Report of Senior Administration to the Board of Trustees

November 9, 2009

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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 LEARNING SUPPORT SERVICES

Mrs. Cathy McLaren, Technology in Learning Specialist

II. HUMAN RESOURCES

III. SECRETARY-TREASURER

1. POLICY REVISIONS

For Action ..... G. Barnes

At the Regular Board Meeting on October 26, 2009, a Giving of Notice was presented for the purpose of rescinding Policy 3001 – "Budget Deadlines and Schedules" and replace same with Policy 3001 "Budget Deadlines and Schedules". The noted Policy is attached as Appendix A. A motion for the Policy is included in the agenda for Board consideration.

2. READING RECOVERY TRAINING SERVICE

For Action ..... G. Barnes

During the last school year and for this year, our Division has contracted the services of Mr. Joe Stouffer from Southwest Horizon School Division to provide Reading Recovery Program training. This secondment is on a .25 basis at a cost of approximately $21,000 with 50% due immediately and 50% due February 28, 2010. A Letter of Agreement (Appendix B) with Southwest Horizon School Division for this service is attached. The cost of this service is charged to the teacher staffing allocation. It is recommended that the Agreement be approved. Please contact Greg Malazdrewicz or myself if you require further information.

RECOMMENDATION:

That the Letter of Agreement with Southwest Horizon School Division for Reading Recovery Program time for the 2009/2010 school year in the amount of $20,941.93 be approved; and that the Superintendent and Secretary-Treasurer be authorized to sign the Agreement.

3. MEMORANDUM OF AGREEMENT – EXTENDED HEALTH PLAN

For Action ..... G. Barnes

The proposed Memorandum of Agreement between the Division and the Brandon Teachers' Association regarding an Extended Health Benefit Plan, at no costs to the Division was reviewed and discussed by the Personnel Committee at their meeting October 26, 2009 is included as Appendix C to the Report of Senior Administration. A motion to approve the Memorandum of

Agreement between the Brandon School Division and the Brandon Teachers' Association on an Extended Health Benefit Plan is included in the agenda.

IV. SUPERINTENDENT OF SCHOOLS

1. RECOMMENDATION ON ESTABLISHMENT OF NEW SCHOOL CONFIGURATIONS FOR SINGLE TRACK FRENCH IMMERSION SCHOOL

For Action..... D. Michaels

Mr. Greg Malazdrewicz, Associate Superintendent, and Senior Administration have prepared for Board approval a Recommendation on Establishment of New School Configurations for Single Track French Immersion Program. Please see Appendix D.

RECOMMENDATION:
That the recommendation on establishment of new school configurations for Single Track French Immersion Program as presented at this meeting be approved.

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	19	3, 5, 10, 15, 30	Assaultive, Drug and Alcohol, Unacceptable
Neelin	13	5, 10, 15	Assaultive, Drug and Alcohol, Unacceptable
Vincent Massey	4	5, 10	Assaultive, Unacceptable Behaviour

B. SCHOOL INITIATIVES

MANITOBA ZERO TILL RESEARCH ASSOCIATION FIELD TRIP
SEPTEMBER 18, 2009
(Report prepared by Coleen McKellar, Teacher, Crocus Plains Regional Secondary School)

On September 18, 2009, Crocus Plains students from the Advanced Science 20S class attended a "field day" at the Manitoba Zero Till Research Association (MZTRA) farm. The topics of the day were numerous and varied, from soil health and fertility to water quality and riparian areas. Students were separated into groups consisting of Crocus students plus students from Assiniboine Community College (ACC) in the School of Agriculture and the Environment. The students rotated through the stations and attempted to fill in the answers to the workbook questions prepared by Steven Hill from ACC. Lunch was provided on site by the Manitoba Pork Council, ACC, and various other sponsoring agencies including Manitoba Agriculture Food and Rural Initiatives, Manitoba Conservation Districts Association (MCDA), Ag in the classroom, and the Manitoba Zero Till Research Association. There was assistance from

Agriculture and Agri-Food staff, The Canadian Wheat Board, Ducks Unlimited Canada and the Manitoba Pork Producers. The Dean of the School of Agriculture and the Environment, Derek Turner, actually "flipped the pork burgers" on the barbeque and helped serve them to the students.

After a long day in the field, students were brought back to Crocus Plains and debriefed. Their teacher, Brent Richards, put together a student survey to gather their reactions to the event. The focus of Mr. Richards' survey was to "help the organizers of the field trip make improvements for next and subsequent years". Students responded to three questions – *What did you like? What could be improved? Any other comments?* The student surveys were photocopied and mailed to MZTRA, MCDA, and ACC. These surveys spurred a follow up meeting for the organizers to discuss the student comments in preparation for next year's event. The student responses were taken seriously and a letter of thanks was sent to the students from Crocus Plains for their participation and help in evaluating the field day. I believe it was a successful event and will be even better in the future. Copies of the letter to the students will be made available upon request. Copies of the letters from MZTRA to Ms. Coleen McKellar and the Crocus Plains students are attached as Appendix E.

2. DIVISIONAL INITIATIVES

For Information ..... D. Michaels

ANNUAL EDUCATION RESULTS REPORT (AERR) 2008/2009

On an annual basis the Brandon School Division prepares an Annual Education Results Report (AERR). Our report is provided to the Board of Trustees as a public accountability document and then to the schools, public and Ministry of Education (MECY). Please see Appendix F.

STRATEGIC PLAN UPDATE 2009/2010

The Strategic Plan Update for 2009/2010 is provided for the Board of Trustees' information. Please see Appendix G.

FUTURE DESIGN OF MIDDLE YEARS STUDENT SUPPORT PROGRAM (MYSSP) STEERING COMMITTEE MEETING OCTOBER 22, 2009

The purpose of the meeting was to finalize the concept of a new Middle Years Student Support Programming model. The MYSSP Steering Committee will prepare a proposal for approval in principle by the Board of Trustees prior to the upcoming budget process.

Representatives from the Steering Committee will make a presentation to the Education Committee at the December 14, 2009 Education Committee meeting.

The next regular meeting of the MYSSP Steering Committee is scheduled for November 24, 2009.

QUALITY LEARNING MATTER: STUDENTS LEARNING FOR POTENTIAL

On October 22, 2009 I attended the Quality Learning Steering Committee meeting to discuss the Board of Trustees' recommendation that Senior Administration explore and study the matter of students' learning potential for future report to the Board. This recommendation arose from the Board's Education Committee's deliberations on the assessment of all students' potential and capacity to learn.

Given that this matter requires in depth research, study, and reflected consideration, a Quality Learning sub-committee has been established. Dr. Michaels, Yvonne Hodge, Darlene Wilkinson, Barb Jones will serve on this sub-committee. The purpose of the sub-committee is to prepare recommended amendments to Policy/Procedures 4044: *Appropriate Educational Programming* for the Board of Trustees' consideration and approval.

A Divisional forum of teacher representatives from schools, learning support specialists, administrators will be held in January to study the matter and provide input and advice to the sub-committee.

3. COMMUNITY CONNECTIONS

For Information ..... D. Michaels

NATIONAL NETWORK FOR EDUCATIONAL RENEWAL (NNER) ANNUAL CONFERENCE "IN PRAISE OF EDUCATION – THE NEW THREE RS: REFLECTION, RESPONSIBILITY, RENEWAL" OCTOBER 15 TO 17, 2009

Background

The Brandon School Division and Brandon University NNER partnership has been in operation since 2003; accepted for membership in 2004. The focus of our work is the provision of access of equitable and excellent learning opportunities for all students K-adult. Several initiatives are underway including the Professional Development School (PDS) at Betty Gibson Elementary School (literacy) and exploration of the PDS at Vincent Massey High School (assessment); research into the integration and inclusion of technology in learning; literacy development; addressing transition issues students face moving from grade 12 to 1st year university. These initiatives are undertaken in the belief and value of the essentiality of renewal in education.

Our partnership presented a session entitled "The Fourth R – RIGHTFULNESS: A Multi-Dimensional Approach to Pursuing Excellence and Equity" at this conference. Please see Appendix H.

Governing Council of NNER Meeting

The Governing Council is constituted by voting representatives of each of the 24 NNER sites. At this meeting we addressed matters related to rethinking what learning means now and into the 21st Century; school climate standards: benchmarks to promote

effective teaching, learning, and comprehensive school improvement; the ongoing development of the simultaneous process of reform and renewal in public education.

Dr. John Goodlad joined the meeting to address the legacy of leadership educational renewal initiatives require. Diversification of leadership opportunities is essential, including different ways of thinking (e.g. "specific to whole", "whole to specifics"). Most recently the Goodlad Institute for Educational Renewal has grown out of the current Institute for Education Inquiry (IEI). The League of Democratic Schools is underway. To address the ongoing issues plaguing public schools we must emphasize "equity that has to do with every aspect impacting and affecting students and their learning".

Keynote Presentations

Opening Keynote Panel:
"Those Who Dared: Five Visionaries Who Changed American Education"

- Deborah Meier, Senior Scholar at the Steinhardt School of Education at New York University
- John Goodlad, President of the Institute for Educational Inquiry
- James Comer, Maurice Falk Professor of Child Psychiatry at the Yale University School of Medicine's Child Study Center
- Henry Levin, William Heard Kilpatrick Professor of Economics and Education at Teachers College, Columbia University

Carl Glickman, President of the Institute for Schools, Education, and Democracy, and Professor Emeritus of Education at The University of Goergia, Athens, moderated the panel along with George Wood, Executive Director of The Forum for Education and Democracy and Principal of Federal Hocking High School in Stewart, Ohio. Their comments will build on stories highlighted in a newly released book, *Those Who Dared: Five Visionaries Who Changed American Education*, edited by Glickman.

Deborah Meir

Emphasized that:

- schools were created as the educational source of democracy
- challenge is for schools to prepare all students as citizens
- schools and systems must renew themselves
- today's crisis in our schools is "how we treat each other"
- adults must be able to discuss their work and not hide it

Henry Levin

Emphasized that:

- can't talk about the development of children without talking about the development of the adults in their lives and in schools – the teachers
- teacher engagement and student engagement are totally interdependent – teacher learning predicates student engagement; cited an example of a teacher who

changed his approach in teaching "self-contained" class students into "accelerated students"

James P. Comer, MD

Emphasized that:

- child development must be central to our work and to the education of teachers
- under developed children (in learning and behaviour) are not receiving the support or nurturance they need
- children are born for a thrust of development and it is tapping into their thrust

John Goodlad

Emphasized that:

- education is about developing unique human beings
- educational progress of "becoming" is very long and includes a recognition
- "we must take care of democracy" – "I've learned everything from the culture" about this; it is the quintessential factor that shapes us as people – "my learning was a derivative of culture"
- schooling is a very small part of education

Ted Sizer

Emphasized that:

- ultimate test of a school "is the willingness of the student to say 'I don't get it; I don't understand it'" – knowing that the school can help understanding occur
- can't be a culture of laughing at the wrong answer
- a really excellent school respects the children who struggle

Keynote Panel – October 16, 2009:
"Foreshadowing the Future of Public Schools in the United States"

Presenters:

- Dr. Patricia Wasley, Dean of the College of Education, University of Washington
- Dr. Vicki Phillips, Director of Education, United States Program of the Bill and Melinda Gates Foundation

In her remarks Dr. Phillips emphasized that:

- Secondary education and high schools need great change.
- "High school isn't high enough" – students must have the knowledge and skills
- Teaching and learning have to be the agenda – not the structures.
  - The Bill and Melinda Gates Foundation is putting its money to advance high international standards of education for all students. "How do we power up the high school classrooms with great tools in the hands of the best, effective teachers?" "How do we push the edges of innovation to accelerate student learning and created the next generation of schools?" (choices, learning styles, technology) ... requires good data and strong advocacy.

- Some of the critique of colleges of education is about the static nature of the education of teachers – getting in touch with the real world of classrooms is essential!
- Colleges of Education need to be held accountable for their work as it is the teacher who makes the difference; therefore, all Colleges of Education need to be preparing excellent teachers. Need to think about new ways of educating and supporting new teachers differently.
- Colleges of Education – "habits of minds" must change!

In her remarks Dr. Wasley emphasized that:

- Teacher education must move their methods classes into the schools during the day and use student achievement data to improve their performance and provide teachers with feedback.
- Must spend time in schools talking with students about the joy and enthusiasm of learning at the college/university levels.
- Must include technology in learning in classrooms.
- Teachers, as learners, must get better all the time.

Awards Presentation

Awarded to the Brandon School Division and Brandon University NNER Partnership:

The Nicholas Michelli Award for Advancing Social Justice

Nicholas Michelli has led the NNER efforts to advance social justice in our schools and universities throughout the NNER. His leadership in the policy arena and commitment to implementing structures and processes that promote social justice are essential to the NNER. His work on every facet of access to knowledge and inclusion of diverse voices in our work models the ideals of democracy. Award recipients include the Hawaii setting; Shepard Symposium for Social Justice, WY; Pershing Elementary School and the Lexington community, NE; and Chicago Teacher Education Pipeline's Little Village Education partnership, IL.

In his remarks, Dr. Michelli spoke to the "truly outstanding work that our partnership is doing in Brandon and region through our focused efforts on equity and social justice. He cited our work and accomplishments in literacy, development and implementation of a professional development school, equity models and improving student achievement." Mr. J. Storie, Dean of Education, Brandon University, and I accepted the award on behalf of our Brandon School Division/Brandon University partnership.

MEETING WITH DR. BRUCE STRANG, DEAN OF ARTS, BRANDON UNIVERSITY OCTOBER 21, 2009

On October 21, 2009 I met with Dr. Bruce Strang, new Dean of the Faculty of Arts at Brandon University, for the purposes of introduction and discussion on working relationships between Brandon University (Arts) and Brandon School Division.

Dr. Strang expressed an interest in strengthening our working relationships, particularly in the area of student recruitment and transition from Brandon School Division to Brandon University. We have arranged a meeting between our respective staff (faculty and senior high) members to discuss this matter in depth. The meeting is scheduled for Wednesday, November 25, 2009.

It was a very productive meeting.

BRANDON SCHOOL DIVISION YOUTH HEALTH SURVEY REPORT

The Brandon School Division Youth Health Survey Report presents the findings of a Youth Health Survey conducted with grades 6 to 12 students of the Brandon School Division by the Brandon Regional Health Authority.

The Youth Health Survey is essential for helping evaluate the initial impact of the new Physical Education/Health Education (PE/HE) policy as well as information health service planning, community health assessment in RHAs, school planning in division, and the healthy Child Manitoba Strategy. This survey serves to establish baseline information on risk factors for chronic disease among youth in the community. Future surveys will be used to determine if there has been any improvement in risk factors over time. Please see Appendix I.

BRANDON SCHOOL DIVISION
POLICY

POLICY 3001

BUDGET DEADLINES AND SCHEDULES

Adopted:

In the Budget Planning and Preparation Process shall be carried out in accordance with the following general timetable:

September – 3rd week of school

- Capital and Maintenance Budgets – letter to Principal's requesting their proposed requirements on forms provided

September

- Report and recommendations from Senior Administration to Finance Committee for direction re general guidelines for budget preparations and level of support for Instructional Equipment and Supply Budgets and capital budget-maintenance for upcoming fiscal year

September 30th

- Departmental Statistical Forms – due from principals, teachers and administrators

October 15th

- Departmental Statistical Forms – completed, signed and submitted to Manitoba Education
- Capital and Maintenance Requests – completed by principal and arrangements finalized for Maintenance Department Review.

November 1st – 15th

- Capital and Maintenance Requests – reviewed with individual principal of each school by Senior Administration , Director of Facilities/Transportation or Supervisor of Property.

November 15th – 30th

- Preliminary Budget preparations – Senior Administration hold meetings as required

Mid-December – Early February

- Capital Maintenance Budget submitted to Finance Committee
- Provincial funding support announcement
- Public Budget Consultation Forum(s)

February

- Special Board Meeting held on or about 3rd Tuesday over a period of one or more days, as required, for the purpose of establishing the proposed budget and special levy requirement, subject to a review and checking by the Senior Administration prior to formal approval by the Board

March – 1st Monday

- Public Presentations regarding proposed budget.

March – 2nd Monday

- Formal approval given by the Board to the final budget and special levy requirement

March 15th

- Special Levy requirement –submitted to Municipalities

March 31st

- Final Budget – completed, submitted to the PSFB

Appendix B

LETTER OF AGREEMENT

BETWEEN

SOUTHWEST HORIZON SCHOOL DIVISION

AND

BRANDON SCHOOL DIVISION

This Letter of Agreement is for Reading Recovery Program time for the 2009/2010 school year.

Southwest Horizon School Division will sign the Reading Recovery Program for a 100% position for the 2009/2010 school year. Brandon will contract an amount of $20,941.93 of the Reading Recovery Program time from the Southwest Horizon School Division to receive Reading Recovery service equivalent to a .25 FTE for first and second term (September, 2009 – June, 2010)

Salary plus Employer Costs:	$80,679.00	Class 6-10
	3,088.72	CPP +EI Costs + Life Ins.
	$83,767.72 x .25 =	**$20,941.93**
Mileage	Mileage will be billed to each individual school division based on training done. Each Division will be responsible for Mr. Stouffer's mileage, meals and/or accommodations.	
Materials:	Each Division is responsible for the purchase of materials used in their Division.	
Billing Period:	Southwest Horizon School Division will bill Brandon School Division for equal payments to be invoiced September, 2009-June, 2010	

SOUTHWEST HORIZON SCHOOL DIVISION

DATE: _____

_____
SUPERINTENDENT

_____
SECRETARY-TREASURER

BRANDON SCHOOL DIVISION

DATE: _____

_____
SUPERINTENDENT

_____
SECRETARY-TREASURER

Appendix C

Memorandum of Agreement

Between the Brandon Teachers' Association and

Brandon School Division

The Board and the Association agree to the following with regard to the Extended Health Benefit Plan, effective by December 1st, 2009.

1. The Board shall administer The Manitoba Teachers' Society Extended Health Benefit Plan in accordance with the terms and conditions of the Plan.
2. The premium for the plan shall be paid by each employee participating in the plan, and shall be deducted monthly from salary payments of those employees and timely remitted to the plan.

Signed and agreed on behalf of:

Brandon School Division	Brandon Teachers' Association of The Manitoba Teachers' Society
_____	_____
Chairperson	President
_____	_____
Secretary-Treasurer	CB Chair

C: MTS Staff Officer
MTS Benefits

Brandon School Division

1031 – 6th Street Brandon MB R7A 4K5

"Accepting the Challenge"

To: Board of Trustees

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

Date: November 9, 2009

Re: Recommendation on Establishment of New School Configurations for Single Track French Immersion Program

Prepared by: Mr. G. Malazdrewicz, Associate Superintendent, and Senior Administration

For: Approval

In June, 2009 the Board of Trustees approved the establishment of a single track French Immersion school at Harrison Middle School, to commence September, 2010. This necessitates the reconfiguration of George Fitton and Green Acres Elementary Schools as K-8 schools; École New Era School as a dual-track school and the change of Harrison Middle Years School to a single track French Immersion school. A multi-phased implementation is necessary to address all matters related to students, staff, and parent/community. The Board of Trustees has received biweekly reports throughout September and October which have also been made available to the staff and community members on our Division web page.

The Single Track French Immersion Implementation Plan approved by the Board August 24th, 2009 requires that the Implementation Steering Committee report in early November to establish the enrolment for the Single Track French Immersion School for the purpose of a Board decision on the grade configuration for the Single Track French Immersion School.

Between October 19, 2009 and October 28, 2009, registrations were received for both Single and Dual Track French Immersion programs on behalf of the existing K-7 Brandon School Division French Immersion students. As of October 28, 381 of a possible 416 registrations were received; 238 requested Single Track French Immersion and 143 requested Dual Track French Immersion. The distribution of requests was as follows in *Table 1*:

Table 1: Distribution of French Immersion Enrolments

	1	***2***	***3***	***4***	***5***	***6***	***7***	***8***	***Total***
Harrison ***(SINGLE TRACK)***	40	37	23	26	32	25	27	28	*238*
New Era ***(DUAL TRACK)***	29	29	32	16	12	7	12	6	*143*

As of October 28th, 2009 twenty eight (28) registrations were still outstanding; it is anticipated that they will be distributed in the 2:1 ratio, 19 for Single Track and 9 for Dual Track.

Kindergarten registrations were not requested from the general community, but will open January 4, 2010. Again, it is anticipated that the enrolments will be distributed in a fashion consistent with the Grade 1 and 2 registrations received to date; 50 for Single Track and 25 for Dual Track.

Based on the registrations received for the Dual and Single Track French Immersion programs and the current enrolments in the English Track program New Era, *Table 2* outlines the anticipated distribution of enrolments for 2010 through to 2013.

Table 2: Enrolment projections for Single Track French Immersion Program (Harrison), Dual Track French Immersion Program and English Program (New Era) 2010-2013

NE-DT/HA-ST	K	1	2	3	4	5	6	?	7	8	2010	2011	2012	2013	
New Era (English)	20	17	20	26	19	27	18		23		170				>347 @ NE
New Era (French)	25	29	29	32	16	12	7	9	12	6	177				
Harrison (Single Track)	50	40	37	23	26	32	25	19	27	28	307				>307 @ HA
New Era (English)	20	20	17	20	26	19	27		18	23		190			>386 @ NE
New Era (French)	25	25	29	29	32	16	12	9	7	12		196			
Harrison (Single Track)	50	25	40	37	23	26	32	19	25	27		304			>304 @ HA
New Era (English)	20	20	20	17	20	26	19		27	18			187		>396 @ NE
New Era (French)	25	25	25	29	29	32	16	9	12	7			209		
Harrison (Single Track)	50	50	25	40	37	23	26	19	32	25			327		>327 @ HA
New Era (English)	20	20	20	20	17	20	26		19	27				189	>416 @ NE
New Era (French)	25	25	25	25	29	29	32	9	16	12				227	
Harrison (Single Track)	50	50	50	25	40	37	23	19	26	32				352	>352 @ HA
								Total Population			654	690	723	768	
								NE/HA Combined Listed Capacity			930	930	930	930	
								NE/HA Combined Practical Capacity			806	806	806	806	

Based on the current and projected enrolments in the English Track programs at George Fitton, Green Acres, and Harrison, *Tables 3 and 4* outline the anticipated distribution of enrolments for 2010 through to 2013.

Table 3: George Fitton enrolment projections 2010-2013

GF/HA *	K	1	2	3	4	5	6	LAC	7	8	2010	2011	2012	2013
George Fitton	51	49	48	36	51	55		10			300			
George Fitton	55	51	49	48	36	51		10				300		
George Fitton	55	55	51	49	48	36		10					304	
George Fitton	55	55	55	51	49	48		10						323
Harrison (GA return)							55		44	36	135			
Harrison (GA return)							51		55	44		150		
Harrison (GA return)							36		51	55			142	
Harrison (GA return)							48		36	51				135
								Total Population			435	450	446	458
								GF Combined Capacity			449	449	449	449

****Combined (GF LS/HA LAC moved)***

Table 4: Green Acres enrolment projections 2010-2013

Green Acres	K	1	2	3	4	5	6	7	8	2010	2011	2012	2013
Green Acres	20	19	17	22	23	18	19	11	22	171			
Green Acres	20	19	17	22	23	18	19	19	11		168		
Green Acres	20	20	19	17	22	23	18	19	19			177	
Green Acres	20	20	20	19	17	22	23	18	19				178
						Total Population				171	168	177	178
						Green Acres Capacity				200	200	200	200

At the October 26th, 2009 Board of Trustees regular meeting, it was requested that a suggestion from the public of *"operating a Dual Track French Immersion Program at Harrison for a period of time to allow the school's existing English students to finish out junior high in the same building and buy some time until proper gymnasium space can be created at George Fitton and Green Acres for additional students"* be considered as an implementation model. This model was reviewed by the Implementation Committee. Even after repatriating Green Acres students, the enrolment projections for Harrison, as a dual track school, were 442 in 2010, 404 in 2011, 469 in 2012 and 487 in 2013, far above the maximum capacity of 375 students and even further above the practical capacity of 350 students. *This model has not been recommended for consideration as an implementation option* by the Implementation Steering Committee.

In conclusion, it is the recommendation of the Senior Administration that the Single Track French Immersion school is viable due to the enrolment response and *that the Board of Trustees moves forward with the implementation of a Kindergarten to Grade 8 Single Track French Immersion program situated at Harrison Middle Years School for September 2010.* It is also recommended that *École New Era School remain as a Kindergarten to Grade 8 Dual Track French Immersion program with the extension of the English Track program to Grade 8.* This implementation will necessitate the movement of Green Acres catchment students from Harrison to Green Acres and George Fitton catchment students from Harrison to George Fitton.

Appendix E

Manitoba
ZERO TILLAGE
RESEARCH ASSOCIATION
Box 1000 A - RR #3 – Brandon, Mb – R7A 5Y3
Ph: (204)729-8838 or 725-3939 – Fax: (204)728-3858
Email: mztra@mts.net

Oct 13, 2009

Hello Coleen,

I have included a letter for the students that attended the soils day at the MZTRA. I want to thank you for your help in organizing this event and I want to thank the students for their participation. It was a good day and a good learning experience for us. The comments from the students were very good and I hope we can learn from them and improve the program for another year.

I also made mention that there are a large number of resource people in agriculture and conservation who are available to help the teachers and students should they require some additional support in their teaching of the soils and the whole ecology that revolves around our agricultural production systems. I think that we had a good number of quality people at the soils day that would be able to assist in that way.

I was discussing this project with an employee of Ducks Unlimited who has also expressed an interest in this project and it turns out he was a former student of yours. His name is Jamie Maxwell. We may be able to bring him in to help with the organizing next year.

I would appreciate f you would forward this letter to the teachers/students that were involved in the soils workshop

Thank You

Lindsay Coulthard

Manitoba
ZERO TILLAGE
RESEARCH ASSOCIATION
Box 1000 A - RR #3 – Brandon, Mb – R7A 5Y3
Ph: (204)729-8838 or 725-3939 – Fax: (204)728-3858
Email: mztra@mts.net

October 6, 2009

Hello Crocus Students:

On behalf of the Manitoba Zero Tillage Research Association (MZTRA) Board of Directors and membership I would like to thank you for being the first high school class to attend what we hope will become an annual event for the high school students in the city of Brandon and surrounding area. The program was put together by a committee including representatives from Assiniboine Community College, Manitoba Agriculture Food and Rural Initiatives, Manitoba Conservation Districts Association, Ag in the Classroom and the MZTRA. We had assistance from Agriculture and Agri-Food Canada staff, the Canadian Wheat Board, Ducks Unlimited Canada, and the Manitoba Pork Producers in delivering the program and supplying the lunch.

The objective of the day was to give you the basic knowledge of the soils and wetlands that cover our landscape in the countryside surrounding where you live. We feel that it is important to look after the ecosystem that we live in to allow future generations to benefit from it as we have. I hope you were able to take home a bit of the information and that it will be of some value to you in your education and in your future.

I also want to thank you for the evaluation survey's that have been forwarded to us. I appreciate the comments that were made on our program and we will be using your suggestions to make the workshop a better day for future students. Your comments demonstrated to us that we will have to evolve to make the program a lasting one and we will work towards making it more interesting and informative for next years students.

I would also like to add that there are a lot of resource people in both agriculture and conservation who are available and willing to assist in the training that you are getting to help you understand our ecosystem and the effects we can have on our environment. If you want to know more about what we are doing in agriculture and conservation please contact us and if we can help we will or we will try to put you in touch with someone who would be able to help you. My contact information is in our letterhead.

I hope you have a good year in school and a very bright future.

Thank you again for your participation.

Sincerely

Lindsay Coulthard
Farm and Extension Manager, MZTRA

Appendix F

Brandon School Division

Annual Education Results Report 2008-2009

Senior Administration

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

Mr. Greg Malazdrewicz
Associate Superintendent

Mr. Gerald Barnes
Secretary-Treasurer

Mr. Kevin Zabowski
Assistant Secretary-Treasurer

Board of Trustees

George Buri,
Chair of the Board

Doug Karnes,
Vice-Chair of the Board

Peter Bartlette

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Bea Jolly

Brian Mayes

Jim Murray

Linda Ross

Marty Snelling

Brandon School Division
1031 6th Street
Brandon, MB R7A 4K5
Ph. 204-729-3100

Find this document, and more, on the web at:
http://www.brandonsd.mb.ca

Message from
Donna M. Michaels, Ed.D.
Superintendent of Schools/Chief Executive Officer

The Brandon School Division, is focused very clearly on the achievement of our students and their active engagement in quality learning. We acknowledge and thank all parents, community members and partners for their strong and continued support of our work.

In our School Division we are mindful of our students' learning and growth requirements and experiences. Each child and young person comes to school with hopes, aspirations, and dreams of achievement and success. These hopes may vary from learning how to read and write, solving equations, exploring new ideas, making new friends, making the school's basketball team or the annual musical productions, or preparing to graduate and enrolling in post secondary education. While these hopes will vary with the uniqueness of each student, each child and young person wants to achieve and grow in success. No student sets out to or wants to fail.

In the Brandon School Division we believe in the abilities, talents, wishes of each student. Through our Mission we are dedicated to each student's holistic achievement, growth and development. Our individual and collective efforts are focused on vital goals to engage ALL students in their learning. We emphasize that EACH STUDENT'S LEARNING AND ACHIEVEMENT MATTERS.

We have had a very productive school year in 2008/2009. Much has been accomplished in several areas including:

- improvement of students' learning and achievement;
- increased student access to literacy support in middle years;
- successful implementation of high ability learners enrichment programming (HALEP), kindergarten to grade 8;
- Advanced Placement senior high courses;
- International Baccalaureate program (grades 11 and 12);
- successful implementation of the new grades 11 and 12 physical education courses;
- increased student access to alternative senior high programming through the Neelin High School Off Campus Program;
- increased implementation of technology in learning, human resources and business operations;
- successful implementation of appropriate educational program (AEP) in areas of English as an Additional Language, special services support for high risk learners, support for students with Aboriginal heritage, support for students in middle and senior years SSP and CT programs;
- increased support for staff wellness activities and initiatives at the school/ work site;
- increased attention to the provision of healthy, safe, respectful work places;
- successful advancement of students' learning in technical vocational programming;
- successful implementation and formal recognition of Alexander as a Creative Arts School.

Our continued focus on our students' (K -12) achievement, well being, safety and growth continues to be steady and true in our Division. This is a very clear statement about the importance that each one of us brings to the purpose of our work.

As our Strategic Plan emphasizes – "Mitakuye Owasin – We are all Related" – in engaging of students in quality learning.

General Information

With the opening of the 2009/2010 school year the Brandon School Division is very well focused on its mission and purpose to educate all students to become productive, engaged and active citizens in our democratic society. Educating for this critical purpose necessitates that we engage the whole child in his/her learning. This means giving careful attention to the intellectual, emotional, physical, and social needs of each child. To concentrate on this purpose we provide a wide scope of programs and services, K-12, with a clear emphasis of QUALITY LEARNING, QUALITY TEACHING, and QUALITY SUPPORT SERVICES.

We are very mindful that all of our students are engaging in quality learning opportunities and experiences. Within our current and future context of rapid societal and cultural changes it is essential that all of our students are motivated to learn, be interested and see personal relevance in their studies. It makes sense that for students to learn at high levels, they must have access to 21st century curricula that both inspire and challenge them. From the experiences of learning in this context our students become prepared well to be lifelong learners, ready to take their places as positive, contributing members of society.

To engage all of our students in quality learning our Division continues to need the support, assistance and advice of our families, community members, business and civic leaders. When we come together in acknowledgement and acceptance of our related roles to inspire, encourage, challenge and foster each student's learning we contribute to a safer, healthier and happier community of learning.

Reflecting our commitment to preparing our students for the future, it is of vital importance that as a Division, we thoroughly understand our students as a community of learners. The Brandon School Division is a leader in education research that helps us to further understand our students.

Professional Development School

Brandon University and Brandon School Division entered into their second year of a partnership that facilitated a new course delivery format for pre-service teachers through the Betty Gibson professional Development School Project. The second year of the project allowed the opportunity for nine, final-year Education students to take a three-credit hour course titled *Prevention of & Intervention for Reading Difficulties* in a school setting rather than on campus. The on-site class at Betty Gibson School enabled our pre-service teachers to learn about and then apply specific literacy assessment and instructional strategies with students.

The class met every Monday and Wednesday afternoon at Betty Gibson School over the course of the entire University term The first half of each afternoon session was devoted to coursework, followed by having the pre-service teachers work directly with student in small groups, or on a one-to-one basis, and concluding with a debriefing session in a classroom dedicated to the PDS. As well, the pre-service teachers had opportunities to observe classroom teachers and literacy support teachers as they modeled effective assessment and instruction strategies. The student teachers felt that the opportunity to learn about guided reading in the Literacy Support Program at Betty Gibson was particularly beneficial. The Betty Gibson teachers also provided the pre-service teachers with feedback about their work with assigned students, and offered further ideas to assist their work with these students.

In addition to the regular practicum sessions, pre-service teachers were required to devote at least another six volunteer hours of their time to working with students at Betty Gibson. Another requirement was for each pre-service teacher to contribute weekly postings to the course's Web Log. The purpose of the Web Log was to link the host teachers at Betty Gibson, the pre-service teachers, the principal, and the university instructor through an information-sharing format that could connect us even at a distance. The BLOG provided a venue for reflection and feedback, especially in the days between our face-to-face class meetings.

