Report of Senior Administration to the Board of Trustees

August 29, 2011

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

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

A. Business Arising for Board Action

I. PRESENTATIONS

II. HUMAN RESOURCES

III. SECRETARY-TREASURER

1. GIVING OF NOTICE – RESCIND POLICIES

For Action.....G. Barnes

At the Regular Board Meeting on July 11, 2011 a Giving of Notice was presented for the purpose of rescinding the following:
- Policy 4007 – "Art Education Program";
- Policy 4010 – "Physical Education Requirement";
- Reference 4010 – "Physical Education Guidelines".

The above-noted are attached as Appendix A. A motion to rescind is included in the agenda for Board consideration.

2. MACARTHUR TRUCK & TRAILER SCHOLARSHIP

For Action.....G. Barnes

Mr. Arch MacArthur, President of MacArthur Truck & Trailer would like to renew a scholarship for students graduating from the Neelin High School Off-Campus Program. The conditions for establishing the scholarship have now been completed and an Agreement prepared. The scholarship is to be known as "The MacArthur Truck & Trailer Scholarship" in the amount of $500 annually over the next three years for a graduating student from the Neelin High School Off-Campus Program who is enrolled in a Post-Secondary Program. The Agreement is attached as Appendix B. A recommendation approving the Agreement is included in the agenda. Please contact me should you have any questions in this regard.

RECOMMENDATION:
That the Agreement for the renewal of the scholarship to be known as "The MacArthur Truck & Trailer Scholarship" in the amount of $500.00 annually over the next three years (2012 to 2014) be approved and the Chairperson and Secretary-Treasurer be and are hereby authorized to affix their signatures and the seal of the Division thereto.

3. DRUG STRATEGY COMMUNITY INITIATIVE FUND

For Action.....G. Barnes

The Board has previously been advised of the Brandon Community Alcohol and Drug Education Coalition Drug Prevention and Mobilization Plan that had been approved by Health Canada on behalf of the Brandon Community Alcohol and Drug Education

Coalition. The project was initially approved in the amount of $148,500 to end January 31, 2010 with the Brandon School Division the named "Recipient". The status of the program was recently reviewed and changes agreed to. As a result Amending Agreement #3 has been prepared extending the project to June 30, 2012 and increasing the amount to $178,764. A copy of the Amending Agreement #3 is attached as Appendix C. A motion is included in the agenda for Board Consideration.

RECOMMENDATION:
That the Amending Agreement #3 for the Contribution Agreement with Her Majesty the Queen in Right of Canada as represented by the federal Minister of Health for the Brandon Community Alcohol and Drug Education Coalition Drug Prevention and Mobilization Plan in the amount of $178,764 to end June 30, 2012 be approved; and the Secretary-Treasurer be authorized to sign the required documents.

IV. SUPERINTENDENT OF SCHOOLS

1. CROCUS PLAINS REGIONAL SECONDARY SCHOOL OFF-SITE ACTIVITY REQUEST

For Action ..... D. Michaels

Crocus Plains Regional Secondary School has submitted an off-site activity request (attached as Appendix D for Trustee consideration) for two (2) high school students, Grade 12, from Crocus Plains Regional Secondary School to make a trip to Kuala Lumpur, Malaysia from September 15 to September 25, 2011 to participate in the *F1 in Schools World Championships*.

Mr. Terry Osiowy, Principal, Crocus Plains Regional Secondary School, and Dr. Donna M. Michaels, Superintendent of Schools/Chief Executive Officer have approved this trip. Approval from the Board of Trustees is respectfully requested.

RECOMMENDATION:
That the trip involving two high school students from Crocus Plains Regional Secondary School to Kuala Lumpur, Malaysia from September 15 to September 25, 2011 be approved and carried out in accordance with Board Policy/Procedures 4001: Off-Site Activities.

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

III. SUPERINTENDENT OF SCHOOLS

1. SUPERINTENDENT'S REPORT TO THE BOARD OF TRUSTEES

For Information ..... D. Michaels

I. Purpose

The purpose of this report is to articulate and summarize the relationship and interconnectivity of the Board of Governance goals and the Divisional Strategic Plan for 2011-2014. This articulation is essential in demonstrating for communication and understanding the relationship and interconnectivity of governance with/to administration/ operations.

II. Relationship of Board Governance and Divisional Strategic Plan 2011-2014

Governance of the Board of Trustees provides the foundational direction for the future development of the School Division through the six critical dimensions of:

i. accountability for results (student achievement; staff performance)
   - increase in graduation rate to 90%+
   - professional learning of all staff

ii. policy development and review
   - conduct program reviews in elective and required courses
   - develop transition programming for senior high students (grades 9-12) experiencing challenges in learning
   - increase alternative programming for 16- to 18-year old students

iii. financial stewardship
   - provide for and optimize use of resources for student learning

iv. facilities/transportation stewardship
   - increase accessibility of schools for public use

v. community relations
   - enhance relations with the community

vi. advocacy for public education
   - undertake advocacy strategies to strengthen public education

Inherent to this foundational direction are the Board of Trustees historical decisions in establishing the Brandon School Division's Mission and Vision.

The Board's directional work is accomplished primarily through its committee structure with corporate Board approval through duly approved motions. Such sets the overall direction within each Board's electoral mandate. This direction is implemented through the work of Senior Administration in collaboration and cooperation with all Divisional staff. The Quarterly Reports (re implementation of Strategic Plan), Superintendent of Schools/CEO's Monthly Reports, the Secretary-Treasurer's monthly financial reports, the Auditor's Annual Report, Senior Administration's Annual Recommended Operating Budget, Student Achievement Results Report, and the Annual Education Results report provide important accountability results reports to the Board of Trustees.

In implementing the required Provincial legislation, the Board's foundational statements (mission and vision), the annual operating budget, Board policy, Board goals, the Division utilizes a systemic Strategic Plan. Since 2008 the Division's strategic goal focuses on engaging "ALL students actively in their learning through the provision of equitable, fair access to *quality learning* facilitated by *quality teaching* enabled by *quality support services*". The Strategic Plan Update/Review in March 2011 provides a three year focus (2011-2014) on increasing the learning engagement and achievement of our students with:

- learning difficulties
- high abilities
- Aboriginal heritage (First Nations, Métis, Inuit)
- English as an Additional Language
- learning engagement issues

∗ *Please see the following chart report that illustrates the relationship of Board governance goals to the Division's Strategic Plan (2011-2014).*

III. Conclusion

Through the provision of clear direction and increased resources the Board's governance work actively supports and enables our ongoing staff work in the implementation of our major strategic goal to "engage ALL students actively in their learning through the provision of equitable, fair access".

In each of our 22 schools we are focused on initiatives and actions that focus on this engagement: Quality Learning experiences, Quality Teaching, and Quality Support Services. Our Division's strategic directions and priorities for 2011/2012 cross referenced with the Board's goals are as follow:

This work provides a clear and distinct response to our students' right to learn and achieve successfully and to our community's expectations for quality public education.

We are very proud of our students' accomplishment and their enthusiasm and energy for learning so visible in our schools.

We recognize and commend the hard work and tireless efforts and work of our staff. With everyone's good will, abilities, knowledge and skills we continue to educate our students with an understanding of how very important their learning and achievement is to them and to all of us.

Respectfully submitted,

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

2. Brandon School Division 2011-2014 Relationship and Interconnectivity of Board Governance and Divisional Strategic Plan

Divisional Strategic Directions and Priorities 2011-2014	Board of Trustees Governance Goals					
	Accountability for Results	Policy	Finances	Facilities/ Transportation	Community	Advocacy for Public Education
1. Quality Learning						
1.1 Academic Development						
• 80% of all students in grades 3, 5, 7, 9, 12 achieving curricular outcomes in literacy and numeracy as per Board Policy 1001.2: *Educational Sustainability in Student Achievement*	●				●	●
• implementation of Full Day/Every Day Kindergarten pilot program in Betty Gibson, École New Era, Riverheights, and Riverview Schools	●	●	●	●	●	●
• full implementation of the School-Wide Enrichment Model K-8; expanding the High Ability Learners Enrichment Programming initiatives as per Board Policy/Procedures 4044.3: *Appropriate Educational Programming*	●	●	●		●	●
• expansion of programming alternatives for senior high students in conjunction with the Neelin High School Off Campus (NHSOC) program	●	●	●	●	●	●
• emphasis on increasing student engagement of learners with learning difficulties, high abilities, Aboriginal heritage, English as an Additional Language, and learning engagement issues	●	●	●	●	●	●
• increase in the grade 12 graduation rate to 90%+	●	●			●	●

Divisional Strategic Directions and Priorities 2011-2014	Board of Trustees Governance Goals					
	Accountability for Results	Policy	Finances	Facilities/ Transportation	Community	Advocacy for Public Education
• expansion of Advanced Placement program in Crocus Plains Regional Secondary School and Vincent Massey High School	●	●	●		●	●
2. Quality Teaching						
2.1 Literacy						
• expansion of Empower™ Reading program in Early Years and Senior Years	●	●	●		●	●
• expansion of individualized reading instruction for struggling Middle Years students	●	●	●		●	●
• expansion of Reading Recovery® program for grade 1 students in Betty Gibson, George Fitton, J.R. Reid, Kirkcaldy Heights, Linden Lanes, Meadows, École New Era, and Riverview Schools	●	●	●	●	●	●
• implementation of grade 8 to 9 transition programming support in Crocus Plains, Neelin, Vincent Massey Senior High Schools	●	●	●		●	●
• strengthen and advance the inclusion of technology in the teaching and learning processes, grades K-12; augment the use of diversified mobile computing by adding class sets of either iPads or MacBooks in eleven (11) of our schools (with the remainder to follow in 2012/2013)	●	●	●		●	●
• complete full implementation of Policy/ Procedures 4053: *Literacy Development of Students K-12* and Policy/Procedures 4052: *Assessment, Evaluation and Reporting of Student Learning and Achievement*	●	●			●	●
2.2 Numeracy						
• continued expansion of Math Recovery™ (numeracy development strategies), grades 1-12	●	●	●		●	●
• development of Board Policy/Procedures 4059: *Numeracy*	●	●			●	●
3. Quality Support Services						
3.1 Learning supports for:						
• Early Childhood Education (kindergarten entry)	●	●	●		●	●
• students with learning difficulties through the expanded use of assistive technology	●	●	●		●	●
• students with English as an Additional Language (EAL) through expansion of teacher itinerant support through the EAL Reception Centre (located at École New Era School) and expansion of EAL translator services	●	●	●		●	●

Divisional Strategic Directions and Priorities 2011-2014	Board of Trustees Governance Goals					
	Accountability for Results	Policy	Finances	Facilities/ Transportation	Community	Advocacy for Public Education
• students requiring specialized learning support through provision of additional educational assistant services	●	●	●		●	●
3.2 Professional learning opportunities:						
• differentiation of instructional strategies (K-12) in areas of literacy, numeracy	●	●	●		●	●
• differentiation of instruction for students with English as an Additional Language (teacher collaboration and initial literacy)	●	●	●		●	●
• inclusion of technology in the teaching/ learning process	●	●	●	●	●	●
• support for Educational Assistants in supporting student programming	●	●	●		●	●
• leadership development: Principal Preparation Program	●	●			●	●
3.3 Policy development support in areas of:						
• numeracy	●	●			●	●
• Response to Intervention (RTI) – programming for appropriate education for all learners	●	●	●		●	●
• partnerships						
3.4 Program evaluation in areas of:						
• grades 7 and 8 electives program; including the instrumental music program	●	●	●	●	●	●
• Advanced Placement program	●	●	●		●	●
• International Baccalaureate program	●	●	●		●	●

3. SCHOOL INFORMATION

For Information ..... D. Michaels

A. QUALITY LEARNING

B. QUALITY TEACHING

C. QUALITY SUPPORT SERVICES

BETTY GIBSON SCHOOL FAMILY AND SCHOOLS TOGETHER (F.A.S.T.) PROGRAM SUMMARY REPORT 2011

Report prepared by Connie Holland, Home School Liaison, Betty Gibson School

- The F.A.S.T. program at Betty Gibson School ran eight consecutive Thursdays from January 20 to March 10, 2011.
- Ten families participated in the program with all families graduating in week eight. Five of our families were Spanish speaking. A Spanish interpreter was available at all sessions. Family attendance was 98%!

