# Report of Senior Administration to the Board of Trustees

## April 11, 2011

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

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

# A. Business Arising for Board Action

## I. PRESENTATIONS

**FROM LEARNING SUPPORT SERVICES**

English as an Additional Language – P. Vickers and L. Dempsey
French Language – D. Holian

## II. HUMAN RESOURCES

## III. SECRETARY-TREASURER

### 1. PUBLIC RELEASE OF VICE-PRINCIPAL APPOINTMENTS

For Action.....G. Barnes

Senior Administration presented a recommendation for Vice-Principals in accordance with Policy 6018 – "Role of the Vice-Principal", to the Board of Trustees In-Camera at the Regular Board Meeting held March 28, 2011. The recommendations were approved and a motion is required in order to announce publicly the name of the successful candidates.

***RECOMMENDATION:***
*That Confidential Report No. 3 adopted at the Regular Board Meeting on March 28, 2011 containing the following recommendations be now presented for public record: That Mr. Sean Brown, Vice-Principal at Crocus Plains Regional Secondary School be reassigned to Vice-Principal at Vincent Massey High School and Mrs. Elaine McFadzen, Vice-Principal at Vincent Massey High School be reassigned to Vice-Principal at Crocus Plains Regional Secondary School in accordance with Policy 6018 – "Role of the Vice-Principal" effective September 6, 2011.*

## IV. SUPERINTENDENT OF SCHOOLS

## V. SENIOR ADMINISTRATION RESPONSE TO TRUSTEE INQUIRIES

### 1. TRUSTEE INQUIRY – RESPONSE TO TRUSTEE BOWSLAUGH "PARENT INVOLVEMENT IN TRANSPORTING STUDENTS"

For Information.....G. Malazdrewicz

At the January 10, 2011 Regular Board Meeting, Trustee Bowslaugh requested "a brief refreshment of policy related to staff and parent involvement in transporting students".

Procedures 4001 "Off-Site Activities" states:

"Outside/Within Brandon School Division – Private Vehicle Use

a) Private vehicles may be used to transport students only with the express knowledge and permission of the Principal. Principals shall ensure that vehicles used are appropriately registered under The Highway Traffic Act and that drivers have a current and valid driver's license. The vehicle used must be insured by the owner for at least the minimum MPIC Basic Insurance coverage, but the owner shall be encouraged, for his/her own protection, to carry at least $1 million liability coverage.

b) It is recommended that where feasible the vehicle be operated by an employee or other responsible adult. For out-of-Division trips the Principal shall ensure that the teacher/supervisor prepares a list of students assigned to each vehicle and provides a copy to the driver and the Principal. The list shall include the names, addresses and telephone numbers of the passengers. The passenger list must remain the same for the return trip unless previous arrangements are made with the written consent of the parent/guardian."

This is respectfully provided as information.

## 2. TRUSTEE INQUIRY – RESPONSE TO TRUSTEE KRUCK "SENIOR HIGH PREPARATION TIME: OVERVIEW OF DATA COMPILATION – APPENDIX A"

For Information.....G. Malazdrewicz

On February 28, 2011 the Board of Trustees received an overview report on preparation time in Brandon School Division as compared to mandated minimums in various collective agreements across Manitoba. Subsequent to the report, the Board of Trustees requested further detailed information.

Senior Administration has collected further information and prepared a report that explores the impact of preparation time and affiliated factors on divisional operations. The affiliated factors have been referred to during budget deliberations and are related intrinsically to Divisional operations though not necessarily generally acknowledged. In preparing this information Senior Administration illustrates these factors to provide an in-depth illustration of their inter-relatedness.

Teacher *preparation time* is generally acknowledged as being closely linked to a *teacher's instructional load*. These are frequently linked to teacher "working conditions". *Length of school day* does, from time to time, get raised as an additional "working conditions" item.

However, the affiliated concept of *course instructional hours* is conspicuously absent from the same discussions though it speaks specifically to our instructional obligation to meet our students' entitlement and is in direct conflict with "working conditions".

It is to be noted that our obligatory duty to our students is to maximize the application of our resources to enhance their learning opportunities. This is achieved by applying our resources in an equitable manner that is responsible and defensible to both our students and our taxpayers.

# B. Administrative Information

## I. HUMAN RESOURCES

### 1. PERSONNEL REPORT

For Information ..... B. Switzer

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

## II. SECRETARY-TREASURER

## III. SUPERINTENDENT OF SCHOOLS

### 1. SCHOOL INFORMATION

For Information ..... D. Michaels

**SCHOOL VISITS (MARCH 9 – APRIL 6, 2011)**

- Monday, April 4, 2011 – Earl Oxford School

#### A. QUALITY TEACHING/QUALITY LEARNING

**MANITOBA SCHOOL BOARDS ASSOCIATION SHOWCASE / MARCH 17, 2011**

On March 17, 2011 the Manitoba School Boards Association held their 47th Annual Convention. Neelin High School Integrated Arts Program: 2009/2010 Production – "SANCTUARY: Hope for Darfur" was presented at the "Celebration of Success" Showcase.

Goal of the Program

To provide students with an opportunity to enhance their performance skills through an integrated arts production. This 2009/2010 project and production was designed to raise awareness among performers, audiences, and community members about the ongoing human tragedies in the African region of Darfur.

Why do you think this program deserves recognition?

This program and specific production deserve recognition because of the extraordinary creative learning that took place in its inception, preparation, and presentation. This learning engaged the hearts, minds, and spirits of teachers, students, support staff, community volunteers, senior administration, and trustees.

Through a very unique integration of the creative arts this original production captured the attention of the community of Brandon as it portrayed the atrocities against the people of Darfur while engendering a deeply human response of hope

for people afflicted by the politics of genocide. At the heart of this production is man's social conscience in creating a more just and better world for all peoples.

Neelin High School has a more than thirty year history of performing annual musicals for the community, initiated by form teacher, Mr. Derek Morphy. These musicals have been and are undertaken through an integrated arts approach. Current staff members of the Performing & Visual Arts Department met and decided to take a non-traditional approach to the 2010 production, recognizing the passion for human rights and social justice existing in the school's culture and community.

Head Drama teacher Melissa Lausman did research and wrote the script, while Choir teacher Carolyn Gwyer sourced and prepared the choral and orchestral components that were woven into the storyline. Choreographer Kristen Yuel interpreted the music through unique dances, and Art teacher Tara Leach coached a number of student artists who created live art through various media on stage.

The project served the entire student body, students grades 7 to 12 throughout the Brandon School Division, and community members through social justice education and various art forms.

The overall budget of the project was approximately $30,000, which was fully generated through tickets sales, sponsorship, and nominal student fees. Revenue money was donated as follows: $5000.00 to the Red Cross, $1000.00 to the Sudanese Cultural Centre, and $500.00 to Samaritan House.

This project included approximately 10 to 12 staff members who volunteered their time over a period of six months of the school year. Ninety students were involved very actively in applying and demonstrating their many talents.

The Board of Trustees of the Brandon School Division advances the mission of wholistic education for all students K-12. This governance is evidenced annually in its financial allocations to support the creative arts in the Division. The Board has selected this important work to illustrate the outstanding innovation evident in the integrated arts program at Neelin High School. In February 201 his Honour, the Lieutenant-Governor Phillip Lee visited Brandon. The Board selected this program and SANCTUARY: Hope for Darfur as a highlight of their Honours' visit to Neelin High School. The Board recognized this outstanding innovation and achievement as a sensitive and evocative contribution to the betterment of our community.

## B. QUALITY LEARNING

### QUALITY LEARNING AT ÉCOLE SECONDAIRE NEELIN HIGH SCHOOL

***Report prepared by Mr. Michael Adamski, Principal, École Secondaire Neelin High School***

This Quality Learning report reflects on the continued work that is being managed as part of the school's strategic plan in the area of maintaining the importance of inclusion of all students while fostering increased levels of student engagement in daily learning opportunities. This approach has remained a large focus of the unit planning that has taken place once again this year with our grade 9 teachers. This collaborative teaching opportunity with classroom teachers and our literacy support and teacher librarian has proven to provide quality learning opportunities for our grade 9 students as they transitioned this year into the high school setting. Student engagement with all of our new grade 9 students has proven to be a positive outcome as a result of this team approach to enhancing student learning.

Similar to last year's "test run" to this approach to collaborative learning, the grade 9 English team of teachers worked together collegially to create a novel study unit. The team of teachers designed this unit with the end in mind, following the *Backwards by Design* concepts. Learning outcomes were selected from the grade 9 English curriculum that ensured the students would master the outcomes with a solid comprehension. With the outcomes identified, the collaborative planning concentrated on the development of the summative assessment for the unit: a group Public Service Announcement (PSA). This authentic form of assessment encouraged students to infuse their knowledge of computer technology as a way of including literacy with ICT into their English Language Arts (ELA) work. As part of the entire planning process, teachers looked at what formative assessments would lead to this final project and included "sticky strategies" to organize novel information, such as quotes and plot development, literature circle discussions to share ideas about the novels and what resilience actually means, and then developed a character resilience project presentation to integrate speaking, representation and group work. Staggered assignments were marked, but only after the students had ample practice time and immediate feedback was provided. These projects "uncovered" various identified outcomes and led to the final assessment of the PSA. The time allotted for the teachers to meet and collaborate was imperative to the success of this unit. As part of the continued work in this area of our strategic plan, staff will begin investigating their marking schemes. These reflections all result from professional development initiatives taken this year on assessment and the work being managed with the *Backwards by Design* concepts.

