Report of Senior Administration to the Board of Trustees

January 24, 2011

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

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

A. Business Arising for Board Action

I. PRESENTATIONS

FROM SCHOOLS

Riverheights School

FROM LEARNING SUPPORT SERVICES

Numeracy – Teresa Timmerman

II. HUMAN RESOURCES

III. SECRETARY-TREASURER

IV. SUPERINTENDENT OF SCHOOLS

V. SENIOR ADMINISTRATION RESPONSE TO TRUSTEE INQUIRIES

1. TRUSTEE INQUIRY – RESPONSE TO TRUSTEE SUMNER "K-8 CLASS SIZES"

For Information.....G. Malazdrewicz

At the January 10, 2011 Regular Board Meeting, Trustee Sumner requested information on the number of K-8 classrooms currently exceeding 25 and 30 students, and the distribution of the classrooms in each school.

Attached (Appendix A) are class size breakdowns as of the end of September, October, and December

At the September 20, 2010 Board Meeting, 4.5 FTE additional teaching staff positions were added to 2.5 FTE budgeted teaching staff to be assigned to schools for October 1, 2010. This allowed for the addition of 8.5 additional classrooms which included:

- Earl Oxford – Grade 7-8;
- Meadows – Kindergarten;
- Meadows – Grade 7-8;
- New Era (English) – Kindergarten;
- New Era (English) – Grade 1-2;
- New Era (English) – Grade 3-4;
- New Era (English) - .5 Grade 7;
- O'Kelly (English) – Kindergarten; and
- Riverview – Grade 1.

December class sizes show the current status.

This is respectfully provided as information.

B. Administrative Information

I. HUMAN RESOURCES

1. PERSONNEL REPORT

For Information ..... B. Switzer

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

II. SECRETARY-TREASURER

1. BUS ACCIDENT

For Information ..... G. Barnes

Correspondence has been received from the Supervisor of Transportation advising of an accident at approximately 9:12 a.m., Monday, January 10, 2011, involving bus 40-28, being driven while on regular route assignment Orange 3. The bus hit the fender of an illegally parked car while trying to turn from Lloyd Crescent onto Laurence Crescent. No injuries were sustained by the driver of the bus or the one student and one EA on board. There was no damage to the bus and damage to the vehicle was less than $1,000. The accident was reported to Manitoba Public Insurance. This is provided as information.

III. SUPERINTENDENT OF SCHOOLS

BOARD OF TRUSTEE GOVERNANCE GOALS 2010-2014

For Information ..... D. Michaels

The Board of Trustees met on January 7, 2011 (pm) and January 8, 2011 to consider, develop, and prepare a draft statement of Governance Goals for 2010-2014.

These goals provide the foundation and focus of the Board's governance work for 2010-2014 in providing leadership for the Brandon School Division's direction towards innovative change that will serve all students well and effectively.

Please see Appendix B.

1. SCHOOL INFORMATION

For Information ..... D. Michaels

SCHOOL VISITS (JANUARY 6 – 18, 2011)

- January 6, 2011 – École New Era School
- January 6, 2011 – Earl Oxford School
- January 17, 2011 – Neelin Off Campus School

A. QUALITY LEARNING

QUALITY LEARNING AT J.R. REID SCHOOL

Report prepared by Mr. Rick Stallard, Principal, J.R. Reid School

Several Quality Learning opportunities are taking place at J.R. Reid School this year. Reflected below are the foundations behind our Quality Learning Initiatives in Literacy at J.R. Reid:

There are three layers of Literacy for J.R. Reid Schools Students:

- ideas/strategies - researched and presented;
- consistent terminology and instruction between Early Years and Middle Years; and
- outcomes and criteria-based results.

The endeavors continue to be supported and revolve around the professional development, resources, and work of:

Faye Brownlie

Students have had the opportunity to incorporate Faye Brownlie writing techniques into their programs. Some of the learning threads included sequencing, poetry, using information from text, literal understanding with unknown vocabulary, squiggles, response journals.