- Twenty-eight children and 18 adults were part of the program.
- The F.A.S.T. program has run for 11 consecutive hears at Betty Gibson School. Cumulatively it has involved 95 families and a total of 213 children
- Our school programs have been strengthened by the continued support within the school from the families that have participated in the program. Our parent council president, treasurer, lunch supervisor and two lunch room assistants are all from former F.A.S.T. families.
- Collaborative community effort strengthens the program each year. Addictions Foundation of Manitoba, Elspeth Reid Family Resource Centre, and Public Health are represented at every session. Many informal and formal conversations and counseling went on throughout the weeks. Several of our families are at crisis points in their lives. Issues include hunger, discipline of a child, marital commitment, living with addiction in the family, living with a blended family and being ostracized by the community. Having resources immediately within our reach each evening was a healthy and valued way to support our families.
- An overview of the F.A.S.T. program was presented by Connie Holland to two sections of the Brandon University course 02.342 Student Literacy Interventions. Donna Forsyth and her students were enthused by the depth of the program.
- The volunteer base of the program continues to be astounding!! The principal and staff of Betty Gibson School commit wholeheartedly to the program. Seventy-five percent of the staff volunteered during the evenings, while the other 25% helped in other ways. In addition, 18 other volunteers came, including staff family members, staff friends, university students, student teachers, and former staff.
- Two of our babysitters were former graduates of the program (in the 2007 session).
- Student attendance has significantly improved for our F.A.S.T families. One of the amazing statistics which I have been able to track throughout the years is the attendance of one of our Aboriginal families. Before they enrolled in the 2008 F.A.S.T. program the family of three students was absent 46% of the time. After the program it was reduced to 9% of the time, which maintained itself in 2009 and 2010. This year they have been absent 3% of the school year!! In explanation to two of the days missed – it was to attend a youth leadership forum on the reserve.
- Donna Pronishen, F.A.S.T. Co-Coordinator for Manitoba, came to visit our site February 10, 2011. She was very complimentary and pleased with the integrity with which our program was run.
- Worldwide recognition of the F.A.S.T. program continues to grow. The United Nations Office on Drugs and Crime evaluated 150 family programs and the F.A.S.T. program was rated #11 (for the complete report refer to http://www.unodc.org/docs/youthnet/Compilation/10-50018_Ebook.pdf). Recently all school divisions in Britain have been mandated to provide F.A.S.T. within their schools.
- The following excerpts are from the parent evaluations for the Betty Gibson 2011 program:

- learned many interesting things about how our life is different from our Spanish immigrants and how it is quite an adjustment for them;
- with this excellent program there is big outreach and communication between the school and the families, guiding and learning about important issues for our daily lives;
- graduation night was the program's accumulation and evaluation of the time we spent with our children, the final result was that it will bear very good fruit;
- I feel more comfortable and part of the school, in the beginning when my son arrived in September, I felt alien and indifferent to the process of my child's education, but after participating in F.A.S.T. I feel part of the school family – THANKS; and
- our family doesn't have words to thank you, you deserve all our gratitude.

- A complete parent evaluation and minutes of each night's program debriefing session is available upon request.

D. Administrative and Statistical Information

Suspension Reports for the 2010/2011 School Year

There were 112 suspensions reported in the second semester of 2010/2011; 11 in elementary schools and 101 in senior high schools.

During the 2010/2011 school year there was a total of 301 suspensions.

Appendices E and F include details of the school suspensions, breaking down by category and days of consequence.

Brandon School Division English as an Additional Language (EAL) Enrolment Update / June 30, 2011

The Brandon School Division Currently has 999 English as an Additional Language (EAL) Students.

- 4 new registrations for the current school year were received in June 2011;
- 42 students have left school.

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

Month of Registration	Number of New EAL Registrations Received
June 2010	24
July 2010	2
August 2010	69
September 2010	112
October 2010	35
November 2010	21
December 2010	7
January 2011	15
February 2011	9
March 2011	6
April 2011	20
May 2011	21
June 2011	4
Total	345

The current school totals are as follows:

	Current Total	EAL Discontinued (Stage 5+)
Alexander	0	
Betty Gibson	102	2
Crocus Plains	103	9
Earl Oxford	50	
George Fitton	52	1
Green Acres	21	
Harrison	1	1
J.R. Reid	19	3
King George	82	
Kirkcaldy Heights	23	
Linden Lanes	12	
Meadows	98	1
Neelin	27	3
New Era	130	4
O'Kelly	2	2
Riverheights	43	
Riverview	41	
St. Augustine	34	

	Current Total	EAL Discontinued (Stage 5+)
Spring Valley	18	
Valleyview Centennial	10	
Vincent Massey	96	15
Waverly Park	35	1
Total	999	34

The number of students who left Brandon School Division from the beginning of June to the end of June is forty two (42).

Of the forty two (42) students that left the Brandon School Division:

- twenty six (26) students graduated;
- one (1) student is not returning due to age;
- eight (8) students were discontinued in EAL programming;
- two (2) students left to work; and
- five (5) students moved out of province.

Three (3) students changed catchment areas within the Brandon School Division.

4. DIVISIONAL INITIATIVES

For Information ..... D. Michaels

A. QUALITY LEARNING

B. QUALITY TEACHING

C. QUALITY SUPPORT SERVICES

EDUCATION IN DIVERSITY CONFERENCE

Report prepared by Ms. Joanna Ford, English as an Additional Language (EAL) Specialist

I just wanted to send a quick update regarding the Education in Diversity conference that our Brandon School Division teams attended and presented at last week Thursday and Friday (May 26 and 27, 2011). The conference was a great success, and I enjoyed the sessions. I especially appreciated that the conference organizers made it a priority to involve newcomer youth in the planning and content of the conference. The youth were a large part of the conference, as presenters, volunteers, and organizers.

Our sessions were well attended and we received some very positive feedback from those who were there. In speaking with teachers from various Manitoba school divisions about the EAL programming and supports in their schools, I was made very aware that we are very lucky here in the Brandon School Division. We heard comments again and again about how Brandon has really made it a priority to meet

the needs of EAL learners, and many stated that we've gone above and beyond what many of the other divisions in our province are doing for newcomer youth.

I would just like to express my appreciation for all your support in the area of EAL. Having the support of Senior Administration and the school board has certainly made my job in the role of EAL Specialist very rewarding.

5. COMMUNITY CONNECTIONS

For Information ..... D. Michaels

CANADIAN SCHOOL BOARDS ASSOCIATION CONGRESS *"PUBLIC EDUCATION: THE SPIRIT OF A NATION"* / JULY 7 – 9, 2011

The annual Canadian School Boards Association (CSBA) Congress was held in Ottawa, Ontario, July 7 – 9, 2011. The theme and focus of this Congress was the future of public education together with the interdependent issues of the future of publicly – elected school trustees/boards, the sustainability of educational funding, the increasing diversity of students with special learning needs, the critical need for broad-based dialogue about public education and its future, and for "getting the real message out about public education and the work of trustees; moving beyond the media's "spin" on public education and the significant changes inherent in advancing 21st Century learning.

The following summary provides key information from the various sessions.

Cross Canada Check-In

President representatives of board and trustee associations from seven out of ten Canadian provinces provided public education updates from their provinces. Reports were given from British Columbia, Saskatchewan, Manitoba, Ontario, Quebec (English districts), Nova Scotia, Newfoundland. Please see Appendix G for the reports presented.

Keynote Speaker – Sir Ken Robinson
"Out of our Minds: Learning to be Creative"
-Leading a Culture of Innovation-

National education systems worldwide are being reformed to meet the challenges of the 21st Century. A respected adviser to governments world-wide, Sir Ken Robinson argued in this powerful presentation that many countries are pushing reforms in the wrong direction. Challenging schools everywhere to urgently rethink basic assumptions about intelligence and achievement, Sir Ken focused on the vital questions:

- Why is it essential to promote creativity?
- What's the problem?
- Why do so many adults think they're not creative?
- Most children are buzzing with ideas. What happens to them as they grow up?
- Can creativity be developed? If so, how?

In exploring these questions, Sir Ken argued for radical changes in how we educate all students to meet the extraordinary challenges of living and working in the 21st Century.

Dr. Robinson began his presentation by stating that education as a system is impoverished because it fails to unlock the creativity and potential of people.

- "The current educational system is predicated on assumptions that are no longer true – economical, personal, intellectual. It is based on linear assumptions about what an education can do for your life." It is not a linear process as each of our lives is a creative process of development.
- "The curriculum of most schools is a hierarchy…too much preoccupation with mathematics, sciences, English with the humanities being pushed down…Knowledge cannot be captured in subjects."
- From the assumption of this hierarchy come the actions of the policies and fiscal decisions that marginalize the creative processes in education.
- "Three core themes underlie my work on creativity.
    1. We are living in the time of massive, unprecedented revolution. Social media has transformed the planet…Nobody knows where it's going…it's profound in their implications…we need to pay attention to their uses. The world's population explosion includes more people over sixty years of age than ever before in the history of mankind. One of the greater consequences of social media connectivity is the increasing knowledge of younger people across the world."
    2. "We have to think differently about ourselves…we are all good at many things. Current education refuses to accept the diversity of our children and youth. It is a system that 'grinds down' talents and creativity… It is a system that has created vulnerable children. e.g. ADHD"
    3. Recognition of the diversity of talent is absolutely essential to the survival of mankind. Education is about human liberation…life is organic, creative. The great gift of humanity is our power of creativity… Our schools must be places where creativity flourishes."

"Children and Youth Mental Health Panel"
Dr. Ian Manion, Dr. Kathy Short

<u>Why Give Attention to Children's Mental Health?</u>

- it's very common
- 13 – 25% of children are diagnosed with mental health issues
- only 1/6 of children get services
- suicide is the second leading cause of death in ages 16 – 24 (Stats Canada 2007)
- mental health problems are very complex with emotional difficulties, learning difficulties
- Silence of Stigma
    - 45% of young men never disclosed thoughts or feelings
    - 30% of young women never disclosed thoughts or feelings
- Protective Factors

- a sense of belonging
- resilient personality
- appropriate discipline and boundaries

There is a significant relationship between mental health and student achievement. Schools therefore have a role in promoting mental health. Examples:

- mental health literacy and stigma reduction
- promoting mental health (from safe schools to pro-social learning)
- identification of early mental health concerns
- mental health care onsite / facilitated
- need to support the mental health of teachers too (workplace mental health)

Our Unique Role in Schools

- create places for safe conversations with students

Across Canada Today

- number one issues across sectors: education health, child welfare, youth justice
- business takes notice (e.g. Bell, RBC, Canada Post)
- notable Canadians speaking out
- international dialogue

An example in Ontario is the "Coalition for Children and Youth Mental Health" – School Based Mental Health and Substance Abuse Consortium (CBMHSA)

- leadership from Ontario Public Schools Board's Association
- creating a big tent for all stakeholders
- creating a new conversation, a willingness to change how we do business

In Canada – Consortium – 40 partners at work

- doing a survey / consensus of <u>every</u> school in Canada; national scan of best practices, knowledge sharing

"Early Findings of Consortium in Ontario Practice Landscape – Canadian Practice Landscape Scan

- educators are extremely concerned about mental health and feel ill-prepared to deal with the magnitude of the problem
- cross – ministerial coordination and leadership
- enhanced educator mental health literacy
- access to a range of evidence-based practices, along with the service delivery continuum
- implementation support
- evaluation support
- protocols for effective community collaboration

"Advanced Learning Technologies – an Enabler to People-driven Change Initiatives"
Timothy Workman

The focus of this presentation was the critical dynamic that needs to be appreciated between core learning / educational methodologies and emergent technologies that are influencing change within our schools and programs. Far too frequently, people look to technology to drive change. Timothy Workman illustrated that while technology can enable and support change, the change process must be driven by people, grounded in learning theory, and reinforced by sound educational practice.

6. CORRESPONDENCE

For Information ..... D. Michaels

CORRESPONDENCE RECEIVED FROM JEAN-VIANNEY AUCLAIR, ASSISTANT DEPUTY MINISTER, MANITOBA EDUCATION

We have received correspondence from Jean-Vianney Auclair, Assistant Deputy Minister, Manitoba Education, indicating that Ms. Kristi Ann Aston, Teacher, Vincent Massey High School, has been selected to participate in the Biotechnology Teacher Training Program at the Inner City Science Centre. Training will take place August 15 to 19, 2011; November 21 and 22, 2011; and April 30 to May 2, 2012.

CORRESPONDENCE RECEIVED FROM DARRYL GERVAIS, DIRECTOR, MANITOBA EDUCATION

We have received correspondence from Darryl Gervais, Director, Manitoba Education, indicating that Mr. Sukhminder Bath, Teacher, Vincent Massey High School and Mr. Brent Richards, Teacher, Crocus Plains Regional Secondary School have been selected as members of the Grade 12 Applied Mathematics Achievement Test Development Committee.

Mrs. Suzanne Sullivan, Teacher, Vincent Massey High School has been selected as a member of the Grade 12 Pre-Calculus Mathematics Achievement Test Development Committee.

CORRESPONDENCE RECEIVED FROM MS. NANCY MCPHERSON

The following correspondence was received from Ms. Nancy McPherson:

Dear Mr. Harkness,

I wish to forward my sincere appreciation to you and all of the staff in the Transportation department on your management of re-routing rural bus students due to recent road closures. The capacity of the department staff to respond to the situation with new routes, including several bus transfers, and timely communication with the volume of affected families is truly astonishing. Not only did my daughter get to school each day, she was always on time! Once again, many thanks.

BRANDON SCHOOL DIVISION
POLICY

UNDER REVIEW

POLICY 4007
ART EDUCATION PROGRAM

Adopted: Motion 82.07

Art education instruction is compulsory from Kindergarten to Grade 6. The program should involve a minimum of 6% or 90 minutes per week of instruction.

In Grades 7 to 12, art education is an optional program offered during regular class time. Any student who expresses a desire to do so may enroll in the art education option in Grade 7. In order that a student may continue in the art education option in Grades 8 to 12, he/she must receive a recommendation from his/her previous art education instructor.

In Grades 7, 8 and 9, 10% of total time should be allocated to the art education option. The preferred time block is two consecutive periods. In Grades 10, 11 and 12, 12% of total time must be allotted to art education in a minimum time block of two consecutive periods.

A student enrolled in the art education option in Grades 7, 8 and 9 who fails to meet the requirements for promotion should be given credit for the course but shall not receive a recommendation to continue. In Grades 10, 11 and 12, a student who fails to meet the requirements for promotion shall receive a failing grade and must select another option to complete his standing in the specific grade in which he is enrolled.

BRANDON SCHOOL DIVISION
OPERATING POLICY

UNDER REVIEW

POLICY 4010

PHYSICAL EDUCATION REQUIREMENT

Adopted: 80.05.12

Physical Education is required for students from Kindergarten to Grade 9.

The recommended weekly time allotment for physical education/fitness programs for K-9 is 150 minutes. Where possible, the time is to be divided into daily lessons. Recess time is not to be counted as part of the total unless formalized fitness activities take place.

