

# K-12 EDUCATION SUBMISSION

## MOUNTAIN VIEW SCHOOL DIVISION

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The Mountain View School Division (MVSD) Board of Trustees would like to express our gratitude for the opportunity to contribute to the important work of the Commissioners of the Manitoba Education Review. Moreover, our board appreciated the opportunity on May 10th to meet with the Commission to discuss our pressing concerns. During the meeting, the trustees indicated there would provide further perspectives on each of the focus areas, especially the areas there was no time to address.

This written submission is MVSD's collective viewpoints on Manitoba's education system, which the trustees believe serves most of our students. Nevertheless, we recognize some areas require improvement in delivering our students the education they need for their future and the future of Manitoba.

By no means does Mountain View School Division believe the status quo is acceptable. Continuous improvement and change is necessary for our education system to keep pace with a rapidly changing world. In order to capitalize on the opportunities we need to build on our past success and create a system where all of our students can be successful; necessary changes are required.

With that said, our public school system reflects the priorities, views and aspirations of our communities. It reflects much more than it creates. Therefore, it is imperative to listen to our citizens. For hearing their voices is at the heart of a "public" system. Public schools belongs to our communities and needs to reflect what matters most to them. This will ensure there is a system, which meets the needs of all our citizens, especially our students.

In our submission, in addition to an Executive Summary with our recommendations, we have included part of our story as a school division and a more complete submission with additional background information.

## **Executive Summary**

Within our full submission are MVSD's collective viewpoints on Manitoba's education system, the recommendations trustees offer for the Commissioner's consideration, and supporting documentation.

It is MVSD's belief that while our current system serves most of our students, there are areas requiring improvement to deliver our students the education they need for their future and the future of Manitoba.

Our public school system reflects the priorities, views and aspirations of our communities. Therefore, it is imperative to listen to our citizens. Public schools belong to our communities and need to reflect what matters most to them. Our submission attempts to capture those priorities under the established focus areas for the Commission.

### **Focus Area 1: Long-Term Vision**

Education should assist our children in becoming people who live in, participate and contribute to a democratic, global, and diverse world. This will require more than specific knowledge in certain subject areas, it will require understanding about the world we live in and what matters in a democratic society. Only then will we have educated our children for their future.

The goal of whatever we create is to educate.

The commission should propose that Manitoba target the achieving of goals for our education system that focus on outcomes and skills our students need in the 21<sup>st</sup> Century. The commission should propose we focus on the greater goals of education - those of developing an understanding of how to live well in a diverse, global, democratic, and challenging world.

### **Recommendations for the Commission:**

***That the Commission recommend to government to:***

1. Set clear goals for education to at least 2030, which focus on developing the skill set necessary for students to thrive.

### **Focus Area 2: Student Learning**

The core of our provincial education system is students and their learning.

Mountain View School Division's motto is "Keeping Learners at the Centre". Therefore, the trustees have consulted and invested in a number of ways to ensure the division provides our learners with what they need as well as respond to the requirements of our communities. Enclosed within this submission, are the six steps MVSD has undertaken to ensure we create a responsive educational community that meets the aspirations of our communities.

These six steps are:

1. Help our communities prepare for the 21<sup>st</sup> Century and the Age of Information.
2. Focus on programs to help students make the transition from school to employment and promote trades training.
3. Work in partnership in common areas of interest to share cost and provide a better quality of education services.

4. Help our students think globally.
5. Support Indigenous students.
6. Address the impacts of poverty on students and their learning.

**Recommendations for the Commission:**

***That the Commission recommend to government to:***

2. Base the measuring of success of student learning to those areas Manitobans deem as important.
3. Establish a connectivity strategy for Manitoba to support rural and remote communities. This impacts student learning in our technological, information age.
4. Promote and encourage innovation and flexibility for co-operation and partnerships between school divisions, other agencies and government partners.
5. Make it easier for school divisions and community agencies to address the needs of the whole child, especially those influenced and affected by poverty
6. Address the programming, supports and services necessary to assist Indigenous communities in ensuring students are prepared for their future.

**Focus Area 3: Teaching**

What occurs in the classroom significantly affects student-learning success. Therefore, it is imperative to address teaching and those who engage in leading students in their learning – teachers.

Our submission identifies a number of areas trustees believe will positively affect the teaching and learning, which exists in our province.

The most important influence in improving teaching is the capacity of the teacher. Therefore, building greater capacity among those in the profession improves student-learning outcomes. Currently teachers are receiving more formal training than they ever have and yet the skills acquired entering the profession are not enough to sustain a long career.

Leaders in the business world have long recognized that working conditions for employees affect job satisfaction and productivity. Looking at schools from a workplace perspective presents many of the same factors. Studies indicate that improving teachers working conditions such as, meaningful professional development (pedagogical support) , opportunities for leadership, safety and security (social support), adequate pre-time (social, pedagogical and clinical supports), a respectful working environment where staff feel valued (social support), and adequate resources (pedagogical support), will improve student learning conditions and student learning and achievement.

Thus, promoting professional development (PD) for staff, and support for professional learning communities are critical. Providing opportunities for professional development in the core areas of Mathematics and Language Arts, where provincial standardize tests occur, is necessary if teaching is to have a positive affect on students learning.

### **Recommendations for the Commission:**

#### ***That the Commission recommend to government to:***

7. Mandate rural student teacher placements and provide incentives to entice educators to rural divisions, such as housing allowance, pay, benefits, tax incentives
8. Provide access to Vocational Teacher Certification program through on-line, distance education and rural delivery
9. Examine teacher certification and ensure that supply meets the demand, especially in areas requiring specialization in specific courses, etc. Examine on-going certification requirements to maintain certification. The development of standards of practice would support this recommendation.
10. Re-instate Brandon University Northern Teacher Education Program (BUNTEP) or a similar program to have future teachers receive their training closer to their community.

