



"Accepting the Challenge"

Education Committee Minutes

Monday, June 7, 2010 – 1:30 p.m.
Board Room, Administration Office

Present: R. Coey (Chairperson), P. Bartlette, G Buri (Alternative) B. Jolly,
Dr. D. Michaels

Guests: Bob Lee, Kathryn, Foerster

1. CALL TO ORDER:

Chairperson, Trustee Coey called the meeting to order at 1:35 p.m.

2. APPROVAL OF AGENDA

The Education Committee Agenda was approved as circulated.

3. COMMITTEE GOVERNANCE GOAL ITEMS

NIL.

4. OTHER COMMITTEE GOVERNANCE MATTERS

A) **Review of Committee Minutes**

The Minutes of the previous meeting were received as information.

B) **Policy 4044 and Procedures 4044.1, 4044.2, 4044.3 – "Appropriate Educational Programming" (Timed Event – 1:35 to 2:05 p.m.)**

Mr. Bob Lee, Principal, Waverly Park School and Ms. Kathryn Foerster, Resource Teacher, New Era School, joined the Committee Meeting for discussions regarding the proposed amendments to Policy and Procedures 4044 and the inclusion of the High Ability Learners Programming (HALEP) in the Procedures. The Committee discussed the definition of school-wide enrichment based on the Joseph Renzulli model. Concerns were expressed that the recommended procedures may be too prescriptive when the HALEP programming is in its third year of implementation in the Division; noting it still needs to grow into the full school-wide enrichment approach as defined by Joseph Renzulli. Discussions were held regarding the importance of professional development for HALEP teachers; the evolution of the programming over the past three years; and the need for a yearly review of the policy and procedures, as it pertains to HALEP, following the CONFRATUTE Conference. The Committee then reviewed the Policy and each of the Procedures separately discussing the proposed amendments made and asking questions for clarification. The Committee requested amendments to Procedures 4044.3 which would reference the Renzulli school-wide enrichment model; inclusion of early and middle years in the Policy and request a policy and procedure review following CONFRATUTE with respect to Procedures 4044.3. The Committee agreed to recommend the proposed policy as amended to the Board of Trustees for approval. (Appendix "A").

Recommendation:

That Policy and Procedures 4044 – “Appropriate Educational Programming” be rescinded and replaced with Policy 4044 – “Appropriate Educational Programming”; Procedures 4044.1 – “Appropriate Educational Programming”; Procedures 4044.2 – “Divisional Learning Support Classrooms Appropriate Educational Programming”; and Procedures 4044.3 – “High Ability Learner Enrichment Programming (HALEP) Appropriate Educational Programming”.

C) REVISION TO PROCEDURES 4057 – Grades 9-12 Physical Education Credits

Superintendent, Dr. Michaels, reviewed the changes made to the Procedures to expand the Grade 11 and 12 student's choice with respect to Teacher Directed and Student Directed physical education models. The Committee questioned why four models had been provided when the Committee had originally requested three models and expressed concerns regarding the possible expense associated with 75% Teacher-Directed In-School/In-Timetable Program and 25% Student-Directed Out-of-School/Out-of-Timetable Program. Trustee Buri noted that this choice of four models gave students a greater choice and he considered the 75%/25% model may encourage some students to move away from the 100% In-School/In-Timetable Program. Further discussions were held regarding the success of the Policy over the past two years of implementation. The Committee agreed to approve the changes and bring the revised Procedures to the Board of Trustees for approval. (Appendix “B”).

Recommendation:

That Procedures 4057 (to accompany Policy 4057) – “Grades 9-12 Physical Education Credits” be rescinded and replaced with Procedures 4057 – “Grades 9-12 Physical Education Credits”.

D) POLICY 3027 - “The Friends of Education Fund”

Policy 3027 – “The Friends of Education Fund” was brought forward from the Friends of Education Committee for review. The Committee discussed the purpose of the Friends of Education Fund and some of the projects which have benefited from the Fund. The Policy was reviewed and it was agreed the words “and the Community Relations Co-ordinator” be removed from the policy as that position no longer existed.

Recommendation:

That Policy 3027 – “The Friends of Education Fund” be amended as follows: remove the words “and the Community Relations Co-ordinator” in the last sentence of the second paragraph.

