



BRANDON SCHOOL DIVISION

May 6, 2015

NOTICE IS HEREBY GIVEN OF THE REGULAR MEETING
OF THE BOARD OF TRUSTEES

TO BE HELD MONDAY, May 11, 2015
7:00 P.M.

J. L. MILNE BOARDROOM, ADMINISTRATION OFFICE

1031 - 6TH STREET, BRANDON, MANITOBA

D. Labossiere
Secretary-Treasurer

AGENDA

1.00 AGENDA/MINUTES:

1.01 Reference to Statement of Board Operations

1.02 Approval of Agenda

1.03 Adoption of Minutes of Previous Meetings

- a) Special Board Meeting, April 27, 2015.
Adopt.
- b) Regular Board Meeting, April 27, 2015.
Adopt.
- c) Special Board Meeting, May 4, 2015.
Adopt.

2.00 GOVERNANCE MATTERS:

2.01 Presentations For Information

Rebecca Xie, École secondaire Neelin High School student, receiving recognition as one of the Grand Prize Winners in the 2014 Citizenship Challenge.

2.02 Reports of Committees

- a) Facilities & Transportation Committee Meeting

J. Murray

2.03 Delegations and Petitions

2.04 Communications for Action

2.05 Business Arising

- From Previous Delegation

- From Board Agenda

- MSBA issues (last meeting of the month)

- From Report of Senior Administration

- a) School Reports
- b) Learning Support Services Report
 - Implementation of Strategic Plan
- c) Items from Senior Administration Report
 - Request for Proposal – Cisco Core Switching Upgrade – Refer Motions.

2.06 Public Inquiries (max. 15 minutes)

2.07 Motions

60/2015 That a wheelchair school bus be provided to the Society for Manitobans with Disabilities for their Summer Camp Program from July 20 to August 28, 2015 at the current rates subject to approval by the Supervisor of Transportation and the Manitoba Transport Board.

61/2015 That the proposal for the network design, supply and implementation of the Cisco Core Switching Upgrade from MTS Inc. be accepted as follows:

Cisco Chassis	\$ 99,305.32
Switches	227,965.99
SWPs and Cables	83,524.46
Network Design and Implementation	15,000.00
Subtotal	<u>\$ 425,795.77</u>
GST	21,289.79
PST	34,063.66
Total	<u><u>\$ 481,149.22</u></u>

And approval be granted to enter into a 60 month lease financing agreement with Cisco Systems Capital Canada for same in accordance with the proposals.

2.08 Bylaws

2nd Reading

That By-law 4/2015 being a borrowing by-law in the amount of \$817,600.00 upon the credit of the Division by the issue and sale of a debenture to meet partial costs for construction of:

<u>School</u>	<u>Project</u>
Betty Gibson School	Roof Replacement
George Fitton School	K3 Two Classroom Renovation of Existing Gymnasium
Harrison School	Roof Replacement of Area A1
Meadows School	Three Classroom & Elevator Access Addition
Meadows School	Elevator
Neelin High School	Roof Replacement of Area G1
Valleyview Centennial School	Heating and Ventilation Systems Replacements
Riverview School	Furnace Replacement Ph II
Vincent Massey High School	Roof Replacement Areas D and G
Waverly Park School	Two Classroom Addition
Vincent Massey High School	Renovation of Two Science Classrooms

be now read for the second time, having been first read on April 27, 2015.

3rd Reading

That the rules be suspended and By-law 4/2015 be now read for a third and final time, and taken as read, finally passed.

2.09 Giving of Notice

I hereby give notice that at the next regular meeting of the Board of Trustees, I, or someone in my stead, will introduce By-law 5/2015 being a by-law providing for the borrowing of moneys upon the credit of the said School Division to meet current expenses for the fiscal year, July 1, 2015 to June 30, 2016.

2.10 Inquiries

- Trustee Inquiries

3.00 ADMINISTRATIVE INFORMATION:

3.01 Report of Senior Administration

3.02 Communications for Information

3.03 Announcements

- a) Divisional Futures Committee Meeting – 10:00 a.m., Monday, May 11, 2015, Boardroom.
- b) Workplace Safety & Health Committee Meeting – 1:00 p.m., Tuesday, May 12, 2015, Conference Room.
- c) Personnel Committee Meeting – 10:00 a.m., Thursday, May 14, 2015, Boardroom.

- d) Finance Committee Meeting – 1:00 p.m., Wednesday, May 20, 2015, Boardroom.
- e) Facilities & Transportation Committee Meeting – 10:00 a.m., Monday, May 24, 2015, Boardroom.
- f) NEXT REGULAR BOARD MEETING – 7:00 p.m., Monday, May 25, 2015, Boardroom.

4.00 IN CAMERA DISCUSSION

4.01 Student Issues

- Reports
- Trustee Inquiries

4.02 Personnel Matters

- Reports
 - a) Confidential #1 – Personnel Report.
- Trustee Inquiries

4.03 Property Matters/Tenders

- Reports
- Trustee Inquiries

4.04 Board Operations

- Reports
- Trustee Inquiries

5.00 ADJOURNMENT



BRANDON SCHOOL DIVISION

MINUTES OF THE SPECIAL MEETING OF THE BOARD OF TRUSTEES, THE BRANDON SCHOOL DIVISION, HELD IN THE J. L. MILNE BOARDROOM, ADMINISTRATION OFFICE, 1031 - 6TH STREET, BRANDON, MANITOBA, AT 6:50 P.M., MONDAY, APRIL 27, 2015.

PRESENT:

Mr. M. Sefton, Chairperson, Mr. K. Sumner, Vice-Chairperson, Ms. S. Bambridge, Mrs. P. Bowslaugh, Mr. P. Bartlette, Mr. G. Buri, Mr. G. Kruck, Mr. J. Murray, Dr. L. Ross.

Mr. D. Labossiere, Secretary-Treasurer, Ms. B. Sangster, Recording Secretary, Ms. Terri Curtis, Live Streaming Video Operator.

Administration: Mr. G. Malazdrewicz, Associate Superintendent, Ms. E. Jamora, Assistant Secretary-Treasurer.

REGRETS: Dr. D. M. Michaels, Superintendent, Ms. B. Switzer, Director of Human Resources.

CALL:

The Chairperson called the meeting to order at 6:50 p.m. and referred to the Call.

The meeting had been called for the purpose of considering the following:

- a) Giving of Notice – Debenture By-Law 4/2015.

Mr. Bartlette

I hereby give notice that at the next regular meeting of the Board of Trustees, I, or someone in my stead, will introduce By-Law 4/2015 for the purpose of borrowing the sum of \$817,500.00 to meet partial costs for construction of the following:

School

Project

Betty Gibson School

Roof Replacement

George Fitton School

K3 Two Classroom Renovation of Existing Gymnasium

Harrison School

Roof Replacement of Area A1

Meadows School

Three Classroom & Elevator Access Addition

Meadows School

Elevator

Neelin High School

Roof Replacement of Area G1

Valleyview Centennial School

Heating and Ventilation Systems Replacements

Riverview School

Furnace Replacement Ph II

Vincent Massey High School

Roof Replacement Areas D and G

Waverly Park School

Two Classroom Addition

Vincent Massey High School

Renovation of Two Science Classrooms

Mr. Kruck – Dr. Ross

That the meeting do now adjourn (6:52 p.m.).

Carried.

Chairperson

Secretary-Treasurer



BRANDON SCHOOL DIVISION

MINUTES OF THE REGULAR MEETING OF THE BOARD OF TRUSTEES, THE BRANDON SCHOOL DIVISION, HELD IN THE J. L. MILNE BOARDROOM, ADMINISTRATION OFFICE, 1031 - 6TH STREET, BRANDON, MANITOBA, AT 7:00 P.M., MONDAY, APRIL 27, 2015.

PRESENT:

Mr. M. Sefton, Chairperson, Mr. K. Sumner, Vice Chairperson, Ms. S. Bambridge, Mr. P. Bartlette, Mrs. P. Bowslaugh, Mr. G. Buri, Mr. G. Kruck, Mr. J. Murray, Dr. L. Ross.

Mr. D. Labossiere, Secretary-Treasurer, Ms. B. Sangster, Recording Secretary, Ms. T. Curtis, Live Streaming Video Operator.

Senior Administration: Mr. G. Malazdrewicz, Associate Superintendent, Ms. E. Jamora, Assistant Secretary-Treasurer, Ms. B. Switzer, Director of Human Resources.

REGRETS:

Dr. D. M. Michaels, Superintendent/CEO.

The Chairperson called the meeting to order at 7:00 p.m. He welcomed everyone in attendance and those viewing the proceedings online.

AGENDA

1.00 AGENDA/MINUTES:

1.01 Reference to Statement of Board Operations

1.02 Approval of Agenda

The Associate Superintendent, Mr. Greg Malazdrewicz, noted he had one item for In-camera.

Trustee Bowslaugh noted she had one item for In-camera.

Trustee Bambridge noted she had one item for In-camera.

Trustee Sefton noted he had five items for In-camera.

Trustee Ross noted she had one item for In-camera.

Trustee Kruck noted he had two items for In-camera.

The Secretary-Treasurer noted he had two items for In-camera.

Dr. Ross – Mr. Kruck

That the agenda be approved as amended.

Carried.

1.03 Adoption of Minutes of Previous Meetings

- a) The Minutes of the Special Board Meeting held April 13, 2015 were circulated.
Mr. Bartlette – Mrs. Bambridge
That the Minutes be approved.
Carried
- b) The Minutes of the Regular Board Meeting held April 20, 2015 were circulated.
Trustee Sefton noted an error in the notes regarding the Policy Review Committee Meeting. It states “the written report of the Divisional Futures and Community Relations Committee...” where it should have read “the written report of the Policy Review Committee..”

Mr. Kruck – Mr. Buri
That the Minutes be approved as amended.
Carried.

2.00 GOVERNANCE MATTERS:**2.01 Presentations For Information**

Five students from Crocus Plains Regional Secondary School, and two students from École secondaire Neelin High School, received recognition for their Manitoba Skills Competition Awards. Crocus Plains Regional Secondary School student Layne Campbell, who won a gold medal in welding, thanked the Trustees for allowing students to compete in the Provincial Skills competition and then go on to Nationals. Trustee Sefton responded that it is an honor to support students and to help provide opportunities such as this to students.

Trustee Sefton presented the students with certificates on behalf of the Board of Trustees, and spoke to the students regarding what was the most memorable part of the competition for them. It was noted that Caitlin Cote, a student at École secondaire Neelin High School, was the first female to ever win gold in the GIS competition.

Jasmine Chapman, a student at Crocus Plains Regional Secondary School, received a Student Citizenship Award from the Manitoba School Boards Association (MSBA) in recognition of her accomplishments. Trustee Sefton asked Jasmine about her work with the community, and she responded that she volunteers at King George School helping immigrants with their English in addition to volunteering at the Ten Thousand Villages store.

Trustee Sefton congratulated all the students on their accomplishments and thanked them for attending the meeting.

