Report of Senior Administration to the Board of Trustees

September 28, 2009

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A. Business Arising for Board Action

I. PRESENTATIONS

FROM SCHOOLS

Riverview School

FROM INSTRUCTIONAL SERVICES

Mr. Dwight Kearns, Physical/Health Education Specialist

II. HUMAN RESOURCES

III. SECRETARY-TREASURER

1. TENDER FOR CARGO VAN

For Action ..... K. Zabowski

The Tender for a Full Size Cargo Van was advertised in the Brandon Sun on Saturday, August 29, 2009 and tender packages sent to five dealerships. One response was received.

Since there was sufficient public notice of tender as well as tender packages sent to five dealerships, I recommend that permission be granted to open the sole tender.

RECOMMENDATION:
That permission be granted to open the sole tender received for a full size cargo van.

2. CHRISTIAN HERITAGE SCHOOL

For Action ..... G. Barnes

I have received from Christian Heritage School the Shared Services Agreement completed by them in duplicate as required, for the provision by the Division of transportation services for 22 students to attend Industrial Arts and Home Economics classes for the 2009/2010 school year. This Agreement has been approved in previous years.

RECOMMENDATION:
That the Shared Services Agreement between the Division and Christian Heritage School for the 2009/2010 school year for the provision of transportation services and for use of facilities and resources for Industrial Arts and Home Economics classes be approved, and that the Chairperson and Secretary-Treasurer be and are hereby authorized to affix their signatures and the seal of the Division to the Agreement and to all subsequent claims resulting therefrom in compliance with the Public Schools Act and Regulations thereunder.

SUPERINTENDENT OF SCHOOLS

1. HEAD TEACHERS 2009/2010

For Action ..... D. Michaels

It is policy of the Board to review the names of those recommended by individual schools for the position of head teacher. Assignment to this position is done on an annual basis. Head teachers recommended for the 2009/2010 school year are as follows:

Alexander	Shannon Kohut, Krista Clayton
Betty Gibson	Craig Anderson, Cathy Watt, Nicole Warwaruk, Jodi Armour, Susan Rankin
Crocus Plains	Brent Richards, Bev Workman
Earl Oxford	Ian Carkener, Marcy Roziere
George Fitton	Trish Alexander, Grant Coulter, Mark Leckie
Green Acres	Kathryn Svistovski, Darren Kirk
Harrison	Bruce Coombs, Lisa Gorowski
J.R. Reid	Jason Curtis, Jackie Buga
King George	Dolores Hardy, Tom Price
Kirkcaldy Heights	Dana Templeton, Glenda MacKay, Deb Baker
Linden Lanes	Lyle Schepp, Ed LeSeur, Tracy Ramsey
Meadows	Dayna Galatiuk, Bruce Bell, Janelle Jones
Neelin	Robert Cullen, Robert Langston
Neelin Off-Campus	Jim Ferguson
New Era	Bernie Perreaux
O'Kelly	Maureen Thompson, Curtis Halls, Karen Rome
Riverheights	Shelley Hamilton, Sharon Bartley, Mary McCahon
Riverview	Diane Allum, Gayle Kripky-White
St. Augustine	Bryan Letain, Joanne Campbell, Lorie Rubenuik
Valleyview	Wendy Piche, Pat Cowan
Vincent Massey	Ingrid Gross, Lili Jardine
Waverly Park	Cheryl Danis, Blaine Aston

RECOMMENDATION:

That the people recommended by the Principals of the schools for the position of Head Teachers for the 2009/2010 school year be approved as identified in the Report of the Senior Administration.

IV. SENIOR ADMINISTRATION RESPONSE TO TRUSTEE INQUIRIES

1. TRUSTEE INQUIRY - GRADES 11 AND 12 PHYSICAL EDUCATION – TRUSTEE COEY

For Information ..... D. Michaels

At the August 24, 2009 Regular Board Meeting Trustee Coey inquired whether a 25% in-timetable/75% out-of-timetable option was offered to grades 11 and 12 students for the 2009/2010 school year, and what the breakdown in enrollment was for the available options.

