Report of Senior Administration to the Board of Trustees

March 28, 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

II. HUMAN RESOURCES

III. SECRETARY-TREASURER

1. P.E.O. CHAPTER R SCHOLARSHIP

For Action.....G. Barnes

P.E.O. Chapter R of Brandon would like to renew a scholarship for a female student graduating from the Neelin High School Off-Campus Program. The conditions for establishing the scholarship have now been completed and an Agreement prepared. The scholarship is to be known as "The P.E.O. Chapter R of Brandon Scholarship" in the amount of $500 for the 2010-2011 school year for a graduating female student from the Neelin High School Off-Campus Program. The Agreement is attached as Appendix A. A recommendation approving the Agreement is included in the agenda. Please contact me should you have any questions in this regard.

RECOMMENDATION:
That the Agreement for establishment of a scholarship for a female student graduating from the Neelin High School Off-Campus program to be known as "The P.E.O. Chapter R of Brandon Scholarship" in the amount of $500.00 for the 2010-2011 school year be approved and the Chairperson and Secretary-Treasurer be and are hereby authorized to affix their signatures and the seal of the Division thereto.

2. MOTION TO COLLABORATE WITH STAKEHOLDERS

For Action.....G. Barnes

At the Regular Board Meeting on March 14, 2011, a Giving of Notice was presented to request a motion to collaborate with other stakeholders to advocate for increased Provincial Funding and improved transparency in the funding process. A motion has been included in the agenda for Board consideration.

3. MEETING WITH CITY OF BRANDON / APRIL 27, 2011

For Action.....G. Barnes

A joint meeting of The Council of the City of Brandon and The Brandon School Division Board of Trustees has been arranged for Wednesday, April 27, 2011 6:00 p.m. at City Hall in the Council Chambers. The City has provided a draft agenda for this meeting with items they wish to discuss (attached as Appendix B). They have requested the School Division provide a list of any additional items to be included in this agenda. This matter is to be discussed under "Business Arising".

4. SCHOLARSHIP COMMITTEE APPOINTMENTS

For Action..... K. Zabowski

Each year a Scholarship Committee is established to consider and recommend recipients for the various scholarship awards administered by the Division for successful graduating students. Two trustees are required to serve on the Scholarship Committee, which will meet on May 31, 2011 from 9:00 a.m. to noon. Please note this date cannot be moved. A motion is included in the agenda for consideration to approve the trustee representatives. Please contact me should you require further information in this regard.

RECOMMENDATION:
That Trustees _____ and _____ be approved to serve as members of the Scholarship Committee for 2010/2011.

5. TRUSTEE REQUEST – MANITOBA COUNCIL FOR INTERNATIONAL EDUCATION

For Action.....G. Barnes

Trustees Bowslaugh, Sefton and Snelling attended a workshop at the Manitoba School Boards Association Convention on Saturday, March 19, 2011 regarding a "Discussion on International Education in Manitoba". The Trustees in attendance considers that the program could be beneficial to the Brandon School Division. They requested the matter be included in the March 28, 2011 agenda under "Business Arising" for review and discussion by all members of the Board of Trustees. A copy of the information distributed at the workshop has been attached as Appendix C. Should you have any questions please contact any of Trustees Bowslaugh, Sefton and/or Snelling.

IV. SUPERINTENDENT OF SCHOOLS

V. SENIOR ADMINISTRATION RESPONSE TO TRUSTEE INQUIRIES

1. TRUSTEE INQUIRY – RESPONSE TO TRUSTEE KRUCK "APPLICATION OF CARVER MODEL OF GOVERNANCE IN CANADIAN SCHOOL BOARDS"

For Information..... D. Michaels

At the February 14, 2011 Regular Board Meeting, Trustee Kruck requested a report on the Ends Statements and the Executive Limitations policies and committee structures from three School Divisions in Canada who operate on a Carver Model including its adaptations. Attached (Appendix D) is a summary report addressing this request.

B. Administrative Information

I. HUMAN RESOURCES

1. PERSONNEL REPORT

For Information ..... B. Switzer

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

II. SECRETARY-TREASURER

1. 2011/2012 FRAME BUDGET

For Information ..... K. Zabowski

At the March 14, 2011 Regular Board Meeting the Final Budget for 2011/2012 and the Special Levy Requirement were approved.

The Brandon School Division 2011/2012 Financial Budget (FRAME) as submitted to The Public Schools Finance Board and revised budget pages are provided for your information (Appendix E).

III. SUPERINTENDENT OF SCHOOLS

1. SCHOOL INFORMATION

For Information ..... D. Michaels

A. QUALITY LEARNING

QUALITY LEARNING AT MEADOWS SCHOOL
Report prepared by Ms. Nancy Dane, Principal, Meadows School

Meadows School Middle Years teachers are teaming together in a study group format that extends to action research in their classrooms. We meet as a study group focused on the provincial document, "Engaging Middle Years Students in Learning". The seven "conditions" the young adolescents crave are noted in this document as; competence and achievement, opportunities for self-definition, creative expression, physical activity, positive social interactions with adults and peers, structure and clear limits, and meaningful participation in family, school, and community. These are the areas that we have been researching in their application to our Middle Years classrooms and the Meadows school context.

As well, we are also integrating our work in engagement with our goal of increasing the achievement levels of our students in the writing domain. Teachers have explored instructional and assessment strategies in writing using the Brandon School

Division document, "Writing Performance Indicators" while addressing the engagement needs of students. Historical and current achievement data suggests that writing continues to be an area where we need to focus our efforts to improve the overall literacy skills of our students.

B. QUALITY TEACHING

TEACHERS' INSTITUTE ON PARLIAMENTARY DEMOCRACY / APRIL 16 – 19, 2011

Kerri Phillips, Teacher, École Secondaire Neelin High School has been accepted to attend the Teachers' Institute on Parliamentary Democracy April 16 – 19, 2011.

The Teachers' Institute is a Legislative Assembly of Manitoba program, hosted and coordinated by the Office of the Speaker with the support of all Members of the Legislative Assembly and the Department of Education.

Ms. Phillips will have the chance to see the role of an MLA in their constituency and within the Legislative Assembly Chamber and Committees. One of the highlights will be the opportunity to visit Government House for a tour and coffee with the Lieutenant Governor and Her Honour, as well as tour the Law Courts and have discussion with one of Manitoba's Provincial Court Judges.

Congratulations to Ms. Phillips on her acceptance.

C. QUALITY SUPPORT SERVICES

QUALITY SUPPORT SERVICES AT GEORGE FITTON SCHOOL

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

George Fitton School has designed and is in the process of implementing a seven week (March 14 - May 6, 2011), full-day kindergarten project for "at risk" students. Over the last eight years George Fitton School has had a number of students entering kindergarten with low Early Developmental Instrument (EDI) scores. Significant areas of weakness indicated on the EDI have included "language and cognitive skills" as well as "communication and general knowledge".

The Speech Language Pathologist (SLP) assessed all kindergarten students in the fall using the Phonological Awareness Screening Test (PAST). The results of the PAST showed that 55% of all George Fitton School kindergarten students were identified as "at risk". The students were then further assessment by the resource teacher and SLP using the Peabody Picture Vocabulary Test – 4 (PPVT-4) to assess receptive language.

Brandon University, Faculty of Education, agreed to allow two pre-service teachers to be part of the project and to act as facilitators. The pre-service teachers were trained by the SLP, kindergarten and resource teachers to deliver the program. The

program consists of intensive instruction in the areas of phonological awareness, oral and general knowledge acquisition.

Twenty-one "at risk" students were selected by the school team consisting of the kindergarten teacher, resource teacher, SLP and principal. Out of the twenty one students selected nineteen agreed to be part of the project.

The selected students attend their regular morning or afternoon kindergarten class and in addition they attend either a morning or afternoon session of direct instruction. There are nine students who attend the morning and ten students who attend the afternoon session.

At the conclusion of the seven week block the PAST will be re-administered to determine achievement and the degree of success of the project.

Six parent sessions have also been built into the project. Each session is approximately one hour in length and will be facilitated by the BSSAP (Building Student Success with Aboriginal Parents) coordinator and Home School Liaison under the direction of the school team. The purpose of each session is to engage the parents with the school by providing them with information and resources allowing them to work more effectively with their child at home.

D. ADMINISTRATIVE AND STATISTICAL INFORMATION

SUSPENSIONS

SCHOOL	NO./STUDENTS	NO./DAYS	REASON
Crocus Plains	2	5	Assaultive, Drug and Alcohol
Earl Oxford	2	3	Assaultive Behaviour
George Fitton	1	4	Unacceptable Behaviour
Neelin	6	3, 5, 10, 15	Unacceptable, Drug and Alcohol

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) ENROLMENT UPDATE

The Brandon School Division Currently has 991 English as an Additional Language (EAL) Students.

- 9 new registrations for the current school year were received in February 2011;
- 10 students have moved away from Brandon, left school, or have left the country.

The number of new EAL registrations received since June 2010, by month, is as follows:

Month of Registration	Number of New EAL Registrations Received
June 2010	24
July 2010	2
August 2010	69
September 2010	112
October 2010	35
November 2010	21
December 2010	7
January 2011	15
February 2011	9
Total	294

The current school totals are as follows:

	Current Total	EAL Discontinued (Stage 5+)
Alexander	0	
Betty Gibson	103	2
Crocus Plains	102	9
Earl Oxford	48	
George Fitton	50	1
Green Acres	19	
Harrison	1	1
J.R. Reid	18	1
King George	71	
Kirkcaldy Heights	24	
Linden Lanes	11	
Meadows	100	1
Neelin	27	3
New Era	113	4
O'Kelly	2	2
Riverheights	40	
Riverview	42	
St. Augustine	33	
Spring Valley	18	
Valleyview Centennial	9	
Vincent Massey	125	9
Waverly Park	35	1
Total	991	34

The number of students who left Brandon School Division from the beginning of February to the end of February is ten (10).

Of the ten (10) students that left the Brandon School Division:

- seven (7) students moved out of Province;
- one (1) student moved back to home country; and
- two (2) students withdrew from high school.

Nine (9) students changed catchment areas within the Brandon School Division.

2. DIVISIONAL INITIATIVES

For Information..... D. Michaels

IMPLEMENTATION OF STRATEGIC PLAN 2010/2011 QUARTERLY REPORT – MARCH 28, 2011

I. Introduction

This report is communicated on behalf of the Brandon School Division staff and students. Strong, steady progress is being made in engaging our students actively in their learning.

II. Overview of Strategic Plan 2009-2010

Our STRATEGIC GOAL is to ENGAGE ALL students actively in their learning through the provision of equitable, fair access to:

QUALITY LEARNING experiences in: academic development, social and emotional development, physical development

facilitated by:

QUALITY TEACHING in: literacy, numeracy, multiple intelligences, social and democratic responsibility

enabled by:

QUALITY SUPPORT SERVICES in: learning supports for students, professional growth opportunities, policy development support

A new Strategic Plan will be developed in the spring of 2011, beginning with the Strategic Plan Update March 10 and 11, 2011.

III. Strategic Plan Implementation Results

1. Schools

Each school prepared an annual School Development Plan that focuses on Quality Learning, Quality Teaching, and Quality Support Services while personalizing it for the learning needs of its students.

The following are examples of Quality Teaching, Quality Learning, Quality Support Services Initiatives

Alexander – Quality Support Services
Students are actively engaged through their participation in arts-infused learning across the curriculum. Teachers are exploring ways to make assessment more meaningful and have attended various professional development sessions to refine assessment practices.

Betty Gibson – Quality Support Services
Many supports in place to meet students needs including High Ability Learner Enrichment Programming (HALEP), English as an Additional Language programming, Early Years Literacy Support, Reading Recovery and the Action Research projects for Middle Years Literacy Support and Numeracy Support.

Earl Oxford – Quality Support Services
Working on areas identified in school plan including: student engagement, training and translating for English as an Additional Language students and parents, physical education professional development and other student needs to help the diverse student population.

George Fitton – Quality Support Services
Implementing a school-designed seven week full-day kindergarten project for "at risk" students. Please see full report in the March 28, 2011 Senior Administration Report to the Board of Trustees.

Green Acres – Quality Learning/Quality Teaching
Continuing to improve student writing skills through the full implementation of the 7 Writing Traits.

Harrison – Quality Learning
Providing culturally-relevant learning opportunities to students to deepen further students' ability to communicate in French. Obtained as French as a Second Language Revitalization grant for 2010/2011 intended at renewing resources for literacy in the library and school, professional development and travel expenses related to experiential learning in French.

J.R. Reid – Quality Learning
Providing three layers of literacy for students: ideas/strategies – research and presented, consistent terminology and instruction between Early Years and Middle Years, and outcomes and criteria-based results.

King George – Quality Learning
Teaching and learning with mobile wireless computing devices in the classroom setting using iPads.

Kirkcaldy Heights – Quality Learning
Embarking on the implementation of enrichment clusters with Middle Years students.

Linden Lanes – Quality Learning
Providing quality learning experiences supported by quality teaching by creating classroom cultures of thinking, questioning, and understanding. Professional development opportunities have been planned to support this goal as outlined in the 2010/2011 school development plan.

Meadows – Quality Learning
Middle Years teachers are teaming together in a study group format that extends to action research in their classrooms. Please see full report in the March 28, 2011 Senior Administration Report to the Board of Trustees.

New Era – Quality Teaching
Increasing safe use and integration of Information Communications Technology (ICT) within each classroom to enhance student learning.

O'Kelly School – Quality Teaching
Implementing main Quality Teaching goal for the 2010/2011 school year in the area of Numeracy.

Riverheights – Quality Teaching
With the increasing number of English as an Additional Language students, the Riverheights Middle Years Team has planned an integrated curriculum unit with different countries and cultures being the focus for the unit.

Riverview – Quality Teaching
Implementing the formation of the "Riverview Academic Support Team". This Group has made a commitment to discuss, plan and organize the literacy needs in the school.

St. Augustine – Quality Teaching
Focusing on early language development for English as an Additional Language Stage 1 and 2 learners; focusing on the basic language skills for communication.

Spring Valley Colony – Quality Teaching
Providing highly individualized programming, for just over twenty students who span Kindergarten to grade 11, continues to be delivered at Spring Valley. The key focal this year continues to be the ongoing implementation of the Reading Recovery program in addition to the academics traditionally provide in this small Hutterian setting.

Valleyview Centennial – Quality Teaching/Quality Learning
Continuing to provide successfully a daily small group intervention to grade 1 students delayed in early literacy skills. This program, which developed pre-literacy skills, will focus on kindergarten students for the last three months of the year.

Waverly Park – Quality Support Services
Literacy Specialist supporting school progress and providing updates on other schools involved with the Reggie Routman writing initiative. Numeracy Specialist supporting school advancement with Origo math and exploration of Math Recovery.

Crocus Plains – Quality Teaching
School goal to implement strategies to create alternate programming opportunities that will contribute to keeping 90% of students at each grade level on track for graduation in four years – end result of work is the Crocus Plains Regional Secondary School's Continuing Education Program (CCEP).

Neelin – Quality Teaching
Worked collaboratively to create a novel unit study on *Resiliency*. The team of teachers designed the unit with the end in mind, following the Backwards by Design concepts. The team identified the learning outcomes from the grade nine English curriculum they wanted to focus on with the students in order to master a solid understanding of the chosen theme. With the selected outcomes identified, they planned their summative assessment: A group public service announcement (PSA), which required computer technology knowledge to include literacy with ICT; the team of teachers looked at what formative assessments would be used as they worked towards the 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 resiliency means. Students then created a character resiliency project presentation that integrated speaking, representation and group work. 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. In the future, as part of our literacy work as an English Language Arts Department, staff plan on looking at the marking schemes as we continue the work being managed on formative and summative assessments.

Vincent Massey – Quality Learning
Currently a student is participating in the High School Apprenticeship Program (HSAP). The HSAP allows students to start their apprenticeship while they are still in high school. The HSAP program provides practical, paid, work experience and the opportunity for students to: get hands-on experience using highly specialized technological equipment, earn up to eight supplemental academic credits for graduation, get paid a specific rate that's more than provincial minimum wage, apply on the job training hours to continued, get full-time apprenticeship training after graduation, use the work experience to get a full-time job, and use the skills they have learned for a career. Currently this student has met the criteria for three HSAP credits to this point of the school year.

2. Divisional Initiatives

A. Learning Support Services

Literacy
Report Prepared by Ms. Cory Nevill, Literacy Specialist

Literacy Professional Learning
In literacy professional learning, Faye Brownlie continued her work with the Brandon School Division in February working with the Early and Middle Years Literacy Support teachers and school literacy team members to support the work in reading comprehension. Faye also worked with Middle Year's teachers on the importance of student engagement and strategies to achieve engagement for all students to reach their potential. Faye presented the K-8 Writing Strategies session once again in January to meet teacher demand for this session. All three sessions were very well received and have been quickly incorporated into teacher practice. These sessions also provided an opportunity to invite teachers from other divisions to develop or learning community beyond our division and learn from others through professional dialogue.

Divisional Literacy Policy
Work continues on the supporting documents for the Divisional literacy policy. Teacher Co-chairs at each grade from K-4 have met with teacher committees to examine the document and discuss implementation at their grade level for the 2011/2012 school year. The drafting of the Grades 5-8 Best Practices document to append the literacy policy is in process.

Supporting Divisional Literacy Goals
Supporting individual schools and their literacy goals by attending literacy team meetings and working with literacy coaches in planning and facilitating workshops on a variety of topics. Also facilitating professional learning opportunities for particular schools on the topics of setting criteria with students, engagement with writing and reading comprehension through activation activities. Three schools (George Fitton, Meadows and Waverly

Park) continue their Reading and Writing Connection professional learning. All three schools have seen very positive changes through this professional learning project and St. Augustine will begin using this professional learning resource this year.

Infusing the Arts

Providing support to schools that are developing an ArtsSmart grant application for the 2011/2012 school year. Also participating in the Arts Night at Alexander School on March 24, 2011 in the area of drama and poetry strategies and connecting those strategies with curricular outcomes.

Numeracy

Report Prepared by Teresa Timmerman, Numeracy Specialist

Quality Learning: Student Assessment

The Grade 3 Numeracy assessment data was submitted to the province, results were analyzed at the Divisional level and Provincial results have been reported. Results from the Divisional Numeracy assessments at grades 5 and 7 have been compiled and analyzed and the data and analysis were shared with Principals at the February 15, 2011 Learning Support Services meeting. A subgroup analysis, finding results consistent with Brandon School Division historical trends, was also completed for grades 3, 5 and 7 and was shared at that time. Second semester math students completed the Grade 9 Numeracy assessment in mid-February .

Committee work continued in regard to strengthening Numeracy assessment support documents for grade 3 teachers, developing the grade 5 assessment rubric and exemplars and exploring options for the middle years assessment. In addition, these committees are cognisant of the Sustainability Policy and are incorporating this assessment requirement into their work.

Quality Teaching: Staff Development and Staff Mentoring

The Early Years Numeracy Support group has been working to reach at-risk students through the first full school year of Math Recovery implementation. Direct small-group supports designed to help develop basic numeracy skills have been implemented in two schools, and growth assessment and reporting methods have been decided upon to implement at the end of this academic year.

The Grade 9 Mathematics for English as an Additional Language (MAT10E) collaborative working group selected essential course outcomes and has developed a communication system for sharing best-practices, enriched language based content instruction ideas and has decided upon an assessment strategy that accurately communicates student progress via the electronic grade book system.

In preparation for the new grade 11 math curriculum, including the Essentials, Applied and Pre-Calculus courses, staff members have attended workshops designed to highlight curriculum changes and new resources. These workshops are ongoing and continue through mid-April.

Quality Support Services: Numeracy Policy
The Numeracy policy drafting process has begun, with several drafts being submitted to Senior Administration for initial feedback. This draft policy draws on extensive research and is modeled after current Board policy. In the next months the draft will be reviewed by teaching staff, principals and provincial Numeracy consultants before being presented at the Board level.

English as an Additional Language

i) English as an Additional Language Specialist Report
Report Prepared by Ms. Joanna Ford, English as an Additional Language Specialist

Quality Learning: Collaboration
In this quarter, the English as an Additional Language (EAL)/Co-Teaching project was wrapped up and presented to principals at the February Learning Support Services meeting. The teachers involved in the project all expressed that co-teaching worked very well for their EAL students, as well as the other students in the class. The project was so successful, it was decided that we will run the project again with a new group of teachers. A workshop is scheduled for March 22, 2011; the original teacher group will share its work with teachers who are interested in trying the program model out in their classes.

The grade 9 math group has continued to meet monthly in efforts to work together to create a common "E" sheltered content math curriculum that also integrates EAL objectives from the EAL curriculum. This work will continue for the remainder of the school year. Our goal is to create a working document that all three high schools can use. We are also gathering resources and assessment tools that will also be used consistently at all three high school buildings. The hope is that after the work on the math sheltered content credit is completed; we can do the same work with the other sheltered content courses.

Ongoing meetings with student support services have taken place this quarter. Joanna has been invited to speak at two Resource/Counselor teacher meetings to go over some EAL basics, such as second language acquisition, and cultural issues that might interfere with language learning. The goal of these discussions is to help everyone working with EAL learners have the same basic understanding of the process of language learning. This

information is important for resource teachers and counselors, as whenever we think about assessing students for learning differences or social emotional concerns, we must always consider the language learning process.

Quality Learning: Student Learning and Assessment

There has been continued work on improving EAL Reporting Documents in the Early and Middle years. Further edits are being made to the report cards after feedback was given at an EAL Steering Committee meeting. It is hoped that the documents will be ready to be piloted for the final reporting period of this school year.

Language, Academics and Literacy (LAL) programming has begun at Crocus Plains this semester. This programming is specifically for EAL students who also struggle academically for a variety of reasons (gaps in their prior education, gaps in curriculum covered in home country). This programming was made possible through the Intensive Newcomer Support grant that we received from the province. The focus of the program is on improving basic literacy and numeracy skills.

The Division has purchased a new web based language learning software product called Tell Me More. A pilot for this product will begin on March 24, 2011, with web based training. This product is designed for middle years students and up, and five schools will be using the software with some of their students.

Quality Teaching: Staff Development

In this quarter, Joanna has delivered workshops on EAL Strategies for Differentiation, Co-Teaching, and will be offering two sessions on EAL Vocabulary instruction in April. She has also met with several teachers upon their request to discuss professional development opportunities, resources, assessments, and programming options. Joanna, along with two teams of EAL teachers, will be making two presentations at the Education and Diversity Conference in Winnipeg in May. The presentations will be on the EAL Reception and Assessment Centre, and the Co-Teaching model.

ii) English as an Additional Language Reception Centre (Effective September 2010)

Report Prepared by Mr. Greg Malazdrewicz, Associate Superintendent

The English as an Additional Language (EAL) Reception Centre has re-established the transitional programming for Middle Years students in response to the increase rate of new immigrant student enrolments into the Brandon School Division. Preliminary planning for ongoing enrolments from spring through to September 2011 has begun. It is anticipated that an additional one hundred fifty EAL students may be registering for the first time in Brandon schools in that period.

Assessment and programming recommendations continue to be a priority for the Reception Centre. Additional Mandarin and Spanish language assessment resources have been explored. The resources are expected to provide additional insight into the "academic" abilities and content knowledge of our larger EAL populations to further assist in programming and in the accurate assessment of their language and classroom academic needs.

Additionally, the Reception Centre staff have been supporting the EAL Collaborative Teaching projects in our pilot schools as well as providing consulting and translation support for schools needing additional, short term supports.

The Reception Centre staff is exploring community support initiatives for our EAL students and their families that would provide support to extend their school day for additional *language-based* activities that would accelerate language development and provide support for families in adapting to their new cultural settings.

Physical Education
Report Prepared by Mr. Ralph Clark, Physical Education Specialist

During the second quarter of the 2010/2011 school year, a variety of actions were initiated by the Physical Education / Health Education Specialist to connect with those that were implemented at the beginning of this school year. These actions will align themselves with the Divisional Strategic Goal of engaging all students in their learning through fair access to Quality Learning facilitated by Quality Teaching enabled by Quality Support Services.

One of these actions included facilitating a half day professional development session for physical education teachers. Those teachers who attended were provided with practical lessons and resources in the areas of gymnastics and dance.

An additional professional development opportunity included an afternoon of sessions by Dr. Dean Kriellaars. During Dean's visit to Brandon, he spent the first part of the afternoon speaking to student athletes at Neelin High School regarding the myths and truths of supplements. Later in the day, two workshops were offered to physical education teachers. The first one was titled "What is Physical Literacy?" and the last one "Fitness Training for Adolescents".

School visits continued throughout the second quarter of the school year. Information regarding equipment, facilities, trip preparation was provided to physical educators to assist with their program planning.

Another project that took place was a half day Sensitive Issues training workshop for teachers teaching the potentially sensitive content for the Physical Education / Health Education curriculum. A total of twenty eight teaching staff attended the training. Jane Skinner (Public Health Services), Kerri Law, and Pam McKay (Sexual Education Resource Centre) facilitated this workshop.

Teachers were informed of a Healthy Schools Conference in Winnipeg. Brandon School Division had four teachers attend this full day conference. Sessions throughout the day included information on community gardens, tobacco reduction strategies, positive mental health, school nutrition policies, human sexuality, and other programs and strategies promoting healthy schools.

Building upon existing working relationships continue between the Brandon School Division and various community groups, organizations, and provincial sport associations. Physical education teachers were informed of programs available for students outside of the regular school day. Teachers were also made aware of professional development opportunities initiated through community alliances and the Brandon University. In addition, four WinterBall Kits were given to the Brandon School Division to be incorporated in the rotational equipment available to K-8 schools.

Finally, three Automated External Defibrillators (AEDs) were purchased for schools in the Brandon School Division. Arrangements to have the AEDs installed will take place once it has been determined which schools will receive them. Existing defibrillators will receive a diagnostics and maintenance check once the new ones have been installed.

Technology in Learning

Report Prepared by Mr. Reg Reimer, Technology in Learning Specialist

Quality Teaching: To meet the needs of K-12 instructional staff re: infusion of Information Communication Technology (ICT) in teaching and learning:
The Technology in Learning Specialist supported concepts of Literacy with ICT Across the Curriculum by participating in approximately twelve presentations in school staff meetings about upcoming changes in network infrastructure, and the attending opportunities for deeper adoption of 21st Century learning tools.

