Report of Senior Administration to the Board of Trustees

May 25, 2010

A. Business Arising for Board Action

I. Presentations
1. Kirkcaldy Heights School 1

II. Human Resources

III. Secretary-Treasurer
1. Policy Revision – 5026 – "Harassment" 1
2. Name Change – Divisional Futures and Liaison Committee 1
3. Policy Revision – 6032 – "Role of the Learning Support Services Facilitator" 1
4. Policy Revisions 2
5. Policy Revision – 3013 – "Travel Expense Account" 2
6. Tender – Supply/Mount/Cable NEC Projectors 2

IV. Superintendent of Schools

V. Senior Administration Response to Trustee Inquiries

B. Administrative Information

I. Human Resources
1. Personnel Report 3

II. Secretary-Treasurer
1. School Bus Evacuation Drills 3

III. Superintendent of Schools
1. School Matters
A. Quality Learning
- Quality Learning at Crocus Plains Regional Secondary School 3

B. Quality Teaching
- Quality Teaching at Earl Oxford School 4

C. Quality Support Services
- Quality Support Services at King George School 5
- Canadian Language Benchmarks Assessment Training – Agnieszka Desjardins, Teacher, Vincent Massey High School 6

D. Administrative and Statistical Information
- Suspensions 7
- English as an Additional Language (EAL) Enrolment Update / April 30, 2010 7

... /2

2. Divisional Initiatives
   A. Quality Learning
      - Senior High Access Committee Meeting / April 30, 2010 8
      - Partnership with "Learning Through the Arts" Update 9
   B. Quality Teaching
      - Middle Years Initiative 10
      - International Baccalaureate Program – École Secondaire Neelin High School 10
      - Advanced Placement Program – Vincent Massey High School 11
      - Understanding By Design 13
      - Professional Learning Session / May 3, 2010 14
   C. Quality Support Services
      - Brandon University Centre for Aboriginal and Rural Education Studies (BU CARES) 16
      - Assistive Technology Project 2009-2012 16
      - Principal Preparation Program Steering Committee Meeting / April 26, 2010 20
      - Update on Implementation of Single Track French Immersion Program / May 5, 2010 22
3. Community Connections
   - Meeting with Vice-President, Academic and Research at Brandon University / April 29, 2010 22
   - Presentation at American Educational Research Association (AERA) 2010 Annual Meeting 23
   - Healthy Schools Committee Meeting / May 5, 2010 23
   - Joint Brandon School Division and Brandon University Forum on "Transitioning our Students: Grade 12 to First Year" / May 7, 2010 24
   - Brandon Tri-High Youth in Philanthropy (YIP) "Giving Us Hope for the Future" / May 11, 2010 25

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

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

A. Business Arising for Board Action

I. PRESENTATIONS

FROM SCHOOLS

Kirkcaldy Heights School

II. HUMAN RESOURCES

III. SECRETARY-TREASURER

1. POLICY REVISION – 5026 – "HARASSMENT"

For Action.....G. Barnes

At the Regular Board Meeting on May 10, 2010, a Giving of Notice was presented for the purpose of rescinding Policy and Procedures 5026 "Harassment" and replacing same with Policy and Procedures 5026 – "Harassment." The noted Policy and Procedures are attached as Appendix A. A motion for the Policy and Procedures is included in the agenda for Board consideration.

2. NAME CHANGE – DIVISIONAL FUTURES AND LIAISON COMMITTEE

For Action.....G. Barnes

At the May 10, 2010 Regular Board Meeting, Trustee Mayes presented a Giving of Notice for the purpose of changing the name of the Board of Trustees' Divisional Futures & Liaison Committee to Community Relations Committee to better reflect the work of the Committee. A motion is included in the agenda for Board consideration in this regard.

RECOMMENDATION:

That the Board of Trustee Committee known as "Divisional Futures and Liaison Committee be changed to Community Relations Committee".

3. POLICY REVISION – 6032 – "ROLE OF THE LEARNING SUPPORT SERVICES FACILITATOR"

For Action.....G. Barnes

At the Regular Board Meeting on May 10, 2010, a Giving of Notice was presented for the purpose of rescinding Policy 6032 – Role of the Program Facilitator" (Appendix B) and replacing same with Policy 6032 – "Role of the Learning Support Services Facilitator" (Appendix C). A motion for the Policy is included in the agenda for Board consideration.

4. POLICY REVISIONS

For Action.....G. Barnes

At the Regular Board Meeting on May 10, 2010, a Giving of Notice was presented for the purpose of approving Policy 6036 – "Learning Support Services: Technology in Learning Specialist K-12". The noted Policy is attached as Appendix D. A motion for the Policy and is included in the agenda for Board consideration.

5. POLICY REVISION – 3013 – "TRAVEL EXPENSE ACCOUNT"

For Action.....G. Barnes

At the Regular Board Meeting on May 10, 2010, a Giving of Notice was presented for the purpose of rescinding Form 3013 – "Travel Expense Account" and including the document as a Divisional Document. The noted Form is attached as Appendix E. A motion for the Form is included in the agenda for Board consideration.

6. TENDER – SUPPLY/MOUNT/CABLE NEC PROJECTORS

For Action.....G. Barnes

RECOMMENDATION:

That the Proposal from Television City in the amount of $82,429.76 including taxes for the supply, cabling, and installation of 49 NEC Projectors for Smartboards be accepted. (Appendix F).

IV. SUPERINTENDENT OF SCHOOLS

V. SENIOR ADMINISTRATION RESPONSE TO TRUSTEE INQUIRIES

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. SCHOOL BUS EVACUATION DRILLS

For Information ..... G. Barnes

Ron Harkness, Supervisor of Transportation has advised that the Spring emergency school bus evacuation drills of the regularly transported students have been completed by the Brandon School Division bus drivers for the 2009/2010 school year. This is provided as information.

III. SUPERINTENDENT OF SCHOOLS

1. SCHOOL MATTERS

For Information ..... D. Michaels

A. QUALITY LEARNING

QUALITY LEARNING AT CROCUS PLAINS REGIONAL SECONDARY SCHOOL
Grade 9-12 English Language Arts Initiative
Report prepared by Mr. Terry Osiowy, Principal, Crocus Plains Regional Secondary School and Mr. Sean Brown, Vice-Principal, Crocus Plains Regional Secondary School

The English Language Arts Department at Crocus Plains Regional Secondary School has focused its attention on improving the teaching and learning process for our students. As a team, the focus on this year's work was has been towards three key areas. Those three key areas are as follows:

1. What is it that we want our students to learn and what skills do we want them to develop as they advance through Grades 9 – 12? How do we plan for that consistent and focused development? (Curriculum Mapping)
2. Once we determine what students need to be learned and what skills need to be developed, how will we measure the improvements /changes in student learning? (Assessment and Evaluation)

3. What do we need to adjust and/or change in our instructional practices to meet the needs of our diverse group of learners? (Pedagogy and Instructional Practices)

The English Language Arts Department had met for four days during the 2010-2011 school year. As of May 12, 2010, the department had reached a consensus in developing common units of study at each grade level. Allyson Wronowski utilized the Curricuplan software to map each course in terms of its curricular outcomes so that all fifty-six outcomes are addressed at some point of the courses at each grade level.

The team has also started the preliminary discussions on assessment and evaluation throughout the process. As a result, we have a common summative assessment for Grade 9 English Language Arts, portfolio evaluation, and ongoing development of common final assessments in Grades 10 and 11 that mirror the Grade 12 Provincial Standards Test.

Further discussions and work in assessment and evaluation is planned for June 23 and June 24. The work on the curriculum mapping and assessment provides the basis for development of pedagogy, adaptations, and further collaborative work.

Full implementation is planned for Semester I of the 2010-2011 school year. Initial progress will be reviewed in late October and early November; however, this will be a long-term goal of the English Language Arts Department and continual review of this initiative will be a department priority within the new Crocus Plains Regional Secondary School process for developing school and department improvement initiatives.

B. QUALITY TEACHING

QUALITY TEACHING AT EARL OXFORD SCHOOL

Report prepared by Mr. Shawn Lehman, Principal, Earl Oxford School

Earl Oxford has focused on one attainable goal in the area of quality teaching for the 2009- 2010 school year. The teachers have set a goal to **increase student achievement in literacy, where 80% of Earl Oxford students will reach at or above levels in reading comprehension.** To get here, the teachers have taken on the following school wide initiatives:

- A partnership was established with Joe Stouffer and his literacy class by providing our students with literacy centers focused on running records, observational surveys, guided reading (and pursuing writing) and one-on-one conferencing. Teachers facilitate while university students implemented the process. The centers occurred once a week for November, December, January, February and some of April. This is our second year with the

partnership and we are seeing growth in pedagogy and guided reading approaches with our teachers and our future educational teachers.

- All teachers focus on two traits of the writing traits process by implementing writing tasks based on generating ideas and word choices within our English Language Arts classrooms.
- The teachers have worked diligently on the implementation of the learner profile three times a year and shared at reporting times to show growth and achievement in their students. The learner profile is passed on to the next year's teacher to help inform instruction and planning for the year. As part of the learner profile the early years and middle years teams have created a reading comprehension strategy resource booklet at early years and middle years level so that everyone is using the same strategies and language based on the Deb Miller comprehension strategies.

C. QUALITY SUPPORT SERVICES

QUALITY SUPPORT SERVICES AT KING GEORGE SCHOOL

Report prepared by Mr. Dave Lim, Principal, King George School

The Brandon School Division has been very supportive in providing Quality Support Services to King George School. Some of the key areas are presented below:

- King George School has developed several professional development initiatives in the areas of literacy and numeracy. There is an Early Years Literacy Committee, as well as, a K-8 Literacy and Numeracy Committee. The committees' goals are to provide consistency, common language, assessment and teaching strategies that will focus on best instructional practices for K-8 students. The committees also provide professional development opportunities for teachers, e.g. Faye Brownlee Strategies, Running Records, PM Benchmarks, Numeracy Recovery, Digi-Blocks.

- King George School is staffed with student support positions such as: Resource, Counselling, Reading Recovery, Literacy Support and English as an Additional Language (EAL). Our Resource teacher, Candace Wolfe, has provided workshops on literacy and running records to our middle years teachers. Our clinical team meets with support staff on a regular basis to provide important information on programming to best meet the needs of our students. Candace has also implemented the Baxton Reading Program to some of our students on a daily basis.

- Our Guidance Counsellor, Dolores Hardy, formed a partnership with Child and Adolescent Treatment Center (CATC) to provide parents with the Triple P Parenting seminars. The Positive Parenting Program help parents learn effective ways to deal with the challenges of raising healthy, happier children. Lori Dredger, our Social Worker, has implemented the Strong Kids Program to some of our early years and middle years classes. We also had Blake Stephens, Elementary Student Support Program teacher, provide our grade 1 and 2 students with the Second Step [How to Get Along With Friends] Program.

- Rob Boyd, our EAL teacher, along with volunteers from Royal Bank of Canada (RBC) provided our EAL students with an After-School EAL Program, in which students would learn about Canadian culture and language while participating in fun activities.

- Our Early Behaviour Support (EBS) (safe and positive school) Committee planned and provided King George School students with opportunities to be engaged in cross-grade activities, to develop their moral intelligence and to provide leadership. Our EBS themes this year included local (Farm Credit Canada Food Drive) and global (Hope for Haiti) fundraisers, the Winter Olympics and Environmental Earth Week. We are currently partnering with Brandon University students on a Green Futures program to plant and maintain community gardens at the East End Community Centre.

These are some of the quality support services that are provided to our students so they will have the best opportunity to achieve social, emotional and academic success.

CANADIAN LANGUAGE BENCHMARKS ASSESSMENT TRAINING – AGNIESZKA DESJARDINS, TEACHER, VINCENT MASSEY HIGH SCHOOL

Canadian Language Benchmarks (CLB) Assessment Training is used with adults, across Canada, to assess language skills.

Agnieszka Desjardins, Teacher, Vincent Massey High School, has received approval from the Province for this training. She will receive her training from Anna Byrd, Winnipeg English Language Assessment and Referral Centre, in May 2010, and in June will travel to Winnipeg to observe assessments that take place with a wider variety of leveled adults.

This summer Agnieszka will complete assessments at Westman Immigration Services (WIS). This training will benefit Vincent Massey High School as Agnieszka will be able to provide assessments to students,18 – 21 years of age, prior to them leaving school to determine their CLB levels in order to assist them with transitioning out of high school.

Agnieszka taught evening adult English as an Additional Language classes at WIS for two years prior to going to Vincent Massey.

D. ADMINISTRATIVE AND STATISTICAL INFORMATION

SUSPENSIONS

SCHOOL	NO./STUDENTS	NO./DAYS	REASON
Crocus Plains	7	3, 5, 7	Assaultive, Unacceptable
Earl Oxford	1	4	Unacceptable Behaviour
Neelin	2	5, 15	Unacceptable Behaviour
Vincent Massey	7	4, 5	Assaultive, Drug and Alcohol, Unacceptable

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) ENROLMENT UPDATE / APRIL 30, 2010

The Brandon School Division Currently has 743 English as an Additional Language (EAL) Students.

- 29 new registrations for the current school year were received in April 2010;
- 1 student has moved away from Brandon or has been discontinued as EAL students.

The number of new EAL registrations received since June 2009, by month, is as follows:

Month of Registration	Number of New EAL Registrations Received
June 2009	11
July 2009	38
August 2009	22
September 2009	17
October 2009	27
November 2009	39
December 2009	11
January 2010	21
February 2010	24
March 2010	35
April 2010	29
Total	274

The current school totals are as follows:

Alexander	0
Betty Gibson	88
Crocus Plains	58
Earl Oxford	18
George Fitton	30
Green Acres	8

Harrison	17
J.R. Reid	10
King George	76
Kirkcaldy Heights	9
Linden Lanes	5
Meadows	72
Neelin	22
New Era	64
O'Kelly	3
Riverheights	18
Riverview	47
St. Augustine	22
Spring Valley	14
Valleyview Centennial	6
Vincent Massey	116
Waverly Park	40
Total	743

The number of students who left Brandon School Division from the beginning of April to the end of April is one (1).

The one (1) student moved to The Pas.

Two (2) students changed catchment areas within the Brandon School Division.

This is respectfully submitted as information.

2. DIVISIONAL INITIATIVES

For Information ..... D. Michaels

A. QUALITY LEARNING

SENIOR HIGH ACCESS COMMITTEE MEETING / APRIL 30, 2010

The most recent meeting of the Senior High Access Committee meeting was held on April 30, 2010. Cathy McLaren, Technology in Learning Specialist K-12, presented to the Committee on Literacy with ICT Across the Curriculum. This will be one of the major areas of focus of work in the Senior High Schools in the coming school year.

<u>Management Items</u>

The following items were discussed:

1. Grade 8 to 9 student registration process: strengths, changes required for 2010-2011
2. Reports on Friday, March 19, 2010 Staff Development Day
3. Implementation of Policy 4052: Assessment, Evaluation and Reporting of Student Learning and Achievement

4. Community Involvement Activity/Credit – request from Trustee Mayes
5. Procedures 4057: Grades 9-12 Physical Education Credits
6. DOCFS Letter re: "Gang Colours"
7. Entering Cell Phone Violations in Discipline
8. "Training for Tomorrow Educational Awards Program"

PARTNERSHIP WITH "LEARNING THROUGH THE ARTS" UPDATE
Report prepared by Ms. Barb Miller, Principal, Alexander School

During the 2009 - 2010 school year, Alexander School forged a partnership with the Learning Through the Arts (LLTA) branch of the Royal Conservatory of Music in Toronto. In February of 2010, we embarked on our first project with LLTA. Kate Ferris, a singer/songwriter from Winnipeg Beach, came to Alexander School to facilitate a professional development session, with the staff, about embedding curriculum content in the songwriting process. Kate talked with the staff about the curriculum outcomes they wished to address through this project. After some discussion, the staff chose to address specific outcomes in the social studies and language arts curriculum. The staff also decided to use a school-wide theme (Canada) and target specific curriculum outcomes that were being taught in each multi-age grouping. During the professional development session, the staff wrote a song about the diversity that exists in Canada. The staff worked through the same process that the students would work through during Kate's residency.

Kate's residency was four days in length and was blocked into 100 minute chunks with each multi-age grouping. The first day, each class brainstormed all of the pieces of knowledge that they had acquired during their unit of study related to some aspect of Canada. On day two, the students categorized the pieces of knowledge as they related to key topic areas. They also talked about what kind of mood, tempo, and key was appropriate for their song. On the third day, the students practiced their song and tinkered with the melody as they practice. One class also brought in other instruments to reflect certain sounds during their song. On the last day of Kate's residency, the students recorded their songs with the assistance of a professional recording artist. Each student received a CD of all the songs that were recorded. It is important to note that one student wrote a song of his own about the Olympics and Kate worked with him to set it to music and he was able to record it on the school CD as well.

We have already begun planning our projects for next year in partnership with Learning Through the Arts. We are considering a project related to infusing art into the math curriculum and a project that relates to film making. In addition, we are talking with the Manitoba representative from LLTA about professional development opportunities that would be made available to the teachers in Brandon School Division. We are exploring the possibility of bringing a film artist to Brandon to provide professional development opportunities over the next school year for interested teachers. There would be an investment in the technology that would support this project in the division for interested classrooms. This equipment would be accessible division-wide to support quality learning opportunities for all the students in our division.

B. QUALITY TEACHING

MIDDLE YEARS INITIATIVE

Report prepared by Ms. Betty Howell, Principal, St. Augustine School

The work is continuing on revamping the formative assessments for Grade 5 &7 literacy and numeracy. The teams include teachers, principals and the Literacy Specialist Cory Nevill and Numeracy Specialist Jaime Lombaert. The teams have been meeting monthly to work on the assessments. The intent is to create a resource binder for use by the teacher each year, eliminating the need to create different assessments for each fall. The literacy team has selected materials for reading comprehension assessment and is currently piloting these selections with their current classes. An evaluation rubric has been designed by the team to determine if the student is meeting grade level outcomes. The next working session includes selection of a writing format and assessment rubric. The intent is that this assessment would be ready for use in September of 2010. The numeracy teams are working on a revised assessment and on aligning assessment collection with the provincial assessment collection for Grade 7. This fall the current assessment will be used, with development and piloting of the new assessment to occur over the coming fall term.

