Report of Senior Administration to the Board of Trustees

November 28, 2011

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

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

A. Business Arising for Board Action

I. PRESENTATIONS

FROM SCHOOLS

Betty Gibson School
King George School

II. HUMAN RESOURCES

III. SECRETARY-TREASURER

IV. SUPERINTENDENT OF SCHOOLS

V. SENIOR ADMINISTRATION RESPONSE TO TRUSTEE INQUIRIES

1. STRATEGIC PLANNING IN MANITOBA SCHOOL DIVISIONS

For Information ..... D. Michaels

At the October 11, 2011 Regular Board Meeting the Board of Trustees directed Senior Administration to find out how many other Manitoba School Divisions have a three year Strategic Plan.

All Manitoba school divisions were approached with the following results:

Strategic Plans (number of years)	1-year	2-year	3-year	4-year	5-year	6-year
Number of Divisions	5	2	12	8	2	1

One division reported that they don't have a current strategic plan but that their last one, 2008-2011, was a 3-year plan. Another division indicated that they "review and update three or four times a year with most significant goals pursued over a number of years". Five divisions did not respond.

Details as to specific divisional responses can be obtained from Dr. D. Michaels, Superintendent of Schools/CEO.

B. Administrative Information

I. HUMAN RESOURCES

1. PERSONNEL REPORT

For Information ..... B. Switzer

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

II. SECRETARY-TREASURER

III. SUPERINTENDENT OF SCHOOLS

1. SCHOOL INFORMATION

For Information ..... D. Michaels

A. QUALITY LEARNING/QUALITY TEACHING

VIKING VAULT GRAND OPENING

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

Vincent Massey is excited to open the Viking Vault, the new school store. In celebration of the store opening on Thursday, November 17, 2011, Vincent Massey hosted a ribbon cutting ceremony, tour of the store and refreshments. Vincent Massey was honoured to have in attendance Brandon School Division Trustees, Brandon School Division Employees, Brandon Chamber of Commerce representatives, and Vincent Massey staff and students.

The opening of the school store is an important and strategic initiative that supports the Vincent Massey Mission, Vincent Massey School Plan and the Vincent Massey High School Business / Marketing Department Vision. The school store provides meaningful and relevant curriculum opportunities. It allows the teachers to enhance the learning experience for the students, replicate the business environment, and prepares students to transition into a variety of business careers. The school store also provides a service to the student body and helps to create a school identity. The school store also creates opportunities for community partnerships. The Viking Vault is also a member of the Brandon Chamber of Commerce which also provides students and staff professional development opportunities through chamber expertise and seminars.

B. QUALITY LEARNING

QUALITY LEARNING AT ALEXANDER SCHOOL

Report prepared by Ms. Barb Miller, Principal, Alexander School

We are in our fourth year of implementing a "Learning with the Arts" programming approach at Alexander School. This instructional strategy engages students in meaningful, relevant and authentic learning experiences. This approach is grounded in research that supports the value of arts-embedded learning, as a means of promoting creative and critical thinking, problem-solving, and reflective skills that enable the students to analyze, synthesize, and evaluate information in meaningful ways. Students are given many opportunities to explore their learning through differentiated instruction that addresses their multiple intelligences and learning styles. Our program consists of giving students opportunities to work with professional artists to explore their creativity and develop their skills within the context of arts-embedded curriculum.

This year our focus is to explore technology as a tool to support arts-infused learning. We are exploring software programs that will enable students to become "real life" song writers, film makers, authors, illustrators, photographers, and digital design artists. The students have worked on projects that use the art of technology to spark their creativity and open up another venue for artistic expression. Each multi-level classroom has undertaken several projects that bring art and technology together to support student engagement and inspire learning. The students and staff have embarked on this journey together with the support of several artists who bring their knowledge and experience to the process. For example, the students and staff worked with drama artist, Leigh-Anne Kehler, to bring meaning and relevance to curricular content in social studies, language arts, and science. Each class developed dramatic tableaux that capture essential learning outcomes and recorded this process on film. They are now in the process of editing their films using Imovie.

The goal of pairing artists with teachers is to increase the teachers' capacity so that they are able to incorporate these strategies into future learning opportunities for their students. These incredible learning opportunities have had a profound impact on student learning and engagement. They have also had an impact on teachers' ability to differentiate curriculum and give students multiple access points in the learning process. Based on student and staff feedback, arts-infused learning has had a significant and positive impact on student engagement and ultimately student achievement.

C. QUALITY TEACHING

QUALITY TEACHING AT J.R. REID SCHOOL

Report prepared by Mr. Shawn Lehman, Principal, J.R. Reid School; Kim Chambers, HALEP Teacher, J.R. Reid School; and Stacey Dobrescu, Grade 4 Teacher, J.R. Reid School

At J.R. Reid School, the grade 4 class is working closely with their homeroom teacher, Mrs. Dobrescu and the High Ability Learner Enrichment Programming (HALEP) teacher, Mrs. Chambers on a "J.R. Reid School - Then and Now" unit. The students and teachers were inspired by a letter they received in late August 2011 from a Mr. Parr who lives in Wales. Mr. Parr was a teacher who taught grade 5 as part of a teacher exchange program for J.R. Reid School in 1962-1963. The letter contained information about the school and had actual photographs of J.R. Reid School from 1962-1963.