According to Policy and Procedures 4057: *Grades 9 – 12 Physical Education Credits*, "students in grade 11 and 12 will have their choice of two optional pathways. They may choose one of the following:

a) 100% Teacher Directed In-School/In-Timetable Program; or
b) 50% Teacher-Directed In-School/In-Timetable Program
   50% Student-Directed Out-Of-School/Out-Of-Timetable Program"

The Semester 1 enrollment breakdown for the available options is as follows:

Grade / School	Number of Students in 50/50 Program	Number of Students in 100% Program
Grade 11 / Crocus Plains	76	45
Grade 11 / Neelin *	14	23
Grade 11 / Vincent Massey	43	35
Grade 12 / Crocus Plains	90	15
Grade 12 / Neelin *	25	39
Grade 12 / Vincent Massey	63	38

* Neelin: All students registered for Phys Ed courses at Neelin are 100% until they have completed two Core units and two Activity units (8 weeks). At this time students and parents finalize their option streams and the necessary paperwork is required. The Neelin High School numbers indicated above are based on an informal in-class survey.

B. Administrative Information

I. PRESENTATIONS

II. 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.

2. "READY .... SET .... GO GREEN" - UPDATE

For Information ..... B. Switzer

As previously reported to the Board of Trustees, the Human Resource Department has gone GREEN!

Through the job posting process for Teaching Staff, a total of 302 applicants submitted their names for consideration to various positions, both Perm and Term, which resulted in a total of 2923 applications received. Of the 302 applicants, 190 were external/graduate applications and the remaining 112 were internal applicants. Of the positions filled, 56.6% were offered to internal applicants and as a point of interest, 38.5% of the positions filled were Permanent positions.

Prior to the EMPLOYEE CONNECT tool, it is estimated that on average, an application package would have approximately 12 pages per package ... this would have resulted in 35,076 pieces of paper. With EMPLOYEE CONNECT, it is estimated that approximately 1500 pieces of paper were printed for the interview process, as administrators were able to review the entire application package online.

Further to the job posting process, approximately 120 of our term and casual Educational Assistants renewed their applications online for the 2009/2010 school year, while 58 new applications were received for term and/or casual Educational Assistant positions. Approximately 144 of our substitute teachers renewed online for the 2009/2010 school year, with 20 new applications received for substitute teaching in the Brandon School Division.

Stay tuned for more updates as the Human Resource Department continues to introduce GREEN initiatives!

III. SECRETARY-TREASURER

1. SMOKE – ALEXANDER SCHOOL

For Information ..... G. Barnes

Correspondence was received from Mel Clark, Director of Facilities & Transportation advising that the fire alarm at Alexander School was set off at 7:16 p.m. on September 22, 2009 by the smoke detector located in the gym furnace room. The Whitehead Fire Department and OBO were dispatched to the scene. Upon arrival at the school they discovered smoke in the hallways, gym and gym furnace room. The ductwork of the gym electric heating unit was discovered to be extremely hot so they cut the power to the school and began ventilating to remove the smoke. Mr. Clark was called at 8:00 p.m. and on arriving at the school confirmed that the problem was the gym heating unit. He disabled the power to the unit and re-energized the remainder of the school to provide lights and essential services. Barb Miller, Principal and Joan Mills, Custodian had arrived at the school and the situation was assessed to determine whether classes could be held the following day. The classrooms did not have any smoke smell as hallway doors were closed. The gym and halls were the only areas of concern. Mr. Clark determined that by providing extra ventilation fans for the building that the smoke smell would dissipate sufficiently to have classes the following day. The Whitehead Fire Department suggested that a fire watch be maintained through the night so the OBO responder stayed to monitor the school. Extra fans were set up at the school. The Principal contacted student parents to advise them of the situation. Mr. Clark arrived at the school at 7:00 a.m. the following morning and contacted the Principal to advise her that the fans had dissipated the smoke smell. The heating contractor that services the school met with him to determine the cause of the smoke. It was determined that an electric contactor for one of the heating banks was fused shut and also the high limit for the heater bank appears to have failed. The heating elements have been shut off. The gym ventilation fan is operating properly and was left running. The heating contractor will determine a final cause and advise us and ensure that the unit is operating properly. At present Mr. Clark is unsure whether the remaining smoke will disappear or if smoke deodorizer machines will be required. He has contacted the Insurance Adjuster. This is provided as information.