Another unique feature of the Professional Development School Project was that the pre-service teachers were provided with the opportunity to remain at Betty Gibson School from March until May to complete their final seven-week field experience. This placement allowed them to continue their literacy interventions with the students they worked with during the course and practicum. Betty Gibson teachers have commented how successful this aspect of the PDS has been for the students at Betty Gibson School.

Strategic Planning

During the 2009/2010 school year our major strategic goal is *TO ENGAGE ALL STUDENTS ACTIVELY IN THEIR LEARNING THROUGH THE PROVISION OF EQUITABLE, FAIR ACCESS TO:*

1. ***Quality Learning Experiences*** in:
1.1 academic development
1.2 social and emotional development
1.3 physical development

Facilitated by:

2. ***Quality Teaching*** in:
2.1 literacy
2.2 numeracy
2.3 multiple intelligences
2.4 social and democratic responsibility

Enabled by:

3. ***Quality Support Services*** (for students and staff) in:
3.1 learning supports for:
- students' school readiness (kindergarten entry)
- appropriate educational programming
- partnerships
- new curriculum implementation

3.2 professional growth opportunities:
- mentorship
- leadership development
- principal preparation program

3.3 policy development support in:
- equity
- professional development
- literacy
- instructional cycle

3.4 flexible infrastructure (e.g.):
- scheduling
- organization of teaching and learning
- organization of professional/staff development opportunities/times

In 2009/2010 we have specific initiatives and areas of emphasis related to this strategic goal.

<u>Quality Learning and Quality Teaching</u>

- Alexander Creative Arts School (1st year)
- Implementation of Single Track French Immersion School (effective September 2010)
- Middle Years Student Support Program (program expansion)
- Increased literacy support in early and middle years (Reading Recovery, MY literacy support, grade 3 to grade 4 transition, senior years language arts)
- Technology in learning
- International Baccalaureate
- Advanced Placement
- English as an Additional Language
- Aboriginal Education
- Increased numeracy support, K-12
- Implementation of new grade 9 mathematics curricula
- Implementation of grades 11 and 12 physical education curricula
- High Ability Learners Enrichment Programming (middle years)
- Neelin High School Off Campus Program
- Implementation of middle years Divisional report card

<u>Quality Support Services</u>

- Learning disabilities – identification, programming, assessment
- Implementation of technology teaching tools, e.g. SmartBoards
- Kinderlinks Program
- "Ready, Set, Go to Kindergarten"
- Healthy, safe, respectful learning and work places

Each of our students comes to school with hopes and dreams of learning and achieving. No student sets out or wants to fail. We believe in the talents, abilities and wishes of each student.

We acknowledge and thank all parents, families, community members and partners for their strong and continued support of our work and our students.

With everyone's good will, abilities, knowledge and skills we continue to educate our students with an understanding of how very important their learning and achievement is to them and to all of us.

Early Years Education

Grade One Professional Development Initiative Reading Recovery®

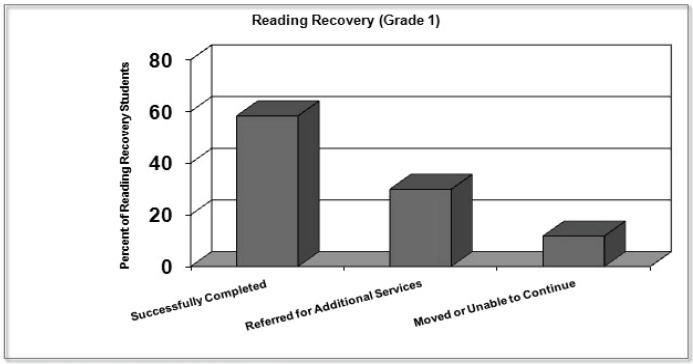
The Brandon School Division has recently set a goal of assisting all of its students achieve expected reading outcomes by Grade Three. To provide teachers and schools a tangible means of achieving this outcome, the Division has begun increases to literacy support personnel and will begin initiating the provision of Reading Recovery training *as professional development* for Grade One teachers.

It is Brandon School Division's stance that Reading Recovery training offers the most comprehensive, effective, researched-based, and supported professional development model in Early Literacy instruction. While this professional development initiative does not seek to replace existing intervention or long-term literacy support to struggling children, it does intend to provide all Grade One teachers with equal access to the best professional development currently available and support enhanced student learning with highly trained teachers

To facilitate this training, without additional positions, it was suggested that trained Reading Recovery personnel *would* provide classroom instruction for the training year of the Grade One teacher. Staffing decisions ultimately rest with each school principal, and project implementation varies from site to site.

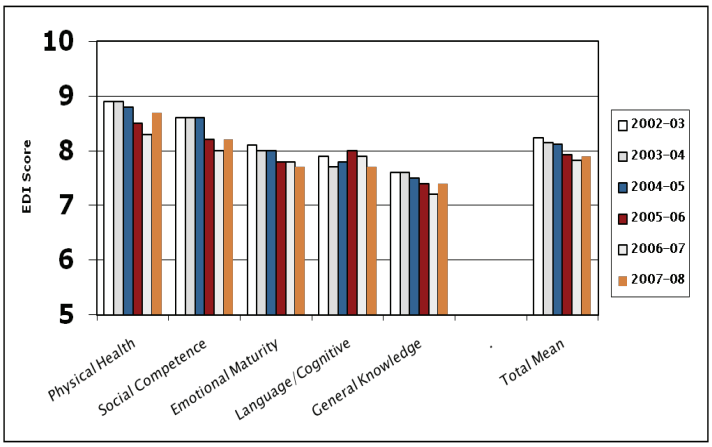
The proposal began as a pilot phase in the 2009-2010 school year, with the long term intent that through continuous rotation, all Grade One teachers could have equitable professional development within a three to five year period, or have opportunity for training as new teachers move into Grade One positions through staff transitions.

This is a progressive model and supportive investment in teachers' professional learning and working together in the best interest of children.



Source: Reading Recovery in Brandon School Division Report (2008)

Early Development Indicators



Overall, Brandon students entering Kindergarten have shown school readiness scores that have been declining over the past 6 years demonstrating a 4.6% decrease of overall student school readiness skills between 2002-03 and 2007-08.

This suggests that current students are entering BSD Kindergarten programs with less developed school readiness skills than in previous years and have, as a group, more educational challenges.

Brandon Kindergarten readiness results have been below the provincial and national averages since 2003-04.

Tracking Forward, Tracking Back: Aboriginal Student Achievement in Brandon

As a result of the analysis of student achievement results, a clear need for closer monitoring of Aboriginal Student progress was noted and a large scale research study titled *Tracking Forward, Tracking Back: Aboriginal Student Achievement in Brandon* is a 2-year research project was initiated by the BSD in January 2007. Partners in this study include Brandon School Division, Brandon University, Manitoba Education, Brandon Friendship Centre, and Manitoba Educational Research Network. All Brandon School Division Aboriginal students (445 in total) registered in Grades K, 3, 5, 7, 9 (2006-07) are assigned to 1 of 2 study groups; those with *at or above* grade literacy skills and those with *lower* literacy skills. Comparisons between the groups will explore the *success indicators* of student literacy, including measures of school progress, teaching approaches, community activities, and other indicators.

"Tools for Schools"

In August 2008 the Brandon School Division received approximately 380 backpacks filled with school supplies as part of the "Tools for Schools" program; spearheaded by the United Way of Brandon and District. In addition to the backpacks, which were primarily for K-8 students, we received many boxes of loose supplies for high school students. The boxed items included such items as loose-leaf paper, pens, pencils, erasers, binders, duotang folders and rulers. Due to the volume of items, the supplies were delivered to the small gym at George Fitton School, and school staff members came to collect them. Principals then gave the supplies to students as required.

The Brandon School Division appreciates the donations of the United Way of Brandon and District and all community partners who contribute 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 items necessary 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.

Middle Years Initiative Report – May 25, 2009

All middle years schools used the draft report card throughout the 2008-2009 school year, to provide an opportunity for feedback on the competencies and on adjustments to format. Throughout the year, Chad Cobbe, Principal, Harrison Middle School, Betty Howell, Principal, St. Augustine School and Cory Nevill, Staff Development Consultant have collected feedback from principals to determine final adjustments to be made. Many schools have implemented a shared drive system within the school, which has allowed teachers to work easily on reports for students they share. After the March meeting of the Middle Years Access Committee, a final review of the reports from each school was completed by the Committee, to ensure consistency in format across schools. At the June meeting of the Strategic Leadership Council, the report card will be discussed for finalization.

In terms of outreach from the Middle Years, Vincent Massey High School has requested documents from the Middle Years as part of the assessment conversation at their site. Also Neelin High School has requested Chad Cobbe to come and make a presentation to their staff as part of the school planning day last May.

The preparation of assessments for the fall term at the Grade 5 &7 level in literacy and numeracy is underway. In literacy the assessments will remain in their current format with small adjustments and in numeracy the teams are reviewing the outcomes of each question and making necessary updates to the assessments. Through the Quality Teaching Committee of the Strategic Plan, discussion has been held about a possible change in format to the assessments at these levels. This discussion will be carried out in the 2009-2010 school year.

Each school site has the data results for the last four years, as prepared by Adrian Kuryliw, Coordinator, Research and Evaluation Services, and these results are an integral tool in the school development planning for the upcoming year. The work on instructional strategies is largely school embedded at this stage of the initiative, and this information is one tool for information, in combination with the school based and classroom based assessments.

Senior Years Education

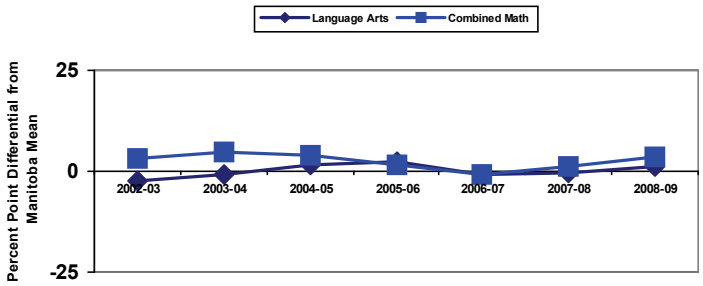
Provincial Assessment Results Trends

Grade 12 Mathematics/ English Language Arts

Over the past 5 years, Brandon students' Grade 12 Mathematics (Pre-Calculus, Applied Mathematics, and Consumer Mathematics) and English Language Arts results have been very at, or over the Provincial average (as measured by the Provincial Standards Tests in Mathematics and English Language Arts).

It is important to add that during this time, there has been a significant effort from the schools to support students in registering more frequently in higher level math courses.

Registrations in Consumer Mathematics have dropped almost 30% and registrations in Pre-Calculus and Applied Mathematics have grown by the same margin.



New Senior Years Curriculum

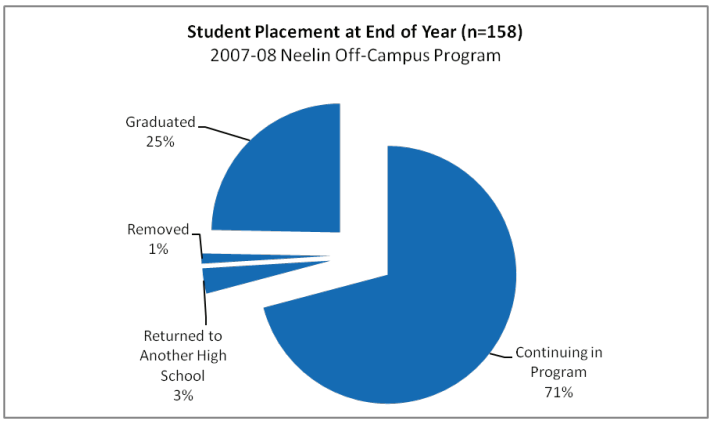
Physical Education 30/40

Being physically active has many benefits from improving physical fitness to other health benefits such as increased self-esteem. The type of physical activity required to realize these benefits is up to the participant. These activities may range from daily living (e.g., walking, shoveling) to recreational pursuits (e.g., bike riding, jogging and cross-country skiing) to competitive sports (e.g., school and community programs). Manitoba students are in a unique situation in that all students (Kindergarten to Grade 12) are now required to take physical education/health education classes. In order to assist students and schools, a different approach is being taken for Grades 11 and 12. The approach includes several new concepts that will act as a transition to assist your child with taking responsibility for an active healthy lifestyle – today and tomorrow – by:

- encouraging your child to take more ownership of his/her physical activity
- offering a variety and choice of activities suited to the interests and abilities of your child
- focusing on your child's health and personal planning for an active healthy lifestyle
- providing flexibility for schools regarding the delivery of the course
- involving you as a parent, as well as your community, in a supportive and complementary role

The courses consist of two major areas of focus: the Core content and the Physical Activity (PA) Practicum. The Core content of the Grades 11 and 12 PE/HE curriculum consists of a minimum of 25% of the course. This content must be delivered IN-class and is teacher-directed. In Grade 11, the content includes learning outcomes related to Fitness Management, Social Impact of Sport, Mental-Emotional Health and Substance Use and Abuse Prevention. In Grade 12, the core content is related to Fitness Management, Nutrition, Personal Development and Healthy Relationships. Delivery of potentially sensitive content will be based on local policies and procedures.

The PA Practicum is the portion of the course that focuses on physical activity participation. Your child will be required to create a personal physical activity plan with teacher guidance. The time required for the PA Practicum may be acquired through IN-class, and/or OUT-of-class activities depending on the delivery model you and your child have chosen.



Neelin High School Off-Campus (NHSOC)

In the early spring 2006 BSD reported the results of its Graduation Outcomes Survey. The results of the division driven research indicated that many students withdrawing from high school still had expectations of completing their high school graduation requirements if they could find a way to blend schooling into their own personal situations.

In September 2007, NHSOC opened its doors to more than 50 students who wished to return to school after they had officially left the regular High School system with no plan to return. By January 2009, student numbers had quadrupled to over 200 students registered in the downtown off-campus program located at 218 10th Street. Thirty nine students (25% of the total students registered) earned their Senior Years Diploma. In June 2009, an additional 69 students graduated.

Community Drug and Alcohol Coalition

In 2004, the Brandon School Division became concerned about increasing incidences of student drug use and violence in and around senior high schools in Brandon. Brandon School Division administration, senior high school staff and students felt that these incidences of student drug use and violence were creating an unsafe school environment and that the community was complacent about youth alcohol and drug use.

Spearheaded by the Brandon School Division, a meeting of stakeholder agencies was convened to discuss the issue of youth alcohol and drug use, identify mutual concerns and discuss options. The meeting resulted in the formation of a multi-agency committee with a goal of developing a community-based alcohol and drug education program. The committee was also committed to youth having an active voice in the development and implementation of the program.

Stakeholder agencies were invited to provide presentations to the committee on provincial youth alcohol and drug prevalence, community – based prevention models and local alcohol and drug programs and services. At the same time, alcohol and drug education programs and services were widely promoted to Brandon School Division high school students and parents.

Upon the completion of the stakeholder agency presentations, a decision was made by the committee to develop a community – based youth alcohol and drug prevention strategy for Brandon and area.

In 2005, the committee embarked on a comprehensive planning process based on a Stage – Based Community Mobilization Model developed by the Addictions Foundation of Manitoba. Over the course of planning, the committee evolved into a community coalition and developed a two phase plan: Community Mobilization and a Stage Based, Population Level Prevention and Community Mobilization Model.

In 2009, the coalition received federal funding, in the amount of $150,000 for the period 2009-2012 to support the coalitions efforts in community mobilization and youth and community education. The initiatives of this multi-agency coalition were recognized as one of very few broad scope community initiatives in Canada.

The coalition meets regularly and has recently hired a coordinator for youth and community activities and developing enriched drug and alcohol education materials for use in physical education/health programs throughout the Division.

Child and Family Services of Western Manitoba Partnerships

We are often reminded of the significant work Child and Family Services of Western Manitoba does for children and families.

CFS is a private, non-profit, community-based charitable agency; directed by a community-elected and community-represented Board of Directors. Services must keep children safe.

Brandon School Division partners with Child and Family Services including the Elspeth Family Resource Centre, a community based centre offering parent support, education and services. The funding for the programs and staff at the Centre come largely from the Community. Through our partnerships we extend into the community on projects including:

- *Preschool Pilot Project* – Staff of the Elspeth Reid Family Resource Centre began working in partnership with Brandon School Division early years staff to develop a three session program for parents and preschool children called “Ready Set Go – to Kindergarten!”. This program was a pilot project and was initially offered at Betty Gibson, New Era, Valleyview and Earl Oxford schools.

- *Kinderlinks* - a parent-child family literacy program that helps prepare children for school was offered at Valleyview School on a weekly basis by staff from the Resource Centre. This was originally a pilot project and the program is also now being offered by Brandon School Division staff at Earl Oxford School.

- *Roots of Empathy Program* operates in partnership with Brandon and Southwest Horizons School Divisions. The Roots of Empathy program is offered in the classroom and is an effective program in reducing levels of aggression and violence among school-aged children while raising social/emotional competence and increasing empathy. The program was offered to eight classrooms this past year.

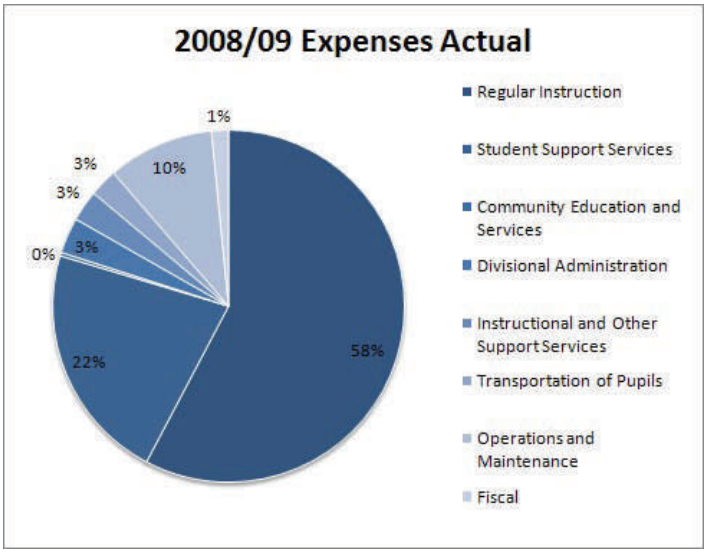
Brandon School Division

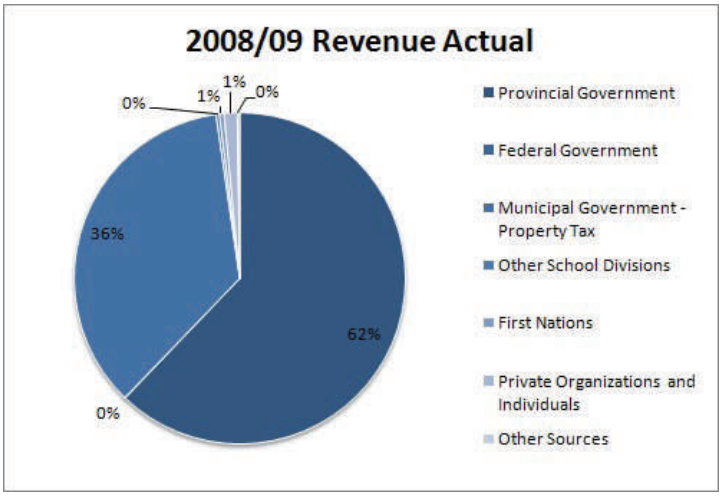
Brandon School Division
Statements of Financial Position
At at June 30, 2009

	2009	2008
Consolidated Statement		
Financial Assets	$ 18,224,830	$ 15,738,014
Liabilities	26,226,111	24,250,333
Net Debt	(8,001,281)	(8,512,319)
Non-Financial Assets	21,110,247	21,493,880
Accumulated Surplus	$ 13,108,966	$ 12,981,561
Operating Fund		
Financial Assets	$ 16,727,095	$ 14,337,587
Liabilities	14,805,138	11,979,397
Net Financial Assets (Net Debt)	1,921,957	2,358,190
Non-Financial Assets	140,870	126,933
Accumulated Surplus	$ 2,062,827	$ 2,485,123
Capital Fund		
Financial Assets	$ 810,913	$ 951,200
Liabilities	11,737,072	12,701,007
Net Debt	(10,926,159)	(11,749,807)
Non-Financial Assets	20,969,377	21,366,947
Accumulated Surplus/Equity*	$ 10,043,218	$ 9,617,140
*Comprised of:		
Reserve Accounts	$ 891,925	$ 658,052
Equity in Tangible Capital Assets	9,151,293	8,959,088
	$ 10,043,218	$ 9,617,140
Special Purpose Fund		
Financial Assets	$ 1,159,370	$ 998,141
Liabilities	156,449	118,843
Accumulated Surplus*	$ 1,002,921	$ 879,298
*Comprised of:		
School Generated Funds	$ 424,588	$ 389,332
Other Funds	578,333	489,966
	$ 1,002,921	$ 879,298

Operating Fund
Schedule of Revenue, Expenses and Accumulated Surplus
For the Year Ended June 30, 2009

	2009 Actual	2008 Actual
REVENUE		
Provincial Government	$ 37,436,749	$ 36,316,510
Federal Government	24,953	20,832
Municipal Government - Property Tax	21,364,238	19,146,125
Other School Divisions	198,252	204,698
First Nations	272,048	342,374
Private Organizations and Individuals	772,215	779,715
Other Sources	145,518	240,834
TOTAL REVENUE	$ 60,213,973	$ 57,051,088
EXPENSES		
Regular Instruction	$ 34,674,900	$ 33,101,216
Student Support Services	13,144,295	11,563,523
Community Education and Services	196,831	175,965
Divisional Administration	1,974,891	1,771,413
Instructional and Other Support Services	1,713,696	1,684,714
Transportation of Pupils	1,538,589	1,531,081
Operations and Maintenance	5,881,063	5,708,498
Fiscal	935,019	971,695
TOTAL EXPENDITURES	$ 60,059,284	$ 56,508,105
CURRENT YEAR SURPLUS (DEFICIT)	154,689	542,983
NET TRANSFERS FROM (TO) CAPITAL FUND	(576,985)	(300,799)
NET CURRENT YEAR SURPLUS (DEFICIT)	(422,296)	242,184
OPENING ACCUMULATED SURPLUS (DEFICIT	2,485,123	2,242,939
CLOSING ACCUMULATED SURPLUS (DEFICIT	$ 2,062,827	$ 2,485,123





Strategic Plan 2009 - 2010

Quality Education for All

BRANDON SCHOOL DIVISION
"Accepting the Challenge"

MITAKUYE OWASIN

"WE ARE ALL RELATED IN ENGAGING OUR STUDENTS IN QUALITY LEARNING"

As staff of Brandon School Division, we are focused very clearly on the achievement of our students and their active engagement in quality learning. We acknowledge and thank all parents, community members and partners for their strong and continued support of our work.

In our schools we are mindful of our students' learning and growth requirements and experiences. Each child and young person comes to school with hopes, aspirations, and dreams of achievement and success. These hopes may vary from learning how to read and write, solving equations, exploring new ideas, making new friends, making the school's basketball team or the annual musical production, or preparing to graduate and enrolling in post secondary education. While these hopes will vary with the uniqueness of each student, each child and young person wants to achieve and grow in success. No student sets out to or wants to fail.

In the Brandon School Division we believe in the abilities, talents, wishes of each student. Through our Mission we are dedicated to each student's holistic achievement, growth and development. Our individual and collective efforts are focused on vital goals to engage ALL students in their learning. We emphasize that *each student's learning and achievement matters.*

This emphasis requires that the characteristics of excellence or quality are visible in why, what and how our students engage in learning and the outcomes of this learning. This focus applies to all staff who serve as role models for students and to how they engage and interact with each others, as adults, in the work environment.

During this 2009/2010 school year our major strategic goal is to **engage ALL students actively in their learning through the provision of equitable, fair access to quality learning, quality teaching and quality support services.**

1. **Quality Learning Experiences in:**
   - 1.1 academic development
   - 1.2 social and emotional development
   - 1.3 physical development

   Facilitated by:

2. **Quality Teaching in:**
   - 2.1 literacy
   - 2.2 numeracy
   - 2.3 multiple intelligences
   - 2.4 social and democratic responsibility

   Enabled by:

3. **Quality Support Services (for students and staff) in:**
   - 3.1 learning supports for:
     - students' school readiness (kindergarten entry)
     - appropriate educational programming
     - differentiated curriculum implementation
     - partnerships
   - 3.2 professional growth opportunities (e.g.):
     - lifelong learning initiatives
     - collaboration and networking
     - mentorship
     - leadership development
   - 3.3 policy development support in:
     - equity
     - literacy
     - numeracy
     - assessment, evaluation, and reporting of student learning

3.4 flexible infrastructure (e.g.):

- scheduling
- organization of teaching and learning
- organization of professional/staff development opportunities/times

This year our complete Divisional Strategic Plan evolves directly from the School Development Plans that focus on *Quality Learning* and *Quality Teaching*. Divisionally our work is to support our schools, students and staff in these major endeavours to engage all students in learning. This Divisional work is outlined in the action plans for each of the three quality steering committees: learning, teaching, support services.

This strategic plan with its quality initiatives provides a clear and distinct response to our students' right to learn and achieve successfully, and to our community expectations for quality public education.

We are very proud of our students' accomplishments and their enthusiasm and energy for learning so visible in our schools.

With everyone's good will, abilities, knowledge and skills we continue to educate our students with an understanding of how very important their learning and achievement is to them and to advancement of our democratic way of life.

We are all related – Mitakuye Owasin – in engaging our students in quality learning!

Donna M. Michaels, Ed. D.
Superintendent of Schools/Chief Executive Officer

Brandon School Division
Divisional Strategic Goals and Plans

To engage ALL students actively in their learning through the provision of equitable, fair access to quality learning, quality teaching and quality support services.

1. **Quality Learning**
2. **Quality Teaching**
3. **Quality Support Services**

Strategic Quality Area: Quality Learning

Co-Chairs: Darlene Wilkinson and Mathew Gustafson

Outcome	Benchmark	Action	Measurement	Role/Responsibilities	Resources
A result to be achieved. *Outcomes* are identified as a strategic need in the Division.	A point of reference that serves as a standard to be achieved. The *Benchmark* should be realistic and measurable.	Concrete and measurable activities that support an *Outcome.*	Specific measurements, including timeline(s), which document the progress of an *Action.*	Assignment of roles and responsibilities to professional staff to support an *Action.*	Specific resources required in support of an *Action.*
• Improved student achievement results linked to high quality learning experiences developed as a result of study in current brain research and literature • Improved student achievement results linked to high quality learning experiences developed as a result of study in current brain research and literature for Aboriginal learners • Improved student achievement results linked to high quality learning experiences developed as a result of study in current brain research and literature for English as an Additional Language learners • Improved student achievement results linked to high quality learning experiences developed as a result of study in current brain research and literature for students with learning disabilities	• Annual Education Results Report 2008/2009	• Collect information on brain research and its ability to deepen our professional understanding of the learning process and contextualize current instructional strategies. • Develop an understanding of what the research and literature on brain research means to education practice. • Identify, develop and deliver learning and staff development strategies to enhance professional learning. • Identify a staff leadership cohort (Primary, Upper Elementary, Middle Years, and Senior Years) to support quality learning action research initiatives at the classroom level.	• Achievement increases as reflect in Grade 3, 5, 7, and 9 formative assessments in literacy and numeracy as reflected in the Annual Education Results Report. • Reduction in achievement gaps in Grade 3, 5, 7, and 9 formative assessments in literacy and numeracy as reflected in the Annual Education Results Report. • Achievement increases as reflected in Grade 12 provincial exams in literacy and numeracy as reflected in the Annual Education Results report. • Reduction in achievement gaps in Grade 12 provincial exams in literacy and numeracy as reflected in the Annual Education Results Report. • Summary reports of action research and professional development shared at Learning Support Services Meetings.	• Steering Committee (with extended membership) • Teacher Cohort • School/Cohort Teams (Action Research/ Implementation)	• Research (conference, workshops, print/media materials) • Professional development (support for print materials, training/ conference, and release time for development)

Strategic Quality Area: Quality Teaching

Co-Chairs: Gail McDonald and Bruce Shamray

Outcome	Benchmark	Action	Measurement	Role/Responsibilities	Resources
A result to be achieved. *Outcomes* are identified as a strategic need in the Division.	A point of reference that serves as a standard to be achieved. The *Benchmark* should be realistic and measurable.	Concrete and measurable activities that support an *Outcome*.	Specific measurements, including timeline(s), which document the progress of an *Action*.	Assignment of roles and responsibilities to professional staff to support an *Action*.	Specific resources required in support of an *Action*.
• To develop a sustainable divisional assessment plan that provides formative assessment tools for teachers, and divisional data for teachers and divisional data	• The Grade 5 and 7 assessment format in literacy and numeracy will be authentic and directly related to effective classroom assessment practice. • The divisional assessment plan will be sustainable. • The assessments will provide relevant divisional data. • Current assessments readily accessible for student tracking.	• Develop an alternative assessment model with tools and support documents for Grade 5 and 7 literacy and numeracy assessments • Long term goal of assessments at every grade, 1 to 8 • Current assessment data entered to SIRS	• Principals will be involved in a consultative process regarding an alternative assessment plan. • Teacher teams will create assessment tools and support documents for teachers at the Grade 5 and 7 levels. • Long term goal of assessment tools and support documents for all grades.	• Quality Teaching or sub-committee will plan a consultative process to develop a new model. • Research, Assessment and Evaluation Coordinator will be involved in the model development to ensure quality data will be obtained for the division. • Literacy and Numeracy Specialists will work with teacher teams to promote best classroom assessment practice.	• MECY and divisional support resources for Grade 3, 7, 8 assessment • Current divisional assessments • Funds to provide release time for teacher teams to create assessment tools and support documents

Strategic Quality Area: Quality Support Services

Co-Chairs: Nancy Dane and Yvonne Hodge

Outcome	Benchmark	Action	Measurement	Role/Responsibilities	Resources
A result to be achieved. *Outcomes* are identified as a strategic need in the Division.	A point of reference that serves as a standard to be achieved. The *Benchmark* should be realistic and measurable.	Concrete and measurable activities that support an *Outcome.*	Specific measurements, including timeline(s), which document the progress of an *Action.*	Assignment of roles and responsibilities to professional staff to support an *Action.*	Specific resources required in support of an *Action.*
1. To continue the development and refinement of a Learning Support Services model that integrates the current Learning Support Services and Student Support Specialist structures at the divisional level.	• To be determined based upon feedback from schools and Divisional staff.	• Representation from Quality Support Services on Learning Support Services meeting agenda committee. • Gather feedback from participants at Learning Support Services meeting for sharing at Learning Support Services agenda planning to further refine Learning Support Services meetings. • Focus group for feedback regarding the divisional support services model and structure. • Create a draft Learning Support Services model to present to Senior Administration, Administrators, current Student Support Specialists, and other stakeholders.	• Feedback gathered from participants at Learning Support Services meetings. • Data gathered and analyzed from focus group. • Creation of a draft Learning Support Services model.	• Quality Support Services Committee • Advisory committee to explore implementation of actions identified in the focus group • Senior Administration • Coordinator of Research, Assessment and Evaluation • Form an advisory committee following the focus group, made up of stakeholders from Student Support Specialists, school administrators, Learning Support Services, and others identified in the focus group dialogue • Inclusion of non-instructional staff in the developing model	• As allocated in 2009/2010 budget for Quality Support Services Steering Committee

Outcome	Benchmark	Action	Measurement	Role/Responsibilities	Resources
A result to be achieved. *Outcomes* are identified as a strategic need in the Division.	A point of reference that serves as a standard to be achieved. The *Benchmark* should be realistic and measurable.	Concrete and measurable activities that support an *Outcome.*	Specific measurements, including timeline(s), which document the progress of an *Action.*	Assignment of roles and responsibilities to professional staff to support an *Action*.	Specific resources required in support of an *Action*.
2. To review the current Student Support Services Delivery Model at the school level considering (Resource, clinical teams, LSS, DI ...)	• To be determined based on feedback. • Collection of resources available across the division.	• Focus group for feedback regarding school-based Student Support Delivery Model – current practices/ recommendations • Form an advisory committee following the focus group made up of stakeholders in the process, principals, resource teachers, counselors, and others identified in the focus group dialogue	• Data gathered and analyzed from focus group.	• Quality Support Services Committee • Advisory committee to explore implementation of actions identified in the focus group • Senior Administration • Coordinator of Research, Assessment and Evaluation	•

School Development Plans 2009/2010

with an emphasis on
Quality Teaching and Quality Learning with Quality Support Services

School	Goals in Quality Teaching/Learning	Actions	Expected Student Achievement Results	Quality Support Services Required
Alexander School	1. Reading: To assess every student's reading / comprehension level and implement appropriate strategies in order to improve every student's achievement level.	• To conduct the following Divisional and Provincial assessments: Kindergarten EDI, grade 3 Provincial reading assessment, grades 5 and 7 Divisional literacy assessments, and the grade 8 Provincial reading assessment. • The following school-wide assessment tools (grades 2 to 8) will be administered at least twice a year: the BURT word reading assessment, the Jerry Johns Reading Inventory, and running records. • The grade 1 students will be assessed twice a year using the Observation Survey and monthly using running records (PM Benchmarks). • Kindergarten students will be assessed using parts of the Observation Survey depending on their readiness level throughout the year. • All students will be presented with a Balanced Literacy Approach including: read alouds, shared reading, guided reading, literature circles, and independent reading using level appropriate material where appropriate. • All primary students (K-2) will be provided with reading bags containing level appropriate material for independent reading time. • As a school team we will refine a common framework for collecting and analyzing data. (con't ...)	• 100% of students will demonstrate growth in the area of decoding and comprehensions by June 2010 • 100% of our grade 3 students will be at level using the Provincial assessment tools • 95-100% of students will meet or exceed grade level expectations in reading (decoding and comprehension) using the grade appropriate assessment toll by June 2010 • 100% of students requiring Reading Recovery will be serviced during the 2009/2010 school year	• Refresher for all staff on administering the BURT word reading test • Guided Reading / Literature Circle / Independent reading material will continue to be purchased to support students' literacy development in a variety of curriculum areas • Training of our primary teacher in Reading Recovery to support literacy development for all primary students • Professional development to support teacher learning in the area of matching students to text to enhance student engagement • Create "Welcome to Kindergarten" bags that contain various literacy related materials for students and parents

School	Goals in Quality Teaching/Learning	Actions	Expected Student Achievement Results	Quality Support Services Required
Alexander School (continued)		• Level appropriate literature will continue to be purchased to support various curriculum areas. • Class profiles and action plans will be developed for each multi-age grouping in the area of literacy in September to be reviewed in November, March and June with the school team.		
	2. Writing: To assess every student's writing skills in the six key areas (voice, conventions, ideas, organization, word choice, and sentence fluency) and implement appropriate strategies in order to address the needs identified for each student.	• Every student in grades 5 to 8 will be placed on the writing continuum / checklist in the Brandon School Division document entitled "Putting the Pieces Together" in September 2009 and May 2009 to demonstrate student growth and achievement of grade level expectations. • Every student in Kindergarten to grade 4 will be assessed using the appropriate grade level assessment checklist that has been developed by staff (pilot year 2009/2010) in September 2009 and May 2009 to demonstrate student growth and achievement of grade level expectations. • Every teacher will continue to use the Write Traits program as a foundational document for teaching the six key elements of writing. • Every teacher will collect writing samples and create exemplars from / for students. (con't ...)	• 100% of students will be exposed to all six of the key writing areas using the Write Traits program by June 2010 • 90% of students will meet or exceed grade level expectations in the area of writing as identified on the writing checklists / continuum by June 2010	• Professional development sessions that continue to give teachers an opportunity to dialogue about writing indicators and expectations at each grade level • PM writing program will be purchased and piloted in the primary classroom during the 2009/2010 school year • Create "Welcome to Kindergarten" bags that contain various literacy related materials for students and parents

School	Goals in Quality Teaching/Learning	Actions	Expected Student Achievement Results	Quality Support Services Required
Alexander School (continued)		• Teachers and students will work together to develop writing rubrics and checklists to assess students' writing during classroom writing activities and keep samples of rubrics with exemplars.		
	3. Infusion of the Arts in the Curriculum: To implement arts-infused learning across the curriculum at all grade levels.	• 100% of all teaching staff will participate in professional development sessions to support the infusion of the arts into the curriculum and differentiated instruction. • Teachers will be given collaborative planning time throughout the year to research and plan for arts-infused learning. • All teaching staff will hand in two units illustrating differentiated instruction using arts-infused experiences. • 100% of students will have the opportunity to be involved in workshops to expose them to various artistic experiences. • 100% of students will have the opportunity to attend art sessions at the Art Gallery of Southwestern Manitoba. • 100% of students and staff will have the opportunity to work with several artists to enhance their understanding of various artistic forms. • Through differentiated instructional practices, students will be given choices to demonstrate their learning. (con't ...)	• Increased student engagement in the learning process • Every student will be given the opportunity to explore and express their learning using various artistic mediums • Increases in student achievement in all academic areas	• Continue to locate research articles about the benefits of arts-infused learning • Professional development for staff in the areas of art techniques / skills / expression and differentiating instruction • Professional development opportunities for staff in integrating technology as an art form into the curriculum • Purchase professional reading material related to the Reggio Inspired methodology • Make a connection with the Learning Through the Arts coordinator in Manitoba and look at programming options offered through this organization • Hire local artists to continue to support arts-infused learning • Purchase a collection of various types of music • Purchase round tables for primary room, three additional art carts, various art supplies for programming and free exploration (con't ...)

