Policy Review Committee Minutes

BRANDON SCHOOL DIVISION

"Accepting the Challenge"

Tuesday, September 29, 2009 – 10:00 a.m.
Conference Room, Administration Office

Present: P. Bartlette, D. Karnes, J. Murray, Dr. D. Michaels, G. Barnes
Regrets: B. Jolly (alternate)

1. CALL TO ORDER:

The Policy Review Committee Meeting was called to order at 10:00 a.m. by Trustee Bartlette.

2. APPROVAL OF AGENDA

The Policy Review Committee Agenda was approved as circulated.

3. ELECTION OF CHAIR/CONFIRM REGULAR MEETING DATES/REVIEW COMMITTEE'S RESPONSIBILITIES.

It was agreed Peter Bartlette would serve as Committee Chairperson for 2009/2010. It was further agreed that the Policy Review Committee Meetings would be held on the fourth Tuesday of each month as follows:

Tuesday, October 27, 2009	10:00 a.m.
Tuesday, November 24, 2009	10:00 a.m.
Tuesday, December 22, 2009	10:00 a.m.
Tuesday, January 26, 2010	10:00 a.m.
Tuesday, February 23, 2010	10:00 a.m.
Tuesday, March 23, 2010	10:00 a.m.
Tuesday, April 27, 2010	10:00 a.m.
Tuesday, May 25, 2010	10:00 a.m.
Tuesday, June 22, 2010	10:00 a.m.

The Trustees reviewed the Committee responsibilities.

4. COMMITTEE GOVERNANCE GOAL ITEMS

a) ANALYSIS OF DIVISION POLICIES IN THE AREA OF SUSTAINABILITY

Superintendent, Dr. Michaels, reminded the Committee that the Government has directed School Divisions to identify polices that clearly address the issue of sustainability and to develop any further required policies on such. Discussions were held regarding definition of sustainability; vocational options for Grade 9 students; public perceptions regarding programming vs. options; prep time; resources, both financial and staffing; the need for Board advocacy; and lack of provincial standards. It was noted that the Province often implements programs etc., and funds for a year or two and then places the burden of continued sustainability on the School Division. The Committee asked what services and programs the Division would provide to prepare students for living in the 21st century while keeping in mind finances and resources and noting the importance technology will play in preparing students. It was further noted that funding, collective bargaining and maintaining taxing autonomy all are unknowns which play an important part in addressing sustainability.

It was agreed a "motherhood" statement is needed that would give enough room to enable the Board of Trustees and Division Staff to work within the statement while keeping financially stable. This statement would build in the concept of adjustment and focus on early years literacy and numeracy. The policy would list the Board's priorities for budget purposes. It was further noted that if the Government will not set provincial student achievement standards then the Board of Trustees must set such standards. This policy should state the Division's standards by focusing the resources on the list of priorities regarding student

achievement. Equity must also be included in the statement. It was agreed that the concept of "value" is about development of the Division's children.

The Committee discussed the possibility of the Board of Trustees defining goals in the area of student achievement each year and publicly stating those goals to provide direction to Senior Administration regarding student achievement and to announce to advise the taxpayers of the Board's focus for the year.

Agreed:
Senior Administration was directed to draft a policy based on the discussions held and bring the proposed policy back to the Committee at a later date.

4. OTHER COMMITTEE GOVERNANCE MATTERS:

a) DEVELOPMENT OF EQUITY POLICY

Superintendent, Dr. Michaels, provided background information regarding the policy and procedures development and how the Board's governance decisions are reflected in the policy. She reviewed the six equity principles and the organizational factors impacting the equity principles. The Committee asked questions with respect to the definition of enablement access; best practice; cross-referencing with the proposed sustainability policy; transparency for all involved; how much money is spent on each student or how the money is divided up for each student; and systematic barriers. It was noted the new format to allow for presentation by various learning support services personnel at Board meetings was of benefit to the Board of Trustees as it helped them to know about what was happening in the system.

Agreed:
It was agreed the proposed policy would be presented to the Board of Trustees through the report of the Policy Review Committee to allow for discussion and debate at the Board Table before finalizing the equity policy. (Attached as Appendix "A") It was also noted that Procedures for the proposed policy still need to be completed.