IV. SUPERINTENDENT OF SCHOOLS

1. SCHOOL INFORMATION

For Information ..... D. Michaels

a. SUSPENSIONS

SCHOOL	NO./STUDENTS	NO./DAYS	REASON
Crocus Plains	4	5, 10	Assaultive, Unacceptable Behaviour
Neelin	1	5	Unacceptable Behaviour

b. School Visits

Since the opening of schools on September 8, 2009 I have been able to visit the following schools: Betty Gibson, Earl Oxford, Harrison, New Era, Neelin High School, Crocus Plains Regional Secondary School, Vincent Massey High School, St. Augustine.

In each school there was an atmosphere of positive energy, orderliness, and respect. I visited classrooms where the process of learning was well underway. It was good to see our children and youth new to Canada being welcomed and receiving assistance from their peers.

c. Updates on School Initiatives

Alexander School

Since the Board of Trustees recognized the "Learning with the Arts" programming as a formal program within our Division, great things have happened! During the summer, a brochure (Appendix A) was developed to highlight the programming opportunities available to students within the Division through this initiative. This brochure has been distributed to parents who have expressed interest in this program. In addition, school tours were available to interested families as well as the opportunity to meet with the principal to address any questions. Over the course of the summer months, we had 11 students from Brandon register to participate in this program. The provision of bussing was essential to families in the decision to send their children to participate in this program. As of September 21, 2009 we have 59 students enrolled.

The program monies that were allocated during the budget deliberation have enabled us to implement a "Learning with the Arts" approach that provides students with quality programming that addresses the multiple ways students learn. We have been able to engage local artists as well as artists from all over Manitoba to participate in the "Artist in Residence" component of our program. In addition, the students are able to travel by bus to the Art Gallery of Southwestern Manitoba on a regular basis to use their facilities while working with various artists and mediums. The students are engaged in exposure workshops to explore a variety of creative forms on a bi-monthly basis. Teachers are able to access a variety of professional development opportunities that assist them in implementing arts-infused learning across the curriculum as an instructional strategy. We have purchased a variety of art materials and supplies to support the programming goals of this program.

The "Learning with the Arts" program at Alexander School is receiving attention for its quality art-integrated approach to quality teaching and learning from the National ArtsSmarts Network. The Manager of Programs, Lisa Desilets, is writing about the exemplary arts-infused programming that is occurring at our school, which will be published in a national bulletin on ArtsSmarts projects. We are also working closely with Patricia Valenteyn from Learning Through the Arts, the Royal

Conservatory of Toronto, to establish a partnership that would enable us to access artists who have been trained in this approach to learning.

The students, parents, staff, and community would like to thank Senior Administration and the Board of Trustees for their extraordinary support in making "Learning with the Arts" a viable program option for all students within our Division.

ACTION RESEARCH PROJECT: GRADE THREE TO FOUR LITERACY AND NUMERACY TRANSITIONING AND MIDDLE YEARS LITERACY

The initial meeting of the action research group was held on Wednesday, September 16, 2009. There are three schools working in the literacy project – Betty Gibson, St. Augustine, and Meadows. One additional school, Valleyview, is involved in the numeracy project, and this group will meet on Thursday, September 24, 2009. The objective of the project is to focus on student achievement and design a model of support to accelerate the progress of students who are delayed in relation to grade level achievement. The transition from Grade 3 to 4 is seen as one key point upon which to focus, as the foundation of literacy and numeracy understanding must be solid as the students move on to use these skills in increasingly more complex ways throughout the middle years. The second area of focus in the project is related to supporting the literacy development of students in the Grades 5 to 8 level, as working in a variety of content areas adds additional demands on literacy skills. A focus on programming for students with identified reading disabilities will be included within the project.

The initial meeting of the team focused on the assessment data to collect for selection of students as well as for informing the results of the project. The format for the daily work with students was discussed, following a guided reading and writing approach. The numeracy team will participate in assessment training through the Math Recovery program in October and November, and will develop through team collaboration the format and activities to support numeracy understanding.