### **Focus Area 4: Accountability for Student Learning**

Accountability for student learning in Manitoba involves multi-relationships and stakeholders.

In the K-12 system, the motivation for educational success is sequential attainment of a high school diploma. Graduation rates are not the only measure of success and many learners may return to achieve graduation success later in life. Ensuring learners are equipped with the skills necessary for life, employment and future learning is an integral education outcome to contribute to future Manitoba prosperity.

Accountability or responsibility for student learning requires clear focus on many fronts. We certainly desire a coherent approach to help all our students succeed; therefore, we need to have a clear and accountable education system.

Within our public school system, there is shared accountability. Sharing the responsibility for education outcomes for students is easy to say but more difficult to manage. It requires clear expectations and strong partnerships between home and school, school and community, community and governance boards, and between boards and the ministry. It also requires students being responsible for their learning.

Sharing accountability and responsibility means that each partner in this relationship has a responsibility or a share in the overall success or failure of the system. Each partner also has a responsibility to work together with others in order to see greater success for students.

### **Recommendations for the Commission:**

#### ***That the Commission recommend to government to:***

11. Establish clear expectations and definitions for student success
12. Focus on cohorts of students to measure and track the improvement in learning of specific students. Use this data to evaluate different approaches and the success they have in improving student learning.
13. Facilitate multi-disciplinary approaches to providing services to students – government structures and systems that promote a multi-disciplinary approach. Services such as education, family, mental health, justice, working together to provide wrap around care. Remove barriers and support structures that

build and encourage partnerships between school and community programs, which provide multiple pathways to success.

14. Ensure curriculum centres on what Manitoban students need to learn and ensure that teachers are adequately prepared both in pre-service and on-going PD to support learning.

### **Focus Area 5: Governance**

Manitoba, more than any other jurisdiction in Canada, has maintained an appropriate balance to educational governance. Our governance structure, with its shared responsibility for funding, decision-making, etc., strikes the right balance in theory between local communities and the provincial government. Both the provincial government and locally elected school boards have defined responsibilities that provide for central direction with the ability to adapt and address local concerns.

The strength of this system is that local communities truly invest in education as opposed to paying a bill. After all, their local school board is the one who seeks community input and resources for local schools. Having local taxing authority enables the local funding of initiatives important to communities. Across Manitoba, there are many locally initiated and funded programs or services, which would not be possible without local governance and the local resourcing for these decisions.

What the most recent change in governance (2002) taught us was significant time, energy and expense occurs as school divisions undergo amalgamation. Any adjustments to the number of school divisions must consider these factors and should only occur where it makes sense to communities.

### **Recommendations for the Commission:**

#### ***That the Commission recommend to government to:***

15. Maintain locally elected school boards as the main governance structure.
16. Any adjustments to the number of school boards should occur only through consultation with communities about how they want to see their education governed.
17. Provide greater flexibility for innovation to take place through more local rather than provincial initiatives.
18. Encourage more formal and informal opportunities for sharing perspectives between the three levels of governance – provincial, municipal and school board.
19. Establish expectations and guidelines to assist Boards in having meaningful dialogue with their communities about education.

### **Focus Area 6: Funding**

The most significant aspect of funding for school boards is to continue to have the ability to raise revenue to support local needs. Taxing authority is necessary, particularly in regions where the provincial funding formula does not adequately address the distinctive local needs. Taxing authority ensures flexibility, as a one-size model in our diverse province is not adequate.

With that said, the funding formula, with so many school divisions on the guarantee, is not functioning, as it should. However, neither is the tax structure as a whole. The level of reliance on local taxation for education,

coupled with the complexity of rebates, etc., has led to a tax regime that is out of balance. There are many suggestions we could make about the funding model itself.

Review of education funding cannot take place in isolation. A tax review in Manitoba would allow for greater input and balance as there is only one taxpayer in our province. Once complete, a funding system that provides for greater flexibility and innovation would be preferred.

**Recommendations for the Commission:**

***That the Commission recommend to government to:***

20. Establish a Tax Commission to review all taxation in Manitoba including the funding of Education
21. Subject to the recommendations that would come from a Tax Commission:
  - a. Ensure there is local ability to raise revenue to address specific local needs.
  - b. Examine the Funding Formula, in consultation with stakeholders, to devise a model reflecting the diversity in the province as well as providing equity
22. Develop guidelines for partnerships between school boards and communities, including province-wide partnerships.
23. Collaborate with the Federal Government to see consistent support for Indigenous students
24. Support appropriate allocation of services to students to the responsible department.

## **K-12 Review Commission**

### **Written Submission**

#### ***Our Journey***

The Mountain View School Division's boundaries are within the Parkland Region of the Province. The division came into existence in 2002 through both legislation and resolution as part of the restructuring of school division. Three school divisions amalgamated to form Mountain View: Dauphin-Ochre, parts of Duck Mountain and Intermountain. The first two through legislation and the third joined through resolution following consultation with its communities and with an eye to the long-term future.

Mountain View School Division is a large rural division with unique communities spread over a geographic area one and a half times the size of PEI. The Division provides K-12 programming in sixteen schools, in seven separate communities. Mountain View School Division has an annual enrolment of approximately 3,200 students. In addition, there are students attending MVSD from neighboring divisions as well as Tootinaowaziibeeng First Nation and Camperville, an unincorporated Indigenous community recognized under the Northern Affairs Act.