**CROCUS PLAINS STUDENTS STUDY CURRENT TOPICS IN ENVIRONMENTAL SCIENCE**

***Written by Ms. Coleen McKellar, Environmental Science/Biology Program Development, Crocus Plains Regional Secondary School***

***As published in: March 2011 ESD Newsletter "Celebrating Sustainable Schools" pp. 6 & 7***

Current Topics in the Sciences is a full-credit Senior Years science course that has been offered at Crocus Plains for many years. This is a local, "place-based" science curriculum that allows teachers and students the freedom to select the specific topics and contexts for their learning. In past years, we focused on forensic science, infectious diseases, and herbal medicine. It was time for a change in the focus of the course, so we selected environmental science as the topic we would concentrate on this year. The first offering of the new version of the course is now complete, and fourty students participated this year. The aim of the course is to introduce students to the growing field of environmental science using hands-on/experiential approach to learning.

The course focuses on sustainability issues, concentrating on the following five main areas of study, as outlined by the United Nations Decade of Education for Sustainable Development:

- biodiversity;
- ecosystems;
- water, food, and agriculture;
- indigenous and local knowledge; and
- human health and the environment.

Students have been engaged in a study of garbology and took part in a tour of the Eastview landfill site and the Materials Recycling Facility. This tour raised their awareness of how their personal choices affect the environment in both positive and negative ways. Students are also required to choose an Environmental Day and develop a "Hallway Campaign" aimed at raising awareness about their chosen day. These campaigns include radio sports or short commercials, a poster explaining the focus of their day, and a lunchtime booth for face-to-face discussions with other students and staff on the purpose of their chosen day.

Examples of student campaigns that took place during the semester include Peace Day, Pollution Prevention Week, World Rivers Day, World Animal Day, Waste Reduction Week, Make a Difference Day, Lead Poisoning Prevention Week, and World Fisheries Day.

Further course content was adapted from the Envirothon Environmental Education Competition study materials. The areas of focus include aquatic ecology, forestry ecology, and wildlife ecology. Some of the student activities in these areas include a tour of the Brandon City Water Treatment Plant, the use of GPS (Global Positioning System), researching endangered and threatened species in Manitoba, and a Medicine Walk in the Brandon Hills. Students then compile their findings into a photo essay. An Elder showed the students medicinal plants that Aboriginal people

have historically used, and explained how many of these plants were prepared for medicinal use. Students then completed a research project on the medicinal plant of their choice. Many photos were taken and later compiled into a photo montage that was shown to Premier Greg Selinger when he visited the environmental science classes at Crocus Plains.

Any time students are allowed to incorporate academics into a hands-on outdoor experience, they cannot help but learn and retain the material they are dealing with. After completing the course, students were asked to summarize their reactions to it and to make suggestions for future offerings of the course. The overwhelming statement was "more hands-on, more lab work, more field trips, and more outdoor activities". Student suggestions have been taken into account for the next session of the course, which began in early February 2011.

## C. QUALITY TEACHING

### QUALITY TEACHING AT VALLEYVIEW CENTENNIAL SCHOOL

***Report prepared by Ms. Darlene Wilkinson, Principal, Valleyview School***

Valleyview Centennial School fall report identified a Kindergarten – grade 1 literacy support as a Quality Support Services site-based initiative. The goal is to deliver small group intervention to the students with the most delayed literacy skills to accelerate them to an emergent literacy level.

Daily small group intervention on letter identification , letter formation, and letter sounds during the first two to three months of the program developed into reading and writing small sight words and stretching out words using sound boxes in the next three months. Part of each daily lesson was reading early level texts which developed book handling skills and a reading sight word vocabulary.

Several students received small group intervention and accelerated to an early literacy level. Six students had extremely delayed skills. All of those six are now able to form all upper and lower case letters accurately and fluently, can consistently name all letters and can give the correct sound for each letter. They are currently reading at an early to mid grade 1 level and four of the six have been taken into Reading Recovery where they should continue to accelerate skills. Space should be available in Reading Recovery for one more student before the end of the year and the sixth student accelerated sufficiently to not require Reading Recovery.

The intervention will now focus on the most literacy delayed kindergarten students for April through June.

## D. QUALITY SUPPORT SERVICES

### QUALITY SUPPORT SERVICES AT GREEN ACRES SCHOOL

***Report prepared by Mr. Craig Manson, Principal, Green Acres School***

Quality Support Services as related to one of our school goals; "To continue to supply extra support for at-risk students with low/average ability, low achievement skills, and life stressors, who have not been identified as Level I, II, or III students. This group is known as the Later Literacy Group (grades 4 to 8).

Members of the Quality Support Services team are:
Veronica Adams, Program Facilitator
Stephane Touzin, Psychologist
Barb Howe, Social Worker
Allison Manning, Speech Language Pathologist
Elaine Morris, Medication Follow-up
Karen Gillespe, Occupational Therapist, Brandon Regional Health Authority
Jodi Armour, Resource Teacher, Green Acres School
Darren Kirk, Guidance Counsellor, Green Acres School
Craig Manson, Principal, Green Acres School

Our Quality Support team has:

- consistent monthly meetings with an agenda and follow-up minutes;
- meeting coordination and input into the development of the following:
  URIS (United Referral Intake System);
  FBA (Functional Behavioral Assessment);
  BIP (Behavior Intervention Plan);
  IEP (Individual Educational Program);
- all workers involved with one or more of the students in the Later Literacy Program;
- a good school working relationship with open communication;
- a school based counsellor who is in the building one hundred percent of the time (with other teaching assignments);
- been called upon to present at school based professional development sessions;
- good response time through telephone calls, e-mails, and visits;
- been consistently visible within the school; and
- coordinated excellent outside agency contact when need arises ie) Brandon Regional Health Authority, Child and Adolescent Treatment Centre, Canadian Institute for the Blind, Center for Alcohol and Drug Exposed Children, Child Development Clinic, Children's Special Services, Manitoba Education, Child and Family Services of Western Manitoba, Dakota Ojibway Child and Family Services, Brandon Police Service, and Big Brothers and Sisters.

### E. ADMINISTRATIVE AND STATISTICAL INFORMATION

**SUSPENSIONS**

| SCHOOL | NO./STUDENTS | NO./DAYS | REASON |
|---|---|---|---|
| Crocus Plains | 5 | 3, 5, 30 | Assaultive, Drug and Alcohol |
| Linden Lanes | 1 | 3 | Unacceptable Behaviour |
| Neelin | 2 | 3, 8 | Unacceptable Behaviour |

## 2. DIVISIONAL INITIATIVES

For Information ..... D. Michaels

### A. QUALITY LEARNING, QUALITY TEACHING, QUALITY SUPPORT SERVICES

## REPORT ON STRATEGIC PLAN REVIEW AND UPDATE
## - MITAKUYE OWASIN –
## "We are All Related in Advancing Equity for All Our Learners"

#### I. INTRODUCTION and BACKGROUND

A very dynamic Strategic Plan Review and Update was held on the evening of March 10 and all day March 11, 2011. In attendance were 143 participants representing teachers, support staff, administrators, students, parents, community organization and associations.

Our Strategic Plan is grounded in the Mission and Vision of the Brandon School Division; aligned with the Board of Trustees governance goals.

The goal of this Strategic Plan is to

**ENGAGE ALL students actively in their learning through the provision of equitable, fair access to:**

QUALITY LEARNING Opportunities

*facilitated by:*
QUALITY TEACHING

*enabled by:*
QUALITY SUPPORT SERVICES

Over the past ten years our strategic goals have evolved *from ten* in 2002-2005 (focused on comprehensive organization and infrastructure areas) *to four* in 2005-2008 (focused on literacy, numeracy, social responsibility, social change) *to one* in 2008-2011 focused on equity for all learners.

Given our increasingly diverse population the continued emphasis on EQUITY is paramount. This emphasis is recognized, supported, and advanced through Board Policy 1001.1 "Equity". For 2011-2014 our ONE strategic goal remains clear and

focused. Through quality learning opportunities, quality teaching, and quality support services our initiatives and actions must reflect and give specific attention to the needs of our diverse learners.

This indepth Review and Update is held tri-annually to reflect on the work, progress, and growth of the past three years and to determine the strategic focus for the next three years. Our work has been guided by the Divisional Strategic Plan Steering Committee consisting of the Co-Chairs of the Quality Learning Committee – Mrs. Darlene Wilkinson and Mr. Mathew Gustafson; Quality Teaching Committee – Mrs. Gail McDonald and Mr. Bruce Shamray; Quality Support Services Committee – Ms. Marsilah Pierson and Mr. Michael Adamski; Superintendent of Schools/Chief Executive Officer Dr. Michaels, and Associate Superintendent Mr. Greg Malazdrewicz.

In considering the purpose, process and outcomes of this Review and Update the Steering Committee decided to focus on where we are now in providing and engaging our students in equitable access to quality learning opportunities and what we need to do in 2011-2014 in continuing this emphasis. It was decided to focus specifically on five areas of student engagement and achievement in learning: English as an Additional Language, Aboriginal Heritage, Learning Differences and Disabilities, High Abilities, Disengaged and Behavioural Challenges.

