Report of Senior Administration to the Board of Trustees

February 13, 2012

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This report from members of the Brandon School Division Senior Administration is submitted respectfully for your consideration, action, and information.

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

A. Business Arising for Board Action

I. PRESENTATIONS

FROM SCHOOLS

Kirkcaldy School

II. HUMAN RESOURCES

III. SECRETARY-TREASURER

1. SCHOLARSHIP AGREEMENT

For Action..... K. Zabowski

The Family of Kayleigh Brugger would like to establish a scholarship in the amount of two thousand ($2,000) to be known as the "The Kayleigh Brugger Character Scholarship" for a male or female student graduating from Vincent Massey High School. The conditions for establishing the scholarship have now been completed and an Agreement prepared. The Agreement is attached as Appendix A. A recommendation approving the Agreement is included in the agenda. Please contact me should you have any questions in this regard.

RECOMMENDATION:
That the Agreement for establishment of the scholarship to be known as "The Kayleigh Brugger Character Scholarship" for a male or female student graduating from Vincent Massey High School be approved and the Chairperson and Secretary-Treasurer be and are hereby authorized to affix their signatures and the seal of the Division thereto.

2. FUNDING ANNOUNCEMENT FOR 2012-2013

For Action..... K. Zabowski

The following is a summary of the announcement by the Minister of Education on January 30, 2012:

- The Province announced an increase of 2.2% or $25.5 million provincially over last year's funding.
- The 2012/2013 Tax Incentive Grant funding has been discontinued. However, divisions will continue to receive the amount provided to them in the 2011 calendar year. The amount the Brandon School Division received in 2011 was $1,848,013.
- The total funding represents approximately 5% of the total preliminary 2012/13 budgeted revenue.

Base Support

- Base Support has increased 2.8% or $625,682 mainly resulting from enrollment growth.
- All rates for base support have remained unchanged except for Information Technology which changed from $45/student to $60/student.
- The Division has received slight increases in Sparsity ($5,242), Student Services Grant ($5,952 without growth) and Occupancy ($8,550).

Categorical

- The census data for the Aboriginal Academic Achievement Grant has been updated from 2001 to 2006 data and the grant pool has increased from 6.5 Million to 7.5 Million resulting in a $49,500 increase.
- The rates for the Early Childhood Development Initiative has increased from 300 to 330 per eligible pupil and the EDI supplement has changed from $10 for each Kindergarten pupil resulting in a $29,100 increase.
- Early Literacy received a $57,150 increase in funding and Early Numeracy an increase of $34,290 resulting from change in calculation taking into account K-8 eligible enrollment whereas last year it was based on K-4 enrollment.
- The Enrollment Change Grant decreased by $230,764 compared to last year due to the enrollment change from 2010 to 2011 was greater than projected change from 2011 to 2012.

Equalization Support

- The Equalization Support Grant has increased $2,983,832. Equalization for 2012-2013 is calculated using the 2012 assessment for all divisions and the percentage of unfunded expenditures has increased from 60% to 62%.

Other Grants

Other 2012-2013 grants not included as part of the Funding of Schools Program accessed on an application basis include:

- A **Learning to Age 18 coordinator** grant to support the Preparing Students for Success Act for the development of programming to keep students in school to age 18,
- An increase in funding for the **Community Schools Partnership Initiative**.

The Minister of Education's Funding Announcement press release for 2012-2013 is attached as Appendix B.

IV. SUPERINTENDENT OF SCHOOLS

V. SENIOR ADMINISTRATION RESPONSE TO TRUSTEE INQUIRIES

1. TRUSTEE INQUIRY – FOUR YEAR ON-TRACK GRADUATION REPORT RE: CROCUS PLAINS REGIONAL SECONDARY SCHOOL

For Information ..... D. Michaels

At the January 11, 2011 Regular Board meeting, Trustee Kruck requested information on the on track for graduation rates for the Aboriginal students in Grade 9, 10, 11 and 12 at Crocus Plains Regional Secondary School.

The information is provided in response and was reported and prepared by Terry M.J. Osiowy, Principal, Crocus Plains Regional Secondary School.

This past September, baseline data regarding the percentage of our student population who were on track to graduate on a four (4) year on-track graduation pathway was established at Crocus Plains Regional Secondary School. This base-line data was calculated using granted credits on the June 30, 2011, transcripts. This information was calculated to determine where our school was currently in accordance to our targeted 90% four year on-track student achievement goal.

For our students to be on track to graduate on a four (4) year pathway, clear credit completion standards were established to determine when grade 9, 10, and 11 students were on track for a four (4) year graduation. The credit-completion standards were set as follows:

- grade 9 – completion of 5 compulsory credits and 3 optional credits – total 8 credits
- grade 10 – completion of 10 compulsory credits and 6 optional credits – total 16 credits
- grade 11 – completion of 14 compulsory credits and 10 optional credits – total 22 credits

This data was calculated in two (2) formats; total school population and grade by grade population. This data did not include our English as an Additional Language (EAL) learners because of the unique requirements of their programming and the various entry points into our system.