2.01 Reports of Committees

- a) Facilities and Transportation Committee Meeting

The written report of the Facilities and Transportation Committee meeting held on April 13, 2015 was circulated.

Mr. Murray - Mr. Kruck

That the Minutes be received and filed.

Carried.

b) Finance Committee Meeting

The written report of the Finance Committee meeting held on April 23, 2015 was circulated.

The Secretary-Treasurer clarified the information provided for non-resident and program not offered students that are currently attending Brandon Schools:

International Students:	6
First Nations Students:	14
Program not offered:	42
School of choice:	49

Mr. Sumner – Mr. Kruck

That the Minutes be received and filed.

Carried.

2.02 Delegations and Petitions

2.04 Communications for Action

2.05 Business Arising

- From Previous Delegation

- From Board Agenda

- MSBA issues (last meeting of the month)

The Advocacy Discussion Document that was provided to Trustees by Manitoba School Boards Association (MSBA) was discussed. The MSBA is looking for feedback on this matter and Trustee Sefton asked if Trustees had any feedback to offer. Dr. Ross was pleased with the document and commends the MSBA for this work. She sees merit in adopting one of the models they proposed. Trustee Sefton noted he likes member councils as there is a greater opportunity for input. Also, no small majority could rule the organization. Trustee Bartlette and Trustee Buri also agree with member councils. Trustee Sumner is cautious as he has found in the past that the MSBA is advocating for things that don't necessarily benefit the Brandon School Division.

Trustee Kruck had questions regarding the mechanics of the voting structure. Trustee Murray responded and talked of voting and weighted ballots and explained the ballot process. Trustee Murray had concerns regarding 'who' is requesting this change, and whether it is really a necessary change.

Trustee Sumner spoke on the option of a second convention each year. He is not in favour of that due to the related expenses but would support a shortening of the convention a two-day convention and if it was on a weekend as opposed to a weekday.

It was agreed that as per the will of the Board, Trustee Sefton will draft a letter of response to the MBSA.

- From Report of Senior Administration

a) School Reports –

Riverview School

Mr. Kelly Braun, Principal of Riverview School, provided a presentation to the Board of Trustees regarding their School Development Plan. Mr. Braun highlighted the following:

Lit Blocks

- this is the most powerful initiative they've moved forward with;
- groups meet every day from 40 minutes to one hour depending on need;
- students are getting what they need in that literacy block: EAL, Resource, etc.;
- there is a cross-grade of literacy groups;
- comprehension scores are going up;
- Riverview doesn't look at the past – they look at growth.

Trustee Bowslaugh asked questions for clarification regarding where the students meet and about multi-age classrooms.

Trustee Sefton thanked Mr. Braun for attending and for his report.

Vincent Massey High School

Mr. Bruce Shamray, Principal of Vincent Massey High School, provided a presentation to the Board of Trustees regarding Student Achievement. Credit completion results were provided, and the Credit Recovery program was explained to the Trustees. When students do not complete a credit there is an opportunity for them to complete the credit through this program. The Vincent Massey Alternative Program (VMAP) allows students to take courses outside of the regular class structure and the ability to work at their own pace. This program has a 99% achievement rate.

The results from the Tell Them From Me (TTFM) survey have indicated high levels of anxiety and above national levels in the area of depression. The school is attempting to identify reasons for the increased anxiety – possibilities are social or peer pressure, parent pressure, or the pressure the student places on themselves to succeed.

Mr. Shamray noted that in the Westman Seniors Co-op newsletter, there were accolades to the Vincent Massey Students and staff for the coffee house and talent showcase from the student council. The students also displayed artwork and had a sale that raised over \$10,000 to build a school in Ecuador. Heritage Days activities were also noted and the seniors enjoyed meeting their grade 10 penpals.

Trustee Kruck expressed concern regarding the results of the TTFM survey pertaining to student anxiety. Trustee Kruck requested that Mr. Shamray report back to the Board at a later date with updated findings and what actions have been taken. Mr. Shamray responded that they are hoping to have a strategy for the fall as far as having an instrument in place to deal with this issue. Trustee Bambridge suggested that heredity be considered when coming up with a survey/process in dealing with this matter.

Mr. Sefton thanked Mr. Shamray for attending and for his report.

- b) Learning Support Services Presentation – NIL
- c) Items from Senior Administration Report –
 - Audit Engagement Letter – Refer Motions.

2.06 Public Inquiries (max. 15 minutes)

2.07 Motions

55/2015 Mr. Sumner – Dr. Ross

That the Auditor Letter regarding the audit engagement for the March 31, 2015 year end between the Division and BDO Canada LLP, Chartered Accountants, be approved and that the Chairperson and Secretary-Treasurer be authorized to affix their signatures thereto.

Carried.

56/2015 Dr. Ross – Mr. Bartlette

That the Janitorial Services Contract between the Brandon School Division and JCI Johnson's Commercial and Industrial Services at Crocus Plains Regional Secondary School be extended for the 2015-2016 and 2016-2017 School Years in the following amounts (all taxes included):

<u>2015-2016</u>	<u>2016-2017</u>	<u>Total</u>
\$280,285	\$288,694	\$568,979

Carried.

57/2015 Ms. Bambridge – Mr. Buri

That the following tuition fees be approved for the 2015-2016 year:

Transfer Fee	\$ 1,300
Residual Fee	\$ 5,226
Non-Resident (First Nations)	\$11,300
Foreign Student Fees	\$11,300

Carried.

2.08 Bylaws

Mr. Bartlette

1st Reading

That By-law 4/2015 being a borrowing by-law in the amount of \$817,600.00 upon the credit of the Division by the issue and sale of a debenture to meet partial costs for construction of:

School

Project

Betty Gibson School	Roof Replacement
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Waverly Park School	Two Classroom Addition

Vincent Massey High School
Carried.

Renovation of Two Science Classrooms

THE BRANDON SCHOOL DIVISION

BYLAW NO. 4/2015

Bylaw of the Board of Trustees of The Brandon School Division for the purpose of borrowing the sum of \$817,600.00 and issuing debentures therefor.

WHEREAS it is deemed necessary and expedient to raise by loan the sum of \$817,600.00 upon the credit of the Division by the issue and sale of debentures to meet partial costs for construction of the following:

<u>School</u>	<u>Project</u>
Betty Gibson School	Roof Replacement
George Fitton School	K3 Two Classroom Renovation of Existing Gymnasium
Harrison School	Roof Replacement of Area A1
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Riverview School	Furnace Replacement Ph II
Vincent Massey High School	Roof Replacement Areas D and G
Waverly Park School	Two Classroom Addition
Vincent Massey High School	Renovation of Two Science Classrooms

NOW THEREFORE, pursuant to the provisions of The Public Schools Act, the Board of Trustees of The Brandon School Division, duly assembled, enacts as follows:

- 1) That it shall be lawful for the said School Trustees to borrow the sum of \$817,600.00 by the issue and sale of debentures of the said School Division as set out below.
- 2) That the said debentures shall be issued at Brandon, Manitoba and shall be dated the 31st day of May, 2015 and shall be payable to the Registered Holder at the Office of the Minister of Finance, Winnipeg, Manitoba as follows: the debenture shall be so issued that the amount thereby borrowed shall be repayable in twenty (20) equalized consecutive annual installments of \$54,955.56 each, including principal and interest at the rate of 3.000 per cent per annum, payable annually on the 31st day of May as per Schedule "A" attached.
- 3) That the first installment shall be payable on the 31st day of May, 2016.
- 4) That each debenture shall be signed by the Chairperson of the Board and the Secretary-Treasurer of the said School Division and the coupons, if any, attached thereto, shall be signed by the Secretary-Treasurer, whose signature may be lithographed thereon.
- 5) That provisions shall be made for the payment of the said debentures, and such provision shall form part of, and be included in, the annual statements of monies required for the purpose of the School Division.

GIVEN FIRST READING by the said Board of Trustees of The Brandon School Division assembled at Brandon, in the Province of Manitoba, this _____ day of _____ A.D., 2015.

SECOND READING: _____

THIRD READING: _____

Chairperson

Secretary-Treasurer

CERTIFIED a true copy of Bylaw
No. /2015 of The Brandon School Division
given first reading on the _____ day of
_____ A.D. 2015.

Secretary-Treasurer

2.09 Giving of Notice

2.10 Trustee Inquiries

a) Trustee Sumner

"Please provide the Board with information regarding the resources required to extend the hours of operation of the Neelin High School Off-Campus program for each of the following scenarios and combinations of two or three of the same:

- 1) Remaining open on weekday evenings (extended day);*
- 2) Opening on Saturdays and Sundays;*
- 3) Opening over the summer break."*

Trustee Sumner requested this information for late October or early November 2015. Senior Administration advised that they would provide follow-up in due course.

3.00 ADMINISTRATIVE INFORMATION:

3.01 Report of Senior Administration

Mr. Greg Malazdrewicz, Associate Superintendent, reviewed the Report of Senior Administration from April 27, 2015 and highlighted the following items:

- Academic Preparedness – École secondaire Neelin High School
- Global Citizenship – Valleyview Centennial School
- Health and Wellbeing – Green Acres School
- Suspensions
- EAL Enrolment Update
- Correspondence:
 - Peter Bjornson, Minister, Education and Advance Learning, RE: Brittany Melnyk, Teacher, O'Kelly School, congratulating Ms. Melnyk for having been selected as a recipient for Manitoba's Celebration of Excellence in Teaching – 2014-2015 Minister's Awards.

Trustee Sefton asked if it was the will of the Board that a congratulatory note be sent to Ms. Melnyk and they agreed that it was their will.

Ms. Becky Switzer, Director of Human Resources, spoke to the information provided in the Report regarding staff Professional Development. Trustee Kruck had requested this information at the April 7, 2015 Education Committee Meeting. Trustee Kruck asked if Ms. Switzer could provide a listing of all the topics that were covered. Ms. Switzer noted that topics change from year to year and so they are grouped into categories. The topic listing can be viewed on the district calendar and will be provided to Mr. Kruck off-site.

Mr. Sumner – Mr. Murray

That the April 27, 2015, Report of Senior Administration be received and filed.

Carried.

3.02 Communications for Information

- a) Correspondence from Alison Johnston, President, and Darren Hardy, Collective Bargaining Chairperson, Brandon Teachers' Association, April 20, 2015, giving notice of the Brandon Teachers' Association's intention to renew or amend the July 1, 2010 to June 30, 2014 collective agreement between the Brandon School Division and the Brandon Teachers' Association. Notice is given at this time for the purpose of safeguarding the Associations' rights pursuant to the relevant legislation and without prejudice to the negotiations in which they are currently engaged and would like to arrange a mutually convenient time to commence negotiations. (Appendix A)

Ordered filed.

3.03 Announcements

- a) Parent/Guardian/Division Advisory Committee Meeting – 7:00 p.m., Wednesday, April 29, 2015, Boardroom.
- b) Divisional Futures Committee Meeting – 10:00 a.m., Monday, May 11, 2015, Boardroom.
- c) NEXT REGULAR BOARD MEETING – 7:00 p.m., Monday, May 11, 2015, Boardroom.