The teachers, Mrs. Chambers and Mrs. Dobrescu, were planning to work together as part of the HALEP program, and upon receiving the letter and its contents, they found a very suitable and real topic of study to share within the grade 4 classroom. They began planning the unit by brainstorming and coming up with three essential questions/statements. First, a school and its community is a dynamic – growing, changing, developing – place. Second, by asking questions, we can narrow our research focus and gain knowledge in a specific area (the inquiry process). Third, we (the students) can use our interests and talents to communicate our understanding in a variety of ways.

Upon introducing the essential statements/questions to the students, the teachers shared the pictures and letter that Mr. Parr had sent to the school. The teachers activated their students by getting the students to explore the photos received from Mr. Parr, and generate questions from the photos, without the students ever knowing that the photos were actually of J. R. Reid School, playground and students from 1962-63. Next, the students investigated to find answers to their questions. The students asked questions such as, "Why do our classrooms only have two windows instead of nine?" "Why was the Union Jack flying on the flagpole?" "What happened to the wall that was in front of the school?" "What's with the railroad cars and train tracks just beside the playground fence?" Finding answers to their questions included surveying the J. R. Reid community by delivering letters to houses in the neighborhood, studying the photos and finding landmarks to use as reference points, inviting Mrs. Jean Curtis to speak to our class (former teacher at J. R. Reid and Mr. Parr's teacher exchange partner), sending emails, etc.

The teachers had the students study aerial photographs of the J. R. Reid area, taken in 1958, 1974, 1977, 1981 and a satellite image taken in 2010. These photos were provided by the City of Brandon Property Department. The students enjoyed finding their home and important landmarks on the photos of Brandon at various times in history.

The teachers contacted the Brandon Sun and were fortunate to have the Brandon Sun include Mr. Parr's grade 5 class picture in the Community News section of the Brandon Sun on Thursday, November 10, 2011. The teachers included a request in the caption of the picture, asking anyone who was in the picture or attended J.R. Reid at that time to contact them. So far, we have received responses from six people who were in that photo. The information they are sharing about J. R. Reid – the building, the students and staff has been fascinating!

The Teachers had the grade 4 students write journal entries in their HALEP journal to respond to their discoveries, guest speakers. In addition, the students have written letters to Mr. Parr and are hoping for a reply! As well, the students have used the divisional digital cameras to take their own photos of J. R. Reid School, and then created Comic Life collages of their favorite photographs. Next week they will be adding a 'process paper' to accompany their Comic Life collage, to explain their choice of photos and their reflections of J. R. Reid School. Lastly, the photos inspired the students to break into groups and carry out their own inquiry research based projects based on a topic of their choice. The topics chosen were: how the Canadian flag came to be; recreating J. R. Reid classroom and school - then and now; 60s fashion, food, music, and news. The projects were supported with primary and secondary sources of information and began with inquiry questions to focus their research. Each of the projects has an individual, class and whole school component. Presentations will include: blueprints, models, a fashion show, tasting a recipe from the 60s, creating a J. R. Reid flag, a talk show, a timeline, as well as written reports to help complete this integrated English Language Arts unit.

To wrap up the unit, we will continue collecting and sharing information sent to us from community members and students in Mr. Parr's grade 5 class. The class will also recreate the photos that Mr. Parr sent, in the same direction and position but with J. R. Reid the '2011 version'! Then, they will send the photos and copies of written memories to Mr. Parr, and add the information gathered and photos taken to the J. R. Reid archives. Lastly, the students and teachers hope to make a movie/slideshow of this unit – using photos from the 1960's, photos from 2011, and photos of the students' projects.

This is an example of quality teaching happening within J. R. Reid School.

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D. QUALITY SUPPORT SERVICES

QUALITY SUPPORT SERVICES AT ÉCOLE O'KELLY SCHOOL

Report prepared by Ms. Angela Voutier, Principal, École O'Kelly School

The main goals at O'Kelly School for 2011/2012 that relate to Quality Support Services school this year are in the areas of Numeracy and Literacy. The key accomplishments to date are as follows.

- Both committees met in October.
- Literacy Committee conclusions:
  - interested in maintaining successful activities like "I Love to Read Week", and "Family Literacy Night";
  - divided goal work into a three year plan;
  - request Divisional equity dollars to supplement guided reading resources at the early years level (e.g. Leveled Literacy for grade 2 and 3);
  - expand Aboriginal heritage and German reading resources; and
  - reiterate commitment to the use of the 6 Traits of Writing for new staff and ensure proper resources are available.
- Numeracy Committee conclusions:
  - math continuum developed last year has been revised and is ready to share with staff at next staff meeting;
  - introducing and encouraging the use of common language of problem solving strategies with students and staff – purchasing strategy posters for classroom display and reference;
  - still planning make and take days for resources; and
  - interested in pursuing the implementation of Mathletics, school wide. This is a interactive software program that follows the Manitoba curriculum, is assessed online, and can be worked on at home and at school.