Sharon Taberski

Staff attended professional development with Sharon Taberski in early November 2010, and continue to use Sharon's work as a resource for our Layers of Literacy. Sharon's work has brought our Literacy Plan together in terms of creating a framework for balanced literacy and jump starting comprehension strategies through differentiated instruction.

Tony Stead

Strategies for teaching and assessing reading comprehension with non-fiction reading has been the focus for our staff in teaching the students. The importance of critical literacy and providing differentiated instruction are areas staff has taken from Tony's message and resources.

B. QUALITY TEACHING

QUALITY TEACHING AT O'KELLY SCHOOL

Report prepared by Ms. Angela Voutier, Principal, O'Kelly School

The main Quality Teaching Goal for the 2010/2011 school year at O'Kelly School was in the area of Numeracy. The key accomplishments to date are as follows.

- All Early Years staff attended the Origo Math professional development session in Brandon presented by the university.

- The morning session of the Divisional professional development day in November focused on engagement of students and also included a presentation on various strategies for Differentiated Instruction in all areas but with some focus and discussion on those particularly appropriate for math.
- The afternoon of the Divisional professional development day in November featured a presentation by Teresa Timmerman, the Division Numeracy Specialist, and Jaime Lombaert on Math teaching strategies which was attended by all staff.
- The Numeracy goal committee will meet to discuss assessment results; identify areas of weakness and need; and plan for improvements and further professional learning opportunities
- In addition to the Numeracy goal and in spite of the fact that Literacy was not specifically identified as a goal in the school plan for this year, this area of Quality Teaching was addressed at the Differentiated Instruction presentation in November. A committee has also been formed and will meet later this month to examine assessment results; identify areas for improvement; and to continue promoting the work done in previous years in the area of literacy.

C. QUALITY SUPPORT SERVICES

QUALITY SUPPORT SERVICES AT ALEXANDER SCHOOL

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

At Alexander School, we are committed to ensuring students have access to quality support services that address their individual learning styles and provide opportunities for all students to be successful. Our commitment is evidenced in our school plan through the provision of access to professional support, resources, materials, professional collaboration and ongoing professional development for staff.

Students are actively engaged through their participation in arts-infused learning across the curriculum. This instructional strategy provides students with the opportunity to explore content through various art forms and gives students more choice in how they express their learning. Artists become a part of our learning community. The artists work with teachers and students to bring curriculum to life through dance, drama, music, technology, and the fine arts. Creativity is becoming a cornerstone for the acquisition of knowledge and skills. Teachers and artists are working collaboratively to develop arts-infused units that address the diversity in our multi-level classrooms.

The teachers are exploring ways to make assessment more meaningful and have attended various professional development sessions to refine their assessment practices with an emphasis on student involvement. There is evidence of student reflection in the assessment process and we are moving towards defining clear

learning targets to help students gage their own progress toward the outcomes. The primary class has begun to create electronic portfolios that illustrate the infusion of technology as a means of sharing their learning. There is a collection of professional reading material for teachers to access as they explore this topic.

The teachers have extrapolated K-4 writing outcomes from the grade 5 -8 writing document. The teachers have placed students on the writing continuum from Kindergarten through grade 8. The teachers have been given collaborative planning time, which they have used to reflect on our students' achievement and develop a school-wide approach to improving writing skills across the multi-levels. There has been professional development and resources made available to teachers.

D. ADMINISTRATIVE AND STATISTICAL INFORMATION

SUSPENSIONS

SCHOOL	NO./STUDENTS	NO./DAYS	REASON
Crocus Plains	1	3	Unacceptable Behaviour
Neelin	5	5, 10, 15, 30	Assaultive, Drug and Alcohol, Unacceptable
Vincent Massey	1	15	Drug and Alcohol Policy

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) ENROLMENT UPDATE / DECEMBER 31, 2010

The Brandon School Division Currently has 971 English as an Additional Language (EAL) Students.

- 7 new registrations for the current school year were received in December 2010;
- 4 students have moved away from Brandon, have been discontinued as EAL students, or have left the Division.