The minimum physical education requirement for all students in Grades 10 through 12 is one credit (minimum 110 hours of instruction). Effective not later than September, 1982, this credit is to be earned by students in two (2) equal segments or half credits and the program offered so that all students receive some physical education instruction in each of their Grades 10 and 11.

In support of this policy, the Brandon School Division has adopted the *Physical Education Guidelines, Brandon School Division, January 1980* to serve as reference for teachers and school administrators in working towards providing a balanced physical education program in each and every school within the Division.

REFERENCE 4010

PHYSICAL EDUCATION GUIDELINES

BRANDON SCHOOL DIVISION

NO. 40

JANUARY, 1980

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PHILOSOPHY

It is the philosophy of The Physical Education Department of The Brandon School Division No. 40 to work towards a balanced physical education program in each and every school within The Division. A balanced program includes sound classroom inschool activity, intramurals and interschool activity.

This informational booklet is intended to serve as a reference to teachers and school administrators.

The Supervisor of Physical Education wishes to express his appreciation and thanks to the teachers and administrators who voluntarily contributed their assistance in the development of this booklet. Grateful acknowledgement is also extended to Dick LaPage of Curriculum Services (Physical Education), the Manitoba Department of Education, and to all authors that have had material incorporated into this booklet.

Dave Shyiak
Supervisor of Physical Education
January 1980

DS:djp

WHAT IS PHYSICAL EDUCATION?

Physical education is:
a child and his body,
the discovery of what he can do with it,
where it will go, in what direction, how
far and how fast and how high,
will it bend, will it stretch, will it
hurt, will it break,
if so, who said, and will mine?
Can we do that task this way, or how about
that,
with a ball, with a hoop, with a ring,
by the wall, by the bench, better still on
the grass,
why not upside down, over there, on that
swing.

Physical education is:
learning how to learn and finding out how
it is guided trial and error and trying
again,
it is gaining of basic foundations of
body awareness
and the discovery of joy in moving and
doing.
It is progression and moving forward,
it is discovery, self actualization
and finding out about physical self.

Physical education is:
you and your body,
it is other people and their bodies.
It is a task that one and one body can-
not do,
but which two and two bodies or six and
six bodies can do.

It is pushing and pulling,
it is running and jumping,
it is falling and rolling and
sweat.
It is beauty, symmetry, balance,
rhythm, poise, elegance and
shape.
It is big muscles doing what
they're told,
and moving you down the field,
across the gym, through the water.
up the bars, over the box, under
the beam, around the studio,
and through the mud.
It is strength and control.
It's thrust and it's drive,
and it's power and it's speed
and it's trained.

Physical education is:
the realization that your body is
not a prison,
but that it is a transport system.
It can move you and your self to
different places,
different experiences,
different times,
succeeding years and a variety
of relationships.

Physical education is:
the utilization of a unique
learning machine.

Physical education is:
a man and his body, who's been
and who's lived
who knows how far or how high
he's been and he's done and he's
jumped and he's moved
and now, knows better the why.

...Norman Stainer

P rovide a variety of activities

H elp each student develop a positive image

Y our attitude is contagious

S tudents appreciate a teacher who can admit "I don't know. Let's find out."

I magination and ingeniuty can solve many equipment and space problems

C reative activities should be included throughout the year

A ll students need daily vigorous activity organized for maximum participation

L ook for ways to involve the handicapped student.

E xcluding a student for punishment should be avoided unless other efforts fail

D evelop good safety habits and attitudes

U se student's ideas in planning and implementing their activities

C reate an atmosphere that is conducive to fun and relaxation

A dapt activities to individual situations and needs

T he student is the one who is being taught - activities are only the tools

I t is not whether you win or lose, but how you play the game

O pportunities to develop leadership abilities should be given to each student

N othing improves a program more than periodic evaluations.

If you should tell me once, and for some reason
I do not understand you, tell me that I did not listen -
and I'll doubt that you can reach me.

If you should tell me once, and for some reason
I do not understand you, tell me that perhaps you did
not explain it well - and I'll know that you can
teach me. ....Rosalie Bryant

F O R E W A R D

Physical Education is the one subject in the school curriculum that emphasizes the physical development of the child. The aims of the physical education program include not only students' development of basic motor skills and personal fitness, but also their participation in enjoyable activities which can enhance their quality of life.

The increasing emphasis on physical education in Manitoba today reflects society's growing awareness that education must be concerned with the total child, not simply with academic and vocational progress. The findings of recent research indicate that the student's health, well-being and academic performance are enhanced by regular participation in a total physical education program. Equally important is the recognition that maintenance of personal fitness is vital in coping with the stresses of modern life.

RESEARCH SAYS.....

1. $51,000,000 in health care, could be saved each year in Ontario if the population were to attain a minimum level of physical fitness.

2. 50% of Manitobans will die from heart attacks (Manitoba Heart Foundation, 1974).

3. 115,000 Manitobans have cardiovascular problems (Manitoba Heart Foundation, 1974).

4. 80% of Canadians are physically inactive (Health and Welfare Canada).

5. The average Canadian is physically unfit and obese (Participation).

6. One-half of the adult Canadian Population is overweight (Nutrition Canada).

7. The obese eat the same amount of food as others, but are less active (Nutrition Canada).

8. For the ordinary Canadian child, physical fitness.....seems to decrease from the time we put him or her behind the desk in our schools (Bailey Study, Saskatoon).

9. Physical activity is necessary to promote normal growth and development (Bailey Study, Saskatoon).

10. An absolute minimum of 30 minutes daily of physical activity is necessary for the maintenance of good health (Manitoba Medical Association, 1978).

11. Postural defects and obesity in school children are increasing at alarming rates due in part to lack of exercise (Canadian Journal of Public Health).

12. A child's learning starts with his or her motor development (Manitoba Association for children with Learning Disabilities).

RESEARCH SAYS.....(CONT'D)

13. Children's television viewing habits have been studied by The Children's Broadcast Institute in Toronto:

    - the average child watches 12,000 hours of TV by the time he is 11 years old
    - most children watch 25 hours of TV/week
    - some children watch as much as 50 hours/week; more than the amount of time spent in school!
    - children are watching more TV every year

14. Manitobans are among the laziest in a nation already distinguished by an appalling lack of physical activity (Nutrition Canada, 1975.)

15. A former Minister of Education in 1975 stated that the school system is still graduating many youngsters who are physically unfit and who fall short in the basic motor skills of physical culture - dancing, rhythmics, gymnastics, swimming, running, skiing and games; - that they should have acquired in the schools.

PHYSICAL EDUCATION: AN OVERVIEW

PHILOSOPHY: Physical Education, as an essential part of the educational process, provides the movement-centred experiences which will enable students to realize their full potential as individuals in a democratic society.

WORKING DEFINITION: Physical Education provides the leadership and guidance for individuals in movement-oriented activities according to time, space and available facilities. It is guided by principles utilizing methods based upon Philosophy, Psychology and the Sciences.

PROGRAM FLOW: The Physical Education program is logically subdivided into three distinct components, namely: (1) the basic instructional program, (2) the intramural recreational programs and (3) the interschool program. A graphic illustration in conceptual form of the total program is shown below.

INSTRUCTIONAL	INTRAMURAL - RECREATIONAL	INTERSCHOOL
- BASIC	- VOLUNTARY	- VOLUNTARY
- SKILLS	- UNITS OF COMPETITION	- COMPETITIVE
- KNOWLEDGE	- PLAY DAYS	- SELECTIVE
- VARIETY	- SPORTS DAYS	- AFTER-SCHOOL
- ADAPTED	- CLUBS	- CO-EDUCATIONAL
- CO-EDUCATIONAL	- CO-EDUCATIONAL	

E D U C A T I O N A L V A L U E S

* PERSONAL SATISFACTION
* RECREATIONAL COMPETENCY
* PHYSICAL FITNESS
* CRITICAL THINKING
* SOCIAL RELATIONSHIPS
* COMPETITIVE EXPERIENCES

PHYSICAL EDUCATION

STATEMENT OF GOALS

Physical education is concerned with the development of the "whole" child through the medium of carefully selected physical activities. The ultimate goal of a comprehensive physical education program is to assist every young person to develop his/her potential to the fullest and to build a firm foundation of fitness and vitality for a full life as an effective citizen in tomorrow's world.

STATEMENT OF OBJECTIVES

Through the medium of required and elective instructional programs and through an opportunity to participate in intramural and interscholastic activities, physical education endeavours to present a balanced program. This program will provide the child with an opportunity to:

1. develop satisfying motor skills
2. increase physical development
3. increase mental growth
4. increase social growth and adjustment
5. increase emotional stability
6. develop leisure time activities

THE PROGRAM

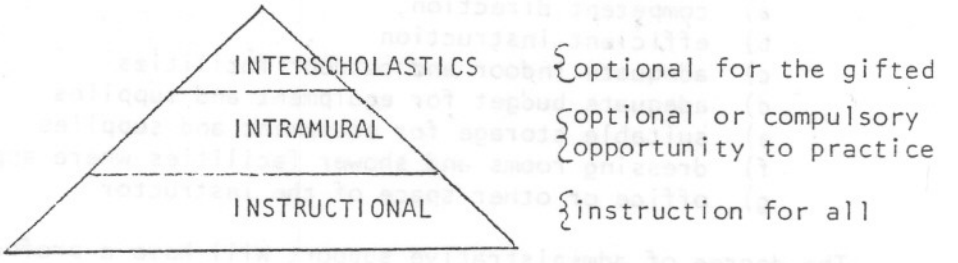
Physical education is essential for all students from kindergarten through grade twelve. A sound school physical education program is based on the needs, interests and characteristics which are generally common to children and youth at each age level, and include:

1. required and regularly scheduled instruction and participation in appropriate developmental activities for all students (INSTRUCTIONAL).

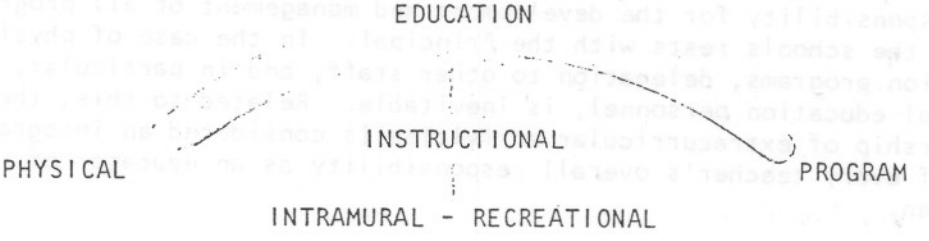
2. A wide variety of in-school recreational and intramural activities which have largely grown out of the instructional program, and which are available to all students who wish to take part (INTRAMURAL - RECREATIONAL.)

3. A planned and selective program of extramural and interscholastic sports activities designed to afford further opportunities from which learning experiences result (INTERSCHOLASTIC.)

Traditionally, intramural and interscholastic programs have been assumed to be an outgrowth of the instructional program:



However, as schools move towards a more varied and flexible program which better prepares students for meeting leisure time needs, the following graphic illustration more accurately projects these programs as coming under the general umbrella of Physical Education:



Program content should be based on the concept of value for all children - the highly skilled, the moderately skilled, and the low achiever. In addition, appropriate consideration for exceptional children and other special needs must be included in the program planning.

Progression is an essential element. The program must reflect progression from grade to grade, within each grade, and within activities. It is of the utmost importance to provide orderly learning sequences upon which instructional procedures can be based.

A flexible yearly outline of activities should be drawn up by each individual teacher with a copy directed towards each respective principal as well as the supervisor of physical education. Procurement of instructional materials and equipment is often based on the recommended activities within this yearly outline.

The Physical Education program must have a climate of positive administrative support if it is to achieve its education goals for students. The administrator has an obligation to provide:

a) competent direction
b) efficient instruction
c) adequate indoor and outdoor facilities
d) adequate budget for equipment and supplies
e) suitable storage for equipment and supplies
f) dressing rooms and shower facilities where applicable
g) office or other space of the instructor

The degree of administrative support will have a profound effect on the total program.

PROGRAM RESPONSIBILITY

The responsibility for the development and management of all programs within the schools rests with the Principal. In the case of physical education programs, delegation to other staff, and in particular, the physical education personnel, is inevitable. Related to this, the sponsorship of extracurricular activities is considered an integral part of every teacher's overall responsibility as an educator of children.

The Brandon School Division #40 Board of Trustees, through its normal budgeting process, provides funding for the instructional and intramural program by the provision of staff, facilities and supplies. The Board also provides financial assistance for the interscholastic program by allocating funds for Manitoba High School Athletic Association (MHSAA) events. This latter fund is administered on a yearly basis by the supervisor of physical education. Through this commitment of funds, The Board demonstrates its ongoing support to these programs.

In terms of interscholastics, each athletic activity is undertaken by a specially selected committee of teachers who work in cooperation with an appointed activity commissioner(s). The activity commissioner(s) is appointed at the June physical education staff meeting. In addition to planning activities, these committees are responsible for making progress reports to the meeting of teachers and making recommendations for changes where necessary. Policies, organization, rules and regulations governing the operation of the elementary, junior high and senior high athletic programs are contained in the physical education department's Interscholastic Athletic Handbook.

PHYSICAL EDUCATION TIME ALLOTMENT

The most recent Manitoba Department of Education Primary Physical Education Guide (1966) states:

"under the authority of the Minister of Education, a minimum of 100 minutes per week, exclusive of recess time, is to be assigned for teaching of physical education in the elementary grades. The length of the physical education lesson should generally be the same as that scheduled for other subjects in the school timetable."

"two periods of scheduled instruction every calendar week are the recommended minimum for Grades 7 - 9. A period of not less than 45 minutes will be needed to fulfill the objectives of most lessons, which will include time for changing and showering."

Manitoba high school students' physical education time allotment is a required credit (120 hours.)

According to the Interim Guide for K-12 Physical Education, time allotments are currently under review.