School	Goals in Quality Teaching/Learning	Actions	Expected Student Achievement Results	Quality Support Services Required
Alexander School (continued)		• A third annual community arts evening will be planned for the spring of 2010 to involve the community the in infusion of the arts. • Display students' artwork in various community venues. • The staff will work together to prepare art bags that can be signed out by families to extend art exploration into the home environment. • 100% of students will be exposed to various types of music. • All students will be exposed to art appreciation activities. • All students will have the opportunity to explore their creativity through free exploration time, which will vary according to multi-age grouping level. • All staff will explore the Reggio Inspired learning methods and look at how this approach can be applied to their classroom learning environments. • Make a connection with the Learning Through the Arts. • Continue to provide extra-curricular opportunities in the area of the arts.		• Continue the space audit within our school to have the environment related to our arts-infused programming and a connection with / to the environment as the third teacher • Purchase supplies to create art bags to be signed out by the community as an extension of the learning • Create "Welcome to Kindergarten" bags that contain information about our arts-infused learning environment as well as various art related materials for students and parents to begin exploring this concept • Round tables for primary room – Reggio Inspired • Art cart for each classroom

School	Goals in Quality Teaching/Learning	Actions	Expected Student Achievement Results	Quality Support Services Required
Betty Gibson School	1. To maximize student learning in literacy and numeracy.	• Develop a Readying Recovery Professional Growth strategy for Betty Gibson School. • Continued implementation of a Professional Development School and the implementation of a literacy course through the National Network for Educational Renewal (NNER) partnership between Brandon School Division and Brandon University. • Develop three year plan for Indigo Grant to support literacy initiatives at Betty Gibson School. • Action research between Betty Gibson and St. Augustine Schools in the area of Middle Years Literacy Support. • Action research in the area of comprehension utilizing a comprehension pre/post test, literacy support teachers collaborating / coaching with classroom teachers, and professional development sessions. • EAL teachers collaborate / coach with classroom teachers to support stage 3 and 4 EAL learners. • Continued development and implementation of EAL support programming for stage 1 and 2 EAL learners. • Action research between Betty Gibson and St. Augustine Schools in the area of numeracy support. (con't ...)	• 87% of students will demonstrate 1+ years growth in reading level • 75% of students will be reading at grade level • 90% of EAL students will have 1+ stages growth • 75% of students' will have comprehension levels at grade level	Divisional support in the areas of: • Professional growth support from Divisional Literacy Specialist • Professional growth support from Divisional Numeracy Specialist • Professional growth support from EAL Consultant

School	Goals in Quality Teaching/Learning	Actions	Expected Student Achievement Results	Quality Support Services Required
Betty Gibson School (continued)		• Develop a numeracy continuum of essential skills appropriate for a multi-age environment.		
	2. To develop a safe and respectful school community.	• Training of new staff and refreshing of current staff in EBS. • Link the Divisional work on social responsibility and the school work on EBS through supportive activities and multi-age EBS classes. • Creation of six engaging activities that focus on the three aspects of social responsibility (personal attributes, personal skills, cooperation skills) and support EBS that the EBS classes will cycle through during the school year. Skills and attributes are supported through modeling and explicit direction instruction. • Training of new staff and continued implementation of FAST.	• Decrease in office referrals • Increase in examples of student demonstrated aspects of social responsibility	• Divisional participation in multi-age activities from Social Worker and Divisional Elder • EBS professional development support
	3. To improve professional learning opportunities for educators through collective inquiry and dialogue.	• Professional Development School dialogue and inquiry between Betty Gibson School and Brandon University in the area of literacy. • Revisit multi-age philosophy for new staff. • Conduct Betty Gibson School action research projects and Betty Gibson School / St. Augustine School action research projects.	• 90% of teachers will be involved in an inquiry project	• Professional growth support from Divisional Literacy Specialist • Professional growth support from Divisional Numeracy Specialist

School	Goals in Quality Teaching/Learning	Actions	Expected Student Achievement Results	Quality Support Services Required
Crocus Plains Regional Secondary School	1. To emphasize quality teaching in literacy and numeracy.	• Each teacher at Crocus Plains is required to participate in a cross-curricular process resulting in an exchange of learning and a collaboration between teachers. • Establish the sequence and priority of ELA skill development. • Teachers come together to assimilate individual mappings into one common framework for each ELA course. The intent is to establish consistent, sequential skill development as students meet outcomes. Mapping to be completed by the end of January 2010. • Establish common assessments through all levels culminating in Provincial Standards Test. Common assessment are to be completed by January 2011. • Teaching Practice Development is threaded throughout the process as dialogue and reflection occur through this team effort. Dialogue and reflection framed by the question "Am I measuring my practice and/or student learning?". Teaching Practice reflection is ongoing.	• To meet or exceed the Provincial average on Provincial Exam results in English Language Arts (ELA)	Divisional support in the areas of: • Professional / staff development in literacy, numeracy, assessment • Ability to hire new staff that are qualified to support improvement in the ELA Provincial Standards Tests
	2. To emphasize quality learning.	• More focused instruction from teacher to support student learning in preparation for the Provincial ELA exam. • Cross-curricular project in numeracy and literacy.	• To meet or exceed the Provincial average on Provincial Exam results • To have students learn new strategies in numeracy and literacy through cross-curricular experiences	Divisional support in the areas of: • Professional / staff development in literacy, numeracy, assessment

School	Goals in Quality Teaching/Learning	Actions	Expected Student Achievement Results	Quality Support Services Required
Earl Oxford School	1. To increase student achievement in literacy. 80% of Earl Oxford students will reach at or above levels in reading comprehension.	• Brandon University students and school partnership will continue once a week when future educational teachers are not student teaching. • All teachers will focus on generating ideas and word choices within our English Language Arts (ELA) classrooms. • Bi-monthly literacy meetings to establish and conduct feedback and research. • PM Benchmarks for literacy in grades K to 4 and Jerry Johns for grades 5 to 8. • Schonell Spelling assessment for grades K to 8. • Continue with the use of the learner profile that transfers between teachers at the end of each year. • Partnership established with Joe Stouffer, Brandon University Faculty of Education, and his literacy class by providing our students with literacy centers focused on running records, observational surveys, guided reading (and pursuing writing) and one on one conferencing. Teachers facilitate while university students implement the process. The centers will occur once a week for November, December, January, February and some of April. (con't ...)	• To increase literacy achievement in the early years through a partnership with Brandon University in creating balanced literacy centers from grades 1 to 4 • Reading Comprehension – to increase student achievement in literacy by using the same language and strategy techniques from Kindergarten to grade 8 • Writing – to improve students' writing traits by focusing on two aspects of the six traits of writing from the grade 1 to grade 8 level • To move towards a unified assessment tool in literacy within our school	Divisional support in the areas of: • Using school planning money to plan bi-monthly meetings for literacy team to focus on quality teaching and planning (organize materials, develop resources)

School	Goals in Quality Teaching/Learning	Actions	Expected Student Achievement Results	Quality Support Services Required
Earl Oxford School (continued)		• Implementation of Deb Miller's comprehension strategies through professional development, team planning, book studies and videos. • Focusing on generating ideas and word choices within our ELA classrooms. • Creation of a reading comprehension strategy resource booklet at early years and middle years. • Implementation of the learner profile three times a year and shared at reporting times to show growth and achievement.		
	2. To increase student achievement in numeracy.	• To implement a partnership with Sandy Margetts, Brandon University Faculty of Education, in designing a project where Math Methods students work at centered activities with all grades from K to 8. • Partnership established to provide our students with numeracy centers focused on improving repeating and growing patterns. Students will have the opportunity for one on one conferencing. Teachers facilitate while university students implement the process. • Bi-monthly meetings in numeracy. • Development of a resource package of remedial resources to increase student achievement in our lower achieving students.	• To increase addition and subtraction facts by focusing on improving repeating and growing patterns and by using the grades 3, 5 and 7 assessments to try and reach an average growth of 10% at each grade level in subtraction	• Using school planning money to plan bi-monthly meeting for numeracy team to focus on quality teaching and planning (organize materials, develop resources)

School	Goals in Quality Teaching/Learning	Actions	Expected Student Achievement Results	Quality Support Services Required
Earl Oxford School (continued)	3. To increase student achievement and readiness for school at the Kindergarten level.	• Resource teacher and Kindergarten teacher work together to develop the "Ready, Set, Go to Kindergarten" program. • Resource teacher continues implementation and development of "Kinderlinks" program. • Continued development and implementation of a "Kinderlinks" and "Ready, Set, Go to Kindergarten" programs that look at developing a partnership with parents and children of preschool children and inviting them to participate in school readiness activities at the school and at home. • Ready, Set, Go to Kindergarten – three to five sessions in April and May • Kinderlinks continuing every Wednesday from 2:30 to 3:30 pm in the Earl Oxford Art Room	• Track data yearly using the Early Development Indicator (EDI) data and compare same students with the grades 3, 5, 7 and 9 assessments • To increase Earl Oxford results on the EDI and to increase future student readiness for Kindergarten	Divisional support in the areas of: • Divisional funds and resources used to help sustain the programs

School	Goals in Quality Teaching/Learning	Actions	Expected Student Achievement Results	Quality Support Services Required
George Fitton School	1. To increase student achievement in literacy and numeracy through consistent ongoing professional development by all teaching and support staff.	• Monthly grade group meetings (scheduled during school time). • Study group once a month on new resources available to teaching staff (literacy and numeracy resources). • School will focus on writing strategies through exploration of the Six Traits of Writing. • Determine achievement benchmarks in literacy at each grade level to be discussed at the September professional development staff meeting. • Personal professional development opportunities will be granted if they fit with the school plan. • Increase collaboration and communication between staff members through team meetings, staff meetings and grade group meetings. • Mrs. Alexander and Mrs. Steward to provide professional development sessions for Educational Assistants in the area of numeracy. • Mrs. Sutherland and Mrs. MacDonald to provide professional development sessions for Education Assistants in the area of literacy. • Staff meetings will focus on professional development. (con't …)	• 100% of teaching staff will use consistent strategies and utilize all resources available to them when instructing students in literacy and numeracy • 100% of Educational Assistants will receive training in literacy and numeracy strategies to assist teaching staff in instructing students	Divisional support in the areas of: • Professional / staff development in literacy, numeracy, assessment: – a number of our grade 1 and 2 teachers would like to receive the Balanced Literacy training in the 2009/2010 school year – ongoing ICT professional development – new grade 3 assessment changes through the YAG sessions to be offered • Professional / staff development in appropriate educational programming: – we have arranged for our Divisional Learning Support Team to facilitate this on September 24th with our entire teaching staff • Professional / staff development in differentiation of teaching strategies • Dr. Heacox will present "Differentiated Instruction" on September 28th at the WMCA in Brandon – some of our staff will take part in this workshop • Professional development in writing through the use of the Write Traits at each grade level (con't …)

School	Goals in Quality Teaching/Learning	Actions	Expected Student Achievement Results	Quality Support Services Required
George Fitton School (continued)		• Management items will be communicated through e-mail, announcements, Fitton Focus, and short meetings at recess, before and after school. • Professional development in ICT literacy integration will be ongoing and embedded in all unit plans. • Professional development session for all teaching staff on "Appropriate Education" and the programming responsibilities of teaching staff by our Division Learning Support Team scheduled for September 24, 2009. • Focus on adaptations and accommodations and appropriate use of the Individual Education Plan (IEP) and Behaviour Intervention Plan (BIP). • Class profile meetings will take place in October and May to allow school team to determine the needs of the students and again to chart the progress of students. • Teachers will participate in Balanced Literacy Training if it is once again available.		• Research and report(s) in areas of: – preschool education and Kindergarten readiness – successful programs for engaging parents of preschool children – community schools concepts – curriculum integration with Aboriginal context from other schools, etc. • Others: – would like to continue to promote "home reading" with our parent population – require approximately $1000 in home reading books to continue to build resources – would require funds to purchase the Write Trait grade levels – financial support to bring First Nations and other cultural resource people into our school on an ongoing basis

School	Goals in Quality Teaching/Learning	Actions	Expected Student Achievement Results	Quality Support Services Required
George Fitton School (continued)	2. To improve student achievement in the areas of literacy and numeracy by providing the best possible program for all students.	• Provide a "Safe School" environment through ongoing use of Effective Behaviour Support (EBS) strategies, personal safety and anti-bullying programs. • Each class will voluntarily sign up for optional monthly assemblies. • Provide optimal learning times by creating literacy and numeracy "blocks" of uninterrupted instructional time. • Implementing a "Balanced Day" for the 2009/2010 school year. • Guided (direct instruction) in reading / writing / math will be taught in all classrooms. • Literacy Committee will meet monthly to discuss literacy delivery to students and to ensure no duplication of services. • Academic Support, Literacy Support, Resource, Teaching Librarian, and Reading Recovery teachers (Literacy Committee) will provide classroom teachers with additional instructional support for students requiring differentiated instruction, adaptations and accommodations to achieve curricular outcomes. • Effective use of ICT literacy integration with all students. (con't ...)	• 100% of the teachers will consistently utilize "best practice" strategies when programming for students	

School	Goals in Quality Teaching/Learning	Actions	Expected Student Achievement Results	Quality Support Services Required
George Fitton School (continued)		• Ensure the maximum access and use of all available student resources within the school (human, print, manipulative, technological, etc.) through creative scheduling and increased collaboration. • Engaging parents to volunteer or participate in school programs with their child(ren) such as crafts, story time, cooking, and sing songs. • Inviting parents of preschool children to bring their children to participate in "activity time" in the Kindergarten classroom once a week to better prepare them for Kindergarten. • Parents will be invited to learn literacy and numeracy strategies to assist their child in learning (Family Literacy Night). • Development of a "Multi-Cultural Committee" of Mrs. Alexander, Mr. Flett, Mr. Leckie, Mrs. Mitchell and Mrs. MacDonald to plan a scope and sequence of cultural events and programming throughout the school year. • Survey George Fitton community to gain a perspective on First Nations resources available as well as all other cultural resources. • Utilize "Artist in the School" monies from Family Fun Night for exploration of cultural experiences. (con't ...)		

School	Goals in Quality Teaching/Learning	Actions	Expected Student Achievement Results	Quality Support Services Required
George Fitton School (continued)		• Parent evening to discuss importance of home reading and to model effective reading strategies. • Continual formative assessment and revision of student programs through scheduled grade group meetings, team meetings, etc. • Appropriately interpreting assessment results and applying the knowledge to enable strategic teaching. • Reporting on student progress through report cards, student led conference, Individual Education Plans (IEP), portfolios, and learner profiles. • Continuation of "Celebration of Learning" during fall and spring reporting periods.		

School	Goals in Quality Teaching/Learning	Actions	Expected Student Achievement Results	Quality Support Services Required
Green Acres School	1. To continue to improve student writing skills through the full implementation of the 7 Writing Traits (Ruth Culham).	• Increase teacher resources. • Order books for Writing Trait cart. • Get Writing Trait books catalogued and on to cart. • Add lesson plans to the books that have one developed. • Updates in monthly newsletter with students' highlighted trait writing samples. • Displaying of student writing on bulletin boards. • Public address student readings of their writing. • Cross level verbal sharing of writing. • The Librarian will conduct a writing traits program with Kindergarten to grade 4 students. • Staff collaboration on writing traits rubrics to be used. • At the January and February school-based professional development, each staff member will share students' written work, highlighting at least three of the seven writing traits using hard copies and the SmartBoard.	• An overall 4% increase in the writing assessment results at the Multilevel 3 level. • An increase in "Ideas and Organization" to meet or exceed the Divisional mean at the Multilevel 3 level • Increase both areas of the writing assessment (paragraphs and poetry) by 4 points at the Multilevel 5 level	Divisional support in the areas of: • Professional / staff development in literacy, numeracy, and assessment • Professional / staff development in appropriate educational programming – requesting Special Allocation Funding to create a low enrollment program/class to support students currently registered in multilevel classrooms (Multilevel 2/3, ¾, 5/6) at Green Acres School • Professional / staff development in differentiation of teaching strategies.

School	Goals in Quality Teaching/Learning	Actions	Expected Student Achievement Results	Quality Support Services Required
Green Acres School (continued)	2. To continue to supply extra support to at-risk students with low/average ability, low achievement skill, and life stressors who have not been identified as Level I, II or III students.	• Continue with our collaborative team composed of teachers, support staff, and Learning Support Team. • Continue to develop a comprehensive plan comprised of adaptations for each identified student. • Continue to gather, create, and purchase appropriate programming resources. • Continue to provide evidence-based reporting to ensure individual growth and development. • Apply for a 1.25 hour/day Educational Assistant position and a 0.25 FTE Resource Teacher through Special Allocation and Superintendent's Discretionary Funding.	• To discontinue students who have attained their GE reading level. • To continue to raise the remaining students' GE reading level. • To include students who are in need of this program. • To discontinue students who have attained their math GE level. • To continue to raise the remaining students' GE math level. • To include students who are in need of this program. • To discontinue students who have attained their spelling GE level. • To continue to raise the remaining students' GE spelling level. • To include students who are in need of this program.	

School	Goals in Quality Teaching/Learning	Actions	Expected Student Achievement Results	Quality Support Services Required
Harrison Middle School	1. Literacy for At-Risk Students: To assist student in "meeting" grade level expectations. Note: Many "at risk" learners identified will have results that are "not meeting" grade level expectations. Our definition of improvement, therefore, must include students who move from "not meeting" to "approaching" grade level expectations.	• On a class-by-class basis, identify "at risk" learners from reading assessment results. • In work plans, identify "at risk" students and the strategies to address their learning needs. • Incorporate daily teaching practice that responds specifically to "at risk" learner reading assessment results. • Train Educational Assistants in reading strategies and specific reading comprehension programs for assistance to "at risk" learners. • Compile and organize "libraries" (either classroom-based or centrally located) of adapted curriculum materials (e.g., high interest / low vocabulary fiction and non-fiction books) for use by all staff. • Attend available professional development sessions related to reading strategies for "at risk" learners.	• The percentage of students "not meeting" grade level expectations will be 10% or lower by May 2010 (determined by a comparison of results from our school-wide assessments scheduled for fall 2009 and spring 2010)	• "At Risk" Team and classroom teachers • All staff (with assistance from "At Risk" and Literacy Teams) • All staff (with assistance from "At Risk" and Literacy Teams) • "At Risk" Team (specifically Resource) • "At Risk" Team (with assistance from the Literacy Team) • "At Risk" Team members and available classroom teachers
	2. Numeracy for At-Risk Students: To assist student in "meeting" grade level expectations. Note: Many "at risk" learners identified will have results that are "not meeting" grade level expectations. Our definition of improvement, therefore, must include students who move from "not meeting" to "approaching" grade level expectations.	• On a class-by-class basis, identify "at risk" learners from numeracy assessment results. • In work plans, identify "at risk" students and the strategies to address their learning needs. • Incorporate daily teaching practice that responds specifically to "at risk" learner numeracy assessment results. (con't ...)		• "At Risk" Team and classroom teachers • All staff (with assistance from "At Risk" and Numeracy Team) • All staff (with assistance from "At Risk" and Numeracy Team) • "At Risk" Team and available classroom teachers • Resource Teacher and Classroom Teachers (con't ...)

School	Goals in Quality Teaching/Learning	Actions	Expected Student Achievement Results	Quality Support Services Required
Harrison Middle School (continued)		• Attend available professional development sessions related to math strategies for "at risk" learners. • Maintain a record of students who are "at risk" in each classroom. • Ensure all students enrolling in the school are assessed soon after enrollment. • Revise and update records at the Classroom Profile meetings. • Implement Cumulative Assessment Profile, tracking assessment information obtained while student attended Harrison Middle School. • Develop Learner Profiles for "at risk" learners, which will include assessment data, report card copies, work samples, attendance records, and Individual Education Plans (IEPs). • Review information obtained from grades 3, 5 and 7 numeracy assessments and writing results. • Track social/emotional well-being of students through analysis of counselor, resources, Brandon School Division Student Support Specialists, outside agency, and classroom profile feedback. (con't ...)		• Resource Teacher and Classroom Teachers • Resource Teacher, Guidance Counselor, and Classroom Teacher • Classroom Teacher • "At Risk" Team • Principal, Guidance Counselor, Resource Teacher, Home School Liaison • Resource Teacher, Classroom Teacher • Home School Liaison, Resource Teacher, Classroom Teacher, Brandon School Division staff

School	Goals in Quality Teaching/Learning	Actions	Expected Student Achievement Results	Quality Support Services Required
Harrison Middle School (continued)		• Develop and follow IEPs for all learners identified as "at risk". Include use of IEP-at-a-Glance sheets, regular meetings with Educational Assistants. • Review attendance data and determine reasons for frequent absences. Identify students who would benefit from the School Refusal Program. Develop and implement plan for addressing chronic absences.		
	3. Aboriginal Education and Differentiating Instruction: To facilitate the establishment of healthy relationships for "at risk" learners (with staff or peers). Explore options including Student Leadership, Finding My Way, mentoring programs.	• Organize Educational Assistants schedules to maximize student contact time for adequately addressing "at risk" learner needs. Priority is given to core subject areas. Attempt to ensure as much consistency as possible (same EA in the classroom as much as possible). • Education Educational Assistants in strategies for working with students who have difficulties in English Language Arts and Mathematics. Encourage EAs to participate in related professional development. • Facilitate a collaborative approach with the purpose of further strengthening our daily classroom practice. • Provide inservicing on how teachers can effectively use an EA in the classroom. (con't ...)	•	Divisional support in the areas of: • Release time for meeting and planning • Money for additional resources if needed, and professional development

School	Goals in Quality Teaching/Learning	Actions	Expected Student Achievement Results	Quality Support Services Required
Harrison Middle School (continued)		• Locate and allocate resources to provide for adequate "release time" for planning, grade level meetings, collaboration and team teaching with other staff. • Investigate professional journals to purchase and share with staff. Presentation by nursing students on Healthy Living. • Sharing of information with parents: implementation of a column in the school newsletter sharing pertinent or relevant information.		
	4. Literacy / Reading: To assist students in "meeting" grade level expectations.	• Analyze on a class-by-class basis GRADE assessment results and address needs through daily classroom practice (as reflected in work plans). • Continue to focus on curriculum to guide classroom instruction. • Facilitate a collaborative approach with the purpose of further strengthening our daily classroom practice.	• Students' reading skills will show a 5% to 10% improvement by may 2010 (determined by a comparison of results from our school-wide reading assessment scheduled for fall 2009 and spring 2010)	• Review results of additional formative assessments, including the Brandon School Division Formative Literacy Assessment in September 2009 and the MECY Grade 8 Formative Reading Comprehension and Expository Writing Assessments in February 2010 • Enlist the help of our Literacy Consultant • Enlist the help of our Teacher-Librarian • Principal to locate and allocate resources to provide for adequate "release time"

School	Goals in Quality Teaching/Learning	Actions	Expected Student Achievement Results	Quality Support Services Required
Harrison Middle School (continued)	5. Literacy / Writing	• Analyze on a class-by-class basis writing assessment results and address needs through daily classroom practice (as reflected in work plans). • Continue to focus on curriculum to guide classroom instruction. • Share information from the *Write Traits Kit*. • Facilitate a collaborative approach with the purpose of further strengthening our daily classroom practice. • Use the *Putting the Pieces Together* binder to teach and assess writing skills. • Post *Writing Performance Indicators* (from *Putting the Pieces Together* binder) in classroom and place a copy in student portfolios. • Place checklist for revision and editing based on *Writing Performance Indicators* in student portfolios. • Suggested strategies: • Use *Kidspiration* or *Inspiration* to develop pre-writing strategies. • Collaborate as a staff to share useful ICT information like strategies for teaching Internet research skills; e.g., evaluating the credibility of websites, as well as gathering, organizing and prioritizing information in order to create an original final product. • Incorporate SmartBoard technology to foster interactive learning to heighten student engagement.	• Students' writing skills will show a 5% to 10% improvement by March 2010 (determined by a comparison of report card results from November 2009 and March 2010)	• Collect Campbell's labels for education to create money for classroom libraries

School	Goals in Quality Teaching/Learning	Actions	Expected Student Achievement Results	Quality Support Services Required
Harrison Middle School (continued)	6. Numeracy: To assist students in "meeting" grade level expectations.	• Analyze on a class-by-class basis school-wide numeracy assessment results and address needs through daily classroom practice (as reflected in work plans). • Focus on new curriculum and framework document to guide classroom instruction. • Facilitate a collaborative approach with the purpose of further strengthening our daily classroom practice. • Continue to dedicate a portion of LAI time, at least 25%, for basic operations and/or problem-solving instruction and assessment. • Emphasize common math vocabulary amongst teachers and students. • Review outcome-based units (with tests and keys) for grades 6 to 8 with curriculum changes. • Further collaboration to discuss assessment strategies for consistent grade-to-grade assessment (including MANE)	• Students' numeracy skills will show a 20% improvement by May 2010 (determined by a comparison of results from our school-wide numeracy assessments scheduled for fall 2009 and spring 2010).	• Review results of additional formative assessments, including the Brandon School Division Formative Numeracy Assessment in September 2009 and the MECY Grade 7 Number Sense and Skills Assessment in February 2010 • Enlist the help of our Numeracy Specialist • Principal to locate and allocate resources to provide for adequate "release time"

School	Goals in Quality Teaching/Learning	Actions	Expected Student Achievement Results	Quality Support Services Required
J.R. Reid School	1. To increase the literacy achievement of all students.	• Teacher based assessment and observations and continued Provincial and Divisional assessments. • Early Years – restructuring of Early Years, introduction of Literacy Support Position, and continue learning disability project. • Middle Years – Middle Years Initiative, schedule changes for instructional practices, and Resource / Literacy classroom supports for Middle Years.	• An increase in the number of students meeting "at" or "above level" achievement through: – Grade 3 Provincial I- 1% increase in area of Oral Reading Skills and Strategies – Grade 5 Division – 2% increase in total score in 2008 Formative Literacy Assessment – Grade 7 Divisional – 6% increase in Writing from 44.6% (2008)	Divisional support in the areas of: • Professional/staff development in literacy, numeracy, assessment will continue • Professional/staff development in appropriate educational programming … Early Years Structure, Middle Years Classroom Support with Literacy/Resource, Learning Disability Project continuance for Kindergarten and grade 1 • Professional/staff development in differentiation of teaching strategies … school-wide thematic units on Environment, Continuance of Middle Years Initiative, Middle Years Scheduling and Instructional Practices. • Research and report(s) in area of: – programming in area of Literacy Support – programming for High Ability Learners – Diversity and EAL … continued schedule changes for Instructional Practices (MY, Middle Years Support Class – Learning Disability Project (K, 1) – Peer Coaching, Literacy with ICT
	2. To increase the numeracy achievement of all students.	• Teacher based assessment and observations alongside continued Provincial and Divisional assessments. • Early Years – numeracy professional development and learning disability project. • Middle Years – Middle Years Initiative, schedule changes in instructional practices and classroom support in Numeracy and Resource	• An increase in the number of students meeting "at" or "above level" achievement through: – Grade 3 Provincial – slight increase (1%) from 2008 Numeracy assessment – Grade 5 Divisional – 10% increase in stats and probability – Grade 7 Division – 6% increase in overall test score for Grade 7 Numeracy Assessment	
	3. To respect, appreciate and respond to the diversity of all, and to develop safe and respectful school communities.	• Class summary and profiles (summary of information). • School-wide profile and data collected by Resource Teacher, Guidance Counselor. • Provincial/Divisional assessment data collection and analysis.	• Implement Divisional initiatives in regards to: – high ability learner needs – identify diverse learner needs – continue to measure increased academic achievement in literacy and numeracy	

School	Goals in Quality Teaching/Learning	Actions	Expected Student Achievement Results	Quality Support Services Required
King George School	1. To develop and promote positive self worth and social responsibility in all students.	• Effective Behavior Support Program integration social skills. • Review of School-wide Behaviour Matrix. • Incorporate Lions Quest Program. • Bring in guest speakers to do presentations on social responsibility. • Working with cross-grade buddies on a regular basis. • Developing student leadership committees: – School Pride Committee – Student Council – Climate Committee – Principal of the Day • *Covey for Teens*® student leadership group. • Continue partnerships with community groups and after school programs to promote positive behaviour and social responsibility. • Development of student Effective Behaviour Support (EBS) House system.	• All students will develop pride in themselves and demonstrate pride in the school community • All students will demonstrate social responsibility • Students will be exposed to themes in areas of conflict resolution, cultural differences and anti-bullying • 60% of students will be involved in leadership roles • 85% of all students will not have office referrals from September 2009 to June 2010 • Programs and activities allowing the interaction of community members, e.g. Y and School Program, For for Thought, RBC After School Program, to make a positive impact on our school community • Greater student engagement, especially from Middle Years students	• Professional development for Effective Behaviour Support (EBS) and Lions Quest • Half day professional development planning for the EBS committee members • Funds to purchase EBS prizes, tickets, etc. • EBS barbecue to raise funds for committee • EAL professional development for cultural sensitivity • Send some student leaders to *Covey*® Conference
	2. To maximize student learning and achievement in literacy.	• Classroom support, Literacy support, Resource, Teacher Librarian, Reading Recovery and EAL teachers will provide classroom teachers with additional instructional support for differentiated learning in students. • To collaborate planning for Kindergarten to grade 8 literacy. (con't ...)	• Teacher will utilize "best practice" strategies within student programming • Bridging the Early Years and Middle Years critical competencies in literacy • More consistent tracking of student achievement and growth, Kindergarten to grade 8 (con't ...)	• Professional development in literacy assessment • Learner profiles, student portfolios, student led conferences and assessment. • Time to do assessments • Planning time for Early Years and Middle Years, Literacy and Goal 2 committees (con't ...)

