Report of Senior Administration to the Board of Trustees

September 14, 2009

A. Business Arising for Board Action

I. Presentations
II. Human Resources
III. Secretary-Treasurer
1. Rescind Motion 125/2009 1
2. Easement 1
IV. Superintendent of Schools
V. Senior Administration Response to Trustee Inquiries

B. Administrative Information

I. Presentations
II. Human Resources
1. Personnel Report 2
III. Secretary-Treasurer
1. Waverly Park Vandalism 2
2. Waverly Park Vandalism Continues 2
3. SMART Board / K-4 Computer Installation 2
IV. Superintendent of Schools
1. School Information
- Tools for Schools 3
2. Divisional Initiatives
- Focus of Superintendents' Work Plans for 2009/2010 3
- School Opening Meeting – August 31, 2009
"Providing All Students with Equitable Access to: Quality Learning, Quality Teaching, Quality Support Services" 4
- Senior High Access Committee Meeting – September 1, 2009 8
- Orientation Meeting for Teachers New to Brandon School Division – September 3, 2009 10
3. Community Connections
- 18th World Conference on Gifted and Talented Children – August 3-7, 2009 Vancouver, British Columbia 11
4. Correspondence
- Correspondence Received from Dr. Deborah C. Poff, President and Vice-Chancellor, Brandon University 20

A. Business Arising for Board Action

I. PRESENTATIONS

II. HUMAN RESOURCES

III. SECRETARY-TREASURER

1. RESCIND MOTION 125/2009

For Action.....G. Barnes

At the Regular Board Meeting on August 24, 2009 a Giving of Notice was presented to rescind motion 125/2009 regarding changing the words "Assistant Superintendent(s)" to now be "Associate Superintendent" throughout all policies. A motion to rescind motion 125/2009 is included in the agenda for Board consideration. Please call if you require further information in this regard.

2. EASEMENT

For Action.....G. Barnes

Correspondence has been received requesting an easement for the former Fleming School site. The easement would be for Manitoba Hydro, MTS Allstream and Westman Communications Group. Plans and drawings showing the proposed requirements were provided. Mel Clark, Director of Facilities & Transportation, has discussed this item with myself advising that it appears reasonable and he has no concerns. A Grant of Easement Agreement for The Manitoba Hydro-Electric Board, MTS Allstream Inc. and Westman Media Co-operative Ltd. has been provided for completion. It is recommended that the easement be approved and a motion has been included in the agenda.

RECOMMENDATION:
That the Chairperson and Secretary-Treasurer be and are hereby authorized to affix their signatures and the seal of the Division to the necessary Grant of Easement Agreement with Manitoba Hydro-Electric Board, MTS Allstream Inc. and Westman Media Co-operative Ltd. for the former Fleming School site.

IV. SUPERINTENDENT OF SCHOOLS

V. SENIOR ADMINISTRATION RESPONSE TO TRUSTEE INQUIRIES

B. Administrative Information

I. PRESENTATIONS

II. 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.

III. SECRETARY-TREASURER

1. WAVERLY PARK VANDALISM

For Information ..... G. Barnes

I have received correspondence from the Director of Facilities & Transportation advising of vandalism at Waverly Park School. There is a starburst looking break in the large window in Room 1, near the front door and a crack in the centre of the large window in the southwest corner well on the south side of the building. The breaks were noticed on Tuesday, August 25th so it is assumed the incidents occurred on the evening of Monday, August 24th, but it is also possible that it happened on the prior weekend. The incidents have been reported to the police.

2. WAVERLY PARK VANDALISM CONTINUES

For Information ..... G. Barnes

I have received correspondence from Mel Clark, Director of Facilities & Transportation advising of further vandalism at Waverly Park School. Sometime during the evening of Monday, September 7, 2009 vandals destroyed two (2) concrete picnic tables with attached benches worth $1,700 and broke a window in the sidelight of the music room door estimated at $150. Mr. Clark has spoken to the Brandon Police Service to request extra patrols at least twice during the summer, but the vandalism has not abated. Many of the broken windows appear to be caused by the decorative stone at the front of the school that was installed by Alternative Landscaping, hired by Parent Council. Mr. Clark has requested a price from Alternative Landscaping to replace the stone with a more inert type of ground cover, but has not as yet received an estimate. This has been reported to the Brandon Police Service.

3. SMART BOARD / K-4 COMPUTER INSTALLATION

For Information ..... G. Barnes

During the 2009/2010 Budget deliberations, the Board approved $100,000 for acquisition of SMART Boards and K-4 computers in the elementary schools. In addition

to the 18 SMART Boards purchased by the Division, individual schools purchased 38 SMART Boards from their school budgets. Presently five boards have been installed in three schools with the remaining 15 Division purchased SMART Boards being installed by September 30. The remaining 36 school purchased SMART Boards will be installed during the 2009/2010 school year with the requirement for contracted electrical services.

To increase the number of computers in K-4 classrooms from two to four, resulted in the purchase of 222 computers. To date 90 computers have been installed leaving 132 computers for installation. This process has taken longer than anticipated due to the installation of network cabling required for connectivity. The K-4 computer installations are to be completed by Christmas break. For replacement computers, 92 of 193 have presently been installed with the remainder to be completed throughout the 2009/2010 school year. Over the summer, ICT staff spent time to ensure all file and print servers were running on RAID protected hardware, as well as moving from Netware 5 to OES 2. This has delayed the installation of SMART Boards and K-4 computers.

This is provided as information. Please contact Brent Ewasiuk, Director of Management Information and Services Technology, if further clarification is required.

IV. SUPERINTENDENT OF SCHOOLS

1. SCHOOL INFORMATION

For Information ..... D. Michaels

TOOLS FOR SCHOOLS

On August 27, 2009 the Brandon School Division received 715 tote bags filled with school supplies as part of the "Tools for Schools" program, spearheaded by the United Way of Brandon and District. The tote bags were packed for early, middle and senior years students. The supplies were picked up and delivered directly to schools where they will be distributed by principals to students in need.

The Brandon School Division appreciates the United Way of Brandon and District and all community partners who contributed to our students' learning in such a generous manner. "Tools for Schools" makes it possible for many students to begin the school year with the necessary items to help them succeed. Thank you to "Tools for Schools" and all its sponsors for the continued support provided to the students of Brandon School Division.

2. DIVISIONAL INITIATIVES

For Information ..... D. Michaels

FOCUS OF SUPERINTENDENTS' WORK PLANS FOR 2009/2010

Attached as Appendix A is the document "Focus of Superintendents' Work Plans for 2009/2010", which provides information on the areas of focus for the work of Dr. Donna

Michaels, Superintendent of Schools/CEO, and Mr. Greg Malazdrewicz, Associate Superintendent, for the 2009/2010 school year.

This document has been prepared in accordance with Policy 6001: *Superintendent of Schools* and Policy 6002: *Associate Superintendent of Schools*.

