



# BRANDON SCHOOL DIVISION

February 6, 2026

NOTICE IS HEREBY GIVEN OF THE REGULAR MEETING  
OF THE BOARD OF TRUSTEES

TO BE HELD MONDAY, FEBRUARY 9, 2026  
7:30 P.M. (Public)

J. L. MILNE BOARDROOM, ADMINISTRATION OFFICE

1031 - 6TH STREET, BRANDON, MANITOBA

D. Labossiere  
Secretary-Treasurer

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## AGENDA

### 1.00 AGENDA/MINUTES:

#### 1.01 Approval of Agenda

#### 1.02 Adoption of Minutes of Previous Meetings

- a) Regular Board Meeting – January 26, 2026  
Adopt.

### 2.00 IN CAMERA DISCUSSION

#### 2.01 Student Issues

- Reports
- Trustee Inquiries

#### 2.02 Personnel Matters

- Reports
- Trustee Inquiries

**2.03 Property Matters/Tenders**

- Reports
- Trustee Inquiries

**2.04 Board Operations**

- Reports
- Trustee Inquiries

**3.00 PRESENTATIONS AND COMMUNICATIONS**

**3.01 Presentations for Information**

**3.02 Communications for Information**

**3.03 Communications for Action**

**4.00 REPORT OF SENIOR ADMINISTRATION**

**- From Report of Senior Administration**

- a) Review Report of Senior Administration – February 9, 2026

**5.00 GOVERNANCE MATTERS**

**5.01 Reports of Committees**

- a) Committee of the Whole:

Education and Community Relations	C. Ekenna
Finance and Facilities	B. Sieklicki
Personnel and Policy	L. McConnell

**5.02 Delegations and Petitions (Max. 15 minutes)**

**5.03 Business Arising**

**- From Previous Delegation**

- Sandra Thompson, President, Brandon Teachers' Association, presented on the upcoming budget.

**- From Board Agenda**

**- MSBA Issues**

- a) MSBA Annual Convention – March 19-20, 2026

b) E-News – January 28, 2026

#### **5.04 Public Inquiries (Max. 15 Mins)**

#### **5.05 Motions**

4/2026 That Trustees be paid the appropriate indemnity for attending Budget Deliberations on February 25, 2026.

5/2026 That Trustees be paid the appropriate indemnity for attending the Manitoba School Boards Association 2026 Convention to be held March 19 and 20, 2026 at the Delta Hotel in Winnipeg, Manitoba.

#### **5.06 Bylaws**

#### **5.07 Giving of Notice**

#### **5.08 Trustee Inquiries**

#### **6.00 ANNOUNCEMENTS**

a) Next Regular Board Meeting – 7:30 p.m. (Public), Monday, February 23, 2026.

b) Upcoming Budget Dates (Dependent on Provincial Funding Announcement):

- Budget Presentation and Deliberations – 10:00 a.m. – Public Portion, (9:00 a.m. – In-Camera Portion), Wednesday, February 25, 2026, Boardroom.
- Public Budget Consultation – 7:30 p.m. Monday, March 2, 2026, Boardroom.
- Final Budget Approval – 7:30 p.m., Monday, March 9, 2026, Boardroom.

#### **Additional Information:**

- Members of the public wishing to make a presentation, a delegation or a petition are asked to contact the office of the Secretary-Treasurer, by email: [delegations@bsd.ca](mailto:delegations@bsd.ca), or by phone at (204) 729-3114, no later than 12:00 p.m. on the Tuesday prior to the Board meeting.
- For all other inquiries related to Board matters, please email: [trusteeinfo@bsd.ca](mailto:trusteeinfo@bsd.ca).
- We invite everyone to watch live streaming of the Board meetings on our website: <https://www.bsd.ca/page/8192/board-meeting-dates-live-streaming>.

#### **7.00 ADJOURNMENT**



# BRANDON SCHOOL DIVISION

## Minutes of the Regular Board Meeting Monday, January 26, 2026

J. L. Milne Boardroom  
Administration Office  
1031 - 6th Street, Brandon, Manitoba

### Trustees Present:

L. Ross, Chairperson	D. Ross, Vice-Chairperson
K. Carr	C. Ekenna (by phone)
K. Fallis	L. McConnell
S. Mozdzen	J. Murray
B. Sieklicki	

### Also Present:

D. Labossiere, Secretary-Treasurer  
M. Gustafson, Superintendent/CEO  
S. Gilleshammer, Assistant Superintendent – Student Services  
J. Zilkey, Assistant Superintendent – Curriculum and HR  
J. McBeth, Executive Assistant  
T. Curtis, Communications Coordinator

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The Chairperson called the public portion of the meeting to order at 7:31 p.m., with a traditional heritage land acknowledgment.

## AGENDA

### 1.00 AGENDA/MINUTES:

#### 1.01 Approval of Agenda

K. Fallis – K. Carr  
That the agenda be approved.  
Carried

#### 1.02 Adoption of Minutes of Previous Meeting

- a) Regular Board Meeting – January 12, 2026  
D. Ross - B. Sieklicki

That the minutes be approved as circulated.  
Carried

### 2.00 IN-CAMERA DISCUSSION

## **2.01 Student Issues**

- Reports
- Trustee Inquiries

## **2.02 Personnel Matters**

- Reports
- Trustee Inquiries

## **2.03 Property Matters/Tenders**

- Reports
- Trustee Inquiries

## **2.04 Board Operations**

- Reports
- Trustee Inquiries

## **3.00 PRESENTATIONS AND COMMUNICATIONS**

### **3.01 Presentations for Information**

### **3.02 Communications for Information**

### **3.03 Communications for Action**

## **4.00 REPORT OF SENIOR ADMINISTRATION**

Mr. Gustafson provided highlights from the following items from the January 26, 2026, Report of Senior Administration:

a) Administration Information:

➤ Celebrations:

- The Brandon Teachers' Association (BTA) is sponsoring a free public swim for youth aged 18 and under on Friday, January 30, from 1:00 – 4:00 at the City of Brandon Sportsplex. There are no classes on January 30, as it is a Division-wide Professional Development Day.
- The following band concerts are taking place across the Division:

- Brandon West Middle School Band Winter Concert - February 4 at 7:00 p.m. – Western Manitoba Centennial Auditorium
- East Side Band Winter Concert - February 5 at 7:00 p.m. – Western Manitoba Centennial Auditorium
- Westman Junior & Senior Honour Bands – on the afternoon of February 6 & 7 – Western Manitoba Centennial Auditorium

- Information Items:
  - Correspondence was received from Honourable Tracy Schmidt, Minister of Education and Early Childhood Learning, proclaiming February 1 to 7, 2026 as International Development Week in Manitoba.
  - Correspondence was received from Honourable Tracy Schmidt, Minister of Education and Early Childhood Learning, and Honourable Nellie Kennedy, Minister of Sport, Culture, Heritage and Tourism proclaiming February 2026 as Black History Month.
  - The annual Kindergarten registration information session took place on January 14, 2026, at Betty Gibson School. Approximately 200 parents/guardians attended.
  - Grade 9 Registration and High School Open House Events will take place on the following dates:
    - Grade 9 Registration Information Presentation:
      - Tuesday, February 3, 2026 – 7:00 p.m.  
George Fitton School
    - High School Open House Events:
      - Crocus Plains Regional Secondary School  
Tuesday, February 10, 2026 – 6:00 – 8:00 p.m.
      - École secondaire Neelin High School  
Wednesday, February 11, 2026 – 6:00 – 8:00 p.m.
      - Vincent Massey High School  
Thursday, February 12, 2026 – 6:00 – 8:00 p.m.
  - The following Administrative Procedures (AP) and form have been amended:
    - AP 5080 – Evaluation of Support Staff
    - AP 2060 – Nutrition
    - AP 2127 – Staff and Student Interactions
    - AP 2127Fa – Student Protection – Complaint Report
- Presentations:
  - Mr. Gustafson and Mr. Dubois provided a presentation on the Crawlspace Pilot Project and answered Trustee questions.
  - Mr. Labossiere and Mr. Dubois shared a report on enrolment projections for Brandon School Division.
  - Mr. Gustafson and Mr. Labossiere presented a report on the Joint Use of Facilities Agreement between the City of Brandon and Brandon School Division and answered Trustee questions.

b) Business Arising for Board Action:

- Information for Discussion and Correspondence:

- The Staffing Activity Report was distributed to the Board as Confidential No. 1.

D. Ross – J. Murray

That the January 26, 2026, Report of Senior Administration be received and filed.

Carried

## **5.00 GOVERNANCE MATTERS**

### **5.01 Reports of Committees**

a) Education & Community Relations Committee Meeting

The written report of the Education & Community Relations Committee meeting held on January 12, 2026, was circulated.

K. Carr – D. Ross

That the report be received and filed.

Carried

b) Finance & Facilities Committee Meeting

The written report of the Finance & Facilities Committee meeting held on January 12, 2026, was circulated.

B. Sieklicki – K. Carr

That the report be received and filed.

Carried

c) Personnel & Policy Committee Meeting

The written report of the Personnel & Policy Committee meeting held on January 12, 2026, was circulated.

L. McConnell – B. Sieklicki

That the report be received and filed.

Carried

### **5.02 Delegations and Petitions (Max. 15 minutes)**

Sandra Thompson, President, Brandon Teachers' Association, presented on the upcoming budget and answered Trustee questions.

### **5.03 Business Arising**

- From Previous Delegation:

- From Board Agenda

- MSBA Issues –

a) E-News – January 14, 2026

### **5.04 Public Inquiries (Max. 15 Mins)**

## **5.05 Motions:**

- 1/2026 L. McConnell – S. Mozdzen  
That the Board approve the research request from Shannon Howell, PhD, Senior Research Consultant, CCI Resources/CCI Research Inc. Project Title: 2025-2026 Canadian Student Alcohol and Drugs Survey.
- 2/2026 S. Mozdzen – K. Fallis  
That the Board approve the research request from Aloysius Anyichie, PhD, Brandon University, Title: Understanding and Enhancing Instructional Practices in Support of Culturally Diverse (and all) Learners' Engagement and Motivation in Classroom Contexts.

## **Late Motion:**

- 3/2026 K. Fallis – S. Mozdzen  
That Trustees be paid the appropriate indemnity for participating on the Superintendent/CEO Selection Committee.

## **5.06 Bylaws**

### **5.07 Giving of Notice**

### **5.08 Trustee Inquiries**

## **6.00 ANNOUNCEMENTS**

- a) **NEXT REGULAR BOARD MEETING** – 7:30 p.m. (public), Monday, February 9, 2026.
- b) **Upcoming Budget Dates (Dependent on Provincial Funding Announcement):**
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  - Public Budget Consultation – 7:30 p.m. Monday, March 2, 2026, Boardroom.
  - Final Budget Approval – 7:30 p.m., Monday, March 9, 2026, Boardroom.

## **7.00 ADJOURNMENT**

D. Ross – K. Fallis  
That the Board do now adjourn at 8:36 p.m.  
Carried

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Chairperson (L. Ross)

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Secretary-Treasurer (D. Labossiere)



# BRANDON SCHOOL DIVISION

## Report of Senior Administration to the Board of Trustees

February 9, 2026

### A. Administrative Information

#### I. CELEBRATIONS

##### 1. MARYLAND PARK SCHOOL EVENT – FEBRUARY 12<sup>TH</sup>

Maryland Park School is hosting an event that is open to all BSD students, families, and staff at no cost.

United Thunder, a well-known Indigenous dance group, will perform on Thursday, February 12<sup>th</sup> at 6:00 p.m. in the gymnasium at Maryland Park School. This performance will celebrate Indigenous culture in a relaxing and entertaining family event.

#### II. SUSPENSIONS

Below are the number of suspensions from January 20 to February 2, 2026.

<u>Grade Level</u>	<u>Number of Students Suspended</u>	<u>Category: Inappropriate Behaviour</u>	<u>Category: Assaultive Behaviour</u>	<u>Category: Drugs and Alcohol</u>
K-8 In-School	3	4	2	2
K-8 Out-of-School	12	10	12	2
Total Suspensions K-8	15	14	14	4
9-12 In-School	1	0	1	0
9-12 Out-of-School	4	2	1	2

*Accepting the Challenge*

<u>Grade Level</u>	<u>Number of Students Suspended</u>	<u>Category: Inappropriate Behaviour</u>	<u>Category: Assaultive Behaviour</u>	<u>Category: Drugs and Alcohol</u>
Total Suspensions 9-12	5	2	2	2
All Schools Total	20	16	16	6
		possession of weapons – 0	use of weapons - 0	

Note: A suspension may involve more than one category.

### **III. COMMUNITY CONNECTIONS AND SCHOOL VISITS**

The following community connections and school visits were made by Senior Administration:

- January 21, 2026 – Brandon Area Community Foundation – Jon Zilkey
- January 23, 2026 – Maryland Park School – Susan Gilleshammer
- January 26, 2026 – Grow Brandon Population Task Force meeting – Mathew Gustafson
- January 28, 2026 – Rana Wilkinson, Brandon Parent Council Collective – Mathew Gustafson, Denis Labossiere
- January 29, 2026 – George Fitton School – Jon Zilkey
- January 29, 2026 – École New Era School – Jon Zilkey
- January 29, 2026 – Riverheights School – Jon Zilkey
- January 29, 2026 – Brandon Crime Stoppers Program – Jon Zilkey
- January 30, 2026 – Transportation Department staff meeting – Mathew Gustafson
- January 30, 2026 – Betty Gibson School staff meeting – Mathew Gustafson
- January 30, 2026 – Linden Lanes School staff meeting – Mathew Gustafson
- January 30, 2026 – Linden Lanes School – Susan Gilleshammer
- January 30, 2026 – Brandon Sexuality Education Resource Centre (SERC) Advisory Committee – Susan Gilleshammer
- February 3, 2026 – Brandon Community Youth Wellness Coalition – Jon Zilkey

## **IV. INFORMATION ITEMS**

### **1. CORRESPONDENCE FROM MANITOBA EDUCATION AND EARLY CHILDHOOD LEARNING**

#### **INCLUSIVE EDUCATION MONTH IN MANITOBA**

For Information .....M. Gustafson

Correspondence was received from Honourable Tracy Schmidt, Minister of Education and Early Childhood Learning, proclaiming February 2026 as Inclusive Education Month in Manitoba.

Inclusion is a way of thinking and acting that allows every individual to feel accepted, valued, and safe. Through our collective efforts, Manitoba's inclusive and accessible approach to education ensures every child and youth has the right to play, learn and reach their full potential in a community of their peers, with respect and dignity. The attached proclamation provides us with dedicated time to recognize and honour our incredibly diverse learners, including families, community partners and staff. Please see Appendix A.

#### **I LOVE TO READ MONTH**

For Information .....M. Gustafson

Correspondence was received from Honourable Tracy Schmidt, Minister of Education and Early Childhood Learning, and Honourable Nellie Kennedy, Minister of Sport, Culture, Heritage and Tourism, proclaiming February 2026 as "I Love to Read Month", recognizing the significance of reading and literacy to all Manitobans.

This proclamation raises awareness of the joys and benefits of reading, and the importance of literacy to lifelong learning and growth. By celebrating reading in the classroom and beyond, "I Love to Read Month" inspires young readers whose growing literacy skills will empower them as learners and citizens. Please see Appendix B.

#### **TEACHER AND STAFF APPRECIATION WEEK**

For Information .....M. Gustafson

Correspondence was received from Honourable Tracy Schmidt, Minister of Education and Early Childhood Learning, proclaiming February 8 to 14, 2026 as Teacher and Staff Appreciation Week. Teachers and school staff play a vital role in advancing Manitoba Education and Early Childhood Learning's vision that from every part of Manitoba, from every background, all children and youth matter, belong, are respected, successful and safe. Please see Appendix C.

**2. 2026 STUDENT CITIZENSHIP AWARDS –  
MANITOBA SCHOOL BOARDS ASSOCIATION**

For Information .....M. Gustafson

Nominations are being accepted for the 2026 Student Citizenship Awards, offered by the Manitoba School Boards Association. The awards recognize outstanding young people throughout Manitoba who are active participants in their communities and schools.

The awards recognize students who demonstrate their commitment to the values of citizenship through activities such as:

- Volunteer service to the community (i.e., newcomer programs, environmental programs/stewardship, youth groups, community service clubs, health or childcare, senior citizen groups, etc.)
- Involvement in citizenship or character-building organizations
- Participation in student government programs or activities
- Leadership ability to motivate others to action to benefit the community

These awards are open to Manitoba high school students in Grades 9 – 12 (one winner for each of the six geographic regions, and one provincial award to a student group). Each award winner will receive a certificate and monetary prize of \$1000.00. Students or groups can self-nominate or be nominated by anyone in their school or division. More information, including the nomination form, is available at: [Awards - Manitoba School Boards Association](#). The nomination deadline is April 3, 2026, at 4:30 p.m.

**3. 2026-2027 FRENCH IMMERSION KINDERGARTEN REGISTRATION SUMMARY**

For Information .....J. Zilkey

Random Selection Process

- 79 applications received via the electronic web-based submission process
  - 1 application was for twins
- 3 applications received in person by the Superintendent’s Office (paper)
  - 1 application was for twins
- 3 applications removed (duplicates)

Registration Process

École Harrison

- 18 students placed with siblings currently attending École Harrison
- 24 students placed without siblings currently attending École Harrison
  - 4 BSD catchment students placed on the waiting list
  - 1 out-of-division student placed on the waiting list

École New Era School

- 10 students placed with siblings currently attending École New Era School
- 13 students placed without siblings currently attending École New Era School

École O’Kelly School

- 8 students placed with siblings currently attending École O’Kelly School
- 2 students placed without siblings currently attending École O’Kelly School
- 1 out-of-division student placed without siblings currently attending École O’Kelly School

**4. ADMINISTRATIVE PROCEDURE 2005 – STUDENT CODE OF CONDUCT**

For Information .....J. Zilkey

Administrative Procedure 2005 – Student Code of Conduct, has been amended to align with Provincial Code of Conduct – Behaviour Intervention and Response Using a Student Centred and Strengths-Based Approach. Please see Appendix D.

**5. EARLY YEARS, MIDDLE YEARS, AND HIGH SCHOOL ATHLETICS – HIGHLIGHTS FROM SEMESTER ONE**

For Information .....J. Zilkey

Below please find information regarding highlights from various Early Years, Middle Years, and High School Athletics events over the course of Semester One (September 2025 – January 2026).

Early Years and Middle Years

At the Early Years and Middle Years levels, there are no league championships. Teams either arrange their own games and/or participate in a jamboree for soccer, volleyball and golf.

High School

The following tables provide a summary of each event during this period. They include:

- a list of all the Brandon School Division League Champions
- the high school teams who competed at the Provincial Championships
- the results from the Provincial Championships

Legend

- **JV:** Junior Varsity
- **CPRSS:** Crocus Plains Regional Secondary School
- **NHS:** École secondaire Neelin High School
- **VMHS:** Vincent Massey High School

<b>BRANDON SCHOOL DIVISION CITY HIGH SCHOOL LEAGUE CHAMPIONS</b>	
<b>Sport</b>	<b>School</b>
Volleyball	
• Grade 9 Girls	VMHS
• Grade 9 Boys	VMHS
• Junior Varsity Girls	VMHS
• Junior Varsity Boys	VMHS
• Varsity Girls	VMHS
• Varsity Boys	VMHS

<b>BSD SCHOOLS COMPETING IN THE MANITOBA HIGH SCHOOLS ATHLETIC ASSOCIATION (MHSAA) PROVINCIAL CHAMPIONSHIPS</b>		
<b>Sport</b>	<b>School</b>	
Cross-Country	All high schools	No medals
Golf		
• Boys	VMHS	Won team and individual
• AAAA Volleyball		
○ Junior Varsity Girls	VMHS	Lost in first round
○ Junior Varsity Boys	VMHS	Lost in first round
○ Varsity Girls	VMHS	Won
○ Varsity Boys	VMHS	Lost in quarter finals
• AAA Volleyball		
○ Junior Varsity Girls	NHS	Lost in quarter finals
○ Junior Varsity Boys	NHS	Lost in first round
○ Varsity Girls	NHS	Lost in semi finals
○ Varsity Boys	NHS	Won

Additional notes: Brandon School Division does not have a League Championship for football, hockey, or rugby. These sports have their own league that includes schools from other divisions. The Crocus Plains Regional Secondary School varsity football team won the division 2 championship in Winnipeg this year. The Vincent Massey High School varsity football team lost in the first round in division 1. There are two high school hockey teams this season at Crocus Plains and Vincent Massey.

## V. PRESENTATION

### LITERACY PROGRAMMING IN BRANDON SCHOOL DIVISION

For Information.....M. Gustafson

The purpose of this report is to summarize various elements related to Literacy Programming in Brandon School Division.

#### Overview

Brandon School Division employs a Response to Intervention (RTI) framework. Response to Intervention (RTI) uses three tiers of support, moving from universal instruction for all (Tier 1) to targeted small-group help (Tier 2) for struggling students, and finally to intensive, individualized support (Tier 3) for those still not progressing, all with frequent monitoring to ensure students get the right level of help to succeed.

#### Part A: Universal Instruction

1. English Language Arts provincial curriculum implementation September 2026
  - The Kindergarten to Grade 12 English Language Arts Curriculum Framework supports educators in designing rich learning experiences that begin with the students and the communities in which they live. Educators are able to respond to different learners and contexts while working toward high learning expectations. The purposes of the framework are to:
    - set out the underpinnings and common learning expectations for English Language Arts
    - describe multiple ways that students engage in practices at various points in learning
    - provide direction for designing, assessing, and reflecting on learning
    - support equity and inclusion by emphasizing relevant and meaningful learning contexts and deep flexible thinking for all learners
    - embed professional learning to align curriculum and professional practice
2. Brandon School Division Comprehensive Literacy K-2 Playbook (Draft 2.0)
  - A comprehensive literacy program recognizes reading, writing, speaking, listening and viewing as interconnected and dependent. Children learn best when they engage with authentic text, rich language experiences and explicit instruction. Children explore how language works and share their ideas orally and through authentic writing opportunities. A comprehensive literacy classroom does not rely on one single program or one single philosophy of teaching. Assessment is ongoing and formative, allowing educators to observe how students are progressing

and adjust instruction accordingly. There is explicit teaching of phonics and phonemic awareness; shared reading and interactive writing experiences; guided reading opportunities for targeted support; independent reading and writing; and self-selected and teacher-selected texts.

- A playbook is a professional learning tool designed to support educators in implementing high-impact teaching strategies. The playbook supports educators in planning, delivering and reflecting on instruction. It is organized into three connected parts that can be accessed together or independently, depending on the purpose:
  - At a Glance – one page outlining the instructional strategies in a Comprehensive Literacy classroom. It provides a clear snapshot of the practices for daily planning.
  - Observable Student and Teacher Behaviours – outlines what each strategy looks like in action with suggestions for assessment, materials and resources.
  - Detailed Strategy Descriptions – provides more research-based details, background and suggestions.

## Part B: Tier 2-3 Supports

### 1. Continuum of Interventions (Appendix A1)

- Chart provides an overview of literacy related interventions and supports utilized in BSD. The chart provides the following information for each intervention/support:
  - goal of intervention/support
  - applicable grade level
  - intervention delivery information including size of group and duration
  - assessment data used to determine if intervention/support is appropriate

### 2. Pilot Information for Literacy Support

- Brandon School Division piloted a 3-year Literacy Support Project in 2006. That pilot helped shape literacy intervention in the Division. BSD engaged in a pilot this year and the presentation outlines the interim results of the pilot. (Appendix B1)

### 3. Reading Recovery Update

- Brandon School Division has utilized Reading Recovery for over three decades
- Reading Recovery has been a successful early literacy intervention in the Division, impacting hundreds of students
- As of June 2026, the Canadian Institute of Reading Recovery (CIRR) will end support for Reading Recovery in Canada. This organization is the governing body for Reading Recovery in Canada and without their

oversight and guidance, it will not be possible to implement Reading Recovery beyond June 2026.

- Brandon School Division recognizes that the absence of Reading Recovery will leave a gap in the continuum of Literacy Interventions in the Division.
- Brandon School Division plans to address this gap with its own model, LitLift

#### 4. LitLift Overview

- LitLift is an early literacy intervention for Grade 1 and early Grade 2 students, designed to provide targeted, individualized support in both reading and writing continuous text. The intervention emphasizes strong foundational learning, promotes accelerated learning, and fosters confidence in students who require additional support to succeed in literacy. Please see Appendices C1 and C2.

#### 5. Early Reading Screener

- Bill 225 requires divisions to implement a screening tool and practices.
- Each pupil must receive two screenings for reading difficulties in at least three of the school years between Kindergarten and Grade 4.
- Pupil identified as having reading difficulties receives appropriate programming and their progress monitored.
- Screening tool must be used uniformly and consistently across all schools.
- Results of the screening are to be communicated to parents on the first and second term report cards each year.
- Screeners are a brief assessment to identify students who may be at risk.
- Diagnostic assessments may be recommended to better understand a student's needs.
- Screeners are not summative.
- Ability to adjust framework, screener tool or subtests as screeners should not be used to measure growth over time.
- Screeners should be used in conjunction with other formative assessment tools to provide a more comprehensive and accurate picture.