Due to the large geographical nature of the division, we transport approximately 1,400 eligible students to schools on 42 division buses, over 1.2 million km per year. We ensure our students have access to numerous services to address their specific learning needs.

Within our largest secondary school, Dauphin Regional Comprehensive School, we offer a full slate of academic and vocational programs. The Regional High School has found efficiency in higher teacher to student ratios as well as better access to specialized programs. It is an established practice by division administration to have larger class ratios at the regional school, with the exception of vocational programs. In Manitoba, where teaching vocational programs occur, these programs are subsidized with a categorical grant, to allow for smaller class sizes because of safety issues.

French Immersion and Ukrainian Bilingual programs occur at the K-8 level, along with High School French Immersion. Additionally, Mountain View also provides alternative education programs at the middle and secondary school levels.

The Division recognizes the importance of early intervention and support for young children. Several schools have on-site pre-school programs, child-age day-care, and parent information centres. As well, the Division provides each grade one class with access to a trained Reading Recovery teacher.

The intention of each of these programs, partnerships and supports is to ensure our students have all of the tools possible to help them achieve success. Are they working? We consistently raise this question not only as a Board, but also with our community.

#### **Focus Area 1: Long-term Vision**

Mountain View School Division welcomes this opportunity to address the long-term vision for education in our province. Since the last significant review, many changes have occurred in our world. Indeed, while many of the structures and designs of schooling are more than a century old, so much is different than it was at Confederation.



This reality offers cause for serious reflection. What we contemplate and implement today may well last for generations. Thus, the recommendations need careful consideration, while at the same time being courageous to adjust and create a system, which reflects the realities of our times.

The goal of whatever we create is to educate.

Education should assist our children in becoming people who live in, participate and contribute to a democratic, global, and diverse world. This will require more than specific knowledge in certain subject areas, it will require understanding about the world we live in and what matters in a democratic society. Only then will we have educated our children for their future.

The commission should propose that Manitoba target the attainment of goals for our education system that focus on outcomes that are much more consequential than Math, Science or English scores. There should be an additional focus on the greater goals of education - those of developing an understanding of how to live well in a diverse, global, democratic, and challenging world.

The achieving of this comes through focusing on those skills our students need in the 21<sup>st</sup> Century. A quick search will yield several different lists that identify the kind of skill sets the 21<sup>st</sup> Century student requires. No matter which list is used, they all point to a required skill set much different from even two or three decades ago. Whether it is critical thinking, creativity, collaboration, communication, literacy (information, media, or technology), flexibility, leadership, initiative, productivity, and social skills. Education should assist our students in preparing for the future.

### **Recommendations for the Commission:**

#### ***That the Commission recommend to government to:***

1. Set clear goals for education to at least 2030, which focus on developing the skill set necessary for students to thrive.

### **Focus Area 2: Student Learning**

The core of our provincial education system is students and their learning.

How is the system doing?

The answer to this question depends on the perspective of student learning. Is the focus the success of a specific student? The success of a school community? Or a snapshot of a particular year? This is just the beginning of our response.

Will the basis for assessment be on what someone else determines to be important? Conversely, will the basis of assessment be on what matters to us?

One of the important reasons for a review of our education system is to determine what is important to Manitobans. Effectively measuring and determining whether the school system meets the learning needs of our students requires clear focus and understanding about what matters to our Province.

A number of outcomes may be measured that mean very little to the population of Manitoba. Obviously, the results on these measurements does not matter nearly as much as those areas that do matter.

Mountain View School Division's motto is "Keeping Learners at the Centre". Therefore, the trustees have consulted and invested in a number of ways to ensure the division provides our learners with what they need

as well as respond to the requirements of our communities. Enclosed within this submission, are the six steps MVSD has undertaken to ensure a responsive educational community that meets the aspirations of our communities.

The first is helping our communities prepare for the 21<sup>st</sup> Century and the Age of Information. During extensive community consultations, to determine the future of our high school populations, there were strong messages from our communities that the board of trustees should do everything in our power to have their children remain within their catchment area schools to receive an appropriate education.

In supporting the existence of small rural schools, MVSD invested in video conferencing services. This ensured our smallest high schools would be able to provide their students a core program without having to bus them great distances for their education. As a result, students were able to remain in their home community while being able to receive courses offered by a teacher in another school within the Division. Each school is able to offer or deliver a course to other schools within the division.

Consequently, this initiative meant reliable, affordable, infrastructure needed to be in place. Years of lobbying efforts, toward the provincial government regarding connectivity in rural areas did not yield positive results. Thus, our school board decided to invest in the laying of fiber optics to all our communities within the division. This occurred through the investment of local taxation dollars with a service provider, MTS, as a direct result of the direction and support from our communities. The connectivity upgrade cost \$2.3 million dollars. This includes all required construction for fiber installation, all network hardware, and required internet bandwidth for 10 years. As a result, our communities now have high-speed access and our students are able to receive a quality education.

Secondly, the board of trustees focused on programs to help students make the transition from school to employment and promote trades training. The High School Apprenticeship Program enables students, who find the traditional educational system not meeting their needs, to receive a high school diploma while earning credit toward a career that will help them find employment within their chosen area. Currently our students obtain their apprenticeship training in areas such as welding, automotive repair, hairdressing, to name a few. Many of these students have moved on to successful trade related employment within our region.

Additionally, MVSD, in response to agricultural industry needs, is planning to offer an Agriculture Equipment Technology course this fall, via a Saskatchewan School Division. This will give students a 0.5 credit in theory, in a discipline that has value to their overall education. Currently, the administration is working with Equipment Dealerships to pay for the tuition costs for the students.