SCHOOL OPENING MEETING, AUGUST 31, 2009
"PROVIDING ALL STUDENTS WITH EQUITABLE ACCESS TO: QUALITY LEARNING, QUALITY TEACHING, QUALITY SUPPORT SERVICES"

A.M. Professional Learning

On August 31, 2009 our 2009/2010 School Opening Meeting was held. Present were principals, vice-principals, consultants, coordinators, senior administrators. The morning session focused on the major ideas, research, and realities related to EQUITABLE ACCESS TO QUALITY LEARNING, QUALITY TEACHING, AND QUALITY SUPPORT SERVICES.

The recent research by the Canadian Education Association, *"What Did You Do in School Today?: Transforming Classrooms through Social, Academic and Intellectual Engagement"* was referenced together with the recent research by Howard Gardner, Cookson, Solomon 2007. The meaning and issues of EQUITY AS FAIRNESS AND SOCIAL JUSTICE was reviewed within the context of an exponentially and rapidly changing society. The presentation made by Dr. Michaels and Mr. Malazdrewicz is attached. Please see Appendix B.

The presentation was followed by small group discussion focusing on current issues of equity of access. Three questions were considered with the following issues:

1. What specific actions need to be taken in early, middle, senior years?
2. What type, extent of professional learning is required for #1?
3. What changes are required in school organizations for learning, structures, operations to facilitate improved student access?

Issues:

a) Intellectual challenges (K-12)
b) Learning disabilities
c) Aboriginal education
d) Inclusion of creative arts
e) Specialty support services for students ages 5-8 years
f) Students entering grade three with literacy skills equivalent to grade two or lower
g) Students entering grade 9 with literacy skills equivalent to grade 6 and lower
h) Inclusion of technology in learning
i) At-risk students (serious misbehavior)
j) English as an Additional Language
k) Grade 8 Electives

The following is a summary of the discussion and considerations:

A. At Risk Children and Youth

Specific Actions:

Senior High

- Off Campus at Neelin

Middle Years

- Continue Middle Years Student Support Program expansion; perhaps off site

Early Years

- Clear processes required, structured intervention needed for identification/programming
- Increased violence being evidenced amongst younger students

Changes

- Behavioural Consultant required to consult, coordinate

B. Students Entering Grade 9 with literacy skills equivalent to Grade 6 and lower

Specific Actions:

- Greater continuity of skills teaching and learning processes needed in elementary schools

Professional Learning Changes:

- Relevant professional development in pedagogy
- Grade group meetings (e.g. grade 6) required

C. Specialty Support Services for Students Ages 5-8 years

Actions:

- Continuation of equitable distribution of support resources; mentorship

Professional Learning Changes:

- In numeracy teaching and learning; in areas of early learning
- Need differentiated approach to professional learning and development
- Consistency in assignment of specialty teachers
- Assistive technology and required planning time

D. Inclusion of Technology

Actions:

- Enhancement of LAN K-12 required
- More electrical outlets
- Use of IPods et al – policy needed
- Address polarity of computers in classrooms vs. provision of labs
- Core applications good idea (e.g. Kidspiration); further development needed

Professional Learning:

- Much needed in utilizing of technology in learning
- Continue school-based plus Divisional sessions

Changes:

- Digital citizenship needs to be addressed

E. English as an Additional Language

Actions:

- Need to be more proactive in planning for reception of students
- Need for translators on site
- More integration of students into the general population
- Greater need for career counselling

Professional Learning:

- Access to more technology, e.g. SMART Boards
- Cultural education for staff and students

Changes:

- Assessment process to determine starting learning levels
- Well-established intake system

F. Creative Arts

Actions:

- Need for Divisional discussion re: 21st definition of creative arts
- Expand resources and investment
- Partnering with community groups in Brandon

Professional Learning:

- How creative arts can benefit student learning

Changes:

- Restructure time and space to incorporate creative arts
- Showcase our accomplishments

G. Early Years – Students entering grade 4 with literacy skills equivalent to grade 2 or lower

Actions:

- Have clear documentation re: students' needs
- Prioritize for most needy students
- Monitor each student's literacy process throughout year
- Improve reporting to parents

Professional Learning:

- Commitment to professional collaborative learning
- Reading Recovery teacher
- Better understanding of learning disabilities
- How to teach reading

Changes:

- Each school requires a literacy team (e.g. literacy support, resource teacher), speech language pathologist, principal, teacher librarian, academic support teacher) to have more of a strategic focus
- Establish earlier identification of students
- Access more

H. Learning Disabilities

Actions:

- Identify available resources for learning disabilities
- Consider being more judicious re: labeling

Professional Learning:

- More professional development re: learning disabilities
- How to identify students with learning disabilities

Changes:

- Establish common language across Division
- Assessment recommendations need more focus
- Involve parents

I. Aboriginal Students

Actions:

- Establish Aboriginal Consultant position

Professional Learning:

- Bridging the gap between cultures

Changes:

- Establish a much more concerted approach to the teaching/learning of Aboriginal students – currently a lack of Divisional focus

J. Students entering grade 3 with literacy skills equivalent to grade 2 or lower

Actions:

- Expansion of EAL has helped
- Coordinated assessments

Professional Learning:

- Use of non verbal assessment
- More collaboration "within school"

Changes:

- Provide increased flexibility for learning approaches
- Students' use of their own technology
- True outcomes based on learning organization

K. Grade 8 Electives (Art, band, home economics, industrial arts, French)

Actions:

- Are all the current initiatives relevant? Examine.

Changes:

- Offer other languages besides French

L. Intellectual challenges (middle years; senior years)

Actions:

- Continued and expanded support of EAL learners
- Continued training and development on differentiation of instruction and assessment

Professional Learning:

- EAL training and assessment collaboration
- Learning Support Services
- Support mentor teacher once a month, EAL, differentiated instruction and assessment

Changes:

- Provide flexibility in programming and support to do other options, i.e. Finding My Way
- Continued review of grade 7 and 8 options
- Continued dialogue on how we make things work with reduced resources
- Continued support of integrated technology
- Get away from chronological age as the setting

The content of this discussion will be incorporated into the finalized development of the Divisional component of the Strategic Plan. Specific items will be addressed by the Quality Learning, Quality Teaching, Quality Support Services steering committee.

P.M. Management Items

Several "school start-up" matters were addressed including: updates on teacher and support staffing, policies, teacher growth plans. The Pandemic Protocols related to H1N1 were reviewed in detail.

It was a very productive day with plenty of energetic enthusiasm and much humour.

SENIOR HIGH ACCESS COMMITTEE MEETING – SEPTEMBER 1, 2009

The initial meeting of the Senior High Access Committee for 2009/2010 was held on September 1, 2009. The focus of the meeting was the development of a strategic path for the Brandon School Division Senior High Program Review. The following is a summary of the meeting.

Background

As a follow up to the initial Board request for a Senior High Program Review, Spring 2009, the Senior High Access Committee, at its June 18, 2009 meeting, had an initial discussion regarding the scope, process, and timelines of the Review. It was agreed that these factors should be considered:

- comprehensive (including programs, courses, organizational structures, instructional strategies);
- inclusive in consultation, involving all constituents' voices;
- opportunity-focused for innovation, growth, development;
- learner-focused for increased student engagement, graduation rates, academic achievement;
- partnership-focused for improved community connections and learning support services opportunities; and

- equity-focused to strengthen the access of quality teaching, quality learning, quality support services opportunities for **all** students.

