



"Accepting the Challenge"

# Education Committee Minutes

Thursday, September 15, 2011, 2:00 p.m.  
Board Room, Administration Office

Present: P. Bartlette, P. Bowslaugh, D. Karnes, K. Sumner,  
Dr. D. Michaels.

## 1. CALL TO ORDER:

The Education Committee Meeting was called to order at 2:00 p.m. by Trustee Bartlette.

## 2. ELECTION/REGULAR MEETINGS/COMMITTEE RESPONSIBILITIES

It was agreed Peter Bartlette would serve as Committee Chairperson for 2011-2012. It was further agreed that the Education Committee meetings would be held on the second Thursday of each month from 11:30 a.m. to 1:00 p.m. as follows:

Thursday, October 13, 2011	11:30 a.m.
Thursday, November 10, 2011	11:30 a.m.
Thursday, December 8, 2011	11:30 a.m.
Thursday, January 12, 2012	11:30 a.m.
Thursday, February 9, 2012	11:30 a.m.
Thursday, March 8, 2012	11:30 a.m.
Thursday, April 12, 2012	11:30 a.m.
Thursday, May 10, 2012	11:30 a.m.
Thursday, June 14, 2012	11:30 a.m.

The Committee reviewed their responsibilities as noted on the agenda.

POINT OF PRIVILEGE: Trustee Bowslaugh, referencing the Committee's responsibilities with respect to the Friends of Education Committee inquired about the possibility of raising awareness of the Friends of Education Committee. Discussions were held regarding what has been done in the past to raise awareness and what could still be done in the future.

## 3. APPROVAL OF AGENDA

Trustee Bowslaugh wished to provide the Committee with information regarding Neelin High School Off-Campus Program at the end of the meeting.

## 4. REVIEW OF MINUTES

The Committee reviewed the Minutes of June 23, 2011. Superintendent, Dr. Michaels, provided an update regarding the Brandon Schools Instrumental Musical Association (BSIMA). She noted she had met with the Division solicitor who recommends a formalized partnership with the BSIMA due to the exchange of monies. She confirmed the matter is currently with the Division solicitor.

The possibility of forming a GBLT Committee requires further discussion which would include purpose for forming the Committee; Committee's mandate; how consultation policy 1020 would be interpreted for this matter; timelines involved; and expected results. It was agreed the matter would be brought forward to the Committee's meeting in October for further review before establishing a steering committee.

Dr. Michaels confirmed the communications regarding beverage recycling containers had been forwarded to all schools for their consideration.

## **5. COMMITTEE GOVERNANCE GOAL ITEMS**

### **A) Student Achievement Report**

The Student Achievement Report presented to the Board of Trustees at its regular meeting held June 27, 2011 had been referred to the Education Committee for any required follow-up. Discussions were held regarding the graduation rate and how the data would be collected and monitored over a longer period of time. The Committee agreed that a 90% graduation rate was an outstanding achievement and requested that this graduation rate be monitored for a couple of years in order to ensure a consistent rate of 90%. It was noted that the implementation of Bill 13 would require the tightening of the attendance policy, tracking achievement through course completion and working with parents and guardians.

## **6. OTHER COMMITTEE GOVERNANCE MATTERS**

### **A) Literacy Policy and Procedures:**

Cory Nevill, Literacy Support Specialist, Kathy Brigden, Principal, Linden Lanes, Betty Howell, Principal, St. Augustine School, entered the meeting at 2:30 p.m. to speak to proposed Policy and Procedures 4053 – Literacy. Ms. Nevill provided the Committee with the background work to the development of this policy. She noted the Division's vision, mission had been worked into the policy, together with 21<sup>st</sup> century research and the Division's six principles of equity. She noted the procedures with relation to the Early Years had been thoroughly prepared and that the Steering Committee was now in the process of creating a middle and senior years document. She noted the Committee had begun working on the policy three years ago.. Mrs. Brigden and Mrs. Howell spoke about balanced literacy practices. They noted the sections in the procedures for each grade; confirming that the document is considered a "living document" and will be reviewed on a yearly basis. They noted what is currently happening with the document and what they would like to see happen in the future. Superintendent, Dr. Michaels, addressed the parallel work that is going on with this Policy in relation to Policy 1001.2. Discussions were held regarding buy-in by all teachers; materials, resources and professional development required to implement the policy and procedures; the use of mobile computing in literacy; and student engagement and assessment. Ms. Nevill, Mrs. Brigden and Mrs. Howell exited the meeting at 3:15 p.m.