In addition to the HSAP program, the Dauphin Regional Comprehensive School offers a wide range of vocational programming in the areas of Automotive Technology, Carpentry, Collision Repair and Refinishing Technology, Welding Technology, Culinary Arts, Graphic Design and Hairstyling. Many of the programs have accreditation with Apprenticeship Manitoba and meet the Level 1 Apprenticeship In-School standard. Moreover, Apprenticeship Manitoba recognizes a graduate of the accredited program, who maintains 70% accumulated average, as having attained Level 1 In-School Apprenticeship, and up to 900 hours towards apprenticeship training. Each of these focuses on meeting the learning needs of our students.

Thirdly, MVSD works in partnership with other school divisions in common areas of interest to share costs and provide a better quality education services. These partnerships cover various areas that include:

- A bus maintenance agreement with Frontier School Division to service their buses
- The cost sharing of our HSAP coordinator with ParkWest School Division
- The High School French Immersion Program is possible through an agreement with Flin Flon School Division, Kelsey School Division and Swan River Valley School Division and MVSD. This enables the delivery of the program in the four divisions.

- The Manitoba Rural Learning Consortium (mRLC) across Manitoba for rural school boards

The mRLC, is an promising example of partnerships. Rural divisions recognized the need to provide quality professional learning opportunities for teachers in rural Manitoba, but because of economy of scale, one division doing something on their own would be cost prohibitive. One area of focus for the Consortium is numeracy. After reviewing other provinces, it was noted the success PEI obtained after implementing their numeracy approach (PISA results). Laura Brake comes in regularly to share her knowledge and insight. (See Note #1 for a summary of results thus far)

The fourth area of focus is helping our students think globally. MVSD has developed one of the strongest Rural International Student Programs within the province. A self-supporting program, receiving no division tax dollars, with students attending from Spain, Brazil, Korea, Vietnam, Germany, Japan, Mexico and Colombia. Typically, there are 75 - 100 students attending our high schools across the division for at least one semester with a FTE of 44.75 students for the current year.

The International Education program provides many benefits to our schools and communities. The students within our high schools have an opportunity to learn about other countries and diverse ways of life through interacting with students from different parts of the world. Additionally, this program has contributed approximately \$4.2 million dollars in local economic benefit to our communities, since its inception a decade ago. This comes through homestay fees, tuition fees and an estimate of the amount of money students spend personally during their stay.

The fifth area of focus is assisting Indigenous students.

The Indigenous peoples have a unique history in Manitoba, and in the Parkland where they make up a significant percentage of the residents especially in the child and youth population. Undoubtedly, the Indigenous population must play a significant role in the social and economic life of Manitoba. The education system must have an Indigenisation strategy. This will allow for the successful contribution of the Indigenous population to the social and economic life of the province.

Manitoba is in the unique place with The Manitoba First Nation School System. Seeing significant increases in resources available to assist these students is a unique opportunity within our province for those First Nations who choose to be part of this system.

However, many Indigenous students are either not on reserve or part of a First Nation community who has chosen to be part of this model. Supporting these students appropriately is something we look forward to having the commission address.

MVSD has a significant portion (30%) of our student population who self-identifies as Indigenous students. (However, this may not be a true representation as students may choose not to self-identify for different reasons.) Here are some examples of the initiatives implemented to address and support our Indigenous student population. There are many pressing issues and gaps facing the Indigenous student population, but as we continue to work with Indigenous stakeholders within the region, we can see those gaps closed.

The division has implemented several initiatives. This year we hired an Indigenous Education Facilitator, who is currently leading the Division in the development of an Indigenous Education Framework. Trustees are currently reviewing this framework, developed in consultation with the Indigenous stakeholders of Treaty 2 and 4 territory. In addition, the Indigenous Education Facilitator works closely with schools and our Indigenous communities in implementing Indigenous perspectives into the curriculum.

In one of our communities, there is a Success Coach who helps build relationships with the Indigenous communities that send their students to MVSD. The Success Coach, along with the Youth Support Worker, work with our Indigenous students and their communities targeting areas of need. One day a week, a late bus is scheduled. The students from these communities are able to participate in extra-curricular activities and to receive additional support in their coursework. . Promoting inclusion through increased transportation access has resulted in an increase of 12-15 students engaging in extra-curricular activities and after school tutorial support.

Each of these steps has helped to meet the learning needs of our students and communities.

The last focus area we want to address is one that affects learning in the classroom. Mountain View serves a population with one of the highest poverty rates in Manitoba.

While the responsibility to alter the economic environment of the Parkland does not solely rest on education, successful student learning can influence the economy. Meeting the educational needs of those living in poverty, often requires addressing the basic needs of nourishment, support and a sense of belonging.

The majority of our schools provide a breakfast program and some of our schools offer a hot lunch program. Through a partnership with the Dauphin Friendship Centre, the elementary students in Dauphin receive a hot lunch twice a week. Additionally, other partnerships occur across the division to help support families and students.

MVSD recognizes the need for partnerships to address the impact of poverty. The division is a partner in the Dauphin at Risk Teen program (DART). Under the DART model, all of the partners – education, CFS, Justice, RCMP, Health - work with the youth and their family to identify the issues at the root of the problem and develop a comprehensive plan to improve their lives. This may include addictions treatment support, mental health supports, probation services or parenting supports.

