Report of Senior Administration to the Board of Trustees

April 26, 2010

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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

Waverly Park School

II. HUMAN RESOURCES

III. SECRETARY-TREASURER

1. RECOGNITION OF TRADE EXPERIENCE

For Action.....G. Barnes

Article 8.03 of the current Collective Agreement between the Division and the Brandon Teachers' Association provides for the recognition of increments for related experience for teachers holding a special certificate and employed in the areas of vocational industrial education, agriculture and marketing education. These programs are offered at Crocus Plains Regional Secondary School.

Greg Malazdrewicz, Associate Superintendent, and Darren Hardy, representative of the Brandon Teachers' Association, have reviewed the documentation submitted by Ms. Mandziuk identifying her related work experience as follows:

Ms. Anna Mandziuk, Vocational Industrials Arts Program – Culinary Arts teacher, a total of 91 months or the equivalent of 7.58 years of relevant trade experience has been recommended to be placed at the 6th step of Class 4.

RECOMMENDATION:

That, in accordance with Article 8 of the Collective Agreement between the Division and the Brandon Teachers' Association a total of 3 (three) increments for the first 3 (three) years of experience and an additional 2 (two) increments for the remaining 4 years of trade experience be recognized for Ms. Anna Mandziuk, placing her at the 6th (sixth) step of Class 4.

2. RECOGNITION OF TRADE EXPERIENCE

For Action.....G. Barnes

Article 8.03 of the current Collective Agreement between the Division and the Brandon Teachers' Association provides for the recognition of increments for related experience for teachers holding a special certificate and employed in the areas of vocational industrial education, agriculture and marketing education. These programs are offered at Crocus Plains Regional Secondary School.

Greg Malazdrewicz, Associate Superintendent, and Darren Hardy, representative of the Brandon Teachers' Association, have reviewed the documentation submitted by Ms. Komarnicki identifying her related work experience as follows:

Ms. Jodi Komarnicki, Vocational Industrials Arts Program – Hairstyling teacher, a total of 96 months or the equivalent of 8 years of relevant trade experience has been recommended to be placed at the 6th step of Class 5.

RECOMMENDATION:
That, in accordance with Article 8 of the Collective Agreement between the Division and the Brandon Teachers' Association, a total of 3 (three) increments for the first 3 (three) years of experience and an additional 2 (two) increments for the remaining 5 years of trade experience, be recognized for Ms. Jodi Komamicki, placing her at the 6th (sixth) step of Class 5.

IV. SUPERINTENDENT OF SCHOOLS

1. VINCENT MASSEY HIGH SCHOOL OFF-SITE ACTIVITY REQUEST

For Action.....G. Malazdrewicz

Vincent Massey High School has submitted an off-site activity request (attached as Appendix A for Trustee consideration) for 13-16 Advanced Placement students, Grades 11 and 12, from Vincent Massey High School to make a trip to Chicago, Illinois from May 20, 2010 to May 27, 2010. Mr. Mathew Gustafson, Principal, Vincent Massey High School, and Mr. Greg Malazdrewicz, Associate Superintendent, have approved this trip. Approval from the Board of Trustees is respectfully requested.

RECOMMENDATION:
That the trip involving 6-8 male and 7-8 female Advanced Placement students from Vincent Massey High School to Chicago, Illinois from May 20, 2010 to May 27, 2010 be approved and carried out in accordance with Board Policy/Procedures 4001: Off-Site Activities.

2. SECONDMENT OF THE PRESIDENT OF THE BRANDON TEACHERS' ASSOCIATION FOR 2010/2011 SCHOOL YEAR

For Action..... D. Michaels

The Brandon Teachers' Association has requested Board approval to second their President, Mr. Darren Hardy for another term for the 2010/2011 school year. The Division has received this request annually since 1995. Similar requests go forward to many school boards across Manitoba. The secondment would be on a half-time basis with salary and benefits to be reimbursed to the Board by the Association. The actual details of the release time are agreed upon between the teacher, the affected school principal and the Superintendent's Office later in the spring term when staffing conditions and circumstances are better understood. The practice has worked well for us to this point in time.

RECOMMENDATION:

That the request of the Brandon Teachers' Association, that the President of the Association for the 2010/2011 school year, Mr. Darren Hardy, be seconded from the Division on a half-time basis be approved, subject to the Division being reimbursed by the Association for all salary and benefit costs for the period of the secondment; to the details of the release time being agreed upon between the Associate Superintendent, the affected school principal, and Mr. Hardy; and that upon the return of the teacher to the Division, the teacher shall be reinstated in the same or comparable position.