E. ADMINISTRATIVE AND STATISTICAL INFORMATION

SUSPENSIONS

SCHOOL	NO./STUDENTS	NO./DAYS	REASON
Crocus Plains	10	5, 15, 20	Assaultive, Drug and Alcohol, Unacceptable
Neelin	1	10	Unacceptable Behaviour
Vincent Massey	4	5	Drug and Alcohol Policy

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) ENROLMENT UPDATE / OCTOBER 2011

The Brandon School Division Currently has 1163 English as an Additional Language (EAL) Students.

- 20 new registrations for the current school year were received in October 2011;
- 22 students left the Brandon School Division from October 1 – 31, 2011.

The number of new EAL registrations received to date for the 2011/2012 school year is as follows:

Month of Registration	Number of New EAL Registrations Received
August 2011	3
September 2011	188
October 2011	20
Total	211

The current school totals are as follows:

	Current Total	Students who have left the Division	EAL Discontinued (Stage 5+)
Alexander	0		
Betty Gibson	99	5	
Crocus Plains	142	11	1
Earl Oxford	62	1	
George Fitton	77	3	
Green Acres	19	1	
Harrison	1		
J.R. Reid	19		
King George	74	3	
Kirkcaldy Heights	24		
Linden Lanes	20		
Meadows	110	5	
Neelin	31	2	
New Era	143	8	
O'Kelly	9		
Riverheights	57	1	
Riverview	48		
Spring Valley	19		
St. Augustine	37	2	2
Valleyview Centennial	9	1	1
Vincent Massey	132	6	2
Waverly Park	31	1	
Total	1163	48	6

The number of students who left Brandon School Division from October 1 – 31, 2011 is twenty two (22).

Of the twenty two (22) students that left the Brandon School Division:

- four (4) moved within province;
- seven (7) moved out of province;
- one (1) left school due to age;
- five (5) moved back to their home country;
- four (4) were withdrawn as EAL; and
- one (1) is deceased.

Nine (9) students changed catchment areas within the Brandon School Division from October 1 – 31, 2011.

2. DIVISIONAL INITIATIVES

For Information ..... D. Michaels

A. QUALITY LEARNING/QUALITY TEACHING

STEERING COMMITTEE FOR IMPLEMENTATION OF POLICY 1001.2 "EDUCATIONAL SUSTAINABILITY IN STUDENT ACHIEVEMENT" / NOVEMBER 2, 2011

Our Committee met on November 2, 2011 to continue the work on confirming the end of grade 3 core and critical competencies in numeracy. An indepth discussion was held on the four strands of numeracy. The importance of end of third grade development in algebraic reasoning was discussed in-depth. T. Timmerman, Numeracy Specialist, addressed the significance of the achievement indicators in the understanding of increasing patterns and their foundational nature in the students' access to future secondary and post-secondary program.

Please see Appendix A for the "End of Grade Three Assessment – Brandon School Division for Numeracy".

Our next meeting is scheduled for December 8, 2011 at which time the end of grade 3 core and critical competencies in literacy will be reviewed.

B. QUALITY LEARNING

NEUROLEADERSHIP SUMMIT 2011 / NOVEMBER 8 – 10, 2011
"ADAPTIVE ORGANIZATIONS – BREAKING NEW GROUND IN OUR CAPACITY TO IMPROVE THINKING AND PERFORMANCE "

Part I - Background

This international summit was held in San Francisco, California, November 8-11, 2011. It brought together approximately three hundred fifty (350) people from a wide cross-section of professions very interested in the evolving field of student and exploration of NEUROSCIENCE. Twenty-four (24) countries were represented.

Neuroscience involves looking at leadership development and human performance improvement through the lens of understanding how the brain works. The purpose of this field of study/research is to help organizations of all types fulfill their potential through better understanding how the human brain functions, at an individual, team, and systemic level.

Neuroscience brings together the disciplines of psychology, psychiatry, physics, chemistry, biology, mathematics, language development, sociology, cognitive sciences, human relationships development, technology to focus on the interconnectedness of the brain's operation and how it creates knowledge across traditionally-organized fields of study. Essentially the focus is on why, how, what humans learn. This emerging field of study/research is integral and crucial to the advancement of education for ALL learners. Education is the complex process of human development and as such involves each human's intellect, emotions, social capacity, physical capacity, and relational capacity to other humans and the surrounding environment. Neuroscience enables us to connect thoughtfully and through research/study the operations of the brain to the processes of education. Given the advancing diversity of people's learning needs, styles, conditions, and preferences, understanding more about how human brains work enables us to address this diversity in our classrooms more effectively and efficiently.

