ceremonies are also ongoing as many youth do not understand the importance of these names and the many ceremonies that support these.

Meetings with students and their parents are continued and ongoing to assist in family issues that affect students' learning; much of that is poverty issues and employment searches. Addiction has been an issue with some parents and has a negative effect on their children in the education system. Role modeling is important for many of these youth as a positive image can show the possibilities to follow a traditional lifestyle.

The Aboriginal Elder's Program represents the school division in the community and on various committees in Brandon and in Winnipeg for example the Aboriginal languages of Manitoba Board.

Learning Disabilities
Report Prepared by Ms. Pam Kelso, Learning Disabilities Specialist/Psychologist

From September to December of 2010, Ms. Kelso has been assigned to work in five schools (Meadows, Riverview, Waverly Park, George Fitton, and Alexander) providing consultation and direct intervention for students with a diagnosed learning disability. The focus of Ms. Kelso's work plan for the 2010/2011 school year has been as follows:

- increased provision of support to teachers and schools to help increase the academic achievement of students with learning disabilities in the areas of reading and writing;
- increased provision of support to teachers in their use of assistive technology (AT) for teaching students with learning disabilities;
- increased provision of support to teachers in using differentiated instruction to teach all learners; and
- increased focus on fostering connections with community agencies for the benefit of children with learning disabilities and their families.

With respect to the first goal, Ms. Kelso has implemented structured reading programs with eight middle years students with reading and spelling difficulties. This has included the Barton Reading and Spelling System implemented individually with three students and the Empower® Reading Program implemented in a group format with five students. Ms. Kelso has also led two writing groups for eight middle years students, which have focused on building basic writing skills (i.e., spelling, grammar, editing), improving written expression, the use of Power Paragraphs in writing, and the use of graphic organizers to facilitate organization in written work.

With respect to the second goal, Ms. Kelso has been involved in assisting school teams in assessing the AT requirements of students with learning disabilities and providing information to the student's school team about such.

Over the last three months, Ms. Kelso has also provided support for classroom teachers of two students with a diagnosed learning disability related to differentiated instruction. This has included small group planning meetings designed to provide teachers with written materials and information related to differentiated instruction and assisting teachers in integrating these approaches and strategies into their teaching style.

In relation to goal four, in September of 2010, Ms. Kelso joined the board of directors of the Learning Disabilities Association of Manitoba (LDAM) with the goal of increasing teacher, student, and parent knowledge of community resources for individuals with a learning disability. In the context of this role, Ms. Kelso has collaborated with LDAM on a parent workshop for middle years students with reading difficulties and workshops focusing on writing difficulties and assistive technology have been planned for future dates.

Student Support Services

Report Prepared by Ms. Marsilah Peirson, Ms. Veronica Adams and Ms. Glenda MacKay, Facilitators, Student Support Services

Collaborative Learning Communities (CLC)

Student Support Services (SSS) has seen a significant reorganization this fall to support the Division's shift to a Collaborative Learning Communities (CLC) model. Staff from SSS has been assigned to each of the CLC's; when possible staff has been assigned to only one CLC.

Speech-Language Pathologists

Our Speech-Language Pathologists have begun collecting data regarding student progress to track the effectiveness and learning growth response to additional educational assistant support that was provided this year. Initial feedback is highly positive and the new model is anticipated to have dramatic impact.

The Speech-Language Pathologists have begun, and completed in several schools, the process of administering Phonological Awareness Screening Tool to all Kindergarten students. This instrument provides baseline indications of student's readiness for language learning activities. The early completion of this assessment provides additional baseline information on Kindergarten students and allows teachers to provide intervention programming much earlier.

Social Work

Additional social work support this year is allowing the Social Workers to engage more actively with their assigned schools and students. They are in the midst of a pilot project on Social Emotional Learning – piloting implementation of *Strong Kids – Social Emotional Curriculum* (Pre K-12) based on school need. The curriculum includes twelve lessons. Data collection includes information from the pre and post tests that are included within the curriculum.

Psychologists

Psychologists are also engaged in components of the Social Emotional Learning pilot program. Additionally, they have also co-facilitated our Level 1 Threat Assessment Workshop.

One staff position has remained unfilled and programming and supports have been adjusted to accommodate for this shortfall.

Learning Support Services Facilitators

The most dramatic shift in service has been the implementation of the third Facilitator's position. This has allowed the team to serve a significantly reduced student population, with a higher degree of engagement.

They have continued supporting student specific program planning in schools (examples: attendance at regular clinical meetings with school and SSS staff; observation of students; multi agency team meetings; provide recommended resources; facilitate staff training (i.e.: Education Assistants), attend class profile meetings; liaise with school and family)

They also support, mentor and collaborate with resource teachers to assist in the professional development planning (student specific programming process). They are taking a lead role in involvement in Resource Teacher and Guidance Counsellor meetings. They also assist school principals in arranging for transportation for students with special needs as requested.

The Facilitators also support Human Resources in assisting with Educational Assistant interviews.

Through weekly meetings with the Associate Superintendent, the Facilitators assist in planning for a wide range of programming needs in reviewing applications for Appropriate Educational Programming support, reviewing curbside transportation as well as consultating with Joanna Ford, English as an Additional Language (EAL) Specialist, to address needs of EAL students with special needs in our Division.

The Facilitators also are primarily responsible for facilitating the following divisional programs/initiatives:

- Transition In (coordinating transitioning for children with special needs into Kindergarten);
- Roots of Empathy;
- Non Violent Crisis Intervention;
- Tri High Intake – weekly;
- Children's Therapy Initiative Intake – bi monthly;
- Transition Out (coordinating of transition students with special needs who are graduating from high school);
- United Referral Intake System (URIS);
- Threat Assessment;
- Families and Schools Together (FAST);
- Early Development Instrument; and
- Vision and Hearing Screening.

Staff Training

Student Support Services staff, from all areas, have coordinated/provided the following training to divisional staff:

- Non-Violent Crisis Intervention;
- Threat Assessment Level 1;
- Writing of Funding Applications;
- The Student Specific Programming Process; and
- Autism Spectrum Disorder.

General

Student Support Services has supported school and divisional staff in attending:

- See Me Beautiful Conference (Winnipeg); and
- Autism Conference – Susan Stokes (Brandon).

Student Support Services has representation on Divisional/Community Committees:

- Safe Schools;
- Brandon Healthy Families Coalition;
- Pregnant and Parenting Youth;
- Multi Agency Prevention Program;
- Sexual Education Resource Centre;
- BTA LIFT Committee;
- Learning Assistance Classrooms/Community Transition Meetings;
- Life Skills Meetings;
- Middle Years SSP Meetings;
- Quality Support Services;

- Quality Learning;
- Learning Support Services Strategic Planning;
- Child Abuse Committee; and
- Assistive Technology Divisional Pilot Project.

Community Partnerships that are connected to Student Support Services includes:

- St. Amant (Applied Behavioural Analysis Team);
- Child and Adolescent Treatment Centre;
- Brandon Regional Health Authority – Brandon Childrens' Therapy Team;
- Manitoba Education;
- Children's Special Services;
- Society for Manitobans with Disabilities; and
- Manitoba Fetal Alcohol Spectrum Disorder (FASD) Network.

French Languages

Report Prepared by Ms. Delphine Holian, French Language Specialist

Brandon School Division is participating to the Provincial Revitalization of Basic French curriculum and program. All concepts of Basic French will be reviewed. In 2011/2012 the team will be creating a new document which should be available for 2013/2014.

Attention is being given to the ongoing development of the French Immersion Program at École New Era School.

The evaluation of teachers and substitute teachers on their French language skills is an on going process.

This year, Brandon School Division has a French Monitor, Amadou Thioub, who is working closely with all four Immersion schools to support the French program, language and culture.

Canadian Parents for French (CPF) came to the French Immersion High School to do a presentation on different exchange programs and opportunities for those students, not only to improve their language skills in French, but also to motivate them to pursue in the French post-secondary program.

The Bureau d'Education Française (BEF) came from Winnipeg to meet with us. The focus of the discussion was looking at piloting an Intensive French Program and the possibility of having a second entry point in the French Immersion Program.

Workshops in French and for French have been available locally. More workshops will be offered locally to facilitate our teachers and the surrounding Divisions. It will focus on improving their teaching methodology and planning.

The first Divisional Cultural Event will be held in December. Grade 8 Basic French students across the Division will be going to Neelin High School where the Basic French high school students will create a French restaurant for the Grade 8 students. There will be over one hundred participants.

Finally, the French Department is trying to put together a Divisional "concours d'art oratoire" for the French Immersion and Basic French students. The finalist of each grade level and category will be going to Winnipeg for the Provincial competition.

Library

Report Prepared by Ms. Mayvis McLellan, Library Technician

All K-8 school libraries in the Division are running auto-circulation, with the exception of Spring Valley. Teacher-librarians report that the automated program is a great deal more accountable, and makes tasks such as inventory, library reports, and overdue letters less time-consuming.

Mayvis MacLellan, Divisional Library Technician, catalogues materials for the K-8 schools, Division Office, and the English as an Additional Language (EAL) Resource Centre. She has catalogued just under 2000 items for these libraries so far this year.

The process of moving the New Era library books that were selected for École Harrison, and the transfer of bibliographic records to École Harrison's collection, is complete. A significant amount of time was spent on this process by both Mayvis, and Jamie Davie, Network Administrator. More than 3600 items were removed from New Era, although in the end there was not enough space at École Harrison for everything. Personnel from New Era went through some of the boxes of items that were not going to be used, and returned them to New Era where they were re-shelved in its library. There are additional boxes that they would like to check before the materials are discarded

Mayvis assisted with performing inventories at Riverheights, New Era, and Alexander. These schools chose to do their yearly inventory prior to opening their libraries for the new school year.

Mayvis offers support when the teacher-librarians encounter difficulties with the library program, or require assistance or information about library procedures. She can usually resolve problems either over the telephone, or by “remoting” to the various libraries through the Virtual Network Computing (VNC) program. She often confers with Jamie in situations where library procedures and computer technology inter-connect. She has created a number of documents that support various library processes, and posts them to the Brandon School Division Library Conference where they can be accessed by Brandon School Division library personnel.

B. Divisional Quality Learning, Quality Teaching, Quality Support Services Steering Committees

Quality Learning Steering Committee

Presented by Co-Chairs M. Gustafson and D. Wilkinson

Quality Learning has focused on Engagement during the first quarter of the school year. The process has started with creating common understanding of engagement, developing divisional capacity and then supporting the development of school capacity.

Quality Learning facilitated a session on Engagement on September 14, 2010 for administrators with Warren Nickerson from Manitoba Education. In his first section on exploring engagement, Warren cited the CEA (Canadian Education Association) study "What did you do in school today?" and the three aspects of engagement (social, academic, intellectual). He also explored P. Schlechty’s definition of engagement and the design elements of engaging work. He concluded his presentation with a focus on the characteristics of professional development that engages teachers.