5. BRIEFINGS ON DEVELOPMENTS IN EDUCATION

Nil

6. OPERATIONS INFORMATION

NIL

7. **NEXT REGULAR MEETING: TBA.**

The meeting adjourned at 2:50 p.m.

Respectfully submitted,

R. Coey, Chair

P. Bartlette

B. Jolly

G. Buri (Alternate)



BRANDON SCHOOL DIVISION POLICY

Appendix "A"

POLICY 4044

APPROPRIATE EDUCATIONAL PROGRAMMING

Adopted:

The Brandon School Division is required to provide ALL students with equitable access to quality educational experiences and services. In doing so, the provincially mandated curriculum of studies is implemented in K-12 classrooms.

The Appropriate Educational Programming Legislation was enacted with the legislative purpose of ensuring that ALL students are entitled to receive *appropriate educational programming* that fosters students' participation in both the academic and social life of the school.

The Brandon School Division recognizes Manitoba Education's philosophy of inclusion:

"Inclusion is a way of thinking and acting that allows every individual to feel accepted, valued, and safe. An inclusive community consciously evolves to meet the changing needs of its members. Through recognition and support, an inclusive community provides meaningful involvement and equal access to the benefits of citizenship."

In compliance with The Public Schools Amendment Act: Appropriate Educational Programming and the Charter of Rights and Freedoms, schools shall provide appropriate programming for all students that will:

- i) be inclusive;
- ii) be delivered in the appropriate educational setting;
- iii) design and implement student-specific instruction, where applicable;
- iv) conform with the requirements of an Individual Education Plan as applicable and described in the accompanying procedures;
- v) follow appropriate assessment and evaluation procedures; and
- vi) design and implement safety procedures for behavioural intervention and student well-being.



BRANDON SCHOOL DIVISION POLICY

PROCEDURES 4044.1

APPROPRIATE EDUCATIONAL PROGRAMMING

Adopted:

Implementation of educational programming is the responsibility of each school. The role of Divisional Learning Support Services is to provide a continuum of supports and services to the school to assist in the design and delivery of appropriate educational programming for all students.

It is the expectation that all decisions involving a student's educational programming will be based on appropriate and well-documented assessment (see definition)

1. Curriculum Implementation and Identification of Students' Learning Requirements

The classroom teacher is responsible for the delivery of provincial curriculum to all students.

As the classroom teacher identifies, through various assessment methods, challenges regarding the learning of a student the teacher will, after communicating with the parent/guardian, address the student's learning needs through classroom adaptations and differentiated programming.

Should challenges/concerns persist the school support team, in consultation with the parent/guardian, will proceed with further diagnostic assessment to develop and implement a more comprehensive adaptation plan. This may involve consultation with Student Support Services staff.

Should concerns persist the school support team, the principal and the parent/guardian will refer the student to Student Support Services. Student Support Services will assist the school support team with a continuum of supports and services including, but not limited to, further diagnostic assessment, assisting the school based team in developing an Individual Education Plan (IEP), assisting in writing of funding applications if applicable, direct service to individual students and/or small groups, and referral to outside agencies if applicable.

Notwithstanding the above, students who enter a school with pre-identified needs will require transition planning to determine level of support needed. Planning may include the current school support team, parent/guardian and any Division or community supports.

1. Development and Implementation of Individual Education Plans

Educational programming is the function and responsibility of the school support team. The principal is ultimately responsible for the completion and implementation of the IEP.

An IEP is an annually developed legal working document designed to meet the individual needs of the student.

Individualized programming is to be developed in accordance with the Manitoba Education's IEP Planning Document (1998).

IEPs will be developed using the Brandon School Division IEP template (revised 2003-2004).

The Seven Essential Components of an IEP as identified in Manitoba Education's IEP Planning Document (1998) are:

- student identification and background information;
- current levels of performance, reflecting team consensus on the student's abilities and needs;
- student specific measurable outcomes;
- performance objectives;
- methods, materials, and strategies;
- names of team members who will implement the IEP and the location where it will be implemented' and
- plans for evaluation and review with dates for meetings to examine student progress and the IEP.