Discussion and Results

The Committee considered the purpose, scope, process, and timelines of the Review. In doing so the following factors were discussed in detail:

A. Focus review on quality of student engagement in learning in each subject discipline. Student engagement is a student outcome that is affected by what happens at home and at school. Family background is considered to have both direct and indirect effects on student outcomes, while classroom and school learning climate has direct effect on student outcomes.

B. The research on classroom and school effects has identified a number of classroom and school factors related to students' academic achievement, such as the quality of instruction, teacher/student relations, the disciplinary climate of the classroom, and expectations for academic success (for comprehensive review, see: Rutter, 1983; Sammon, Hillman, & Mortimore, 1995; Scheerens, 1992). Recent students have indicated that the teachers students have from year to year have a greater effect on the students' learning outcomes than the school they attend, and that this holds true at both the elementary and secondary levels. In statistical terms, this means that there is more variation in student performance among classrooms with in schools than among schools (Hill & Rowe, 1996; Mortimore, Sammons, Stoll, Lewis & Ecob, 1988; Scheerens, Vermeulen, & Pelgrum, 1989: Willms, 2000).

C. Two critical characteristics of successful schools are the effective use of class time, and teaching that is structured and adaptive (Scheerens, 1992; Slavin, 1994). The research also suggests that levels of student engagement vary among schools, and that some of the classroom and school factors associated with learning outcomes are also related to student engagement (Willms, 2003).

D. Results from the 2009 Canadian Education Association National Research Student Survey, *"What did you do in school today?"* stand to make an important contribution to this literature in at least three ways. First, the survey focused on student engagement rather than academic achievement, with an emphasis on social engagement, academic engagement, and the newer concept of intellectual engagement. Second, it placed greater emphasis on what is happening in classrooms rather than on school factors. And finally, it introduces the idea of *flow* (Czikszentmihalyi, 1991) as a classroom factor that allows us to understand the extent to which teaching practices are related to students' intellectual engagement.

   The study measured four dimensions of student engagement. These include two dimensions of social engagement (participation and sense of belonging); one dimension of academic engagement (attendance); and the newly defined dimension of intellectual engagement, as illustrated.

Student Engagement		
The extent to which students identify with and value schooling outcomes, have a sense of belonging at school, participate in academic and non-academic activities, strive to meet the formal requirements of schooling, and make a serious personal investment in learning.		
Social Engagement	**Academic Engagement**	**Intellectual Engagement**
A sense of belonging and participation in school life.	Participation in the formal requirements of schooling.	A serious emotional and cognitive investment in learning, using higher-order thinking skills (such as analysis and evaluation) to increase understanding, solve complex problems, or construct new knowledge.

Based on the consideration of the aforegoing it was concluded that the Review would:

1. be both a qualitative and quantitative research study that will review the following:
   a. profile of current programs and services;
   b. progress made on the implementation of the graduation study (2003-2005) recommendations; and
   c. ascertain degrees of student engagement in learning with respect to the criteria outlined in "three dimensions of student learning – sense of belonging; participation in the formal requirements of schooling; and a serious emotional and cognitive investment in learning, using higher-order thinking skills (such as analysis and evaluation);
2. utilize the formal student engagement survey obtained from the Canadian Education Association;
3. utilize the results of numbers 1 and 2 to address required changes at school-based and divisional levels to address quality learning, quality teaching, and quality support services; and
4. be a three year endeavour.

Sean Brown volunteered to contact the Canadian Education Association for the survey. It was a very productive meeting.

ORIENTATION MEETING FOR TEACHERS NEW TO BRANDON SCHOOL DIVISION – SEPTEMBER 3, 2009

On September 3, 2009, the annual orientation meeting for teachers new to the Brandon School Division was held. Thirty-seven teachers were in attendance. The program

focused on essential information on the direction and operations of the school division. Topics reviewed were as follows:

- Overview of School Division Direction and Organization
  - Mission and Vision
  - Strategic Plan
  - Organizational Framework
- Teaching for Excellence in a Learning Community
- Policy Information (Reference Manual, Public Schools Act)
- Technology
- Student Support Services
- Human Resources/Benefits
  - Director of Human Resources
  - Payroll/Benefits Officer
  - Teacher Mentorship Program
- Teaching in Brandon School Division Q & A
- Lunch with Experienced Teachers

It was a most productive meeting.

3. COMMUNITY CONNECTIONS

For Information ..... D. Michaels

18TH WORLD CONFERENCE ON GIFTED AND TALENTED CHILDREN, AUGUST 3-7, 2009, VANCOUVER, BRITISH COLUMBIA

The Brandon School Division was represented at this important conference.
Ms. R. Coey, Trustee; Dr. D. Michaels, Superintendent of Schools/CEO; Mr. B. Shamray, Principal; and Ms. Cory Nevill, Literacy Specialist were in attendance.

I. Keynote Speakers

1. Dr. Joseph S. Renzulli, Director
   The National Research Center on the Gifted and Talented
   University of Connecticut, USA
   "The Empire Strikes Back: Redefining the Role of Gifted Education for the Twenty-First Century"

   Dr. Renzulli has been a leader in the field of gifted education and an innovator throughout the world in the development of such skills as creativity, higher-level thinking, problem-based learning, and curricular enrichment and acceleration. General education, however, is now adopting these twenty-first century learning skills for all students, and so we must examine, once again, what is unique about gifted education – what theories and pedagogy have particular relevance to students with the highest potential for fulfilling the leadership roles that will be played by gifted young people in the twenty-first century.

Dr. Renzulli began his presentation with this quotation as each one of us is addressing unprecedented change:
"You must be the change you wish to see in the world." (Ghandi)

Dr. Renzulli highlighted the following points in his presentation:

A. RE-EXAMINE THE PURPOSE OF GIFTED EDUCATION IN THE AGE OF TECHNOLOGY
   - Today's kids are digital learners – consume, remix and share material with each other.

B. THINK ABOUT NEW DIMENSIONS OF DIFFERENTIATION
   - Teaching/learning styles
   - Expression styles
   - Classroom organization
   - Grouping and regrouping

C. DEFINE 21ST CENTURY SKILLS AND REPLICATING BEST PRACTICES IN USING REVERSE ENGINEERING APPROACH TO DUPLICATE WORLD WIDE BEST PRACTICES
   - E.g.: "Open up the world instead of running the hampster's wheel of nothingness"
   - All kids <u>must</u> develop critical and creative thinking skills
   - 21st century – NOW – use metacognition skills; intelligence outside the normal curve

D. MUST DESIGN FAIR AND EQUITABLE IDENTIFICATION OF GIFTEDNESS
   - "We construct ourselves through our experience – It's not who you are, it's what you do."