On September 30, 2010 Quality Learning facilitated a Faye Brownlee in-service on Engaging Middle Years Learners, attended by administrators and teachers. Faye provided a quick overview of some of the theories of engagement building on the Warren Nickerson presentation earlier in the month. The focus quickly shifted to implementation strategies for the classroom and the importance of multiple entry points for instructional planning with a focus once again on Universal Design for Learning, Backwards Design planning and open-ended strategies for teaching content to all. The nine aspects involved in designing engaging work, which include clear goals and criteria, product focus, no fault practice, organization of knowledge, relevant content, authenticity, novelty and variety, choice and affiliation/affirmation, were reviewed. In order to plan work that is engaging it is vital to know what the goal for the learning is or to teach with the end in mind and to move away from having only one right answer to any question.

The gradual release model was introduced. The steps of modeling, guided practice, independent practice and independent application were reviewed. A focus was given to guided practice and the importance of this step for student learning. Practical strategies for making guided practice effective and manageable within the classroom setting were provided.

Workshop participants were also guided through the process of assessment for learning. A definition of each of the six criteria involved was provided before Faye modeled how this process would look in the classroom.

The afternoon was spent working with examples of real student assignments. Participants acted as students as Faye walked us through an assignment and then the activity was debriefed by providing examples of work that students had completed. Faye responded to questions by modeling solutions and providing alternate options.

A third session with Faye Brownlee is currently in the planning stage to support the development of school teams.

Quality Teaching Steering Committee
Presented by Co-Chairs B. Shamray and G. McDonald

Literacy
Quality Teaching - Literacy Committee has been reviewing the DRAFT copy of the "K-4 Best Practices" document.

On November 16, 2010, the DRAFT copy of the document and the plan for its implementation was taken to the Learning Support Services meeting to be reviewed by principals. Input on the content of the document was obtained from principals. The principals approved the implementation plan as presented by the Early Literacy Steering Committee. The input from principals was incorporated into the "K-3 Best Practices" document by the Early Years Literacy Steering Committee on November 23, 2010. The "Grade 4 Best Practices" DRAFT page is being completed and will be added to the existing document. The DRAFT copy of the document will be e-mailed to all administrators for final review.

Teachers are being asked to volunteer to act as co-chairs for grade group committees (K-4). A meeting with the co-chairs and the Early Years Literacy Steering Committee is scheduled for Thursday, December 16 p.m. in the McLaren Room. At this meeting the grade group co-chairs will review the "K-4 Best Practices" document with the Early Years Literacy Steering Committee, their input regarding the content of the document will be sought. They will be asked to formulate a plan for implementing the document to all classroom teachers.

Numeracy

The Grade 7 Numeracy Committee has submitted a draft proposal to change the Grade 7 divisional assessment to Grade 8. There is also a request to change the format to match the Grade 7 provincial assessment. The Grade 5 Numeracy Committee is also proposing to change the Grade 5 divisional assessment to follow the provincial format. The long range goal is to have a Grade 6 assessment as well following the provincial format. Students can then be tracked divisionally on their numeracy progress from Grade 5 to Grade 8.

Our next meeting is on December 16, 2010 with coordinators in the area of French, English as an Additional Language (EAL) and Physical Education to discuss their work plans progress and to inform them of the work of our other committees.

Quality Support Services Steering Committee

Presented by Co-Chairs M. Peirson and M. Adamski

The Committee meets monthly to review and update the Committee action plan.

The area of focus for the last two months is still a work in progress. The two main areas of focus are:

- Transportation

  To review curbside busing. This service has gone beyond the capacity that the system can provide. This issue has been addressed with the principals. A survey questionnaire regarding curbside busing was handed out at the November 16, 2010 Learning Support Services meeting to the principals. Below are the sample survey questions:

  - What are the challenges in our curbside transportation service?
  - What are the positives in our curbside transportation service?
  - How could we review the needs of the students for curbside transportation service?
  - What would the timeline be like?
  - Should we develop criteria/guidelines for curbside transportation?

  The Sub-Committee met with Ron Harkness, Supervisor of Transportation, on November 29, 2010 to review the curbside busing services and share the feedback from the principals. The Sub-Committee will make recommendations for an updated framework for curbside requests, and call for regular reviews of students who are receiving this service. Recommendations and framework will be shared with the principals at a Learning Support Services meeting in the near future.

- Human Resources
  A meeting is scheduled for December 13, 2010 to meet with Becky Switzer, Director of Human Resources. Areas of focus are:
  - to do revision of the Divisional questions for the interviews of teacher candidates. The committee will involve a few principals in this process;
  - to discuss Divisional needs for professional development for Educational Assistants; and
  - to review the Brandon School Division Educational Assistant Handbook.

An Aboriginal Initiative Workshop titled *A Journey From Cultural Awareness to Cultural Competency* was held in October for Kindergarten to Grade 12 teachers. Erla Cyr, the divisional Aboriginal Counsellor, and Elder Kevin Tacan facilitated the workshop. A total of thirty five teachers attended the workshops. Based on the participant feedback there is a strong interest, motivation and energy to enhance support for the Aboriginal student population. The same participants attended a half-day session in early December. The focus was on infusing the Aboriginal perspective into the curriculum.

C. Senior High Review

The Senior High Access Committee has met four times since the start of the current school year. The Committee is comprised of all Principals and Vice Principals from the Senior High Schools, the Superintendent of Schools/Chief Executive Officer, and the Associate Superintendent. The work of the Committee focuses on matters at the Senior High School level related to Quality Learning, Quality Teaching, and Quality Support Services. Meetings also provide an opportunity to discuss management items as they arise.

In September the Committee received a presentation by the Division's new Technology in Learning Specialist K-12. There will be a continued focus on Literacy with ICT Across the Curriculum in Senior High Schools during this school year.

On September 24, 2010 a Senior High Review Session took place at the Riverbank Discovery Centre. The focus of this session was the implementation of Policy/Procedures 4052 – *Assessment, Evaluation and Reporting of Student Learning and Achievement* in Senior High Schools. Participants included resource teachers and teachers from various subject areas. A presentation was made regarding the implementation of Policy 4052 as it occurs at the K-8 level. Feedback was gathered and a Steering Committee has been established to continue with the implementation

work. The Steering Committee is comprised of Senior High Principals, Staff Development Specialists at the Senior High Schools, and 1-2 Teachers from each High School.

The Coordinator of Research, Assessment and Evaluation presented at the October meeting regarding the Student Engagement Survey. This survey will be implemented in November.

In November the Committee was joined by Mr. David Swayze, Meighen Haddad LLP. Mr. Swayze made a presentation on Criminal Records Checks and Child Abuse Registry Checks requirements and parameters, as well as off-site travel requirements for extra-curricular activities (as per Board Policy 4001 - *Off Site Activities*).

The Coordinator of Research, Assessment and Evaluation presented a report entitled, "Provincial Grade 12 Standards Tests, Eight-Year Summary of Results (2002-2010), October 2010."

At the most recent meeting on November 18, 2010 the Committee received an update report from the Steering Committee regarding the Implementation of Policy 4052. Also at this meeting the Committee discussed a report to be prepared for the Board of Trustees regarding Grade 9 student achievement results in Literacy and Numeracy, and programming options to assist those students currently assessed as "below grade level".

Implementation of Single Track French Immersion School

The Single Track French Immersion School Implementation Steering Committee has met three times since the start of the current school year. The Committee is comprised of Principals of George Fitton School, Green Acres School, École Harrison, and École New Era School, the Director of Human Resources, the Secretary-Treasurer, the Superintendent of Schools/Chief Executive Officer, and the Associate Superintendent. The work of the Committee this year will focus on matters that require follow up during this initial year of implementation.

The first meeting of the current school year was held on September 1, 2010. The Director of Human Resources provided an update report on staffing at the four schools. It was noted that there has been a good distribution of student enrolment at the four schools. The Principal of Green Acres School reported on the successful completion of the roof renovation work at the school. Green Acres students and staff were able to commence the new school year in their home school of Green Acres, after having been relocated temporarily to Riverview School in the spring while the renovation work occurred.

The Committee met again on September 29, 2010. Principals reported that school start up was positive for students and staff. Principals identified some needed resources and the Secretary-Treasurer will follow up on these items. As well, a discussion was held regarding grant applications and fundraising for new play structures at George Fitton School and École Harrison.

The most recent meeting of the Committee took place on October 20, 2010. A discussion was held regarding staffing and recruitment of French Immersion teachers. The Secretary-Treasurer is in the process of following up on needed resources identified at the previous meeting; such as improved sound systems for George Fitton School and École Harrison, and additional lockers and an additional photocopier for George Fitton School. The Parent Councils and Administration of George Fitton School and École Harrison are working together on grant applications for new play structures.

Human Resources Department

Report Prepared by Ms. Becky Switzer, Director, Human Resources

The Human Resource Department provides services to potential employees, current employees, school administrators, senior administration and to the Board of Trustees.

Over the past couple of years, services have been upgraded to effectively and efficiently use technology and as a result, a green initiative was implemented. The reduction of paper used to communicate has made an impact on how business in conducted. Potential employees submit applications online with the simple click of a button versus photocopying an application package several times to apply to each competition they are interested in. Current employees can also do the same with applications online; in addition, they can review pertinent payroll history, access sick leave bank amounts, and view T4 information. School administrators can review who has applied to their school through technology versus waiting for the competition to close to pick up paper copies at the Division Office. School administrators also now submit all required paperwork for teacher recommendation via technology versus paper submissions.

The use of technology in the Human Resource Department has provided additional information within the database, which will lead to detailed reports for Senior Administration and the Board of Trustees. It has decreased significantly the “wait” time for school administrators to access information related to staffing, and has provided a more effective and efficient way to manage information.

The Human Resource Department looks forward to further development of online leave requests, electronic personnel files and recording of professional development workshops.

IV. Student Achievement Results

Report Prepared by Mr. Adrian Kuryliw, Coordinator of Assessments, Evaluation and Research

The Provincial Grade 12 Standards Tests – Eight-Year Summary of Results (2002-2010) is attached as Appendix A.

V. Conclusion

Subsequent to this quarterly report are the reports on school matters, divisional initiatives, and community connections provide to the Board of Trustees in the Superintendent of Schools/Chief Executive Officer's report in the regular bi-weekly reports.

Respectfully submitted,

Dr. Donna M. Michaels
Superintendent of Schools/
Chief Executive Officer

A. Quality Learning

High Ability Learner Enrichment Program (HALEP) Steering Committee Meeting / December 9, 2010

The most recent meeting of the High Ability Learner Enrichment Program (HALEP) Steering Committee was held on December 9, 2010.