ELEMENTARY SCHOOL GUIDELINES

1. Pupils in elementary school should participate in an instructional program of physical education for a minimum of 100 minutes per week in addition to time allotted for free and/or supervised play.
   a) To best serve the activity needs of children, a daily program is recommended.

   b) The length of the class period must be appropriate to the instructional purpose of the lesson and to the needs and maturation of the learner.

   c) The time allocated for instruction should be exclusive of time allotted for dressing, showering, recess, free and/or supervised play periods, and noon-hour activities.

2. Groupings for instruction in physical education should be appropriate to the objectives of the lesson being taught, and they should be ordinarily consistent in size with those of other subject areas and/or self contained classes.
   a) Opportunities for individualizing instruction should be of primary concern in determining class groups.
   b) Class groupings must be flexible enough to provide for differences in interests, levels of maturity, size, abilities and needs.

3. Consideration of the teaching load is crucial to effective, high quality teaching. Administrators responsible for scheduling must consider the following factors:
   a) The number of different classes assigned to a physical education teacher in a day is a better criterion for determining teaching load than is the number of hours he teaches.

      For example: The teacher who is teaching 10 or 11 classes in a school day of approximately 5½ hours has a greater load than one teaching 6 or 7 classes in the same period of time. Planning for and adjusting to a new class every 30 minutes is far more demanding than changing groups every 45 - 50 minutes.

   b) Group or class scheduling should be planned to minimize euipment, changes from one class to the next (e.g. scheduling all primary grades in a block of time). It is desireable to leave several minutes open between classes to enable the teacher to talk to individual students, make teaching notes, or confer with the classroom teacher.

   c) The physical education teacher needs time to plan his program; coordinate the total program; consult with teachers, principals, other resource teachers, and parents; and to work with children needing additional help. Teachers who travel between schools during the day should be given special considerations to assure that they can function effectively as members of the teaching teams in the schools to which they are assigned.

4. Pupils and teachers should be appropriately dressed for the types of activities being conducted in the physical education class. Concern for freedom and quality of movement, as well as for safety, should influence the type of attire worn.

A. INSTRUCTIONAL PROGRAM

The instructional program in elementary school should be designed to:

1. encourage vigorous physical activity and attainment of physical fitness
2. develop motor skills
3. foster creativity
4. emphasize safety practices
5. motivate expression and communication
6. promote self-understanding and acceptance
7. stimulate social development

Today's program is child-centred and developmental, as contrasted to one in which activities are simply "taught" and "covered." There has been a discontinuance of the use of "four straight lines" in favor of a fuller and freer use of all available space - including space overhead and along the walls. There is provision for a greater variety of small apparatus, and the introduction of large equipment to provide opportunities for activities such as climbing, balancing, jumping, and swinging. There is a greater recognition of the value of group work, and free choice of activity. The normal learning processes - exploration, discovery, selection and consolidation - are fully used. Physical education aims to develop in children and youth an understanding not only of what they are doing, but also of how they are doing it, - how their bodies can move and in what ways their bodies may be used, in relation to space, equipment and apparatus. The accent through all the grades is on purposeful activity for all students most of the time. The activities in the program represent a means toward an end, rather than ends in themselves. The facilities, or teaching environment, should be geared toward the achievement of these ends.

In brief, what is taught (content) is determined by the needs of who we teach (the children) and how they are taught (teaching method). These factors in turn influence and determine the most appropriate teaching environment (the where) for most effective learning to take place, thereby realizing the achievement of the goals set forth.

Curricular content should be so organized that levels of learning in attitudes, understanding and skills are recognized and can take place in a sequential and developmental arrangement. Each part of the program must be so structured that it is interrelated with the others, permitting children to generalize from one learning experience to the next.

B. INTRAMURALS - RECREATIONAL PROGRAM

The school related program should provide opportunities for further development of knowledge and skills gained in the instructional physical education program during such periods as recess, noon hour, and extended school day programs. This program should be differentiated in content and organization to provide for the unskilled child as well as the skilled performer.

Extended opportunities for continued participation in sport-type games, dance, gymnastics, and other activities should be offered in the intramural program for all boys and girls. This program should begin in the intermediate grades as the desire for competition and group identification begins to emerge.

The intramural program should have greater carry over value for students who are handicapped, unskilled or have little interest to participate in the interscholastic program.

C. INTERSCHOLASTIC PROGRAM

This phase of the program provides an opportunity for the more highly skilled - the athletically gifted performer. It provides them with competitive experience suited to their abilities and interests. Further, interscholastics provides for the differentiated abilities which are beginning to surface in individual students.

It must be emphasized that this phase must be closely integrated with the instructional and intramural programs, but must not operate at their expense.

In the elementary schools the insterscholastic program is of a limited nature and should be carried out only in the upper intermediate grades. Competition at the elementary school level is a vital and forceful educational tool. Properly used, it can stimulate a keen desire for self-improvement as well as create environments in which children, motivated by common purpose, unite in an effort to accomplish goals in a manner not unlike the roles they will play as adults in a democratic, competitive society.

JUNIOR HIGH SCHOOL GUIDELINES

It is difficult to describe or categorize the clientele of the middle school in a single concise statement. This period of transition is one of stresses and strains, of upheaval in the emotional, social intellectual, and physical worlds. This is a period of wide variations among children of height, weight, and physical maturity.

Regardless of their ability level, educational situations should be structured to meet the specific needs of this age group. Physical education in the junior high years can help students develop an understanding of their changing bodies and personalities and how these changes affect their relationships with others.

A. INSTRUCTIONAL PROGRAM

Physical activity programs include all of the knowledges and experiences that the school provides for the purpose of enhancing the motor, social and physical development of individuals through the means of body movement. The unique contribution of movement to the development of youth indicates that the junior high school program should provide for systematic instruction in a wide variety of activities. These offerings should include team sports, lifetime sports, a variety of outdoor recreational activities, individual self-testing activities, creative movement experiences, structured and unstructured rhythmical experiences, aquatic activities and activities to develop and maintain an optimal level of physical fitness.

These physical education experiences must be planned and implemented in ways that will maximize the potential contribution to the overall goals of education. The junior high school instructional program should:

1. represent a progression from elementary school and lead the students into the high school program.
2. have each activity developed on a continuum so that students can progress on an individual basis throughout the junior high years.
3. provide ways for pupils to develop, change, and test perceptions of self in a physical and social setting.
4. guarantee ample opportunities for the remediation or "repair" of motor skills for those students who have not progressed as rapidly as their peer group.
5. avoid sex role discrimination and sex stereotyping by grouping students according to interest and ability levels.
6. provide opportunites for individual students to accept added responsibilities and to be more self-directing in the selection of and performance in, activities.
7. reflect a multi-media, multi-space approach with opportunites for individual learning and skill development.

B. INTRAMURAL - RECREATIONAL PROGRAM

The activities in this program are generally conducted in out-of-class time. The program provides the mass of students with the opportunity for voluntary participation in varied situations beyond those offered in the instructional program. Where priorities have to be established in terms of school resources and staff time, this aspect of extra-curricular physical education should take precedence over any others. Under no circumstances should the intramural - recreational program be sacrificed for the sake of higher levels of competition.

In the junior high grades, the intramural - recreational program can play an important role in the development of good social relationships, in an informal, voluntary setting. The program should provide for mass participation in a wide range of activities. Student involvement can also be broadened to include assistance in planning, organizing and administering various activities. Other suggested policies and practices:

1. The program should allow for individual differences in skill levels - the low as well as the high - to help in the development of confidence through self-improvement.
2. In order to avoid having "inter-school" athletes dominate the intramural program to the exclusion of others, it may be necessary to consider them ineligible for intramural athletics in their own special activity.
3. Emphasis should be on participants, not spectators.
4. Equal programs should be provided for both boys and girls with co-ed activities being implemented as often as possible.
5. Awards, if used, should be inexpensive and simple - points, banners, ribbons, crests or pins are sufficient.
6. The "house" system has proven to be most successful in schools.

C. INTERSCHOLASTIC PROGRAM

At the junior high level, athletic interest is generally very keen. Many of the undeveloped potential athletes in our junior high schools are those who were at an awkward stage of physical development in junior high, and consequently did not get a chance to play. Having lacked a pleasurable experience at the lower grade levels, the potential athlete may unknowingly be deprived of the rewards of athletic success in later years.

The interscholastic program should provide the accelerated student in physical education with a diversified selection of sports on an interschool basis. Sports' skills are taught to all students in the instructional program, practiced voluntarily in the intramural program and participated voluntarily by students who are qualified and who wish to represent the school in interschool competition. Since interscholastics is an extra - curricular activity and participation is completely voluntary, no student

C. INTERSCHOLASTIC PROGRAM (CONT'D)

is required to take part unless he/she wants to. Therefore, each competitor accepts the rules and regulations of the school when he/she designates his/her desire to participate.

At the junior high level, the rules and restrictions governing each activity are generally drawn up by the physical education staff of a respective school division. In this way, modifications can be made as the need occurs. Generally, the following guidelines should be adhered to:

1. The number of practices at this level should far exceed the number of games played.
2. All members of all teams should get to play some portion of every game.
3. Emphasis should be on developing skills rather than "winning at all costs."
4. Out-of-town trips should be minimal at this level.
5. "Cutting" or "dropping" players from teams at this level should be minimal for reasons stated earlier (physical development).
6. Over emphasis on "stars" and "all-star" contests should be avoided.
7. The safety, health and "fun-of-it" spirit should be stressed.

SENIOR HIGH SCHOOL GUIDELINES

The senior high school student has a difficult and demanding role. During his teenage years, he must learn to manage the highly sophisticated skills and techniques necessary to function as a contributing member of our complex society. Senior high school students today, are concerned, bewildered, confused, restless, keen, conscientious, and thoughtful.

The task is to develop and present activities in physical education that are functionally linked to the knowledge and attitudes of the secondary school student and his society. It is the linking of what he learns to what he feels and cares about that make school meaningful to the student.

Physical Education in the senior high school, through it's specific contribution, should provide:

1. A setting in which experiences will help each student enjoy physical activity, to feel good about himself/herself and to accept himself/herself and others.
2. Opportunities for vigorous activities through which there may be alleviation of frustrations and tensions.
3. Many avenues for self-identification and for identification with peer groups.
4. A variety of opportunities to develop self-confidence, individual initiative, and responsibility of self and society.
5. Experiences which recognize a diverse range of human talents and interests, facilitating the discovery of specialized abilities together with the acceptance of limitations.
6. An atmosphere which relates and integrates the individual with his total environment.
7. Special attention to differences in physical development and maturity of individual students.
8. An environment that supports the rules necessary for the concept of fair play and for the safety of the participants.
9. Opportunities for students with severe structural or functional handicaps to participate in special activities adapted to their individual needs.
10. Coeducational physical education experiences.
11. Attention to the use of books, periodicals, and audio-visual media as resource materials.
12. Knowledge and experience in activities which will encourage and assist the individual to maintain fitness throughout life.
13. Leadership opportunities for each student.

A. INSTRUCTIONAL PROGRAM

1. The instructional program has as its foundation a common core of learning experiences for all students. This core of experiences must be supplemented in ways that serve the divergent needs of all students - the gifted, the average, the slow learner and the physically handicapped. It must be geared to the developmental needs of each pupil.

2. The program should provide for a reasonable balance in those activities commonly grouped as team and individual sports, aquatics, gymnastics, self-testing activities, dance and rhythms.

3. Sequential progression in the specific skills and movement patterns involved in the activities included in the above grouping is essential.

4. There should be opportunity for elective learning experiences within the required program.

5. The acquisition of knowledge and understandings related to the development and function of the human body, and to the mechanical principles of human movement is necessary.

6. Learning experiences (physical activities) should be designated to foster creativity and self-direction and to encourage vigorous activity which includes emphasis on safety procedures.

7. Physical fitness - agility, balance, endurance, flexibility, and strength - should be developed.

8. Experiences which reinforce the development of behaviors, attitudes, appreciations, and understandings required for effective human relationships are important.

9. Special opportunities should be offered for those students who find it difficult and uncomfortable to adjust to the regular program because of physical, social or emotional problems.

10. The programs should present basic skills which can be employed in a comprehensive intramural-recreational and interscholastic program for all boys and girls.

B. INTRAMURAL - RECREATIONAL PROGRAM

The intramural program provides the opportunity for athletic competition "within the walls," as distinct from interschool or interscholastic competition involving two or more schools. Intramural athletics should be a natural outgrowth of the class instructional program and should involve all students who wish to take part on a voluntary basis.

OBJECTIVES:

1. To promote participation in wholesome physical activity based on skills learned in the class periods.

2. To facilitate the development of desirable social qualities of sportsmanship, co-operation, leadership and group loyalty.

At the senior high level, programs should provide for student specialization in areas selected by students as possible life-time sports and activities. In addition, as students attain a higher level of skill, there may be a desire for further improvement through participation at this higher skill level.

Student responsibility and leadership in a program which is essentially theirs, can be enhanced and developed through their involvement as planners, co-ordinators, managers and assistant coaches. The program can assist in promoting a natural transition to similar activity groups provided for the adult community outside of school.

Students in our schools today will face a world in which the individual will have many more hours of leisure. This suggests that as part of our educational responsibility in preparing young people for the future, we need to present them with a variety of opportunities in developing skills in recreational pursuits. Such opportunities for our present students will result in wholesome use of leisure time during their adult years.

C. INTERSCHOLASTIC PROGRAM

The instructional program, which has as its base the teaching of skills and knowledges, provides a foundation for comprehensive interscholastic programs wherein the opportunity for organized sports is available to all girls and boys. Interscholastic athletics makes available a laboratory period in physical education and should be encouraged and provided for all students.