An additional aspect of this revision is the focus on how to address the needs as evidenced by the assessment results. Proposed professional development planning for the coming year includes time for the teachers to come together after the assessment is completed. This will enable the teachers to discuss instructional strategies to address the areas where students experienced difficulty.

Principals and middle years teachers have continued the discussions on the middle years report card implementation. School teams met to provide requested feedback to the Board of Trustees on the assessment policy, specifically in regard to student accountability and the inclusion of a list of assignments with the report card.

INTERNATIONAL BACCALAUREATE PROGRAM – ÉCOLE SECONDAIRE NEELIN HIGH SCHOOL

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

The International Baccalaureate (IB) program will be entering into its fifth year of implementation at École Secondaire Neelin High School this fall. As part of the 2009-2010 School Development Plan this year at Neelin, a major emphasis was placed on raising the profile of this academic opportunity for students of the Brandon School Division. The registration process this spring has shown that the popularity of the IB program within the Brandon School Division is starting to see a real positive growth in numbers. A recent parent information evening held at the school for the IB program attracted over 120 interested parents and students. Individuals that attended this information evening left with a clear, informed understanding of the benefits a program of this stature could avail to them. As well,

the grade 8 open house evening held in March also produced a large level of interest from those parents and students entering into the high school years.

The two year IB program commences for students as they enter into their grade 11 year. Upon high school graduation students that successfully complete the IB program will receive an IB diploma, a diploma that carries considerable credibility with many post secondary institutions around the world.

École Secondaire Neelin High School offers as part of their IB program the following courses: Biology, Chemistry, English, French, Mathematics and History. Students who are contemplating the IB program for grade 11 and 12 will have an opportunity for the first time this fall to accelerate their program as they enter grade 10 in both the English and science areas.

As a result of the work managed this year by the Neelin IB team, preliminary enrollment numbers for the IB program have increased substantially. For example, the grade 11 biology and chemistry IB courses will each have 15 students registered for the fall. However, the real encouraging and positive indicator with respect to enrollment is with the level of interest shown by our current grade 9 student population; the enrollment numbers for the accelerated English course is currently 20 while the science course has 31 students registered—both of these courses could be considered as lead-in courses for students that will enter into the IB program for grade 11.

ADVANCED PLACEMENT PROGRAM – VINCENT MASSEY HIGH SCHOOL

Report prepared by Mr. Mathew Gustafson, Principal, Vincent Massey High School

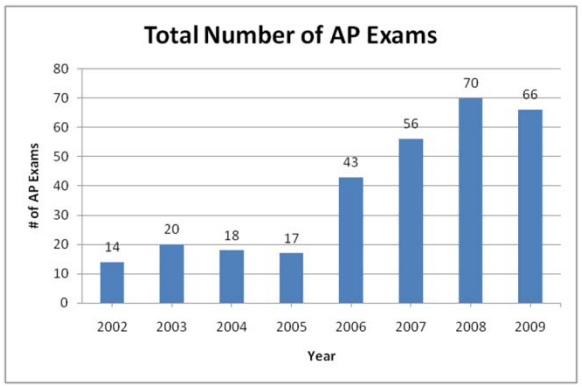
The Advanced Placement Program (AP) is a cooperative educational endeavor between high schools, colleges, and universities. The AP program provides students with the opportunity to pursue university level studies while still in high school. Research on the effect of taking AP courses has demonstrated that when AP students reach the post-secondary level, they typically enroll in more courses than their peers, achieve higher grade point averages, graduate with double majors, and go on to graduate school at a rate double that of their non-AP peers. The transition from high school to a post secondary setting is facilitated. Students are motivated to undertake more challenging work. Students are given the opportunity to study their special interest areas in more depth with peers of similar interests and motivation. By meeting the challenge of national and international standards, students are rewarded with a tremendous sense of accomplishment and international credibility of their academic abilities.

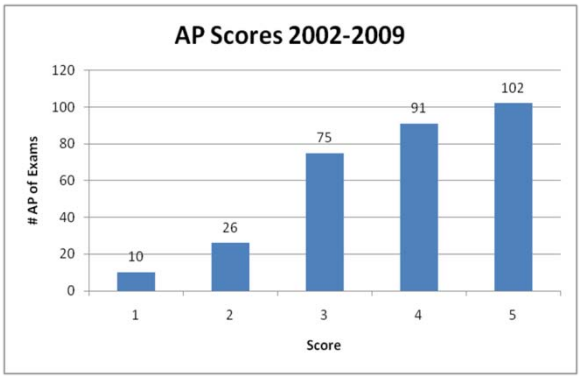
Advanced Placement courses play a significant role in facilitating the Vincent Massey school belief of developing the creative and intellectual potential of all learners and to assist students to transition successfully to postsecondary education. Vincent Massey currently offers Advanced Placement courses in English, Calculus, Chemistry, Physics and Biology. We will be offering alternative English and a History AP course

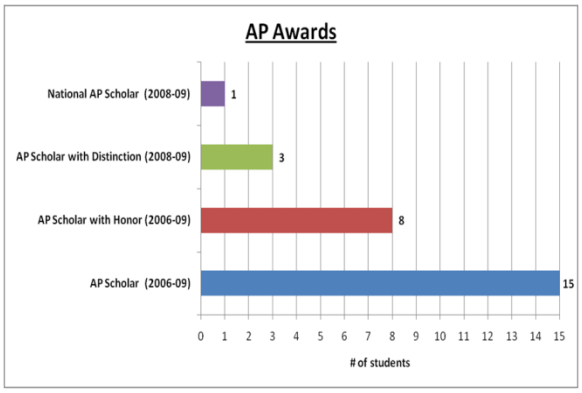
next school year to accommodate student demand. In addition, we will be exploring the addition of Economics and Psychology to expand the opportunities for a variety of student postsecondary goals.

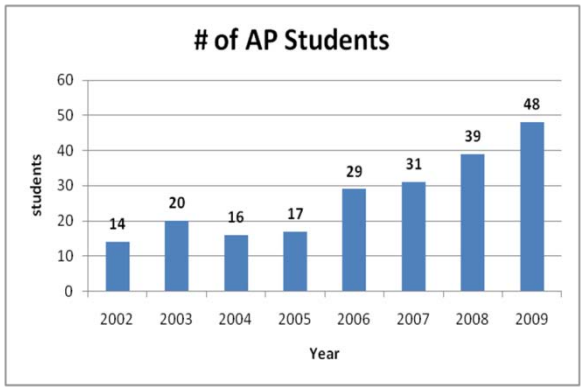
We have had an increasing number of students participate in AP courses and an increasing number of AP exams being written each year, growing from 14 in 2002 to 92 exams in 2010. The enrolment in advanced placement exam eligible courses for the 2010/11 school year is 145 students. In addition there are 101 students enrolled in the grade 11 advanced placement preparatory courses and 127 students enrolled in the grade 12 advanced placement preparatory courses. Vincent Massey High School is also experiencing an increasing number of students who are striving to achieve Advanced Placement Awards through the number of AP courses that they enroll in and achieve a 4 or 5 in the AP exams. We have received numerous compliments about the success of our advanced placement students at the postsecondary level from universities. We have also seen universities actively recruiting advanced placement students through the use of scholarships and waived tuition fees.

The costs to maintain the Advanced Placement courses at Vincent Massey are largely covered through the Vincent Massey staffing allocation and textbook budget. There are two other areas supported by divisional allocations which are significant in delivering the high quality and opportunities for all students. The exam costs ($100/exam) have been covered historically for all students who achieve a 3, 4, or 5 on the Advanced Placement Exam. This support encourages accessibility for all students by eliminating financial barriers. The division has also helped support the professional development requirements for new staff and for the continued professional growth of current staff instructing the Advanced Placement courses.









UNDERSTANDING BY DESIGN

Report prepared by Ms. Ingrid Gross, Facilitator, Brandon School Division Teacher Librarians

Meeting the needs of twenty-first century learners is a daunting task, even for the most experienced educator. Our ever-changing world requires all students, not just the academically gifted or motivated, to develop deep understandings about global awareness; financial, economic, business, and entrepreneurial literacy; civic, health, and environmental literacy; learning and innovation skills; critical-thinking and problem-solving skills; communication and collaboration skills; information, media and technology skills; productivity and accountability skills, and finally, life and career skills ("Framework," 2009, p. 2). To facilitate the deep understanding of curriculum teachers must move away from an Industrial Age teaching model where learning is focused on the recognition and recall of copious amounts of content knowledge. This model limits students to acquiring a superficial understanding of the curricula (Kelly, McCain, & Jukes, 2009). Assessment, in this model, does not accurately measure what a student truly understands from curricula but rather measures what a student has forged into his or her short-term memory.

Brandon School Division teacher librarians hosted two professional development sessions to investigate the curriculum design framework known as Understanding by Design(UbD). The sessions were led by Ms. Linda Jameson, Mr. Peter Buehler, and Ms. Ingrid Gross. Six key understandings were the focus of the two sessions:

- deep understanding of curricula does not come from students examining outcomes in an insulated or linear fashion, but from students uncovering the "big ideas and key understandings" of a curricula;
- understanding of curricula engages student thinking and learning in the areas of: application, explanation, perspective taking, interpretation, empathy, and self knowledge;
- evidence of student understanding is revealed when students can TRANSFER knowledge and skills in authentic contexts and into new situations;
- effective curriculum planning follows the principles of Understanding by Design because it helps avoid the problems of curricula coverage and activity-oriented teaching; and
- performance based assessment tasks are critical in assessing student understanding.

Understanding by Design (UbD) is a powerful teaching framework that focuses student learning on deeply understanding the big ideas or core understandings of curricula. When using this curricula framework, teachers are challenged to address the following essential question, "From the provincial curricula, what the do I want my students to understand 40 months and 40 years from now?" The framework is composed of three key stages: identifying the desired results, establishing assessment evidence, and the development of a learning plan. During the two professional development sessions, teacher-librarians participated in a variety of

activities that exposed them to core knowledge and skills that make up the key components of the UbD framework. These activities included:

- an examination of four professional development articles;
- an open forum discussion;
- an investigation into the components underpinning student understanding;
- an examination of the key components of the UbD framework; and
- the development of a unit of study using the UbD framework.

Academic references available upon request.

PROFESSIONAL LEARNING SESSION / MAY 3, 2010

"LITERACY INTERVENTIONS DESIGNED to ACCELERATE the PROGRESS of CHILDREN with READING DISABILITIES"

"If the child is a struggling reader or writer the conclusion must be that we have not yet discovered the way to help him learn." (Clay, Marie 2005)

Background

This session was presented by Betty Howell, Principal, St. Augustine's Elementary School and a guest speaker, Ms. Deborah Brolund, Teaching Consultant of the Sick Children's Hospital, Toronto, Ontario.

Mrs. Howell introduced this session by referencing the Mission of the Brandon School Division and advised that we approach the importance of students achieving meaning from reading through a variety of approaches. She referenced the issues we face in educating students to learn to read:

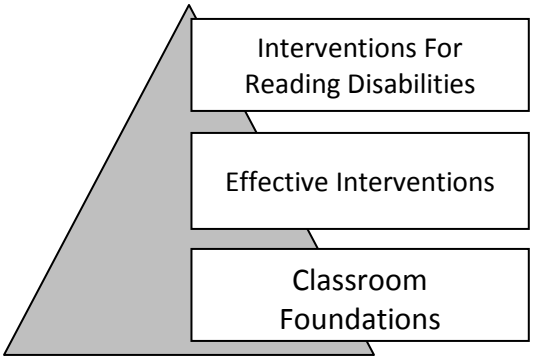
- consequences of reading failure (1 out of every 5 Canadians);
- students get caught in a downward spiral with increasing gaps in achievement levels;
- small percentage of children who do not achieve average levels of literacy development despite good classroom literacy programming; and
- early intervention is essential: so children's image of themselves and of the reading task does not become severely altered.

Overview of Session

1. Foundations of Classroom Delivery
2. Process of Early Literacy Acquisition
3. Causation of Reading Disabilities
4. Research on Successful Interventions
5. Research on Reading Disabilities
6. Empower™ Reading, Decoding and Spelling
7. Action Research and Project

Session Presentation – please see Appendix G for details.

1. Foundation of Effective Classroom Literacy Instruction



- In the Brandon School Division our CLASSROOM FOUNDATIONS include:
  - Regie Routman's Comprehensive Literacy Model
  - Fountas and Pinnell Balanced Literacy Framework
  - Guided Reading

2. Early Literacy Acquisition
   - Clay (1991) – "Reading as the *message-getting, problem-solving activity which increases in power and flexibility the more it is practiced."*
   - Required a network of strategies including matching oral language with print order; phonological – letter and sound knowledge, obtaining meaning.
   - Behaviours of proficient readers – substitution, solving, repetition, omission, insertion.

3. Causation of Reading Disability
   - Developmentally limited: "causal early in development, but at some point have no further effects on the level of reading efficiency" (Stanovich, p. 362)
   - Reciprocal causation: "having causal connections running both directions" (Stanovich p. 362)
   - Early intervention is essential; three types of reading intervention: preventative, acceleration, longer term.

4. Research on Successful Interventions
   - Reading Recovery™
   - Literacy support – a Brandon School Division developed initiative (established in 2003 as action research for class-size and composition – extended in 2009 to all schools in Brandon School Division)
   - Brain Research in the Field of Reading Disabilities
   - Components of Intervention: Shayowitz (2007) – phonemic awareness, phonics, fluency, vocabulary, comprehension
   - Toronto Sick Kids Learning Disabilities Research Program

5. Empower™ Reading: decoding and spelling – essential reading skills addressed: oral skills, phonological processing, print literate phonological processing, five decoding strategies, metacognition attribution skills, fluency.

6. Brandon School Division Action Research Project: links to middle years literacy support and early years support model; connects classroom instruction to empower reading to guided reading and writing.

C. QUALITY SUPPORT SERVICES

BRANDON UNIVERSITY CENTRE FOR ABORIGINAL AND RURAL EDUCATION STUDIES (BU CARES)

BU CARES Advisory Committee Meeting 2009-2010

Report prepared by Mr. Adrian Kuryliw, Research and Evaluation Coordinator

The annual BU CARES Advisory Committee meeting was held at the Manitoba First Nations Education Resource Centre in Winnipeg on April 26, 2010. Representatives from Brandon University, Brandon School Division, Frontier School Division, and Manitoba Education were present. Notes from the previous meeting May 22, 2009 were shared and the role of the Advisory Committee was reviewed.

The current status of the Social Sciences and Humanities Research Council (SSHRC) grant which supports the Centre, the *Researcher-in-Residence Program*, and the BU designation of *Research Affiliates* were considered in detail and plans to continue the development of these for the 2010-2011 year was supported by the Committee. A summary of the current Department of Graduate Studies field research studies which partner with Manitoba Education and Manitoba School Divisions was distributed. BU CARES has operated successfully for the past 2 years and no fundamental change to the Centre was recommended for the upcoming year.

ASSISTIVE TECHNOLOGY PROJECT 2009-2012

Report prepared by Ms. Marsilah Peirson, Program Facilitator

Background to this Project

The Assistive Technology Committee was formed in June 2009 and initiated a three-year classroom project. This is a collaborative team project in which the members consist of personnel from Student Support Services, the Technology in Learning Specialist and instructional teams from K-12 schools. There are three schools that are participating in this project; one class per school. The three classroom teachers are also teamed up with the resource teachers for the in-school support. The three piloted schools are:

Linden Lanes for early years class
Valleyview for middle years
Vincent Massey for senior years.

The budget for release time for teachers to attend group meetings, training and professional learning, and the purchase of materials for this year was from MIST, Senior Administration, and Student Support Services.

Objective for this Project

The aim of this Assistive Technology Classroom Project is to support classroom teachers with professional learning regarding the concept of Universal Design, and providing software training on specific applications to support student learning. This is done by providing release time and training in the selected software. This project also focuses on how to integrate assistive technology for teachers as an instructional tool; and for programming purposes to address the diverse learning needs of students in the classroom.

By definition, Assistive Technology is used in classrooms to eliminate learning barriers for struggling learners. At the same time, Assistive Technology is used to optimize learning potential for all students. For this project, the teams have chosen to pilot two computer software programs, Kurzweill 3000 and Classroom Suite to be utilized for instructional use and for all learners in the classrooms.

Classroom Suite and *Kurzweill 3000 are* software programs that provide learning applications to support students with learning difficulties. At the same time, it can be used as an independent study tool by all students.

The Role of the Assistive Technology Pilot Project Committee:

- provide support to pilot classroom teachers ;
- coordinate professional learning for teachers;
- networking with Manitoba Education regarding the implementation of Assistive Technology in connection with Universal Design For Learning.
- coordinate and participate in monthly meetings with all pilot schools for planning and training;
- coordinate further training of the software;
- participate in a monthly “in-school” team meeting;
- data Collection on the effectiveness of Assistive Technology as instructional tools for teachers and students; and
- data Collection on achievement in literacy and numeracy using Assistive Technology.

The Committee met several times for planning and for updates on the progress of the project.

Outlines of the Three -Year Plan for this Pilot Project are attached as Appendix H.

For the purpose of this report, we are highlighting the activities that have taken place during the first year of this project.

Year 1- 2009- 2010

Goal : Evaluation of the Software

- an evaluation year of software programs;
- training of teachers in pilot classrooms on available software;
- reviewing specific features of software for programming purposes to address the diverse learning needs of students in the classroom;
- recommendation of software for purchase; and
- professional learning for teachers in pilot classrooms on planning for differentiation.

In addition to the above goals, the aim for this project is for the classroom teachers to become familiar, comfortable, and to experiment with the features and functions of the software.

Activities for Year 1 2009-2010

Sept 2009 - Committee met with the Pilot Classroom teachers from the three schools. A brief Power Point presentation was shared with the team. The participants in this project discussed the features and functions that they would like to have in the piloted software. Please see Appendix I for the "must- have functions and features".

September 2009 - First group meeting. The committee shared plans with the teachers and administrators of the three schools. The participants were given an introductory training session of the selected software programs to be piloted.

December 2009 - Full-day training on Classroom Suite software

December 2009 - Committee presented this pilot project at the LSS meeting.

January 2010 - Full-day training on Kurzweill 3000 software

February 2010 - Classroom teachers started to implement the software as a teaching tool, as well as for specific students, and for small group instruction.