School	Goals in Quality Teaching/Learning	Actions	Expected Student Achievement Results	Quality Support Services Required
King George School (continued)		• To have regular Early Years and Middle Years Literacy Team Planning meetings to communicate, collaborated a consistent plan to teach critical competencies using consistent teaching strategies across grades. • Develop consistent student portfolios and learner profiles, Kindergarten to grade 8. • EAL Support Committee.	• All EAL students exiting King George School will, as a minimum, possess the characteristics of a Stage Two Middle Years Learner	• Professional/staff development in differentiated teaching strategies • Release time for EAL committee to plan for effective differentiated instruction to meet the needs of EAL students
	3. To maximize student learning and achievement in numeracy.	• Numeracy to become a school-wide focus. • Target developing students "sense of number" to think flexibly, critically and visually. • Formation of Numeracy Committee to identify and bridge Early Years and Middle Years targeted strategies. • Purchasing math manipulatives for Early Years and Middle Years numeracy. • Making very specific goals with specific strategies and targets. • Contact the Department of Education to help identify our targets. • Positive Math exposure: – Math Club – Bulletin Board – Math Challenges – Math Problem of the Day	• Better understanding of number concepts for students resulting in higher achievement scores (tracked individually) • Students will become better problem solvers • Bridging Early Years and Middle Years critical competencies in numeracy • Student engagement to numeracy	• Professional development in numeracy strategies, curriculum and assessment • Planning time for Goal 3 Numeracy Committee • Funds to purchase math manipulatives and supplies

School	Goals in Quality Teaching/Learning	Actions	Expected Student Achievement Results	Quality Support Services Required
Kirkcaldy Heights School	1. To increase student learning and achievement in literacy and numeracy.	• All students will be engaged in a balanced literacy and numeracy program.	• Based on Divisional, Provincial, and WRAT assessments we will increase the number of students who meet "at level" requirements by 10% • A 20% increase in our grade 3 results in the area of reading comprehension and Word Choice and Conventions in the area of writing. In the area of numeracy, a 20% increase in the recall of subtraction facts	• Focused dialogue at Early Years, Middle Years meeting on awareness of grade level expectations and assessment tools
		• Explore strategies to increase engagement with all learners in literacy and numeracy with an emphasis on male and Aboriginal learners. • School-wide attendance at professional development sessions related to the above. • After school sessions to share and explore strategies and activities, i.e. Brain Research.	• All students will be more engaged in the learning process with an emphasis on the disengaged learner	• Professional development and school-based discussions on engagement strategies, i.e. Brain Research, How Boys Learn, Aboriginal Engagement Programs
		• Opportunities will be available for teachers to participate in sessions to support a balanced literacy and numeracy program.	• Collaboration with Literacy and Numeracy Specialists and other consultants to provide or direct professional development opportunities	• Continued input on needed professional development opportunities

School	Goals in Quality Teaching/Learning	Actions	Expected Student Achievement Results	Quality Support Services Required
Kirkcaldy Heights School (continued)	2. To increase use, integration and safety of technology within each classroom.	• All students will have the opportunity to use the five laptop computers. • Students will engage in quality learning opportunities on safe use of computers. • Complete application for access to the portable Apple computer network system.	• All students will participate in at least three curricular related projects with the use of technology as a component • All students (100%) will participate in presentations on the safe use of technology and be made aware of the dangers of internet • Monitor and track student account suspensions for inappropriate use of technology	• A summary template will be developed for all teachers to complete by May 1, 2010, and submit to school administration via the Kirkcaldy Technology Conference • Students will learn proper use and troubleshooting when using a wireless network • To have at least one inter-grade or inter-school, technology infused collaboration
		• All teacher staff will integrate and demonstrate safety with technology within each classroom.	• Development of exemplars • Maintain records of ICT activities for year end report	• Teachers will continue to share technology infused units with staff via e-mail, grade level meetings, and staff meetings • Teachers of two or more grades will develop a plan to incorporate a quality learning activity for students to implement the inter-grade collaboration
		• Professional/staff development in differentiation of teaching strategies – ICT workshops. • SmartBoards will continue to be purchased by the school and set up in individual classrooms.	• ICT workshops related to technology infusion • Continual increase in ICT technology in all classrooms • The Kindergarten room and room 16 will be fitted with permanent SmartBoards	• Money will be allocated to purchase materials from school/Parent Advisory Council • The technology committee will meet on a regular basis and will continue to explore distribution of resources

School	Goals in Quality Teaching/Learning	Actions	Expected Student Achievement Results	Quality Support Services Required
Kirkcaldy Heights School (continued)	3. To maintain and improve the level of initiatives in place for a safe, respectful school.	• New staff will be inserviced on effective behaviour support (EBS) training. • Celebrating Positive Choices – photos of draw winners from PAW cards and all PAW cards will be displayed. • Continued use of Alternative Recess Room to address the physical aggression on the playground. • School EBS matrix will be reviewed with students twice a year. • Safe Kids Committee/EBS Committee activities with students; e.g. Youth Forum (MY), school song context, adding action and dance moves to song. • Staff and outside agencies will make presentations to students. • Guest speakers (AFM, BPS, BFD) and other numerous community agencies.	• PAW cards/awards to reinforce positive choices • Alternative Recess Room has helped show a decrease of physical aggression on the playground at recess times • 100% of all students will be exposed to the Behaviour Matrix and character trait themes • Safe Kids Committee/EBS Committee reinforces school morale and also leadership qualities	• Year plan of EBS activities: – looking at school teams with a mix of Kindergarten to grade 8 students – use character traits as monthly themes • Gathering resources for character trait activities • Creation of school teams and school song • Organization of monthly activities • Request release time for EBS to prepare program for the 2009/2010 year

School	Goals in Quality Teaching/Learning	Actions	Expected Student Achievement Results	Quality Support Services Required
Linden Lanes School	1. To increase the literacy and numeracy learning and achievement for all students.	• To provide quality learning experiences supported by quality teaching – creating classroom cultures of thinking, questioning and understanding. • Early Years Literacy – Writing Focus – writing traits/assessment – Balanced Literacy/Guided Reading strategies • Early Years Numeracy – Numerical Concepts – exploration of numbers – Digi Blocks/Learning Carpet/Power of 10 • Middle Years Literacy – Writing Focus – "Putting the Pieces Together" Brandon School Division resource – assessment "for", "of" and "as" learning (continued focus) • Middle Years Numeracy – Numerical Concepts – Mathematics Curriculum Framework document / resources • Differentiating instruction with a focus on student engagement (Kindergarten to grade 8) • Unit planning that involves ICT (Kindergarten to grade 8) • HALEP (implementation continued Kindergarten to grade 8)	• Grade 3 Literacy (Reading) – increase score from 56.9 to 57.5 (BSD 50) • Grade 3 Literacy (Writing) – increase score from 57.2 to 58.0 (BSD 50) • Grade 3 Numeracy – increase score from 53.5 to 55.0 (BSD 50) • Grade 5 Literacy – increase score from 54.4 to 55.5 (BSD 50) • Grade 5 Numeracy – increase score from 54.8 to 55.5 (BSD 50) • Grade 7 Literacy – increase score from 46.8 to 50.0 (BSD 50) • Grade 7 Numeracy – increase score from 53.7 to 55.0 (BSD 50)	Divisional support in the areas of: • Professional/staff development in literacy, numeracy, assessment. Balanced Literacy in Action, Writing Strategies, assessment (Middle Years). Professional development opportunities in these areas. • Professional/staff development in appropriate education programming. (Learning Disabilities, ASD) Class Profile meetings, clinical services team. • Professional/staff development in differentiation of teaching strategies. Differentiation of instruction/student engagement. • Research and report(s) in analysis of Divisional formative assessment data. • Others: – organization of professional development opportunities – flexible scheduling to allow staff opportunities to meet (time for "learning conversations") – professional development for Support Staff

School	Goals in Quality Teaching/Learning	Actions	Expected Student Achievement Results	Quality Support Services Required
Linden Lanes School (continued)	2. To continue to develop a safe and respectful school community.	• To provide quality learning experiences supported by quality teaching – – implementation of Effective Behaviour Support as outlined by Linden Lanes Behaviour Matrix for respectful, responsible and safe behaviour – *Covey*® training for Leadership Team (Student Council) – concepts/thoughts taught through Kindergarten to grade 8 multi-age classroom groupings (Lions Quest) – high level of parent/school communication (phone calls, agendas, communication books, webpage, etc) – Indicators of Social Responsibility (Brandon School Division rubric) (Middle Years)	• 100% of the students will follow school rules and expectations as outlined in the Code of Conduct and Linden Lanes Behaviour Matrix	Divisional support in the areas of: • release time for Support Staff to be part of team meetings • EBS training for Support Staff and Teachers new to the Division • Clinical services team as previously listed

School	Goals in Quality Teaching/Learning	Actions	Expected Student Achievement Results	Quality Support Services Required
Meadows School	1. To increase the achievement of all students in literacy skills by implementing differentiation in instructional and assessment strategies in the writing domain.	• MY/EY Literacy Committee develop guidelines/templates for developing essential learning outcomes for the writing domain. *(completed)* • Teams develop essential learning outcomes for each grade level for the writing domain. *(completed)* 2009/2010 • Teams develop common assessments for identified essential learning outcomes for the writing domain. • Teams develop supportive instruction strategies to enable all students to meet the essential learning outcomes for the writing domain. • EY and MY teams collaborate about essential learning outcomes (bridging grade levels). • Develop information package about essential learning outcomes and instructional strategies for teachers / educational assistants / students / parents.	2009/2010 • Grade 3 writing results increase by 5% and score at or above BSD mean • Grade 5 writing results increase by 5% and score at or above BSD mean • Grade 7 writing results increase by 5% and score at or above BSD mean • Links between increasing writing achievement and reading achievement – continue data collection	2009/2010 Divisional support in the areas of: • Literacy instruction and in literacy assessment practice • Appropriate educational programming (EAL, At Risk, Aboriginal) • Differentiation of teaching strategies • Policy support; assessment and literacy • Continued Divisional data collection and analysis • Resourcing school development planning at the school level

School	Goals in Quality Teaching/Learning	Actions	Expected Student Achievement Results	Quality Support Services Required
Meadows School (continued)	2. To engage all students in becoming responsible citizens of exemplary character who appreciate, respect, and celebrate the diversity of our school community.	<u>2009/2010</u> School Community Well-Being Committee plans ... • Family Grouping events (four) focused on stated goal and celebrating Canada. • Celebrating Diversity day event planned for February (application for grant) • Parent Information Evenings for September school entry; EAL parents (translators). • Revision of school handbook to reflect changing needs of students/parents and Meadows School community.	<u>2009/2010</u> • Student participation (disaggregate data) in school activities / events / actions • Parent participation in school activities / events / actions • Staff / student / parent feedback about activities / events / actions • Discipline arising from diversity issues • Use of "character development continuum" to provide data	Divisional support in the areas of: • Resourcing for EAL student population • Funding for translators • Resourcing for school development planning • EAL Consultant support • Aboriginal Education Counsellor support

School	Goals in Quality Teaching/Learning	Actions	Expected Student Achievement Results	Quality Support Services Required
Neelin High School	1. Continue focus on the development of literacy skills across the subject disciplines in order to engage all students with quality learning opportunities.	• English Language Arts (ELA) department will continue their work with Curriculum mapping – Grades 9-12 ELA courses. • All ELA courses will be plotted using Curricuplan software. • Languages department at Neelin will improve written and grammar skills with their students to increase competency in these areas – improved reading skills in French. • Teachers will model for their students how to dissect text and read with a purpose in mind. Synthesis, deductive reasoning, proper referencing strategies will be a main emphasis. • Continued emphasis on differentiated instruction strategies with all teachers. • Continued focus on infusion of technology in all disciplinary areas.	• Consistent and improved Provincial exam results above the Provincial mean • Formative and summative assessment activities will reflect achieved outcomes • Oral, written and visual presentations created by students will illustrate an improvement in speaking, writing skills – increased communication between students in French • Students will transition between grade levels, discipline areas and will exit from grade 12 with a better understanding of how literacy is connected – stronger application of the knowledge and how it is interrelated • student learning will be enhanced with teachers' increased access to technology, i.e. SmartBoard technology that will enhance student learning in a positive manner	Divisional support in the areas of: • The opportunity to access support from the Literacy Consultant as well as the Languages Consultant • Collegial time with teachers from the other two high schools working on similar curricular activities in their respective schools • March 19, 2010 – school inservice day with staff consultants from Department of Education (Warren Nickerson and Linda Thorkalson) to assist staff with appropriate assessment strategies to support Assessment For, As and Of Learning • Participation (interdisciplinary representation) at Differentiated Instruction – Professional Development session in early September 2009 (Dr. Diane Heacox) • Access to more professional development dollars to support professional development opportunities and release time to work collegially • .75 on-site literacy support teachers as well as a full-time teacher librarian

School	Goals in Quality Teaching/Learning	Actions	Expected Student Achievement Results	Quality Support Services Required
Neelin High School (continued)	2. Promote the International Baccalaureate (IB) Program within the school and community to raise awareness and increase numbers with respect to registration.	• Current IB staff will meet with administration on a regular basis in 2009/2010 to plan and review strategies in anticipation of the 2010 registration season. • Implementation of a pre-IB level at grade 10 with an emphasis on English Language Arts (ELA) and Science courses for 2010/2011. • Explore the current IB course offerings with the expectation that Geography and Physics be added as IB courses at Neelin possible for a 2011/2012 implementation. • Early identification of students – meet with parents of potential IB students. • Initiate/continue discussions with Provincial post-secondary institutions to encourage increased bursaries, advanced standing for graduating IB students. • Begin initial work in preparation for five-year IB review process. • Maintain current timetable structure with respect to those courses taught at the higher level.	• A greater percentage of the current student population at Neelin will have a better understanding of what IB is what it could mean to them with respect to post-secondary opportunities • Increased number of students exposed to the IB curriculum with more students attempting the Diploma route as well as individual IB certificates • Increased number of students graduating with a full IB diploma • Flexibility in timetabling for students with an increase to IB course offerings – students will be better able to address their strengths and will be less apt to take an early exit from the program • Students and parents will be better prepared with respect to the expectations associated with this type of programming	Divisional support in the areas of: • On-going professional development support for teachers • Maintain on-going support for innovative programming to support student success in school • Full-time teacher-librarian available to assist with the IB program, i.e. research, extended essays, etc. • .25 IB Coordinator to work with new counsellor • Divisional assistance with the promotion of the program with respect to the Chamber of Commerce, local businesses and post-secondary schools that may be interested in supporting the program • IBO Prairie support team

School	Goals in Quality Teaching/Learning	Actions	Expected Student Achievement Results	Quality Support Services Required
Neelin High School (continued)	3. Continue to enhance special needs student learning with a focus on employability and work experience opportunities, as well as infusing technology more into the regular Life Skills classroom setting.	• Implement appropriate assessment. • Continue to connect with worksites in the community to support the needs of the Life Skills student population.	• Students will have the opportunity to interact with technology, i.e. SmartBoard Students with multiple disabilities will be able to access SmartBoard technologies related to other IEP programming goals such as fine and grow motor skills, music, choice making and visual tracking • Appropriate assessment of individual students performance on worksites to assist students to advance with strong community living skills	Divisional support in the areas of: • Access to appropriate professional development opportunities • Access to Divisional technology staff to assist with training
	4. Maximize student learning opportunities for students identified as EAL learners.	• Identify staff and begin preliminary discussions and training for the integration of English as an Additional Language students. • Develop programming model that will best fit with existing resources at Neelin. • Professional development opportunities for staff as it pertains to EAL programming (EAL classroom and sheltered content areas). • Create with all students a respectful and inclusive learning environment.	• EAL students will experience a viable program that will challenge them in all areas of language development • EAL students will experience and demonstrate language growth as Stage 1 learning in an EAL program • Demonstrated growth with staff as it directly relates to an increased knowledge base with teaching strategies necessary to support EAL learners • Assessment and Educational plans for EAL students are developed using a consultative approach • EAL students involved in extra-curricular activities	Divisional support in the areas of: • Opportunities for staff to meet with EAL Consultant as well as Divisional colleagues already working with EAL students at the high school level • Funding support for EAL staff position • Professional development monies to support EAL programming

School	Goals in Quality Teaching/Learning	Actions	Expected Student Achievement Results	Quality Support Services Required
École New Era School	1. To improve our school climate and develop a more positive school environment that promotes communication and celebrates learning.	• Improve and expedite communication with our EAL community, i.e. translating school documents (EBS matrix, handbook, reports, etc.) into Mandarin and Spanish, specific EAL triad conferencing with translators present, frequent meetings with EAL parents to clarify school expectations, planning during release time, etc. • Emphasize the broad multicultural and multilingual nature of our school through celebrations of our diversity, e.g. formal multicultural celebrations (a celebration of nations), informal actions – different versions of O Canada, announcements in different languages, a monitor in the front foyer. • Conduct open, honest and ongoing dialogue regarding the impact of the French milieu debate on our school and subsequent processes through a third-party facilitator (school social workers). • Increase collaboration and communication between staff members through more focused staff meetings, a focused year plan of school activities, reinstituting La Semaine as a means of communication.	• A 5% increase in literacy and numeracy results for our EAL students (grades 1 to 6) measured through our school-based, Divisional and Provincial assessment and reporting structures • Students will feel increasingly proud of their identity as an individual and as a contributive partner in our school • Positive and respectful relations between students, parents, community and school as we address change	Divisional support in the areas of: • Access to our EAL Consultant • Access to translation services to improve our communication with our EAL community • School social workers facilitating dialogue and providing support throughout change process

School	Goals in Quality Teaching/Learning	Actions	Expected Student Achievement Results	Quality Support Services Required
École New Era School (continued)	2. To increase use, integration and safety of technology within each classroom as a means to improving student literacy.	• ICT workshops related to technology infusion, specifically with SMART technology, Photo Story, digital microscopes. • Continued planning work with peer coaches in developing unit plans that are inclusive of Literacy with ICT skills, knowledge and values. This will be better accomplished through release time. • Maintain logs of ICT activities and learning for a year-end report and to monitor our commitment to ICT integration. • Increase access to SmartBoards as a quality instructional tool through sharing time on existing boards, purchasing additional boards and projectors. • Plotting our students on a school-wide ICT continuum as a part of our class profile process to better target our ICT instructional needs. • Increase opportunities to showcase student achievement in integrating ICT into their classroom learning, e.g. TV monitor in the lobby, to continue to generate excitement about ICT learning in our school.	• All students will participate in at least three curricular-related projects with the use of ICT as a critical component of learning • All students will participate in presentations of the safe use of technology and be made aware of the dangers of the internet • We will develop a baseline of students' core competencies of ICT knowledge, skills and values	Divisional support in the areas of: • Cathy McLaren and ICT Department staff to assist in planning professional development opportunities for staff • Release time provided through ICT Department to allow peer coaches to continue their work • Discussions with Cathy McLaren and Brent Ewasiuk as to how mobile laptop labs may be of assistance in the integration of technology • Exploration of partnerships with other schools where ICT integration for student achievement has been done successfully (in collaboration with the Technology in Learning Specialist K-12)

School	Goals in Quality Teaching/Learning	Actions	Expected Student Achievement Results	Quality Support Services Required
École O'Kelly School	K-8 Literacy (Writing and ICT) 1. To improved student comprehension and critical thinking in reading fictional material, as evidenced by the quality of their oral and written responses. 2. To improve the motivation and interest of students for writing/composition tasks. 3. To improve the organization and ideas traits in student writing. 4. To integrate ICT into teaching and learning. 5. To teach students at each grade level to: - think critically with ICT (e.g. research, organize info, analyze) - think creatively with ICT (e.g. design, revise, enhance - use ICT responsibly	• Implement and experiment with 6 + 1 writing traits. Model at all grade levels, focus on topic, ideas and organization. • Development and implement consistent instructional language and strategies across the grades. • Develop rubrics to instruct and assess writing. Use rubrics to move to higher level. • Model writing traits and strategies. • Focus on fiction, giving opinions, critical thinking, written responses, nonfiction research, solving and creating math word story problems, cross-curricular opportunities. • K-3 teachers to provide more experiences for students to practice story development (e.g. from teacher read aloud, student reading, beginning middle end sequences, sequence pictures). • Involve Aboriginal story teller at O'Kelly for a week in March. Do follow up activities in class (e.g. story or poetry writing, oral tradition). • Integrate use of ICT as a means of facilitating and motivating students with the writing process (e.g. researching, composing and presenting using a variety of purposes and formats). (con't ...)	• Improved student performance in writing and numeracy (problem solving) assessments • In grade 3, overall student achievement will improve by 7 to 10 points above the 2008 school mean results in reading, writing and math problem solving (Divisional and Provincial assessments) • In grades 5 and 7, overall student achievement will improve 7 to 10 points toward the Divisional average in the Divisional literacy assessments and in the problem solving tasks of the Divisional numeracy assessments • Improved student writing performance scores of classroom work as assessed using "traits of writing" rubrics • Improved student ability to solve and create word story problems in mathematics • Improved student excitement and productivity during writing time • Evidence on portfolio and at celebration of learning	• School development plan funds for release time for regular grade level team meetings • Access to resources, resource people, professional development opportunities re: Write Traits (teaching and assessment) • Assist school-based "student motivation" study group (meeting money, suggested resources, Division study group if interest in other schools) • Assist staff in researching and finding/developing a K-8 continuum of skills for math problem solving, and in rubric development for each grade level • ICT: - assist with purchase and installation of an additional SmartBoard - provide school-based staff training opportunities as requested (e.g. Kidspiration, Inspiration, video editing, e-portfolio, Front Page, designing programs for the SmartBoard, animation, comic strip maker) - search for better typing and keyboarding programs, e-pals

School	Goals in Quality Teaching/Learning	Actions	Expected Student Achievement Results	Quality Support Services Required
École O'Kelly School (continued)		• Collaborative study and dialogue as a staff team throughout the process, both early and middle years (grade level meetings every two months). • Collaborate with colleagues in other schools who have same goals. • Display and highlight student written work more often on hallway bulletin boards, assemblies, morning announcements. • Research and find/develop a K-8 continuum of skills for math problem solving. • Prepare a rubric for math problem solving for each grade level. Use the one from grade 5 and 7 Divisional assessments as a starting point. • Staff study group/think tank to research factors affecting student motivation and strategies for improving it.		

School	Goals in Quality Teaching/Learning	Actions	Expected Student Achievement Results	Quality Support Services Required
École O'Kelly School (continued)	Enhancing Wellness and Maintaining Positive School Spirit 1. To provide a more positive and welcoming environment. 2. To maintain positive school spirit within a safe and respectful school community. 3. To increase parent and community involvement in the school. 4. To respond appropriately to maintain the emotional and physical wellness of students, families and staff during times of deployment.	• Introduction of STARR (Stop Think & Act Respectfully and Responsibly) cross-grade group activities, STARR tickets (replacing "caught you being good") leading to Principal of Day. • Effective Behaviour Supports (EBS) – teach the new matrix and reinforce it through STAFF group activity days. • Clarify student behaviour expectations and protocols for following up with incidents, consequences, common problem solving format. • Hold monthly assemblies with more participation from classes. • Provide more school-wide spirit/fun activities and celebrations to create positive memories and relieve stress by having fun (e.g. sports events, recess intramurals, spirit week and days, talent show, cross-grade buddies, class cheers). • Work with Base Fitness Directors, Brandon School Division and other community agencies to provide after-school gym time at least once a week. (continued ...)	• Emotional stability during times of parent absence • Maintain or improve levels of student achievement • Decreased number of incidents of inappropriate behaviour by students (white slips, office referrals, teacher records) • Greater student satisfaction as evidenced by the re-administration of sections of the school satisfaction survey (e.g. "I enjoy school") • Expression that timely and appropriate resources were provided • Positive relations between students, parents, school • More parents and community members will be involved as volunteers in the school	Divisional support required in the areas of: • Finding for EBS – planning time for committee, incentives, Division-wide networking • Quality Social Worker support – scheduled and on call as needed to assist with behaviour plans, monitoring volatile students, morale, emergent emotional situations, seeking community resources • Assist counsellor and staff to meet the emotional needs of our students • Continue to recognize the uniqueness of a school on a military base by continuing to provide additional staff and support services, special allocation funds for appropriate educational programming to meet student needs • Counselling and support for staff, both teaching and support staff, as we are going into a deployment year • Funding and opportunities for staff wellness activities • ICT – *Front Page* training for new staff to develop class websites • Assist in providing resources for after-school gym time, similar to Lighthouse Program

School	Goals in Quality Teaching/Learning	Actions	Expected Student Achievement Results	Quality Support Services Required
École O'Kelly School (continued)		• Have more family oriented activities throughout the year (e.g. Open House on first day of school, September BBQ, Christmas dinner, family dance, Family Fun Night). • Develop programs, incentives, communication that would bring more parents into the school (e.g. open house during the day, better explanation of volunteer opportunities, use their talents/skills, parent room, weekly pre-school program). Provide babysitting. • Work with Parent Council to determine how to make the school more welcoming and get more parents involved. • Maintain new students focus group to find out how they are settling in and how our school compares to their previous one. • Provide up-to-date school and class related websites that can be accessed by parents who are away. Arrange for *Front Page* refresher and training for staff. • Provide support for students: - behaviour supports, anger management - counselling - empathetic listening and response - anxiety reduction, stress relief, laughter, art therapy (individual, small group, whole class) (con't ...)		

School	Goals in Quality Teaching/Learning	Actions	Expected Student Achievement Results	Quality Support Services Required
École O'Kelly School (continued)		• Arrange for counselling, information and support for staff, as a group and individually (e.g. info at staff meetings, articles to read).		

School	Goals in Quality Teaching/Learning	Actions	Expected Student Achievement Results	Quality Support Services Required
Riverheights School	1. To increase individual student achievement in numeracy and literacy skills through differentiated instruction.	• Continue profile meetings in September/October and March. • Continue sharing of educational assistants so that there are specific periods where teachers can plan for additional adults available to work with student groups. • Continue identification and plan for appropriate education programming of students requiring intervention through profile meetings and resource team meetings. • Provide collaboration time for grade-alike groups to meet and plan units of study. • Develop an inventory of resources currently in the school and make all staff aware of these on a regular basis. • Examine the possibility of partnering with Brandon University to allow for their students to work with our students in the areas of literacy, numeracy and ICT. • Establish differentiation committee to develop and share differentiation strategies with other staff.	• Overall grade level achievement scores will be at or above the Brandon School Division mean (grades 3, 5, 7 and 9 assessments) **Note:** Beginning in the 2010/2011 school year, percentages will need to be used to determine a target for student growth. The 2009/2010 school year will be used to establish a database	• Professional development opportunities related to differentiation • Availability of Literacy Specialist and Numeracy Specialist • Release time for collaborative endeavours

School	Goals in Quality Teaching/Learning	Actions	Expected Student Achievement Results	Quality Support Services Required
Riverheights School (continued)	2. To develop social responsibility in all students.	• Explicit social skills training by guidance counselor / classroom teacher, as needed. • Expand the work of the Student Leadership Group within the school, incorporating charity work into their mandate. The goal will be for the Leadership Group to oversee a charitable activity within each classroom. • Utilize older students in the school as mentors for the younger students, both in social and academic settings. • Continue with the multi-age activities on a regular basis, attaching academic activities to go along with the social activities.	• The social responsibility of students will show growth through the school year (measured by daily observation and on report cards and/or student self assessment)	• EBS – release time for staff to meet • The Youth in Philanthropy groups from the high schools may be involved to assist our Leadership Group in planning charitable events
	3. To increase individual student achievement in numeracy and literacy through the use of technology.	• Develop an inventory of resources and to make all staff aware of what is already available in the school. • Provide professional development opportunities for staff with regard to technology, particularly in the area of incorporating the use of the SmartBoard into classroom instruction. • Make collaboration time and professional development opportunities available for staff to plan units of study which will incorporate technology into their classroom practice. • Provide opportunities for the staff to visit other schools to see the usage of technology in other buildings.	• All student achievement scores will be at or above the Brandon School Division mean (grades 3, 5, 7 and 9 assessments)	• Professional development opportunities through the ICT Department • Release time for staff to plan units incorporating technology

School	Goals in Quality Teaching/Learning	Actions	Expected Student Achievement Results	Quality Support Services Required
Riverview School	1. Literacy: To maximize student learning and achievement in literacy.	• Riverview staff will hold regular team planning meetings to communicate and collaborate on a consistent plan to teach critical competencies using consistent teaching strategies across grades. • Literacy Support Teacher, Resource, Teacher Librarian, Reading Recovery and EAL teachers will provide classroom teachers with additional instructional support for differentiated learning in students. • Review – "Success for all Learners – Differentiated Instruction" • Staff will develop common assessment tools in literacy and discuss strategies to focus on use of the identified resources. • 100% of teachers will use the Write Traits Program. • 100% of teachers will use the common assessment tools	• Students' reading comprehension will increase so that 80% of students will demonstrate "at level" performance • Students' writing will improve so that 80% of students will demonstrate "at level" performance	Divisional support in the areas of: • Professional / staff development in differentiated teaching strategies • Professional development for teachers on how to develop student acquisition of skills for comprehension • Professional development on the Write Traits Program; money to support implementation of the Write Traits Program • Professional development on PM Benchmarks or Fountas and Pinnell, running records; money to purchase common assessment tools (e.g. Fountas and Pinnell kits)
	2. To increase student achievement and readiness for school at the Kindergarten level.	• Kindergarten teacher and administration will work together to develop the "Reading, Set, Go to Kindergarten" program. • Resource Teachers will introduce implementation and development of a Kinderlinks program. • Develop a partnership with parents of pre-school children and invite them to participate in school readiness activities at the school and at home.	• EDI scores will improve to correspond with Brandon School Division norms	

School	Goals in Quality Teaching/Learning	Actions	Expected Student Achievement Results	Quality Support Services Required
Riverview School (continued)	3. School Climate: To create a positive learning environment for staff and students where communication is promoted and learning is celebrated. Emphasis to be placed on: - staff wellness, - student citizenship, and - community building.	• Work time into regular staff meetings for school climate changes. • All EBS activities/procedures will be communicated to all staff. • Hold monthly gatherings of staff for wellness and team building. • Create social buddies for new teachers. • Review/introduce the "Behaviour and Consequences" cart with all staff. All staff (including new) will understand the chart and integrate it into classroom rules. • Review/introduce Raven Behaviour Matrix. • Target and track "green, yellow and red zone" students. • Target and track all positive behaviours (STARS) and misbehaviours. • Adopt a "red zone student". • Revisit "Working It Out" Program. • Bring in guest speakers to give presentations on social responsibility. • Have monthly school-wide multi-age activities which include community partners. • Develop student leadership committee – Student Council. • Hold cultural celebrations to recognize all cultures in the school. Involve students in planning to increase their level of involvement, and incorporate with Celebration of Learning.	• 100% of all new teachers will have a social mentor • 90% of all students will be "green zone" students • Reduce "red zone" misbehavior to 50% of total school misbehaviours • Students will be exposed to themes in areas of conflict resolution, cultural differences and anti-bullying • All students will demonstrate improved social responsibility.	• Student Support Specialists will be part of the mentoring progress • Student Support Specialists will work on social skills with "red zone" students • Professional development for EBS and Working It Out Program • Funds to purchase EBS prizes • Half day professional development planning for the EBS committee members

School	Goals in Quality Teaching/Learning	Actions	Expected Student Achievement Results	Quality Support Services Required
St. Augustine School	1. To facilitate academic success of EAL students, St. Augustine staff will develop and implement supportive classroom instruction, as well as participate in professional development opportunities and direct support for students.	• Professional development through in-school collaboration between classroom and EAL teacher. • Direct intervention for the EAL students will continue – prioritizing the students with the greatest delay in language skills and blocking longer times with those students. • EAL teacher will spend part of the time within the classroom, depending upon the needs of the children. • A cultural celebration will be held to recognize all cultures in the school – newcomers and those who have been in our school. Involve the middle years students in planning to increase their level of involvement, and incorporate with Celebration of Learning. • Improve the home school connection by having interpreters at all interviews and by translating more documents into Spanish. • As well as language instruction include the EAL students in additional literacy support to increase their level of reading and writing skills. • Investigate the FAST Math program recommended by MECY for EAL learners to assess and address math delays. • Investigate new resources to support middle years EAL learners, i.e. EDGE text resource.	• EAL students will show growth in language skills in relation to entry language levels • EAL students will be successful in the classroom, due to the professional learning of the staff and the support of the EAL position • Staff will demonstrate increased knowledge in the strategies to support EAL learners and provide appropriate programming • EAL students will demonstrate an increase in text level and comprehension in reading and in writing vocabulary • EAL students will demonstrate increased understanding of number concepts	Divisional support in the areas of: • EAL teachers meetings to develop programming and share information about assessment, resources and strategies • Support of the EAL coordinator in researching new resource and programming options

School	Goals in Quality Teaching/Learning	Actions	Expected Student Achievement Results	Quality Support Services Required
St. Augustine School (continued)	2. St. Augustine staff will develop a supportive network of assessment, classroom instructional contexts, professional development, and direct tutorial assistance, designed to increase the **academic achievement in numeracy**, of all learners and to accelerate the learning of the less successful learners in our school.	• To coordinate and expand the manipulatives available to support math instruction at early and middle years. Organize in central location on moveable cart for middle years so all can access. Early years to replace some materials and reorganize central storage. • Professional development conversations in relation to new Math Makes Sense resource – explore the use of webinars through Pearson and possible First Steps in Math training. • Investigate diagnostic math assessments and interventions for those students delayed in math at the grades 3 and 4 level through the academic support position.	• To increase the understanding of number concepts so that 85% of all students will demonstrate "at level" performance • At the grade 4 level to engage in a small group intervention to assess the development of the students and provide focused instruction to accelerate the learning of the identified students	Divisional support in the areas of: • Additional half time staff person to share grade 4 teaching and provide additional academic support • Support of the numeracy consultant in regards to resources for assessment and instruction
	3. To support the engagement of students through the High Ability Learners Enrichment Programming (HALEP) and through the integration of technology in the curriculum.	• HALEP teacher will complete the engagement survey with all students in the school in September to provide a baseline for classroom and HALEP programming. • Blocks of time at each grade level for HALEP programming. • Restructuring of the teacher-librarian time to allow for more direct work with students on research and use of the library. • Technology resources – investigate the possibility of additional SmartBoard or mimeo boards, as well as a pod of laptops to supplement classroom computers.	• Pre- and post-engagement surveys will demonstrate an increased level of engagement with curriculum projects • 85% of the students will show an increase in engagement factors based on the pre- and post- survey. • Project analysis will reflect that 50% of the activities will aim to extend critical thinking skills such as drawing conclusions, synthesizing and applying. • ICT continuum will document increased technology skill of students.	Divisional support in the areas of: • Ongoing professional development in HALEP project – sharing of strategies from Confratute • Ongoing professional development in various software applications through ICT Department and peer coaching model

School	Goals in Quality Teaching/Learning	Actions	Expected Student Achievement Results	Quality Support Services Required
St. Augustine School (continued)	4. St. Augustine staff will develop a supportive network of assessment, classroom instructional contexts, professional development, and direct tutorial assistance, designed to increase the academic achievement of all learners and to accelerate the learning of the less successful learners in our school in the **area of literacy**.	• To improve the achievement of our students in writing, staff will discuss strategies and focus on use of the following resources: - First Steps in Writing - Write Traits activities - Putting the Pieces Together (Brandon School Division writing assessment tool) Professional development half day for each team organized as K-1, 2-4, 5-8. • Literacy support provided to students in grades 2 and 3 under the literacy project. Prioritize highest needs students so daily service is achieved. • Literacy support teacher will facilitate school-wide action research project focusing on strategies and demonstrating strategies in class. • Middle years literacy action research project – team formed of grade 4 teacher, grade 4 academic support teacher, grade 5 teacher released to do middle years literacy, literacy support teacher, and team from Betty Gibson School. Research into accelerating the literacy levels of students delayed in reading and writing at the grades 4 to 8 level. • Continued investigation of programming for students with learning disabilities resulting in literacy delays in excess of two years.	• To increase the achievement level of students in writing so that 85% of students will demonstrate "at level" performance in writing • Students identified through the literacy support program in grades 2 and 3 will increase their text level and writing to "at level" performance • Students identified in the middle years action research project will demonstrate an increase in text level, comprehension and writing level beyond the entry levels	Divisional support in the areas of: • Additional staff provided at the grades 4 and 5 level to address student achievement through the action research project • Release time for the cross school teaming • Support of research and reports in the areas of: - data collection and analysis of the action research program and literacy support at early and middle years • Continued support of the Division in the development of programming for a tutorial model for students with severe reading delays – support of H. Rogers – school psychologist in this project.