OBJECTIVE

To complement and supplement the goals of secondary school education and specifically to:

1. promote participation in a variety of team, individual and if possible, aquatic sports for those who are physically gifted.

2. provide professionally trained leadership so that the development of maximum fitness, maximum sport skills and social qualities of sportsmanship, self discipline, co-operation, leadership, and group loyalty are insured for the participants.

GUIDING PRINCIPLES

1. The program of interscholastic sports should be a normal outgrowth of a comprehensive program of physical education.

2. The program of interscholastic sports should not relegate the other programs to mediocrity by overly usurping the facilities, staff time, equipment and class time.

3. The interscholastic program should be organized, supervised, managed and conducted by regular members of the teaching staff whenever possible. If outside resources are used, a regular staff member must be present for practices and games, unless other arrangements can be made with the principal.

4. Commercial promotions, excessive travel, excessive long seasons, post - season contests, over-emphasis on "stars" and "all-star" contests should be avoided.

5. The safety, health and "fun-of-it" spirit should be stressed.

6. Medical examinations should be required for all who participate in vigorous activites.

7. A physician's statement indicating the student's fitness for participation should be required following a serious illness or injury.

8. Eligibility requirements as outlined by the Division's Handbook must be adhered to.

9. Rules and policies of the Zone 15 association and the Manitoba High School Athletic Association must be followed.

10. While individual schools, districts and divisions rightfully exercise their autonomy in conducting their own programs under rules which they have established, the merit and need for extending these programs beyond local boundaries resulted in setting up the M.H.S.A.A. in 1962. The M.H.S.A.A. as a voluntary association of member high schools, is responsible for organizing and conducting inter-zone and provincial competitions under rules the member schools themselves have formulated. Being concerned with sports direction as opposed to sports promotion, the M.H.S.A.A. also have the responsibility for developing policy guidelines as well as establishing controls when necessary, to ensure the welfare of student participants.

11. All schools, through their elected representatives at the zone level, have a voice in making the rules of the association, and to change them when needed. By the same token, the schools have the obligation to help in realizing the objectives of their association, to observe the policy guidelines and to abide by the rules.

EVALUATION

A. ELEMENTARY SCHOOL

1. Evaluation must be a continuous and vital part of the Physical education program. It is used to determine and clarify instructional purposes and to assess individual pupil progress in achieving program objectives.

   a) It is essential in the guidance of children toward the attainment of acceptable goals and in motivation of children and teachers to bring about needed improvement.

   b) It provides the basis for assessing the behavioral response of the learner in relation to the planned learning experience and the development of learning experiences to follow.

   c) It should be utilized as one means of interpreting the program to parents and the community in order to provide for a better understanding of educational values and outcomes.

2. A variety of evaluative techniques should be used for determining individual differences and needs of elementary school children. Such techniques should include the use of teacher observation, class discussion, knowledge testing, anecdotal records, motor skill and physical fitness assessment. The results of the use of these techniques should be interpreted in light of the local situation rather than solely in relation to national norms. It is more important to compare the records of the child's progress than it is to consider the child's rank in relation to other children.

3. Children need to be directly involved in their own on-going evaluations of themselves, their groups, and of the program in relation to the realization of specific behavioral objectives.

B. JUNIOR HIGH SCHOOL

Continuous evaluation of an educational program is essential in order to insure that the curriculum reflects the changing of philosophies of education and the changing needs of students. The total program of activities should be continuously and systematically evaluated to determine if it is meeting the needs of junior high school students. Since developmental needs change from year to year and class to class, program evaluation procedure should involve:

1. assessment of student outcomes in relation to written program objectives
2. input from students, both verbally and in written form, concerning the effectiveness of the program. This should include opportunity for students to recommend changes in program offerings.

3. input by the physical education staff, using the most current evaluation instruments available.
4. evaluation by parent groups and school administrations.
5. determination of teacher effectiveness by students, administrators, peers, and by teacher self-evaluation.

There should also be an evaluation of student progress to determine whether individual movement goals are being met. The procedure through which this evaluation is conducted should be constructive, and provide positive reinforcement in the areas of motor skill acquisition as well as social, emotional and intellectual development through a systematic appraisal plan. A plan for this purpose should be specific as to skills mastered and areas that are in need of improvement.

C. SENIOR HIGH SCHOOL

1. Evaluation is a continuous process which is necessary for the improvement of learning experiences in terms of objectives and effectiveness of instruction. Self-evaluation by the student and the teacher is a part of the process.
2. Evaluation should be utilized as one means of interpreting the program to pupils, school personnel, parents, and community.
3. Each school must make certain that their offerings and procedures are consistent with curriculum guidelines offered by the Provincial Department of Education (latest revision is 1970).
4. Credit for each year of physical education in the secondary school should be granted for graduation on a basis equitable with other subject areas.
5. Standards for credit in physical education should reflect the same kind of quality as established by the local school board or provincial department of education for other areas of instruction.

Appendix B

THIS AGREEMENT made this _____ day of_____, 2011

BETWEEN:

THE MACARTHUR TRUCK & TRAILER SCHOLARSHIP
Hereinafter called MacArthur Truck & Trailer

AND:

THE BRANDON SCHOOL DIVISION
Hereinafter called the Division

WHEREAS MacArthur Truck & Trailer has offered to fund an award in Brandon School Division;

AND WHEREAS the monies for this award will be provided annually;

NOW THEREFORE, the parties hereto mutually agree as follows:

1. That the name of the scholarship shall be known as “THE MACARTHUR TRUCK & TRAILER SCHOLARSHIP”.

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

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

    a. Graduate/Complete Grade 12 Program of Studies through attendance in the Off-Campus Program;
    b. Enrolment in a Post Secondary Program;
    c. Financial Need;
    d. Letter describing experience in Off-Campus Program and one’s future goals.

4. That the Division will select the successful student and notify Mr. Arch MacArthur, President of MacArthur Truck & Trailer in order that he may participate in the annual award presentation. The preparation of a letter or certificate to be given to the recipient shall be the responsibility of Mr. MacArthur. The actual payment of the award shall be made by Mr. MacArthur, upon presentation by the recipient of proof of his/her successful enrolment in a post secondary institution or program at which time a check in the amount of $500.00 will be forwarded to the student’s account at that institution or program.

5. That this Agreement shall remain in effect for three (3) years from the date of signing.

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

AGREED to on behalf of The Brandon School Division

_____ _____

CHAIRPERSON SECRETARY-TREASURER

AGREED to on behalf of MacArthur Truck & Trailer

_____

Mr. Arch MacArthur, President.

Health Canada Santé Canada

Appendix C

AMENDING AGREEMENT

PROJECT NUMBER: 6558-07-2008/9440420

NAME OF THE PROGRAM: Contribution - Drug Strategy Community Initiatives Fund - Local NPO
AMENDING AGREEMENT # 3
made in duplicate.

BETWEEN: **HER MAJESTY THE QUEEN IN RIGHT OF CANADA** as represented by the federal Minister of Health (herein referred to as "Her Majesty" and the "Minister")

AND: **Brandon School Division #40** (herein referred to as the "Recipient")

WHEREAS

The Minister and the Recipient (herein referred to as the "Parties") entered into a Contribution Agreement that started on the 27th day of January, 2009 (herein referred to as the "Contribution Agreement");

The Parties, by Amending Agreement # 2 dated 6th day of July, 2010 , amended the terms of the Contribution Agreement;

The Parties wish to further amend the terms of the Contribution Agreement in accordance with the provisions of this Amending Agreement; and

Unless otherwise provided herein, all capitalized terms used in this Amending Agreement shall have the same meanings ascribed to them in the Contribution Agreement as amended;

THEREFORE, in consideration of the mutual covenants contained herein, the Parties agree that the Contribution Agreement is hereby amended as follows:

DELETE

4. **Effective Date and Term**

This Contribution Agreement will commence on the later of

4.1 the date of signature of all parties; or
4.2 December 12, 2008,

and will end on March 31, 2012, unless terminated earlier pursuant to sections 8, 17 or 33.

5. **Contribution**

5.1 Subject to the terms of this Contribution Agreement, Her Majesty agrees to make contribution payments to the Recipient for an amount not to exceed **ONE HUNDRED SIXTY TWO THOUSAND SEVEN HUNDRED SIXTY FOUR** dollars **($162,764.00)** towards eligible expenses, to carry out the Project.

INSERT

4. **Effective Date and Term**

This Contribution Agreement will commence on the later of

4.1 the date of signature of all parties; or
4.2 December 12, 2008,

and will end on June 30, 2012, unless terminated earlier pursuant to sections 8, 17 or 33.

5. **Contribution**

5.1 Subject to the terms of this Contribution Agreement, Her Majesty agrees to make contribution payments to the Recipient for an amount not to exceed **ONE HUNDRED SEVENTY EIGHT THOUSAND SEVEN HUNDRED SIXTY FOUR** dollars **($178,764.00)** towards eligible expenses, to carry out the Project

Except as amended herein, the terms and conditions of the Contribution Agreement as amended by the aforementioned Amending Agreement(s) #3 remain in effect, unamended.

This Amending Agreement shall take effect upon the signature of all Parties.

IN WITNESS WHEREOF the Parties have executed this Amending Agreement by their duly authorized signing officers.

For Her Majesty:

_____ _____
Date SIGNED ON BEHALF OF HER MAJESTY

_____
(Print name)

WITNESS _____

(Print name)

For the Recipient:

_____ _____
Date SIGNED ON BEHALF OF THE RECIPIENT

_____
(Print name)

WITNESS _____

(Print name)

Appendix E

K-12 Suspension Report 2010/2011 School Year

Category of Suspension				
School	**Assault**	**Drug/Alcohol**	**Unacceptable Behaviour**	**Total # of Suspensions**
Alexander	1	0	1	2
Betty Gibson	0	0	0	0
Crocus Plains	66	29	91	186
Earl Oxford	7	0	0	7
George Fitton	5	0	2	7
Green Acres	0	0	0	0
Harrison	0	0	0	0
J.R. Reid	0	0	2	2
King George	0	0	2	2
Kirkcaldy Heights	0	0	0	0
Linden Lanes	1	0	2	3
Meadows	0	0	0	0
Neelin	7	20	29	56
New Era	0	1	0	1
O'Kelly	0	0	0	0
Riverheights	0	0	0	0
Riverview	0	0	0	0
St. Augustine	0	0	0	0
Valleyview	0	0	0	0
Vincent Massey	7	8	20	35
Waverly Park	0	0	0	0
Combined Total for K-12 Schools	**94**	**58**	**149**	**301**

Total Number of K-12 Suspensions, According to # of Days Consequence

# of Days Consequence	**K-8 Schools**	**Crocus Plains**	**Neelin**	**Vincent Massey**	**Total High School By # of Days**
3 Days	15	61	7	3	71
4-6 Days	7	108	27	28	163
7-10 Days	1	7	10	0	17
11-15 Days	0	2	2	3	7
16-20 Days	1	1	5	0	6
21-30 Days	0	7	5	1	13
Total # of K-12 Suspensions	**24**	**186**	**56**	**35**	**277**
Grand Total (Total # of Suspensions K-12)	**301**				

Appendix F

K-12 Suspension Report Semester 2 2010/2011

Category of Suspension				
School	**Assault**	**Drug/Alcohol**	**Unacceptable Behaviour**	**Total # of Suspensions**
Alexander	0	0	0	0
Betty Gibson	0	0	0	0
Crocus Plains	32	14	20	66
Earl Oxford	3	0	0	3
George Fitton	1	0	1	2
Green Acres	0	0	0	0
Harrison	0	0	0	0
J.R. Reid	0	0	2	2
King George	0	0	1	1
Kirkcaldy Heights	0	0	0	0
Linden Lanes	0	0	2	2
Meadows	0	0	0	0
Neelin	1	2	16	19
New Era	0	1	0	1
O'Kelly	0	0	0	0
Riverheights	0	0	0	0
Riverview	0	0	0	0
St. Augustine	0	0	0	0
Valleyview	0	0	0	0
Vincent Massey	3	4	9	16
Waverly Park	0	0	0	0
Combined Total for K-12 Schools	**40**	**21**	**51**	**112**

Total Number of K-12 Suspensions, According to # of Days Consequence

# of Days Consequence	**K-8 Schools**	**Crocus Plains**	**Neelin**	**Vincent Massey**	**Total High School By # of Days**
3 Days	8	13	7	3	23
4-6 Days	3	47	8	11	66
7-10 Days	0	0	3	0	3
11-15 Days	0	0	1	1	2
16-20 Days	0	0	0	0	0
21-30 Days	0	6	0	1	7
Total # of K-12 Suspensions	**11**	**66**	**19**	**16**	**101**
Grand Total (Total # of Suspensions K-12)	**112**				

Appendix G

Cross Canada Check-In 2011

Mise à jour à travers le Canada 2011

Provincial Reports

Rapports provincials

An Update for CSBA

BCSTA Report

BCSTA British Colur School Trust Association

July 2011

Recent news and developments

BC School Trustees Association's 2011-12 Board of Directors

At its 107th annual general meeting, April 14-17 in Vancouver, the BC School Trustees Association elected its 2011-12 Board of Directors:

- President Michael McEvoy, SD #61 (Greater Victoria)
- Vice-President Teresa Rezansoff, SD #51 (Boundary)
- Director/Past President Connie Denesiuk, SD #67 (Okanagan Skaha)
- Director Valerie Adrian, SD #74 (Gold Trail)
- Director Melissa Hyndes, SD #43 (Coquitlam)
- Director Jane Kellett, SD #45 (West Vancouver)
- Director Gordon Swan, SD #58 (Nicola-Similkameen)

In a news release, President Michael McEvoy said, "I am grateful for the opportunity to offer my leadership and service to our provincial organization, members, and public education in British Columbia. I am humbled to follow in the footsteps of strong past Presidents of BCSTA."