Several pilot projects were implemented in areas of emerging technology. The "Vincent Massey High School 21st Century Learning Pilot" (with Ingrid Gross, School Improvement Leader, Vincent Massey High School) was supported via conferencing and web site administration. A second pilot, "Mobile Computing in Classrooms", was implemented at two sites: King

George Elementary (Grade 5/6, Mr. G. Sallows), and New Era Elementary (Grade 1, Mrs. J. Dowling, Mrs. N. Olson, and Mrs. L. Dinsdale). In-servicing on technical and instructional aspects, as well as preparations to share these experiences with fellow teachers, are on-going.

Work continued on the Assistive Technologies Action Research Committee, through data collection from participating classrooms. The Technology in Learning Specialist also participated as an organizer and presenter for the BYTE Conference (byteconference.ca), in Portage la Prairie, on February 25, 2011.

Quality Learning: To increase student engagement in the learning process through increased access to technology and improved assessment as learning practices:
An IgNITE Camp, featuring active learning with electric circuitry and robotics kits, was facilitated for three grade groups during December and January. Staff members involved were led in an orientation of that program's goals and materials. The pilot projects have also focused on increasing student choice in learning goals.

Quality Support Services: To facilitate the continued development of ICT across the school division
The Technology in Learning Specialist has begun an assessment of current technology use levels in Brandon School Division classrooms. Together with a divisional technology steering committee (co-chaired with Mr. Brent Ewasiuk, Management and Information Systems Director), which met twice during the quarter, a policy statement about the value of technology to learning environments in the Brandon School Division is projected for the final quarter.

Student Support Services
Report Prepared by Ms. Marsilah Peirson, Ms. Veronica Adams and Ms. Glenda MacKay, Facilitators, Student Support Services

The Speech-Language Pathologists (SLPs) are in the process of hiring three additional speech and language educational assistants, as approved by the Board, to support continued programming in schools. The SLPs are working in select kindergarten classes with small group phonological awareness. A training and information session was attended re iPad/iPod with Proloquo2go and iPrompts applications that will be for use with students requiring augmentative/alternative communication systems. Two SLPs presented "Teacher Talk", a Hanen program, to the staff at Little Teaching Lodge. They will be involved with preschool assessments on March 21 and 22, 2011, as well as screening at the Milestones Preschool Wellness Fair on April 28, 2011.

Two educational assistants have been hired and trained by our Psychologists to implement the Barton Reading and Spelling Program. They will be supporting thirty six students in fourteen schools every second day in half-hour blocks. Data will be collected via pre- and post- assessment. The psychologists continue to be involved in student specific programming including Individual Education Plans, Functional Behaviour Assessments, Behaviour Intervention Plans and assessments (i.e. cognitive, adaptive, learning, behavioural, social/emotional) for programming.

Social Workers (SWs) continue to complete the Strong Kids program. Data collection on the Social Emotional Learning (SEL) program is occurring. Once the data is collected it will be given to Adrian Kuryliw, Coordinator of Assessments, Evaluation and Research, to collate. All Brandon School Division Social Workers are developing a revised Service Delivery model. This will involve a needs assessment of principals, resource teachers and counsellors. Shari Block, the Department of Education social work representative, is assisting in developing the assessment. Non-violent Crisis Intervention refreshers will be held in May and a PowerPoint is being developed to present to the Board on May 24, 2011. SWs continue to support a number of Brandon School Division and outside agency committees, including Westman Child Abuse Committee and Suicide Prevention Intervention Network (SPIN).

The Learning Support Services Facilitators have supported resource teachers through the January funding application process and have arranged for work opportunities for spring funding. They also provide support/in-servicing for monthly resource teacher/counsellor meetings that have included a presentation by Social Workers regarding Children in Care and a joint, collaborative English as an Additional Language (EAL) presentation with Joanna Ford, EAL Specialist, with whom they are in continuous consultation/collaboration.

The facilitators participated in the Student Services Administrators Association of Manitoba (SSAAM) which included sessions on Early Childhood, Using Population-Based Information to Assess the Outcomes of ALL Students in Manitoba, A focused conversation: *Children in Care in Manitoba Schools, and Manitoba Education update*.

Two of the facilitators have received iPad training and are presently sharing an iPad, and in collaboration with Reg Reimer, Technology in Learning Specialist, and the specialists, are looking at determining use and potential applications to support student programming.

In addition, they have attended several in-services including Middle Years Engagement with Faye Brownlie and Asperger Syndrome with Susan Stokes.

Facilitators attended Manitoba Education's Categorical Grant Learning Fair whereby Divisions throughout the Province shared how they spend (i.e. programming) their grant (e.g. EAL, Early Childhood Development Initiative, Aboriginal Academic Achievement) monies.

The Facilitators are in the process of reviewing relevant data for SIRS input to ensure comprehensive student information and of ensuring that Children in Care are noted in SIRS. They are currently meeting with parents of incoming kindergarten students who may require individualized programming, assisting with organization for Preschool Wellness Fair, planning for Non-Violent Crisis Intervention refreshers and meeting with relevant stake-holders re Learning Assistance Classrooms. They have been involved with interviewing educational assistants to support both Barton Reading and Spelling Program and speech language. Further, they supported the training and completion of electronic data input for kindergarten teachers regarding Early Development Instrument. Facilitators also continue to support student specific program planning in schools and, during twice weekly meetings with the Associate Superintendant, assist in planning for a wide range of programming needs.

French Languages

Report Prepared by Ms. Delphine Holian, French Language Specialist

Brandon School Division is participating in the provincial revitalization of Basic French and French Immersion curriculum and program. The whole concept of French is getting reviewed at a provincial level.

Evaluation of teachers and substitute teachers on their French language skills is an on going process.

Workshops in French and for French teachers have been made available locally. More workshops will be offered locally to facilitate our teachers and the surrounding divisions on improving their teaching methodology and planning. Teachers are starting to work closer and more cooperatively. Materials have been purchased and catalogued for all the French teachers across the Division.

A cultural event with a "restaurant theme", between grade 8 and Neelin High School Basic French has taken place. Students and teachers really enjoyed it and everyone is hoping to do it again.

Across the Division, different French and English schools have attended the Festival du Voyageur or hosted their own festival. Students were very happy to experience the French culture in our province. Extra cultural experiences also happened during our Brandon Governor General's Winter Festival.

"Concours d'Art Oratoire" took place in all French Immersion Schools and a few Basic French classes had also participated during the month of March. The three finalists of each grade level of each school will compete in the Divisional Competition in April which will determine finalists who will go to Winnipeg for the provincials in May.

B. Divisional Quality Learning, Quality Teaching, Quality Support Services Steering Committees

Quality Learning Steering Committee

Presented by Co-Chairs M. Gustafson and D. Wilkinson

Quality Learning initiatives have focused on student engagement. All three high schools and two elementary schools participated in a survey on engagement which is expected to give baseline data for future initiatives.

Divisional data analysis indicates an achievement dip at the late middle years level so our second initiative was professional development for middle years teachers on engagement. Teacher responses to these two professional development sessions have been very positive indicating that those attending are using the engagement strategies and have also been providing leadership at the school level in using the strategies.

Quality Teaching Steering Committee

Presented by Co-Chairs B. Shamray and G. McDonald

The Best Practices Steering Committee is continuing to facilitate the implementation of the "K-4 Best Practices" document.

Classroom teachers have volunteered to work as co-chairs and a grade group steering committee comprising of teachers has been established at each grade level, K-4. The purpose of each grade group committee is to review the draft document, suggest additions or deletions and to formulate an implementation plan to bring the document forward to all teachers at their respective grade level during the 2011/2012 school year.

The co-chairs of the grade group committees met with the Best Practices Steering Committee on February 28, 2011 to outline suggested changes to the draft "K-4 Best Practices Document". The suggested changes are presently under review by the Best Practices Steering Committee.

Each grade group committee will meet again to decide on an implementation plan for their grade level and will meet with the Best Practices Steering Committee again at the end of April.

The Kindergarten grade group committee is in the process of developing a common screening tool and assessment to be used by all Kindergarten teachers beginning the fall of 2011.

Quality Support Services Steering Committee
Presented by Co-Chairs M. Peirson and M. Adamski

The committee meets monthly to review and update the committee action plan.

Activities that have taken place since the last report are as follows:

Meeting with the Director of Human Resources Becky Switzer on January 17, 2011. Items of discussion were:

- teacher interview questions revision; and
- professional development for educational assistants.

2011/2012 Budget Sustainability Request was submitted – requesting $6800. This is money in addition to the budget that Becky has for educational assistant professional development. Handbook for Educational Assistants was discussed.

Veronica Adams and Marsilah Peirson, Program Facilitators presented to the principals on Response to Intervention Model at the February 2011 Learning Support Services meeting. The focus of the presentation was to highlight the importance of being efficient in responding to the needs of students when they are not learning. Important elements of universal screening, program implementation and regular student progress monitoring are the focal point of this model. The Quality Support Services steering committee will be exploring this model further.

Proposed changes to teacher interview questions: The steering committee met with Dr. Michaels and Mr. Malazdrewicz on February 24, 2011 to review and update the current Brandon School Division teacher interview questions. The interview questions were reviewed in alignment with the eight standards of teaching and the referent criteria. The emphasis of this review is to have a variety of questions for each standard ensuring that the core value in each standard is addressed. It is an important opportunity for the Quality Support Services Steering Committee to participate in this process as it relates to quality teaching and quality learning.

A follow-up meeting is scheduled to finalize the draft copy of the proposed changes to the teacher interview questions.

C. Senior High Review

The most recent meeting of the Senior High Access Committee was on held January 21, 2011.

At the January 21, 2011 meeting the Committee received school reports regarding the implementation of the Provincial Assessment Policy K-12 (Academic Responsibility, Honesty, and Promotion/Retention). The Provincial Assessment Policy will be incorporated into Brandon School Division Policy / Procedures 4052 – *Assessment, Evaluation and Reporting of Student Learning and Achievement*.

An area of focus for the Committee this year is grade 9 student achievement in literacy and numeracy. A report to the Board of Trustees was made in January 2011 detailing student progress in grade 9 literacy and numeracy at each of the three Senior High Schools, and programming in place to assist those students who are "below grade level".

Continuing with this theme, Betty Howell, Principal, St. Augustine School presented to the Committee on the Empower Reading Program. The program is designed to assist those students most in need of additional supports in reading. Plans are underway to implement this program at the Senior High School level in the upcoming school year.

Also at the January meeting a discussion was held regarding the transition process for grade 8 students moving into grade 9. In the spring Senior High Principals will meet with each grade 8 Principal to receive information on all high risk students. This will enable Senior High School staff to begin planning for the education of these students in the spring, prior to when the students will commence grade 9 in September 2011.

Implementation of Single Track French Immersion School

The most recent meeting of the Single Track French Immersion School Implementation Steering Committee was held on December 15, 2010.

Principals shared information on planned year-end celebrations for grade 8 students at each of the schools.

Registrations for French Immersion Kindergarten for fall 2011 were accepted beginning January 6, 2011 and continue to be accepted. Information sessions for parents regarding French Immersion Kindergarten are scheduled on March 22 at 7:00 p.m. at École Harrison and on March 24 at 7:00 p.m. at École New Era School.

The grant application for the Middle Ground Playground for George Fitton School and École Harrison was submitted in December 2011 to Manitoba Community Places. Fundraising efforts are underway at both schools.

The recruitment process for French Immersion staff for the 2011-2012 school year began in January 2011. A subcommittee has been established to conduct interviews.

Human Resources Department

Report Prepared by Ms. Becky Switzer, Director, Human Resources

The Human Resource Department is ready for the 2011/2012 staffing "season".

As Principals begin to prepare their School Instructional Plans for the upcoming school year, the Human Resource Department is getting ready for postings, applications, recommendations and employment packages for new hires to the Brandon School Division. Each spring, under similar timelines, staffing for teachers and educational assistants occur … and with Admin Connect, Administrators can select, interview and recommend in a more timely and effective manner! For current employees, and potential employees, Employee Connect/Job Connect make applying for vacant positions as simple as browsing their application attachments and clicking on "APPLY"!

Recent updates to Employee Connect include an "Employee Bulletin Board" where important Payroll/Benefits and Human Resource related messages to Brandon School Division employees can be viewed.

The Human Resource Department continues with the development of online leave requests and creating electronic personnel files.

IV. Student Achievement Results

Report Prepared by Mr. Adrian Kuryliw, Coordinator of Assessments, Evaluation and Research

Divisional Formative Assessments

Kindergarten readiness assessments (Early Development Instrument) completed in all schools, January to March 2011. This year marked the first occasion that the results were submitted electronically and online by all schools. Assessment analysis is in process currently and will be completed in April 2011 with final reporting of all results in the *Annual Summary Report on Student Achievement* in June 2011.

Grade 3, 5, 7 and 9 Literacy and Numeracy Brandon School Division formative assessments were completed by teachers and students between November 2010 and January 2011. Assessment analysis is currently in process and will be completed in April 2011, with reporting of all these results to the Board of Trustees on May 9, 2011 and in the *Annual Summary Report on Student Achievement* in June 2011.

School Site Program Evaluations

School site program evaluations and results (for example, Neelin High School Off Campus, Early Literacy programming, Reading Recovery, High Ability Learner Enrichment Program) will be reported in the *Annual Summary Report on Student Achievement* in June 2011.

Support for Policy Development

Policy 1001.1 "Student Achievement". Ongoing development and design of measurement approaches to support the procedures of this policy has been a priority for Coordinator of Assessments, Evaluation and Research in 2010/2011 and will continue into 2011/2012.

Automation of BSD Assessment Data

Automation of Early Development Instrument (EDI) automation of data entry and analysis through online procedures has been a priority this school year. Teacher training sessions and teacher data entry sessions were organized for January and February 2011 for all Kindergarten teachers.

Development of SIRS modules and online data entry procedures for all Literacy and Numeracy assessments is emerging as an area in need of concentrated focus.

V. Conclusion

The scope and depth of the initiatives, and achievements described in this quarterly progress report speak to the hard and focused work of staff and students in the Brandon School Division.

Respectfully submitted,

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

3. COMMUNITY CONNECTIONS

For Information..... D. Michaels

PARTNER MEETING – BRANDON REGIONAL HEALTH AUTHORITY / FEBRUARY 25, 2011

Attendees: Brian Schoonbaert, Brandon Regional Health Authority
Penny Gilson, Assiniboine Regional Health Authority (+ one other)
Mark Frison, Assiniboine Community College
Dean Care, Brandon University
Greg Malazdrewicz, Brandon School Division

As an action item for the Brandon Regional Health Authority (BRHA) Strategic Plan implementation, the purpose of the meeting was to discuss partnerships/collaboration regarding:

- collaborative research;
- long-term planning for workforce needs;
- innovative educational programming/support;
- shared employee in-services and continuing education;
- potential for "shared" positions; and
- other topics that participants may be interested in discussing.

The conversation through the meeting explored the potential to extend current partnership initiatives as well as new areas.

The two regional health authorities represented identified ongoing staff shortages in medicine, nursing, engineering services and dietary services personnel. The Assiniboine Regional Health Authority (ARHA) in particular was looking to explore education models/partnerships with high schools and post-secondary facilities to educate students on employment opportunities and academic pathways that would allow people to remain in their communities.

Brandon University (BU) spoke to some of the limitations on their ability to respond directly to the academic needs of the RHAs' nursing requirements. Government funding and practicum supervisors were two specific areas identified.

Assiniboine Community College (ACC) spoke to the opportunities available in their programming, and particularly to the new delivery model for the Health Care Aide program currently being delivered in partnership with Brandon School Division (BSD) at Crocus Plains. Opportunities for vocational programming at Crocus Plains that connects to ACC programs were highlighted.

Additionally, opportunities in various areas for shared professional development were raised as well as areas of need within the Brandon School Division where further, or new sharing of personnel could be explored. (e.g. Speech Language Pathology, Occupational Therapy, and Psychology)

A follow up meeting will be scheduled for May/June 2011.

BRANDON COMMUNITY DRUG AND ALCOHOL EDUCATION COALITION MEETING / MARCH 3, 2011

Present:

Addictions Foundation of Manitoba	Shirley Kendzierski
Brandon Ministerial Association	Reverend Paul Sakasov
Brandon School Division	Michael Adamski
	Terry Osiowy
	Craig Laluk
	Dr. Donna Michaels
	Lili Jardine
	Trustee Glen Kruck
Brandon University	Karen Doty-Sweetnam

Regrets:

Addictions Foundation of Manitoba	Julie Hockley
Assiniboine Community College	Caley Strachan
Brandon Friendship Centre	Gail Cullen
Brandon Chamber of Commerce	--
Brandon Police Service	Inspector Ian Grant
	Chief Keith Atkinson
	Constable Dave Scott
Brandon School Division	Mathew Gustafson
	Greg Malazdrewicz
Brandon Regional Health Authority	Jayne Troop
	Fiona Jeffries
CFB Shilo	Corrie Syganiec
Child and Adolescent Treatment Centre	Liz McLeod
Child and Family Services	Art Asham
City of Brandon	Mayor Shari Decter Hirst
Community Development Department	Esther Bryan
Evaluator	Rod Balkwill
Family Services and Housing	Kathy Wightman
Probation Services	Paul Bergen
Teen Challenge	Reverend Jim Paulson
	Ron Yacuik

Welcome and Agenda Review

Dr. Michaels welcomed everyone to the meeting including new member Trustee Kruck. Regrets were communicated from other members unable to attend. Measurements, Planned Actions and Frequency of Meetings were added as agenda items.

Review of Coalition Meeting of December 8, 2010

T. Osiowy reviewed the minutes of the previous meeting; no changes or omissions were noted.

Partner Updates

Addictions Foundation of Manitoba

- Yvonne Block has been hired as the new CEO; she started February 7, 2011;
- school based positions have been filled. Positions have been modified a bit; the same worker will assist students at the Justice Office as well;
- in transition for recruiting for parenting program;
- S. Kendzierski spoke of how mental illness and addiction are closely related and how AFM works to treat the patients with a "no wrong door" approach;
- S. Kendzierski spoke to the public stigma that goes with addiction and how difficult it is to get funding; and
- salvia is the "hot topic" drug right now – still working with opiate issues; youth taking a mixture "cocktail" of prescription drugs.

Assiniboine Community College – no report

Brandon Chamber of Commerce – no report

Brandon Friendship Centre – no report

Brandon Ministerial Association – no report

Brandon Police Service – no report

Brandon Regional Health Authority (BRHA) – written report shared

- CATC is participating in the Youth Wellness Day, scheduled for this spring which is an important outreach opportunity for grade 10 students;
- are running usual groups and programs with a couple of additions: "Active Parenting" training for parents of adolescents, and "Taming the Worry Dragons" an anxiety group for latency age girls;
- the Crisis Stabilization Unit at CATC is very busy, and many CODI clients are being seen. Ongoing referrals to AFM workers (particularly in three high schools) is occurring; and
- CATC participates in the Teen Clinics held monthly.

Child and Adolescent Treatment Centre – no report
Brandon School Division Schools –

High Schools

Crocus Plains

- registration process is currently taking place at all three high schools;
- Tell Them From Me – Student Engagement Survey – being done at all three high schools and two elementary schools (Linden Lanes and Kirkcaldy Heights). The results are compared to the Canadian National average. Results are received instantly. Comparisons are made to schools that are similar. The information received will be included in School Development Plans for next year. Drug and alcohol related questions include:
  - *We want to know whether you smoke cigarettes, cigars, cigarillos or a pipe.*
  - *We want to know whether you use other tobacco products such as snuff (finely ground tobacco that comes in cans or pouches), or chewing tobacco (leaves, plugs, or tobacco twists).*
  - *Next we want to ask you about whether you use marijuana. Marijuana is also called grass, weed, or pot. Remember, your responses to these questions are kept strictly confidential.*
  - *Have you ever used the drug ecstasy?*
  - *Have you ever used crystal meth? This is sometimes called speed, crank, or ice.*
  - *Have you ever sniffed glue or used inhalants, such as aerosols, paints, or other sprays, to get high?*
  - *Have you ever used heroin? This is also called smack, junk, or China White.*
  - *Have you ever used any form of cocaine? This includes powder, crack, or freebase.*
  - *Have you ever used steroid pills or shots without a doctor's prescription?*
  - *Have you ever had at least one drink of alcohol? (Do not consider have a taste or a few sips to be a drink.)*
  - *During the past 30 days how often have you spent money on any gambling activity?*
- moving forward with Advanced Placement programming; and
- Health Care Aide classes are going well.

Neelin

- participating in the PARTY (Prevent Alcohol and Risk-related Trauma in Youth) program this month;
- parents are working on Safe Grad for June;
- held open house for Grade 9 students on Monday;
- have participated in the "Spread the Net" Campaign to raise money for mosquito nets for Malaria;
- progress reports for Semester Two have been sent out;
- staff has been working to update their website; and
- the Board of Trustees has selected the "Hope for Darfur" project for the Manitoba School Boards Association Annual General Meeting to be featured on Thursday, March 17, for the Xerox Innovation Award.

Neelin Off Campus – no report

Vincent Massey – no report

Elementary/Middle Schools

- C. Laluk (École Harrison) thanked the high schools for their hard work on the Grade 8 registration process. The process has gone well and the information that has been provided is very clear;
- still transitioning within the school – getting new locker fronts and a new sound system;
- working with George Fitton School on getting a joint play structure - have applied for grant monies;
- working on developing a vision statement for the school;
- have received some overall student achievement numbers; and
- no drug and alcohol related suspensions have been issued.

Senor Administration

- work with the $174,000 grant monies will continue; and
- Strategic Planning review update will be held Thursday, March 10 (evening) and Friday, March 11 (all day). Focus will be on five areas of student body: students of Aboriginal heritage, English as an Additional Language students, high ability learners, students with learning difficulties/disabilities, and behaviorally challenged/disengaged students. Students from each group will attend on Thursday night to discuss their learning experiences.

Board of Trustees

- nothing to report on drug and alcohol information from the Board of Trustees;
- the Board is still in budget process – would like to hear of any new initiatives to be considered; and
- passed out brochure of the Board Governance goals for information.

Brandon University

- lack of services for youth who are self mutilating and have eating disorders in the City. Reverend Sakasov noted that the Counselling Centre on 9th Street may be able to help; and
- still seeing a high use of alcohol within the community.

CFB Shilo – no report

Child and Family Services – no report

City of Brandon – no report

Community Development Department – no report

Family Services and Housing – no report

Probation Services – no report

Teen Challenge – no report

Education Coordinator Update

L. Jardine reported on the work of the Y-Revolution which included:

- planned breakfast with the media to see how to get message out and highlight Y-Revolution;
- presented to the Board of Trustees in January;
- presented to the Chamber of Commerce in February;
- tying to gain sustainability for when grant monies are done (March 2012);
- spoke to school projects being done by Y-Revolution groups;
- shared some of the videos on the Y-Revolution website;
- shared the Logic Model on the web with the Coalition (measurements/planned actions); and
- spoke to the various presentations have / will be done.

Frequency of Meeting

This will be discussed at the next meeting.

Next Meeting Date

Thursday, June 9, 2011
9:00 – 11:30 a.m.
Board Room, BSD Administration Office

Appendix A

THIS AGREEMENT made this _____ day of_____, 2011

BETWEEN:

THE P.E.O. CHAPTER R OF BRANDON
Hereinafter called PEO Chapter R

AND:

THE BRANDON SCHOOL DIVISION
Hereinafter called the Division

WHEREAS P.E.O. Chapter R has offered to fund an award in the Brandon School Division;

AND WHEREAS the monies for this award will be provided for the 2010-2011 School year;

NOW THEREFORE, the parties hereto mutually agree as follows:

1. That the name of the scholarship shall be known as "The P.E.O. Chapter R of Brandon Scholarship".

2. That the scholarship shall be in the amount of $500.00 and shall be awarded to a female graduating student from the Neelin High School Off-Campus Program.

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

    a. A female who has Graduated/Completed the Grade 12 Program of Studies through attendance in the Off-Campus Program;
    b. Enrolment in a Post Secondary Program;
    c. Financial Need;
    d. Letter describing experience in Off-Campus Program and one's future goals.

4. That the Division will select the successful student and notify Ms. Wendy Cockerline, Treasurer, P.E.O. Chapter R, in order that a member of Chapter R may participate in the annual award presentation. The preparation of a letter or certificate to be given to the recipient shall be the responsibility of P.E.O. Chapter R. The actual payment of the award shall be made by the Brandon School Division's Friends of Education Fund, upon presentation by the recipient of proof of her successful enrolment in a post secondary institution or program at which time a check in the amount of $500.00 will be forwarded to the student's account at that institution or program.