V. SENIOR ADMINISTRATION RESPONSE TO TRUSTEE INQUIRIES

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

III. SUPERINTENDENT OF SCHOOLS

1. SCHOOL MATTERS

For Information ..... D. Michaels

A. QUALITY LEARNING

QUALITY LEARNING AT ST. AUGUSTINE SCHOOL
Report prepared by Ms. Betty Howell, Principal, St. Augustine School

During the 2009-2010 school year, St. Augustine School has been involved in an action research project, focused upon four areas:

- exploring programming in the transition from grade 3 to 4, designed to accelerate the learning of students who have learning challenges. This is through providing additional small group instruction in reading, writing, and numeracy;
- providing specialized instruction in numeracy to the grade 4 students identified as below grade level, through the Math Recovery intervention;
- providing socialized instruction in literacy to a cross grade group, grades 4-6, identified with reading disabilities, through the Empower Reading: Decoding and Spelling program; and
- providing Middle Years Literacy support to students in grades 5 through 8.

We have partnered with Betty Gibson and Meadows School in the literacy interventions. We are exploring the components of a model to serve middle years students as well as specialized programming for students identified as having persistent reading challenges.

We have been very pleased with the progress of the students involved in the project. Identified groups of students have received daily guided reading and writing in a small group setting, providing opportunities to accelerate the level of text they can read and comprehend. Associated with this intervention, these

students also receive a specialized program entitled the Empower Reading: Decoding and Spelling, which is designed to address the needs of students who have persistent difficulties with decoding that are interfering with their text reading. This intervention is offered to the group of grade 4 students, as well as two students from Middle Years with similar learning patterns. The mid-year testing has shown growth within the Empower Reading program, but also within the two areas of text level in guided reading, and spelling/writing development. We have also had the opportunity to train a teacher in Math Recovery, and implement these strategies with the students, to improve numeracy skills.

The exploration of a Middle Years literacy support model has also proven very beneficial to the students at this level. The identified students have worked on building reading comprehension and writing development in a small group format. The post assessments will be completed in May to determine the overall progress as a result of this intervention. Within the project we have had the discussion about issues of adolescent literacy and the components required to support these learners as they meet the challenges of middle years content.

B. QUALITY TEACHING

QUALITY TEACHING AT VINCENT MASSEY HIGH SCHOOL

Report prepared by Mr. Mathew Gustafson, Principal, Vincent Massey High School

Throughout the 2009-2010 school year, Vincent Massey High School has continued to focus on three key aspects of quality teaching in the compulsory subject areas of Science, Mathematics, Social Studies, and English Language Arts. The three key areas of focus are the development of collaborative unit plans using the curriculum design framework known as Understanding by Design; the examination and implementation of the provincial document, Rethinking Classroom Assessment with Purpose in Mind; and the development of core competencies.

Ingrid Gross, the teacher librarian, is a key leader in the department work and provides the continuity from year to year in maintaining the scope of the goals, while creating coherence between departments in the area of quality teaching.

The department actions in furthering these three goals are as outlined:

<u>English Language Arts:</u> Throughout the 2009-2010 school year, Vincent Massey's English department has been working on the development of individual curriculum maps using an online software program named Curriuplan. This software is designed to enable the analysis of skill and outcome use by teachers at the individual level, department level, and divisional level. The skills and outcomes are referenced to provincial curriculum in the software. The analysis of the grade twelve compulsory English maps has just begun which will lead to the development of core competencies.

Mathematics: Quality teaching initiatives this year have targeted grade 9 Mathematics due to the implementation of new grade 10 through 12 curricula over the next three years. The actions in during the first year focus on examining the provincial document "Rethinking Classroom Assessment with Purpose in Mind" and the curricula framework known as "Understanding by Design". Team planning has focused on examining the requirements of the new curriculum, implementation of new assessment practices, and the development of relevant curriculum.

Science: The 2009-2010 department actions have resulted in grade 9 Science teachers revisiting collaboratively planned curricula designs that have evolved over the past four years. Through the involvement of Manitoba Education Assessment consultant, Warren Nickerson, teachers deconstructed previous assessment tools to implement greater formative assessment into unit designs.

Social Studies: Over the past academic year, grade 9 Social Studies teachers have focused their work on the refining unit assessment tools and implementing research skills into grade 9 and 10 Social Studies classrooms. Vincent Massey continues to develop an inquiry continuum to create greater consistency of skill development and implementation within the Social Studies department.