New BC Premier and new Minister of Education

There have been changes in leadership at the provincial-government level, as well. Christy Clark, a former Liberal MLA, Minister of Education, and radio host, was sworn in as BC Premier on March 14, 2011. As a guiding policy, Premier Clark says she advocates putting *Families First*.

George Abbott, MLA for Shuswap, was appointed Minister of Education on March 14, 2011. Previously he served as Minister of Aboriginal Relations and Reconciliation, Minister of Health, Minister of Community, Aboriginal and Women's Services and Minister of Sustainable Resource Management.

At BCSTA's AGM, Minister Abbott gave a warmly received speech, and made a point of staying to answer all questions. As Minister, he is Honourary President of BCSTA.

BCSTA calls for changes to Pacific Carbon Trust

In a letter distributed to media provincewide, BCSTA President Michael McEvoy expressed trustees' support for reducing greenhouse gases – but also their frustration with the Pacific Carbon Trust (PCT) system. Calling for changes to PCT, Michael explained, "School boards invest millions of dollars reducing our carbon footprints; our students engage in projects to do the same. However, these initiatives only take us so far and the timeline of progress is slower than school districts would like, or can afford. Making schools greener takes money."

He further noted, "Schools need to be energy efficient, warm and sufficiently lit for our students to learn. For that reason, BCSTA resolved unanimously at our AGM that funds paid by boards be used solely for projects aimed at reducing emission levels within school districts."

BCSTA encouraged by government's decision not to appeal court ruling

The BC government announced it will not appeal the ruling of the Supreme Court of British Columbia on the *Education Services Collective Agreement Act* (Bill 27) and the *Public Education Flexibility and Choice Act* (Bill 28). In a news release, BCSTA President Michael McEvoy said, "We are encouraged that the Minister is committed to a consultation process focused on resolving outstanding issues. Trustees share the hope that matters will be resolved through collaboration, and the resolution must be based on creating the best possible learning environment for our children."

Here's a backgrounder: BC Supreme Court Issues Decision in BCTF Challenge to Bills 27 and 28. And, BCSTA's *e-Alert*.

BCSTA asks Education Minister to reconsider school insurance decision

As described in a May 16 media release, the BC School Trustees Association is urging Education Minister George Abbott to reconsider the Ministry's sudden decision to shift school building insurance premiums, previously paid by the government, to local boards of education. President Michael McEvoy pointed out, "By working closely with their communities boards of education have already set balanced budgets for the coming year. To impose this additional burden so late in the game without consultation is unacceptable."

Report of Proceedings, other highlights from BCSTA's "Making the Future Bright" AGM 2011

With the theme "Making the Future Bright," BCSTA's 107th annual general meeting featured a keynote address by renowned education expert Pasi Sahlberg on how Finland overcame its low-student-achieving status to rise to the world's highest-ranked system. Dr. Sahlberg is Director General of the Centre for International Mobility and Cooperation in Helsinki. Other AGM highlights included: a pre-conference forum on the balanced school year; concurrent sessions on community engagement, improving student achievement and implementing innovative practices; business sessions; and a celebration of President Connie Denesiuk's leadership.

You can find online the *Report of Proceedings* for BCSTA's AGM 2011, containing resolutions, reports, Disposition of Motions, and more. As well, view photos from BCSTA's 2011 AGM.

BCSTA meets with government to discuss report on BC College of Teachers

BCSTA has held meetings with government about the Avison report on the BC College of Teachers. We have emphasized the need for a functional and fully independent college to ensure a high standard of safety and instruction for students. Government has assured BCSTA that the government will respond to the report and that the status quo was not an option.

In May 2010, then-Education Minister Margaret MacDiarmid appointed Don Avison, a lawyer, and former Deputy Minister of Education, to ensure BCCT was operating as mandated; this followed a request by the BCCT council. BCSTA and a majority of other education partner associations supported the request.

Upcoming events

Revised, repurposed *Key Work* manual will more effectively support trustee learning

Since 1998, BCSTA has offered members *Key Work Resources – The Guide to School Trusteeship in BC*, to help school trustees accomplish their key work of improving student achievement through community engagement. Now BCSTA is updating and improving this integral trustee resource. The new *Key Work*, to be available in the fall, will be rewritten and reformatted in the manner of a curriculum. The goal is to better support the learning path

of trustees, whether they're newly elected or returning. Trustees can not only read *Key Work*, but use it as a training module that can be delivered at BCSTA governance events, Academies, and the individual board level.

The *BCSTA Datebook*, long a handy diary/calendar for members, will be enhanced to include *Key Work* highlights.

New BCSTA website portal: LearnBCSTA

As well as supporting trusteeship through a revised *Key Work* manual, BCSTA will soon launch LearnBCSTA, a website portal that will provide a growing library of practical, useful resources to help trustees in their work.

Piper, Murgatroyd to headline BCSTA Trustee Academy

BCSTA's Trustee Academy, December 8-10 in Vancouver, will feature keynote speeches by Dr. Martha Piper, former president of the University of British Columbia, and Dr. Stephen Murgatroyd, former dean and then executive director for external relations at Athabasca University. Check the BCSTA website in the coming months for more details.

Trustee elections coming up in November

British Columbia's municipal elections will occur in November 2011. BC elects local representatives every three years. In the case of trustees, we see an approximate changeover of one-third every election year.

Local elections changes to occur in 2014

The BC government has accepted the recommendations of the Local Government Elections Task Force – but won't put them into effect until the 2014 local elections. Ida Chong, Minister of Community, Sport and Cultural Development, explained that the changes couldn't be implemented in time for the upcoming 2011 fall elections because of the tight timelines for spring legislation, and the complexity of the planned changes.

Here's the government's announcement about the 2014 implementation, as well as BCSTA's *e-Alert*.

BC teachers, employers' association in contract talks; teacher strike vote is pending

Contract negotiations are underway between the BC Teachers' Federation and the BC Public School Employers' Association. BCTF has announced that a strike vote is pending.

Report to the Canadian School Boards Association Board of Directors Meeting

July 2011

Provincial Collective Bargaining with Teachers

In provincial collective bargaining, representatives of the Government of Saskatchewan (5) and the Saskatchewan School Boards Association (4) bargain on behalf of the employer; representatives of the Saskatchewan Teachers' Federation (STF) bargain on behalf of teachers.

The provincial teacher bargaining process began in May 2010. From May to November 2010 the Government-Trustee Bargaining Committee (GTBC) and STF Bargaining committee met on 21 days to negotiate.

An impasse in bargaining occurred in November 2010 and the STF requested conciliation. The board was established in December and the meetings began in January 2011. The parties met for nine days in conciliation.

On March 13, the STF Bargaining Committee requested the conciliation board to provide a report which brought an end to conciliation. The conciliation board found that the parties were too far apart to reach an agreement.

On March 31 the GTBC held a media information session at which we shared the following facts:

- School boards and the Government of Saskatchewan value and respect the important role played by teachers in our province.
- The GTBC is disappointed that the STF bargaining committee has withdrawn from the conciliation process.
- The GTBC has made a fair, reasonable and competitive offer to the STF bargaining committee.
- The GTBC is offering a 5.5 percent compensation increase over three years: 1.5 percent in 2010-11, 2 percent in 2011-12 and 2 percent in 2012-13.
- The STF is demanding a 12 percent increase over one year.

Trustee representatives on the GTBC (from left): Ronna Pethick, Janet Foord, Barbara Young and Sandi Urban-Hall.

We have made a **fair, reasonable and competitive compensation** offer to teachers.

- The Saskatchewan Teachers' Federation demands 12% in one year.
- Our offer of 5.5% over three years is the **best offer for teachers in any Canadian province**.
- Currently, teachers with a four year degree starting out in Saskatchewan earn $46,419, which is $1,000 a year more than the average of Canadian provinces. With this offer, that would increase to over $49,000.
- After 15 years of service, a Saskatchewan teacher with a four year degree earns $73,030, about $3,000 more than the average of Canadian provinces. With this offer of 5.5% that would increase to over $77,000.

We value and respect the important role that teachers play in classrooms each and every day across this province.

Our goal is to conclude a new collective agreement that is fair, reasonable and competitive for our teachers and contributes to maintaining a strong education system in Saskatchewan.

This message brought to you on behalf of the Government Trustee Bargaining Committee

Government of Saskatchewan | Saskatchewan School Boards Association

This advertisement appeared in the two major dailies in the province and weekly newspapers.

President Sandi Urban-Hall, as spokesperson for the GTBC, was consistent in her message to media that the offer to teachers was, "Fair, reasonable and competitive."

- The starting salary for a teacher with a four-year education degree in Saskatchewan is $46,419 compared to the average of Canadian provinces of $45,271.
- The maximum salary for a teacher with a four-year education degree in Saskatchewan is $73,036 as compared to the average of Canadian provinces of $70,048.
- Overall, school boards in Saskatchewan are not experiencing difficulty recruiting and retaining teachers.
- Approximately 670 education students graduate from the universities of Regina and Saskatchewan each year.
- 61 percent of those graduates receive employment in Saskatchewan's provincial schools within two years of graduation.
- All but one of the permanent teaching position vacancies entering the 2010-2011 school year were filled by September 1, 2010 in Saskatchewan school divisions.

For the past several months the STF has placed radio, television and print ads asking the government to "Invest in Teachers;" since the breakdown of negotiations the ads have shifted to focusing on the teachers' demands and their version of the facts. In early May, the GTBC also began running print and radio ads focused on our key messages.

On April 13, the STF conducted a vote on the use of "sanctions" and on April 25 the STF announced that teachers had voted by 95 percent in favour of imposing sanctions.

In the face of teacher sanctions the SSBA called a meeting of all boards of education on May 2. The purpose of the meeting was to provide information to boards to enable them to make informed decisions and to ensure student safety and well being; to determine areas where there may be consensus among boards and a consistent response to teacher action across the province; and, to address and dispel misconceptions.

At that meeting we first heard that the STF planned to hold a full day, province-wide "study session" (which we referred to as a full-day "strike" in our communications). On Thursday, May 5 teachers in Saskatchewan withdrew their services for a full day.

On May 17 the STF agreed to return to the bargaining table. The Government-Trustee Bargaining Committee indicated that while there was some financial flexibility within the context of competitive compensation, significant movement from the STF's demand of a 12 percent increase over one year would be required. The STF came back to the table asking for an increase of 16.3 percent over three years. Negotiations broke down after three days back at the bargaining table.

The STF held province-wide strikes again on May 25 and 26. The Teachers' Bargaining Committee agreed to return to the table on Sunday, May 29. Talks broke down on Monday, May 30. Both parties then requested the Minister of Labour Relations and Workplace Safety to appoint a special mediator to help end the dispute. Richard Hornung, Q.C., was appointed as mediator on May 31 and both the STF and the GTBC agreed to work with the mediator to reach a fair settlement; it was also agreed that all job action and advertising activity would be suspended until a resolution was reached by the mediation process.

A verbal update regarding provincial teacher bargaining in Saskatchewan will be provided at the CSBA Board of Directors Meeting.

Working Advisory Groups

Working Advisory Groups (WAGs), comprised of trustees and school division administrators, continue to provide important advice and leadership to our Association.

Currently, three WAGs are operational:

- ***First Nations and Métis Education***

  This WAG has been tasked with ensuring that boards of education are supported in strengthening First Nations and Métis Education.

  The WAG, in association with the SSBA's Aboriginal Council, will host the first ever National Aboriginal Trustees Gathering from June 19-21 in Saskatoon. This coincides with National Aboriginal Day which occurs on June 21. The gathering will enable school board members of Aboriginal ancestry and others to share information regarding successful practices for engaging First Nations and Métis people in strengthening achievement for First Nations and Métis students.

  Strengthening Our Voice, a resource for school boards and school administrators, will also be unveiled and distributed at the gathering. The resource identifies strategies for strengthening achievement of First Nations and Métis students.

Members of the First Nations and Métis Education WAG (from left): Duane Favel, Ray Horney, Lorna Black and Vernon Linklater.

- ***Education Equity***

  This WAG is charged with assisting boards in defining and assessing education equity. The WAG has adopted the following working definition of education equity:

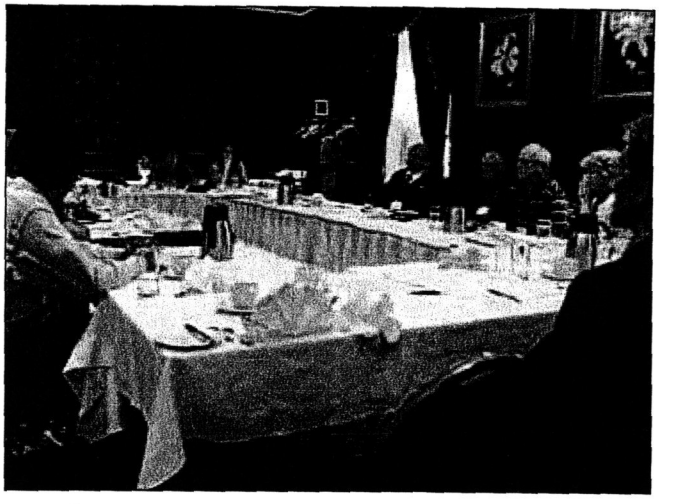
  "Education Equity for Saskatchewan students is the fair distribution of necessary resources to ensure all students have access to school programs, facilities and services to achieve at the highest levels regardless of where they live in the province and their personal circumstances."

  The Education Equity WAG is scheduled to report to the SSBA Provincial Executive in November 2011.

The Education Equity WAG commissioned a resource to be developed titled Responding to Diversity: Examining Education Equity in Saskatchewan.

