Report of Senior Administration to the Board of Trustees

April 12, 2010

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

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

A. Business Arising for Board Action

I. PRESENTATIONS

II. HUMAN RESOURCES

III. SECRETARY-TREASURER

1. 2010 TRUSTEE ELECTIONS

For Action.....G. Barnes

Preparations for the October 2010 Trustee Elections are presently being undertaken in partnership with the City of Brandon. You may have noticed that the City is planning to use vote counting machines in tabulating the vote count. The City of Brandon is presently considering the by-law to authorize this use as required by The Municipal Councils and School Boards Elections Act for both the City of Brandon and Brandon School Division. Further, the order of the names on the ballot needs to be considered. As per Section 55(2) of the Act ballots must be either an order determined by random lot or rotating order. Last election it was agreed that ballots would be by random lot. Further, vote counting machines cannot handle rotating order. Due to the above, it is recommended that the ballots for the 2010 Trustee election be by random lot. The Senior Election Official must notify all of the candidates of the date, time and place where the random lot draw will be made with the draw conducted in the presence of the candidates or their official agents. The first name drawn is the first name printed on the ballot, the second name drawn is the second and so on until all candidates' names are placed on the ballot. The Division costs for the Trustee election is 30% of the City of Brandon costs incurred for the Ward One – In City election approximately $39,000 and 100% of the Ward Two election costs being approximately $3,000. The Division undertakes its own promotion of the Trustee election to encourage candidates to run for office and for the electorate to cast their vote. Please contact me should you require further information in this regard or have it discussed at the Board Meeting.

RECOMMENDATION:
That the order of candidates' names listed on the ballot for the 2010 Trustee Election be determined by random lot.

2. VICE PRINCIPAL – GEORGE FITTON

For Action.....G. Barnes

At the March 22, 2010 Regular Board Meeting, Trustees considered a recommendation by the Superintendent to provide a .50 Vice Principal position at George Fitton School due to the increase in enrolment resulting from the implementation of the Single Track French Immersion Program. For the 2010/2011 school year this position will be funded from the discretionary staff

allocation and will be considered for permanent placement during the 2011/2012 budget deliberations. As the school administrator positions are no longer part of the school ratio calculations it is necessary for the Board to approve all changes to the school administrator positions. This position is in addition to the .75 Vice Principal positions for Kirkcaldy Heights, Meadows and Riverheights Schools approved during the 2010/2011 Budget deliberations. A motion is included in the agenda for Board approval in this regard.

RECOMMENDATION:
That a .50 Vice Principal position for George Fitton School be approved for the 2010/2011 school year to be funded from the discretionary staff allocation; and further that it be considered during the 2011/2012 Budget deliberations for permanent placement.

IV. SUPERINTENDENT OF SCHOOLS

V. SENIOR ADMINISTRATION RESPONSE TO TRUSTEE INQUIRIES

1. TRUSTEE INQUIRY – RESPONSE TO TRUSTEE BARTLETTE "WESTMAN TRANSLATION SERVICES"

For Information.....G. Malazdrewicz

At the November 23, 2009 Regular Board Meeting, Trustee Bartlette asked if Westman Immigrant Services can provide funding for parent/teacher interviews.

Westman Immigrant Services does not have funds to support external interpretive services. Their funds are directed to support their community service workers who have interpretive skills and bridge services, for adults, across the community. While schools are significant in EAL family life, this resource is usually directed to health care, legal services, banking, etc. which are fundamental to the larger family unit activities. Westman Immigrant Services has to purchase additional time, similar to the Brandon School Division, from the Brandon Language Coop when their own staff cannot keep up to their own demand for interpretive services.

This is respectfully provided as information.

2. TRUSTEE INQUIRY – RESPONSE TO TRUSTEE JOLLY "SINGLE TRACK FRENCH IMMERSION/LIFESKILLS/LEARNING ASSISTED CLASSROOMS"

For Information.....G. Malazdrewicz

At the February 8, 2010 Regular Board Meeting, Trustee Jolly asked questions regarding the Single Track French Immersion/Lifeskills/Learning Assisted Classrooms

The following responses are given to Trustee Jolly's questions:

a) *I understand that having asked the Daycare to move and the Lifeskills program to move to Riverheights that now there is the possibility that the LAC class may be moved and split?*
As of March 15, 2010, only one student is eligible for LAC programming. That student will be integrated into the LAC program at Riverview.

b) *How much time will be lost in the other subjects three minutes in English? Five minutes in Social Studies? etc. in order to allow for travelling time for Physical Education?*
Little to no instructional time will be lost for Physical Education as transportation will occur leading in or out of already scheduled breaks (i.e. recess, lunch).