Trustee Murray noted that he will be unable to attend the May 11, 2015 Board Meeting.

Mr. Murray – Mr. Bartlette

That the Board do now resolve into Committee of the Whole In Camera.

Carried.

IN COMMITTEE OF THE WHOLE IN CAMERA

4.00 IN CAMERA DISCUSSION:

4.01 Student Issues

- Reports
- Trustee Inquiries

4.02 Personnel Matters

- Reports
 - a) Confidential #1 – Personnel Report was presented.
 - b) Confidential #2 – Trustee Ross Presented the Report to the Board.
 - c) Confidential #3 – Trustee Ross discussed the Report and answered questions.
 - d) Trustee Kruck asked questions for clarification regarding a personnel matter.

- Trustee Inquiries

4.03 Property Matters/Tenders

- Reports
 - a) Trustee Sefton spoke on a Property Matter.

- Trustee Inquiries

4.04 Board Operations

- Reports

- a) Trustee Bambridge asked for an update on one Board Operations matter.
- b) Trustee Bowslaugh asked questions for clarification regarding a Board Operations matter.
- c) Trustee Sefton spoke on four Board Operations matters.

- Trustee Inquiries

Mr. Buri – Mr. Kruck

That the Committee of the Whole In Camera do now resolve into Board.

Carried.

58/2015 Mr. Murray – Mr. Kruck

That Confidential #2 and the recommendations therein be approved.

Carried.

5.00 ADJOURNMENT

Mr. Murray – Mr. Buri

That the meeting does now adjourn (9:40 p.m.)

Carried.

Chairperson

Secretary-Treasurer



BRANDON SCHOOL DIVISION

MINUTES OF THE SPECIAL MEETING OF THE BOARD OF TRUSTEES, THE BRANDON SCHOOL DIVISION, HELD IN THE J. L. MILNE BOARDROOM, ADMINISTRATION OFFICE, 1031 - 6TH STREET, BRANDON, MANITOBA, AT 11:30 A.M., MONDAY, MAY 4, 2015.

PRESENT:

Mr. M. Sefton, Chairperson, Mr. K. Sumner, Vice-Chairperson, , Mr. P. Bartlette, Mrs. P. Bowslaugh, Mr. G. Buri, , Mr. J. Murray, Dr. L. Ross.

Recording Secretary: Secretary-Treasurer, Mr. D. Labossiere.

Senior Administration: Dr. D. M. Michaels, Superintendent, Mr. G. Malazdrewicz, Associate Superintendent, Ms. Eunice Jamora, Assistant Secretary-Treasurer,

REGRETS:

Ms. S. Bambridge, Mr. G. Kruck, Ms. B. Switzer, Director of Human Resources.

CALL:

The Chairperson called the meeting to order at 4:35 p.m. and referred to the Call.

The meeting had been called for the purpose of considering the following:

a) Personnel Matter.

Mrs. Bowslaugh - Mr. Sumner

That the Board do now resolve into Committee of the Whole In Camera.

Carried.

IN COMMITTEE OF THE WHOLE IN CAMERA

Trustee Ross, Chairperson of the School Administrator Selection Committee, presented and reviewed the confidential document.

Trustees asked questions for clarification.

Mr. Bartlette – Dr. Ross

That the Committee of the Whole In Camera do now resolve into Board.

Carried.

IN BOARD

59/2015 Mr. Murray – Mr. Buri

That Confidential #1 and the recommendations therein be approved.

Carried.

Mr. Buri – Mr. Murray
That the meeting do now adjourn (4:50 p.m.).

Chairperson

Secretary-Treasurer



BRANDON SCHOOL DIVISION

Facilities/Transportation Committee Minutes

Monday, April 27, 2015 – 10:00 a.m.
Boardroom, Administration Office

Present: J. Murray (Chairperson), S. Bambridge, G. Buri.
D. Labossiere, G. Malazdrewicz, M. Clark, R. Harkness.
Regrets: M. Sefton (Alternate).

1. CALL TO ORDER.

The Facilities & Transportation Committee Meeting was called to order at 10:03 a.m. by Committee Chair Jim Murray.

2. APPROVAL OF AGENDA

The agenda was approved as circulated.

3. PREVIOUS COMMITTEE MINUTES FOR INFORMATION PURPOSES ONLY

The Minutes of March 23, 2015 and April 13, 2015 were received as information.

4. COMMITTEE GOVERNANCE GOAL ITEMS

5. OTHER COMMITTEE GOVERNANCE MATTERS

A) Rubber Paving – Update

The Summary of Survey of Rubber Paving update provided by Mr. Barry Stamper, Supervisor of Facilities, was reviewed. Mr. Mel Clark, Director of Facilities and Transportation, stated that this product would be beneficial if it lasts. Two references were provided, with no long-term data available yet. No other references from RTR/Rubber Paving Manitoba were available. Mr. Malazdrewicz, Associate Superintendent, said that there are concerns that the rubber would get hot in the summer months. It was noted that none of the references had shoveled snow off of the surface. Trustee Murray stated that the Board will monitor and look for more information regarding:

- Heat issues
- Snow removal

The 3 references provided by the supplier make the findings inconclusive, as only 2 of those references were exterior references.

Agreed

At this time, due to insufficient references and information, the Committee does not approve the rubber paving project submitted by the École Harrison Parent Council.

B) Bus Request

This matter was discussed and it was noted that this is something that has been approved for several years for the Society for Manitobans with Disabilities. The Committee agreed to recommend the provision of a school bus to the Society for Manitobans with Disabilities for their Summer Camp Program.

Recommendation:

That a wheelchair school bus be provided to the Society for Manitobans with Disabilities for their Summer Camp Program from July 20 – August 28, 2015 at the current rates subject to approval by the Supervisor of Transportation and the Manitoba Transport Board.

C) Earl Oxford School – Fence/Sidewalk

At a recent joint City of Brandon/BSD meeting, a concern was raised regarding the sidewalk on the south side of Victoria Avenue at 18th Street along the Earl Oxford fence line. The concern was that the sidewalk narrows considerably with the beginning of the turning lane and that this increases the potential for injury for all pedestrians, but especially for students.

The City proposed that if BSD would move the fence, the city would widen the sidewalk. Mr. Clark noted that moving the fence can be done at minimal cost, but this change would require an easement agreement with the City. There are also slope concerns and grade issues that must be addressed prior to moving the fence. Trustee Bambridge noted that the City raised the issue, and they are willing to do the engineering and change the sidewalk.

Agreed:

The Committee agreed to the fence being moved and an easement agreement with the City, but that all costs related to widening the sidewalk and moving the fence be the responsibility of the City of Brandon.

D) Crocus Plains Culinary Ventilation

Mr. Clark provided an update on this matter and noted that a letter was received from Brandon Fire and Emergency Services, dated July 17, 2013, giving BSD 2 years to upgrade Crocus Plains Ventilation Control of Commercial Cooking area to meet minimum fire safety requirements. The ventilation upgrade has been in the 5 Year Capital Plan for the last 3 years. Mr. Clark advised that Public Schools Finance Board has indicated that they have no money for this type of repair/upgrade at this time and that the project is in the queue. There has been no increase in the engineering budget for a long time which leaves this work on BSD to fund. A few years ago when this matter was looked into the cost was \$100,000+.

Mr. Malazdrewicz added that this is an old, original ventilation system. It cannot be expanded as it does not meet code. There are concerns regarding liability and what will be covered. The School Division is looking for an extension of the timelines, as the current 2 year extension deadline is July, 2015 to have the work completed. Trustee Murray noted that PSFB should be responsible for the repairs, but to avoid a shutdown of the Culinary Arts program, BSD will likely have to pay for the work. Costs are estimated to be \$200,000 from start to finish. Senior Administration has a meeting scheduled with the Fire Department on May 28, 2015 to review the situation and ask for an extension.

E) 2014-2015 Facilities Report

Mr. Clark reviewed the report which had been distributed at the previous Facilities and Transportation Committee meeting.

Maple Leaf recruiting was discussed. They are not actively recruiting off-shore at this time but there are still EAL students coming into the Division as they are sponsored by those already landed in Brandon..

Mr. Clark reviewed the schools and current capacities. Trustees asked questions for clarification regarding catchment areas and school of choice. Mr. Clark gave updates on the new housing developments around the city and noted that as some areas are not within walking distance of schools, students will have to be bused. Meadows, Riverheights and Linden Lanes student capacities were discussed.

Mr. Clark stated that both Crocus Plains and Vincent Massey have space for the next 10 years. He noted that by 2023, Brandon School Division is projected to have over 10,000 students. Trustees asked questions for clarification regarding transient rates.

The Committee suggested that the new J & G home developments be discussed at the next Senior Administration meeting and information be brought back to the Committee in June.

6. OPERATIONS INFORMATION

A) Bus Garage Project Update

MCM Architects is working on the project and will be ready to tender May 26, 2015, with a closing date in mid-June. This item will go to the June 22, 2015 Board Meeting for approval.

B) Facilities Project Update

The Director of Maintenance and Transportation, Mr. Mel Clark, provided verbal updates on the following projects:

- Waverly Park – 2 classroom addition
- Meadows – 3 classroom addition and elevator
- George Fitton - 2 classroom renovation
- Vincent Massey - Roof replacement
- École Harrison - Roof replacement
- Neelin - Roof replacement
- Vincent Massey - Steam heating system replacement
- Vincent Massey - Science labs
- Betty Gibson – Modular classroom
- Betty Gibson – Grooming room

8. NEXT REGULAR MEETING: Monday, May 25, 2015, 10:00 a.m., Boardroom

The meeting adjourned at 11:24 a.m.

Respectfully submitted,

J. Murray, Chair

S. Bambridge

G. Buri

M. Sefton (Alternate)



BRANDON SCHOOL DIVISION

Report of Senior Administration to the Board of Trustees

May 11, 2015

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“Accepting the Challenge”

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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

II. HUMAN RESOURCES

III. SECRETARY-TREASURER

1. REQUEST FOR PROPOSAL – CISCO CORE SWITCHING UPGRADE

For Action.....D. Labossiere

The Request for Proposals for the Cisco Core Switching Upgrade in the Brandon School Division was published in the Brandon Sun on April 18, 2015 and on the Division Website. The tender closed at 2:00 p.m. on Monday, May 4, 2015. Proposals were received from Pivotal Elements, MTS Inc. and Powerland.

The proposals were reviewed by the Secretary-Treasurer and the Director of Management Information System Technology (MIST).

MTS Inc. was the lowest bidder. It is recommended that the proposal received from MTS Inc. in the total amount of \$481,149.22 (including taxes) for the Cisco Core Switching Upgrade be accepted.

The Division has secured lease financing from Cisco Systems Capital Canada for a term of 60 months with an interest rate of 2.19%. The proposal and lease payments are within budget. A motion to approve the Request for Proposal has been included in the Agenda.