### **Recommendations for the Commission:**

#### ***That the Commission recommend to government to:***

2. Base the measuring of success of student learning to those areas Manitobans deem as important.
3. Establish a connectivity strategy for Manitoba to support rural and remote communities. This impacts student learning in our technological, information age.
4. Promote and encourage innovation and flexibility for co-operation and partnerships between school divisions, other agencies and government partners.
5. Make it easier for school divisions and community agencies to address the needs of the whole child, especially those influenced and affected by poverty
6. Address the programming, supports and services necessary to assist Indigenous communities in ensuring students are prepared for their future.

### **Focus Area 3: Teaching**

What occurs in the classroom significantly affects student-learning success. Therefore, it is imperative to address teaching and those who engage in leading students in their learning – teachers.

Our submission identifies a number of areas trustees believe will positively affect the teaching and learning, which exists in our province.

The most important influence in improving teaching is the capacity of the teacher. Therefore, building greater capacity among those in the profession improves student-learning outcomes. Currently teachers are receiving more formal training than they ever have and yet the skills acquired entering the profession are not enough to sustain a long career.

Leaders in the business world have long recognized that working conditions for employees affect job satisfaction and productivity. Looking at schools from a workplace perspective presents many of the same factors. Studies indicate that improving teachers working conditions such as, meaningful professional development (pedagogical support), opportunities for leadership, safety and security (social support), adequate pre-time (social, pedagogical and clinical supports), a respectful working environment where staff feel valued (social support), and adequate resources (pedagogical support), will improve student learning conditions and student learning and achievement.

Thus, promoting professional development (PD) for staff, and support for professional learning communities are critical. Providing opportunities for professional development in the core areas of Mathematics and Language Arts, where provincial standardize tests occur, is necessary if teaching is to have a positive affect on students learning.

MVSD has created teacher cohorts. These cohorts dive into the data at each school, examine what is successful, review challenges, reflect on their practice, share best practices and support the implementation of these best practices across the division. Our division grade specific professional learning communities also review assessment by developing a common understanding of what “approaching and meeting expectations” in each competency area means and looks like. This is our attempt to continue building the capacity of our teachers in their craft.

MVSD has piloted a longer school day in the community of Roblin to allow for monthly professional learning sessions for teachers. The first Wednesday afternoon of every month, the teachers of Goose Lake High and Roblin Elementary engage in professional learning based on teacher and student needs. Both schools have realized benefits to teacher learning and ultimately to student engagement and/or learning depending on the area of focus. (For a detailed account of the professional development focus areas and results please refer to Note #2)

In order to help our teachers improve their skills we must first be able to recruit them to our division. One of our challenges, as a rural more remote school division, is the ability to employ teachers who are qualified to teach specific subject areas.

While the notion of “a teacher is a teacher” works in theory, it does not work so well when there is an inability to have specialists in specific subject areas. For example, in the teaching of math, having a specialist is much more important to the success of students then having someone who is not strong in their own math skills.

This affects the success of our students in getting the core education they require. However, it extends beyond math or science. French language teachers are hard to find as the demand for French instruction grows. This is not only the case in our Province but occurs across the country. So too are teachers in our vocational programs who have both the Red Seal certification as well as teaching certificates. The success of many of our students depend on having vocational programs. Without qualified instructors possessing both of these certificates, our ability to run these programs is in jeopardy.

In THE EDUCATION ADMINISTRATION ACT (C.C.S.M. c. E10), there are five teaching certificates and qualifications regulation (Regulation 115/2015 Registered July 9, 2015). These are:

- General teaching certificate
- Permanent professional teaching certificate

- Provisional professional teaching certificate
- Permanent basic teaching certificate
- Permanent technical vocational teaching certificate.

Using the guidelines in this Act to deploy teachers according to their particular focused preparation would strengthen the system, especially at the senior high school level. So too would ensuring Teaching Subject or Content Specializations. This is especially true at the senior high school level. Making sure teachers in high schools have a Major (minimum of 30 credit hours; one year) or Minor (18 credit hours) in the subject discipline they teach from a recognized post secondary educational institution would enhance student learning.

This requirement would involve a greater emphasis on content specializations, especially in post secondary. Additionally, extending this by necessitating permanent special certificate in industrial arts and Technical Vocational Education would improve the quality of instruction and potentially help with the safety of students. Every year, according to Safe Work Manitoba, injuries to youth on the job number 4000 a year. Schools must hire technically trained teachers to instruct students working with potentially dangerous tools and equipment. (See Note #3 for the references)

Increased teacher specialization or educational quality controls guiding teachers would increase the likelihood of increased student learning across Manitoba. However, that would only be the case if the number of trained teachers matches the required positions and these trained teachers go where there is a need for them.

Given the nature of MVSD, a somewhat remote school division, MVSD's ability to attract well-trained teachers to the division is often difficult. While there is a desire to have the best-trained or specialized teachers for our students, the reality is that often the pool of those who apply is not there. Without having the potential to provide incentives, mandate a rural experience, or other measures to attract and retain teachers, are recruitment challenges, which are exacerbating in many areas of rural Manitoba.

One program, which helped with the recruitment of teachers, was the BUNTEP program. Brandon University Northern Teacher Education Program (BUNTEP) was an off campus, community-based program that delivered the 5-Year BGS/BED program. BUNTEP prepared teachers who studied, lived and practice taught in the local community. The BUNTEP program operated in the community of Dauphin from 2001-2011. This program allowed for students seeking a teaching career to get their degree through a closer to home program. During its time, it had two intakes. It was a very successful program for teacher recruitment and retention. We currently employ seventeen graduates from the program and had twenty-one graduates on our pay roll at one time. Other school divisions also had success in hiring teachers.

Mountain View School Division continues to look for solutions to teaching challenges. The use of technology to provide and support small schools to deliver classes through video conference technology has helped students stay in their home communities. This helps to use our teaching specialists across the division. Further enhancement of this mode of education delivery will be required to sustain communities.