To ensure that IEPs are appropriately administered, the following will be the minimum requirement for the design, implementation, and evaluation of IEPs:

- i) IEPs will be developed in a timely fashion as the needs are identified.
- ii) Existing IEPs will be reviewed and revised, as necessary, by the IEP team in the fall of the school year, no later than mid-November.
- iii) Existing IEPs will be reviewed and revised, as necessary, by the IEP team in the spring term, no later than mid-June. The revised IEP will constitute the student's program for the beginning of the school year and will be reviewed and revised as necessary in September-October.
- iv) In addition to the two meetings mentioned above, the school support team may meet more frequently if deemed necessary by the team.
- v) New IEPs will be developed in a timely fashion as the child enters the school and the pupil file and diagnostic assessment and information is available.

For further information refer to Manitoba Education's document "Working Together: Information for Parents of Children with Special Needs in School."

2. Parent/Guardian Involvement

Parent/guardian involvement is essential to the development and implementation of appropriate programming. The school will provide opportunity and encouragement for parent/guardian involvement. Parents are required to sign all Individualized Educational Plans (IEPs). It is necessary to advise the parent/guardian of changes made to programming. As a guideline:

- i) Minor “adjustment” to programming will be shared in regular communication with the parent/guardian (e.g. extension of /reduction to current outcomes).
- ii) Any significant changes to the child’s programming will require a team consultation to review the proposed changes before implementing the new plan (e.g. adding or deleting a domain on the IEP).

3. Dispute Resolution

Parents/guardians are the primary advocates for their children and are valued members of the support team providing meaningful participation in the planning and development of appropriate educational programming for their children.

Parents/guardians are invited and encouraged to be involved at every step of the planning process. If at some point a parent/guardian is in disagreement with the school regarding:

- i) the appropriateness of the program being provided for their student; or
- ii) the placement into the environment where that programming is delivered, the parent/guardian has the right to address the issues with the presence of an advocate of their choice if they so choose.

The Process:

Classroom Teacher/School Support Team

The parent/guardian shall advise the classroom teacher of the concerns that require attention. Within five (5) working days the teacher shall arrange to meet with the parent/guardian. Depending on the circumstances the resource teacher and other appropriate members shall be involved in the discussion, review and adaptation/modification of the student’s program. The review of the concern shall include but not be limited to examining the following:

- i) the school student support file;
- ii) the current individualized education plan (IEP);
- iii) previous individualized education plans (IEP);
- iv) the current behaviour intervention plan (BIP), if applicable;
- v) previous behaviour intervention plans (BIP), if applicable;
- vi) current and previous health plans, if applicable;
- vii) all current and prior assessment data;
- viii) current and previous student/IEP/BIP evaluations; and
- ix) minutes of all team meetings.

The teacher and school team members, where appropriate, shall meet with the parent/guardian to discuss the concerns and the ways and means of addressing those concerns. The majority of concerns are successfully addressed at this level. However,

should the parent/guardian not be satisfied with the outcome of this process they may seek further review of these concerns with the principal.

Principal

The parent/guardian shall communicate the concerns in writing to the principal. The principal shall review with the school team all appropriate information and data with regard to the parent/guardian's concerns. This includes but is not limited to:

- i) the school student support file;
- ii) the current individualized education plan (IEP);
- iii) previous individualized education plans (IEP);
- iv) the current behaviour intervention plan (BIP), if applicable;
- v) previous behaviour intervention plans (BIP), if applicable;
- vi) current and previous health plans, if applicable;
- vii) all current and prior assessment data;
- viii) current and previous student/IEP/BIP evaluations;
- ix) minutes of all team meetings; and
- x) a brief summary of actions taken by the teacher/school team.

Within ten (10) working days of receipt of the written concern the principal shall meet with the parent/guardian to discuss the concerns and communicate his/her decision. Should the parent/guardian not be satisfied with the outcome proposed by the principal they may seek further remediation with the Superintendent's office.

Associate Superintendent

The associate superintendent responsible for Student Support Services shall be advised of the concerns in writing by the parent/guardian. The assistant superintendent's review shall include but not be limited to the information listed below:

- i) the school student support file;
- ii) the current individualized education plan (IEP);
- iii) previous individualized education plans (IE);
- iv) the current behaviour intervention plan (BIP), if applicable;
- v) previous behaviour intervention plans (BIP), if applicable;
- vi) current and previous health plans, if applicable;
- vii) all current and prior assessment data;
- viii) current and previous student/IEP/BIP evaluations;
- ix) minutes of all team meetings;
- x) a written report of actions taken by the school team and principal; and
- xi) other information deemed appropriate to the investigation.