RECOMMENDATION:

That the proposal for the network design, supply and implementation of the Cisco Core Switching Upgrade from MTS Inc. be accepted as follows:

Cisco Chassis	\$ 99,305.32
Switches	227,965.99
SWPs and Cables	83,524.46
Network Design and Implementation	15,000.00
Subtotal	\$ 425,795.77
GST	21,289.79
PST	34,063.66
Total	<u>\$ 481,149.22</u>

And approval be granted to enter into a 60 month lease financing agreement with Cisco Systems Capital Canada for same in accordance with the proposals.

IV. SUPERINTENDENT OF SCHOOLS

V. SENIOR ADMINISTRATION RESPONSE TO TRUSTEE INQUIRIES

1. INQUIRY FROM TRUSTEE BARTLETTE

HALEP INVESTMENT

For Information.....D. Labossiere

At the September 8, 2014 Regular Board Meeting, Trustee Peter Bartlette requested information on "HALEP funds invested since its inception". The Division has invested \$2,474,907.85 since HALEP (High Ability Learner Enrichment Program) began in 2008-2009, below is the Summary of Expenses for each fiscal year.

**HALEP
Summary of Expenses
July 1, 2008 to March 31, 2015**

Fiscal Year	Salaries	Professional Development	Supplies	Total
2008-2009	186,288.67	3,950.79	1,105.35	191,344.81
2009-2010	208,125.09	20,631.00	944.67	229,700.76
2010-2011	230,971.63	24,694.29	1,888.52	257,554.44
2011-2012	395,187.98	7,124.71	3,310.61	405,623.30
2012-2013	470,297.44	23,394.04	5,241.00	498,932.48
2013-2014	489,848.59	17,560.97	6,345.26	513,754.82
2014-2015**	352,058.21	21,737.53	4,201.50	377,997.24
TOTAL	2,332,777.61	119,093.33	23,036.91	2,474,907.85

**2014-2015 Expenses are from July 1, 2014 to March 31, 2015.

B. Administrative Information

I. HUMAN RESOURCES

1. PERSONNEL REPORT

For Information..... B. Switzer

Included in the agenda package as Confidential #1 is the Personnel Report, a listing of resignations and employment approved by the Superintendent of Schools and Secretary-Treasurer since the last meeting.

II. SECRETARY-TREASURER

III. SUPERINTENDENT OF SCHOOLS

1. SCHOOL VISITS (APRIL 23 – MAY 4, 2015)

For Information..... D. Michaels

- April 29 – School Update Meeting – Mathew Gustafson, Principal, Crocus Plains Regional Secondary School
- May 4 – School Visit – Riverheights School

2. SCHOOL INFORMATION – IMPLEMENTATION OF STRATEGIC PLAN 2014-2017

For Information..... D. Michaels

A. ACADEMIC PREPAREDNESS

ACADEMIC PREPAREDNESS AT ÉCOLE NEW ERA SCHOOL

Report prepared by Mr. Chad Cobbe, Principal, École New Era School

In February 2015, a Professional Learning Community (PLC) of Middle Years teachers was formed for the purpose of helping students strengthen their reading comprehension skills (i.e., a student's ability to comprehend text "on the lines", "between the lines", and "beyond the lines"). Facilitated by head teachers Nicole Olson and Bas Nundu, this PLC is helping teachers to strengthen their own ability to teach strategies like inferring, predicting, questioning, synthesizing, and evaluating.

As we continue to track reading growth of grade 1 to 8 learners using the Fountas and Pinnell assessment instrument (eighty five percent (85%) of our students have demonstrated growth based mid-year results), It's important that we continue to teach and track fluency as an integral part of a student's reading growth. *However*, there must be an even heavier focus placed on the explicit teaching of comprehension and response strategies.

With careful consideration given to the mandate of this PLC (i.e. asking the question - to what degree is the PLC stimulating a focus on student learning and achievement?), we have also made sure this work is directly aligned with the Brandon School Division Middle Years Balanced Literacy document which states that "...guided reading is still an essential instructional strategy, but will focus more on comprehension and developing higher level thinking skills and responses strategies".

To initiate this work at the classroom level, twenty (20) copies of the novel "Home of the Brave" as well as ten (10) copies of Adrienne Gear's "Reading Power" were purchased. Using a "read aloud" approach with the novel in each classroom, students have had an introduction to the language of the novel and have written reflection responses that will serve as benchmarks for the PLC to track student growth. The classroom novel read aloud and explicit teaching of comprehension strategies is much needed work for the whole class so that students can then begin to apply strategies independently when in Guided Reading groups.

To date, there has been some encouraging feedback shared among the PLC members. For example, some of our English as an Additional Language (EAL) students are making very meaningful connections between the novel and their own experiences when arriving in North America. In fact, based on feedback from the teachers, all students are connecting in meaningful ways to the novel's sometimes "heavy" content.

Participation in this PLC has been an opportunity for teachers to collaborate in a meaningful way that leads to direct positive impact on student growth. More specifically, an encouraging observation from the facilitators is that teachers are engaging in genuine dialogue about their personal/professional experiences with teaching students to read.

B. GLOBAL CITIZENSHIP

GLOBAL CITIZENSHIP AT VINCENT MASSEY HIGH SCHOOL

Report prepared by Mr. Bruce Shamray, Principal, Vincent Massey High School

One of the initiatives from our school plan is to increase student involvement both inside and outside of our school community. This initiative focuses on students having opportunities to display talents and get involved with school and community activities. We currently have a partnership with the Westman Seniors Housing Co-op. They attend our Coffee House and Talent Showcase as well as our Heritage days. Many of the residents of the Co-op are penpals with our students through our English Language Arts (ELA) program. This experience allows our students to get a living history lesson from their penpals. Another initiative related to this goal is fundraising to build a school in Ecuador. Our students raised over \$10,000.00 for the school which exceeded their goal. Our students have had public art shows both in Brandon and surrounding areas. This provides the public with an opportunity to see the wealth of artistic talent we have and enhances a feeling of pride in the students.

We also have a number of students who have been recognized for their work both in and out of our school community. Isabella Onyshko recently was a medalist at the World Cup of Gymnastics event. Monica Ghebrial and Demiana Ekladios have been selected to attend SHAD this summer for one month. Demiana will attend University of Calgary and Monica will attend the University of Saskatchewan studying science, math and technology. SHAD is a Canadian Enrichment Program for high achieving high school students at 12 universities across Canada. Demiana will also be travelling to France for two weeks to study French as part of the DS Adventure Scholarship.

C. HEALTH AND WELLBEING

HEALTH AND WELLBEING AT ÉCOLE HARRISON

Report prepared by Mr. Craig Laluk, Principal, École Harrison

Students at École Harrison are offered many opportunities to improve their overall health outside of their regular Physical Education classes. We recently completed a

grade 5 and 6 intramural basketball league where one of our teachers volunteered his noon hours twice to three times a week to offer basketball to these students who do not otherwise play basketball in Middle Years athletics in Brandon (as it is only offered at the grade 7 and 8 level). Intramural sports are a significant component of school life for École Harrison students. With the warmer weather, we have also seen the emergence of a running club offered by two teachers for cross-country training and eventually track and field for our school and city track meets.

Our students indicated to our staff in the Tell Them From Me survey that they would like greater access to physical activity in their cluster choices that we timetable on every day six. We now have teachers who are leading a Yoga cluster, a Floorball cluster, and self-choreographed dance. We also have parents who lead clusters at the running track at Brandon University and a parent who is introducing students to boxing at the Brandon Boxing Club.

On March 24, 2015 our grade 7 and 8 students were fortunate enough to have a presentation from Mothers Against Drinking and Driving (MADD) done entirely in French by a presenter from Québec. The presentation was very informative as our students were able to see a re-enactment of the impact of drinking and driving. The subsequent interviews with family members who lost loved ones in these incidents were particularly impactful. A lot of positive comments were shared from the students.

École Harrison took part in bullying prevention week in early April. Our Y-Revolution students shared daily announcements with the students, made posters for our front foyer, and were part of an assembly identifying bullying and how to prevent it. They also made emphasis within this assembly as to how bystanders can play a significant role in enabling bullying by doing nothing. We were also thankful to have Constable Dana McCallum, our school resource officer, to do classroom presentations. We also took part in Day of Pink activities to counter bullying within the school and our community.

3. DIVISIONAL INITIATIVES

For Information..... D. Michaels

A. IMPLEMENTATION OF STRATEGIC PLAN

The purpose of this item is to highlight some of the significant Divisional Initiatives underway through the fine work of the Learning Support Services (LSS) – Curriculum Specialists as referenced in this report.

Veronica Adams, Inter Agency Articulation Specialist

History/Purpose

The Children’s Therapy Initiative (CTI) began in May 2002 in response to the need to improve the coordination of audiology, occupational therapy, physiotherapy, and speech-language pathology services for children in Manitoba. The goal of the CTI since then has been to provide coordinated, regionally based services that allow children and youth to reach their full potential.

The Children’s Therapy Initiative is a joint initiative of the provincial government funding partners of Education; Family Services; Health; Healthy Child Manitoba; and Healthy Living. Provincial reporting indicates that there are over 4,100 children on the waitlist for therapy services; 2,600 of these children are preschoolers. This is a concern for all of the partners.

This fall, the provincial partners initiated the development of a CTI Leadership Council which includes invited representatives from each of the thirteen regions of the province. The goal for this group will be to redesign and redevelop CTI, as government resources are flat for the immediate future. Veronica Adams is the representative for Brandon’s CTI. The Vision Statement (March 3, 2015) will guide the work of the Council: *“To support children, youth and their families to realize their potential and participate more fully in life through the delivery of audiology, occupational therapy, physiotherapy and speech-language therapy serves. In collaboration with partners, a continuum of evidence-based services is delivered in an accessible, timely, coordinated, consistent and family-centered manner.”* The Council plans to meet regularly to determine future direction in the delivery of services based on the Vision Statement.

Brandon Children’s Therapy Team

Each area of the province is funded to provide services at a local level. Brandon Children’s Therapy Team includes a Management Committee as well as the team of therapists. The Management Committee includes representatives from Brandon School Division, Prairie Mountain Health, Children’s disAbility Services, Society for Manitobans with Disabilities as well as Child Care. This committee meets regularly throughout the school year to the monitor budget as well as therapy services to

preschool and school-aged children in our community. The funding dollars provided by provincial CTI covers the cost of 3.0 FTE positions.

Our team of therapists includes:

Audiologists	Occupational Therapists	Physiotherapists	Speech-Language Pathologists
Preschool/School-Aged	Preschool	Preschool	Preschool
2.0 FTE - PMH	1.5 FTE - PMH	1.0 FTE - PMH	2.0 FTE - PMH
			1.5 FTE - BSD
			.25 FTE - SMD
	School-Aged	School-Aged	School-Aged
	2.1 FTE - PMH	1.0 FTE - PMH	6.0 FTE - BSD

Brandon School Division also supports programming for students with speech-language needs with the hiring of six Educational Assistants that work with school-aged children and three Educational Assistants that work with children in preschool settings where there is a high need for this service (e.g. Little Teaching Lodge, Southwest Daycare, Seedlings).