The process centered on the following considerations:

1. March 10, 2011 (evening session) "Our Diverse Context – Perspectives from our Students and Staff"

2. March 11, 2011 "Advancing Equity for All of Our Students" with:
   a) AM Session: "What Are We Doing Now"
   b) PM Session: "What We Need to Do in the Next Three Years – 2011-2014"

3. Outcomes: Detailed Input for Establishing Strategic Actions for 2011-2014

The entire process was facilitated by the Strategic Plan Steering Committee members with introductory and closing remarks provided by the Superintendent of Schools/Chief Executive Officer.

The Division's Strategic Plan is based on the application of the fundamental principles of open system theory: inquiry and advocacy, inquiry and reflection, continuous learning, building shared vision, communal affiliation with and ownership of the organization's values, mission, vision, directions, team learning.

The implementation of these principles is being very well established in the Brandon School Division through policy, practice, data-based accountability processes.

## II. STRATEGIC PLAN REVIEW AND UPDATE PROCESS

The following is a summary of the process of our Strategic Plan Review and Update.

### 1. March 10, 2011 (Evening Session)

**"Our Diverse Context – Students and Staff Perspectives"**
**- Chaired and Facilitated by Gail McDonald, Principal, George Fitton School and Bruce Shamray, Principal, Kirkcaldy Heights School**

This evening session provided an excellent grounding for all participants in the values that are cherished, lived, and honoured in the Brandon School Division. Given the increasingly diverse population and context in our Community and School Division it was essential and important that we listened to and reflected carefully on the perspectives of students and staff who experience diversity in their lives. They expressed very clearly, openly, and honestly their positive experiences, negative experiences and barriers, and their hopes for the future.

These are some of their expressions.

English as an Additional Language

Two of our students, Amelia and Lupita, who came to Canada, Brandon and our schools recently expressed their ideas and experiences very well.

Amelia: four years in Canada; from El Salvador; now in grade 9 at Vincent Massey High School and Lupita: five years in Canada; from El Salvador; four years at King George School; now in grade 9 at Vincent Massey High School.

- "It was very helpful that the School Secretary spoke Spanish
- our English as an Additional Language teachers are very friendly and helpful
- grade 9 orientation day very comfortable
- helped me be comfortable with who I am
- looking forward to graduating and going further with our schooling"

Aboriginal Heritage

Season, a grade 12 student at Vincent Massey. She spoke poignantly about her experiences.

- "my goal – post secondary education; part of my schooling was in Norway House"

- spoke about her "experiences of discrimination, being bullied; teachers made me feel better – showed me that I wasn't classified – I was a person – made me feel comfortable"
- moved back to Brandon – doing much better "my Mom said: education is the first thing you need - I will be the second person to graduate in my family"
- "I work hard to keep my hopes up and stay strong…I can help my people…"
- "I'd like to thank everyone who gave me hope for my future."

<u>High Abilities</u>

Fabien, a Brandon School Division graduate from Vincent Massey High School, spoke to his experiences as a senior high student who studied in the Advanced Placement (AP) Program. Currently Fabien is a second year student at Brandon University (Science/Philosophy major). His goal is to achieve a PhD degree.

Jolene, a grade 12 student at Neelin High School, spoke to her experiences as a senior high student studying in the International Baccalaureate (IB) Program.

Their comments:

Fabien
- AP provides a headstart into university (style/substance)
- "Ensure you know what's ahead of you. Brandon students do exceedingly well."
- provides the foundations for further learning…"understanding the whys"…
- important to learn how to study…"is a completely different learning style"
- class sizes are smaller…better contact with students "communicative advantage" – become much better than just average

Jolene
- "I really appreciate the teachers support."
- in IB two options – Diploma (plus extended essay; Creativity Action Service; Theory of Knowledge); Certificates (one or more courses) – higher level and standard level; many benefits
- benefits – well rounded, thorough education; before – bored; now passionate teachers; significant scholarships; year two at McGill University withstanding
- improve – preparation in grade 10 (acceleration in maths); more courses – IB Physics – offer more choices in higher and stander level
- in sciences – need more science equipment and technology
- "IB is an amazing opportunity."
- be balanced, prioritized – "I use stress to my advantage."

Learning Differences and Difficulties

Philip Emerson, an Educational Assistant in the Brandon School System: currently at Valleyview school. He spoke to his early experiences as a person and student born with physical difficulties and challenges. Phillip uses a wheelchair full time in his life and work.

- "I have overcome disabilities I was born with. As a student I was in twelve different foster homes."
- through the years access for disabilities had improved; need greater access – restrooms, classrooms, field trips; a lot of roads blocked being disabled
- "Where do I stand in all of this?"
- change in Brandon School Division has happened for the better
- thanks to Brandon School Division work there is opportunity to change lives of people with disabilities
- "thanks to teachers and principals – they changed my life – especially through the educational assistance provided"
- "You can put your mind to whatever you want to do. I have accepted this challenge…people with disabilities will change our work."
- "With God's guidance I'm going to chance someone's life today."

The presentations by Amelia, Lupita, Season, Fabien, Jolene, and Philip were followed by a "Question and Answer Session" summarized as follows.

a) *Question:*
What made the difference in junior high?

*Answer:*
- extended conversation with select teachers; my parents; "talk about the really cool stuff" (I was bored)
- need someone to talk to…"when you don't feel good – everything builds up"
- have the staff and students get together – and provide more EAs

b) *Question:*
What can we do differently for people of mixed heritage?

*Answer:*
- teaching others about who we are as people (First Nations; address discrimination)
- realize we are all the same – no matter colour, race, gender

c) *Question:*
Opinions on different styles of teaching?

*Answer:*

- depends on the students – all are different; different students need different things; more variety – "stop keeping kids in boxes"
- HIGH QUALITY - no grouping – give each student what he/she needs – help us become people
- high level of engagement – more discussion needed
- "stop the discrimination of "removal" from classrooms; stop segregation"

d) *Question:*
What would the classrooms look like?

*Answer:*

- different goals for different students; teach the love of learning – transmit their passion to all students
- move through levels of personal pace – "at your level and not your age!"
- peer teaching – "multiaging…"
- more flexibility

e) *Question:*
Is there anything we could have done to help you (EAL)?

*Answer:*

- continue great experience with teachers

f) *Question:*
Support for parenting students?

*Answer:*

- help with self motivation; understanding
- offer opportunity to bring your child to school
- offer more options for single parents

As participants we were very appreciative of the diverse experiences, input, and advice provided by Amelia, Lupita, Season, Fabien, Jolene, and Phillip. Their courage and honesty were remarkable.

**2. March 11, 2011**

**a) "Advancing Equity for All of Our Students" - AM Session**

**"What Are We Doing Now (to Address Diversity and Equity of Learning Opportunities)"**
**- Chaired and Facilitated by Michael Adamski, Principal, Neelin High School**

This morning session focused on our current work in implementing our strategic direction in Quality Learning, Quality Teaching, Quality Support Services to address the diversity of our learners in a fair, just, and equitable manner.

Six of our Brandon School Division staff members presented on the work being done to address the identified five areas of diverse learning and learners.

The following is an overview of these presentations.

Details are available in Appendix B.

<u>English as an Additional Language Learners with Ms. Joanna Ford, English as an Additional Language Specialist</u>
Joanna addressed the programming and support services provided for students who have English as an Additional Language. Specifically she spoke to current enrollments; the purpose, role, and operations of the EAL Reception and Assessment Centre; the Reception Centre Class; EAL teachers – their role and services in our schools; EAL EAs - their role and services in our schools; engaging EAL learners – approaches to programming; building the capacity of EAL learners and staff; and making connections in our community in support of EAL learners and their families.

<u>Learners with Aboriginal Heritage with Mr. Kevin Tacan, Aboriginal Elder</u>
Kevin addressed the significance of understanding the Aboriginal heritage for our students, staff, families, and community members. He spoke very thoughtfully about the richness of the Aboriginal heritage, the importance of the teachings, values and beliefs. He emphasized the important role our schools have in teaching all students about Aboriginal peoples and their contributions to our society.

Kevin addressed the challenges and difficulties Aboriginal peoples face in our society and expressed his perspectives on the work being done in the Brandon School Division to support our students. He called for an increased emphasis to be given to the education of all staff, students, community members regarding the Aboriginal heritage of our society.

<u>Learners with Learning Disabilities with Ms. Marsilah Peirson, Facilitator, Student Support Services</u>
Marsilah's presentation focused on the wide spectrum of learning differences and difficulties amongst our students. These include learning styles; difficulties in reading, writing, and mathematics; social, emotional, communications needs; and diagnoses that are barriers to maximum learning potentials [e.g. Autism Spectrum Disorder (AS), Fetal Alcohol Syndrome Disorder (FASD), Attention Deficit Hyperactivity Disorder (ADHD)]. She reviewed our current best practices to engage our students actively in their learning and focusing on improving their achievement. These best practices include student specific programming,

differentiated instruction, adaptations, sensory needs, use of assistive technology and augmentative and alternative communications. She presented an overview of the continuum of alternative specialized programs for learners.