All HALEP teachers were invited to attend this meeting. The purpose of the meeting was to continue discussions regarding the implementation of the Schoolwide Enrichment Model, as per Board Policy 4044 – *Appropriate Educational Programming* and Procedures 4044.3 – *High Ability Learner Enrichment Programming (HALEP) – Appropriate Educational Programming.* A professional development plan for the remainder of the year was shared by the HALEP Teachers.

Four HALEP teachers and one principal attended the Confratute Conference Summer 2010. This Confratute was established by Joseph Renzulli (creator of the Schoolwide Enrichment Model) and Sally Reis. Each participant shared information on the specific sessions he/she attended. Everyone agreed that the Confratute was a wonderful learning opportunity and a great team-building experience. Participants expressed that the Confratute confirmed that we are on the right path and provided many new ideas and tools to assist teachers in further developing HALEP in Brandon School Division.

The next meeting of the HALEP Steering Committee is scheduled for March 4, 2011.

B. QUALITY TEACHING

PRINCIPAL PREPARATION PROGRAM - SESSION 4 "LEARNING LEADERSHIP" / DECEMBER 14, 2010 AND PRINCIPAL MENTORSHIP / JANUARY 24 – 28, 2011

Report prepared by Mr. Jaime Lombaert, Vice Principal George Fitton School

Principal Preparation Program

On Tuesday, December 14, 2010 Principal Preparation Program Session 4 took place. The facilitators were Michael Adamski, Principal, Neelin High School and Dave Lim, Principal, King George School and the topic was the Principal as an Instructional Leader. The main themes included:

- surrounding yourself with experts;
- staffing;
- ongoing communication;
- continuing to grow and learn and become aware of upcoming trends; and
- adapting to the needs of the school.

The session was very interesting and informative.

Principal Mentorship

The Principal Mentorship Opportunity is a key component in the Principal Preparation Program. During the week of January 24 – 28, 2011, participants will have their second opportunity for principal mentorship. Twenty-nine out of thirty-one participants in the Principal Preparation Program signed up to take part in the mentorship opportunity. Each participant will have the opportunity to be mentored by a principal in Brandon School Division for a half or full day. Principal Mentorship will continue to give participants in the program the opportunity to link practice with theory from the course.

C. QUALITY SUPPORT SERVICES

BRANDON COMMUNITY DRUG AND ALCOHOL EDUCATION COALITION – YOUTH REVOLUTION (Y-REVOLUTION) REPORT / DECEMBER 2010

The goals of the Brandon Community Drug and Alcohol Coalition are the following:

- increase awareness and understanding of healthy lifestyle choices among youth;
- increase awareness and understanding of illicit drug use among youth and their negative consequences; and
- improve the students' knowledge and level of skills to avoid illicit drug use by developing and/or enhancing skills to avoid drug use (e.g. positive coping skills, resisting peer pressure to use).

The Youth Revolution (Y-Revolution) is a student leadership group that creates programs to promote healthy life choices and minimize the use of drugs and alcohol among youth. The Y-Revolution was created by the Brandon Community Drug and Alcohol Coalition.

The Y-Revolution hosted two major events on October 6, 2010 (student forum) and November 10, 2010 (leadership meeting). These events included over one hundred students from grade 5 to 12 from fifteen schools. The forum launched the Youth Revolution and the meeting gathered project ideas designed by students, in order to start implementing them within their schools through the Y-Revolution. There will be more than twenty projects implemented in the schools from November, 2010 to May, 2011. The following events main events are on the following dates:

- February 16, 2010 – Leadership meeting (sharing projects' status); and
- May 25, 2010 – Youth Revolution Ceremony (receive certificates and celebrate successes).

In addition to the fifteen Y-Revolution groups, there is a Student Advisory Y-Revolution group of more than twenty students. This group works closely with the coordinator (Lili Jardine) to implement all the Youth Revolution projects and ideas in order to support the fifteen Y-Revolution groups. This group also helps facilitate the major events.

The Community Drug and Alcohol Education Coalition's website contains information about the Coalition, the Y-Revolution, community programs, community resources, the Y-Revolution's newsletter and contests. For more information, please visit the website: http://daeducation.wordpress.com.

Below, find other projects that the Community Drug and Alcohol Education Coordinator is implementing in addition to the ones mentioned above:

- evaluation of the Teen Clinic – Report to Health Canada;
- working together with the Division's Native Elder and implement an evaluation of his results – Report to Health Canada;
- evaluation of the Addictions Foundation Manitoba counselors – Report to Health Canada;
- evaluation of the Brandon Police Officers – Report to Health Canada;
- implementation and evaluations of the additions to the Health Curriculum;
- searching for additional funds; and
- reports to Health Canada.

3. COMMUNITY CONNECTIONS

For Information ..... D. Michaels

ARTS AND LEARNING: SHAPING OUR FUTURE TOGETHER
THE FOURTH ANNUAL CANADIAN SYMPOSIUM / DECEMBER 2010

Report prepared by Ms. Barbara Miller, Principal, Alexander School

This conference offered many opportunities to explore how the arts enhance learning opportunities for students by providing them with authentic experiences that foster creativity. It also gave me the opportunity to connect with artists who may be able to

provide programming support through professional development or artist residencies to our students. It also provided me with the opportunity to make connections with other educators who are working to infuse art across the curriculum and provide students with relevant and meaning learning opportunities that enhance collaboration, creativity, and problem-solving skills in Manitoba, Saskatchewan, and Ontario as across the United States.

The keynote speaker, Sir Ken Robinson, talked about the power of good teaching and the need to foster creativity in order to prepare students for a world that is yet to exist. The future is so abstract, as technology evolves, and students need to be able to address tomorrow's challenges by looking for creative solutions. This will require people who are able to think outside the box and who have developed multiple ways of approaching a complex problem. He also stated that we need to encourage and celebrate diversity through giving students multiple ways of expressing their knowledge. I look forward to reading his latest book, The Element, where he describes the possibilities that exist when a person discovers their natural talents and personal passion.

During this conference, I presented on the successful implementation of our *Learning with the Arts* program at Alexander school. I received positive feedback from the audience as well as people I encountered throughout the day. Many people commented on the components of the program and the quality learning opportunities that are available to our students. I had several people interested in learning more about the program being offered at Alexander School. I have attached a copy of my PowerPoint presentation (Appendix B).

I was able to talk with another administrator from Winnipeg and her staff, who are delivering a program much like the one at Alexander school. We plan to meet, as a collaborative team, and share our learning to enhance our teaching practices and program delivery. The teachers at both schools are looking forward to this opportunity for professional sharing.

I would like to express my appreciation for the opportunity to attend this conference.

BRANDON COMMUNITY DRUG AND ALCOHOL EDUCATION COALITION MEETING / DECEMBER 8, 2010

Present:

Addictions Foundation of Manitoba	Shirley Kendzierski
Brandon School Division	Michael Adamski
	Terry Osiowy
	Craig Laluk
	Dr. Donna Michaels
	Lili Jardine
Brandon Police Service	Inspector Ian Grant

Brandon Regional Health Authority	Fiona Jeffries
Brandon University	Karen Doty-Sweetnam
Child and Family Services	Art Asham
Evaluator	Rod Balkwill
Probation Services	Paul Bergen

Regrets:

Addictions Foundation of Manitoba	Julie Hockley
Assiniboine Community College	Caley Strachan
Brandon Ministerial Association	Reverend Paul Sakasov
Brandon Friendship Centre	Gail Cullen
Brandon Chamber of Commerce	--
Brandon Police Service	Chief Keith Atkinson
	Constable Dave Scott
Brandon School Division	Mathew Gustafson
	Trustee Glen Kruck
	Greg Malazdrewicz
Brandon Regional Health Authority	Jayne Troop
CFB Shilo	Corrie Syganiec
Child and Adolescent Treatment Centre	Liz McLeod
City of Brandon	Mayor Shari Decter Hirst
Community Development Department	Esther Bryan
Family Services and Housing	Kathy Wightman
Teen Challenge	Reverend Jim Paulson
	Ron Yacuik

Welcome and Agenda Review

Dr. Michaels welcomed everyone to the meeting. Regrets were communicated from other members unable to attend.

Student Presentation

Jenna Wade, Vincent Massey High School Student and a member of the Y-Revolution, attended the first part of the meeting to speak to the Coalition. Jenna said that it has been an amazing experience, to be part of the Y-Revolution, to know the students that are impacted. Students work every lunch hour, assisting L. Jardine. The forums held have been amazing to connect students.

S. Kendzierski thanked her for the time she puts in.

The following questions were asked of Jenna:

Dr. Michaels – Why is the Y-Revolution and involvement of other student having such an impact?

Jenna – The forums start with ice breakers, share ideas with students from other schools; hoping for the ripple effect. The forums offer different activities so students can stay away from drugs at those times.

Dr. Michaels – What are the biggest issues facing students around drugs and alcohol?

Jenna – There is not enough to do so they do drugs and alcohol. This gives them other options.

M. Adamski – Do kids know where to access drugs?

Jenna – You see it everywhere. They do know which students to talk to about it.

S. Kendzierski – Has there been an opportunity to explore peer pressure?

Jenna – Yes, we did. It is a really big issue.

Dr. Michaels – What could we do differently so students would be less bored?

Jenna – Could have more activities during lunch hour.

Dr. Michaels – Where do you see the Y-Revolution going from here?

Jenna – Other schools could start a Y-Revolution; could go a long way.

L. Jardine – Networking with other students was important.

C. Laluk – You mentioned student boredom; do students say what they would like to do so that we could remove barriers?

Jenna – More events like the Monster Mash would be good. A Youth Activity Center would be great. It's important not to have fun things that are educational as well; this drives students away.

L. Jardine – Need to promote more community events.

Inspector Grant – What are your thoughts on presence of police at school?

Jenna – Constable Scott is a very nice guy. The students don't like him only if they are doing something bad. Other students think of him as another teacher; they don't really notice him.

T. Osiowy – In our schools we have a huge percentage of students that aren't connected. What can the Y-Revolution do to try to bring in those students?

Jenna – If projects that are initiated are fun, students will talk about them and then more people will be brought in.

L. Jardine – In December, crash survivor Keith Kreutzer will be at Vincent Massey for a luncheon. Students are encouraged to bring two people to the luncheon to hear his story. Hopefully this will touch some students.

K. Doty-Sweetnam – Lili, you need to be commended for listening to the students wants.

R. Balkwill asked Jenna to pass on regards to the other students that are involved.

Dr. Michaels thanked Jenna for attending the meeting and excused her.