c) *What happens for games, after school practices, on weekends; will buses be available or will parents be expected to transport their students to the schools?*
As per the Single Track French Immersion Implementation Committee at Harrison, transportation has always been the parents' responsibility.

d) *What is being done about bathroom needs for LS students?*
Not all Lifeskills students require a grooming room for toileting. Adequate washroom space is available.

e) *Were all the staff from the Lifeskills classes consulted about their concerns?*
The implementation has included staff as the process has moved forward.

f) *Have all the parents been informed about the changes, moves and how their children might be affected?*
Principals and teachers have kept parents informed of the implementation process.

This is respectfully provided as information.

B. Administrative Information

I. HUMAN RESOURCES

1. PERSONNEL REPORT

For Information ..... B. Switzer

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

II. SECRETARY-TREASURER

III. SUPERINTENDENT OF SCHOOLS

1. SCHOOL INFORMATION

For Information ..... D. Michaels

A. QUALITY LEARNING

QUALITY LEARNING AT RIVERVIEW SCHOOL
Implementation of the Sounds Abound Program
Report prepared by Mr. Kelly Braun, Principal, Riverview School

Due to the fact that our EDI (Early Development Indicator) scores have been amongst the lowest in the Division for the past several years, our school team has decided to target our Kindergarten class with extra resources. This information was presented to the Board of Trustees in our Riverview School Report on September 28, 2009.

What is Phonological Awareness – Phonological Awareness refers to the ability to recognize and distinguish parts of a word, such as syllables and phonemes (individual sounds). Phonological awareness is an important indicator of later ready ability. It differs from phonics in that it relates only to speech sounds. Phonics, however, requires the student to match letter or letter patterns with sounds and decode the words. Important activities to teach students to listen for phonological patterns may be clapping the syllables in words. Listening to songs and nursery rhymes is another method of increasing a student's phonological ability.

The Program – The Sounds Abound program targets just such phonological skills. Starting with basic rhyming activities, it progresses to more complex auditory lessons. Students that participate in the program are exposed to skills that they will need to help them become more competent readers.

After assessing all the children it was determined that eleven of the twenty-three students would benefit greatly from a phonological program.

The students were divided into two groups based on the PAST (Phonological Awareness Screening Tool) percentile scores.

Each groups received a three and a half hour session every six-day cycle. Our Academic Support Teacher Lyla Perkins has worked on the following:

a) Rhyme Recognition
   - "I know a name that rhymes with…"
   - begin each session with this generating a "sound of the day" each time
   - using the sound of the day to generate other words that start with that sound both receptively and expressively
b) Rhyme Matching Game
   - match cards that rhyme
   - extended it to adding another word that rhymes with the matching cards
c) Rhyme Completion (Prediction)
   - using the song "A Hunting We Will Go…" the students are shown a picture and then need to complete the song using a rhyme

Goal – The plan is to reinforce these concepts each day while moving along to Rhyme production. Once a strong base for rhyme has been established, the plan is to move into syllable segmentation, syllable deletion, Phoneme, initial sound production and ending letter sounds. The overall goal of the program is to prepare the Kindergarten class for reading.

B. QUALITY TEACHING

QUALITY TEACHING AT SPRING VALLEY SCHOOL

Report prepared by Ms. Jaclyn Hutchinson, Teacher, Spring Valley School

Learning to read is a tremendous challenge for English language learners because the connection between text and oral language is difficult to make. For mono-linguistic children, when a word is decoded appropriately, it usually corresponds to a word that they are familiar with. But for the English language learner, often the words, once decoded, do not have meaning. Thus the second language learner often has difficulty understanding the relationship between text and speech.

Reading Recovery outcomes for English language learners are quite similar to those of native English speakers.

Reading Recovery for English language learners: English language learners, as a group, are students vulnerable to costs efficiency considerations and may be regarded as less likely to succeed in Reading Recovery as a monolingual English literacy intervention. Until recently there have been few attempts to disaggregate the impact of Reading Recovery on the performance of children who are learning English as another language. However, a study conducted in England (Reading

recovery in England. Hobsbaum, A. (1995).) indicated that students made progress and reached average levels of classroom literacy performance.