Dr. David Rock is the founder of the neuroscience field of study (2006). He co-founded the NeuroLeadership Institute with neuroscientist Dr. Jeffrey Schwartz in 2007. International summits have been held since 2008. The objectives of the summits are to:

- create new connections between leadership and neuroscience academics, researchers and practitioners;
- develop new theories and practical applications of the science; and
- explore how business leaders can be educated in the neuroscience of leadership.

The theme for the 2011 Summit was "Adaptive Organizations", an exploration of what it takes for organizations, teams, individuals to adapt to the realities and forecasts of changing 21st Century environments. Within each session, time was allocated to explore the implications and applications of new research for adaptability. The sessions presented were organized within the frameworks of adaptive organizations, brain fitness, beliefs, future, neuro-politics, social brain, power of language, leadership, emotions, executive brain, organizational culture, leadership development, differential leadership, doing neuroleadership research.

Principals Chad Cobbe (École New Era School), Mathew Gustafson (Vincent Massey High School) and I attended the conference.

Part II - Session Summaries

- *Creating adaptive, resilient organizations* -
  Explore the deeper science behind what it takes for individuals or whole organizations to adapt to change.
  Daniel Siegel M.D. and Christine Williams – Mindsight Institute

- *The beliefs organizations should hold* -
  Our beliefs dramatically influence the world we perceive. Given that, what beliefs should organizations hold if they want to be more adaptive?
  Carol Dweck Ph.D. and Janet Van Huysse – Founders of Twitter

- *Neuropolitics* -
  Take a look at the big picture, the global trends and the deeper issues that we as a society face as brain technologies filter into daily life
  Jake Dunagan Ph.D. and Paul Brown Ph.D.

- *Why it is hard to think about the future and how to do it better* -
  A leading global futurist and a neuroscientist explore the essence of why prediction is so hard, and lay out ways we can improve our ability to read trends.
  Robert Burton M.D., Bob Johansen Ph.D. and David Rock D. Prof.

- *The importance of the social brain for leaders* -
  A leading social neuroscientist together with an executive from one of the most famous social networking firms in the world explore the deeply social nature of our brains.
  Matthew Lieberman Ph.D. and David Rock Ph.D.

- *The power of language and how to use it to drive change* -
  The language we use determines a lot about how we process the world. Explore the importance and impact of language for change with one of the key researchers in this area.
  Lera Boroditsky Ph.D.

- *The senior executive brain* -
  Discover the quirks of the brain that work against dealing with high levels of stress and massive volumes of information that is the daily grind of the senior executive.
  Jessica Payne Ph.D. and Stephen Thomas Ph.D.

- *The levers that drive organizational culture* -
  Explore fresh thinking about organizational culture through the lens of how the human brain interacts in large numbers.
  Dean Mobbs Ph.D., Sara Mathew and David Rock D.Prof.

- *Differential leadership: leadership across stages, ages, gender and culture* - Explore the importance of life stage, age, gender and culture in leadership research and leadership practice from several experts in this field.
  Paul McDonald Ph.D., Jessica Payne Ph.D., Yiyuan Tang Ph.D. and Jacqui Grey

Part III - Summary of Key, Relevant Learnings to Advance Quality of Education in Brandon School Division

Each session's presenters addressed current research studies and findings in each of the summaries noted above in Section II.

Part III of this report contains a summary of the key, relevant learnings from this NeuroLeadership Summit to advancing the quality of education in the Brandon School Division. Such advancement is to further our Strategic Goal for 2011 – 2014 "to ENGAGE 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**".

Key and relevant learnings include:

- Essential to focus on adaptive and resilient learners (students, adults) in developing greater integrative communication to stimulate the growth of the brain. Integrative communication honours differences amongst people; requires flexibility, not rigidity of thoughts and actions towards common goals.
- All participants in organizations (eg Brandon School Division) must be learners. Fixed mindsets are not useful, helpful, or healthy in advancing learning. Hard work and creative thinking makes people smarter over time. Emphasize passion for learning, team work, collaboration, mentorship.
- Emphasize "Neuro Power" – i.e. brain development for ALL people – new necessary skill sets for life today require increasing cognitive development; to strengthen democracy we must strengthen capacity of ALL people to learn.
- All learners need to be HEALTHY – physical, emotional, intellectual, social, spiritual.
- Leaders need to provide clarity of direction (what) while being flexible in the doing of the work (how).
- Our social brain needs ongoing development i.e. social connections with others to be healthy.
- Language enforces our important ideas re: survival and socialization.
- Culture of our organization (all parts) must provide ALL people with a positive, healthy environment – respect, care, courage, energy, excellence.
- All participants require learning experiences to build confidence and to manage themselves in health – require sleep, moderate stress, positivity, exercise, social support, proper nutrition.