The associate superintendent shall perform a thorough examination of data and information pertaining to parent/guardian concerns. Within ten (10) working days of receipt of the written concern the associate superintendent shall meet with the parent/guardian to discuss the concerns and communicate his/her decision. A written report will be provided to the parent/guardian with a copy of the report forwarded to the school.

Should the parent/guardian not be satisfied with the assistant superintendent's decision, they may appeal to the Superintendent of Schools/CEO.

Superintendent of Schools/CEO

The superintendent of schools/CEO shall be advised of the issues and concerns in writing by the parent/guardian. The superintendent's review shall include but is not limited to the information listed below:

- i) the student cumulative file;
- ii) the school student support file;
- iii) the current individualized education plan (IEP);
- iv) previous individualized education plans (IEP);
- v) the current behaviour intervention plan (BIP), if applicable;
- vi) previous behaviour intervention plans (BIP), if applicable;
- vii) current and previous health plans, if applicable;
- viii) all current and prior assessment data;
- ix) current and previous student/IEP/BIP evaluations;
- x) minutes of all team meetings;
- xi) a brief report of actions taken by the school and principal;
- xii) the assistant superintendent's written report; and
- xiii) other information deemed appropriate to the investigation.

The superintendent shall perform a thorough examination of all data and information pertaining to the parent/guardian concerns. Within ten (10) working days of receipt of the written concern the superintendent shall meet with the parent/guardian to discuss the concerns and communicate his/her decision. A written report will be provided to the parent/guardian with a copy of the report forwarded to the school.

Should the parent/guardian not be satisfied with the superintendent's decision they may appeal to the Board of Trustees.

Board of Trustees

The Board of Trustees must be notified of the complaint in writing by the parent/guardian.

The Board of Trustees, upon receipt of the complaint, will set a time and place for a formal "in camera" hearing in compliance with Board Policy 2017: Special Procedures for Conducting Hearings.

Should the parent/guardian not be satisfied with the decision of the Board of Trustees of the Brandon School Division they may appeal to the Deputy Minister of Education as provided for in The Public Schools Amendment Act: Appropriate Educational Programming.

4. Placement of Students with Special Needs

Students are to be placed in the most inclusive and enabling environment that will provide appropriate programming.

Decisions regarding placement will be arrived at in collaboration with the school support team, Student Support Services and parent/guardian.

5. Disciplinary Action and Students with Special Needs

The safety and wellbeing of all students is paramount. In the event that a student with special needs may present a physical danger to self/others and/or compromises the integrity of the learning environment a Behavioural Intervention Plan (BIP) will be developed to address those behaviours. The disciplinary action will reflect the reactive strategies as outlined in the BIP, taking into consideration the student's level of functioning and/or exceptionalities.

Definition of Terms

Accommodations: Adjustments to physical skill-based specific student outcomes or substitution of other student learning outcomes in order to make them achievable by students with identified physical limitations, including sensory impairments.

Adaptation: The act of making changes in the teaching process, materials, or student products to help students achieve the expected learning outcomes.

Assessment: The systematic process of gathering information about what a student knows, is able to do, and is learning to do. Assessment should be designed to present a detailed picture of a child's unique pattern of strengths and weaknesses in a variety of domains.

Behavioral Intervention Plan (BIP): An intervention plan developed by a team to meet a student's social and behavioral needs, including purpose and background, critical programming needs, interventions (proactive and reactive), supports (Division, outside, family) and student specific outcome and performance objectives.

Clinician: An individual trained in the provision of support services within the school setting who provides services to students with special needs and consultative services to school personnel and parent/guardians. In Manitoba clinicians are certified under the Teaching Certificates and Qualifications Regulation 515/88 as Speech-Language Pathologists, School Psychologists, School Social Workers, Occupational Therapists, Physiotherapists, or Reading Clinicians.

Continuum of Supports and Services: A range of programs and services designed to support students with special needs.

Community Transition Classroom CT: Community transition classrooms for Grades 9 – 12 are specialized classrooms to offer students transition from school to community (see Policy and Procedures 4044.1 "Divisional Learning Support Classrooms Appropriate Educational Programming").

Daily Plan: A plan that outlines how a student's individual education plan (IEP) will be carried out each day. Usually it outlines a daily timetable for a student and the outcomes or goals to be worked on.

Differentiated Instruction: Instruction that acknowledges and responds to the diversity among learners. Refers to the wide range of instructional strategies, techniques, and approaches used to support students learning and to help each student achieve high expectations and realize his or her potential.

