# Report of Senior Administration to the Board of Trustees

## January 25, 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**

Betty Gibson School
Vincent Massey High School

## II. HUMAN RESOURCES

## III. SECRETARY-TREASURER

## IV. SUPERINTENDENT OF SCHOOLS

## 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 INFORMATION

For Information ..... D. Michaels

#### A. SUSPENSIONS

| SCHOOL | NO./STUDENTS | NO./DAYS | REASON |
|---|---|---|---|
| Crocus Plains | 16 | 3, 5, 10, 15 | Assaultive, Drug and Alcohol, Unacceptable |
| King George | 1 | 10 | Unacceptable Behaviour |
| Vincent Massey | 10 | 4, 5, 30 | Assaultive, Drug and Alcohol, Unacceptable |

#### B. ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) ENROLMENT UPDATE / DECEMBER 31, 2009

The Brandon School Division Currently has 659 English as an Additional Language (EAL) Students.

- 11 new registrations for the current school year were received in December 2009;
- 4 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 |
| **Total** | 165 |

The current school totals are as follows:

| | |
|---|---|
| Alexander | 0 |
| Betty Gibson | 67 |
| Crocus Plains | 53 |
| Earl Oxford | 10 |
| George Fitton | 24 |
| Green Acres | 7 |
| Harrison | 13 |
| J.R. Reid | 9 |
| King George | 71 |
| Kirkcaldy Heights | 8 |
| Linden Lanes | 4 |
| Meadows | 64 |
| Neelin | 17 |
| New Era | 51 |
| O'Kelly | 2 |
| Riverheights | 15 |
| Riverview | 47 |
| St. Augustine | 22 |
| Spring Valley | 14 |
| Valleyview Centennial | 5 |
| Vincent Massey | 116 |
| Waverly Park | 40 |
| **Total** | 659 |

The number of students who left Brandon School Division from the beginning of December to the end of December is one (1).

Of the one (1) student who left the Brandon School Division:

- one (1) student moved out of Province (remained within Canada).

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

This is respectfully submitted as information.

## C. SCHOOL MATTERS

### MR. ROB LANGSTON, TEACHER, NEELIN HIGH SCHOOL

Mr. Rob Langston, Teacher, Neelin High School, and his work in Geographic Information Systems (GIS), both locally and provincially, is going to be featured in a book entitled *The World at their Fingertips: International Perspectives on Teaching and Learning with GIS in Secondary Schools*. The editors of the book are familiar with Mr. Langston's expertise in the area of GIS through his work with ESRI (Environmental Systems Research Institute, Inc.) Canada. The authors of the book are Andrew J. Milson, University of North Texas; Ali Demirci, Faith University in Turkey; and Joseph Kerski, ESRI, USA.

The rationale for the book follows:

*The purpose of this book is to inform an interdisciplinary and international audience of researchers, teachers, and policymakers about the promise, prospects, and pitfalls of teaching and learning with Geographic Information Systems (GIS) in secondary schools. The book will serve as an important work in comparative education for international researchers who seek an understanding of how GIS is perceived and implemented in the formal curriculum in other countries, as well as examples of projects that are conducted to incorporate GIS into secondary school teaching and learning. An interdisciplinary group of secondary school teachers will find the work to be a useful source of inspiration for incorporating a new and exciting technology into their lessons. Education policymakers around the world will benefit from the only resource that captures an international portrait of the status of GIS in secondary schooling. The book will demonstrate that GIS is not only a technological tool to be used in the classroom, but it is also an avenue for motivation, encouragement, and cooperation in understanding and solving global problems.*

## 2. DIVISIONAL INITIATIVES

For Information ..... D. Michaels

### UPDATE ON IMPLEMENTATION OF SINGLE TRACK FRENCH IMMERSION PROGRAM / JANUARY 13, 2010

The most recent meeting of the Steering Committee was on January 13, 2010. The Steering Committee continues to work on matters related to establishment of new school configurations, review of budget requirements, placement of Divisional programs, and school facility restructuring.

Discussions continue regarding possible sites for the Middle Years Learning Assistance Classes, which are currently located at Harrison Middle School.

School staff meetings and regular Support Labour Management meetings continue to provide a venue for sharing of information and questions and answers. A separate consultation meeting in late February with BTA and CUPE as noted on the implementation plan is not needed at this time.

A review of the Harrison School library inventory is underway. Resources will be identified and reassigned to George Fitton School and Green Acres School. Library needs for the Single Track French Immersion program at Harrison School will be addressed via the French Second Language Revitalization Grant application that is being submitted at the end of January 2010.

The next meeting of the Steering Committee is scheduled for January 20, 2010.

## UPDATE ON IMPLEMENTATION OF SINGLE TRACK FRENCH IMMERSION PROGRAM / JANUARY 20, 2010

The most recent meeting of the Steering Committee was on January 20, 2010.

Discussions continue regarding possible sites for the Middle Years Learning Assistance Classes, which are currently located at Harrison Middle School.