School	Goals in Quality Teaching/Learning	Actions	Expected Student Achievement Results	Quality Support Services Required
Valleyview Centennial School	1. Numeracy: To increase knowledge and understanding specifically in the strand of number concepts.	• Inventory of mathematics resources. • Purchase of numeracy resources. • Setting up and maintaining a numeracy resource space. • Planning/setting up a numeracy assessment plan. • Individual assessment of lowest 20% in number concepts (baseline data September). • Summative re-assessment at end of second and third terms. • Small group and individual intervention (afternoons). • Incorporate technology into numeracy acquisition. • Hold collaborative planning half day monthly. • School-based numeracy professional development (specific to delayed numeracy learners). • Math celebration(s), i.e. Math Olympics.	• Demonstrated growth of the lowest achieving 20% of students in grade 3 Provincial assessment and grade 5 Divisional assessments	• Collaboration/planning between academic support teacher and Divisional Numeracy Specialist • Collaboration/planning half day monthly between numeracy teacher and classroom teachers (sub costs) • Incorporation of assistive technology and multiple intelligences into curricular units – wireless access, software, collaborative planning time
	2. Literacy: To improve students' ability to understand and draw conclusions from text both orally and in written form, and to improve students' ability to think about their own learning as a reader (metacognition/reflection) both orally and in written form.	• Screening of grade 1 literacy. • Assessment of lowest 20% in literacy skills in September, grades 2 to 4. • Profile meetings in September, November and March. Weekly resource/literacy tracking. • Re-assessment in June to determine achievement. • Daily small group and individual literacy intervention (morning). • Purchase of additional literacy materials including PM chapter books. (con't …)	• Demonstrated achievement increase by 10% in students' literacy competencies	• Collaboration/planning between academic support teacher and Divisional Literacy Specialist • Collaboration/planning half day monthly between literacy teacher and classroom teachers (sub costs) • Incorporation of assistive technology and multiple intelligences into curricular units – wireless access, software, collaborative planning time

School	Goals in Quality Teaching/Learning	Actions	Expected Student Achievement Results	Quality Support Services Required
Valleyview Centennial School (continued)		• Monthly half day collaborative planning. • Plan school-based literacy professional development specifically to support delayed learners. • Incorporate technology into literacy acquisition. • Plan the integration of the multiple intelligences into curriculum implementation. • Collaborative planning of integrated units to include multiple intelligences and technology. • Middle years tutorials.		
	3. Climate: To increase the students' ability to understand social responsibility and to model it in their every day behaviour.	• Revise behaviour matrix. • Establish EBS behaviour crisis team. • Monitor intervention at resource and resource / clinical meetings. • Training session(s) on NVCI de-escalation strategies (whole staff). • 'Incident' response plan and communication process established. • Positive reward plan to be developed. • Social skills training, classroom integrated. • Office referrals include social skills teaching component. • Cross-grade activities. • Anger management small group training. • Use of matrix as a social skills teaching device. • Peer mentor program.		

School	Goals in Quality Teaching/Learning	Actions	Expected Student Achievement Results	Quality Support Services Required
Vincent Massey High School	1. To continue with the collaborative curriculum program delivery in several subjects and to improved the assessment, evaluation and reporting processes for students.	• Grades 9 and 10 Science: School / department development meetings to finalize summative assessments, composition of summative assessments, and Grade Group reporting template.	• Revised units based on improved assessment, evaluation and reporting procedures – agreement to summative assignments, improve composition of summative assignments – high level thinking, and development of a consistent Grade Group template for reporting	
		• Grade 9 Social Studies: School / department development meetings to finalize summative assessments, composition of summative assessments, rubrics, and Grade Group reporting.	• Revised units based on: - sequencing of formative assessment activities to the Damien Cooper framework - re-examination of rubrics used for research/projects - improve composition of summative assignments – high level thinking - create a standard Grade Book template for reporting	
		• Grade 10 Geography: Departmental curriculum development meetings.	• Two units will be developed that will focus on the following: - research and application focus with lessons sequenced according to the Damien Cooper framework	
		• Grades 9 to 12 English Language Arts: Department meetings to continue process of curriculum mapping. (con't ...)	• Completed curriculum map for grades 9 to 12 • Core competencies at the grade 9 level in reading, writing and speaking is identified for future unit development by teachers	

School	Goals in Quality Teaching/Learning	Actions	Expected Student Achievement Results	Quality Support Services Required
Vincent Massey High School (continued)		• Grade 9 Report Card: Grade 9 report card and/or process that provides more information about the students' skill development and/or skill/competency development to students and parents.		

School	Goals in Quality Teaching/Learning	Actions	Expected Student Achievement Results	Quality Support Services Required
Waverly Park School	1. Create an EAL Survival Kit for new students entering with little or no previous English language background.	• Establish planning time at the 3/4; 7/8 grade levels to discuss and review class, school and Brandon School Division resources in this area. • Decide on beginning "theme" and routines to establish with "new" students. • Prepare resources for EAL learners that will allow for some independence at these levels and provide some meaningful connection to their age group. • Utilize school and Brandon School Division EAL staff to assist with this initiative.	• EAL students will have purposeful introduction to school setting • Reduction of "stress" on students and staff as there is something available upon new student entry into school; i.e. starting point • EAL integration into the regular class setting will be facilitated	Divisional support in the areas of: • EAL Specialist consultation with staff • Opportunities to share with other EAL sites their "start-up classroom kits" • Further professional development on the value of integration for EAL learners
	2. Grades K/1/2 Literacy - guided reading - guided writing Establish reading and writing levels for all grades K to 2 students.	• Created ability groupings in both areas as required. • Devote focused teaching time to both areas minimum of three times per cycle. • Utilize school supports in Teacher-Librarian, Resource, Literacy Support. • Reassess students mid year and end of year. • Hold staff meetings / planning day to discuss feedback and purposeful centers for other students (ongoing throughout year).	• Percentage of students at meeting or exceeding reading and writing outcomes in grades K to 2 will increase 5% from November 2009 to June 2010	Divisional support in the areas of: • Planning time • Sessions related to purposeful centers • Classroom visits to other sites with similar programs happening • Timetabling to allow for uninterrupted blocks of instruction time • Opportunities for Support Services to meet and dialogue with classroom staff regarding groupings, strategies and assessment tools.

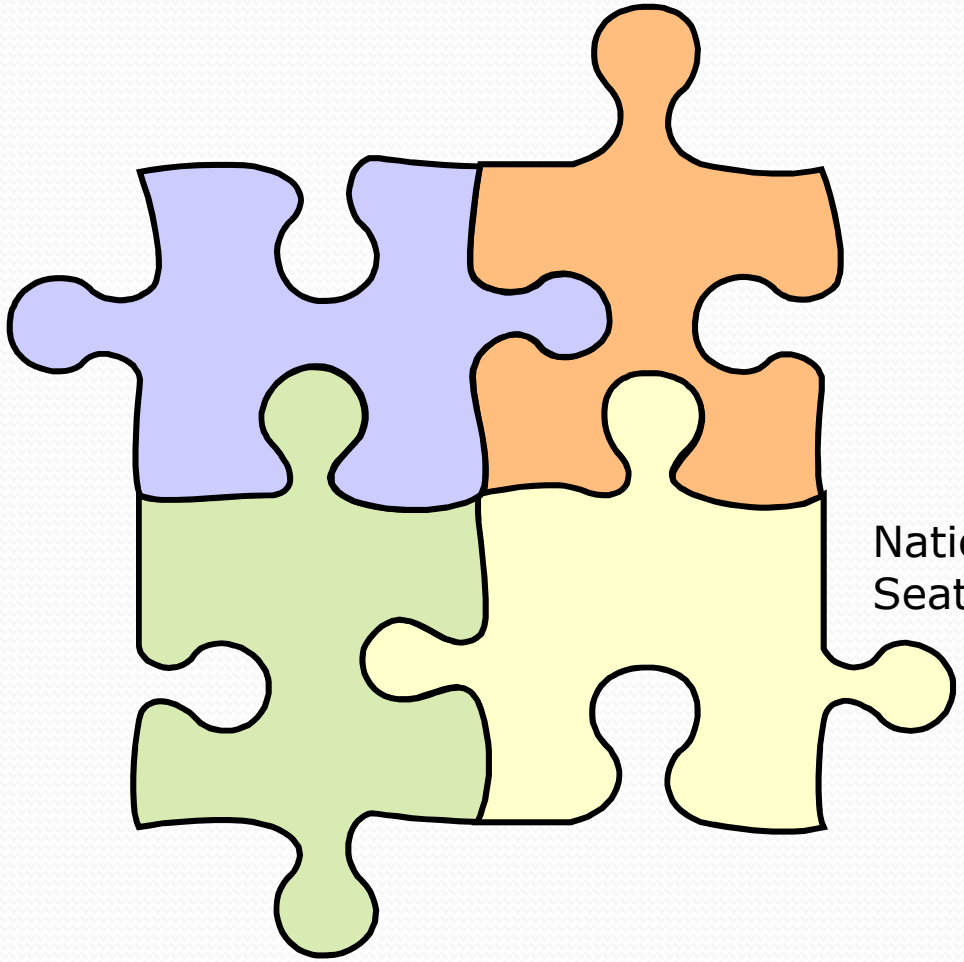
School	Goals in Quality Teaching/Learning	Actions	Expected Student Achievement Results	Quality Support Services Required
Waverly Park School (continued)	3. Grades 5/6 Literacy - writing – making personal connections to text To create exemplars of writing a personal response to a text.	• Utilize "voice" trait from 6 traits of writing. • Generate "mini teaching" lessons to support voice / personal connection to text. • Develop a list of writing topics that lend themselves to making connections and build from here. • Locate "text" resources that interest, engage and motivate students – pay particular attention to boys. • Three writing assignments over the year to focus on personal connection to text (October, February, May/June).	• Student writing samples will demonstrate student response to text at a higher level of awareness and meaningful personal connection from November to June • Student writing sample portfolio will include one example of personal connection to text • Percentage of "at" or "exceeding" writing outcome on MY report will increase by 5% from November to June using the three writing assignments as evidence	Divisional support in the areas of: • Literacy sessions related to making personal connection to text • Planning time to jointly discuss 6 traits of writing and mini lessons on making personal connection to text • Utilize Teacher-Librarian, Resource, (possibly Literacy Support), Divisional Literacy Specialist
	4. Grades 7/8 Literacy - reading rubric (creation / development of – possible dependent on time)	•	•	Divisional support in the areas of: • Planning time • Literacy Specialist to assist
	5. Grades 5/6 Numeracy - fractions/decimals Students will be able to perform operations (+,-,x,/).	• Create a grade/outcome specific diagnostic assessment for these areas in grades 5/6. Use this assessment prior to the introduction of these units/strands. • Analyze assessment to determine areas in most need of attention. • Assemble age and curriculum appropriate strategies and examples of activities with the operations (+.-.x./) for fractions and decimals utilizing the SmartBoard and manipulatives. • Provide home and "extra" drill and practice in these areas. • Reassess at conclusion of unit.	• 15% increase of students "at" or "exceeding" the outcomes on unit conclusion assessment	Divisional support in the areas of: • Planning time to develop diagnostic tool • Planning time to develop list of SmartBoard and manipulative lessons at this level • Numeracy Specialist to assist with initiative and provide resources and support • Meeting time to generate "extra" and homework resources in this area • Assessment development

School	Goals in Quality Teaching/Learning	Actions	Expected Student Achievement Results	Quality Support Services Required
Waverly Park School (continued)	6. Grades 3/4 Social Responsibility To empower students to become socially responsible for their behaviour.	• Implement Conflict Managers. • Utilize Resource, Counselling, and Brandon School Division Clinicians to implement the Conflict Manager's program. • Track recess incidents reported to classroom teacher and office in the grades 3 and 4 area over the course of the school year.	• Recess behaviour incidents to decrease by 10% from November to June	Divisional support in the areas of: • Conflict management resources • Grades K to 8 – School Resource Office (Brandon Police Service) to assist in implementation • City / inter-agency resources
	7. Grades 7/8 Social Responsibility To instill a sense of student accountability.	• Create a consistent action plan to deal with lates and attendance issues. • Communicate this plan to school community. • Track all lates and attendance issues and share with classroom staff.	• Student lates will decrease over the course of the year (any decrease will be welcomed – hope for a 10% drop in late arrivals in the a.m.)	Divisional support in the areas of: • Utilize SIRS and attendance programs for tracking students • Planning time for development of action plan / consequences – possible review of other school procedures

"The Fourth 'R' – RIGHTFULNESS"

- A Multi-Dimensional Approach to Pursuing Excellence and Equity –

Brandon School Division / Brandon University



National Network for Educational Renewal
Seattle, October 2009

Brandon School Division/Brandon University Partnership on Equity NNER 2009

Donna Michaels, Superintendent/CEO Brandon School Division

Jerry Storie, Dean of Education, Brandon University

Adrian Kuryliw, Psychologist, Assessment, Research & Evaluation

Mathew Gustafson, Principal Vincent Massey High School

Brandon School Division/Brandon University Partnership on Equity NNER 2009

BSD/BU identify fourth “R”

in pursuit of excellence and equity for all learners, and preparation of students for participation in democratic society.

Brandon School Division/Brandon University Partnership on Equity
NNER 2009

"Reflection, Responsibility, Renewal"

add "*Rightfulness*" (the fourth R)

Requirement for RIGHTFUL action to move the ideals and concepts of excellence and equity into
REAL TIME practice

Brandon School Division/Brandon University Partnership on Equity
NNER 2009

Integral to Reflection, Responsibility, Renewal and Rightfulness:

Simultaneous development, implementation, and ongoing assessment of critical components of change for renewal

Brandon School Division/Brandon University Partnership on Equity
NNER 2009

CRITICAL COMPONENTS of CHANGE for RENEWAL:

1. Overall "umbrella" strategic plan focused on student achievement
2. Enabling policies and procedures
3. Flexible and creative organizational structures
4. Professional and staff development
5. Building leadership capacity
6. Partnerships

Brandon School Division/Brandon University Partnership on Equity
NNER 2009

Piecemeal initiatives and “gurus” = fizzle out because there is little ownership for reflection, responsibility, or renewal.

The WHOLE SYTEM must be engaged in the renewal process.

Brandon School Division/Brandon University Partnership on Equity
NNER 2009

For whole system engagement, this important question should be posed:

"What constitutes sustainability in enabling excellence and equity to root and spread as foundational values and practices?"

Brandon School Division/Brandon University Partnership on Equity NNER 2009

Our presentation will provide a SYSTEMIC perspective for the pursuit of excellence and equity for ALL learners.

1. Overall "umbrella" strategic plan focused on student achievement
2. Enabling policies and procedures
3. Flexible and creative organizational structures
4. Professional and staff development
5. Building leadership capacity
6. Partnerships

Critical Components of Change for Renewal

1. Overall strategic plan focused on student achievement.

Strategic Goals (2005-2008)

Goal 1:	To respect, appreciate and respond to the **diversity** of all.
Goal 2:	To maximize student learning and achievement in **literacies and numeracy.**
Goal 3:	To develop **safe and respectful** school communities.
Goal 4:	To continually develop schools that are **relevant, reflective and adaptive** to changing times.

Strategic Goals (2008-2011)

To **engage all** students actively in their learning through the provision of equitable, fair access to:

Quality Learning facilitated by
Quality Teaching supported by
Quality Support Services

Strategic Goals (2008-2011)

Quality Learning Experiences in:

- Academic development
- Social and emotional development
- Physical development

Strategic Goals (2008-2011)

Quality Teaching in:

- Literacy
- Numeracy
- Multiple Intelligences
- Social and Democratic responsibility

Strategic Goals (2008-2011)

Quality Support Services (for students and staff)

- Learning supports
- Professional growth opportunities
- Policy development support

Supporting Research Projects

- 2006 Graduation Study (1452 graduates and non-graduates interviewed; student histories analyzed)
- Tracking Forward, Tracking Back: Aboriginal Student Achievement in Brandon (2-Year study in progress)
- Off-site Campus
- Early Year Literacy Project
- Infant Care Centre
- Reading Recovery

Critical Components of Change for Renewal

2. Enabling Polices and Procedures

School Development Planning Policy

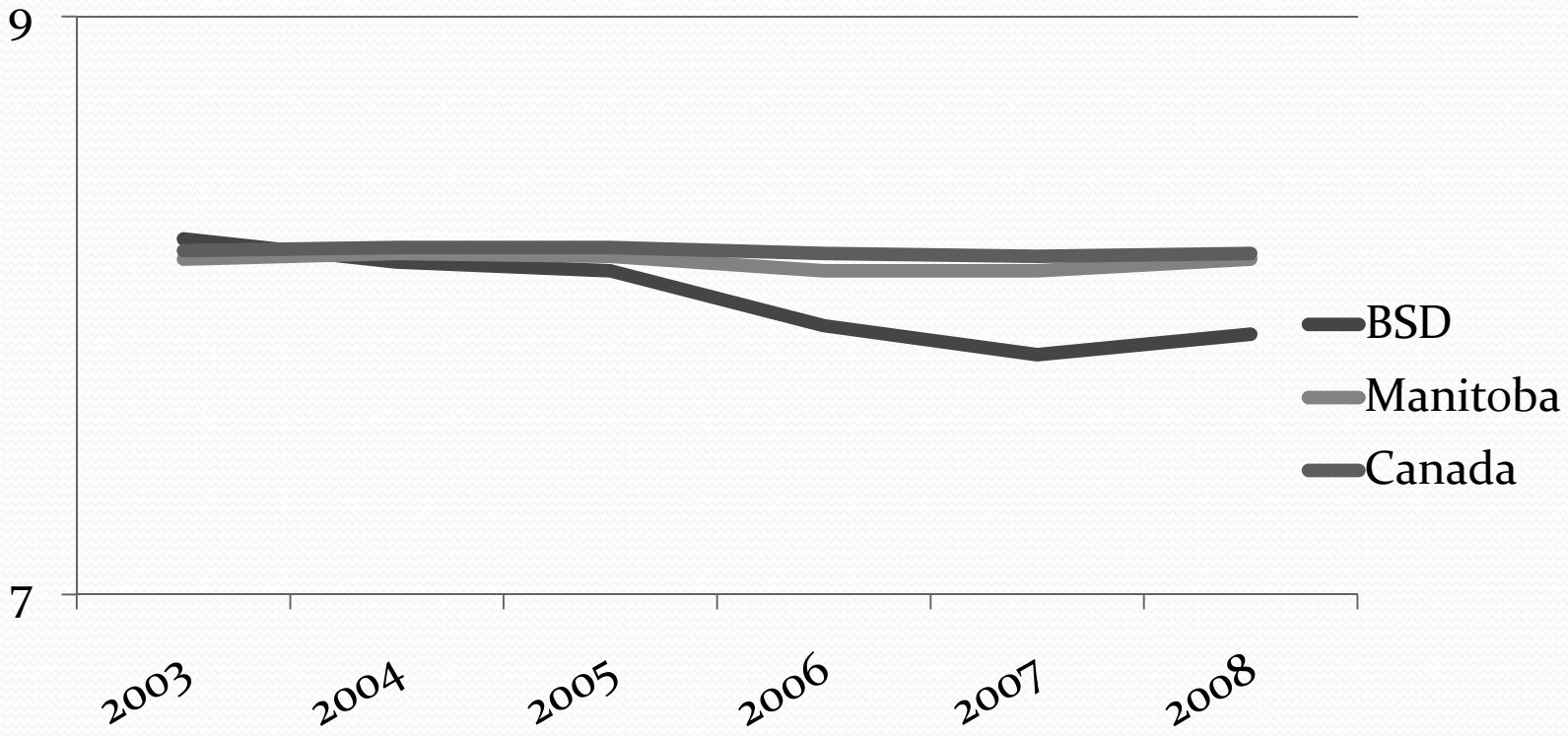
The Board of Trustees believes that schools are foundational and essential to the democratic schooling and public education of all students.

Given the crucial importance of schools in the intellectual, emotional, social, physical and spiritual development and growth of all children and youth each school must be a place of high quality teaching and learning.

Quality learning opportunities are available equitably to all children and youth. Equitable access to quality teaching and learning enables each student to experience achievement, growth and success.

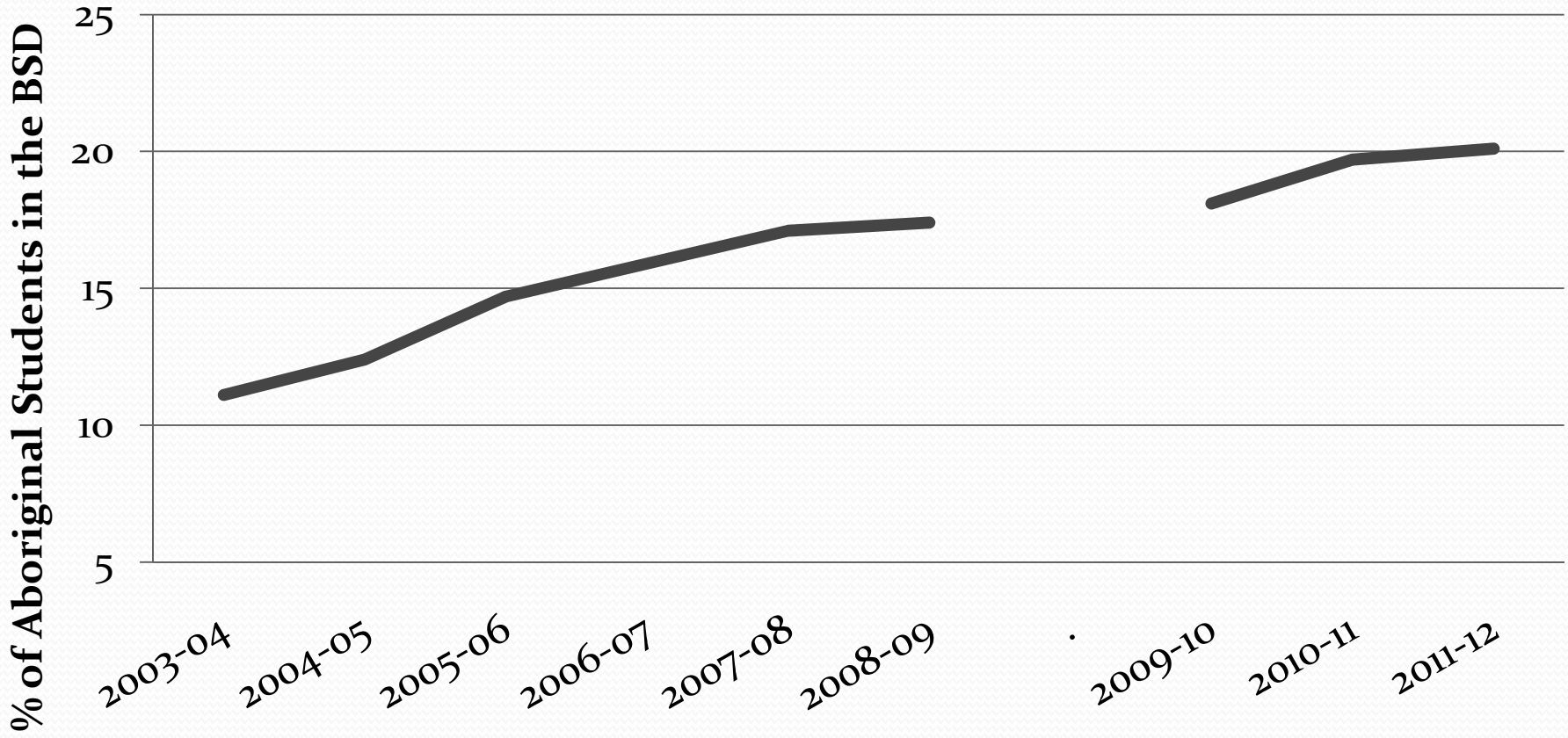
To this end each school, as a community of learning, facilitates and participates in a school development planning process to create an annual plan that provides specific focus and emphasis on goals and actions vital to advancing quality teaching, learning and achievement for <u>all</u> students.

Kindergarten School Readiness Trends



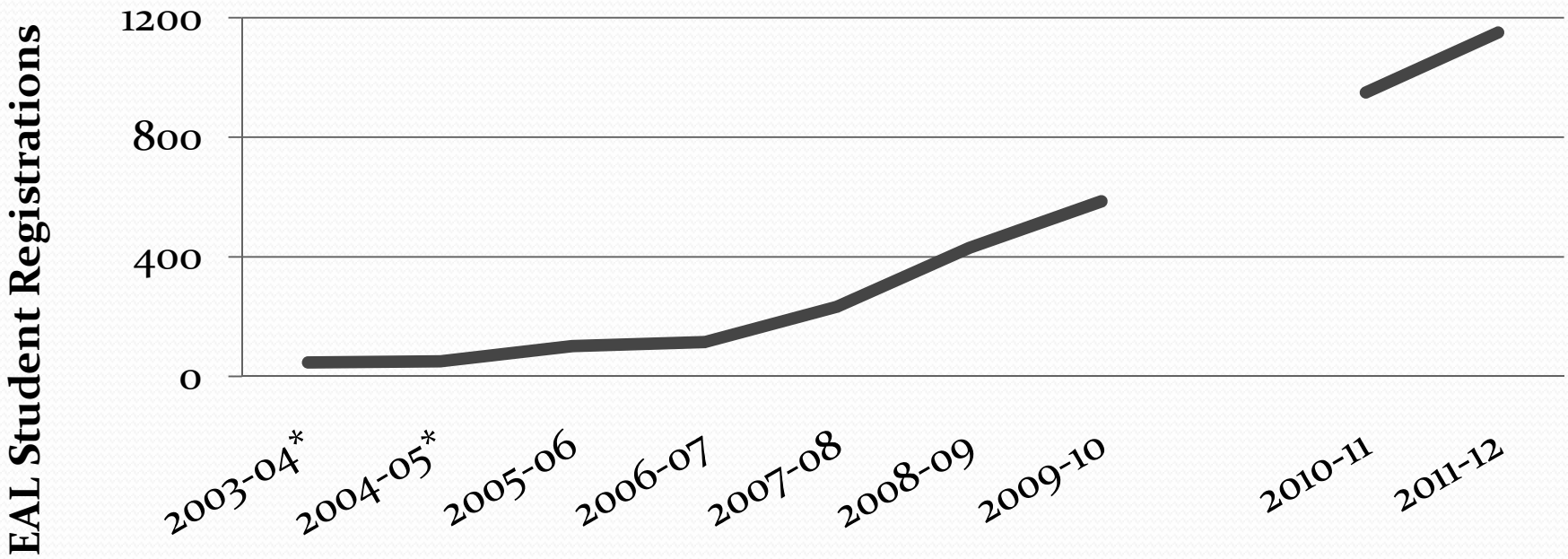
While the Provincial and National trends have remained relatively stable over the past 6 years, Brandon Kindergarten school readiness results have shown a clear downward trend.

Self-Declared Aboriginal Student Registration Trends with 3-Year Projection



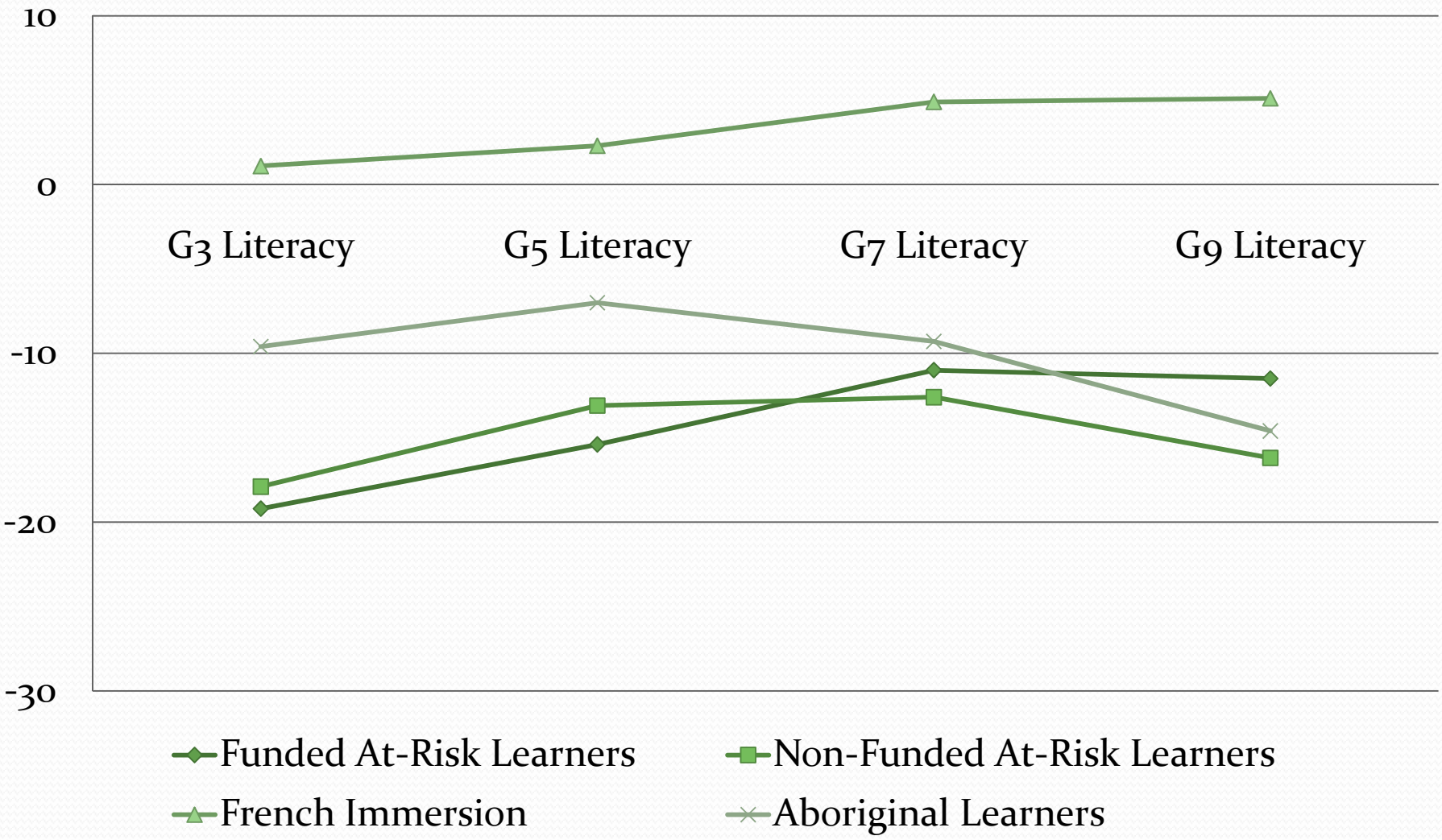
Self-declared Aboriginal Student registrations have increased significantly since 2003 when this student group comprised 11.5% of total registrations. By 2008, this group made up 15.9 of students registered for full-time study. By 2011, Aboriginal students will be over 20% of the Brandon School Division student population.