5. OPERATIONS INFORMATION:

a) REVIEW OF POLICIES IN ACCORDANCE WITH POLICY 1001.1

- It was noted that Policy 5026 – Harassment was currently being reviewed by the Director of Human Resources and would be brought back to Senior Administration before being presented to the Personnel Committee for review.
- It was noted that Policy 4044 – Appropriate Educational Programming needs to be amended to include gifted and talented programming. Senior Administration is currently reviewing this amendment.

6. NEXT REGULAR MEETING: Tuesday, October 27, 2009 – 10:00 a.m.

The meeting adjourned at 11:25 a.m.

Respectfully submitted,

P. Bartlette, Chair	D. Karnes
J. Murray	B. Jolly (Alternate)

BRANDON SCHOOL DIVISION
POLICY

Draft

POLICY 1001.1
EQUITY

Draft: 2009.06.01 (Draft 9)

The Board of Trustees believes that education is a fundamental building block to establishing "*equity*" rights for all students.

The Mission Statement of the Brandon School Division states, "*The Brandon School Division strives to enable each student to achieve maximum intellectual, emotional, social and physical growth. We accomplish this through the provision of programs and services which facilitate the development of students as healthy contributing members of society.*"

Educational "*equity*" refers most broadly to a condition of fairness with respect to educational opportunities, access, and outcomes for all people. As applied in education, the legal principle of "*equity rights*" provides that all students have a right to an education that maximizes opportunities to develop their knowledge, skills and attitudes as embedded in the mission statement of the Brandon School Division.

The Board recognizes and accepts its responsibility to provide policy direction and resources to enhance and support quality instruction and learning opportunities that assist schools in closing educational achievement gaps by investing strategically in all students.

To demonstrate its commitment to respectful and equitable education in all Board activities, the Board commits to governance decisions that reflect these principles:

- the provision of appropriate learning opportunities for all students;
- the assessment of the effectiveness of programs and services to help students succeed;
- the identification and removal of systemic barriers to student achievement;
- the use of data to inform resource allocation decisions;
- the advocacy for funding and resources to support students in at-risk situations; and
- the advocacy for the enactment and protection of student equity rights.

Work In Progress
Procedures 1001.1 – Information Only – October, 2009

	The Division will recognize and support the uniqueness and needs of individual school sites vis a vis student achievement.. The Division will promote transparent, flexible, fair, and equitable allocation of resources across all learning sites. The Division will, where appropriate, emphasize the significance of student achievement outcomes over student characteristics.	The hiring and assigning of staff will promote principles of fair and equitable access to optimize the learning opportunities for all students. • Promoting the professional excellence of hired staff with regard to qualifications and credentialing • Hiring of staff to reflect the demographic characteristics of the student population	Provisions supporting curricular and learning experiences will be available at high standards in every learning site. • Current curricular implementation learning opportunities for staff	An *"Enablement Access"* provision of ancillary services will provide that all student achievement results are consistent with outcomes of successful regular programming. • Appropriate educational programming	Divisional staff development will promote principles of fair and equitable access to optimize the learning opportunities for all students. • Principal preparation • Professional staff development • Support staff development	Transportation services will foster optimal opportunity of access to learning sites for all participating students and staff.	The Division will support environmentally sustaining physical and learning environments, supported by appropriate policies. The Division will promote and support an *inclusive* learning site ecology and culture, supported by appropriate policies.
	School Development Plans will reflect and support appropriate educational programming standards and promote principles of fair and equitable access to optimize the learning opportunities for all students.	Planning for professional staff at each learning site will reflect and promote principles of fair and equitable access to learning opportunities for all students. Educational Assistant duties will support the	School Development Plans will detail goals and actions to promote increased access to quality teaching, learning, and support services. The plans will reflect principles of fair and equitable access to current curricular and learning experiences for all students.	Learning sites will ensure fair access for all students to appropriate assessment, programming, and resulting services. • Fair access to appropriate ancillary services	Learning site staff development will promote principles of fair and equitable access to learning opportunities for all students.	Learning sites will allow for appropriate allowances and exceptions for the unique needs of students who require transportation services.	Learning sites will strive to develop environmentally sustaining physical and learning environments. Learning sites will promote and support an *inclusive* learning ecology and culture.