Dispute Resolution: A variety of informal and formal procedures that are used to identify issues and find meaningful solutions to the people in dispute. (e.g. problem solving, negotiation, conciliation, mediation and arbitration.)

Educational Assistant: A person hired by the school/division to provide support for teachers or for students. A teacher or principal supervises this person.

High Ability Learners: Students who demonstrate the need for enrichment of curricular outcomes to realize their intellectual, physical, social, and creative potential.

Inclusion: A way of thinking and acting that allows every individual to feel accepted, valued, and safe.

Inclusive Education: Providing all students with the supports and opportunities they need to become participating members of their school community.

Individual Education Plan (IEP): A yearly written plan developed and used by a team to meet the individual learning needs of a student.

Individualized (I) Programming: Intended for students whose cognitive disabilities are so significant that they do not benefit from participating in curricula developed or approved by Manitoba Education Citizenship and Youth. Identifies highly individualized learning experiences that are functionally appropriate. IP is not course specific but identifies a full year of programming.

Informing Parent/Guardians in a Timely Fashion: Parents/guardians are to be included in the educational process through the planning, implementation, and evaluation of the child's program. Therefore, parent/guardians must be informed of any changes in the programming at a team meeting. Parent/guardian should be informed of minor changes and adaptations at the first routine parent/guardian contact/team meeting.

IEP Team: The team is composed of people who have the knowledge and skills to identify student needs and to develop a plan to meet them. The composition of each IEP team varies, reflecting the individual needs of each student and the resources available in the school or division

Learning Assisted Classrooms (LAC): Learning assisted classrooms provide a small class environment for individualized instruction (see Policy and Procedures 4044.1 "Divisional Learning Support Classrooms Appropriate Educational Programming") for a specific length of time.

Life Skills Programming: Programming based on the functional skills that all individuals need to live, work, and take care of themselves. It often focuses on skills needed for independent living.

Meaningful Involvement of Parent/Guardians: As parent/guardians are partners in the provision of educational services to their children, their involvement is essential.

Parent/guardian involvement includes:

- consulting in the development of their child's IEP by providing information and insight into the student's strengths, needs, and behavioral considerations;
- participating in ongoing assessment of the child's program by attending team meetings and providing feedback;

Modification: Altering the number, essence, and content of the curricular outcomes that the student is expected to meet in the provincial curriculum.

Modified (M) Course Designation: Applied to department developed/approved courses only for those students with special needs who have significant cognitive disabilities that necessitate modification in curriculum goals, objectives or outcomes to accommodate their special learning requirements.

Most Enabling Environment: The environment in which the student has the opportunity to fully participate in all aspects of the school experience (academic, social, emotional) in preparation for life.

Performance Objectives (PO): Student specific outcomes broken down into small, manageable components or steps.

Resource Teacher: A teacher employed by a school/division to support students and educators through consultation, resources, and/or direct assistance. This person usually coordinates the student services within a school.

School Support Team: The team within the school including, but not limited to, the resource teacher, guidance counselor, principal. The team may expand to include members of Student Support Services staff and outside agency staff as required. The school support team is responsible in assisting the classroom teacher to further assess student's needs and implement adaptive interventions in the classroom.

Student Support Program (SSP): Student support program classrooms offer a small class environment for provision of behavioral intervention and academic achievement (see Policy and Procedures 4044.1 "Divisional Learning Support Classrooms Appropriate Educational Programming").

Strategic Teaching: Making deliberate, informed decisions about the best tools and strategies to use for each learning task and to reach each learning outcome of a curriculum, given the particular needs and characteristics of students.

Student Support Services Administrator: An individual with special education certification hired by the school division to coordinate and support the student services needs in schools.

Student Support Services: A Divisional support team comprised of an administrator, program facilitators, clinicians, and support personnel, that provides assistance to the schools to meet the needs of students that have exceptional learning, social, emotional, behavioral, or physical needs.

Student Specific Outcomes (SSO): Concise descriptions of what an individual student will know and be able to do by the end of the school year.

Transition: The passage of a student from one environment to another at key points in his or her development from childhood to adulthood. e.g. entry into Kindergarten or Nursery school, transition from elementary to middle years, from one grade to the next or transition from school to post-secondary education or employment.