Learners with High Abilities (Early and Middle Years) with Ms. Sandy Harrison, Teacher, Kirkcaldy Heights School

Sandy addressed the development of High Ability Learner Enrichment Programming (HALEP), its purpose, instructional goals, assessment practices, and its evolution into the School Wide Enrichment Model (J. S. Renzulli). In her presentation Sandy spoke to the Renzulli "Enrichment Triad Model" applicable for all learners.

Learners with High Abilities (Senior Years at Crocus Plains Regional Secondary School, Neelin High School and Vincent Massey High School) with Ms. Ingrid Gross, Teacher, Vincent Massey High School

Ingrid provided a comprehensive overview of the senior high programming available for learners with high abilities in all Brandon School Division senior high schools and classrooms. She addressed the characteristics of high ability learners, with relationship of high ability learners to the zone of proximal development (Vygotsky), the high abilities programming in the compulsory programs, vocational programs, option programs, co-curricular, and student leadership programs. The professional development/learning initiatives were reviewed.

Learners Who are Disengaged and Behaviourally Challenged with Mr. Bill Bolley, Social Worker

In his presentation Bill addressed the reasons for disengagement: lack of purpose, lack of success, and lack of skills. With this framework Bill described the initiatives in place to encourage and motivate students who had/have disengaged through passivity, behavioural and attitudinal challenges, and discouragement.

For example:

- building a sense of purpose
  K-8: Circle of Friends Program
  9-12: positive peer connections – Youth Revolution; Career Centre

- building success
  K-8: Emotional Behavioural Support (EBS) – school-wide planning; Learning with the Arts
  9-12: Neelin High School Off Campus program; vocational programs

- building skills
  K-8: Early Years Literacy Support; Reading Recovery; Speech Language Educational Assistants
  9-12: Literacy and Numeracy support for students; Resource Classroom

Throughout his presentation Bill emphasized the importance of the school and division staff establishing strong relationships of respect and caring with students.

This morning session provided a thorough overview of the current work we are doing and our accomplishments over the past three years of our emphasis on equity and student engagement in learning.

Together with the Thursday evening, March 10th session it contributed to a wider scope of understanding for participants related to advancing equity for diverse learners.

**b) "Advancing Equity for All of Our Students" - PM Session**

**"What Do We Need to Do in 2011-2014"**
**- Chaired and Facilitated by Mathew Gustafson, Principal, Vincent Massey High School and Darlene Wilkinson, Principal, Valleyview School**

This afternoon session focused on a critical and key question in this Strategic Plan Review and Update:

*"WHAT STRATEGIC ACTIONS ARE REQUIRED IN EACH OF THE IDENTIFIED AREAS TO ADVANCE BRANDON SCHOOL DIVISION'S STRATEGIC GOAL:*

*TO ENGAGE **ALL** STUDENTS ACTIVELY IN THEIR LEARNING THROUGH THE PROVISION OF EQUITABLE, FAIR ACCESS TO QUALITY LEARNING, QUALITY TEACHING, AND QUALITY SUPPORT SERVICES FOR 2011-2014??"*

In groups of seven to eight people participants focused on this one question for three hours.

Considerable input was generated with ideas, suggestions, and advice rendered.

The following is a cross-section of this input:

<u>English as an Additional Language Learners</u>
- need for more interpreters
- documents translated into different languages
- assessments to determine if it's a learning disability or a language barrier
- cultural awareness
- more community involvement; accessing community resources
- more teachers skilled and bilingual in a language (Spanish, Aboriginal, Chinese)
- better culture awareness and <u>understanding</u>
- bringing community into the school
- cross-cultural course offered in MY and SY

- EAL EAs are important
- extend community outreach program to EAL families
- we need to ask: how do we help these students find a sense of purpose/belonging, skills and success?
- circle of friends for EAL learners that are not necessarily same language is helping transition, language, comfort
- speech partners – partner up with a peer outside of their comfort zone (can work across diverse learning groups) – making connections to help engage
- need more opportunities to involve students and families in outside activities and chance to find supports for the family; i.e. Betty Gibson FAST Program
- we need to integrate and form diverse peer groups
- continue EAL program – is being successful – where it's being successful
- additional EAL supports in some schools and/or languages is required
- teachers could learn a few key words to assist
- provide more training to teachers about differentiated instruction
- provide the opportunities to acknowledge all the cultures within our schools and invite the community to be part of these experiences
- continue and increase festivals (heritage days) to help with culture awareness
- guidance counsellors to be more proactive (class visits vs. individual one)
- EAL and FAL should have better communication (share strategies)

Learners with Aboriginal Heritage

- provide positive role models – teachers teaching math, science, social studies, not just Aboriginal studies
- literature that incorporates Aboriginal culture
- bringing in genuine people (EAs/teachers/support staff) to make connections and share knowledge of culture, to engage students
- bring in famous/well known Aboriginals
- making a community connection with families prior to their entry to schools – have nursery programs/parent programs to create a positive connection
- build relationship with elders in order to have them in school (working alongside teacher)
- partner more with the Friendship Centre
- continue with off campus school program – key with kids in the correction system
- more Aboriginal staff
- Finding My Way program – should be taught by Aboriginal teachers – offered in more schools – this, added with an Aboriginal education focus in MY may help deal with grades 7 and 8 Aboriginal issues in a proactive way
- a welcoming center for Aboriginal students coming to Brandon School Division
- consistency needed in offering Aboriginal courses in senior high
- staff support person for Aboriginal students who need
- students and staff need to be educated on Aboriginal history so we know where they've been and what has got us to where we are today

- hiring practices that encourage Aboriginal educators to apply in BSD
- more Aboriginal staff, i.e. Aboriginal Specialist, teachers, EAs, counsellors
- has to be a systematic change
- celebrate Aboriginal cultures within curriculum
- Season's presentation had a strong impact on people
- we don't have a strong adult Aboriginal presence in our schools – again, community connections
- a large percentage of Aboriginal students are living in poverty – that has to be addressed
- Aboriginal perspectives workshop – every school should have something as part of their school plan to address Aboriginal issues
- need to look at education system and Aboriginal people differently – with empathy and understanding (loss of way of life)
- Aboriginal education – start at kindergarten – earlier the better for <u>all</u> students / in conjunction with other cultures
- * partnership with BU – PENT program students in schools during their time in program – we can learn from them and they from us
- more Aboriginal content in courses:
  - Aboriginal art – ART
  - Aboriginal games – PHYS ED
  - medicinal plants - SCIENCE
- incorporate social/soft skills to build stronger relationships (improve sense of belonging, social responsibility, respect)
- work on resiliency with students, building relationships with Aboriginal peoples

<u>Learners with Learning Difficulties and Disabilities</u>

- look at learning challenges to determine whether it is a learning disability or situation/environmental factors at play
- grades 7/8 with behaviour and learning disabilities, system not working – survey students for interests to engage them – morale building / communication / relationship building / team concepts
- have teachers learn more about themselves and their teaching/learning styles, and learn the students' styles – create lessons that address styles, differentiated instruction
- have a universal tool for assessment to identify students, and become more efficient in responding to needs/providing support
- teachers are the key people – provide times to interact/share/time to meet with others (in school and divisionally)
- PD – directed towards – be a reflection of – school goals/divisional goals/individual goals
- lessons – include visual, auditory, kinaesthetic and apply to real life
- RTI model – respond to students more quickly, have a universal tool for assessment to identify students, become more efficient to respond to support/needs

- more projects/activities (hands=on-learning, assistive technology), less read and regurgitate (students can do this at home)
- clear expectations on assignments
- create relationships
- continue differentiated teaching/learning – teachers need support/PD
- need to promote empathy in our schools
- keep the emphasis on differentiated learning – teachers need support to understand/implement/handle the differentiated teaching/learning styles
- early identification of special needs
- funding road blocks put additional stresses on system and in classroom
- role of Resource Teachers has changed to "funding application completer; role needs to swing back to contact with kids
- we need to ask: how do we help these students find a sense of purpose/belonging, skills and success
- open more opportunities in middle years for options that are less "pure academics" and become more reflective of career/vocational options, i.e. expanding home economics, industrial arts, piggyback with high school, "apprenticeship"
- need to help students by their needs, not whether they are labelled with a learning disability/differences

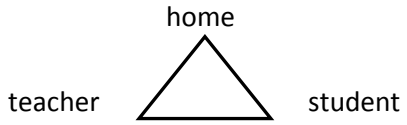
<u>Learners with High Abilities</u>

- more differentiating in high school; giving students more choice
- teachers need to be more motivated to challenge those higher learners
- make it more "real world" – why we need to learn this and how will we apply this knowledge
- we are interested in seeing the results of Kirkcaldy's pilot program for the engagement clusters
- high schools have done a really good job with their high ability programs; middle years has not
- curriculum mapping is important – challenge students in their interest area
- assistive technology to connect to the world classroom
- communication/social skills training
- volunteer opportunities
- incorporate technology, allow internet
- advisors promote different organizations and cultures (philanthropy)
- interdisciplinary projects - direct involvement with community
- AP course offering – increase programming to include languages
- we need to build resiliency in our high achieving students
- reminder that "high ability" can be skills other than academic – <u>however</u>, the other activities (band, sports, drama) can cost money
- location of Arts School – one in Brandon K-8 might encourage more enrolment
- increased choices in IB and AP programs
- technology needs to be a key integration component