We have comments on some other areas that potentially will increase the capacity of teaching in our Province.

#### **Recommendations for the Commission:**

##### ***That the Commission recommend to government to:***

7. Mandate rural student teacher placements and provide incentives to entice educators to rural divisions, such as housing allowance, pay, benefits, tax incentives
8. Provide access to Vocational Teacher Certification program through on-line, distance education and rural delivery

9. Examine teacher certification and ensure that supply meets the demand, especially in areas requiring specialization in specific courses, etc. Examine on-going certification requirements to maintain certification. The development of standards of practice would support this recommendation.
10. Re-instate Brandon University Northern Teacher Education Program (BUNTEP) or a similar program to have future teachers receive their training closer to their community.

#### **Focus Area 4: Accountability for Student Learning**

Accountability for student learning in Manitoba involves multi-relationships and stakeholders.

In the K-12 system, the motivation for educational success is sequential attainment of a high school diploma. Graduation rates are not the only measure of success and many learners may return to achieve graduation success later in life. Ensuring learners are equipped with the skills necessary for life, employment and future learning is an integral education outcome to contribute to future Manitoba prosperity.

Accountability or responsibility for student learning requires clear focus on many fronts. We certainly desire a coherent approach to help all our students succeed; therefore, we need to have a clear and accountable education system.

Within our public school system, there is shared accountability. Sharing the responsibility for education outcomes for students is easy to say but more difficult to manage. It requires clear expectations and strong partnerships between home and school, school and community, community and governance boards, and between boards and the ministry. It also requires students being responsible for their learning.

Sharing accountability and responsibility means that each partner in this relationship has a responsibility or a share in the overall success or failure of the system. Each partner also has a responsibility to work together with others in order to see greater success for students.

Today's schools cannot, on their own, meet student's requirements to succeed. The old saying, 'it takes a village to raise a child' applies here. Research consistently shows that students have a much greater chance of being successful at school if their parents are actively involved. A school, which is open to the community, is better able to address students' needs and directly provide effective services. It is vital that all contributors to the school system work in unison.

The school system must ensure there is ongoing, positive relationships and respect to those who make it possible, primarily taxpayers. There is an obligation and responsibility to ensure the public understands the aims, challenges, and results for the system it funds for the betterment of society. Communities require a voice in what occurs within the education system, given their vital role in supporting education through funding.

Building a system based on shared responsibility requires broad community engagement.

MVSD recognizes the value of consulting our community. During our planning process, consultation occurs with teachers, support staff, PAC councils, municipalities, businesses, parents, and students. All are invited and participate in forums across the division to provide input into what they would like to see occur within the division to meet the needs of students.

During the consultation process, the board realized the need to hear from students on a regular basis. The formation of a Student Voice committee occurred in 2017. This committee consists of students from five of six high schools. These students meet regularly and provide input on various policies and procedures. Currently



the group is looking at the results from their Student Voice Lunch Forums on Safe and Welcoming Schools held at each high school. In addition, one of our K-8 schools, seeing the value of student input into the education occurring in their school, has formed a Student Voice Committee at the school level. The principal has reported learning about issues the staff had not considered and the collaborative approach between staff and students to address the concerns.

Shared educational responsibility extends beyond those directly engaged in the K-12 system. Developing partnerships with those involved in early learning and pre-kindergarten is vital. Whether through sharing of staffing, ensuring common goals or through seeking the availability of local supports, the aim is to ensure all families have access to quality programs and resources, feel part of a school system before entering kindergarten, and promote learning readiness.

Mountain View school division has a long history of working collaboratively with the nursery and childcare programs licensed through the Department of Families. Currently, of the 11 elementary schools, only two do not house an early years program, such as a nursery school, school age program, childcare program, or all 3 combined. However, by September of this year all schools will have a program.

Each community has been responsible for addressing their own needs when it comes to demands of childcare and programming options. There is some form of care within each of the communities in MVSD. As of December 31, 2016, the Parkland, as a whole, had a wait list for child care of 244 children, of which 135 needed care within 3 months.

Nonetheless, the relationship between schools and the programs in their schools is very much dependent on the relationship of the staff in the school and the childcare program. The school division has had little direct involvement except to ensure there is space and the requirements in that space meets the childcare licensing requirements for the space. MVSD does not charge rent; however, fees are charged based on square footage, for cleaning and operating costs.

Other types of partnerships have occurred over the last number of years, from joint meetings with the Kindergarten teachers and nursery/child care on school readiness, reviewing the EDI results at all levels within the division, and Problem solving common concerns. In addition, there has been a concerted effort in the development of joint documentation for all children entering school. This documentation allows both parents and kindergarten teachers to view the same information about the student.

In conjunction with the Local Healthy Child Committee, the Student Services Department and the Child Care Coordinator, with assistance from the Health Department, host annual 3-year old screening events for parents to bring children. The childcare programs encourage parents to attend.

MVSD has provided access to their resource centre/library to all childcare programs in addition to allowing attendance at relevant professional development events, when space allows. However, there still is a struggle finding ways to engage our most vulnerable families and young children.

The relationship between staff within the school division and the local Government office of Early Learning and Child Care has been invaluable in creating these partnerships and striving to improve services and programming for children before school.

Providing an integrated K-12 system with synergies to child welfare and alignment with government agencies and departments including health, social services, and justice, will promote accountability for student learning in a collaborative approach.

Defining accountability requires a clear understanding of determinants of success.



Ultimately, students are responsible for their own academic achievement. Yet success can take many shapes such as graduation attainment, reaching or achieving students' full potential, or learner engagement and ownership.