The results of the total school population calculations were as follows:

- grade 9 students entering grade 10 – 86% of students on track to graduate in four (4) years
- grade 10 students entering grade 11 – 84% of students on track to graduate in four (4) years
- grade 11 students entering grade 12 – 76% of students on track to graduate in four (4) years

- Total school population – 81% of students on track to graduate in four (4) years

In addition to the total school population calculations, we also determined our four (4) year on track graduation rates for our self-declared aboriginal learners. The results of these calculations were as follows:

- grade 9 students entering grade 10 – 59% of students on track to graduate in four (4) years
- grade 10 students entering grade 11 – 52% of students on track to graduate in four (4) years
- grade 11 students entering grade 12 – 45% of students on track to graduate in four (4) years
- Total school population – 53% of students on track to graduate in four (4) years

The purpose of this internal school data is to assist us with our school development process when we set our goals and actions that could improve student achievement results. Current examples of this work at our school is the restructuring of our student management teams to support improved student monitoring and interventions and the successful introduction of our site-based Crocus Continuing Education Program to provide students with flexible opportunities for credit completion and/or credit recovery.

During Semester II of this school year and targeted for our School Development Planning Day, Crocus Plains will be focusing our discussions on assessing the student achievement results of our aboriginal learners to determine programming supports that could improve their student achievement results and learning engagement.

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

1. BUS ACCIDENT

For Information ..... K. Zabowski

Correspondence has been received from the Supervisor of Transportation advising of an accident on Friday, January 20, 2012, at approximately 3:30 p.m., involving bus 40-33, while on regular route assignment Green 3. The bus was struck by another vehicle from the side while the bus was travelling northbound on 26th Street at Richmond Avenue. The driver of the other vehicle was 100% at fault as they proceeded through a red light. No apparent injuries were sustained by the driver of the bus and there were no students on board at the time of the accident. Damage to both vehicles was well in excess of $1,000 and damage to the bus was significant as the vehicle struck the bus in the entry door area. The accident was reported to Manitoba Public Insurance. Brandon Police were in attendance at the scene of the accident. This is provided as information.

2. BUS ACCIDENT

For Information ..... K. Zabowski

Correspondence has been received from the Supervisor of Transportation advising of an accident on Wednesday, January 25, 2012, at approximately 8:00 a.m., involving bus 40-16, while on relief duty assignment. The bus struck a maintenance employee's parked vehicle while backing up in the School Bus Compound. No injuries were sustained by the driver of the bus and there were no students on board at the time of the accident. There was minor damage to the truck and no damage to the bus. The accident was reported to Manitoba Public Insurance. This is provided as information.

III. SUPERINTENDENT OF SCHOOLS

1. SCHOOL INFORMATION

For Information ..... D. Michaels

A. QUALITY LEARNING

QUALITY LEARNING SERVICES AT GEORGE FITTON SCHOOL

Report prepared by Ms. Gail McDonald, Principal, George Fitton School

Several quality learning initiatives in literacy and numeracy are taking place at George Fitton School.

Kindergarten to grade four (4) teachers have been continuing to study the work of Regie Routman. George Fitton School has participated in the professional development series, *Regie Routman in Residence* since the spring of 2010. This series recognizes the need for lasting and effective professional learning that focuses on student engagement and higher achievement, authentic practices, required curriculum and professional collaboration. Our focus for the series is "Transforming Our Learning through Reading/Writing Connections".

All professional development opportunities include videos with Regie Routman, the optimum learning model, and assignments for teachers to try in their classrooms. Teachers at the professional development are given time for discussions and professional conversations.

Grades five (5) to eight (8) teachers have chosen to study Origo mental math strategies and literacy place resources for their professional learning this year. George Fitton students have been developing their ability to do math calculations mentally. Teachers use Origo Resources to help students sequence activities for developing a range of mental computation strategies and to improve computational fluency. The goal is to help students become more efficient, accurate, and flexible in their choice of mental computational strategies. Games are used to improve problem-solving abilities, encourage appropriate mathematical language, increase social interaction, and promote self-esteem; as well to practice and extend basic addition, subtraction, multiplication, and division.

Both early and middle years teachers are studying, "Reading Power" and "Non-Fiction Reading Power" by Adrienne Gear as well as "How the Brain Learns" by David A. Sousa.

FUNDING RECEIVED – MANITOBA GRANTS FOR INNOVATION IN CITIZENSHIP EDUCATION

Mr. Rob Langston and Ms. Melissa Stoesz, Teachers, École Secondaire Neelin High School, have applied for and received a grant in the amount of $1000.00 from Manitoba Grants for Innovation in Citizenship Education.

Their project, *Appreciating Your Region – What's Going on in Your Backyard?,* will provide students with an opportunity to participate in a learning experience connecting students from École Secondaire Neelin High School and Sioux Valley High

School, residents of the Sioux Valley Reserve, other students in the Brandon School Division, and members of our community, with the following areas of focus:

- intercultural dialogue and understanding of diverse perspectives;
- youth voice in community decision-making or governance;
- experiential learning;
- collaboration with others to establish and carry out group goals and responsibilities;
- sharing results with educational communities in innovative ways;
- Human Rights, equity and diversity; and
- environmental stewardship.

B. QUALITY TEACHING

QUALITY TEACHING SERVICES AT MEADOWS SCHOOL

Report prepared by Ms. Nancy Dane, Principal, Meadows School

As an outcome of our focus on writing as a critical aspect of literacy development, our entire school from Kindergarten to grade eight (8) will be engaging in a writing activity during the month of February called FOUND POETRY.