The more we engage as a school in the analysis and renewal of quality teaching in our departments, the more we have come to realize the spiral nature of our work. This requires us to continually revisit previous initiatives to ensure that our practices best reflect quality teaching.

C. QUALITY SUPPORT SERVICES

QUALITY SUPPORT SERVICES AT WAVERLY PARK SCHOOL

Student Support

Report prepared by Mr. Bob Lee, Principal, Waverly Park School

Waverly Park actively seeks the assistance, expertise and guidance of Divisional support services when programming for students. We have utilized our school clinicians, program facilitators and Divisional specialists, technicians and coordinators, as well as the Associate Superintendent and Superintendent to assist in securing funding support for at risk students, direct programming and Individualized Education Plan (IEP) development as well as team advisors to deal with an array of student and site issues including school initiatives and the ongoing professional development of staff.

Examples of all of the above include:

- implementation of the Literacy Support position at Waverly Park in the 2009-2010 school year (0.25 FTE);
- Learning Disability Specialist directly involved with at risk student groups at Waverly Park;

- additional educational support Appropriate Educational Programming (AEP) for struggling learners – secured funding;
- English as an Additional Language (EAL) staffing and programming, including staff professional development on differentiating instruction for the EAL learner and the learner in general;
- numeracy professional development and resources through the Numeracy Specialist;
- part of the Regie Routman professional development initiative – three Divisional teams working through a focus on building essential skills in student writing in the early years;
- Information Communications Technology (ICT) inservicing and promotion of infusing technology into our everyday practices (all classrooms with SMART Board access)
- part of the APPLE Laptop Digital Learning project to engage all learners;
- High Ability Learner Enrichment Programming (HALEP) continues collaborating with students and staff at all levels grades 1 through 8;
- team meetings to address specific student issues from high school registration to kindergarten entry;
- organized Divisional professional development on January 29, 2010, accessing several support services staff to present sessions and/or participate – "learn together" – eight schools involved with 150 staff;
- consultation with French, Physical Education, Literacy and Numeracy Specialists to review current practice and discuss new directions;
- consultation with Coordinator of Assessment Evaluation and Research to look at trends and provide feedback on assessment results; and
- efforts made to purchase resources to directly help our at risk learners (EAL resources and reading/writing assessments) through recommendations for our student support team.

All of those examples (and others) combined with the ongoing daily interventions and collaborations of Divisional support services and the school team help to provide an inclusive, equitable education for all learners at Waverly Park.

D. ADMINISTRATIVE AND STATISTICAL INFORMATION

SUSPENSIONS

SCHOOL	NO./STUDENTS	NO./DAYS	REASON
Crocus Plains	8	3, 5, 10, 15, 20	Drug and Alcohol, Unacceptable
Neelin	3	5	Assaultive, Unacceptable
Vincent Massey	2	5	Unacceptable

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

The Brandon School Division Currently has 719 English as an Additional Language (EAL) Students.

- 35 new registrations for the current school year were received in March 2010;
- 3 students have moved away from Brandon or have been discontinued as EAL students.

The number of new EAL registrations received since June 2009, by month, is as follows:

Month of Registration	Number of New EAL Registrations Received
June 2009	11
July 2009	38
August 2009	22
September 2009	17
October 2009	27
November 2009	39
December 2009	11
January 2010	21
February 2010	24
March 2010	35
Total	245

The current school totals are as follows:

Alexander	0
Betty Gibson	81
Crocus Plains	58
Earl Oxford	14
George Fitton	29
Green Acres	7
Harrison	16
J.R. Reid	9
King George	75
Kirkcaldy Heights	9
Linden Lanes	4
Meadows	72
Neelin	21
New Era	58
O'Kelly	3
Riverheights	17
Riverview	47

St. Augustine	22
Spring Valley	14
Valleyview Centennial	6
Vincent Massey	116
Waverly Park	41
Total	719

The number of students who left Brandon School Division from the beginning of March to the end of March is three (3).

Of the three (3) students that left the Brandon School Division:

- one (1) student returned home (China);
- one (1) student moved to Calgary; and
- one (1) student stopped attending high school.

Four (4) students changed catchment areas within the Brandon School Division.

This is respectfully submitted as information.