E. TWO TYPES OF GIFTEDNESS
   - High achieving giftedness
   - Creative/productive giftedness

F. THE ONLY WAY WE WILL EVER SOLVE THE EQUITY ISSUE
   - Focusing on the PACE of the regular classroom
     Slow ⟶ fast continuum

G. LEARNING THEORY

Continuum of Learning Theories

Deductive, Didactic & Prescriptive →→→→→→→→ Creative, Original Thinking

Need:
- Real Mentorships
- Mentors in Print, e.g. "Kids Guide to Social Action"

- Focus Curricular Experiences on investigative skills
- Teach Kids the Research Process

H. INTELLIGENCES OUTSIDE THE NORMAL CURVE
- "A good head and a good heart"
- Ethics, morality
- Social Capital "giving of yourself and expecting nothing in return"
- Romance with a topic or discipline
- Courage
- Vision/sense of destiny

I. A NEW THEORY OF KNOWLEDGE
- JIT "Just in Time" knowledge – moving beyond didactic/prescriptive thinking to "where can I find new information to solve my problem"

2. Dr. Lannie Kanevsky, Director
Field Programs, Faculty of Education
Simon Fraser University, British Columbia
"Dreams of Development: The Process of Becoming"

In her presentation Dr. Kanevsky addressed the tremendous contribution Dr. Lev Vygotsky (1896-1934, Russia) made to the understanding of development of children. Specifically she spoke to Vygotsky's teachings regarding the giftedness of children. The key points of her presentation are:

- "Life is in the process of becoming, of learning, of nurturing and actualizing one's potential.
- What do we expect students to become when we design school programs and create curriculum?
- Vygotsky's developmental theory was woven together with research findings and educational practices to explain and describe what can and should underlie the education of gifted and talented children.
  - The zone of proximal development (ZPD) is the place where learning and development meet and energize the continual transformation of promise to accomplishments.
  - The social and educational dynamics of life in the ZPD have fascinating implications for our efforts to design differentiated-learning experiences and understand the consequences of such experiences for students who are on their way to becoming writers, and scientists, and artists, and mathematicians, and so much more.

The developmental system of education focuses on the student taking charge of his/her education; student self-learning. Identify gifted students for <u>educational</u> purposes not for labeling. Vygotsky's zone of proximal

development (ZPD) emphasizes that gifted education requires a combination of intellect, challenge, interest, and volition.

3. Dr. Jack A. Naglieri
   George Mason University, Fairfax, USA
   "Identification of Gifted Children Using Nonverbal Ability Tests: Cross-Cultural and Linguistic Advantages"

   Dr. Naglieri's presentation focused on several of the issues related to the identification of gifted children. He differentiated between ability and achievement; ability referring to the innate characteristics of being able to understand, apply, learn (gifted) while achievement refers to accomplishments (talented).
   - Identification of gifted children can be accomplished using a measure of ability.
   - IQ tests contain content that require acquired knowledge and, therefore, smart children with limited educational opportunity are less likely to be identified.
   - The history of traditional IQ was examined and the advantages of using a nonverbal measure of general ability was illustrated using findings from the Naglieri Nonverbal Ability Test (NNAT2) and other tests like it.
     - This test, like other nonverbal measures of ability, evaluates general ability without requiring the child to know a specific language or have previous academic skills; yet, it is predictive of scholastic success.
     - After identification, instruction will have to be tailored to the intellectual and academic levels of the children.
     - This approach will help educators improve the academic accomplishments of many children, especially those from diverse cultural and linguistic backgrounds."

4. Robert McLellan Bateman
   Artist and Naturalist, Canada
   "Kids, Nature, and the Future"

   Artist, lecturer, and naturalist, Robert Bateman is a tireless proponent of the benefits of getting children out into nature to experience, first hand, (as opposed to electronically) the natural world and become fascinated by it. Study results have proven that a multitude of the ailments experienced by today's children, such as obesity, substance abuse, and behavioural aberrations, can be improved by exposing such children to the natural world on a regular basis.

"We are in interesting times…not all of them negative…some very positive opportunities. We need really, really resilient leaders. The future will NOT be like the past! We're going to have a small future." Quoted from Shumaker: "The real problems facing the planet are not economical or technical. It's philosophical as unbridled materialism is destroying our world." This philosophy can't be self-indulgence. It can be based on fantasy or virtual world but in the real world. Get our kids turned on by reality! Reality is beautiful! But we need to pay attention to our teens and where we're all going! Since 1955 our teens have been turned into a different species through consumerism, drugs, and alcohol, stimulation by violence. The dopamine rewards are incredible! Our teens are pursuers of excitement in food, sex and violence. They are a very manipulated population. During the most vital time of their development teens are turning to self-indulgence. A lot of sad things are attached to this self-indulgence, e.g. bullying, obesity, diabetes, ADHD, etc.

Reference was made to a biological study in herring gulls who were over stimulated, to die. This over stimulation is seen in our teens. Our society has created "homo-sapiens teenager consumerism". This has led to anti-intellectualism, anti-rationalism, and low standards.

A "sense of place" is being lost as the younger generation is living more and more in a world of virtual reality.

We've dug ourselves into a deep hole of over production and under production with industrialists saying "dig deeper." We need to increase more meaningful work with lowering production.

We don't know what's ahead – what are our politicians doing? Where is our canoe on the rapids going?

Yet – there are some great movements to save our kids and our world. Referenced book 'Last Child in the Woods" (Louv, Richard) covers kids becoming environmentally deficit. Kids need to play outside. Adult supervision is needed inside (with the computer), not outside with natural play. "There are more internal than external predators." More resource needs to go into outdoor, ecological environmental education. This is true character development and humanizing. Every family should go on a half-day hike in nature every weekend. This would help reduce the liability issues for outdoor education.

Mr. Bateman illustrated very positive messages of life using two of his paintings. One was of a "lurking leopard", the other of his two sons. Both spoke to the beauty of the human's beautiful relationship with life.

"Lives are transformed by human interaction with the environment!"

II. Sessions

1. "Global Impact: A Nation Deceived Translated into Seven Leading Languages" by Nick Colangelo, Susan Assouline, and Maureen M.A. Marron; Belin-Blank Center for Gifted Education, University of Iowa, USA

   - A Nation Deceived: How Schools Hold Back America's Brightest Students (Colangelo, Assouline, & Gross, 2004) has altered the acceptance and perception of academic acceleration as an intervention for gifted students.
   - This report highlighted the disparity between the research on acceleration and the educational beliefs and practices that often run contrary to the research.
   - Although the focus of A Nation Deceived was the failure of America's school system, survey results indicate strong global interest.
   - In response to this global interest, A Nation Deceived has been translated into seven of the world's leading languages (Arabic, Chinese, French, German, Japanese, Russian, and Spanish) and is available online at no cost.
   - The data on the international response to and impact of each translated version was discussed in this session.

2. "Remember the Alamo: Why and How Politicians and Academics Retard Gifted Education" by Jean-Jacques Bertschi; Talenta School, Zurich, Switzerland

   The founders of Talenta School Zurich, a practical and successful example of gifted education, have been active in parliament, administration, and the Institute of Education, and as parents and teachers. Consequently, they are entitled to report and categorize their broad, everyday experience with politics, law, school administrations, and universities. The main results are quite universal.