Students create FOUND POEMS based on descriptive literary passages they have read in books. Students first select a passage from a book and then pick out descriptive words, phrases and lines. Then they arrange and format the excerpts to compose their own poems. The process of using the text they are reading in a different genre helps students become more insightful readers and develop creativity in thinking and writing. As well, students are identifying nouns and verbs for use in their poems, so the lesson provides a learning opportunity to review these two parts of speech. It will be a great learning and community building experience as we publish and celebrate school wide poetry writing.

Other important initiatives include:

- Continued focus on the development of the Response to Intervention model of resource deployment that ensures each child is receiving the optimal programming available based on their needs, and a process of continual monitoring, evaluation, and revision. We have monthly student support team meetings to evaluate our progress in providing an optimal model of service to all students.

- Currently our student leadership team is presenting the matrix of expected behaviours in a centres-format for early years and a powerpoint/role modelling format for middle years. It has been received very well, especially with our students providing the role modeling and leadership with this project, together with Dayna Galatiuk, our school counselor.

- The Early Years teachers and support team continue with their action research with the Regie Routman book study. The leadership for this work has been provided by the teachers themselves, and Cory Nevill.

- The Middle Years teachers and support team have continued their action research with a book study guided by author Faye Brownlee, "It's All About Thinking". The leadership for this work has provided all teachers with teams of teachers facilitating the workshops.

C. ADMINISTRATIVE AND STATISTICAL INFORMATION

SUSPENSIONS

SCHOOL	NO./STUDENTS	NO./DAYS	REASON
Crocus Plains School	5	3,5	Assaultive Behaviour, Unacceptable Behaviour
Neelin High School	8	5,7,30	Assaultive Behaviour, Drug & Alcohol, Unacceptable Behaviour
Vincent Massey High School	1	5	Assaultive Behaviour, Unacceptable Behaviour

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) ENROLMENT REPORTING / JANUARY 2012

The Brandon School Division Currently has 1189 English as an Additional Language (EAL) Students.

- 9 (nine) new registrations for the current school year were received in January 2012;
- 1 (one) student left the Brandon School Division from January 1 – 31, 2012.

The number of new EAL registrations received to date for the 2011/2012 school year is as follows:

Month of Registration	Number of New EAL Registrations Received
August 2011	3
September 2011	188
October 2011	20
November 2011	18
December 2011	7
January 2012	9
Total	245

The current school totals are as follows:

	Current Total	Students who have left the Division	EAL Discontinued (Stage 5+)
Alexander	0		
Betty Gibson	96	5	
Crocus Plains	141	17	1
Earl Oxford	63	1	
George Fitton	84	4	
Green Acres	20	1	
Harrison	1		
J.R. Reid	21		
King George	74	4	
Kirkcaldy Heights	24		
Linden Lanes	20		
Meadows	118	5	
Neelin	30	3	
New Era	150	9	
O'Kelly	9		
Riverheights	61	1	
Riverview	47		
Spring Valley	19		
St. Augustine	38	2	2
Valleyview Centennial	11	1	1
Vincent Massey	131	7	2
Waverly Park	31	1	
Total	1189	61	6

The number of students who left Brandon School Division from January 1 - 31, 2012 is four (4).

Of the four (4) students that left the Brandon School Division:

- one (1) student left the Division;
- one (1) student moved to China;
- one (1) student not returning;
- one (1) student withdrew due to age/non attendance.

Three (3) students changed catchment areas within the Brandon School Division from January 1 – 31, 2012.

SCHOOL VISITS (JANUARY 9 TO JANUARY 20, 2012)

- Thursday, January 19, 2012 – Crocus Plains Regional Secondary School
- Monday, January 30, 2012 – Waverly Park School

2. DIVISIONAL INITIATIVES

For Information ..... D. Michaels

A. QUALITY LEARNING

IMPLEMENTATION OF POLICY 1001.2 "EDUCATIONAL SUSTAINABILITY IN STUDENT ACHIEVEMENT"

The regular meeting of the Steering Committee for the "Implementation of Policy 1001.2 Educational Sustainability on Student Achievement" was held on January 10, 2012.

The following is a summary of the outcomes of this meeting:

1. The grade 3 Numeracy learning outcome competencies were confirmed.
2. The last stage of confirmation for the grade 3 Literacy competencies was completed. The final draft is to be reviewed at the February 28, 2012 Steering Committee Meeting.
3. At February 28th meeting the grade 5 Numeracy learning evaluation competencies will be confirmed.
4. The evaluation of student learning outcomes in grade 3 and five 5 (Literacy and Numeracy) will commence in the fall 2012 with a pilot initiative.

PRINCIPAL PREPARATION PROGRAM - SESSION 15 "SUPERVISION AND EVALUATION OF SCHOOL PERSONNEL" / JANUARY 17, 2012

Report prepared by Mr. Jaime Lombaert, Vice Principal, George Fitton School

Presenters: Bob Lee, Principal Waverly Park School – Bruce Shamray, Principal Kirkcaldy School

The presentation included discussion about the supervision and evaluation of educators and the professional growth process. Policies and evaluation forms were

shown and discussed. The two principals shared their perspective on the process. The presenters reviewed Brandon School Division's Guiding Principles of Evaluation and Supervision, as well as the eight (8) Standards of Excellence in Teaching.

Case studies were used to summarize the information shared. Presentation was interesting and informative. The handouts are attached as Appendix C.

Principal Preparation Program Year 3 was discussed and explored. A meeting will take place on Wednesday, March 14, 2012 to further explore and plan this opportunity.