The team is very excited about the possibilities of this project and look forward to the professional dialogue as we work together. The teachers are completing assessments and beginning to select students and work with their groups. Monthly meetings will allow us to discuss progress and to share and develop strategies to support the students.

2. DIVISIONAL INITIATIVES

For Information ..... D. Michaels

SCHOOL OPENING ENROLMENTS

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

During this school opening, September 2009, our Divisional enrolments remain constant in relation to September 2008. As of the printing of this report (September 23, 2009) the overall enrollment is 7339.

Generally the enrollment distribution has occurred as anticipated with some exceptions as noted below.

	GRAND TOTAL	*2009 FTE*	*2008 FTE*	*+/-*
Alexander	59	55.5	40	15.50
Betty Gibson	215	197	182	15.00
Crocus Plains	1069	1069	1014	55.00
Earl Oxford	266	257	240	17.00
George Fitton	299	273.5	271.5	2.00
Green Acres	125	115.5	103.5	12.00
Harrison	197	197	210	(13.00)
J.R. Reid	233	223	222	1.00
King George	265	250.5	226	24.50
Kirkcaldy Heights	357	339.5	340.5	(1.00)
Linden Lanes	321	303.5	302	1.50
Meadows	420	399	413	(14.00)
Neelin	489	699	709	(10.00)
Neelin (O.C.)	210			
New Era (English)	149	559	493	66.00
New Era (French)	460			
O'Kelly (English)	146	156	148	8.00
O'Kelly (French)	26			
Riverheights	334	316.5	313.5	3.00
Riverview	149	138.5	139.5	(1.00)
Spring Valley	18	16	10.5	5.50
St. Augustine	210	197.5	199	(1.50)
Valleyview	156	145	160	(15.00)
Vincent Massey	818	818	890	(72.00)
Waverly Park	348	333	321	12.00
TOTALS	7339	7058.5	6948	110.50

Currently, the staffing pressure points are being addressed. A verbal update will be provided at the Board Meeting.

IMPLEMENTATION OF SINGLE TRACK FRENCH IMMERSION SCHOOL
STEERING COMMITTEE REPORT

The first two meetings of the Single Track French Immersion Steering Committee were held on September 16 and September 23, 2009. The Steering Committee is comprised of the Superintendent of Schools/Chief Executive Officer, Associate Superintendent, Secretary-Treasurer, Director of Human Resources, and Principals of George Fitton School, Green Acres School, Harrison Middle School, and École New Era School.

The Steering Committee will organize its work based upon the Board approved implementation plan and focusing on the six components of the plan. The following key points were discussed at the meetings:

1. **Communication**
   - Following each meeting of the Steering Committee, a summary report will be prepared for the Board of Trustees and included in the Senior Administration section of the Board report
   - This summary report will be posted to the BSD website following the Board meeting
   - The following information sessions for staff and parents have been scheduled (public sessions will be advertised through school newsletters and media):

     Staff Meetings:

     - Meeting for staff of George Fitton School, Green Acres School, and Harrison Middle School:
       Tuesday, September 29, 2009, 4:00 – 5:00 p.m. (Harrison gym)
     - Meeting for École New Era School staff:
       Thursday, October 1, 2009, 4:00 – 5:00 p.m. (New Era library)

     Parent Meetings:

     - Meeting for parents of students attending George Fitton School, Green Acres School, Harrison Middle School. This meeting is open to the public:
       Wednesday, September 30, 2009, 7:00 – 9:00 p.m. (Harrison gym)
     - Meeting for parents of students attending New Era. A French Immersion Consultant from the Bureau de l'éducation française (MECY) will be in attendance. This meeting is open to the public:
       Tuesday, October 6, 2009, 7:00 – 9:00 p.m. (New Era gym)

2. **Establishment of Enrolment for Single Track French Immersion School**
   - Registration for single track French Immersion program will occur in late October
   - Senior Administration recommendation re: single track and dual track requirements to Board for decision (based on registrations), November 9, 2009 Board meeting