Referral Process

The Management Committee has created a centralized referral process that works well. The BCTT Referral form is used for all preschool Audiology, Occupational Therapy, Physiotherapy and Speech-Language Therapy referrals, as well as school-aged referrals for Audiology, Occupational Therapy and Physiotherapy referrals. School-aged SLP referrals are made using the Brandon School Division Student Services Referral form. Veronica Adams, Brandon School Division (BSD) and Shauna Sanderson, Prairie Mountain Health (PMH) manage the referral process in collaboration with the therapists. BSD and PMH also provide secretarial support to manage the referral process. Once a child is referred the therapists prioritize cases for assessment and/or intervention.

Waiting Lists/Number of Children Seen

Our waiting lists continue to be a concern. As of February 2015, a report by the therapists indicated the following wait times for preschool services:

Audiology	Wait time for new referrals is approximately three to four months (maximum six months).
Occupational Therapy	Wait time for preschool children is approximately three to four months; school-aged four to five months.
Physiotherapy	Wait time for preschool children is approximately three to four months; school-aged four to five months.

Speech-Language Therapy The SLP's have recently implemented a new delivery model. Wait time for preschool children has decreased from approximately ten months to three to six months. We do not keep a waitlist for school-aged children.

A breakdown of children seen by therapists between April 1, 2013 - March 30, 2014 include:

	OT		PT		SLP		AUD	
	PRESCHOOL	SCHOOL AGED	PRESCHOOL	SCHOOL AGED	PRESCHOOL	SCHOOL AGED	PRESCHOOL	SCHOOL AGED
Number of New Children Referred	57	49	48	23	139	167	562	146
Number of Children Waiting for Service (Other than Assessment)	58	108	8	8	64	175	52	15
Number of Children Served (Other than Assessment)	23	41	53	29	101	567	1093	371
Average Wait Time from Referral to Treatment and/or Consultation	6 months	4 months	2 months	2.5 months	6 to 10 months	Do not keep a waitlist	0	0

Investing in Early Childhood Development

The continued need for therapy services provided by the CTI is validated when we review research that focuses on the area of early childhood development.

Dr. Rob Santos, Healthy Child Manitoba stated "Leading economists have shown the importance of ECD to our province and country's economic future. Knowledge is the engine of the 21st century economy. Better brains and innovative ideas fuel economic growth, create jobs, increase wealth and secure our financial future."

James J. Heckman, Nobel Laureate in Economic Sciences focused his work in research that concludes that investing in quality early learning programs and support for young children is the most efficient way to affect school and life success. Early interventions for disadvantaged children "raise the quality of the workforce, enhance the productivity of schools and reduce crime, teenage pregnancy, and welfare dependency. They raise earnings and promote social attachment." He stated "The real question is how to use available funds wisely. The best evidence supports the policy prescription: **Invest in the very young.**"

“What happens during the first months and years of life matters a lot, not because this period of development provides an indelible blueprint for adult well-being, but because it sets either a sturdy or fragile stage for what follows.”

National Research Council and Institute of Medicine. (2000). *From Neurons to Neighborhoods: The Science of Early Childhood Development* (p. 5). Washington, DC: National Academy Press.

“A strong start in the early years provides all of our youngest citizens with the best a fairest chance to reach their fullest potential; their success is the key to a prosperous future for our province.”

Starting Early, Starting Strong, Manitoba’s Early Childhood Development Framework (2013)

Ralph Clark, Physical Education / Health Education Specialist

First Aid and CPR/AED training

Part of my responsibility as the Physical Education / Health Education Specialist in the Brandon School Division is to coordinate the First Aid and CPR/AED training to Brandon School Division staff. Individuals who are a priority for this training include physical education teaching staff, coaches who are Brandon School Division staff members, and supervising teachers of athletic events. Recertification is required every three years and individuals completing the course receive their Emergency First Aid and CPR/AED Level C.

School principals are contacted prior to the beginning of the upcoming school year and are asked to assess the needs of training in their school based on the above criteria. Each school submits a prioritized list of individuals who require the training. They are then added to one of the sessions. Other individuals that have been added to the training list include individuals on the School Risk Response Team.

The budget line covers the training cost for forty eight individuals. Due to the number of staff that were placed on the waiting list, another session was granted this school year. As a result, a total of seventy four (74) Brandon School Division employees were certified this year.

“Passport for Life” (a physical literacy assessment tool)

Passport for Life was developed by Physical and Health Education Canada (PHE Canada) to support the development and advancement of students’ physical literacy—their ability to move with competence and confidence in a wide variety of physical activities in multiple settings in support of their overall healthy development.

The program is designed to be a motivating and efficient way to provide valuable information and feedback to students and teachers about the progress and attainment of physical literacy. In other words, the program is designed to improve students’ learning and is not intended to be a conclusive or complete evaluation of physical literacy to be used as a grade or award. Passport for life assesses four

important components of physical literacy (Active Participation, Living Skills, Fitness Skills and Movement Skills).

Active Participation includes involvement in activities within school and beyond, both organized and unorganized. Children and youth should experience activity in a variety of environments, such as on land, on ice and snow, in water and in air.

Living Skills tend to be associated with making healthy active choices that are both beneficial to and respectful of their whole self, others and their environment.

Fitness Skills include balance, muscle endurance and cardiovascular fitness (stamina).

Movement Skills include throwing, jumping, and running—the building blocks of more complex skills used in games, activities, sports and leisure pursuits

Students' results are reported within target ranges (Emerging, Developing, Acquired, or Accomplished) that are aligned to a standard of physical literacy for their age group rather than to each other. These target ranges enable students to improve their:

- awareness about physical literacy - meaning of physical literacy, why it is important to develop physical literacy in order to make healthy lifestyle choices;
- awareness of their own active participation and living, fitness, and movement skills; and
- ability to set and meet individualized goals to enhance their physical literacy levels.

Joanna Ford, English as an Additional Language Specialist

Middle Years and Senior Years English as an Additional Language (EAL) Literacy Professional Learning Network

I created this Professional Learning Network group for teachers of grades 7 to 12 working with English as an Additional Language (EAL) students who are struggling with literacy (reading and writing). Over the years, I have had many teachers approach me with questions about how to best support EAL learners in learning to read and write in English, when many of these learners did not learn to read and write in their first languages (or they had limited literacy skills). There was an obvious gap for many of these learners. However, many Middle Years and Senior high school teachers felt unprepared to teach some of the foundational literacy skills that these students required.

I created a group where these teachers could come together to support one another, share resources and teaching strategies. I have invited some of our Divisional literacy experts to come to this group to share their knowledge. For example, both Vanda Mitri and Cory Nevil have presented and shared with this

group. At our next meeting, Rene Snowden and Donna Wilson will share information about the importance of oral language development, phonological awareness, and other topics of foundational literacy skills.

The following were the goals we set out for this group (a bit ambitious, but hopefully we can continue to meet with this group in the years to come and meet even more of these goals).

Goals we want the Professional Learning Community to meet/focus on:

- Best practice for literacy instruction
- Understanding the EAL dynamic
- Assessment
- Sharing/communicating
- Awareness

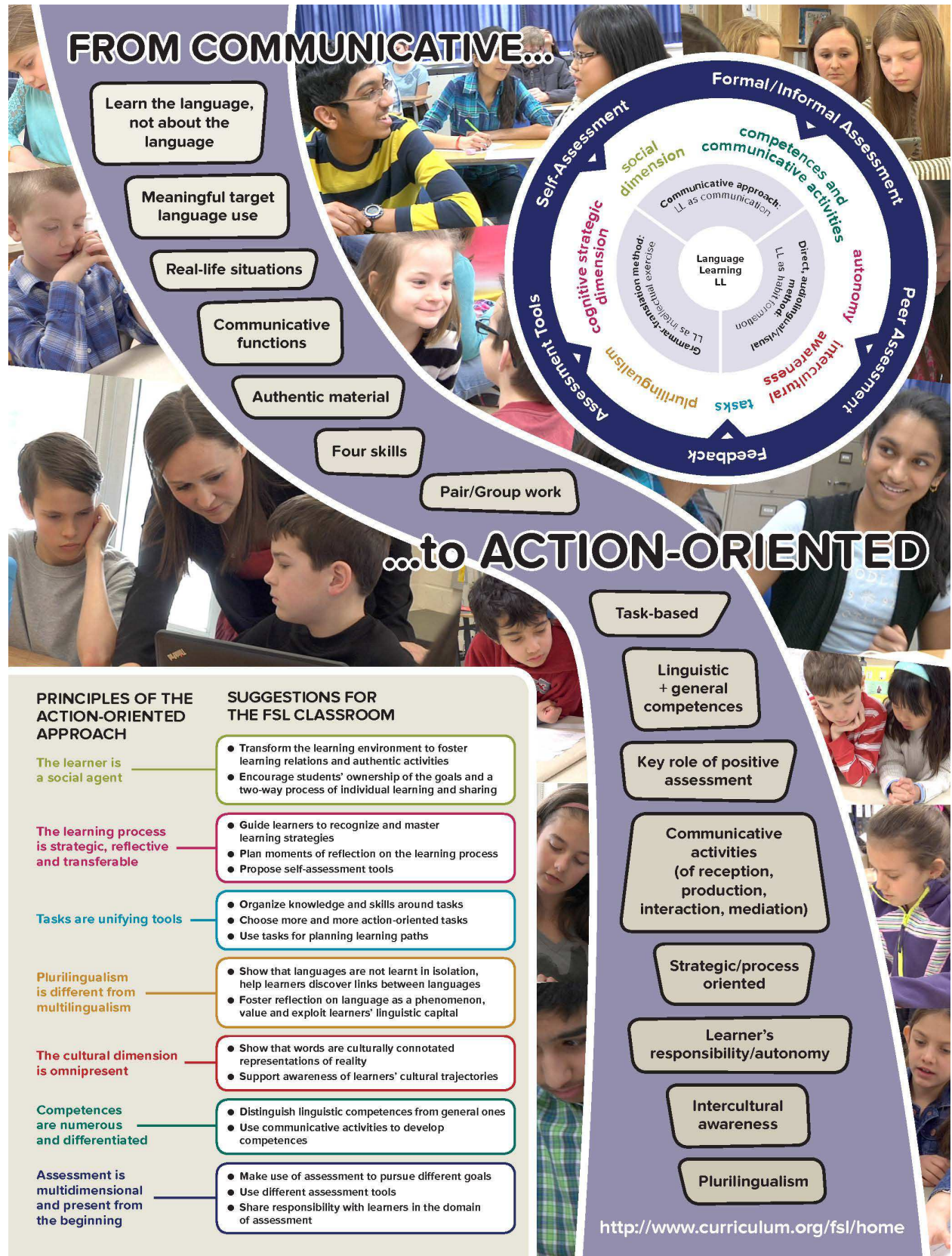
Making Connections

Connecting to outside organizations such as Westman Immigrant Settlement Services, Brandon Community Language Centre, Child and Family Services, Provincial EAL consultants and the Brandon University to share information, resources, and bring in guests to offer professional development.

I feel that it is important to reach out to others in our community who are doing work that is similar to ours, and share our knowledge, resources, and expertise. We've had speakers present to groups about their roles in working with newcomers, and how they can also be supportive to us in the Brandon School Division (parent connections, interpreters, translators, etc.).