SENIOR HIGH ACCESS COMMITTEE MEETING / JANUARY 18, 2012

The most recent meeting of the Senior High Access Committee was held on January 18, 2012.
A discussion as to the grade eight (8) to nine (9) transition process was held with consideration of preparation for 2012-2013.
An in-depth discussion regarding the learning and engagement of students with Aboriginal heritage occurred. A further discussion meeting with elementary principals is planned.
Kevin Zabowski, Secretary-Treasurer, attended the meeting in order to obtain feedback from senior high principals regarding areas of financial need at the senior high schools.
Becky Switzer, Director of Human Resources, attended the meeting in order to provide a presentation on the Joint Job Evaluation Process and Reviews for Support Staff.

<u>Management Items</u>
The following management items were discussed:
1. Financial Operations and Facilities Costs / Senior High Schools
2. Joint Job Evaluation Process and Reviews for Support Staff
3. Forum for Young Canadians
4. Fifteen (15) Passenger Vans

The next meeting of the Senior High Access Committee will take place on February 2, 2012.

LEARNING SUPPORT SERVICES MEETING / JANUARY 24, 2012
Report prepared by Mr. Greg Malazdrewicz, Associate Superintendent

The Learning Support Services Meeting provided a significant amount of information for Principals with respect to their school based work with teachers and students. The primary focus was related to the operations and services provided by or accessed through our student support services functions.

Student Services Review

In February and March 2012 the Division will be participating in a Student Services Review as part of a (three) 3 year rotational cycle with Manitoba Education. The review and reporting process is a (three) 3 year cyclical process intended to provide Manitoba Education an opportunity to:

- verify the attendance and continued eligibility of students receiving Special Needs Level 2 or 3 Funding,
- view the Individual Education Plan (IEP) for each student to be observed during the process, and compare to the Standards for Student Services,
- to begin conversations with schools/school divisions about policy, programming, services, and supports for students with exceptional learning needs; and to
- discuss plans for follow-up as required.

During school visits, Manitoba Education staff will

- meet briefly with school teams,
- collect IEPs for review in reference to the Standards for Student Services; and
- conduct observation of students in their classrooms or other appropriate learning environment.

A summary report will be provided for the Division upon completion.

Violence Threat Risk Assessment Reporting

Violence Threat Risk Assessment (VTRA) reports are completed for our most high-risk students in specific situations when threats or risk factors are identified by school based student management teams. This process is significantly differentiated from Functional Behaviour Assessments (FBA) and their corresponding Behaviour Intervention Plans (BIP).

The guidelines and expectations with regard to the implementation of the VTRA reports were reviewed with the principals. Specific attention was drawn to the principal(s) responsibility for school safety and their control of the process. Areas of liability were identified with respect to when and how the process is implemented and in particular to areas of the report which are considered as critical elements. (e.g. *Principal Comments* and *Intervention Plan*).

Expectations for document development, storage and limited distribution were outlined. A subsequent memo provided specific criteria for principal's future reference.

Social-Emotional Learning Benchmarks

An initial conversation was held presenting two (2) assessment tools in the area of students' social-emotional learning. Two (2) measurement tools were presented briefly for principals' consideration.

The *Behaviour Intervention Monitoring* System (BIMAS) is an assessment tool that can be used to assess social, emotional, and behavioural functioning in children between the ages of five (5) to eighteen (18) years. The standard form includes thirty four (34) items that can be used for *universal screening, student monitoring, as well as for the assessment of response to intervention*. The BIMAS includes Behavioural Concern Scales which identifies risks such as anger management, bullying behaviours, substance abuse, deviance, anxiety, depression, attention and focus, organization, planning, and memory. All reports can also be produced at an individual level or at a multi-student level.

As a screening tool the BIMAS has possibilities for benchmarking student behaviours and directing the implementation of program interventions in both short and longer term models for middle years and early senior years students. Pilot schools were requested to self-identify to move the tool evaluation process forward.
The *Youth Assessment and Screening Inventory* (YASI) is a tool to assess risk, needs, and protective factors and helps develop case plans for high risk youth *as a component of our Violence Threat Risk Assessment reporting*. The YASI includes a screening version that helps the evaluator arrive at an overall level of risk. The full YASI assessment examines and generates risk and protective scores in ten (10) domains. These include legal history, family, school, community and peers, alcohol and drugs, mental health, aggression, pro-social and antisocial attitudes, social and cognitive skills, employment, and free time. The final product is a case plan allowing the clinician to prioritize short and long term goals and specific intervention addressing risk factors while considering protective factors already in place.

B. QUALITY LEARNING/QUALITY TEACHING/QUALITY SUPPORT SERVICES

ACTIVE DIRECTORY NETWORK / FEBRUARY 3, 2012

Report prepared by Mr. Brent Ewasiuk, Director

Our seventh elementary school was moved to the new Active Directory network on Friday, February 3, 2012. The MIST Department spent the morning of Monday, February 6, 2012 on site at Riverheights to address any problems presented by the migration.

While this was the seventh school to be converted, this conversion marked a couple of “firsts”! This is the first school that teachers have been authorized to bring in their personal devices for use on our network. The other first is YouTube access by teaching staff. With our new firewall implemented, we can differentiate between staff and students – staff can access YouTube while student access is still restricted.

The other schools migrated to the new Active Directory network include Harrison, George Fitton, King George, Meadows, Earl Oxford, and Linden Lanes. These schools will be contacted shortly to discuss Teacher owned devices and YouTube access.