The Committee agreed to accept Policy and Procedures 4053 – "Literacy Development of Students K-12" (Appendix "A").

### **RECOMMENDATION:**

That Policy and Procedures 4053 – "Literacy Development of Students K-12" is hereby approved.

**B) Grade 12 Biology: A Foundation for Implementation**

The documentation received from Manitoba Education regarding the Grade 12 Biology was received as information.

**7. BRIEFINGS ON DEVELOPMENTS IN EDUCATION**

The Sexuality Education Resource Centre GBLT Program was received as information.

**8. OPERATIONS INFORMATION**

Trustee Bowslaugh inquired about the possibility of altering the hours of the Neelin High School Office Campus Program to include summer sessions. It was noted that this was a Collective Agreement issue and would need to be studied further by Senior Administration.

**9. NEXT REGULAR MEETING: Thursday, October 13, 2011, 11:30 a.m. to 1:00 p.m., Board Room.**

The meeting adjourned at 3:30 p.m.

Respectfully submitted,

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P. Bartlette, Chair

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P. Bowslaugh

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D. Karnes

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K. Sumner (Alternate)



## BRANDON SCHOOL DIVISION POLICY

# Appendix A

### POLICY 4053

#### LITERACY DEVELOPMENT OF STUDENTS K-12

*Adopted: -- DRAFT #4 – (November 6, 2009)*

The Board of Trustees believes that schools are foundational and essential to the democratic schooling and public education of all students. Inherent within this belief is the understanding that at the heart of democratic schooling is the development of students' literacy knowledge and skills. Literacy education is the basis for any effort to strengthen Canada's position as a knowledge-based society. Socially constructed knowledge and learning drives schools to incorporate critical and alternative literacies into the classroom.

Current 21<sup>st</sup> century research and thinking defines literacy as the ability to identify, understand, interpret, create, communicate, and compute using a wide variety of materials associated with varying contexts of a diverse society. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society. Literacy is a human communicative process involving the complex, interdependent processes of thinking and language development. Thinking and language give interpretation to the symbolic nature of language in many forms. Currently these forms are expressed in the major means of communication: reading, writing, oral, and digital expression.

To meet the demands of the 21<sup>st</sup> century's rapidly changing society, education needs to promote forms of literacy that engage students in the ability to analyze, synthesize, and evaluate in problem solving and the generation of new ideas. Literacy instruction requires the balance between skills teaching and holistic literacy experiences; the interconnection of reading, writing and content learning, and the scaffolding of skills development.

21<sup>st</sup> century learners engage in multi-modal literacy events as a part of their daily practice, moving across virtual spaces and rapidly synthesizing moving text. The interactive nature of the new literacies involves extensive participation, collaboration, and the distribution of expertise necessitating that students develop ways of reading, writing, viewing, listening, speaking, representing, and recording that engage the digital applications, networks, and services available to them.

At every level of literacy instruction the foundation is to be based upon constant feedback to the students and identified professional development for teachers and literacy teams.



