



"Accepting the Challenge"

Education Committee Minutes

Thursday, November 17, 2011, 11:30 a.m.
Board Room, Administration Office

Present: P. Bartlette (Chairperson), P. Bowslaugh, D. Karnes (exited at 12:00 p.m. and returned at 12:35 p.m.), K. Sumner (exited at 1:00), Dr. D. Michaels.

Guests: T. Osiowy, Principal, Crocus Plains Regional Secondary School, M. Gustafson, Principal, Vincent Massey High School, V. Adams, Vice-Principal, Neelin High School, G. Malazdrewicz, Associate Superintendent.

1. CALL TO ORDER:

The Education Committee Meeting was called to order at 11:50 a.m. by the Chairperson, Trustee Bartlette.

2. APPROVAL OF AGENDA

Trustee Bowslaugh requested the addition of discussions regarding Translation Services. Trustee Bartlette requested the addition of discussions regarding a budget request for staffing in food services at Crocus Plains Regional Secondary School. It was agreed the presentation regarding Bill 13 would be moved to the first item of the agenda. Discussions regarding the Board's Governance Goal relating to Equity of Inclusion and Protection of Human Rights for Individual Differences were postponed to a special Committee meeting and would be the only item on the agenda for that meeting. The agenda was approved as amended.

3. REVIEW OF MINUTES

The Committee reviewed the Minutes of October 13, 2011.

4. COMMITTEE GOVERNANCE GOAL ITEMS

A) Board Governance Goal Regarding Equity of Inclusion and Protection of Human Rights for Individual Differences.

The discussion of this item was deferred to December 7, 2011 for a special Education Committee Meeting and it was agreed it would be the only item on the agenda for that meeting.

5. OTHER COMMITTEE GOVERNANCE MATTERS

A) "Preparing Students for Success Act" – Regulation Changes to PSA Bill 13 – Implementation Update Report (Timed Event)

Mr. T. Osiowy, Principal of Crocus Plains Regional Secondary School, Mr. M. Gustafson, Principal of Vincent Massey High School, Ms. V. Adams, Vice-Principal of Neelin High School, Mr. G. Malazdrewicz, Associate Superintendent, entered the meeting at 12:10 p.m. Mr. Malazdrewicz circulated a memo to the Committee (Appendix "A") with seven recommendations outlining an approximated priority list of resources which would allow the Division to effectively respond to the amended Bill 13 legislation. He spoke about the work of the Senior High Access Committee and the student groups identified as those who are at-risk of

leaving school. He provided detailed information regarding each of the seven recommendations made by the Committee.

The proposed recommendations were discussed at length with Trustees asking questions for clarification. The Senior High Principals provided feedback regarding the work currently taking place in the schools. They highlighted the challenges they face in implementing the legislation; and the resources required. Discussions were held regarding the benefit of social workers as part of a school's social services; what other divisions are doing to meet the government mandate in this area; provincial funding; the protocol followed with respect to adjudicated students in the system. Trustees directed Senior Administration to include concerns regarding the cost of implementing Bill 13 on the agenda when the Board of Trustees meets with the Minister of Education.

The Chairperson thanked the representatives of the Senior High Access Committee for their information. The representatives exited the meeting at 1:05 p.m.

B) MSBA Convention 2012

The Committee reviewed the Manitoba School Boards Association correspondence referred to the Committee from the Board Meeting held October 24, 2011 and requesting nominations for student entertainment, and proposals for workshop topics, for the 2012 Convention. It was agreed CP Express would be nominated as possible student entertainment at the annual MSBA Convention, subject to availability of the group and consent of the instructor. It was further agreed discussions regarding a proposed program for the Innovative Showcase would be deferred to the next meeting.

6. BRIEFINGS ON DEVELOPMENTS IN EDUCATION

The following information was deferred to the next meeting:

- Information regarding Treadmills in the classroom, referred to Committee from Divisional Futures and Community Relations Committee meeting held October 11, 2011.
- *What is the Future of Learning in Canada?* (Canadian Council on Learning, October 2011)

7. OPERATIONS INFORMATION

8. **SPECIAL COMMITTEE MEETING: Wednesday, December 7, 2011, 7:00 p.m. Board Room.**
NEXT REGULAR MEETING: Thursday, December 8, 2011, 11:30 a.m. to 1:00 p.m., Board Room.

The meeting adjourned at 1:10 p.m.