3. CORRESPONDENCE

For Information ..... D. Michaels

CORRESPONDENCE RECEIVED FROM JENNIFER HOWARD, MINISTER OF LABOUR AND IMMIGRATION

The following correspondence has been received from Jeannine Kebernik, Special Assistant to the Minister of Labour and Immigration:

> *"On behalf of the Honorable Jennifer Howard, Minister of Labour and Immigration, I would like to acknowledge receiving your correspondence dated October 31, 2011.*
>
> *Please be assured this information will be brought to Ms. Howard's attention."*

CORRESPONDENCE RECEIVED FROM OFFICE OF THE PREMIER OF MANITOBA

The following correspondence has been received from Cecilia Urias, Correspondence Secretary to the Premier:

> *"On behalf of the Honorable Greg Selinger, Premier of Manitoba, I would like to acknowledge your correspondence and the copy of your "Annual Education Results Report" for the 2010/11 school year.*
>
> *Premier Selinger appreciates your efforts in providing him with this report and sends his best wishes.*
>
> *Thank you for contacting the Premier."*

Appendix A

THIS AGREEMENT made this __ day of _____, 2012.

BETWEEN:

KIRK, ROBYN AND CAMERON BRUGGER
Hereinafter called "the Brugger Family"

- and -

THE BRANDON SCHOOL DIVISION
Hereinafter called "the Division"

WHEREAS the Brugger Family proposes to establish a scholarship in memory of their beloved daughter, Kayleigh Brugger, a 2011 graduate from Vincent Massey High School;

AND WHEREAS the Board of the Brandon School Division is agreeable to the establishment and administration of this scholarship;

NOW THEREFORE, the parties here to mutually agree as follows:

1. That the name of the scholarship shall be known as "THE KAYLEIGH BRUGGER CHARACTER SCHOLARSHIP";

2. That the scholarship shall be in the amount of $2,000.00 and be awarded annually to a graduating student from Vincent Massey High School.

3. The recipient of the scholarship must:

   a. display the qualities of being a good person, a person that always does his/her personal best, a person that welcomes anyone to his/her life without any judgments;
   b. demonstrate genuine care for others, the community and specially people in need;
   c. tries his/her personal best in everything he/she pursues and never gives up;
   d. respects everyone's opinion without any judgments;
   e. demonstrates to be a good friend, a person that loves serving others, a person that has impacted other people's lives;
   f. be involved with a group that provides some sort of community service.

4. This scholarship shall be based solely on the individual character of the student. It is to be based on friendship and individual values, not athletics or grades.

5. That the application guidelines for this award shall be as follows:

a. A letter from a peer, teacher or a person that has been impacted by the individual, being nominated and meeting the scholarship criteria;

b. A General Character description and examples, provided by the nominating individual or nominee;

The application guidelines for this award will be reviewed after the award is presented for the first time.

6. That the Division will undertake to circulate information on the scholarship to graduates during the spring of each year, to have the Vincent Massey High School Scholarship Committee supervise the selection of the successful candidate to prepare the scholarship certificate, and to notify the Brugger Family in order that a representative of the Brugger Family, or designate, may participate in the annual presentation of the scholarship.

7. That this scholarship shall commence June 2012 and remain in effect until June, 2016, subject to notification on or before March 1st of any year should the Brugger Family or Brandon School Division wish to terminate the agreement.

8. That the scholarship be funded from donations received annually in memory of Kayleigh Brugger, such amount to be deposited in trust by the Division and invested at the discretion of the Secretary-Treasurer's Department.

DATED at Brandon, Manitoba this day 21st of JANUARY, 2012.

AGREED to on behalf of The Brandon School Division

Chairperson

Secretary-Treasurer

AGREED to on behalf of KIRK, ROBYN AND CAMERON BRUGGER

Kirk Brugger

Manitoba **News**Release

January 30, 2012

PROVINCE ANNOUNCES INCREASED PUBLIC SCHOOL FUNDING

Investing In Schools Builds Strong Foundations: Allan

The Manitoba government will increase funding for public schools by $25.5 million or 2.2 per cent in 2012-13 and expand successful new programs that are giving students more of the attention and support they need, Education Minister Nancy Allan announced today.

"These are challenging economic times for our province and for all Manitobans, but the best way to build for the future is to ensure our kids are getting a strong foundation in school and are ready for the challenges ahead of them," said Allan.

The announcement made today will ensure that every school divisions' funding will be protected as they will receive at least the same level of funding as last year and that several school divisions with added new pressures, including growing enrolment, will receive increases beyond the 2.2 per cent.

The minister noted this is the 13th year in a row the Manitoba government has funded schools at or above the rate of economic growth. That represents an increase of 53.4 per cent or $411.6 million in additional funding since 1999.

"We all know that helping students succeed is also about improving the quality of education that they're getting. That's why we're targeting additional resources into programs that work," said Allan. "We've made reducing class sizes to give our students more attention in their early years a priority and we're creating new supports for early literacy and numeracy programs because they're producing results."

The minister said that in addition to the $25.5 million, the province will also dedicate a further $4 million this year to help school divisions begin reducing class sizes to 20 students in kindergarten to Grade 3. Allan also noted that Manitoba's Early Literacy Intervention programs will receive $1 million in new resources and the Early Numeracy Initiative targeted towards students in kindergarten to Grade 4 will be expanded to included students up to Grade 8 with an approximate increase of $780,000.