Review of Coalition Meeting of October 14, 2010

T. Osiowy reviewed the minutes of the previous meeting; no changes or omissions were noted.

Partner Updates

Addictions Foundation of Manitoba
- still in the process of identifying new CEO;
- Manitoba Addictions Week had great community support;
- methadone program is achieving stability – 40 people currently attending;
- school based programs are still in process;
- enhancing number of beds in St. Rose;
- AFM continues to be busy; and
- AFM will not be closing during the Christmas break.

Assiniboine Community College – no report

Brandon Chamber of Commerce – no report

Brandon Friendship Centre – no report

Brandon Ministerial Association – no report

Brandon Police Service
- a busy year;
- sent eight Officers to Olympics in Vancouver;
- participated in local Torch Relay;
- participated in Memorial Cup;
- overall crime rate is down;

- commitments are still to safety and security of community – schools, School Resource Officers, Crime Support Unit dedicated to drug issues and Community Policing Program; and
- overall have had a very good year.

Inspector Grant spoke to the Civil Forfeiture Branch recently opened by the Department of Justice. The benefit of this Branch is that it is another tool to fight against illegal activity. This exists in other provinces as well.

The work of the Civil Forfeiture Branch was discussed in detail. Police Services are able to apply for monies that have been seized.

Brandon Regional Health Authority (BRHA)

- Healthy School funds have been allocated to schools to respond to Youth Health Survey;
- the Youth Health Survey for 2012 is being developed;
- continued participation in Co Occurring Disorder (CODI) initiatives and assessments – most recently, participation in CODI strategic planning for 2011 on November 29, 2010. CODI ensures that clients presenting with both mental health and addiction issues receive treatment for both areas – no wrong door type of approach;
- "wrapping up" many groups – Triple P Parenting, Active Parenting, Taming you Worry Dragons (anxiety group for younger clients), Self Management Group (emotional control for adolescents), Social Club (social skills for young clients), to name a few. More groups ongoing in Day/Morning Program and on the Crisis Stabilization Unit;
- initiation of Family Therapy program. Limited space – offered by Dr. Jenkins and Jenn Shurb; and
- increased emphasis on younger clients, prevention and integration of families/parents in all treatment plans to the extent possible.

Child and Adolescent Treatment Centre – no report

Brandon School Division Schools –

High Schools

Crocus Plains

- have had a really positive year;
- hosting regional TADD workshop on December 13;
- blood donor clinic was held December 6;
- enhancing programming – started Advanced Placement Programming;
- added to Student Services Department – Career Education Centre – results have been remarkable with good feedback from students;
- Environmental Sciences Program has been growing;
- looking at flexible/alternative programming;
- in the process of reviewing Student Services area;
- extracurricular programs are busy; and

- did have a busy three months in suspensions – unacceptable behaviour. Some inappropriate behaviour suspensions are being dealt with in school.

Neelin

- recognize partnership with Brandon Police Services – accessibility to Constable Dave Scott – "he is a great resource";
- the influence the Y-Revolution on Neelin High School has produced a Y-Revolution group at Neelin. A number of different activities are being worked on. TADD has restarted at Neelin. The Y-Revolution and TADD groups have merged. There are eleven students attending the TADD conference at Crocus Plains;
- messages went home to parents regarding the Student Engagement Survey that is contracted through The Learning Bar of Canada. This survey is to get feedback from students on what is being done well/what could be done better in the school. All students will be surveyed. Data is received about twenty four hours after completion of survey. It is important for the schools to act on the information that is received;
- the AFM poster that was received in the fall was distributed to all parents; and
- appreciates the AFM Counsellor in the school.

Neelin Off Campus – no report

Vincent Massey – no report

Elementary/Middle Schools

- C. Laluk (École Harrison) appreciates Constable Shanna Bird's role at the middle years as well;
- relatively new school – developing new school culture;
- pleased to announce the Y-Revolution students are conducting a poster/video contest – three teachers will be judging;
- Constable Bird has been in the school to discuss cyber bullying; and
- beginning to develop the school's Vision Statement in the new year.

Senor Administration – no report

Board of Trustees – no report

Brandon University

- University is busy with exams; and
- roots of addiction is trauma – need to remember the trauma background when dealing with people.

CFB Shilo – no report

Child and Family Services

- increased staffing significantly – cuts caseloads down;
- hired a Youth Engagement Specialist; and
- students need to be engaged without the "education" perspective – "need to be able to have fun and just be kids".

City of Brandon – no report

Community Development Department – no report

Family Services and Housing – no report

Probation Services

- since March, probation numbers have dropped;
- short staffed; and
- have a shared position with AFM.

Teen Challenge – no report

Education Coordinator Update

All schools have received a Y-Revolution binder that contains information on the Y-Revolution including how to implement projects, data slips, templates. A thank-you breakfast was held for school counselor for implementing new curriculum. They gave one suggestion to have Y-Revolution information included in school newsletters.

Next Meeting Date

Thursday, March 3, 2011
9:00 – 11:30 a.m.
Board Room, BSD Administration Office

4. CORRESPONDENCE

For Information ..... D. Michaels

CORRESPONDENCE RECEIVED FROM KALEY MAKSYMYK, HEALTHY SCHOOLS CONSULTANT

The following correspondence has been received from Kaley Maksymyk, Healthy Schools Consultant:

> *We are pleased to inform you that fifteen schools in your division (Betty Gibson, Earl Oxford, George Fitton, Green Acres, J.R. Reid, King George, Kirkcaldy Heights, Linden Lanes, Meadows, O'Kelly, Riverheights, Spring Valley, Valleyview, Vincent Massey and Waverly Park) are participating in the Healthy Schools Fall 2010 Mental Health Campaign.*

Funding of $100.00 per school, plus an additional $0.35 per student has been sent directly to each participating school.

Thank you for your continued support in the Healthy Schools Campaigns and your commitment in promoting health and wellness in your school community.

CORRESPONDENCE RECEIVED FROM NANCY ALLAN, MINISTER OF EDUCATION REGARDING MANITOBA'S SCIENTISTS IN THE CLASSROOM GRANTS

Kirkcaldy Heights School has received a Manitoba Scientists in the Classroom Grant.

The following correspondence has been received from Nancy Allan, Minister of Education:

Thank you for your application for a Manitoba Scientists in the Classroom grant. I am pleased to inform you that $1000 has been awarded to your school.

Thank you for your interest and participation in this program.

Appendix A

BRANDON
SCHOOL DIVISION

"Accepting the Challenge"

Provincial Grade 12 Standards Tests

Eight-Year Summary of Results (2002-2010)

October 2010

Executive Summary

Grade 12 Provincial (Manitoba) Standards Tests completed in the Brandon School Division have been closely monitored and analyzed since the 2002-03 school year. They are administered in January and June of each school year to accommodate the semester schedule and include the Grade 12 Language Arts, Pre-Calculus Mathematics, Applied Mathematics, and Consumer Mathematics assessments developed by Manitoba Education.

Brandon School Division results have, on average, demonstrated at, or better than, provincial mean scores over the past 8 years on all assessments. Brandon School Division students have tended to score better on mathematic measures than on literacy tests, compared to the provincial average or *mean*.

Vincent Massey and Neelin high schools have demonstrated consistently strong Language Arts scores.

Vincent Massey has demonstrated a very strong trend of high Pre-Calculus scores throughout the 8-year period and Neelin demonstrated strong Pre-Calculus results compared to the provincial mean for the first 3 years of this period.

All 3 BSD high schools show strong Applied Mathematics results compared to the Manitoba average across the 8-year period of analysis.

Consumer Mathematics scores were initially quite strong compared to the provincial average, however more students were encouraged to register for the more demanding Applied and Pre-Calculus courses when these trends were noted. This was an intentional initiative beginning in 2003-04 carried out by all 3 Senior High schools and the BSD administrators are pleased with this result. BSD students are now scoring at the provincial average in Consumer Mathematics.

Number of BSD Students with Valid Test Score Results

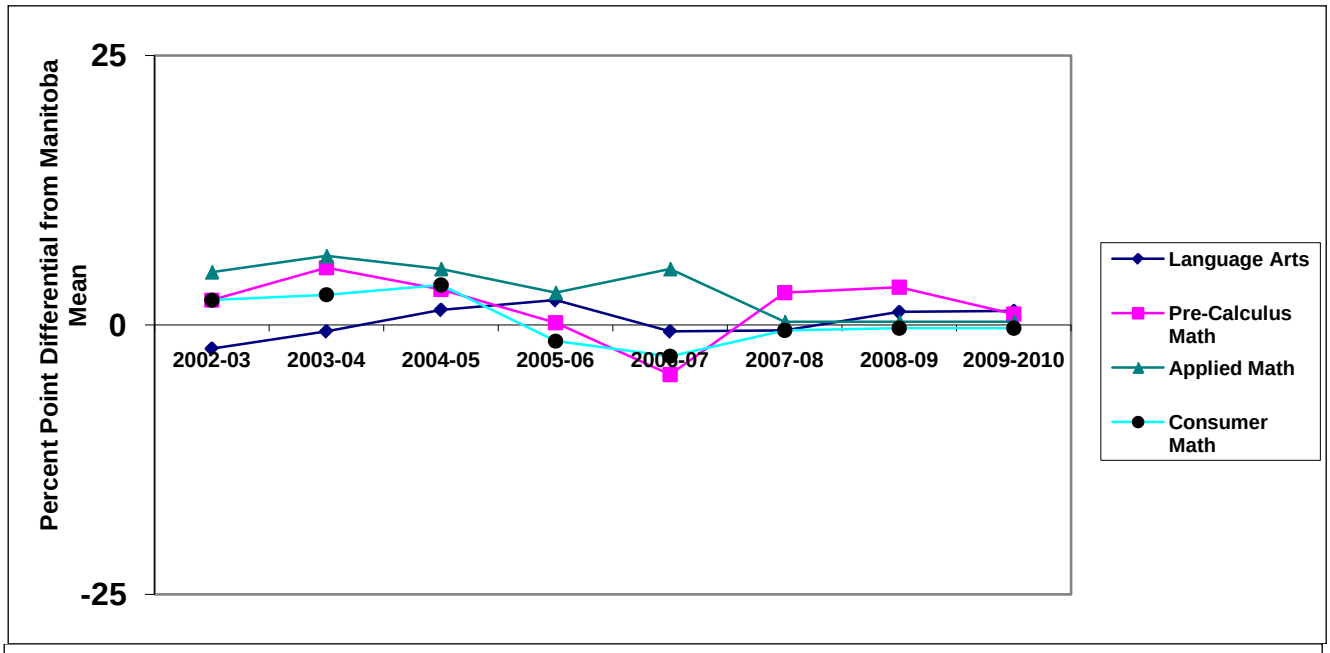
GRADE 12 Language Arts	BSD *n*	CP *n*	VM *n*	Neelin *n*
2002-2003	479	213	187	79
2003-2004	525	237	208	80
2004-2005	487	207	213	67
2005-2006	475	215	207	53
2006-2007	464	182	190	92
2007-2008	409	174	180	55
2008-2009	410	155	184	71
2009-2010	396	154	163	79