There are many ways of formally assessing student success. International and National assessment tools as well as summative standardized provincial exams in the core areas of Mathematics and Language Arts are valuable assessment tools in assessing student success in our system and could continue as measurements of student success.

However, assessing Manitoba students on what is most important to Manitobans is what we should be measuring. The International and National assessments have a role in helping to indicate trends, but we need to see them for what they are. They are a snapshot in time of 15 year olds in PISA or Grade 8 students in PCAP.

There are many variables and variations to ensure assessment accuracy. This includes variables of different students writing the tests and variations in the percentage of students testing. Variations can range from 83% of eligible student in some provinces to 97% of students in Manitoba producing comparison results, which are not as reliable as they first appear. Assessing students in areas where Manitobans have identified as most important to measure would ensure for more meaningful and relevant assessment.

Tracking specific students over time would be a more relevant approach. As a division, MVSD not only focuses on provincial grade 3 tests results, but also examines specific student cohorts to track their progress over times. Determining the students who are "not meeting expectations" in grade three and tracking the cohort to see if we can reduce the number of students who are "not meeting expectations" by grade eight, is a more accurate local assessment approach and measurement of student success.

This model of measurement and student assessment provides direction to school divisions to set SMART outcomes for schools and student learning. Targeting gap areas will enable school boards to align budget and staffing resources to help increase success for students. This approach spawns the likelihood for greater innovation. Instead of strengthening the "system," the focus is on actual students. The aim is to meet their specific needs to find success.

Formative assessment data can also be valuable to teachers, students and parents. Formative assessment (assessment for and as learning) given by teachers can provide students with feedback that helps them understand their strengths and weaknesses and identify specific areas for improvement. Students need a number of opportunities in a term and semester to help them analyze their performance, help diagnose their own errors, and learn from teacher and assessment feedback. Through formative assessment, teachers can collect and review individual students learning goals and analyze to identify content areas and skills that need reinforcement and factors that may motivate student learning. Formative assessment data serves to provide feedback to parents on the performance of their children throughout the school year.

Another key component to student success is through curriculum development. The ministry of education, in consultation with Manitobans, establishes the subject matter taught. If mathematics is important, helping students understand how numbers work, or scaffolding, is important to teach. The success of teaching students, so they can find success in Math, requires pre-service training for teachers, skill upgrades (PD) and accessible mechanisms to assist parents so they can help their children understand their math homework.

#### **Recommendations for the Commission:**

#### ***That the Commission recommend to government to:***

11. Establish clear expectations and definitions for student success

12. Focus on cohorts of students to measure and track the improvement in learning of specific students. Use this data to evaluate different approaches and the success they have in improving student learning.
13. Facilitate multi-disciplinary approaches to providing services to students – government structures and systems that promote a multi-disciplinary approach. Services such as education, family, mental health, justice, working together to provide wrap around care. Remove barriers and support structures that build and encourage partnerships between school and community programs, which provide multiple pathways to success.
14. Ensure curriculum centres on what Manitoban students need to learn and ensure that teachers are adequately prepared both in pre-service and on-going PD to support learning.

### **Focus Area 5: Governance**

The governance of education in Canada has historically been a shared balance between local communities and provincial governments. Community representatives, who understood the needs and aspirations of the students attending their local community school, made a wide range of decisions to ensure these students found success. Provincial governments provided a degree of funding and direction to ensure students attained certain standards.

Across the country, each provincial government developed their own system of delivering education through this balance of responsibilities. This continues today in varying degrees across Canada. Each Province recognizes the importance of “local” communities having a voice and investment in the education system, as the strength of our society requires well-educated citizens.

Manitoba, more than any other jurisdiction in Canada, has maintained an appropriate balance. Our governance structure, with its shared responsibility for funding, decision-making, etc., strikes the right balance in theory. Both the provincial government and locally elected school boards have defined responsibilities that provide for central direction with the ability to adapt and address local concerns.

The strength of this system is that local communities truly invest in education as opposed to paying a bill. After all, their local school board is the one who seeks community input and resources for local schools. Having local taxing authority enables the local funding of initiatives important to communities. Across Manitoba, there are many locally initiated and funded programs or services, which would not be possible without local governance and the local resourcing for these decisions.

While the debate about whether the current number of school boards of 38 is the right number, the important consideration is for local communities to have a voice in their educational governance. MVSD is a Division who understands amalgamation and what it means for communities to determine their governance structure.

What the most recent change in governance (2002) taught us was significant time, energy and expense occurs as school divisions undergo amalgamation. Any adjustments to the number of school divisions must consider these factors and should only occur where it makes sense to communities.

This is not to say that MVSD believes nothing should change in governance. On the contrary, we believe there are some governance issues, which need consideration.

The existing education governance structure in Manitoba involves a one-size fits all structure, which does not serve effectively for all. Several provincial initiatives perpetuate the sense that we are the same all across this

diverse province. While school boards recognize the role the province has, greater flexibility allowing for the addressing of local needs is essential.

MVSD understands its unique geographical scope and the communities it serves. We have responded by promoting customized approaches in our diverse communities. As mentioned, we piloted a longer school day in Roblin schools to accommodate teacher professional development. After the principals of the respective schools surveyed their teachers and the community to get a sense of acceptance, the school approached the school board for final approval. This program has run for 5 years, and the school community has begun to see results from the initiative. (See Note #2 – RES/GLH Late Dismissal Initiative)

Another local initiative in one of our local high schools that MVSD has encouraged is a staff initiated VISION, or Very Important Stuff I Obviously Need, program. The students in this small local high school, while learning the nine essential skills set out by Workplace Education Manitoba, have the opportunity to receive training in Respect in Sport, Emergency First Aid, Canteen/Business Management, Online Awareness, and Mental Wellness, basic vehicle and house maintenance. The students graduate with a 0.5 credit in Life/Work Building 30S, but also industry-standard certificates in Emergency First Aid, Respect in Sport, WHMIS – Workplace Hazardous Materials Information System (1988 and 2015), and Food Safe Handling Level 1. Additionally, each student researched and developed a career plan, created a resume, and took part in a final panel interview involving self-reflection of skills, goals, and participation.