BSD English as an Additional Language (EAL) Student Registration Trends with Projection

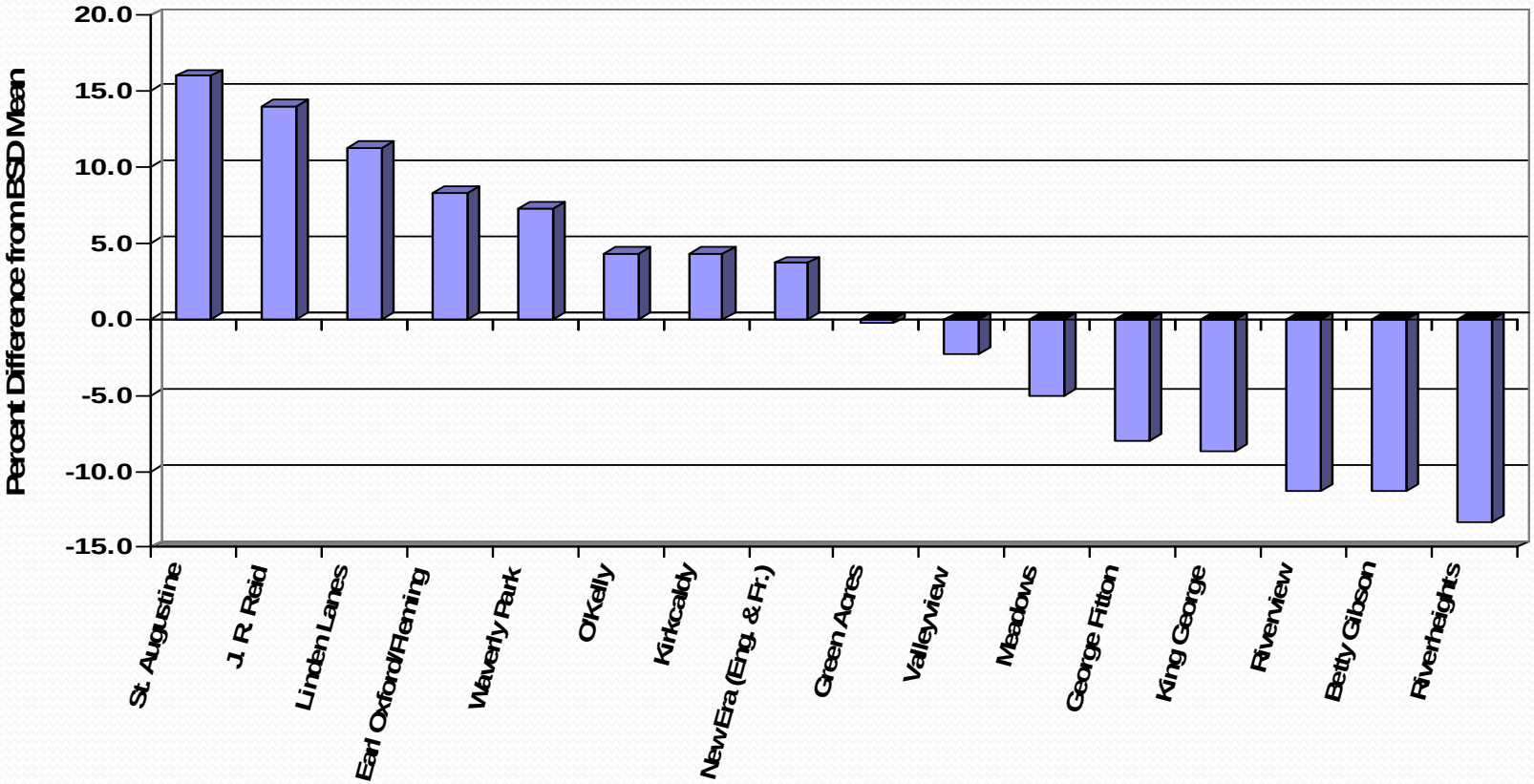


EAL student population has doubled each year for the past 4 years and represent nearly 10% of the Brandon School Division student population. By 2011 this group will make up over 15%.

Specific Student Group Achievement Across Grades Combined 3-Year 2006-2008 Literacy Assessments

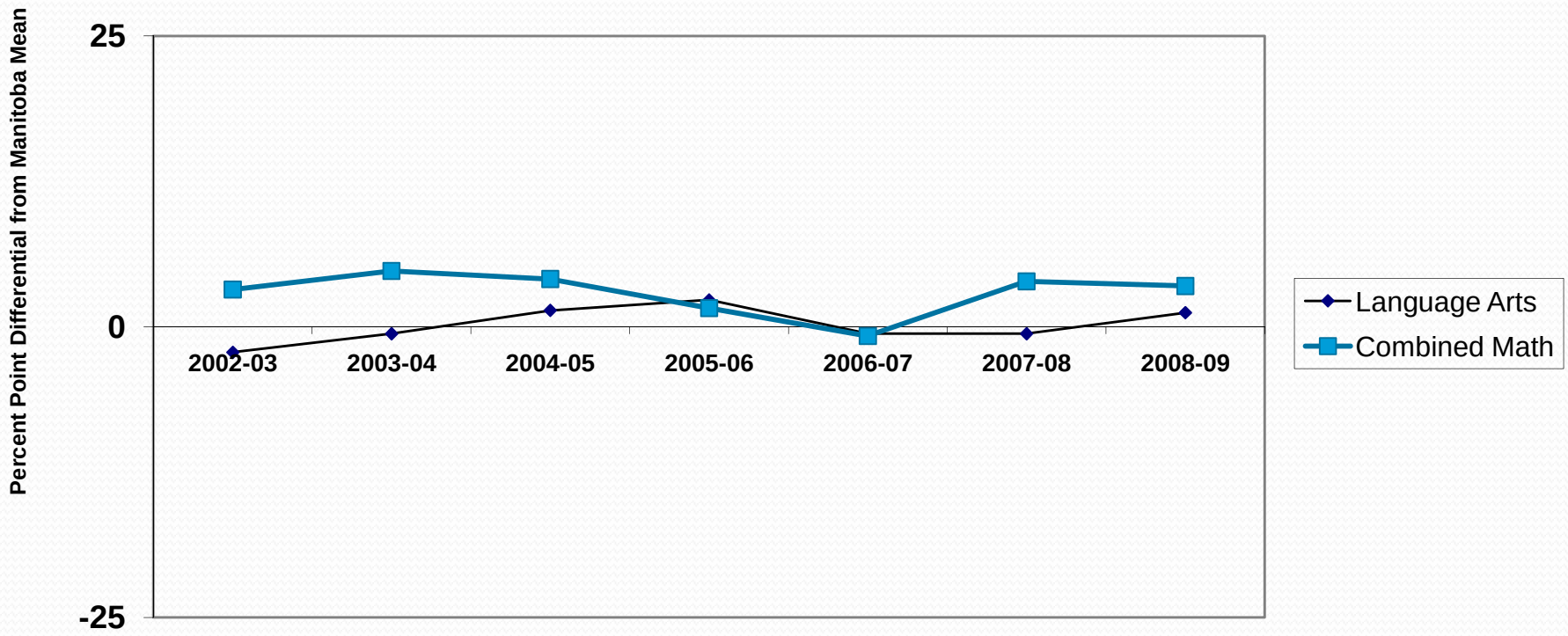


Kindergarten Readiness



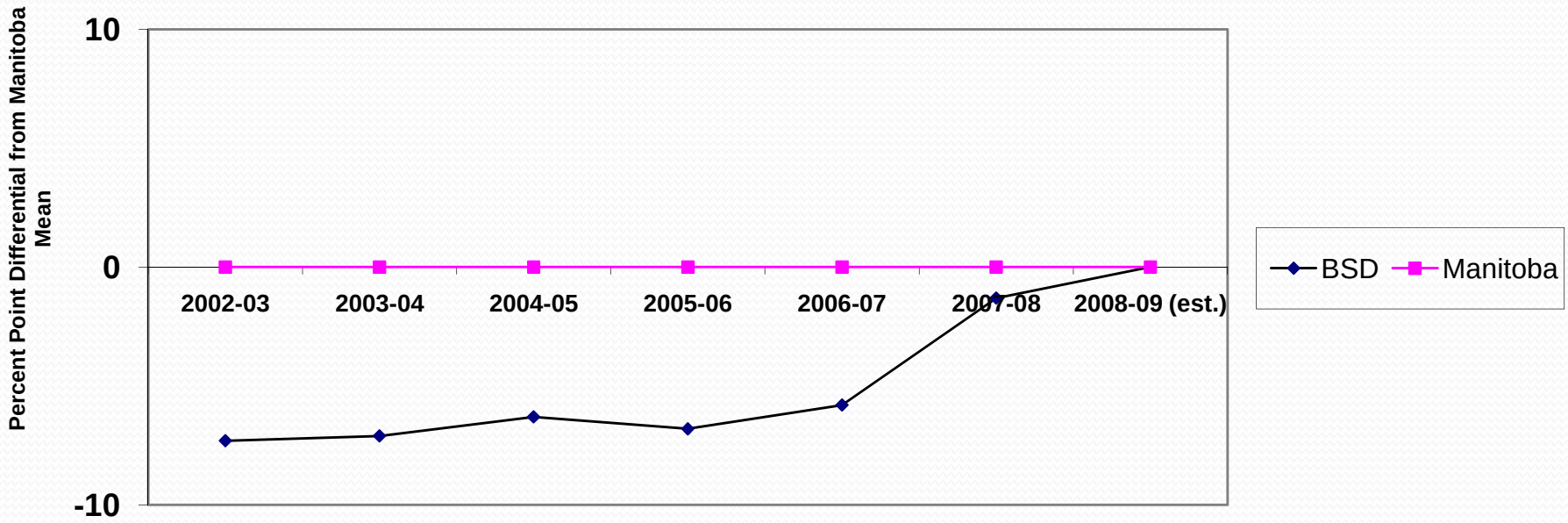
School Administrators noted that schools were not registering students with similar levels of readiness skills and so concluded that resourcing the schools equally would not be fair to students.

Grade 12 Provincial Standards Test Trends



Grade 12 Provincial English Language Arts and Mathematics standards tests scores have remained at or above the provincial (Manitoba) mean since 2003.

BSD Graduation Rates



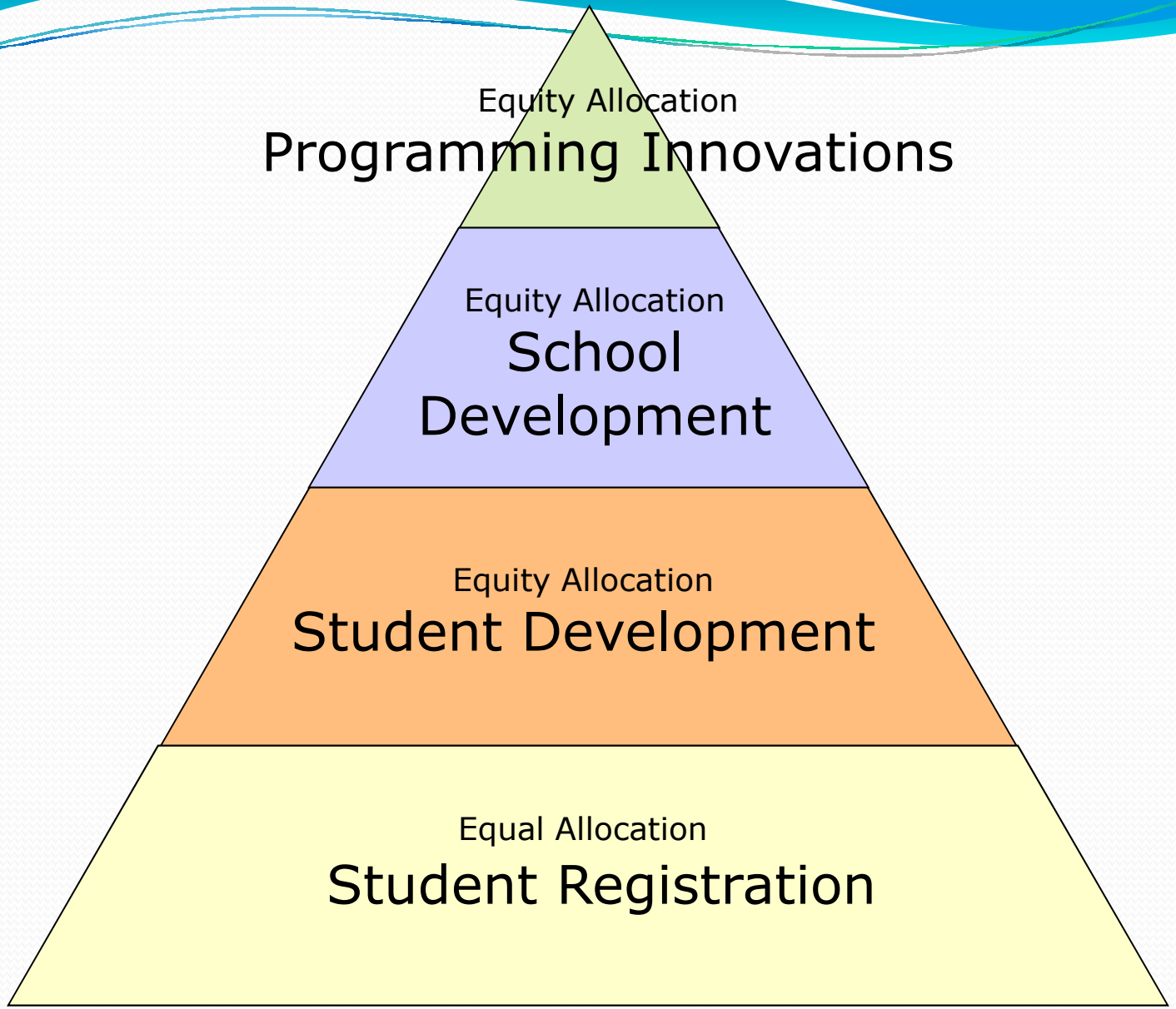
Since 2002-03, BSD graduation rates have increased significantly (+8.3%; $p<.01$) compared to the provincial graduation rate.

Traditional Equity Modelling (Leithwood, 2007)

Resourcing fairly has traditionally focused on student characteristics – a process of measuring the typology of students. Resourcing decisions are then based on compiled trends (# of Aboriginal, EAL, special needs students etc.).

New Focus on Equity Modelling (Feedback Enabled)

Our model of equity alters the focus away from student (ex. racial or SES) characteristics, to a student needs approach based on global student literacy and numeracy performance at each school site.


Equity Allocation
Programming Innovations
Equity Allocation
School Development
Equity Allocation
Student Development
Equal Allocation
Student Registration

Equity Policy Development

- The Board of Trustees believes that education is a fundamental building block to establishing "*equity*" rights for all students.

- Educational "*equity*" refers most broadly to a condition of fairness with respect to educational opportunities, access, and outcomes for all people. As applied in education, the legal principle of "*equity rights*" provides that all students have a right to an education that maximizes opportunities to develop their knowledge, skills and attitudes as embedded in the mission statement of the Brandon School Division.

- The Board recognizes and accepts its responsibility to provide policy direction and resources to enhance and support quality instruction and learning opportunities that assist schools in closing educational achievement gaps by investing strategically in all students.

Equity Policy Development

To demonstrate its commitment to respectful and equitable education in all Board activities, the Board commits to governance decisions that reflect these principles:

- the provision of appropriate learning opportunities for all students;
- the assessment of the effectiveness of programs and services to help students succeed;
- the identification and removal of systemic barriers to student achievement;
- the use of data to inform resource allocation decisions;
- the advocacy for funding and resources to support students in at-risk situations; and
- the advocacy for the enactment and protection of student equity rights.

Equity Policy Implementation

Implementation Implications / Administrative Discussions to Operationalize												
EQUITY PRINCIPLES	1. Appropriate Learning Opportunities		2. Effectiveness of Learning		3. Identification and Removal of Systemic Barriers		4. Utilization of Data		5. Funding and Resources		6. Rights of the Child	
Organizational Factors Impacting Equity Principles:	Division	School	Division	School	Division	School	Division	School	Division	School	Division	School
1. SCHOOL BASED RESOURCES	-	-	-	-	-	-	-	-	-	-	-	-
2. STAFFING	-	-	-	-	-	-	-	-	-	-	-	-
3. ACCESS TO CURRICULAR AND LEARNING EXPERIENCES	-	-	-	-	-	-	-	-	-	-	-	-
4. LEARNING/SUPPORT SERVICES	-	-	-	-	-	-	-	-	-	-	-	-
5. PROFESSIONAL / SUPPORT STAFF DEVELOPMENT	-	-	-	-	-	-	-	-	-	-	-	-
6. TRANSPORTATION	-	-	-	-	-	-	-	-	-	-	-	-

Equity Policy Implementation

Work In Progress
Procedures 1001.1 – Information Only – Sept. 17, 2009

Implementation Implications/Administrative Discussion to Operationalize								
		Organizational Factors Impacting Equity Principles						
Equity Principles		1. School Based Resources	2. Staffing	3. Access to Curricular and Learning Experiences	4. Learning/Support Services	5. Professional/Support Staff Development	6. Transportation	7. Learning Environment
1. Appropriate Learning Opportunities	Division	Recognition of the uniqueness of individual school site vis a vis **student achievement.** Need to promote flexible allocation procedures.	PD Coordinator PD Funding approval of new funding allocation Change criteria for hiring and assigning staff.	prescribed curricula; co-curricular and extra-curricular receive overall approval (no policy on CC and EC) Available in every school at high standards	Policy 4044 IEP SSS manuals, i.e. Risk Response, Reference Manual, etc. *"Enablement Access"* provision of ancillary services with ~~outcomes for regular programming.~~ **results consistent with successful outcomes in regular programming.**	teacher mentorship principal prep	better **transportation** service **to foster increased opportunity of access.**	Environmentally sustainable focus **supported by appropriate policies** ~~Need for environmentally sustainable policy?~~
	School	Professional and support staff distributed to deliver a broad spectrum of programming in HOME SCHOOL to meet Appropriate Educational Programming standards Staff development activities	additional EAs site based allocation	implement effectiveness teacher based; SDPs focusing on school development to increase access; access to QL, TQ, TSS situational	Fair access to ~~student classroom and ancillary~~ **appropriate** assessmet, programming and **resulting** services.		improved student attendance	~~Safe Schools Policy? (beyond Student Conduct Policy)~~ ~~*Akin to Respectful Workplace* 1015~~ **Emphasis and focus on *inclusivity*, supported by appropriate policies.**

A Sample of Student Achievement Variables Available for Equity Calculations[1]

Equity Calculations – How they are Made:

1. Determine variables to be used
2. Standardize the scores of variables so that they can be used consistently and reliably.
3. When developing support for a program,

- Determine variables to be employed
- Determine relative weightings of variables

A Sample of Student Achievement Variables Available for Equity Calculations[1]

Kindergarten (EDI) school readiness scores
Grade 3 Literacy and Numeracy
Grade 5 Literacy and Numeracy
Grade 7 Literacy and Numeracy
Grade 9 Literacy and Numeracy
Grade 12 Literacy and Numeracy
Student Mobility (Transience Rates)
Special Education/Funding Designations
Student Demographic (ex. SES) Data

[1]All variables set to a standard score (T-Score) mean = 50.0 SD = 10.0

Simplified Example:
Equity Resourcing Calculation

7 similar enrolment schools; 7 positions (FTE) to be assigned for Early Literacy positions

School	Variable 1 (K-Readiness)	Variable 2 (Grade 3 Literacy)	Variable 3 (Literacy Risk)		FTE Based on School Population	FTE Based on Equity Formula	
School A	53.1	52.8	53.2		1.0	0.67	
School B	46.2	45.3	44.6		1.0	1.34	
School C	41.7	43.9	42.6		1.0	1.63	
School D	52.2	51.8	50.4		1.0	0.74	
School E	50.4	48.7	49.3		1.0	0.87	
School F	43.9	45.6	45.6		1.0	1.35	
School G	57.3	56.9	57.2		1.0	0.40	

BSD student variable interpretation will soon evolve:

FROM

"Status Scores"

Reliance on simple performance indicators and simple growth over time

All schools evaluated on same criteria

TO

"Growth to Proficiency Results"

Value-added Modeling (different criteria possible for different sites)

Ongoing benchmark "temperature" feedback checks

Brandon School Division/Brandon University Partnership on Equity NNER 2009

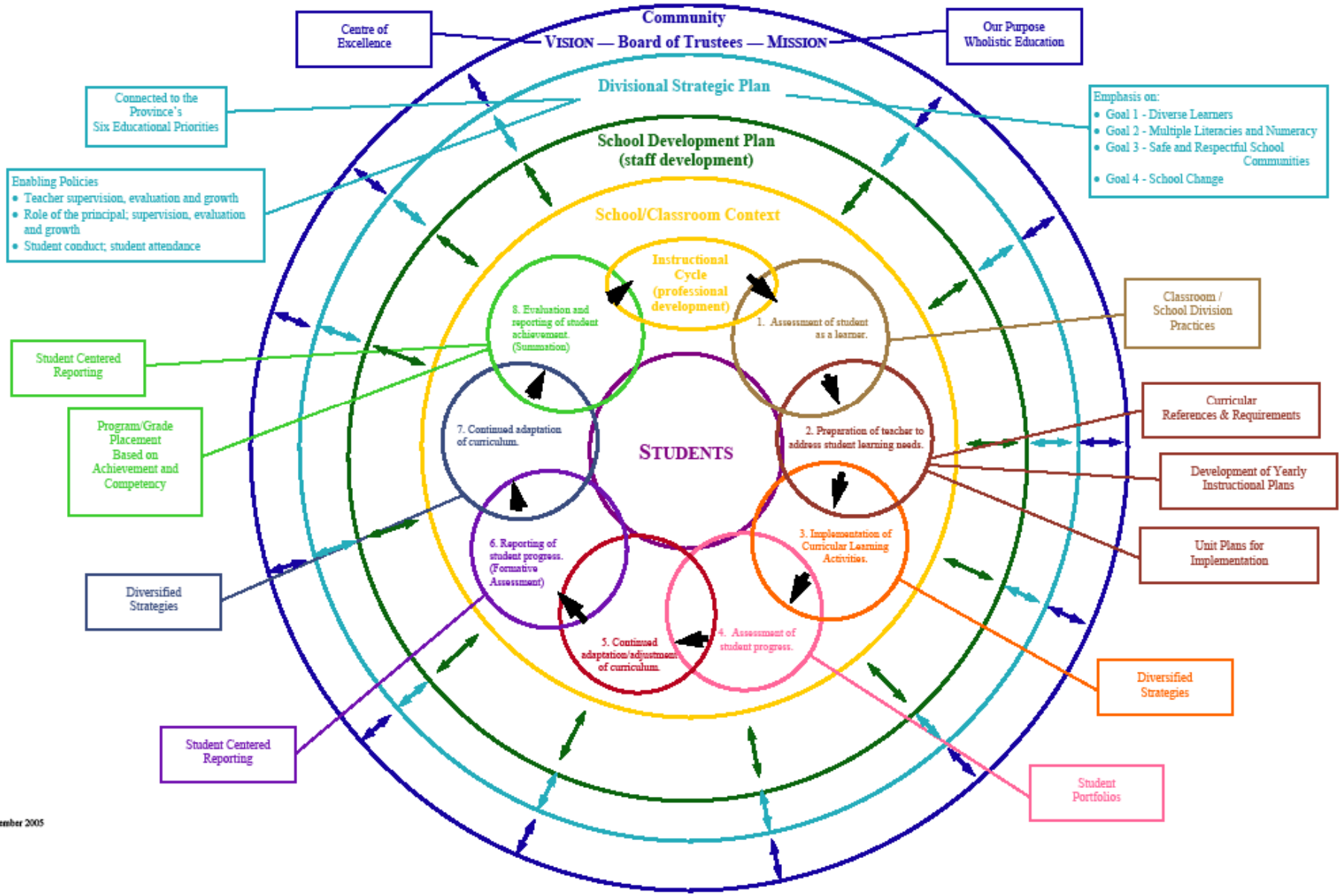
Policy is the foundational governance document at the centre of organizational change and which ensures a plan-full, consistent approach. This is especially important for change in an ethically-loaded issue such as *equity.*

Critical Components of Change for Renewal

3. Flexible and creative organizational structures.

In considering/utilizing flexible and creative organizational structures essential is *constancy of values, purpose (mission), vision*.

BRANDON SCHOOL DIVISION
EXCELLENCE in TEACHING and LEARNING
Direction, Connection and Application



September 2005

Brandon School Division/Brandon University Partnership on Equity
NNER 2009

Values, Mission, Vision, and Broad Strategies kept Tight at centre while Priorities, Processes, and Actions remain flexible and creative at site.

Brandon School Division/Brandon University Partnership on Equity NNER 2009

Examples of "Tight-Flexible" Relationship:

- Divisional Strategic Goals and Directions
- School-based Development Plans (SDPs)

Brandon School Division/Brandon University Partnership on Equity
NNER 2009

The "TIGHT"

Mission
The Brandon School Division strives to enable each student to achieve maximum intellectual, emotional, social and physical growth.

Vision
To be a centre of educational excellence, built on community partnerships, effective leadership and exemplary practices.

Our **Strategic Goal** is to **engage all** students actively in their learning through the provision of equitable, fair access to:

Quality **Learning**
Quality **Teaching**
Quality **Support Services**

The "FLEXIBLE"

School	Goals in Quality Teaching/Learning	Actions	Expected Student Achievement Results	Quality Support Services Required
St. Augustine School	1. To facilitate academic success of EAL students, St. Augustine staff will develop and implement supportive classroom instruction, as well as participate in professional development opportunities and direct support for students.	• Professional development through in-school collaboration between classroom and EAL teacher. • Direct intervention for the EAL students will continue – prioritizing the students with the greatest delay in language skills and blocking longer times with those students. • EAL teacher will spend part of the time within the classroom, depending upon the needs of the children. • A cultural celebration will be held to recognize all cultures in the school – newcomers and those who have been in our school. Involve the middle years students in planning to increase their level of involvement, and incorporate with Celebration of Learning. • Improve the home school connection by having interpreters at all interviews and by translating more documents into Spanish. • As well as language instruction include the EAL students in additional literacy support to increase their level of reading and writing skills. • Investigate the FAST Math program recommended by MECY for EAL learners to assess and address math delays. • Investigate new resources to support middle years EAL learners, i.e. EDGE text resource.	• EAL students will show growth in language skills in relation to entry language levels • EAL students will be successful in the classroom, due to the professional learning of the staff and the support of the EAL position • Staff will demonstrate increased knowledge in the strategies to support EAL learners and provide appropriate programming • EAL students will demonstrate an increase in text level and comprehension in reading and in writing vocabulary • EAL students will demonstrate increased understanding of number concepts	Divisional support in the areas of: • EAL teachers meetings to develop programming and share information about assessment, resources and strategies • Support of the EAL coordinator in researching new resource and programming options

Brandon School Division/Brandon University Partnership on Equity
NNER 2009

Shift of paradigm from *teaching* to *learning* must occur for reflection, responsibility and renewal.

Brandon School Division/Brandon University Partnership on Equity NNER 2009

Linda Darling-Hammond (2000):

"Teachers need several kinds of knowledge about learning. Because there are many kinds of learning ... what it means to learn different kinds of material for different purposes... with distinctive teaching strategies... kinds of learning are necessary in different contexts."

"Teachers need to understand what helps children (or anyone) learn in these different ways... requires that teachers command teaching strategies that address a variety of ways to learn and a variety or purposefully selected goals for learning."

Brandon School Division/Brandon University Partnership on Equity NNER 2009

Examples of professional learning opportunities:

1. Mentorship (1st year teachers)
2. Coaching (for all teachers and administrators)
3. Teacher Leadership Development
4. Principal Preparation Program
5. WESTCAST

Critical Components of Change for Renewal

4. Professional and Staff Development

Examples of professional learning processes:

1. School-based teams / with action research
2. School-based cross-department teams / with action research
3. Collaborative learning community (theme based; K to adult)
4. Conversation Cafés
5. Strategic Goal Steering Committees (QL QT QSS)

Critical Components of Change for Renewal

5. Building leadership capacity

Leadership and Capacity Building

Strategic Planning

Mentorship Committee:

New Teacher Orientation:

Leadership Committee

Principal Preparation

Teacher Involvement and Leadership in Divisional Committees

Brandon School Division/Brandon University Partnership on Equity NNER 2009

Leadership and Capacity Building

Example: Teacher Librarian leading department work in unit design, instructional diversity, and assessment; connecting librarians across the division and facilitating a professional growth plan for librarians; research project connecting High Schools to Early and Middle Years Schools in curriculum and assessment.

Critical Components of Change for Renewal

6. Partnerships

Professional Development School

PDS model is focused and strategic

Benefits for Students, Student Teachers, BU and BSD Faculty

PDS is directly linked to School plan and is used to further school goals

Simultaneous Renewal (University and School; Organization and Individual)

Brandon School Division/Brandon University Partnership on Equity NNER 2009

Professional Development School

The Professional Development School has changed the learning conditions for both students and the adults in the building. Three major areas of evidence demonstrated simultaneous renewal for both individual and organization as well as simultaneous renewal of school and university organizations.

Teachers' professional growth, as indicated by their participation in literacy action research and professional presentations

Students' growth in literacy achievement as indicated by classroom-based, school-wide and divisional assessments, and

Pre-service teachers' growth in their confidence and competence as they entered the teaching profession as new teachers.

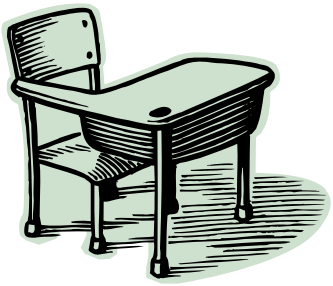
Concluding Comments

In the spirit of this conference's emphasis on the "3Rs" (reflection, responsibility, renewal) we have added a fourth R to illustrate that a multidimensional approach is essential in the pursuit of excellence and equity. *Rightful* actions grounded in the values of excellence and equity can make a real and discernibly positive difference for students.

The “wings and legs” of social justice in our schools.

Appendix I

Youth Health Survey Report



Brandon School Division

Grades 6 – 12

January 2009

CancerCare MANITOBA
ActionCancerManitoba

BRANDON RHA
BRANDON REGIONAL HEALTH AUTHORITY

Acknowledgements

This report was possible only through the efforts of many people. We wish to acknowledge the following:

- The school divisions and schools in the Brandon Regional Health Authority (administration, teachers, staff and students) for participating in our first Youth Health Survey.
- Ms. Juanita Szteina for support in survey implementation.
- Dr. Jane Griffith – Epidemiologist and Lin Xue and Huimin Lu – statisticians at CancerCare Manitoba for their analytical skills and the CancerCare Manitoba Foundation for funding support.
- The Assiniboine Regional Health Authority for their work on report template development and identification of best practice.
- The Interlake Regional Health Authority for their work on survey development, and assistance with logistics and data entry. The Youth Health Survey used in the Brandon Region was originally developed in the Interlake based on established survey tools.
- Manitoba Heart & Stroke Foundation for funding support to produce the surveys and feedback reports.
- The Knowledge Exchange Network (KEN) of the Canadian Cancer Society, Manitoba for the best practice information.

For more information on this report, please contact:

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Brandon Regional Health Authority
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Brandon School Division Youth Health Survey Report

The **Brandon Regional Health Authority (PRHA)** Regional Chronic Disease Prevention Committee has established a Chronic Disease Prevention Initiative (CDPI) in partnership with 8 community clusters across the Region. This important initiative involves community-led actions to prevent chronic disease through promotion of physical activity, healthy eating and tobacco reduction. Although this initiative includes all age groups, participation of children and youth is crucial, as lifelong health behaviours are developed in the early years. "The common environmental stresses and behaviour patterns experienced or learned in childhood and adolescence contribute significantly to the incidence and prevalence of disease later in life, and conversely, learned patterns of healthy behaviour and stress management contribute to health throughout life."[1] Studies have shown that early indicators of chronic disease begin in youth.[2]

The Youth Health Survey is essential for helping evaluate the initial impact of the new PE/HE policy as well as informing health service planning, community health assessment in RHAs, school planning in divisions, and the Healthy Child Manitoba Strategy. This survey serves to establish baseline information on risk factors for chronic disease among youth in the community. Future surveys could be used to determine if there has been any improvement in risk factors over time.