- start to explore career options earlier
- HALEP for all schools, all levels, with different advanced courses available to everyone regardless of school
- Joseph Renzulli model should be incorporated across the curriculum – HALEP teachers move towards the pilot that Kirkcaldy is doing if it goes well!
- HALEP program positive, collaborative, helpful to all

Learners Who are Disengaged and Behaviourally Challenged

- partnership between agencies and more communication
- identifying what engagement looks like
- start taking ownership of those disengaged students
- counsel parents of disengaged/behaviourally challenged learners – introduce positives they can relate to their child
- grade 7/8 students are somewhat lost in the shuffle when it comes to engaging students – would like to see more of the social aspects/issues being integrated through programming for these students
- environment not meeting needs – we need an alternative environment transitional between high school and off campus – provide supports such as counselling – address educational needs
- grade 8 to 9 transition – system approach for transition, early spring visits to high school
- grades 7 to 9 off campus
- students need more choice – more grades 7/8 options such as web design, Aboriginal studies, a cross-cultural course
- personal connections/relationships need to be created




- grades 7 and 8 – still very traditional – kids sitting in their desks listening – change things up – environment, teachers – social responsibility
- address learning styles – multiple intelligences
- professional conversations – sifting through the curriculum and deciding what are the key competencies we want kids to have
- we need more counsellors
- linking with community members more – we need inroads into these communities
- positive, encouraging relationship with teachers – for those teachers who are naturally introverted, we need to provide PD/training so they feel more at ease in making connections with the children: *authentic, integrated in the building for those who need it for engagement with children
- lifelong learners – wellness course would be beneficial – learn about psychology of human emotions – empathy, stress and its affects on the body

- class sizes (too large), going through the curriculum to hit all the outcomes (pounding through) – students may not get all the concepts, there is less opportunity to work with teacher (for those students can look after their own issues, can problem solve – for those who may not be able to do this, may have LD/no self motivation, they will not stay – cut class, come late, no parent modelling/support/no good work ethic)
- build relationships – find out the kid's story
- set up professional development opportunities for staff to program for disengaged and behaviourally challenged learners
- start working with students at an early age – connect with the home
- provide flexibility in the implementation of the strategic plan to address the needs of the school community and individual staff (specific PD for teachers)
- celebrate and acknowledge ALL students' and staff accomplishments (e.g. acknowledging extracurricular)
- building/utilizing existing partnerships/supports to bring role models into our schools
- universal breakfast program
- allow flexibility on the projects students could work on (students' topic of interest)

Context: Other Comments Raised

- the education of our students should not be by age, grade, etc … we should look at a new model focusing on ability, interest, building relationships that could foster peer support
- alternative programming – perhaps offering classes that begin at a later time and are offered until 5pm to address the needs of individual learners – pregnancy, students that have added responsibility, deal with teenage sleep patterns
- more assistance for students who are single parents. i.e. daycare at high schools
- expanded role of middle years SSP program; class sizes key
- what spoke to us:
  - each of the groups represent the same issues – the need to be challenged but supported, welcomed and respected, motivated but not overwhelmed
  - the diversity in Brandon
  - the huge proportion of differences represented in our school populations
  - if we don't support EAL, LD, Aboriginal and High Ability they become (or can become) the disengaged and behaviourally challenged – proactively we need to support the first four groups
- the relationships are "key" – how do we connect with every student?
- give students voice or venue – open up communication
- we need to get better at celebrating the multiple intelligences
- we have a lot more kids in distress
- public perception of the school system – how the education system has changed, and the public needs to be systematically informed of the challenges that teachers and kids are facing

### 3. Outcomes of March 10 (evening) and March 11, 2011 Strategic Plan Review and Update

The group work, as described above, has generated considerable input, suggestions, and advice. The next part of the update process for 2011-2014 is for the Strategic Plan Steering Committee to synthesize, analyze, and interpret the input to determine specific strategic actions. These will be incorporated into School Development Plans and Divisional initiatives to be effective, September 2011.

## B. QUALITY LEARNING

### PRINCIPAL PREPARATION PROGRAM - SESSION 7 "PERSON AND CHARACTERISTICS OF LEADERS" / MARCH 15, 2011, AND PRINCIPAL MENTORSHIP

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

Principal Preparation Program

On Tuesday, March 15, 2011 Principal Preparation Program Session 7 took place. The topic was Person and Characteristics of Leaders (role of traits and their limitations, personality, mastery of self – emotional, intelligence, self assurance). The presenters were Kathy Brigden, Principal, Linden Lanes School who spoke on Stephen Covey's *7 Habits of Highly Effective People®;* Nonny Cancade, Investors Group; and Jeanne Millis, BDO. Mr. Cancade and Ms. Millis gave a very thought provoking and interesting perspective of leaders. Their topics included interpersonal competence, empathy, communication, moral strength, beliefs, and values.

Session was very interesting and informative.

Principal Mentorship

The Principal Mentorship Opportunity is a key component in the Principal Preparation Program. During the week of March 7-11, 2011 participants had their third opportunity for principal mentorship. Thirty out of thirty-one participants in the Principal Preparation Program signed up to take part in the mentorship opportunity. Each participant had the opportunity to be mentored by a principal in Brandon School Division for a half day. Principal Mentorship will continue to give participants in the program the opportunity to link practice with theory from the course. There is one more principal mentorship opportunity in April. Participants had an opportunity on March 15, 2011 to share their experiences with other participants in the program.

## 3. CORRESPONDENCE

For Information ..... D. Michaels

### CORRESPONDENCE RECEIVED FROM NANCY ALLAN, MINISTER OF EDUCATION

The following correspondence has been received from Nancy Allan, Minister of Education:

*I am pleased to enclose a cheque in the amount of $20,000.00, representing the second installment of the grant of $50,000.00 for 2010/2011, provided for the undertaking of the following projects:*

| | |
|---|---|
| *Project No. 1006:*<br>*École Harrison – A New and Exciting Journey for Brandon School Division* | *9,600.00* |
| *Project No. 1007:*<br>*École Neelin High School – Une bibliothèque qui attire* | *2,400.00* |
| *Project No. 1008:*<br>*École Neelin High School – Travailler ensemble* | *5,600.00* |
| *Project No. 1009:*<br>*New Era School – French Language Infusion* | *2,400.00* |
| *Total* | *$20,000.00* |

*This financial support is provided under the French Second Language Revitalization Program for 2010/2011.*

# Appendix A

***Table I: Preparation Time Compilation of Provincial Data***

| Division | Enrolment | Instructional Day | | | | | | | | Prep Time | | | | School Day | | Course Hrs /Semester (183 days) | BTA |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Annual Load | hi/lo | Daily Load | Time | Day | Cycle Days | Inst. Min/ Cycle | Avg. Min/ Cycle | Day | Cycle | Avg/Cycle | Contract Guarantee | Single Day | Cycle | | |
| Brandon | 7246 | 8 of 10 | CP/VM | 4 | 65 | 260 | 6 | 1560 | 1560 | 65 | 390 | 390 | -- | 325 | 1950 | 99 | * |
| | | 8 of 10 | NHS | 4 | 65 | 260 | 6 | 1560 | 1575 | 65 | 390 | 405 | -- | 330 | 1980 | 99 | |
| | | | | 4 | 70 | 265 | | 1590 | | 70 | 420 | | -- | | | 107 | |
| Frontier | 6068 | 7 of 8 | hi sem | 4 | 75 | 300 | 6 | 1800 | 1575 | 0 | 0 | 225 | | 300 | 1800 | 114 | |
| | | | lo sem | 3 | 75 | 225 | | 1350 | | 75 | 450 | | | | | | |
| | | 7 of 8 | hi sem | 4 | 80 | 320 | 6 | 1920 | 1680 | 0 | 0 | 240 | | 320 | 1920 | 122 | |
| | | | lo sem | 3 | 80 | 240 | | 1440 | | 80 | 480 | | | | | | |
| Hanover | 7257 | 8 of 10 | | 4 | | | | | | | | | -- | | | | |
| Lakeshore | 1277 | | | | | | 5 | | | | | | 150 | | | | |
| Louis Riel | 13604 | 7 of 10 | hi sem | 4 | 75 | 300 | 6 | 1800 | 1575 | 75 | 450 | 675 | 216 | 375 | 2250 | 114 | * |
| | | | lo sem | 3 | 75 | 225 | | 1350 | | 150 | 900 | | | | | | |
| Mystery Lake | 2791 | 7 of 10 | hi sem | 4 | 65 | 260 | 6 | 1560 | 1365 | 65 | 390 | 585 | 300 | 325 | 1950 | 99 | |
| | | | lo sem | 3 | 65 | 195 | | 1170 | | 130 | 780 | | | | | | |
| Pembina Trails | 12102 | 7 of 10 | hi sem | 4 | 68 | 272 | 6 | 1632 | 1428 | 68 | 408 | 612 | -- | 340 | 2040 | 104 | * |
| | | | lo sem | 3 | 68 | 204 | | 1224 | | 136 | 816 | | | | | | |
| Prairie Spirit | 2051 | 7 of 9 | hi sem | 4 | 73 | 292 | 6 | 1752 | 1533 | 35 | 210 | 324 | 240 | 327 | 1962 | 111 | |
| | | | lo sem | 3 | 73 | 219 | | 1314 | | 73 | 438 | | | | | | |
| River East-Transcona | 15893 | 7 of 10 | hi sem | 4 | 65 | 260 | 6 | 1560 | 1365 | 65 | 390 | 585 | -- | 325 | 1950 | 99 | |
| | | | lo sem | 3 | 65 | 195 | | 1170 | | 130 | 780 | | | 325 | | | |
| St. James-Assiniboia | 8080 | 8 of 10 | | 4 | 68 | 272 | 6 | 1632 | 1632 | 68 | 408 | 408 | -- | 340 | 2040 | 104 | * |
| Seine River | 3578 | | | | | | | | | | | | -- | | | | |
| Seven Oaks | 9700 | | | | | | 6 | | | | | | 300 | | | | * |
| Turtle River | 781 | | | | | | 5 | | | | | | 150 | | | | |
| Winnipeg | 29801 | 7 of 10 | | 4 | 63 | 252 | 6 | 1512 | 1323 | 63 | 378 | 567 | 240 | 315 | 1890 | 96 | * |
| | | | | 3 | | 189 | 6 | 1134 | | 126 | 756 | | | | | | |
| | | 7 of 10 | | 4 | 66 | 264 | 6 | 1584 | 1386 | 66 | 396 | 594 | 240 | 330 | 1980 | 101 | |
| | | | | 3 | | 198 | 6 | 1188 | | 132 | 792 | | | | | | |
| | | 7 of 8 | | 4 | 75 | 300 | 6 | 1800 | 1575 | 75 | 450 | 675 | 240 | 300 | 1800 | 114 | |
| | | | | 3 | | 225 | 6 | 1350 | | 150 | 900 | | | | | | |
| | | 7 of 8 | | 4 | 80 | 320 | 6 | 1920 | 1680 | 80 | 480 | 720 | 240 | 320 | 1920 | 122 | |
| | | | | 3 | | 240 | 6 | 1440 | | 160 | 960 | | | | | | |
| | | of 6 | | | 50 | | | | | | | | 240 | | | 76 | |
| | | | | | 60 | | | | | | | | | | | 92 | |