Reading Recovery was brought in to Spring Valley School in the fall of 2009 on a quarter-time basis, where I work with two grade one students per day. Since the beginning of the program, one student has been discontinued, a new student has been selected into the program and one student remains in the program. I have see the gains that these children have made, not only in the program but within the classroom. For example, one student entered grade 1 knowing the letters A and B, could write her name and recognize her name but could not spell it. To date, the student knows all the letters in the alphabet, most beginning medial and ending sounds, is reading at text level of 10, and has a writing vocabulary of 33 words. Her progress in the program has been slower than average, but it is significant progress!

Early, intensive interventions such as Reading Recovery provide the most worthwhile investment to the world of literacy for the most fragile learners and provide the foundation on which other aspects of schooling can continue to build to assure success for every student.

C. QUALITY SUPPORT SERVICES

QUALITY SUPPORT SERVICES AT VALLEYVIEW SCHOOL

Numeracy Intervention

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

School Based Interventions

- created a pull-out program for grades 1-4 in-ratio
- established numeracy space in resource/guidance room where numeracy manipulatives, resources, and literature are organized for numeracy specialist and classroom teacher use
- numeracy specialist works in numeracy space in the in the afternoons (supported by an educational assistant on Days 1, 3, and 5 for sixty minutes)
- numeracy specialist teacher developed a school assessment package in the fall and assessed all the students referred by classroom teachers as delayed in the number concept strand of numeracy
- numeracy specialist teacher began small group interventions by end of September with six grade 1's, five grade 2's, three grade 3's, and two grade 4's
- December – numeracy specialist addressed twenty-three students using the Wechsler Numerical Operations test to have standardized scores
- students again assessed using Math Recovery training assessment SEAL (Stages of Early Arithmetical Learning)
- reports provided to parents at November and March conference

School Based Planning

- September 25 and October 16 – half-day collaboration with classroom teachers to discuss small group interventions and classroom programming

- October 27 – resource team meeting – review of all interventions by resource, numeracy specialist, and literacy specialist (two students added to numeracy caseload with a total of twenty students receiving service)
- November 26 – half-day collaboration planning with classroom teachers to review interventions and discuss classroom supports
- January 29 In-service Day – numeracy specialist shared Math Recovery assessment information and numeracy stages with the school team
- February 8 – resource team meeting to review interventions (twenty-one students in program)
- February 22 – half-day collaboration planning with classroom teachers

Results

- thirteen students have improved by one arithmetical stage since the January assessment using SEAL assessment
- eleven parents commented at conferences on the improvement they have seen in their children's numeracy skills and attitude
- teacher very supportive of program, grade 5 and 6 teachers have requested service as well

D. ADMINISTRATIVE AND STATISTICAL INFORMATION

SUSPENSIONS

SCHOOL	NO./STUDENTS	NO./DAYS	REASON
Crocus Plains	3	3, 5	Drug and Alcohol, Unacceptable
Harrison	2	3, 3.5	Assaultive, Unacceptable
Neelin	2	3, 5	Drug and Alcohol, Unacceptable
Valleyview	1	3	Unacceptable
Vincent Massey	3	5, 15	Drug and Alcohol, Unacceptable

2. DIVISIONAL INITIATIVES

For Information ..... D. Michaels

STRATEGIC PLAN REVIEW: *"ENGAGING ALL OF OUR STUDENTS IN QUALITY LEARNING"* AND *"WHAT DO WE NEED TO EMPHASIZE IN 2010/2011?"* / MARCH 10, 2010

Our Divisional Strategic Plan was held on March 10, 2010, 8:30am to 12:00noon. The purpose of this review was to determine "how we are doing in engaging all of our students actively in their learning?" The review consisted of three major components:

1. Review of results and indicators of work being done to engage all of our students actively in their learning.
2. Analysis of exemplary practices to engage all students in their learning; conclusion of what we need to do in our schools and division to increase student engagement.
3. Conclusions re: continued/new emphasis in 2010/2011.

The following is a summary of the review and its outcomes.

Part I / Results and Indicators

A. Student Achievement Results

A. Kuryliw reviewed two aspects of these results:

i. graduation rate increase – increase in number of students graduating from 2002-2010; with a delineation of reasons for such; and
ii. Off-Campus students 2007-present; with a delineation of reasons for such (please see Appendix A).