April 2010 - Committee submitted Budget Enhancement Request for the 2010-2011 school year. The request was approved. Please see Appendix J.

April 12, 2010 - Pilot school participants attended a workshop in Winnipeg on "Strategies that Help Struggling Readers in the 21st Century" pertaining to the use of assistive technology in the classroom.

May 3, 2010 - Committee met with the pilot school teachers. A survey was given out to evaluate the software. Please See Appendix K

.

May 10, 2010 - A full-day professional learning session on Universal Design For Learning, presented by two consultants from Manitoba Education. Universal Design for Learning is a research-based approach to learning. The purpose of this full-day workshop is to get the pilot school teachers to start thinking about where *assistive technology* fits in connection with the concept of *universal design.* An invitation was sent out to administrators, teachers, and learning support specialists to attend this workshop.

This full-day workshop began by introducing the history, concept and principles of Universal Design (UD). The concept and principles, which originated in the field of architecture, are now connected to the field of education, and applied specifically to the classroom.
It is a framework for designing instructional programming that addresses the interests, strengths, backgrounds, and diverse needs of students in this modern age. This workshop will demonstrate the connections between UD and Assistive Technology, Differentiated Instruction, Adaptations, Modifications and Individualized Programming. Participants will learn strategies and plan a lesson or learning activity using the seven principles of Universal Design and class profiles.

May 13 – 15, 2010 - National Assistive Technology Conference in Toronto, Ontario, attended by a committee member and a resource teacher.

May 17, 2010 - Committee will meet to review survey results

June 1, 2010 - Committee to meet with Adrian Kuryliw to create an instrument for assessment of student learning to be delivered in September and the end of the year.

<u>Outcomes for Year One</u>
The committee feels that we have met our goal for the first year of this project. This was a year where the pilot school teachers and the committee members played the role of "learners" in terms of having to learn about the software and its application in classroom settings.

The teachers have incorporated the software for instructional purposes, small group activities, and for individual students. They are still in the learning phase, but they have found the applications of this software to be useful for all students.
More professional learning, software training, and technical support will be needed for year two (2010-2011) of this pilot project.

Here are some testimonials from the teachers based on the evaluation of the software and their implementation in the classroom:
"Effective tool to have Classroom Suite as part of work stations"

"The application in the software fits very well with whatever we're doing in the classroom"
"Excellent as a writing tool; students loved it"
"Been using it for EAL students successfully"
"Keeps student engaged and motivated in their learning"
"More time needed to practice on the applications"

Specific applications from the software that have been tried were:

- extracting notes, graphic organizers;
- synonyms;
- word definitions, word predictions;
- highlighting;
- finding main ideas;
- text to speech;
- writing tools; and
- spelling.

In Conclusion

The participants of this project responded positively to the professional learning and training of the software. The team is looking forward to the second phase of this project in the 2010-2011 academic year. We very much appreciate the support that has been given to us by Senior Administration, MIST and Student Support Services.

PRINCIPAL PREPARATION PROGRAM STEERING COMMITTEE MEETING / APRIL 26, 2010

The Principal Preparation Program (PPP) Steering Committee held a meeting on April 26, 2010 to review current participants' requests for ongoing mentorship opportunities. Work also began on the preparation required for the implementation of the second two-year session, commencing in September 2010.

The Principal Preparation Program framework was reviewed and revised as follows:

Purposes

1. To explore and develop leadership capacity for interested participants in Brandon School Division and surrounding areas.
2. To provide a principal preparation program for interested teachers in Brandon School Division and surrounding areas.
3. To encourage potential leaders to engage in learning opportunities; exploring important aspects of the principalship, instructional staff development.

Participants / Audience

Those who aspire to the leadership role of principal; vice-principal, teachers, coordinators, consultants, specialists, team leaders.

Learning Outcomes

1. Participants will gain an in depth understanding of leadership as it relates to the key understandings:
   - the landscape of school leadership – role of the principal and vice-principal;
   - the effects of the principal's leadership on staff and student learning;
   - the four major leadership dimensions of the principalship (visionary leadership, leader of learning, leader of school community development, leadership as a steward and manager of resources);
   - the person and characteristics of leaders; personality; competence, mastery of self; interpersonal competence; moral character; key behaviours; styles and strategies; major types of leadership;
   - leadership decision-making and responses to context and situations;
   - the ethical nature of leadership (essential virtues, ethical codes, making ethical decisions, leaders as advocates);
   - the legal nature of education;
   - the accountability of leadership and management (types, accountability as an instrument of change) - using accountability to improve learning;
   - the importance of distributed leadership and the politics of leadership (including advocacy);
   - the importance of a learning-focused community in schools;
   - the management and application of data for decision making;
   - the development of schools (strategic planning); and
   - the key relationships with students, parents, community members, superintendent, senior administration, trustees, government ministerial officials, media, outside agencies (CFS, BRHA).

2. Participants and program resource persons will engage in discussion and dialogue to facilitate reflection and reflective practice.

3. Participation in the program will qualify for 60 hours (20 sessions) towards the Manitoba Level 1 Administrators Certificate and towards a Master of Education credit (BU).

4. Participants intending to apply for a principal/vice-principal position will engage in a mentorship program component.

The Steering Committee will meet in June to review and make necessary changes to the Program Overview.

UPDATE ON IMPLEMENTATION OF SINGLE TRACK FRENCH IMMERSION PROGRAM / MAY 5, 2010

The most recent meeting of the Steering Committee was held on May 5, 2010.

The Committee continues to work on implementation details. Today's meeting focused on an update on the staffing process, and planning for school facility restructuring.

The staffing process is continuing as per established process.

Mr. Mel Clark, Director of Facilities and Transportation, attended the meeting to answer questions regarding school facility restructuring. Maintenance staff are responsible for moving resources. School staff are responsible for packing their own resources and labeling the boxes clearly. It was agreed that the last day of classes for students attending George Fitton School, Green Acres School, Harrison Middle School, and École New Era School will be Friday, June 25, 2010. The schedule for packing and moving is as follows:

- Monday, June 28 – packing day
- Tuesday morning, June 29 – packing day
- Tuesday afternoon, June 29 – moving day
- Wednesday, June 30 – moving day

The next meeting of the Steering Committee is on May 26, 2010.

3. COMMUNITY CONNECTIONS

For Information ..... D. Michaels

MEETING WITH VICE-PRESIDENT, ACADEMIC AND RESEARCH AT BRANDON UNIVERSITY / APRIL 29, 2010

As a follow up to the discussion held between the Board's Divisional Futures and Liaison Committee and Brandon University representatives in January 2010, Dr. Scott Grills, Vice-President, Academic and Research and I met to discuss the establishment of a Memorandum of Understanding (MOU). The purpose of the MOU is to recognize and formalize the joint initiatives and partnerships between Brandon University and Brandon School Division. It will include those initiatives we're doing and would like to do. It will articulate clearly that "we jointly work together". Examples of our current joint work include granting of dual credits; professional learning initiatives; professional development school in Betty Gibson, expanding to Vincent Massey and Meadows in 2010 – 2011; and joint professional forums of mutual interest and benefit, example May 7, 2010 on student transition.

A template will be developed shortly for joint consideration.

PRESENTATION AT AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (AERA) 2010 ANNUAL MEETING

Mr. Mathew Gustafson, Principal, Vincent Massey High School, and Ms. Donna Forsyth, Brandon University, presented their paper *Equity, Social Justice, and a Canadian Professional Development School* at the American Educational Research Association (AERA) 2010 Annual Meeting held in Denver, Colorado, April 30 to May 4, 2010.

Abstract:
As teachers are expected to work in increasingly diverse multicultural context and strive toward providing educational equity in their classrooms, Professional Development School (PDS) partnerships provide a powerful model for improving teacher preparedness while addressing the needs of at-risk learners. The Betty Gibson PDS Literacy Project in Brandon, Manitoba is an example of such a partnership involving the Brandon School Division, Betty Gibson School, and Brandon University. The school division's Equity Policy for allocation of resources, its strategic plan focused on literacy, social responsibility and diversity, along with the school development planning process and existing partnerships between the school division and Brandon University supported the PDS initiative. This paper presents a history and description of the PDS Project, including its impact on student achievement, teacher professional growth and pre-service teacher preparedness.

HEALTHY SCHOOLS COMMITTEE MEETING / MAY 5, 2010

On May 5, 2010, members from the Brandon Regional Health Authority and Brandon School Division met for the Healthy Schools Committee Meeting. Agenda items for this meeting included:

- discussion and next steps for the Child and Youth Health Extravaganza held February 17, 2010;
- Active and Safe Routes to Schools;
- "Promoting Health in Schools: From Evidence to Action";
- Metal Health First Aid;
- Suicide Awareness Programming;
- Partnership Self Assessment Tool Discussion; and
- Agency Updates.

Key points of the meeting included:

- Nancy McPherson will attend a future Learning Support Services meeting to discuss the individual school results from the Brandon Regional Health Authority Youth Health Survey Report with the principals. The focus of the discussion will be on how the data was/will be used within their schools;

- the Committee members agreed to extend an invitation to the Sexuality and Education Resource Centre, the Crisis Pregnancy Centre and Westman Immigration Services to join the Committee;
- Tracy Young, Community Mental Health Nurse noted that she has had an increase of requests from counselors regarding anxiety in students; and
- Susan Poirier, Manger at Public Health noted that Family Day in Brandon will be celebrated on the afternoon of October 3 2010 at Princess Park. The theme for this year's National Family Week, Families Connecting through Stories / Nouer des liens au moyen d'histoires en famille, celebrates the joys of reading and storytelling. Through these everyday activities, family members of all ages can take part in rediscovering the spirit of family.

The next regular meeting will be held Wednesday, October 6, 2010.

JOINT BRANDON SCHOOL DIVISION AND BRANDON UNIVERSITY FORUM ON "TRANSITIONING OUR STUDENTS: GRADE 12 TO FIRST YEAR" / MAY 7, 2010

Background

On May 7, 2010 we were pleased to host a second joint Brandon School Division/Brandon University Forum on "transitioning our students from grade 12 to first year university". The initial forum held in May 2007 began our joint work in undertaking initiatives to support a more effective transition process for our students. These initiatives currently in place include recognition of the dual credit regulation, increased counseling services (TREK) at Brandon University and student feedback sessions.

In the 2008/2009 school year it was agreed that a second forum was necessary to increase our joint initiatives and to strengthen our work in this area. As a follow-up, a meeting was held in January 2010 (Superintendent, Associate Superintendent, Dean of Arts, Dean of Science, Dean of Education) to determine the purpose, process and expected outcomes. This forum was organized for May 7, 2010.

Reference in the introductory remarks were made to the recent research document from Statistics Canada: New Perspectives on Access to Postsecondary Education" attached as Appendix L.

May 7, 2010 Joint Forum

Representative staff from: Faculty of Arts, Faculty of Science and Faculty of Education (including Deans); Vincent Massey High School, Crocus Plains Regional Secondary School, Neelin High School (including principals); Coordinator of Research and Evaluation; and Superintendent participated in a very active session from 8:30 a.m. to noon.

A. Kuryliw presented an overview of grade 12 achievement results 2002-2009 and the findings of the 2003-2005 Graduation Study.

In small groups the following questions were addressed:

a) How do our transition practices help and hinder the students' transition from Brandon School Division grade 12 to Brandon University first year?
b) What basic adaptive skills do Brandon School Division graduates have/lack for entrance to Brandon University?
c) What joint priorities/actions can we undertake to help our students experience a more effective and successful transition?

Arising from these discussions the following priorities were identified for ongoing joint initiatives to support and advance student transition:

1. Continue to improve contact, discussion, dialogue between Brandon School Division and Brandon University staff; including student services and counselors.
2. Increase senior high students awareness and understanding of the Brandon University system – programs, requirements, support available, expectations; including the involvement of grade 11 and 12 students in a two day conference at Brandon University.
3. Arrange for inter Brandon School Division-Brandon University classroom visitations of staff.
4. Renew our expectations of what constitutes desired educational outcomes for K-Adult education i.e. "the Educated Citizen".
5. Increase in maintaining standards joint work to maximize the success of students as they make their transitions to Brandon University; includes means to identify potentially "at risk" students, emphasis on work habits.

These priorities will be worked upon during the 2010-2011 school year.

It was a very beneficial forum for all concerned.

BRANDON TRI-HIGH YOUTH IN PHILANTHROPY (YIP) "GIVING US HOPE FOR THE FUTURE" / MAY 11, 2010

The sixth annual Youth in Philanthropy Grants Gala was held on May 11, 2010 at Vincent Massey High School. The theme for this very important event was "Unleashing Youth Potential in Philanthropy and Volunteerism". A theme most fitting in describing what YIP does in giving so very generously to those who are in great need in our community.

Youth in Philanthropy (YIP) is an exciting partnership between the Brandon Area Community Foundation (BACF), the Thomas Sill Foundation and interested students in the Brandon School Division. Funding by the Thomas Sill Foundation will allow each of the three Brandon high schools to receive a grant of $3500 for each of three years, which the students will then disburse to a variety of local charities of their choosing. The next three years after that will be funded by BACF, ensuring a minimum lifespan of six years for the YIP program.

Of the $3500, students may use up to $1000 for operations and administration. At the end of the school year, they return what is left, plus any additional monies raised, to

their permanent endowment. In this way, each school builds a legacy of grantmaking for the future.

The aim of YIP is to introduce youth to the workings of philanthropy and what it means to be actively involved in decision-making at a significant level. The YIP teams and their supervising teachers will be guided through the process by a BACF committee; as well, each of the high school groups will have opportunities to work together as a multi-school team as they formulate their different plans.

In attendance were many YIP student volunteers, teacher leaders (from Vincent Massey, Neelin, and Crocus), community members, and agency representatives. Trustees G. Buri and B. Jolly were present. Two very able students Kiersten Stitt (Vincent Massey High School) and Nathan Grills (Neelin High School) were the Master of Ceremonies. The students presented grants to the following organizations: Brandon Humane Society, Big Brothers and Sisters of Brandon, Mood Disorders Association Manitoba, Crisis Pregnancy Centre, Elspeth Reid Family Resource Centre, Samaritan House, Westman Dreams for Kids, Helping Hands, Street Love Ministries, The Women's Resource Centre, Westman Hospice Association, Youth for Christ Literacy Program and YWCA of Brandon.

Much appreciation and kind words of thanks were expressed by the recipients on behalf of their organizations.

It was a great celebration of generous volunteerism.

BRANDON SCHOOL DIVISION
POLICY

POLICY 5026
HARASSMENT

Adopted:

The Brandon School Division believes in the rights of all members of the school community to work and learn in environments that value and demonstrate respect for human rights and freedoms.

The Brandon School Division affirms its obligation as an employer to provide learning, and working environments free of harassment. The Division requires employees, students, parents, volunteers and all visitors to conduct themselves in a manner which promotes and protects the best interests and well being of students, staff and others. The principle of fair treatment is a fundamental one and the Division will not condone any improper behaviour which jeopardizes dignity, undermines learning, working relationships or productivity.

Harassment, as defined in the administrative procedure, is unacceptable. Such behaviour toward an individual attacks the dignity and self respect of that person and constitutes a serious infraction. When a student or employee exhibits harassing behaviour, disciplinary action, up to and including dismissal or expulsion, may result.

The Brandon School Division will take reasonable steps to ensure employees, students, parents, volunteers and visitors are informed and aware of the issue of harassment and the procedures to follow should they experience harassment.

BRANDON SCHOOL DIVISION
POLICY

PROCEDURES 5026

HARASSMENT
(AS IT APPLIES TO EMPLOYEES, STUDENTS, VOLUNTEERS/PARENTS)

Adopted:

GUIDELINES

A. Legislative Context

Canadian Charter of Rights and Freedoms
The *Constitution Act [1982]*, which includes the Canadian Charter of Rights and Freedoms, is the supreme law of Canada. As such, all other laws and applicable workings of governments, including school boards, must be consistent with its provisions. The Charter and Supreme Court of Canada decisions made under the Charter guarantee everyone equality regardless of race, national or ethnic origin, citizenship, colour, religion, marital status, sex, sexual orientation, age or mental or physical disability. The Charter and Supreme Court decisions also promote the development of programs designed to redress the conditions of disadvantaged individuals or groups.

Manitoba Human Rights Code
The Human Rights Code of Manitoba recognizes the individual worth and dignity of every member of the human family, and this principle underlies the *Universal Declaration of Human Rights*, the *Canadian Charter of Rights and Freedoms*, and other solemn undertakings, international and domestic, that Canadians honour.

Implicit in the above principle is the right of all individuals to treatment that is solely based on their personal merits, and to equality of opportunity with all other individuals, in all matters.

B. Duties and Responsibilities

1. The Brandon School Division will strive to:
    - maintain an environment of acceptance within the organization;
    - take reasonable steps to ensure the removal of any barriers to acceptance in employment policies and practices and to access of programs, resources and facilities;
    - provide positive role models;

2. Supervisory and Managerial Personnel

Supervisory and managerial personnel have a specific duty to implement the policy. This responsibility includes support of a culture of acceptance, response to harassment, and the education of staff, students and the school community.

3. Employees

Employees have an obligation to ensure that the learning environment promotes acceptance for all people.

4. Members of the learning community

Employees, students and parents can support learning and working environments of acceptance. They should strive to prevent conduct injurious to the welfare of these environments and thereby preserve respectful partnerships.

ADMINISTRATIVE PROCEDURES

Individuals have the right to take assertive action when they encounter harassment in the learning or working environment. They have the right to expect confidentiality from the parties involved, and a reasonable degree of privacy as the matter is resolved. The safety of all parties involved is paramount when a complaint arises.

An individual who believes he/she is being harassed by a person in a position of authority, or by a co-worker, or by any other person affiliated with the Brandon School Division shall follow the procedures herein set forth.

All complaints of harassment will be acted upon in accordance with this procedure and policy. Confidentiality will be respected, but when necessary, information will be shared on a need to know basis with affected and/or involved individuals. Complainants will be advised on the extent to which information may need to be shared and with whom.

Any written documentation received in regards to a complaint, including investigative interview statements, should be signed by the appropriate parties.

Unless a complaint is clearly frivolous or vexatious, an investigation will be conducted of all complaints of harassment.