Recommended changes to the Grade 7 & 8 Registration Guide were shared.

Discussions regarding extra curricular sports for students at George Fitton and Green Acres Schools were held. The Committee will explore all options to ensure that opportunities for students to participate will continue to exist.

The Divisional Library Technician will be consulted to ensure that the affected schools have appropriate collections in place for the upcoming school year.

The next meeting of the Steering Committee is scheduled for January 27, 2010.

## DOCUSHARE

***Report prepared by Cathy McLaren, Specialist, Technology in Learning***

Math teachers continue to populate the database with materials related to the new Grade 9 curriculum. At each high school, Math Department staff is collaborating on a common Grade 9 exam for students at that school. Staff at all three high schools will then post their exams to DocuShare, which will then be used to create a common Divisional exam for June 2010.

Grade 9 Math teachers met Monday, January 11, 2010 at which time they were encouraged to continue populating the database. They also discussed possibilities for dealing with the new Grade 10 materials they will have next year, and any DocuShare-related ideas or suggestions for Math Department staff.

At the Tri-High Math meeting, Diane Fontaine, DocuShare Steering Committee Chair requested feedback on the implementation process in Science Departments at the three schools. The DocuShare Committee will then facilitate and support the process as required.

## MIDDLE YEARS INITIATIVE

***Report prepared by Betty Howell, Principal, St. Augustine School***

In the Middle Years Initiative, much of the ongoing work is embedded within school team meetings. Ongoing discussions about instructional strategies to support increased student achievement are included in school planning goals. The focus may be on improving writing, reading comprehension or mathematics, depending upon the assessed needs of the school population. As well, the discussions continue around the collection of evidence used to determine the level of performance and what constitutes work that meets the expectations for that grade level. These discussions link to the use of the new Division wide report format, which is now being piloted in all schools.

Additional work in the middle years falls under the direction of the Quality Teaching committee, which has as one of its goals for this year to complete the revision of the formative assessments used at the beginning of Grades 5 and 7 in both literacy and numeracy. The data from these assessments informs the teacher's instructional planning and is also used to determine divisional trends in student achievement. This data is used in the formation of school planning goals as well as planning division wide professional development. Several different assessments have been created at both grade levels over the past five years, and the goal of the committee work this year is to create an assessment resource binder to use each year, similar to the ones created for the Grade 3 literacy and numeracy assessments. The creation of a more permanent resource for teachers will meet the needs for formative assessment and eliminate the necessity of creating a new assessment each year. Four teacher teams have been formed with two principals from the Quality teaching committee working with each team. The Literacy Specialist, Cory Nevill, and the Numeracy Specialist, Jaime Lombaert, are also working with each team and providing resources and guidance in the process.

At this time, the provincial assessments in Numeracy and Engagement at the Grade 7 level, and Writing and Reading at the Grade 8 level are underway. The teachers complete their evaluation of the students' work in the outcomes identified by the Manitoba Education , based on their evidence over the past term. The data is entered online and submitted to Manitoba Education and Youth. As well, these assessments results are also considered at the school level as part of the overall assessment data collection.

Many exciting projects are being planned with middle years students within the HALEP program. The unit plans developed in collaboration with the classroom teachers provide for many challenging activities that allow the students to stretch their thinking and to express their learning in many creative ways. The experiential learning grant from Manitoba Education can also be used to support some of the hands on learning experiences and field trips that expand the learning opportunities for the students.

## QUALITY TEACHING SUB-COMMITTEE MEETING – GRADE 3 STUDENT ACHIEVEMENT GOALS IN READING COMPREHENSION / JANUARY 6, 2010

On January 6, 2010 the Quality Learning Sub-Committee met to address the development of an educational plan to implement the Board's direction related to students' achievement in reading comprehension by the end of grade 3. The Board has established the goal of having 80% of all grade 3 students demonstrate grade level competency in reading comprehension by year end.

This sub-committee is co-chaired by Gail McDonald, Principal, George Fitton School, and Kathy Brigden, Principal, Linden Lanes School, with committee participants Adrian Kuryliw and interested administrators and principals. The sub-committee will develop a comprehensive implementation plan that incorporates our Division's current work in the focused teaching of reading through various programs and strategies, and the assessment of student progress. Upon completion the plan will be reviewed by school principals, specialists, and superintendents. It will be incorporated into the Quality Teaching component of the Strategic Plan for 2010/2011.

## MEETING REGARDING IMPLEMENTATION OF LEARNING DISABILITY SPECIALIST / PSYCHOLOGIST POSITION / JANUARY 8, 2010

On January 8, 2010 Principals N. Dane, B. Howell, B. Lee, G. McDonald, J. Minshull, and T. Osiowy; P. Kelso, Learning Disabilities Specialist/Psychologist; and Superintendent D. Michaels met to discuss the ongoing implementation of the Specialist position in our schools.