Universal Design: The process of creating systems, environments, materials and devices that are directly and repeatedly usable by people with the widest range of abilities operating within the largest variety of situations.



BRANDON SCHOOL DIVISION POLICY

PROCEDURES 4044.2

DIVISIONAL LEARNING SUPPORT CLASSROOMS APPROPRIATE EDUCATIONAL PROGRAMMING

Adopted:

Introduction

In accordance with the Appropriate Educational Programming Legislation, delivery of educational programming begins at the catchment school. Divisional classes (Learning Assistance, Student Support Program and Community Transition) provide educational learning support as deemed appropriate. Should it be determined at the catchment school that a student requires specialized educational programming beyond the regular classroom the following entrance criteria are used to confirm appropriate placement.

Appropriate Education Programming in Divisional Learning Support Classes

The following procedures apply for appropriate placement in Learning Assistance, Community Transition, and Student Support Program classes:

1. An Individual Education Plan (IEP) is to be prepared.
2. Each student's progress is to be monitored closely ensuring regular communication with the parents/guardians. To be noted is the demonstrated student growth in accordance with the learning goals specified in the IEP. Adjustments and adaptations to the IEP are made to facilitate the student's growth and advancement towards reintegration into the regular classroom.

Entrance Criteria

1. Learning Assistance and Community Transition Classes
 - a. two years or more delay in cognitive skill development and adaptive skills;
 - b. significant social, emotional difficulties coping in a classroom setting;
 - c. home/life stressors.

2. Student Support Program
 - a. cognitive ability range – normal;
 - b. history of chronic social/emotional behaviour problems detracting from normal functioning and coping in the classroom and/or school setting;
 - c. home/life stressors.

Placement Procedures

Step 1: Should the classroom teacher determine that a student requires assistance beyond the classroom in any or all of the domains – academic, social, emotional, physical or behavioural – the teacher shall refer the student to the school principal or designate (resource teacher or counselor).

Step 2: In collaboration with the classroom teacher, the resource teacher and/or counselor will develop the individual student profile utilizing all available data (such as the cumulative file, learner profile, class profile, etc.) and advise on programming interventions. Should such programming interventions not help/assist the student, a more indepth referral shall be made to the principal and the school support team (consisting of administrators, guidance counselors, resource teachers and student support personnel) for determination of the next steps, including the possibility of further comprehensive academic assessment, Functional Behaviour Analysis, behavioural intervention plans, counseling and social work services.

Step 3: The next level of parental/guardian contact shall be conducted by the classroom teacher, resource teacher and principal. During this contact a number of strategies will be utilized at the catchment school level. If specialized assessment by Divisional Student Support Services personnel is necessary, parental/guardian consent will be required.

Step 4: Should the results of any specialized assessment result in the recommendation of programming interventions and strategies as part of an Individualized Education Plan (IEP), such programming interventions and strategies shall be prepared in accordance with the Manitoba Education requirements for IEPs. The IEP shall be implemented over a period of time with regular and/or ongoing assessment to be included.

Step 5: Should the student's growth, according to IEP outcomes, not be satisfactory, consideration may then be given to the provision of specialized programming beyond the catchment school at the Divisional level.

Step 6: At this point, further parental/guardian consultation shall be held regarding programming alternatives at the Divisional level. Such consultation should include a parent/guardian site visit to the possible Divisional classroom. Should parents/guardians agree to further exploration, written consent will be required. Such permission will also authorize the sending principal to arrange with the receiving principal placement as it becomes available in consultation with the Associate Superintendent. This transition period is to be provided as per the Appropriate Educational Programming Legislation.

Step 7: Student placement is completed according to the entrance criteria noted in all preceding procedures. This process is in keeping with the role of the principal under the Appropriate Educational Programming Legislation. Notwithstanding these placement procedures, extenuating circumstances may necessitate direct placement in consultation with parents/guardians and/or the appropriate agency.

Transition Criteria

An ongoing review of the appropriate programming and placement will be conducted via the IEP process, always striving for the most enabling programming/placement for the individual student.

The following criteria provide a guideline for the student's transition to the regular classroom:

1. Demonstrated readiness to return to regular classroom in areas of social and emotional behaviour.
2. Provision for measured, paced integration according to the student's current learning needs.
3. Provision of appropriate learning supports in regular classrooms.
4. Demonstrated growth in academic learning according to estimated potential.