<b>Grade</b>	<b>Screening (Universal)</b>	<b>Formative (Universal)</b>	<b>Diagnostic (At-Risk Only)</b>
<b>K</b>	DIBELS: Letter Naming (LNF), First Sound Fluency (FSF) Winter	F&P: Reading Records (Levels A-D), Concepts About Print Winter/Spring	To be determined with Literacy Specialist/ Resource/ Speech Language Pathologist/ Psychologist input
<b>1</b>	DIBELS: Phoneme Segmentation (PSF), Word Reading (WRF) Fall/Winter	F&P: Reading Records (Levels E-J) High-Frequency Words Winter/Spring	To be determined with Literacy Specialist/ Resource/ Speech Language Pathologist / Psychologist input
<b>2</b>	DIBELS: Word Reading (WRF), Oral Reading Fluency (ORF) Fall/Winter	F&P: Reading Records (Levels K-M), Comprehension Checks Reading accuracy/word recognition Fall/Spring	To be determined with Literacy Specialist/ Resource/ Speech Language Pathologist / Psychologist input
<b>3</b>	DIBELS: Oral Reading Fluency (ORF), Maze (Comprehension) Fall/Winter	F&P: Reading Records (Levels N-P), Writing about Reading Reading accuracy/word recognition Fall/Spring	To be determined with Literacy Specialist/ Resource/ Speech Language Pathologist / Psychologist input
<b>4</b>	Dibels: Oral Reading Fluency (ORF), Maze (Comprehension) Fall	F&P: Reading Records (Levels Q-S), Deep Literary Analysis Reading accuracy/word recognition Fall/Spring	To be determined with Literacy Specialist/ Resource/ Speech Language Pathologist / Psychologist input

Part C: Capacity Building Strategies

The number of specialists positions have decreased over the last decade. There are multiple initiatives that require the Division to support the implementation and build teacher capacity. Schools do not have the staffing to leave the implementation and capacity building responsibilities at the school or classroom level. The Division does not have the financial ability to create additional positions to address it. The following strategies are being implemented to address implementation processes and build teacher capacity.

- 1. Adjusting current positions
  - Reading Recovery Teacher Leader to become Literacy Intervention Specialist focusing on building teacher capacity in literacy interventions
  - Early Years Literacy Specialist has additional responsibilities for building teacher capacity in screeners and formative assessments
  
- 2. Agile Instructional Model (Appendix D1)
  - uses 0.25 FTE sprints that target high demand windows in the school year aligned to when the support is best utilized
  - leverages expertise of retired educators or educators looking for reduced assignments
  - uses existing budget lines and surplus areas versus increasing staffing costs for full year positions
  - can be applied to any of the three pillars of capacity building depending on the need of the system
    - Early Literacy
    - Curriculum implementation (Appendix E1)
    - Student Support

**B. Business Arising for Board Action**

**I. INFORMATION FOR DISCUSSION AND CORRESPONDENCE**

**1. STAFFING ACTIVITY REPORT**

For Information ..... name

Included in the agenda package for the Board of Trustees is the Staffing Activity Report (Confidential No. 1), a listing of resignations and employment approved by the Superintendent/Chief Executive Officer and Secretary-Treasurer since the last meeting.

**Senior Administration respectfully submits this report for your consideration, action, and information.**

**Mathew Gustafson, Superintendent/Chief Executive Officer**



PROVINCE OF MANITOBA

# PROCLAMATION

## INCLUSIVE EDUCATION MONTH IN MANITOBA February 2026

- WHEREAS Manitoba Education and Early Childhood Learning is committed to fostering inclusion for all Manitobans;
- WHEREAS Manitoba supports all students to develop the knowledge, skills, and attributes they need to reach their full potential and live *Mino-Pimatisiwin* (The Good Life);
- WHEREAS Inclusion is a way of thinking and acting that allows every individual to feel accepted, valued, and safe. An inclusive community consciously evolves to meet the changing needs of its members;
- WHEREAS Through recognition and support, an inclusive community provides meaningful involvement and equal access to the benefits of citizenship;
- WHEREAS In Manitoba, we embrace inclusion as a means of enhancing the well-being of every member of the community. By working together, we strengthen our capacity to provide the foundation for a richer future for all of us;
- WHEREAS The philosophy of inclusion and appropriate educational programming in Manitoba sustain equal access to educational opportunity and support efforts to remove barriers to learning;
- WHEREAS Manitoba will foster school and classroom communities where all students, including those with diverse needs and abilities, have a sense of personal belonging and achievement;
- WHEREAS Students with diverse needs and abilities are recognized and celebrated for their accomplishments;
- WHEREAS Schools, families, and communities make a positive difference in the lives of students in Manitoba through their commitment towards inclusion.
- NOW THEREFORE BE IT KNOWN THAT I, Tracy Schmidt, Minister of Education and Early Childhood Learning, for the Province of Manitoba, do hereby proclaim that the month of February 2026, be designated as

### INCLUSIVE EDUCATION MONTH

in Manitoba and I commend its observance to all citizens of the province to celebrate the achievements of children and youth with exceptional needs and the people who support them.

  
Honourable Tracy Schmidt  
Minister  
Manitoba Education and  
Early Childhood Learning



PROVINCE OF MANITOBA

# PROCLAMATION

## CELEBRATING READING IN MANITOBA February 2026

- WHEREAS** The ability to read, write and communicate is empowering and contributes to individual and community well-being;
- WHEREAS** Communication provides a connection to who we are and how we live together and interact with the world;
- WHEREAS** People who are literate can read for many purposes and participate in society by interacting with various forms of communication;
- WHEREAS** Through reading, individuals cultivate deeper understanding, empathy and respect for others by expanding their horizons and connecting to diverse cultures, experiences and perspectives;
- WHEREAS** Literacy achievements and the growth of knowledge and critical thought, as supported by educators, parents, public library staff and other community champions, are worthy of notice and celebration.

**NOW THEREFORE BE IT KNOWN THAT** We, Tracy Schmidt, Minister of Manitoba Education and Early Childhood Learning and Nellie Kennedy, Minister of Manitoba Sport, Culture, Heritage and Tourism, do hereby proclaim the month of February 2026 as

### I LOVE TO READ MONTH

in Manitoba and commend its thoughtful observance to all citizens of our province.



Honourable Tracy Schmidt  
Minister  
Education and  
Early Childhood Learning



Honourable Nellie Kennedy  
Minister  
Sport, Culture, Heritage  
and Tourism



PROVINCE OF MANITOBA

# PROCLAMATION

## Teacher and Staff Appreciation Week February 8 to 14, 2026

- WHEREAS** The Manitoba government values the contributions of Kindergarten to Grade 12 teachers and staff in advancing Manitoba Education and Early Childhood Learning's vision that from every part of Manitoba, from every background, all children and youth matter, belong, are respected, successful and safe;
- WHEREAS** Teachers and staff work to create safe and inclusive learning environments, where every student has a voice and feels safe and supported;
- WHEREAS** The hard work and dedication of teachers and staff to foster learners' curiosity and critical thinking skills helps prepare Manitoba learners to be active and engaged community members who develop innovative solutions to complex economic, social and environmental challenges;
- WHEREAS** The leadership and kindness modeled daily by teachers and staff help to build learners' capacity to understand and engage with diverse perspectives, act on issues of global significance and contribute to a more equitable, compassionate and sustainable world;
- WHEREAS** Teachers and staff encourage students to learn with and from others, providing safe spaces to exchange ideas respectfully and effectively and to collaborate toward common purposes and goals; and
- WHEREAS** Teachers and staff walk with students on the path towards Truth and Reconciliation, raising awareness and fostering understanding and unity for the healing and success of all Manitoba communities.

**NOW THEREFORE BE IT KNOWN THAT I, Tracy Schmidt, Minister of Education and Early Childhood Learning for the Province of Manitoba, do hereby proclaim February 8 to 14, 2026, as**

### **TEACHER AND STAFF APPRECIATION WEEK**

in Manitoba and commend its thoughtful observance to all citizens of our province.

Honourable Tracy Schmidt  
Minister  
Education and  
Early Childhood Learning



## Administrative Procedure 2005

# Student Code of Conduct

**Board Governance Policy Cross Reference:** [1](#), [11](#), [12](#), [13](#), [14](#)

**Administrative Procedures Cross Reference:**

[Brandon School Division Code of Conduct](#)

[Respectful Workplace](#)

[Information and Communication Technologies \(ICT\) Use by Staff](#)

[Information and Communication Technologies \(ICT\) Use by Students](#)

[Risk Response](#)

[Illegal Possession and or Use of Alcohol, Cannabis \(Marijuana\), Illicit or Non Medical Use of Drugs and Intoxicating Substances](#)

[Use of Personal Mobile Devices by Students](#)

[Dispute Resolution](#)

[Standards for Seclusion and Restraint in Schools](#)

[Smoke and Vapour Free Environments](#)

**Form Cross Reference:**

**Legal/Regulatory Reference:**

[Criminal Code \(Canada\)](#)

[The Education Administration Act](#)

[The Human Rights Code Part II](#)

[Manitoba Education – Companion Guide for Safe and Caring Schools](#)

[Manitoba Education – Provincial Code of Conduct: Behaviour Intervention and Response Using a Student-Centred and Strengths-Based Approach](#)

[Manitoba Education - Safe and Caring Schools: A Policy Directive and Action Plan to Enhance Student Presence and Engagement \[Manitoba Education and Early Childhood Learning](#)

[Manitoba Education – Standards for Appropriate Educational Programming in Manitoba](#)

[The Protecting and Supporting Children \(Information Sharing\) Act](#)

[The Public Schools Act](#)

[The Safe Schools Charter](#)

[Youth Criminal Justice Act](#)

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**Date Adopted:** February 2007  
**Amended:** November 2019, September 2022; June 2024; October 2024;  
January 2026

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The Public Schools Act (PSA) supports Manitoba's and Brandon School Division's Philosophy of Inclusion, which states the following:

Inclusion is a way of thinking and acting that allows every individual to feel accepted, valued, and safe. An inclusive community consciously evolves to meet the changing needs of its members. Through recognition and support, an inclusive community provides meaningful involvement and equal access to the benefits of citizenship. In Manitoba, we embrace inclusion as a means of enhancing the well-being of every member of the community. By working together, we strengthen our capacity to provide the foundation for a richer future for all of us.

The Brandon School Division accepts responsibility to foster and maintain a safe school environment for its students, staff, and community. To this end, discipline, especially self-discipline, is regarded as an integral part of every student's education. Discipline should teach students to understand the commonly accepted values essential to the well-being of the individual and society and to accept responsibility for the consequences of their actions.

The Division accepts its responsibility to implement effective measures to deal with inappropriate behaviours by students. This includes the establishment of preventive procedures, provision for appropriate early intervention strategies, and the administration of disciplinary action such as is appropriate under the authorities by The Public Schools Act, The Education Administration Act, The Safe Schools Charter and its regulations, Division Administrative Procedures, and other statutes such as the Youth Criminal Justice Act.

Students are expected to practice appropriate behaviour at all times. Principles such as positive self-esteem, individual and social responsibility, respect for property and the rights and values of others shall form the foundation for appropriate behaviour. When behaviour is inappropriate, discipline should assist students to understand the fundamental values essential to the well-being of both the individual and society, and to accept the consequences for their actions. Schools in turn will develop effective disciplinary strategies including the teaching and modeling of appropriate behaviour and the provision of consequences which reflect the nature and severity of the behaviour.

To support this Administrative Procedure, schools will develop and implement a code of conduct consistent with the objectives of this Administrative Procedure, which will be reviewed annually.

A school's code of conduct must include the following:

- a statement that students and staff must behave in a respectful manner and observe the code of conduct;
- a statement that the following will result in an intervention, a response, and/or a consequence:

- abusing another person verbally, in writing, electronically, or otherwise in the following ways: physically, sexually, emotionally, or psychologically;
- exhibiting bullying behaviour toward another person (as defined in the terminology);
- discriminating on the basis of any characteristic set out in subsection 9(2) of The Human Rights Code;
- using, possessing or being under the influence of alcohol, cannabis or illicit drugs at school.
- a statement that the following may not occur on school sites:
  - gang activity;
  - possessing a weapon, as "weapon" is defined in section 2 of the Criminal Code (Canada).
- a statement that pupils and staff must adhere to school policies respecting appropriate use of the following:
  - the Internet, including the use of AI generated content (e.g. audio, images, video, or text), social media, text messaging, websites, and email;
  - cameras, cell phones, and other electronic or personal communication devices identified in the code of conduct or the policies of the school board.
- the process for determining behaviour intervention, response, or consequence due to non-observance of the code of conduct and the process for appealing such decisions.

The PSA defines bullying and cyberbullying behaviour and requires that students and staff observe school and school board policies respecting acceptable use of the Internet. A student's feeling of personal safety at school can be impacted by events that take place outside of school hours. Staff members who become aware of bullying or cyberbullying must report and act on it, regardless of where and when it takes place.

The PSA requires all school board employees and people in charge of students, including volunteers, to report non-observance of the code of conduct to the principal as soon as reasonably possible. This includes behaviour that occurs at school or during school-approved activities

Where the principal believes that a student at the school has been harmed because of another's behaviour, the principal must, as soon as reasonably possible, notify the student's parent(s)/ caregiver(s). The notification must include the following:

- the nature of the behaviour that resulted in harm to the student;
- the nature of the harm to the student;

- the steps taken to Safely protect the student, including the nature of any intervention taken in response to the behaviour.

The school principal is required to disclose more information beyond simply the fact that measures have been taken, but this disclosure does not require particular details.

This may mean disclosing, in general terms, that one or more of the following actions were taken:

- an ongoing intervention plan has been or will be developed;
- a staff member has had a discussion with the student;
- the student's parent(s)/ caregiver(s) have been involved;
- the student has had privileges removed;
- the student was suspended.

## Terminology

- **Assault** - may be physical or sexual in nature. It is the application of force without consent or an attempt or threat to apply force to the person of another. It is usually instigated by one person and not consensual. It may be spontaneous or planned.
- **Bullying** - "A damaging social process that is characterized by (a real or perceived) imbalance of power driven by social, societal, and institutional norms. It is often repeated and manifests as unwanted interpersonal behaviour among students or school personnel that causes physical, social, psychological, and emotional harm to the targeted individuals or groups, and the wider school community." (UNESCO)
- It may be direct or indirect; it may take place through written, verbal, physical, and sexual forms of expression. Various forms of electronic communication may be used (See: cyberbullying).
- **Case Manager** - a member of the school-based student support team designated by the principal to coordinate the team's collaborative work to meet individual student needs through the student-specific planning process and student-specific plan (SSP) development and monitoring.
- **Cyber-bullying** - bullying behaviour by means of various electronic communication, including social media, text messages, direct messages, websites, email, or using AI-generated content (e.g., audio, images, video, or text).
- **Cyber Flashing** - when a person receives uninvited requests for sexual images or messages or is sent unsolicited sexual images or messages. (Canadian Centre for Child Protection, "Online Sexual Violence").
- **Doxing** - publicly releasing someone's personal, identifying information, such as their name, address, phone number, email address, or school, online without their consent ("Doxing," *Cambridge Dictionary*).

- **Exclusionary Practices** - encompasses any type of school disciplinary action that removes or excludes a student from their usual educational setting.
- **Expulsion** – when a determination is made that a student has engaged in severe behaviour that is found to be injurious to the school environment and/or deemed an imminent safety risk to students and staff, and the student must be removed on a long-term basis. An out-of-school suspension lasting longer than six weeks shall be considered an expulsion. Expulsions may be administered by the school board only. Expulsions may occur from the school the student is attending, but not from the entire school division. If a student is expelled, the expulsion will last until the school board rescinds the expulsion or the end of the current school year, whichever comes first.
- **Fighting** - physical assault involving two or more persons. It may be spontaneous or planned.
- **Harassment** - any unacceptable behaviour toward any student, employee, visitor, or volunteer as defined in the Administrative Procedure Respectful Workplace.
- **Inappropriate Behaviour** - Any activity deemed by a School Principal or designate or school's Code of Conduct to be unacceptable because of its failure to show reasonable respect to another person or another's property or to be deemed conduct injurious to the welfare of the school.
- **Informal Removals/Being Sent Home** - there must be a process to inform parents and ensure safety any time a student is sent home for disciplinary reasons.
- There may be instances when a student is sent home due to behavioural disruptions for the purpose of a "reset" or "fresh start." Although this practice may be well intended, if a student's day is reduced outside of the student-specific planning process, such informal removals must be documented.
- **In-School Suspension** - an instance in which a student is temporarily removed from their regular classroom(s) and/or all school activities for at least half a school day for disciplinary purposes but remains under the direct supervision of school personnel. Direct supervision means school personnel are physically in the same location as students under their supervision.
- **In-School Team** - the core team, other school staff, and parent(s)/caregiver(s) who have the knowledge and skills to identify student needs and develop and implement a plan to meet those needs.
- **Insubordination** - defiance of authority; refusal to obey orders.
- **Managed Move** - the transfer of a student to a new school or program that is characterized by careful planning and full support by both the outgoing school and receiving school or program.
- **Non-Compliance** - failure to act in accordance with a wish or a command.
- **Out-of-School Suspension** - an instance in which a student is dismissed from school and/or all school activities for disciplinary purposes for a finite period of time when their peers are expected to be in attendance.

- **Parent(s)/Caregiver(s)** - refers to parents and caregivers and is used with the recognition that in some cases only one parent /caregiver may be involved in a child's education or that the significant adult in the life of many students may not be their parent. The term may also apply to a student who has reached the age of majority.
- **Personation** - the act of assuming, without authority, the identity of another person with the intent to deceive, and/or with fraudulent intent. Personation may include but is not limited to the following examples: falsely identifying oneself as another a) in person verbally, b) in writing, and c) in any electronic format such as but not limited to email, Facebook, YouTube, etc.
- **Reasonable Accommodation** - the school's obligation to address students' diverse needs that stem from the protected characteristics specified in Manitoba's Human Rights Code, such as physical or mental disabilities, and that affect the individual's ability to access educational/school services or facilities. The measures to accommodate diverse needs will be reasonable and required unless they demonstrably cause undue hardship due to cost, risk to safety, impact on others, or other factors.
- **School** - may be interpreted to mean the physical space designated as a school, the grounds surrounding such a space or traveled by a student on the way to and from school, or any other locale inhabited by a student while engaging in a school sponsored activity, including a vehicle.
- **Seclusion** - is a safety response. It is never used as a punishment, consequence, disciplinary action, or a way to force compliance. Schools and school divisions must develop policy and procedures on the use of seclusion.
- **Sextortion** - when someone threatens to release personal sexual images or videos of another person unless demands are met, often for money, more sexual content, or sexual favours. (Canadian Centre for Child Protection, "Sextortion").
- **Swatting** - The deliberate, malicious, and illegal act of reporting a false crime or emergency to evoke an aggressive response from first responders or law enforcement agencies to attend someone's residence or place of work.
- **Theft** - the unauthorized taking, conversion or use of another's property.
- **Trespassers** - visitors to school property shall be limited to authorized persons only. Signs at the entrances to each building shall identify that entry is prohibited except for authorized persons.
  - The Division will not tolerate the presence of intruders defined as persons who cannot justify their presence on Division property or in a Division building and will expect its agents to take appropriate action including the possible laying of charges under The Public Schools Act Section 231/Petty Trespassers Act against those persons who refuse to cooperate.
  - Schools shall develop plans (using Division Administrative Procedure Risk Response) for responding to potentially dangerous situations involving intruders. Schools should also develop education programs for

their students and staff regarding the problems that unauthorized visitors pose, stressing the importance of immediate communication with school officials when unwanted visitors are present on Division property.

- **Vandalism** - deliberate damage or defacement of buildings, grounds, vehicles and/or equipment located on school property, whether the property of the Division or of an individual. Vandalism that occurs off school property may be included when such acts can be shown to be related to a school activity or to have occurred on the way to or from school.
- **Violent Activity** - an activity characterized by verbal or written threats; physical, emotional, sexual abuse/harassment; or racial harassment by an individual or group of individuals that has the effect of impairing or might have the effect of impairing the health and welfare of any individual.
- **Weapon** - any item that is specifically designed to be used in combat or to inflict bodily harm; any item a person uses or intends to use to threaten or inflict harm that is not normally intended to be used in combat or to inflict injury but becomes a weapon in certain circumstances. This may include replicas of weapons.
- **Youth Gang/Group** - a group of persons who, while acting or congregating together, displays a pattern of inappropriate behaviour, which may result in violent activities or conduct injurious to the school.

## **Rights and Responsibilities of Students**

### **Rights**

Students have the following rights:

- to expect that appropriate measures shall be taken to ensure that any behaviour intervention, response, or consequence is administered in a manner consistent with respecting human dignity;
- to be treated with care and concern irrespective of situation;
- to be accompanied by a parent/caregiver or other adult to assist and make representations to the school board in an appeal when the decision has been made to suspend beyond five days;
- to be accompanied by a parent/caregiver or other adult to assist and make representations to the school board before a decision is made to expel;
- to access appropriate educational programming during suspension and/or expulsion;
- to be accompanied by a parent/caregiver or other adult to assist in consultation during the managed move process.

## **Responsibilities**

Students have the following responsibilities:

- to attend school and classes regularly and punctually (See Manitoba Education - Safe and Caring Schools: A Policy Directive and Action Plan to Enhance Student Presence and Engagement);
- to observe school and school division behaviour management expectations and intervention and response policies;
- to observe the school code of conduct;
- to actively participate in behaviour intervention and response planning;
- to complete assignments and other related work required by teachers or other employees of the school or school division;
- to be respectful of school property and the property of others who are employed by or attending the school;
- to assume responsibility if school and/or division property is destroyed, damaged, or lost as a result of an intentional or negligent act.

## **Rights and Responsibilities of Parent(s)/Caregiver(s)**

### **Rights**

Parent(s)/caregiver(s) have the following rights:

- to be informed regularly of the attendance, behaviour, and academic achievement of their child in school;
- to be informed of the behaviour management, intervention, and response policies of the school and/or school division;
- to accompany their child and assist them in making representations regarding a suspension of more than five days or before a decision is made to expel the child in accordance with the appeal process;
- to accompany their child and assist them in collaboration during the managed move process.

### **Responsibilities**

Parent(s)/caregiver(s) have the following responsibilities:

- to cooperate and engage with teachers and other school and/or division employees to ensure their child observes the school and/or division behaviour management, intervention, and response policies, and the school's code of conduct;

- to take all reasonable measures to ensure the student attends school regularly;
- to assume responsibility, with the student, where school and/or division property is destroyed, damaged, or lost as a result of an intentional or negligent act of that student (Note: Teachers and students whose personal property is damaged or lost may bring action under The Parental Responsibility Act.).

## **Responsibilities of Teachers**

Teachers have the following responsibilities:

- to maintain a safe and caring environment for students attending or participating in activities that are sponsored or approved by the school, whether inside or outside of the school building;
- to treat students with care and concern irrespective of situation;
- to comply with the school code of conduct;
- to ensure the interventions, responses, and consequences implemented in performing duties to maintain a safe and caring environment are appropriate given the frequency and severity of the code of conduct non-observance and taking into account the student's age and state of development as well as their degree of social-emotional and mental wellness;
- to report to the principal non-observance of the code of conduct while at school or at a prescribed school-approved activity as soon as reasonably possible;
- to report to the principal, as soon as reasonably possible, harmful use of the Internet, electronic communication, and AI-generated content (e.g., audio, images, video, or text) whether it occurs during school hours or not;
- to report to the principal, as soon as reasonably possible, that a student may have engaged in or been impacted by bullying/cyberbullying behaviour, or any other behaviour that would require an intervention and response, whether it occurs during school hours or not;
- to seize or cause to be seized and take possession of any offensive/ dangerous weapon brought to school by a student and entrust it to the principal;
- to promptly document and report to the principal a student suspension from the classroom;
- to participate in, when deemed appropriate by the principal, the re-entry process to support student transition;
- to participate in, when deemed appropriate by the principal, the managed move process to support student transition.

## Responsibilities of Principals

Principals have the following responsibilities:

- to treat students with care and concern irrespective of situation;
- to establish, in consultation with the School Safety Committee, a school code of conduct, and to review that code of conduct at least annually;
- to ensure that a school's behaviour management policies — including behaviour intervention, response, and consequences for non-observance of the school's code of conduct — are consistent with any ministerial or policy directives;
- to supervise or ensure supervision of buildings and grounds during school hours, checking for safety, repairs, and cleanliness;
- to remove, or cause to be removed, persons from the school premises who are causing a disturbance or interruption, who are trespassing, or who are present for a purpose not reasonably associated with the normal functioning of the school;
- to provide behaviour intervention and response, appropriate to the needs of each student, from the time the student arrives at school until the student departs for the day, except during any period that the student is absent from school at the request of their parent(s)/ caregiver(s);
- to provide behaviour intervention, training and awareness, and response for students on their way to and from school, while travelling to and from school, on school division transportation, and while at school-related activities;
- to ensure that the interventions, responses, and consequences implemented in performing duties to maintain a safe and caring environment are appropriate, given the frequency and severity of any code of conduct non-observance, and taking into account the student's age and state of development, as well as their degree of social-emotional and mental wellness;
- to notify the parent(s)/caregiver(s), as soon as reasonably possible, if the principal believes that a student has been harmed as a result of another person's behaviour;
- to inform the student's parent(s)/caregiver(s), as soon as reasonably possible, of any suspension and the reasons for the suspension;
- to give the school board or designate, within 24 hours of a student being suspended, a written report setting out the student's name, the period of suspension, and a description of the incident for which the student was suspended;
- to keep a record of each student suspension;

- to develop categories of the reasons for which a student may be suspended, and to ensure that each suspension is accordingly categorized;
- to keep records on the nature and duration of all suspensions, both in-school and out-of-school;
- to ensure that educational programming is available to a student who has been suspended for more than five days;
- after consultation with the Superintendent/CEO or designate, to participate in, and direct appropriate staff to participate in, the managed move process in order to support student transition.

## **Responsibilities of Superintendents**

Superintendents have the following responsibilities:

- to give the school board or designate a written report setting out the student's name, the period of suspension, and a description of the incident for which the student was suspended;
- to advise the school board if and when a student will participate in the managed move process in any capacity;
- to engage in consultation with the school principal about the appropriateness of a managed move in any capacity.