# BRANDON SCHOOL DIVISION POLICY

DRAFT

## PROCEDURES 4053

### LITERACY DEVELOPMENT OF STUDENTS K-12

*Adopted: -- DRAFT -- (August 29, 2011)*

The procedures outline the best practices required for and associated with the implementation of Policy 4053: *Literacy Policy*. These procedures are based upon current research in the area of literacy in the 21<sup>st</sup> century and exemplary literacy practice in the Brandon School Division. The procedures for classroom practice is divided into three areas: Early Years Literacy (Grades K-3) and Middle and Senior Years Literacy (Grades 4-12) and assessment. The fourth area of the procedures focuses on the interventions needed and provided for students with literacy difficulties.

#### Early Years Literacy

The crucial development of literacy knowledge is dependent upon balanced literacy instruction in the classroom. To achieve this balance, the following is required:

- Early literacy practices such as book handling, read alouds and shared reading and writing in Kindergarten.
- In Grades 1-3 components include read alouds, word study and shared, guided and independent reading as well as modelled, shared, guided and independent writing.
- At all grades integration of Literacy with ICT for instruction and use by students for learning activities.

In the early years, classroom practice must support the development of the processes of oral language, reading and writing. The interconnection between oral language, reading and writing must be reflected in balanced instruction in all areas of literacy. Development in each area of language development will support and foster growth in the other areas.

Literacy development occurs in a holistic, non-linear manner. Instruction to develop comprehension and thinking skills must occur simultaneously with instruction in decoding and vocabulary. Similarly, instructional attention to composition and style in writing should occur simultaneously with instruction in the structure and conventions of writing. Instruction in reading and writing must encompass all aspects of the process and occur within authentic literacy experiences, e.g. reading and writing workshop.

Development of collaboration in literacy contexts is an essential component of balanced instruction. Twenty-first century literacy is highly interactive and multi-faceted and will require an increased ability to understand, communicate, collaborate and create text in a variety of forms including both traditional and digital formats from an early age. Please refer to the document *Balanced Early Literacy Programming* for a more detailed description of best literacy practices for early years.

## **Middle and Senior Years Literacy**

As middle and high school literacy tasks become increasingly sophisticated, particularly with the addition of content area reading and writing, attention must be paid to developing and teaching students new literacy skills. In reading, the instruction moves to focus more on comprehension including skills such as purposeful reading, independent choice of reading and writing materials, resolving conflicting content in various texts and recognizing the importance of context and possible bias. In writing, students will need to write clearly and articulately about ideas and their own knowledge and views. These skills are necessary if students are to have success in post-secondary education, the global economy and be a part of an increasingly multi-literate society. The development of these skills in writing is crucial for two reasons. The first is the need to be able to write clearly and coherently about ideas to communicate to others. Writing is also a means of deepening and extending their own knowledge and understanding. To develop these skills in writing, students will need to have instruction in the various steps and strategies for writing, such as planning, revising and editing. To cultivate their literacy skills students will also need to have the opportunity to practice these skills embedded in their instruction across the curriculum. This cross-curricular instruction will give students the skills needed to efficiently transfer the skills needed, not only English Language Arts, but also to respond to the literacy skills required in various subject areas.

The interactive and multiple literacy nature of 21<sup>st</sup> century literacy will require students to understand and communicate in a variety of modes. Students should have the opportunity to develop these skills from middle years into senior years contexts to be ready for post-secondary challenges and the world of work.

## **Assessment of Literacy Skills**

Formative assessment of literacy skills will be completed by teachers on an ongoing basis to inform instruction. Provincial and Divisional assessment of literacy skills will also be completed across the grades to provide data that will show literacy needs within the Division and trends for job embedded professional development.

## **Literacy Interventions**

It is recognized that some students will need individual and small group interventions beyond classroom best practice. These decisions will be made following assessments such as Observation Surveys and Fountas and Pinnell Benchmark Assessments. Student will be given the opportunity to receive interventions such as Reading Recovery (Grade 1) and Literacy Support (Grades 2-3) based on school team decisions.

It is recognized that some students require interventions as the application of literacy skills becomes more demanding in Grades 4 to 12. School based interventions will be available to these students based upon school team decisions.

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