5. That this Agreement shall remain in effect for the 2010-2011 school year.

DATED at Brandon, Manitoba this _____ day of _____, 2011

AGREED to on behalf of The Brandon School Division

_____ _____

CHAIRPERSON SECRETARY-TREASURER

AGREED to on behalf of The P.E.O. Chapter R of Brandon

_____

President

Appendix B

AGENDA

MEETING OF

THE COUNCIL OF THE CITY OF BRANDON

AND

THE BRANDON SCHOOL DIVISION BOAR OF TRUSTEES

6:00 P.M. WEDNESDAY, APRIL 27, 2011

COUNCIL CHAMBER, CITY HALL

1. ***Developing a Learning Culture in Brandon – Joint Presentation by Her Worship Mayor Shari Decter Hirst and Dr. Donna Michaels.***

2. ***On-line Booking – Joint Use of Schools – Councillor Jan Chaboyer.***

3. ***Impact of Immigrant Children in the School Division and More Support for EAL (English Language) Programs in the Schools – Councillor Chaboyer.***

4. ***Brandon School Division Use of Sportsplex Pool.***

5. ***Future Potential Use of Brandon School Division Land – 26th Street and Maryland Avenue – Councillor Montague.***

6. ***Impact of Closing Schools or Changing Programming on Families, Neighborhood and Community. (e.g. .Fleming/Harrison) – Councillor Chaboyer.***

A Discussion on International Education in Manitoba

MCIE
MANITOBA COUNCIL FOR INTERNATIONAL EDUCATION

MSBA Convention
Saturday, March 19
9:30 am to 11:00 am
Session C1

The Panellists

Darcy Rollins, Director

Manitoba International Education Branch

Karen Strobel, Director

St. James-Assiniboia School Division

Tracey Novak, Assistant Director

Pembina Trails School Division

Wendy Roscoe, Coordinator

Lord Selkirk School Division

Ian Scott, Director

Study Manitoba School Divisions

MCIE
Manitoba Council for International Education

Agenda

- Overview
- Provincial Government Perspective
- The Paperwork
- Staffing
- Homestays
- Recruiting
- Q & A

MCIE
Manitoba Council for International Education

Overview

Gary Gervais
Heartland International English School

MCIE
Manitoba Council for International Education

Overview

- Benefits of International Education
- MCIE

MCIE
Manitoba Council for International Education

- Since 1998
- 100 student FTE
- 9 schools
- 12 nationalities
- 6 staff /4.2 FTE

- High school program
- EAL support
- After school activities
- Homestay program
- Cultural activities

www.sjsd.net

ST. JAMES-ASSINIBOIA SCHOOL DIVISION

PEMBINA TRAILS SCHOOL DIVISION
INTERNATIONAL STUDENT PROGRAM
WINNIPEG, MANITOBA

Tracey Novak

Assistant Director

www.pembinatrails.ca/isp

First school division in Manitoba to formalize international student program (1995) – Fort Garry SD

Program consisted of Director, a ½ time Homestay Coordinator , part-time secretary

2010 - 6 staff members – Director, Assistant Director, Homestay Facilitator, Activities Facilitator, Homestay Aide/Accounting clerk, .5 Secretary

2010-'11 school year – 165 students from 16 countries in 16 schools in K-12

95% of ISP students in grades 7-12. Students in early years live with parents

caps·i acep·i Canadian Association of Public Schools - International | Association canadienne des écoles publiques - International

IMAGINE Education au/in Canada

MCIE Manitoba Council for International Education

Study in the heart of Canada

WENDY
ROSCOE
COORDINATOR

Educational Care & Excellence

LORD SELKIRK SCHOOL DIVISION

INTERNATIONAL STUDENT PROGRAM

- Mr. Bert Skogan 11 years ago opened the door for International Students to attend Lord Selkirk High School
- A half-time position was created in the first year while hosting 4 International Students
- The 1 high school in the division and a few other schools host the International Students

- ISP staff presently consists of a full-time Coordinator, ISP Assistant /EAL Instructor-15 hrs/week Homestay Manager-25 hrs/week
- 2010-2011 hosted 31 students in 4 schools from Brazil, Mexico, Korea, Germany, Thailand, and Ireland (15 FTE)

MCIE Manitoba Council for International Education

caps·i acep·i

IMAGINE Education au/in Canada

Study Manitoba School Divisions

HOME | ABOUT | FUTURE STUDENTS | PARTNERS | HOMESTAY | TESTIMONIALS | PHOTO GALLERY | CONTACT | MANITOBA

STUDENTS APPLY NOW!

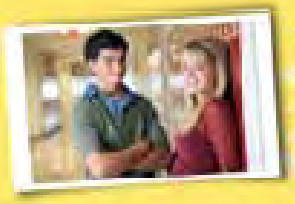

Photo Gallery

Learn more about JUNIOR & SENIOR HIGH SCHOOLS in Manitoba

português | 한국어 | deutsch | ภาษาไทย | 中文 | español | tiếng việt

Study Manitoba School Divisions is a proud member of:

MCIE | caps·i acep·i | CEC Network Réseau des CÉC

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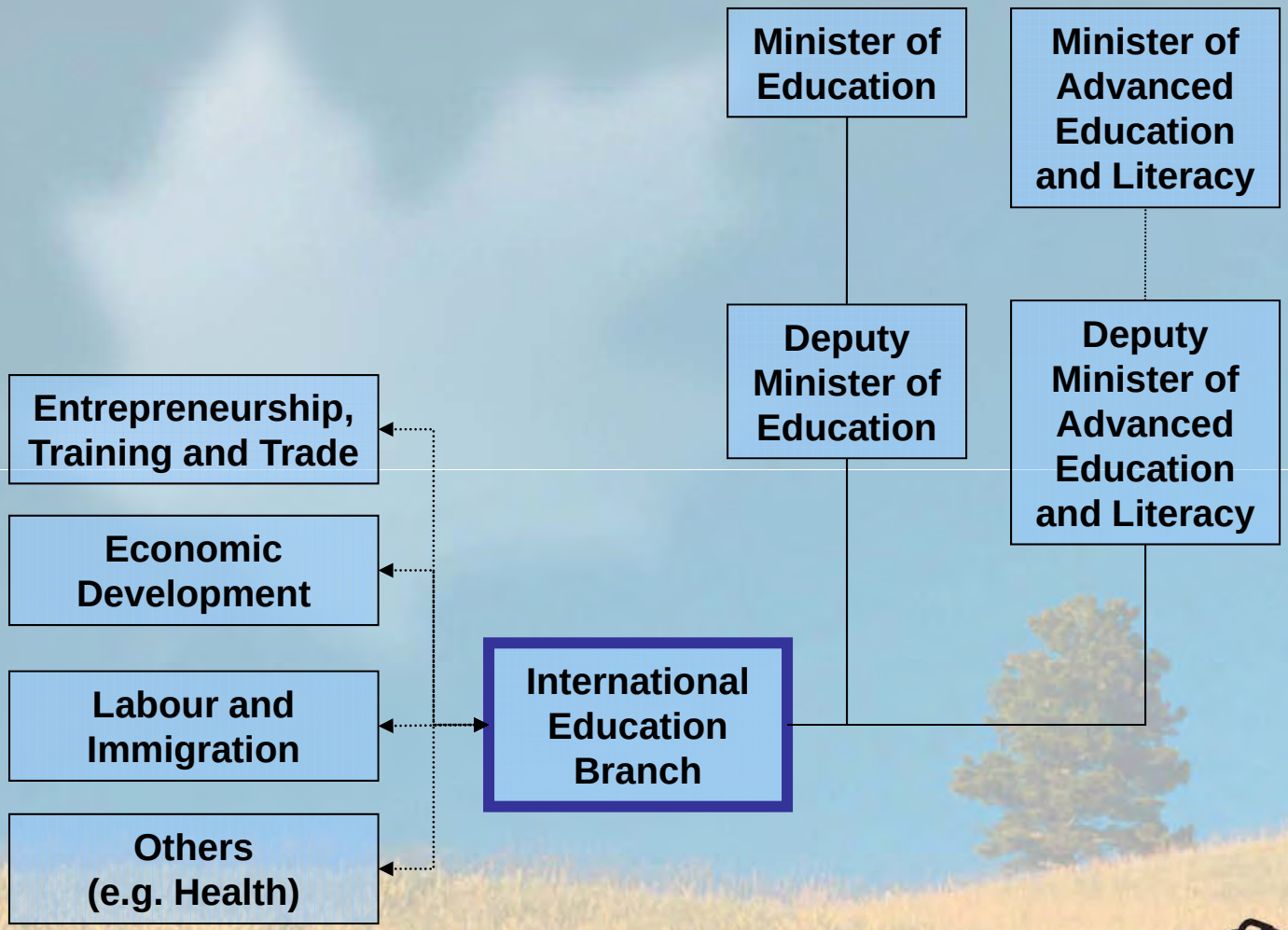
Provincial Government Perspective

Darcy Rollins
Manitoba International Education Branch

MCIE
Manitoba Council for International Education

International Education in Manitoba

Manitoba's Approach



Manitoba

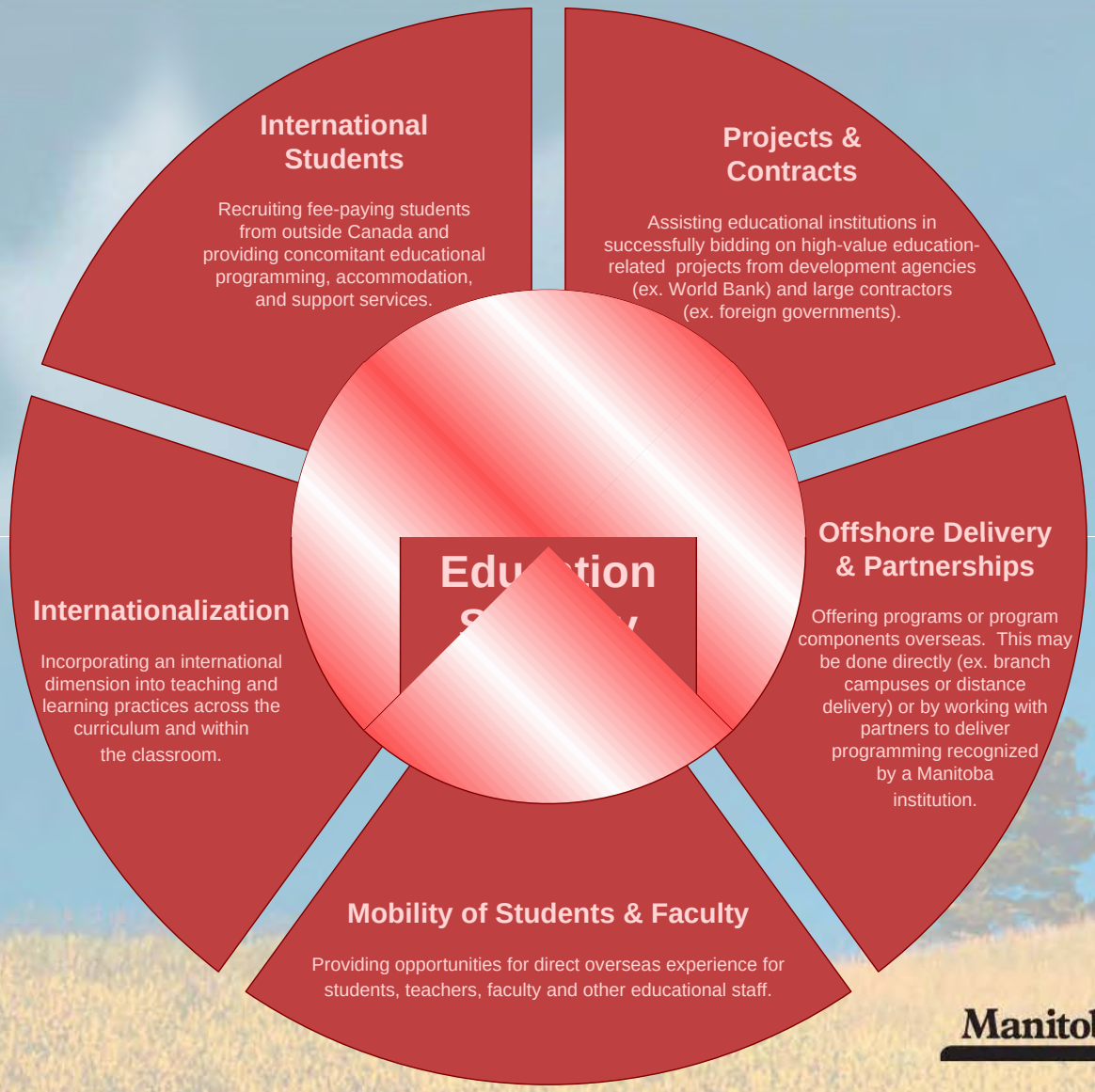
Manitoba's Approach

Objectives

- **Promote global awareness/competency and increase the cross-cultural exposure of Manitobans through mutually beneficial international educational interchanges.**
- **Maximize the benefits of international education to the Manitoba economy.**
- **Encourage a holistic approach to international education that engages all levels of education, all stakeholders, all fields of study/training, and all regions of Manitoba.**
- **Enhance foreign recognition of Manitoba as an excellent source of high quality, affordable education and training programs, services, and products.**

Manitoba

Strategy in Brief



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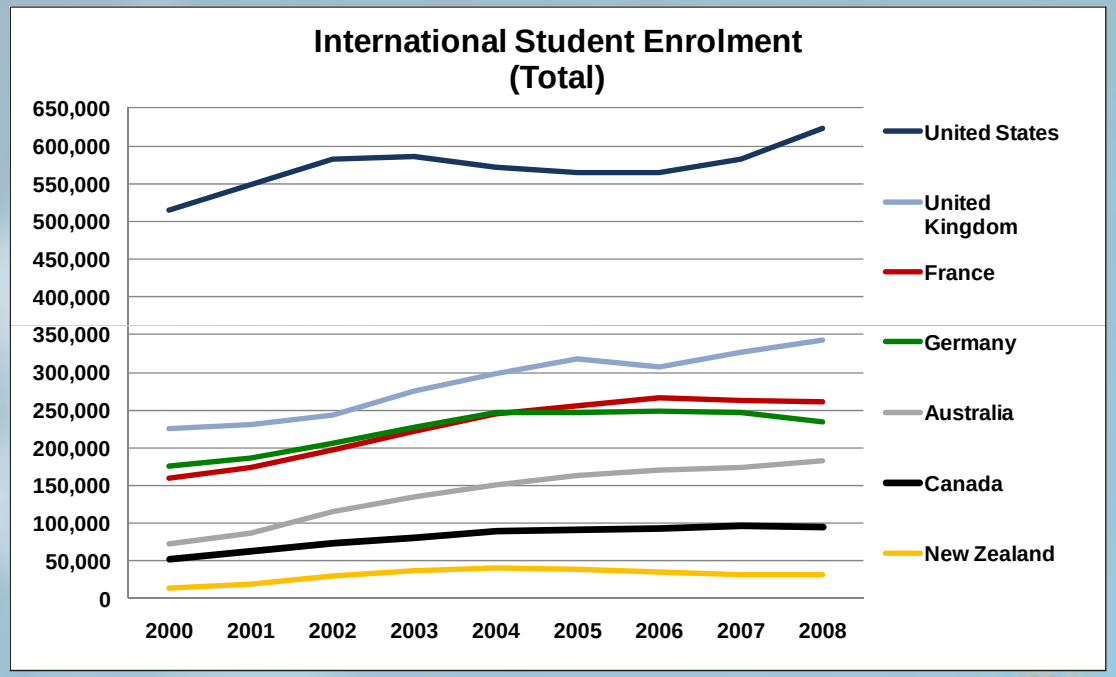
Competitive Environment - International



- International Student Market: estimated to be worth more than $US 35 billion a year in export income for the major English speaking destination countries.
- Global demand for international higher education is forecast to increase from about 2.1 million in 2003 to about 5.8 million by 2025.

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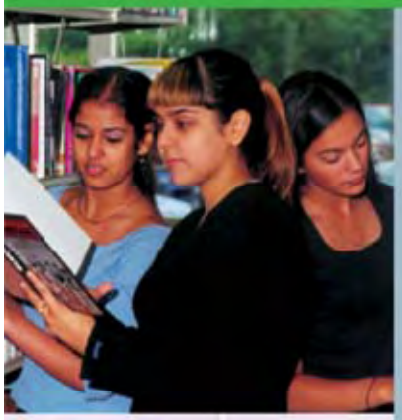
Manitoba's Approach



<u>General Approach</u>

- Holistic
- Whole-of-Government
- Highly collaborative (myriad stakeholders!)
- Advocacy and supportive policy development
- Facilitative more than directive promotions (creating a common platform for all)
- Canada first, Manitoba second, institution third for marketing and promotions
- Champion and Model
- Capacity Building
- Little direct funding (with some exceptions)

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Competitive Environment - National

British Columbia

- **Recently surpassed Ontario to host the largest number of international students of any province in Canada.**
- **The BC Council for International Education (BCCIE) coordinates the province's international education sector.**

Ontario

- **Announced in November 2010, the *Ontario Trillium Scholarships* program ,worth $40,000 annually, aimed at attracting the best doctoral students from around the world to study in Ontario.**

Nova Scotia

- **Has created EduNova, a not-for-profit industry association which promotes Nova Scotia education abroad and has secured international project work.**

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- **Manitoba's growth rate in foreign student enrolment jumped almost 15 % in seven years (14.6% from 2000 and 2007). Many point to Manitoba's relatively low tuition and cost-of-living as a big selling point for their schools.**

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The Paperwork

Karen Strobel
St. James-Assiniboia School Division

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Policies
St. James-Assiniboia School Division

TITLE	POLICY #
• INTERNATIONAL STUDENT PROGRAM	IHBHE
• ADMISSION OF INTERNATIONAL AND EXCHANGE STUDENTS	JFABB
• APPLICATION PROCEDURES	JFABB-R
• STUDENT APPLICATION FORM	JFABB-E-1
• PARENTAL/LEGAL GUARDIAN PERMISSION TO TRAVEL	IHBHE-E-1
• INTERNATIONAL STUDENT PROGRAM REFUNDS	IHNHE-R

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Mission
St. James-Assiniboia School Division ISP

The St. James-Assiniboia International Student Program recognizes that international students bring with them new ideas and cultures that enrich the learning environments within our educational institutions.

International students help to provide multicultural experiences for our students. In light of the fact that we are becoming involved in a global community of unprecedented proportions, we must create a community for all our students that encourages respect for diverse opinions, values and cultures. As a result, we will attract students from around the world.

All our students will study in an environment which will improve international cooperation and understanding.

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Documents

- POLICIES AND MISSION
- HOMESTAY PROGRAM GUIDE FOR PARENTS
- HOMESTAY APPLICATION FORM
- INTERNATIONAL STUDENT GUIDE
- STUDENT APPLICATION FORM
- ORIENTATION MATERIALS
- BROCHURES 1- 10 TRANSLATIONS, MARKETING MATERIALS
- CUSTODIAL DOCUMENT
- DATABASE FOR RECORD MANAGEMENT
- EDUCATIONAL REPRESENTATIVE AGREEMENT AND INFORMATION PACKAGE
- IEB - GUIDE TO SET UP ISP's
  HOMESTAY GUIDE
  STUDENT ORIENTATION GUIDE
  CUSTODIAL DOCUMENT

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Staffing

Tracey Novak
Pembina Trails School Division

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STAFFING

Staffing an International Student Program (ISP)

- ISPs in MB all structure their staff in slightly different ways
- Factors include number of international students and number of schools participating in a given division
- Regardless of how a program's staff is structured, all programs in MB provide the necessary attention and support to students to ensure their success.

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Director/Managing Director/Program Coordinator

- Oversees the entire operation including ISP staff
- Custodian to all homestay students
- Reports to Superintendent or Assistant Superintendent
- Budgetary, financial and policy concerns
- Student recruitment and marketing
- Student application process
- Disciplinary issues
- Annual reports, reports to trustees
- Participation in industry associations (CAPS-I and MCIE)

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Assistant Director

- Recruitment and marketing
- Provide ongoing support for students (academic, emotional, Study Permit/Visas, health, etc.)
- Regular communication with schools/teachers regarding students' academic programs, attendance etc.
- Organize/attend field trips for ISP students
- Provide additional support for homestay program coordinator
- Disciplinary issues
- Process applications
- Ongoing communication with agents and natural parents
- Transcript validation and sending report cards to natural parents
- New student orientation

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Homestay Program Coordinator/ Homestay Program Manager

- Recruitment of new homestay families
- Orientation and training of new families
- Matching new students applicants with families
- Ongoing support to families and students during program
- Attending and assisting with field trips

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Activities Facilitator

- Organize and attend field trips throughout the school year for ISP students
- Meet with students regularly
- Airport arrivals and departures

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Secretary/Administrative Assistant

All office support such as

- Reception, phone and program email correspondence
- Generating acceptance packages and sending them to agents and students by courier
- Organizing marketing materials and generally assisting with preparations for recruitment missions
- Administrative support to all staff members of ISP

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Accounting Clerk

- Keeps account of all financial transactions, budget lines, invoices, receipts and payments.

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Other

- Additional responsibilities such as website management, e-newsletters,
- A program's success also depends on a school division's IT department, school office staff, guidance counselors, EAs, teachers, resource teachers, school administrators, transportation departments etc.

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Homestays

Wendy Roscoe
Lord Selkirk School Division

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HOMESTAY PROGRAM

"We recently vacationed in Brazil, and visited families of 3 different students that had homestayed with us. All of our students have kept in touch, it is like having extended families in different countries. It has been nice to know that we had (all be it small) some influence on their success. The support given to us by Mrs. Roscoe and her team has been excellent and prompt when needed. A wonderful great program! Get involved for international rewards!!!" The Stiling Family

All ISP will have a Homestay Progam and staff to guide and assist Homestay Families and International Students

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WHAT IS A HOMESTAY FAMILY?

- A family that has opened their home and family life to be shared with an International Student (IS).
- They offer a friendly and caring environment for the IS to improve their English language skills, while experiencing life in Manitoba.
- Homestay Families treat their students like another member of the family.

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REQUIREMENTS TO BECOME A HOMESTAY FAMILY

- Application
- Criminal Record Check
- Child Abuse Registry Check
- Reference Check
- Home visit and interview with Homestay Manager
- Must be a suitable home; single dwelling, clean etc.

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ROLE OF THE HOMESTAY FAMILY

- Treat the student as a member of your family
- Know the ISP Rules and Guidelines
- Provide a parental role; guidance and advice for school and social issues
- Explain family rules and expectations (Homestays are not Hotels)
- Provide private bedroom
- Provide all meals
- Invite and encourage participation in family events and travel
- Share the local culture and visit some area highlights with them
- Encourage involvement in daily family life; meal preparation, chores, etc.

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IMPORTANCE OF PROGRAM

- The key to any successful ISP is their Homestay Program
- An essential component in being able to attract students

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HOW TO RECRUIT HOMESTAY FAMILIES?

- Direct contact with families in your community; Scouts, Girl Guides, Churches, Sports Clubs/Organizations
- School Newsletters, Parent Advisory Council, School sign, approach students on honor role or school teams etc.
- Host an information evening for families to learn more about your Homestay Program
- Set up a booth at Parents Night or Meet the Teacher
- Put a statement on report cards about becoming a Homestay Family
- General interest stories about our ISP in the local newspaper
- Local newspaper ads looking for families to host
- Word of mouth from current Homestay Families and have them refer a family to us

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PREPARATION AND ONGOING SUPPORT

- Homestay Parent Guidebook
- Homestay Orientation and Q & A sessions
- Homestay Program Newsletter
- Regular communication with Homestay Manager, may involve home visits
- PD for Homestay Families
- Networking with other Homestay Families in the program
- Honorarium or reimbursement of expenses for hosting

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QUALITY ASSURANCE

- Homestay Family evaluation survey (end of program)
- International Student evaluation survey (end of program)

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POINTS OF PRIDE

- Homestay Families who commit to the Program and host regularly
- Homestay Families who write a letter to the editor sharing their positive experience
- Homestay Families who speak highly of the Program and refer other families
- Low percentage of students asking to change Homestay Families

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Recruiting

Ian Scott
Study Manitoba School Divisions

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Marketing & Recruitment

- Website
- Web Advertising
- Social Media
- Newsletters
- Print Material
- Presenting to the world
- Video
- Poster
- Promotional Activities
- Tools of Recruitment
- Program Development
- Banner Stands
- Promotional Gifts
- Partnership Development

Website

Study Manitoba Scho

front page

- *Online Student, Agent and Homestay Family Applications*
- *Online Payment System*
- *Photo Gallery*
- *Testimonials*
- *Program Guidelines*
- *School & Community Profiles*
- *Translations*
- *Fee Schedule*
- *Pathways Program*

Web Advertising

Study Manitoba Schoo

Animated Banner Ad

- ***Continued Focus on Providing accurate and interesting information on our own websites www.studymanitoba.ca***
- ***Online Advertising in Countries of Focus***
- ***Linking to Active Education Agents and partners websites***

Social Media

Facebook Page

- *Discretion*
- *Professional*
- *Monitored*
- *Interesting*
- *Informative*
- *Pictures*
- *Links*
- *Video*
- *Event Notification*

Newsletter Campaigns

- *Local Information sent Globally to Agents, Colleagues, Influencers*
- *Built to Pass Email Blockers*
- *Consistent and Professional*
- *Branding of schools and community*

Print Material

Study Manitoba Scho

Tri-Folder

Translations

Programa Acadêmico

Um programa de estudo no exterior é uma experiência inesquecível que pode mudar sua vida. Quer você decida passar três meses, um semestre ou um ano acadêmico em Manitoba, você ganhará:

- Fluência em outra língua e cultura;
- Mais maturidade e maior independência;
- Amizades internacionais para toda a vida;
- Uma perspectiva internacional e maior visão de mundo;
- Maior competitividade com relação aos colegas de escola e nas solicitações de emprego.

As escolas escolares representadas pela Study Manitoba School Divisions são aprovadas pelo governo de Manitoba. São 18 escolas públicas localizadas na região sudeste do estado. A região é conhecida pela sua tranqüilidade e segurança e está localizada muito perto a Brandon, a segunda maior cidade de Manitoba.

As 18 escolas que compõem o Study Manitoba School Divisions oferecem desde o Jardim de Infância (K) até a 12ª série. A maior dá das escolas oferece programas do K à 8ª série, da 9ª à 12ª série ou do K à 12ª série.

Os funcionários das escolas são certificados pelo governo e o currículo é aprovado pelo governo de Manitoba.

Atividades extracurriculares

Muitas escolas oferecem extensivas atividades curriculares e oportunidades aos alunos de participarem, individualmente ou em equipe, de várias atividades escolares incluindo bandas de música, produções teatrais, atividades esportivas e de aventura. Sempre encorajamos todos os alunos a participar.

Morando com uma Família

A Study Manitoba Homestay oferta a experiência em casa de família. Não há melhor forma de aprender ou melhorar seus conhecimentos sobre uma determinada cultura ou um idioma do que conviver com uma família e vivenciar sua rotina. Morando com uma família você terá a oportunidade de participar das refeições das atividades diárias. Você terá seu próprio quarto e pensão completa (3 refeições ao dia). O que motiva a maioria das famílias é a possibilidade de fazer amizades com pessoas culturalmente diversas. Eles não se

Market Specific

Presenting to the World

Study Manitoba Schoo

- ***Live Link Provides Up-to-Date Presentation File***
  - ***www.studymanitoba.ca/pdf/presentation.pdf***

- ***Consistently Evolving to Address the Questions, Concerns and Expectations of Partners and Prospective Students***
  - ***Professional Community Imagery Required***
  - ***Pictures with People***
  - ***Community Websites Affect Recruitment***

- ***Professional and student Photography and Videography helps share our world in a real way for people from other countries***

Video

Study Manitoba Schoo

Poster

- ***Distributed Internationally to Embassies, Partner Schools, Agents and Affiliates for Display in their Offices***

Promotion Activities

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Booth Displays at Fairs

Agent Office Visits

Classroom Presentations

Meeting Students

Tools of Recruitment

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- MacBook Pro
- Canon Colour Printer
- Video Projector
- 2 Pop-Up Display Systems
- Tablecloth with Logo
- Promotional Gifts
  - Mini speakers
  - USB Drives
- Business Cards
- Print Material
- Phone/Skype
- Travel Insurance
- Nice Suit
- Good Attitude
- Respect
- Interest in Helping Others

Program Development

Letterhead

- *Professional image requires professional tools*
- *Branding and authentication*

Business Cards

Logo

Banner Stands

Prairie Skies and Boundless Horizons

Promotional Gifts

USB Drive

Mini-Computer Speakers

- *Gifts are Given Sparingly to;*
  - *Welcome a New Partner Agent*
  - *Encourage Student Applications*
  - *Extend Gratitude for Support*

Partnership Development

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- *Managing Education Agent Partnership Development*
  - *Contract Negotiations, Signing, Certification, Promotion Plan*
- *Academic, Pre-Arrival and Student Success Advising*
- *Homestay Family Signing, Supporting and Recruiting*
- *School Support in Collection and Referral to Important Events*
- *Social Media*
- *#1 Word-of-Mouth*
- *Maintaining High Standards in Academic Requirements and Partnerships*

A Discussion on International Education in Manitoba

Questions?