An overview of Ms. Kelso's work was given in the three schools of Meadows, Riverheights, St. Augustine, which constituted the concentration of her work for term one. This was together with contact and referrals from other schools. Ms. Kelso's role focuses on the connection of the psychological testing recommendations with the classroom teachers' programming for students with identified learning disabilities and differences. This includes working directly with teachers and students. Perspectives communicated regarding this work are summarized as follows:

- a huge asset and of definite assistance to staff, students, schools;
- parental understanding of the service needs to continue to be developed;
- small group work with students working well;
- staff pleased with communication about the students' work and information provided on learning disabilities and differences; and
- input is essential from each school's student services team regarding the students' learning and achievement.

Ms. Kelso will continue with services to these three skills and will begin indepth work in Waverly Park, George Fitton and Crocus Plains schools. Discussion focused on the requirements in these schools. It was agreed that professional development with staff is required regarding students' learning disabilities and differences, and working in classrooms with staff and students is important. Ms. Kelso's work in Crocus Plains

requires a systemic approach as a comprehensive review of specialized student services is being undertaken at the school. Professional development is required as well.

The requirement for Divisional provision of professional development on differentiated teaching strategies was discussed and agreed upon. This matter will be referred to the Quality Teaching Steering Committee.

A subsequent meeting regarding this work will be schedule prior to the spring break.

### TRI-HIGH ENGLISH LANGUAGE ARTS (ELA) COMMITTEE OVERVIEW / JANUARY 15, 2010

***Report prepared by Sean Brown, Vice- Principal, Crocus Plains Regional Secondary School***

The work of the Tri High English Language Arts (ELA) Committee focuses on:

Committee Vision:

Develop a set of Core Competencies for Each of Grade 9, 10 11 and 12 English Language Arts. This goal sets the backdrop for further work/collaboration in the areas of assessment and best practice.

Timeline

| | |
|---|---|
| March 2010 | All ELA teachers will complete the Curriculum Mapping of each ELA course they teach |
| May 2010 | Each school will develop a common Curriculum Map for each ELA course |
| June 2010 | Common Curriculum Map/Core competencies developed for all ELA courses throughout the division |

Other Considerations:

There was consensus that we should familiarize all ELA teachers to the grade 12 curriculum.
There is the intention to enhance the collaborative, team approach to ELA within the division.

### MATH RECOVERY CONFERENCE (PART 1) / JANUARY 14 TO 16, 2010

***Report prepared by Jaime Lombaert, Specialist, Numeracy***

The first part of the conference took place in Winnipeg from January 14 to 16, 2010, and the second part takes place from February 18 to 20, 2010. Seven teachers including myself from Brandon School Division attended the conference. The feedback from the teachers who attended the conference was very positive. The conference went over the assessments and frameworks used to assess a student's numeracy level, place a student in a framework and be able to code and understand where the student's gaps are in numeracy. These are the formative assessment tools used to address the student's knowledge gap.

The Need for Early Intervention

There is a tendency by teachers to regard addressing literacy learning as more urgent and important than addressing difficulties in mathematics learning. Schools have a systematic focus on learning difficulties in literacy (Reading Recovery, Literacy Support),

but not in numeracy. Numeracy is one of the forms of the Multiple Literacies. We have programs to make sure students are literate, but what about making sure students are numerate. Research shows that 85% of our everyday computation is done mentally. **Numeracy Intervention deserves equal status as Literacy Intervention.** Math Recovery is an intervention program that is offered in Australia, United States, and the U.K., and Manitoba is the only province in Canada involved in this program. Research studies on young children's knowledge about number as they enter school indicate that significant differences exist. In one study (Wright, 2994), there was a 3-year difference. If this gap in understanding is not addressed, then it continues to widen as children progress through the grades. After 10 years of school, this difference between able and struggling learners can be as much as 7 years (Cockcroft, 1982).

What is Math Recovery?

Math Recovery is meant to address this knowledge gap. A critical part of the program is the *Learning Framework in Number (LFIN),* which was developed from current research on how young children develop an understanding about number. This framework is a powerful took for teachers as it provides the "big picture" of all the important components of early literacy. It consists of 10 aspects of early numeracy such as forward number work sequence and numeral identification. Most of these concepts are broken into different stages or levels.

Once we as teachers understood these components, then we were introduced to the assessment. The in-depth assessment is done one-to-one and is videotaped. The child's responses on the videotape were then analyzed and a stage or level for each numeracy component was determined. The *Learning Framework in Number* provides direction for teaching as it gives teachers a clear idea of the extent of their students' knowledge and indicates likely progressions in children's learning. All of the information about the framework, the actual assessments, the conducting and coding of assessment was studied in the conference.

What is happening in Brandon School Division?

There are currently three *Numeracy Support Teachers* in Brandon School Division providing Math Recovery Programs. After the conference the teachers decided to get together and videotape and assess students together. The teachers coded the assessments and the students were placed on the Learning Framework. The assessment does an excellent job recognizing gaps and providing strategies to increase the student's understanding of number. Overall the PD was excellent and the teachers are excited for the second half of the conference in Brandon School Division.