Please find below a series of explanations key information contained in *Table I: Preparation Time Compilation of Provincial Data*.

INSTRUCTIONAL DAY

*Annual Load* – As defined by the divisions that responded this is the number of teaching sections assigned to a teacher vs. the teaching slots available in the timetable.

*hi/lo* – This notes that the information in the next column is the highest or lowest number of teaching sections assigned to a teacher in one semester. This is used to flag the maximum/minimum in subsequent calculations.

*Daily Load* – This represents the number of teaching sections each day.

*Time* – This is the duration of a single teaching block in minutes each scheduled day.

*Day* – Based on the timetable and the time per block, this represents the minutes actually taught by a teacher during an instructional day.

*Cycle Days* – This represents the number of days in the divisional cycle.

*Instructional Min/Cycle* – This is the number of minutes taught by a teacher during a complete instructional cycle.

PREP TIME

*Day* – This represents the amount of preparation time, in minutes, allocated to a teacher on one day in this semester (hi/lo). This does not include the time allocated to a lunch period.

*Cycle* – This represents the amount of preparation time, in minutes, accumulated by a teacher during one instructional cycle.

*Contract Guarantee* – If a minimum preparation time guarantee exists in the local collective agreement it is reflected here, in minutes. It should be noted that minimum guarantees and practice may, or may not agree.

LENGTH OF SCHOOL DAY

*Length of School Day* – This represents the actual, scheduled instructional time in minutes, in a school day, exclusive of the lunch period.

COURSE HOURS/SEMESTER

*Course Hours/Semester* – This represents the average instructional hours over one semester to compare against the 110 hours mandated in Provincial curriculum documents. Again, this is in theory, practice can be as much as 5-10 hours less because of semester end exam or graduation schedules, school sponsored activities as well as disruptions caused by weather or transportation issues.

BTA

*BTA* – This column notes the divisions referenced for comparison to annual teaching loads only.

# English as an Additional Language: Engaging Students in Their Learning

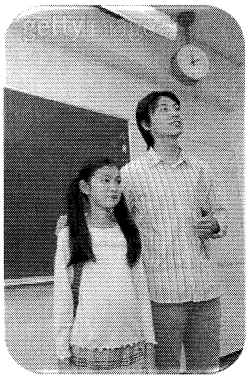
Strategic Plan Review and Update
March 11th, 2010
Joanna Ford; EAL Specialist

## Current EAL Enrollment

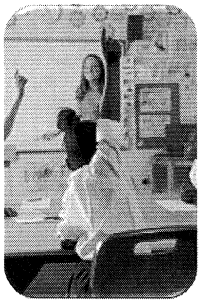
- 220 EAL student registrations for 2010-11
- 1000+ EAL students registered in the BSD
- EAL students currently make up 14% of the total student population
- Ècole New Era at 49% EAL student population (English stream)
- Betty Gibson at 45% EAL student population

## Engaging EAL Learners: Reception and Assessment Centre

- Warm inviting space for newcomers
- Thorough registration process
- Consistent assessments
- Sharing information with catchment schools
- Sharing information with parents
- Interpretive and translation services



## Engaging EAL Learners: Reception Centre Class



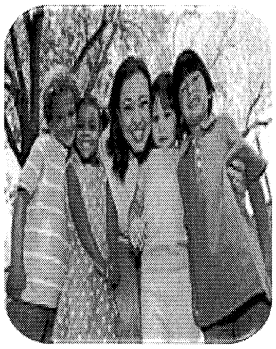
- Middle Years students receive intensive language support
- Three thematic weeks; School in Canada, Brandon Community, Safety in Canada
- Students receive transitions to catchment schools if needed
- RC staff share information

## Engaging EAL Learners: Teaching Staff

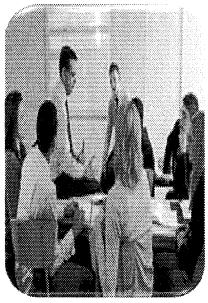
- EAL teachers in 14 out of 21 schools
- Full time EAL Specialist
- Bilingual EAL EAs in many schools (Spanish, Mandarin, and Ukrainian speaking)
- Additional teachers at schools with high EAL populations to create seats for additional students and to reduce class sizes

## Engaging EAL Learners: Programming

- Offering "E" designated core content courses in all three high schools
- LAL programming at the high school level
- Co-teaching pilot project being implemented in several schools
- After school programming
- Variety of programming options implemented in the schools



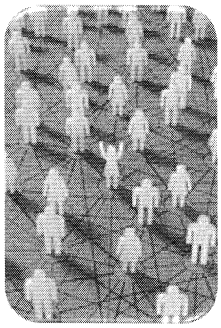
## Engaging EAL Learners: Building Capacity



- Offering a variety of EAL PD opportunities to all BSD staff
- Co-Teaching project
- Collaborating with content area specialists on content area curriculum for "E" courses
- Resource library and EAL Conference site
- Collaborating with Student Support Services

## Engaging EAL Learners: Making Connections

- Member of Brandon Immigrant Services Network Advisory Committee
- Parent Orientation sessions
- Present to ENTRY program classes
- ACC offering TESOL certificate
- EAL Advisory Committee
- EAL Network meetings



BRANDON
SCHOOL DIVISION

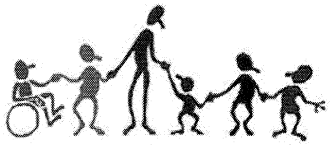
# Learning Differences/Difficulties Programming and Supports

Marsilah Peirson
Learning Support Facilitator
Student Support Services

BRANDON
SCHOOL DIVISION
"Accepting the Challenge"

# Learning Differences/Difficulties

**A Wide Spectrum of Needs**



BRANDON
SCHOOL DIVISION
"Accepting the Challenge"

# Learning Differences/Difficulties

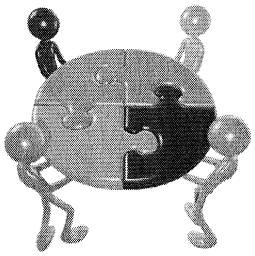
- Different Learning Styles/ Multiple Intelligences
- Difficulties in reading, writing and math
- Diagnoses that are barriers to maximum learning potentials (eg. ASD, FASD, ADHD, Mental Health)
- Social and Emotional Needs
- Communication Skills
- Sensory Needs
- Attendance problems

# Learning Differences/Difficulties

The following are our current best practices to actively engage students with learning differences and difficulties, focusing on their learning to improve their achievement.