Part IV – Concluding Remarks

Participating in this NeuroLeadership Summit was a very timely, stimulating, and encouraging personal/professional learning experience. It reinforced that our values and strategic work are well placed in advancing equitable quality learning opportunities for ALL learners. Our increasing capacities for flexibility, creativity, collaboration in our work will enable us to continue to advance the quality of learning for all people in our Division.

3. COMMUNITY CONNECTIONS

For Information ..... D. Michaels

NATIONAL NETWORK FOR EDUCATIONAL RENEWAL (NNER) ANNUAL CONFERENCE – MAKING EQUITY OF OPPORTUNITY AND ACCESS HAPPEN FOR ALL STUDENTS / OCTOBER 20 – 22, 2011 HARTFORD, CT

On October 20 – 22, 2011 Ms. Nancy Dane, Principal, Meadows School; Mr. Phil Vickers, Principal, Betty Gibson School; and Ms. Ingrid Gross, Staff Development Coordinator, Vincent Massey High School presented at the National Network for Educational Renewal (NNER) Annual Conference – Making Equity of Opportunity and Access Happen for All Students in Hartford, CT.

The following is a brief description of their presentation:

> *Quality education for all is a purpose worthy of our pursuit as educators and citizens living in democracy! The heartbeat of quality education is making equity of opportunity and access happen for all students. This presentation focuses on how to make that happen.*
>
> *Our NNER site's presentation provides actual "on the ground" work that is making equity of opportunity and access real for all students. The Brandon School Division and Brandon University are dynamic partners, together with Assiniboine Community college, in this purpose in Brandon, Manitoba (and region), Canada.*
>
> *The systemic challenges of quality education for all students are facing all educational institutions. We highlight five strategic areas of work to engage learners with:*
>
> - *English as an Additional Language*
> - *Differences and Challenges (in learner)*
> - *High Abilities*
> - *Aboriginal Heritage*
> - *Choices to Disengage*

The foundation for this engagement is our "Equity Policy" that provides the moral imperative so essential:

Educational "equity" refers most broadly to a condition of fairness with respect to educational opportunities, access, and outcomes for all people. As applied in education, the legal principle of "equity rights" provides that all students have a right to an education that maximizes opportunities to develop their knowledge, skills and attitudes as embedded in the mission statement of the Brandon School Division.

Outcomes of student learning K-12 in literacy and numeracy are illustrated to demonstrate the connection between the intentions and actions of our focus "making equity of opportunity and access happen for all of our students".

BRANDON COMMUNITY DRUG AND ALCOHOL EDUCATION COALITION MEETING / NOVEMBER 1, 2011

Present:

Addictions Foundation of Manitoba	Shirley Kendzierski
Brandon Friendship Centre	Gail Cullen
	Laura Moar
Brandon Ministerial Association	Reverend Paul Sakasov
Brandon School Division	Michael Adamski
	Terry Osiowy
	Mathew Gustafson
	Dr. Donna Michaels
	Lili Jardine
	Trustee Glen Kruck
	Trustee Linda Ross
Community Development Department	Richard Greer

Regrets:

Addictions Foundation of Manitoba	Julie Hockley
Assiniboine Community College	Caley Strachan
Brandon Chamber of Commerce	--
Brandon Police Service	Inspector Ian Grant
	Chief Keith Atkinson
	Constable Dave Scott
Brandon School Division	Craig Laluk
	Greg Malazdrewicz
Brandon Regional Health Authority	Jayne Troop
	Vanessa Hamilton
Brandon University	Karen Doty-Sweetnam
CFB Shilo	Lt. Robert Wuskynyk

Child and Adolescent Treatment Centre	Liz McLeod
Child and Family Services	Art Asham
City of Brandon	Mayor Shari Decter Hirst
Community Development Department	Esther Bryan
Evaluator	Rod Balkwill
Family Services and Housing	John Scott
Probation Services	Tanis Brugger
Teen Challenge	Reverend Jim Paulson
	Ron Yacuik

Welcome and Agenda Review

Dr. Michaels welcomed everyone to the meeting. Regrets were communicated from other members unable to attend. Review Minutes of Last Meeting; Measurements, Planned Actions and Frequency of Meetings; and Membership Turnout were added as agenda items.

Review of Coalition Meeting of March 3, 2011

T. Osiowy reviewed the minutes of the previous meeting. The following omissions were noted:

- under the report from Addictions Foundation Manitoba – a meeting will be set with Yvonne Block to discuss quicker action with treatment; and
- under the report from Brandon University – Aboriginals felt they were left behind with treatment services.

The minutes were approved with the additions as noted.

Review of Logic Model and Results Achieved to Date

Dr. Michaels reviewed the Project Goal(s) and Objective(s) from the original proposal to Federal Health.

Lili Jardine reviewed the current Community Drug and Alcohol Education Coalition Logic Model.