2. DIVISIONAL INITIATIVES

For Information ..... D. Michaels

A. QUALITY LEARNING

ENVIRONMENTAL SCIENCE AT CROCUS PLAINS – PROGRAM UPDATE

(Report prepared by Ms. Coleen McKellar, Teacher, Crocus Plains Regional Secondary School)

Crocus Plains held its registration day on March 18, 2010. All students wishing to attend in the 2010-2011 year were encouraged to register. The Environmental Science course for grade 11students and the Water Studies course for grade 12 students both received registrations. The grade 11 course had 62 students sign up while the grade 12 course saw 22 students register. Clearly, there is an interest in the area of environmental science. Attached as Appendix B are flyers for information.

The environmental science courses for grade 11 and 12 students are designed to give students hands on experience in some of the areas that they will study if they choose to go on in environmental science. These courses also allow students to engage in activities that people working in fields related to the environment might do. Topics in this course begin at a local level and culminate with global issues and impacts.

The grade 11 course consists of four main areas of study – aquatics, forestry, wildlife and soils. A brief overview of some of the topics in each of the areas of study follows. Students will perform chemical tests on drinking water and research water

borne disease in the aquatics section. They will learn to identify local trees and investigate non-timber industries in the forestry section. The wildlife section includes the collection, identification and preservation of animal tracks as well as an overview of invasive species of both plants and animals. Students will learn to identify the rocks and minerals involved in soil formation. They will test soils for fertility and research and possibly become involved in, a soil conservation project. The top five to ten students in the environmental science course may have the opportunity to participate in Envirothon, an environmental education competition held annually in May. A DVD outlining the competition is included for each board member.

The grade 12 course consists of topics related to water. Students will learn to identify organisms that live in local water bodies, test surface water quality, know methods used to assess aquatic ecosystems and environments, and the laws used to protect water quality. Students in the grade 12 course will also design and deliver a water festival for younger students in the division. Topics could include – water cycle, critter dipping, water safety, water pollution, water usage and many more. These large numbers are both encouraging and problematic. The grade 11 course could be broken into two or three sections. If there are only two sections of grade 11 environmental science, a class size of 31 students would result. This not only puts a stress on the teaching staff since the course is largely hands on, but also puts pressure on science budgets as the new course requires the purchase of materials that are specific to environmental science. The more students in a class, the more materials need to be purchased to ensure the appropriate scientific experience in the course. Another area of concern is day trip travel costs and expenses. Some of the activities must be done off site in areas around Brandon such as the Brandon Hills Conservation Trails, Turtle Crossing or the Riverbank Discovery Center. This would mean the necessity of busses for the day and therefore the related costs.

Brandon School Division and Assiniboine Community College are currently exploring the idea of articulation agreements in the areas of GIS and Environmental Law. This may be a reality in the coming year.

A DVD will be supplied at the April 26 Board Meeting for Trustees and Senior Administration as further information.

B. QUALITY TEACHING

ELEMENTARY PRINCIPALS' MEETING REGARDING IMPLEMENTATION OF BOARD POLICY/PROCEDURES 4052 / APRIL 15, 2010

On April 15, 2010 Elementary Principals, Literacy Specialist (C. Nevill), Associate Superintendent G. Malazdrewicz, and Superintendent Dr. D. Michaels, met to discuss the implementation of Board Policy/Procedures 4052 "Assessment, Evaluation, and Reporting of Student Learning and Achievement". This was an initial meeting with further meetings to follow given the complexity associated with the

implementation of the procedures. The discussion focused on the procedural requirement to include a listing of each student's assignments, daily work, with formative assessment data. Principals expressed serious concerns regarding this requirement related to:

- the process used to establish this part of the procedures as elementary principals and teachers were not requested for their professional perspectives and feedback on this matter. Input was provided to the Board's Education Committee on the entire policy and procedures with the exception of this requirement;
- the inclusion of such formative assessment data in a summative assessment or evaluation document (i.e. report card) is not in keeping with best pedagogical practices. The formative assessment data is available to parents/guardians regularly and at parent-teacher conferences;
- a mandate that is very difficult to implement related to the lack of technology software available to elementary teachers in the recoding of all the "in progress"/formative assessment practices used in grades 5 – 8 classrooms; and
- the public reference that greater accountability is required from middle years teachers as such is in place and evidenced through the teachers professional practices as required by the Manitoba Public Schools Act and Brandon School Division Board Policies/Procedures.

The Middle Years Assessment and Reporting Committee will meet on April 28, 2010 to commence the work associated with the implementation of this requirement. A systemic Divisional approach is required.

Further feedback on this matter will be provided at the Board Meeting of May 10, 2010 in response to a Trustee enquiry on the implementation of this requirement.

