



"Accepting the Challenge"

# Policy Review Committee Minutes

Tuesday, February 23, 2010 – 10:00 a.m.  
Board Room, Administration Office

Present: P. Bartlette (Chairperson), 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 10:15 a.m. by Chairperson, Trustee Bartlette.

## 2. APPROVAL OF AGENDA

The Policy Review Committee Agenda was approved as circulated.

## 3. REVIEW OF JANUARY 26, 2010 MINUTES

Trustee Bartlette referenced the January 26, 2010 Minutes.

## 4. COMMITTEE GOVERNANCE GOAL ITEMS

NIL

## 5. OTHER COMMITTEE GOVERNANCE MATTERS:

### a) DEVELOPMENT OF EQUITY POLICY

Superintendent, Dr. Michaels, confirmed that the procedures for this proposed policy are in the process of being refined and should be ready for review by the Committee during the month of April. Discussions were held regarding the next steps to be taken with respect to moving forward with the Policy. The "six principles" noted in the policy should be reviewed and discussed by the full Board. Senior Administration requested direction as to the manner in which the Board of Trustees envisions implementation of the policy. What does the Board of Trustees wish to see improved? What systemic barriers does the Board of Trustees see or hear about from the community? It was agreed the proposed policy (attached as Appendix "A") would be brought forward to the Regular Meeting of the Board of Trustees on March 8, 2010 as a Giving of Motion, with a Board motion to follow at the March 22, 2010 meeting, allowing the Board of Trustees sufficient time to review the proposed policy and provide comments. The Procedures would be brought forward in April.

### Recommendation:

That Policy 1001.1 – "Equity" be approved.

### b) POLICY 1001.2 – EDUCATIONAL SUSTAINABILITY IN STUDENT ACHIEVEMENT

Superintendent, Dr. Michaels, confirmed that some consultations had taken place with school administrators and that there was still one round of consultation to take place. She noted discussions with school principals on this matter had revolved around the need for clarity at all levels, not just grade 3 as well as clarity regarding the time line that will be given to staff to achieve the envisioned goals. Discussions were held regarding the Board's need to effectively communicate their goals to staff members together with Senior Administration's need to connect their reports with the Board's Governance Goals. Student Achievement Results; community expectations; engaging students in their learning; use of assessment tools; developing programs to meet the needs of individual learners; and teacher upgrading were all discussed at length by the Committee.

It was noted that the Committee will receive a full consultation report on this matter in April at which time the Committee will then determine what the next steps shall be in the development of this policy.

**6. OPERATIONS INFORMATION**

- The Superintendent confirmed the proposed Literacy Policy will be brought forward to the Committee in May.
- A list of policies reviewed by the Policy Review Committee to date will be brought forward to the next meeting, together with an update on the Committee's Governance Goals.

**7. NEXT REGULAR MEETING: Tuesday, March 23, 2010 – 10:00 a.m.**

The meeting adjourned at 11:30 a.m.

Respectfully submitted,

\_\_\_\_\_  
P. Bartlette, Chair

\_\_\_\_\_  
D. Karnes

\_\_\_\_\_  
J. Murray

\_\_\_\_\_  
B. Jolly (Alternate)





**Draft**

## **POLICY 1001.1**

### **EQUITY**

*Draft: 2008.21.11 (Draft 8)*

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 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

		Organizational Factors Impacting Equity Principles						
Equity Principles		1. School Based Resources	2. Staffing	3. Access to Curricular and Learning Experiences	4. Learning/Support Services	5. Professional/Support Staff Development	6. Transportation	7. Learning Environment
1. Appropriate Learning Opportunities  AK	Division	<p>The Division will recognize and support the uniqueness and needs of individual school sites vis a vis student achievement..</p> <p>The Division will promote transparent, flexible, fair, and equitable allocation of resources across all learning sites.</p> <p>The Division will, where appropriate, emphasize the significance of student achievement outcomes over student characteristics.</p>	<p>The hiring and assigning of staff will promote principles of fair and equitable access to optimize the learning opportunities for all students.</p> <ul style="list-style-type: none"> <li>Promoting the professional excellence of hired staff with regard to qualifications and credentialing</li> <li>Hiring of staff to reflect the demographic characteristics of the student population</li> </ul>	<p>Provisions supporting curricular and learning experiences will be available at high standards in every learning site.</p> <ul style="list-style-type: none"> <li>Current curricular implementation learning opportunities for staff</li> </ul>	<p>An "Enablement Access" provision of ancillary services will provide that all student achievement results are consistent with outcomes of successful regular programming.</p> <ul style="list-style-type: none"> <li>Appropriate educational programming</li> </ul>	<p>Divisional staff development will promote principles of fair and equitable access to optimize the learning opportunities for all students.</p> <ul style="list-style-type: none"> <li>Principal preparation</li> <li>Professional staff development</li> <li>Support staff development</li> </ul>	<p>Transportation services will foster optimal opportunity of access to learning sites for all participating students and staff.</p>	<p>The Division will support environmentally sustaining physical and learning environments, supported by appropriate policies.</p> <p>The Division will promote and support an <i>inclusive</i> learning site ecology and culture, supported by appropriate policies.</p>
	School	<p>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.</p>	<p>Planning for professional staff at each learning site will reflect and promote principles of fair and equitable access to learning opportunities for all students.</p> <p>Educational Assistant duties will support the</p>	<p>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.</p>	<p>Learning sites will ensure fair access for all students to appropriate assessment, programming, and resulting services.</p> <ul style="list-style-type: none"> <li>Fair access to appropriate ancillary services</li> </ul>	<p>Learning site staff development will promote principles of fair and equitable access to learning opportunities for all students.</p>	<p>Learning sites will allow for appropriate allowances and exceptions for the unique needs of students who require transportation services.</p>	<p>Learning sites will strive to develop environmentally sustaining physical and learning environments.</p> <p>Learning sites will promote and support an <i>inclusive</i> learning ecology and culture.</p>