		uniqueness of each learning site.					

		follow up on evaluations for staff	policies in place; improved monitoring of student achievement some work in QL	assessment, SLC and good committee work PD	evaluation process		
	Effective/ accurate benchmark assessment to measure student growth in relation to school and divisionally delivered intervention strategies Reporting to parents **Student Engagement**		generally classroom dependent	~~Fair Assessment of student achievement assessment~~ **Fair assessment of student achievement**			**Flexibility of Learning Site.**

		right person in right job personnel policy review recruitment and hiring of Aboriginal, FI, and EAL teachers change parent/teacher expectations and support delivery	Funding equal distribution of funds some staff performance issues schools over extended from essential purpose change of practices hard for some staff (resistance)	funding applications and URIS criteria downloading to Education from Health, etc.	alignment of individual teachers' needs to Divisional needs in PD	policy and past practice	**Flexibility of learning site with regard to educational ecology.**
	Ongoing review / critique of school and divisional supports, guidelines, policies that determine resource allocation			**Ongoing needs assessment completed annually by each learning site**			**Student and Parent "voice" information gathered regularly.**

	The Division will provide timely, reliable, and valid student achievement data analysis for all learning sites and report appropriate analysis and results to the community. • Centralized longitudinal tracking of student achievement data • Analysis and reporting on longitudinal student achievement trends	The Division will utilize data variables which are transparent and understandable to ensure that staff allocation reflect principles of fair and equitable access to learning opportunities for all students. • Monitoring, analysis, and reporting of staff hiring trends	The Division will utilize data variables which are transparent and understandable to ensure that the development of curricular and learning experiences reflect principles of fair and equitable access to learning opportunities for all students. • Monitoring, analysis, and reporting on curricula implementation	The Division will provide data variables which are transparent and understandable to support the fair access for all students to appropriate assessment, programming, and resulting services. • Monitoring, analysis, and reporting of trends regarding student assessment, programming, and resulting services	The Division will provide data and research analysis to guide professional and support staff development that support the fair access for all students to appropriate learning experiences. • Monitoring, analysis, and reporting on staff development	The Division will provide data variables which are transparent and understandable to support the fair access for all students appropriate transportation services. • Monitoring, analysis, and reporting on transportation services	The Division will provide data variables which are transparent and understandable to support the fair access for all students to an appropriate and sustainable learning environment. Monitoring, analysis, and reporting on: • Energy use • Materials utilized in physical structures and classroom environments • Safe School provisions
	School development planning will focus on student achievement trends to promote improved outcomes for all students.	Learning sites will utilize data variables and analysis to promote staff assignments and directions that reflect principles of fair and equitable access to learning opportunities for all students.	Learning sites will utilize data variables and analysis to promote access to curricular and learning experiences that reflect principles of fair and equitable access to learning opportunities for all students	Learning sites will utilize data variables and analysis which ensure fair access for all students to appropriate assessment, programming, and resulting services.	Learning sites will utilize data variables and analysis when providing professional and support staff development to ensure fair access for all students to appropriate learning experiences.	Learning sites will utilize data variables and analysis to inform planning for appropriate transportation services.	Learning sites will utilize data variables and analysis in their planning to support the fair access for all students to an appropriate and sustainable learning environment

	Use of Formulae based on student achievement data variables and analysis	budget request	inadequate especially in high needs, special needs	low incidence budget for AEP (now existent) categorical	PD budgets and resources	reallocation of available funds	
	Base no increase fully transparent funding model that adjusts in an effective manner responding to school development	school allocation					

	Clear, consistent statement of student rights within the school system	qualification and credentials	in beginning stages to study, assess, apply, change practices to focus truly on the child	equity committee work goal committee work	new teacher orientation policy right of appeal		**Ongoing "ecological" analysis and evaluation of the *Rights of the Child.***