"All parents want their children to succeed. Now, more than ever, success depends on education. A good education allows young people to write their own ticket in life," Allan said. "These targeted and strategic investments will ensure our students will get the skills they need for a successful future and a strong education system will ensure Manitoba continues to grow and thrive."

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BACKGROUND INFORMATION ATTACHED

Manitoba Backgrounder

PUBLIC SCHOOLS FUNDING – GRANTS AND INITIATIVES

- $1.2 million in new funding for English as an additional language, which includes an additional $100,000 for Intensive Newcomers Support
  - English as an additional language programming supports students with limited ability in the English language. The Intensive Newcomer Support grant supports Manitoba school divisions to develop programming for newcomer adolescent and young-adult learners in grades 6 to 12 from refugee/war-affected backgrounds who have significantly disrupted schooling.
- $1.8 million in new funding for Numeracy and Early Literacy Intervention
  - Numeracy funding assists school divisions with the design and implementation of kindergarten to Grade 8 numeracy programming, focused on low-achieving students in order to build strong foundational mathematics skills.
  - Early Literacy Intervention funding helps school divisions to provide early literacy intervention programs for the lowest-achieving students in Grade 1 of the English or French program and Grade 1 or 2 of the French immersion program, with a focus on programs that have already demonstrated success in improving the reading and writing skills of the lowest-achieving students in the grades listed.
- $1.2 million for the new Learning to Age 18 Co-ordinator grant
  - The Learning to Age 18 Co-ordinator grant is a stay-in-school initiative that supports the development of programming to keep students in school or engaged in educational programming instead of attending school.
- $2.1 million in funding for the Community Schools Partnership Initiative (CSPI)
  - The Community Schools Partnership Initiative supports schools in low socio-economic communities to enhance education through strong partnerships. The CSPI encourages families, organizations and schools to work together to improve students' success and strengthen communities.
- $2.4 million in funding for the Early Childhood Development Initiative
  - The Early Childhood Development Initiative, in partnership with Healthy Child Manitoba, helps school divisions provide services for preschool children that increase readiness to learn prior to school entry.
- $1.3 million in new funding for the Aboriginal Academic Achievement Grant
  - The Aboriginal Academic Achievement Grant helps school divisions to deliver programs that target academic success for Aboriginal students, resulting in improved practices for Aboriginal students in the areas of curriculum, instruction, assessment, classroom management and school organization.

REVISIONS

2012/2013 Funding of Schools Program

- The Formula Guarantee is set at 0%. The Formula Guarantee base is the 2011/2012 funding level calculated for Base, Categorical, Equalization, School Buildings Support (D Grant) and the Formula Guarantee. Funding for Special Needs Level 2 and 3 pupils added after September 30, 2012 will not result in an offsetting reduction in the Formula Guarantee.

- Equalization Support is calculated using the 2012 assessment for all divisions and the percentage of unfunded expenditures has increased from 60% to 62%. The maximum assessment per pupil used to determine the 2012/2013 equalization factor is set at $444,000. The Additional Equalization for 2012/2013 is maintained at the 2011/12 amount.

- The Information Technology grant rate has been increased from $45 to $60 per eligible pupil.

- The Intensive Newcomer Support (INS) portion of English as an Additional Language funding is increased $100,000 from $505,000 to $605,000. The criteria for INS has been expanded to include the provision of EAL resources for pupils with disrupted learning/low literacy backgrounds in addition to refugee/war affected pupils.

- The Census data for the Aboriginal Academic Achievement grant has been updated from 2001 to 2006 data and the grant pool has been increased from $6.5 million to $7.5 million. In addition, divisions are guaranteed to receive no less than the amount received in 2011/12.

- The Early Childhood Development Initiative grant rate has been increased from $300 to $330 per eligible pupil and the Early Development Instrument (EDI) Supplement has been increased from $8 to $10 per kindergarten pupil.

- The Early Literacy Intervention grant has been increased by $1.0 million or 16.2% to $7.3 million.

- The Early Numeracy grant is renamed Numeracy. Support has been extended from K-4 to K-8 at the grant rate of $15 per pupil.

- French Language Programs/Instruction is re-named French Language Instruction. Grant names for French courses under the English Program are now Early Start, 9-year Course and Intensive. French Language Instruction grants for the French Immersion Program are now included in the Categorical Grant Review Financial Report that school divisions are required to submit.

- Form **FB 150 – Claim for Board and Room Support for the Year Ended June 30th** is eliminated for Board and Room support. The actual amount of board and room, transportation and other miscellaneous costs expended for pupils eligible for board and room support will now be reported on the Calculation of Allowable Expenses (Appendix A) in the financial statements.

Appendix C

Case Studies

Two married teachers on your staff are having an affair. You own personal feeling is what they do on their own time is none of your concern. However, two other staff members have approached you on how uncomfortable they are with the situation as they are friends of the teacher' spouses. You also notice they are becoming quite affectionate at school.

What do you do?

An EA comes to see you with concerns that her/his coworker is not doing their job working with a multi-handicapped student. They say he/she isn't doing physiotherapy and other directed activities and feel the student is being ignored.

What do you do?

You are principal of a high school. You have 4 sections of the same subject area. Three of your teachers assessments seem to be consistent but students want the other teacher because his/her assessments are consistently higher than the other teachers?

What do you do?