# Learning Differences/Difficulties

Collaborative Team Process



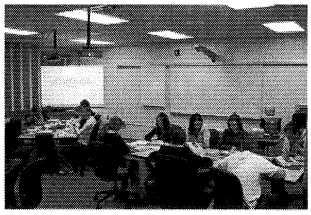
# Learning Differences/Difficulties

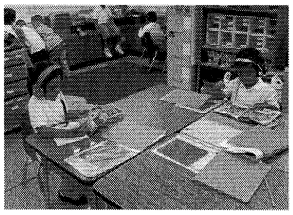
- Classroom Profiles -the diverse learners
- Student Profiles – student specific programming

- Differentiated Instruction
- Adaptations
- Sensory Needs
- Assistive Technology
- Augmentative and Alternative Communication

## Learning Difference/Difficulties
## **Differentiated Instruction**

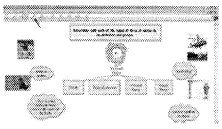
Groupings based on level of support needed





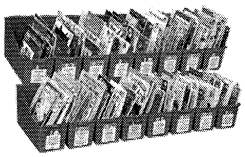
## Learning Differences/Difficulties
## **Differentiated Instruction**

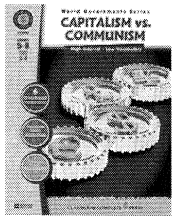
**Visual concept support**



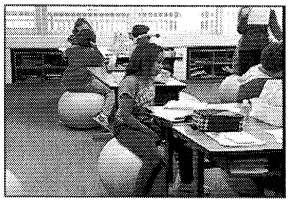
**Concrete Objects**

**High interest/ levelled texts**



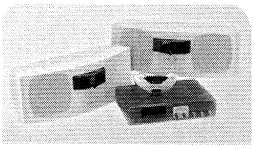


## Learning Differences/Difficulties
## **Adaptations**

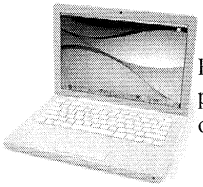


Exercise Ball Focus

Front row Sound Field System



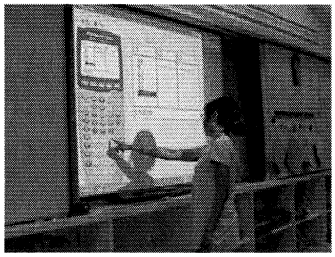
Hearing



Fine motor, processing organization

## Learning Differences/Difficulties
## **Adaptations**

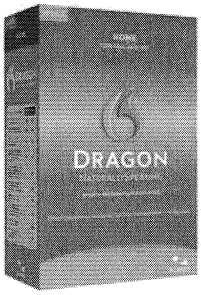
Kinesthetic learners

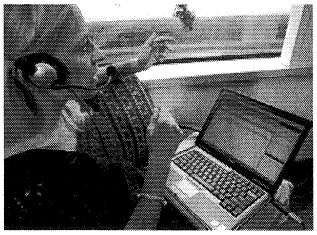


Fine Motor

Time timer

## Learning Differences/Difficulties
**Assistive Technology**

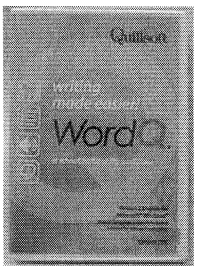


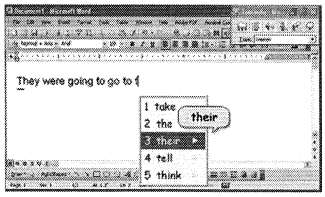



Voice Recognition – Speech-to-text software for struggling writers

## Learning Differences/Difficulties
**Assistive Technology Software**

Supplementary supports in reading , writing and math



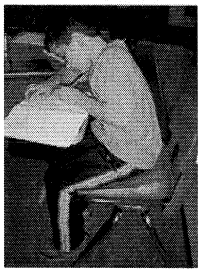



## Learning Differences/Difficulties
**Sensory Needs**

Weighted Vest

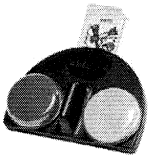
Swiss-disc

Mini trampoline-body breaks



## Learning Differences/Difficulties
**Augmentative and Alternative Communication**
**( non-verbal )**

Visual symbols communication



Visuals and switches

# Learning Differences/Difficulties

- **Small Group Interventions:**
- Literacy – Empower Reading
- Literacy Support Teachers
- Numeracy – Numeracy Support Teachers
- Oral Language Intervention – Phonological Awareness
- Social Skills

# Learning Differences/Difficulties

**Intensive Individualized Interventions:**

- Reading Recovery
- Barton Reading Program
- Therapeutic interventions: Occupational therapy physiotherapy, direct language therapy
- Child Adolescent Treatment Center (CATC) social emotional needs

# Learning Differences/Difficulties

**Attendance / Chronic Absenteeism**

- Attendance Officer
- Screening Questionnaires for parents and students
- Collaboration with team
- Intervention to increase attendance

Learning Differences/Difficulties

**Alternative Specialized Programs:**

- Advanced Placement (AP)
- International Baccalaureate (IB)
- Learning With The Arts
- Middle and Senior Years Student Support Program (SSP)
- Learning Assisted Classroom (LAC)

# Learning Differences/Difficulties

**Alternative Specialized Programs**

- Community Transition (CT), and work experience
- Life Skills
- Neelin Off-site Campus

# Learning Differences/Difficulties

**Professional Development**

**Training of support staff**

**H- High**
**A- Ability**
**L- Learner**
**E- Enrichment**
**P- Programming**

Rising tide lifts all Ships

Purpose: to engage students in curricular enrichment activities that will strengthen and expand their:
✓Literacy
✓Numeracy
✓Critical thinking skills
✓Creative thinking skills

Instructional Goal:
✓Motivate- provide relevant units of inquiry based units of study
✓Differentiate teaching and learning
✓Focus on Multiple Intelligences
✓Support choice, challenge and engagement in learning opportunities

# Joseph S. Renzulli

Rising tide lifts all Ships

- **School Wide Enrichment Model**

**Goal 1**: to develop the talent potentials of all students by:
❖Systematically assessing strengths
❖Providing enrichment opportunities, resources and services to develop the strengths of all students

**Goal 2**: To improve the academic performance of all students in all areas of regular curriculum and to blend into the curricular outcomes, activities that will engage students in meaningful and enjoyable learning.

Rising tide lifts all Ships

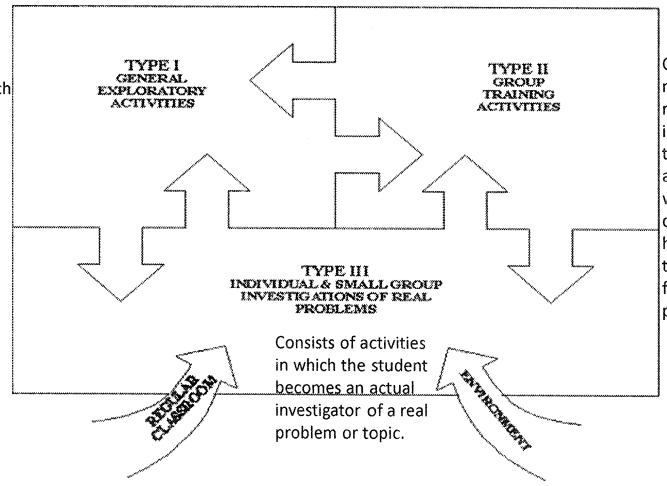
- Goal 3: To improve continuous, reflective, growth-oriented professionalism on the parts of all school personnel.
- Goal 4: To create a learning community that honors ethnic, gender and cultural diversity, mutual respect and caring attitudes toward one another, respect for democratic principles and preservation of the Earth's resources.

Renzulli, J.S. (1994). Schools for talent development: A practical plan for school improvement. Mansfield Center, CT: Creative Learning Press

# Enrichment Triad Model

Rising tide lifts all Ships

Experiences and activities that are designed to bring the learner in touch with the kinds of topics or areas of study that may develop into a sincere interest




Consists of materials, methods and instructional techniques that are concerned with the development of higher-level thinking and feeling processes.

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Joseph S. Renzulli and Sally M. Reis
University of Connecticut, Storrs, Connecticut,

## Focus on Middle Years

Rising tide lifts all Ships

- All subject areas
- Blocks of time
- Release time to collaboratively plan a unit of study
- Team teach unit with a goal of impacting and empowering teachers and students
- Strengthening instructional methods/employing best practices
- Providing enrichment opportunities for all learners

## Total Talent Portfolio

Rising tide lifts all Ships

✓ Multiple Intelligences
✓ Peer Survey
✓ I Graph
✓ Engagement Survey
✓ Strengths/Preferences
✓ Interest Survey
✓ Processing Styles
✓ Interaction Styles
✓ Learning Modalities

Classroom Profiles to each homeroom teacher

# ASSESSMENT

- Total talent portfolio drives instruction
- Pre- and post engagement assessment
- Engagement survey
- Teacher feedback form

# Enrichment Clusters

**-piloting in spring 2011**
**at Kirkcaldy Heights (Grade 5-8)**

❖Non-graded groups of students who share common interests
❖Everything students do in the cluster is directed toward producing a product or delivering a service for a real-world audience
❖All teachers are involved in facilitating the clusters
❖Place a premium on the development of higher-order thinking skills and the creative and productive application to real world situations
❖Revolve around major disciplines, interdisciplinary themes or cross-disciplinary topics

## Guiding Questions of Enrichment Clusters

Rising tide lifts all Ships

1. What do people with an interest in this area do?

2. What knowledge, materials and other resources do we need to authentically complete activities in this area?

3. In what ways can we use the product or service to affect the intended audience?

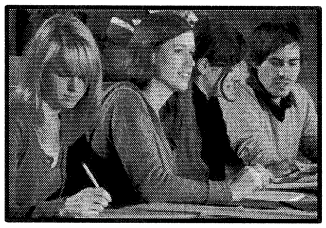
## Variables

Rising tide lifts all Ships

- .25 - .5 FTE
- Student population
- Student demographics
- Staff expertise
- Staff experience
- HALEP staff P.D.
- School Plan

# Senior Years High Ability Learners

- Crocus Plains Regional Secondary School
- Ecole Secondaire Neelin High School
- Vincent Massey High School



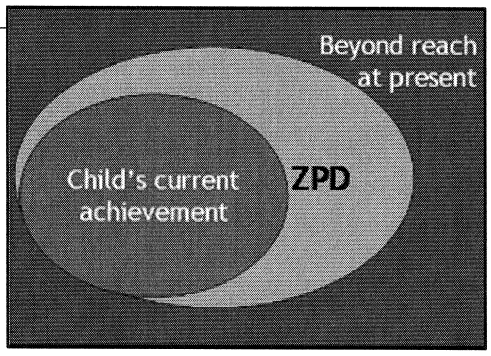
# Senior High Programming

- Developing quality curriculum and instruction, engaging students in authentic learning experiences, and meeting the needs of all learners are the driving forces behind quality teaching and quality learning in all Brandon School Division High School classrooms.