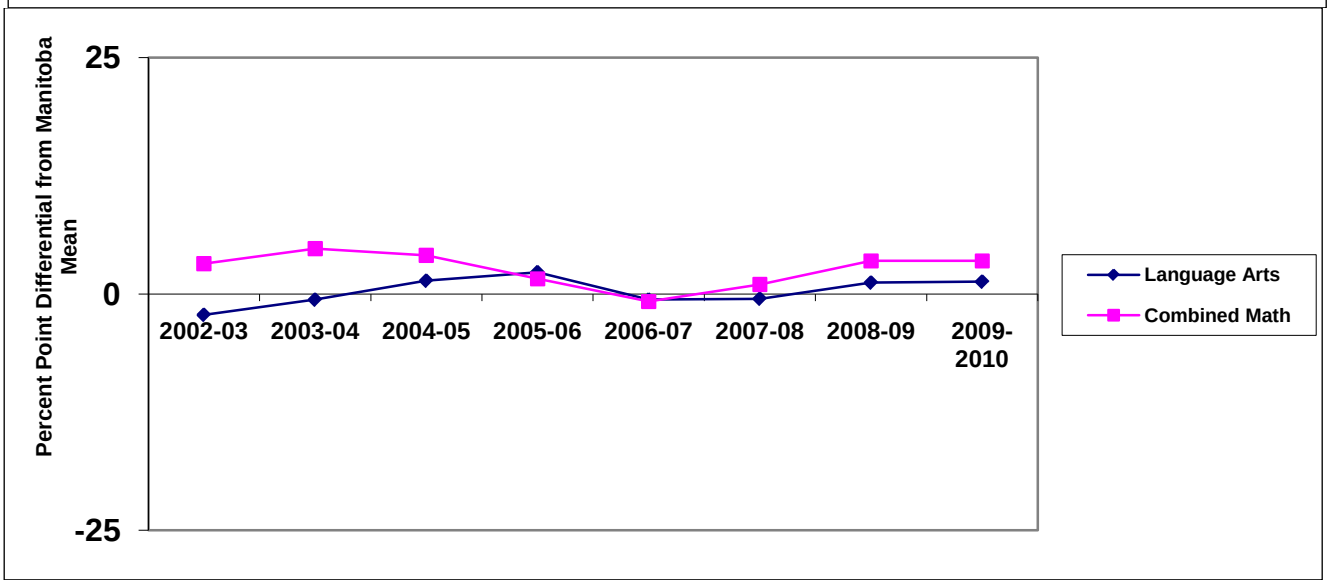
GRADE 12 Pre-Calculus	BSD *n*	CP *n*	VM *n*	Neelin *n*
2002-2003	148	53	88	7
2003-2004	187	84	90	13
2004-2005	163	65	92	6
2005-2006	176	57	99	20
2006-2007	185	70	92	23
2007-2008	176	64	26	26
2008-2009	157	50	89	18
2009-2010	131	45	70	16

GRADE 12 Applied Math	BSD *n*	CP *n*	VM *n*	Neelin *n*
2002-2003	135	63	60	12
2003-2004	188	69	97	22
2004-2005	210	89	89	32
2005-2006	190	73	76	40
2006-2007	210	71	103	36
2007-2008	192	78	84	30
2008-2009	204	73	89	42
2009-2010	186	88	63	35

GRADE 12 Consumer Math	BSD *n*	CP *n*	VM *n*	Neelin *n*
2002-2003	185	115	30	40
2003-2004	184	137	0	47
2004-2005	118	90	0	28
2005-2006	124	101	0	23
2006-2007	148	73	48	27
2007-2008	143	73	38	32
2008-2009	122	80	27	15
2009-2010	163	73	57	33

Grade 12 Provincial Standards Test Mean Score Results
All BSD Schools (2002-2010)





BSD Results[1]	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
G 12 Language Arts	-2.2	-0.6	**+1.4**	**+2.3**	-0.6	-0.5	**+1.2**	**+1.3**
G 12 Pre-Calculus Math	**+2.3**	**+5.3**	**+3.3**	**+0.2**	-4.6	**+3.0**	**+3.5**	**+1.0**
G 12 Applied Math	**+4.9**	**+6.4**	**+5.2**	**+3.0**	**+5.2**	**+0.3**	**+0.3**	**+0.3**
G 12 Consumer Math	**+2.3**	**+2.8**	**+3.7**	-1.5	-2.9	-0.5	-0.3	-0.3

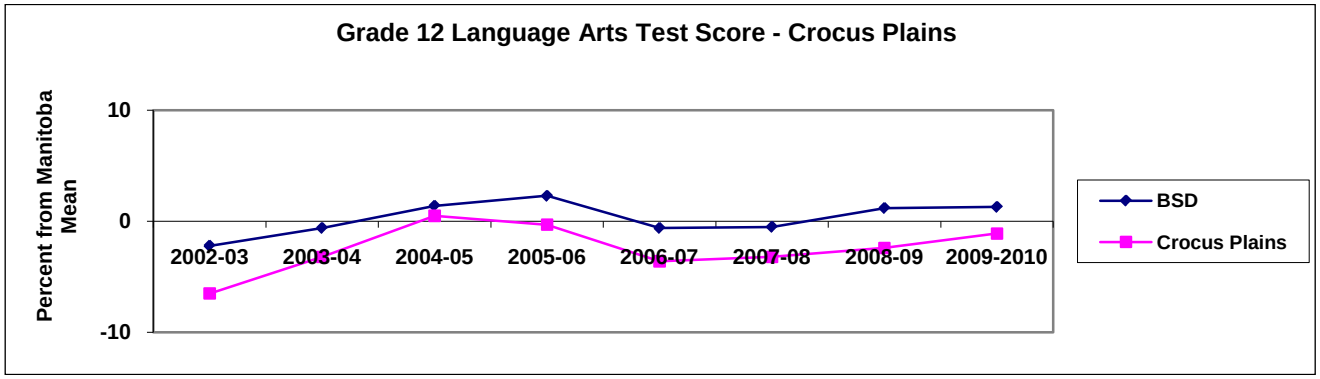
[1] Scores are reported as "normalized" percent point difference from Provincial mean

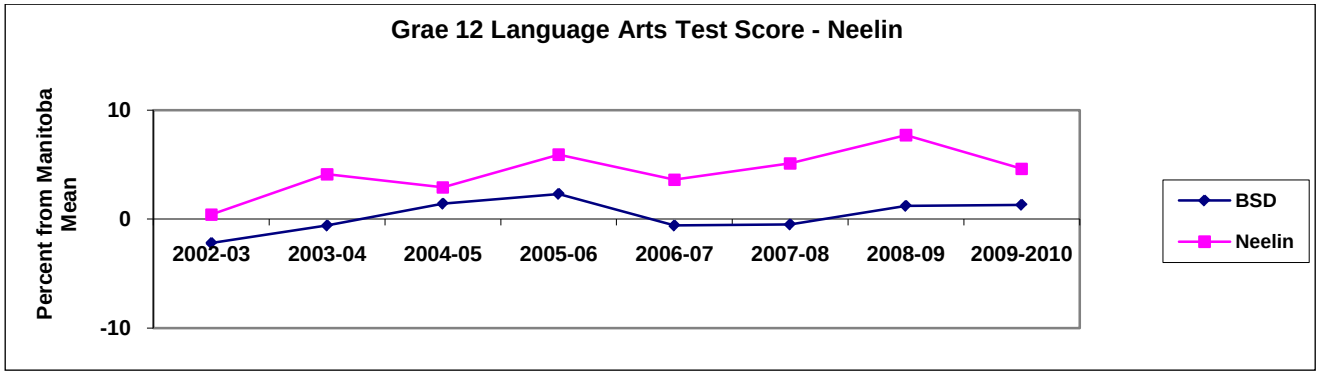
Grade 12 Language Arts Provincial Standards Test

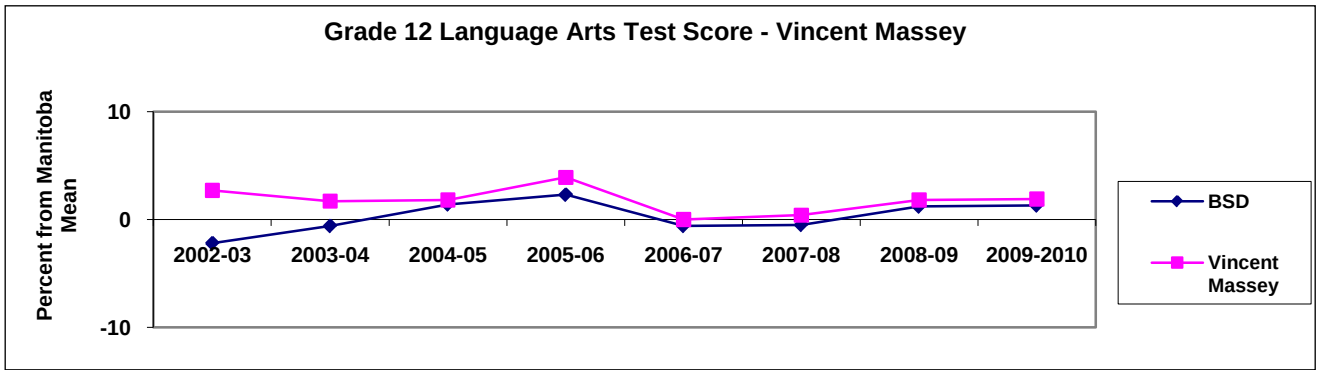
Eight-Year Summary of Mean Test Score Results[2]

Comparing BSD School Mean Score Results to Provincial Mean

Year	BSD	CP	VM	Neelin
2002-2003	-2.2	-6.5	+2.7	+0.4
2003-2004	-0.6	-3.2	+1.7	+4.1
2004-2005	+1.4	+0.5	+1.8	+2.9
2005-2006	+2.3	-0.3	+3.9	+5.9
2006-2007	-0.6	-3.6	0.0	+3.6
2007-2008	-0.5	-3.2	+0.4	+5.1
2008-2009	+1.2	-2.4	+1.5	+7.7
2009-2010	+1.3	-1.1	+1.9	+4.6
8-Yr Mean	0.3	-2.3	+2.0	+4.5