Appendix D

BRANDON SCHOOL DIVISION

1031 – 6TH STREET BRANDON MB R7A 4K5

Senior Administration Reporting to Board of Trustees

To: Board of Trustees

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

Date: March 28, 2011

Re: Response to Trustee Inquiry – Application of CARVER MODEL OF GOVERNANCE in Canadian School Boards

For: Information

BACKGROUND INFORMATION

At the February 14, 2011 regular meeting of the Board of Trustees, Trustee Glen Kruck requested a report on the adoption application of the Carver Model of Governance in three Canadian School Boards. The following is a summary report addressing this request.

The report is organized into three sections:

1. Part One – Basic Principles on the Carver Model of Governance
2. Part Two - School Boards Adoption and Application – Edmonton Public Schools (AB), Calgary Board of Education (AB), and Halton School District (ON)
3. Part Three - Considerations and Requirements for Adoption and Application of Carver Model

PART ONE – BASIC PRINCIPLES OF THE CARVER MODEL OF GOVERNANCE (1996)

The Carver Model of Governance is referred to as "The Policy Governance® Model". It is an integrated board leadership paradigm created by Dr. John Carver. Dr. Carver is an author noted for his development of the policy models for boards of directors called Policy Governance (registered and trademarked). He is Adjunct Professor in the Institute for Nonprofit Organizational at the University of Georgia School of Social Work. It is designed to empower boards of directors to fulfill their

obligation of accountability for the organization they govern. As a generic system, The Policy Governance® model is applicable to the governing board of any enterprise. The model enables a board of directors / governors to focus on the larger issues of the corporation, to delegate with clarity, to define management's job without interfering, to evaluate rigorously the accomplishments and results/outcomes of the organization; to lead its organization with a clear understanding of values, vision and mission.

Under Policy Governance, a board crafts its values into policies of four types:

i) ENDS
ii) EXECUTIVE LIMITATIONS
iii) BOARD – EXECUTIVE LINKAGE
iv) GOVERNANCE PROCESS

These four categories of board policy contain everything a board has to state about values and perspectives that underlie all organizational decisions, activities, practices, budgets, and goals. Redesigning policy in this manner represents the clearest way for a board to express its leadership.

Definitions of these four value types of board policies are:

i) ENDS: The board defines which human needs are to be met, for whom, and at what cost. Written with a long-term perspective, these mission-related policies embody the board's long-range vision.

ii) EXECUTIVE LIMITATIONS: The board establishes the boundaries of acceptability within which staff methods and activities can responsibility be left to staff. These limiting policies apply to staff means rather than ends.

iii) BOARD-EXECUTIVE LINKAGE: The board clarifies the manner in which it delegates authority to staff as well as how it evaluates performance on provisions of the ends and executive limitations policies.

iv) GOVERNANCE PROCESS: The board determines its philosophy, its accountability, and specifics of its own job. The effective design of its own board processes ensures that the board will fulfill its three primary responsibilities: maintaining links to the ownership, establishing the four categories of written policies, and assuring executive performance.

According to John Carver (1996) "Modern governance is not simply management practiced by a governing board. To be sure, the principles of management and governance are closely related. But governance is more than management at large. And it is more than quality control board of expert managers and technicians running inspections and approvals to maintain order. The secret of modern governance lies in policy-making, but policy-making of finely crafted sort…It is best to fully understand its internal wholeness by recounting the basic principles upon which it is built".

Principle #1 – The Trust in Trusteeship

The board of a nonprofit or public organization represents the ownership of the organization just as a business board represents its stockholders. Policy Governance recognizes foremost that boards exist to own the organization on behalf of some identifiable ownership to which they are answerable. The board governs on behalf of persons who are not seated at the board table.

Because this trusteeship forms the very foundation of governance, the primary relationship the board of directors must establish, maintain, clarify, and protect is its relationship with its "owners". A board cannot carry out its responsibilities without determining exactly whom the ownership includes and how they can be heard.

The ownership concept is critical in establishing the nature of governance, particularly in tracing board authority and accountability to their source. Sometimes defining the ownership will be quite simple. In other situations, it can be rather difficult.

Principle #2 – The Board Speaks with Once Voice of Not at All

The strength of this single voice arises from the diversity of viewpoints and intentions board members bring to the board, as well as from the way the board focuses this multiplicity into unity.

The power of boards of directors, therefore, is not as individuals, but as a group, a corporate entity entrusted by their owners with the authority to govern and lead the organization. The only way the board can speak as the board, then, is by bringing its diverse points of view to one point. This one-voice principle does not mean that there should be unanimity or lack of diversity on the board. On the contrary, on behalf of the ownership, the board must embrace all of the diversity it can and then reach out to obtain more. Differences among trustees are not only to be respected, but encouraged. Rarely will a vote be unanimous. Those trustees who lose a vote, however, must accept that the board has spoken and that its decision must be implemented as decided.

A board committee can only help with a task that belongs to the board; it cannot help with a task that has been delegated away to someone else.

Legitimacy is determined by the "product" expected of the committee – whether it is a board product rather than a staff product – more than by the topic of committee activity. A finance committee is legitimate of its product is, for example, a carefully crafted set of options and implications concerning long-term reserves from which the board will make a choice.

A board committed to governing with one voice should not wait until the principle is broken by one or more trustees.

The steps to prevention are integral aspects of the model itself.

1. Establish written policy – including guidelines for individual board member conduct – clearly stating that no board member has any authority over the CEO.
2. Allow assessments of CEO performance only against criteria that the board as a body has established, never those held forth by individual members or committees.

Principle #3 – Board Decisions Should Predominately Be Policy Decisions

Board policies should be the expression of a board's soul. Policies created under the Policy Governance model embody the board's beliefs, commitments, values, and vision. Board members' collective philosophy, then, should be central to board policy.

The board should also decide what to have policies about and what level of prescriptive or proscriptive detail the policies will go into. It is critical to the integrity of board leadership that the board and the board alone control these documents.

Policy Governance requires boards to debate and write down their important values and to do so in carefully crafted ways. The board of directors must address the largest or broadest values in four categories in order to fulfill this mandate: ends, executive limitations, board-staff linkage, and governance process.

These four policy categories are designed to be exhaustive.

Principle #4 – Boards Should Formulate Policy by Determining the Broadest Values Before Progressing to More Narrow Ones

Policies may be about very important, large issues, or they may be about less important, smaller issues. A "large" policy decision will contain all smaller, related policies – a logical containment that omits nothing. Smaller decisions lie within larger decisions and it makes sense to settle large issues before attempting to settle smaller ones.

The board can go into as much detail as it chooses as long as it goes in one level at a time. When the board performs its job appropriately, then delegation can be defined as (1) the designation of ranges within which other persons are not only empowered to act, but are required to act, and (2) the designation of who the other persons are.

In dealing with policy issues of different sizes, the board creates policies that make a difference if it observes the following principles:

- The board should resolve the broadest or largest policy issues in each category before dealing with smaller issues in any category.
- The board should, if it wishes to address smaller levels, never skip levels but move to the next smaller level in sequence.
- The board should grant the CEO authority to make all further choices as long as they are "within" the board's ends and executive limitations policies.

Principle #5 – A Board Should Define and Delegate, Rather Than React and Ratify

Boards are accustomed to approving plans brought to them by staff. But there are predictable problems caused by this traditional practice. Approvals are usually issues without explicit clarification of the criteria trustees were using as they gave their approval. Further, approving staff plans causes a major problem in that it "freezes" into place detailed portions of staff plans, details which cannot then be changed without a reapproval of the board. As the external and internal environments change – some daily – the CEO must be able to adapt and change practices.

Approving staff plans places board members in a reactive position.

Staff plans can be judged on their compliance with the board's ends and executive limitations policies. Having board polices in place ahead of time allows board and staff alike to know whether a staff plan is approvable, for all the criteria by which an approval decision would be made are clear for everyone to see.

The practice of monitoring compares plans to pre-stated criteria, and this differs from board approval.

Principle #6 – Ends Determination Is the Pivotal Duty of Governance
The ends of an organization are the reasons for its existence.

Focusing on ends ensures that the board tackles the difficult questions by mobilizing board time, mechanics, and concern around what good is to be done for whom and at what cost. The board cannot forget these questions, even for one meeting.

In order to conceptualize ends as they relate to an organization, the board must focus on outcomes. This focus demands strictness and determination in grappling with what level of accomplishment should be expected in return for expenditure. But it also requires making the tough decision about which groups will be recipients of the benefits defined: who will be served and who will likely not be served.

Only those issues that directly address what benefit, which recipients beyond staff, and what cost for the benefit ends issues.

It is common for the word "ends" to be misunderstood as meaning the endpoint in a process.

Sometimes the board will think that any issues that are important must therefore be an ends issue. Degree of importance does not differentiate ends from means.

Ends language is never about what the organization will be doing; it is always about what will be different for others.

Principle #7 – The Board's Best Control over Staff Means Is to Limit, Not Prescribe
The distinction between ends and means will enable the board to free itself from trivia, to delegate clearly and powerfully, and to turn its attention to the large issues of ends.

The organization's conduct, activities, methods, and practices are its "means" rather than its ends. Board means related to how the board will organize, structure, and conduct itself in order to accomplish its job. Staff means, then, are the various arrangements and actions needed to accomplish the ends or to safeguard the operations that produce them. It is important to note that budgets, programs, personnel policies, building, equipment, and a host of other matters which traditionally consume board time are staff means issues.

As the board establishes limits, two principles become very important. First, the policies must cover all unacceptable actions and situations, not just a smattering of them. Second, the board must state these prohibitions in enough detail so that any reasonable

interpretation of the board's words will suffice – and not leave room for a special interpretation that the board meant but didn't say.

The collection of board statements that establishes the limits of executive authority constitutes the executive limitations category of board policies.

Principle #8 – A Board Must Explicitly Design Its Own Products and Process

It is in the policy category of governance process that the board states what it expects of itself. This important category of board policy deals with a portion of the board's own means: how the board will conduct itself and perform its own job.

Under Policy Governance, the board addresses itself directly to matters that conventional governance leaves unstated: just who does the board represent and how will it maintain contact with this constituency? What are the products that the board itself exists to produce? How will the board define the job of the chair, and how does it delegate to the chair? Under what circumstances will the board use committees? Governance process policies answer these questions.

In governance process policies, the board commits itself to use committees only when they are necessary to help the board get its job done, never to help the staff with theirs.

It is under the governance process that the board outlines its own code of conduct, the way it will control and plan its own agenda, and the nature of its linkage with the ownership.

Principle #9 – A Board Must Forge a Linkage with Management That is Both Empowering and Safe

No single relationship in the organization is as important as that between the board and its chief executive officer. Probably no single relationship is as easily misconstrued or has such dire potential consequences. That relationship, well conceived, can set the stage for effective governance and management.

The job of the CEO is to work to ensure an acceptable amount, type, and targeting of benefits in prudent and ethical ways. On the other hand, it is also not uncommon for a board to delegate too much authority, so as to abdicate its own responsibility for leadership. Thus a board must carefully craft a form of delegation that balances these critical ingredients.

The job products of the CEO are: the CEO is responsible to ensure that the organization as a whole (1) accomplishes expectations as set out by the board in its ends polices and (2) does not engage in the means which the board has prohibited in its executive limitations policies.

The board and CEO constitute a leadership team. Their contributions are formally separable, and once clearly differentiated, the two roles can be supportive and respectful of each other.

Principle #10 – Performance of the CEO Must Be Monitored Rigorously, but Only Against Policy Criteria

When the board has told its CEO to achieve certain ends without violating certain executive limitations, monitoring performance is checking actual performance against these two sets of expectations.

In Policy Governance, monitoring is conducted only against existing board-stated criteria in the ends and executive limitations policies. Preestablished criteria are required for good monitoring.

Having set the criteria, it must demand information that directly addresses these criteria.

Following this rule, the board can assure receiving relevant monitoring data without having to digest enormous amounts of unnecessary information. Hence, information for monitoring is targeted and precise, always directly addressing criteria set by the Board.

PART TWO – APPLICATION OF CARVER MODEL OF GOVERNANCE IN THREE CANADIAN SCHOOL BOARDS/ DISTRICTS

While several Canadian School Boards and Districts utilize aspects of policy-based governance in their work three Boards/Districts are applying the Carvel Model very closely to its original design. These are the Halton School Board/District Greater Toronto Ontario; Calgary Board of Education, Calgary, AB; and Edmonton Public Schools, Edmonton, AB.

The following is an illustration of these three School Boards/Districts' application of the Carver Model:

1. Halton District School Board

General Information

- services Regional Municipality of Halton; located within the Greater Toronto Area (Halton Hills, Milton, Burlington, Oakville)
- includes 80 elementary schools and 17 high schools; enrolment approximately 40,000 student K-12

Application of Policy Governance® Model According to Four Types of Policies

The four policy types are noted as follows with accompanying pages from the School Board's Policy manual.

1. Governance Process
2. Board – Executive Linkage
3. Executive Limitations
4. Ends – The "End" Policy is under development. Currently there is a 2010/2011 Operational Plan which delineates results to be achieved, from whom, and at what cost. An excerpt that focuses on students is included here.

Halton District School Board

III. POLICY TYPE: GOVERNANCE PROCESS

GENERAL GOVERNANCE COMMITMENT

The Halton District School Board, on behalf of the people of Halton, will ensure it:

- achieves desired results at an acceptable cost, and
- governs the public education system of Halton with a strategic perspective, continually improving its process and capability to express the values and visions of the Board's Mission Statement and Guiding Principles.

Halton District School Board

III. POLICY TYPE: GOVERNANCE PROCESS

A. POLICY TITLE: GOVERNING STYLE

The governing style of the Halton District School Board will proactively emphasize:

- outward vision rather than internal preoccupation
- encouragement of diverse viewpoints,
- strategic leadership
- clear distinction of Board and Director of Education roles
- collective rather than individual decisions, and
- learning from the past with a focus on the future

More specifically, the Board will:

- deliberate in many voices, and govern in one.
- operate in all ways mindful of its obligation to the people of Halton, allowing no officer, individual, or committee of the board to hinder or be an excuse for not fulfilling this commitment.
- enforce upon itself whatever discipline is needed to govern with excellence. Discipline will apply to matters such as attendance, adherence to its policies, respect of roles, speaking with one voice, and ensuring the continual improvement of board processes and capabilities.
- provide orientation to new members about the Board's governance process
- provide opportunities for periodic Board discussion of process improvement.
- direct and inspire the organization through thoughtful establishment of the broadest, written policies reflecting the Board's values and perspectives about ENDS to be achieved and means to be avoided. The Board will focus on the STRATEGIC OUTCOMES, not on the administrative means of attaining those AIMS/ENDS.
- cultivate a sense of group responsibility. The Board of trustees will be responsible for:
  - excellence in governing
  - establishment of policy
  - utilization of individual members' expertise to enhance the knowledge and ability of the Board as a whole.
- monitor and discuss the Board's process and performance at each meeting. Self-monitoring will compare board activity and discipline to policies in the "Governance Process" and "Board:Director Relationship" categories.
- review all governance policies as necessary, but no less frequently than according to the following schedule:

Policy	Frequency of Review
ENDS	Annually
GOVERNANCE PROCESS	Annually
BOARD:DIRECTOR RELATIONSHIP	Annually
EXECUTIVE LIMITATIONS	Annually

The Board shall examine each policy by posing and responding to the following questions:

- Did we adhere to the policy?
- What, if any, revisions are necessary?

MONITORING:

Methods / Tools: *Direct Board Inspection (evaluation/survey)*
Frequency: *Periodic (November, February, May)*

The Halton District School Board is committed to providing the highest quality education which prepares our students for success as responsible, participating citizens of the global community.

Halton District School Board

III. POLICY TYPE: GOVERNANCE PROCESS

B. *POLICY TITLE:* BOARD JOB DESCRIPTION

Within legislative and financial parameters established by the Province of Ontario, the job of the Board of Trustees of the Halton District School Board is to serve as stewards for the people of Halton in determining and demanding appropriate organizational performance to ensure the highest quality of education for students.

To distinguish the Board's own unique work from the work of its staff, the Board will concentrate its efforts on the following:

- Providing the link between the organization and the people of Halton who have ownership of the public education system.
- Ensuring clarity of values and vision in written governing policies which, at the broadest levels, address:
  - *Governance Process:* These policies describe how the board conceives, carries out and monitors its own task.
    Accountability: Board of Trustees

  - *Board:Director Relationship:* These policies describe how power is delegated, and its proper use monitored; and outline the authority and accountability of the Director of Education.
    Accountability: Board of Trustees

  - *Strategic Outcomes:* These policies describe the benefits to be produced, the people to be served and the cost of meeting these goals.
    Accountability: Director of Education

  - *Executive Limitations:* These policies place constraints on executive authority which establish the prudence and ethics boundaries within which all executive activity and decisions must take place.
    Accountability: Director of Education

Halton District School Board

POLICY TYPE: GOVERNANCE PROCESS

C. *POLICY TITLE:* CHAIRPERSON'S ROLE

The chairperson safeguards the integrity of the Board's process and represents the Board of Trustees to outside parties.

Accordingly,

- The Chair's role is to assure that the Board's behaviour is in compliance with its own rules and those legitimately imposed upon it from outside the organization.
    - Meeting discussion content will be only those issues which, according to Board policy, clearly belong to the Board to decide, not to the Director of Education.
    - Deliberation will be fair, open, and thorough but also timely, orderly, and kept to the point.
- The Chair has authority to make decisions that fall within Board policies on *GOVERNANCE PROCESS* and *BOARD:DIRECTOR RELATIONSHIP*, except where the Board specifically delegates portions of this authority to another individual or committee(s). The Chair is authorized to use any reasonable interpretation of the provisions in these policies.
    - The Chair is empowered to chair Board meetings, with all the commonly accepted responsibility of that position, and in accordance with the procedural by-laws of the Halton District School Board.
    - The Chair has no individual authority to make decisions about policies created by the Board within *STRATEGIC OUTCOMES* and *EXECUTIVE LIMITATIONS* policy areas. Therefore, the Chair may not supervise or direct the Director of Education, or staff.
    - The Chair is the designated spokesperson and shall represent the Board to outside parties in announcing Board-stated positions and in stating Chair decisions and interpretations within the area delegated to the Chair.
    - The Chair may delegate this authority but remains accountable for its use.
    - The Chair and/or Vice Chair, in consultation with the Director of Education, shall be responsible for the preparation of the meeting-by-meeting agendas which will be based on the Agenda Planning Cycle created by the Board, and may include other items identified by the Board. *(see Communication Guidelines, Appendix A).*
    - The Chair and Vice-Chair acting together may consult legal counsel concerning Board business.

MONITORING:

Methods: *Direct Board Inspection (external survey)*

Frequency: *Periodic (November, February, May)*

Halton District School Board

III. POLICY TYPE: GOVERNANCE PROCESS

D. *POLICY TITLE*: BOARD COMMITTEE PRINCIPLES

Board committees, from time to time, may be used to complete certain tasks – particularly the task of gathering information and generating options. Board committees exist only to assist the Board in its work, and never to involve itself in the responsibilities of staff.

This policy applies to committees which are formed by Board action, whether or not it is called a committee and regardless whether the group includes non-Board members.
It does not apply to committees formed under the authority of the Director of Education.

Accordingly:

- The scope of the committee's mandate, context, and budget limitations must be clear.
- No committee will be created for the purpose of helping, advising, instructing, or exercising authority over any aspect of organization that has been delegated to the Director of Education.
- Board committees cannot exercise authority over staff. Because the Director of Education works for the entire Board of Trustees, the Director will not be required to obtain approval of a Board committee before an executive action. In keeping with the Board's broader focus, Board committees will normally not have direct dealings with current staff operations.
- Committees, other than those legislated, should last only as long as the job the committee has to do, but no longer.

MONITORING:

Methods: *Direct Board Inspection (Governance & By-law Committee)*

Frequency: *Annually (January)*

Halton District School Board

III. POLICY TYPE: GOVERNANCE PROCESS

E. POLICY TITLE: COMMITTEE STRUCTURE

A committee is a board committee only if its existence and charge come from the Board, regardless whether board members sit on the committee. The only standing board committees are those which are set forth in this policy and appropriately chartered with clear product, authorities, timelines, and staff considerations.

Legislated committees:

- **Special Education Advisory Committee**

Standing committees:

- **Director's Performance Review Committee**
- **Policy, By-law and Governance Committee**
- **Public Education Awareness and Communication Committee**
- **Suspension Appeals Committee**
- **Transportation Appeals Committee**
- **Accommodation Committee**

The mandate for these committees are appended to this policy.

MONITORING

Methods: *Direct Board Inspection (Striking Committee)*

Frequency: *Annually (January)*

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Halton District School Board

III. POLICY TYPE: GOVERNANCE PROCESS

F. POLICY TITLE: AGENDA PLANNING CYCLE

To accomplish its work with a governance style consistent with its policies, the Board will develop and follow an annual agenda plan which:

- includes an exploration of *Strategic Outcomes* policies, and
- continually improves Board performance through trustee professional development, as well as through consideration of input, earnest deliberation, while practising effective dialogue.

- The cycle will conclude each year in June to coincide with the school year calendar, so that administrative planning and budgeting can be based on accomplishing a one-year segment of the Board's most recent statement of *Strategic Outcomes.*

- In the first one or two months of the new cycle, the Board will develop its agenda for the ensuing one-year period.
  - Consultations with selected community groups, or other methods of gaining public input, will be determined and arranged where necessary or advisable
  - Trustee professional development related to policy governance, and/or *Strategic Outcomes* determination will be arranged in the first quarter, to be held during the balance of the year.

- Throughout the year, the Board will attend to agenda items as expeditiously as possible.

- Monitoring reports will be regularly included on the agenda, to ensure compliance with Board policies, or if policy criteria are to be debated.

MONITORING

Methods: *Direct Board Inspection (Governance &By-law Committee)*

Frequency: *Annually (September)*

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Halton District School Board

III. POLICY TYPE: GOVERNANCE PROCESS

G. *POLICY TITLE:* BOARD MEMBERS' CODE OF CONDUCT

The Board expects of itself and its members ethical and businesslike conduct. This commitment includes proper use of authority and respect in group and individual behaviour when acting as board members.

- Board members shall represent loyalty to the interests of the Halton District School Board. As elected officials, the trustees of the Halton District School Board are required to develop and monitor policy, to demonstrate leadership within the community, to ensure that the Board maintains integrity in providing education.
- Board members shall avoid any conflict of interest with respect to their fiduciary responsibility.
  - Trustees shall comply with the provisions of the Education Act, Municipal Conflict of Interest Act, Municipal Freedom of Information and Protection of Privacy Act, and any other relevant legislation.
- Board members shall not attempt to exercise individual authority over the organization.
  - Trustee interaction with the Director of Education and staff is encouraged; however individual Board members or groups of Board members shall recognize authority over the Director or staff is only through the corporate body.
  - Board members' interaction with the public, media or other entities shall recognize the same limitation and the similar inability of any Board member or Board members to speak for the Board.
  - Board members will voice no judgments of the Director of Education or staff performance except as that performance is assessed against explicit Board policies by the official process.
  - Members will follow the system "Process for Public Concerns" guidelines as outlined in Appendix A.
  - Members shall respect the confidentiality appropriate to the issues of a sensitive nature, and/or discussions that take place in In-Camera/Private Session sessions.
- Members shall adhere to the Halton District School Board *"Principles and Practices"* as outlined in Appendix B.
- Members shall adhere to the Rules of the Road developed by the Board which will be amended from time to time, as outlined in Appendix C.
- Trustees shall at all times act with decorum and shall be respectful of other trustees and members of staff, as well as the public.
  - A trustee may comment on, or disagree with, a decision taken by the Board. In expressing such comment or disagreement, a trustee may not make disparaging remarks about a trustee(s), or staff, nor speculate on the motives of a trustee or staff.
  - Any member who resists the rules of the Board, uses offensive language, disobeys the decision of the Chair/Acting Chair or the Board on points of order, or makes any disorderly noise or disturbance may be ordered by the Chair/Acting Chair to leave for the remainder of the meeting. (Such removal is to be recorded in the minutes of the meeting).

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G. *POLICY TITLE:* BOARD MEMBERS' CODE OF CONDUCT -- *continued*

- When appropriate, the Board may exercise its corporate authority over individual members. Accordingly:
  - The Board may, by special motion duly passed, declare the office of the Chair and/or Vice Chair to be vacant effective as of the date of passage of the resolution, where such person:
    - becomes disqualified as a trustee;
    - deliberately breaches any relevant legislation or Board policy; and/or
    - acts in such a manner as to lose the confidence of the Board.

  If such a resolution is passed, the Board shall, at the same meeting, elect a new Chair and/or Vice Chair respectively as the case may be.

  - The Board may, by special motion duly passed, remove a trustee from a Board committee. If such resolution is passed, the Board shall, at the same meeting, elect a new trustee to fill the vacancy on that committee.
  - The Board may, by special motion duly passed either in an open session or a committee of the whole, in-camera session, censure a trustee for:
    - breach of Board policy; and/or
    - breach of any relevant legislation.
  - The Board may, by special motion duly passed, either in an open session or a committee of the whole, in-camera session, direct that a trustee be prohibited from receiving specified materials of in-camera Board or committee meetings.