BRANDON SCHOOL DIVISION POLICY

PROCEDURES 4044.3

HIGH ABILITY LEARNER ENRICHMENT PROGRAMMING (HALEP) APPROPRIATE EDUCATIONAL PROGRAMMING

Adopted:

Delivery of educational programming is the responsibility of the individual student's school. The role of Divisional Learning Support Services is to provide a continuum of supports and services to the school to assist in the design and delivery of appropriate educational programming for all students.

It is the expectation that:

- all decisions involving a student's educational programming will be based on appropriate and well-documented assessment (see definition); and
- the School-Wide Enrichment Model (Joseph Renzulli) will be adopted within the Brandon School Division during the 2010/2011 school year.

1. Curriculum Implementation and Identification of Students' Learning Requirements in Regular Classroom Setting

The classroom teacher is responsible for the delivery of provincial curriculum to all students.

As the classroom teacher identifies, through various assessment methods, challenges regarding the learning of a student, the teacher will, after communicating with the parent/guardian, address the student's learning needs through classroom adaptations and differentiated programming. Such differentiation includes enrichment programming for the high ability learner. A high ability learner is a student who demonstrates the need for enrichment of curriculum outcomes to realize their intellectual, physical, social, and creative potential.

In the regular classroom setting high ability learners are identified through a process that can include:

- teacher observations and classroom assessments, including class profiles and the reporting process;
- "My Strengths and Preferences" self assessment tool;
- Student Engagement tool – pre and post;
- Multiple Intelligence surveys;
- Student Engagement in learning inventory;
- Bloom's Taxonomy/Multiple Intelligence chart; and

- Differentiated learning unit plan curriculum.

Pre- and post-assessment is done to determine student growth in each HALEP activity.

2. Programming Considerations

Specifically, the purpose of the High Ability Learner Enrichment Programming is to engage students in curricular enrichment activities that will strengthen and expand their literacy, numeracy, critical and creative thinking skills. The adaptation of the school enrichment model with three types of tasks is essential to such programming. Type I tasks are activities for everyone to participate in. Type II challenge projects are planned, facilitated and assessed for those with specific strengths. Type III projects are for the high ability learner who exhibits self motivated learning.

The HALEP teacher assists in the planning, implementation and assessment of units for middle years students in all curricular areas. Support is provided for differentiating instruction and assessment.

The HALEP teacher guides and assists with the planning, implementation and assessment of the curricular units identified by the classroom teacher. The units are planned using a differentiated instruction model to engage students in curricular enrichment activities with a strong focus on student engagement in learning.

The instructional goal is to:

- motivate all student and teachers by providing relevant, inquiry-based units of study;
- support effective and differentiated teaching and learning; and
- focus on the Multiple Intelligences and provide learning opportunities that support choice, challenge, and engagement.

3. Development and Implementation of Individual Education Plans (IEPs)

Educational programming is the function and responsibility of the classroom teacher in cooperation with the school support team. The principal is ultimately responsible for the completion and implementation of the IEP.

An IEP is an annually developed legal working document designed to meet the individual needs of the student.

Should the high ability learner demonstrate challenges/concerns in his/her learning the school support team, in consultation with the parent/guardian, will proceed with further diagnostic assessment to develop and implement a more comprehensive adaptation plan. This may involve consultation with Student Support Services staff. Such assessment may involve the school psychologist.

The psychologist, as part of the Division Learning team, will assist the school support team with a continuum of supports and services including, but not limited to, further diagnostic

assessment, assisting the school based team in developing an IEP, assisting in writing of funding applications if applicable, direct service to individual students and/or small groups, and referral to outside agencies if applicable.

4. Teacher Professional Development and Education

High Ability Learner Enrichment Programming teacher specialists receive annual professional development opportunities enabling them to assist classroom teachers build capacity for differentiation.

A yearly professional development plan is to be prepared by HALEP teacher specialists.

HALEP teacher specialists are to attend the annual CONFRATUTE conference on a rotational basis and share extensively the workshop information they learn. Potential policy and procedures arising from this conference, as related to high ability learners programming, is to be brought forward in accordance with the School-Wide Enrichment Model (Renzulli).

HALEP professional development includes technology, differentiation, resource based learning and literacy (deeper comprehension strategies, media literacy, graphic novels, EAL strategies).