This report presents the findings of a Youth Health Survey conducted in by Brandon Regional Health Authority in partnership with the School Divisions in the region. We are pleased to provide this report on the results from the grades 6 to 12 students of the **Brandon School Division** and thank you for your participation in the survey. The **Brandon School Division** includes: Alexander School, Betty Gibson School, Crocus Plains Regional Secondary School, Earl Oxford School, Green Acres School, Harrison Middle Years School, JR Reid School, King George School, Kirkcaldy Heights School, Linden Lanes School, Meadows School, Neelin High School, New Era School, Riverheights School, Riverview School, St. Augustine School, Valleyview Centennial School, Vincent Massey School, O'Kelly School and Waverley Park School.

Why are Schools Important for Health?

There are many factors that influence the health of children. Schools are in a unique position to have a positive impact on the health of children and families.

> *The concept of health-promoting schools emerges from a global movement that recognizes two key ideas: healthy children are better able to learn and schools can directly influence the health of students. A health-promoting school embraces the view that promoting children's health is a shared responsibility with parents, the health sector, and the community. It strives to be a healthy setting for learning and working. Schools, in partnership with parents and the greater community, can provide an ideal setting for practices that enhance both health and learning.*[3]

Schools can have a ***significant protective influence*** on the health of children and youth through policy (nutrition, tobacco, and physical activity policies) as well as through the school culture. It has been found that adolescents who feel connected to their school communities are less likely to engage in risky activities than those who do not feel connected to their school.[4]

Supportive school environments that foster resilience and focus on asset development, protective factors and social connectedness, reduce the risk of health-related problems and support the healthy growth and development of children and youth.[5]

Early and sustained efforts are considered the most beneficial to the health of children and youth. It has been found that risk behaviour in youth, such as inadequate exercise, drug and alcohol misuse and smoking, tend to begin in late preadolescence and rise to a peak in the senior high school grades.[6]

It is important to note that, even though schools are ideally positioned to influence the health of children, they cannot do it alone. The health of children is a shared responsibility. There is a role to play for families, health authorities, human service providers, non-government organizations and the community, in partnership with the students and staff.

The International Union for Health Promotion and Education tells us that conditions for successful programs include:

- An organizational culture that promotes a safe, healthy learning and working environment for students and education staff
- An environment that fosters partnerships within the school and greater community
- Interventions that are substantial and sustained over several school years, and relevant to changes in young peoples' social and cognitive development
- Decision-making processes that give voice to all members of the school and greater community and respects their contribution.[7]

Health is directly linked to educational achievement, quality of life and economic productivity. Research…demonstrates that school health programs can simultaneously reduce common heath problems, increase the efficiency of the education system and advance public health, education and social and economic development in each nation.

From The World Health Organization Fact Sheet: Helping Schools Become Health Promoting Schools (1998)

A comprehensive study in Europe[8] estimated the following cost-benefit of school health programs:

- $1 spent on preventing tobacco use can save $19 in treatment costs for the consequences of smoking

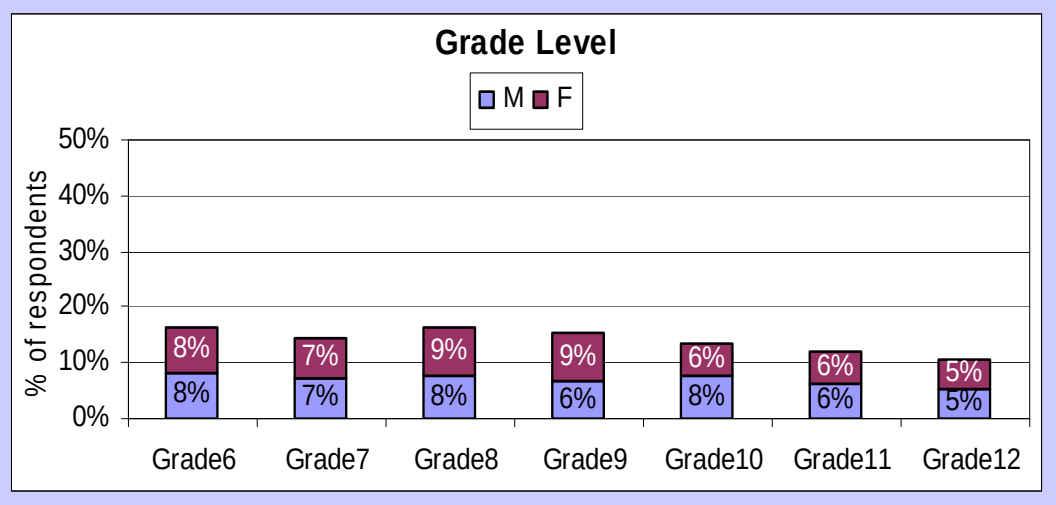
- $1 spent on preventing alcohol and drug abuse can save $6 in money spent on treating the consequences of that behaviour
- For the integrated education program as a whole, nearly $14 was saved for every dollar spent.

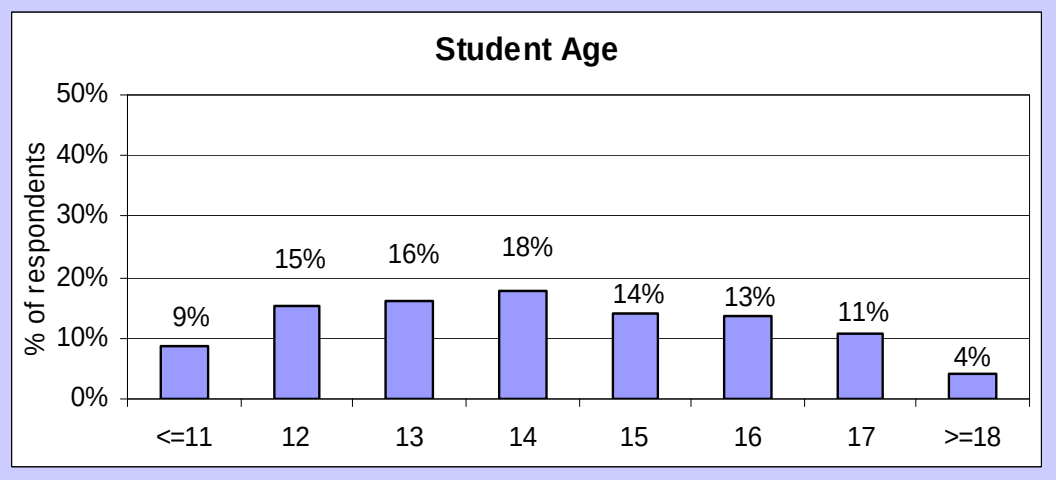
Included in this report are a number of resources and links to programs that could be adapted for your school or community. "Numerous studies report the effectiveness of school health promotion in influencing the knowledge, attitudes and behaviours of students from kindergarten to Grade 12 and beyond."[9]

If you are interested in learning more about advancing chronic disease prevention in your school or community, please contact the Brandon Regional Health Authority Health Promotion Team by calling the Corporate Office at 622-6234, or call our toll-free line at 1-800-259-7541.

Overall, in the Brandon, 72 % of students in grades 6 to 12 completed this survey. The response rate for the **Brandon School Division** was 72%. In total 2865 students in the school division completed the survey.

Following is the demographic profile of the students in your school who completed the survey. The students who responded were 51% female and 48% male, 1% did not state their gender.





Report Highlights

- 57% of female students and 67% of male students participate in the recommended amount of physical activity daily.
- Students are most active after school followed by at recess.
- Students prefer to participate in recreation activities on weekends followed by on weekdays after 5 pm.
- Only 12% of students eat 5 or more fruits and vegetables in a day.
- 63% of boys and 67% of girls fall within the recommended healthy weight category.
- 25% of boys and 22% of girls in grades 9-12 are currently smoking.
- 87% of students think that all public spaces should be smoke free.
- 62% of students indicated that their school had a clear set of rules about smoking for students.
- 51% of female smokers and 43% of male smokers have plans to quit smoking sometime in the future.
- 35% of students had at least 1 drink of alcohol in the last 30 days.
- 79% of students strongly agree or agree that they feel close to people in the school.
- 81% of students strongly agree or agree that they feel part of the school.
- 79% of students strongly agree or agree that they are happy to be at the school.
- 82% of students strongly agree or agree that they feel safe in their school.
- 34% of students report that they had felt hopeless in the past 12 months.

A

Physical Activity

Brandon School Division

Why We Study Youth Physical Activity

Physical Inactivity in Youth is a Public Health Epidemic

- Behaviors started in childhood and adolescence tend to carry over to adulthood.
- In 2005, 28% of Canadian youth and 31% of Manitoba youth were considered physically inactive.[10]
- Fewer than 10% of Manitoba children aged 5 to 12 years meet Canada's Physical Activity Guide (PAG) recommendations of 60 minutes of moderate plus 30 minutes of vigorous activity daily.[11] Boys are more likely than girls to meet the PAG goals.
- Approximately 8% of Manitoba youth from ages 13 to 17 meet the PAG recommended amount of daily physical activity. [12]

Benefits of physical activity:

- *promotes normal growth and bone development;*
- *fosters psychological well being, self-esteem and social development;*
- *helps maintain healthy weight in children and teens;*
- *reduces the risk of several chronic diseases – including diabetes, high blood pressure, heart disease and cancer.*[13]

Moving toward action:

Recent research from Nova Scotia, Ontario and British Columbia demonstrates the benefits of comprehensive school health programs that employ community engagement practices in increasing physical activity and other healthy behaviours in schools. [14]

School / community programming is effective when a combination of approaches is used including:

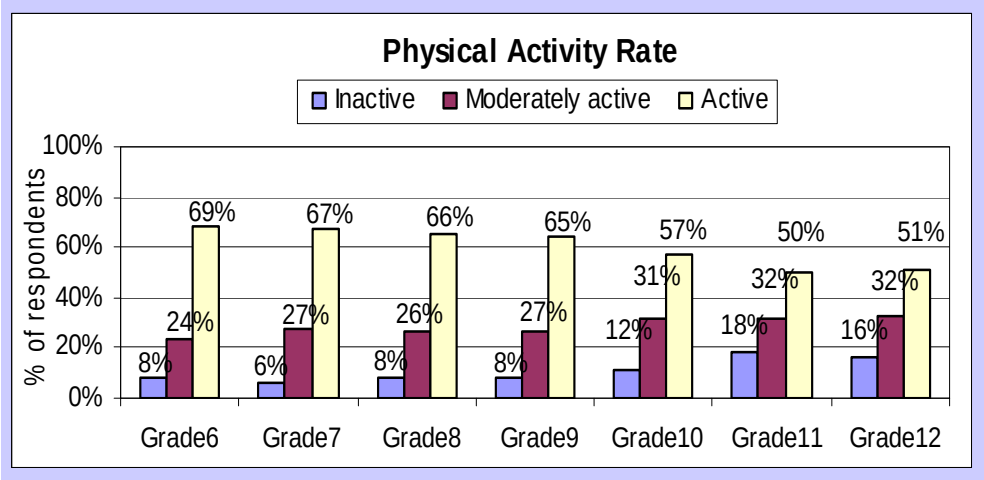
- Education
- Accessible facilities
- Physical activity programming (intramurals, intervarsity and a variety of sports / activities)

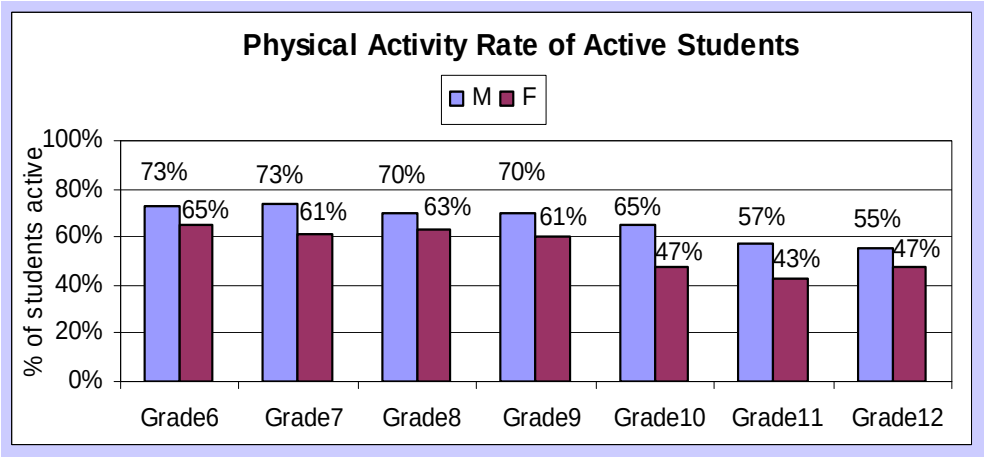
By working together through coordinated efforts between school and community we can achieve greater impact on the health of young people.

Physical Activity Levels

We asked the students of the **Brandon School Division** to report how much physical activity they do each day of the week. The graphs below show the percentage of students who are inactive, the percentage of students who are moderately active and the percentage who are active enough for optimal growth and development.

Based on student reports, 62% of students in the **Brandon School Division** are active and another 28% are considered moderately active. However, 10% of students are physically inactive.





Physical activity is measured in kilocalories per kilogram per day (KKD). KKD is a measure of how much energy a person has expended in a day.

It is recommended that youth expend at least 6 to 8 KKD for optimal growth and development[15].

This could mean 60 minutes of biking, raking leaves, dancing, or brisk walking, combined with 30 minutes of aerobics, hockey, basketball or jogging.

How to take action:

There is *strong evidence* showing that school-based interventions are effective in increasing physical activity and physical fitness among children and youth. Effective interventions use approaches that include one or more of the following:

1. Modified Physical Education (PE) Programs:
   - increased length of PE class
   - alternative activities to increase students' interest in PE class
   - increased moderate and vigorous physical activity engaged in during PE class
2. Additional classroom physical activity breaks led by classroom teachers as a complement to the PE class
3. Self-management programs including goal setting, self-monitoring and problem solving
4. Family-involvement programs

(From the Knowledge Exchange Network package *Effective School-based Interventions in Physical Activity*. Further information can be found at www.mb.cancer.ca. Follow the Knowledge Exchange Network Link.)

We also asked the students how many of their closest friends are physically active. 65% of the active students reported that 4 or 5 of their closest friends were physically active. Students who are active and moderately active are more likely than inactive students to have 4 or 5 of their closest friends who are active.

# friends who are physically active	Active Students	Moderately Active Students	Inactive Students
0	2%	3%	9%
1	3%	6%	12%
2	9%	14%	16%
3	19%	27%	25%
4 or 5	65%	49%	34%

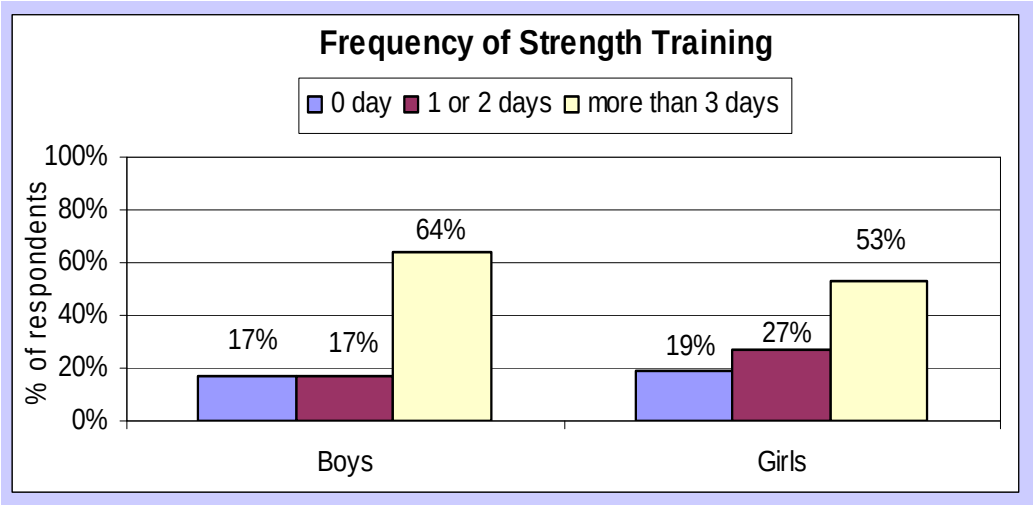
Strength Training in Youth

Strength training helps develop and maintain strong muscles, healthy bones, healthy body weight and can enhance body image.

It is recommended that youth strength-train 2-3 days per week as part of a physical activity program. All students should be taught how to strength-train properly so that they do not over train and hurt themselves.

In the **Brandon School Division**, 81% of students reported doing strength training activities such as push-ups, sit-ups and weight lifting at least once a week.

64% of the boys and 53% of the girls reported that they strength train more than 3 days of the week.



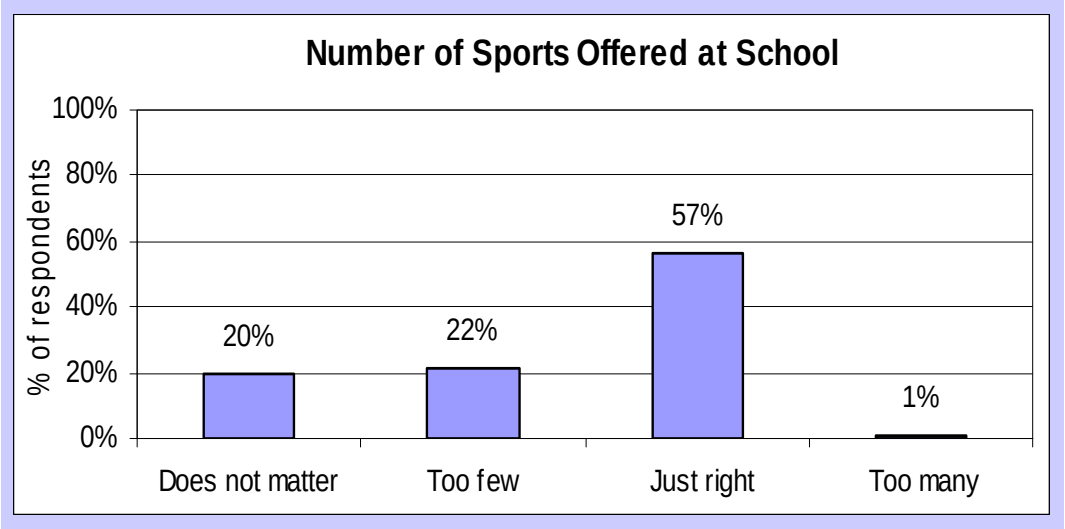
When Students are Active

Students reported the time of day when they are most physically active:

- 9% are active before school
- 64% are active after school
- 30% are active at recess
- 29% are active at lunch

Satisfaction with the Number of School Sports

57% of students in the **Brandon School Division** stated they felt that the number of sports offered at their school was just right but 22% felt that there were too few sports offered at school.



How to Take *Action:* Promoting school sports

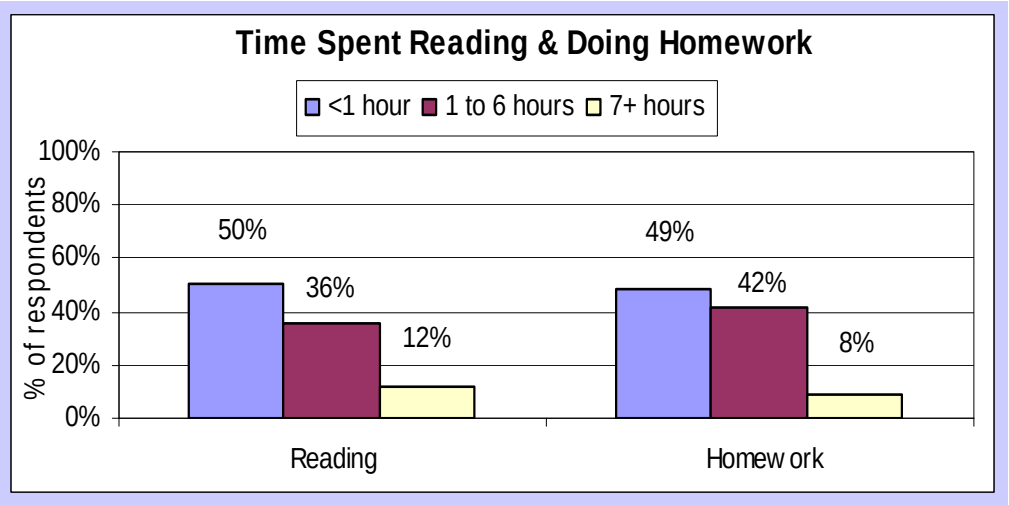
- Focus on promoting participation in varsity and intramural sports by offering a balance of both in a variety of sports and activity programs
- Even varsity teams can include lots of students:
  - Individual events, like track & field, can include everyone interested in some meets, while using rotating or performance-based criteria for other meets
  - Practice squads can expand participation in team-based events and develop skilled players for subsequent years
- Have students create their own intramural leagues for credit. Organizing and running an intramural program can be a great project for a senior student looking for experience in sport management
- Increasing participation is likely easiest through intramural activities since everyone at school is eligible to participate
- Offering other non-traditional sports such as kickboxing, dancing and golf

E*xposing children to a wide variety of physical activities and sports at school, and seeking their input on activities they would like to try, are excellent ways to encourage participation. Schools can do this through daily physical education programming, structured physical activity programs at lunch periods, intramural and inter-school sport program and other extra-curriculum physical activities.*[16]

Time Spent Reading and Doing Homework

Sedentary activities include things such as watching television, using the computer, reading and homework. To promote overall health, students should decrease the total amount of time they are inactive while maintaining homework and reading time. This can be done by decreasing "screen time" which is time spent in front of the television, video games or on the internet and also decreasing inactive time spent on the telephone.

This graph shows how much time the **Brandon School Division** students spend reading or doing homework per week.



How to Take *Action:*

While the Youth Health Survey was completed by students from Grades 6 to 12, the Knowledge Exchange Network has identified programs that can be successful for lower grades as well.

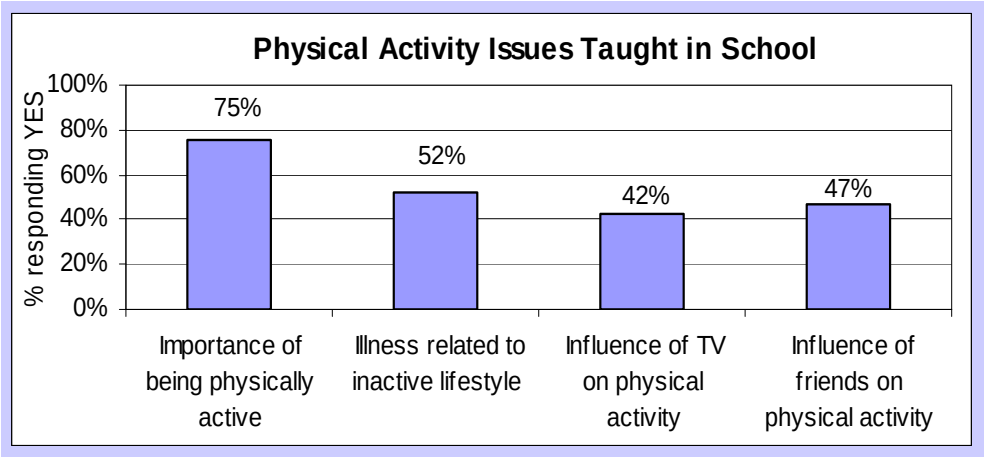
The Student Media Awareness to Reduce Television (SMART) program has been effective in decreasing physical inactivity. It includes three main components:
(1) students learn to self-monitor,
(2) a TV turn-off challenge, and
(3) students develop a budget for television, videos and video game use.

The students participating in this program showed a 5.5 hour/week decrease in TV, a 2.5 hour/week decrease in video game use, and significant changes in body weight.

(From the Knowledge Exchange Network package *Effective School-based Interventions in Physical Activity*. Further information can be found at www.mb.cancer.ca. Follow the Knowledge Exchange Network Link.)

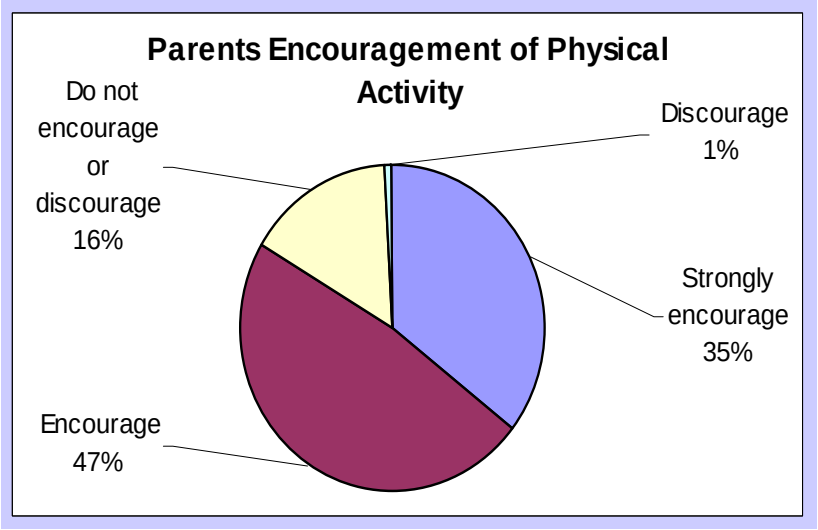
Students Perceptions of Physical Activity

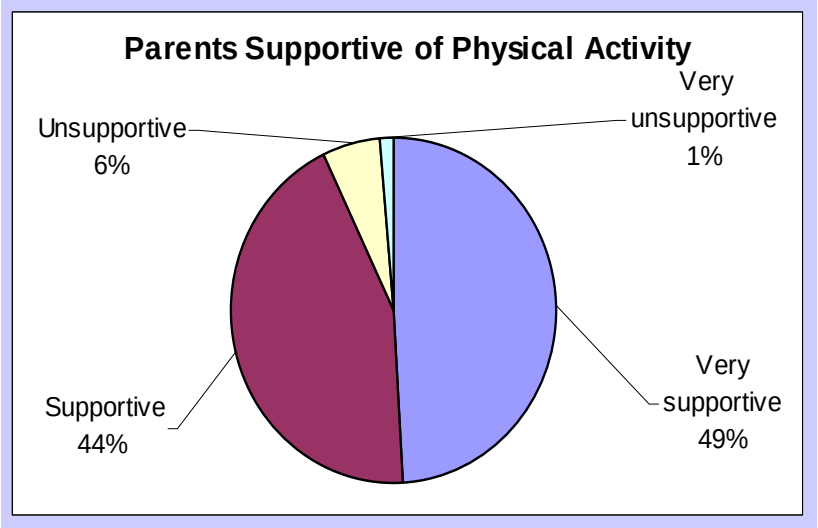
We asked the students if the subjects at school taught them about topics related to physical activity. The graph below shows the percentage of students who thought that these issues were taught at their school.



Parental Support of Physical Activity

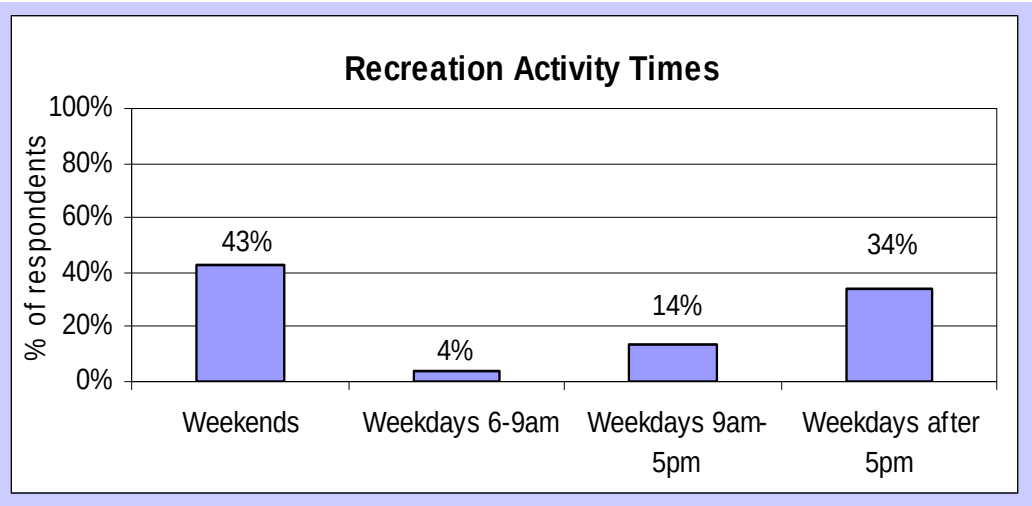
We asked the **Brandon School Division** students how their parents encouraged and supported them (such as driving to team games and buying sport equipment) in their physical activities. 82% of the students said that their parents encouraged/strongly encouraged them to be physically active and 93% of the students said that their parents were supportive/very supportive of their participation in physical activities.





Recreation Activities in their Communities

Students were asked when they would like to participate in recreation activities. A majority of students indicated that they would like to participate in physical activities on weekends followed by on weekdays after 5 pm.



B

Healthy Eating

Brandon School Division

Why We Study Healthy Eating

Good health and nutrition are needed to achieve one's full educational potential because nutrition affects intellectual development and learning ability. Schools offer more effective, efficient and equal opportunities than any other setting to promote health and healthy eating. They reach young people at a critical age of development in which lifestyles are developed, tested and adapted.[17]

- Lower grade levels provide excellent opportunities to influence healthy eating because eating habits are formed early in life.[18]

- The number of servings of fruits and vegetables provides a way to measure "healthy eating". Only 39 % of Canadians residents over the age of 12 eat at least 5 servings of fruits and vegetables every day[19].

Benefits of healthy eating include:

- better performance at school, work and play
- better behaviour
- more able to cope emotionally
- less anxiety, depression and hyperactivity
- more ready to learn
- lower incidence of disease
- healthy weights

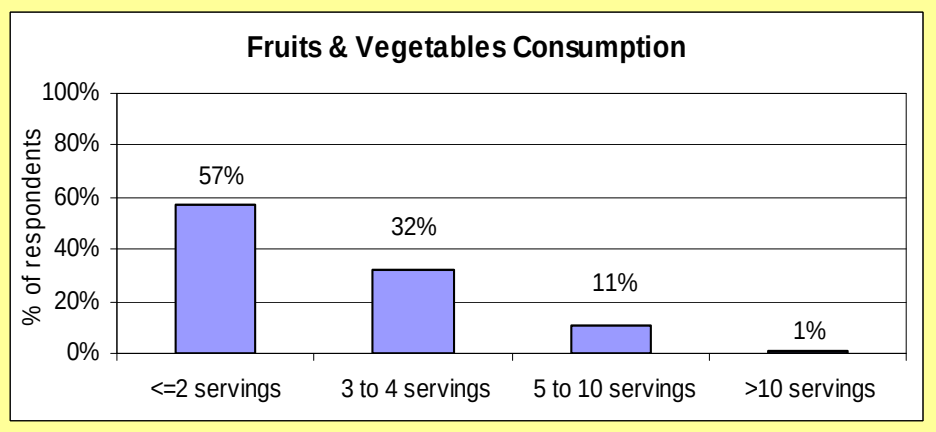
Healthy eating contributes to the prevention of:

- *Obesity*
- *Hypertension, heart disease and stroke*
- *Diabetes*
- *Respiratory diseases*
- *Orthopedic conditions such as arthritis, joint and back problems*
- *Certain mental health issues*

Eating Habits of Students

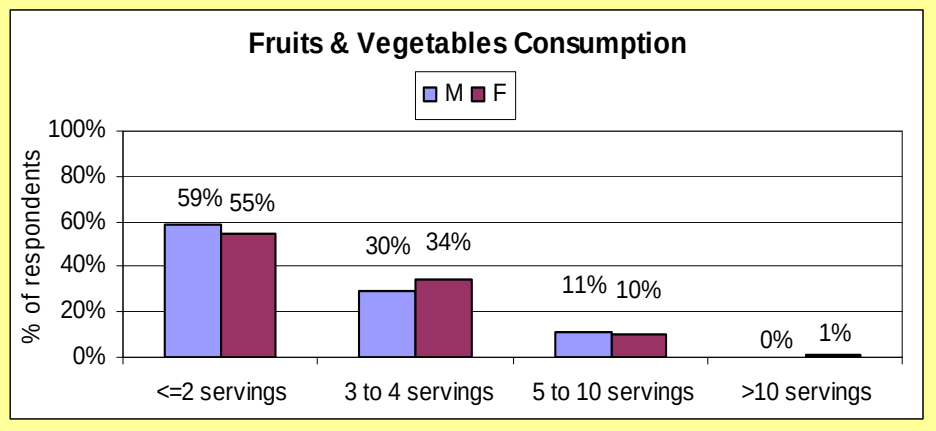
Canada's Food Guide to Healthy Eating recommends that children 9 to 18 years of age consume between 6 and 8 servings of fruit and vegetables on a daily basis. Students were asked to indicate the number of servings of fruits and vegetables they consumed on a regular basis.

Only 12% of students in the **Brandon School Division** consumed fruits and vegetables 5 or more times per day.