## **Responsibilities of School Boards**

School Boards have the following responsibilities:

- to establish written policy respecting the appropriate use of:
  - the Internet, including social media, text messages, direct messages, websites, email, and AI-generated content (e.g., audio, images, video, or text);
  - cameras, cell phones, and any other electronic or personal communication devices identified by the board.
- to establish written policy on respect for human diversity and ensure that the policy is implemented in each school — the policy must promote and enhance a safe and inclusive learning environment, the acceptance of and respect for others, a positive school environment, and the training of teachers and other staff on bullying behaviour prevention and respect for human diversity;
- to permit a student and their parent(s)/caregiver(s) to make representations to the school board about a suspension of more than five days in accordance with the appeal process;

- to confirm or modify the suspension or reinstate the student after receiving such a representation;
- to expel any student who has engaged in behaviour deemed injurious to the school environment and/or an imminent safety risk to students and/or staff;
- to ensure that alternative programming is made available for students of compulsory school age who are expelled;
- to limit or place conditions on the teacher's right to suspend, either with respect to an individual student or generally, if the board is of the opinion that the teacher has repeatedly;
  - suspended an individual student for reasons that are not justified;
  - suspended students for reasons that are not justified.

### **Appropriate Clothing / Accessories**

In establishing and providing for respectful, safe and secure school environments, the wearing of appropriate clothing by students is an important factor. Students are expected to wear appropriate clothing in the school at all times during the school day. Students will be asked to cover up or, if possible, remove inappropriate clothing.

Appropriate clothing is that which is acceptable to the established norms of the school community, staff and school administration. Appropriate clothing is free from:

- inappropriate words, phrases and images;
- inappropriate accessories that may cause potential harm to self and others.

Headgear is to be removed when entering the school during the school day. Headgear includes hats, toques, bandanas, and hoods. Headgear, related to medical or program requirements, may be permitted in designated areas by permission of school administration. Headgear worn in recognized religious observations may be approved through consultation with parents and administration.

Concealing clothing and accessories includes school bags. Containers such as backpacks, large bags, and gym bags that are not required immediately for physical education must remain in lockers or other designated areas.

Outerwear such as large, bulky jackets and trench coats are not to be worn in the school building during the school day. Outerwear is to be removed and left in student lockers or other designated areas.

## **Self Identification**

Any student(s) or person(s) in the school building shall identify themselves immediately when asked to do so by any staff member. Failure to do so will result in disciplinary action being taken and/or the police being called, and the person(s) being removed and/or charged accordingly.

## **Emergency Procedures**

All staff and students have a responsibility to contribute to the provision of optimum safety and security for the school. To achieve this objective, all staff and students will cooperate in communicating issues and problems promptly and efficiently to the School Principal or designate.

- If staff or students believe that a student or visitor represents a danger to the security of the school, they will immediately notify the School Principal or designate.
- In an emergency situation where staff believe that the behaviour of the student/visitor represents imminent danger, they will obtain police assistance immediately and notify the School Principal or designate immediately.
- School Principal or designate, if deemed necessary, will draw on in-school and Divisional support staff to respond to the incident.
- Upon investigation, the School Principal or designate, if deemed necessary, will inform the Superintendent/CEO or designate.

## **Intervention Procedures**

### **Proactive and Preventative Practices**

While the use of suspension is authorized in The Public Schools Act, schools and school division administrative procedures must consider alternative approaches.

No single approach, program, or system may be exclusive to supporting students who are suspended. Rather, supportive school discipline should promote positive behaviours while preventing risky or negative behaviours.

In order to promote a safe, caring, and inclusive learning environment, schools must provide opportunities for students and staff to increase their understanding of behaviour and to learn to respond to unwanted behaviour in alternative ways. Supportive student discipline should be about teaching and learning. Rather than employing a suspension, when possible and appropriate, supportive strategies are used and reframed as learning opportunities, fulfilling a need the student has identified through their behaviour.

Providing students with an opportunity to reflect on their behaviour and repair relationships is paramount to this learning. Appropriate consequences and support should help students improve behaviour while considering individual circumstances.

These types of strategies are to be considered for behaviours that do not disrupt the safety of the school.

Schools are encouraged to seek relevant resources in implementing intervention and mediation strategies.

Schools must focus on the implementation of evidence-based systems rooted in skill development and capacity building. A combination of approaches in the areas of social-emotional learning, positive behaviour supports, cultural relevancy, restorative practice and restitution, and trauma-informed practice can be applied.

### **Student Expectations and Behaviour That Requires Intervention and Response**

There are many behaviours that warrant an intervention and response rooted in caring and support. Some of these behaviours include but are not limited to the following:

- bullying/cyberbullying behaviour;
- harassment/discrimination;
- threats to others;
- theft;
- trafficking in drugs or sex;
- physical violence/aggression;
- sexual assault/aggression;
- hazing;
- gang activity;
- possession of a weapon;
- possession of or being under the influence of alcohol, cannabis, or an illicit drug;
- harmful use of the Internet and electronic communication including AI-generated content (e.g., audio, images, video, or text), doxing, swatting, cyber flashing, and sextortion;
- self or peer exploitation;
- threats and/or harm to self.

There is no prescriptive response to the actions listed beyond approaching both the student engaged in such behaviour and those impacted with care and concern, while also balancing the need for safety of students and staff.

## **Student-Centered Behaviour Intervention and Response Strategies**

The following interventions emphasize positive and proactive strategies that foster student learning. Consequences may be necessary when other approaches to behaviour are unsuccessful.

The School Principal must ensure interventions for, responses to, and consequences for non-observance of the school code of conduct are consistent with this document. The School Principal maintains the authority to determine which intervention, response, or consequence is appropriate.

Appropriateness may be determined by the frequency and severity of the code of conduct non-observance, the student's age and state of development, and the student's degree of social-emotional and mental wellness. A student's diverse needs will be considered when decisions are made regarding behaviour intervention, response, and consequence. Reasonable accommodation is required for students with diverse needs that affect their behaviour. The response to behaviour will need to consider the student's diverse learning needs and abilities, including the student's ability to access the information, the student's understanding of the policy or rules, and whether the response used for the majority of students is appropriate for the individual student.

Interventions, responses, and consequences may be applied, changed, and adapted as appropriate to the school and divisional context, and they do not need to be applied in the order they appear in this procedure. Schools may expand upon the list of appropriate interventions, responses, and consequences as long as the additional items are consistent with this procedure directive.

Options will be considered based on the individual needs of the student. School staff will be sensitive to both a student who is impacted by behaviour that does not meet expectations, as well as the student who engages in the behaviour. As such, the responses listed below may apply to multiple students in any given situation.

- discussion with a trusted adult
- parental/caregiver involvement
- formal meeting
- restoring community/restitution
- positive behaviour agreement
- student services referral
- outside agency/community involvement
- risk/threat assessment
- police notification

## **The Use of Exclusionary Practices as a Behaviour Intervention, Response, and Consequence**

Regardless of the name used or the intended purpose, exclusionary practices should be exercised with caution. Use of these practices necessitates engagement with the student that addresses their behaviour and contributes to their personal growth and safety for all.

Examples of exclusionary practices may include the following:

- withdrawal from the classroom setting for less than half a school day — such withdrawal is usually temporary, and when a prolonged withdrawal is recommended, parent(s)/caregiver(s) will be informed;
- detention at the school — If a detention extends beyond regular school hours, parent(s)/caregiver(s) must be informed;
- removal of privileges such as access to the playground, cafeteria, library, and/or extracurricular activities under certain circumstances and for a finite period of time;
- time out;
- removal from school bus ridership, with parent/caregiver notification;
- being sent home early, with parent/caregiver notification.

## **Withdrawal Procedures Including In-school and Out-of-School Suspension**

Interventions and consequences may be applied appropriately to the situation and when selecting appropriate consequences, schools should be sensitive to any student who has been the target of unacceptable conduct, as well as to the student who engaged in the misconduct. These factors encourage those with the authority to suspend to avoid disciplining students who did not act deliberately.

Additional factors may direct the course of action. The decision to suspend should consider the following:

- the information gathered from the student, reporting staff, and others who may have witnessed or been affected;
- whether a process should be initiated for determining the risk of threat to self or others, and the risk of recurrence;
- possible motivation or underlying reason(s) that led to the incident (e.g., setting events, antecedent);
- previous disciplinary incidents (for support in determining suspension, but not number of days);
- previously employed interventions and their effectiveness;

- the student's background and support network;
- alternative approaches not previously employed;
- whether the suspension will be a breach of probation, if applicable.

The decision to suspend may also when applicable include a discussion with the parent(s), in-school team and/or division staff.

Suspension should never be used as a response to absenteeism and suspension duration should not be directly tied to the number of suspensions previously accounted for.

### **Authority to Suspend**

Principals, teachers, superintendents, and the school board are permitted, with different degrees of authority, to suspend (M.R. 92/2013).

A teacher may suspend a student from the classroom for up to two days, (they should review with their principal before considering this).

The Principal or Superintendent/CEO or designate may suspend a student from the school, if:

- the student engages in disruptive behaviour;
- suspension is the consequence for that behaviour under the school's disciplinary behaviour management policies and the school's code of conduct;
- the student has engaged in conduct injurious to the welfare of the school. For purposes of this Administrative Procedure, conduct injurious to the welfare of the school may include, but is not limited to:
  - assaultive behaviour,
  - drug and alcohol use including trafficking,
  - non-compliance/inappropriate behaviour that is deemed not safe,
  - weapons. (Appendix A)

A school board may suspend from a school any student who, upon investigation by the school board, is found to be guilty of conduct injurious to the school environment (PSA). In its decisions, the board may choose to identify possible solutions and recommend preferred alternatives.

The school board may limit or place conditions on the teacher's authority to suspend from the classroom, either with respect to any individual student or generally, if the board is of the opinion that the teacher has repeatedly:

- suspended an individual student for reasons that are not justified; or
- suspended students for reasons that are not justified.

A Principal may suspend a student from the school for not more than one week (five days) unless provided permission from the Superintendent/CEO or designate to suspend for not more than 6 weeks (30 days).

### **In-School Suspensions**

For the purpose of offering a safe, structured, and supervised environment, an in-school suspension may be applied for a finite period of time in lieu of an out-of-school suspension when it is considered safe and appropriate.

An in-school suspension allows for the opportunity to apply targeted interventions and supports that address behaviour and facilitate problem solving. There is benefit to maintaining connection to the school community and adults in a safe environment and with uninterrupted learning.

All in-school suspensions must be communicated to the parent(s) and tracked by the school/school division.

Following the Principal's decision to issue an in-school suspension the student, the Principal will ensure arrangements are made and communicated to the student, parents, classroom teacher(s), in-school team, and relevant school/divisional staff with details such as the following:

- date(s), including the expected date of return to classroom learning with peers;
- location of alternative supervised learning environment;
- expectations for contact with professional staff (who, when, purpose);
- expectations for non-structured times (e.g., lunch/breaks, extracurricular, transportation, arrival/dismissal), noting any restrictions;
- a structured plan outlining the appropriate educational programming the student is to be engaged in during the suspension;
- details of the re-entry process; and
- a meeting with the student prior to the date of re-entry to communicate expectations and to develop strategies to repair relationships.

If a student receives two or more in-school suspensions during a school year, school teams should consider ways to support that student in an effort to decrease future suspensions.

The repeated use of an in-school suspension may indicate that a student-specific plan should be developed and/or revised.

### **Notification of Suspension**

Notification of all suspensions shall be made verbally by phone and followed by letter to the student if an adult or to the parent/guardian if the student is not an adult. An email should also be sent for faster communication. This letter shall contain the following information:

- student's name, birthdate and MET number;
- duration of suspension;
- beginning and ending dates of suspension;
- conditions of suspension;
- reason for the suspension;
- date of re-entry meeting with student (and parent/guardian if deemed necessary) Please note if parent does not attend, the student should not be excluded from resuming programming;
- the right of the student, if an adult, or the parent/guardian to appeal a suspension in writing;
- the names of the persons to whom copies of the letter are being furnished;
- information regarding the opportunity for parents to be provided with accommodations such as an interpreter or having a supporting person accompany them to the re-entry meeting;
- the name and contact information of the school/division staff who will serve as the parent's initial contact for the purpose of arranging appropriate educational programming and maintaining regular contact with the student;

The report must be entered into the school division's student information system within 24 hours of the suspension. A copy of the parent letter shall be placed in the student's cumulative file.

Schools must develop a student-specific plan for a student who has been suspended out of school more than two times during a school year.

A multifaceted approach is to be considered for students with two or more out-of-school suspensions or for educational programming due to suspension for more than five days.

### **Re-Entry Process**

Re-entry meetings are an opportunity to bridge and repair relationships. A meeting prior to the student's return to school is especially important to the re-entry process. The student, parents, and appropriate school/division team members should be in attendance.

If a parent is unable or refuses to attend the re-entry meeting, schools must document the reasons for refusal and/or actions undertaken by the school to obtain consent and/or resolve concerns.

The completion of schoolwork or parent's inability to be present at the re-entry meeting should not prolong the suspension.

## Managed Move

A managed move may occur for multiple reasons and may offer the student the opportunity to move to a new school or program. The transfer to the new school or program is carefully planned, taking into account the student's diverse learning and behaviour needs, and ensuring the student is fully supported by both the outgoing school and receiving school or program.

The managed move process differs from school of choice in that the move is initiated by the outgoing school or division and must involve the student, parent(s)/caregiver(s), both the outgoing and receiving schools, and any relevant support agencies.

The carefully planned transfer of a student may:

- occur within schools in a school division;
- occur between school divisions;
- facilitate the student becoming enrolled in an adult learning center;
- facilitate the student's participation in an activity or program (in or out of division) that is approved under The Public Schools Act, Activities and Programs — Activities and Programs — Learning to Age 18 Regulation-

Prior to a managed move a transition meeting should take place between outgoing and ingoing school. The following should be considered:

- prior/current academic attainment potential
- risk threat assessment
- effective risk management strategies
- attempted interventions
- multi-agency support
- any and all assessments
- timely transfer of files
- student specific plan if applicable
- case manager assigned if applicable
- circle of care, wraparound or other supports if applicable.

In cases where the school division, student, and parent(s)/caregiver(s) determine that a managed move is an appropriate course of action, and a student will attend a school or program outside the division, a transportation plan must be developed jointly with the parent(s)/caregiver(s). In many cases, partnerships between school divisions indicate the sending school division is responsible for transportation. Collaboration with the receiving school division will be required.

A managed move may be for a finite period of time, as agreed upon by the outgoing school, receiving school or program, and the student and parent(s)/caregiver(s). It is important that the move be mutually agreed upon by all parties to ensure a supported transition process, however, the Division has final authority on assignment of student to the school and learning programs.

## **Appeal Process for Placement**

Parent(s)/caregiver(s) who disagree with the placement of their child may access the appeal process. Appeal processes protect the rights of students and parent(s)/caregiver(s), and address differences of opinion regarding the education of students.

Students and parent(s)/caregiver(s) must follow these steps to appeal a placement:

A written appeal to the school administrator, if not resolved;

A written appeal to the Superintendent/CEO or designate, if not resolved;

A written appeal to the School Board.

## **Student Expulsion**

The PSA and the Appropriate Disciplinary Consequences in Schools Regulation, M.R. 92/2013, allow school boards to expel students.

If a student engages in severe behaviour that is injurious to the school environment and/or is an imminent safety risk to students and staff, it may be determined that the student must be away from the school environment on a long-term basis, and is therefore, expelled. An out-of-school suspension lasting longer than six weeks shall be considered an expulsion. Expulsions may be administered by the school board only. In the case of a student who has been expelled, the school board must permit the student and their parent(s)/caregiver(s) to make representations to the school board about the expulsion

Expulsions may occur from the school the student is attending, but not from the school division entirely. If a student is expelled, the expulsion will last only until the school board rescinds the expulsion or the end of the current school year, whichever comes first.

A case manager from the school is required to coordinate any supports needed and to provide a stable point of contact to establish and maintain relationships with students who are expelled and their parent(s)/caregiver(s). Throughout the expulsion, a mechanism for regular contact with the student must be developed to support their continued learning, safety, and well-being as well as to maintain a connection to the school community. This contact may be the responsibility of the case manager or another trusted adult at the school. Examples of daily contact include a phone call or virtual meeting, an email or a message through an educational platform used by the school.

During an expulsion, the school division is required to provide the student with alternative programming.

Alternative programming includes the following:

- providing the student appropriate support to perform schoolwork at home;
- permitting the student to enroll in a different school in the school division;

- facilitating the student's participation in an activity or program that is an approved activity or program under The Public Schools Act, Activities and Programs — Learning to Age 18 Regulation,
- facilitating the student becoming enrolled in an adult learning center or in remote learning options administered by the department.

When the expulsion comes to an end, a plan for review and re-entry must be developed by the school. If the student will be finishing the school year under an expulsion, the review and re-entry process must take place before the end of the current school year, enabling the student to begin the new school year with their peers the following September.

If the student is entering a natural transition, either to a new school or out of school entirely, the school must follow the same transition process outlined in divisional policies and procedures.

If, at any point, it is decided an expelled student will not return to their current school, the school and school division must engage in a managed move process in order to support the student's continued learning.

## **Appeal Process for Suspension and Expulsion**

If an appeal is launched, it must be done in writing to the Assistant Superintendent or designate within 14 days of the verbal notification of the suspension. The student will be required to remain out of school until the appeal is satisfied, but throughout this period, will be provided with assignments upon parental request, the results of which shall be furnished to the school.

Suspensions from 1 to 5 days can be appealed on process and to be expunged from the record.

An appeal against a suspension shall be directed to the Assistant Superintendent or designate, who will, in consultation with the school(s), investigate the circumstances leading to the suspension and appeal. Parents/guardians or the adult student will be advised when the appeal will be considered. The parent/guardian or the adult student has the right to appeal to the Superintendent/CEO if not satisfied with the ruling of the Assistant Superintendent or designate.

If the appeal is not resolved at the staff level and the parent/guardian or adult student decides to request a formal appeal to the Board, the Superintendent/CEO or designate will prepare a report on the case and arrange for its presentation at an in-camera session of the Board. The student, parent/guardian and School Principal or designate of the school that the student attends shall be informed of the date and time of the in-camera Board meeting and shall have the right to attend and address the Board. The notice will indicate that if the party notified does not attend, the Board may proceed, and the party will not be entitled to any further notice of the proceedings. A request by

a parent/guardian, or a student where they are an adult, to have the case presented by legal counsel shall be granted.

The Board will hear the appeal within thirty days of receiving the formal written request and the decision of the appeal will be recorded in the pupil file.

In the case of a student who has been expelled, the student and their parent(s)/caregiver(s) may make a representation to the school board about the expulsion similar to the above process for suspension. The Superintendent/CEO or designate will prepare a report on the case and arrange for its presentation at an in-camera session of the Board. The student, parent/guardian and School Principal or designate of the school that the student attends shall be informed of the date and time of the in-camera Board meeting and shall have the right to attend and address the Board. The notice will indicate that if the party notified does not attend, the Board may proceed, and the party will not be entitled to any further notice of the proceedings. A request by a parent/guardian, or a student where they are an adult, to have the case presented by legal counsel shall be granted.

The Board will hear the appeal within thirty days of receiving the formal written request and the decision of the appeal will be recorded in the pupil file.

## **Documentation and Monitoring**

The School and Division must document all suspensions and make sure they are placed in the pupil file and Student Information System.

All schools are required to keep records on the nature and duration of all in-school and out of school suspensions.

Appendix A

Examples where a possible suspension **may** be considered:

<b><u>Inappropriate Behaviour</u></b>			
Theft	Vandalism	Insubordination	Non-Compliance
Racism	Possessions of Weapons	Personation	Respectful Workplace (AP 5130)
Inappropriate Use of Communication (AP 6080, AP 2055)	Cyberbullying	Inappropriate Use of Technology (AP 6080, AP 2055)	Gang Related Behaviour

<b><u>Assaultive Behaviour</u></b>			
Physical threats (verbal, physical and written)	Racism	Respectful Workplace (AP 5130)	Use of Weapons
Bullying	Cyberbullying	Assault (physical)	Fighting
Gang related violence			

<b><u>Illegal Possession and/or Use of Alcohol, Cannabis (Marijuana), Illicit or Non-Medical Use of Drugs and Intoxicating Substances (AP 6025)</u></b>		
Under the influence of drugs	Under the influence of alcohol	Under the influence of inhalants
In possession of drugs, or drug paraphernalia	In possession of alcohol	In possession of inhalants
Supplying or trafficking drugs	Supplying alcohol	Supplying or trafficking inhalants

## Literacy Support/ Resource/ Classroom Programs

Intervention/ Resource/ Classroom	Skills Targeted	Grade(s)	Group Size	<ul style="list-style-type: none"> <li>• Lesson Duration</li> <li>• (if applicable)</li> </ul>	Screening Process/ Tools/ Selection Team	Delivery/ Training
<b>Reading Recovery</b>	<p><u>GOAL:</u> Development of a proficient and complex literacy processing system (problem solving - self-monitoring, cross-checking, searching for and using more information, self-correcting, rereading) while reading and writing continuous text.</p> <p>Focus: Talking, reading and writing</p> <ul style="list-style-type: none"> <li>• <u>Alphabets (Phonics &amp; Phonemic Awareness):</u> Explicit instruction in letter-sound relationships, phonemic awareness, and word analysis strategies.</li> <li>• <u>Reading Fluency:</u> Developing the ability to read with appropriate pacing and expression.</li> <li>• <u>Comprehension &amp; Vocabulary:</u> Improving understanding of texts and expanding vocabulary, while fostering active engagement with stories.</li> <li>• <u>Writing:</u> Incorporating daily writing activities to reinforce letter-sound knowledge, word learning, story composing, construction and fluency.</li> <li>• <u>Concepts About Print:</u> Teaching directionality, spatial layout, and the connection between spoken and written words</li> </ul>	Grade 1 and early Grade 2	1:1	<ul style="list-style-type: none"> <li>• 12-20 weeks</li> <li>• daily lessons</li> <li>• 30 minutes</li> </ul>	<ul style="list-style-type: none"> <li>• Observation survey</li> <li>• Record of Oral Language</li> <li>• Capturing Student Progress sheet.</li> <li>• Lowest students are selected.</li> <li>• Monitoring of children's daily progress in reading and writing and sharing with the classroom teacher</li> </ul>	<ul style="list-style-type: none"> <li>• there is very specific and ongoing training required to deliver the intervention</li> <li>• lessons individually designed to build on children's strengths</li> </ul>

Intervention/ Resource/ Classroom	Skills Targeted	Grade(s)	Group Size	<ul style="list-style-type: none"> <li>Lesson Duration</li> <li>(if applicable)</li> </ul>	Screening Process/ Tools/ Selection Team	Delivery/ Training
<b>Literacy Lessons</b>	<p><u>GOAL:</u> Development of a proficient and complex literacy processing system (problem solving - self-monitoring, cross-checking, searching for and using more information, self-correcting, rereading) while <u>reading and writing</u> continuous text.</p> <p><u>FOCUS:</u> Talking, reading and writing</p> <p><u>Alphabets (Phonics &amp; Phonemic Awareness):</u> Explicit instruction in letter-sound relationships, phonemic awareness, and word analysis strategies.</p> <p><u>Reading Fluency:</u> Developing the ability to read with appropriate pacing and expression.</p> <p><u>Comprehension &amp; Vocabulary:</u> Improving understanding of texts and expanding vocabulary, while fostering active engagement with stories.</p> <p><u>Writing:</u> Incorporating daily writing activities to reinforce letter-sound knowledge, word learning, story composing, construction and fluency.</p> <p><u>Concepts About Print:</u> Teaching directionality, spatial layout, and the connection between spoken and written words</p>	Grades 2-4	1:1	<ul style="list-style-type: none"> <li>12-30 weeks (short-term)</li> <li>daily lessons</li> <li>30-45 minutes</li> </ul>	<ul style="list-style-type: none"> <li>Observation survey</li> <li>Record of Oral Language</li> <li>additional assessments</li> <li>Selection made by school literacy team with support from Teacher Leader</li> <li>Monitoring of children's daily progress in reading and writing and sharing with the classroom teacher</li> </ul>	<ul style="list-style-type: none"> <li>There is very specific and ongoing training required to deliver the intervention.</li> <li>Lessons individually designed to build on children's strengths</li> </ul>

Intervention/ Resource/ Classroom	Skills Targeted	Grade(s)	Group Size	<ul style="list-style-type: none"> <li>Lesson Duration</li> <li>(if applicable)</li> </ul>	Screening Process/ Tools/ Selection Team	Delivery/ Training
<b>Readtopia</b>	Students develop all the components of reading including: <ul style="list-style-type: none"> <li>Fluency</li> <li>Alphabet knowledge Phonological awareness</li> <li>Print concepts</li> <li>Vocabulary</li> <li>Background knowledge</li> <li>Comprehension strategies</li> </ul>	Grades 3-12 (up to age 21)	Small Group (3-5)	<ul style="list-style-type: none"> <li>all year</li> <li>daily lesson</li> <li>30-60 minutes</li> </ul>	Students with complex needs, such as having an intellectual disability. We might select a child not diagnosed - but this will only be in consultation with a psychologist.	Training provided by the School Division
<b>Readtopia Go</b>	Strategies that use instructional cycles to develop skills include motivating and engaging materials for our early emergent learners. Addresses: <ul style="list-style-type: none"> <li>Shared reading</li> <li>Shared writing</li> <li>Alphabet and phonics instruction</li> <li>Independent reading</li> <li>Independent writing</li> <li>Integrates communication including strategies for nonspeaking students for optimal language development</li> </ul>	Grades K-2	Small Group (3-5)	<ul style="list-style-type: none"> <li>all year</li> <li>daily lesson</li> <li>30-60 minutes</li> </ul>	Intended for: <ul style="list-style-type: none"> <li>students with an Intellectual Disability</li> <li>students with suspected Intellectual Disability</li> <li>students with a Global Developmental Delay</li> <li>students with complex communication needs</li> </ul>	Training provided by the School Division