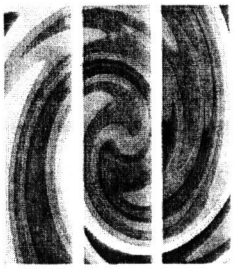
A teacher with two years experience is a regular user of Facebook. Recently you have become aware that the teacher has "friended" a number of his/her students as you overheard a conversation between the teacher and a colleague. He/she has indicated it is a good way to get to know and keep in touch with his/her students. You are not aware of any inappropriate conversations nor has anyone complained.

What do you do?

A parent, who is a teacher at another school, has concerns regarding his/her child's teacher at your school. He/she feel their child is not learning anything with that teacher and disagrees with strategies and practices. She indicates she/he is coming to see you as a concerned parent not a colleague.

What do you do?

CASE 13



Poor Evaluations for a Teacher

Reassigning an Ineffective Educator

BACKGROUND

Recent school reform efforts have focused on the principal's leadership skills, but teacher effectiveness has always been an integral part of instructional improvement. Evaluating instruction, identifying teachers' strengths and weaknesses, and providing professional development opportunities constitute an assessment cycle that promotes growth and student learning. Oliva and Pawlas (2004) wrote that "a fully-developed program of teacher evaluation consists of three components: *self-evaluation, formative evaluation,* and *summative evaluation*" (p. 445).

Many school districts use clinical supervision procedures to evaluate their teachers because that method is an objectives-based, formative model designed to foster improvement. Developed in the 1960s to assess student teachers, the model consists of five steps.

Step One: The Pre-observation Conference

The pre-observation conference offers a forum in which the teacher outlines for the principal plans for the lesson to be observed and talks about learning objectives, teaching strategies, resources, and evaluation plans. The principal has an opportunity to clarify the plan and offer suggestions.

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Step Two: The Classroom Observation

The teacher's task is to teach the lesson that was discussed with the principal, who records events that occur during the lesson and includes verbal and nonverbal activities. The principal's notes should be objective, not judgmental.

Step Three: Analysis of the Lesson

After observing the lesson, the principal should analyze notes made during the session, paying particular attention to the elements of teaching discussed in the pre-observation conference. A thorough analysis will help to distinguish effective teaching strategies, identify patterns of student and teacher behavior, and find ways in which the teacher may improve.

Step Four: The Post-observation Conference

The teacher and principal meet to talk about the lesson's effectiveness, discuss what went well during the lesson, and review teaching strategies used during the observation to develop a plan for improvement. Specific suggestions should be identified and agreed on.

Step Five: Post-observation Analysis

After the teacher has had a brief period of time to reflect on the principal's suggestions for improvement, specific activities aimed at strengthening weaknesses identified in the lesson should be identified for the teacher's professional development. These usually include suggestions to attend graduate classes, make observations in other schools or classrooms, or attend workshops tailored to the teacher's needs.

There are problems associated with teacher appraisal systems. According to Lunenburg (1995), "Most teachers do not like to be evaluated, and they do not find it helpful to them professionally" (p. 212). He also suggested that their negative feelings may relate more to the manner in which the evaluations are conducted than to the idea of being evaluated, but clinical supervision is designed to attend to their professional needs and improve their teaching abilities.

School districts usually prescribe the instrument that will be used in evaluations, but the knowledge, skills, and dispositions that constitute effective teaching are research based and consistent. Gorton and Schneider (1991) wrote that successful teachers

1. Set high expectations for student achievement
2. Diagnose students' current skills and knowledge before establishing learning objectives and assigning work

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3. Set specific learning goals for each lesson
4. Plan thoroughly for each lesson
5. Provide instruction at the appropriate level of difficulty for most students
6. Assign tasks to students based on their ability levels
7. Spend more time on teaching and learning tasks than on administrative work
8. Assess student progress regularly
9. Keep students focused on the task at hand
10. Provide regular feedback to students to promote improvement
11. Reinforce correct student behavior with positive rewards (p. 294)

Teacher efficacy has become important as a result of high-stakes testing in schools. Requirements for Adequate Yearly Progress in the No Child Left Behind Act mean that administrators must know what constitutes effective teaching and help faculty to improve their skills through meaningful professional development activities.

FACTORS TO CONSIDER

- Pre- and post-observation conferences with teachers
- A comprehensive plan to evaluate faculty
- Professional Development Plans
- Communication skills
- Interpersonal relationship skills
- Tenure laws

THE CASE

East LaFayette Middle School was four years old when Ron Altman became its second principal. Altman, an assistant principal in a neighboring district, had become acquainted with Dr. Arthur Allen, the school's first administrator, at regional meetings and conferences. When Dr. Allen was selected to head his district's Human Resources Office, Ron had been interviewed and selected for the vacant position at East LaFayette. Dr. Sandra Rose, the superintendent,

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wanted administrators with fresh, new ideas, and Ron had impressed her during his interview with ideas about middle school curricula and collaborative decision making.

The position at East LaFayette was challenging. Dr. Allen had hired all 52 of the teachers on staff and was reputed to be a hard, fair boss. Few teachers sought transfers from the school. Ron interviewed new faculty as enrollment continued to increase. Most applicants came from inside the district.

The school surpassed its academic goals and enjoyed the community's support. Altman envisioned East LaFayette's earning national recognition for its accomplishments, but he wanted to wait a year or two before going through the rigorous application process.

Ron's ideas about instructional leadership took him to teachers' classrooms regularly. He completed the district's mandated observation forms but set a personal goal of visiting three classes each day for 30 minutes. He enjoyed a good relationship with teachers and students, many of whom respectfully called him "Mr. A." They described him as fair and as a good listener.