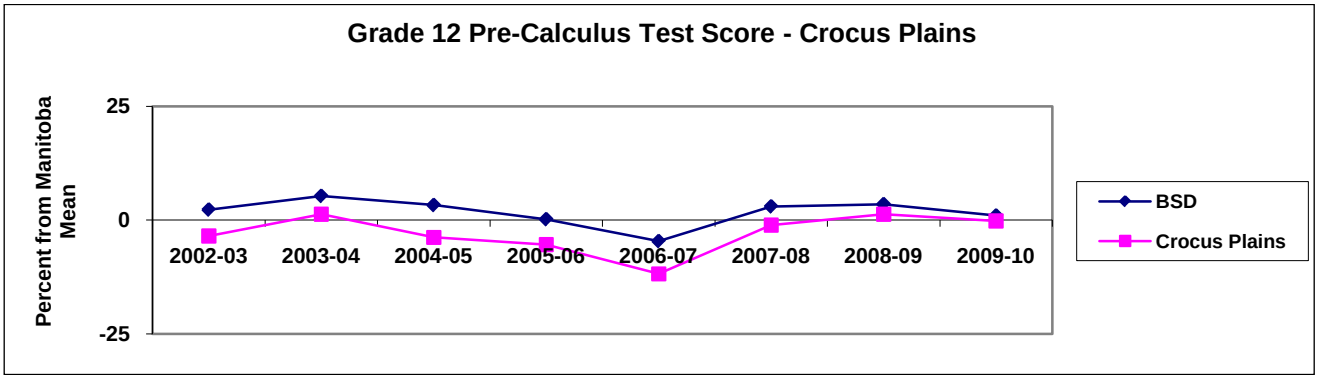
[2] Scores are reported as "normalized" percent point difference from Provincial mean

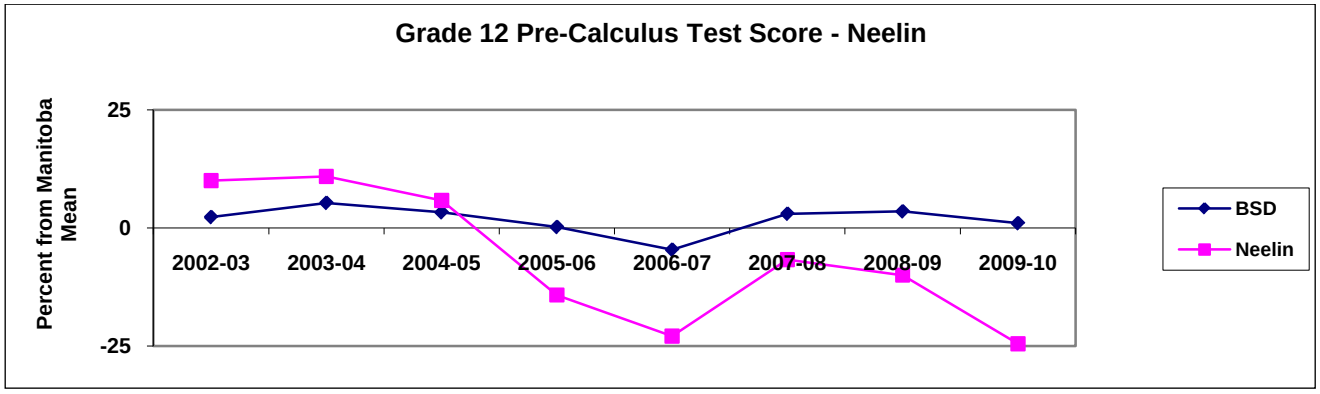
Grade 12 Pre-Calculus Provincial Standards Test

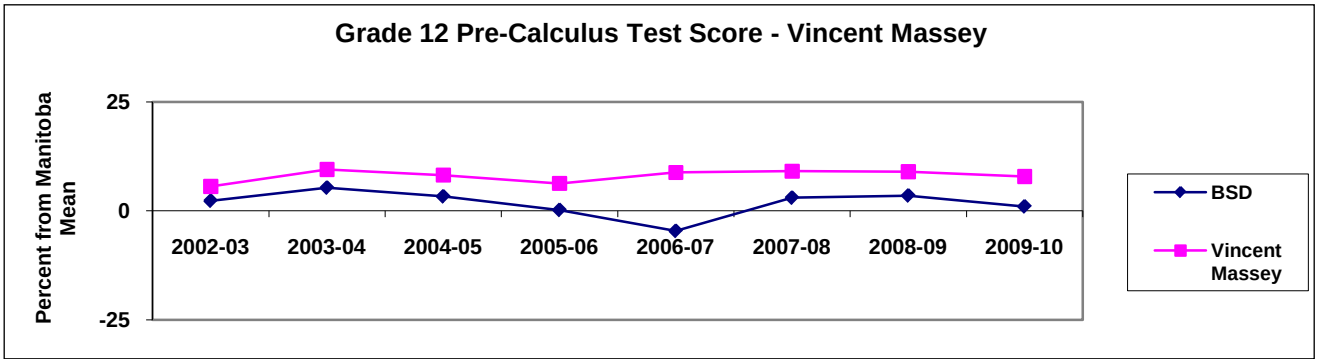
Eight-Year Summary of Mean Test Score Results[3]

Comparing BSD School Mean Test Score Results to Provincial Mean

Year	BSD	CP	VM	Neelin
2002-2003	**+2.3**	-3.5	**+5.6**	**+10.0**
2003-2004	**+5.3**	**+1.3**	**+9.5**	**+10.9**
2004-2005	**+3.3**	-3.8	**+8.2**	**+5.8**
2005-2006	**+0.2**	-5.4	**+6.3**	-14.2
2006-2007	-4.6	-11.8	**+8.8**	-22.9
2007-2008	**+3.0**	-1.1	**+9.1**	-6.7
2008-2009	**+3.5**	**+1.3**	**+9.0**	-10.0
2009-2010	**+1.0**	-0.2	**+7.9**	-25.5
8-Yr Mean	**+2.1**	-3.2	**+8.1**	-8.0







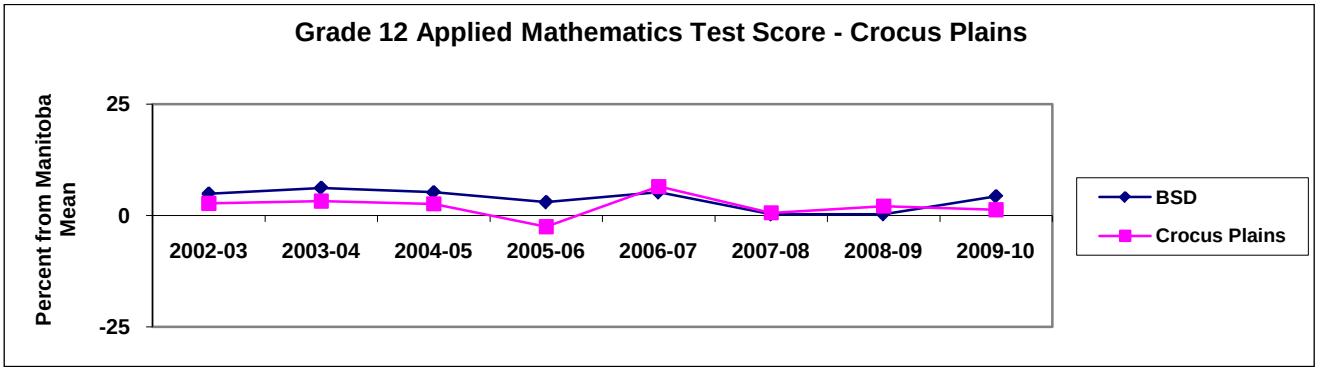
[3] Scores are reported as "normalized" percent point difference from Provincial mean

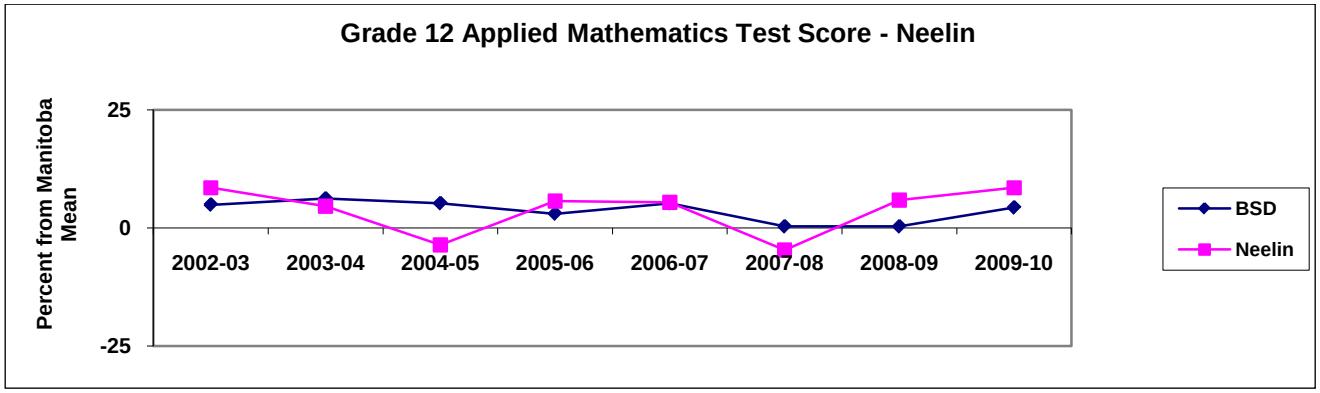
Grade 12 Applied Mathematics Provincial Standards Test

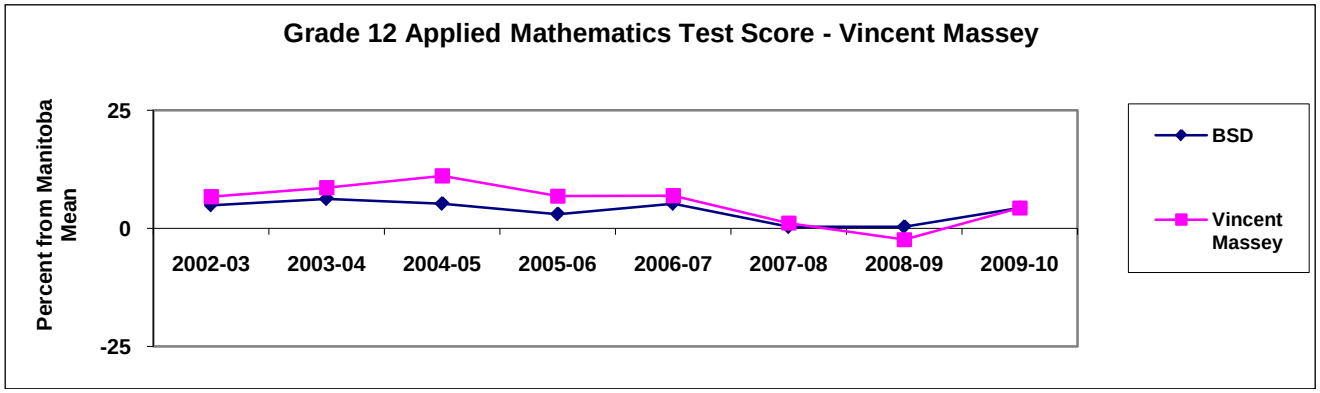
Eight-Year Summary of Mean Test Score Results[4]