Intervention/ Resource/ Classroom	Skills Targeted	Grade(s)	Group Size	<ul style="list-style-type: none"> <li>Lesson Duration</li> <li>(if applicable)</li> </ul>	Screening Process/ Tools/ Selection Team	Delivery/ Training
<b>Barton Reading and Spelling</b>	<ul style="list-style-type: none"> <li>Phonological awareness</li> <li>Spelling</li> <li>Decoding skills</li> </ul>	any grade	1:1 Could be small group consultation with psychologist and administrator on student selection	<ul style="list-style-type: none"> <li>there are 10 books in the intervention</li> <li>lessons take 45 – 60 minutes to deliver</li> <li>recommended that there be at least 2 hours of delivery per week</li> </ul>	Designed for students with Dyslexia	Intervention was designed to be delivered by a parent, so anyone can administer it once they have completed the video training.
<b>Empower Reading</b>	Grades 2-8 Targets <ul style="list-style-type: none"> <li>phonological awareness</li> <li>spelling</li> <li>decoding skills</li> </ul> Grades 9-12 Targets <ul style="list-style-type: none"> <li>Decoding</li> <li>Spelling</li> <li>Comprehension</li> </ul>	Grades 2-12	Small Group	<ul style="list-style-type: none"> <li>daily</li> <li>there are 120 lessons</li> <li>60 minutes</li> </ul>	<ul style="list-style-type: none"> <li>initial screening/ placement</li> <li>weekly progress monitoring</li> <li>progress monitoring</li> </ul>	Must be a trained teacher to deliver the intervention
<b>UFLI</b>	Phonemic Awareness (Blending, Segmenting, Manipulation) <ul style="list-style-type: none"> <li>Phonics and Decoding</li> <li>Encoding</li> <li>Irregular words</li> <li>Oral reading fluency</li> </ul>	K-2 Grades 3- 12	Small group (3-5)  1:1  can be used whole class	<ul style="list-style-type: none"> <li>daily</li> <li>30 minutes</li> </ul>	<ul style="list-style-type: none"> <li>initial screening/ placement</li> <li>weekly progress monitoring (spelling assessment)</li> <li>progress monitoring</li> </ul>	No special training needed; follow the manual

Intervention/ Resource/ Classroom	Skills Targeted	Grade(s)	Group Size	<ul style="list-style-type: none"> <li>Lesson Duration</li> <li>(if applicable)</li> </ul>	Screening Process/ Tools/ Selection Team	Delivery/ Training
	<ul style="list-style-type: none"> <li>Word study (morphology)</li> </ul>					
<b>Heggerty</b>	Phonemic awareness program (focuses on oral and auditory skills) of phoneme isolation, blending, segmenting, manipulation, alphabetic principle, some nursery rhymes  (may be used in conjunction with UFLI)	K-12	Whole Group  Small Group  (3-5 mins)  1:1	<ul style="list-style-type: none"> <li>daily</li> <li>no more than 10 (often 3-5) minutes per session</li> </ul>	Screeners will provide information regarding who should be selected	No special training needed; follow the manual
<b>Equipped for Reading Success (Dr. Kilpatrick)</b>	Focus on tracking sounds within words (say: stray. Now say stray but change the /t/ to a /p/ <ul style="list-style-type: none"> <li>Phonological awareness</li> <li>Automaticity</li> <li>Orthographic mapping</li> <li>tracking sounds within words (say: stray. Now say stray but change the /t/ to a /p/</li> <li>Kilpatrick stresses linking his program to reading text</li> </ul>	K-12	Whole Group  Small Group  1:1	<ul style="list-style-type: none"> <li>“1 minute activities” once per day</li> </ul>	PAST is administered first (Phonological Awareness Test) – and this text measures automaticity. Beginning level in program is then identified from this assessment	<ul style="list-style-type: none"> <li>Some guidance/ training needed from speech language pathologists</li> <li>Information is in manual</li> </ul>
<b>Letterland</b>	<ul style="list-style-type: none"> <li>Phonemic awareness</li> <li>Alphabetic principle (letter/sound recognition)</li> <li>Letter formation</li> <li>Blending/ segmenting</li> <li>Introduces vowels, digraphs, phonics ‘rules’ in a highly motivating way</li> <li>Phonics</li> <li>Workbooks available</li> </ul>	K-3	Whole Group  Small Group  Intervention	<ul style="list-style-type: none"> <li>3-5 times per week</li> <li>20-30 minute lessons</li> </ul>		<ul style="list-style-type: none"> <li>no special training needed</li> <li>all materials are ordered separately</li> <li>online videos and projectable for smartboard use is available</li> </ul>

Intervention/ Resource/ Classroom	Skills Targeted	Grade(s)	Group Size	<ul style="list-style-type: none"> <li>Lesson Duration</li> <li>(if applicable)</li> </ul>	Screening Process/ Tools/ Selection Team	Delivery/ Training
	Decodable readers					<ul style="list-style-type: none"> <li>collection of student decodable, books for educator to read aloud, various motivational materials can be purchased</li> </ul>
<b>Secret Stories (Katie Garner)</b>	Teaches ‘tricky’ phonics patterns <ul style="list-style-type: none"> <li>Phonics and decoding</li> <li>Spelling and writing</li> <li>Automaticity and fluency</li> </ul>	K-3	Whole Group Small Group 1:1	<ul style="list-style-type: none"> <li>daily</li> <li>5-10 minutes</li> </ul>		<ul style="list-style-type: none"> <li>no special training</li> <li>videos available</li> <li>program is purchased and includes cards and teacher guide</li> </ul>
<b>Reading Simplified (Dr. Marnie Ginsberg)</b>	3 core components (switch it, read it, sort it) <ul style="list-style-type: none"> <li>Phonemic awareness</li> <li>Phonics</li> <li>Blending/segmenting</li> <li>Fluency</li> <li>Attacking multi-syllabic words</li> <li>Focus on reading, writing and word work in each session which is a strength of the program</li> </ul>	K-3	Small Group Intervention (3-5 students) Focus on grouping students with a particular need	<ul style="list-style-type: none"> <li>daily</li> <li>30 minutes</li> </ul>	Focus on the ‘Big Three’ to determine who would benefit (Phoneme Segmentation, nonsense word reading, word identification)	<ul style="list-style-type: none"> <li>monthly payment to belong to the ‘community’. There is a series of lessons and ‘tests’ that must be taken by the educator. This allows access to downloadable materials.</li> </ul>
<b>Levelled Literacy Intervention Kits</b>	Focus on: <ul style="list-style-type: none"> <li>Comprehensive literacy system the covers all aspects of reading and writing</li> <li>Phonics</li> <li>Word study</li> <li>Comprehension</li> <li>Fluency</li> </ul>	Grade K-2 (3 students per group)  Grade 3-5 (3-5 students)  Grade 6-8	Small Group (3-6 students)	<ul style="list-style-type: none"> <li>12-18 weeks</li> <li>daily</li> <li>30 minutes</li> </ul>		Kits available: <ul style="list-style-type: none"> <li>Orange – Levels A-E</li> <li>Green- Levels A-K</li> <li>Blue – Levels C-N</li> <li>Red- Levels L-Q</li> <li>Gold – Levels O-T</li> <li>Purple – Levels R-Z</li> </ul>

Intervention/ Resource/ Classroom	Skills Targeted	Grade(s)	Group Size	<ul style="list-style-type: none"> <li>Lesson Duration</li> <li>(if applicable)</li> </ul>	Screening Process/ Tools/ Selection Team	Delivery/ Training
	<ul style="list-style-type: none"> <li>Vocabulary</li> <li>Language development</li> <li>Writing about reading</li> </ul>	(4-6 students)				
<p><b>Levelled text (where decoding, among other things, is a consideration in book choice)</b></p> <ul style="list-style-type: none"> <li>PM Books</li> <li>Sails</li> <li>Blueberry Hill</li> <li>Flying Start to Literacy</li> </ul>	<ul style="list-style-type: none"> <li>Books are chosen based on the need of the individual student, not the class</li> <li>Text difficulty is determined by: sight words, vocabulary, sentence length and complexity, text structure, content and theme</li> <li>Builds new vocabulary</li> <li>Deepens comprehension</li> <li>Includes phonics patterns</li> <li>Focus on responding to text with writing to reinforce the reading and writing connection</li> <li>Builds/reinforces oral language</li> </ul>	Grade K-8	Small Groups (classroom or pullout)		<ul style="list-style-type: none"> <li>PM Benchmark Kit</li> <li>Easy, Instructional and Hard reading levels are established using running records</li> </ul>	<ul style="list-style-type: none"> <li>knowledge of taking a running record</li> <li>analysis of running record</li> <li>knowledge of PM benchmark assessment</li> </ul>
<b>Decodable text</b>	<ul style="list-style-type: none"> <li>Text difficulty determined by previously taught phonics skills</li> <li>Phonics skills currently being taught are typically practiced in text</li> <li>Some sight words included</li> <li>Highly controlled</li> <li>Does not lend itself well to writing about the book</li> <li>Does not boost comprehension</li> <li>Appropriate for students that need practice in letter/sound/blending/segmenting</li> </ul>	K-8	Small Group (classroom or pullout)		Assessment to determine what spelling stage students are placed	<ul style="list-style-type: none"> <li>no training needed</li> <li>attention to phonics rules taught</li> </ul>

Intervention/ Resource/ Classroom	Skills Targeted	Grade(s)	Group Size	<ul style="list-style-type: none"> <li>• Lesson Duration</li> <li>• (if applicable)</li> </ul>	Screening Process/ Tools/ Selection Team	Delivery/ Training
<b>Handwriting Without Tears</b>	<ul style="list-style-type: none"> <li>• Strengthens visual-perceptual skills</li> <li>• Letter orientation</li> <li>• Taught in sequence – upper-case, straight-line letters, curves, diagonals, lower case</li> <li>• Multisensory – wet, dry, try</li> </ul>	K-6	Small Group Classroom	<ul style="list-style-type: none"> <li>• daily</li> <li>• 10-15 minutes</li> </ul>	Students identified struggling with fine motor	<ul style="list-style-type: none"> <li>• no training needed</li> </ul>
<b>Words Their Way</b>	Targets 5 stages of spelling development (Emergent, alphabetic, within word pattern stage, syllables, derivational) <ul style="list-style-type: none"> <li>• Word sorting</li> </ul>	K-6	Small Group (5-8 Students)	<ul style="list-style-type: none"> <li>• daily</li> <li>• 15-20 minutes</li> </ul>	Spelling inventory to determine what stage students are placed	<ul style="list-style-type: none"> <li>• Spelling Inventory</li> </ul>



Appendix B1



Early Literacy Support Pilot Project

# Literacy Pilot Project



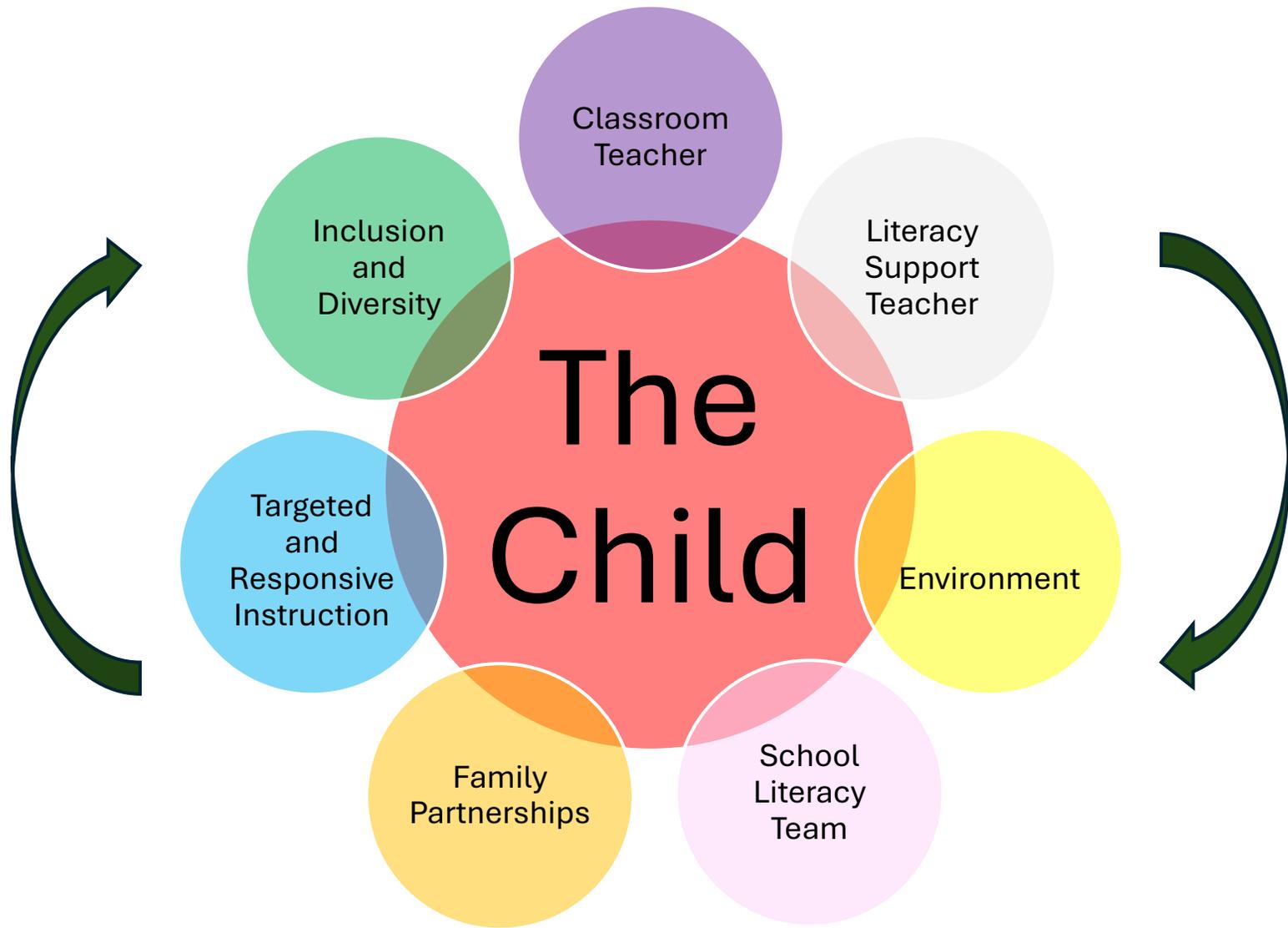
To provide targeted intervention for students in reading and writing in order for them to reach grade level expectations



Job-embedded training for early years literacy support teachers



To create a common model for literacy support across the Division



# Overview: New Era and Riverview Schools

Grade 2 & 3  
Students

Student  
Selection

Small group  
instruction

Pre/post  
assessments

Progress  
monitoring

Parent  
involvement

School  
literacy teams

# Data Collection

Quantitative	Qualitative
<ul style="list-style-type: none"><li>• PAT-2:NU (phonological awareness)</li><li>• Hearing and Recording Sounds in Words</li><li>• Text reading level</li><li>• Writing sample</li></ul>	<p>Survey</p> <ul style="list-style-type: none"><li>• Student</li><li>• Parent</li><li>• Classroom teacher</li><li>• Literacy support teacher</li><li>• Principal</li></ul>

# The Intervention – Small Group Instruction



# Small Group Instruction

---

- Target needs with differentiated instruction
- Focuses on student practice and teacher feedback at point of need
  - *Increased opportunities to hear individual child and give feedback*
  - *Tailor the experience in what the child needs*
  - *Plan for what they need the next day and prepare for student success*
- Provide practice and immediate feedback
  - *Immediate, direct feedback is essential when children are acquiring a new skill*  
*(Finn et al., 2016, Kulik & Kulik, 1988, Wisniewski et al.; 2020)*
- SGI is flexible to respond to student needs rather than rigid

# Small Group Instruction

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Strength based

---

Lessons designed for particular child's strengths/needs

---

Immediate feedback

---

How to be independent problem solvers



# Professional Learning

## 8 half day learning sessions

- Session Emphasis to support teaching early literacy
  - E.g. Assessment into practice, next steps forward in guided reading, early writing, word study and phonics
  - Try it and apply it

## Lesson Observation

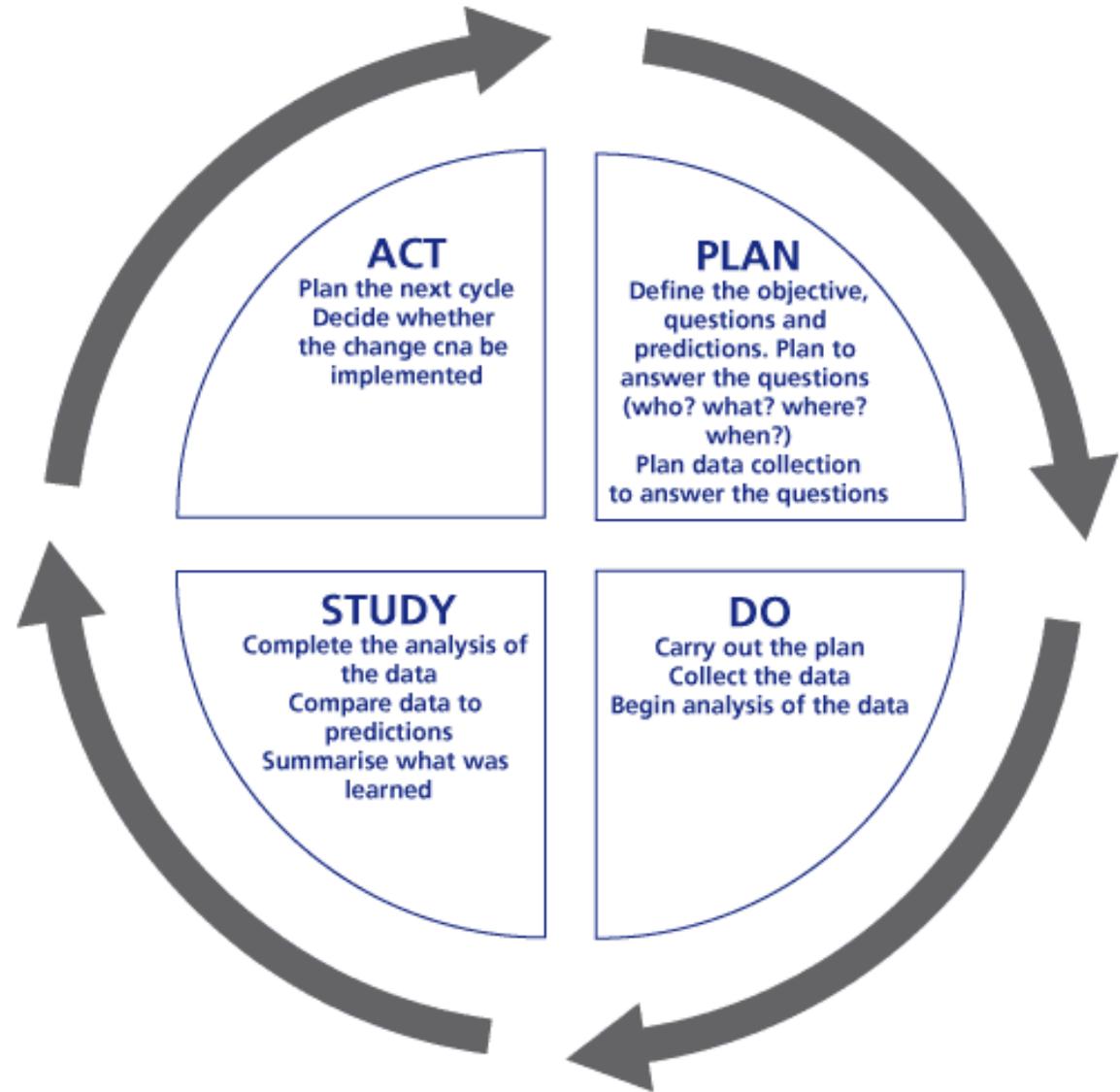
- Articulation/Interaction/Reflection

## Responsive to the teachers' needs

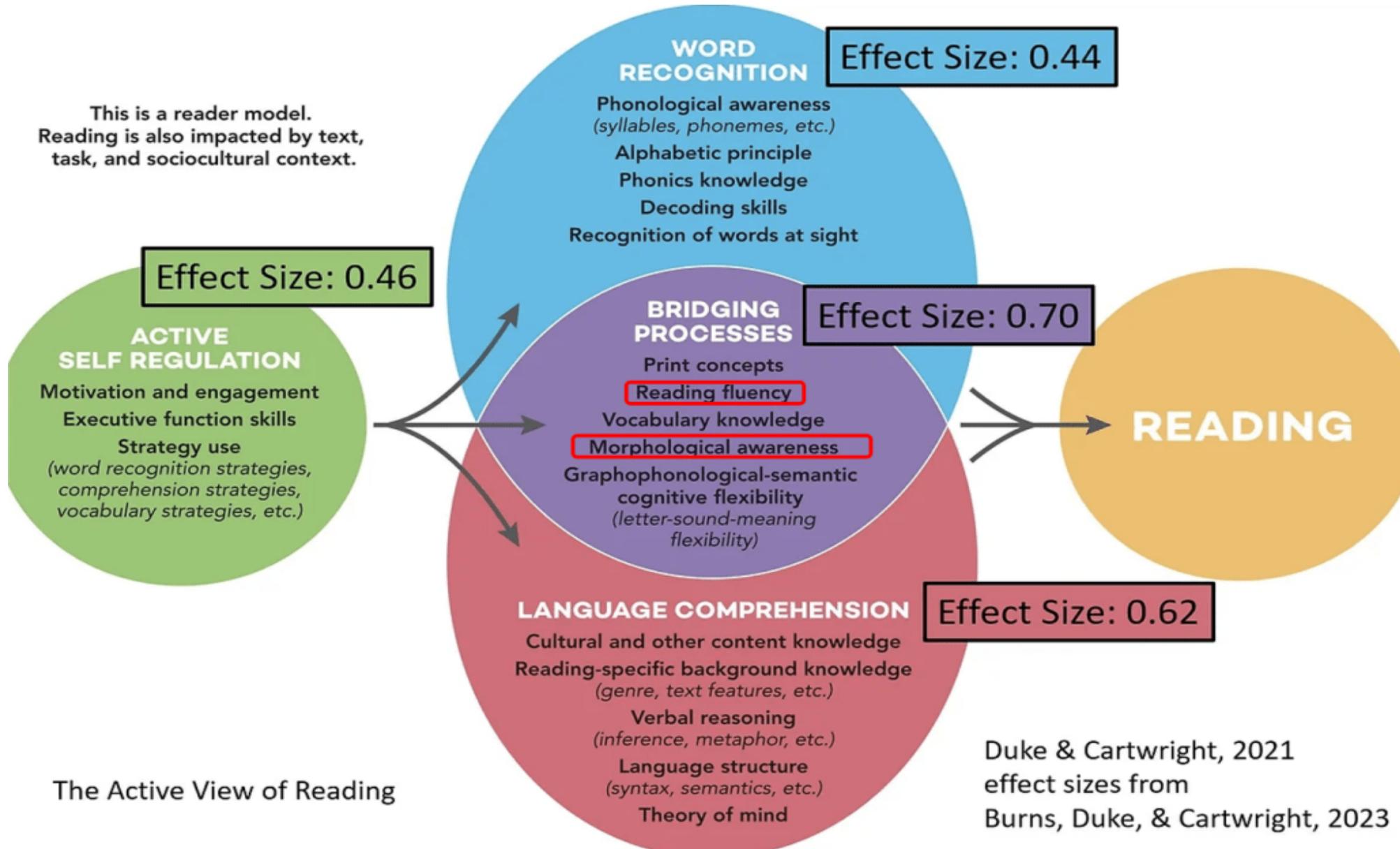
## School visits

- lesson observation and discussion

# Cycles of Inquiry



This is a reader model.  
Reading is also impacted by text,  
task, and sociocultural context.