The Logic Model and Results Achieved to Date were discussed at length. The following key points were noted:

- Trustee Kruck – impressed with the increase of students participating in the Y-Revolution;
- Lili Jardine – the number of events that are directly drug or alcohol related is a sixty/fourty split. Fourty percent of events include guest speakers, contests, etc. that are drug or alcohol focused;
- Revered Sakasov – these are not “official” school events and hundreds of students are attending. Older students are working with younger students and are more focused –

encourages student engagement. A lot of skills are used by students to plan the events. It takes a lot of organization;

- funding was to run out the end of March 2012 and has been extended to the end of June 2012;
- Health Canada has indicated that the Coalition needs to work to find a way to sustain the Y-Revolution;
- Shirley Kendzierski – AFM is in favour of providing planning resources for prevention activities. They would not have any funds available to contribute;
- Dr. Michaels – noted it would take about $50,000 a year to sustain the Y-Revolution, less the monies that could be received through sponsorship;
- Trustee Kruck – in 2006 a survey was done to find baseline data. Have the same questions gone out? If we were able to demonstrate harm reduction, it may help with funding;
- Shirley Kendzierski – AFM's research unit has since been cut (2009). Yvonne Block has been working to get some of the resources back. AFM no longer has the capacity to complete another survey;
- Dr. Michaels – Brandon Regional Health Authority is working on a new survey to be administered next fall. Do we have any relevant information from the Student Engagement Surveys?;
- Mathew Gustafson – The Student Engagement Survey is part of a national survey, having national comparisons to establish baselines. There are questions on smoking, alcohol, marijuana and other drug use. These questions cannot be modified. Two multiple choice questions and one open ended question can be added to the survey;
- Trustee Ross – would Health Canada consider extending the funding;
- Dr. Michaels – in the last meeting with Health Canada, they acknowledged their support but couldn't commit to providing further funding;
- Terry Osiowy – if we compare data from three years ago we probably won't notice a huge change in the results as now there is more poverty, more student disengagement, more demographic changes. A focus on this initiative is students being engaged. The increase of students involved is a huge asset. We need to look at the project itself to see the benefits. Students involved in the Y-Revolution are achieving higher marks as well;
- Trustee Kruck – not a huge reduction – that was what the proposal was focused on – are they any ideas on how to reduce the harm of drugs and alcohol on students?;
- Terry Osiowy – the Student Engagement Survey is being used at each school to implement ideas to the school's specific needs;
- Trustee Ross – if we did another survey the data wouldn't be on a comparative base. We need to design research to pull out effective data while taking out the other factors such as poverty and demographic changes;
- Terry Osiowy – the compulsory school age has been changed from sixteen to eighteen years of age. This would have a significant impact as well;
- Reverend Sakasov – we can't expect to see a large shift in the results with the monies that we have available to work with;

- Dr. Michaels – it is important to determine to what degree we listen to the students to give us a baseline. The challenge is to determine to what degree the prevention has helped over the past years to help decrease the harm on students. The next step has to be to listen to the students to see if harm reduction has occurred;
- Shirley Kendzierski – there is no way to accurately measure what impact has been made on students. There was evidence of impact on students in the video that Lili showed. Students show that they are feeling valued. This project is speaking to middle school children which was a recommendation of AFM;
- Trustee Kruck – why can't we get posters to publicize and promote items such as "Turn in Your Drug Dealer – call Crime Stoppers";
- Mathew Gustafson – we receive some information on who is dealing. Dealers are not bringing drugs into the school. When we do find drugs it is usually for personal use; and
- Richard Greer – this is a long term project with long term solutions. Health Canada will require some specific outcomes – measureable outcomes. We can approach different areas for funding such as Youth Awareness Campaign (Federal grants). We are missing other components if we focus on drug reduction alone.

Setting Priority Directions for 2011/2012 Arising Out of Logic Model

It was agreed by the Coalition that a meeting will be set for early December to discuss. Merv Tweed, MP, will be invited to attend the meeting.

Partner Updates

Addictions Foundation of Manitoba
- has created a position for Prevention Directorate. Working on developing a prevention framework; and
- there have been a lot of staffing changes.

Assiniboine Community College – no report

Brandon Chamber of Commerce – no report

Brandon Friendship Centre
- majority of programs focus on drug and alcohol prevention;
- opening new apartments soon;
- are willing to do a presentation to the Coalition on what programs the Friendship Centre offers; and
- the FASD Program "Stepping Out on Saturdays" (respite Program) is running two Saturdays a month. There are still some spots available. The guideline is that children have to be part of a child care agency and have been diagnosed or show symptoms of FASD.

Brandon Ministerial Association – no report

Brandon Police Service – no report

Brandon Regional Health Authority (BRHA) – no report

Child and Adolescent Treatment Centre – no report

Brandon School Division Schools –

High Schools

Crocus Plains – no report

Neelin

- TADDD – Teens Against Drinking, Driving, Drugging – group has increased with a new teacher advisor. Neelin has a Y-Revolution group as well;
- SWAT – Students Working Against Tobacco Use Program is in place; and
- student feedback from the Tell Them From Me Survey was shared with the Coalition.