NOTE: For the purposes of this Policy, a "special motion" is interpreted as a motion duly moved, seconded, and adopted by a two-thirds majority of the entire members present.

MONITORING

Methods: *Direct Board Inspection (evaluation)*

Frequency: *Quarterly (January, April and September)*

Halton District School Board

III. POLICY TYPE: GOVERNANCE PROCESS

H. *POLICY TITLE:* TRUSTEE EXPENSES

The Halton District School Board is committed to an organizational culture that is consistent with the guiding principals which frame our Strategic Plan. The Board recognizes the need to reimburse trustees for expenses reasonably incurred in carrying out their role as trustee. In addition, the Board recognizes Trustees must be equipped properly so they may consult with and contact their constituents.

Therefore, it is the policy of the Halton District School Board that trustees, upon their election, shall be equipped as follows:

- with a personal computer including peripherals (printer/fax);
- software in accordance with the Board standard for administrators (Word Suite, CHATT, email, etc.);
- high speed home internet access;
- a home phone (land line) and;
- a mobile communication device (ie: personal digital assistant (PDA), etc.).

All equipment will be purchased from the Board's vendor of record. All equipment must also be returned to the Board at the end of the Trustees' term.

In addition, each trustee, on an annual basis, will have access to a $5,000 travel, personal professional development and office supplies account. This account may be used to reimburse the trustee for expenses reasonably incurred in carrying out their role as trustee.

The following expenses are those which are recognized by the Board as appropriate trustee expenses:

- mileage at the current rate specified in Board Policy (see exception below)
- professional development/conferences
- office supplies (filing cabinet, stationery, etc.)
- constituent meeting expenses (coffee, refreshments)
- mailings, photocopying
- child care costs for dependent children which would allow trustees to attend scheduled meetings, events and/or functions of the Halton District School Board
- Other Expenses:
  Any other extraordinary or unusual expenses that a trustee feels should be paid by the Board must be pre-approved.

In certain circumstances, mileage claims for a Trustee may exceed $1,000 annually. In these cases, any approved expenditure above the $1,000 threshold will not be charged against the trustee account, but rather the Board administrative mileage account.

In addition, where a trustee incurs approved expenditure as a representative of the Board (Ontario Public School Board meetings), these costs will not be charged against the trustee account, but rather the Board's Leadership budget.

H. ***POLICY TITLE:*** TRUSTEE EXPENSES -- *continued*

A quarterly statement of individual trustee expenses shall be provided to the Board.

Unused portions of a trustee expense budget, on an annual basis, shall roll-over to the next year. At the end of the term of the Board, unused portions of the trustee expense budget shall be allocated to a Reserve Account for the purpose of future trustee professional development. The use of these reserve account funds will be decided by Board motion.

MONITORING

Methods: Internal Report *Frequency: Annually (October)*

Halton District School Board

IV. POLICY TYPE: BOARD: DIRECTOR RELATIONSHIP

POLICY TITLE: CHIEF EXECUTIVE ROLE

The Director of Education, as chief executive officer, is accountable to the Board acting as a corporate body. The Board will instruct the Director of Education through written policies, delegating implementation to the Chief Executive.

Halton District School Board

IV. POLICY TYPE: BOARD:DIRECTOR RELATIONSHIP

A. *POLICY TITLE:* DELEGATION TO THE CHIEF EXECUTIVE

The Board will instruct the Director of Education through written policies, and through decisions of the Board of Trustees.

MONITORING:

Method(s)	**Direct Inspection (Governance & By-law Committee)**
Frequency	**Annually**
Month	**April**

The Halton District School Board is committed to providing the highest quality education which prepares our students for success as responsible, participating citizens of the global community.

Halton District School Board

IV. POLICY TYPE: BOARD:DIRECTOR RELATIONSHIP

B. *POLICY TITLE:* DIRECTOR OF EDUCATION ROLE & ACCOUNTABILITY

Decisions of the Board, only when it acts as a corporate body, are binding on the Director of Education, or on persons who report directly or indirectly to the Director. Accordingly,

1. Decisions or instructions of individual Board members, officers, or committees are not binding on the Director of Education, or on persons who report directly or indirectly to the Director except in rare instances when the Board has specifically authorized such exercise of authority.

2. In the case of Board members requesting information or assistance without Board authorization, the Director of Education in consultation with the Chair or Vice-Chair of the Board, may refuse such requests that require a material amount of staff time or funds, or are disruptive, but will not otherwise refuse such requests.

The Director is the Board's only link to operational achievement and conduct so that all authority and accountability of staff, as far as the Board is concerned, is considered the authority and accountability of the Director. Accordingly,

1. The Board will never give instructions to persons who report directly or indirectly to the Director.

2. The Board will refrain from evaluating, either formally or informally, any staff other than the Director.

MONITORING:

Method(s)	**Direct Inspection (Governance & By-law Committee)**
Frequency	**Annually**
Month	**April**

Halton District School Board

IV. POLICY TYPE: BOARD:DIRECTOR RELATIONSHIP

C. POLICY TITLE: MONITORING DIRECTOR OF EDUCATION & ORGANIZATIONAL PERFORMANCE

1. The purpose of monitoring is to determine the degree to which Board policies are fulfilled. Information which does not do this will not be considered to be monitoring.
2. Regular monitoring will allow efficient use of Board time, so that meetings can be focussed on creating the future rather than reviewing the past.
3. Compliance with a given Board policy may be monitored in one or more of three ways:
   - *Internal report*: Documentation of compliance information to the Board from the Director of Education.
   - *External report*: Documentation of compliance information by a independent, external auditor, or inspector who is selected by and reports directly to the Board. Such reports must assess performance only against policies of the Board, not those of the external party unless the Board has previously indicated that party's opinion to be the standard.
   - *Direct Board inspection*: Documentation of compliance information by a Board member, a committee or the Board as a whole. This is a Board inspection of documents, activities or circumstances to assess compliance with the appropriate policy.
5. All policies that instruct the Director of Education *(Strategic Outcomes* and *Executive Limitations)* will be monitored at a frequency and by a method chosen by the Board. The Board can monitor any policy at any time by any method, but will ordinarily depend on the following routine schedule: (*see Appendix entitled:* "Monitoring Schedule")

MONITORING OF BOARD'S PROCESS:

Methods: **Internal Report**

Frequency. **Annually (June)**

Halton District School Board

IV. POLICY TYPE: BOARD:DIRECTOR RELATIONSHIP

D. POLICY TITLE: DIRECTOR OF EDUCATION
ANNUAL PERFORMANCE APPRAISAL

1. The Director of Education is the primary employee directly appointed by the Board to manage and lead the Halton District School Board. The Board shall ensure a Director's Performance Appraisal is completed on an annual basis.

2. The Board shall determine the draft assessment criteria for the Director's Performance Appraisal by October of each year. Elements of the assessment criteria may include:
   a. Personal Leadership
      i. Learning
      ii. Character
      iii. Relationships
      iv. Board:Director Relationships

   b. Performance
      i. Student Achievement
      ii. System Targets as outlined in Board Strategic Plan
      iii. System Leadership
      iv. Board Management
         1. Potential/Future Liabilities
         2. Conflict Resolution
      v. Staff Management

   c. Compliance
      i. Governmental Compliance
      ii. Policy Compliance
      iii. Strategic Plan Compliance

3. The Director of Education shall meet with the Director's Performance Review Committee, as struck by the Board, to discuss and confirm an agreement with respect to the assessment criteria. A final draft of the assessment criteria will be provided, in writing, to the Director subsequent this meeting.

4. During the course of the year, the Director of Education shall provide evidence to the Board of performance related to the confirmed assessment criteria. The Director of Education shall compile a file of evidence for summative evaluation purposes in July of each year.

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5. The Board shall complete a summative written evaluation of the Director of Education in September of each year. The Chair of the Director's Performance Review Committee shall lead the process of assessment in relation to the confirmed assessment criteria. A copy of the summative evaluation will be provided to the Director at this time.
6. The Director of Education shall meet with the Director's Performance Review Committee to respond to the performance appraisal by the end of September each year. This appraisal may be used to modify the assessment criteria in subsequent years.
7. The Board shall approve a motion in October of each year, confirming the Director of Education's performance appraisal process has been completed.

MONITORING OF BOARD'S PROCESS:

Method(s)	**Direct Inspection (Director's Performance Review Committee)**
Frequency	**Annually (July-October)**

Halton District School Board

II. POLICY TYPE: EXECUTIVE LIMITATIONS

POLICY TITLE: EXECUTIVE CONSTRAINT

The Director of Education shall not cause or allow any practice, activity, decision or organizational circumstance, which is either imprudent, unethical or illegal.

Halton District School Board

II. POLICY TYPE: EXECUTIVE LIMITATIONS

A. *POLICY TITLE:* RELATIONSHIPS

Dealings with individuals and groups will not be inhumane, unfair, disrespectful or undignified.

Accordingly the Director of Education may not knowingly:

- Operate without communication guidelines in place to deal with trustee, staff, volunteer, parent and community inquiries as visually expressed in Process for Public Concerns (appendix A).
- Fail to promote universal equality.
- Fail to acquaint staff with their rights under this policy.
- Fail to be in compliance with applicable legislation.
- Prevent the public from appealing to the Board when it is alleged that Board policy has been violated or does not adequately address an issue.
- Fail to ensure and address in a timely manner, a safe, healthy and respectful environment for learning and working, that recognizes the rights and dignity of all.
- Fail to comply with the Board's Health and Safety Statement.
- Permit any form of harassment of any employee, volunteer, student, family or community member while on school district related business.
- Fail to acquaint the public when required, and the staff of their rights under this policy.

Accordingly, for staff, the Director of Education may not:

- Operate without human resource procedures, including performance appraisals, job expectations and responsibilities, job authority for staff, the effective handling of grievances, and protection against wrongful conditions, nor operate outside of collective agreements and terms of employment.
- Fail to develop a plan to provide for the ongoing professional development of all staff.
- Fail to recognize and foster the contributions of individuals and groups.

MONITORING:

Method(s) **Internal Report**

Frequency **Annually**

Month **October**

Halton District School Board

II. POLICY TYPE: EXECUTIVE LIMITATIONS

B. *POLICY TITLE:* BUDGETING/FINANCIAL PLANNING

Budgeting for any fiscal year or the remaining part of any fiscal year shall not deviate materially from Board *Strategic Outcomes* priorities, shall not risk fiscal jeopardy, nor fail to show a generally acceptable level of foresight.

Accordingly, the Director of Education may not cause or allow budgeting which:

1. Deviates from legislative requirements.
2. Fails to:
   - forecast revenues and expenditures in order to achieve a balanced budget;
   - identify audit controls, and planning assumptions,
   - inform the Board, through the budgeting process, the commitment of funds from one envelope to another, and justification of use.
3. Plans the expenditure in any fiscal year of more funds than are conservatively projected to be received.
4. Uses any reserves without prior approval of the Board.
5. Provides less than $500,000 per annum for Board prerogatives, such as costs of fiscal audit, and Board legal fees, as well as provision for not less than $20,000 for Board/Leadership Team development, Board and committee meetings.
6. Fails to clearly separate classroom and non-classroom expenditures.

MONITORING:

Method(s) **Internal Report**

Frequency **Annually**

Month **June**

Halton District School Board

II. POLICY TYPE: EXECUTIVE LIMITATIONS

C. *POLICY TITLE:* FINANCIAL CONDITION

With respect to the actual, ongoing condition of the Halton District School Board's financial health, the Director of Education may not cause nor allow the development of fiscal jeopardy nor a material deviation of actual expenditures from Board priorities as established in *Strategic Outcomes* policies.

Accordingly the Director of Education may not:

1. Expend more funds in the fiscal year to date than have been received in cash flow, cash advances, or are provided for in the authorized lines of credit or authorized over draft amounts.
2. Use any Reserves without prior Board approval.
3. Fail to settle payroll and debts in a timely manner.
4. Allow tax payments or other government-ordered payments or filings to be overdue or inaccurately filed.
5. Acquire, encumber or dispose of real property without prior Board approval.
6. Make a single purchase or commitment not approved through the budget process of greater than $50,000.00.

MONITORING:

Method(s)	**Internal/External Reports**
Frequency	**Quarterly**
Month	*to be determined*

Halton District School Board

II. POLICY TYPE: EXECUTIVE LIMITATIONS

D. *POLICY TITLE:* EMERGENCY EXECUTIVE SUCCESSION

In order to protect the Board from sudden loss of chief executive services, the Director of Education may not have fewer than two other designees familiar with Board and chief executive issues and processes.

MONITORING:

Method(s)	**Internal Report**
Frequency	**Annually**
Month	**September**

Halton District School Board

II. POLICY TYPE: EXECUTIVE LIMITATIONS

E. *POLICY TITLE:* ASSET PROTECTION

The Director of Education may not allow assets to be unprotected nor unnecessarily risked.

Accordingly, the Director of Education may not:

1. Fail to insure against theft and casualty losses to at least replacement value.
2. Allow plant and equipment to experience improper wear and tear nor insufficient maintenance to meet health and safety standards.
3. Unnecessarily expose the organization, its board or staff to claims of liability or loss.
4. Make any purchase:
   a) wherein normally prudent protection has not been given against conflict of interest;
   b) of more than $50,000 without having obtained comparative prices for items of comparable quality; however, the Director of Education may authorize an expenditure above this amount without obtaining comparable prices in emergency situations, to minimize system impact. The Board shall be informed of this expenditure at the earliest opportunity;
5. Receive, process or disburse funds under controls which are insufficient to meet the board-appointed auditor's standards.
6. Invest or hold operating capital in insecure instruments, in contravention of the Education Act.
7. Acquire, encumber or dispose of real property without Board approval.
8. Enter into any financial agreements of more than 5 years without Board approval.
9. Exceed more than five years without tendering audit services.
10. Fail to protect corporate information and files from loss or significant damage.
11. Fail to maintain an inventory of significant capital property of the Board, as necessary for insurance purposes.

MONITORING:

Method(s)	**Internal/External Report**
Frequency	**Annually**
Month	**November**

Halton District School Board

II. POLICY TYPE: EXECUTIVE LIMITATIONS

F. POLICY TITLE: COMPENSATION AND BENEFITS

With respect to employment, compensation and benefits to employees, external consultants, contract workers, the Director of Education may not cause or allow jeopardy to fiscal integrity or public image.

Accordingly, the Director of Education may not:

1. Change the Director of Education's own compensation and benefits.
2. Promise or imply guaranteed employment.
3. Enter into the union or non-union negotiation process without having established parameters approved by the Board.

Accordingly, with regard to unionized employees, the Director of Education may not violate collective bargaining agreements.

Accordingly, with regard to non-unionized employees and/or external consultants, the Director of Education may not:

4. Establish current compensation and benefits which:
   - Deviate materially from the geographic or professional market for the skills employed.
   - Create obligations over a longer term than revenues can be safely projected, in no event longer than five years.
   - Without Board approval, exceed the appropriate envelope for each designated non-unionized employee group.

MONITORING:

Method(s) **Internal Report**

Frequency **Annually**

Month **October**

Halton District School Board

II. POLICY TYPE: EXECUTIVE LIMITATIONS

G. POLICY TITLE: COMMUNICATION AND COUNSEL TO THE BOARD

The Director of Education shall not fail to provide information and counsel to the Halton District School Board.

Accordingly, the Director of Education may not:

1. Neglect to submit monitoring data required by the Board (see Policy IV C) in a timely, accurate and understandable fashion, directly addressing provisions of the Board policies being monitored.
2. Let the Board be unaware of relevant trends, anticipated adverse media coverage, significant external and internal changes, particularly changes in the assumptions upon which any Board policy has previously been established.
3. Fail to provide a mechanism for official board, officer or committee communications.
4. Fail to deal with the board as a whole except when
   (a) responding to individual requests for information
   (b) responding to officers or committees duly charged by the Board.
5. Fail to report in a timely manner an actual or anticipated non-compliance with any policy of the Board.
6. Give information to the Board which is not clearly identified as either "Information for Decision Making", "Incidental Information Only", or "Monitoring Information".

MONITORING:

Method(s) **Internal Report**

Frequency **Annually**

Month **February**

Halton District School Board

II. POLICY TYPE: EXECUTIVE LIMITATIONS

H. POLICY TITLE: NEGOTIATING TEAMS

All negotiating teams are the responsibility of the Director of Education and all members of negotiating teams are accountable to the Director of Education.

No member of a negotiating team may discuss any aspect of the bargaining process, outside of the negotiating team, without authorization of the Director of Education. The Director may remove any member of a negotiating team who, in the opinion of the Director, violates this policy.

However, the Director of Education may not:

1. Undertake negotiations with any employee group bargaining unit (except Supervisory Officers, Principals and Vice Principals) without obtaining clear parameters for settlement from the Board;

2. Fail to update the Board regularly on the progress of negotiations, clearly informing the Board of all issues of contention;

3. Make major changes to any parameters established by the Board without authorization from the Board;

4. Fail to provide sufficient staff support and expertise to the negotiating teams.

At any time during the bargaining process, the Director of Education, through the Chair, shall request that one or more trustees attend a particular bargaining session as observers.

Trustees invited to attend any bargaining session or meeting of the negotiating team are bound by all principles of this policy.

MONITORING:

Method(s) **Internal Report**

Frequency **Annually**

Month **May**

The Halton District School Board is committed to providing the highest quality education which prepares our students for success as responsible, participating citizens of the global community.

Halton District School Board

II. POLICY TYPE: EXECUTIVE LIMITATIONS

I. POLICY TITLE: PERSONNEL DECISIONS

The Director of Education is responsible for the process of recruiting individuals to be Supervisory Officers of the Board. The Director may not fail to invite, through the Chair, Trustees (number to be determined by the Director) to participate in the hiring process as advisors to the Director. The Director will make a recommendation to the Board concerning the hiring and assignment of Supervisory Officers who will not be hired, assigned or reassigned without the approval of the Board.

The Director of Education is responsible for the process of recruiting individuals to be vice-principals, principals and consultants. The Director will make recommendations to the Board concerning the hiring and assignment of vice-principals, principals and consultants who will not be hired, assigned or reassigned without the approval of the Board.

MONITORING:

Method(s)	**Internal Report**
Frequency	**Annually**
Month	**June**

The Halton District School Board is committed to providing the highest quality education which prepares our students for success as responsible, participating citizens of the global community.

Halton District School Board

II. POLICY TYPE: EXECUTIVE LIMITATIONS

J. POLICY TITLE: ACCOMMODATION / CAPITAL PLANNING

Accommodation/Capital Planning shall not deviate materially from the approved Capital Plan.

1. Accordingly the Director of Education may not:
2. Sell or dispose of property, facilities without board approval
3. Purchase property or facilities without prior board approval
4. Tender for the construction of new schools/facilities without prior board approval
5. Tender for renovations in excess of $500,000 without prior board approval
6. Implement changes as outlined in the Capital Strategic Plan (Boundary or Program changes) without prior board approval.

MONITORING:

Method(s) **Internal / External Report**

Frequency **Annually**

Month **June**

The Halton District School Board is committed to providing the highest quality education which prepares our students for success as responsible, participating citizens of the global community.

Halton District School Board

2010-11 Operational Plan

STUDENTS

LEARN GROW SUCCEED Together

Specific Results Goal: **Numeracy/Literacy**

Targets	Strategies	Time	Responsibility	Budget
Halton District School Board will score 80% at Levels 3 and 4 on EQAO tests (Grade 3 and 6) by 2011 with differentiated support. "Raise the bar" All schools will score at least 60% at Levels 3 and 4 on EQAO tests (Grade 3 and 6) by 2010 with differentiated support "Close the gap"	-continue to implement HDSB Expected Practices with a focus on Component #2 Instructional Leadership and Component #3 – Assessment and Evaluation. Implement a targeted and integrated staff development plan which will: -allow staff to build on the knowledge and skills from OFIP and SIM sessions. -reduce administrator and staff time away from their students and schools through fewer pull-out sessions and increased in-school coaching. -support the integration of Expected Practices, Growing Success policy, Learning for All, new Arts and Physical Education / Health curricula -focus on knowing the learner, knowing the curriculum, implementing responsive instructional strategies and building safe, inclusive environments for student learning. -incorporate instructional technologies to assist in student learning -support Family of Schools, networks and clusters of schools with similar focus.	2010-11	Jeff Blackwell Gail Grant Anne-Marie Sienna School Programs Dept.	OFIP, EPO Grants (including $1.8 million for LRTs) OFIP: $219,000 SE $174,000 *includes salary for SE Lead SIM $25,000 IT: $40,000 Networks: $160,000

TARGETS	STRATEGIES	TIME	RESPONSIBILITY	BUDGET
(cont'd)	HDSB Staff Development plan will ensure staff have a common understanding of and the ability to implement: - Learning for All (Knowing the learner and differentiated / responsive instruction) - Growing Success (Assessment and Evaluation and Report cards) - K – 12 Arts (integrated into TLCP and contextualized learning activities with a focus on critical analysis) - Grade 1-8 Health / Physical Education integrated into TLCP and contextualized learning activities with a focus on character education.	2010 – 2011	Jeff Blackwell David Boag Gail Grant Anne-Marie Sienna School Programs Dept.	Growing Success:$70,000 Arts: $30,000 H/PE: $95,000 CLA: $25,000
	-design and offer a workshop series for Occasional Teachers based on Expected Practices.	Sept – Nov. 2010	Jeff Blackwell Gail Grant Marg Warren	SD/OT : $7000
	-all schools will complete School Improvement Plans that include a literacy and numeracy goal	Jan. 2011		
	-all schools will implement TLCP cycles in literacy and numeracy based on school and system and classroom data.	2010-2011	FOS Superintendents	
	-all schools will complete school self-assessments to share with Superintendents and other schools.	May 2011		
	-increase the number of District Reviews to offer feedback to schools in their goal setting and staff development focus.	2010-2011		
	-continue to support differentiated staff development and school networking through OFIP and SIM funding.			

TARGETS	STRATEGIES	TIME	RESPONSIBILITY	BUDGET
Increase by 5% the Grade 6 EQAO literacy results for students with learning disabilities and English Language Learners.	-Implement HDSB School and Classroom Expected Practices to respond to achievement gaps for boys, ELL students and students with learning disabilities with a focus on responsive teaching through the use of Teaching-Learning Critical Pathways. -Develop system-wide expectations for teacher competencies in the use of instructional technology -Continue to train staff on the use of assistive technology. -Increase the use of student-centric technology in all classrooms. -implement the on-line RAZ home reading program. -Continue to maintain Learning Resource Teachers in targeted schools. -maintain the focus on literacy and numeracy instruction in self-contained LD classes - Increase the number of ELL teachers to meet growing enrolment pressures.	2010 - 2011	Jeff Blackwell – David Boag – Program Services and Student Services Departments. Jeff Blackwell – Bruce Smith – David Boag - School Programs – Student Services Departments - IT	LRT: $1.8M incl. salaries ELL $11,000 3.0 ELL Teachers: $252,000
Halton District School Board will score 80% at Levels 3 and 4 on EQAO Grade 3 and Grade 6 mathematics tests	-ensure that all elementary schools have developed a SMART goal for Numeracy. -schools will use the TLCP to gather evidence and inform instruction in Numeracy. -continue the administrator network in Numeracy. increase the support for numeracy Teaching-Learning Critical Pathway -expand the professional development to support GAINS, Inquiry projects, First Steps training, lesson study and mathematical processes	2010 -2011	Jeff Blackwell – Gail Grant – School Programs Department	EPO: CIL/Math $60,000 Int. Math: $25,000 Numeracy: $45,000

Halton District School Board

2010-11 Operational Plan

STUDENTS

LEARN GROW SUCCEED Together

Specific Results Goal: **Student Success**

Targets	Strategies	Time	Responsibility	Budget
Increase by 25% the number of students participating in specialty/sector Pathways programs	Implement additional SHSM programs (13 additional programs; add 3 new sectors) Additional credit-bearing Transition Classes (RBHS and EC Drury) Ensure all Grade 7-12 student success teachers and guidance teachers are aware of specialty/sector pathways programs for 2011-12 and inform students of these new courses.	Sept.2010 Sept. 2010 Sept.-Dec. 2010	Jeff Blackwell, Doug Bothwell, David Lewis	EPO and SHSM grants; $260,000
Implement new programs of choice in specialties/sectors	Staff development is offered to teachers of transition programs to ensure consistency of program goals and instructional strategies. Implement contextualized learning activities in primary, junior and intermediate divisions to increase awareness of and promote Pathways opportunities Review 15 applications for approval for 2011-14 SHSM programs	Sept.-June 2010 Sept.-June 2010 June 2010	Jeff Blackwell Doug Bothwell David Lewis	$100,000
Increase by 25% the community involvement in information evenings for all Pathways programs, post secondary destinations and initiatives	Continue the Pathways and Career Information sessions for parents. Communicate the learning opportunities and resources offered by HIEC to all Grade 7-8 schools (Student Success teachers) and encourage full student participation in these activities. Ensure all Grade 7-12 Student Success teachers and Student Success teams have clearly defined roles and responsibilities. Offer a professional development awareness event for elementary teachers and all Grade 7-8 Student Success teachers and administrators to increase their awareness of and support for Pathways programs.	Sept.2010 – Jan. 2011 Sept. 2010 Sept. 2010 Sept – Dec.2010	Jeff Blackwell Doug Bothwell David Lewis	$110,000 $125,000
All Grade 9 students will be successful in their educational plan	All secondary schools will create and implement a Pathways goal within their School Improvement Plan based on system/school/classroom data. Ensure all Grade 7-9 students complete their Pathway planner and have access to myblueprint.ca.	Dec. 2010 2010 – 2011	Jeff Blackwell – Doug Bothwell – David Lewis	$50,000

TARGETS	STRATEGIES	TIME	RESPONSIBILITY	BUDGET
85% of Grade 10 students earning credits will accumulate 16 credits by August 31, 2011.	To support consistent and responsive instruction across all classrooms to facilitate credit accumulation (16 by 16) the HDSB will implement a, targeted and integrated staff development plan . The focus of the 2010-2011 Staff Development plan will: -reduce administrator and staff time away from their students and schools -support the integration of effective strategies within Expected Practices, Growing Success policy, Learning for All, new Arts and Physical Education curricula -focus on knowing the learner, knowing the curriculum, knowing and implementing responsive instructional strategies and building safe, inclusive environments for student learning. -incorporate instructional technologies that assist in student learning The Halton District School Board Staff Development plan will ensure teaching staff have a common understanding of and will consistently implement: - Expected Practices (Component # 2 – Instructional Leadership and Component #3 – Assessment and Evaluation) - Learning for All (Knowing the learner and differentiated and responsive instruction) - Growing Success (A&E & Report cards) - K-12 Arts (integrated into TLCP with a focus on critical analysis) - Grade 1-8 Health / Physical Education (Health integrated into TLCP with a significant focus on character education). -Implement HDSB School and Classroom Expected Practices to respond to achievement gaps for boys, ELL students and students with learning disabilities. -Increase the use of student-centric technology in all classrooms. -Develop system-wide expectations for teacher competencies in the use of instructional technology -Implement responsive teaching through the use of Teaching-Learning Critical Pathways. -Implement recommendations from the French Advisory Committee related to the alignment of subject and language of instruction across elementary and secondary schools. -Expand the number of e-learning course offerings for secondary students.	2010 - 2011	Jeff Blackwell – Doug Bothwell – Anne-Marie Sienna – Gail Grant - School Programs Department	$60,000

TARGETS	STRATEGIES	TIME	RESPONSIBILITY	BUDGET
All first time eligible academic English students will pass the OSSLT 85% of first time applied English students will pass the OSSLT 5% increase of the first time eligible students in locally developed English will pass the OSSLT	-Allocate literacy coaching support through the allocation of additional sections to secondary schools -Continue to offer in-service to ensure effective use of Nelson Literacy Resource	June 2010	Jeff Blackwell – David Boag – School Program and Student Services Departments	$70,000
	-Expand the use of Assistive Technology (Premier) through in-service	2010 – 2011		$180,000
	-Offer job-imbedded targeted staff development and coaching for teachers of applied and essential students.	2010 – 2011		$185,000
5% increase in number of students with learning disabilities who pass the OSSLT	-Offer continued professional development for teachers to build competence with the use of Assistive Technology and other instructional technologies that support students with learning disabilities.	2010 - 2011	Jeff Blackwell David Boag – School Program and Student Services Departments	
80% of students in the Halton District School Board will score at Levels 3 and 4 on the EQAO Grade 9 academic math A 10% increase of students in the school will achieve Levels 3 and 4 on the EQAO Grade 9 applied math. All schools will have 60% of students at Levels 3 and 4 on the EQAO Grade 9 applied and academic math.	-Continue math coaching support to 6 targeted secondary schools. -Expand professional development to support a focus on numeracy. (GAINS, Math coaching, Inquiry projects, FOS focus, First Steps training, Lesson Study and Mathematical Processes) -Ensure system-wide professional development on implementation of TLCP in numeracy.	2010 – 2011	Jeff Blackwell Doug Bothwell – School Program Services	$70,000

2. Calgary Board of Education

General Information

- services the City of Calgary (public education schools)
- student enrolment 102,917 students
- 223 schools: 133 elementary; 20 middle; 23 junior high; 7 K-9; 5 junior/senior high; 18 senior high; and 17 unique and special education settings

Application of Policy Governance® Model According to Four Types of Policies

The four policy types are noted as follows with accompanying pages from the School Board's Policy manual.