B. Quality Directions Steering Committees

i. Quality Learning Steering Committee
Presented by Co-Chairs M. Gustafson and D. Wilkinson
The Quality Learning Steering Committee is exploring the meaning of quality learning through a consideration of practice and research. The committee's observations:
- 100% of schools linked areas of literacy, numeracy, and social responsibility;
- school goals of Quality Learning and Quality Teaching currently linked as we are still working on the delineation between Quality Learning and Quality Teaching;
- next step is to develop a foundation base;
- key in our work around quality learning is student engagement; and
- involves brain research, learning potential, high ability learners.

ii. Quality Teaching Steering Committee
Presented by Co-Chair B. Shamray
The current initiative is on student assessment. In consideration the purposing and timing of assessments, the Quality Teaching Steering Committee is working in the direction of a stronger, clearer connection of assessments with the teaching process. This is to ensure that assessment for and of learning is integral to classroom work and sustainable rather than "an event". This work continues with the preparation of updated assessment in literacy and numeracy. The Quality Teaching Steering Committee will be bringing forward a proposal to a forthcoming Learning Support Services meeting. In addition, a sub-committee of principals and the Literacy Specialist are developing a K-3 literacy plan.
In considering the matter of assessment of and for learning a key question arises:
- How do we transfer the teaching skills sets to the students' learning skills?

iii. Quality Support Services Steering Committee
Presented by Co-Chairs N. Dane and Y. Hodge
The current work of the Quality Support Services Steering Committee focuses on an analysis of the recent survey distributed to principals regarding the provision of Divisional support services. While the analysis is incomplete two themes are emerging regarding this matter:
- enhancing communications is important; and
- clarification of processes for obtaining support services.

A further report on the survey results will be provided at the April Learning Support Services meeting.

Part II / Analysis and Conclusions

The focus questions for response in this section were:

Given the Divisional Student Achievement Results 2007-2009 and the areas of emphasis and results of the Quality Learning, Quality Teaching, Quality Support Services steering committees:

A. How do we capture, develop, and sustain exemplary practices to engage all students in their learning?
B. What do we need to emphasize in 2010/2011
- *in our schools?*
- *In our Division?*

Responses summarized as follows:

Quality Learning

A. Exemplary Practices – Capture, Develop and Sustain
- use technology to capture and communicate exemplary learning practices
- use Divisional programs that include professional sharing and documenting student achievement, e.g. Reading Recovery; Literacy Support
- school visits for teachers to see other teachers' exemplary practices
- improve and increase elective learning opportunities for middle years students

B. Emphasis in Schools and Division
- include professional sharing sessions as part of in-services
- share and provide examples of exemplary learning; e.g. use of technology to illustrate such
- provide more student choice for our middle years students in grade 7 and 8 electives
- share "student-success learning and student-choice learning"
- emphasize blend and balance of learning processes and outcomes;
- make sure we have the right people in the right positions to impact student learning

Quality Teaching

A. Exemplary Practices – Capture, Develop and Sustain
   - use of SmartBoard™ activities as a learning centre
   - comprehensive writing and reading workshops to provide student choice for ownership and engagement
   - setting of learning targets with students
   - in-school and cross-school teacher collaborative and professional dialogue
   - collaborative learning communities will provide increased opportunities to share best practices amongst schools
   - embrace our multi-modal learners
   - "Ignite Camp ArtSmarts" as differentiation creates engagement
   - ORIGO math
   - guided reading, and literature circles and centers
   - Deb Miller's comprehension strategies
   - Team planning and grade group meetings
   - Book studies and video making
   - Six traits of writing
   - PDS initiatives with Brandon University
   - Crystal project in science with Brandon University
   - multiple intelligences
   - artists in schools
   - multi-age classrooms

B. Emphasis in Schools and Division
   - use of brain research to make part of our foundational knowledge in division; our decision making, and translation into/with best practice
   - focus on planning for each student's learning success
   - work with Manitoba Education to support/make practice more effective
   - focus on "Zone of Proximal Development" (Vygotsky) to stimulate student responses to move in their development/potentiality
   - emphasize motivation/activation in the teaching process
   - encouragement of teachers to allow students to make more choices for learning ownership
   - provide technology accessibility in each classroom
   - emphasize HALEP model in all classrooms
   - engage EAL learners in best practices
   - continue tracking of student assessment through teacher led profiles
   - emphasize numeracy as school-wide approach
   - provide more ICT development for teachers and students

Quality Support Services

A. Exemplary Practices – Capture, Develop and Sustain
   - team model focus
   - current support services
   - student learning/achievement focus

B. Emphasis in Schools and Division
   - clarify written procedures/processes in referral processes
   - review/develop resource model further for implementation in each school
   - capitalize on CLC structure in 2010/2011
   - establish annual PD plan
   - encourage co-teaching inclusion model
   - utilize RTI model (universal assessment)
   - include teacher librarians more actively in planning for learning
   - reinstate grades 1 and 2 PD sessions for balanced literacy; provide such for grades 3/4
   - improve communication to ensure that teachers are aware of the services being provided to students that are being "pulled out" of classrooms for specialized services
   - provide more knowledge and support in the classroom for implementation of differentiated instruction

