Report of Senior Administration to the Board of Trustees

September 26, 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

École Harrison

II. HUMAN RESOURCES

III. SECRETARY-TREASURER

IV. SUPERINTENDENT OF SCHOOLS

1. HEAD TEACHERS 2011/2012

For Action..... D. Michaels

It is policy of the Board to review the names of those recommended by individual schools for the position of head teacher. Assignment to this position is done on an annual basis. Per Policy and Regulation 5004: *Head Teacher* the head teachers recommended for the 2011/2012 school year are as follows:

Alexander	Shannon Kohut, Krista Clayton, Alissa Amos
Betty Gibson	Craig Anderson, Cathy Watt-Gauthier, Susan Rankin, Kathryn Foerster
Crocus Plains	Brent Richards, Bev Workman
Earl Oxford	Jen Anderson
George Fitton	Grant Coulter, Mark Leckie
Green Acres	Kathryn Svistovski, Jay Goran, Shane Baranyk
Harrison	Bernie Perreaux, Glen Simard
J.R. Reid	Jason Curtis, Jackie Buga
King George	Dolores Hardy, Tom Price, Rob Boyd
Kirkcaldy Heights	Dana Templeton, Deb Baker
Linden Lanes	Lyle Schepp, Curtis Campbell, Tracy Ramsey
Meadows	Dayna Galatiuk, Bruce Bell, Janelle Jones
Neelin	Robert Cullen, Robert Langston, Stacey Bradley, Trevor Korman
Neelin Off-Campus	Rick DeGagne
New Era	Bruce Coombs, Shelley Cords
O'Kelly	Maureen Thompson, Curtis Halls, Karen Rome
Riverheights	Shelley Hamilton, Sharon Bartley, Mary McCahon
Riverview	Kelly Makkituq, Curtis Gray, Gayle White
St. Augustine	Bryan Letain, Joanne Campbell, Mike Kanski
Valleyview	Wendy Piche, Cindy Swallow

Vincent Massey	Ingrid Gross, Brad Twordik
Waverly Park	Cheryl Danis, Blaine Aston

RECOMMENDATION:
That the people recommended by the Principals of the schools for the position of Head Teachers for the 2011/2012 school year be approved as identified in the Report of the Senior Administration.

2. 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 sixty (60) high school music students, Grades 9, 10, 11 and 12, from Vincent Massey High School to make a trip to Beijing, China from May 18, 2012 to May 27, 2012.

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 60 high school music students from Vincent Massey High School to Beijing, China from May 18, 2012 to May 27, 2012 be approved and carried out in accordance with Board Policy/Procedures 4001: Off-Site Activities.

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

SCHOOL VISITS (SEPTEMBER 7, 2011 TO SEPTEMBER 19, 2011)

- September 7, 2011 – Crocus Plains Regional Secondary School, Vincent Massey High School, J.R. Reid School, Earl Oxford School
- September 15, 2011 – Linden Lanes School

A. QUALITY LEARNING

QUALITY LEARNING AT SPRING VALLEY COLONY SCHOOL
Report prepared by Ms. Jaclyn Hutchinson, Head Teacher, Spring Valley Colony School

At Spring Valley Colony School, we are committed to maximizing the learning of our students during their school years. The students of Spring Valley are English as an Additional Language (EAL) and while we promote fluency in English in school, the students do receive two hours of German teaching every day. Hutterite Colonies have a unique culture and it is our belief that we must work within and respect this culture. This unique culture provides some challenges in teaching certain themes and topics. For example reproduction from the grade nine science curriculum, dinosaurs, and some materials in certain novels must be handled with sensitivity, while still incorporating the curriculum outcomes outlined by the province.

Spring Valley does have some restrictions to the use of technology at the school, such as student use of internet. However, our school does use technology such as laptops, computers and SmartBoard technologies. We aim to provide our students with relevant resources and opportunities to help lead the students to be critical thinkers.

We, as teachers, are dedicated to the belief that, while various environmental factors may influence children in a Colony school and present certain challenges to teaching, it is our responsibility to continually find ways of making instruction current and effective.