A. Resolutions

1. Informal Resolution

Through the informal resolution process, should no previous incidents be evident, the individual in authority may attempt to achieve a resolution to the problem through mediation and counselling. Involvement from Guidance Counsellors, the Harassment Resource Team and/or the Director of Human Resources may be requested where applicable.

2. Formal Resolution

Through a formal resolution process, an investigative committee is formed and within a reasonable timeframe, the committee will review and investigate the complaint of harassment as described. It is requiired that the **Harassment Document Complaint Form** should be used as the formal written complaint.

A formal resolution investigation is conducted when:

2.1 Employee Initiated Complaints

If: (a) past incidents of harassment are evident, **or**
(b) if the situation is not resolved through informal procedures, **or**
(c) at the request of the complainant,

the complaint shall be addressed through a formal complaint process. The trusted individual in authority who has been contacted or the complainant shall forward a written complaint to the Director of Human Resources.

2.2 Student Initiated Complaints

If: (a) past allegations of harassment are evident in a student's history, **or**
(b) at the request of the complainant, **or**
(c) when the complaint involves an employee of the Division, **or**
(d) when the Principal deems the complaint to be sufficiently serious,

the complaint shall be addressed through a formal resolution process. The adult contacted by the student shall forward a written complaint to the Principal.

Individuals should reference the following when considering the initiation of a complaint:
Appendix A – Definitions
Appendix B – Procedures for Resolution – EMPLOYEE
Appendix C – Procedures for Resolution – STUDENT
Appendix D – Procedures for Resolution – VISITOR/VOLUNTEER/PARENT
Appendix E – Investigation of Harassment Complaints

In addition to or instead of levying a complaint pursuant to the policy, a complainant has the right to pursue his/her complaint through the Human Rights Commission or, where appropriate, to lay information under the Criminal Code of Canada, or both. The complaint procedures of this policy does not prohibit the individual's right to respond to a complaint through the collective agreements, or to seek redress as provided under the law.

BRANDON SCHOOL DIVISION
POLICY

APPENDIX A
TO POLICY AND PROCEDURES 5026

HARASSMENT – DEFINITIONS

Adopted:

APPENDIX A - DEFINITIONS

A. Harassment

Harassment can occur in the context of any of these relationships, the more common being employee-of-employee, employee-of-student, student-of-employee, student-of-student,employer-of-employee.

The policy applies to, but is not limited to, harassment that occurs at a school, in the Division office, or other Division facilities:

- outside of a divisional school or office, and which causes a concern to occur in a divisional school or office;
- at a school or Division-sponsored function;
- in the course of an employment or school assignment outside of a divisional school or office;
- at an employment or school-related conference or training session;
- during employment or school-related travel; and
- via communication medium (Internet, telephone, mail).

For the purpose of this set of procedures, "harassment" means engaging in a course of derogatory or vexatious comments or behaviour known, or reasonably recognizable as unwelcome. "Vexatious" means irritating, provoking, disturbing, tormenting, troublesome, and serving only to cause annoyance to the victim.

These definitions of harassment do not include casual compliments or comments, or behaviour with any mutually voluntary relationship.

Elements of Harassment

Harassment has four (4) basic elements:

1. it is a type of discrimination;
2. it is unwanted;
3. it affects the individual's ability to learn and/or work;
4. it is an expression of power, authority or control, and is coercive in nature

Harassment Defined

The Human Rights Code (Manitoba) defines "harassment" as any one or more of:

1. A source of abusive and unwelcome conduct or comment made on the basis of the following:
    i. ancestry, including colour and perceived race;
    ii. nationality or national origin;
    iii. ethnic background or origin;
    iv. religion or creed, or religious belief, religious association or religious activity;
    v. age;
    vi. personal appearance – size and other physical features;
    vii. sex, including pregnancy, the possibility of pregnancy, or circumstances related to pregnancy;
    viii. gender – determined characteristics or circumstances other than those included in (vii)
    ix. sexual orientation;
    x. marital or family status;
    xi. source of income;
    xii. political belief, political association, or activity;
    xiii. physical or mental disability or related characteristics or circumstances, including reliance on a guide dog or other animal assistant, a wheelchair, or any other remedial appliance or device.
2. A series of objectionable and unwelcome sexual solicitations or advances; or
3. A sexual solicitation or advance made by a person who is in a position to confer any benefit on, or deny any benefit to, the recipient of the solicitation or advance, if the person making the solicitation or advance knows, or ought reasonably to know, that it is unwelcome; or
4. A reprisal, or threat of reprisal, for rejecting a sexual solicitation or advance.
5. Retaliation against an individual who:
    - invokes the policy; or
    - participates or cooperates in an investigation under the policy; or
    - associates with a person who invokes the policy or participates in the complaint procedure under the policy

Explanation of Sexual Harassment

Sexual harassment is any repeated and unwelcome sexual comment, look, suggestion, or physical contact that creates an uncomfortable working or learning environment for the recipient, by a person who knows, or ought reasonably to know, that such attention is unwelcome. Sexual harassment may also be a single sexual advance, particularly one by a person in authority, that includes or implies a threat and/or a reprisal after a sexual advance is rejected.

Some examples of sexual harassment are:

- unwanted, persistent or abusive sexual attention;
- sexually oriented behaviour or remarks which create an intimidating, hostile, or offensive
- learning or working environment;
- demeaning remarks based on gender;
- suggestive jokes about sex;

- sexually-oriented verbal “kidding” or verbal abuse;
- inappropriate comments about clothing, physical characteristics, or activities;
- leering, ogling, and suggestive or insulting sounds;
- unwanted questions or comments about one’s private life;
- unwanted physical contact, such as brushing up against one’s body, patting, grabbing or pinching;
- sexual assault (an offence under the Criminal Code);
- subtle pressures for sexual activity;
- suggestions or demands for sexual favours;
- expressed or implied promise of reward for complying with a sexually oriented request;
- the display of pornographic and/or exploitative pictures, cartoons, and graffiti in the
- schools and on other school division premises. This includes pictures and/or messages on clothing.

Explanation of Racial Harassment

Words used or actions taken in an abusive or persistent manner by anyone, such that another person is disparaged or caused to feel humiliation because of her or his race, colour, creed, ancestry, place of origin, or ethnic origin. Racial harassment may be overt or subtle, explicit, or in a disguised form such as humour or joking.

Some examples of racial harassment are:

- slurs, gestures, name-calling, innuendoes or taunts about another’s racial or ethnic backgrounds;
- similar remarks about other racial groups made in the presence of another employee or student;
- unwelcome banter, “teasing” or jokes that are racially derogatory or present stereotypical portrayals of racial or ethnic groups;
- displaying racist, derogatory or offensive pictures, materials, or graffiti;
- refusing to study with, work with, or have contact with, an employee, volunteer, or student in the work/school setting because of her or his racial or ethnic background.

The study of other cultures does not constitute racial harassment.

Explanation of Other Forms of Harassment

Other forms of harassment include discrimination, (overt, subtle, and covert) based on gender, sexual orientation, disability, or economic/social status.
Actions that violate Brandon School Division Respectful Workplace Policy 1015, such as, but not limited to, bullying, patronizing/condescending behavior, intimidation may also be considered forms of harassment.
Some examples of other forms of harassment are:

- negative comments about the general unsuitability of an individual’s or a group’s educational or career goals to which they aspire; for example, generalizations about women’s “proper place” or lack of ability in particular areas;
- derogatory comments about an individual’s or a group’s moral, intellectual, economic, or social inferiority;
- taunting, teasing, criticizing, or demeaning remarks about individuals or group members as a category;

- individual or group behaviour that is intimidating or threatening;
- behaviour and/or comments that occur(s) repeatedly to injure another person physically or emotionally (bullying);
- unwanted or persistent invasion of personal space;
- hazing

BRANDON SCHOOL DIVISION
POLICY

APPENDIX B
TO POLICY AND PROCEDURES 5026
HARASSMENT – PROCEDURES FOR RESOLUTION - EMPLOYEE

Adopted:

APPENDIX B – PROCEDURES FOR RESOLUTION

A. General Information

Complainant refers to the individual who believes he/she is being harassed and/or the individual who has filed a complaint of harassment.

Respondent refers to the individual alleged to be the harasser and/or the individual against whom the complaint has been made.

A witness or third party to an incident of harassment may file a complaint of harassment.

Should a complaint of harassment be filed, the School Division reserves the right to proceed in the investigation with or without the participation of the parties identified in the complaint.

B. Complaints

Documentation of all harassment complaints (written complaint, record of investigation, and final disposition) will be retained confidentially by the Director of Human Resources. Information/ Investigation files involving harassment complaints will be kept separate from the employee's personnel file pending resolution of the complaint; and

1. In the event the allegations are substantiated through investigation, a summary of the investigation, final disposition, and any action taken shall be maintained by the Director of Human Resources in the employee's personnel file.

2. In the event the allegations are not supported through investigation, a summary of the investigation, final disposition, and any action taken will be maintained confidentially by the Director of Human Resources until the time at which the employee leaves the employ of the Division when such documents will be placed in a sealed envelope in the personnel file.

These documents will be accessible to the Superintendent, Associate Superintendent, Secretary-Treasurer, or Director of Human Resources as documentation and will be accessed only for information related to the specific incident documented.

3. Respondents will be advised that retaliation against the complainant or interference in the process of investigation will not be tolerated and, if such occurs, will result in immediate disciplinary or legal action for staff.

4. Complaints made in a malicious or vindictive manner or which have no substantiation in fact may result in disciplinary or legal action for staff.

5. In the interests of all parties involved in a harassment situation, individuals are encouraged to identify their concerns in a timely manner. However, individuals may lodge a complaint at any time they feel they are being harassed. All complaints must be documented and signed by the complainant and/or an individual in authority.

6. A complaint involving an individual under the legal age of majority which may be construed as child abuse shall be dealt with according to the applicable legislation and School Division Policy 5063: Child Abuse.

7. In the complaint procedures outlined, should a respondent be an individual identified as a participant in the investigation or appeal process, the role of the respondent will be assumed by his/her supervisor.
   - Should the respondent be the Director of Human Resources, the role of the Director of Human Resources throughout these procedures will be performed by the Secretary-Treasurer.
   - Should the respondent be the Superintendent of Schools, the role of the Superintendent of Schools throughout these procedures will be performed by the Trustee Chair of the Personnel Committee.

8. The Director of Human Resources will ensure the appropriate Senior Administrators including the Associate Superintendent(s) and Secretary-Treasurer are informed on the status of the complaint as necessary.

<u>Employee Initiated Complaints</u>

i. Whenever possible the complainant should inform the respondent that his/her behaviour or action is not welcome and request the unwanted behaviour be stopped. While it is preferable that objections to harassment be voiced to the offender, it is not a prerequisite to filing a complaint.

ii. The complainant should document any or all incidents of harassment and identify:
   - the respondent's name,
   - date, time and location of the incident,
   - a brief description of the incident,
   - names of witnesses to the incident,
   - any action taken by the complainant in response to the incident.

Harassment Documentation Complaint Forms are available from the main office in schools or from the Division Administration Office.

This documentation should continue on an ongoing basis if the unwanted behaviour continues.

iii. If the harassment continues or if the complainant chooses, the complainant should report the incident to a trusted responsible individual in a position of authority. (Example: Principal, Associate Superintendent, Union Representative, Director of Human Resources)

Documentation of incidents should be available. The complainant must be prepared to share the nature and details of the complaint with the individual they contact.

EMPLOYEE COMPLAINT ABOUT AN EMPLOYEE: Informal Resolution

The individual in authority who is contacted shall notify the Director of Human Resources to determine if there have been any previous incidents of harassment involving the respondent.

The individual in authority contacted should notify the respondent of the complaint and attempt to achieve a resolution to the problem through counselling and mediation. Involvement and consultation from the Director of Human Resources may be requested at this point.

If informal resolution is achieved a summary report outlining the issue and resolution will be maintained in a sealed envelope with the Director of Human Resources.

EMPLOYEE COMPLAINT ABOUT AN EMPLOYEE: Formal Resolution

i. If: (a) past incidents of harassment are evident, **or**
(b) if the situation is not resolved through informal procedures, **or**
(c) at the request of the complainant,

the complaint shall be addressed through a formal complaint process. The trusted individual in authority who has been contacted or the complainant shall forward a written complaint to the Director of Human Resources.

(NOTE: The Harassment Documentation Complaint Form is required for this purpose.)

ii. The Director of Human Resources shall inform the Superintendent of the complaint, and in consultation with the Superintendent, will coordinate the formation of an investigative committee. The committee shall be composed of at least three (3) members with consideration in representation being given to gender, race, and ethnicity where such factors may be a potential issue within the complaint. Members might include:

1) the Supervisor(s) of the parties involved in the complaint and/or
2) the Director of Human Resources who shall have primary responsibility for advising on conducting the investigative process and/or
3) member(s) to be appointed at the discretion of the Superintendent

This committee shall review and investigate the complaint of harassment by the following process. The committee will:

a) set reasonable time frames;
b) define objectives and procedures to follow in the investigation;
c) interview the complainant and make detailed notes;
d) interview the respondent and make detailed notes;
e) interview any witnesses and make detailed notes;
f) allow third party representation at the interview(s) (e.g., union representation, lawyer, friend, etc.);
g) follow the rules of natural justice, exercise fairness, sensitivity and objectivity in their investigation or fact-finding process;
h) make a decision on the allegation, allow the complainant the opportunity to have input into the resolution or disciplinary action, and provide recommendations on resolution or action where deemed appropriate to the Superintendent.

The committee may provide guidance and advice, and may recommend assistance available to the complainant or respondent to deal with the incident of harassment.

iii. The Superintendent will be privy to all documents from the investigation, may undertake any subsequent investigation he/she believes is relevant, and may conduct a hearing with the individuals involved at his/her discretion. In the event a hearing is not called by the Superintendent, either the complainant or the respondent has the right to request a hearing with the Superintendent. Such request for a hearing must be requested in writing within ten (10) working days of receipt of a decision on the complaint. The Superintendent will conduct said hearing within fifteen (15) working days of receipt of the request. The Superintendent shall respond to the appellant on the findings of the hearing within ten (10) working days of conducting the hearing.

iv. The Superintendent shall respond in writing to the complainant and respondent indicating the investigative committee's recommendation and stating the decision of the Superintendent on any disciplinary action to be taken and/or any action to be taken by the complainant or respondent.
If the complaint is found to be valid, a record of the decision and action taken shall be placed in the harasser's personnel file. If the complaint is unfounded, then all written documentation of the complaint shall be maintained in confidence by the Director of Human Resources.

v. The complainant or the respondent has the right to appeal the decision on action to be taken through written request to the Board of Trustees. The Board of Trustees will be privy to all documents from the complaint and the investigation; may hold a hearing with those involved at its discretion; and shall reach a final decision. The Board of Trustees may undertake any investigation it believes is relevant and shall respond to the appellant in writing within thirty (30) working days of receipt of the appellant.

EMPLOYEE COMPLAINT ABOUT A STUDENT

When a complaint involves an employee making a complaint about a student, the procedures identified for A Student Complaint About a Student (**Appendix C**) shall be followed. This procedure shall be followed with the understanding:

i. the complainant is an employee not a student;
and
ii. the employee making the complaint will contact the Principal of the school the student attends;
and
iii. the principles of involving the Harassment Resource Team and of notifying parents of the students, as outlined in **Appendix C** will be maintained.

BRANDON SCHOOL DIVISION
POLICY

APPENDIX C
TO POLICY AND PROCEDURES 5026
HARASSMENT – PROCEDURES FOR RESOLUTION - STUDENT

Adopted:

APPENDIX C – PROCEDURES FOR RESOLUTION

A. General Information

Complainant refers to the individual who believes he/she is being harassed and/or the individual who has filed a complaint of harassment.

Respondent refers to the individual alleged to be the harasser and/or the individual against whom the complaint has been made.

A witness or third party to an incident of harassment may file a complaint of harassment.

Should a complaint of harassment be filed, the School Division reserves the right to proceed in the investigation with or without the participation of the parties identified in the complaint.

B. Complaints

Documentation of all harassment complaints (written complaint, record of investigation, and final disposition) will be retained confidentially by the Director of Human Resources. Information/ Investigation files involving harassment complaints will be kept separate from the student's cumulative file pending resolution of the complaint.

1. In the event the allegations are substantiated through investigation, a summary of the investigation, final disposition, and any action taken shall be maintained by the Director of Human Resources in a personal file with a general reference in the student's cumulative file to the complaint and contact person for information.

2. In the event the allegations are not supported through investigation, a summary of the investigation, final disposition, and any action taken will be maintained confidentially by the Director of Human Resources until the time at which the student graduates from the public school system or reaches the age of 21, whichever comes first, when such documents will be destroyed.

These documents will be accessible to the Superintendent, Associate Superintendent, Secretary-Treasurer, or Director of Human Resources as documentation and will be accessed only for information related to the specific incident documented.

3. Respondents will be advised that retaliation against the complainant or interference in the process of investigation will not be tolerated and, if such occurs, will result in immediate suspension or expulsion for students.

4. Complaints made in a malicious or vindictive manner or which have no substantiation in fact may result in suspension or expulsion for students.

5. In the interests of all parties involved in a harassment situation, individuals are encouraged to identify their concerns in a timely manner. However, individuals may lodge a complaint at any time they feel they are being harassed. All complaints must be documented and signed by the complainant and/or an individual in authority.

6. A complaint involving an individual under the legal age of majority which may be construed as child abuse shall be dealt with according to the applicable legislation and School Division Policy 5063: Child Abuse.

7. In the complaint procedures outlined, should a respondent be an individual identified as a participant in the investigation or appeal process, the role of the respondent will be assumed by his/her supervisor.

8. The Director of Human Resources will ensure the appropriate Senior Administrators including the Associate Superintendent(s) and Secretary-Treasurer are informed on the status of the complaint as necessary.

Student Initiated Complaints

i. There will be a designated group of teachers/counsellors in the Division referred to as the Harassment Resource Team. These individuals will work with the Principal(s) and/or Director of Human Resources as required or requested in the management and/or investigation of harassment complaints initiated by students.