Part III / Conclusions and Directions for 2010/2011 Strategic Planning

Arising from the above considerations the following conclusions and directions are provided for 2010/2011:

A. In School Development Planning

Quality Teaching
   - professional sharing sessions and job-embedded professional learning; including exemplary practices
   - inclusion of technology for learning in all classrooms
   - emphasis on activation/motivation in the teaching process
   - differentiated instruction in each classroom, e.g. including SmartBoard™ learning centres; "Ignite Camp ArtsSmarts"

Quality Learning
   - clear statements of expected student achievement results
   - emphasis on multi-modal learning
   - emphasis on literacy and numeracy learning
   - engaging students actively in making choices in their learning and in owning their learning

B. In Division

Quality Learning (Steering Committee Work Plan)

- develop, incorporate, and communicate a foundational knowledge base of quality learning; incorporating "we believe" values statements from student potential initiatives
- develop and communicate key current research-based message on brain operation/development
- develop CD to illustrate examples of exemplary learning in Brandon School Division classrooms

Quality Teaching (Steering Committee Work Plan)

- develop new, innovative elective program for grades 7 and 8 students (for relevancy, choice, learning styles) (effective September 2011)
- expansion of best practices in EAL teaching and communication of such
- continuation of 2009/2010 work in student assessments

Quality Support Services (Steering Committee Work Plan)

- develop a Division professional development learning plan that focuses on Quality Teaching/Quality Learning/Quality Support Services by mid-May 2010; plan to include emphasis on professional sharing, school visits, differentiation of instruction
- expansion of Professional Development Learning Schools with Brandon University / NNER partnership

A. QUALITY SUPPORT SERVICES

UPDATE ON IMPLEMENTATION OF SINGLE TRACK FRENCH IMMERSION PROGRAM / MEETING HELD MARCH 22, 2010

The most recent meeting of the Steering Committee was on March 22, 2010.

The Committee met on March 22, 2010 to review the information to be shared with parents at the meetings scheduled for March 23, 2010 at Harrison Middle School and March 25, 2010 at École New Era School.

The meeting at Harrison Middle School was for parents of students currently attending George Fitton, Green Acres, and Harrison Schools. Parents shared feedback on the impact of implementing the Single Track French Immersion Program at Harrison. The main concern expressed was around the transporting of grades 6, 7, 8 students to other schools for physical education. The Steering Committee advised parents that busing for physical education will be arranged so as to minimize the impact on instructional time.

All feedback was received as information and the Committee thanked parents for their attendance and for sharing their thoughts with the Committee.

The meeting at École New Era School was for parents of students currently attending École New Era School and École O'Kelly School. Parents at this meeting asked questions of clarification regarding the transitions both to École Harrison and the new Single Track French Immersion program, and to École New Era School as the school incorporates the new EAL Reception Centre and the Middle Years Student Support Program.

Full reports for each of these parent meetings are available from Ms. Lynne Strahl, Superintendent's Office.

3. COMMUNITY CONNECTIONS

For Information ..... D. Michaels

MEETING WITH NATIONAL AND PROVINCIAL REPRESENTATIVES OF LEARNING THROUGH THE ARTS™ / MARCH 12, 2010

On March 12, 2010, Barbara Miller, Principal, Alexander School and I met with Ms. Joy Simpson, National Director and Mr. Kevin Olafson, Provincial Director to discuss our ongoing partnership with Learning Through the Arts™ (LTTA). This partnership provides several program options for learning through the arts including direct programming in classes from artists, musicians, dramatists; professional development workshops for teachers, customized teacher workshops focusing on specific curricular areas for inclusion in the arts.

LTTA is a groundbreaking program from The Royal Conservatory of Music and is transforming education in thousands of classrooms across Canada and around the world. LTTA brings specifically trained artists into schools and in partnership with teachers create many learning opportunities for students. For example, students are learning numeracy through dance, literacy through media arts and science through music. Ongoing high-caliber professional development for teachers, artists, principals and administrators is at the core of the program philosophy.

More than twenty studies on the effects of the LTTA program have been conducted since 1999.

At the conclusion of a 3-year Queen's University study, students in the LTTA program scored an average of eleventh percentile points higher in math than peers in non-LTTA schools.