We had two presenters who work for Child and Family Services (CFS) as social work assistants present "Sounds through the Wall" to a group of our teachers and clinical staff. This session was a training tool to assist with understanding the CFS system and related laws. The focus of this session was helping Spanish speaking families connected with CFS to understand the system.

In our connections with Brandon University, I teamed up with a professor in the Department of Education, and her class to work on the Family Language, Activities and Games project and bring dual language resources into two Kindergarten classes and a grade 1 / 2 classroom at New Era. I have also presented to her class on best practices for lesson planning for EAL students, and she invited me to a Skype session with Jim Cummins (a very well-known and respected EAL researcher and advocate).



Linda Jameson, Professional Learning and Development Specialist

Working With Schools: In Particular George Fitton

I am working Ms. Gail McDonald on the Early Years Literacy Team. As well, I have given a half day Professional Development (PD) session on Response to Intervention (RTI) and Professional Learning Communities (PLCs) at George Fitton School and we are continuing conversations regarding my support with PLCs.

My input in the Early Years Literacy Team has been from the PLC and RTI stand point; I made a presentation to the principals and Literacy Support staff at Kirkcaldy Heights December 1, 2014. I have continued to attend the Early Years Literacy Team meetings and I am learning from their accumulated knowledge regarding goals for instructional purpose as well as skills for presentation.

After giving a half day PD session on RTI and PLCs I returned to George Fitton to introduce norms to their grade 5/6 math team and I have offered my services to return to work with this group. I have also chatted with Ms. McDonald about working with other PLC teams in her school; this discussion and work is ongoing.

An added note of goal setting for my role ...

After a discussion period at one of our Strategic Leadership Council meetings, I am reflecting upon the best practice to continue to support principals and teachers in the process of PLCs and I am leading towards a presentation style that models the PLC practice. If the purpose of the PLC is to support teachers to identify student needs, alter practice through instructional growth and interventions and to be able to monitor this work in an authentic way with data that is accurate, perhaps they would become engaged in this if they were walked through an example of performing this task. Keeping in mind the goal is not the task, but the mind shift of believing the purpose (improving student learning) is important enough to learn the process.

Amie Martin, Aboriginal Education Learning Specialist

Provide on-going professional learning opportunities in Aboriginal education and the integration of Aboriginal perspectives in curriculum

Professional learning opportunities in Aboriginal education are offered to all staff within the Brandon School Division. They are intended to provide staff with a general knowledge and appreciation of Aboriginal history, culture, perspectives and ways of learning and teaching. It is also to assist the staff in setting the direction and determining what educational tools and approaches can be use in a classroom to help increase student engagement and an inclusive school climate for Aboriginal learners.

The integration of Aboriginal perspectives in curriculum is to expand educational opportunities to all students to learn about Aboriginal issues and to find their perceptions and experiences echoed in the classroom and among their peers. Although there is a variety of accurate and reliable Aboriginal resources made available for teacher use such as story books, teaching resource kits, curriculum units, teacher and student manuals and curriculum documents. Teachers are encouraged to actively seek out resources to find information and gain ideas for their individual classes and teachers groups to work collaboratively to develop units and lessons that will target areas of Aboriginal culture and teachings.

Support pilot projects on the 7 Teachings and Medicine Wheel in the Early and Middle Years

The Medicine Wheel is about the 7 Sacred Teachings and how they will tell the children about the skills needed to live good lives from infancy to adulthood. These are essential skills for the children to learn. Earl Oxford and Green Acres instructed the 7 Teachings (*all of our aspects of emotional, spiritual, physical and intellectual development*) while Valleyview on the Medicine Wheel (*combination of certain colors, designs and numbers*) in the Kindergarten class. The projects were supported by providing resources, class presentations, storytelling, gallery walks, meetings, and discussions. The children were given opportunities to acquire knowledge by watching, listening and doing, and adults were responsible for encouraging and guiding in all those activities.

It must be noted that the Aboriginal education and the integration of Aboriginal perspectives in curriculum is not about adding more on teachers but is about weaving them into the fabric of the school and classroom teachers. The document "Integrating Aboriginal Perspectives into Curricular Areas" provided to all schools need to be fully supported and incorporated across curriculum by Brandon School Division schools as basic expectations in all core areas including Social Studies, English Language Arts, History, Math, Science, Physical Education/Health, the Kindergarten to grade 8 Arts and in French Immersion.

Angela McGuire-Holder, Coordinator, Brandon Community Drug and Alcohol Education Coalition

Youth Revolution Program

"To create cohesive, connected, spirally supported opportunities for schools and students to aid and enhance our children's protective factors against the use of drugs, alcohol and other risk-related behaviour"- *Youth Revolution (YR) Coordinator: in response to a question at a community presentation "What is your vision for [yourself] and the YR program in general"*

Specific YR Activities in place to address bullying:

- Canadian Red Cross: Beyond the Hurt Bullying Prevention and Awareness program Grant Project (YR/United Way/Red Cross Respect Education

Coordinator). Received enough grant dollars for five schools teams to be trained (Kirkcaldy, George Fitton, Linden Lanes, Alexander, O'Kelly). Schools were enrolled on a first come basis. Each school will have a team of five YR students and their coordinator trained. As I have already have the Youth Facilitator training (I took it this summer) I can help support the program in the schools.

- The Beyond the Hurt (BTH) program employs a model in which children and youth are at its centre. BTH engages student leaders in facilitating workshops and modeling positive and respectful relationships to elementary, middle and high school students.
- Bully Prevention Week and Day of Pink kick-off Event: *Hateless Tour*: with highly acclaimed Manitoba musician, Flo; a Mental Health and Wellness speaker (Anna Morgante) as well a youth engagement speaker. The invitation to this event is being extended to all grade 5 to 8 students in all YR schools. Monday, April 6 and Tuesday, April 7, 2015 (four school performances). Presently six schools are participating.
- Day of Pink (April 8, 2015)- YR team in the schools support, organize and lead Bullying prevention awareness week events. Specifically on this day (Day of Pink) school YR teams are leading Pink Day awareness activities.
- YR Coordinator/ School YR coordinators: Organize, order and distribute the Day of Pink t-shirt for April 8, 2015. This year as coordinator I extended the invitation for our community partners to order the Pink t-shirts as well, even our school division staff have gotten involved!
- Training Partner with The Canadian Red Cross and their Respect Education programs (e.g. Beyond the Hurt).
- *"Human Rights Day Project"* and *"Human Rights Day Arts Infused Project"*- City of Brandon (Community Development – Community Services)/YR Earl Oxford and Linden Lanes/Manitoba Human Rights Commission/Art Gallery of South Western Manitoba/Rotary Club (Sunset)
- Buddy Benches – Earl Oxford YR Project and Kiwanis Club/YR (in the spring)
- SPIN Conference: Grade 10 Wellness Day. YR helps organize, MC and volunteer at event. There are two sessions supporting bullying prevention: Relationship issues and Creating Safer Space for LGBT (Lesbian, Gay, Bisexual and Transgender)
- WCGtv Partnership
 - Seeking speakers to feature on our parent session TV timeslots. Looking to include speaker specifically on Respectful relationships (bullying prevention). We already have Child and Adolescent Treatment Center (CATC) (triple P session confirmed), in conversations with Constable McCallum for another session in May.
- Youth Revolution Volunteering in the Community I believe that every time YR events bring students together (YR forum, volunteering in the community) we are creating opportunities for humanistic learning. YR students at these events are learning to value each other's diversity, creating inclusiveness via seeking the common humanitarian goal while modeling and supporting respectful

relationships. Every time we create opportunities to show kindness for and to each other we see others as human beings more the same than different
Sample of Community events (*note the number of mixed school populations at events*):

- Holiday Magic Coat Check (five YR schools)
- Jingle Bell Walk for Arthritis (seven YR schools)
- Healthy Brandon- Free Community Skate Party (six YR schools)
- Brandon School Division Public Budget Consultation (four YR schools, plus a junior YR member)
- Westman Baby Fair (~May)

Current Number of students enrolled in Youth Revolution

- With the newest addition (the Neelin aboriginal Student council) there are currently 576 YR students.
- All but one elementary school now have YR teams (plus Spring Valley).
- Crocus and Neelin high schools have YR teams.

Youth Revolution Community Partnerships

Community Hero Project (Schools: Earl Oxford School and École Harrison, YR coordinator, local artist).

- YR group to create original pieces of art with the theme “Who is my Hero?” Integrated lessons on heroes (Social Studies, English Language Arts) to expand and explore community and world heroes. Student work to be coloured scanned to create authentic postcards with their original works of art as the “photo” for the front of the card. The student art creative process will be led by a local artist (using the same format as the Human Rights Day Project), in this way, an Arts infused learning environment can be achieved.

Newcomer Youth Gathering (Joanna Ford/Premier’s Advisory Council on Education, Poverty and Citizenship/YR)

Project lead: Ms. Joanna Ford.

- Brief description: Students in grades 8 to 12 were invited to New Era School on February 17, 2015 from 3:30 pm to 7:00 pm. Students were asked to share their thoughts and feelings about their school experiences in Canada.
- Youth Revolution was involved in the following ways:
 - Support with logistics for Newcomer Youth Forum
 - Participant recruitment (contact all YR coordinator to hand out waiver/information sheets to all YR EAL students)
 - YR volunteers at Youth forum (general volunteers as well as the two YR psychiatric nursing practicum students facilitating one of the focus groups)
 - YR coordinator facilitated one focus group

Vanda Mitri, Reading Recovery Teacher Leader

My role as Reading Recovery Teacher Leader is to ensure implementation of the Canadian Institute of Reading Recovery Standards and Guidelines in an effective implementation of Reading Recovery® in Brandon School Division (BSD), Turtle Mountain School Division (TMSD), Southwest Horizon School Division (SWHSD), Birdtail Sioux School (BSS), Rolling River School Division (RRSD) and other divisions as needed. Reading Recovery®, founded by Dame Marie Clay, is a short term, early literacy intervention that helps the lowest achieving grade one children to develop effective processing systems for reading and writing in order to reach average levels of classroom performance.

In Brandon School Division, we host the Western Manitoba Reading Recovery Training Center located at King George School. This Professional Development room is equipped with a one-way mirrored teaching room with a sound system so that Reading Recovery lessons can be observed, as part of professional development sessions. Maintaining this space includes setup, ordering of materials, and coordinating professional development (PD) dates and visitors with the King George administration and office staff. This Training Center accommodates Reading Recovery® Teachers from school divisions east of Portage, north to Riding Mountain, South to the US border and West to the Saskatchewan border.

Part of my duties as Reading Recovery Teacher Leader is in the training of New Reading Recovery Teachers in the theory of Literacy processing theory and Reading Recovery® procedures. This is an apprenticeship model of teacher training that represents an investment in the development of teacher expertise to provide high-quality one-on-one tutoring. The training consists of four two and a half hour assessment sessions, and eighteen learning sessions every two weeks throughout the school year in addition to teaching four students daily. My role for teachers in training is to visit them at their school sites a minimum of five times throughout the year. I also provide feedback to their queries in learning how to keep complete records on each child necessary for ongoing instruction, analyze and summarize Observation Survey of Literacy Achievement data, work with classroom teachers, submit end of year data, complete a school report and ensure they successfully complete all aspects of training in order to receive a Course Completion Card and be registered by the CIRR.