For regular staff working with HALEP teacher specialists:

- collaborative planning process and team teaching aspect provides job-embedded professional development for teachers and builds capacity for differentiation;
- can build confidence and help enrich units that can be difficult to deliver; and
- make units more engaging for all learners and for the teacher.

5. Teachers' Annual Growth Plan

In accordance with Policy and Procedures 5001: *Supervision and Evaluation of Educators*, all certified teachers are required to prepare annual growth plans to facilitate an ongoing professional growth process. High Ability Learner Enrichment Programming teacher specialists would include an emphasis on collaborative unit planning, implementation, and assessment.

It is important for HALEP teacher specialists to consider their goals and particular areas of focus when preparing their professional growth plans. Classroom teachers may identify this as an area in their growth plan if necessary.

High Ability Learner Enrichment Programming teacher specialists also hold other positions within their schools. As such, they are very familiar with the growth plans and include goals for the HALEP positions.



BRANDON SCHOOL DIVISION POLICY

Appendix B

PROCEDURES 4057

GRADES 9 - 12 PHYSICAL EDUCATION CREDITS

Adopted: Motion 11/2002; January 28, 2008

Draft: Revisions April 14, 2010

The following procedures identify specific pathways whereby students may acquire their high school mandatory physical education credits for graduation requirements.

I. Grades 9 and 10

Students in grade 9 and 10 are required to take physical education in a 100% teacher directed program implemented as an in-school/in-timetable program. Any offsite activities associated with the program will fall under procedures as outlined in Policy and Procedures 4001 "Offsite Activities".

The school administration may consider legitimate requests for offsite hours being applied to the mandated 110-hour requirement on an individual basis as per the requirements as set out in Policy 4058.

II. Grades 11 and 12

Students in grade 11 and 12 will have their choice of four optional pathways at the time of course registration. They may choose one of the following:

a) 100% Teacher Directed In-School/In-Timetable Program

The student may opt for this program pathway, in which the entire credit is obtained in a teacher-directed in-school/in-timetable program. Any offsite activities associated with the program will fall under procedures as outlined in Policy and Procedures 4001 "Offsite Activities".

(N.B. Students must submit an approved personalized Physical Activity Practicum Plan on registration for Student-Directed course requirements.)

b) 75% Teacher-Directed In-School/In-Timetable Program

25% Student-Directed Out-Of-School/Out-Of-Timetable Program

i) 75% of the program would be obtained in a teacher directed in-school/in-timetable program. Any offsite activities associated with the program will fall under procedures as outlined in Policy and Procedures 4001 "Offsite Activities."

- ii) 25% of the student directed out-of school/out-of timetable program would be obtained outside of the school in activities within the community. Examples of acceptable activities would include, but not be limited to minor hockey, youth soccer, gymnastics, modern dance, etc.
- c) 50% Teacher-Directed In-School/In-Timetable Program
50% Student-Directed Out-Of-School/Out-Of-Timetable Program
 - i) 50% of the program would be obtained in a teacher directed in-school/in-timetable program. Any offsite activities associated with the program will fall under procedures as outlined in Policy and Procedures 4001 “Offsite Activities.”
 - ii) 50% student-directed out-of-school/out-of-timetable program would be obtained outside of the school in activities within the community. Examples of acceptable activities would include, but not be limited to, minor hockey, youth soccer, gymnastics, modern dance, etc.
- d) 25% Teacher-Directed In-School/In-Timetable Program
75% Student-Directed Out-Of-School/Out-Of-Timetable Program
 - i) 25% of the program would be obtained in a teacher directed in-school/in-timetable program. Any offsite activities associated with the program will fall under procedures as outlined in Policy and Procedures 4001 “Offsite Activities.”
 - ii) 75% of the student directed out-of school/out-of timetable program would be obtained outside of the school in activities within the community. Examples of acceptable activities would include, but not be limited to minor hockey, youth soccer, gymnastics, modern dance, etc.

The following requirements must be met by students for all Student-Directed Out-Of-School/Out-Of-Timetable Program activities:

- a) activities must be moderate to vigorous activity;
- b) activities must meet safety and risk management requirements as outlined in Policy 4058 – “Out of School Physical Education Approval Process”;
- c) students must submit appropriate planning and documentation;
- d) students must obtain appropriate permission (parent/guardian); and
- e) students must obtain approval of activities by the Brandon School Division.

Reference: MECY Physical Education Policy 2007-2008