On a warm Tuesday in July between his third and fourth years at LaFayette, Ron answered the telephone and heard Dr. Allen's voice.

"Hey, Ron, how's the summer going?"

"Fine, Arthur," Altman replied. "Are you calling to tell me you found a seventh-grade math teacher?"

"Sort of," Allen's voice trailed off. "I'm transferring a math teacher to you from Jemison Middle."

"That doesn't sound too bad. Who is it?"

"Her name's Anna Richardson, Ron. She's had some problems at Jemison."

Altman paused. This was unusual. Allen usually sent names of candidates to principals, who conducted their own interviews and recommended the applicant they wanted to hire.

Ron leaned back in his chair. "Why are you sending her here if she's having problems? I'm trying to build something . . ."

"I know, Ron, I know," Allen said. "Dr. Rose decided that she's received enough complaints about Ms. Richardson. She's tenured and the only way we can fire her is to do a better job documenting her problems."

"Arthur, you're sending me a problem teacher because Dr. Rose wants me to get rid of her?"

"Look, Ron, I don't know Ms. Richardson. Her file is thick with letters from parents complaining about her. There are lots of observation reports from supervisors and principals, but no one was willing to dismiss her. I'm sorry, but she's going to be assigned to your school. If you think it'd help, stop by the office and review her file."

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After he hung up the phone, Ron considered what he'd been told. He knew Dr. Allen had no choice about assigning Ms. Richardson to East LaFayette Middle. At least he'd called with a warning. Altman wondered what he'd say to his faculty. He relied on them to help with interviews; they'd be surprised when Ms. Richardson arrived.

Altman decided to call Tyra Wright at Jemison Middle. She'd been the principal there for a few years and had always impressed Ron as hardworking and competent.

"Hello, Tyra," he said when she answered on the second ring. "This is Ron Altman."

"I know why you're calling, Ron, and I'm so sorry. I just didn't know what else to do, so I spoke with Dr. Rose. It was her decision to transfer Ms. Richardson."

"I know, Tyra. I'm not blaming you. I'm trying to figure out the best way to manage the problem. Tell me about Ms. Richardson."

Ms. Wright took 15 minutes to describe problems she'd had with the teacher. Parents and students complained often and loudly. Two members of the board of education had visited her classroom in response to calls they'd received.

"That's about it, Ron," Ms. Wright said. "She was the weakest geography teacher I've ever had and she just wasn't making satisfactory progress."

"Wait a moment, Tyra," Altman said. "Did you say geography?"

"Why, yes. She's certified to teach geography and math, but I didn't need a math teacher when she was transferred to me. Let me check something," she said, setting the telephone on her desk.

"Yes, that's what I thought," Wright said when she returned. "Ms. Richardson completed her fourth year at Jemison, but she's always taught geography or social science. She was a math major, but hasn't ever taught math."

Altman rubbed his chin. "Thanks, Tyra. I think I'll invite Ms. Richardson in for a meeting. It's time for us to talk."

"Good luck, Ron," Wright said as she hung up.

Altman stood and walked to a window overlooking the school's parking lot. He didn't like having a teacher assigned to the faculty without his approval, but there wasn't anything he could do about that. That had been Dr. Rose's decision.

He returned to his chair and reached for the telephone. He wanted to meet Ms. Richardson but wasn't certain about what to say to her.

"Hello, Ms. Richardson? This is Ron Altman, the principal at East LaFayette Middle School. You've been transferred to my faculty, and I thought we should meet and talk about your assignment. When can you come to the school?"

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Questions

1. Should Mr. Altman review Ms. Richardson's personnel file before he meets her? Why or why not?
2. How are interviews for teachers conducted at your school? How would you change the process of selecting teachers?
3. Anecdotal notes about a teacher's performance should include several elements. What are they?
4. What will you say to your faculty about Ms. Richardson's assignment to the school?

Activities

1. Role-play the meeting between Mr. Altman and Ms. Richardson.
2. After the meeting, write a letter or memorandum to Ms. Richardson specifying the level of professional performance you expect from her.
3. Discuss the personnel issues pertinent to this case study. What influence does tenure have on a teacher's performance? Did Dr. Allen behave ethically in making the decision to transfer an ineffective teacher to East LaFayette Middle School? If not, what should he have done?
4. Role-play a meeting between you and two or three faculty members during which you explain Ms. Richardson's assignment to your school.
5. To what grade and subject will you assign the new teacher? Why?

ISLLC Standards

STANDARD 5—A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Knowledge

The administrator has knowledge and understanding of:

- Various ethical frameworks and perspectives on ethics
- Professional codes of ethics

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Dispositions

The administrator believes in, values, and is committed to:

- Subordinating one's own interest to the good of the school community
- Accepting the consequences for upholding one's principles and actions

Performances

The administrator:

- Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance
- Treats people fairly, equitably, and with dignity and respect

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STANDARD 6—A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Knowledge

The administrator has knowledge and understanding of:

- The law as related to education and schooling
- Models and strategies of change and conflict resolution as applied to the larger political, social, cultural, and economic contexts of schooling

Dispositions

The administrator believes in, values, and is committed to:

- Education as a key to opportunity and social mobility
- Importance of a continuing dialogue with other decision makers affecting education

Performances

The administrator facilitates processes and engages in activities ensuring that:

- The environment in which schools operate is influenced on behalf of students and their families
- The school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities

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