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

Month of Registration	Number of New EAL Registrations Received
June 2010	24
July 2010	2
August 2010	69
September 2010	112
October 2010	35
November 2010	21
December 2010	7
Total	270

The current school totals are as follows:

	Current Total	EAL Discontinued (Stage 5+)
Alexander	0	
Betty Gibson	103	2
Crocus Plains	101	9
Earl Oxford	45	
George Fitton	48	1
Green Acres	19	
Harrison	1	1
J.R. Reid	16	1
King George	68	
Kirkcaldy Heights	21	
Linden Lanes	10	
Meadows	101	1
Neelin	29	3
New Era	111	4
O'Kelly	2	2
Riverheights	37	
Riverview	42	
St. Augustine	33	
Spring Valley	18	
Valleyview Centennial	10	
Vincent Massey	122	9
Waverly Park	34	1
Total	971	34

The number of students who left Brandon School Division from the beginning of December to the end of December is four (4).

Of the four (4) students that left the Brandon School Division:

- one (1) student moved home;
- one (1) student moved out of Province;
- one (1) student withdrew from school; and
- one (1) student was discontinued as EAL.

Three (3) students changed catchment areas within the Brandon School Division.

2. DIVISIONAL INITIATIVES

For Information ..... D. Michaels

A. QUALITY LEARNING

LEARNING COMMUNITY MEETING / DECEMBER 6, 2010

On December 6, 2010 school-based administrators and learning support services staff met in a professional learning community session. Three such meetings are held annually. The focus of these sessions is the exploration of educational developments and innovations related to student learning. These professional conversations are invaluable in providing much needed adult learning opportunities.

This meeting on December 6, 2010 focused specifically on "Exploring Students' Learning Potential." Mathew Gustafson and Darlene Wilkinson, Co-Chairs, Quality Learning Steering Committee provided opening remarks and leadership direction for the meeting. Mathew spoke to the importance of building quality learning context and connections. He stated that,

"In considering the continued exploration of the "big questions" at this meeting it is important to note the following:

i. We have established "key givens" related to Quality Learning in the Brandon School Division:
   a) Quality Learning initiatives are reflected in each school's development plan and implementation.
   b) Quality Learning initiatives are reflected in Divisional initiatives, e.g.:
      - research into learning and the brain's functioning;
      - professional development in the differentiation of instruction;
      - student engagement in learning research;
      - inclusion of technology in teaching and learning; and
      - increased levels of student achievement and Grade XII graduation rates.

ii. Quality Learning is reflected in professional learning initiatives and conversations, e.g.:
   a) February 22, 2010 Learning Community meeting re: "What do we believe about students' learning potentials?"

      Key points reached:
      - All children can learn;
      - All children learn in a variety of ways;
      - Learning is developmental;
      - Children's potential is immeasurable;
      - Educators can influence children's potential in learning;
      - All students want to achieve/succeed/reach their potential;

- All students need motivation to learn;
- All students need positive, caring relationships with their teachers;
- All students need safe and secure learning environments."

Darlene addressed the specific questions for continued exploration of the "big questions":

i. What are we doing well to influence students' learning potential?
ii. What can/should we do differently to influence students' learning potential?

The group conversations were very stimulating with the following key responses and ideas noted:

i. What are we doing well to influence students' learning potential?

- focused literacy and numeracy strategies;
- focused Divisional professional development;
- improved graduation rates;
- Effective Behaviour Support (EBS) – providing a safe learning environment;
- English as an Additional Language (EAL) development, learning support and team approach;
- interventions – early years literacy, middle years literacy, Reading Recovery, numeracy support, Educational Assistant support for speech-language programming;
- High Ability Learners Enrichment Programming (HALEP), International Baccalaureate, Advanced Placement, Arts-infused curricula;
- Literacy with ICT, assistive technology project, Apple project;
- identification and programming for diverse learning styles;
- Individual Educational Programming (IEPs);
- beginning communication amongst schools to share what is working;
- focus on formative and summative assessment to improve student achievement (Middle Years Report Card, Grades 3, 5, 7 assessments);
- curricular planning amongst colleagues.

ii. What can/should we do differently to influence students' learning potential?