Significant trends contributing to unhealthy eating:

- *Supersizing*
- *Junk food*
- *Fast food*
- *Eating out*



How to Take *Action:*

There is *strong evidence* showing that school-based interventions are effective in increasing fruit and vegetable intake, and decreasing the amount of fat intake in children and youth. Effective strategies include:

- Using clear messages about specific behaviour changes
    - Incorporating multiple strategies to reinforce messages
- Incorporating family involvement
- Running programs for an extended period of time (> 16 weeks)
- Treating fruits and vegetables separately in the intervention (separate programs / curricula)
- Encouraging children to accept or like the taste of fruits and vegetables (e.g. offering veggie packs in the canteen)
- Minimizing emphasis on benefits for future health
- Beginning interventions prior to the sixth grade before behaviour patterns become resistant to change

Effective school-based nutrition interventions use approaches that include one or more of the following:

- Classroom (lessons and activities)
- School meal modification
- Parental involvement
- Point-of-purchase education
- Media marketing

(From the Knowledge Exchange Network package *Effective School-based Interventions in Nutrition.* Further information can be found at www.mb.cancer.ca. Follow the Knowledge Exchange Network Link)

Healthy Body Weight

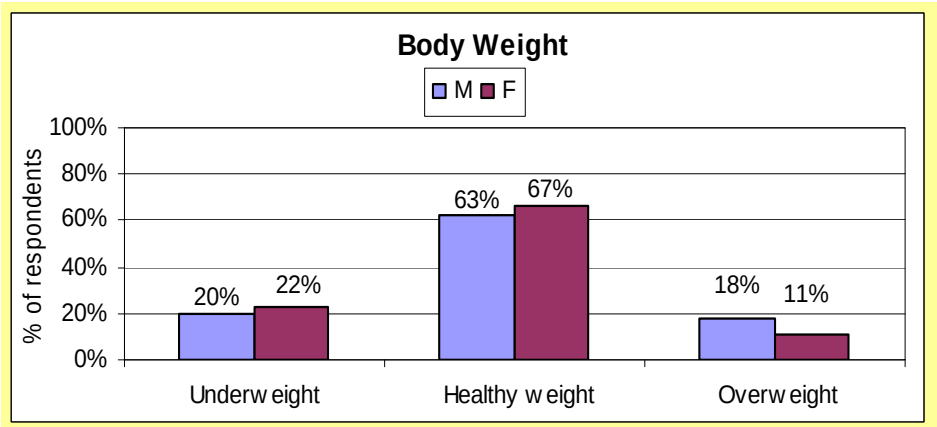
48% of Canadians were overweight or obese in 2003.[20] Being overweight during childhood can lead to increased illness and risk of chronic diseases such as heart disease, cancer and type-2 diabetes.[22] Overweight and obese youth are often stigmatized by peers and adults.[23, 24] These youth may experience psychological stress, have a poor body image as well as poor self-esteem.[25]

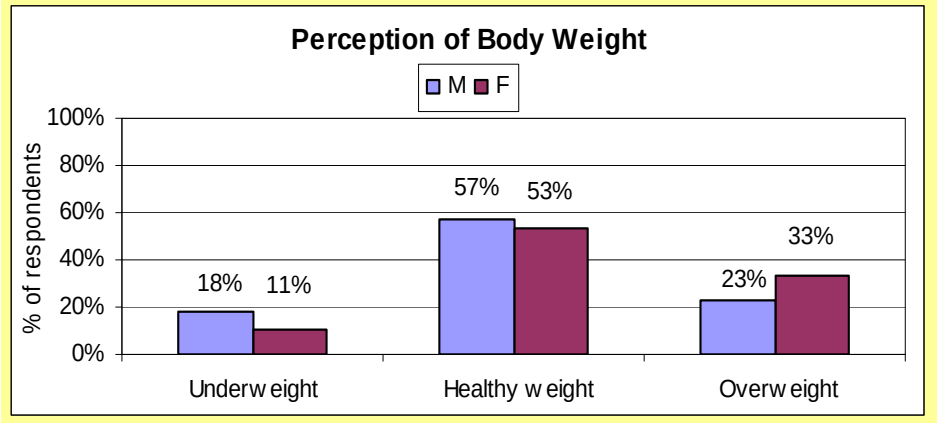
Healthy body weight can be measured by body mass index (BMI). BMI is a measure of a person's weight in comparison to their height. Of the students with a valid BMI, 63% of the boys and 67% of the girls in the **Brandon School Division** fall within the recommended healthy weight category for their age.

Having a healthy body weight is necessary for health & well-being. However, an accurate and realistic perception of one's weight can provide motivation to gain or lose weight as necessary. 57% of the boys and 53% of the girls in the **Brandon School Division** students perceive their body weight as healthy.

A complex web of factors contributes to a healthy body weight. This report has outlined possible actions for the **Brandon School Division** for physical activity, inactivity and healthy eating.

This section has focused on overweight and obesity, but we acknowledge the dangers of being underweight, which are not discussed. Regardless of weight, however, "body image dissatisfaction is a strong precursor to emotional problems, unhealthy nutrition habits and in extreme cases, to eating disorders."[26]





C

Smoking, Alcohol & Drug Use

Brandon School Division

Why We Study Youth Smoking

Smoking is a Public Health Problem

- 22% of Canadians over the age of 12 are smokers.[27]
- 22% of all deaths in Canada are attributed to smoking.[28] Smoking causes 4 times as many deaths as car accidents, suicide, homicide and AIDS combined.[29]
- Half of all long-term smokers will die or be disabled by a smoking-related illness.[30]

Smoking is an Adolescent Problem in Canada

- Because 85% of current smokers start smoking by the age of 19,[31] adolescence is a crucial time in the prevention of smoking
- The average age at which students smoke their first whole cigarette is 11.[32]
- What starts as a bid for *independence* quickly becomes *dependence* on tobacco. Only 5% of student smokers think that they will be smoking in 5 years – 5 years later, 80% of them are heavy smokers.[33]

Smoking is a Community Problem in Canada

- Smoking is more predictive of dropping out of school than marijuana use or alcohol use.[34]
- Students who take up smoking show a decrease in academic achievement and motivation.[35]
- Starting smoking at an early age is predictive of a number of other risk behaviors; these include carrying a gun or other weapon at school, fighting, and drug use.[36]

Schools Can Make a Difference:

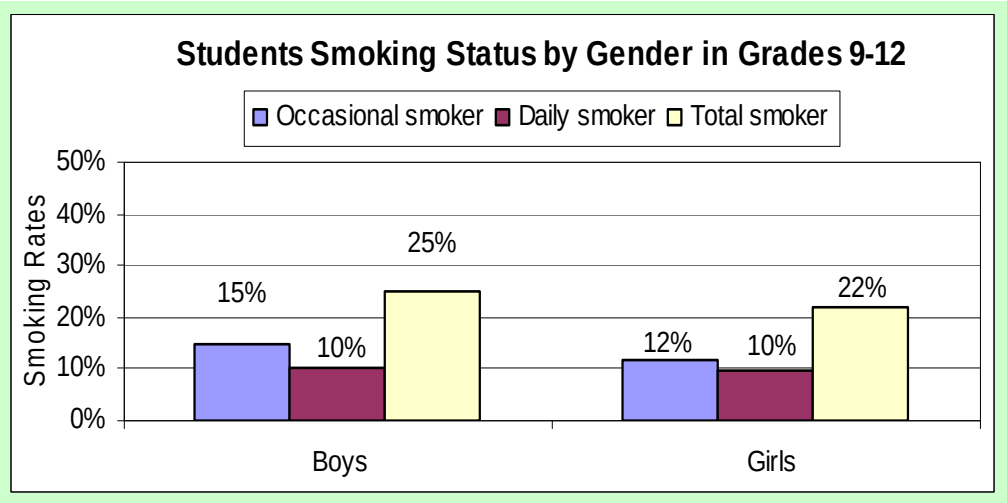
School efforts linked with local public health and community agency efforts can reduce problems related to youth smoking. Research has shown that successful efforts include education (coordinated curriculum), a supportive environment (clear, enforced rules about smoking), services and students who know people care.

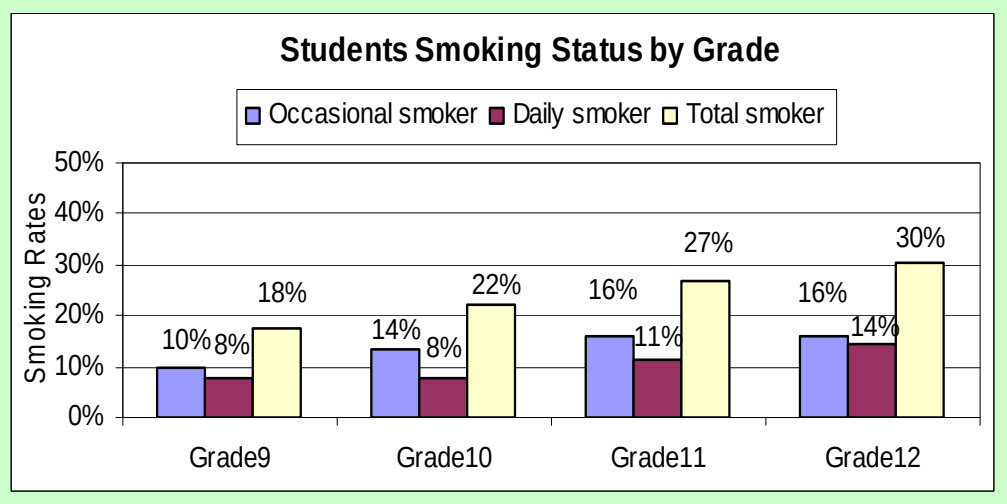
(From the Knowledge Exchange Network package *Effective School-based Interventions in Tobacco Prevention.* Further information can be found at www.mb.cancer.ca. Follow the Knowledge Exchange Network Link).

The Manitoba Lung Association reports success with the NOT (Not On Tobacco) youth tobacco cessation program. See www.mb.lung.ca/not.html for more information. A financial incentive is available for schools who run a program in their school.

Who Smokes in the Brandon School Division

25% of the boys and 22% of the girls in grades 9-12 we surveyed in the **Brandon School Division** reported that they are currently smoking. The number of students in grades 6 to 8 that reported they are currently smoking was too small to report by grade.





The Canadian Tobacco Use Monitoring Survey[37] indicates that 20% of youth aged 15-19 in Manitoba and 19% of youth aged 15 to 19 in Canada were current smokers in 2005. For grades 9 to 12 in the **Brandon School Division,** the boys' smoking rate is 25% and the girls' smoking rate is 22%.

Attitude to Smoke Free Public Spaces

In the **Brandon School Division**, 87% of the students surveyed responded 'probably yes' or 'definitely yes' to the question, *"Do you think all public places (e.g. malls, arcades, restaurants, etc.) should be smoke free?"* Sharing this information with the students and getting kids involved in advocating for smoke-free public places may reduce the likelihood that they will start to smoke and may help them to feel that it is okay to speak out in favor of non-smoking.

School Smoking Policy

Students were asked a question about their school's smoking policy. 62% of the respondents indicated that their school has a clear set of rules about smoking for students to follow and 27% indicated that they didn't know. 8% of students reported that their school does not have a clear set of rules about smoking.

Moving toward action

The enforcement and perceptions of enforcement are crucial to the success of school smoking bans. A recent study found that school smoking bans that were strictly enforced were related to an 11% decrease in the uptake of smoking.[38] To obtain this type of a reduction, it is important that students perceive that most or all students obey the rules. It is important for students to understand that the rules are not arbitrary, but intended to protect the health of students.

Why Students Smoke

Students take up smoking for a variety of reasons. Peers and family members are especially influential in the decision to start or continue smoking. These influences are sometimes direct (e.g., peer pressure) but more often indirect (e.g., modeling). We asked students in the **Brandon School Division** a series of questions relating to peers and family.

87% of daily smokers and 84% of occasional smokers report that 1 or more of their 5 closest friends smoke cigarettes. 11% of non-smokers report that 1 or more of their 5 closest friends smoke.

How many of your 5 closest friends smoke cigarettes?	Percentage of Students Responding		
	Daily Smokers	Occasional Smokers	Non-smokers
0	8%	13%	14%
1	6%	20%	4%
2	12%	18%	4%
3	12%	20%	2%
4	22%	10%	1%
5	35%	16%	1%

Students were also asked how many people, besides themselves, smoked inside their home every day or almost every day.

Family Member Smoking Inside the Home	Percentage of Students Responding		
	Daily Smokers	Occasional Smokers	Non-smokers
0	46%	55%	68%
1	16%	19%	17%
2	16%	15%	9%
3	9%	5%	1%
4	5%	2%	0%
5 or more	8%	3%	1%

Not only are students whose parents smoke, more likely to become smokers themselves, it is also a health concern if a family member(s) smokes in the home. 53% of the daily smokers and 44% of occasional smokers in the **Brandon School Division** reported that at least one person inside the home smoked on a daily basis.

How to take action:

There is *strong evidence* showing that school/community-based interventions are effective in preventing tobacco use in youth. Effective strategies:

- Include peers in the development and implementation of programs
- Build on elements of existing effective campaigns
- Create interventions that focus on social reinforcement and/or developmental and social norms
- Focus on multiple risk behaviors, not just tobacco use
- Sustain and coordinate interventions to the end of adolescence
- Focus on higher grade levels making sure community activities reach youth
- Create campaigns of sufficient intensity, frequency and duration
- Include multiple activities that address the different factors associated with smoking behavior

Effective school / community-based youth tobacco prevention interventions use approaches that include one or more of the following:

- Classroom education
- Telephone and mail boosters
- Mass media marketing
- Parent and school principal groups, example, refining school policy

(From the Knowledge Exchange Network package *Effective School-based Interventions in Tobacco Prevention.* Further information can be found at www.cancer.ca. Follow the Knowledge Exchange Network Link)

How Students Obtain Cigarettes

Most of the students in the **Brandon School Division** are under the age of 18. Despite the fact that federal law prohibits the sale of cigarettes to anyone under the age of 18, many students are able to buy cigarettes and in most cases they are not asked their age. In the past month 36% of smokers stated that they were not asked their age when buying cigarettes, another 8% were asked less than half the time. Only 5% were always or almost always asked their age when buying cigarettes.

Student who smoke obtain their cigarettes in the following ways:

How do you usually get your cigarettes?	% responding
I buy them	29%
Someone buys them for me	15%
I get them from my friends	27%
I get them from home	2%
Other	6%

If you buy your own cigarettes, where do you buy them?	% responding
Convenience store	31%
Gas station	29%
Grocery store/supermarket	8%
Bar	8%
Restaurant/diner/cafeteria	3%
Friend or other person	23%

*Note: column may exceed 100% as students were asked to select ALL that apply.

Moving toward action

Establishing partnerships between school divisions, schools, local health departments and tobacco retailers is important in reducing the number of youth who access tobacco.

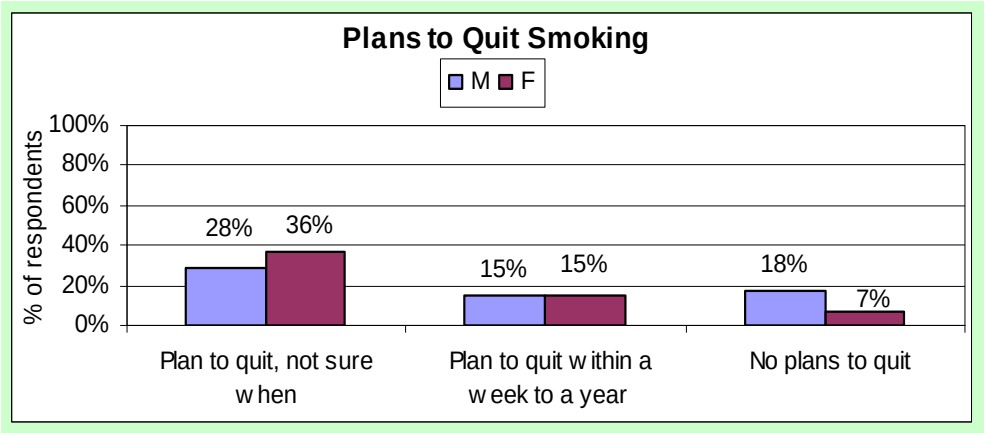
Other community strategies include:

- Enforcing legislation and working with schools on the issue of social supply (students sharing tobacco) on school property can reduce youth access to tobacco.
- Retailer education and increased compliance with laws that prohibit sales to minors can be another way to effectively reduce tobacco use.

Trying to Quit

Quitting smoking is not an easy process for adults or for youth. New evidence indicates that the first symptoms of addiction to nicotine may occur as early as a few days or weeks after the beginning of even occasional smoking by youth.[39] Students can have a very difficult time quitting even when they have strong motivation to do so.

When students were asked about their plans to quit smoking, many students (36% of females and 28% of males) plan to quit, but are not sure when. Another 15% of females and of 15% males plan to quit within a week to a year. Of those who smoke 7% of females and 18% of males have no plans to quit.



Most young smokers attempt to quit within two years of their first cigarette, and most smokers make multiple quit attempts.[40]

According to the Youth Smoking Survey, 1994 (YSS), a high percentage of current smokers aged 10 to 19 years (81%) have at some time seriously thought about quitting; most have made a quit attempt (Y3). Of current smokers who have tried to quit, 19% have made five or more attempts to quit. In the six months prior to the survey, 40% of all current smokers aged 10 to 19 had made at least one quit attempt.

Moving toward action

Smoking often occurs in social situations among peers. Programs that help students to develop skills for resisting social influences are helpful. The most successful programs teach students refusal skills through direct instruction, modeling, reversal, and reinforcement.

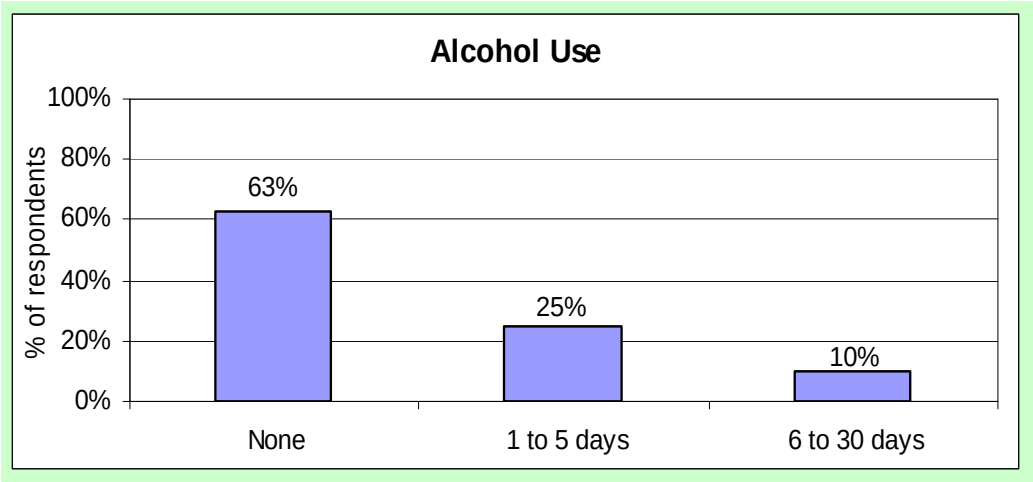
It is also important to increase awareness of the artificial atmosphere created in our society that leads students to see the cigarette as a rite of passage into adulthood and an emblem for rebellion.

The Manitoba Lung Association **Not On Tobacco** program provides strategies to deal with the social pressures to smoke. For more information, visit: www.mb.lung.ca/not.html.

Alcohol & Drug Use

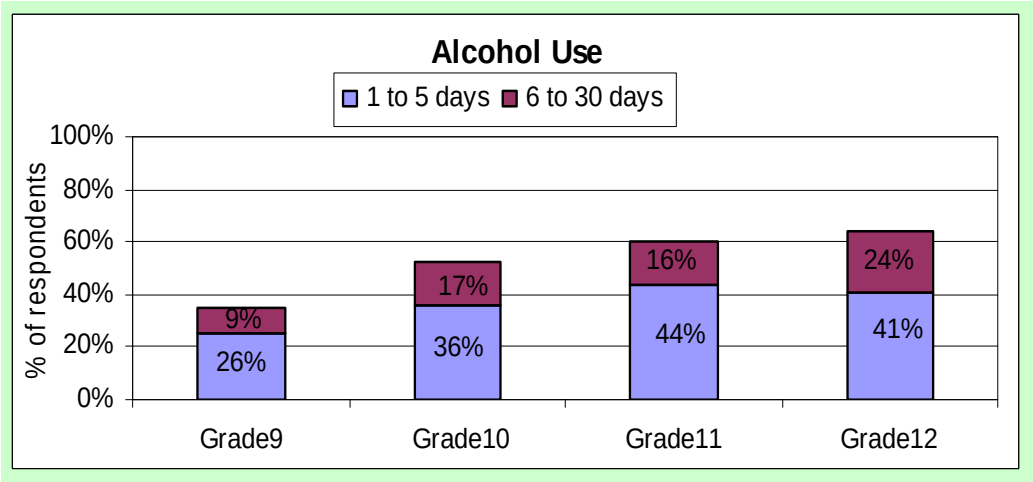
Alcohol abuse is associated with motor vehicle and aquatic injuries and deaths, vandalism, alcohol poisoning and violence. Harmful use patterns started young and carried into adulthood exacerbate these problems, and chronic alcohol abuse leads to a number of acute and chronic disease conditions.[41]

Students were asked *"During the past 30 days, on how many days did you have at least one drink of alcohol?"*, 25% of the students indicated that they had alcohol between 1 and 5 days and 10% had alcohol between 6 and 30 days.



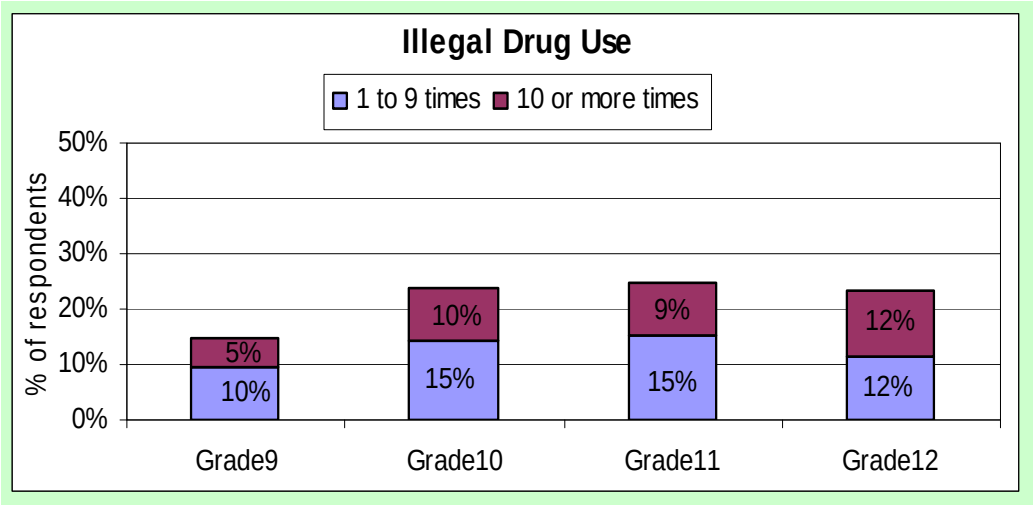
When asked "*During the past 30 days, on how many days did you have 5 or more drinks of alcohol within a couple of hours?*", 22% of the students indicated that they had 5 or more drinks of alcohol within a couple hours on at least one of the past 30 days.

When considering only the high school students, 35% of grade 9 students had at least one drink of alcohol in the last 30 days. This increased to 65% of grade 12 students.



13% of the students in the **Brandon School Division** indicated that they had used illegal drugs such as marijuana, cocaine, heroine, methamphetamines, ecstasy, steroid pills/shots or sniffed glue in the past 30 days.

When considering only the high school students, the percentage of students that indicated they had used illegal drugs rose from 15% in grade 9, to 24% in grade 12.



How to take action:

A Health Canada publication entitled "Preventing Substance Use Problems Among Young People: A compendium of Best Practices"[42] includes several principles of effective prevention programs, such as:

- Prevention should enhance protective factors and minimize risk factors
- Prevention should include family, schools and community
- Prevention programs should be developed on a continuum in order to meet age specific and developmental needs in a young persons life
- Programs need to be sustainable and integrated within the community network

A recent comprehensive analysis of evidence-based best practices in school health instruction and policy in substance abuse prevention in Australia[43] identified the following characteristics of successful programs:

- Parents and the wider community are involved
- Health is a whole school responsibility
- Instruction should be sequential and developmentally appropriate
- Instruction should have a basis in expressed student needs
- Instruction should begin before the onset of harmful practices
- Interaction vs didactic learning is a best fit for health instruction
- Peer leaders hold promise for health instruction
- Classroom teachers play a central role
- The values and attitudes of the broader community must be considered
- Focus should be on harm minimization as an end goal
- Social skills are superior to factual information alone in achieving improvements

School Connectedness:

There is increasing evidence that the school environment plays an important role in supporting students' abilities to stay smoke-free. Students who feel an attachment to their school and who consider their teachers to be supportive are less likely to smoke or to engage in other unhealthy or risky behaviors. Activities to build a positive school community might be helpful in reducing smoking in the **Brandon School Division**. Here is what the **Brandon School Division** students said about their school environment:

How strongly do you agree or disagree with the following statements?	Percentage of Students Responding	
	Agree/ Strongly Agree	Disagree/ Strongly Disagree
I feel close to people at this school	79%	18%
I feel I am part of this school	81%	16%
I am happy to be at this school	79%	17%
I feel safe in my school	82%	14%

"School connectedness is an important predictor of academic performance, positive career trajectory and a clear protective factor against a range of problem behaviours."[44]

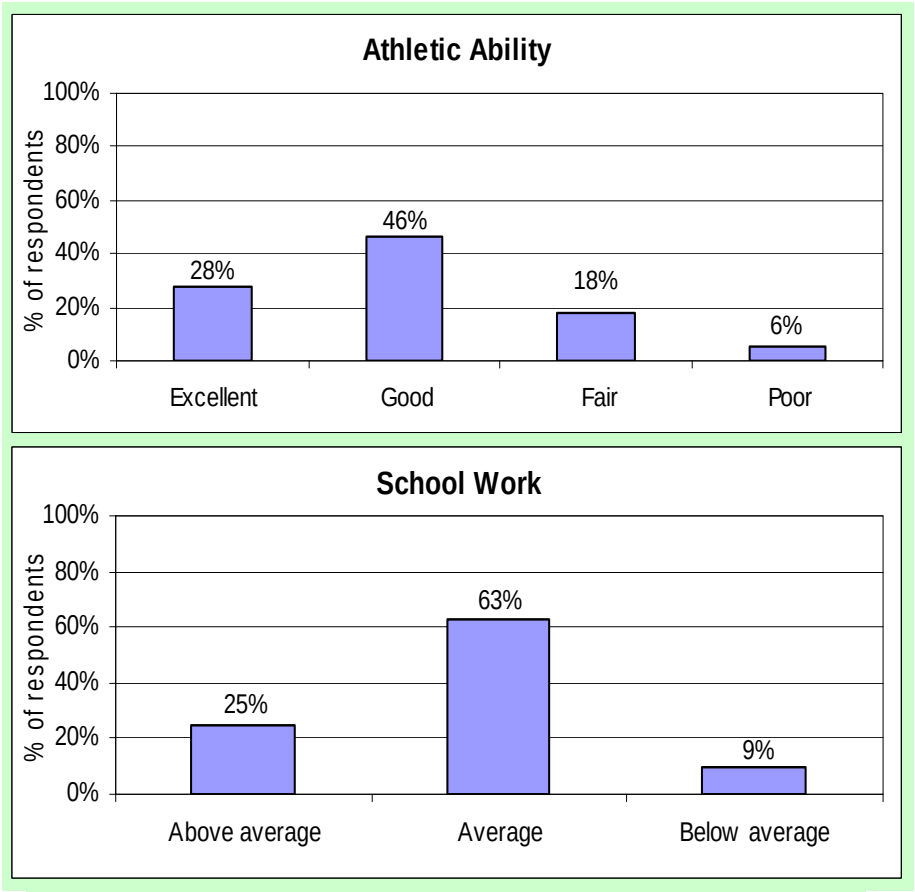
How to take action:

'What are the creative ways to involve students in your school?'

- Involve students in school/community leadership opportunities, Healthy School initiatives, and peer helper programs.
- Partner with local groups that have an interest in health and chronic disease prevention to develop community-wide activities.

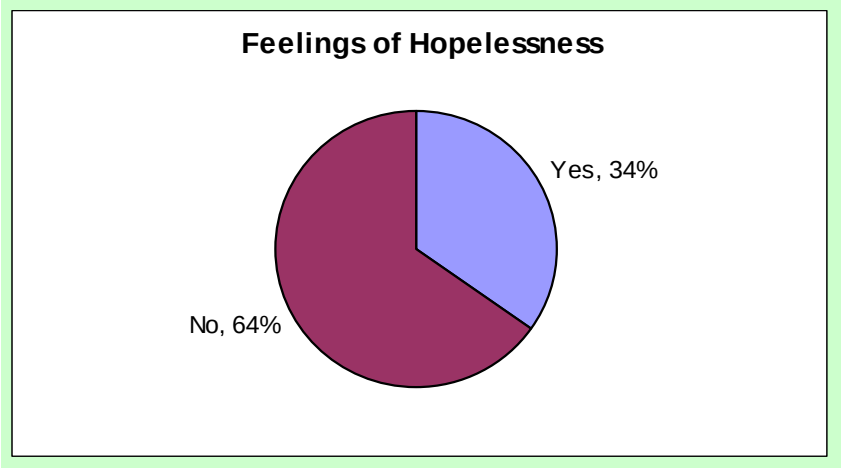
Overall Feelings of Well-being

Students were asked a few questions about their accomplishments and overall sense of well-being.



74% of students rated their athletic ability as excellent or good.

88% of students rated their school work as average or above average.



34% of students stated that they had felt so sad or hopeless in the past 12 months that they stopped doing some usual activities for a while.

How to take action:

The importance of **listening to children and youth** for parents, teachers and other adults cannot be underestimated. When promoting health in the school or community, it is essential to give children and youth a voice. This can be done in a number of ways, such as interviews, surveys, "bear pit" sessions and student health awareness days.

Where do we start?

There is growing evidence of the link between healthy child development and chronic disease prevention. "It is clear from the global experience that opportunities exist within the school setting from Kindergarten to Grade 12 to significantly and positively influence many domains of youth health."[45] There are numerous resources available to assist schools and communities to promote healthy living. Many of these programs can be adapted to fit your situation.

The British Columbia Provincial Health Officer's 2003 Report: *An Ounce of Prevention*,[46] refers to a large body of evidence collected over the past two decades that identifies the following key factors to successful school health programs:

- Teacher training
- Teacher comfort with the topic
- Administrator support
- Respect for the subject from administrators and teachers
- Room in the day to teach it
- Challenging content
- Focus on both social and cognitive outcomes
- An endurance over years and throughout grades
- Student involvement and engagement
- Challenging, adequate classroom resources

Poor or diminished outcomes were found with:

- Addressing crises, especially through preaching or scare tactics
- Little broad school/family/community involvement (classroom only)
- Programs based on external speakers or assemblies with little involvement of school staff
- Little or no investment in teacher training or provision of support

Innovation through evaluation

We hope that you will find this report to be a useful resource for informing school health programs and policy, as well as a potential tool for evaluation.

It is only through your cooperation that we may begin to identify promising practices, innovative approaches, and leaders in the promotion of child and youth health within schools in the Brandon Region.

Links to Additional Resources

Youth

- Health Canada – Canada's Food Guide (http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index_e.html)
- Health Canada – Canada's Physical Activity Guides for Children and Youth (http://www.phac-aspc.gc.ca/pau-uap/paguide/child_youth/index.html)
- Visit the Youth Media Campaign – "VERB for Tweens" for ideas on fun activities at home, school or places within your community. (http://www.verbnow.com/index2.php)

Teachers

- Canada's Teacher's Guide to Physical Activity for Children (www.phac-aspc.gc.ca/guide/pdf/kids_teachguide_e.pdf)
- The Canadian Association for Health, Physical Education, Recreation and Dance (CHAPERD) – Quality Daily Physical Education (QPDE). This site provides guidelines, success stories and resources on implementing QDPE in your school (http://www.cahperd.ca/eng/physicaleducation/about_qdpe.cfm)
- Ontario Physical and Health Education Association (OPHEA) provides information and resources on improving physical health and well-being of children and youth (http://www.ophea.net/Ophea/Ophea.net/index.cfm)
- Centers for Disease Control and Prevention (CDC) – adolescent and School Health. Find information on health programs, health topics for adolescents, school health profiles and lessons form implementation (http://www.cdc.gov/nccdphp/dash/index.htm)
- Knowledge Exchange Network (KEN), (Canadian Cancer Society website (www.cancer.ca), Manitoba, Knowledge Exchange Network)
- Cancer Control Planet – Links to comprehensive cancer control resources fro public health professionals (http://cancercontrolplanet.cancer.gov/)

General

- Coalition for Active Living-Learn about the coalition efforts for physical activity advocacy in Canada, Canadian facts and figures (http://www.activeliving.ca/English/index.cfm)
- Centers for Disease Control and Prevention (CDC) – physical activity. This site provides information on the importance of physical activity and how to make it a part of your life. (http://www.cdc.gov/nccdphp/dnpa/physical/index.htm)
- ***In motion*** is an innovative health promotion strategy with its emphasis on increasing physical activity (www.manitobainmotion.ca)
- Dietitians of Canada – Promoting health through food and nutrition (www.dietitians.ca)
- Manitoba Healthy Living Resource Clearinghouse – Provides online access to healthy living resources and expertise (http://www.lin.ca/mhlrc/index.cfm?fa=links.main)
- Manitoba Lung Association is the premier source of respiratory health information and initiatives in Manitoba (www.mb.lung.ca)

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