- ***Funding Model Development***

Prior to the release of the 2011-2012 Provincial Budget, Saskatchewan's Minister of Education announced a one-year delay in implementing a new funding model for the PreK-12 education sector. The Minister has established an expanded group (seven school division Directors of Education and Chief Financial Officers) to work with the Ministry of Education staff to complete the new funding model.



There are a number of SSBA members who assisted in the committees devoted to creating a new funding model for public education.

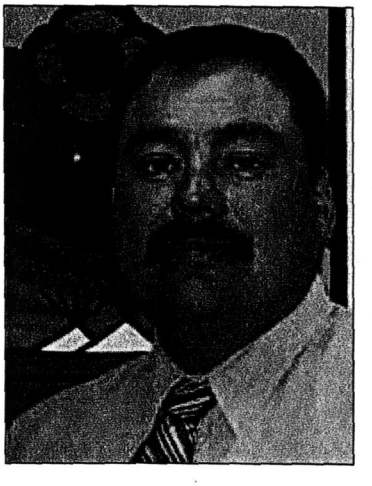
At their May 12-13 meeting, the SSBA Executive viewed this delay as an opportunity for the SSBA, through the work of a SSBA Funding Model WAG, to be proactive on behalf of boards by providing additional input to the Ministry's process. Thus, the Executive approved the immediate establishment of a Funding Model WAG comprised of six CFOs (including one from the Ministry's Advisory Group) to develop a list of specific issues and problems which boards feel should be addressed in the new model.

This information will be forwarded to the Minister by the SSBA and used as an additional evaluation tool once the new model is implemented.

New Executive Director

Ernie Cychmistruk will be leaving the SSBA in August 2011. We thank Ernie for his outstanding service to education and trusteeship in Saskatchewan. His work has been valued, respected and appreciated by all boards. We will miss you Ernie!

In March, the Provincial Executive hired Darren McKee as the next Executive Director of our Association.



Darren McKee

We are excited about having Darrren assume the helm. Darren is Anishnabe originally from Manitoba and completed all of his formal education in Saskatchewan including a B. Ed and M. Ed at the University of Saskatchewan in Saskatoon.

Darren has worked as a teacher and administrator in various First Nation communities in Saskatchewan and began working with the province of Saskatchewan in 2005. Darren held various positions including Superintendent, Director and Executive Director before becoming the Assistant Deputy Minister in 2007.

Please welcome Darren McKee to the CSBA.

MANITOBA
School Boards
ASSOCIATION

Cross Canada Check-in

Manitoba Report to the CSBA

July, 2011

Provincial policy and legislation

Over the 2010-2011 school year, the Manitoba Government has introduced several pieces of legislation and new policy directions for public education in the province. These include:

Bill 13 – The Preparing Students for Success Act

- raises the compulsory school attendance age from 16 to 18 years
- mandates the inclusion of early learning and child care facilities in all new school construction or major capital renovations
- requires common scheduling of professional development days for teachers across a particular school division
- enables the implementation of standardized provincial report cards across early, middle and senior years streams; report card formats have been developed through an Oversight Committee of education stakeholders and will be piloted in 2011-2012 school year

Bill 48 – The Planning and Land Dedication for School Sites Act

- requires municipal planning authorities to consult with school boards on the need for school sites as part of the development process
- requires developers to offer a parcel of land or money in lieu of land to the applicable school board
- allows school boards to use money acquired in lieu of land for purchase of other school sites or school buses
- requires school boards to hold a public meeting before disposing of land given to it for a new school site
- prohibits advertising a school to be built on a parcel of land until said school construction has received provincial funding approval

Public school infrastructure

- recent announcement of $50 million, 5 year Active Schools Fund for gymnasium construction and renovations
- 14 new or upgraded facilities in Phase 1; 5 identified for Phase 2 (2013-2015)
- since 1999, 18 new schools, 13 replacement schools, 27 new gymnasiums and 5 major gym upgrades

Farmland Tax Rebate

- rebate of education taxes on agricultural land augmented to 80%

Early years education

- creation of Early Childhood Education Unit within Manitoba Education
- additional funding to school divisions for early years initiatives

Other miscellaneous legislation and/or policy changes impacting public schools include requirements around the reporting of serious bullying incidents in schools, poverty reduction measures, controlling visitor access to child care centres whether in schools or elsewhere, mandatory play-based curriculum for children in child care centres and nursery schools and a new science education action plan.

Employee relations

Thirty-six of thirty-seven teacher collective agreements expired June 30, 2010. In the intervening year, school boards have been strongly encouraged to seek new four year agreements which mirror Manitoba major public sector salary settlements of 0%, 0%, 2.9% and 2.9%. Support settlements achieved in school divisions tend to reflect a similar pattern 0%, 0%, 2.5% and 2.5% on salaries with few other adjustments. The emerging pattern of teacher settlements to date is 3% (split 1.5% and 1.5%) in the first year, with an additional 2% per year in each of the next three. Beyond the salary adjustment, there are few other new provisions in teacher contracts with the exception of either wording to move teacher prep time as per existing divisional policies into collective agreement language or to add a personal leave day.

Provincial election 2011

Manitobans will go to the polls on October 4, 2011 to elect a new government. The current NDP administration has been in place since 1999. None of the parties has yet released an education platform though the present Government's direction is well established and we have seen significant activity this past year in terms of education policy and legislation.

We anticipate that all parties will face considerable pressure from some sectors of the electorate to eliminate education property taxation and school board taxing authority. Manitoba school boards will certainly oppose this direction and it is our understanding that we have the support of the current Government in this regard. The Association of Manitoba Municipalities has reiterated its call for the province to increase its share of school division operating expenditures to 80% (currently at 64.5%) thereby creating additional room for municipal property taxation to address growing infrastructure deficits in communities across the province.

The Manitoba Teachers' Society has produced a booklet outlining its priority issues for the upcoming provincial election. First among the dozen recommendations in the report is class size reductions in the early years followed by enhancements to teacher preparation time and professional development supports.

Several different organizations and agencies with which the Manitoba School Boards Association collaborates on a regular basis are preparing election messages and campaigns around social justice issues of poverty reduction, inclusion, and sustainability. The MSBA will share with its member boards the ideas and recommendations of action developed by these groups.

Association matters

The MSBA provincial Executive has identified three strategic priorities to direct the work of the association over the next three years (2011-2014):

1. *to build and enhance the capacity for effective local school board governance;*
2. *to strengthen school board leadership for improving achievement for all students; and*
3. *to position school boards and the Manitoba School Boards Association as key advocates for student learning and achievement.*

These priorities extend the work begun over the past three years to develop high impact school boards and to build support for public education.

At the 2011 annual general meeting, the MSBA membership approved the creation of an associate membership category for local First Nations education entities. A meeting is pending with the Assembly of Manitoba Chiefs to discuss this new policy and to assess First Nations interest in joining the association.

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ONTARIO PUBLIC SCHOOL BOARDS' ASSOCIATION
REPORT TO CSBA

OPSBA Highlights for 2010-2011

OPSBA's priorities are a statement of what the Association stands for and position it to engage with the key forces affecting high quality public education in Ontario today. They drive how the Association uses its expertise, time and resources. The priorities offer a framework for decision-making and help shape action on ongoing initiatives and emerging issues that are relevant to the Association's mission.

OPSBA's priorities and key activities are directly or indirectly related to improving academic achievement for all students and promoting opportunities that offer Ontario's children and youth success in school and in life. The Association advocates not only for first-rate programs, pedagogy and resources but for a social and educational environment that nurtures the values of universality, inclusiveness, human rights, respect and kindness. OPSBA's multi-year priorities reflect these values:

- **The Whole Child**
- **21st Century Education**
- **Trustees – Building Leadership Capacity**
- **Labour Relations**
- **Education Finance**

Work on achieving progress in our priorities requires investment of expertise and energy in ways that will have positive impact on the diversity of student needs across the province. OPSBA ensures that it has an informed voice at the tables that are dealing with Early Learning, Student Assessment, Special Education, 21st Century Education, First Nation, Métis and Inuit Curriculum and Program, and Equity and Inclusive Education.

Over the past year, OPSBA initiated a ground-breaking Coalition for Children and Youth Mental Health that draws in not only education partners but key representatives from the health, mental health, community agency sectors and from parent, youth and student groups. The Coalition is founded on principles that focus on accelerating the rate of change in programs and services for young people struggling with mental illness and put children and youth at the centre of positive inter-sectoral collaboration focussed on providing a full continuum of mental health services. A June 2, 2011 Summit dedicated to this work was a resounding success and the collaborative working session held at that time lays the foundation for developing an action plan that will lead to sustained and positive change.

OPSBA has been highly active in every forum dealing with the implementation of the Full-Day Early Learning Kindergarten program and has been successful in advocating

for legislative changes that support the capacity of Ontario public school boards to effectively put this initiative in place. Particular success has been achieved in gaining flexibility in the area of extended day programs to help boards meet the practical challenges, particularly in rural and northern schools. OPSBA has been assiduous in drawing attention to the challenges of the initiative's model of staffing. The Association has worked diligently to make sure that key developments are shared with boards on a daily basis and to promote the highest levels of collaboration on an initiative that is so patently supportive of early learners and so clearly meets the needs of Ontario's parents.

Advocacy has continued in the area of 21st Century education and has been effective in securing the establishment of a provincial working table this year. Ontario's Ministry of Education acknowledged the impetus provided by OPSBA's discussion paper on this topic. (*What If?)* OPSBA is an active partner at this table, voicing the need for a provincial vision for 21st century learning and teaching.

Another highlight of the year was the sharing of the outcomes and resources emerging from the Urban Aboriginal Education Project. Three of OPSBA's Member Boards, Lakehead, Simcoe County and Toronto District School Boards led this project working on initiatives to support Aboriginal student needs and achievement and to increase engagement by Aboriginal parents and families in their children's education. The learning from these projects will be shared with all boards in the province.

The province's legislative agenda has engaged OPSBA in a range of advocacy work, including several presentations to Standing Committees of the Legislature dealing with Full-Day Kindergarten, Trustee Code of Conduct, Broader Public Sector Accountability and Occupational Health and Safety. Draft Regulations, including the Integrated Accessibility Standards Regulation also called for OPSBA response. The Association provided comprehensive input on Ministry Policy Guidelines dealing with Audit Committees and Student Fees for Materials and Activities.

The year has been marked by a strong focus on support for trustees in their complex governance and leadership roles. OPSBA took the lead in the development of resources such as the *2010 Good Governance: A Guide for Trustees, School Boards, Directors of Education and Communities* which was made available as an orientation tool following the fall 2010 Municipal Elections. This was reinforced through the development of a series of professional learning modules many of which formed the basis of a Certification Program in *the Principles and Practices of Effective School Board Governance* which was delivered at the 2011 Public Education Symposium with certificates issued by York University's Schulich School of Business. The modules and a range of accompanying resources will be available to trustees online. This initiative is a continuing one with the goal of developing leadership skills and enhancing the profile of trustees as representatives of democracy in action in Ontario.

Association des commissions scolaires anglophones du Québec
Quebec English School Boards Association

CSBA
CANADIAN SCHOOL BOARDS ASSOCIATION

Quebec Report

June 2011

Summary of the QESBA activities and dossiers from 2010-11

School board democracy
There is continued uncertainty regarding the ***future of elected school boards****. No legislative plans have yet been announced pursuant to Bill 86, which delayed indefinitely school elections scheduled for November 2011. QESBA has prepared the President, Executive and Chairs for the three meetings held during the fiscal year with the new Education Minister, at each of which this topic certainly came up. The ongoing strategy has been for QESBA to steadfastly focus on its leadership role in promoting student success and well-being, rather than simply defending the status quo – a strategy that the Minister has clearly rejected.*

Community Engagement
At the President's initiative, QESBA developed and continues to roll out a ***Community Engagement Toolkit****. This is a direct response to the current vulnerable context in which Quebec school boards are operating. While the buy-in from member boards has not yet matched what might have been hoped for, the toolkit has provided a structured series of communications, advocacy and outreach ideas to better solidify the public position of QESBA and its member boards with the many stakeholders. The Communications Committee, at year's end, is working on the formal launch of a QESBA social media presence to further support and engage our communities in this effort.*

Video-conference session
QESBA held its first-ever ***Professional Development Session by VCN*** *in early Spring. Again, the lynchpin for this event was Community Engagement. We secured the expert participation of retired news broadcaster John Grant, former Member of Quebec's National Assembly Russell Copeman and long-time community organizer Richard Walling for the event. Evaluations were uniformly positive. A workbook was prepared for the session, with Board delegations at remote sites using the provided exercises to do their own diagnoses of strengths and weaknesses to assess how they might adapt their own community engagement strategies.*

Ministry of Education, Recreation and Sports budget compressions
With respect to advocacy, QESBA made a series of forceful interventions in response to sudden and unexpected budget compressions, announced in late April. Through an op-ed piece prepared for and signed by the President and nine Board Chairs, two news releases, published talking points as well as informal interventions with the Ministry of Education bureaucracy, QESBA left no stone unturned in seeking some relief from the measures and in highlighting, at the same time, the unfairness of them.

Pedagogical leadership

*We are a key partner in the preparations for a second province-wide gathering on **staying in school**, organized by the consortium convened by L. Jacques Ménard, CEO of BMO-Nesbitt Burns. The President has signed a joint letter with him, inviting our teachers, administrators, professionals and commissioners to attend the October session. QESBA will be working to include English-sector successes and concerns in the program.*

Linguistic exchanges

*Working positively with Quebec Provincial Association of Teachers, the leadership of the Directors General, principals and parents, QESBA has created a **joint task force** to secure English public school involvement in Premier Jean Charest's announced program of intensive English second-language training for all Grade 6 French school students. QESBA and its partners are looking for reciprocal support for French Second Language – on terms that our member school boards will assess are beneficial. A letter to that effect has been received by the Premier.*

Collective agreements

QESBA, again, secured very significant gains in the official signing of collective agreements with each employee group. A professionals' deal was signed rather than decreed for the first time in close to 15 years. On the teachers' side, QESBA and the union forged an entente including a funded provision for value-added remuneration. Like earlier QESBA-inspired breakthroughs such as loser-pays arbitration, this ground-breaking measure was largely copied by one of the French-sector teacher unions. It will see those teachers who go the extra mile or agree to very tough-to-fill assignments duly rewarded for their efforts. Our Management Negotiation Committee has undertaken numerous visits to school boards to explain the new ententes.