Comparing BSD School Mean Test Score Results to Provincial Mean

Year	BSD	CP	VM	Neelin
2002-2003	+4.9	+2.7	+6.7	+8.5
2003-2004	+6.2	+3.2	+8.6	+4.6
2004-2005	+5.2	+2.6	+11.1	-3.6
2005-2006	+3.0	-2.5	+6.8	+5.7
2006-2007	+5.2	+6.5	+7.0	+5.1
2007-2008	+0.3	+0.6	+1.1	-4.7
2008-2009	+0.3	+0.2	-2.4	+5.9
2009-2010	+4.3	+1.4	+4.3	+8.5
8-Yr Mean	+4.9	+2.0	+6.3	+4.0







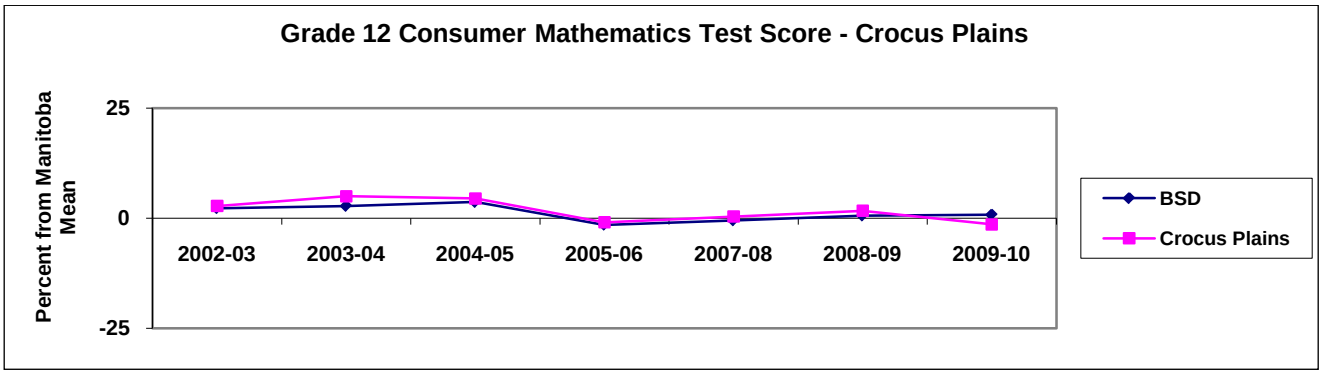
[4] Scores are reported as "normalized" percent point difference from Provincial mean

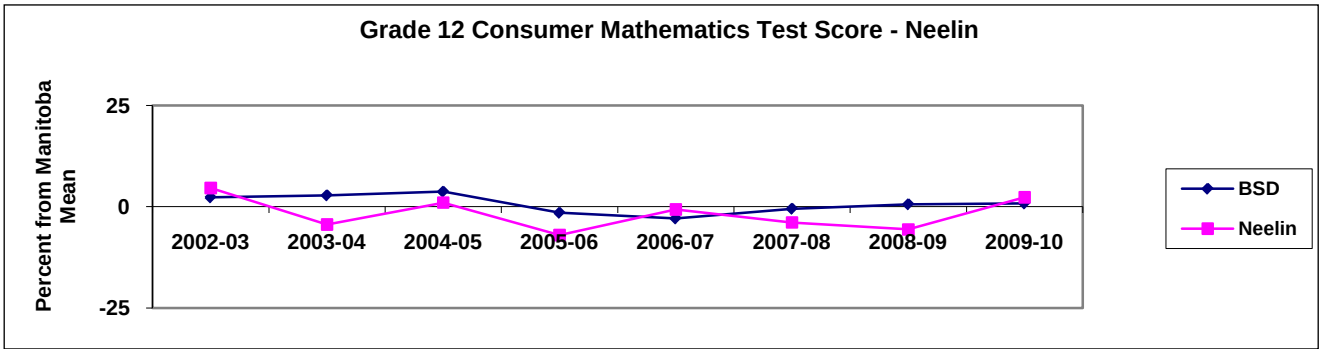
Grade 12 Consumer Mathematics Provincial Standards Test

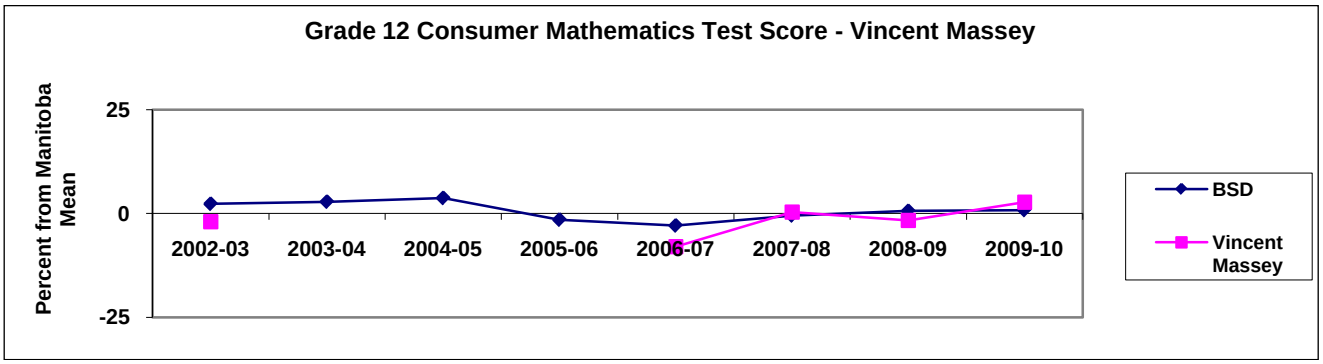
Six-Year Summary of Mean Test Score Results[5]

Comparing BSD School Mean Test Score Results to Provincial Mean

Year	BSD	CP	VM	Neelin
2002-2003	**+2.3**	**+2.8**	-2.0	**+4.6**
2003-2004	**+2.8**	**+5.0**	-	-4.4
2004-2005	**+3.7**	**+4.5**	-	**+1.0**
2005-2006	-1.5	-0.9	-	-7.0
2006-2007	-2.9	-0.4	-8.0	-0.7
2007-2008	-0.5	**+0.4**	**+0.3**	-3.9
2008-2009	-0.3	**+1.7**	-1.7	-5.6
2009-2010	**+0.8**	-1.4	**+2.7**	**+2.3**
8-Yr Mean	**+0.6**	**+1.9**	-1.6	-2.5



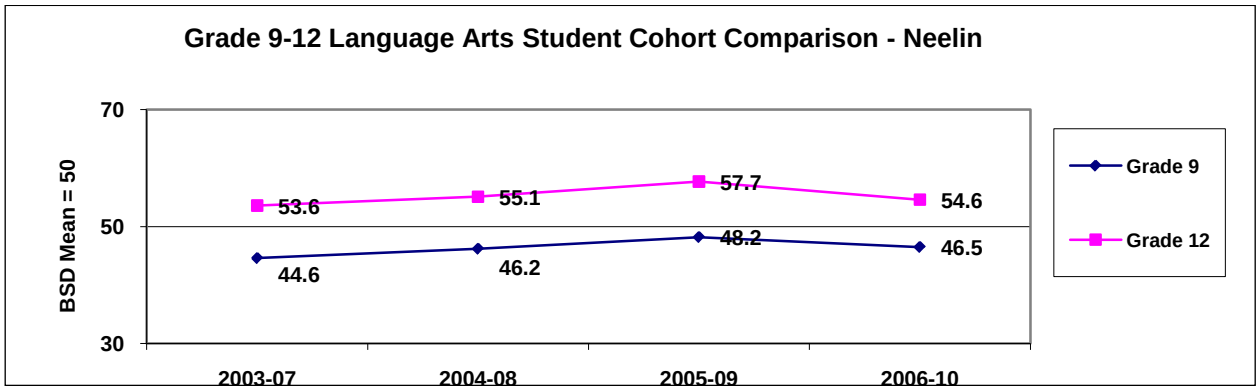


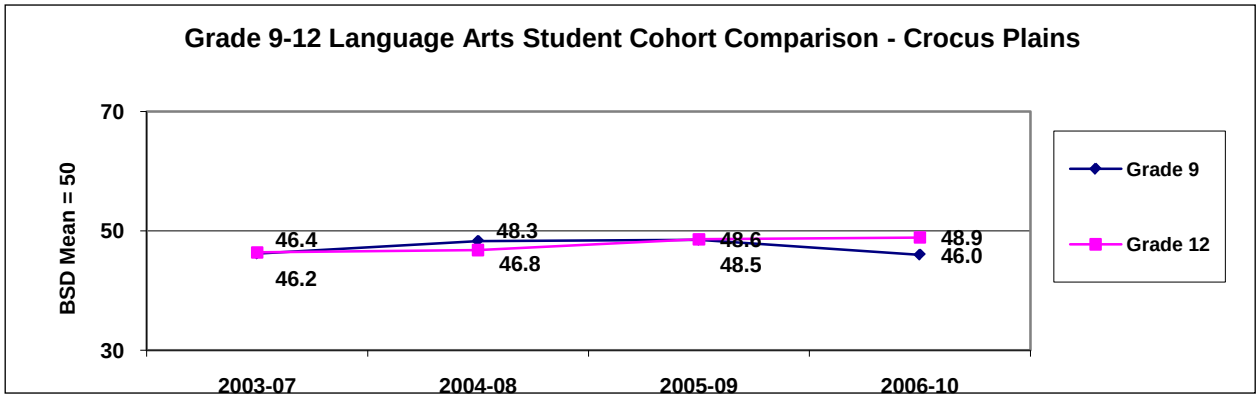


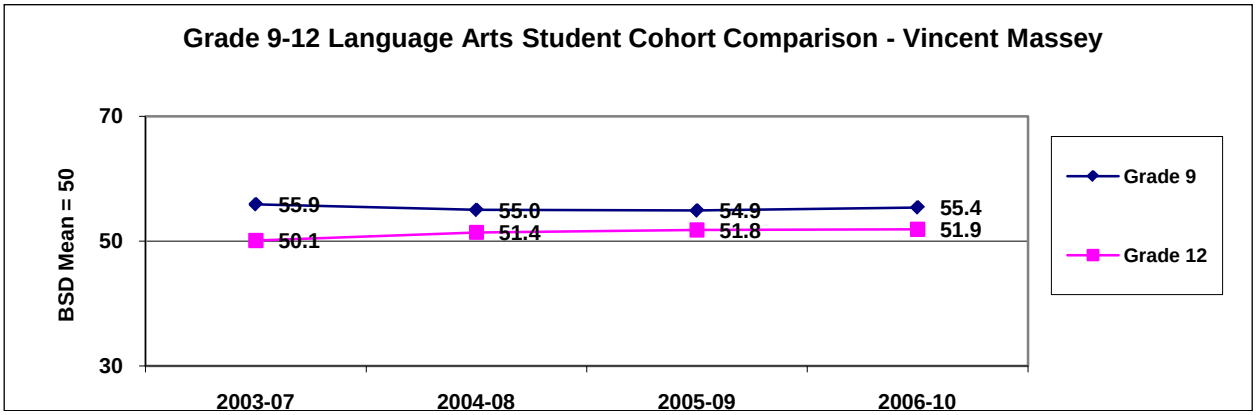
[5] Scores are reported as "normalized" percent point difference from Provincial mean

Grade 12 Language Arts Provincial Standards Test

English Language Arts Student Cohort Growth Comparison[6]







[6] Scores are reported as "normalized" percent point difference from BSD mean

Pass-Rates: A Criterion-Referenced Score to Evaluate the Student Achievement Benchmark Required by Policy 1001.2

Policy 1001.2 requires that the BSD ensure that 80 percent of Grade 12 students demonstrate literacy and numeracy skills at grade level. Individual student pass rates on the various provincial standards assessments can be used as a criterion-referenced tool to measure grade-level student progress.