   - Dr. Bertschi use the "Remember the Alamo" to illustrate why and how politicians and academics retard gifted education. <u>Every child has a right to learn</u>; yet many children do not learn or find their way because the needs of gifted and talented are not addressed.
   - Emphasized the importance of being more open to more concepts, e.g. grouping for instruction.
   - Politicians tend to diminish gifted and talented education because they represent only 2% of population, therefore, not worth the expenditure of public monies; not considered to be efficient or effective.
   - Potential in the intellectual development not an area of advocacy or general interest in politics.
   - Few studies make a comparison between models: segregation and inclusion. "If models are wrong prove them in practice."

3. "A District Takes the Lid Off: Systemic Policy Reform Shapes Gifted Education" by Pamela Keel; Adams School District 50, Colorado, USA

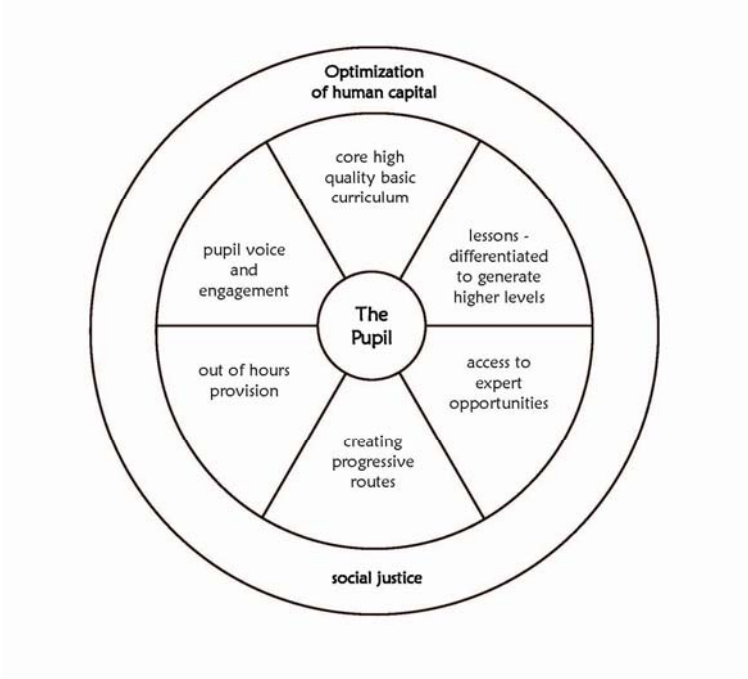
   School districts across the US are trying to improve the opportunities for gifted students to maximize their potential, but few have taken as radical an approach as Adams 50. The 10,000-student district in the metropolitan Denver, Colorado area is at the forefront of a new standards-based educational approach that will take the lid off by opting for a wholesale reinvention of itself, rather than the usual incremental reforms. The Adams 50 Standards-Based Education Change Model includes critical, systemic steps, namely, anchoring new approaches in the culture of gifted education; establishing a guiding coalition; communicating the change vision; and empowering employees for broad-based action. We invite you to hear about our district's reform to address the needs of our gifted students with urgency.

   Pamela emphasized the following points based on the above description:
   - Reshaping not done to meet needs of gifted kids but the needs of all kids; came as a result of negative history (72% of 10,000 children living in poverty and poor achievement). Which of these children have latent potential?
   - "Our District has eliminated grades to provide appropriate academic development according to learning needs. Kids move at their own pace to <u>master</u> key concepts; skills to move to the next area.
   - "No more kindergarten to grade 12."
   - "Now we have 10 levels" which are personalized learning opportunities. Beyond level 10 students have an opportunity to pursue further studies in college, university. "This is our approach to gifted and talented education."
   - Using a growth model (State of Colorado) in student assessment and evaluation.

4. "Customizing Eyre's English Model: Implementation in Different Countries" by Dr. Deborah Eyre; University of Oxford, United Kingdom

   Eyre's English Model is a theoretical template for making gifted education an integral part of general education systems. In presenting her model Dr. Eyre emphasized the relationship of the model to the very rapid context of global change.
   - Research on factors leading to educational and lifetime success indicate that cognitive ability is merely <u>one</u> measure and not necessarily the best predictive measure.
   - 21st Century society is complex. It needs <u>more</u> young people capable of achieving high levels of attainment than would be generated via the traditional gifted programs.

- Eyre's Model focuses how we put the conditions in place to extend high levels of achievement amongst more students. It is designed to nurture giftedness and creativity through a two pronged approach.
  - Creating the educational conditions that encourage giftedness.
  - Creating the support for all children and advanced opportunities.



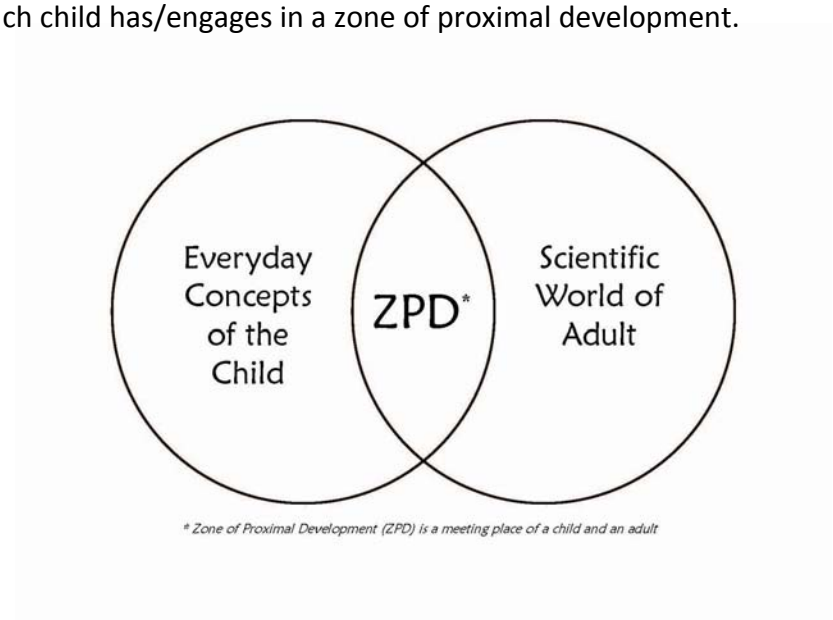
5. "School Improvement through School Self-Evaluation"
   by Linda Prestidge, Jeremy Reynolds, Louise Sliwa, Johanna Raffan;
   National Association for Able Children in Education (NACE), United Kingdom (England)

   The presentation focused on a current school improvement model currently being implemented in England and Wales.