- develop more differentiated strategies for instruction;
- more ongoing professional development for specific initiatives;
- more inclusion of technology in learning; more availability of assistive technology;
- continue to focus on equity for struggling and "at-risk" students;
- different staffing model to address use of out-of-ratio positions;
- more effective use of data gathered Divisionally to reach student potential;
- increase of EAL programming;

- better curricular planning amongst teachers, e.g. all Science teachers, all grade 7 teachers;
- more Middle Years support for literacy support;
  improve equity of Divisional programming in HALEP, Middle Years literacy support.

TECHNOLOGY IN LEARNING – IPAD PILOT PROJECT – A MOBILE COMPUTING INITIATIVE IN THE BRANDON SCHOOL DIVISION

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

Rationale:

This pilot is a strategic action to connect quality teaching and quality learning for the advancement of critical and creative thinking, while engaging both students and staff in constructivist learning.

Objectives:

- Advance of pedagogical expertise with mobile technology infusion, resulting in:
  - growth of understanding of how these devices can be used to effectively engage and advance learners; and
  - opportunities for Brandon School Division teachers to see how to teach with mobile computing devices in their classrooms.
- Develop strategies for deploying personal mobile computing devices in Brandon School Division's information technology infrastructure.

Description:

This pilot project will place two computer carts, each containing twenty five iPads, into two Brandon School Division schools from February 1, 2011 to June 15, 2011. Each cart will be treated as either a single class or school-wide resource, so that a greater variety of settings can be observed. The iPads will be supported with wireless network access, as well as camera and video projector adapters, so they can be used in a wide variety of classroom activities.

Research shows that behavioural engagement has a strong connection to achievement. To that end, a variety of productivity, educational, and entertainment software will be loaded onto the devices. This will allow teachers to accommodate a wider variety of learning styles, leading to greater student engagement and achievement. Teachers are encouraged to use the iPads wherever appropriate, including personalizing them in order to leverage the best features of connectedness in their professional practice. By creating opportunities for other teachers to observe this pilot, we hope to prepare them to employ mobile computing practices in their classrooms as well.

B. QUALITY SUPPORT SERVICES

UPDATE ON IMPLEMENTATION OF SINGLE TRACK FRENCH IMMERSION PROGRAM / DECEMBER 15, 2010

The most recent meeting of the Single Track French Immersion Steering Committee was held on December 15, 2010.

A discussion was held regarding plans for year-end celebrations for Grade 8 students at each of the schools.

The registration process for French Immersion Kindergarten was discussed. Registrations for 2011-2012 will be accepted directly at École Harrison, École New Era School, and École O'Kelly School beginning January 6, 2011. Documentation such as proof of age is required and for that reason registrations must be presented in person.

It was noted that enrolment numbers have stabilized.

The Director of Human Resources provided an update on staffing and recruitment plans. The recruitment process for French Immersion staff for the 2011-2012 school year will begin in January, 2011. A subcommittee has been established to conduct interviews.

Principals provided updates on facility matters.

The grant application for development of the Middleground Community Park and playground spaces (for George Fitton School and École Harrison) has been submitted to Manitoba Community Places.

3. COMMUNITY CONNECTIONS

For Information ..... D. Michaels

MEETING WITH CHIEF OF BRANDON POLICE SERVICE (BPS) / JANUARY 4, 2011

On January 4, 2011 I met with Keith Atkinson, Chief, Brandon Police Service. This was one of the meetings that Chief Atkinson and I have during the regular school year.

During this January 4 meeting we discussed the ongoing prevention work in matters of safety and security in Brandon School Division schools, the role of the police resource officer, and BPS support for senior high professional development session on January 28, 2011 regarding safety and security in senior high schools.

It was a productive meeting.