The Active View of Reading

Duke & Cartwright, 2021  
effect sizes from  
Burns, Duke, & Cartwright, 2023



Quantitative analysis

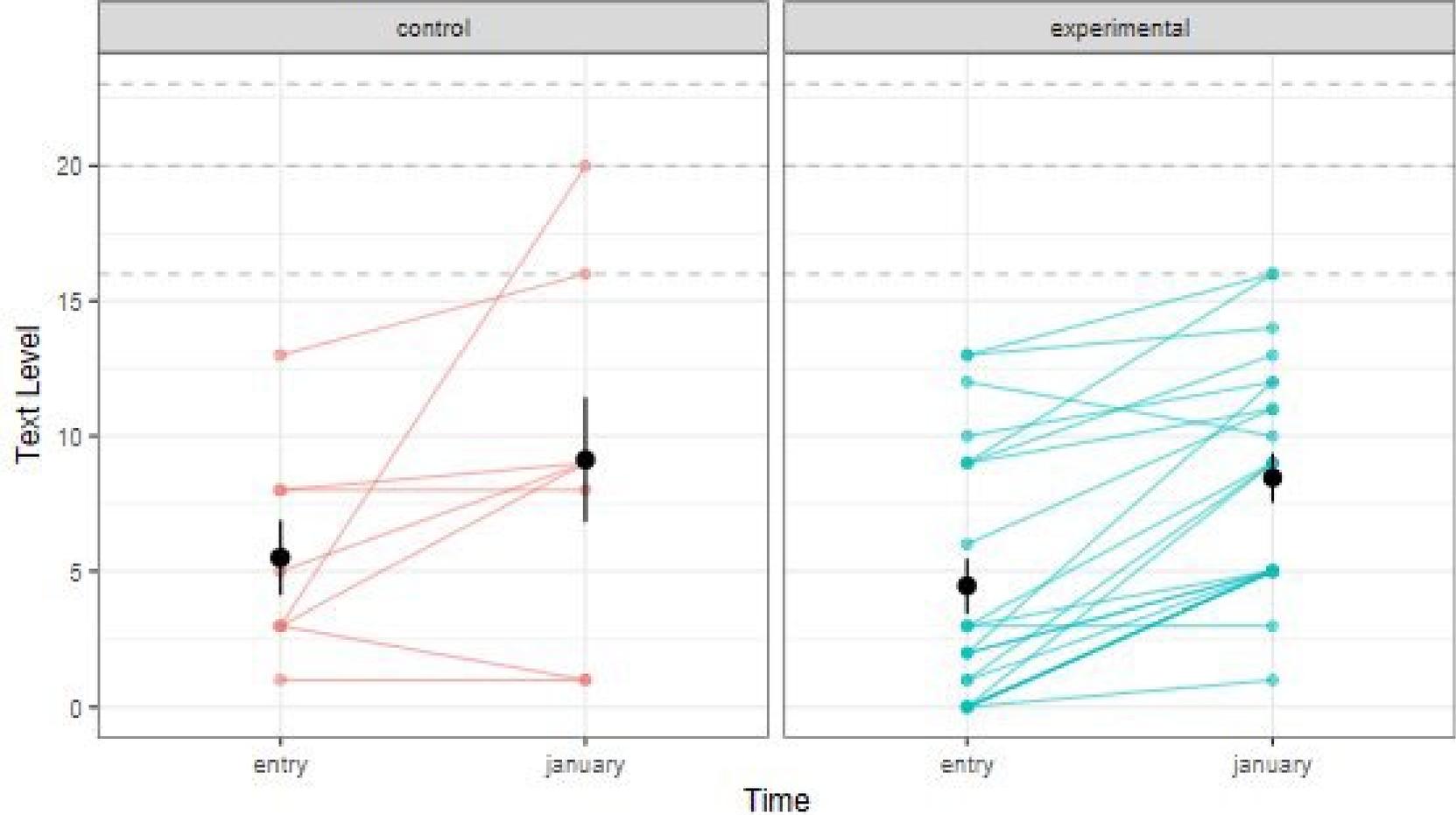
# SAMPLE SIZES

Experimental group  $N = 22$

Control group  $N = 8$

# 1) Instructional Text level

Instructional Text Level



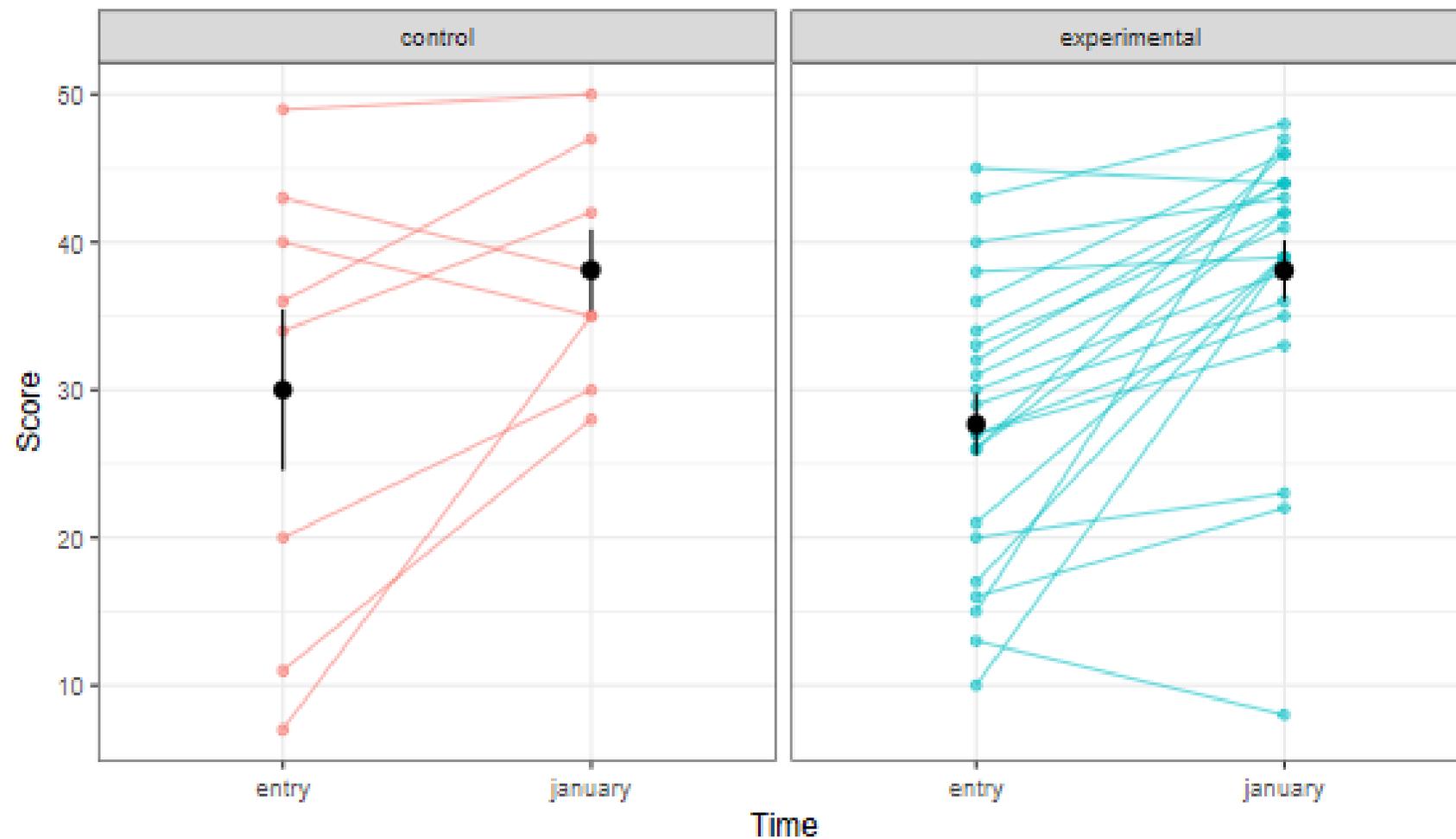
End of Grade 3 - Level 23

End of Grade 2 - Level 20

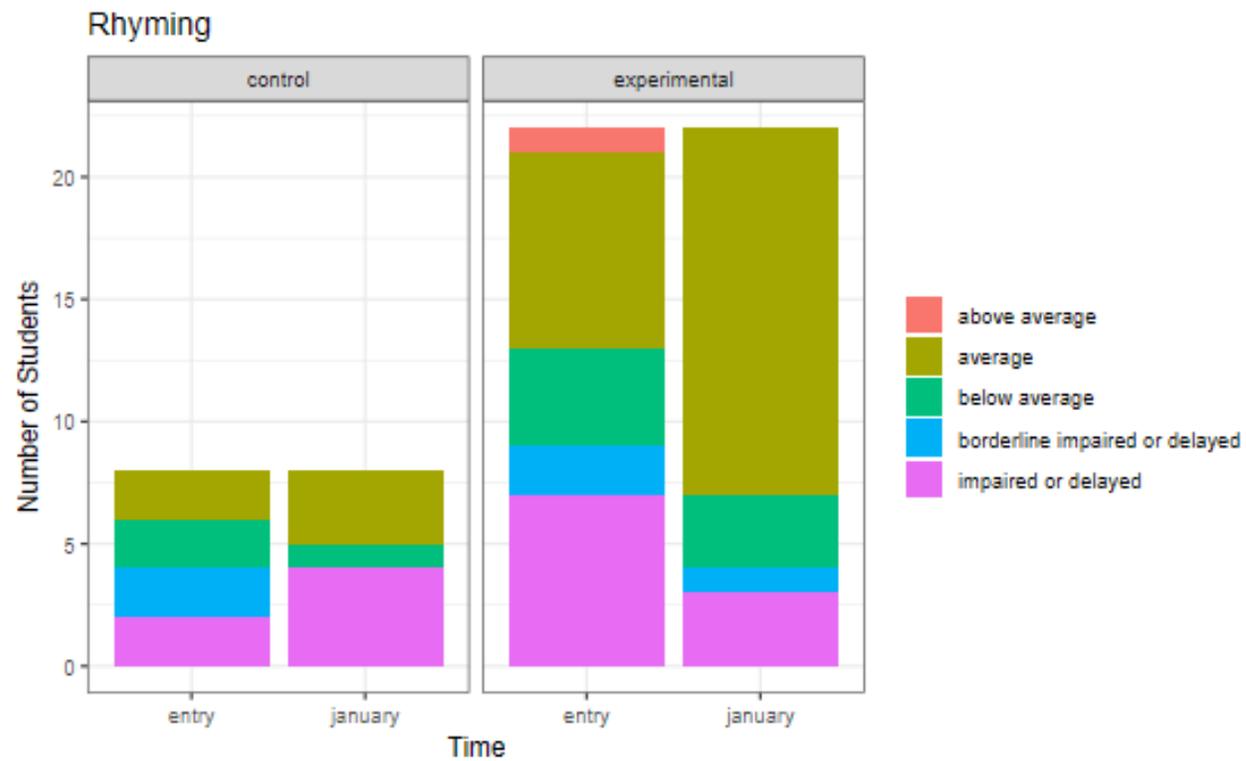
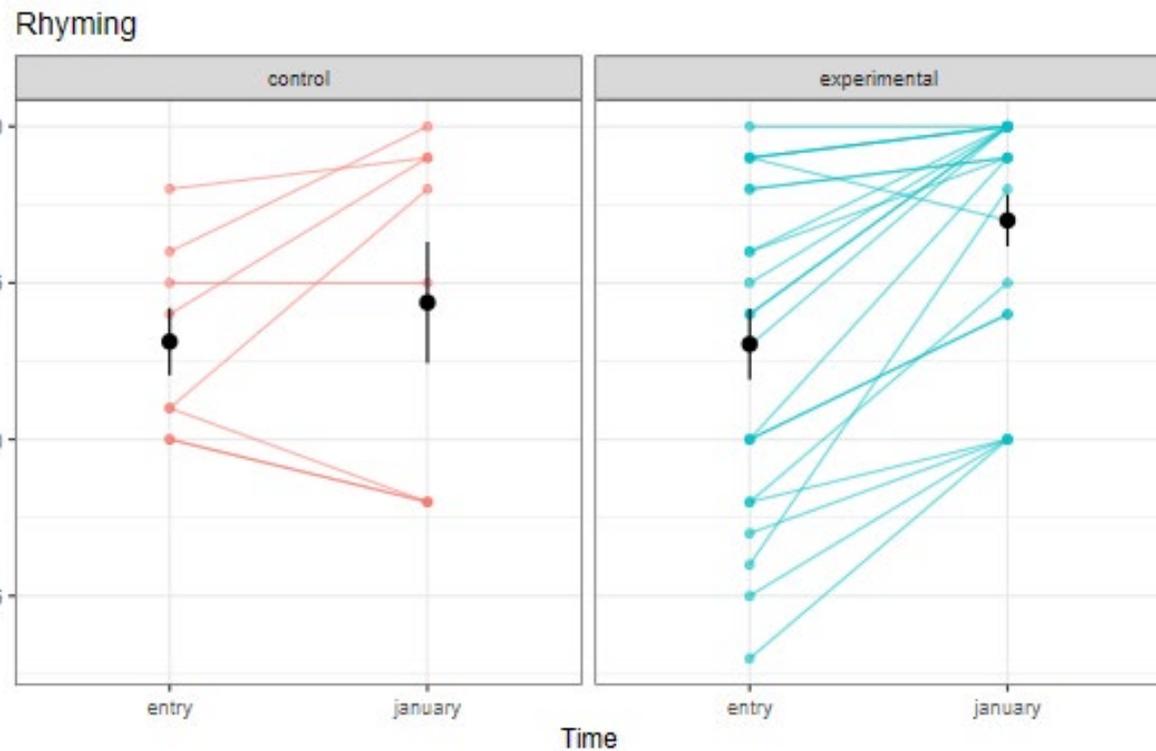
End of Grade 1 - Level 16