		Organizational Factors Impacting Equity Principles						
Equity Principles		1. School Based Resources	2. Staffing	3. Access to Curricular and Learning Experiences	4. Learning/Support Services	5. Professional/Support Staff Development	6. Transportation	7. Learning Environment
			uniqueness of each learning site.					



Equity Principles		Organizational Factors Impacting Equity Principles						
		8. School Based Resources	9. Staffing	10. Access to Curricular and Learning Experiences	11. Learning/Support Services	12. Professional/Support Staff Development	13. Transportation	14. Learning Environment
2. Effectiveness of Learning  Dr. M.	Division		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		
	School	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.

Equity Principles		Organizational Factors Impacting Equity Principles						
		15. School Based Resources	16. Staffing	17. Access to Curricular and Learning Experiences	18. Learning/Support Services	19. Professional/Support Staff Development	20. Transportation	21. Learning Environment
3. Identification and Removal of Systematic Barriers  GM	Division		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	<b>Flexibility of learning site with regard to educational ecology.</b>
	School	Ongoing review / critique of school and divisional supports, guidelines, policies that determine resource allocation			Ongoing needs assessment completed annually by each learning site			<b>Student and Parent "voice" information gathered regularly.</b>



		Organizational Factors Impacting Equity Principles						
Equity Principles		22. School Based Resources	23. Staffing	24. Access to Curricular and Learning Experiences	25. Learning/Support Services	26. Professional/Support Staff Development	27. Transportation	28. Learning Environment
4. Utilization of Data  AK	Division	<p>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.</p> <ul style="list-style-type: none"> <li>Centralized longitudinal tracking of student achievement data</li> <li>Analysis and reporting on longitudinal student achievement trends</li> </ul>	<p>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.</p> <ul style="list-style-type: none"> <li>Monitoring, analysis, and reporting of staff hiring trends</li> </ul>	<p>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.</p> <ul style="list-style-type: none"> <li>Monitoring, analysis, and reporting on curricula implementation</li> </ul>	<p>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.</p> <ul style="list-style-type: none"> <li>Monitoring, analysis, and reporting of trends regarding student assessment, programming, and resulting services</li> </ul>	<p>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.</p> <ul style="list-style-type: none"> <li>Monitoring, analysis, and reporting on staff development</li> </ul>	<p>The Division will provide data variables which are transparent and understandable to support the fair access for all students appropriate transportation services.</p> <ul style="list-style-type: none"> <li>Monitoring, analysis, and reporting on transportation services</li> </ul>	<p>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.</p> <p>Monitoring, analysis, and reporting on:</p> <ul style="list-style-type: none"> <li>Energy use</li> <li>Materials utilized in physical structures and classroom environments</li> <li>Safe School provisions</li> </ul>
	School	<p>School development planning will focus on student achievement trends to promote improved outcomes for all students.</p>	<p>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.</p>	<p>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</p>	<p>Learning sites will utilize data variables and analysis which ensure fair access for all students to appropriate assessment, programming, and resulting services.</p>	<p>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.</p>	<p>Learning sites will utilize data variables and analysis to inform planning for appropriate transportation services.</p>	<p>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</p>



Equity Principles		Organizational Factors Impacting Equity Principles						
		29. School Based Resources	30. Staffing	31. Access to Curricular and Learning Experiences	32. Learning/Support Services	33. Professional/Support Staff Development	34. Transportation	35. Learning Environment
5. Funding and Resources  GB	Division	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	
	School	Base  no increase  fully transparent funding model that adjusts in an effective manner responding to school development	school allocation					

Equity Principles		Organizational Factors Impacting Equity Principles						
		36. School Based Resources	37. Staffing	38. Access to Curricular and Learning Experiences	39. Learning/Support Services	40. Professional/Support Staff Development	41. Transportation	42. Learning Environment
6. Rights of the Child  Dr. M.	Division	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 <i>Rights of the Child</i> .
	School							