1. Governance Process

   Mission: Educating Tomorrow's Citizens Today

   Vision: The Calgary Board of Education is the dynamic learning community of choice.
   We provide quality learning opportunities and options. Our learners take ownership by discovering and developing their potential, passions and gifts. They take their place as lifelong learners and make a significant contribution within a complex, changing world.

   Values:
   Students come first.
   We believe that everyone can learn. Each student is unique and worthwhile. We acknowledge, recognize and celebrate the diversity of our learners. Success for each and every student is the goal of our work.

   Learning is our central purpose.
   We believe that learning empowers students to achieve their potential. Attention to continuous improvement, high expectations, innovation and relationships will enable all students to reach their potential. Student learning is at the heart of everyone's work at the Calgary Board of Education.

   Public education serves the common good.
   Public education is essential for a vibrant democracy. The principles of democracy drive our accountability to the public and the public's participation in our work. Our school system is owned by and accountable to Calgarians and therefore, the Calgary Board of Education is accountable to Calgary taxpayers for using resources wisely to meet students' learning needs.

2. Board – Executive Linkage
3. Executive Limitations
4. Ends

Calgary Board of Education
Educating Tomorrow's Citizens Today

Policy Governance
Calgary Board of Education

Board of Trustees Ends Policies

E-1: Mega End
Each student, in keeping with his or her individual abilities and gifts, will complete high school with a foundation of learning to function effectively in life, work and continued learning.

E-2: Academic Success
Each student will possess the knowledge, skills and attitudes required for academic success and be effectively prepared for life, work and further learning.

E-3: Citizenship
Each student will be a responsible citizen by being an informed and involved member in his or her local, national and global communities.

E-4: Personal Development
Each student will acquire the skills, attitudes and knowledge to achieve personal highest potential.

E-5: Character
Each student will possess the character to do what is right, act morally with wisdom, and balance individual concerns with the rights and needs of others.

"Policy Governance is an approach to the job of governing that emphasizes values, vision, empowerment of both board and staff, and the strategic ability to lead leaders."[1]

The principles of the Policy Governance model require that a Board crafts its values into policies of the four types below. This enables the Board to focus its wisdom into one document.

- **ENDS:** Define major student outcomes that the Calgary Board of Education desires to achieve.
- **EXECUTIVE LIMITATIONS:** What the Chief Superintendent is NOT permitted to do in day-to-day operations.
- **GOVERNANCE PROCESS:** Define the Board's philosophy, its accountability, and specifics of its own job.
- **BOARD-CHIEF SUPERINTENDENT LINKAGE:** The Board clarifies the manner in which it delegates authority to staff (Chief Superintendent) as well as how it evaluates staff performance on provisions of the Ends and Executive Limitations policies.

Policy Governance Empowers the Board of Trustees To...
- Make a meaningful contribution to student results
- Be a voice for their constituents (the owners of the organization)
- Avoid micromanaging the organization
- Monitor organizational results for true accountability
- Focus on what is important – student learning

Policy Governance Meets the Needs of the Chief Superintendent By...
- Providing a clear idea of the Board's expectations for results
- Allowing him autonomy to run the schools, within the parameters of the written policies
- Having one boss...the Board as a whole
- Fair, objective evaluation that is <u>based on district performance</u> and not driven by personality

[1] Carver, John and Carver, Miriam. Board Leadership Policy Governance in Action, Wiley Periodicals, Inc. Mar.-Apr. 2005.

The Four Quadrants of Policy Governance

Governance Process	Ends
Governance Process policies describe decisions on the purpose and nature of governance, the role of the Board, and the ways that the Board has resolved to fulfill its own job. Self-evaluation assures that the Board does what it said it should do, demonstrates accountability for its own actions and provides for self-correction.	The Ends policies describe why the organization exists and form the crux of the Board's expectations of the Chief Superintendent. They define: ∞ *What Good?* Achievement increase, benefits, life change, or other gains for the students ∞ *For Whom?* Must be for people not employed by the operating organization ∞ *At What Cost?* Any indicator of relative worth: money, time, personnel, priority It is the Chief Superintendent's responsibility, through monitoring reports to the board, to provide evidence of reasonable progress toward achieving the End results.
Board/Chief Superintendent Linkage	**Executive Limitations**
These policies establish how the Board and the Chief Superintendent will operate with each other, or defines decisions about linking governance to management. To translate the owners' wishes into organizational performance, the Board delegates authority for all management performance to the Chief Superintendent, who is empowered to make all delegated operational decisions, without asking the permission of the Board. The Board delegates solely to the Chief Superintendent, who then has the authority to manage everyone else in the operating structure. The Chief Superintendent's job description is to see to it that the organization achieves the Ends the Board has established, and avoids the unacceptable means (Executive Limitations). He is evaluated only on these two criteria.	The Executive Limitations Policies establish acceptable boundaries within which staff methods and activities can responsibly be left to staff. Any situation, activity, conduct or decision not prohibited by policy may be chosen by the Chief Superintendent to achieve the End results established by the Board. Instead of being granted authority in specific bits and pieces by the Board, the Chief Superintendent is granted all authority except what the Board expressly prohibits. The Chief Superintendent uses a "reasonable interpretation" of the written policies. Executive Limitations policies apply to staff means rather than to Ends. These policies are expressed as "Thou Shalt Nots". It is the Chief Superintendent's responsibility, through monitoring reports to the board, to provide objective data that will provide reasonable proof to the Board that he is in compliance with the Board's policy.

CALGARY BOARD OF EDUCATION

Board of Trustees' Policy – Governance Process
GP-5: Board of Trustees' Role Description

Monitoring Method: Self-Assessment
Monitoring Frequency: Annual

The role of the Board of Trustees is to represent, lead and inspire the school district by determining and expecting appropriate and excellent organizational performance. The Board of Trustees will act in accordance with the relevant Province of Alberta statutes and regulations, and the Board of Trustees' own policies and procedures.

1. The role of the Board of Trustees is to govern, advocate and represent. As such, its primary work will be to:

   (a) provide the link between the Calgary Board of Education and citizens of Calgary;

   (b) partner with the Ministers of Education and Infrastructure so that the Ministers are informed about perspectives relevant to public education in Calgary;

   (c) advocate on behalf of students, the school system and citizens of Calgary with other governments, agencies and organizations to ensure a strong and appropriate legislative environment for public education in Calgary;

   (d) produce, review and monitor written governance policies, which, at the broadest levels, address:

      (i) Ends: Organizational products, impacts, benefits, outcomes, recipients, and their relative worth (what good, for which people, at what cost);

      (ii) Executive Limitations: Limitations on executive authority, which establish the prudence and ethics boundaries within which all executive activity and decisions must take place;

      (iii) Governance Process: How the Board of Trustees conceives, executes and monitors its own performance;

      (iv) Board-Chief Superintendent Linkage: Chief Superintendent's role, authority, responsibility and accountability, and how authority and responsibility are delegated and the process of monitoring those delegations;

   (e) require that the Ends are the focus of organizational performance;

(f) define three-year priorities to drive district performance in all four policy areas, reviewing or revising those priorities annually, to reflect current district needs and to drive the following year's resource allocations. As such, it shall be the job of the Board of Trustees to:

(i) approve a Three Year Education Plan;

(ii) approve a Three Year Annual Education Results Report; and

(iii) approve an annual operating and capital budget for the organization;

prior to submission to the relevant Minister(s);

(g) hire the Chief Superintendent and evaluate the Chief Superintendent's performance through monitoring Ends and Executive Limitations policies;

(h) give consideration to authorizing the Chief Superintendent to do any act or thing or exercise any power that the board may or is required to do or exercise, subject to the School Act, and formally authorize, by resolution, those powers that the Board wishes to delegate. Such resolution shall be recorded in the Governance Policy regarding Delegation to the Chief Superintendent.

2. The Board of Trustees also recognizes and holds the authority and responsibility in areas including but not limited to the following and will act to:

(a) appoint an auditor and examine the auditor's report;

(b) approve the number, and locations of schools to be established, and maintained, in a manner that is open to community input and participation as the Board of Trustees considers appropriate, while demonstrating responsible stewardship of all resources;

(c) name or rename the organization, schools, portions of schools, rooms within a school, school grounds, other Calgary Board of Education facilities or educational programs;

(d) authorize a plebiscite to consider taxation requisitions from a municipality;

(e) approve the bargaining mandate for all collective agreements;

(f) accept the resignations of all teaching staff;

(g) terminate the services of a teacher;

(h) hold hearings for the purpose of appeals to teacher transfers;

(i) approve all locally developed/authorized courses for use in the CBE;

(j) make by-laws pursuant to legislation;

(k) make rules governing its internal procedure and its meetings;

(l) approve the ranking criteria that will determine the priorities for construction of new Kindergarten to Grade 9 schools in the School Capital Plan; and

(m) authorize the successful tender for school buildings prior to submission to the appropriate Minister for approval.

3. The Board of Trustees shall establish and be accountable for an annual budget for its own governance functions, within the constraints of the administrative envelope and public acceptability.

Adopted: November 2, 2010

CALGARY BOARD OF EDUCATION

Board of Trustees' Policy – Board-Chief Superintendent Linkage
B-2: Unity of Control

Monitoring Method: Self-Assessment
Monitoring Frequency: Annual

Only decisions of the Board of Trustees acting as a body are binding on the Chief Superintendent. Accordingly:

1. Decisions and instructions of individual trustees, officers, or committees are not binding on the Chief Superintendent except in rare instances when the Board of Trustees has specifically authorized such exercise of authority;

2. In the case of a trustee or committee requesting information or assistance without the Board of Trustees' authorization, the Chief Superintendent can refuse such requests that require, in the Chief Superintendent's opinion, a material amount of staff time or funds, or are disruptive, and ask that the committee or the member refer such requests to the full board for authorization.

Adopted: May 3, 2005

CALGARY BOARD OF EDUCATION

Board of Trustees' Policy – Board-Chief Superintendent Linkage
B-3: Accountability of the Chief Superintendent

Monitoring Method: Self-Assessment
Monitoring Frequency: Annual

The Chief Superintendent is the Board of Trustees' only link to operational achievement and conduct, so that all authority and accountability of staff, as far as the Board of Trustees is concerned, is considered the authority and accountability of the Chief Superintendent. Accordingly:

1. the Board of Trustees shall view Chief Superintendent performance as identical to organizational performance, so that organizational accomplishment of Board-stated Ends and avoidance of Board-proscribed means shall be viewed as successful Chief Superintendent performance;

2. the Board of Trustees shall refrain from giving instructions to a person who reports directly or indirectly to the Chief Superintendent;

3. except as required by law or contract, the Board of Trustees shall not participate in decisions or actions involving the hiring, formal evaluating, disciplining or dismissal of any staff other than the Chief Superintendent, the Executive Assistant to the Board of Trustees and the Secretary to Trustees. This provision shall not be construed as preventing the Board of Trustees or any individual Trustee from conveying to the Chief Superintendent his or her concerns about any member of the operational staff.

Adopted: June 19, 2007

CALGARY BOARD OF EDUCATION

Board of Trustees' Policy – Board-Chief Superintendent Linkage
B-4: Delegation to the Chief Superintendent

Monitoring Method: Self-Assessment
Monitoring Frequency: Annual

The Board of Trustees shall instruct the Chief Superintendent through Board of Trustees' written policies that prescribe the organizational Ends to be achieved and describe the organizational situations and actions to be avoided, allowing the Chief Superintendent to use reasonable interpretation of these policies. Accordingly:

1. the Board of Trustees shall develop policies instructing the Chief Superintendent to achieve certain results for specified recipients based upon Trustees' priorities. These policies shall be developed systematically from the broadest, most general level to more defined levels, and shall be called Ends policies;

2. the Board of Trustees shall develop policies that limit the latitude the Chief Superintendent may exercise in choosing the organizational means. These policies shall be developed systematically from the broadest, most general level to more defined levels, and shall be called Executive Limitations policies;

3. as long as the Chief Superintendent uses the Board of Trustees' pre-approved reasonable interpretation of the Board of Trustees' Ends and any reasonable interpretation of the Executive Limitations policies, the Chief Superintendent is authorized to take all actions, establish all practices, and develop all activities the Chief Superintendent deems appropriate to achieve the Board of Trustee's Ends policies;

4. the Board of Trustees may change its Ends and Executive Limitations policies, thereby shifting the boundary between Board of Trustees and Chief Superintendent domains. By doing so, the Board of Trustees changes the latitude of choice given to the Chief Superintendent but, as long as any particular delegation is in place, the Board of Trustees shall respect and support the Chief Superintendent's choices;

5. the current Delegation of Authority resolution approved by the Board of Trustees is attached as an Exhibit to this policy.

Adopted: June 1, 2010

CALGARY BOARD OF EDUCATION

Board of Trustees' Policy – Board-Chief Superintendent Linkage
B-5: Monitoring Executive Performance

Monitoring Method: Self-Assessment
Monitoring Frequency: Annual

Systematic and rigorous monitoring of the Chief Superintendent's job performance shall be measured solely against organizational accomplishment of Board of Trustees' policies on Ends, and organizational operation within the boundaries established in Board of Trustees' policies on Executive Limitations.

1. Monitoring is simply to determine the degree to which Board of Trustees' policies are being met. The Board of Trustees shall acquire monitoring data by one or more of three methods:

   (a) by internal report, in which the Chief Superintendent discloses monitoring information to the Board of Trustees;

   (b) by external report, in which an external, disinterested third party selected by the Board of Trustees assesses compliance with Board of Trustees' policies; and

   (c) by direct Board of Trustees' inspection, in which designated members of the Board of Trustees assess compliance with the appropriate policy criteria.

2. In every case, the performance standard for Executive Limitations policies shall be whether the Chief Superintendent has reasonably interpreted and complied with the policy being monitored. For Ends policies, the standard shall be whether the Chief Superintendent has reasonably interpreted and has made reasonable progress toward fulfilling the Board of Trustees' policies. The Board of Trustees shall make the final determination as to whether a Chief Superintendent interpretation is reasonable and whether reasonable progress is being made.

3. All policies that instruct the Chief Superintendent shall be monitored on schedule according to a frequency and by a method chosen by the Board of Trustees. The Board of Trustees may monitor any policy at any time by any method, but shall ordinarily depend on a routine schedule, in accordance with the Board of Trustees' Annual Planning Cycle.

4. Each January, the Board of Trustees shall conduct a formal summative evaluation of the Chief Superintendent. The summative evaluation shall be based upon data collected during the year from the monitoring of Ends and Executive Limitation policies. A written evaluation shall be prepared and approved by the Board of Trustees. The Chief Superintendent and the Board of Trustees shall review the document in private.

The evaluation document shall consist of:

(a) conclusions based upon the Board of Trustees' prior action during the year relative to whether each End has been achieved or whether reasonable progress has been made toward its achievement;

(b) conclusions based upon the Board of Trustees' prior action during the year relative to whether the Chief Superintendent has reasonably interpreted and properly operated within the boundaries established in the Executive Limitations policies;

(c) a summary of the Chief Superintendent's performance relative to achievement of the Ends policies and compliance with the Executive Limitations policies.

Nothing in the policy is intended to imply the establishment of any personal rights not explicitly established by the *School Act*, contract or Board of Trustees' policy. All employment decisions related to the Chief Superintendent remain within the sole and continuing discretion of the Board of Trustees.

Adopted: June 1, 2010

CALGARY BOARD OF EDUCATION

Board of Trustees' Policy – Executive Limitations
EL-2: Executive Succession and Backup

Monitoring Method: Internal
Monitoring Frequency: Annual

In order to protect the Board of Trustees from sudden loss of Chief Superintendent services, the Chief Superintendent shall have not fewer than two other certificated senior officials who are familiar with Board of Trustees and Chief Superintendent issues and processes and who are capable of assuming Chief Superintendent responsibilities on an emergent basis, should the unexpected need arise.

Further, the Chief Superintendent shall not fail to ensure that such staff are designated to perform the services of the Chief Superintendent in the case of a short-term or prolonged absence, and that the Board of Trustees is advised of the delegation.

Adopted: May 3, 2005

CALGARY BOARD OF EDUCATION

Board of Trustees' Policy – Executive Limitations
EL-3: Information, Counsel and Support to the Board of Trustees

Monitoring Method: Internal
Monitoring Frequency: Annual

With respect to providing timely information, prudent counsel and support to the Board of Trustees, the Chief Superintendent shall not allow the Board of Trustees, as a whole (except when fulfilling individual requests for information), to be uninformed or unsupported in its work. Accordingly, the Chief Superintendent shall not fail to:

1. provide the following information in timely, accurate and understandable manner:

   a) relevant monitoring information directly addressing provisions of policies being monitored;

   b) relevant trends affecting the school district;

   c) significant events that occur in the schools or the school district;

   d) all civil or criminal charges laid or about to be laid by or against the Board of Trustees, all significant proceedings before boards, tribunals or agencies, statutory investigations, and significant internal investigations. Regular updates on all such proceedings will also be provided to the Board of Trustees;

   e) significant civil, criminal investigations or charges laid or about to be laid against employees of the Calgary Board of Education;

   f) changes to the Administrative Regulations of the Calgary Board of Education;

   g) material external and internal changes to the school system, particularly changes in the assumptions upon which any Board of Trustees' policy has previously been established;

   h) significant and relevant changes in provincial or federal legislation, government policy or municipal bylaws, and the impact that those changes will have on the Calgary Board of Education;

   i) anticipated adverse or significant media coverage;

   j) any correspondence or other communication to or from a Minister of the Crown, a Deputy Minister or any other elected official;

   k) any correspondence or notices that administration provides to all CBE school councils;

   l) all items delegated to the Chief Superintendent that are required by law or contract to be Board-approved, along with adequate information necessary to keep the Board of Trustees informed (on Consent Agenda); and

m) an annual report, by November 30th, regarding how the Calgary Board of Education is currently contributing towards achieving the 30-year targets of imagineCALGARY and how the Calgary Board of Education is actively involved in the working committees of the imagineCALGARY governance structure.

2. provide wise counsel to the Board of Trustees in the following areas:

   a) if in the Chief Superintendent's opinion, the Board of Trustees is not in compliance with its own policies on Governance Process and Board-Chief Superintendent Linkage, particularly in the case of Board of Trustees' behaviour that is detrimental to the working relationship between the Board of Trustees and the Chief Superintendent;

   b) in a timely manner, actual or anticipated non-compliance with any policy of the Board of Trustees and relevant provincial government departments; and

   c) as many staff and external points of view, issues and options as reasonably needed to keep the Board of Trustees fully informed.

3. provide support to the Board of Trustees in the following areas:

   a) a public affairs strategy that recognizes the particular communication needs of the Board of Trustees, which shall include:

      i. effective two-way communication tools to support public engagement and linkages with stakeholders by the Board of Trustees (ex. web-site, promotional materials and meetings);

      ii. a media strategy that recognizes the political sensitivities of the Board of Trustees and fosters effective media relationships and outcomes; and

      iii. expert media training and advice.

   b) legal opinions, advice and representation to the Board of Trustees; and

   c) expertise in the Board's role of developing governance policies.

4. provide any other information, counsel, and/or support that in his/her opinion should be provided to the Board of Trustees.

Adopted: February 2, 2010

CALGARY BOARD OF EDUCATION

Board of Trustees' Policy – Executive Limitations
EL-14: Student Accommodation

Monitoring Method: Internal
Monitoring Frequency: Annual

Student placement in an effective educational environment is important for supporting student achievement of the Ends policies. Accordingly:

1. The Chief Superintendent shall not fail to ensure that all student accommodation decisions incorporate the following values and criteria, and any other criteria that the Chief Superintendent may reasonably deem to be pertinent :

   (a) long range planning that incorporates the mission, vision and values of the Calgary Board of Education and focuses on the achievement of Ends;

   (b) a system student accommodation plan by administrative area;

   (c) a clear and timely process to inform administrative decisions on student accommodation issues. This student accommodation planning process shall include appropriate dissemination of information, community input and participation of appropriate stakeholders;

   (d) projected school and program enrolments;

   (e) a balance among equity, access, excellence and choice within the school system;

   (f) minimal disruptions for students due to reassignments;

   (g) opportunities for attending school close to a student's residence and peer continuity;

   (h) efficient beginnings to a new school year;

   (i) consideration of utilization factors at both the system and school level;

   (j) surplus school space, where appropriate and where possible, is available to support schools as centres for coordinated community services targeted at supporting the learning needs of students;

2. If, as a result of the student accommodation planning process followed by the Chief Superintendent to inform administrative decisions, the Chief Superintendent recommends that the Board of Trustees consider any of the following:

   (a) closing a school permanently or for a specified period of time,

   (b) closing entirely 3 or more consecutive grades in a school,

   (c) transferring all students from one school or school building to one or more other schools or school buildings on a permanent basis,

(d) closing the entire junior high school program or the entire high school program in a school,

(e) altering the configuration of a school such that a school previously offering a regular program will, in the next year no longer do so, or

(f) closing a regular program, at a proposed future date, conditional on certain specified factors;

the Chief Superintendent must not fail to recommend to the Board of Trustees whether:

(a) closure processes outlined at section 1.1(2) of GP-5E, sub-paragraphs (i) to (xii), are to be followed, or

(b) closure processes outlined at sections 4-7 of GP-5E are to be followed.

3. The Chief Superintendent shall not fail to provide information to the Board of Trustees pursuant to the attached EL-14 Exhibit "Student Accommodation Information Requirements".

Adopted: June 19, 2007

CALGARY BOARD OF EDUCATION

Board of Trustees' Policy – Ends
Monitoring Method: Internal
Monitoring Frequency: Annually **Adopted: May 3, 2005**

E-1: Mega End

Each student, in keeping with his or her individual abilities and gifts, will complete high school with a foundation of learning to function effectively in life, work and continued learning.

E-2: Academic Success

Each student will possess the knowledge, skills and attitudes required for academic success and be effectively prepared for life, work and further learning.
Accordingly, each student will meet or exceed provincial grade-level standards of achievement in the following areas, with priority attention being focused on the attainment of literacy and numeracy skills:

1. Language Arts
   (a) Read for information, understanding and enjoyment.
   (b) Write and speak clearly, accurately and appropriately for the context.
   (c) Understand and appreciate literature.
   (d) Have the opportunity to learn languages other than English, and to attain second language levels of proficiency and cultural awareness to prepare them for participation in the global environment.
2. Mathematics
   (a) Understand and use knowledge of mathematics to solve problems in business, science and daily life.
3. Science
   (a) Understand the physical world, ecology, and the diversity of life.
   (b) Understand the scientific method, the nature of science and technology, and their application to daily life.
4. Social Studies
   (a) Know the history and geography of Alberta and Canada and have a general understanding of world history and geography.
   (b) Understand Canada's political, legal, economic and social systems within a global context.
5. Arts
   (a) Understand and appreciate the arts and the creative process.
6. Information Technologies
   (a) Understand and demonstrate competence in using information technologies.

E-3: Citizenship

Each student will be a responsible citizen by being an informed and involved member in his or her local, national and global communities.
Accordingly, each student will:

1. Participate in developing and maintaining our Canadian civil, democratic society;
2. Understand the responsibilities of citizenship in local, national and international contexts;
3. Respect and embrace cultural diversity;
4. Develop the skills necessary to work and communicate effectively with others;
5. Actively contribute to creating a better local and global community.