B. QUALITY TEACHING

QUALITY TEACHING AT EARL OXFORD SCHOOL

Report prepared by Mr. Rick Stallard, Principal, Earl Oxford School

As Earl Oxford School has encountered many new changes, the School Development Plan in terms of Quality Teaching is in continuation, and the plan will be revamped overall in 2012/2013.. In Quality Teaching, the areas that will be addressed are:

- define teacher roles and expectations when working with students, staff and parents of Earl Oxford School,
- meetings and discussions with Early and Middle years groups to review assessments and reading and writing instruction in planning for success;
- proceeding in the implementation strategies and good teaching practices through bi-monthly literacy meetings;
- focusing on writing traits of conventions and sentence fluency to target writing process skills;
- discussing and planning for assessment practices from Kindergarten to grade 8 - work towards usage of consistent and unified assessment tool within Earl Oxford school; and
- creating working partnership with Brandon University towards increasing literacy achievement (create balanced literacy centers from grades 1 to 4).

C. QUALITY SUPPORT SERVICES

QUALITY SUPPORT SERVICES AT LINDEN LANES SCHOOL

Report prepared by Ms. Kathy Brigden, Principal, Linden Lanes School

Learning Support Services plays a critical role in all school based initiatives and program planning for students at Linden Lanes School. The Learning Support Services team (program facilitator, psychologist, speech/language pathologist, social worker) in collaboration with the school team [classroom teacher, literacy support, English as an Additional Language (EAL) teacher, guidance, resource, principal] plan to meet the diverse learning needs of students and provide appropriate educational programming.

Early in the school year, the school team meets to complete Class Profiles and from there classroom and individual student needs are identified and educational plans are put in place. Currently the Middle and Early Years Literacy Support teachers are completing classroom assessments and this information will be used as part of the Class Profile. Phonological Awareness Screening for kindergarten students will also be completed shortly. The English as an Additional Language (EAL) teacher is a new

position for Linden Lanes School this year and is most appreciated as we welcome more EAL learners to our school community. We look forward to the supports provided to classrooms and students in the area of EAL.

D. ADMINISTRATIVE AND STATISTICAL INFORMATION

SUSPENSIONS

SCHOOL	NO./STUDENTS	NO./DAYS	REASON
Crocus Plains	1	5	Assaultive Behaviour
King George	1	3	Assaultive Behaviour

2. DIVISIONAL INITIATIVES

For Information ..... D. Michaels

BRANDON SCHOOL DIVISION STRATEGIC PLAN 2011-2014
"MITAKUYE OWASIN – WE ARE ALL RELATED"

The Strategic Plan for the Brandon School Division has been developed for 2011-2014 through the process of consultation and collaboration during the 2010-2011 school year involving school principals, vice-principals, representatives of teaching and support staff, parents, students, Divisional specialists.

It articulates the Divisional direction in Quality Learning, Quality Teaching, Quality Support Services with corresponding objectives, benchmark dates, expected results, actions, responsibilities. To summarize:

Quality Learning

Objective #1
To complete full implementation of Policy/Procedures 4044.3 "Appropriate Educational Programming: School-wide Enrichment Model K-8".

Objective #2
To develop a greater professional understanding of the research, concepts, and applications of Brain-Based Learning (BBL).

Objective #3
To increase student engagement specifically of learners with learning difficulties, high abilities, Aboriginal heritage, English as an Additional Language, and learning engagement issues.

Quality Teaching

Objective #1

To complete full implementation of Policy/Procedures 4053 “Literacy” and Policy/Procedures 4052 “Assessment, Evaluation, and Reporting of Student Learning and Achievement”.

Objective #2

To complete the development of Policy/Procedures 4054 “Numeracy” to focus the quality teaching of numeracy, grades K-12.

Objective #3

To increase the learning engagement and achievement of students with Aboriginal Heritage (First Nations, Métis, Inuit).

Objective #4

To strengthen and advance the inclusion of technology in the teaching and learning processes (K-12) throughout the Brandon School Division.

Quality Support Services

Objective #1

To strengthen the learning engagement and achievement of learners with English as an Additional Language.

Objective #2

To strengthen and advance the provision of “Appropriate Educational Programming” to each learner through Divisional and school-based simultaneous implementation of the “Response to Intervention” model of student support services.

The accompanying document provides detail on the Division and school-based initiative. Copies of this document will be distributed at Board Meeting on September 26, 2011.

SCHOOL OPENING ENROLMENTS

(Report prepared by Mr. Greg Malazdrewicz, Associate Superintendent)

During this school opening, September 2011, our Divisional enrolment has increased in relation to September 2010. As of the printing of this report (September 16, 2011) the overall enrollment is 7895 (7581 FTE).

School enrollments and changes are noted in the following table.