3. COMMUNITY CONNECTIONS

For Information ..... D. Michaels

DONATION FROM MICHAELS – THE ARTS AND CRAFTS STORE, BRANDON

On March 9, 2010 the Brandon School Division received approximately 20 boxes of donated craft supplies and various items for use by students and teachers in Brandon School Division. This very generous donation was received with appreciation and has been distributed to K-8 schools.

Thank you to Carolyn Davie and Michaels – The Arts and Crafts Store, Brandon for supporting the students of Brandon School Division!

4. CORRESPONDENCE

For Information ..... D. Michaels

CORRESPONDENCE RECEIVED FROM NANCY ALLAN, MINISTER OF EDUCATION REGARDING MANITOBA'S CELEBRATION OF EXCELLENCE IN TEACHING – MINISTER'S AWARDS 2009-2010

On Thursday, April 15, 2010, Barb Miller, Principal, Alexander School, received the award for Outstanding School Leader at *Manitoba's Celebration of Excellence in Teaching – Minister's Awards 2009-2010* at the Manitoba Legislature.

The following correspondence has been received from Nancy Allan, Minister of Education:

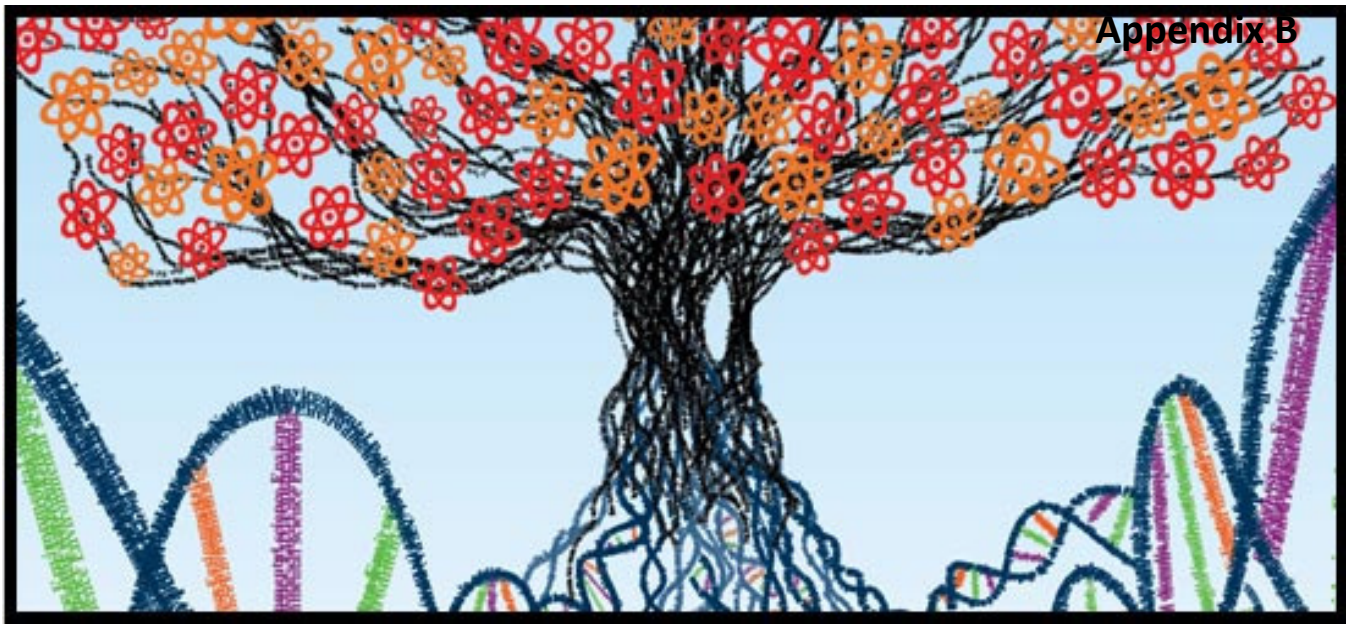
> *On behalf of Manitoba Education, I would like to congratulate you for having been selected as a recipient for Manitoba's Celebration of Excellence in Teaching – Minister's Awards 2009-2010. You have been chosen to receive the award for Outstanding School Leader by a Selection Committee which includes representatives from the Manitoba School Boards Association, the Manitoba Federation of Independent Schools, the Manitoba Association of Parent Councils, and Manitoba Education.*
>
> *Most of us remember an educator who stood out among the many who influenced our lives – someone who inspired, empowered and guided us to do our best. This award recognizes the important role you play and the contribution you make as an educator in Manitoba. Your vision and dedication, administrative and instructional leadership have earned the admiration and respect of your nominator, endorser and colleagues, as well as the students and parents in your community.*
>
> *To acknowledge your contribution to education, I am pleased to invite you to attend the Awards Reception on Thursday, April 15, 2010 accompanied by your superintendent, nominator and five guests of your choice.*
>
> *Please accept my congratulations and appreciation for your commitment to your students and school community. Thank you for making a difference.*