E-4: Personal Development

Each student will acquire the skills, attitudes and knowledge to achieve personal highest potential.
Accordingly, each student will:

1. Identify and actively develop individual gifts, talents and interests;
2. Love learning;
3. Be a critical and creative thinker;
4. Be a confident and autonomous individual;
5. Demonstrate the ability to adapt to changing environments;
6. Develop the resiliency to overcome failure;
7. Self-evaluate, set goals and strive to continuously improve;
8. Demonstrate commitment to make a difference based upon personal convictions;
9. Develop and maintain a healthy, active lifestyle.

E-5: Character

Each student will possess the character to do what is right, act morally with wisdom, and balance individual concerns with the rights and needs of others.
Accordingly, each student will demonstrate:

1. Integrity;
2. Compassion;
3. Decency;
4. Civility;
5. Fairness;
6. Courage;
7. Initiative;
8. Perseverance;
9. Respect;
10. Optimism;
11. Responsibility.

2009-094

Calgary Board of Education

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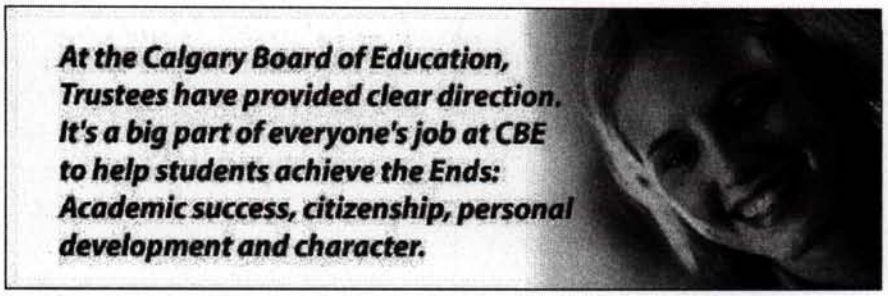
The Ends: How are we doing?



The Ends are carefully measured. Throughout the year, student results and classroom activities are recorded and reported alongside colorful anecdotes that provide evidence of progress.

E-1: Mega End
Each student, in keeping with his or her individual abilities and gifts, will complete high school with a foundation of learning to function effectively in life, work and continued learning.
- Ends 1 Monitoring Report (PDF)

E-2: Academic Success
Each student will possess the knowledge, skills and attitudes required for academic success and be effectively prepared for life, work and further learning.
- Click here to read the Chief Superintendent's Reasonable Interpretation for Ends 2 (PDF)
- Ends 2 Monitoring Report (PDF)

E-3: Citizenship
Each student will be a responsible citizen by being an informed and involved member in his or her local, national and global communities.
- Click here to read the Chief Superintendent's Reasonable Interpretation for Ends 3 (PDF)

E-4: Personal Development
Each student will acquire the skills, attitudes and knowledge to achieve personal highest potential.
- Click here to read the Chief Superintendent's Reasonable Interpretation for Ends 4 (PDF)

E-5: Character
Each student will possess the character to do what is right, act morally with wisdom, and balance individual concerns with the rights and needs of others.
- Click here to read the Chief Superintendent's Reasonable Interpretation for Ends 5 (PDF)

▶ More information on the Ends

Example of Ends Monitoring Report

CALGARY BOARD OF EDUCATION

REPORT TO THE REGULAR MEETING OF THE BOARD OF TRUSTEES
PUBLIC AGENDA

November 30, 2010

To: Board of Trustees

From: Naomi E. Johnson, Chief Superintendent of Schools

Re: **Annual Monitoring Report for Ends 1: Mega End**

Originator: Cathy Faber, Superintendent, Learning Innovation

Resource Persons: Ronna Mosher, Director, Curriculum Design and Assessment
Pat Kover, System Assistant Principal, Research and Innovation
Michelle Bastock, Specialist, Research and Innovation
Johanna de Leeuw, Specialist, Research and Innovation

I. PURPOSE OF THE REPORT

The Chief Superintendent is required to provide an annual monitoring report for the Board of Trustees with respect to Ends 1: Mega End.

The purpose of this report is to provide evidence demonstrating reasonable progress towards the accomplishment of the Chief Superintendent's Reasonable Interpretation for Ends 1: Mega End.

A secondary purpose of this report is to provide a transition between the old and the new, a bridge between reporting on the previous Reasonable Interpretations of Ends 1 through 5 and the new Reasonable Interpretations approved during the 2009–2010 school year.

The Outcomes approved in the January 2010 Reasonable Interpretation of the Mega End are presented in this report. However, positioning the Mega End monitoring report at this time in the school year makes it necessary to use the previous Reasonable Interpretations (approved during the 2005–2006 school year) to report on Ends 2 through 5 because, for example, Outcome 1.1 of the Mega End comprises reasonable progress towards the prior accomplishment of Ends 2 through 5.

The full implementation of the new Mega End Reasonable Interpretation, including outcomes and measures, will be presented in the June 2011 Ends 1: Mega End monitoring report to the Board of Trustees.

II. RECOMMENDATION

It is recommended:

1. THAT the Board of Trustees receive the information in this monitoring report as evidence of reasonable progress towards the accomplishment of the Chief Superintendent's Reasonable Interpretation for Ends 1: Mega End.

2. THAT the Board of Trustees approve the recommended changes to the Reasonable Interpretation of Ends 1: Mega End as described in Section VI of this report.

III. REASONABLE INTERPRETATION

The Chief Superintendent's Reasonable Interpretation for Ends 1: Mega End, approved by the Board of Trustees on January 19, 2010 is included below. The Reasonable Interpretation begins with the Mega End statement, as follows.

The Calgary Board of Education Mega End states:

> Each student, in keeping with his or her individual abilities and gifts, will complete high school with a foundation of learning to function effectively in life, work and continued learning.

It is often said that learning does not stop at the end of a formal school experience, but must be viewed as a lifelong pursuit. This is especially true in current times with the rapid changes taking place across the globe. Advances in technology, greater understandings of the brain, and the far-reaching effects of globalization contribute to a growing conviction that the best thing we can teach our students is how to learn for a lifetime. This understanding contributes to the Chief Superintendent's interpretation of what it means to have developed a foundation of learning to function effectively in life, work and continued learning. It is the development of a mind-set whereby an individual desires ongoing intellectual growth and further development of skills and talents. It speaks of a determination to expand one's knowledge and understandings of the world. It requires a transformation from a knowledge-based teaching perspective to one that views student learning in a more holistic manner.[1] The Canadian Council on Learning recognizes the importance of viewing students through a holistic lens in its report on the State of Aboriginal Learning in Canada (2009). This report states that to fully understand

[1] The transformation to a holistic approach to student learning is shaped by our growing understanding of how people learn. The pioneering work of Lev Vygotsky in the 1920's demonstrated the importance of the social environment to the learning process. Jean Piaget's theories attempted to demonstrate that cognitive development in children proceeds in a predictable sequence of steps (1952). His work also revealed that we learn not so much by acquiring content from outside our minds, but rather by constructing it from within. Building on Piaget's work, Benjamin Bloom (1956) formulated his famous taxonomy, in which cognitive skills are ordered hierarchically. Bloom's taxonomy has since been adjusted to help teachers understand a standards-based curriculum. The revised hierarchy of cognitive skill development begins with remember, understand, and apply, and proceeds on to the skills needed for analyzing, evaluating and creating (Anderson & Krathwohl, 2001).

learning we must incorporate a student's knowledge along with their community well-being over the length and breadth of a lifelong learning journey.

Current educational thought not only focuses on a more holistic view of students, but also on a more holistic view of teaching and learning in general -- a view focusing on what Richard Elmore terms the "instructional core" [2]. Elmore describes the relationship between student, teacher and content as forming a greater entity in an instructional core, just as the reasonable progress made towards the attainment of Ends 2: *Academic Success*, Ends 3: *Citizenship*, Ends 4: *Personal Development* and Ends 5: *Character* work together to provide the foundation of learning to function effectively in life, work and continued learning; the greater entity of Ends 1: *Mega End*. Rather than serving as simply a culmination of Ends 2 through 5, the *Mega End* becomes a larger result through the synergistic relationship that occurs amongst the elements of the other four Ends (see Attachment II). To provide an example of a whole being greater than the sum of its parts, we need look no further than our students. Our students gain many individual skills and attributes over the course of their school experience, but when we look at each student as a whole and examine their understandings, we see the culmination of those individual learnings as a greater entity. Ends 1: *Mega End* reflects this critical way of thinking as it speaks of the foundation of learning used to function effectively in life, work and continued learning.

The *Mega End* describes the hopes that our community has for developing the skills of our children and youth, and the expectation that public schooling will provide a foundation on which they can build successful lives. Conventional wisdom commonly asserts that a certain level of educational achievement is required for effective functioning in a world that is becoming increasingly complex and challenging. Social commentators commonly assert that, at a minimum, all high school completers need to attain proficiency in literacy, numeracy and various kinds of social understandings. This assertion, in general, has validity for a large number of students. It becomes problematic, however, when we attempt to build agreement on the level of proficiency required and on the universality of our expectations for all students.

The Chief Superintendent believes that high school completion can serve as a useful outcome to gauge system performance, but only if an appropriate definition for high school completion is developed ethically and with high sensitivity to each one of our students. The Chief Superintendent interprets Ends 1: *Mega End* as the overarching outcome of what it means for each student to be well educated in the Calgary Board of Education, and uses a model presented by Michael Barber (2009); to inform the Reasonable Interpretation of Ends 1: *Mega End*.

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[2] Current research conducted by Richard Elmore (2008) builds upon earlier learning theories and helps us develop a richer understanding of the learning/teaching relationship. Elmore unpacks a concept he terms "the instructional core". He describes this core as the symbiotic relationship between teacher and student in the presence of content. Each learning task is designed with this instructional core in mind, recognizing that the individual components of the core work in combination with the others. He maintains that the only way to improve student learning is by adjusting one or more components of the core. By adjusting one component each of the remaining two are also affected, illustrating the synergy between the three.

Barber has developed an equation Well educated = E(K+T+L). This equation contains elements he describes as necessary now, and into the future, to produce well educated citizens. The 'K' and 'T' stand for the concepts of knowledge and thinking; traditional ingredients in educational philosophy. Barber then expands the concept of a well educated individual to include an 'L' for leadership and qualifies an understanding of the term leadership to include taking action and skilfully wielding influence. Finally, Barber encapsulates the elements of Knowledge, Thinking and Leadership within an ethical framework (E); ensuring that actions taken are for the benefit of society.

Barber's model serves to represent the phrase "foundation of learning" in the Board of Trustees' Ends 1: *Mega End* statement. By combining Ethics with Knowledge, Thinking and Leadership, his model serves to broaden the mandate of education systems, much like the inclusion of Ends 2: *Academic Success*, Ends 3: *Citizenship*, Ends 4: *Personal Development* and Ends 5: *Character* broadens the concept of the Calgary Board of Education's *Mega End*.

For example, one could place the Knowledge (K) component of Barber's equation within Ends 2: *Academic Success*. However, on closer examination, it becomes clear that the Knowledge component does not solely apply to Ends 2, but permeates through Ends 2 through 5. It takes considerable knowledge to become a responsible, informed citizen, just as it takes knowledge to achieve success on provincial achievement test measures. Conversely, the Leadership (L) component of Barber's equation seems to lend itself to an interplay between Ends 3, 4 and 5. However, Leadership is also a critical factor leading to *Academic Success*.

The personalization of student learning is the critical overarching component in creating a Calgary Board of Education *Mega End* statement. This statement uses Barber's equation as a model and demonstrates the synergy emerging from the interplay among all of the Board's Ends.

Ends 1 - *Mega End*: P(A ⇔ C ⇔ PD ⇔ CH)

In the Ends 1: *Mega End* statement above, the letter A stands for Academic Success, the letter C for Citizenship, the letters PD for Personal Development and the letters CH for Character. Although the two-directional arrows seem to represent interplay between only two components at any one time, all components work together within a framework of personalized (P) student learning to create a bigger picture of success – the *Mega End*.

Personalizing learning for students makes their schooling experience meaningful and authentic. When students see relevance in their work they are more likely to be fully engaged in the learning process and, in turn, reach greater potential. David Perkins, a leading Harvard educator, discussed the importance of relevance to a student's learning at the Future of Learning Conference 2009. He addressed what he calls the Relevance Gap by asking educators to consider the worth of what they are teaching, and then to impart that worth to students. He notes that students need to understand why they are learning

something as well as its application to real-life situations in order to continue wanting to learn. Students need to understand the learning's relevance to their personal lives.[3]

In personalizing learning to best prepare students for lives after high school, it is important to build upon the talents, skills and aspirations of each individual while also considering the needs of society. Problem-solving, creative thinking and an ability to work effectively with others are commonly considered as essential skills in today's global marketplace.

Many considerations must be taken in determining what attributes are necessary to provide students with the foundation of learning to function effectively in life, work and continued learning. Historical research, in conjunction with current models of what is meant by a well educated person, produce a list of student attributes sought by educators. A well-educated student is one who has mastered an array of cognitive skills as well as skills in the affective and aesthetic domains.[4] The combination of these skills must also be commensurate with one's personal learning needs and abilities.

Personalizing learning is a distinct challenge within Calgary Board of Education schools as this jurisdiction serves students from a wide socio-economic spectrum and with a variety of learning needs. Our students represent a myriad of cultures, with many learning the English language. The Calgary Board of Education embraces diversity and inclusion. All students matter.

To most effectively use this Reasonable Interpretation's conceptual definition, including the Outcomes, Measures and Data Sources that follow, in determining future reasonable progress towards Ends 1: *Mega End*, it is imperative that the revised Reasonable Interpretations of Ends 2 through 5 be considered in order to fully determine how the *Mega End* reflects the whole that is greater than the sum of its parts.

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[3] In addition to making learning personally relevant for students, Sharon Friesen identifies four additional core principles in an *Effective Teaching Practices Rubric* (May 2009). She asserts that not only should learning be connected to each student's personal world, but that learning must be designed to engage students on academic and intellectual levels. She goes on to discuss the importance of relationships within a learning framework, including teachers' own learning, as current research demonstrates that teachers gain the most professional development through the work with their peers. Finally, Friesen highlights the significance of on-going assessment to guide teacher and student work. This provides students with clear targets guiding expectations towards improving learning. These five core elements contribute to an increased personalization of learning; making learning more relevant for all.

[4] The International Education Roundtable (July 2009) added the importance of vocational education to this list of critical skills in developing lifelong learners. Vocational education, the report emphasizes, should focus on learning, not just training. It is critical that the CBE continue to expand its view of work preparation by maintaining programming flexibility with increased links to apprenticeships, work experience opportunities, post-secondary institutions and industry.

Outcomes

- Reasonable progress towards Ends 2: Academic Success, Ends 3: Citizenship, Ends 4: Personal Development and Ends 5: Character demonstrate reasonable progress towards Ends 1 : Mega End
- Student transition into post-secondary learning
- Students are prepared for life, work and continued learning
- High school success

Measures

- Measures for Ends 2 through 5 will be developed as each of the Ends' Reasonable Interpretations is reviewed and revised prior to fall of 2010.
- Measures developed to inform the Reasonable Interpretations of Ends 2 through 5 will inform the reasonable progress towards accomplishment of the Reasonable Interpretation of Ends 1: Mega End.
- % of students transitioning from high school to post secondary within 4 years
- % of students transitioning from high school to post secondary within 6 years
- % of students who report feeling satisfied that their CBE experience has adequately prepared them for life, work or continued learning (after 1 year following high school) (Longitudinal study)
- % of students who report feeling satisfied that their CBE experience has adequately prepared them for life, work or continued learning (after 3 years following high school) (Longitudinal study)
- % of students who report satisfaction with their CBE experiences in adequately preparing them for their on-going learning experiences (Longitudinal K-12 study)

Data Sources

- Annual monitoring reports for Ends 2: *Academic Success*, Ends 3: *Citizenship*, Ends 4: *Personal Development* and Ends 5: *Character*.
- Alberta Education Accountability Pillar Summary
- Mega End Symposium data (including Longitudinal 1 and 3 year post-high school studies)
- CBE student survey
- Longitudinal K-12 study
- Individual Program Plans (IPPs)
- Student report card exemplars

IV. RESULTS

One of the most striking aspects of the Mega End is the synergy it represents between the five Ends of the Calgary Board of Education. Synergy, described as two or more agents working together, produces a result not obtainable by any of the agents independently.

The synergy between the CBE Ends is more than the Ends working together. In order for each student to be successful, the dynamic relationship between these Ends needs to provide the essential components of learning that enable students to participate in our complex changing world. Students who go out into the world with the necessary knowledge, skills and understandings and a disposition for lifelong learning are well-prepared for the future.

The information in this monitoring report is organized around the outcomes contained in the new Reasonable Interpretation of Ends 1: Mega End. The measures that demonstrate reasonable progress toward accomplishment are presented within the context of the following identified outcomes.

Outcome 1: Reasonable progress towards Ends 2: Academic Success, Ends 3: Citizenship, Ends 4: Personal Development, and Ends 5: Character, demonstrates reasonable progress towards Ends 1: Mega End

Outcome 2: Student transition into post-secondary learning

Outcome 3: Students are prepared for life, work and continued learning

Outcome 4: High school success

Outcome 1

Reasonable progress towards Ends 2: Academic Success, Ends 3: Citizenship, Ends 4: Personal Development and Ends 5: Character demonstrates reasonable progress towards Ends 1: Mega End

Background

During the 2009-2010 school year, the Chief Superintendent revised the reasonable interpretations for each of the CBE Ends. Each revised reasonable interpretation includes outcomes and measures to support the policy provisions of the Ends statements for Ends 1: Mega End, Ends 2: Academic Success, Ends 3: Citizenship, Ends 4: Personal Development and Ends 5: Character. Current Alberta Education initiatives, coupled with best practices based upon educational research, guided the development of these approved reasonable interpretations.

1.1 Measure

Measures for Ends 2 through 5 were developed during the review and revision process of the Ends' Reasonable Interpretations.

1.1 Rationale

Ends 1 speaks of the foundation of learning used to function effectively in life, work and continued learning as synergistically related to all of the CBE Ends. Therefore, measures developed for each of the Ends 2 through 5 will be used to inform the Mega End.

1.1 Result

Measures were developed for the Reasonable Interpretations of Ends 2 through 5. Each Reasonable Interpretation was approved during the 2009-2010 school year (see Attachment I).

1.2 Measure

Reasonable progress toward the accomplishment of Ends 2: Academic Success, Ends 3: Citizenship, Ends 4: Personal Development and Ends 5: Character informed the accomplishment of the Reasonable Interpretation of the Mega End.

1.2 Rationale

While Ends 1 has its own criteria and results, a foundation of learning to function effectively in life, work and continued learning is supported by the other four Ends.

1.2 Result

While the 2010 Reasonable Interpretation of the Mega End is used as much as possible for this monitoring report, it is important to note that 2010 is a transitional year. During the 2009-2010 school year, the accomplishment of Ends 2 through 5 was determined using the previous Reasonable Interpretations (see Attachment I).

Over the course of 2010, the current report and future monitoring reports will be aligned with the new Reasonable Interpretations.

Outcome 2

Student transition into post-secondary learning

2.1 Measure

Percentage of students transitioning from high school to post secondary within 4 years and 6 years.

2.1 Rationale

One way of tracking student success in high school is to examine the number of students who transition into post-secondary learning environments within a specified period of time after the completion of Grade 12.

The Post-Secondary Transition Rate (4 and 6 year) is the percentage, adjusted for attrition, of students in the grade 10 cohort who have entered a post-secondary-level program at an Alberta post-secondary institution or registered in an Alberta apprenticeship program within four or six years of entering grade 10. An estimate

of out-of-province post-secondary enrolment is applied based on the numbers of funded Alberta students attending post-secondary institutions out of province.

2.1 Results

The CBE yearly results for high school to post-secondary transition rates in 4 and 6 years based on the Alberta Education Accountability Pillar[5] results are detailed in the tables which follow.

Four Year Transition Rates – High School to Post Secondary					
	Percentage of Students				
	2005	2006	2007	2008	2009
CBE	37.1	38.7	38.9	39.7	38.0
Province	35.6	37.7	38.7	38.9	37.5

Six Year Transition Rates – High School to Post Secondary					
	Percentage of Students				
	2005	2006	2007	2008	2009
CBE	57.1	58.1	59.5	59.7	60.1
Province	56.6	58.1	58.8	59.2	59.8

2.2 Measure

Percentage of credentialed and non-credentialed high school completers who have gone on to post-secondary education including apprenticeship programs.

2.2 Rationale

When presenting data about the numbers of students who transition into post-secondary learning, it is important to include the various paths students take to reach their goals.

2.2 Results

The table on the following page identifies both credentialed and non-credentialed high school completers from the Calgary Board of Education. Data taken from the Alberta Education Accountability Pillar Report outlines the continued learning path for students who are termed non-credentialed completers and who have enrolled in post-secondary education, including apprenticeship programs.

[5] The Accountability Pillar ensures all school jurisdictions in Alberta are measuring success in the same way. While most school boards have tracked their own progress, what they measured, when and how could vary widely. With the Accountability Pillar, all jurisdictions measure the same factors in the same way at the same time, creating timely, accurate, consistent data that is publicly evaluated and reported. The Accountability Pillar allows jurisdictions and the province to assess successes and identify opportunities for improvement, while also providing students with the best possible learning experience. The measurement process also helps to determine if challenges are local or province-wide based on surveys of all teachers and students in grades 4, 7 and 10 and their parents (Alberta Education, 2010).

Detail for 3-Year Rate (All Students)							
		Credentialed Completers[6]			Non-Credentialed Completers[7]		
Year	Total Students	High School Diploma	High School Equivalency Diploma	Certificate of Achievement	Post-Secondary Attendance	Apprenticeship	Academic Standing
2005	8,117	5,462	0	80	3	10	49
2006	8,249	5,463	1	75	4	16	59
2007	8,477	5,639	0	63	8	14	55
2008	8,680	5,672	2	63	10	23	60
2009	8,389	5,556	0	52	8	20	45

2.3 Measure

Percentage of students who report on factors, confirmed by Statistics Canada research (2004), as contributing toward enrolment in post-secondary learning.

2.3 Rationale

In an effort to better understand the Calgary Board of Education context as experienced by students, the revised Student Survey, formerly the High School Exit Survey, offered Grade 12 students the opportunity to respond to questions that illustrate the extent that students have experienced academic and social engagement (e.g. sense of belonging) in high school.

Positive interactions in high school, both academically and socially, are related to participation in education at the post-secondary level (Lambert et al, 2004, p. 10)[8].

The Student Survey results detailed on the following page form the baseline for future Student Survey monitoring report measures.

[6] Credentialed Completers: Students can achieve high school completion status through a variety of means. The majority of students receive one of the following credentials within three, four or five years of starting Grade 10: Alberta High School Diploma, High School Equivalency Diploma (GED), Certificate of Achievement, Certificate of High School Achievement (Alberta Education, Guide to Education, 2010, p. 83).

[7] Non-credentialed Completers: Students who leave school without one of the above credentials but who have earned credits in high school courses that enable them to continue into post-secondary or apprenticeship programs within the three, four or five years of starting Grade 10 are considered non-credentialed high school completers. Non-credentialed high school completion is achieved through one of the following means:

- Enrollment at a Post-secondary Institution - Students enrolled in a credit program in an Alberta post-secondary institution, who have not achieved completion status through any of the above means, are considered non-credentialed high school completers.
- Apprenticeship Program Participation - Students registered in an apprenticeship program who have not achieved completion status through any of the above means and are no longer registered in school are considered non-credentialed high school completers.
- Academic Standing - Students who have not achieved completion status through any of the above means are considered to have achieved academic standing if they have passed a minimum of five Grade 12 courses including a language arts diploma exam course and three other diploma exam courses. These students are eligible for Alberta post-secondary programs and may be attending a post-secondary institution out-of-province (Alberta Education, Guide to Education, 2010, p. 83).

[8] Lambert,M., Zeman, K., Allen, M., Bussiere, P. (2004). *Who pursues post secondary education, who leaves and why: Results from the youth in transition survey.* Ottawa, ON: Statistic Canada.

3. Edmonton Public Schools

General Information

- services the City of Edmonton (public schools)
- student enrolment 79,894 students
- 195 schools: 127 elementary, 20 elementary/junior high; 7 K-12; 26 junior high; 13 senior high; 24 other educational programs

Application of Policy Governance® Model According to Four Types of Policies

The four policy types are noted as follows with accompanying pages from the School Board's Policy manual.

1. Governance Process

The Board of Trustees of the Edmonton Public Schools District has delineated its application of the Policy Governance Model® in a format different from the Halton and Calgary Public Boards of Trustees.

The Board and Policies Regulations Manual contains Board-approved POLICIES and ADMINISTRATIVE REGULATIONS approved by the Superintendent of Schools.

Board POLICIES (.BP) are statements, approved by the publicly elected Board of Trustees, which guide the desired operation of Edmonton Public Schools. Polices reflect the values Trustees bring as representatives of the community to a specific issue. Polices create a framework within which the Superintendent of Schools can discharge responsibilities and may contain statements of belief, expectations, and, or specific requirement.

ADMINISTRATIVE REGULATIONS (.AR) are the procedures and preferred practices established by the Superintendent of Schools that direct the Administration in the implementation or achievement of the results expressed in or intended by Board policy statements.

Mandatory statements are distinguished from advisory statements by the verbs used. Shall or must indicate a mandatory requirement; should or may indicate suggestion or advice.

Section A Foundations and Philosophic Commitments

Section B School Board Governance and Operations

Section C General School Administration

Section D Business Administration

Section E Support Services

Section F Facilities

Section G Human Resources and Employee Relations

Section H Curriculum and Instruction

Section I Students

Section J School – Community Relations

Section K District Technology

2. Board – Executive Linkage
   This is noted in the aforegoing explanation of the relationship of the Board of Trustees to the Superintendent and Management of the District.

3. Executive Limitations
   These limitations are noted in the respective Board policies as "Administrative Regulations" approved by the Superintendent of Schools. *The following Policy/Regulation on "Fiscal Oversight and Management" provides an example of such.

4. Ends
   Board policy AFA.AR – "Results Review" references general expectations for results to be achieved. The specific targets are to be reference in the *Alberta Learning Program, School and School System Evaluation Polices – Accountability in Education Policy Requirement.*

Policies -> Table of Contents -> Foundations and Philosophic Commitments

Edmonton Public Schools
Board Policies and Regulations

CODE: AE.BP
TOPIC: District Vision and Mission

EFFECTIVE DATE: 08-03-2011
ISSUE DATE: 15-03-2011
REVIEW DATE: 03-2014

Vision

All students will learn to their full potential and develop the ability, passion, and imagination to pursue their dreams and contribute to their community.