# High Ability Learners

# High Ability Learners & the Zone of Proximal Development

BSD high schools are providing programming that matches high ability learners' skill sets with the appropriate challenges that will extend student growth




Vygotsky (1962) called the difference between what a student can do with help and what he or she can do without guidance the "zone of proximal development" (ZPD).

# High Ability Programming

- Compulsory programs
- Option programs
- Co-Curricular
- Student Leadership

# Compulsory Programming

- **Advanced Courses Gr. 10-12 :**
  - Greater depth, and scope of content concepts
  - Higher level thinking and problem-solving challenges

# Compulsory Programming

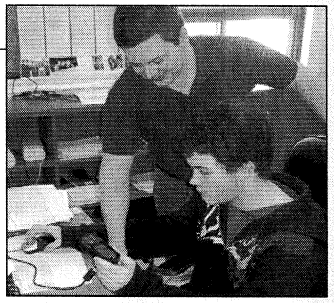
- Extending student learning beyond outcome requirements
- Allows students with advanced skills sets to pursue their passions at a challenge level that extends their academic and intellectual growth

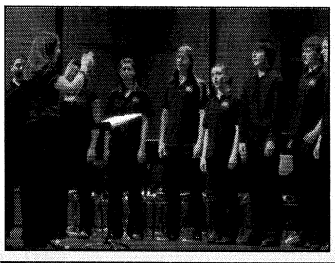
# Options

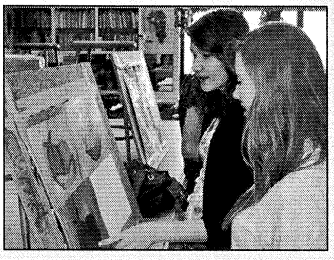
- **Advanced Placement Programming-VMHS & CPRSS**
- **International Baccalaureate-Neelin**
- **Second Language Programming**
  - Immersion Gr. 9-12
  - Français base Gr. 9-12
  - Spanish

# Options

- **Interdisciplinary Programming**
  - Environmental Studies
  - Geographic Information System
  - Integrated Media Communications
- **Fine Arts**
  - Performing
  - Art

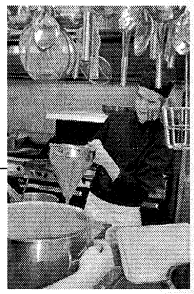


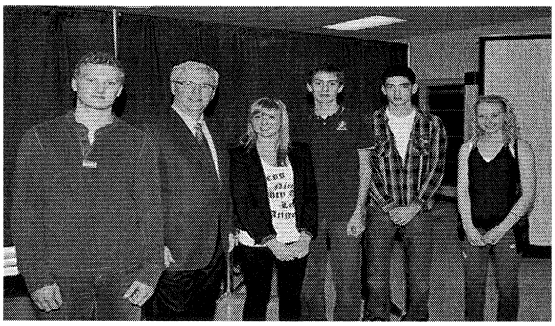




# Options

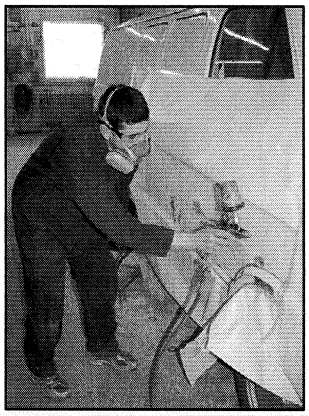
- **Vocational Programming**

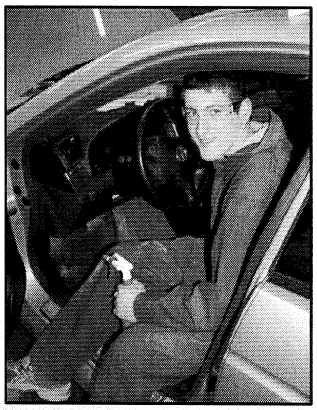




# Options

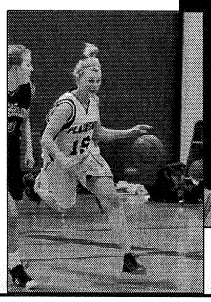
- High School Apprenticeship Program





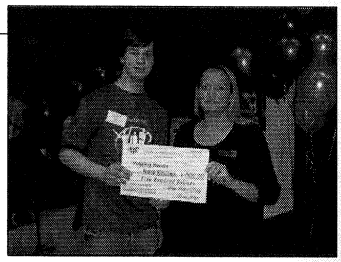
# Co-Curricular

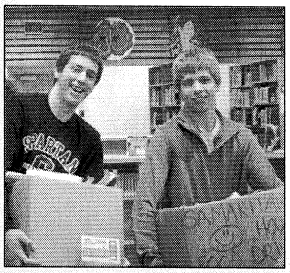
- Athletics
- Major Production
- Clubs

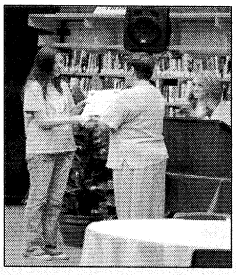


# Student Leadership

- Youth in Philanthropy
- Social Justice







# Professional Development Initiatives

- Staff Development Specialist
  - Curriculum Development
  - Planning with the End in Mind
  - Curriculum Mapping
  - Assessment
  - Differentiated Instruction
- Engagement Survey
  - Academic, Intellectual and Social Engagement-CEA Study

# Questions

# Disengaged and Behaviourally Challenged Learners

## Reasons for Disengagement

- Lack of Purpose
- Lack of Success
- Lack of Skills

## Building A Sense of Purpose-K to 8

- Motivating Students through Understanding their Emotional and Learning Needs
- Celebration of Learning-Student Directed Interviews (Portfolios)
- Understanding Behavior-Functional Behavior Assessments (FBA)
- Relationship Building with school and teachers
- Understanding, encouraging and planning for cultural and learning diversity
- Individual school programs- Ex: Boys Read Fridays
- Athletics-Recess floor hockey/Inter-murals Inclusive Programs

- Circle of Friends programs-Both specific and general programs in schools
- Yearly Class and Student Profiles to understand Students' needs
- FamilyFunNights/OpenHouses/Celebrations
- Leadership Programs in Schools
- Middle Years students connecting with younger students
- Individual Education Programs/Behavior Intervention Plans
- Team Building with Parents
- Individualized programs to encourage, support and motivate students
- In school mentoring program-Big Brothers and Sisters

## Building a Sense of Purpose-High School

- Credits
- Close teacher monitoring
- Computer contact with parents
- Student Data Base
- Extra-curricular activities-Wide diversity of activities
- Guidance counselling/Social Work involvement/AFM/CATC support
- Encouraging positive peer connections-Youth Revolution

- Advanced Placement
- Alternative Program
- Career Centre
- Individual Education Plans/Behavior Intervention Plans-focusing on pro-active, strength based strategies
- Apprenticeship Programs-Partnerships with Government
- Mature Student Status

## Building Success-K-8

- High Achievement Learner Educational Program (HALEP)
- Guidance-SEL Programs
- EAL Programming
- Emotional Behavioural Support (EBS)-School Wide Planning
- Quality Learning
- Quality Teaching
- Quality Support Services
- Continuum of Supportive Classrooms-Regular, LAC, Life Skills, MYSSP
- Assessment/Planning to address LD

- Learning with the Arts Program
- Child and Adolescent Treatment Centre-to assist in planning
- Staff Professional Development
- Teaching to Strengths
- After school resource based work assistance-Homework "Hotel"
- Specific Programming-Adaptations, Modifications, Individualized
- Volunteer Helpers

## Building Success-High School

- Flexible scheduling
- Smaller Group Teaching
- Interest Based Programming
- Alternative Physical Education Programming
- Self-Directed Learning
- Neelin Off-Campus Program

- Learning Contracts
- Vocational Programs
- Work Experience Programs
- Staff Professional Development
- Literacy Centre
- Negotiating Success
- Student Specific Programming-Adaptations, Modifications, Individualized

## Building Skills-K to 8

- Early Years Literacy Support
- Reading Recovery
- Empower Reading
- Middle Years-Later Literacy component
- Barton Reading Program
- Early Years Numeracy
- Speech Language Educational Assistants
- Small group pull out for special learning opportunities
- Assistive Technology

## Building Skills-High School

- Literacy and Numeracy Support for Grade Nine
- Resource Teacher Assistance
- Resource Classroom
- Peer Tutors