Other important findings:

- students are highly engaged in learning during LTTA classes;
- students exhibit detailed recall of both the arts and non-arts content of LTTA lessons, even years later;
- three times as many LTTA students reported that they were happy to come to school;

- after five years of LTTA, 86% of teachers reported using the arts in teaching non-arts curricula; and
- after seeing the positive effects of LTTA, principals were almost unanimous in believing the arts were essential to children's education.

Three other Manitoba school divisions have similar partnerships – River East Transcona, Division scolaire franco-manitobaine (DSFM) and Whiteshell School District.

We are very pleased to be involved in this partnership.

PRESENTATION ON INTERNATIONAL BACCALAUREATE (IB) PROGRAM TO ROTARY CLUB OF BRANDON / MARCH 16, 2010

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

On Tuesday, March 16, 2010, Stacey Bradley, IB Coordinator; Jolene , Grade 11 IB student; Jessica, IB graduate 2009; and Mr. M. Adamski, Principal, Neelin High School, made a presentation to members of the Brandon Rotary Club.

The presentation included a brief history of the beginnings of the IB program in Brandon Schoool Division and a PowerPoint the Program's implementation at Neelin High School. A major portion of the presentation was student based. Jolene provided an overview of what IB life is like for her and her current classmates. Jessica provided a review of her experiences while she was in the IB program at Neelin, and how the program has provided her with a firm foundation for her university courses.

The presentation was very well received by all present.

MEETING WITH REPRESENTATIVE OF CHILD CARE AND SUBSIDY / MARCH 22, 2010

Report prepared by Mr. Greg Malazdrewicz, Associate Superintendent

Present: Sandra Smith, Program Manager
Paulette Monita – Capital Projects Coordinator
John Scott – Family Services
Mel Clark – Director Facilities and Transportation
Greg Malazdrewicz – Associate Superintendent

This meeting was a follow-up from Family Services and Consumer Affairs; Child Care Program staff on the Board decision to give notice to 3-4-5 Nursery School that space would not be available at George Fitton beginning in September 2010.

The meeting was positive with the Child Care staff advocating on behalf of 3-4-5 Nursery School for space somewhere else in the Division. Their staff were unaware of the extensive growth Brandon School Division has had, and will continue to have within the context of our 5-year Facility Utilization Plan.

They expressed a great deal of interest in partnering with Brandon School Division on any capital projects (i.e. George Fitton, Green Acres) where joint day-care facilities could be established.

Consideration for space at Kirkcaldy Heights and King George schools was offered after a further review of specific space availability. They declined Kirkcaldy Heights because of the disparate distance from George Fitton. They expressed that the Board of 3-4-5 Nursery School might consider King George if space and terms were suitable.

Space at King George will be reviewed by Senior Administration with the school administration and, if necessary, a recommendation will come forward to the Facilities and Transportation Committee of the Board of Trustees.

This is provided as information.

4. CORRESPONDENCE

For Information ..... D. Michaels

PAN-CANADIAN ASSESSMENT PROGRAM MATHEMATICS, READING, AND SCIENCE (MAY 2010)

Correspondence has been received from the Instruction, Curriculum and Assessment Branch of Manitoba Education regarding the Pan-Canadian Assessment Program:

> *In 2003, the provincial and territorial ministers of education, through the Council of Ministers of Education, Canada (MCEC), agreed to undertake the development of the new Pan-Canadian Assessment Program (PCAP). This program assesses the knowledge and skills of Grade 8 students across Canada in the core subjects of reading, mathematics, and science.*
>
> *Initially, the target population for this assessment was 13 year-old students, who participated in the first administration, PCAP 2007. However, in order to minimize disruption within the school setting, it was recently agreed to change the target population for PCAP to Grade 8 students. When possible, the students selected will be within intact classroom groupings. Since most 13 year-old students are in Grade 8, it will still be possible to compare results over time.*
>
> *Each PCAP assessment has one major domain and two minor domains. In 2007, reading was the major domain while mathematics and science were the minor domains. The report for that assessment (PCAP-13 2007) is available on the CMEC website (www.cmec.ca/Programs/assessment/pancan/).*

For the second assessment in 2010, mathematics is the major domain, while reading and science are the minor domains.

In order to ensure confidentiality, CMEC does not publish reports on the results by school division, by school, or by students. The results will be published only on a pan-Canadian and provincial/territorial level and, where possible, for the two language groups at the jurisdictional level.

The 2010 assessment will take place in May 2010 in the following Brandon School Division schools: Earl Oxford School, Harrison Middle School, J.R. Reid School, King George School, Meadows School, Riverheights School, and Waverly Park School.