Mission

We work with families and community partners to provide safe, caring, healthy, diverse, inclusive and equitable learning experiences that engage students to achieve their full potential in an increasingly interdependent world.

Reference(s):

EDMONTON PUBLIC SCHOOLS

Policies -> Table of Contents

Edmonton Public Schools
Board Policies and Regulations

Table of Contents

A: Foundations and Philosophic Commitments

The foundation statements in this section clarify the principles supportive of the public school in that the school board is a legal entity -- an autonomous body created by the legislature -- intended to function in a democratic manner.

The philosophic commitments, viewed as an educational philosophy, serve to guide the Board in policy development, the administrative staff actions and the operational decisions of staff. The philosophy should be interpreted through goals and specific objectives.

AA.BP	Stakeholder Engagement
AB.BP	Appeals
AB.AR	Appeal Processes - Dispute Resolution - Appeals - Student Appeals - School Councils
ACB.BP	National Anthem and Flag
AD.BP	District Priorities
AE.BP	District Vision and Mission
AE.AR	Basic Beliefs, Commitments, and Expectations - About our Work - The Work - Belief Statements - Expectations - Expectations for Schools - Expectations for Central Services - About Necessary Organizational Conditions for Success - About Our Relationships
AFA.AR	Results Review
AGA.BP	Recognition of Students, Staff, Parents, and the Community

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EDMONTON PUBLIC SCHOOLS

Policies -> Table of Contents -> Foundations and Philosophic Commitments

Edmonton Public Schools
Board Policies and Regulations

CODE: AE.AR
TOPIC: Basic Beliefs, Commitments and Expectations

EFFECTIVE DATE: 23-02-2004
ISSUE DATE: 15-03-2011
REVIEW DATE: 01-2005

BASIC BELIEFS, COMMITMENTS, AND EXPECTATIONS

This document describes the basic beliefs, commitments, and expectations of the superintendent of schools and leadership staff of Edmonton Public Schools about our work; the work of other staff in the district; our students, their parents, and the community; about the way we view each other, and the organization. These allow us to achieve what needs to be achieved.

About Our Work

The Work

We define our work as:

Actions teachers and principals take to ensure superb results from all students, and actions taken by all other staff to ensure support for the achievement of these superb results.

Belief Statements

Our vision is to achieve ***Superb Results From All Students***, and we believe:

1. 100% of students should complete high school by Alberta Learning's standards.
2. Students who meet prerequisite criteria for grade 10 level courses should complete and pass the courses.
3. 100% of students should leave grade 3 reading at a 3rd grade level measured by HLATs.

Expectations

We are focused on ***Supporting Teaching and Learning*** using the following expectations as a framework to employ in providing this support.

Expectations for Schools

1. Implement a schoolwide instructional focus
2. Develop professional collaboration teams to improve teaching and learning

3. Identify, learn and use effective research-based teaching practices
4. Implement a targeted professional development plan that builds expertise in selected best practices
5. Realign resources (people, time, talent, energy and money) to support the instructional focus
6. Engage families and the community in supporting the instructional focus
7. Set SMARTe targets **(specific, measurable, attainable, relevant, timely, for every student)**
8. Engage the Principal as instructional leader.

Expectations for Central Services

1. There is obvious evidence that the environment and culture of each Decision Unit demonstrates, through its words, deeds, and actions, that it supports the district wide focus on The Work: Superb Results from all Students.
2. There is obvious evidence of collaboration within each Decision Unit, and between each DU and schools, trustees, departments and other DU's to support The Work: Superb Results from all Students.
3. There is obvious evidence that each Decision Unit has aligned its resources - time, people, and dollars - to support The Work: Superb Results from all Students.
4. Each Decision Unit has set at least two SMARTe targets regarding improving service and support to schools. One is around an external measure, such as Customer Satisfaction Surveys; and one is around a local measure such as response time. Results are easily available and publicly posted. The data is part of an internal accountability system that is used as a lens for decision-making.

About Necessary Organizational Conditions for Success

As a service organization, we ensure that our practices, the staff's roles and responsibilities, the objective setting and planning system, our staff selection and training programs, and our monitoring and evaluation system, are aligned so that each is directed toward achieving the mission, the district priorities, and district standards.

Our communications are open. People can go to anyone in the district for information.

The crucial work of the district is done by teachers in the classroom. Everyone else provides support to that work.

The most crucial leadership in the district is provided by the principal.

We do everything in our power to free the staff from unnecessary constraints, so that the mission of the district can be achieved.

We work continuously to improve the achievements of each of our staff and students.

We demonstrate ownership of our work, and the collective work of the district.

About Our Relationships

We behave with integrity in our relationships with each other, with staff, students, and

parents; with the board; with the community; and with Alberta Learning. We are always representing the district.

We demonstrate advocacy for public education.

We actively promote and maintain a relationship of mutual trust, confidence, and respect among staff, our students, their parents, and the community.

We do not, knowingly or carelessly, by omission or commission, misinform, mislead, or withhold information which should be disclosed, or do anything else to cast doubts upon the honesty, integrity, or motives of others.

If offended by a colleague's actions, we advise the person within 24 to 48 hours. If not, the issue will be dropped forever.

We put all agendas on the table.

We provide constructive and uncontaminated feedback.

We seek to understand the basis for decisions, and demonstrate total commitment once the decision has been made.

We are judged against the results expected of us, and we are also judged in terms of our contribution to the success of each of the other members of the leadership staff.

We are accountable.

We do not blame the students, the parents, or the community when we fall short of our own expectations, and their expectations of us.

We accurately and consistently measure our performance, and freely share information with our publics.

In all our actions, we demonstrate that we are continuous learners, skilled in and committed to critical self-appraisal and improved individual and team performance.

We openly acknowledge the contributions of staff. We do everything in our power to promote an environment of trust and encouragement for all staff.

We are a team.

Reference(s):

AD.BP - District Priorities
AE.BP - District Vision and Mission

Policies -> Table of Contents -> Foundations and Philosophic Commitments

Edmonton Public Schools
Board Policies and Regulations

CODE: AD.BP
TOPIC: District Priorities

EFFECTIVE DATE: 08-03-2011
ISSUE DATE: 15-03-2011
REVIEW DATE: 03-2014

DISTRICT PRIORITIES 2011-2014

1. Provide supports and programs that will enable all students to complete high school.
2. Deepen students' understanding of equity and empathy as key citizenship traits.
3. Ensure all students and their families are welcomed, respected, accepted, and supported in every school.
4. Promote health and wellness for all students and staff.
5. Listen to staff, honour their contributions, and support their opportunities for collaboration, growth and professional development.

Reference(s):

EDMONTON PUBLIC SCHOOLS

Policies -> Table of Contents -> School - Community Relations

Edmonton Public Schools
Board Policies and Regulations

CODE: JA.BP
TOPIC: Parent and Community Involvement

EFFECTIVE DATE: 12-04-2005
ISSUE DATE: 19-04-2005
REVIEW DATE: 04-2010

The board believes that:

- the education of students is best served through the co-operative efforts of students, parents, district staff, elected school trustees, business, union and association staff representatives, and community members;
- parents should be active participants in their child's education and have a role in guiding student decision making;
- school councils should work closely with their school and the district to ensure that students receive the best possible education; and
- parents, business, and community members can assist in the development of responsible citizens through co-operative working relationships with schools and the district.

In order to assist community groups wishing to support teaching and learning, the superintendent is authorized to approve district endorsement of community activities or projects that reflect the district's mission statement, priorities and mandate to achieve superb results from all students. Endorsement may be in the form of referral letters for groups to use when securing funding from foundations, funding agencies or businesses and/or permission to use the district's logo for inclusion on promotional materials.

Reference(s):

JA.AR - Parent and Community Involvement

School Act Section 22

EDMONTON PUBLIC SCHOOLS

Policies -> Table of Contents -> Business Administration

Edmonton Public Schools
Board Policies and Regulations

CODE: DA.BP
TOPIC: Fiscal Oversight and Management

EFFECTIVE DATE: 24-03-2009
ISSUE DATE: 26-03-2009
REVIEW DATE: 03-2014

The Board believes that the fulfillment of its mission, priorities and strategic plan is dependant upon sound financial planning and management.

The Board ensures the fiscal integrity of the organization by providing leadership, oversight and management philosophy that directs the management of district resources to meet the Board's policy objectives, district priorities and requirements of Alberta Education.

The main goal of financial management is to achieve a long-term, stable and positive financial position. The Board also believes that the management of district finances should be based upon a foundation of integrity, prudent stewardship, planning, accountability and full disclosure of results.

The Board shall be responsible for approval of:

- the annual planning base and any updates that are required during the year
- the annual operating budget
- the three-year capital plan
- the ten-year facilities plan

The Board receives for information from the Administration the:

- interim quarterly financial reports
- annual audited financial statements
- school and decision unit annual plans
- results review documentation

The Superintendent of Schools shall ensure that the district's resources are spent and managed according to Board policy, district priorities and Alberta Education requirements.

Reference(s):

EDMONTON PUBLIC SCHOOLS

4. Ends

Policies -> Table of Contents -> Foundations and Philosophic Commitments

Edmonton Public Schools
Board Policies and Regulations

CODE: AFA.AR
TOPIC: Results Review

EFFECTIVE DATE: 04-04-2001
ISSUE DATE: 05-04-2001
REVIEW DATE: 04-2006

1. The Board of Trustees shall approve the results review process for schools and central services.
2. School and central services results shall be provided to the superintendent and trustees.
3. Trustees, staff, students, parents, and community members shall be provided with an opportunity for involvement in the review process.
4. Results achieved by the district shall be communicated to staff, parents, and the community.
5. Individual school results shall be shared with the community.

Reference(s):

Alberta Learning Program, School and School System Evaluation Policies Section 2 - Accountability in Education Policy Requirements

EDMONTON PUBLIC SCHOOLS

PART THREE – CONSIDERATIONS AND REQUIREMENTS FOR ADOPTION AND APPLICATION OF CARVER MODEL

Carver's model of boards originated with Carver. The term "Policy Governance" is registered and trademarked. Carver permits others to employ the term but he stops any efforts to redefine the term or to ignore its methods and systems. Each application of the Policy Governance Model is peculiar to the specific organization being governed. The Policy Governance Model has universal meaning, and can be adopted in very different company settings, profit and non-profit, although complex local legislation can make it difficult to recognize the underlying logic of the model. In every true application of Policy Governance the board represents the ownership of the organization as it defines the good that the organization is to provide for the recipients. Ownership and recipients can be the same group of people, but more often they are different groups.

Dr. John Carver and his wife, Miriam Carver, have trained several hundred consultants at the Policy Governance Academy.

Policy Governance provides a significantly new and different way to think about and operate board leadership in an organization. Carver advises that the following sequence of considerations and events occur to put Policy Governance into action.

1. *Be sure that the board members and the CEO understand the model.*
   Without good theory, actions aren't as meaningful and don't cohere. Until a board fully grasps the ideas and philosophy of this new technology of governance, implementation will not occur.

2. *Make a full board commitment to this major change.*
   The decision to change should represent the board's voice as a body. If moving to Policy Governance is only what the chairperson, CEO, or influential committee wants to do, it will fail.

3. *Put the board's commitment to move ahead on paper.*
   This step creates, in effect, the board's first governance process policy. For example, the board might adopt a simple, general statement such as, "We will govern with an emphasis on vision rather than internal preoccupation, encouragement of diversity, strategic leadership more than administrative detail, clear distinction of board and chief executive roles, collective rather than individual decisions, future rather than past or present, and proactivity rather than reactivity." (Carver, 1996)

4. *Develop all policies except ends.*
   Ends will be saved until the last. First the system as whole must be put into place. Develop all the executive limitations policies. Then add other polices dealing with the chairperson's role, board member commitment, committee principles, committee products and authority, and board job description. Finally, all the board-staff linkage polices are developed. Having completed polices that define its own job and the limits that apply to staff actions, the board can contemplate a philosophy of strong executive delegation.

5. *Adopt a single temporary ends policy.*
   Ends take longer to work through than the foregoing policies. The development never stops. Developing ends polices is slow work. Carver advises to adopt a tentative policy. He states "Until ends policies are developed, the ends of the organization will remain as previously stated explicitly by the board or as found implicitly in previously adopted board documents."

   At this stage, all the policies necessary to begin operating with Policy Governance have been drafted.

6. *Do an administrative and legal check.*
   When a board has policies in the Policy Governance format and uses principles of the model, virtually all other board documents and pronouncements except bylaws become necessary. The motion putting all the policy drafts into effect, repeals personnel policies, budgets, old policies, and other approvals. Most previous board documents (personnel policies, budgets, salary) with which the new policies conflict are given over to the CEO.

   Before taking such action, the board must certain that the new policies do not conflict with law or with the bylaws.

7. *Have the first few agendas ready to go.*
   An immediate problem that the board will encounter after setting the model in motion will be the concrete matter of what to do that next board meeting. The board agenda is a matter of governance process, so the board chair has the authority to use any reasonable interpretation of whatever the board has said about agendas.

8. *Design the first steps in connecting with the ownership.*
   The ownership is the legitimacy base to whom the board is accountable, for whom it is the actual or "civic" trustee. Plans need to be established to form and meet with focus groups, confer with other boards, or have relevant statistical data gathered.

9. *Set a specific date to inaugurate the system.*
   Carver advises: "To the extent possible, avoid phasing in the new paradigm; after prudent assurance that all is in order, switch completely to it in one move.

The time required for going through this implementation sequence varies greatly depending on the circumstances and the people.

Three efforts will demand the majority of board time and energy on a continual basis forever. First, the ends will need continual attention in perpetuity. Second, finding ways to gather owners' input is not easy. Third, sufficient self-evaluation and redevelopment are needed so that board leadership can continue to improve.

BRANDON SCHOOL DIVISION
BUDGET VARIANCE ANALYSIS
2011-2012

	Salaries Benefits & Allowances	Services	Supplies & Materials	Other/ Fiscal	Total
2011/2012 Budget	$ 61,944,300	$ 4,806,800	$ 4,320,800	$ 1,410,500	$ 72,482,400
2010/2011 Budget	$ 57,463,200	$ 4,821,200	$ 3,962,800	$ 1,342,400	$ 67,589,600
Increase (Decrease)	$ 4,481,100	$ (14,400)	$ 358,000	$ 68,100	$ 4,892,800
	7.8%	(0.3)%	9.0%	5.1%	7.2%

BRANDON SCHOOL DIVISION
BUDGET VARIANCE SUMMARY
2011-2012

OBJECTS	Salaries & Employee Benefits	Services	Supplies & Materials	Interest	Transfers	Total	
Regular Instruction	$ 2,603,200	($7,900)	$ 317,700		($1,300)	2,911,700	6.8%
Student Support Services	1,664,500	(34,400)	(14,500)			1,615,600	11.3%
Community Education & Services	56,700	-	30,900			87,600	55.5%
Administration	40,100	44,700	(2,500)			82,300	4.0%
Instr. & Other Support Services	4,100	46,300	5,800			56,200	3.6%
Transportation	26,300	3,300	16,100			45,700	2.6%
Plant Operations & Maintenance	86,200	(66,400)	4,500			24,300	3.4%
Fiscal				(15,800)	85,200	69,400	5.1%
	4,481,100	(14,400)	358,000	(15,800)	83,900	4,892,800	7.2%
Transfers to Capital							
	$ 4,481,100	($14,400)	$ 358,000	($15,800)	$ 83,900	$ 4,892,800	7.2%

Budget Variance Summary 2011-12.xls

THE BRANDON SCHOOL DIVISION
WORKING PAPER
ESTIMATED TOTAL EXPENDITURES & SPECIAL TAX
2011/2012 BUDGET

	OPERATING EXPENDITURES	CAPITAL EXPENDITURES	TOTAL EXPENDITURES	SPECIAL REQUIREMENT
2011/2012 BUDGET TOTALS	$ 70,831,800	$ 2,146,600	$ 72,978,400	$ 32,556,900
Board Budget Revisions				
Increases (Decreases)				
- to balance budget				1,060,700
Staff Adjustments				
Salaries				
Teachers 17.75 x $68,800	1,247,200		1,247,200	1,360,800
HALEP 2.00				
Grade 3/4 Transition/MY Literacy 4.00				
Full Day/Every Day Kindergarten 3.50				
Reading Recovery 2.25				
Literacy Support 0.50				
Resource 0.50				
Principal/Vice-Principal 2.00				
Numeracy Support 0.75				
Counsellors 1.25				
Grade 8/9 Transitional 3.50				
EAL 3.50				
Lunchroom Supervision - High Schools 3.00				
High School Prep Time (10.00)				
Support				
Early Childhood 1.40	24,600		24,600	
Welcome to Kindergarten 0.40	15,800		15,800	
Production Chef 1.00	52,600		52,600	
Educational Assistants - AEP 7.00	144,900		144,900	
Library Technician - Neelin 0.50	11,900		11,900	
Custodial 1.00	35,100		35,100	
Trustee Indemnity	(4,000)		(4,000)	
Payroll Adjustment	(268,800)		(268,800)	
Employee Benefits				
Teachers - 5.0%	61,500		61,500	
Support - 14.0%	40,000		40,000	
.				
Payroll Tax				
2.15% x				
SUB-TOTAL	$ 72,192,600	$ 2,146,600	$ 74,339,200	$ 34,978,400

THE BRANDON SCHOOL DIVISION
WORKING PAPER
ESTIMATED TOTAL EXPENDITURES & SPECIAL TAX
2011/2012 BUDGET

	OPERATING EXPENDITURES	CAPITAL EXPENDITURES	TOTAL EXPENDITURES	SPECIAL REQUIREMENT
BALANCE FORWARD	$ 72,192,600	$ 2,146,600	$ 74,339,200	$ 34,978,400
Other Budget Adjustments				166,000
Services				
Translator Services EAL	4,000		4,000	
Aging Buildings	31,000		31,000	
Mechanical Services	10,000		10,000	
Y and School	(30,000)		(30,000)	
Supplies/Equipment				
Early Childhood	5,900		5,900	
Welcome to Kindergarten	25,000		25,000	
Full Day/Every Day Kindergarten	4,000		4,000	
Capital & Maintenance per pupil	14,700		14,700	
Mobile Computing	130,400		130,400	
School Bus Allocation		(100,000)	(100,000)	
From Reserve		100,000	100,000	
Computer Infrastructure - Crocus Plains		150,000	150,000	
Professional Development				
Grade 3/4 Transition	200		200	
Full Day/Every Day Kindergarten	5,000		5,000	
Vice-Principal	300		300	
Empower Reading	12,000		12,000	
NVCI/First Aid/CPR - Teaching	45,000		45,000	
Education Assistants	8,500		8,500	
BUDGET REVIEW TOTALS	$ 72,458,600	$ 2,296,600	$ 74,755,200	$ 35,144,400
Final Adjustments				
Payroll Tax	$ 23,800		$ 23,800	$ 23,800
Payroll Tax Grant				(23,800)
High School Prep Time	722,000		722,000	722,000
Crocus Plains - traffic/parking	(100,000)		(100,000)	
Payroll Allocation	(268,800)		(268,800)	
Food Sales - Crocus Plains	(15,000)		(15,000)	
Provincial Grant - Stay In School	(25,000)		(25,000)	
Utilities - heat	(94,100)		(94,100)	
Lunch Supervision - High Schools	(142,500)		(142,500)	
Library Technician - Neelin (reallocation)	(13,600)		(13,600)	
Diversified Mobile Computing	(63,000)		(63,000)	(722,000)
FINAL ADJUSTED TOTALS	$ 72,482,400	$ 2,296,600	$ 74,779,000	$ 35,144,400

BRANDON SCHOOL DIVISION
MARKET VALUE ASSESSMENTS BY MUNICIPALITIES

2010

Municipal Corporation	Residential	Farm	Other	Total	Ratios	2010 Special Levy	Increase $	Increase %
Cornwallis	74,573,400	16,649,630	10,241,870	101,464,900	0.05320	$ 1,566,638	$ (30,619)	(1.9)
Daly	1,774,780	1,206,940	40,050	3,021,770	0.00158	46,657	$ 5,289	12.8
Elton	4,644,620	3,433,580	3,418,790	11,496,990	0.00603	177,516	$ 12,332	7.5
North Cypress	5,815,090	-	70,605,690	76,420,780	0.04007	1,179,952	$ (200,986)	(14.6)
Oakland	7,424,290	4,219,960	100,050	11,744,300	0.00616	181,334	$ (1,374)	(0.8)
South Cypress	-	1,087,070	14,955,130	16,042,200	0.00841	247,695	$ (41,018)	(14.2)
Whitehead	39,579,890	13,975,310	6,761,930	60,317,130	0.03162	931,309	$ 99,932	12.0
City of Brandon	1,076,288,590	3,660,580	546,846,580	1,626,795,750	0.85293	25,118,053	$ 877,955	3.6
	$ 1,210,100,660	$ 44,233,070	$ 652,970,090	$ 1,907,303,820	1.00000	$ 29,449,154	$ 721,511	2.5

2011

Municipal Corporation	Residential	Farm	Other	Total	Ratios	2011 Special Levy	Increase $	Increase %
Cornwallis	77,271,810	16,431,790	10,178,090	103,881,690	0.05272	$ 1,690,650	$ 124,012	7.9
Daly	1,753,860	1,163,930	40,050	2,957,840	0.00150	48,103	1,446	3.1
Elton	4,690,880	3,410,630	4,183,600	12,285,110	0.00623	199,787	22,271	12.5
North Cypress	5,815,090	-	70,529,970	76,345,060	0.03874	1,242,333	62,381	5.3
Oakland	7,427,520	4,223,590	135,540	11,786,650	0.00598	191,770	10,436	5.8
South Cypress	-	974,050	14,955,130	15,929,180	0.00808	259,113	11,418	4.6
Whitehead	40,607,850	13,945,880	7,139,000	61,692,730	0.03131	1,004,065	72,756	7.8
City of Brandon	1,120,906,890	3,551,400	561,270,360	1,685,728,650	0.85544	27,432,673	2,314,620	9.2
	$ 1,258,473,900	$ 43,701,270	$ 668,431,740	$ 1,970,606,910	1.00000	$ 32,068,494	$ 2,619,340	8.9

BRANDON SCHOOL DIVISION
REVENUE ANALYSIS BY FUNCTION

	2008-2009 Actual	%	2009-2010 Actual	%	2010-2011 Budget	%	2011-2012 Budget	%
Provincial Government	$37,436,749	62.2%	$40,701,311	63.0%	$ 42,363,200	62.4%	$ 44,943,400	61.9%
Federal Government	24,953	0.0%	56,264	0.1%	23,900	0.0%	23,900	0.0%
Municipal Government	21,364,238	35.5%	22,416,877	34.7%	24,335,000	35.9%	26,578,700	36.5%
Other School Divisions	198,252	0.3%	258,621	0.4%	187,400	0.3%	222,200	0.3%
First Nations	272,048	0.5%	249,788	0.4%	257,000	0.4%	283,200	0.4%
Private Organizations & Individuals	917,733	1.5%	915,829	1.4%	677,600	1.0%	685,500	0.9%
	$60,213,973	100.0%	$64,598,690	100.0%	$ 67,844,100	100.0%	$ 72,736,900	100.0%

EXPENDITURE ANALYSIS BY FUNCTION

	2008-2009 Actual	%	2009-2010 Actual	%	2010-2011 Budget	%	2011-2012 Budget	%
Regular Instruction	$34,674,900	57.2%	$36,442,275	56.8%	$39,542,200	58.3%	$42,453,900	58.4%
Student Support Services	13,144,295	21.7%	13,867,763	21.6%	14,537,900	21.4%	16,153,500	22.2%
Community Education	196,831	0.3%	214,317	0.3%	157,700	0.2%	245,300	0.3%
Administration	1,974,891	3.3%	1,907,240	3.0%	2,034,100	3.0%	2,116,400	2.9%
Instructional & Other Support Services	1,713,696	2.8%	1,934,004	3.0%	1,965,100	2.9%	2,021,300	2.8%
Transportation of Pupils	1,538,589	2.5%	1,650,482	2.6%	1,749,900	2.6%	1,795,600	2.5%
Operations & Maintenance	5,881,063	9.7%	6,146,467	9.6%	6,416,300	9.5%	6,440,600	8.9%
Fiscal	935,019	1.5%	1,146,145	1.8%	1,186,400	1.7%	1,255,800	1.7%
	60,059,284		63,308,693		67,589,600		72,482,400	
Transfer to Capital	576,985	1.0%	829,084	1.3%	254,500	0.4%	254,500	0.3%
	$60,636,269	100.0%	$64,137,777	100.0%	$67,844,100	100.0%	$72,736,900	100.0%

Revenue Analysis by Function.xls

BRANDON SCHOOL DIVISION
OPERATING FUND - EXPENDITURE BY FUNCTION AND BY OBJECT
JULY 2011 - JUNE 2012

Objects	Salaries	Employee Benefits & Allowances	Services	Supplies & Materials	Debt Services	Transfers	Total	%
Functions								
Regular Instruction	$ 36,860,600	$ 1,936,500	$ 508,800	$ 2,993,300	$ -	$ 154,700	$ 42,453,900	58.4%
Student Support Services	14,456,700	1,212,600	348,400	135,800	-	-	16,153,500	22.2%
Community Education & Services	150,000	19,300	41,000	35,000	-	-	245,300	0.3%
Administration	1,358,600	166,800	521,800	69,200	-	-	2,116,400	2.9%
Instructional & Other Support Services	1,294,700	82,900	549,200	94,500	-	-	2,021,300	2.8%
Transportation	1,086,800	158,700	219,300	330,800	-	-	1,795,600	2.5%
Plant Operations and Maintenance	2,761,900	398,200	2,618,300	662,200	-	-	6,440,600	8.9%
Fiscal					15,500	1,240,300	1,255,800	1.7%
Transfer to Capital						254,500	254,500	0.3%
TOTALS	$ 57,969,300	$ 3,975,000	$ 4,806,800	$ 4,320,800	$ 15,500	$ 1,649,500	$ 72,736,900	100.0%
	79.7%	5.5%	6.6%	5.9%	0.0%	2.3%	100.0%	