4. CORRESPONDENCE

For Information ..... D. Michaels

CORRESPONDENCE RECEIVED FROM AILEEN NAJDUCH, ASSISTANT DEPUTY MINISTER, SCHOOL PROGRAMS DIVISION, MANITOBA EDUCATION AND JEAN-VIANNEY AUCLAIR, ASSISTANT DEPUTY MINISTER, BUREAU DE L'ÉDUCATION FRANÇAISE DIVISION, MANITOBA EDUCATION

The following correspondence has been received from Aileen Najduch, Assistant Deputy Minister, School Programs Division, Manitoba Education and Jean-Vianney Auclair, Assistant Deputy Minister, Bureau de l'éducation française Division, Manitoba Education as excerpted below:

> *The Progress in International Reading Literacy Study (PIRLS) is an educational research project sponsored by the International Association for the Evaluation of Educational Achievement (IEA). PIRLS is investigating student achievement in reading literacy in over 50 educational systems around the world, including Canada. It is designed to measure and interpret differences in educational systems in order to help improve the teaching and learning of reading worldwide.*
>
> *The Council of Ministers of Education, Canada (CMEC) has completed the drawing of a random sample. Green Acres School is included in the sample; one class has been selected at the Grade 4 level.*
>
> *Manitoba's participation in the PIRLS is mandated by the Minister in accordance with agreements made through the CMEC and, as such, represents part of provincial educational programming in Manitoba for both students and schools.*
>
> *The test will be administered between April 11 and May 13, 2011. The questions are designed to measure key aspects of students' home and school environments. Students will respond to questions about their backgrounds and learning experiences. Teachers will be asked to complete a questionnaire about their backgrounds and educational practices. School principals will be asked about the school. The parents or guardians of the selected students will be asked about the home environment.*
>
> *To ensure confidentiality, no PIRLS results will be report for individual students, teachers, or schools. All publications will refer to the aggregated data.*
>
> *We highly value your support and cooperation.*

Appendix A

K - 8 Class Size 2010/2011

K-8 Class Size Breakdown (September 30, 2010)											
School	**Enrollment**	**# of Classrooms**	**Grades**	**1-15**	**16-20**	**21-25**	**26**	**27**	**28**	**29**	**30+**
Alexander	**66**	**3**	**K-5**		2						
Betty Gibson	**227**	**11**	**K-6**	2	3	6					
Earl Oxford	**292**	**12 (1 spec. ed.)**	**K-6**	1	1	3	2				
George Fitton	**424**	**20**	**K-6**	2	6	5	2	1			
Green Acres	**172**	**7**	**K-6**			5	1				
Harrison	**309**	**14**	**K-6**		4	6		1			
J.R. Reid	**239**	**11**	**K-6**		4	3	2				
King George	**246**	**11**	**K-6**		3	4					
Kirkcaldy	**375**	**19 (1 spec. ed.)**	**K-6**	1	5	9					
Linden Lanes	**340**	**16 (2 spec. ed.)**	**K-6**		1	10					
Meadows	**444**	**18**	**K-6**		1	9		4			
New Era	**376**	**18 (1 spec. ed.)**	**K-6**	1	6	3			1	4	
O'Kelly	**189**	**10**	**K-7**	3		5		1			
Riverheights	**356**	**18 (3 spec. ed.)**	**K-6**	5		6	1	2			
Riverview	**163**	**7 (1 spec. ed.)**	**K-6**	1	1	1		2	2		
Spring Valley	**22**	**1**				1					
St. Augustine	**209**	**9**	**K-6**		2	5					
Valleyview	**157**	**7**	**K-6**			7					
Waverly Park	**356**	**18**	**K-6**		5	9					
Alexander			**6-8**						1		
Earl Oxford			**7-8**				3				2
George Fitton			**7-8**			2		2			
Green Acres			**7-8**					1			
Harrison			**7-8**			3					
J.R. Reid			**7-8**			1		1			
King George			**7-8**			2		1		1	
Kirkcaldy			**7-8**		2	2					
Linden Lanes			**7-8**	2		1		2			
Meadows			**7-8**				2			1	1
New Era			**7-8**	2						1	
O'Kelly			**7-8**		1						
Riverheights			**7-8**			3	1				
St. Augustine			**7-8**			2					
Waverly Park			**7-8**	2	1	1					
Totals:	**4962**	**230**		**22**	**48**	**114**	**14**	**18**	**4**	**7**	**3**
%				**10%**	**21%**	**50%**	**6%**	**8%**	**2%**	**3%**	**1%**