   Six years ago, the National Association for Able Children in Education (NACE) developed a School Self-Evaluation Framework for Schools and Local Authorities to support provision for able, gifted and talented pupils. More than 6000 schools in England are using the Framework, as well as 3000 schools in Wales, which shows how the process can be adapted in other countries with different education systems. This session looked at how the self-evaluation process enables schools to develop and improve provision, not just for able, gifted and talented pupils, but for all pupils. Case studies were presented that showed evidence of school improvement. We also looked at the use of the pupil voice, the challenge in the classroom, the raising of teachers' expectations, the changes in the school culture, the cooperation of parents, and the impact on the community.

6. "Teaching Giftedness through 'Keys to Learning': Vygotskian Developmental Cognitive Curriculum – Early Years (3 to 6 years of age)"
by Dr. Galina Dolya; Vygotskian Developmental Educational Centre, Key to Learning, United Kingdom

Dr. Dolya's presentation focused on the application of Lev Vygotsky's theory of child development in relationship to learning. Essential to Vygotsky's teachings each child has/engages in a zone of proximal development.



- The Developmental Cognitive Curriculum is a unique educational program, the result of more than 50 years of research into the practical application of Vygotsky's ideas about teaching and learning.
- It has led to the development of principles, curriculum content, and methods aimed at developing the trio of general learning abilities of young children (ages 3 to 7), namely, communicative, self-regulative, and cognitive.
- Children construct object-based, graphic, and motor models independently and use them for solving cognitive problems.
- The method develops symbolic literacy and introduces different psychological tools: signs, symbols, maps, diagrams, models, plans and, above all, language.
- This approach makes it possible to increase the developmental effect of education and its influence on the development of cognitive abilities substantially.
- It helps children to become independent learners.
- It teaches giftedness.
- Findings from a three-year study evaluating the effectiveness of this curriculum in UK preschools were presented.

Inherent in the application of Vygotsky's teachings is that the child's engagement in learning through play is essential; play that is happy, fun, interesting, purposeful and stimulating. Engage children in:

- self-regulation routines, e.g. listen, pair, share. External mediators are used; mental tools that the child incorporates into his/her own activity, e.g. "editor's writing glasses".
- communicative activities to develop their abilities, e.g. collaborative work groups.
- cognitive activities beginning with concrete symbols moving to abstract ideas and concepts.

4. CORRESPONDENCE

For Information ..... D. Michaels

CORRESPONDENCE RECEIVED FROM DR. DEBORAH C. POFF, PRESIDENT AND VICE-CHANCELLOR, BRANDON UNIVERSITY

The attached letter (Appendix C) has been received from Dr. Deborah Poff, expressing her pleasure regarding the selection by the National Network for Educational Renewal of Brandon School Division and Brandon University as the 2009 recipient of the Nicholas Michelli Award for Promoting Social Justice.

Respectfully submitted,

Dr. Donna M. Michaels,
Superintendent of Schools/CEO

Appendix A

BRANDON SCHOOL DIVISION
1031 – 6TH STREET BRANDON MB R7A 4K5

Memorandum

To: Principals, Vice-Principals
Administrators, Coordinator, Consultants

From: Dr. Donna M. Michaels, Superintendent of Schools/CEO
Mr. G.E. (Greg) Malazdrewicz, Associate Superintendent

Date: August 31, 2009

Re: **Focus of Superintendents' Work Plans for 2009/2010 (revised)**

The purpose of this memorandum is to inform you of the focus of our work plans for 2009/2010. The preparation has been done in accordance with Policies 6001, 6002, Divisional Strategic Plan, and Board of Trustees' Governance Goals.

I. BOARD OF TRUSTEES

D. Michaels, Superintendent of Schools/CEO:

- semi annual reports on implementation of Divisional Strategic Plan (December 2009; May 2010)
- Divisional Annual Educational Results Report for 2008/2009 (October 2009)
- operational/administrative reports on development of a learning disabilities center (February 2010 for 2011); future design of Middle Years Student Support Program (December 2009); review of senior high programming (January 2010)
- regular semi-monthly reports
- student achievement reports
- Senior Admin support for Board Committees: Education, Policy Review, Personnel, Futures and Liaison, Finance
- implementation of French Milieu Program

G. Malazdrewicz, Associate Superintendent:

- report on longitudinal assessment of student cohorts to determine nature of growth (K-4; 5-8; 9-12 in ELA and Math)
- reports on resource allocations in student support
- Superintendent's Office support for Board Facilities/Transportation Committee

II. LEADERSHIP

A. Supervision of Schools

D. Michaels
- Alexander
- Betty Gibson
- Earl Oxford
- Green Acres
- Harrison
- J.R. Reid
- King George
- New Era
- St. Augustine

- Neelin High School
- Crocus Plains Regional Secondary School

G. Malazdrewicz
- George Fitton
- Kirkcaldy Heights
- Linden Lanes
- Meadows
- O'Kelly
- Riverheights
- Riverview
- Spring Valley
- Valleyview
- Waverly Park

- Vincent Massey High School

B. School Development Plans
- review with Principals during school visits; emphasis on evidence of quality teaching, quality learning (student engagement) and student achievement
- mid-year review and reports (end of February 2010)
- June review of draft SDPs for 2010-2011
- meetings with individual school staffs to discuss school development in quality learning (October 2009 to February 2010)

C. School System Development

D. Michaels – supervision, monitoring, assessment of:
- implementation of Board Policies
- school-based development supported by central departmental operations
- implementation of strategic goals and directions (QT, QL, QSS) to advance student achievement; including specific initiatives in Early Years, Middle Years, and Senior Years education

G. Malazdrewicz – supervision, monitoring, assessment of:
- implementation of school-based resources
- implementation of learning support services model

III. STRATEGIC PLANNING

D. Michaels:
- overall supervision, monitoring of implementation of Strategic Plan
- work with Quality Teaching, Quality Learning Steering Committees
- preparation for Annual Update – April 2010, and initial preparations for Review – April 2011

G. Malazdrewicz:
- work with Quality Support Services Steering Committee

IV. ORGANIZATION AND OPERATIONS

D. Michaels:

- Divisional initiatives in Early Years, Middle Years, Senior Years (including Senior High Access Committee; emphasis on review of senior high programs and articulation of middle years and senior years)
- supervision of Human Resources Department; Management Information and Systems Technology Department
- Chief Executive Office operation
- implementation of Policy 4044: *Appropriate Educational Programming*
- Strategic Leadership Council (SLC)

G. Malazdrewicz:

- Divisional direction to schools in areas of operation; school suspensions and level 2 appeals
- supervision of Learning Support Services Department / initiative in initial implementation; Divisional Learning Support Services meetings
- implementation of Policy 4044.1: *Divisional Learning Support Classrooms Appropriate Educational Programming;* review of IEPs for all students in LAC, LS, SSP
- Research, Assessment and Evaluation Services

V. DIVISIONAL STAFF

D. Michaels:

- administrative staffing
- teacher leadership development initiatives
- Principal Preparation Program
- principal work/growth plans
- support for Human Resources Department work in support staff development
- Learning Community meetings for all Administrators
- support for Divisional Wellness Committee
- principal evaluations
- senior administrator evaluations

G. Malazdrewicz:

- teacher staffing
- allocation of educational assistants
- principal evaluations