   The Harassment Resource Team will be designated by the Superintendent and will act as a resource to individuals investigating harassment complaints. The Division will undertake to provide appropriate training for the Team.

ii. Whenever possible the complainant should inform the respondent that his/her behaviour or action is not welcome and request the unwanted behaviour be stopped. While it is preferable that objections to harassment be voiced to the offender, it is not a prerequisite to filing a complaint.

iii. The complainant should document any or all incidents of harassment and identify:
   - the respondent's name,
   - date, time and location of the incident,
   - a brief description of the incident,
   - names of witnesses to the incident,
   - any action taken by the complainant in response to the incident.

Harassment Documentation Complaint Forms will be available to students in schools in locations such as the Guidance/Counselling office, the main office or from teacher advisors.

This documentation should continue on an ongoing basis if the unwanted behaviour continues.

iv. If the harassment continues and/or if the complainant chooses, the complainant should report the incident to a trusted, responsible adult in the school or Administration Office. (Example: Principal, Teacher, Counsellor, Teacher Assistant, Secretary, Director of Human Resources)

Documentation of incidents should be available. The complainant must be prepared to share the nature and details of the complaint with the adult they contact.

v. The individual contacted shall notify the Principal of the school with details of the complaint. In the event the complaint has been made against the Principal, the individual contacted shall notify the Associate Superintendent of the school with details of the complaint.

vi. When a student is named in a Harassment Complaint the parent(s)/guardian(s) of student(s) will be notified as per the following:

a. when the student(s) are under eighteen (18) years of age and a decision has been made to follow a formal resolution process, the complaints will be communicated to parent(s)/ guardian(s); complaints to be resolved through an informal process will be communicated to parent(s)/guardian(s) at the discretion of the Principal.

b. when the student(s) are eighteen (18) years of age or older, communication with parent(s)/ guardian(s) will be encouraged with the consent of the student.

The student will be consulted and advised on the communication to occur and who will communicate with the parent(s)/guardian(s). The communication may be made by the student, the adult first contacted by the complainant, the Principal, the Vice Principal, the Associate Superintendent or the Director of Human Resources.

vii. A meeting shall be arranged with the complainant and respondent and his/her parent(s)/ guardian(s) if the student is under eighteen (18) years of age and the Principal within five (5) school days of receipt of the complaint to review the complaint and to outline the procedures that will be followed to investigate and resolve the matter.

STUDENT COMPLAINT ABOUT A STUDENT: Informal Resolution

When the complaint involves students, the Principal shall review the student's cumulative file and contact the Director of Human Resources to check on past incidents of harassment involving the respondent. The Principal should notify the respondent of the complaint and attempt to achieve a resolution to the problem through mediation and counselling. Involvement from Guidance Counsellors, the Harassment Resource Team and/or the Director of Human Resources can be requested as appropriate by the Principal.

STUDENT COMPLAINT ABOUT A STUDENT: Formal Resolution

i. If: (a) past allegations of harassment are evident in a student's history, **or**
(b) at the request of the complainant, **or**
(c) when the complaint involves an employee of the Division, **or**
(d) when the Principal deems the complaint to be sufficiently serious,
the complaint shall be addressed through a formal resolution process. The adult contacted by the student shall forward a written complaint to the Principal.

(NOTE: The Harassment Documentation Complaint Form is required for this purpose.)

ii. The Principal shall coordinate the development of an investigative committee involving the Principal or Vice Principal and the Harassment Resource Team, with consideration in representation being given to gender, race, and ethnicity where such factors may be a potential issue within the complaint. This committee will review and investigate the complaint of harassment by the following process. The committee will:
a) set reasonable timeframes;
b) define objectives and procedure to follow in the investigation;
c) interview the complainant and make detailed notes;
d) interview the respondent and make detailed notes;
e) interview any witnesses and make detailed notes;
f) allow third party representation at the interview(s) (e.g., parent, guardian, counsellor, friend, etc.);
g) follow the rules of natural justice, exercise fairness, sensitivity and objectivity in their investigation or fact-finding process;
h) make a decision on the allegation, allow the complainant the opportunity to have input into the resolution or disciplinary action, and provide recommendation on resolution or action where appropriate to the Principal.
The committee may provide guidance and advice, and may recommend assistance available to the complainant or respondent to deal with the incident of harassment.

iii. The Principal shall respond in writing to the complainant and respondent, and their parent(s) if they are under eighteen (18) years of age, indicating the investigative committee's recommendation and stating the decision of the Principal on any disciplinary action to be taken and/or on any action to be taken by the complainant or the respondent.

A record of the decision and action to be taken shall be maintained in confidence by the Director of Human Resources with a notation in the cumulative file to contact the Director of Human Resources.

iv. Either the complainant or the respondent has the right of first appeal of the decision on the action to be taken through written request to the Associate Superintendent within ten (10) working days of the decision. The Associate Superintendent will be privy to all documents from the complaint and the investigation; may hold a hearing with the individuals involved at his/her discretion; and shall reach a decision. The Associate Superintendent may undertake any investigation he/she believes is relevant and shall respond in writing to the appellant within fifteen (15) working days of receipt of the appeal.

v. The complainant or the respondent has the right of second appeal of the decision on action to be taken through written request to the Superintendent within ten (10) working days of the decision. The Superintendent will be privy to all documents from the complaint and the investigation; may hold a hearing with those involved at his/her discretion; and shall reach a decision. The Superintendent may undertake any investigation he/she believes is relevant and shall respond to the appellant in writing within fifteen (15) working days of receipt of the appeal.

vi. The complainant or the respondent has the right to third appeal of the decision on action to be taken through written request to the Board of Trustees. The Board of Trustees will be privy to all documents from the complaint and the investigation; may hold a hearing with those involved at its discretion; and shall reach a final decision. The Board of Trustees may undertake any investigation it believes is relevant and shall respond to the appellant in writing within thirty (30) working days of receipt of the appeal.

STUDENT COMPLAINT ABOUT AN EMPLOYEE: Formal Resolution

i. When a student complaint is about an employee, the complaint shall be addressed through a formal complaint process. The adult contacted shall forward a written complaint to the principal.

   Note: In the event the complaint has been made against the Principal, the individual contacted shall notify the Associate Superintendent with details of the complaint.

ii. The principal shall forward a written complaint to the Associate Superintendent of the School and the Director of Human Resources.

iii. The Director of Human Resources shall inform the Superintendent of the complaint, and in consultation with the Superintendent, will coordinate the formation of an investigative committee. The committee shall be composed of at least three (3) members with consideration in representation being given to gender, race, and ethnicity where such factors may be a potential issue within the complaint . Members might include:
   1) the Principal(s)/Supervisor(s) of the parties involved in the complaint
   2) the Associate Superintendent/Secretary-Treasurer
   3) the Director of Human Resources
   4) member(s) to be appointed at the discretion of the Superintendent.

   This committee will review and investigate the complaint of harassment by the following process.

   The committee will:
   a) set reasonable timeframes;
   b) define objectives and procedures to follow in the investigation;
   c) interview the complainant and make detailed notes;
   d) interview the respondent and make detailed notes;
   e) interview any witnesses and make detailed notes;
   f) allow representation at the interview(s) (e.g., union representative, lawyer, friend, parent(s)/guardian(s), counsellor, etc.);
   g) follow the rules of natural justice, exercise fairness, sensitivity and objectivity in the investigation or fact-finding process;

h) make a decision on the allegation, allow the complainant the opportunity to have input into the resolution or disciplinary action and provide recommendations on resolution or action to be taken where appropriate to the Superintendent.

The committee may provide guidance and advice, and may recommend assistance available to the complainant or respondent to deal with the incident of harassment.

iv. The Superintendent will be privy to all documents from the investigation, may undertake any subsequent investigation he/she believes is relevant, and may conduct a hearing with the individuals involved at his/her discretion. In the event a hearing is not called by the Superintendent, either the complainant or the respondent has the right to request a hearing with the Superintendent. Such request for a hearing must be requested in writing within ten (10) working days of receipt of a decision on the complaint. The Superintendent will conduct said hearing within fifteen (15) working days of receipt of the request. The Superintendent shall respond to the appellant on the findings of the hearing within ten (10) working days of conducting the hearing.

v. The Superintendent shall respond in writing to the complainant and respondent indicating the investigative committee's recommendation and stating the decision of the Superintendent on any disciplinary action to be taken and/or any action to be taken by the complainant or respondent.

If the complaint is found to be valid, a record of the decision and action taken shall be placed in the harasser's personnel file. If the complaint is unfounded, then all written documentation of the complaint shall be maintained in confidence by the Director of Human Resources.

vi. The complainant or the respondent has the right to appeal the decision on action to be taken through written request to the Board of Trustees. The Board of Trustees will be privy to all documents from the complaint and the investigation; may hold a hearing with those involved at its discretion; and shall reach a final decision. The Board of Trustees may undertake any investigation it believes is relevant and shall respond to the appellant in writing within thirty (30) working days of receipt of the appeal.

BRANDON SCHOOL DIVISION
POLICY

APPENDIX D
TO POLICY AND PROCEDURES 5026

HARASSMENT –
PROCEDURES FOR RESOLUTION – VISITOR/VOLUNTEER/PARENT

Adopted:

APPENDIX D – PROCEDURES FOR RESOLUTION

A. General Information

Complainant refers to the individual who believes he/she is being harassed and/or the individual who has filed a complaint of harassment.

Respondent refers to the individual alleged to be the harasser and/or the individual against whom the complaint has been made.

A witness or third party to an incident of harassment may file a complaint of harassment.

Should a complaint of harassment be filed, the School Division reserves the right to proceed in the investigation with or without the participation of the parties identified in the complaint.

B. Complaints

When a harassment complaint is initiated by a Visitor, Volunteer, or Parent, the procedures as they apply to staff and students shall be followed as outlined in Appendix B and Appendix C.

A COMPLAINT ABOUT A VISITOR, VOLUNTEER OR PARENT

i. Whenever possible the complainant should inform the respondent that his/her behaviour or action is not welcome and request the unwanted behaviour be stopped. While it is preferable that objections to harassment be voiced to the offender, it is not a prerequisite to filing a complaint.

ii. The complainant should document any or all incidents of harassment and identify:
- the respondent's name,
- date, time and location of the incident,
- a brief description of the incident,
- names of witnesses to the incident,
- any action taken by the complainant in response to the incident.

Harassment Documentation Complaint Forms will be available from the main office in schools or from the Division Administration Office.

This documentation should continue on an ongoing basis if the unwanted behaviour continues

iii. If the harassment continues or if the complainant chooses, the complainant should report the incident to a trusted, responsible individual in a position of authority. (Example: Principal, Vice Principal, Associate Superintendent, Union Representative, Director of Human Resources)

Documentation of incidents should be available. The complainant must be prepared to share the nature and details of the complaint with the individual they contact.

iv. The individual in authority should refer the issue to the School Principal who shall notify the respondent of the complaint and attempt to achieve a resolution to the problem through counselling and mediation. Involvement and consultation from the Director of Human Resources and/or Associate Superintendent may be requested at this point. A written report outlining the complaint and/or recommended action and resolution will be forward to the Associate Superintendent for review.

v. In the event action is recommended, the Associate Superintendent shall review the issue and shall respond in writing to the complainant and respondent indicating the investigative committee's recommendation and stating any action to be taken by the complainant or respondent.

Whether the complaint is found to be valid or unfounded, a record of the decision, any action taken, and all written documentation of the complaint shall be maintained in confidence by the Director of Human Resources.

vi. Either the complainant or the respondent has the right of first appeal of the decision on action to be taken through written request to the Superintendent within ten (10) working days of the decision. The Superintendent will be privy to all documents from the complaint and the investigation; may hold a hearing with those involved at his/her discretion; and shall reach a decision. The Superintendent may undertake any investigation he/she believes is relevant and shall respond to the appellant in writing within fifteen (15) working days of receipt of the appeal.

vii. The complainant or the respondent has the right to second appeal of the decision on action to be taken through written request to the Board of Trustees. The Board of Trustees will be privy to all documents from the complaint and the investigation; may hold a hearing with those involved at its discretion; and shall reach a final decision. The Board of Trustees may undertake any investigation it believes is relevant and shall respond to the appellant in writing within thirty (30) working days of receipt of the appeal.

BRANDON SCHOOL DIVISION
POLICY

APPENDIX E
TO POLICY AND PROCEDURES 5026
HARASSMENT – INVESTIGATION OF HARASSMENT COMPLAINTS

Adopted:

REQUIREMENTS FOR THE INVESTIGATION OF HARASSMENT COMPLAINTS

A. GENERAL INFORMATION

The Requirements herein, deal primarily with the formal resolution process for complaints. **The informal process should follow a parallel process but may not involve an investigative committee.**

The Brandon School Division Harassment Policy provides for both formal and informal resolutions of harassment complaints. An investigation must occur when a complaint is made. The investigation will be completed by the individuals identified in Procedures for Resolution – Appendix B, Appendix C, and Appendix D. The following provides a reference to guide individuals designated to investigate harassment complaints. The purposes of the guidelines are:

1. to provide a common process for all harassment complaint investigations and to ensure consistency, equity and accountability in the process;
2. to assist investigators to complete the investigation in a timely and efficient manner;
3. to ensure investigators obtain the essential information required to make a recommendation on disposition of the complaint.

Note: Any written documentation received in regards to a complaint, including investigative interview statements, should be signed by the appropriate parties.

B. DUTIES OF THE INVESTIGATIVE COMMITTEE

1. Ensure a written and signed account of the harassment incidents as identified by the complainant is evident (refer to Harassment Documentation Complaint Form for information that should be available in the report).
2. Have a pre-investigative meeting to review the complaint and the procedure to be followed.
3. Notify the respondent of the complaint and the investigative procedure to be followed (reference the Harassment Policy and Procedures).
4. Notify the parent(s)/guardian(s) of complainant/respondent <u>or</u> witnesses, if appropriate, of the complaint and the role of their child in the complaint and/or investigation.

5. Advise individuals to be interviewed of their right to have a third party present during their interview (at the discretion of the individual being interviewed).
6. Arrange interviews of all parties involved in the following order:
   (a) Complainant
   (b) Respondent
   (c) Witnesses identified by the complainant
   (d) Witness identified by the respondent (if different from those identified by the complainant)
7. Conduct interviews in a private location (refer to Section C - Harassment Complaint: Interview Guidelines) and record objective notes.
8. Discuss information obtained in the interviews, seek consultation as required, and provide a written report on findings and recommended action to be taken.

C. HARASSMENT COMPLAINT: INTERVIEW GUIDELINES

1. Ensure the representation of the investigators at the interviews considers gender, race, and ethnicity where such factors may be a potential issue within the complaint.
2. Prior to the interviews the investigators should establish a preliminary set of questions to be asked of each party interviewed (refer to Section D - Harassment Complaint: Interview Format Guidelines).
3. The coordinator of the investigation will arrange a private meeting room to conduct the interviews.
4. Identify that the information obtained via the interviews will remain confidential to the investigative committee and administrators involved in the harassment complaint procedure and ask that the individual being interviewed maintain this confidentiality by not discussing the interview or situation with others.
5. Identify that written notes will be taken during the interview to ensure that the accuracy of the investigation is maintained. Keep accurate detailed notes which identify the individuals interviewed, dates, times and places and who was present. Record direct quotes whenever possible and note attitudes and behaviours. Don't provide comment on your thoughts or editorialize (e.g., I don't believe her; he is overly sensitive, etc.).
6. Remain objective and neutral and do not speculate on the outcome of the situation with individuals being interviewed.

D. HARASSMENT COMPLAINT: INTERVIEW FORMAT GUIDELINES

These guidelines are provided as an example of basic questions to conduct the interview. Please note that additional questions will be asked based on responses to questions such as these and will be dependent on the details of the complaint.

♦ Introduce the investigative committee if appropriate and review the intent of the interview as investigative and fact finding.

On___*(date)*_____, it has been reported, an incident occurred between _____ and _____ and that you were a witness or a party to that incident. Could you please discuss your recollection of the events that occurred during that incident?

♦ Ask the individual to recount the incident in his/her own words and clarify/question to ensure the following questions are answered:

1. What happened?

2. Who was involved in the incident?
   a) as an active participant
   b) as a witness

3. Where and when did the incident occur? (time, place, date)

4. Were there any significant events that led up to the incident or followed the incident?

5. Where there any events leading up to this incident(s) or as a result of the incident(s) that you are aware of that you can share with us?

6. Are you familiar with any similar incidents that have occurred involving these individuals?

7. How did this incident make you feel or affect you?

E. HARASSMENT COMPLAINT: INVESTIGATION DOCUMENTATION GUIDELINES

- Document in ink

- Document what is said, not what is inferred. Record direct quotes of what was said by the complainant, the respondent and interviewed witnesses during the incident.

- Clarify what is being said frequently and review with the interviewer what has been recorded. Don't try to transcribe the interview word for word. Once the interview is complete, request verbal confirmation that the recorded interview notes are accurate as they have been reviewed. Record any clarifications provided and/or acknowledgement of accuracy, and have the interviewee signed or initial the recorded statement.

- Use abbreviations whenever possible.

- Identify the complainant and the respondent by initials only.

- Use the margin to note the perceived attitudes and behaviours observed.

- Be sure notes reflect specific details of the incident including:
  – What happened.
  – How often it occurred.
  – Where the incident(s) took place.

- When the incident(s) took place.
- How close the parties were to each other.
- What the respondent said (exact quotes).
- What the complainant told the respondent (exact quotes).
- List of witnesses. Ensure accurate spelling of names.

- At the end of each interview the committee should discuss the interview and ensure an accurate representation of the interview is recorded. This record should include items of fact, perceived attitudes and behaviours, points of common understanding and differences of interpretation.

- Date and sign your notes and list all parties present during the interview.

Final Documentation of Investigative Committee

The committee shall be responsible for preparing a final report including:

1. The allegations noting complainant and respondent.
2. A list of witnesses.
3. A list of all individuals and their representatives at the interviews.
4. Investigative notes
   (a) All original interview notes.
   (b) The original complaint form as filed by the complainant.
5. The findings of the committee.
6. The recommended action to be taken.

Final documentation of the committee shall be filed with the Director of Human Resources, and copies of items No. 1, 3, 5, and 6 shall be forwarded to the Superintendent for consideration and response.