PROFESSIONAL DEVELOPMENT SCHOOL (PDS) LITERACY PROGRAM

Correspondence has been received from Donna Forsyth, Assistant Professor, Brandon University regarding the Professional Development School (PDS) Literacy Program:

I would like to express my sincere appreciation for the wonderful support that the principal, teachers, and staff at Betty Gibson School provided for the Brandon University pre-service teachers in the Professional Development School (PDS) Literacy Program this term. The Professional Development School partnership at Betty Gibson, with its focus on literacy intervention, provided a powerful model in effectively preparing pre-service teachers to address the needs of at-risk learners in diverse multicultural contexts. The opportunity for our pre-service teachers to observe classroom teachers and literacy support teachers modeling effective assessment and instruction strategies, and then receiving ongoing feedback and ideas from them in conjunction with their university coursework, were vital components in their professional preparation. I thank these dedicated teachers for taking the time out of their already busy and demanding schedules to mentor our pre-service teachers in these ways. I also would like to compliment the principal, Phil Vickers, and the teachers for their patience and flexibility in working out solutions to the scheduling challenges that arose around merging the timetables of two very different systems – the 6-day school cycle and the 4-day university class schedule!

This year, three of the ten pre-service teachers who participated in the PDS Literacy Program are remaining at Betty Gibson School to complete their final seven-week field experience component of their B.Ed. (A.D.) program before their convocation in May. As a result of their previous nine weeks at Betty Gibson with the PDS program, I believe that they will transition seamlessly into their field experience, and will continue to be a great asset to the school.

Thank-you for all of your efforts to establish a PDS model in our community, and for your ongoing support. I look forward to continuing the partnership between Brandon School Division and Brandon University in our joint efforts to promote excellence in teaching and learning.

PREVENTION OF AND INTERVENTION FOR READING DIFFICULTIES COURSE – BRANDON UNIVERSITY

Correspondence has been received from Donna Forsyth, Assistant Professor, Brandon University expressing appreciation to Brandon School Division for allowing the pre-service teachers from the Brandon University *Prevention of and Intervention for Reading Difficulties* course to do their 5-week practicum at Linden Lanes and Valleyview School.

They were very grateful for the opportunity to apply the assessment and instructional strategies from the coursework in an authentic situation, and felt that the practicum was a highlight of their educational experience.

Students' final reflections included:

- *Learning through books and understanding the theoretical aspect of reading development is one thing, but actual application is invaluable. I feel that this experience has increased my confidence and my competence.*
- *This practicum program allows you to see how students are affected by reading difficulties and the emotional and internal effects it can have on students. This program has shown me so much, and will affect how I teach in my classroom.*
- *Had I not been involved with a student at a school, it (the course) would have been much less useful, much less meaningful, and much easier to forget the things that were covered in class.*
- *It is just like all of our other courses. You can read and read and read suggestions in the textbooks, but if you are not going to be able to try it out and have hands-on experience with the suggestions, then to me, it is not effective.*

Thank-you for the time you put into the organization and arrangements, and for the guidance and mentorship you provided. I would also like to thank Don Beaney, Ed LeSeur and Mark Rathgeber, the classroom teachers involved in the practicum, for the help and mentorship they provided to our pre-service teachers.

Thank-you again, and I look forward to continuing to work with you in the future.

MSBA MARCH 18, 2010

Neelin High School Off-Campus (NHSOC)

- On behalf of the Brandon School Division Board of Trustees – welcome to our presentation on our new "Off Campus" initiative
- The Board recognized pressing need to provide disengaged young people an alternative place to learn and complete senior high
- In March 2007 Board of Trustees approved "Off Campus" school (connected to Neelin High School)
- We are most pleased with the broad success of the initiative, with outcomes already beyond our initial expectations.
- This presentation tells the story of this journey

Neelin High School Off-Campus (NHSOC)

- 2001 – In recognition of our "drop out" statistics and need to increase students' graduation rates a public forum was held. Over 110 "early exit" teens, family and community members attended. They spoke to the reasons for dropping out of school: lack of academic support in school, poverty, dissenfranchisment, hopelessness.
- 2001-03 - Brandon School Division senior high schools – began to examine and address the barriers for the "early exit" students; emphasis on literacy teaching and support
- 2003 – SHAC (Senior High Access Committee) decided it was time to go further and "lift up more of the rocks" – resulted in the Graduation Outcome Study 2003-2005

Neelin High School Off-Campus (NHSOC)

- 2005-2007 – Based on results of large Graduation Outcome study involving over Brandon 1400 students:
  - expanded literacy development in grade 9 in three high schools
  - Senior years learning centres
  - preparation for "Off Campus" proposal
- March 2007 – Board approval of the Off Campus initiative