3. **Establishment of New School Configurations**
   - In late November Secretary-Treasurer's office will recommend new school configurations to Board of Trustees for decision
   - Preliminary budget preparations will be underway upon Board decision

4. **Preparation of Schools' Instructional Plans**
   - K-8 registration period will need to be advanced to allow the development of school instructional plans
   - Instructional plans for George Fitton, Green Acres, Harrison, and New Era Schools will be prepared prior to Spring Break

5. **Reassignment of Staff**
   - Process will be followed, in adherence to Policy 5003 Reassignment of School Principals and Policy 5007 Declaration of Teacher Reassignment
   - Meeting with BTA and CUPE Presidents to be held September 28, 2009

6. **School Facility Restructuring**
   - Senior Administration will ensure equitable redistribution of resources occurs, including distribution of technology

LEARNING SUPPORT SERVICES:
IMPLEMENTATION OF LEARNING DISABILITIES SPECIALIST/PSYCHOLOGY SERVICES

Ms. Pamela Kelso is our new Learning Disabilities Specialist/Psychologist. The focus of Ms. Kelso's role is to provide expert leadership and direct service in the identification of learning disabilities, recommendations for programming, and assistance with the implementation of such recommendations. Thus, the major goals of this position focus on the provision of appropriate educational programming to students with identified learning disabilities. Ms. Kelso will assist and advise the respective school principals, school-based student services teams, classroom teaching in the implementation of diagnostic recommendations. The school-assigned psychologists continue to assess referred students. Ms. Kelso will work with the psychologists in reviewing students' diagnostic testing results and recommendations in preparation for working with school-based personnel in the implementation of the programming recommendations. Ms. Kelso will provide direct testing/assessment services as required.

To commence Ms. Kelso's entry into the School Division she will be working in Meadows, St. Augustine, Riverheights Schools (one day per school cycle); in other schools as requested, and in Divisional duties.

This implementation process will be assessed mid-term.

LEARNING SUPPORT SERVICES MEETING – SEPTEMBER 22, 2009

The initial Learning Support Services (LSS) meeting was held on Tuesday, September 22, 2009. These meetings are held monthly (every third Tuesday). In attendance are principals, vice-principals, specialists, Administrator/Student Support, senior administration, coordinator. This meeting was a result of the work done by the 2008/2009 Quality Support Services steering committee. The meeting's purpose is ot focus on the coordination, setting of relevant priorities, implementation of learning support services to support student achievement in each school. ESSENTIAL TO THIS ENDEAVOUR IS THE ENSURE THAT THE DIVISIONAL SERVICES ARE SUPPORTING SCHOOL PRIORITIES AND REQUIREMENTS IN QUALITY LEARNING, QUALITY TEACHING AND QUALITY SUPPORT SERVICES.

The agenda was established by a committee of school principals and Associate Superintendent. The agenda items were as follows:

Quality Learning

- early literacy information (grade 3 assessment results, literacy support results) – A. Kuryliw / B. Howell
- report on Gifted and Talented Conference (Vancouver BC/August 2009) – B. Shamray

Quality Teaching

- report on Empower™ in reading training – B. Howell
- Quality Teaching Steering Committee

Learning Support Services Specialists

The work plans for the Specialists were reviewed. These plans were prepared from the requirements of the 2009/2010 School Development Plans, the purpose, goals, duties of the respective position descriptions, other pertinent Board policies and other relevant legislation. Work plans were presented by the following Learning Support Specialists:

- Technology in Learning – C. McLaren
- English as an Additional Language – J. Ford
- Research and Evaluation (Coordinator) – A. Kuryliw
- Student Support Specialists – Y. Hodge
- Aboriginal Elder – K. Tacan
- Literacy – C. Nevill
- Numeracy – J. Lombaert

Principals were requested to review and provide additional feedback to confirm the official work plan.