BRANDON SCHOOL DIVISION
HARASSMENT DOCUMENTATION COMPLAINT FORM

Alleged Victim(s) of Harassment:			
Name(s)		❑	**Student**
School		❑	**BSD Staff**
Phone number		❑	**Other (pls indicate)**

Alleged Harasser(s):			
Name(s)		❑	**Student**
School		❑	**BSD Staff**
Phone number		❑	**Other (pls indicate)**

Name of Person completing this form: (to be identified if different than the alleged victim)			
Name		❑	**Student**
School		❑	**BSD Staff**
Phone number		❑	**Other (pls indicate)**

Incident Information: (please identify the incident that prompted the complaint, if recurring incidents are involved, please identify all incident date/time/locations in the details section of form)	
Date of Incident	
Time of Incident	
Location Incident Occurred	

Additional Information
Please indicate any persons you believe witnessed this incident, providing name of individual(s).

BRANDON SCHOOL DIVISION
HARASSMENT DOCUMENTATION COMPLAINT FORM

Detailed Description of Incident: (please provide details of the incident, including what you experienced/witnessed) *Note: Please attach additional pages if required.*

Name of Person(s) to whom this incident was reported:		
Agreed upon method of dealing with this incident:	❑	Informal Complaint
(To be discussed with the person assigned to action this complaint)	❑	Formal Complaint

Signature of Complainant	Date
Received By (Name and Title)	Date
Referred To (Name and Title)	Date

BRANDON SCHOOL DIVISION
POLICY

POLICY 6032
ROLE OF THE PROGRAM FACILITATOR

ADOPTED: Motion 23/2008; February 11, 2008

REPORTS TO: Administrator of Student Support Services

PURPOSE AND OBJECTIVES:

To facilitate the development and delivery of appropriate educational programming for students in consultation with the school principal, the classroom teacher, the school support team, specialized divisional support staff and outside agencies as required.

EDUCATION AND EXPERIENTIAL REQUIREMENTS:

Professional Teacher Certificate;
Minimum 5 years successful classroom teaching experience;
Minimum 5 years successful resource teacher experience;
Resource Teacher/Special Education Teacher Certification (or in progress);
Masters Degree in Special Education or a related field is preferred.

MAJOR RESPONSIBILITIES AND DUTIES:

The support role of this position consists of four major components, with corresponding duties:

- Supporting Planning and Program Development
- Fostering Learning
- Fostering Support and Liaison Between the School and Community
- Supporting Stewardship

1. Supporting Planning and Program Development

a) To provide support to school teams with program development and program implementation for students with exceptional needs;

b) To provide support to counselors, resource teachers, and classroom teachers in the development of IEPs / BIPs / Safety Plans;

c) To coordinate transitions for preschool children into elementary school and support high school teams with individual student transition plans for students who may require supports after leaving school as per provincial protocols;

d) To provide support to school teams with the development of class profiles to meet the needs of students with exceptional needs;

e) To provide and report assessment, and qualitative and quantitative data for program implementation for students with exceptional needs when required.

2. Foster Learning

a) To support, mentor, and collaborate with resource teachers to assist in the planning and facilitating periodic resource/guidance meetings;

b) To remain abreast and promote best practices for diverse learners;

c) To assist in the planning and provision of professional development to support schools in educational/social/emotional programming for students with diverse learning needs;

d) To participate actively in Divisional initiatives such as strategic planning and goal related committees.

3. Fostering Support and Liaison Between the School and Community

a) To maintain open communication with the Administrator of Learning (Student) Support Services;

b) To provide support to school teams in the development of funding applications, and to review all applications before submission to MECY;

c) To liaise with parents of students with exceptional needs when requested by school teams or for transition purposes;

d) To liaise with community partners in order to provide support and programming for students (i.e., SMD, CATC, CTI, CFS).

4. Supporting Stewardship

a) To work in consultation, cooperation and collaboration with the principal and school teams to coordinate services for students with special programming and placement needs (LAC, Life Skills, CT, SSP);

b) To be available to the principal and school teams to assist in the review and recommendations regarding conflict resolution procedures;

c) To assist school principals in arranging for transportation for students with exceptional needs as requested;

d) To perform other related duties and responsibilities as required.

BRANDON SCHOOL DIVISION
POLICY

POLICY 6032

ROLE OF THE LEARNING SUPPORT SERVICES FACILITATOR

ADOPTED:

REPORTS TO: Associate Superintendent

PURPOSE AND OBJECTIVES:

To facilitate the development and delivery of appropriate educational programming and learning support services for students in consultation with the school principal, the classroom teacher, the school support team, specialized divisional support staff and outside agencies as required.

EDUCATION AND EXPERIENTIAL REQUIREMENTS:

Professional Teacher Certificate;
Minimum 5 years successful classroom teaching experience;
Minimum 5 years successful resource teacher experience;
Resource Teacher/Special Education Teacher Certification (or in progress);
Masters Degree in Special Education or a related field is preferred.

MAJOR RESPONSIBILITIES AND DUTIES:

The support role of this position consists of four major components, with corresponding duties:

- Supporting Planning and Program Development
- Fostering Learning
- Fostering Support and Liaison Between the School and Community
- Supporting Stewardship

1. Supporting Planning and Program Development

a) To provide support to school teams in the area of appropriate educational programming and learning support services for students with exceptional needs;

b) To provide support to counselors, resource teachers, and classroom teachers in the development of Individualized Education Plans (IEPs) / Behaviour Intervention Plans (BIPs) / Safety Plans;

c) To coordinate transitions for preschool children into elementary school and support high school teams with individual student transition plans for students who may require supports after leaving school as per provincial protocols;

d) To provide support to school teams with the development of class profiles to meet the needs of students with exceptional needs;

e) To provide and report assessment, and qualitative and quantitative data, as required, for appropriate educational programming for students with exceptional needs.

2. Foster Learning

a) To support, mentor, and collaborate with resource teachers to assist in the professional development planning;

b) To assist in the planning and provision of professional development to support schools in educational/social/emotional programming for students with diverse learning needs;

c) To promote best practices for diverse learners;

d) To participate actively in Divisional initiatives such as strategic planning and goal related committees.

3. Fostering Support and Liaison Between the School and Community

a) To provide support to school teams in the development of funding applications, and to review all applications before submission to the Associate Superintendent;

b) To liaise with parents of students with exceptional needs as requested by school teams or for transition purposes;

c) To liaise with community partners in order to provide support and programming for students.

4. Supporting Stewardship

a) To work in consultation, cooperation, and collaboration with principals and school teams to coordinate services for students with special programming and placement needs (Learning Assisted Class (LAC), Life Skills, Community Transition (CT), Student Support Program (SSP));

b) To provide assistance to the principal and school teams in the review and the recommendations regarding conflict resolution procedures;

c) To assist school principals in arranging for transportation for students with exceptional needs as requested;

d) To perform other related duties and responsibilities as required.

BRANDON SCHOOL DIVISION
POLICY

POLICY 6036

LEARNING SUPPORT SERVICES:
TECHNOLOGY IN LEARNING SPECIALIST K-12

Adopted:

REPORTS TO: Superintendent of Schools/Chief Executive Officer

POSITION PURPOSE AND GOALS

To provide expertise, leadership, advice, and professional and staff development for teachers in the advancement of the integration of technology in teaching and learning as a foundational requirement in the education of each student, kindergarten to grade 12.

The major goals of this position focus on the provision of leadership direction, facilitation, assistance and support to professional certified staff in the implementation of Literacy with Information and Communication Technology (LwICT) across the curriculum K-12.

EDUCATIONAL AND EXPERIENTIAL REQUIREMENTS

1. M.A./M.Ed./M.Sc. degree in Technology in Learning, or equivalent.
2. Demonstrated organizational ability, initiative, and effective communication and interpersonal skills.
3. Demonstrated experience with telecommunications/multimedia and basic file management.
4. Proven knowledge and experience with integration of information and communication technology in teaching and learning.
5. Demonstrated achievement in the innovative application of educational technology, including emerging technologies, to teaching and learning.
6. Demonstrated knowledge of research and best practice in differentiated instruction, including Universal Design for Learning and Understanding by Design, and in assessment and evaluation.
7. Demonstrated experience and success in facilitating professional and staff development at the school and Divisional levels, and in working with classroom teachers to integrate technology into teaching and learning.

MAJOR RESPONSIBILITIES AND DUTIES

1. Facilitate professional and staff development in the area of the integration of information and communication technology in accordance with Manitoba Education initiatives and curriculum outcomes.
2. Facilitate collaboration amongst educators to develop lesson plans involving the use of information and communication technology to attain educational goals.
3. Foster the sharing of instructional practice and technology-infused teaching and learning through a Divisional Professional Learning Network, including face-to-face meetings and electronic workspaces.
4. Demonstrate currency with developments and trends in educational technology and the integration of such into curriculum
5. Facilitate evaluation of emerging technologies and their application in teaching and learning in K-12 classrooms.
6. Coordinate educational technology-related professional development, develop leadership capacity within existing Divisional staff, design and deliver advanced workshops and locate training resources outside the Division as required, aligned to Divisional strategic goals and directions.
7. Serve as Division contact and support person for school-based professional staff supporting the integration of information and communication technology (e.g. Peer Coaches).
8. Assist in developing instructional strategies for integration technology and increasing academic rigor in all content areas.
9. Investigate emerging technologies and assess their potential for effective use by students.
10. Recommend appropriate technology materials and resources to support curriculum implementation.
11. Manage assigned budgets to support technology integration; plan and schedule expenditures of funds allocated for such.
12. Reinforce appropriate and ethical use of technology for teaching and learning.
13. Act as Division liaison for content area to provincial and other education agencies, post-secondary institutions, and other associations and agencies.
14. Provide documentation through regular monthly progress reports to Superintendent of Schools/Chief Executive Officer.

Appendix E

FORM 3013

Amended: Motion 150/2008; September 22, 2008
Amended: Motion 198/2009; December 14, 2009
Amended: Motion 13/2010; January 25, 2010

THE BRANDON SCHOOL DIVISION

TRAVEL EXPENSE ACCOUNT

DATE: _____

NAME: _____

EVENT: _____ LOCATION: _____

DATE OF EVENT: _____ TO _____

MILEAGE _____ Kilometers @ **38.0¢** $_____

MILEAGE TO SHILO - **$23.00/** MILEAGE TO WINNIPEG - **$161.00** _____

AIRFARE, BUS, TAXI, PARKING (ATTACH ORIGINAL RECEIPT(S) _____

HOTEL, MOTEL (ATTACH ORIGINAL RECEIPT(S) _____

MEALS (TO MAXIMUM $50.00 PER DAY WHICH INCLUDES TIPS & GRATUITIES) (Claims for meals may not include alcoholic beverages.) (Breakfast - $10.00/Lunch- $15.00/Supper - $25.00) _____

REGISTRATION FEES (ATTACH ORIGINAL RECEIPT) _____

MISCELLANEOUS (PLEASE SPECIFY) _____ _____

_____

NOTE: Original receipts must accompany all claims. Photocopies, Interac slips and packing slips are not accepted.

TOTAL EXPENSES $ _____

LESS: PERSONAL CHARGES _____

BALANCE DUE/REFUND IF ANY $_____

I certify that these expenses were necessarily incurred and that I am not being reimbursed for the same expenditures by any bodies outside of Brandon School Division.

ACCOUNTING CODE: _____

SIGNATURE: _____

APPROVAL FOR PAYMENT: _____

All claims must be signed in ink by both claimant and approving authority. Claimants should allow approximately three (3) weeks for the Accounting Department to process claims. Incomplete forms and incorrect receipts will be returned to the claimant.

Appendix F

Brandon School Division

"Accepting the Challenge"

File Code:

May 18, 2010

The Chairperson and Members
The Brandon School Division Board of Trustees

RE: TENDER - SUPPLY/MOUNT/CABLE NEC NP500WS PROJECTORS

The Tender for Supply/Mount/Cable of NEC Projectors for 49 Smartboards, was advertised in The Brandon Sun on May 8th, 2010 and sent to three firms. Only one of these vendors submitted a bid for the supply and installation of the projectors. The second bid did not include installation. Brent Ewasiuk, Director of MIST, perused the proposals, verified specifications where necessary, and is satisfied that the proposal is deemed to be in the best interest of the Brandon School Division.

Television City was the only vendor to bid meeting specifications on the installation of 49 projectors. The proposal received from Television City in the amount of $73,598 (plus GST & PST) for a net cost of $82,429.76 is recommended.

Recommendation:
That the Proposal from Television City in the amount of $82,429.76 including taxes for the supply, cabling, and installation of 49 NEC Projectors for Smartboards be accepted.

Respectfully submitted,

Kevin Zabowski, CGA
Assistant Secretary-Treasurer
Tender/2010/Projectors & Install for SmartBoards.doc
/wej

1031 - 6th Street • Brandon, Manitoba • R7A 4K5 • Telephone (204) 729-3100 • Fax (204) 727-2217 • e-mail: info@brandonsd.mb.ca

BRANDON SCHOOL DIVISION						
NEC NP500WS PROJECTORS - SUPPLY/MOUNT/CABLE						
May 2010						
		Television City		**Evolution**		**Evolution**
		NEC NP510WS		**NEC NP510SW**		**NEC NP610S**
Each		**$ 997.00**		**$ 860.00**		**$ 895.00**
Mount		**Incl.**		**Not Incl.**		**Not Incl.**
49 Projectors		**$ 48,853.00**		**$ 42,140.00**		**$ 43,855.00**
GST		**$ 2,442.65**		**$ 2,107.00**		**$ 2,192.75**
PST		**$ 3,419.71**		**$ 2,949.80**		**$ 3,069.85**
		$ 54,715.36		**$ 47,196.80**		**$ 49,117.60**
Install		**$ 505.00**		**NO BID**		**NO BID**
49 Projectors		**$ 24,745.00**				
GST		**$ 1,237.25**				
PST		**$ 1,732.15**				
		$ 27,714.40				
49 Projectors Installed						
TOTAL (before taxes)		**$ 73,598.00**				
49 Projectors Installed						
TOTAL (including taxes)		**$ 82,429.76**				
Installation completed by:		August 31, 2010				
Tenders/2010/Projectors Summary.xls						

Appendix G

Literacy Interventions Designed to Accelerate the Progress of Children with Reading Disabilities

May 3rd , 2010

Success for All Students

- Research in the field of literacy clearly indicates the importance of achieving functional literacy skills.
- " The Brandon School Division strives to enable **each** student to achieve maximum intellectual, emotional, social and physical growth."
- Research into reading disabilities offers new perspectives on assisting students as they enter the world of literacy.

Statement of Issue

- Consequences of reading failure
- Keith Stanovich (1986): " Matthew Effects in Reading: Some Consequences of Individual Differences in the Acquisition of Literacy"
- Students caught in a downward spiral with increasing gaps in achievement levels.

Statement of Issue

- Small percentage of children who do not achieve average levels of literacy development despite good classroom literacy programming.
- Intense Intervention: to accelerate literacy growth and development
- Early intervention: so children's image of themselves and of the reading task does not become severely altered.

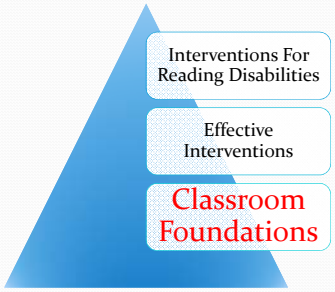
Overview

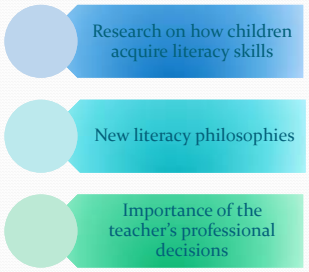
- Foundations of Classroom Literacy
- Process of Early Literacy Acquisition
- Causation of Reading Disabilities

Overview

- Research on Successful Interventions
- Research on Reading Disabilities
- Empower™ Reading Decoding and Spelling
- Action Research Project

Foundation of Effective Classroom Literacy Instruction





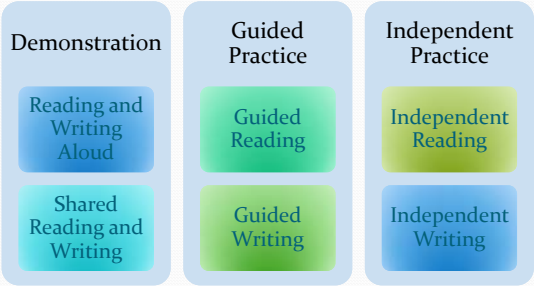
Regie Routman

Balanced Reading and Writing Program

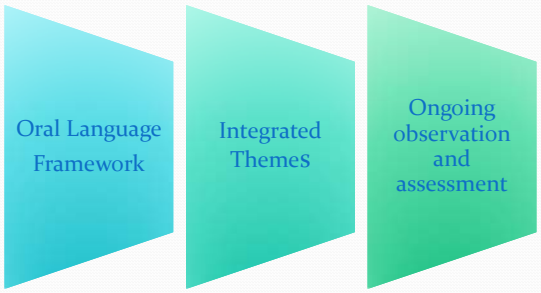
" all aspects of reading, writing, speaking and listening received appropriate emphasis and that guided contexts were used to help readers and writers become critical thinkers, independent problem solvers, self-monitors, self-evaluators, and goal setters. The knowledgeable teacher was the decision maker who, based on students' needs, interests and experiences, determined when, how and how much to intervene. " (p.15)

Routman. R. (2000). *Conversations: Strategies for teaching learning and evaluating*

Routman's Comprehensive Literacy Model

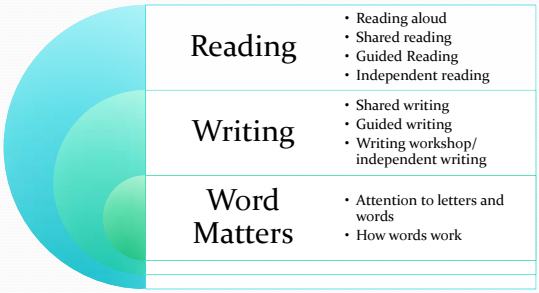


Fountas and Pinnell Balanced Literacy Model

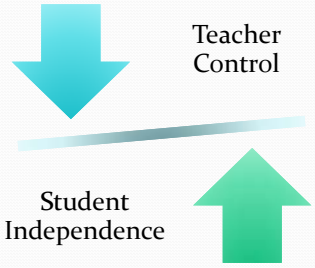


Fountas and Pinnell, 1996. *Guided Reading :Good First Teaching for All Children*

Fountas and Pinnell Balanced Literacy Framework



Gradual Release of Responsibility



Guided Reading

- Guided reading is " a context in which the teacher supports each reader's development of effective strategies for processing novel texts at increasingly challenging levels of difficulty" (Fountas and Pinnell, pp.21).
- Small group of students at similar stage of reading development
- Each child reads the whole text
- Goal to increase text difficulty over time
- Child moves to reading silently and independently
- Focus on development of strategic reading behaviors

Early Literacy Acquisition

Singer described an ever changing system where readers "flexibly mobilize a variety of working systems to solve a particular problem while reading." (Kaye, 2006)

Rummelhart proposed a " message center, which receives, sorts and processes hypotheses from various knowledge sources". (Kaye, 2006)

Dr. Marie Clay's Literacy Theory

Clay (1991) presents the following definition of reading:

"*I define reading as a message-getting, problem-solving activity which increases in power and flexibility the more it is practices. My definition states that within the directional constraints of the printer's code, language and visual perception responses are purposefully directed by the reader in some integrated way to the problem of extracting meaning from cues in a text in sequence, so that the reader brings a maximum of understanding to the author's message" (p.7)*

Clay, M. (1991) *Becoming Literate: The Construction of Inner Control*

Dr. Marie Clay's Literacy Theory

Clay defines writing as:

"*… a message-sending, problem-solving activity. Both activities involve linking invisible patterns of oral language with visible symbols" (2005, p.1).*

- The brain is learning how to scan print and make links between this code and oral language.
- The more the child engages in literacy learning the more neural networks are forged.
- Literacy processing refers to the constant flow of messages in and out of these networks, and the interaction of the networks to make sense of text.