## 2) Hearing and Recording Sounds

Hearing & Recording Sounds in Words

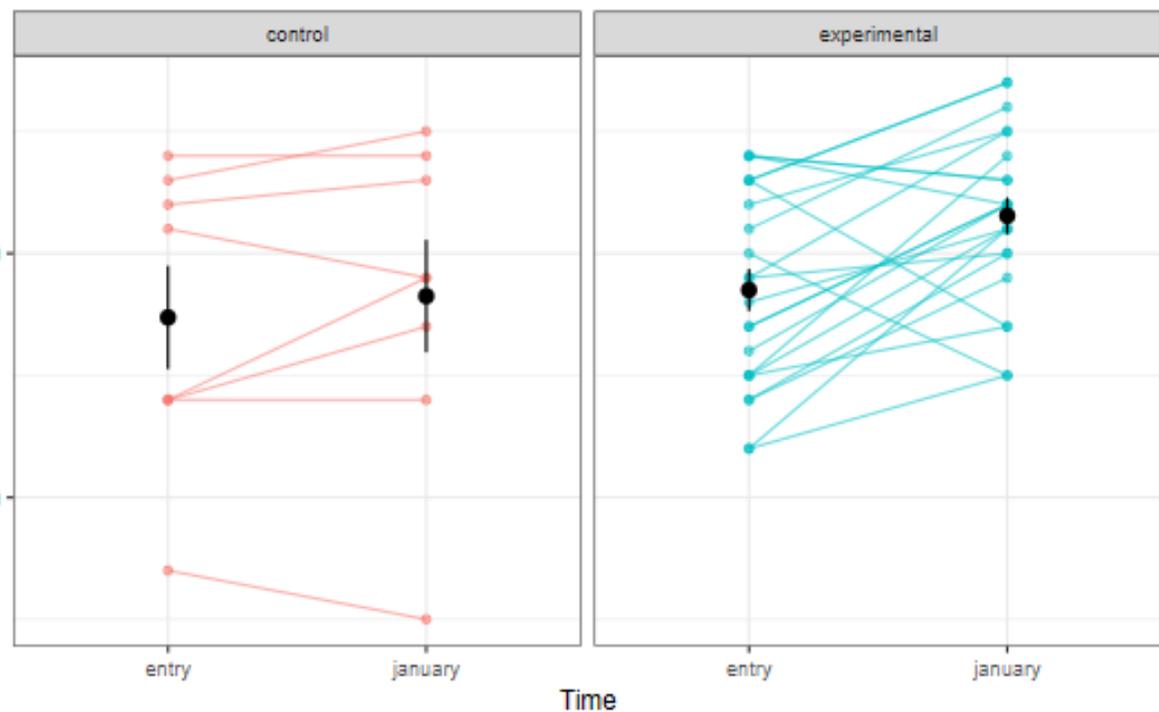


# 3a) Rhyming

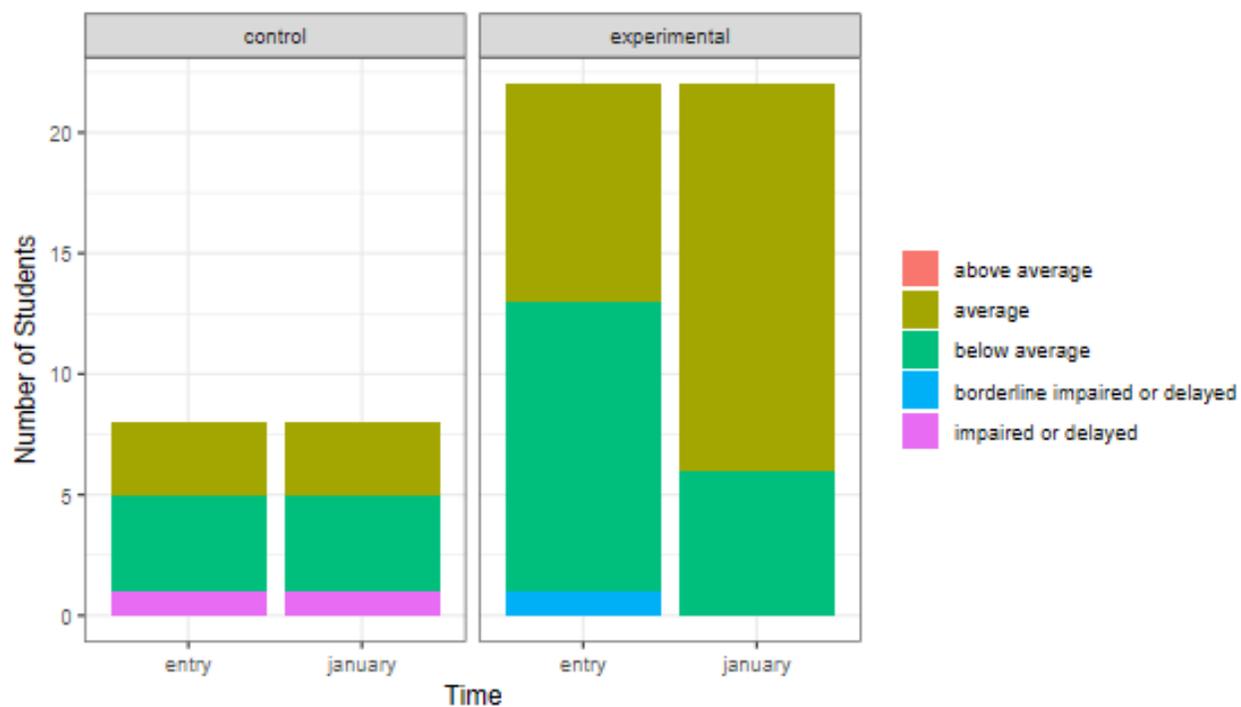


# 3b) Segmentation

Segmentation

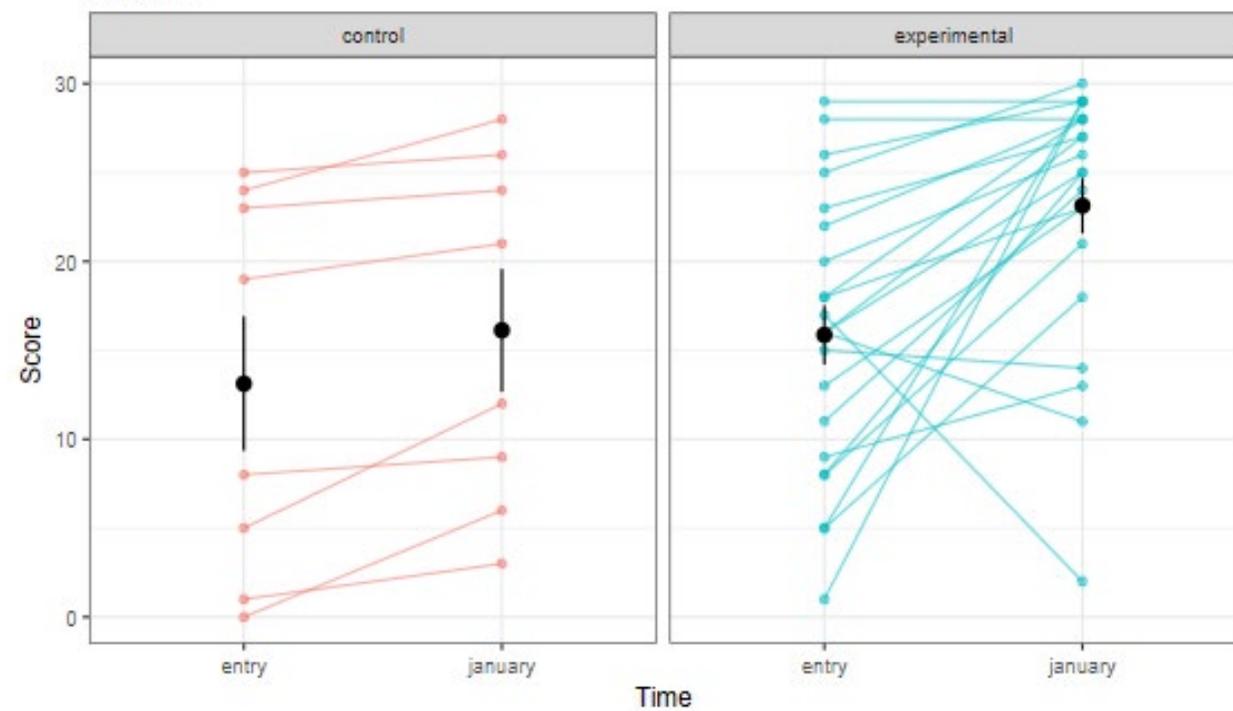


Segmentation

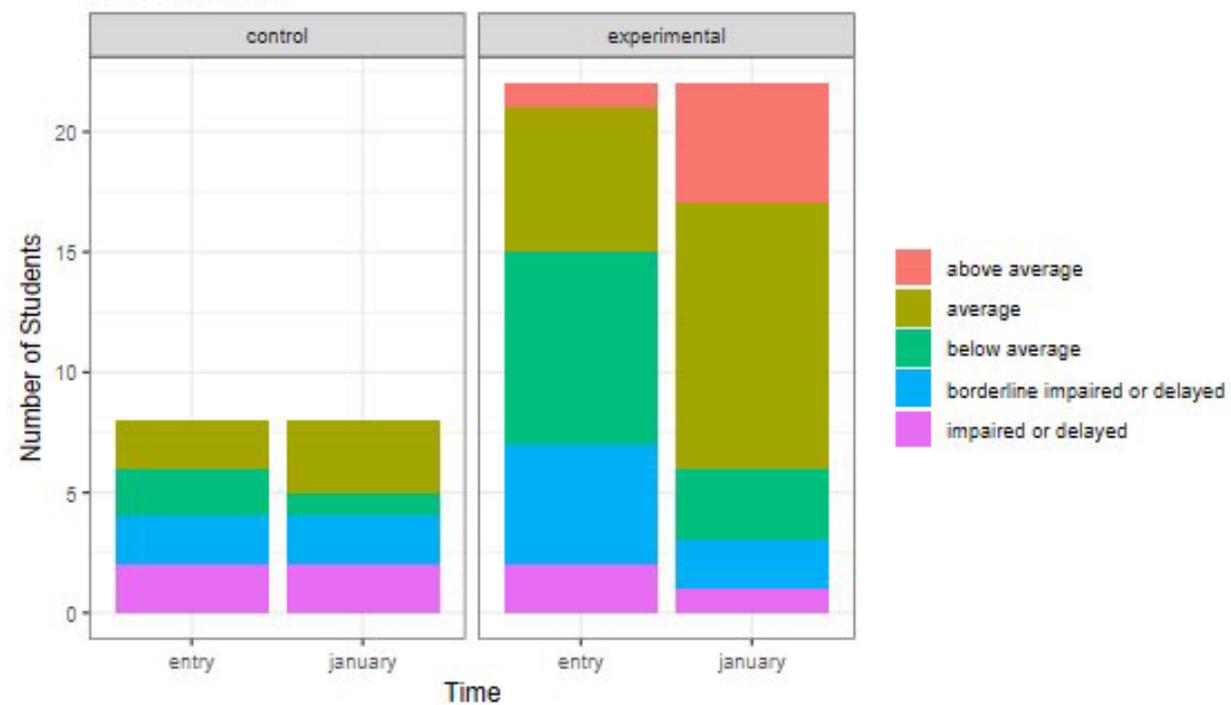


# 3c) Isolation

Isolation

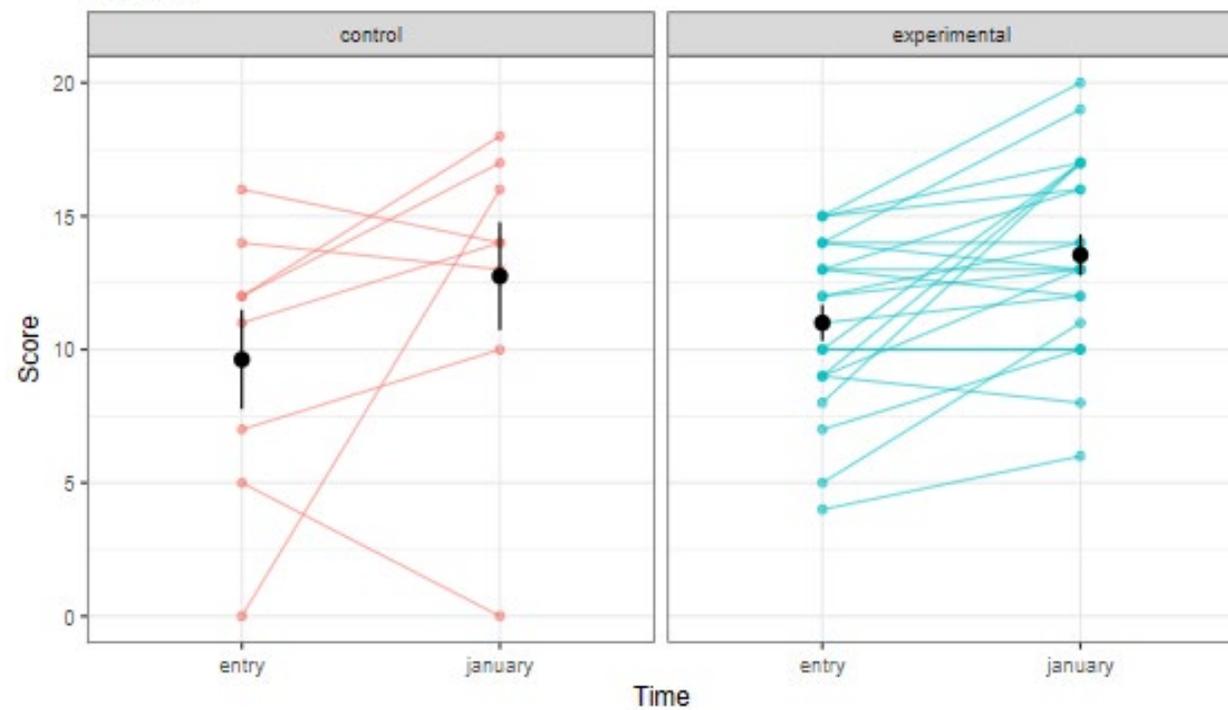


isolation score

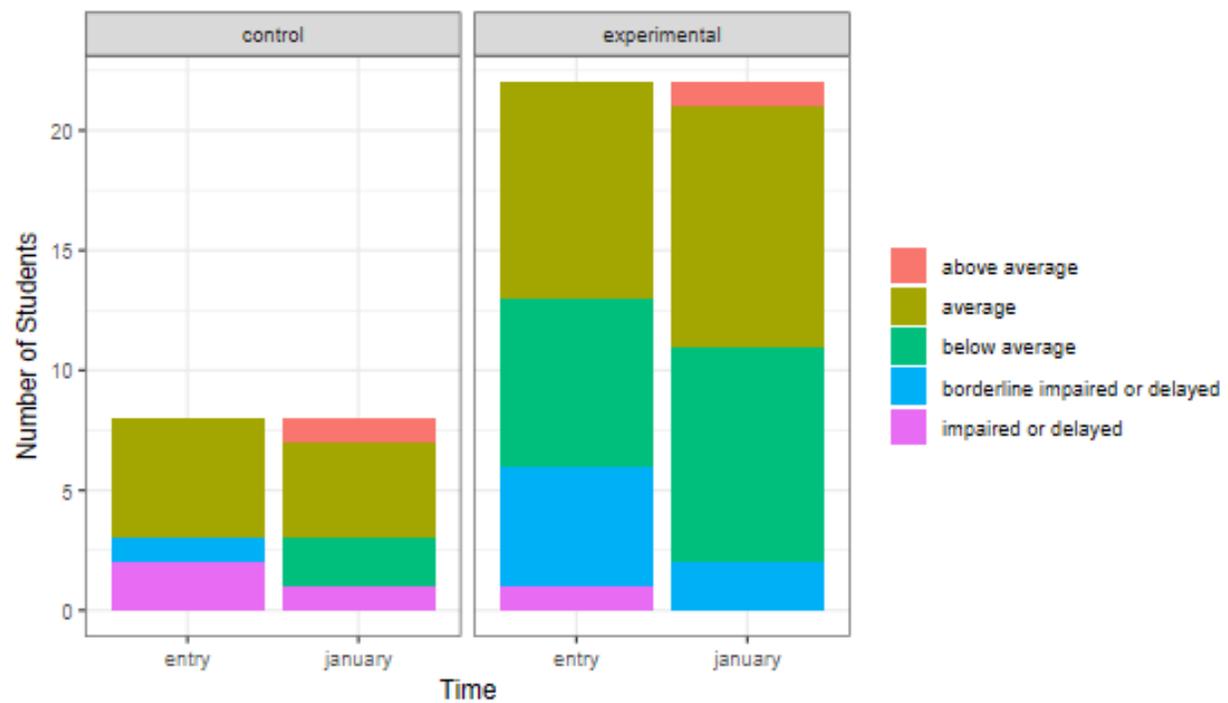


# 3d) Deletion

Deletion

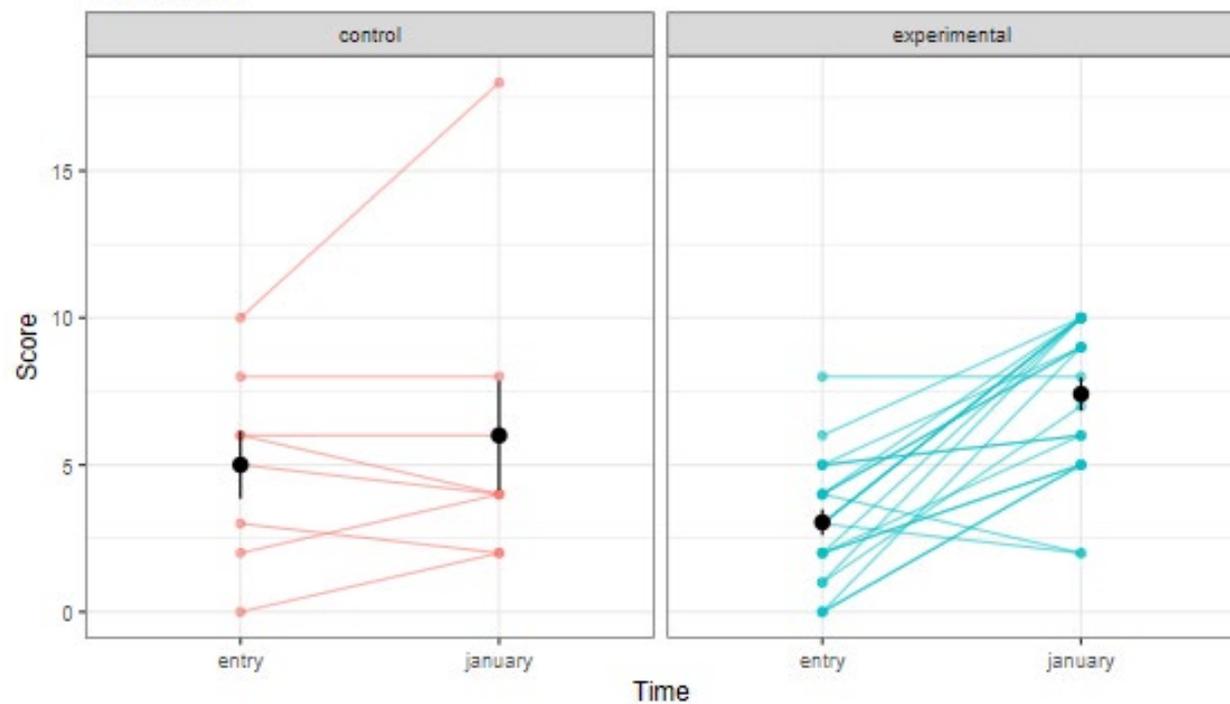


deletion score

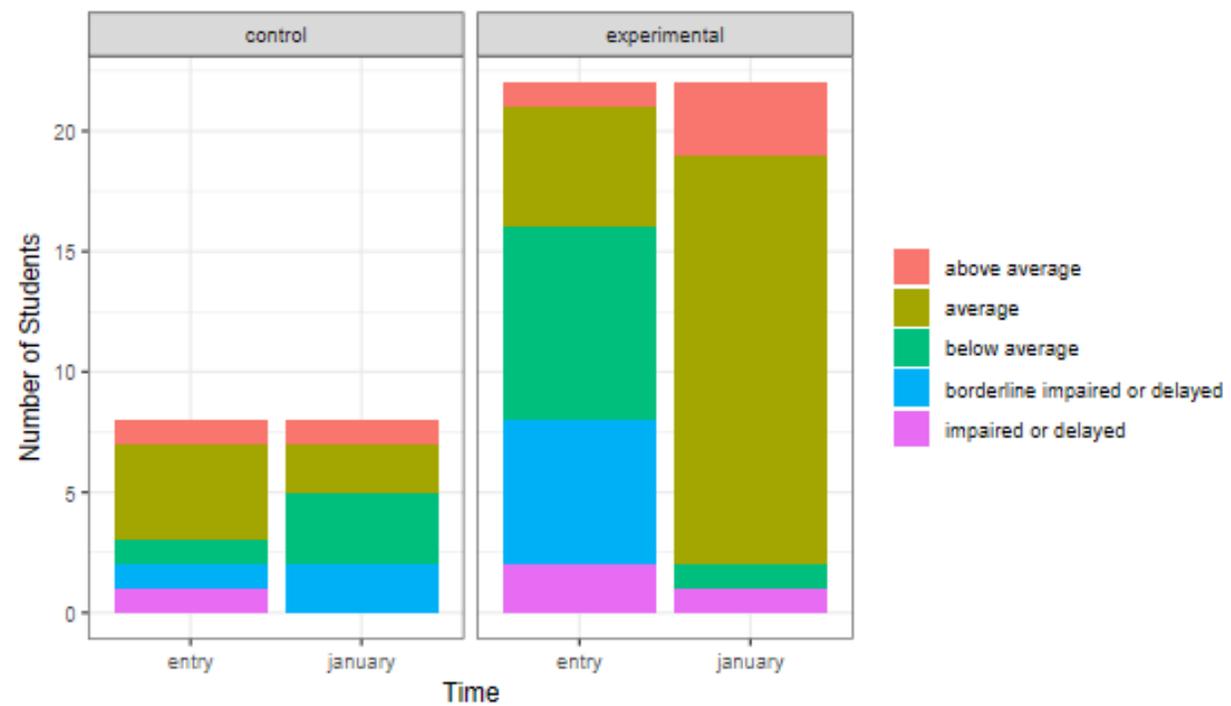


# 3e) Substitution

Substitution

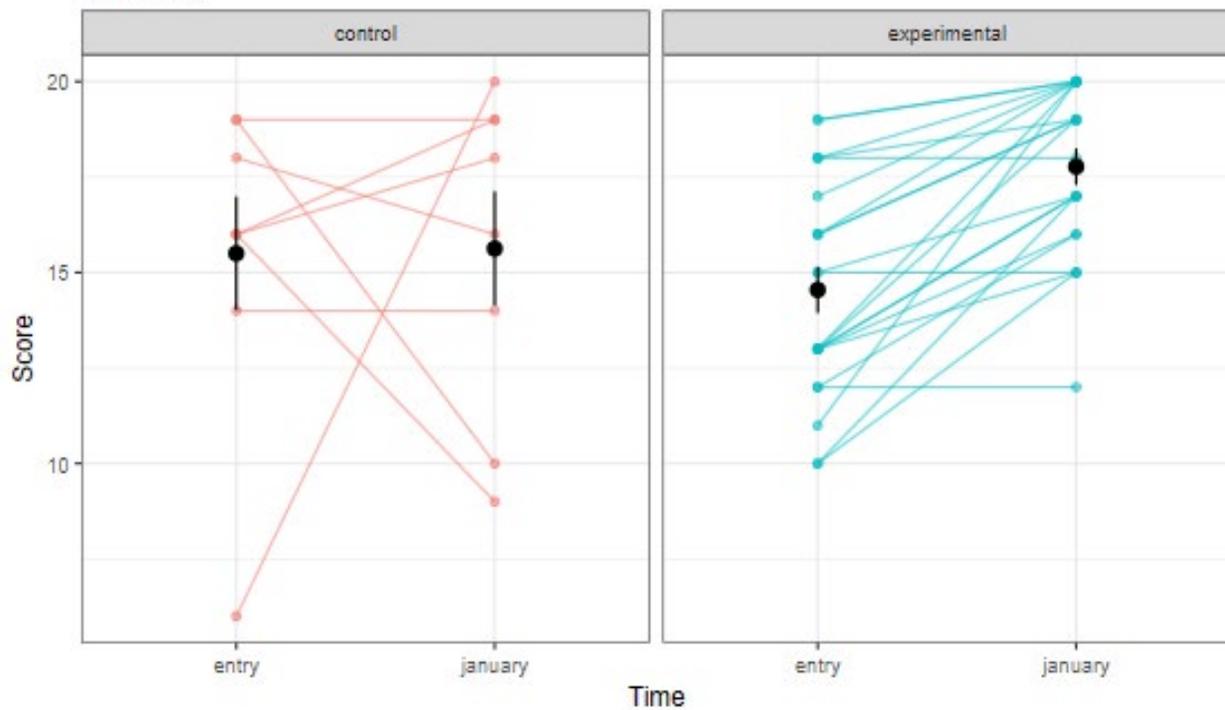


substitution score

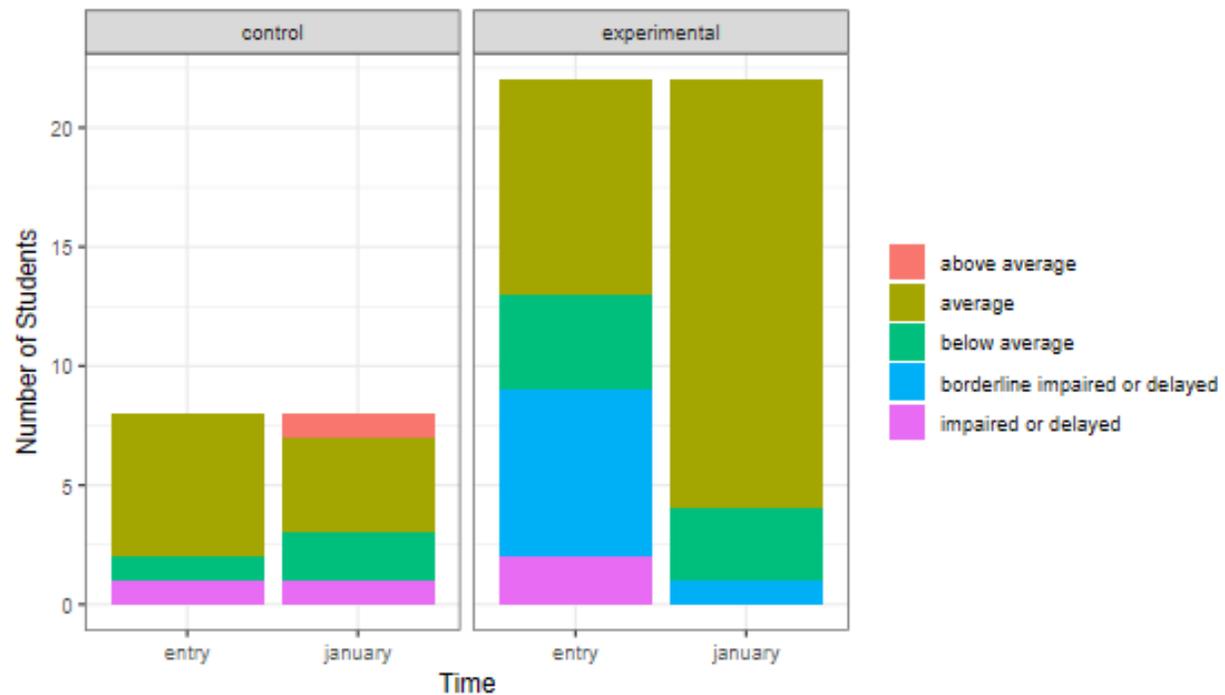


# 3f) Blending

Blending

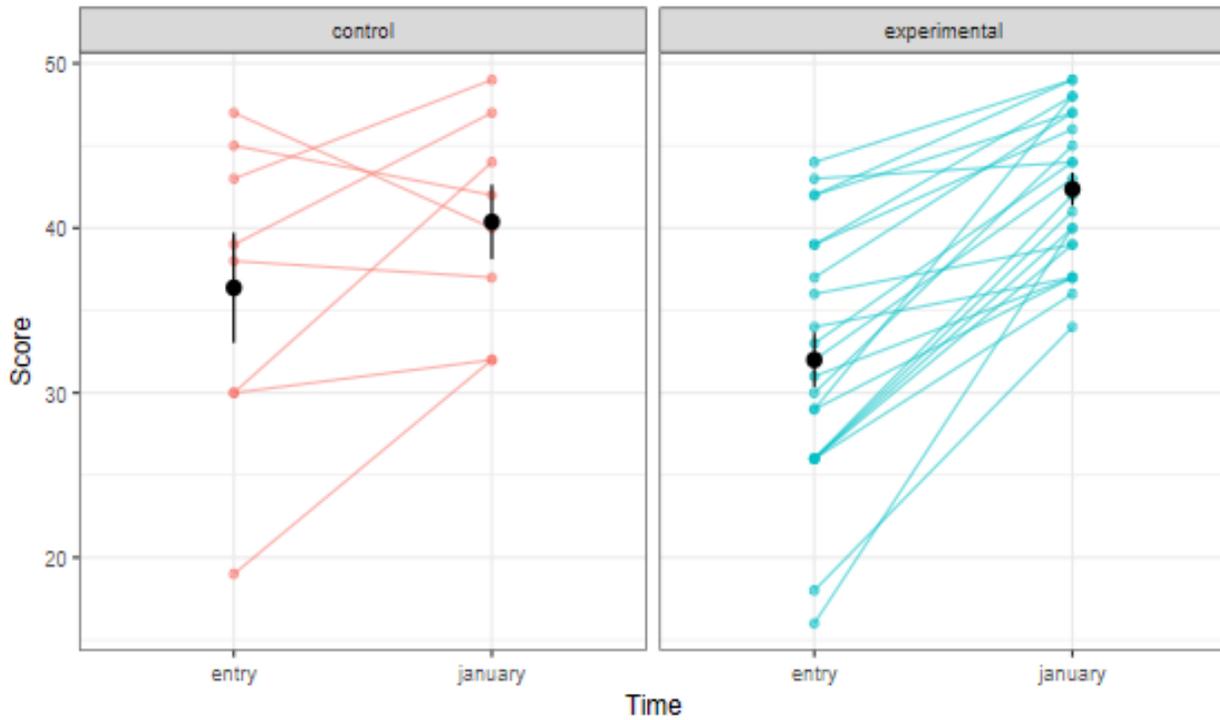


blending score

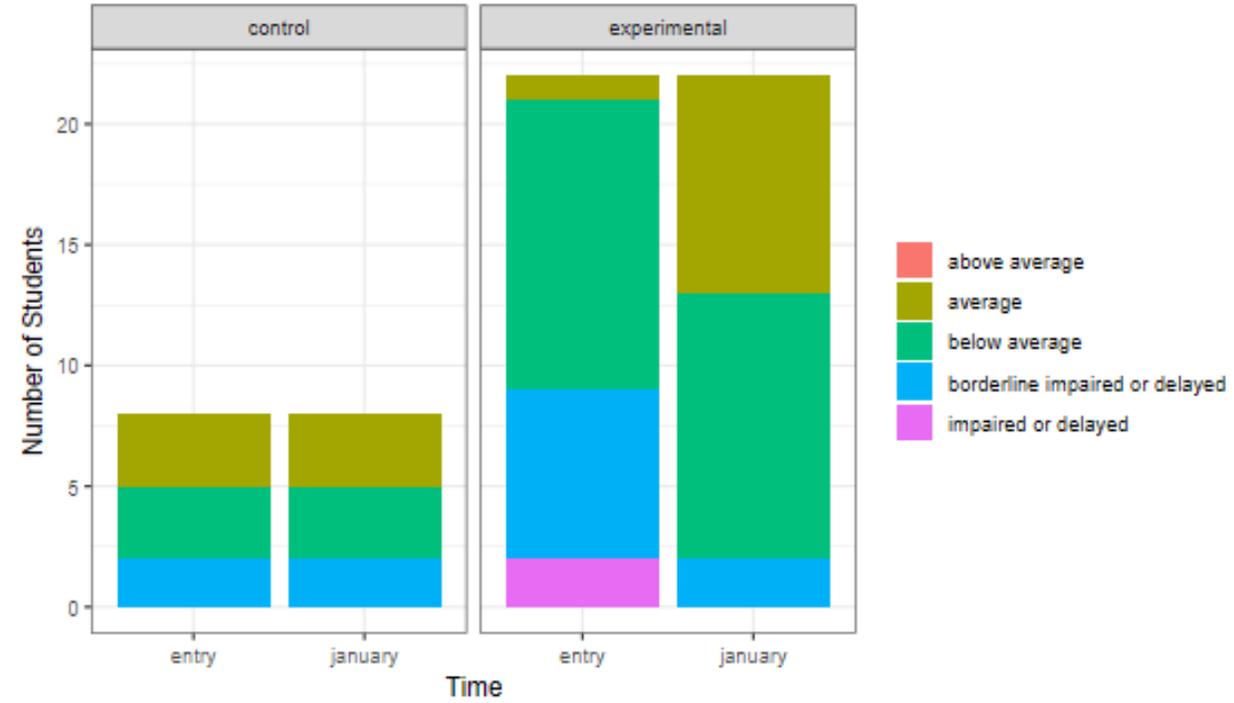


# 3g) Phoneme Grapheme Correspondence

Phoneme-Grapheme Correspondence

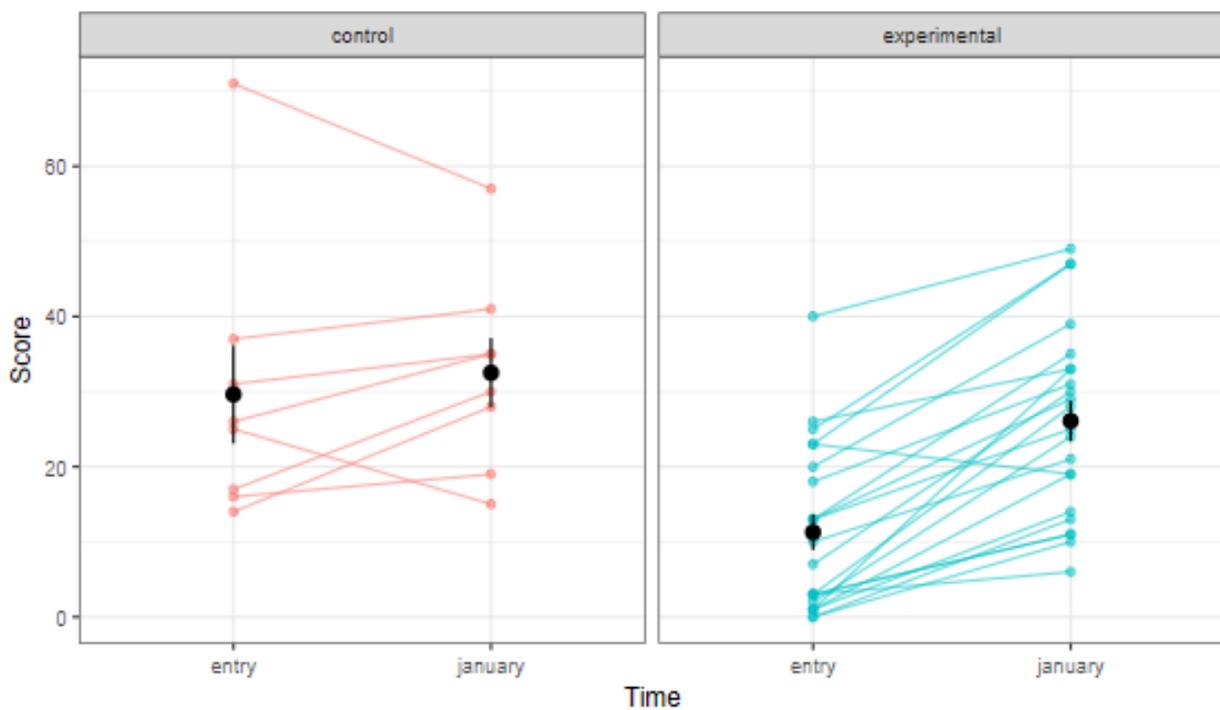


phoneme grapheme correspondence score

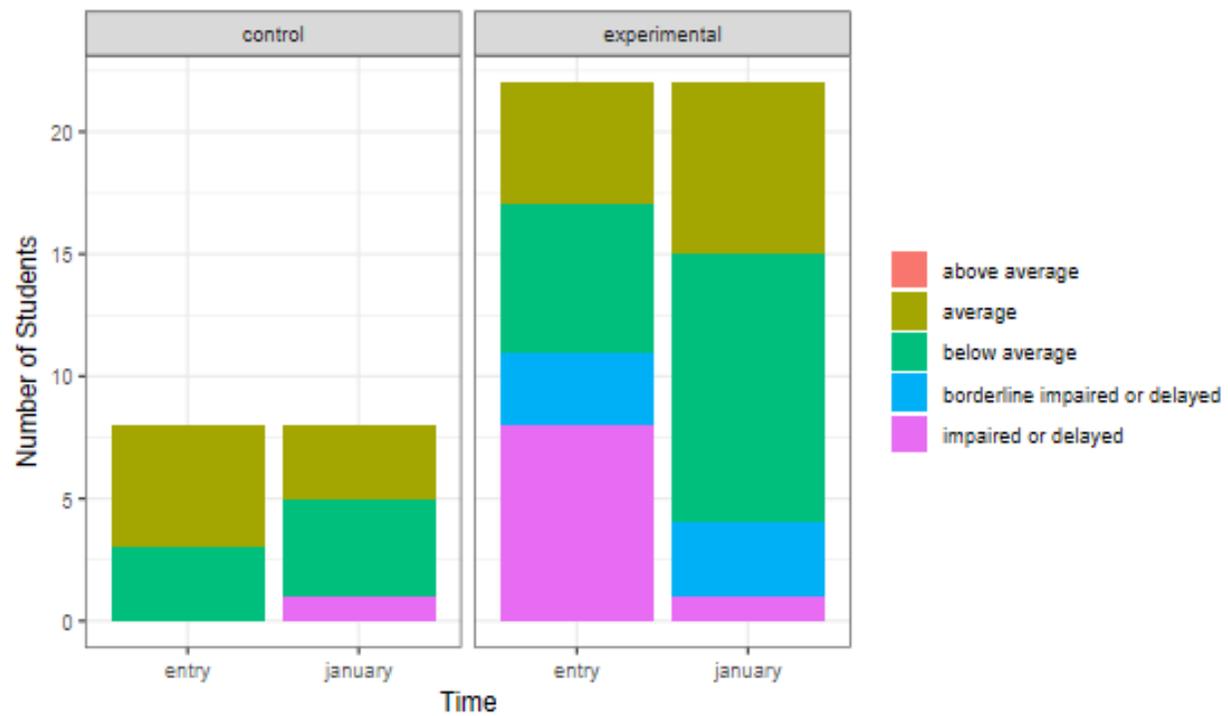


# 3h) Phonemic Decoding

Phonemic Decoding



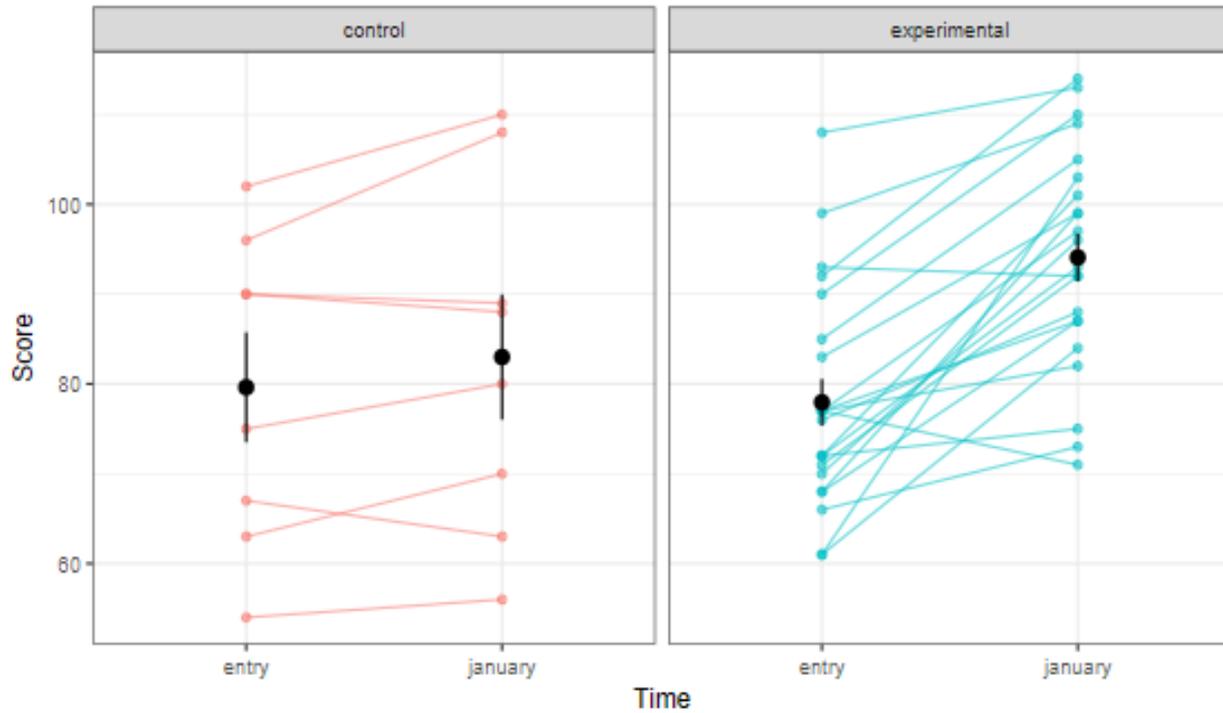
phoneme decoding score



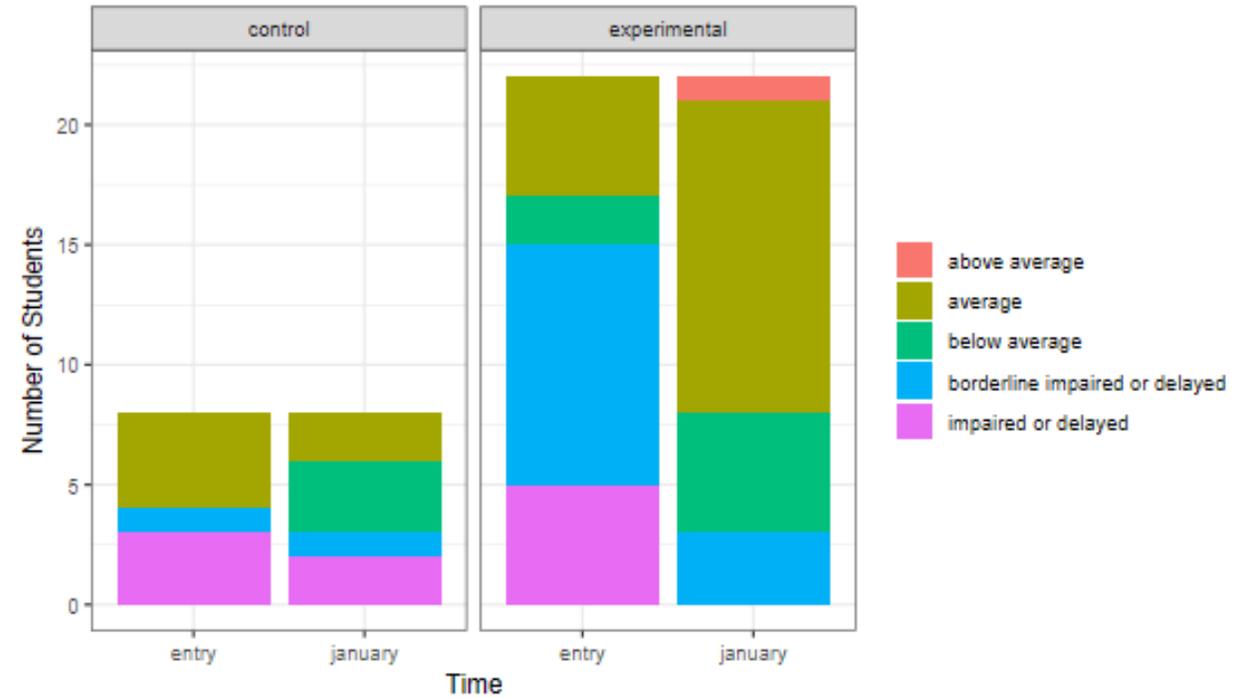
# 3i) Phonological Awareness Index

Composite: 3a - 3f  
Mean = 100, sd = 15

Phonological Awareness Index

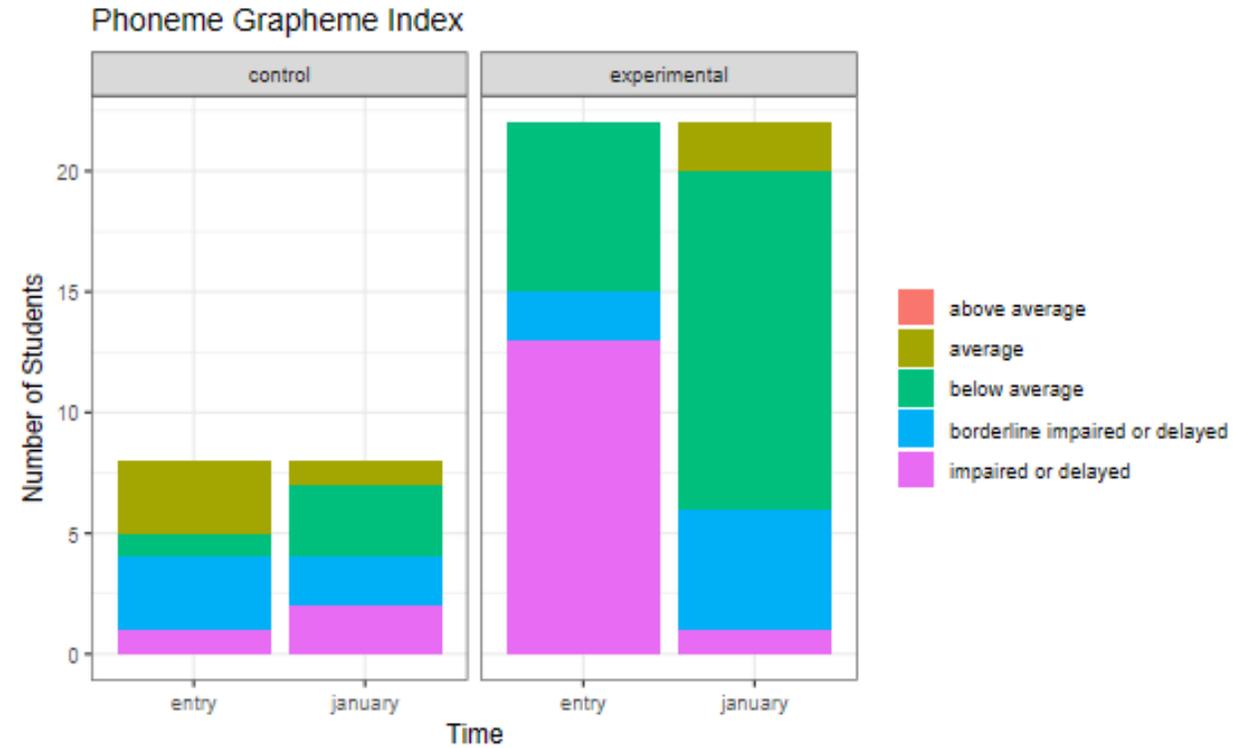
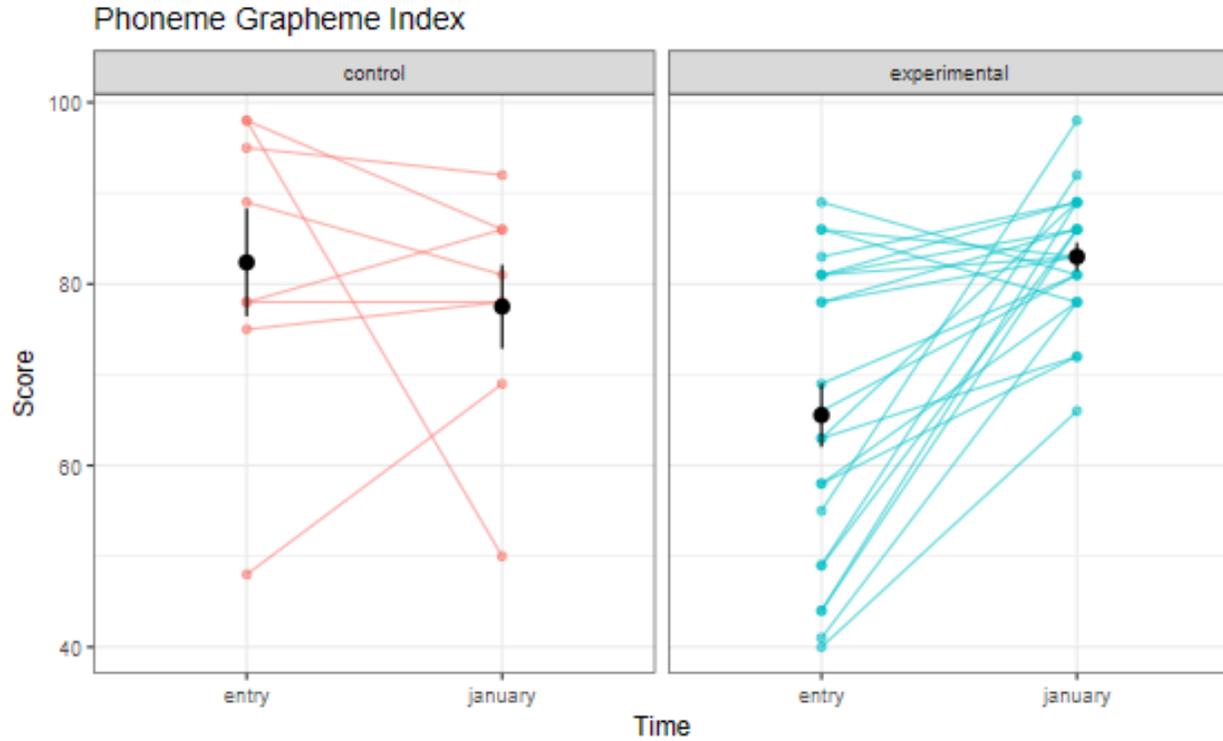


phonological awareness index



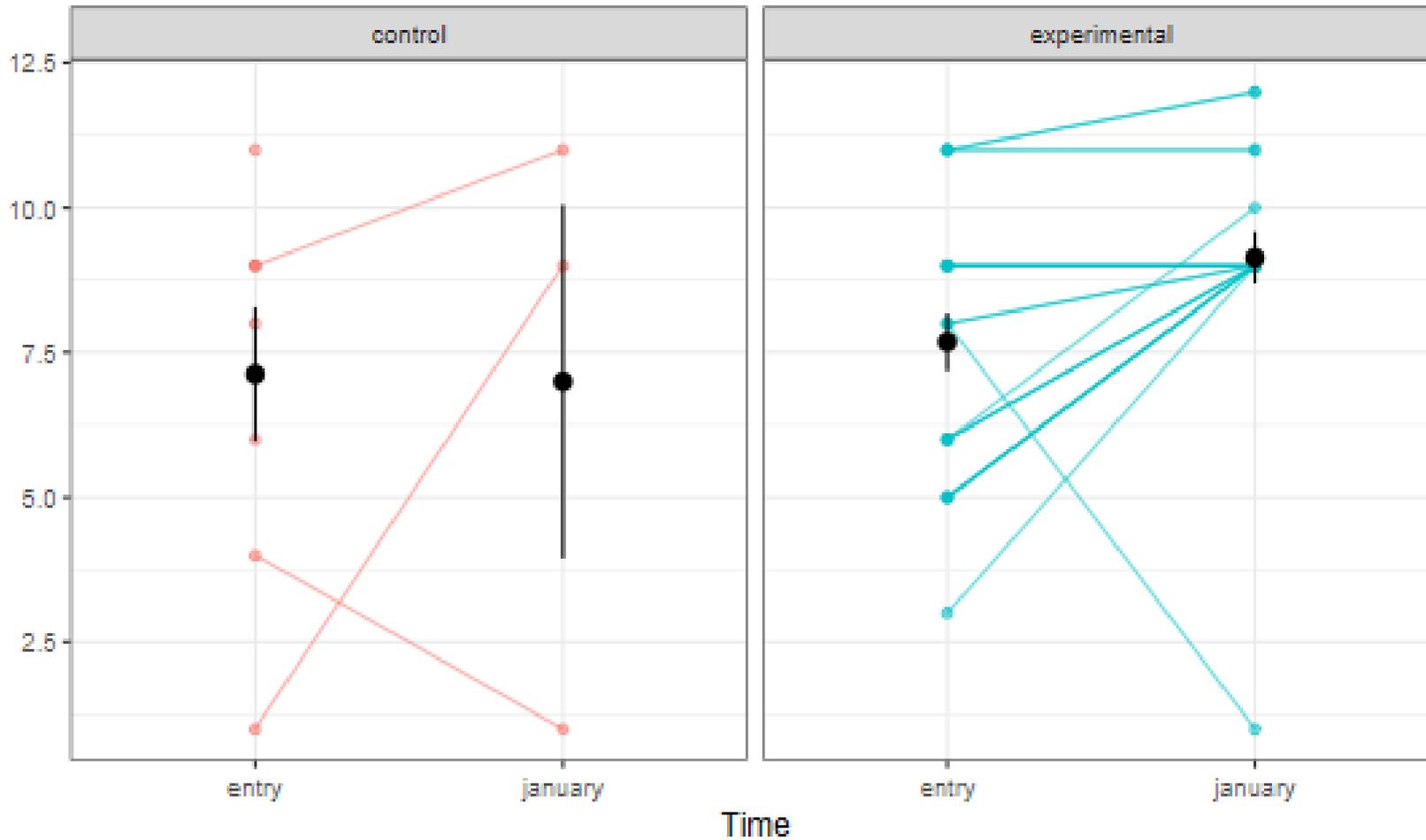
# 3j) Phoneme Grapheme Index

Composite: 3g & 3h  
Mean = 100, sd = 15



# 4) Developmental Writing Scores

Developmental Writing Score



A blue ballpoint pen with a silver-colored tip and clip is positioned diagonally across the upper left portion of the image. The pen is resting on a document that features a bar chart with several blue bars of varying heights. The background is a light blue grid. The text "Summary of Results" is centered in the middle of the image in a bold, black, sans-serif font.

# Summary of Results

# Results

- Intervention consistently linked to growth
  - Across all tests and subtests
  - Often more so than in control group
- Many cases where intervention returns majority to grade-level performance
- Use caution
  - Insufficient for diagnosis
  - Multiple factors impact results
  - Subtests include more error than composites

# Looking Beyond the Data...

## The Children...

- Look forward to the small group instruction and they have a sense of belonging
- See themselves as readers and writers
- They are taking on increased independence
- Classroom teachers are noticing shifts and growth in the classroom

# Meet Jayda



Jayda is in a French Immersion Grade 2 classroom

- She has attended Ecole New Era School since Kindergarten
- She could be described as a reluctant reader prior to the intervention
- She was unwilling to try, and her first statement was, “I can’t read”

Jayda needed an environment that felt safe for her to take risks.

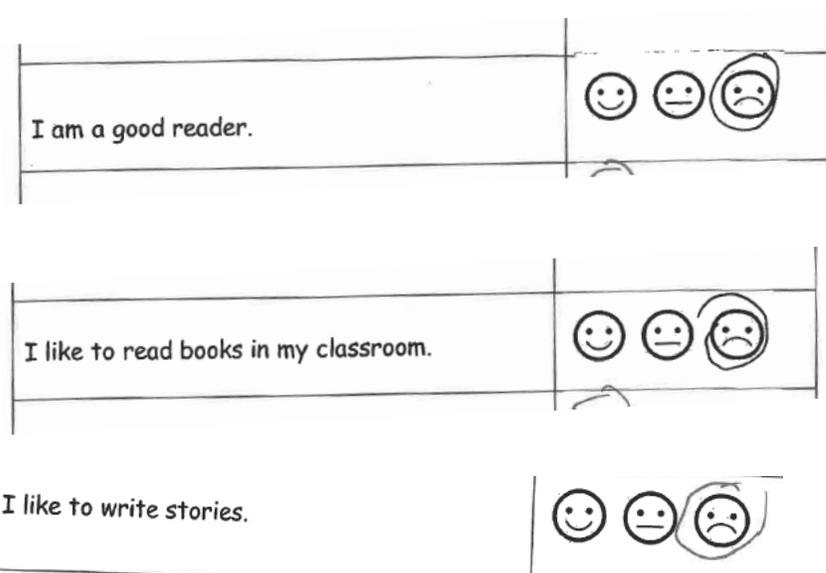
- The lessons were responsive to her needs, and a change over time was noticed.

Jayda now sees herself as a reader

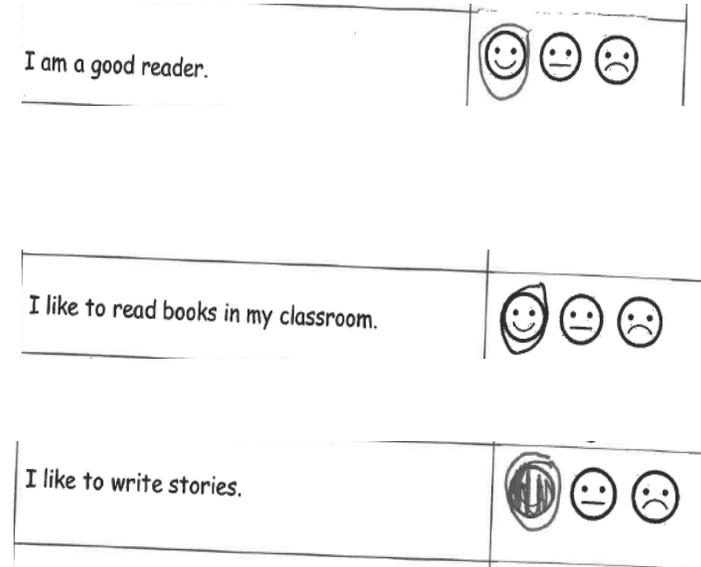
- She loves to come to her lessons
- She is happy and excited, and
- She is the first to participate in the group and offer her answers.

# Samples of Growth

## OCTOBER



## JANUARY



- **Instructional Text level – started at a 0.**  
“I am a cat” was difficult to read.
- **On January 29<sup>th</sup>, text level 11 was easy!**
- She is growing 2 to 3 levels a month
- She is now hearing beginning, middle and ending sounds
- In October she scored 15, and was mostly recording beginning sounds.
- In January she scored 47, and is hearing almost all sounds in a word
- In October she was below average or border line impaired on the PAT in all domains.
- In January, she is average in 4 domains

Jayda – “I sound good!”



# Meet Joe

Joe is in a Grade 3 classroom.



- He has attended Riverview School since October of Grade 1.
- He would often hide under the table and would not participate in classroom activities.
- Intervention support was tried in previous years, but Joe refused to participate.

In September, Joe was significantly behind his peers in literacy.

Since starting Early Literacy Support...

- Joe is receiving 1-1 support.
- He has a positive attitude and sees himself as a reader and writer.
- He is making gains in both reading and writing that are transferring to the classroom.



# Celebrations

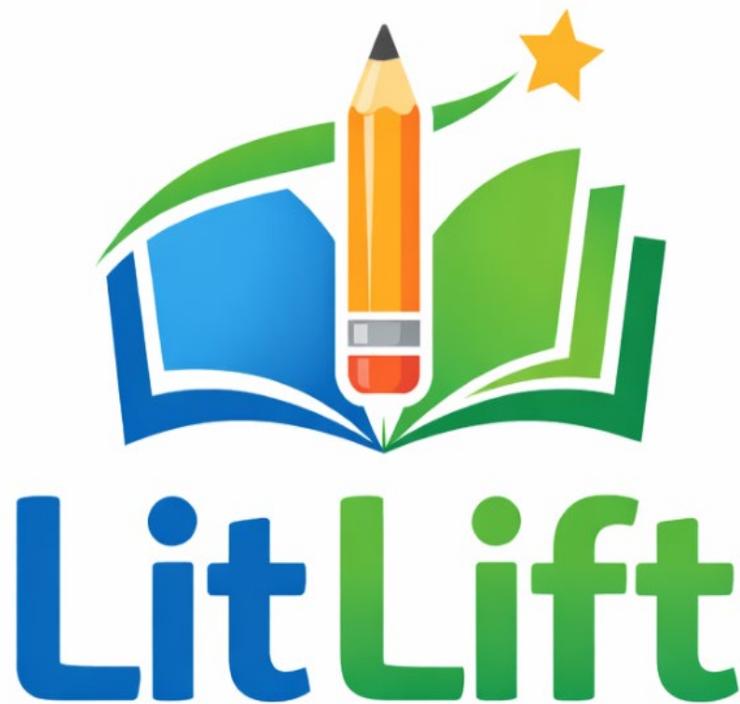
- Student growth in self-efficacy and increased reading and writing
- Building teacher capacity
- Sharing with colleagues
  - Staff meetings
  - Conversations
- Connections with families
  - Books
  - Conversations and sharing



# Questions



**Brandon School Division**  
**Literacy Intervention Proposal**  
**January 2026**



*Lifting Readers and Writers to Success*

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READING & WRITING INTERVENTION

## **Brandon School Division Literacy Intervention**

### **Purpose:**

To ensure students identified for additional literacy support receive responsive, evidence-informed literacy instruction and intervention that values teacher expertise, multiple data sources, and authentic reading and writing experiences.