Quality Support Services

Relevant operational items and topics were reviewed as follows:

- September 30th reporting procedures – G. Barnes
- EA hiring/substitute tracking protocols – G. Barnes, B. Switzer
- Current/emergent items on H1N1 and school protocols – G. Malazdrewicz, M. Clark, T. Osiowy
- Intervention/crisis services – Y. Hodge
- Implementation of Learning Disabilities Specialist/Psychologist Position – Dr. D. Michaels
- Research project participation – Dr. D. Michaels
  - CEA research study on student engagement survey
  - NNER survey on public education and democracy
- Quality Support Services Steering Committee

3. COMMUNITY CONNECTIONS

For Information ..... D. Michaels

MEETING WITH DR. DEBORAH POFF, PRESIDENT AND VICE CHANCELLOR OF BRANDON UNIVERSITY – AUGUST 26, 2009

It was a pleasure to meet Dr. Poff and discuss with her the historical working relationship between Brandon University and the Brandon School Division. Noted were the partnerships in many areas including more recently Faculty of Education personnel and Brandon School Division staff at Betty Gibson School involved in the Professional Development School literacy (at the school).

We discussed Dr. Poff's professional experiences and her research in ethics and leadership. We discussed, too, our joint interest and research in social justice and equity.

We agreed to meet on a regular basis to advance the collaboration between Brandon University and the Brandon School Division.

BRANDON UNIVERSITY COMMENCEMENT CEREMONY – SEPTEMBER 8, 2009

It was my pleasure to represent the Brandon School Division at the Brandon University Commencement Ceremony, *"Launch 2009",* on Tuesday, September 8, 2009, at the Western Manitoba Centennial Auditorium. The event was organized very effectively to include students and staff.

MEETING WITH MR. JERRY STORIE, DEAN, FACULTY OF EDUCATION, BRANDON UNIVERSITY – SEPTEMBER 9, 2009

Mr. Storie and I met to discuss the following matters:

a. Brandon University Faculty of Education plans to recruit in the area of English as an Additional Language (EAL). Brandon School Division would be interested in participating in this initiative.
b. Aboriginal Education: Advancements were reviewed in the Faculty of Education re: research and curriculum planning and support. Brandon School Division has several initiatives that are in place. Coordination is needed.
c. National Network for Educational Renewal (NNER) Steering Committee meeting will be held in late October/early November. J. Storie, Dean, Faculty of Education; A. Gulliver, Dean, Faculty of Science; B. Strang, Dean, Faculty of Arts; and D. Michaels, Superintendent of Schools/CEO, to meet to organize a future meeting of grade 12 core subject teachers and university staff to discuss the transition and preparedness of grade 12 students in first year university.
d. The professional development school initiative will be continued at Betty Gibson School and expansion to Vincent Massey High School is under consideration.

MEETING WITH CHIEF EXECUTIVE OFFICER OF RED RIVER EXHIBITION PARK – SEPTEMBER 14, 2009

On September 14, 2009 I met with Mr. Garth Rogerson, CEO, Red River Exhibition Park, at this request to discuss possible mobile agriculture/science education partnership opportunities. Mr. Rogerson is exploring funding to support mobile initiatives. Given the possible access of such learning opportunities for our students (K-8) I am arranging future meetings of Mr. Rogerson and Dr. D. Greenwood (Brandon University – Environmental Sciences) and Mr. J. Storie (Brandon University – Education) to explore these ideas further.

Mr. Rogerson was apprised of the development of the Environmental Studies Program at Crocus Plains Regional Secondary School so that contact is made with Ms. C. McKellar, Program Development and Teacher.

Further discussions to take place later this fall.

4. CORRESPONDENCE

For Information ..... D. Michaels

CORRESPONDENCE RECEIVED FROM JUDY SEIB, PROGRAM COORDINATOR, "FOOD FOR THOUGHT" BREAKFAST AND SNACK PROGRAM

The following correspondence has been received from Judy Seib, Program Coordinator, "Food for Thought" Breakfast and Snack Program:

> *Thank-you very much Brandon School Division and staff for your kind contribution of in kind services, staff donations and generous support when need towards the Food for Thought program in 2008-2009 school year. Your generosity has a huge impact on the children we feed through out the school year.*
>
> *The Breakfast & Emergency snack program served 19,520 breakfast/snacks to children in Brandon School Division. Your contribution is appreciated by many families in Brandon who's children would attend school hungry, if this program did not exist. Your contribution allows us to serve more children with a nutritional breakfast and to operate as a non profit organization in the community.*
>
> *We are starting our program again September 9, 2009 and will run to June 18, 2010 and your ongoing support is appreciated and crucial to our programs existence. We look forward to your support in 2009-2010 school year.*