A Network of Strategies

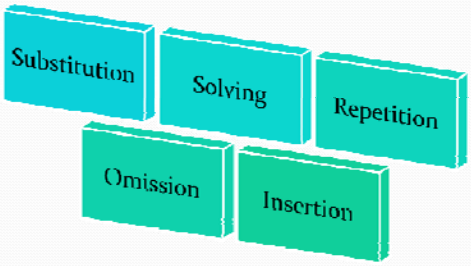
- Searching for Information
- Matching oral language with print order
- Problem-solving using more than one source of information
- Self-monitoring (searching, checking and correcting)

Sources of information:

- Visual – print cues
- Phonological - letter and sound knowledge
- Structure – grammar
- Meaning – what is happening in the story – including information from the pictures.

Behaviors of Proficient Readers

Kaye (2006)



Behaviors of Proficient Readers

Kaye's study (2006) found that:

- Substitution accounted for 44-52% of behaviors – drawing on meaning, structure and visual information.
- Second most frequent was overt word solving – 25 – 26% of responses.
- Kaye found that these readers " never engaged in isolated phoneme by phoneme or letter by letter solving attempts across an entire word" (p.62)
- Proficient readers use the " larger subword units" (p.71) drawing on orthographic (spelling patterns) and phonological (letter- sound knowledge).

Causation of Reading Disability

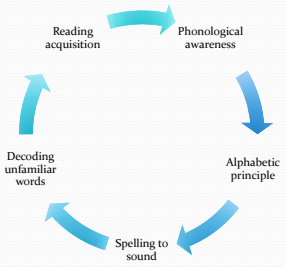
Developmentally limited

- " causal early in development, but at some point have no further effects on the level of reading efficiency" (Stanovich, p.362)

Reciprocal Causation

- " have causal connections running both directions" (Stanovich, p.362)

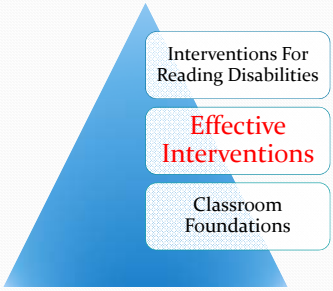
Role of Phonological Awareness



A Reciprocal Relationship

- Phonological awareness supports reading acquisition
- Reading acquisition supports phonological awareness
- Stanovich (1986, p.363) refers to this as a "bootstrapping effect"
- Important implications for intervention
- Do not have to wait until mastery of phonological awareness occurs before beginning the reading instruction.

Effective Interventions



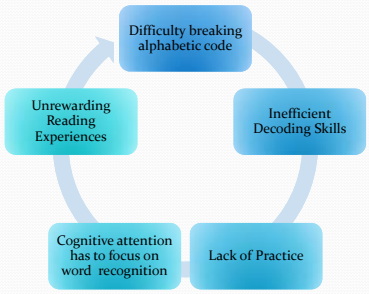
The Case for Early Intervention

- Stanovich (1986) asserted that phonological awareness and spelling –to-sound mapping must be addressed early,
- Differential exposure to print can have dire consequences
- Vast differences between proficient, average and struggling readers.

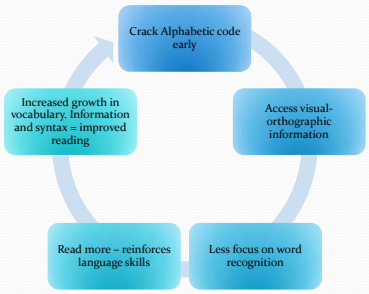
The Case for Early Intervention

Most Able Readers	• October – 12.2 words/session • January – 51.9 words/session • April – 81.4 words/session
Average Readers	• October – 11.9 words/session • January – 25.8 words/session • April – 72.3 words/session
Struggling Readers	• October – 0 words/session • January – 11.5 words/ session • April – 31.6 words/ session

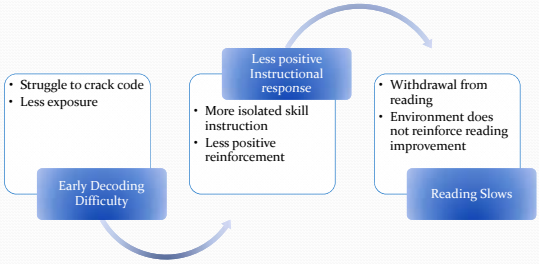
Path of Struggling Readers



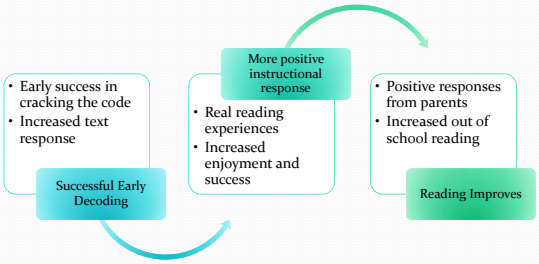
Path of Good Readers



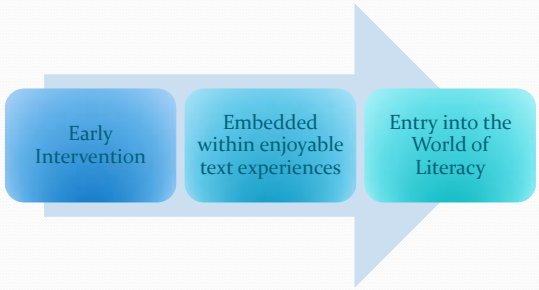
Effect of Reading History and Environmental Response



Effect of Reading History and Environmental Response



Critical Role of Instruction



Characteristics of Effective Intervention

- Allington (2002) - 3 types of reading intervention

Preventative	• Reduce the incidence of reading difficulty
Acceleration	• Increase the rate of growth – close the gap
Longer - term	• Long- term support for students with reading disabilities

Preventative Interventions

- Improved Early Childhood programs
- Enhanced instruction in primary grades
- Early instructional supports to identify difficulties
- Intense instruction to accelerate literacy
- Family programs
- Small class sizes of 13 – 18
- Phonological programming for the 15 – 20% who need it - onset-rhyme may be most effective (Lovett, 1994)
- 1 – 2% may still struggle with phonological skills

Allington (2002)

Acceleration Interventions

- Classroom Programming: Programs to improve classroom instruction – in context of authentic reading and writing
- Add-on Programming: Early intervention in one-to-one tutorial or very small group
- Characteristics of both include: Teacher expertise, use of appropriate text level, and significant opportunities to practice reading and writing.

Reconceptualizing Reading Disabilities

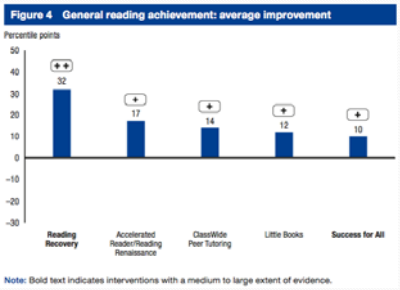
- Regard the process of literacy acquisition as something that will vary in difficulty across a range of students
- Some will read early
- Some will require " access to larger amounts of more expert, more intensive and more personalized teaching if they are to acquire reading proficiency"(Allington, p. 279)
- Well designed acceleration services
- Longer-term instructional support plans

Reading Recovery™

The What Works Clearinghouse (WWC) a branch of the United States Department of Education (USDE) and the Institute of Education Sciences (IES), released an updated report of research in December 2008. WWC's authoritative and independent assessment confirmed that Reading Recovery is an effective intervention based on scientific evidence. At the end of this second-round review, Reading Recovery is still the only beginning reading program to receive high ratings across all four domains evaluated: alphabetics, fluency, comprehension, and general reading achievement. **Reading Recovery ranks number one in general reading achievement.**

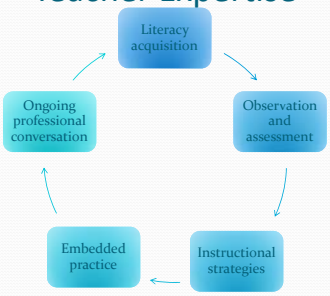
Excerpt from the BSD RR executive summary
Joe Stouffer, Teacher Leader

Reading Recovery™



What Works Clearinghouse Report: Beginning Reading (2007)

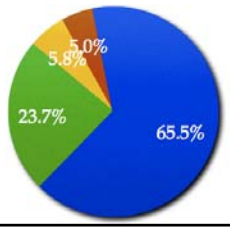
Professional Learning – Teacher Expertise



Reading Recovery™
Brandon School Division Executive Summary
Joe Stouffer Teacher Leader

Outcomes for Children
Of the **183** students who received Reading Recovery instruction in the division in 2008-2009, **142** concluded their programs by the end of the school year. The remaining **41** students will be carried over into the next school year

● Discontinued N=91 ● Referred N=33 ● Progressing, but unable to continue N=7 ● Moved N=8



Reading Recovery™ -Two Positive Outcomes

Reading Recovery

- Successful return to classroom programming
- Referral for further assessment and possible long-term supports

Literacy Support – A Locally Developed Initiative

- Established in 2003 – action research – extended in 2009 to all schools in Brandon School Division
- Provides longer-term support to students in Grades 2&3
- Small group intervention – 3 – 6 children
- Follows a guided reading structure (Fountas and Pinnell, 1999)
- Grouping according to literacy processing needs
- Authentic reading and writing activities

Literacy Support – A Locally Developed Initiative

2007-08 Early Literacy Project: Aboriginal/Non-Aboriginal Status Comparison

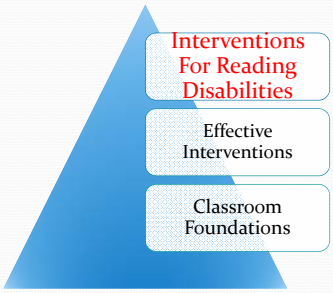
School	Abor. n	Abor. Mean (Gain)	Non Abor. n	Non Aborg. Mean (Gain)	Analysis
PM Benchmarks	40	10.9	124	10.3	Abor. Slightly stronger gains
Word Identification	40	6.6	124	5.1	Abor. Slightly stronger gains
Passage Comprehension	39	8.6	124	7.7	Abor. Slightly stronger gains
Aucitory Comprehension	39	25.1	123	29.6	Non-Abor. Slightly stronger gains
Receptive Language	39	(92.3)	118	(97.0)	

Literacy Support – A Locally Developed Initiative

2007-08 Early Literacy Project: Grade 2/3 Student Results Comparison

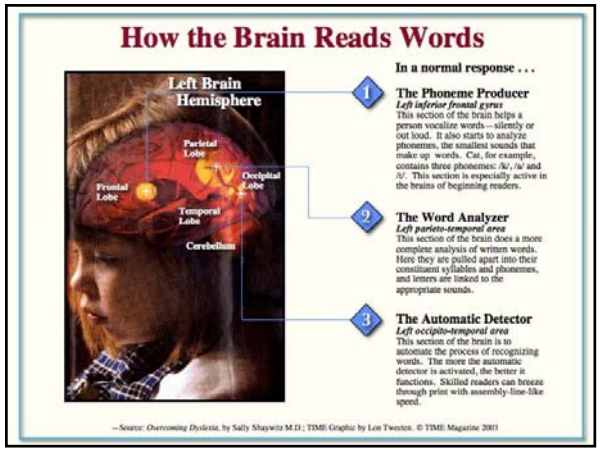
School	Grade 2 n	Grade 2 Mean (Gain)	Grade 3 n	Grade 3 Mean (Gain)	Analysis
PM Benchmarks	100	11.6	60	8.2	Grade 2, stronger gains
Word Identification	100	4.2	60	5.9	Grade 3, stronger gains
Passage Comprehension	99	6.9	60	8.1	Grade 3, stronger gains
Auditory Comprehension	99	30.3	59	27.3	Grade 2, stronger gains
Receptive Language	94	(97.8)	59	(93.5)	

Interventions for Reading Disabilities



Brain Research in the Field of Reading Disabilities

" Functional magnetic resonance imaging (fMRI) – a technology that assesses increases in blood flow in specific brain regions that are activated while subjects carry out cognitive tasks such as reading. Increased blood flow brings more oxygenated blood, which the magnetic scanner detects" (Shayowitz, 2007, p.1)



Center For Reading and Language Research – Tufts University

- Dr. Maryanne Wolf et al. (2002) re-conceptualized reading disabilities.
- Single deficit – either phonological or rate deficit
- Double deficit – both phonological and rate deficit
- Double deficit children most severely impaired
- Phonological awareness most important in word analysis
- Naming speed most important in word identification
- Phonological processing a sub skill of naming speed

Components of Intervention

Shayowitz (2007) lists five essential components of reading disability intervention:

1) Phonemic awareness (hearing and manipulating speech sounds)
2) Phonics (letter-sound correspondence and spelling patterns)
3) Fluency
4) Vocabulary
5) Comprehension

Neural Development

- "…the provision of evidence-based reading intervention at an early age improves reading fluency and facilitates the development of those neural systems that support skilled reading." (Shayowitz, 2007, p. 3)
- Shayowitz even goes so far as to say that " using evidence-based methods can remediate, and may even prevent, reading difficulties in primary school-age children" (p.3).

Reading Recovery™ Serving Children with Double Deficit

- Deborah Litt conducted a research study to explore:

a) Are Reading Recovery selection procedures capturing children with either single phonological deficits and/or double deficits? (p.23)
b) Is the Reading Recovery intervention serving the needs of children with rapid naming weaknesses?

Reading Recovery™ Serving Children with Double Deficit

Double Deficit

45.2% initial assessment

10.2% post RR intervention

Phonological Deficit

32.2% initial assessment

22.0 % post RR intervention

Litt, D. Exploration of the Double Deficit Hypothesis in the Reading Recovery Population

Toronto SickKids Learning Disabilities Research Program

- Dr. Maureen Lovett et al. continued the research into the double deficit disability and effective intervention
- Study in 2000 compared results of intervention with

a) Phonological intervention only
b) Strategy- based intervention only
c) Combination of phonological and strategy based intervention
d) Control group

Study conducted with 85 children with severe reading disabilities.