Vincent Massey

- NOT (Not on Tobacco) Program is being implemented; expanding on smoking cessation initiative. Ten sessions for students will be offered. Software is available that shows the aging process for smokers vs. non smokers.

Elementary/Middle Schools – no report

Youth Revolution Update – October 5, 2011

- report was given under Review of Logic Model and Results Achieved to Date.

Brandon University – no report

CFB Shilo – no report

Child and Family Services – no report

City of Brandon – no report

Community Development Department

- Richard was hired to move the 2010 City of Brandon Youth Plan forward. Programs include the Lighthouse Program;
- the City had a Youth Activity Centre in the summer, with a second location offered this year. An average of four thousand children attended;
- the City is developing a Youth Advisory Council, Youth Centre to open next year and be open year round; and

- is looking at hiring skate board park attendants.

Family Services and Housing – no report

Probation Services – no report

Teen Challenge – no report

Membership Turnout
Trustee Kruck noted that seventy five percent of the members were not in attendance. He would like to see better attendance at the meetings.

Next Meeting Date
TBD

CELEBRATING SAFE COMMUNITIES DAY – 2011 AWARDS LUNCHEON AND PARTNER SHOWCASE / NOVEMBER 8, 2011

Report prepared by Mr. Greg Malazdrewicz, Associate Superintendent

On November 8, 2011 Brandon School Division was awarded the Safe Communities Brandon and Area Ambassador For Safety 2011 Award, Community Service Partner on behalf of Safe Communities Brandon.

Safe Communities Brandon and Area nominates partners for Ambassador for Safety awards each year in conjunction with the national recognition program through Safe Communities Canada. Brandon School Division received the award based on the Passport to Safety™ program in Brandon School Division classrooms in the past year, in addition to Brandon School Division's other commitments to safety.

Safe Communities Brandon and Area partnered with each of the Brandon School Division's high schools to provide Passport to Safety™ education in workplace health and safety to grade 10 students through presentations and online tests integrated into their science or physical education and health classes. The time and effort committed by the school, including the provision of computer lab time, two hours of class time per student, and the support of the school principal and school based coordinator for the program were recognized as well.

Other commitments to student and staff safety, including the participation of the Work Placement Coordinator in the Young Worker Injury Prevention Committee, and many division-wide safety policies and practices were also recognized. Safe Communities Brandon and Area also noted the care taken to ensure that students were routed safely and efficiently to their schools, around washed out roads and evacuated neighborhoods, during the flood.

NUMERACY

End of Grade 3 Assessment
Brandon School Division

-DRAFT- (to be completed for end of November)

Algebraic Reasoning A

3.PR.1 Demonstrate an understanding of increasing patterns by describing, extending, comparing and creating patterns using manipulatives, diagrams and numbers (to 1000).

Needs Ongoing Help	Approaching Expectations	Meeting Expectations	Exceeding Expectations
☐ Demonstrates understanding of repeating patterns ○ Describes, reproduces, extends and creates repeating patterns using manipulatives, sounds and actions, pictorially and symbolically ☐ Demonstrates emerging skills with increasing patterns ○ Reproduces patterns ○ Describes or extends the pattern occasionally or inconsistently	☐ Demonstrates mastery of repeating patterns ○ Consistently and accurately connects repeating patterns to number relationships ☐ Demonstrates understanding of increasing patterns ○ Uses numbers less than 1000 ○ Describes and extends patterns, but does not create ○ Describes the pattern rule occasionally or inconsistently	**3.PR.1 – Achievement Indicators** ☐ Describe an increasing pattern rule that includes the starting point and a description of how the pattern continues. ☐ Identify the pattern rule of an increasing pattern, and extend the pattern for the next 3 terms. ☐ Identify and explain errors in an increasing pattern. ☐ Identify and describe various increasing patterns found on a hundred chart. ☐ Compare numeric patterns of counting by 2s, 3s,4s, 5s, 10s, 25s and 100s. ☐ Create a concrete, pictorial or symbolic representation of an increasing pattern for a pattern rule. ☐ Create a concrete, pictorial, or symbolic increasing pattern and describe the pattern rule. ☐ Solve a problem using increasing patterns. ☐ Identify and describe increasing patterns in the environment. ☐ Identify and apply the pattern rule to determine missing elements for a pattern. ☐ Describe the strategy used to determine missing elements in an increasing pattern.	☐ Demonstrates excellence in increasing patterns ○ Connecting patterns to everyday life and to various academic subjects ○ Identifying patterns with numbers larger than 1000 ○ Working with pattern rules other than repeating and increasing

Algebraic Reasoning B

3.PR.3: Solve one-step addition and subtraction equations involving symbols representing an unknown number.