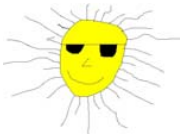
Respectfully submitted,

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

Appendix A

At Alexander School, we believe…

- *Meaningful learning infuses arts and technology into the curriculum*
- *Communication and collaboration between home and school is a vital link that supports student learning*
- *Learning is best achieved in a safe and supportive environment, which nurtures self-confidence and self-esteem*
- *Students need to be engaged actively in learning that provides them with the opportunity to explore and present information, share their experiences, and make real world connections using multiple intelligences*
- *Students need opportunities to make choices regarding their learning and their behaviour to become responsible citizens*
- *Learning is a process that may take many paths to get to the learning outcome*
-
- *Differentiated instruction is key to supporting student learning and promoting success for all students*



What is a Balance School Day?

The school day is divided into three equal learning blocks that are separated by two nutrition and movement breaks. The intent is to give students three uninterrupted learning blocks to facilitate more time on task. It is also intended to provide two opportunities for students to meet their nutritional and movement needs.

Contact Information:

Alexander School
102 Argyle Street
Box 21
Alexander, Manitoba
ROK 2A0
Phone # 752-2251
Fax # 752-2395

Principal: Ms. Barbara Miller

Welcome to Alexander School

At Alexander School, we are pleased to offer our students a "Learning with the Arts" programming approach that is based on the **Manitoba Curriculum** and is designed to address the multiple ways students learn. The distinguishing feature of this program is the "infusion of the arts" into the core curriculum as a means of engaging students in hands-on learning opportunities.

Mission Statement: To engage students socially, emotionally, intellectually, physically, and artistically through quality learning experiences in a multi-age environment.

The Learning with the Arts Program

In this instructional model, the school becomes a place of discovery that nurtures creativity, higher order thinking skills, and self-directed learning. In addition to more traditional methods, students share what they have learned through the disciplines of the visual, performing, and media arts. Students are encouraged to find ways of learning that help them understand concepts, analyze experiences, and develop attitudes that value the rigour that the arts require. There is a greater emphasis on the process of learning through this experiential methodology.

The prescribed Manitoba curriculum serves as the foundation for our work in providing quality learning experiences for all students. Through the infusion of the arts into the curriculum and opportunities to work with various artists, the students have the opportunity to extend and go beyond the basic curriculum expectations.

Arts-Infused Classrooms

Arts-integration is an instructional strategy that brings the arts into the core of the school day and connects the arts across the curriculum. Teachers plan meaningful lessons that enable students to demonstrate their learning in multiple ways.

Artists in Residence

Students work with professional artists and mentors to develop their technical skills.

Benefits of Artists in Residence

- Students learn the technical art skills from "real-life" artists
- The artist becomes a part of the learning community
- The artist support the infusion of the arts into the curriculum and provides ongoing professional development for teachers

"Talent" is not the issue in Arts-Infused Learning; rather the emphasis is on a learning process that encourages:

- Collaboration
- Exploration
- Inquiry
- Experimentation
- Problem-Solving
- Reflection

What the Research Says…

- Arts-integrated programs are associated with academic gains across the curriculum as reflected in standardized test scores, and they appear to have more powerful effects on the achievement of struggling students than more conventional arts education programs do (Rabkin and Redmond, 2006).
- Effective curriculum and instruction for gifted learners responds to their individual readiness levels, interests, and modes of learning. Curriculum and instruction should be responsive to a student's affective needs as well as his or her cognitive needs (Tomlinson, 2005).
- The Arts Education Partnership released a report that concluded that students who are exposed to dance, music, theatre, and the visual arts appear to better master reading, writing, and math than those who simply focus on the basic curriculum (La Fee, 2008).
- The arts provide students with authentic learning experiences that engage their minds, hearts, and bodies. The learning experiences are real and meaningful for them (Ruppert, 2006).