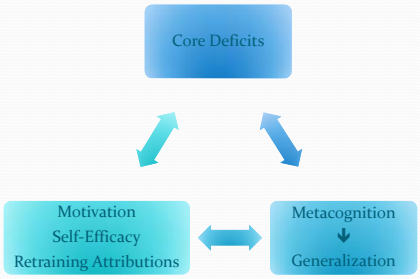
Toronto SickKids Learning Disabilities Research Program

- Phonological decoding skills improved by 1 – 1.5 Standard deviations after 70 hours of intervention.
- Demonstrated that phonological skills can be improved for severely reading disabled students and also for students beyond primary (age range 6 -13 in study)
- Improvements generalized to word identification of new words and also passage comprehension
- Group that received combined intervention showed greatest gains

Toronto SickKids Learning Disabilities Research Program

- Program developed for intervention combining both the phonological and strategy-based approaches
- Research version entitled PHAST – Phonological and Strategy Training Program.
- Commercially produced as Empower™ Reading: Decoding and Spelling (2009)
- Dr. Maureen Lovett & Dr. Lea Lacerenza (2009) authors of the program in consultation with team from Toronto SickKids Learning Disabilities

Empower™ Reading: Decoding and Spelling

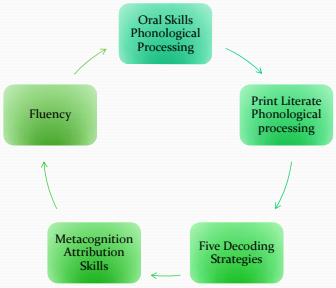


Empower™ Reading Components of Intervention for Reading Disabilities

- Sequencing of Content
- Drill-Repetition-Practice
- Segmenting information into parts
- Controlling task difficulty through prompts and cues
- Technology or pictorial representations

Lovett, 2009 , p.11

Empower™ Reading Essential Reading Skills Addressed

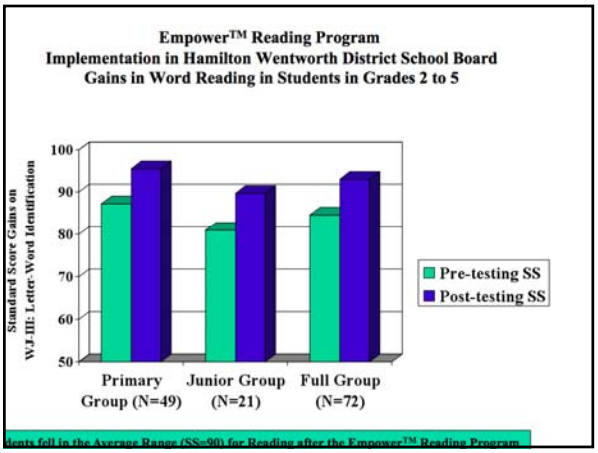


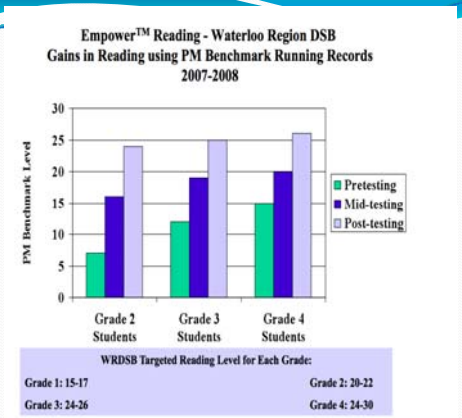
Empower™ Reading Five Key Decoding and Spelling Strategies

- Sounding Out
- Rhyming
- Peeling Off
- Vowel Alert
- SPY

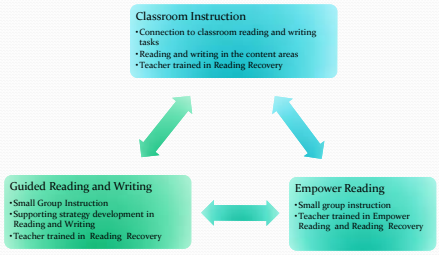
Empower™ Reading - Links to the Double Deficit Learning Disability

- Building Automaticity through massive practice
- Phonological awareness – oral before print
- Linking sound to letters
  - letter – sound
  - sound to letter
- Key words Link to orthographic patterns
- Formation of a stable and easily retrievable bank of visual and sound patterns





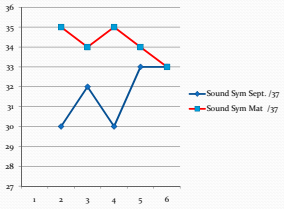
Brandon School Division Action Research Project



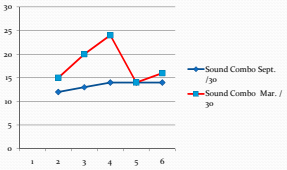
Brandon School Division Action Research Project

- Monthly meetings of team with personnel from two other schools in the Division
- Utilizing professional reading and research to focus discussions
- Data collection and analysis – pre and post collection
- Some midpoint data collected
- Links to middle years literacy support and early years literacy support model

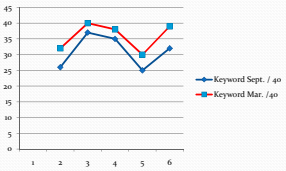
Brandon School Division Action Research Project



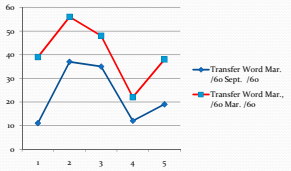
Brandon School Division Action Research Project



Brandon School Division Action Research Project



Brandon School Division Action Research Project



A Range of Literacy Programming

Key Belief

In the words of Marie Clay (2005, p.58)

" If the child is a struggling reader or writer the conclusion must be that we have not yet discovered the way to help him learn."

Assistive Technology Pilot Project.

The Three Year Plan

- **Year 1 - 2009- 2010**
  - An evaluation year of software programs
  - Training of teachers in pilot classrooms on available software
  - Reviewing specific features of software for programming purposes to address the diverse learning needs of students in the classroom
  - Recommendation of software for purchase
  - Professional learning for teachers in pilot classrooms on planning for differentiation

Year Two - 2 010-2011

- Action Research
- Foundational assessment of students in pilot classrooms ("before")
- Professional learning for teachers in pilot classrooms on Universal Design for Learning
- Planning time for pilot teachers and school-based supports
- Final assessment of student achievement ("after"), with analysis of AT effectiveness

Year Three - 2011-2012

- Professional Learning on UDL for all teachers in pilot school.
- Training software for all teachers in pilot schools.
- Further planning for rollout across the division.

Year- 2012

To be determined by implementation team, considering budget and human resources

Appendix I

Assistive Technology

First Meeting: Sept 23 2009.

Group discussion in identifying specific needs pertaining to the functions and features of assistive technology. The following was generated from the discussion

- Text to speech (A)
- Speech to text (A)
- Word prediction (T9) (A)
- Interactive visual support (A)
- Frames/webs/mapping, (A)
- Graphic organizers (A)
- Easy to use and learn- features from software's, for students, teachers and EAs - including technophobes
- Adaptable to variety of grades (A)
- Networked on stand-alone (A)
- Available for home use (A)
- Compatible to import and export ---other applications
- Manipulate/ edit imported data (2 PD) (A)
- Record progress (skills) for individual and class
- Tech support
- Scanning / pdf to rtf (A)
- Large print
- Highlighting to print --- notes (A)
- Audio / mp3
- Readability measurement, leveled assessment
- Process for sharing materials
- Spell check/thesaurus/grammar check (A)
- Word definition/ in context (A)
- Pronunciation (best voice output possible)
- Adequate hardware supports

- Simplified screens, compatible with touch screens (hardware)
- Assessment for learning
- Useable in the classroom setting (A)
- Training speech-to-text voice recognition (A)

Issues

- Existing tech/apps
- Copyright
- Fair assessment practice with assistive technology
- Moving from reliance on assistive technology to "existing"/"general" s/w (zPD)
- Moving from reliance on basic features to independence using multiple features
- Support for implementation - training, professional learning (observation of student process)
- Sustainability of budget and "people"

Appendix J

THE BRANDON SCHOOL DIVISION

BUDGET SUSTAINABILITY REQUEST
2010/2011

TITLE: ***Assistive Technology in the Classroom***

DEPARTMENT/SCHOOL: ***Student Support Services***

ADMINISTRATOR/SUPERVISOR: ***Yvonne Hodge***

STRATEGIC DIRECTION: ***Quality Learning***

PURPOSE/OUTCOME:

The Assistive Technology (AT) Committee was formed in June of 2009 and initiated a three year classroom project. This is a collaborative team project in which the members consist of personnel from Student Support Services, the Technology in Learning Specialist and instructional teams from K-12 schools. There are three schools that are participating in this project: Linden Lanes, Valleyview and Vincent Massey.

Purpose:

The aim of this Assistive Technology Classroom Project is to support classroom teachers by providing release time and training in Universal Design for Learning (UDL) prinicipals and technologies and in integrating assistive technology for students. Classrooms will be provided with software to assist in integrating assistive technology as an instructional tool. By definition, Assistive Technology is used in classroom to eliminate learning barriers for struggling learners. At the same time, Assistive Technology is used to optimize learning potential for all students. For this project, the teams have chosen to pilot two computer software programs, to be utilized for instructional use and student use in their classrooms.

Outcomes:

- classroom teachers will have increased knowledge and skills to implement the techniques of Universal Design for Learning in the classroom and the use of assistive technology to benefit all students.
- students will have improved accessibility, learning tools and academic supports as needed.
- students will be provided with appropriate educational programming based on their unique skills and abilities.
- classroom teachers will provide additional opportunities to maximize students achievement in numeracy and literacy.
- teams involved will serve as "teacher leaders" in the planning and implementation of UDL and AT.

This is a three year project. In the **2010-2011** school year we will be in the second year of this project.

Brandon School Division
Assistive Technology Classroom Project
2009-2010
Software Evaluation

Criteria	**Kurzweil 3000**	**Kurzweil 3000**	**Classroom Suite**	**Classroom Suite**	**Comments**
	Yes	**No**	**Yes**	**No**	
Text to Speech					
Speech to Text					
Word Prediction					
Interactive visual support					
Frames/webs/mapping					
Adaptable for home use					
Manipulate/edit imported data					
Scanning /pdf to rtf					
Highlighting to print – note making					
Spell check/ thesaurus/grammar check					
Word definition/in context					
Easy to use in classroom setting					
Ease of training speech-to-text voice recognition					

Using this scale 1 = poor, 2 = good, 3 = excellent. Please rate the following areas:

	Kurzweil 3000	**Classroom Suite**
Ease of use to learn software		
Ease of use for students to use software		
Compatibility with current hardware/software		

Appendix L

Statistics Canada Statistique Canada Canada

New Perspectives on Access to Postsecondary Education

Ross Finnie, University of Ottawa and Statistics Canada
Richard E. Mueller, University of Lethbridge and Statistics Canada
Arthur Sweetman, Queen's University
Alex Usher, Higher Education Strategy Associates

A more complete view of the determinants of postsecondary participation
Factors influencing access to postsecondary education
Persistence in postsecondary education
Conclusion

Access to postsecondary education has been an issue of long-standing interest in Canada, prompted in large part by the persistent gap that is observed in postsecondary education participation rates among individuals from different socioeconomic backgrounds. Concerns are driven in part by a desire for equity – e.g., do all Canadians with the ability to succeed have equal access to a postsecondary education, regardless of their families' circumstances? – as well as by economic considerations – e.g., is Canada producing sufficient numbers of highly-qualified labour force participants to be competitive in a knowledge-based, global economy?

Research on the roles of tuition costs, student assistance and other related financial factors shows that these influences explain only a small part of the gap in participation rates across socioeconomic groups. This has led researchers to look to more complete explanations that take into account factors that are rooted in a youth's family and early experiences, which occur well before the point when final decisions regarding postsecondary education are made in the late teens. These latter factors influence the formation of both preferences, and preparation, for postsecondary education. These processes are complex, inter-related and – as a result – challenging to identify.

In recognition of the need for better information on a wide range of issues relating to educational pathways of Canadian youth, Human Resources and Skills Development Canada and Statistics Canada developed the Youth in Transition Survey (YITS). This is a longitudinal survey that has tracked two groups of young people over time. One group (or "cohort"), referred to as YITS-Cohort A, were 15 years old as of December 31, 1999, the reference date for the first interview, which was undertaken in early 2000; the other group, referred to as YITS-Cohort B, were ages 18 to 20. Each group of young people has been surveyed five times, at two-year intervals, with the most recent data available referring to 2008. That means that there is now a rich dataset that tracks young people from their mid-teens through to their late twenties, following them as they move through the adolescent years, making decisions about, and in some cases progressing through, the postsecondary education system, while also making decisions about moving into and out of the labour market.

Recently, a group of researchers combined their efforts to provide new insights not only into issues pertaining to access to postsecondary education, but also persistence through to completion and other related issues, using data from the Youth in Transition Survey.[1]

A more complete view of the determinants of postsecondary participation

As noted above, much of the existing research on gaps in persistence and participation in postsecondary education has focused on the role of costs and affordability as barriers, and the off-setting role of student financial aid. But the term "barriers" is itself often poorly defined and

perhaps not the most useful one when talking about the various factors that determine who accesses postsecondary education and who persists through to graduation. Indeed, the evidence points to a much more complex and nuanced set of influences, such as an individual not being sufficiently prepared for postsecondary education, not being well-informed regarding the costs and benefits of postsecondary education, not having an interest in what postsecondary education has to offer and/or being insufficiently motivated to attend. These influences develop over a long period of time and are the result of the interaction between individuals' environments and the choices they make over time. In other words, the choice to pursue a postsecondary education, along with having the marks that make one eligible to attend, are developed through the entire period of childhood and adolescence, rather than suddenly at the end of high school.

The implication is that, for many with the will and the ability to attend college or university, cost often is of secondary importance. That is not to say costs associated with postsecondary education are irrelevant – indeed, the authors cite other research that shows that over the past 40 years, students have become increasingly reliant on part-time work during the school year and on student assistance, and loans in particular, to finance their education. Parental contributions have declined sharply and student borrowing has increased, as has the debt-to-earnings ratio for some students following graduation, resulting in some graduates struggling to repay their loans. But, the researchers argue, financial considerations arise only for those eligible and motivated to attend college or university. Many students in high school lack these pre-conditions that are necessary for participation in postsecondary education. Further, the evidence points to gaps not only across socioeconomic groups but also between males and females in terms of academic preparedness and motivation to participate in postsecondary education.

The research also finds that family income is a less important determinant of participation in postsecondary education than is parental education, leading to the conclusion that the ways in which family background matters are much more than simply financial. Aspirations – of students, their parents and their peers – and preparation for postsecondary education, as captured by high school grades, for example, are strongly related to differences in participation rates across various groups. When these types of variables are included in the analysis along with family income and parental education, it is mostly the effect of parental education that is reduced. This indicates that parental education appears to affect participation in postsecondary education at least partly through its impact on student aspirations, high school outcomes and related factors.

These findings lead the researchers to conclude that family income, parental education, and factors such as aspirations and preparation for a postsecondary education are all significant determinants of who goes to postsecondary education. They further find that parental education and family income have additional indirect effects through influencing the aspirations and preparedness of young people for postsecondary education, with parental education remaining a stronger influence than income. Finally, through the interaction of family income and parental education, these factors are typically, though not exclusively, related to socioeconomic background.

Factors influencing access to postsecondary education

While parental education and income appear to be the main background factors, there are a number of others that also influence participation in postsecondary education. One of these is academic success in high school. Previous research suggested that high school math marks were key, but the research summarized here finds that the overall high school mark matters more. Further insight is provided by Canadian data from the Programme for International Student Assessment (PISA) indicates that a student's score in reading at age 15 also is an important predictor of university attendance.[2] Also important are a student's score on indicators of "high school engagement," and "academic self efficacy," as well as personal characteristics and attitudes. The effect of parental education decreases when these other factors are taken into consideration, leading to the conclusion that the overall effect of parental education is exerted at least partly through the role parents play in promoting, for example, stronger academic performance, better study habits and more positive attitudes toward school. These factors, which

the researchers term "cultural" factors, may in fact outweigh financial considerations in a student's preparedness for, and decision to attend, postsecondary education.

The gender gap in participation, in university in particular, has been one of great interest, lately so as young women participate to a far greater extent than young men. Factors related to academic performance, including high school grades and test scores as reported by the Programme for International Student Assessment (PISA), and better study habits among girls, predominate in explanations of the gender gap in participation in postsecondary education. However, as noted by the authors, identifying the importance of good academic habits in driving the gender access gap begs the question of why girls out-perform boys in this respect.

The research also finds a gender gap with respect to aspirations to attend postsecondary education. Aspirations are in turn related to the decision to attend, independent of high school grades and other factors such as parental education. Male-female differences in aspirations therefore also play an important role in the gender gap in postsecondary participation. This gap in aspirations is evident even among 15 year-olds and it increases with age.

Other research examines the effect of high school students' paid work outside of school. Previous research found that a small amount of paid work appears to have a beneficial effect on high school grades, while longer working hours have a damaging effect. The findings reported here, however, indicate that once other individual attributes are taken account of, the effect of working during high school is negative, in any amount.

Persistence in postsecondary education

Access is one part of the story. The other part is persistence, that is, following a program through to graduation.

Postsecondary pathways – persistence, mobility, and, ultimately, graduation – are dynamic processes that require longitudinal data in order to be tracked and measured. This is because many students initially start in one program, but then switch programs or institutions or take a break before starting again. Data at the level of individual institutions are unable to track these dynamics, leading to an over-estimation of postsecondary incompletion rates.

Employing the longitudinal nature of the Youth in Transition Survey, the researchers find that the rate of incompletion at the individual level is in fact much lower than institution-level data would suggest. It also suggests that a fair amount of "sorting" goes on once students reach the postsecondary level as they seek to find a good match for their skills and interests.

The research shows that while about 50% of all students failed to finish their initial programs of study within five years, only about 10 to 15 percent can be considered true dropouts. Many switched programs, either within a given institution or between institutions (sometimes even moving to a different level of study – e.g., switching from college to university or vice versa). Among those who left at some point, 40% of college students and 54% of university students returned to postsecondary studies within three years.

The findings also indicate that financial factors – at least as identified by students themselves – are rarely behind the decision to leave and that family background tends to have only a small effect, unlike the case for access. The most important factors leading a student to leave postsecondary education are related, essentially, to the student not finding a good fit with their chosen program of study. That being said, family background does play a limited role – those with higher parental education were more likely to switch programs or institutions rather than drop out; however, family background had little effect on whether a student would then go on to complete a subsequent program of study.

Conclusion

Issues around differences in participation in postsecondary by young people with different socioeconomic backgrounds have been of long research and policy interest in Canada. More

recently, the gender gap in postsecondary participation has also raised questions as to why young women are graduating from university, in particular, in greater numbers than young men.

Observation of the gap in postsecondary participation between youth from high-income families and those from lower-income families has led to much research around the issues of cost and affordability. However, current research points to the need to take a broader perspective on the gaps that are observed, taking account of the roles of factors such as aspirations, motivations, engagement with school, study habits, and high school outcomes and related measured abilities. These latter factors, in fact, play key roles. Furthermore, the research finds that the development of such characteristics in young people is more closely related to parental education than to parental income and takes place over a period of many years.

Perhaps most surprising is the fact that differences in rates of participation in postsecondary education as related to such personal and behavioural characteristics are found both across socioeconomic groups and between males and females. And while differences in parental education may explain a good part of the gap across socioeconomic groups, such differences cannot explain the gender gap in overall school performance between boys and girls – a gap that is evident long before the end of high school.

In sum, questions around differences in rates of participation in postsecondary education are complex, involving not simply issues of costs, but also more subtle behavioural and attitudinal factors that are rooted in the family and that start early in life. The fundamental question of why such differences exist and how exactly they operate, however, remain to a significant degree unanswered, pointing to the need for further research.

Finally, it is important to keep in mind that the conclusions reported here are based on analysis of data for a single cohort of students, whose behaviour is based on existing tuition fee structures, the student financial aid systems currently in place and other financial factors as they currently hold. Were fees much higher or financial aid not so generous, for example, the outcomes might be very different than those observed.

Notes

1. Ross Finnie, Richard E. Mueller, Arthur Sweetman and Alex Usher, eds. 2008. Who Goes? Who Stays? What Matters? Accessing and Persisting in Post-Secondary Education in Canada. Montreal and Kingston: McGill-Queen's University Press, Queen's University, Queen's Policy Studies Series.
2. Also see Patrick Bussière, Roland Hébert and Tamara Knighton. 2009. "Educational outcomes at age 21 associated with reading ability at age 15." Education Matters. Volume 6, number 2. Statistics Canada Catalogue number 81-004-X. www.statcan.gc.ca/pub/81-004-x/2009002/article/10896-eng.htm (accessed March 30, 2010).

Date Modified: 2010-04-29