My role also includes providing ongoing Professional Development support monthly to trained Reading Recovery teachers known as Continuing Contact. Each Trained Reading Recovery teacher attends eight sessions yearly. This year I have three groups of thirteen teachers (thirty nine) – and will host twenty four sessions, along with Data collection sessions in June (twenty seven sessions). I make a minimum of one visit to each Trained Teacher during the year, with more visits scheduled when requested or needed. Support to these teachers include encouraging deeper thinking and learning regarding early literacy and the Reading Recovery procedures

and standards, supporting their work in schools with the children, classroom teachers, and early literacy teams. I compile the data from all students served this year, and former RR students monitored for gains until the end of grade 3.

Additional duties of my position of Reading Recovery Teacher Leader, is to support the development of school teams, work closely with Divisional administrators (Superintendents, Liaison Administrators, Principals) to achieve effective program implementation, operation and evaluation. I serve as an advocate for Reading Recovery and for Reading Recovery instruction for those grade one children who need support the most. This includes meeting with school teams, and participation on the BSD Early Years Literacy committee. For the past few years this has included work with the Balanced Literacy Policy sessions for Kindergarten and grade 1 teachers. This year the proposal submitted by Nancy Hamilton and myself has included planning, implementing, and working with Early Years teams to work in a Professional Learning Community to develop a Comprehensive Literacy Plan for their schools.

Data collection from all teachers is collected yearly, and reports on the Reading Recovery results for every division are shared with the CIRR, Manitoba Reading Recovery, administration, trustees, and Reading Recovery teachers.

As part of my role I am also required to teach a minimum of two students daily in a Reading Recovery lesson series. Provincially, my position requires my participation in professional development, data gathering and planning with the Manitoba Reading Recovery teacher leaders. Nationally, my position requires my participation in professional development, data gathering and planning with Canadian Reading Recovery teacher leaders. Internationally, my position requires my participation in professional development, data gathering and planning for international initiatives.

Lastly, this position requires me to work collaboratively and collegially with administration, specialist colleagues, and all school division staff to engage all students actively in their learning as per the Divisional policy and procedures.

Description of Work Plan Goals as Related to BSD Strategic Plan

Academic Preparedness: Academic growth and Achievement:
Reading Recovery and Literacy
Policy 4052

- RR Continuing Contact Sessions
- Continuous updating and professional development of trained Reading Recovery teachers in three hour sessions including teaching behind the glass
 - teaching grade 1 students Reading Recovery series of lessons daily
- Support to school literacy teams to select students, provide Professional Development in literacy development, literacy assessment, reciprocal gains,
- Data Collection/Reporting on Reading Recovery

- PD support to Educational Assistants re: literacy
- PD support to Divisional Staff re: Literacy
- To provide professional development to Divisional Staff- Kindergarten to grade 3 teachers to support the “Balanced Early Literacy Practices Kindergarten to grade 4” initiative
- Kindergarten Engaging boys in literacy
- Site visits to Reading Recovery teachers to observe lessons, collaboratively problem-solve the teaching of struggling children and implementation within a school of RR.
 - a minimum of one visit is required, but additional visits are available due to request or need.

Global Citizenship: 21st Century Skill Development: Personal Growth, Ethical Citizenship

(To be prepared to support all school division staff: to engage ALL students actively in their learning through the provision of equitable, fair access to quality personalized learning opportunities)

Description of Progress:

- Continuing Contact Session dates completed: September 10, 11, 17, 2015; October 1, 2, 8, 2015; November 6, 12, 13, 2015; January 14, 15, 21, 2015
- Site visits to Reading Recovery Teachers: (1.5 – 2 hours per visit) September – 12 visits, October – 10 visits, November – 7 visits, December – 8 visits, January – 8 visits
- Daily teaching of students – three students taught daily (most days) at George Fitton school – two students have been discontinued from their series of lessons at or above grade level, one student still in program.
- Support to school literacy teams: September: New Era, King George, George Fitton; October: Meadows, St. Augustine, November: King George, Killarney, Linden Lanes; December: Waverly park, Earl Oxford, Riverheights, January: Waverly Park, Earl Oxford, King George, Harrison,
- Data Collection/Reporting on Reading Recovery – School Division Report on 2013-2014 outcomes November 2014
 - *Collection of a Random Grade two Observation Survey information* from all RR teachers to establish Canadian RR norms for grade 2 students - January 2015
 - *Writing random sample collection* for Kindergarten to grade 4 students ongoing to establish Manitoba, and Canadian norms in writing
 - *Reading Recovery Program Integrity:* Collect and review all CC teacher forms for Recommendations for Discontinuing a lesson series, Recommendations for Referring a child for further specialist support, Action Plans for Students it is difficult to teach, Review monthly graphs for attendance, text level and writing vocabulary for each student in program to ensure progress is being made (approximately forty teachers times four students each for a total of

- one hundred sixty students at a time), and to offer support when there are gaps in implementation or progress.
- *Meeting with Divisional Superintendents and Reading Recovery Liaisons:* This year I have had two in person meetings with the BSD Liaison Nancy Hamilton, two with TMSD Tanya Edgar, two telephone meetings with SWHSD Carolyn Cory and Lynne Cory, and an in person and telephone meeting with Marg Janssen – RRSD, one personal meeting with Mike Gamblin – Birdtail Sioux School.
 - PD support to Educational Assistants re: literacy - scheduled for March 19, 2015
 - PD support to Divisional Staff re: Literacy - October – October: EAL teachers- Assisting EAL learners to Literacy in English workshop October 1, 2015, Crocus Plains High School EAL teachers – Considerations for literacy with EAL learners October 7, 2015, Killarney Early Years staff October 10, 2015 – Reading and Writing Connections, LIFT conference October 25, 2015 – Reciprocity of oral language, reading and writing (morning) , Why not sound it out – Brain research links for effective literacy strategies (afternoon)
 - November: Resource/Guidance Teachers session- Analyzing Reading/Writing Behaviours/the Emotional Brain, Middle Years Adolescent Literacy PD – Analyzing Reading Behaviours
 - January: Middle Years literacy Support teachers: Writing and Expectations for Reciprocity – lessons from Australia January 21, 2015, TMSD Resource and Guidance Counsellors - Analyzing Reading/Writing Behaviours/the Emotional Brain
 - Upcoming: BSD Resource Teachers – Digging deeper: Using Running Records of Oral Reading to observe behaviors that will help and are neglected, Boissevain Early Years – Reciprocal Gains of Reading/Writing, BSD kindergarten teachers – Boys and Literacy, SWHSD – workshop with Literacy Coaches and Reading Recovery teachers: Reciprocal gains.
 - To provide professional development to Divisional Staff – Kindergarten to grade 3 teachers to support the “Balanced Early Literacy Practices Kindergarten to grade 4” initiative – Meetings and planning dates for the proposal put forth by Nancy Hamilton and Vanda Mitri in September 2014.
 - Facilitator of session on January 12, 2015 with all Brandon school Early Years literacy teams: Promising Literacy for Every Child: Reading Recovery and a Comprehensive Literacy System. One more session is planned – direction to be confirmed by the committee.
 - Kindergarten Engaging boys in literacy
 - Action Research with Brandon Kindergarten Teachers to provide data and recommendations for the Kindergarten and boys literacy session in March.
 - To collaborate and build capacity and understanding of Response to Intervention (RTI) Leadership with the Learning Support Services Team as a whole.
 - Curriculum Specialists and Learning Specialists Council Meetings – October, November,
 - Participation in the RTI and PLC in-services

- Collaborative planning with Literacy, EAL, RTI, Resource/Counsellors, SLPs for understanding and PD presentations.

Professional Development Undertaken this year:

- Reading Recovery National Teacher Leader Forum – Toronto – November (required)
- Provincial Reading Recovery Teacher Leader PD – Winnipeg - September, October, January (required)

Cory Nevill, Literacy Specialist

The Middle Years Balanced Literacy Practices document was introduced to teachers and administrators at sessions held in September of 2015. The focus at these sessions was an overview of the document and the connection to Literacy Policy 4053. Discussion was based around some of the important tenets of the document such as: a literacy workshop approach, guided reading and authentic writing. Follow-up sessions will be held for all teachers in April and the focus as indicated by teachers will be a deeper conversation regarding guided reading practices at the Middle Years and using a variety of writing forms and genres with students.

All members of the second round of Leadership in Adolescent Literacy group will be attending the Third Adolescent Literacy Summit in Winnipeg. This will give group members an opportunity to hear from a variety of leading literacy researchers and practitioners. We will meet back in Brandon following the summit to share and look forward to planning for the sessions in the 2015-2016 school year. As the Divisional Literacy Specialist, I will also be presenting at the summit and will include some of the work that occurred with the first round of Leadership in Adolescent Literacy group.

The main connection being made between the EAL Middle and Senior Years Literacy concerns and the literacy specialist is to support those teachers in the approaches that are a part of the Middle Years Balanced Literacy Practices and are being implemented in our divisional classrooms. There will be a focus on writing as the EAL specialist and a group of teachers are working on writing rubrics and a great deal of work has occurred in the Middle Years ELA classrooms around the assessment of writing. This work could well inform the EAL work in this area and support greater connections in the instruction and assessment of writing in our diverse classrooms.

Marsilah Peirson, Resource Education Specialist

Academic Preparedness - Differentiated Instruction Sessions

There have been several Professional Development sessions provided for resource teachers, counsellors, clinicians and classroom teachers. Attendance for these sessions has been on a voluntarily basis.

As the role of resource teachers and counsellors is changing and moving into co-planning and co-teaching with classroom teachers, it is important that the foundational skills and understanding of Differentiated Instruction are solid for the resource teachers, counsellors and clinicians.

The reality of the diversity in today's classrooms requires classroom teachers to differentiate their instruction and assessments. Differentiated Instruction, however, is not a new concept. The broad range of abilities, languages, and cultures, as well as social, emotional and learning needs in our schools requires teachers to incorporate different levels of instruction within one classroom, and to do it inclusively. To offer inclusive education, and provide equitable learning for all learners, especially for those with specific learning needs, "one size fits all" does not work in today's classroom.

Differentiated Instruction is a framework for planning and carrying out instruction.

Differentiated Instruction practices are in alignment with Brandon School Division 2014-2017 Strategic Plan and the following Policies:

- Policy 6029 Role of the Resource Teacher
- Policy 4044.1 Appropriate Education Programming
- Policy 4044.4 Response to Intervention
- Policy 1001.1 Equity

Global Citizenship - Promoting the use of assistive technology as a tool for students to enhance their learning, engagement and independence.

At present we are focusing on one particular software called WordQ . This software is chosen because it is user friendly for students and easy for teachers to incorporate as a teaching tool. WordQ software initially has been used for student specific needs. Under the principles of Universal Design for Learning, as well as to provide accessibility for other students, four schools have been provided with a school wide licensing on WordQ.