September 30, 2010

H://Juanita's Files/Enrollment Summaries/Class Size Breakdown 1011

K - 8 Class Size 2010/2011

K-8 Class Size Breakdown (October 31, 2010)											
School	**Enrollment**	**# of Classrooms**	**Grades**	**1-15**	**16-20**	**21-25**	**26**	**27**	**28**	**29**	**30+**
Alexander	**66**	**3**	**K-5**		2						
Betty Gibson	**229**	**11**	**K-6**	1	2	8					
Earl Oxford	**296**	**13 (1 spec. ed.)**	**K-6**	1	1	2	3				
George Fitton	**421**	**20**	**K-6**	3	5	6	1	1			
Green Acres	**174**	**7**	**K-6**			4	2				
Harrison	**309**	**14**	**K-6**		4	6		1			
J.R. Reid	**238**	**11**	**K-6**		4	4	1				
King George	**243**	**11**	**K-6**		4	3					
Kirkcaldy	**378**	**19 (1 spec. ed.)**	**K-6**	1	5	9					
Linden Lanes	**341**	**16 (2 spec. ed.)**	**K-6**		1	10					
Meadows	**454**	**20**	**K-6**		3	8		2	2		
New Era	**375**	**21 (1 spec. ed.)**	**K-6**	4	11	4					
O'Kelly	**187**	**11**	**K-7**	5		4	1				
Riverheights	**362**	**18 (3 spec. ed.)**	**K-6**	5		6		1	2		
Riverview	**163**	**8 (1 spec. ed.)**	**K-6**	1	3	4					
Spring Valley	**22**	**1**				1					
St. Augustine	**208**	**9**	**K-6**		2	5					
Valleyview	**159**	**7**	**K-6**			7					
Waverly Park	**357**	**18**	**K-6**		5	9					
Alexander			**6-8**						1		
Earl Oxford			**7-8**			3	2	1			
George Fitton			**7-8**			2	1	1			
Green Acres			**7-8**					1			
Harrison			**7-8**			3					
J.R. Reid			**7-8**			1		1			
King George			**7-8**			3				1	
Kirkcaldy			**7-8**		2	2					
Linden Lanes			**7-8**	2		1	1	1			
Meadows			**7-8**			5					
New Era			**7-8**	1			1				
O'Kelly			**7-8**		1						
Riverheights			**7-8**		1	2	1				
St. Augustine			**7-8**			2					
Waverly Park			**7-8**	2	2						
Totals:	**4982**	**238**		**26**	**58**	**124**	**14**	**10**	**5**	**1**	**0**
%				**11%**	**24%**	**52%**	**6%**	**4%**	**2%**	**0%**	**0%**

October 31, 2010

H://Juanita's Files/Enrollment Summaries/Class Size Breakdown 1011

K - 8 Class Size 2010/2011

K-8 Class Size Breakdown (December 31, 2010)											
School	Enrollment	# of Classrooms	Grades	1-15	16-20	21-25	26	27	28	29	30+
Alexander	67	3	K-5		2						
Betty Gibson	229	11	K-6	2	1	8					
Earl Oxford	290	13 (1 spec. ed.)	K-6	1	1	1	3	1			
George Fitton	417	20	K-6	2	7	6	1				
Green Acres	170	7	K-6			6					
Harrison	311	14	K-6		4	6		1			
J.R. Reid	240	11	K-6		4	4		1			
King George	244	11	K-6		4	3					
Kirkcaldy	374	19 (1 spec. ed.)	K-6	1	6	8					
Linden Lanes	338	16 (2 spec. ed.)	K-6		1	10					
Meadows	455	20	K-6		4	7	1	2	1		
New Era	379	21 (1 spec. ed.)	K-6	5	10	4					
O'Kelly	187	11	K-7	5		4	1				
Riverheights	366	18 (3 spec. ed.)	K-6	5		6		1	2		
Riverview	159	8 (1 spec. ed.)	K-6	1	3	4					
Spring Valley	22	1				1					
St. Augustine	210	9	K-6		2	5					
Valleyview	158	7	K-6		1	6					
Waverly Park	356	18	K-6	1	3	10					
Alexander			6-8						1		
Earl Oxford			7-8		2	3		1			
George Fitton			7-8			2	1		1		
Green Acres			7-8					1			
Harrison			7-8			3					
J.R. Reid			7-8			1		1			
King George			7-8			3			1		
Kirkcaldy			7-8		2	2					
Linden Lanes			7-8	2		2	1				
Meadows			7-8			5					
New Era			7-8	1		1					
O'Kelly			7-8		1						
Riverheights			7-8		1	2	1				
St. Augustine			7-8			2					
Waverly Park			7-8	2	2						
Totals:	4972	238		28	61	125	9	9	6	0	0
%				12%	26%	53%	4%	4%	3%	0%	0%