Go publique

*In its continuing determination to "push the envelope" while employing only limited resources, QESBA commissioned a cutting-edge rap video promoting our **go publique** message. The video, by Annikan Slayd, procured over 10,000 Internet hits and was featured in over 250 television spots, purchased at token cost.*

NEWFOUNDLAND and LABRADOR SCHOOL BOARDS ASSOCIATION

Report to CSBA National Congress - AGM 2011

Introduction

Public Education is no longer the domain of a single community or region. Our modern world has broadened our fields of consideration to reach beyond such traditional geographic boundaries. Economics, pedagogy, brain research, environment, peace, security, technological developments in communications and information management, have increased the challenges of preparing our young children to become self fulfilled and responsible citizens capable of leading themselves, their families and our nation forward into the future. As our world has grown in complexity so has our understanding that we are not alone. We must outreach and cooperate with others. The NLSBA understands this reality and it views the CSBA as a major vehicle to enable this.

It is an honor for us to participate in the CSBA and present a report to the Annual Meeting of 2011. In the interest of time, I shall summarize some of the highlights of the past twelve months. There is much more to be reported about each of these points. I invite questions and further discussion when appropriate from my colleagues around the national table and from any of the School Board trustees or senior staff present at the Congress.

NL Provincial Realties

While the provincial investment in primary and elementary /secondary education remains at a historic high level within our province, and our new Premier has continued to place top priority upon the education system, there are challenges of an economic, demographic, and geographic nature which severely impact us. Our current school age population is 69,665 students. We have 272 schools administered by five School Boards. The number of full time teacher positions provided in the public system is approximately 5600. Our geographic expanse is very broad and our population continues to decline and migrate within our province. Hence, issues around the provision of equitable access to education for all children within the province , transportation , staff recruitment/retention , distance technology, capital infrastructure, new program development, and new learning and teaching skills to keep abreast of the fast pace of technological development are very significant for us.

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Our current provincial economy is reaping generous returns from our natural resource sector. However, the needs of the province for health care, social services, transportation, debt retirement, and local economic development are as demanding as the educational needs we face as School Boards. As a result there is a very strong competition within government services for funding. This leads to increased accountability pressures with respect to education spending and necessary budget increases or re-prioritization.

Accountability

Three particular items come to mind:

(1) Auditor General's Report

The 2010 report of the provincial Auditor General noted various concerns over financial risk management and compliance with various legislation such as the Provincial Public Tender Act, on the part of several crown agencies and government bodies. School Boards were not excluded from his remarks. The Department of Education has made itself available to assist Board members in this regard if a Board so wishes its assistance.

There has been a significant public outcry prompted by the Auditor General's report with respect to the hiring of retired teachers. While in most cases detailed investigations have revealed that provincial guidelines were strictly followed, the topic is one around which we expect further discussions with Government as the provincial election nears.

(2) Program Evaluation

A major emphasis in our discussions with Government over the coming budget has centered upon our ability to demonstrate that the tremendous budget increase afforded our sector of education have had the desired effects. This will translate into efforts to report and measure in addition to student achievement, items such as: teacher recruitment and retention; subject registration patterns; graduation rates and admittance into post secondary training / university programs; student life quality indicators.

(3) Student Evaluation Reporting

There is a new emphasis from the provincial Department of Education with respect to reporting student and program achievement. This will see a subtle shift away from specified reporting to one whereby multi-year trends and overall student growth and patterns are reported. It is hoped that this will enable a stronger overall determination with respect to program or student growth and development. Clearly, this is a symptom of the internal competition for resource allocation vis-a-vis the provincial budget.

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School Board Elections

In 2009 province wide School Board elections took place. While we were pleased with the participation of candidates and the organization of the election generally, the level of voter turn-out and the amount of public debate surrounding the election did not reach our expectations. Clearly, public education must reflect the direct involvement of the local community in its governance. Clearly the central supporting and directive role of the provincial government is recognized. However, our modern Canadian democratic system of government has various levels. Each is important and unique; and, each must learn to respect the role of the other.

Significant evaluations have been completed in response to the election results. Our Association has commenced discussions with the Minister about the elections and the importance of increasing public participation. Our objective is to find the appropriate means to increase the participation of the community in the governance and direction of our school system.

French Language Service

The NLSBA is not a bilingual organization. Yet, one of our members is a Francophone School Board. Therefore, an effort is being undertaken to provide some documentation in both official languages. This is challenging as the cost of translation is significant. Our emphasis at present is in the identification of documents and materials which can reasonably be provided in this manner.

Strategic Review

In response to a major priority set by the 2010 AGM, the Association embarked upon a strategic review of its operations and direction. In 2005, a thorough re-organization and re-alignment of the NLSBA took place. Now, five full years out from that point, it was deemed appropriate that we re-visit as an organization our basis for existence, review our goals, objectives and accomplishments, and prioritize our overall directions for the immediate years ahead. An external consultant has been retained to work with the Board of Governors on this task. Efforts have been taken to outreach to our constituencies and a major working session at the 2011 AGM has taken place. Next steps will include obtaining advice from each individual School Board. In this way every trustee will be provided an opportunity to directly input the process. Our goal is to complete the exercise in late autumn 2011, and prepare a major set of recommendations for the 2012 AGM.

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Collective Bargaining

During the 2011-2012 year each of the six collective agreements involving School Board employees will come up for re-negotiation. Our system of bargaining is a provincial one. The President of Treasury Board is responsible for the negotiations. However, School Boards are an important employer partner throughout the process. Processes are underway to evaluate the current agreements and establish opening positions for the Employer. The coming school year will therefore be a very busy one on the labor front. As the situation develops we will update the CSBA National Board as appropriate. It is too early at this stage to comment upon any negotiations priorities or expectations.

2011 Atlantic Conference

The 2011 Conference for the Atlantic School Boards is scheduled to be held at Gander, NL, from November 17th to the 19th. The occasion is an opportunity for School Board representatives to exchange views and information with respect to regional trends, priorities, and best practices. This year's theme is ***"Healthy Students, Healthy Schools, Healthy Boards"***. An interprovincial planning committee is finalizing a very well focused and resourced agenda. This conference has been a hallmark of Trustee professional development in our region since its inception in the latter 1970's. I encourage our School Boards throughout the region to support this initiative. Also, we would welcome the participation of other trustees from across Canada to join us. Information is available on our web page www.schoolboardsnl.ca

Provincial Election 2011

A provincial election has been set for October in our province. Therefore, the coming months will be busy ones for School Boards. While our Association will not adopt a partisan position, it is important that public education be viewed as an essential building block for our provincial growth in the years ahead. The priority afforded our sector by the new government is of vital importance to us. Similarly, the direct involvement of the public in the governance of our schools is a key to successful school practices. Elected local School Boards are a well researched and proven mechanism throughout North America to accomplish this. Our province is undergoing very extensive development and change at this time. School Boards must ensure that our schools remain strong and properly focused into the future is our priority. Therefore, each of our School Boards will be encouraged to appropriately engage local candidates for office on these related issues. The public education issues for the election are two-fold: system focus and representation of the public on one hand; and, equitable and adequate resources for public education on the other.

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Early Childhood Learning and Child Care

The present Government has identified Child Care and Early Childhood Learning as priorities for development. While not solely within the mandate of our School Boards these matters are of vital importance to our schools. Our Association will be monitoring these areas and providing the advice of School Boards in this regard. The *"Learning From the Start"* initiative is key to preparing our students for entry into our school systems and providing assistance to all families in this important developmental area.

Congress 2010

I am pleased to report that the City of St. John's has honored our Association with the Destination St. John's Award of Distinction in recognition of our hosting of last year's Congress.

Conclusion

While the linkage between personal development and the growth of our province has long been identified, I am encouraged by the efforts to ensure that equitable and adequate means to achieve these goals are being identified within various public policy debates across our province. School Boards have a direct role to play in these exchanges. Indeed, as School Boards we hold a responsibility to encourage and facilitate the involvement of parents and the entire community in this regard. A provincial government has clear and distinct responsibilities for public education. However, these do not absolve parents and every citizen from the responsibility to ensure that the public school system reflects local heritage and priorities and that the schools are responsive to those. Together we can make a difference!

Respectfully submitted,

Milton Peach
President

CONGRESS 2011
Nova Scotia Report

Public Education Funding Reduced

The past year has been a challenge for school boards in Nova Scotia. In the fall boards were asked to collaborate with the Province to jointly review school system expenditures in order to identify opportunities for budget reductions. The context for this exercise was the government's commitment to balance the budget by 2014.

While the process commenced on a cooperative note, it was soon clear that the Province had established targets for funding reductions which were sold publicly on the notion that while student population had decreased substantially over the past 10 years, the cost of public education continued to rise. On the surface the argument was effective in the public domain, but it failed to convey a host of other changes that have transformed the education system over the past decade.

While the final outcome was less than originally proposed by the Province, the 4-5% funding reduction has resulted in fewer teachers and support personnel. Furthermore, the public perception of a school system saddled with too much administration influenced the Department of Education to reduce the number of curriculum consultants and senior administrators.

The key challenge requiring immediate attention is the confirmation of funding for the next two fiscal years. We must begin to develop strategies to ensure funding for the next two years is maintained at a level that enables the system to ensure progress in student achievement and ensure all school children are included in this process.

A significant challenge this year was the minister's decision to terminate Reading Recovery and replace it with a new literacy intervention program which had not yet been developed at the time of the announcement. The decision to eliminate Reading Recovery prior to identification of a new program was not well received. However, the development of a new framework has been accomplished with the input of school board personnel and the adoption of a DOE policy that provides latitude to the boards with respect to program content and delivery.

We need to think strategically about our focus for the next year as we develop the case for stable funding for public education. We have requested that the minister hold a forum this fall, bringing together the NSSBA board of directors, board chairs, superintendents and DOE officials to determine the priorities for public education over the next few years.

Given our experiences in recent years, we also need to examine the role, relationship, authority and accountability between the DOE and school boards. Boards must be accountable and need to ensure their major focus is providing oversight and leadership to the system to make certain it meets outcomes for all students. These issues are directly connected to our goal of asserting board authority and promoting public accountability.

Vision for Public Education in the 21st Century
NSSBA has taken a leadership role in working towards a vision for public education in the 21st century. The vision committee was established in the fall of 2010 to design and oversee the development of a vision for education in Nova Scotia. They plan to conduct a public consultation to generate a widely shared vision that may include goals, principles, and aspirations for students that are the foundation of education's contribution to social and economic development.

NS Tales Out of School Campaign
The education partners collaborated on a public awareness campaign for the third consecutive year. This year the decision was made to focus on the positive programs and successes of the public school system. The website nstalesoutofschool.com features videos from parents, business people, musicians and other community members sharing stories of how their public school experiences had a positive impact on their lives.

Inter-Agency Service Delivery
Inter-agency service delivery continues to be a key priority for the association. The paper *A Call for Greater Interdepartmental Delivery of Services to Youth and Families in Nova Scotia* was developed by the NSSBA last year and shared with the ministries involved. NSSBA representatives have done several presentations in order to advocate for more effective collaboration.

Learning Needs of Boys
The NSSBA has been concerned with the increasing gap in learning between boys and girls. A committee was struck in late 2010 to examine the issue and develop recommendations. The association's AGM featured a PD session by Dr. Noel Hurley on the learning needs of boys.

Substance Abuse in Schools
The NSSBA has asked the minister of education to set up a committee of diverse partners to respond to the serious issue of drugs in schools. The Department of Education has responded positively to this request and it is anticipated that a committee will be formed in the near future.

NSSBA Member Services
NSSBA sponsors the group pension and health plans for non-teaching employees of our member boards. We also coordinate and facilitate a group purchasing plan for boards in order to effect cost savings.

57th Annual General Meeting and Conference
The Tri-County Regional School Board hosted our 57th annual meeting at the end of May in Digby. The conference featured keynote speaker Dr. Ivar Mendez, world renowned neurologist, innovator, educator and philanthropist. His address gave school boards a clear illustration of the types of tools that today's students will be using in tomorrow's workplace and reinforced the importance of developing a vision for 21st-century education.

QESBA/ADGESB SUMMER INSTIUTE

Following the special meeting of the Directors of Human Resources held on June 2, 2011, it was agreed by all that 4 points would retained and presented for consideration to the DG's Association and the QESBA.

Points retained:

1) Creation of a Summer Institute for newly appointed administrators
2) Management of all non-legally qualified teacher files by the QESBA-Labour Relations
3) Management of all sick-leaves for all employee groups including doctor specialist analysis where required by the QESBA-Labour Relations
4) CSST - file management

Creation of a Summer Institute for newly appointed administrators

The idea generated through the brainstorming of the DHR's was propelled by the realization that a number of serious short comings were self evident:

*The lack of community beyond the school board resulting in limited contacts and limited perspective.

*Lack of a fundamental training program designed to grounding the new hires in best practices and sound knowledge of the network available to them.

*Conceptually: Run a 1 week training program at Bishop's starting on a Monday noon and finishing on the Friday at noon.

*Have all 9 school boards and QESBA present workshops on informing appointees of their respective roles and sharing best practices.

* Schedule the Summer Institute the first Monday after the July 1st weekend.