WordQ uses word prediction to suggest words that the student could use while typing as well as helping with spelling.

It also uses high-quality text-to-speech voices to read back text that the user has entered, thus allowing for proofreading and editing.

Currently the four schools in our Division who have school-wide licensing are: Betty Gibson, Earl Oxford, O'Kelly, and Riverview.

The goal is to have WordQ software available in every school. This is the second year of school wide implementation for Betty Gibson, Earl Oxford and Riverview. For

O'Kelly School this is their third year of school wide utilization of WordQ. This assistive technology tool is consistently used in a majority of the classrooms.

Teresa Vallotton, Numeracy Specialist

Academic Preparedness: Numeracy

Develop Procedures and Practices for Teachers Documents for Numeracy Policy 4059

- Staff development program
- Assisting classroom teachers with curriculum implementation
- Numeracy assessments
- Support of Assessment, Evaluation and Research Services Specialist
- Implementation of new math curricula

Support Technology Implementation and Integration

- Submission to Senior Administration and Strategic Leadership Council has taken place with presentation to the Education Committee scheduled for March 2015
- Circulate electronic communications (portal, email) regarding staff development opportunities occurs on a regular and ongoing basis
 - Numeracy newsletter published monthly and circulated via email and the portal
 - Guided Math – April 8, 2015
 - Unpacking the Manitoba Math Curriculum – May 14, 2015
- Conduct school site based professional learning opportunities, as requested by principals, in response to their school development plans, with topics including:
 - Provincial assessment and curriculum alignment
 - Materials to support concept development from concrete to abstract
 - Materials supporting professional content learning in mathematics
 - Implementing Guided Math
 - Organizing math curricula for multi-grade classrooms
 - What is problem solving?
 - Mental math: skill development and assessment
 - Planning with Essential Outcomes
- Host Numeracy Support meetings occur on a bi-monthly basis
- Support members of the Assessment and Evaluation leadership team
- Conduct school site and classroom specific visits for planning and observation
- Participate in school site Professional Learning Communities
- Teachers have completed and/or submitted provincial assessments in Numeracy at the grade 3 and 7 levels as well as first semester achievement tests at grade 12 in all three courses
- Significant time has been invested in supporting the implementation of StudentsAchieve gradebook software, including back-end decisions, pedagogy training for pilot schools and upcoming pedagogy training for all remaining teaching staff

- Electronic and in person communication with provincial colleagues continues to foster the dialogue regarding provincial action plan items, supporting teacher implementation and interpretation of the report card documents, classroom best practices and areas of provincial concern for next steps in teacher education
 - Participation in the Numeracy leaders meetings
 - Participation in the Provincial Math Consultant's meetings
 - Presentations to Brandon University teacher candidates regarding curriculum expectations and Best Practices in Numeracy instruction
 - Development of a comprehensive Numeracy Best Practices document to guide teachers in implementation strategies and philosophical views about developing Numeracy instruction
 - Newsletter articles specific to developing curriculum concepts, provincial priorities, report card subject categories
- Initial conversations regarding possible supports which could be provided have taken place

Marnie Wilson, Research and Evaluation Services Specialist

Providing classroom assessment and grading; pedagogy education

Specific follow-up assessment sessions and support being provided as requested by pilot school Principals

We recognize that the ongoing pedagogical education of teachers around outcome-based criterion-referenced assessment is of paramount importance in order to maintain high-level instructional practice, timely interventions, as well as assessment data validity and reliability. To this end, targeted support is being offered throughout the course of this school year to schools piloting the StudentsAchieve gradebook. Since the original assessment pedagogy session in mid-October, I have been asked by Gail McDonald to be on-hand while her teachers began entering assessment data into the gradebook. Ralph Clark and I were asked by Bob Lee and Blaine Aston to work with Waverly Park Physical Education staff to begin developing a sample unit assessment plan. During the Division-wide professional development day held on January 31, 2015, Cory Nevill, Teresa Vallotton and I were invited to offer mini-workshop sessions to Waverly Park staff and some New Era staff. On this day, I provided guidance around true criterion-referencing, rubric creation, and how to ensure that learning behaviours do not creep into academic outcome grading. I have also been working with specific teachers who have provided feedback about the calculation of percentages at the grade 7 and 8 levels. Based on their feedback, I have provided them with an alternative algorithm and conversion table which they are trying out for March reports.

Supporting schools in the analysis and utilization of their data for decision-making and school development planning

Our division values data-informed decision-making and models this process in the 2014-2017 Strategic Plan. Schools follow this model in the School Development Planning process in which they are asked to identify goals based on academic, engagement, and health and well-being data, and then to identify a progress monitoring plan involving data tracking. I am called upon to provide support when schools are gathering and analyzing their data, writing development goals, and planning for data tracking. A few specific examples include working with Shelley Cords to ensure the development of SMART goals for Alexander School, with Barb Miller to review King George School's School Development Plan, and with Linden Lanes, George Fitton, and Kirkcaldy Heights Schools to conceptualize a growth tracking mechanism for their Learner Profile data.

Leading the data cohesion working group

The Data Cohesion Working Group consists of Mathew Gustafson, Chad Cobbe, Sandy Harrison, Teresa Vallotton, Cory Nevill, and me. We have met four times since the group's inception in November. The group has four interrelated goals:

- Ensure data alignment between policy, strategic plan, provincial report card, and gradebook for ALL stakeholders (teachers, Senior Admin, Trustees, etc.).
- Ensure that the Students Achieve tool satisfies our data collection and reporting needs.
- Suggest ways to increase data validity and reliability.
- Suggest ways to support the Division-wide implementation of StudentsAchieve.

With these mandates in mind, the group has ensured that the configuration of the English Language Arts and Mathematics StudentsAchieve gradebooks are in line with data needs relating to the Strategic Plan, Policy 1001.2 *Educational Sustainability in Student Achievement*, School Development Plans, as well as the provincial report card. It was also decided that the three learning behaviours assessed and reported within the provincial report card would be sufficient indicators of the Personal Growth and Ethical Citizenship areas of the Strategic Plan. Thus, classroom assessment data can be efficiently used to document progress in many needed areas without the need of separate assessments. Furthermore, because this data will be warehoused within the StudentsAchieve database, the ability to track student progress longitudinally will be realized after a few years using StudentsAchieve.

The decision to use classroom-based assessment data creates efficiencies; however, it also creates an increased demand for highly valid and reliable assessment practices. As a result, the group 1) fully supports division-wide assessment and evaluation pedagogical education and ongoing support of teachers; and 2) is now working towards identifying areas within data collection that require common understandings.

B. ACADEMIC PREPAREDNESS

PRINCIPAL/LEADERSHIP PREPARATION PROGRAM – SESSION 18: PERSPECTIVES OF NEW ADMINISTRATORS / APRIL 21, 2015

Report prepared by Ms. Alissa Franklin Cheung, Teacher, Waverly Park School and Participant, Principal/Leadership Preparation Program

Presenters: Mr. Marty Jordan, Vice-Principal, Riverheights School; Mr. Dale Normandeau, Vice-Principal, École secondaire Neelin High School; Mr. Ian Carkener, Vice-Principal, Earl Oxford School; Mr. Michael Kendzierski, Vice-Principal, Linden Lanes School and Ms. Shelley Cords, Principal, Alexander School

This informative session began with brief introductions highlighting the positions of the presenters, followed by introductions from the class.

Session 18 was a very informative session which involved excellent conversation amongst the presenters and the group. There was ample time to engage in thought provoking discussions. Each presenter shed their own light regarding what happens in an administrative role.

One of the first activities was to brainstorm four questions new administrators would ask the previous administrator if were hired for his/her position. Once participants came up with ideas of their own list, they discussed these ideas and came up with a master list. This list was then shared with the rest of the group. The questions and ideas shared by all were excellent, leaving participants with much to think about for when they embark into administrative roles in their careers.

After a short break which included a video on being a leader, groups were given case scenarios and asked to discuss in small groups what they would do in each scenario as administrators. Due to the fact that these were “real” case scenarios, the presenters were able to share what they also did in the situation. This activity led to excellent conversations between the presenters and the rest of the group.

Overall, an excellent, though provoking session.

4. ADMINISTRATIVE AND STATISTICAL INFORMATION

SUSPENSIONS

<u>SCHOOL</u>	<u>NO./STUDENTS</u>	<u>NO./DAYS</u>	<u>REASON</u>
Crocus Plains	5 total	4 – 5 day 1 – 15 day	Unacceptable Behaviour Unacceptable Behaviour
Neelin	8 total	1 – 3 day 1 – 3 day 4 – 5 day 1 – 5 day 1 – 30 day	Assaultive Behaviour Unacceptable Behaviour Drug and Alcohol Policy Assaultive Behaviour Drug and Alcohol Policy
Vincent Massey	2 total	2 – 5 day	Drug and Alcohol Policy

5. CORRESPONDENCE

For Information..... D. Michaels

CORRESPONDENCE RECEIVED FROM PETER BJORNSON, MINISTER OF EDUCATION AND ADVANCED LEARNING

The following correspondence has been received from Peter Bjornson, Minister of Education and Advanced Learning:

As part of the French Second Language Revitalization Program, I am pleased to enclose a cheque in the amount of \$13,120 representing the second instalment of the financial contribution of \$32,800, provided for the undertaking of the following projects:

14045: Autonomie d'apprentissage et l'appréciation de la culture francophone – Neelin High	\$1,600
14046: Cultural Awareness – Alexander School	\$800
14047: Literacy Culture Connections: O'Kelly School	\$600
14048: Travailler ensemble	\$6,000
14049: Vive le français! – New Era School	<u>\$4,120</u>

Total: \$13,120

This financial support is provided under the provisions of the Canada-Manitoba Agreement on Minority Language Education and Second Official Language Instruction for the year 2014-2015.

CORRESPONDENCE RECEIVED FROM CAROLE BILYK ON BEHALF OF IAN DONNELLY, MANITOBA EDUCATION AND ADVANCED LEARNING

The following correspondence has been received Carole Bilyk on Behalf of Ian Donnelly, Manitoba Education and Advanced Learning regarding Hollee Perreault, Teacher, Betty Gibson School:

This year the Manitoba Education Research Network (MERN) initiated the Mathematics Teachers Inquiry Project (MTIP) supported by Manitoba Education and Advanced Learning, the Manitoba Teachers' Society, and the Manitoba School Improvement Project. Interested teachers who work with students at a variety of grade levels from a variety of school divisions were gathered together to form the MTIP group last fall. The group's mandate was to improve mathematics teaching and learning in their classrooms by reflecting on their practice as mathematics teachers or as support teachers. The teachers in the project collaborated with professors in the Faculties of Education at the University of Winnipeg and the University of Manitoba.

Thank you for making it possible for Hollee Perreault to attend the 4 half-day meetings that we held this past school year. The group appreciated and benefited from Hollee's active participation. We have learned from her and I trust that she has also received benefit from participating in this learning community.