December 31, 2010

H://Juanita's Files/Enrollment Summaries/Class Size Breakdown 1011

Appendix B

BRANDON SCHOOL DIVISION

1031 – 6TH STREET BRANDON MB R7A 4K5

Senior Administration Reporting to Board of Trustees

To: Board of Trustees

From: Dr. Donna M. Michaels, Superintendent of Schools/CEO

Date: January 14, 2011

Re: Board of Trustees Governance Goals 2010-2014

For: Decision

I. Introduction

On January 7, 2011 (pm) and January 8, 2011, the Board of Trustees met to prepare its governance goals for 2010-2014. This session was facilitated by Trustees L. Ross, P. Bartlette, J. Murray with administrative contextual information provided by Dr. Michaels, Mr. Malazdrewicz and Mr. Barnes.

II. Purpose and Process

The purposes of the session were to:

1. Develop Board governance goals for 2011 – 2014 that reflect the key roles and responsibilities of the Board of Trustees.
2. Provide an important opportunity for:
   - **a.** Trustees to learn and work together as a corporate Board;
   - **b.** Trustees and Senior Administration to work together as a team respectful of roles and responsibilities.

The process of the session focused on three components required to arrive at the conclusions:

- Comprehensive review of the elements of effective school board governance:
  - i. Monitoring performance results of students and staff;
  - ii. Financial stewardship;
  - iii. Facilities planning;
  - iv. Policy development;
  - v. Community involvement;
  - vi. Advocacy on behalf of students and public education.

- In-depth review of the context of the Boards work: current development and realities in governance areas.
- In-depth consideration of applying governance duties to current and anticipated future contexts.

III. <u>Proposed Statement of Goals</u>

Based on the above purposes and processes the following goals are proposed by the Board of Trustees:

(1) Monitoring of Performance Results of Students and Staff

a. To increase grade 12 graduation rate to 85%+ over the next four years through an emphasis on the quality of student engagement in learning.
b. To focus, assist, support the professional learning of all staff to maximize student engagement in learning.

(2) Financial Stewardship

To provide for and optimize the use of resources necessary to meet the 21st Century needs our students.

(3) Facilities Planning

To ensure schools are more accessible to the public through new initiatives and public partnerships.

(4) Policy Development

a. To conduct program reviews to determine efficacy, quality of engagement, and outcomes of student learning in elective and required courses and programs.

b. To develop transition programming for senior high (9-12) "high risk"/behaviourally-challenged students based on a comprehensive assessment of those students' needs.

c. To develop alternative programming to accommodate 16-18 year old students through sustainable partnerships with community agencies.

(5) Community Relations

To enhance relations with the community through a rigorous, comprehensive, communications approach.

(6) Advocacy

To undertake an organized advocacy strategy approach to strengthen public education in the Brandon School Division.

IV. Recommendation

It is recommended that the Board of Trustees adopt the statement of Governance Goals as developed by Trustees at the January 7, 8, 2011 planning session.

Respectfully submitted,

Dr. Donna M. Michaels
Superintendent of Schools/CEO

DMM/sb