### **What is LitLift?**

**LitLift** is an early literacy intervention for Grade 1 and early Grade 2 students, designed to provide targeted, individualized support in both reading and writing continuous text. The intervention emphasizes strong foundational learning, promotes accelerated learning, and fosters confidence in students who require additional support to succeed in literacy.

### **Key Elements:**

- Supports students struggling in reading and/or writing
- One-on-one instruction tailored to a student's needs
- Responsive to students' individual strengths and areas to grow
- Uses data to inform decision making, monitor progress, and adjust teaching
- Fosters student independence
- Goal is acceleration in reading and writing

### **Objective:**

To support children in developing strong literacy learning and meet grade level expectations.

### **LitLift Implementation Plan**

- Student Selection Process
- Lesson Framework
- Frequency and Duration
- Resources needed
- Roles and Responsibilities

### **Student Selection**

Students are selected for intensive one-on-one instruction based on early screening and identification using a variety of assessments. School teams will review the data and meet to determine student selection.

## Lesson Framework

Selected students receive daily targeted lessons that include writing, word study and phonics, reading, fluency and comprehension.



## Frequency and Duration

Students will receive daily 30-minute lessons for a minimum of 12 weeks and a maximum of 30 weeks. If students are not progressing after 12 weeks of lessons, another intervention may be considered. Lessons will support each student's growth in reading, writing, phonics and word study. Teachers will monitor progress and adjust instruction as needed.

## Resources Required

To implement the LitLift intervention, each school will have access to a .5 LitLift teacher (Alexander .25 FTE). The resources needed to support the intervention include:

- **Staffing** – LitLift teacher time, LitLift trainer and facilitator

- **Materials** – literacy resources (books), instructional tools (whiteboards, magnetic letters, markers, timer, etc.), and student materials (book bag, journals, etc.)
- **Professional Learning** – Initial training and ongoing professional learning opportunities for LitLift teachers to deepen and refine their understanding of emergent literacy.

## **Roles and Responsibilities**

### *LitLift Trainer/Facilitator will:*

- train teachers to support emergent readers and writers, guide them in designing lessons tailored to individual student needs, and assist in monitoring student progress.
- support teachers through school visits and lesson observations
- provide ongoing professional learning for previously trained teachers to ensure continued growth and effectiveness.
- collect, analyze, and monitor student data.
- support the successful implementation of LitLift in each school.
- collaborate with Senior Administration to achieve effective program implementation.

### *LitLift Teachers will:*

- serve as a specially trained teacher who monitors student progress, designs lessons tailored to individual needs, and communicates effectively with classroom teachers and families.
- ensure that daily LitLift lessons are delivered consistently
- communicate concerns regarding student progress to the school literacy team and seek support from the LitLift trainer/facilitator.
- act as a literacy leader within the school, sharing their expertise and supporting classroom teachers.
- participate in mandatory professional learning sessions and arrange to teach for their colleagues at least once per year.

### *School Administrators will:*

- nominate suitable teachers for LitLift training and teaching roles.
- create schedules to ensure all children receive daily 30 minutes LitLift lessons.
- provide necessary teaching resources and assign appropriate spaces for instruction.
- support regular student attendance.
- communicate with parents regarding the LitLift program and student progress.
- ensure efficient use of teaching time by minimizing delays in assessment, student selection, and lesson delivery.
- collaborate with teachers on the selection of students for LitLift.
- monitor the progress of all children requiring support.
- ensure LitLift teachers attend mandatory professional learning sessions.

- Support LitLift teachers in attending professional learning sessions and transporting students when needed.

## **Evaluation and Monitoring**

### *Measuring Acceleration:*

- Student progress will be measured through a combination of formative and summative assessments, in reading, writing, word reading assessments, and teacher observation.
- Data will be used to evaluate the effectiveness of intervention.

### *Timeline for Monitoring*

- Daily: Teachers will record observations and interactions during daily lessons.
- Weekly: Progress data will be reviewed by teachers to identify trends, celebrate successes, and adjust instruction.
- Monthly: School teams, including the LitLift teacher and trainer/facilitator, will analyze data to review student growth, adjust plans.