2009-10 Assessment	Pass Rate (%) of BSD Students
G 12 Language Arts	**86.4**
G 12 Pre-Calculus Math	**80.1**
G 12 Applied Math	**83.6**
G 12 Consumer Math	**85.5**

Appendix B

Learning with the Arts Program

Alexander School

Dream a Dream, Your very own Dream

Mission Statement: To engage students socially, emotionally, physically, intellectually, and artistically through quality learning experiences in a multi-age environment.

Balanced Day

8:45 a.m.	Students are welcomed into the school
8:50 – 10:30 a.m.	Numeracy Focus Integrated Instruction
10:30 – 11:00 a.m.	First Nutrition and Movement Break
11:00 – 12:30 p.m.	Literacy Focus Integrated Instruction
12:30 – 1:30 p.m.	Second Nutrition and Movement Break
1:30 – 3:20 p.m.	Integrated Instruction Creative Arts – music, drama, dance, visual arts Artist in Residence blocked time/student workshops
3:20 p.m.	Dismissal Opportunities for curriculum enhancing extra curricular activities

NOTE:

Integrated instruction includes science, social studies, health, and French. Physical education is taught on a daily basis and is timetabled in for each classroom. Music becomes a part of the creative arts programming and is infused into all curriculum areas as well.

Arts-Infused Programming

The Manitoba curricular outcomes, in all subject areas, form the foundation for planning and instruction. The distinguishing features of the "Learning with the Arts Program" are the infusion of arts across the curriculum, regular opportunities to work with various artists to enhance their technical arts skills, and art exploration workshops.

Using this approach, students are engaged actively in authentic learning experiences that enable them to explore, create, inquire, collaborate, experiment, and reflect while deepening their understanding of their own learning process in multiple ways. There is a greater emphasis on the ***process*** of learning through this experiential methodology.

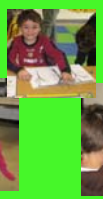
In addition to more traditional methods, students share what they have learned through the disciplines of the visual, performing, and media arts. They are encouraged to find ways of learning that help them understand concepts, analyse experiences, and develop attitudes that value the rigour that the arts require.

"***Talent***" is not the issue in *Arts-Infused Learning;* rather the emphasis is on a learning process that encourages:

- ***Collaboration***
- ***Exploration***
- ***Inquiry***
- ***Experimentation***
- ***Reflection***

Arts-Infused Curriculum

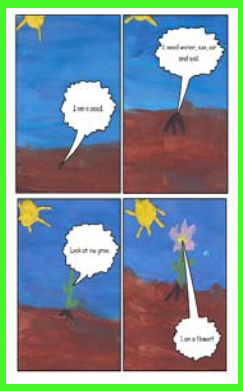
In arts-integrated classrooms, work more often clearly and meaningfully connects to students' own experiences and feelings. Students create a product for an audience that matters to them-not just their teachers, but their schoolmates, families, and communities- and they internalize motives to do well (Rabkin & Redmond, 2006).



Arts-integration is an instructional strategy that brings the arts into the core of the school day and connects the arts across the curriculum (Rabkin & Redmond, 2006).

Digital Story – Primary Colour Monsters

How Does a Plant Grow – Comic Life



Songwriting with Kate Ferris- LTTA Project

Come Home and Be Our Guest

The noisy loon and Canada goose
Fly across the clear blue sky,
Buffalo, beaver, moose and bear
Are a sight as they stroll by.

The coyotes howl, the hissing snake
Sound so eerie to me.
The creatures here are quite unique -
Where else would you rather be?

Chorus:
We live in Manitoba,
Our province is the best.
We have peace and safety -
Come home and be our guest.

The crocus is a flower
It blossoms in the Spring.
We plant wheat in the summer –
What will the harvest bring?

We see the elevators,
They stand so straight and tall.
The Golden Boy in Winnipeg,
He looks down on us all.

Chorus

So many rivers, lakes and ponds;
Lots of things to see.
From Snowy mountains to prairie farms,
Desert sands to woodland trees.

A land of beautiful colours –
As we travel from East to West
You'll see the prairie wheat stands tall –
Our country is the best!

Chorus

Aboriginals were our first people;
Families came across the sea.
We're a country full of kindness
Every one of us is free.

We speak many languages –
English and French are two.
A multicultural country
That belongs to me and you!

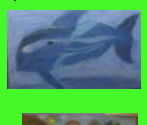
Production of a CD

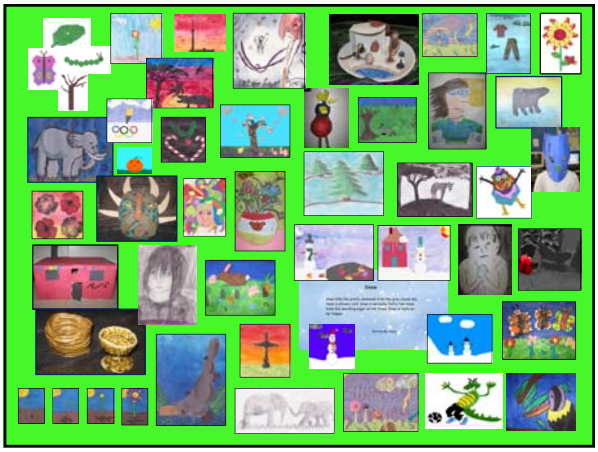
Artist in Residence

Students work with professional artists as mentors to extend their expertise in specific disciplines.

Benefits of Having an Artist in Residence

- Access to quality and continuous in-house professional development
- Teachers develop the skills and confidence to infuse the arts across the curriculum in their classrooms
- Students learn the technical arts skills from "real-life" artists
- The artist becomes a part of the learning community
- There is an opportunity for extra curricular artist activities being offered by a trained professional (open studio opportunities)





Pre-School Programming

- KinderClub
- Involvement of our 3 and 4 year olds in arts days and productions
- Arts-infused learning is part of their programming as well

Our Journey to this Point

- "An idea"
- Research
- Information shared with the staff/students/parents/ community
- School visits to Calgary
- Staff P.D.
- Exploration
- Arts Evening (annual event)
- Information sessions/surveys
- Joint Committee worked with the Board of Trustees/Senior Administration
- Arts Smarts Grants $
- Art Gallery of Southwestern Manitoba
- Integration of technology/arts across curriculum

- Feedback from students
- Development of a Student Leadership Team
- Student exploration/exposure workshops
- Guest artists/beginning of Artist in Residence program component was initiated
- Creating an environment - tables, chairs, nature, murals, gallery, etc.
- Construction of arts showcases
- New newsletter format changed to reflect our current student-centered focus
- Media
- Presentations to Education Committee/Proposal to the Board
- Formalized a program framework/research paper
- Presented to Board for budget consideration

Our Journey to this Point

- Secured Divisional funding
- Became recognized as a divisional program
- Bussing provided by the Board of Trustees for out-of-catchment area students to attend the Learning with the Arts program at Alexander School
- Projects with Learning Through the Arts
- Projects with Manitoba Theatre for Young People
- Recruitment and hiring staff with arts background
- Ongoing professional development (teacher planning and collaborate with artists)
- Teachers infuse art and technology across the curriculum (multiple intelligence and learning styles)
- The Learning with the Arts Program continues to grow and evolve
- Committed staff and a supportive community
- Working relationship with Brandon University, Assiniboine Community College, and the Art Gallery of Southwestern Manitoba

Arts Evening Feedback and Reflections

How did your experiences tonight help you understand the concept of arts-infused learning/learning with the arts?

Yes, I think it's a great way to allow children to show their creativity and express themselves in a way they can't in a regular classroom setting.
Yes. I can see a wider exposure to various art forms
Yes. I could see this would make the learning "fun" and therefore much easier to remember. Also the students would want to learn.

What are the benefits you see for your child through this learning experience?

Hands on learning
Social interaction
Independent thought process
I can see some students, who might otherwise fall through the cracks, get more excited about new material.
Kids learn in different ways – this concept of learning would help those who aren't "book kids"
They get experience with other people – being social
It is beneficial to the children
As kids all learn differently, it is nice to see varied ways to apply their knowledge
I see this as a great way to reach kids at all levels
Helps to bring out their creativeness and builds confidence
Keeping their interest in school
Learning lots of new things
Making school more fun
Looking forward to new ideas and projects
More engaged experience

What questions do you still have about arts-infused learning?

Why is this just getting introduced and is it in Brandon schools?
How do you still have the basics included with infusing the arts?
How can extra money be raised for supplies?
Would there be extra field trips to incorporate the arts into the classes?

General Comments:

Excellent idea!
I think everyone enjoyed themselves (in my group anyways)!
Bravo!
Very interesting and looking forward to this program
I think this is a wonderful concept and can see great value in it.
Enjoyed learning about this and think it is an awesome area to be moving in. Good luck!
It was a very enlightening workshop. I am glad I did come.
Quite and enjoyable evening – I hope the kids had as much fun as the parents!
The evening was fun and informative
I enjoyed the evening more than I thought I would.

Future

- Teachers infuse art and technology across the curriculum
- Student choice
- Professional development
- Artist in Residence
- Arts Exposure workshops
- Strengthening partnerships
- Extra curricular opportunities - open studio
- Enhancing the technology