Needs Ongoing Help	Approaching Expectations	Meeting Expectations	Exceeding Expectations
☐ Demonstrates emerging skills with equality ○ Uses the = and ≠ symbols inconsistently with concrete representations ○ Describes thinking/reasoning occasionally or inconsistently	☐ Demonstrates understanding of equality ○ Consistently uses = and ≠ symbols correctly with concrete representations in situations without unknowns (ie. 4 + 2 _____ 5 + 1 or 4 + 2 _____ 5 + 2) ○ Consistently uses = and ≠ symbols correctly with symbolic representations in situations without unknowns ○ Describes thinking/reasoning consistently	**3.PR.3 – Achievement Indicators** ☐ Explain the purpose of the symbol, such as a triangle or a circle, in an addition or subtraction equation with one unknown. ☐ Create and addition or subtraction equation with one unknown to represent a combination or separation action. ☐ Provide an alternative symbol for the unknown in an addition or subtraction equation. ☐ Solve an addition or subtraction equation that represents combining or separating actions with one unknown, using manipulatives. ☐ Solve an addition or subtraction equation with one unknown using a variety of strategies, including guess and test. ☐ Explain why the unknown in an addition or subtraction equation has only one value.	☐ Demonstrates excellence in equality ○ Describes thinking/reasoning consistently for equations with unknowns on both sides of the = or ≠ symbol ○ Describing thinking/reasoning consistently for equations with multiple unknowns

Number Sense A

3.N.2: Represent and describe numbers to 1000 concretely, pictorially and symbolically.

3.N.5: Illustrate, concretely and pictorially, the meaning of place value for numerals to 1000.

Needs Ongoing Help	Approaching Expectations	Meeting Expectations	Exceeding Expectations
☐ Demonstrates emerging skills with representing numbers ○ Represents, reads and writes numbers less than 1000 inconsistently or consistently with numbers less than 100 ○ Relies on concrete or pictorial representations ☐ Demonstrates emerging skills with place value ○ Relies exclusively on proportional representations	☐ Demonstrates understanding of representing numbers ○ Consistently represents, reads and writes numbers less than 1000 ○ Determines compatible number pairs for 20 or 50 ○ Uses proportional representations consistently and independently ☐ Demonstrates understanding of place value ○ Explain, and show with counters, the meaning of each digit for a 2-digit numeral with all digits the same ○ Uses non-proportional representations with support	**3.N.2 – Achievement Indicators** ☐ Read a 3-digit numeral without using the word "and". ☐ Read a number word (0-1000). ☐ Represent a number as an expression (300-44 or 20 + 236 for 256). ☐ Represent a number using manipulatives, such as base-10 materials. ☐ Represent a number pictorially. ☐ Write number words for multiples of ten to 90. ☐ Write number words for multiples of a hundred to 900. ☐ Determine compatible number pairs for 100. **3.N.5 – Achievement Indicators** ☐ Record, in more than one way, the number represented by proportional and non-proportional concrete materials. ☐ Represent a number in different ways using proportional and non-proportional concrete materials and explain how they are equivalent (351 can be represented as three 100s, five 10s and one 1 OR as two 100s, fifteen 10s and one 1 OR as three 100s, four 10s and eleven 1s). ☐ Explain, and show with counters, the meaning of each digit for a 3-digit numeral with all digits the same.	☐ Demonstrates excellence in representing numbers ○ Represents, reads and/or writes numbers larger than 1000 ○ Represents, reads and/or writes decimal numbers ☐ Demonstrates excellence in place value ○ Describes place value patterns and uses these patterns to make generalizations to numbers larger than 1000 ○ Records, in more than two ways, the number represented by proportional and non-proportional concrete materials (place value chart, expanded notation, standard form, words)

Number Sense B

3.N.10: Determine addition facts and related subtraction facts (to 18).

Needs Ongoing Help	Approaching Expectations	Meeting Expectations	Exceeding Expectations
☐ Demonstrates emerging skills with mental math strategies to determine facts ○ Limited application of strategies ○ Limited number of strategies ○ Limited transfer of strategies to similar situations ○ Needs support to select an appropriate strategy for a given fact ○ Inconsistently arrives at the correct answer with or without the use of a strategy	☐ Demonstrates understanding of mental math strategies to determine facts ○ Developing automation through the effective use of strategies and strategy selection ○ Transfers strategies to similar situations with support ○ Inconsistent use of the rule for adding and subtracting zero ○ Recall is not yet consistent	**3.N.10 – Achievement Indicators** ☐ Describe a mental mathematics strategy that could be used to determine a given basic fact, such as: ○ Doubles ○ Doubles plus one ○ Doubles take away one ○ Doubles plus two ○ Doubles take away two ○ Making 10 Commutative property ○ Addition to subtraction ☐ Provide a rule for determining answers for adding and subtracting zero. ☐ Recall doubles to 18 and related subtraction facts. ☐ Recall compatible number pairs for 5 and 10.	☐ Demonstrates excellence with mental math strategies to determine facts ○ Combines fluency, accuracy and the ability to clearly articulate strategies ○ Explains how multiple strategies could be used for the same fact ○ Extends fact strategies to numbers beyond 18