	Sept 30 2010	Sept 16 2011	+/-		fte
Alexander	66	82	16		73
Betty Gibson	230	216	-14		200.5
Crocus Plains	1132	1224	92		1224
Earl Oxford	292	294	2		283
George Fitton	424	440	16		421
Green Acres	174	181	7		168.5
Harrison	308	320	12		296
J.R. Reid	238	237	-1		225
King George	248	253	5		240.5
Kirkcaldy Heights	380	364	-16		343
Linden Lanes	341	341	0		322
Meadows	449	437	-12		411.5
Neelin	739	663	-76		663
New Era	377	469	92		457
O'Kelly	215	203	-12		191.5
Riverheights	360	377	17		358
Riverview	163	184	21		167.5
Spring Valley	22	22	0		21.5
St. Augustine	209	216	7		203.5
Valleyview	157	158	1		145.5
Vincent Massey	828	838	10		838
Waverly Park	357	376	19		357.5
TOTALS	7684	7895	211		7581

A. QUALITY LEARNING

FULL DAY/EVERY DAY KINDERGARTEN STEERING COMMITTEE MEETING / SEPTEMBER 13, 2011

The initial meeting of the current school year of the Full Day/Every Day Kindergarten Steering Committee was held on September 13, 2011. The Committee is composed of the Principals of the four pilot schools (Betty Gibson School, École New Era School, Riverheights School, and Riverview School), the Principal of George Fitton School, and our Numeracy Specialist. Meetings are chaired by Superintendent Dr. Michaels.

Principals shared enrolment updates and reported that school start-up has been very positive. Teacher staffing is in place and Education Assistant staffing is in progress. Most resources are in place with a few ordered items still to be delivered.

Teresa Timmerman, Numeracy Specialist, is developing a measurement tool to gather teacher feedback in October on the students' adjustment to schooling and their engagement in learning. Assessment of student engagement and progress will be ongoing and reported formally at the end of the school year. An interim progress report will be provided to the Board of Trustees in January 2012.

The next meeting of the Full Day/Every Day Kindergarten Steering Committee will take place on October 20, 2011.

B. QUALITY TEACHING

EMPOWER™ TRAINING AND IMPLEMENTATION

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

During the 2011/2012 school year, the implementation of Empower™ Reading: Decoding and Spelling and Empower™ High School will be in place at the following schools: George Fitton, New Era, Betty Gibson, St. Augustine, J.R. Reid , Meadows, Valleyview, Riverview, Earl Oxford and Vincent Massey High School. The Empower™ programming is designed to address the core learning problems of struggling readers who have exhibited ongoing difficulties. The elementary program is offered to students from grade 2 to grade 5, who may have been referred for ongoing intervention due to identified learning issues, particularly in the area of phonological processing and a significant delay in relation to expected levels of achievement.

On September 12 and 13, 2011, six teachers new to the program participated in two days of training with Maria De Palma from the Learning Disabilities Research Department of Toronto SickKids Hospital. These teachers will participate in two further days of training throughout the year, as well as mentoring with the trainer through class visits and ongoing communication. In addition, on September 15, 2011, three previously trained teachers participated in a review of the strategies for the last section of the program. Prior to the beginning of the school year, one teacher from Vincent Massey participated in Toronto in the training for the high school program, and she will continue an additional three days of training over the course of the year. We have explored a number of options for ongoing communication between the teacher mentor in Toronto and the training teachers, including videotaping of lessons, videoconference training with the assistance of Brandon University facilities, and collaboration through email and colleague visits. This is an exciting start to the year, as we continue to seek out instruction that will assist us in meeting the needs of diverse learners.

3. COMMUNITY CONNECTIONS

For Information ..... D. Michaels

TOOLS FOR SCHOOLS/UNITED WAY OF BRANDON AND DISTRICT

On September 2, 2011 donated school supplies were delivered by the United Way staff of Brandon and District to all schools in Brandon School Division. This was made possible through donations of time, money, and supplies from the United Way of Brandon and District, public and community groups, as well as businesses such as Christie's Office Plus, Investors Group, Manitoba Public Insurance, Staples, and Wal-Mart.

The Brandon School Division appreciates the United Way of Brandon and District and all community partners who contributed to our students' learning in such a generous manner. "Tools for Schools" makes it possible for many students to begin the school year with the necessary items to help them succeed. Thank you to "Tools for Schools" and all its sponsors for the continued support provided to the students of Brandon School Division.