Graduation Outcome Study (2006) – Genesis

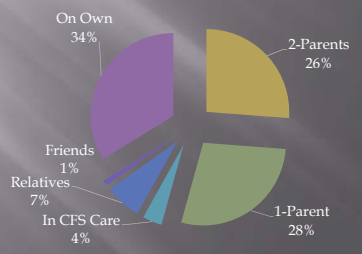
- Initiated in 2003 by High School administrators to investigate reasons why Brandon students leave school before graduation
- Followed all students who graduated or left school before graduation over 2-year period (n=1400)
- School and community history gathered for each student
- Student and parents interviewed and surveyed

Graduation Outcome Study (2006) – Findings

- Both graduating and early-exit students had similar future aspirations for their education and later employment
- Early-exit students tended to psychologically internalize, rather than externalize personal stress
- Academic and learning issues were the most important areas of need of support (more than family, social, emotional, teen-parenting)

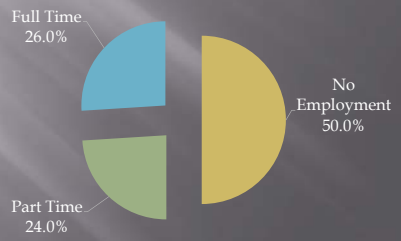
Neelin High School Off-Campus (NHSOC) 2-Year Summary (2007-08, 2008-09)

Student Residence
2007-08, 2008-09 (NHSOC)



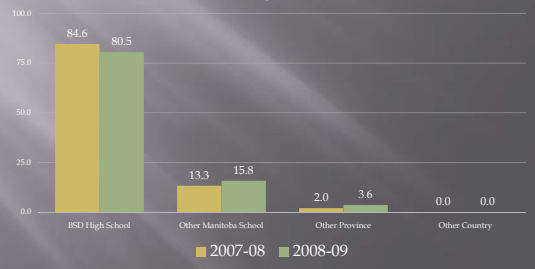
Neelin High School Off-Campus (NHSOC) 2-Year Summary (2007-08, 2008-09)

Student Employment While in Program
2007-08, 2008-09 Neelin Off-Campus High School (NHSOC)



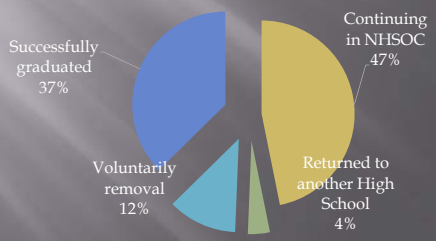
Neelin High School Off-Campus (NHSOC) 2-Year Summary (2007-08, 2008-09)

Previous High School (Percent of NHSOC Students)
2007-08, 2008-09



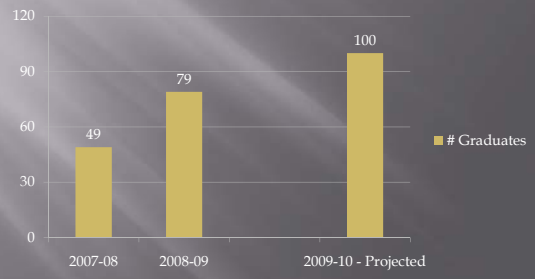
Neelin High School Off-Campus (NHSOC) 2-Year Summary (2007-08, 2008-09)

Placement at End of Year Two - (n=306)
2007-08, 2008-09 NHSOC Program



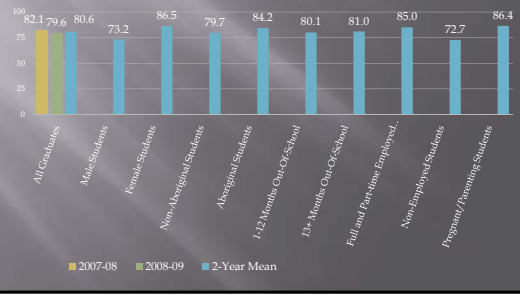
Neelin High School Off-Campus (NHSOC) 2-Year Summary (2007-08, 2008-09)

 # Graduates



Neelin High School Off-Campus (NHSOC) 2-Year Summary (2007-08, 2008-09)

NHSOC Graduation Rates (percent)
combined 2007-08, 2008-09



Before…

After…

NHSOC – Classroom

NHSOC – Classroom

NHSOC – Graduations: 2008 and 2009

Teanna - NHSOC Student

Donovan - NHSOC Student
Todd - Adult Mentor