VI. POLICY AND PROGRAMS

A. Programs – Divisional direction and support in:

D. Michaels:

- Creative Arts (including Fine Arts, Music, Choral, Drama)
- French (Second Languages)
- High Ability Learners Enrichment Programming (HALEP)
- Middle Years Student Support Program
- Literacy (including Reading Recovery, Literacy Support, Early Years, Grade 3 to Grade 4 Transition, Senior Years English Language Arts)

- Social Studies
- Technology in Learning
- International Baccalaureate
- Advanced Placement
- Libraries (learning resource centers)

G. Malazdrewicz:

- English as an Additional Language (EAL)
- Aboriginal Education
- Numeracy
- Sciences
- Physical Education
- Vocational Education
- Student Support Programs (including Early Years SSP)

B. Policy Development

D. Michaels

- Equity
- Literacy
- Consultation
- Literacy
- Standards of Resources Allocation
- Principal Evaluation (continued review of procedures)
- Defined Autonomy / Decision Making

G. Malazdrewicz

- Curriculum Implementation
- Numeracy
- Off-Site #4001 (review)

VII. PARENTS AND COMMUNITY

D. Michaels:

- School Division/Parent Liaison Committee
- Partnerships with:
  - Brandon University
  - Assiniboine Community College
  - Brandon Regional Health Authority
  - Child and Family Services of Western Manitoba
  - Brandon Chamber of Commerce
- Community Drug and Alcohol Education Coalition
- Brandon Healthy Schools Coalition
- Art Gallery of Southwestern Manitoba
- Learning Disabilities Association of Manitoba

G. Malazdrewicz:

- Partnerships with Aboriginal Organizations (e.g. Brandon Friendship Centre, Manitoba Métis Federation)
- contact with parents through Policy 4044.1

VIII. FINANCIAL OPERATION

D. Michaels:

- preparation and communication of educational requirements information for development of 2010/2011 operating budget
- Strategic Leadership Council input for development of 2010/2011 operating budget
- Superintendent's Office operating budget
- Teacher allocations

G. Malazdrewicz:

- professional development funds
- school-based accounts
- Educational Assistant allocations

IX. EDUCATIONAL DEVELOPMENTS (RESEARCH)

D. Michaels:

- Influence of School Development Planning on Student Learning
- School System Development focusing on Student Learning and Achievement
- Learning Disabilities
- Quality Learning

G. Malazdrewicz:

- 21st Century Learning: Alternative Models
- Equity

If you have any questions or seek clarification about the contents of this communication please contact us.

Thank you.

(original signed by ...)

Dr. Donna M. Michaels
Superintendent of Schools/CEO
/ls

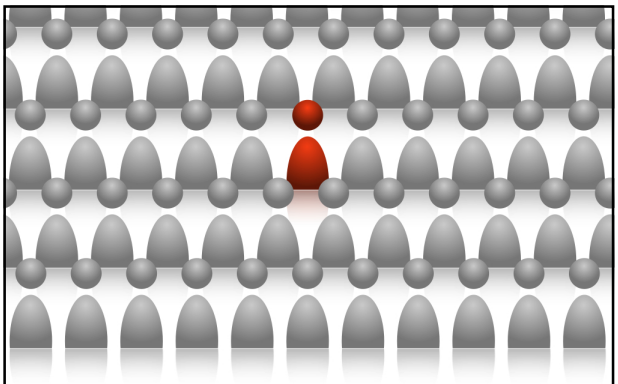
(original signed by ...)

Mr. G. E. (Greg) Malazdrewicz
Associate Superintendent

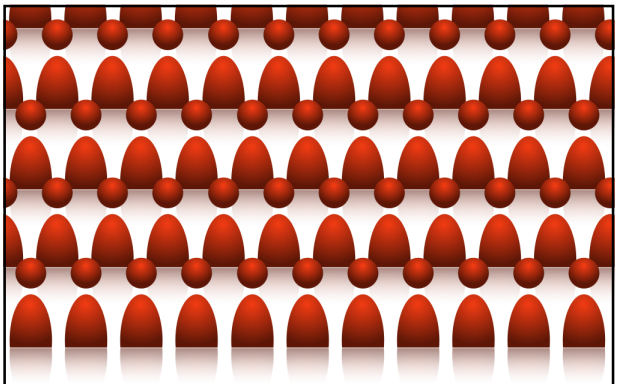
c: Senior Administrators
Executive Assistants
Executive Secretaries

DID YOU
KNOW

Sometimes size
does matter

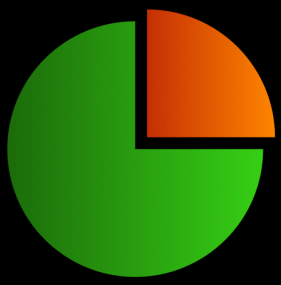


If you're one in a million in China...



...there are 1,300 people just like you

The 25% of the population in China
with the highest IQ's...



...is greater than the total population
of North America.

In India, it's the top 28%

Translation:

They have more honors kids
than we have kids

DID YOU
KNOW

China will soon become the number one English speaking country in the world

If you took every single job in the U.S. today
and shipped it to China...

...China would still have
a labor surplus

During the course
of this presentation...

60 babies
will be born in the U.S.

244 babies
will be born in China

351 babies
will be born in India

The U.S. Department of Labor estimates that
today's learner will have 10-14 jobs...

...by the age of

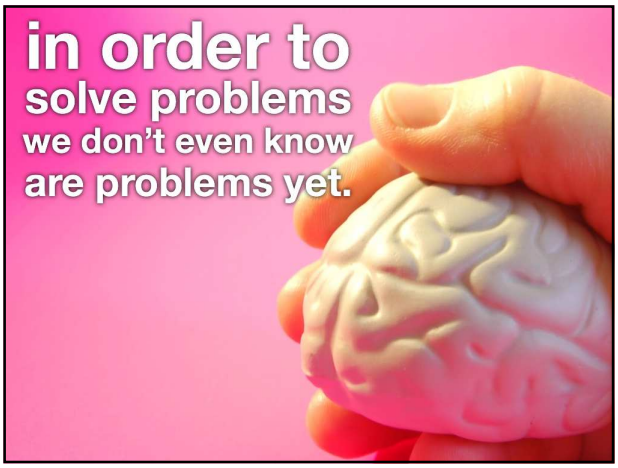
38

1 out of 4 workers today
is working for a company they have been
employed by for less than one year

more than 1 out of 2
are working for a company they have
worked for for less than five years.

According to former
Secretary of Education
Richard Riley...

...the top 10 in-demand jobs in 2010
did not exist in 2004



POP QUIZ
Name this country...