### *Criteria for Adjusting Instruction:*

- Instruction will be adjusted based on student progress, including
  - Reading and writing growth
  - Student engagement and responsiveness to instruction
  - Areas where students are not making expected growth after ongoing support
- If students are not progressing after 12 weeks of targeted lessons, alternative interventions or additional support will be considered.

## **Alignment with Brandon School Division Continuous Improvement Plan**

LitLift supports the Division's Continuous Improvement Plan by directly addressing key priorities in literacy achievement, equity, and evidence informed instruction.

### **Focus on Student Achievement**

- LitLift provides targeted, individualized literacy instruction to students who need additional support, ensuring students have the opportunity to meet grade-level expectations.
- Daily lessons, progress monitoring, and data-informed instruction align with the Continuous Improvement Plan's emphasis on measurable growth and accountability.

### **Evidence Informed Practice**

- LitLift uses assessment tools and ongoing data collection to guide instruction, reflecting the Division's commitment to research and evidence-based practices in teaching and learning.
- The intervention's structure promotes consistent reflection and adjustment in teaching in order to support continuous improvement in literacy outcomes.

### **Building Teacher Capacity and Professional Learning**

- Through ongoing professional learning and opportunities to co-construct their understanding of literacy, LitLift builds teacher expertise in emergent literacy, strengthening instructional capacity across the Division.
- The intervention encourages collaborative practice, aligning with the Continuous Improvement goal of professional growth through mentoring, coaching, and shared learning.

### **Equity and Inclusion**

- Providing individualized, one-on-one lessons, LitLift ensures high quality literacy instruction for students who require additional support.
- The intervention is inclusive to all learners, helping reduce variations in achievement and promoting equitable access to literacy.

### **Data Driven Decision Making**

- Regular progress monitoring and reporting support timely decision making, allowing schools to adjust instruction and resources to meet student needs.
- The continuous feedback loop reflects the continuous improvement plan's focus on using data to guide school, classroom, and intervention initiatives.

### **Summary**

LitLift supports the Division's continuous improvement goals by focusing on improving literacy outcomes, building teacher capacity, promoting equitable access to learning intervention, and embedding a culture of data informed instruction. It is a direct and actionable strategy that supports both student success and the Division's improvement objectives.



**LitLift**

*Lifting Readers and Writers to Success*

READING & WRITING INTERVENTION

# Literacy Intervention Proposal

Brandon School Division

February 2026

# PURPOSE OF THE INTERVENTION

*To ensure students identified for additional literacy support receive responsive, evidence-informed literacy instruction and intervention that values teacher expertise, multiple data sources, and authentic reading and writing experiences.*

# WHAT IS LITLIFT?

*LitLift* is...

an individualized early literacy intervention for Grade 1 and early Grade 2 students, with an emphasis on strong foundational literacy, fostering independence, and confidence in students who require additional support to accelerate literacy learning. Instruction will include opportunities for talking, reading, writing, phonics and word study



# KEY ELEMENTS OF LITLIFT:

- Alignment with Divisional plans/priorities
- Alignment with MB Education's ELA Curriculum and support documents
- Research-based/evidence based
- Support students struggling in reading and/or writing
- One-on-one instruction tailored to students' needs
- Responsive to students' individual strengths and areas to grow/lift
- Uses data to inform decision making, monitor progress, and adjust teaching
- Foster student independence in order to accelerate reading and writing.



# IMPLEMENTATION PLAN:

- Student Selection Process
- How will Data be Collected?
- Frequency and Duration of LitLift
- Resources required
- Teachers' Professional Development
- Team Approach



# Student Selection



- early screening and identification using a variety of assessments
- School teams will review the data and meet to determine student selection

# Data Collection



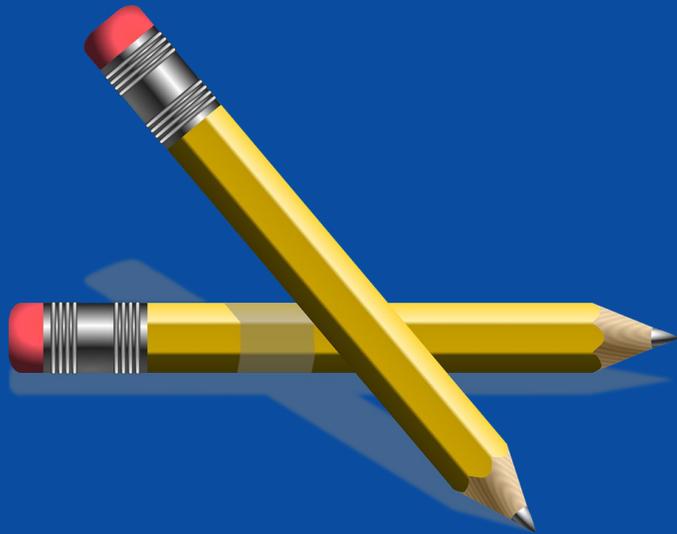
- Multiple data sources will be used to monitor student progress and tailor lessons to individual strengths and needs, and to adjust teaching.
- Pre and post intervention data will be collected and analyzed.

# Frequency and Duration



- Daily 30-minute lessons
- Minimum of 10-12 weeks and a maximum of 30 weeks
- If a student is not progressing after 10-12 weeks of lessons, another intervention may be considered

# Resources Required



To implement the LitLift intervention, each school will have access to:

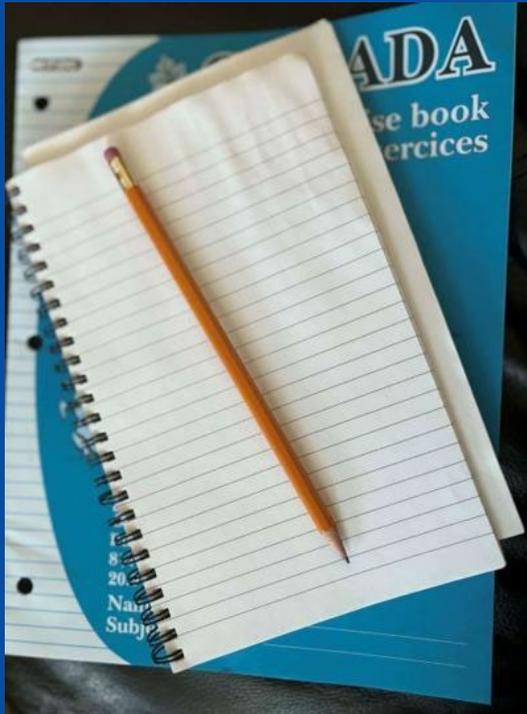
## Student Resources

- Variety of continuous texts (e.g. leveled, picture books, decodable, songs and poetry, non-fiction, student-made, multi-modal, etc.)
- Magnetic letters, whiteboards, markers
- Book bags
- Journals and paper

## Staffing

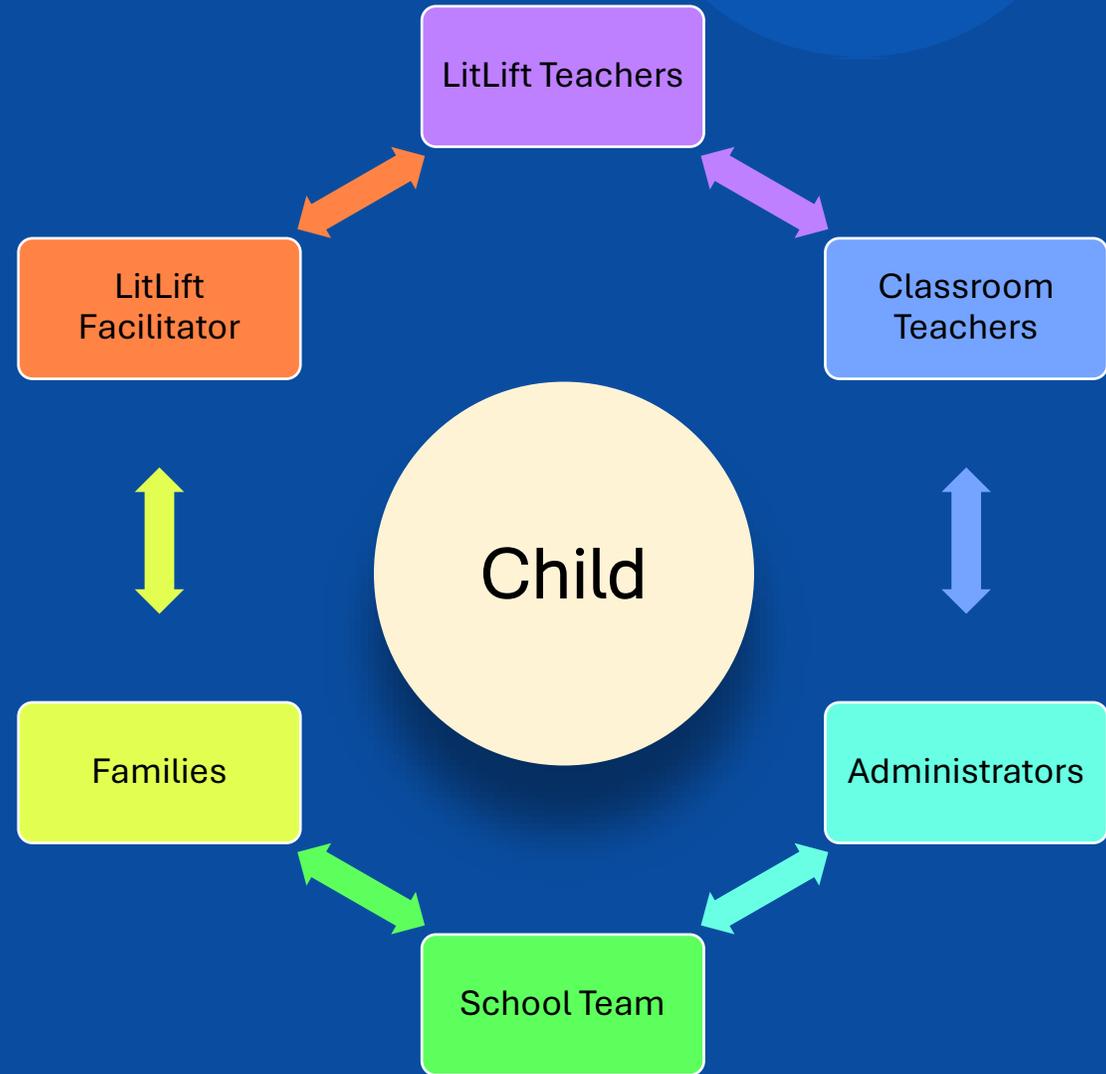
- .5 trained certified teacher (Alexander .25 FTE)
- LitLift leader

# Teacher Professional Learning



Initial teacher training and on-going reflective practice sessions will be facilitated by Divisional LitLift leader.

# Team Approach



# Alignment with Continuous Improvement Plan

- Focus on Student Achievement
- Evidence Informed Practice
- Building Teacher Capacity and Professional Learning
- Equity and Inclusion
- Data Driven Decision Making



# Questions



### **Agile Instructional Model**

The Agile Instructional Model (AIM) provides professional development support and capacity building experiences through leveraging the expertise of retired educators while balancing the fiscal challenges facing the Division.

By using 0.25 FTE Sprints, the Division avoids the budgetary costs of full-time positions for multiple areas, instead targeting specific high-demand windows in the school year utilizing existing budget lines.

The Agile Instructional Model (AIM)

#### **1. Personnel & Structure**

The model is powered by a pool of Instructional Specialists who would be successful retired teachers or administrators.

- The 0.25 FTE Format: Each specialist is hired for approximately 48–50 days per year depending on the length of the school year.
- Modular Staffing: Instead of one full-time specialist per area, the Division hires multiple 0.25 specialists that can serve multiple areas of focus and support more staff. Each specialist is assigned a specific pillar based on their expertise.
- On Demand Deployment: Specialists are not necessarily spread evenly across 10 months. Placements occur around critical periods (e.g., report card season, new curriculum launches, or the first six weeks of school). Required specialists may change from year to year depending on factors such as new curriculum implementation, changes in legislation, or implementation of specific initiatives.

#### **2. The Three Pillars of Capacity Building**

Pillar	Focus Area	Optimal Delivery Timing
Instruction	High-leverage strategies, effective practices, and peer coaching.	Start of school year, Oct–Nov and Feb–March, matched to focus area
Curriculum	Mapping new standards, resource selection, and assessment alignment.	May/ September/fall/semester 2 with additional touch points
Student Support	Tiered interventions, classroom management, and IEP/Inclusion strategies.	Matched to focus area

### 3. Implementation Workflow

The AIM operates on an adaptive cycle to ensure specialists are used only where impact is highest and need is greatest.

1. **Gap Analysis:** The Division/school identifies specific focus areas or implementation areas such as implementation of a new curriculum or Early Years Literacy mentoring.
2. **Matching:** A specialist position is advertised and hired with the relevant experiences. Specialist is matched and scheduled in identified areas and timeframes.
3. **The "Sprint" (3–5 weeks):** The specialist collaborates with identified schools/staff in an intensive burst of professional development models such as co-teaching, modeling, and collaborative planning.
4. **Supervision:** An assistant superintendent supervises the specialist.

### 4. Financial Sustainability

This model is designed to be budget-neutral by capturing surplus funds from budget lines.

- **Maximizing Teacher Pool:** Retired staff can fill specialist positions instead of school personnel filling the positions and as a result not being available for classroom or other positions. The 0.25 FTE would be under the allowed time for retired staff without impacting their pension.
- **Maximizing FTE:** There are natural ebbs and flow to the workflow of full-time staff filling specialist roles due to the realities of classroom schedules. As an example, it is difficult for a specialist to support classroom teachers in June with the year end classroom duties. The negative aspect is that there is no ability for the specialist to provide other supports to the Division that normally occur in these times.
- **Reduced Substitute Costs:** Because some specialists work directly in classrooms alongside teachers (job-embedded PD), there is less need to provide substitute teachers. There will still be a requirement to bring multiple teachers together for some professional development activities depending on the focus area.
- **Scalability:** If there are unexpected areas of need or different focus areas, the Division can respond appropriately based on the need.

## 5. Strategic Advantages

- Expertise Retention: Keeps the institutional memory and mentorship skills of veteran staff within the Division.
- Responsiveness: If a new mandate or requirement occurs, the Division can activate a 0.25 FTE Specialist to support the implementation instead of waiting for the next budget cycle.
- Adaptive: Given that we are currently amid an age of discontinuity where change is more complex, structures that can more easily adapt provide more timely support to staff.
- Embedded professional development: This model moves professional development towards Job Embedded Mentorship which richens the capacity building experiences and deepens teacher understanding.

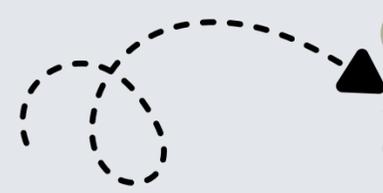
# Manitoba Curricula Updates

CURRICULUM DEVELOPMENT AND IMPLEMENTATION



# Curricula Status Overview

## New / Updated:



2025/2026

2026/2027

• K-12 English Language Arts (English Program)	Voluntary Implementation	Full Implementation
• 1-8 English Language Arts (French Immersion)	Piloting	
• K-8 French Language Arts (French Immersion)	Piloting	
• Grade 9 Mathematics & Financial Literacy	Development	Piloting
• K-10 Science (English & French Immersion)	Voluntary Implementation	Full Implementation
• K-11 Social Studies	Renewal	
• Grade 12 Land & Treaties	Voluntary Implementation	Full Implementation
• Land-Based Learning Curriculum Framework	Development	
• Indigenous Languages Curriculum Framework	Development	
• K-12 Physical / Health Education	Renewal	
• 5-12 Applied Technology	Renewal	
• 9-12 Early Childhood Education	Piloting	
• 9-12 Technology Program courses	Refinement	

New Resource:

Holocaust Education: A Guide for Educators

# IMPLEMENTATION

- |   |   |
|---|---|
| 1 | <b>English Language Arts:</b> BSD will provide PD for teachers beginning this spring and continuing into the fall   |
| 2 | <b>Science:</b> we are collaborating with other school divisions to provide support for teachers implementing the new science curriculum in the English Program |
| 3 | <b>French Immersion:</b> science consultant from MEECL will provide PD for teachers in March  |
| 4 | <b>Treaty Education:</b> training has been completed for all BSD staff over the last two school years   |
| 5 | <b>Holocaust Education:</b> training to support the new teaching guide is being offered in March.   |





# BRANDON SCHOOL DIVISION

## EDUCATION AND COMMUNITY RELATIONS COMMITTEE MINUTES

Monday, January 26, 2026 – 6:00 p.m.

Boardroom, Administration Office

Trustees Present: L. Ross D. Ross  
K. Carr C. Ekenna (by phone)  
K. Fallis L. McConnell  
S. Mozdzen J. Murray  
B. Sieklicki

Also Present: D. Labossiere, Secretary-Treasurer  
M. Gustafson, Superintendent/CEO  
S. Gilleshammer, Assistant Superintendent – Student Services  
J. Zilkey, Assistant Superintendent – Curriculum and HR  
J. McBeth, Executive Assistant

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### 1. COMMITTEE ITEMS

#### A. AI IN EDUCATION SUMMIT

Mr. Gustafson spoke to the AI in Education Summit which took place on Friday, January 16, 2026, in Winnipeg, Manitoba, and answered Trustee questions.

### 2. OPERATIONS INFORMATION

#### A. CORRESPONDENCE:

- Ms. Gilleshammer reviewed the correspondence received from Allison Potter, Executive Director, Continuous Improvement Branch; and Kassy Assié, Executive Director, Bureau de l'éducation française, regarding the Progress in International Reading Literacy Study (PIRLS) 2026. The administration of PIRLS in Manitoba has been mandated by Manitoba Education and Early Childhood Learning. She indicated the focus is on Grade 4 and the following BSD schools have been randomly selected: Maryland Park School, Meadows School, Linden Lanes School, Betty Gibson School, École New Era School, Earl Oxford School, George Fitton School, École Harrison.
- Mr. Zilkey spoke to the correspondence received from Jackie Connell, Assistant Deputy Minister, Indigenous Excellence in Education Division regarding, Indigenous Academic Achievement Grant (IAA).
- Mr. Zilkey reviewed the correspondence received from Jackie Connell, Assistant Deputy Minister, Indigenous Excellence in Education Division regarding, Evaluation of Universal School Nutrition Program. He indicated the survey has been given to Principals.

- Mr. Zilkey spoke to the correspondence received from Jackie Connell, Assistant Deputy Minister, Indigenous Excellence in Education Division regarding, Building Student Success with Indigenous Parents (BSSIP) Pilot – Indigenous Family Literacy. He indicated BSD is not a part of the pilot, however provided information.
- Mr. Labossiere reviewed the correspondence received from Jeffrey Kehler, Assistant Deputy Minister, System Performance and Accountability, Manitoba Education and Early Childhood Learning regarding, Updated Information on Swan Lake First Nation's School Divisions under Bill 16 and answered Trustee questions.
- Ms. Gilleshammer spoke to the correspondence received from Honourable Tracy Schmidt, Minister of Education and Early Childhood Learning, and Honourable Matt Wiebe, Minister of Justice and Attorney General regarding, One Manitoba Youth Summit. She indicated the Summit will take place on February 27, 2026, and answered Trustee questions.

Respectfully submitted,

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C. Ekenna



# BRANDON SCHOOL DIVISION

## FINANCE AND FACILITIES COMMITTEE MINUTES

Monday, January 26, 2026 – 6:00 p.m.  
Boardroom, Administration Office

Trustees Present: L. Ross D. Ross  
K. Carr C. Ekenna (by phone)  
K. Fallis L. McConnell  
S. Mozdzen J. Murray  
B. Sieklicki

Also Present: D. Labossiere, Secretary-Treasurer  
M. Gustafson, Superintendent/CEO  
S. Gilleshammer, Assistant Superintendent – Student Services  
J. Zilkey, Assistant Superintendent – Curriculum and HR  
J. McBeth, Executive Assistant

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### 1. COMMITTEE ITEMS

- A. STAKEHOLDER FEEDBACK RE: 2026-2027 BUDGET  
Mr. Labossiere provided and reviewed the additional Parent Council feedback received to date.
- B. CONFIDENTIAL MATTER  
Mr. Gustafson and Mr. Labossiere spoke to a confidential matter and answered Trustee questions for clarification.
- C. NEW SCHOOL – BROOKWOOD SOUTH  
Mr. Gustafson and Mr. Labossiere provided an update on the New School – Brookwood South and answered Trustee questions for clarification.

Respectfully submitted,

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B. Sieklicki



# BRANDON SCHOOL DIVISION

## PERSONNEL AND POLICY COMMITTEE MINUTES

Monday, January 26, 2026 – 6:00 p.m.

Boardroom, Administration Office

Trustees Present: L. Ross D. Ross  
K. Carr C. Ekenna (by phone)  
K. Fallis L. McConnell  
S. Mozdzen J. Murray  
B. Sieklicki

Also Present: D. Labossiere, Secretary-Treasurer  
M. Gustafson, Superintendent/CEO  
S. Gilleshammer, Assistant Superintendent – Student Services  
J. Zilkey, Assistant Superintendent – Curriculum and HR  
J. McBeth, Executive Assistant

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### 1. OPERATIONS INFORMATION

A. MSBA – CPI, UNEMPLOYMENT RATE, REGIONAL TRENDS UPDATE:

- The Consumer Price Index: Annual Review, 2025 and the January 19, 2026, data was reviewed.

B. CORRESPONDANCE:

- Mr. Zilkey spoke to the correspondence received from Honourable Tracy Schmidt, Minister of Education and Early Childhood Learning regarding, Teacher Registry Regulation.

Respectfully submitted,

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L. McConnell



January 28, 2026



## INTERESTED IN RUNNING FOR MSBA'S 2026/2027 PROVINCIAL EXECUTIVE?

A reminder that member school boards and trustees are invited to nominate candidates for the 2026–2027 MSBA Provincial Executive.

The following positions will be elected for two-year terms in 2026:

- Vice-President (boards with greater than 6,000 students)
- Regional Directors for Regions 1, 3, and 5 (one position).

The final call for nominations will be made at the March Annual Convention. Nominations are posted as they are received and can be viewed [here](#).

Check out our website for the most current slate of candidates. Nominations may be made at any time by emailing them to the Nominating Committee, c/o Andrea Kehler.

## CONVENTION UPDATE



Check out the convention web page to view the recently uploaded schedule at a glance. The workshop descriptions will be posted once finalized. Check back often for updates.



## REMINDER: LONG SERVICE TRUSTEE RECOGNITION & PRESIDENTS' COUNCIL AWARD DEADLINE IS FEBRUARY 6.

Each year at its annual convention, the Manitoba School Boards Association proudly honours the dedication of long-serving trustees and presents the Presidents' Council Award to one outstanding educator, support staff member, or community



champion who has made a meaningful contribution to student success in Manitoba.

View the Recognition and Awards Program package for details on the awards being presented in March, including eligibility criteria and the selection process.

**Nomination Deadline: February 6**

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## STUDENT CITIZENSHIP AWARDS NOMINATIONS OPEN!

The Student Citizenship Awards recognize outstanding young people throughout Manitoba who are active participants in their communities and schools. Students who are regularly attending a Manitoba public school are eligible. These awards are presented at the school level at a meaningful time, enabling family, friends, and members of the school community to be present. View the criteria [here](#). Submit the fillable pdf nomination form or apply online.

**The nomination deadline is Friday, April 3, 2026, at 4:30 p.m.**



**Deadline to apply is April 3, 2026.**

**Learn more: [mbschoolboards/awards](https://mbschoolboards.org/awards)**

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## FEBRUARY IS BLACK HISTORY MONTH

During Black History Month, we honour and amplify the voices of Black Canadians while celebrating their many achievements and contributions. The efforts of Black Canadians and their communities throughout history have greatly enriched Canada's cultural diversity, compassion and prosperity. [Learn more.](#)



## FEBRUARY IS BLACK HISTORY MONTH

CANADA.CA/BLACK-HISTORY-MONTH

### I LOVE TO READ MONTH - SHARING OUR STORIES

Each February, *I Love to Read Month* celebrates reading, writing, and the joy of sharing stories. This year's theme, *Sharing Our Stories*, reminds us that stories come in many forms. We can listen to others, read about different experiences, write our own stories, or use today's technology to tell stories in new ways.

Sharing stories helps us build community and feel more connected. When we learn about the stories people carry from the past, present, and even the future, we better understand who we are and develop empathy for others. These shared experiences can inspire us and encourage positive change in the world. Visit the Manitoba Reading Association's website for reading recommendations and activities to celebrate.

## FEBRUARY IS I LOVE TO READ MONTH!

A month long celebration to encourage reading, writing, and sharing in the joy of literacy.



### THE FIRST PAGE STUDENT WRITING CHALLENGE CONTEST OPENS FEB 1!

And, continuing on the theme of reading, each year, CBC Books asks students to give us a glimpse of the great Canadian novel of the future for the First Page student writing challenge.

Students are challenged to write the first page of a book set 150 years in the future, with the protagonist facing an issue that's topical now and setting the scene for how it will all play out in a century and a half.

The contest will be open for submissions from **February 1 to 28, 2026**.



## MAKE THE MOST OF WINTER: BUILD A QUINZHEE!

With a few more months of winter ahead, it's the perfect time to create memorable outdoor fun with kids by building a quinzhee, a temporary snow shelter made by piling up snow, shaping it, and hollowing it out. It's a simple and enjoyable alternative to an igloo, which requires stacking hard snow blocks and much more time and effort.

Even better, a quinzhee can be completed in around four hours, making it an ideal weekend project. For step-by-step instructions and important safety tips, be sure to check out MSBA's [Quinzhee Safety Bulletin](#).

Looking for hands-on guidance? Head to Birds Hill Provincial Park on January 31 or March 7 for a free special event where you can build a quinzhee alongside a Manitoba Parks Interpreter. Learn construction techniques, explore the Indigenous history behind these shelters, and enjoy bannock cooked over the fire.

Register for this winter adventure on the [Manitoba Parks website](#).

[View online](#)

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