CORRESPONDENCE RECEIVED FROM MORRIS GLIMCHER, EXECUTIVE DIRECTOR, MANITOBA HIGH SCHOOLS ATHLETIC ASSOCIATION (MHSAA)

The following correspondence has been received from Morris Glimcher, Director, Manitoba High Schools Athletic Association:

> *I am writing in regards to the Provincial AAA Basketball Championships which were held in Brandon March 18, 19 and 20. This Championship was coordinated and hosted by staff and parents and volunteers of Neelin High School and brought together twenty Boys and Girls teams from right across Manitoba.*
>
> *The tournament was run very well, and the games, banquet, special awards and events provided a very positive and memorable experience for all participating athletes.*
>
> *I would like to commend Don Thomson and his many volunteers for the great organization and time they put into this event, and also to extend my appreciation to Brandon School Division for their continued support of High School Athletics.*
>
> *It is due to the commitment and dedication of volunteers such as Don and the others, that High School Athletics provide such a positive experience for thousands of student athletes across Manitoba and in Brandon. Once again thank you.*

Appendix B



Environmental Science 30S

- Water topics & activities-
  - Test Drinking water quality
  - Examine pollution sources
  - Examine global drinking water issues
  - Research water borne diseases
  - Learn to witch a well
- Forestry topics & activities-
  - Tree Identification
  - Tree ring research
  - Urban forestry
  - Investigate non-timber industries
- Wildlife topics & activities-
  - ID common local wildlife
  - Collect, ID, preserve tracks
  - ID adaptations for survival
  - Research and report on invasive species in Canada
- Soil topics & activities-
  - ID Rocks and Minerals
  - Soil Testing
  - Soil chemistry & fertility
  - Soil conservation
- Human Impacts -
  - Pollution & Energy—sources & solutions

AN INTRODUCTION TO THE GROWING FIELD OF ENVIRONMENTAL SCIENCE

Students will get hands on experience in some of the areas that they will study in future years if they choose to go on in Environmental Science. This course allows students to engage in activities that people working in fields related to the environment might do. Students will be encouraged to become involved in local action projects designed to foster sustainability in the future.

"Our choices at all levels—individual, community, corporate and government—affect nature. And they affect us..... David Suzuki"

Check out Water Studies 40S and sign up today!

- Test local water bodies for water quality
- Engage in local conservation activities
- Examine global water issues
- Take part in a Water Festival -
  Teach the little kids about...

Water Cycle
Critter Dipping
Water Safety
Water pollution
Water Usage... and more!

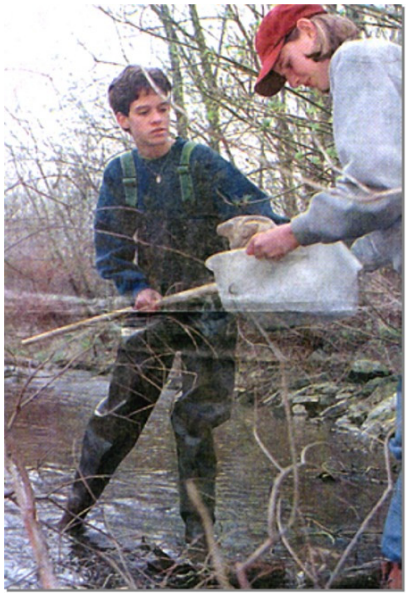
Students may qualify to participate in Envirothon—
a provincial & national environmental science competition

Crocus Plains Regional Secondary School

Design & Deliver a Water Festival

Topics include:
Water Cycle
Critter Dipping
Water Safety
Riparian areas
Water pollution
Water usage
And much more

Water Studies 40S



The focus of the 40S course is an in-depth study of water:

- Organisms that live in water— identify common aquatic organisms
- Map the watershed that we live in (make & read topographic maps & models)
- Surface water quantity & quality by sampling & testing local bodies of water
- Describe changes to an aquatic ecosystem based on changes to the aquatic habitat
- Know methods used to assess and manage aquatic environments
- Describe the function & value of wetlands & riparian areas
- Investigate the major methods & laws used to protect water quality