Respectfully submitted,

P. Bartlette, Chair

D. Karnes

P. Bowslaugh

K. Sumner (Alternate)



BRANDON SCHOOL DIVISION

1031 – 6TH STREET BRANDON MB R7A 4K5

Appendix A

Memorandum

To: Dr. D. Michaels

From: Greg Malazdrewicz, Associate Superintendent

Date: November 16, 2011

Re: **Senior High Access Committee Bill 13 Implementation Recommendations**

In preparation for a comprehensive implementation response for Bill 13 and the associated regulations the Senior High Access Committee (S.H.A.C.) struck a working group consisting of Principals, Vice-Principals, guidance counselors, resource teachers, Off-Campus and other staff. The focus of the conversations was how *“to address the implementation of the amendments contained within Bill 13: specifically, alternative educational programming for students ages 16-18 years of age who are at-risk of leaving school.”*

Over a period of five weeks the committee met for three half day, in-depth discussions to review the legislation and then to identify clusters of students who might fall within a larger view of students at-risk of leaving school. Initial discussions identified:

- Aboriginal students,
- EAL students ,
- Students with Mental Health issues
 - Self-esteem
 - Younger group to target
 - Drug and alcohol issues,
- Independent students (16-17 ½ yrs old) –students at home having to work also,
- Children-in-Care – a growing, high risk population,
- Non-resident students,
- Students with significant learning gaps,
- Early/young parenting students,
- Gender identity concerns and,
- “M” designations.

The working group extended the discussion by reviewing what initiatives and intervention models were being used within the three high schools that might be addressing the needs presented by these groups of students. As the discussions explored the needs and nature of the students in each group a clear set of responses to student needs evolved along with areas for further exploration or support through other organizational interventions.

The following recommendations outline an approximated priority list of resources which would allow us to effectively implement a comprehensive scope and sequence of programming to respond to the intent of the Bill 13 legislation acknowledging that other programming components have already been implemented by the three high schools.

Recommendation #1 *Social Worker Support*

Three (3.0) full FTE positions are required to support the high schools in their efforts to keep students engaged in school. Our Graduation Outcomes Study identified social-emotional wellbeing as a critical component to high school students' success. It was the most common thread from responding students in describing their reasons for quitting school prior to graduation.

This resource would also permit the redesigning of guidance support in the schools to support more broad based social emotional learning "education" programs like anti-bullying and drug/alcohol education.

Recommendation #2 *NHSOC Upper Deck*

Two (2.0) full FTE positions are required to permanently establish this program to provide support for two critical groups of students; 1.) 15-17 ½ yr old students who are struggling and need "short-term" (1-1 ½ semester) placements in an alternative program which prepares them for mainstream re-entry and, 2.) students under suspension. This project is currently being supported through discretionary staffing.

Recommendation #3 *Work Education/Transitional Support*

Three (3.0) full FTE positions have been proposed to provide off-site work experience and employability types of training for students struggling in school. This is expected to serve the purpose of exposing students to work environments as mandated in the legislation, but also maintain contact with academic programming. These positions would also provide support for students with out-of-school home-based programming during transition in/out stages.

Recommendation #4 *Adjudicated Youth Program*

Two (2.0) full FTE positions would be required to provide academic programming support for adjudicated youth who are at a risk level that prevents them from appropriately participating in "on-site" academic programming. Additional support through one (1) full FTE support staff position may be required to maintain adequate safety in this program.

The program will necessitate a partnership with the justice system to provide additional programming and possibly human resources. The site also will need to be clearly detached, physically, from other off-site programming.

Recommendation #5 *Liaison/Attendance*

Three (3.0) positions have been recommended to provide intensive attendance support/intervention through school guidance programs for disengaging students with significant, on-going attendance concerns.

Recommendation #6 *Expanded AAA Supports*

AAA supports at the high schools have been somewhat effective. The model should be developed to be more consistent across the three facilities. Additional time during the school day is needed to provide more opportunities for students to access supports before and/or after school. It has also been suggested that these staff return to work two weeks prior to school start up each year, and be extended two weeks into the summer as well.

Recommendation #7 *EAL Support for Off-Campus*

With a growing EAL population and their involvement in the labour market, support for students to access off-campus programming would be a benefit. This would likely be best accommodated with the addition of “dedicated” EAL support on-site through the addition of one (1) full FTE position to support EAL programming in the off-campus model.