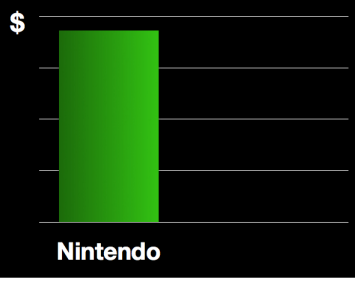
- ✓ Richest in the world
- ✓ Largest military
- ✓ Center of world business and finance
- ✓ Strongest education system
- ✓ World center of innovation and invention
- ✓ Currency the world standard of value
- ✓ Highest standard of living

England... in 1900

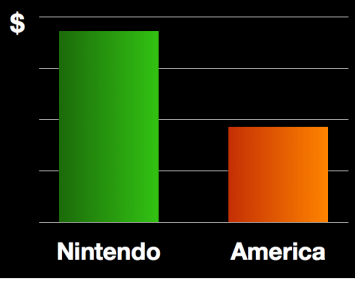
DID YOU KNOW ?

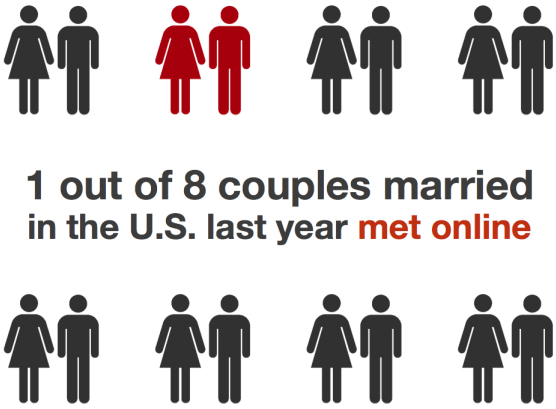
The U.S. ranks 20th in the world in broadband internet penetration

In 2002 Nintendo invested
more than $140 million
in research and development.



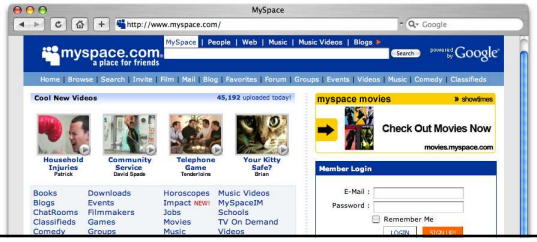
The U.S. Federal Government spent
less than half as much
on Research and Innovation in Education.





1 out of 8 couples married
in the U.S. last year **met online**

There are over **106 million** registered users of MySpace
(as of September 2006)



If MySpace were a country,
it would be the **11th-largest in the world**

(between Japan and Mexico)

The average MySpace page is visited **30 times per day**

DID YOU KNOW ?

We are living in exponential times

There are over 2.7 billion searches performed on Google each month

To whom were these questions addressed
before Google?

The number of text messages sent and received every day
exceeds the total population of the planet

There are about 540,000 words
in the English language...

about 5X as many as
during Shakespeare's time.

More than **3,000** new books are published every day

It is estimated that a
week's worth of New York Times...

...contains more information
than a person was likely to come across
in a lifetime in the 18th century.

It is estimated that 40 exabytes (4.0×10^{19})
of unique new information
will be generated worldwide this year.

That is more than in the
previous 5,000 years.

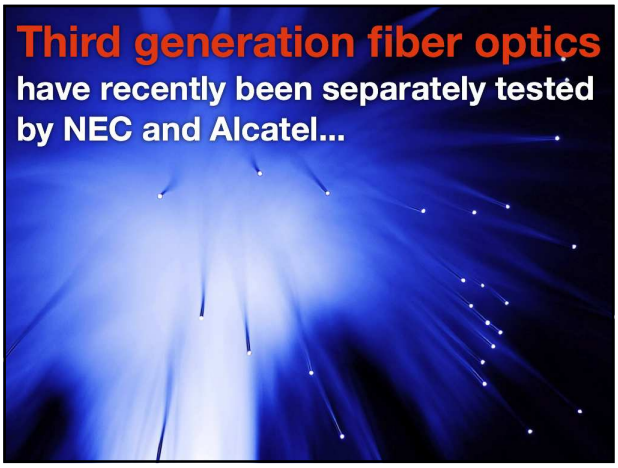
The amount of new technical information is
doubling every 2 years

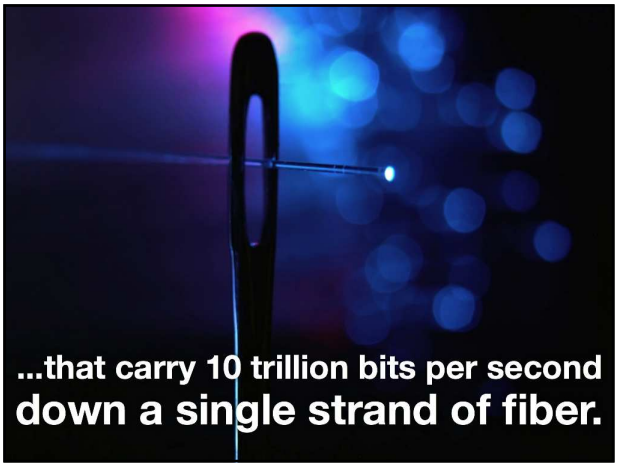
2x

For students starting a four-year technical or college degree,
this means that...

half of what they learn in their first year of study will be outdated
by their third year of study.

2x
By 2010 it is predicted to
double every 72 hours


Third generation fiber optics
have recently been separately tested
by NEC and Alcatel...


...that carry 10 trillion bits per second
down a single strand of fiber.

That is 1,900 CDs
or 150 million phone calls
every second

3x

It is currently tripling every 6 months and is expected to do so for the next 20 years

e-paper will eventually be cheaper than real paper

47 million laptops were shipped worldwide last year.

The $100 laptop project is expecting to ship **between 50 and 100 million laptops a year** to children in underdeveloped countries

Predictions are that by 2013 a supercomputer will be built that exceeds the computation capability of the human brain

And while technical predictions further out than about 15 years are hard to do...

predictions are that by 2049 a $1,000 computer will exceed the computational capabilities of the entire human species

So, what does it all mean?

shift**happens**

NOW YOU
KNOW

Appendix C

BRANDON UNIVERSITY
Founded 1899

Office of the President

phone (204) 727-7427
fax (204) 729-9016
president@brandonu.ca

RECEIVED
AUG 31 2009

August 27, 2009

Mr. Gerald Farthing
Deputy Minister of Education, Citizenship and Youth
Room 156
Legislative Building
Winnipeg, MB
R3C 0V8

Dear Mr. Farthing:

I am writing to you with respect to your recent letter to Dr. Donna Michaels, Superintendent of Schools/CEO, Brandon School Division. I was very pleased to learn of the announcement of the Brandon School Division and Brandon University selection as the 2009 recipient of the Nicholas Michelli Award for Promoting Social Justice.

As I am personally particularly interested in the area of social justice, the announcement pleases me very much.

I commend Dr. Michaels for her hard work and feel that the recognition is very well deserved.

Best regards,

Deborah C. Poff, Ph.D.
President and Vice-Chancellor

c. Dr. Donna Michaels, Superintendent of Schools/CEO,
Brandon School Division
Mr. Brant Batters, Communications Officer
Dr. Scott Grills, Vice-President (Academic & Research)

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Brandon, Manitoba
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