This fall MVSD will be introducing a distant learning course from Saskatchewan to meet specific student and community needs. The MVSD school board trustees heard from local businesses about the lack of a qualified workforce to fill vacant positions, in particular the agricultural workforce. Businesses were considering closing because of this fact. In addition, students were expressing a frustration about the lack of variety in course offerings, especially subjects they may be interested in taking. In order to help address these needs, the board researched possible solutions, and found a willing partner in Saskatchewan that has an intriguing Distance Education system. These examples are just some of the ways our division seeks to create a culture of innovation to meet the needs of diverse circumstances and regional disparities.

Promoting community and stakeholder engagement of local input into school board planning and governance is a vital priority. The current mandated requirement to “consult” with community as a pre-budget exercise and an annual community report, does not adequately facilitate consultation opportunities between communities and their local representatives. The current requirements reinforces the impression that education is primarily about money.

While many school divisions across Manitoba engage their communities in many ways to share and consult with them, clearer expectations to consult would be helpful to ensure local engagement occurs. The K-12 Review has positively affected the level of engagement with citizens and communities. It is essential this focus and dialogue continues.

MVSD’s current level of engagement includes students through the Student Voice Committee and with the different communities through pre-budget consultations and forums prior to strategic planning. We engage our public through forums, community luncheons, strategic planning, and attendance at graduation and Powwow.

In 2008, MVSD used the “Pathways to Success” document to frame the discussion determining the direction for high school education in the division. The approach was extensive, involved citizens, stakeholders, and communities across the division. There were numerous consultations in all our communities to ensure local constituents had a voice in local education. Hundreds of people participated in this process.

Parent Advisory Councils (PAC) work with our schools in communities and continue to play a vital role in partnership engagement in school relationships and guiding local priorities. PACs assume an integral lead in

generating funds at the local level to compliment school priorities and promote volunteerism in education. If they have a need/problem, they will bring their concerns to trustees who will guide them in the steps of how to move their concern forward, including bringing it to the board.

In order to strengthen governance of education, all levels should be working together collaboratively. This includes the provincial government, municipal governments and locally elected school boards. School boards and municipal governments represent the purest form of democracy, as generally they do not operate in a partisan political manner. They are accessible, accountable and approachable by their electorate. They are able to bring their local concerns to those who represent their voices at a provincial level.

Building relationships and bridges between these three levels of governance would, in our estimation, lead to stronger communities.

### **Recommendations for the Commission:**

#### ***That the Commission recommend to government to:***

15. Maintain locally elected school boards as the main governance structure.
16. Any adjustments to the number of school boards should occur only through consultation with communities about how they want to see their education governed.
17. Provide greater flexibility for innovation to take place through more local rather than provincial initiatives.
18. Encourage more formal and informal opportunities for sharing perspectives between the three levels of governance – provincial, municipal and school board.
19. Establish expectations and guidelines to assist Boards in having meaningful dialogue with their communities about education.

### **Focus Area 6: Funding**

While we commented on some of the funding issues in the focus area of governance, we have several further comments to make about funding.

The most significant aspect of funding for school boards is to continue to have the ability to raise revenue to support local needs. Taxing authority is necessary, particularly in regions where the provincial funding formula does not adequately address the distinctive local needs. Taxing authority ensures flexibility, as a one-size model in our diverse province is not adequate.

With that said, the funding formula, with so many school divisions on the guarantee, is not functioning, as it should. However, neither is the tax structure as a whole. The level of reliance on local taxation for education, coupled with the complexity of rebates, etc., has led to a tax regime that is out of balance. There are many suggestions we could make about the funding model itself.

Review of education funding cannot take place in isolation. A tax review in Manitoba would allow for greater input and balance as there is only one taxpayer in our province. Once complete, a funding system that provides for greater flexibility and innovation would be preferred.

Significant additional costs for rural and northern parts of the province require adequate recognition in funding models. Transportation costs, travel costs for athletics, field trips, internet costs, cost of living in various areas, all have location consequences. Funding needs to provide some recognition for these factors.

MVSD recognizes the need for partnerships in meeting the educational needs of our students. This includes building connections with businesses to support student learning. However, not all areas of the province have the same access to such partnerships. Guidelines for developing these partnerships, along with provincial leadership in enabling equity would ensure more partnerships between school divisions and communities.

The funding of Indigenous education by the Federal government has great implications for MVSD. With the establishment of The Manitoba First Nation School System, the increase in funding for those who chose to be part of this system will serve these students well. The reality is that many other Indigenous students attend public schools. Greater collaboration with the Federal Government to support Indigenous students will lead to greater success and outcomes.

Appropriate education funding to address existing infrastructure concerns. While areas of increasing enrollment need new schools, aging buildings also need attention. Finding enough money to address both of these needs in a timely manner is crucial.

An increasing impact on education funding is the costs of providing other supports to students. Beyond the traditional costs of education; providing for mental health care, addressing poverty through food programs, providing counselling to a student's family, etc. education funding is stretched. Some of the funding for these areas should derive from relevant government departments or through collaborative inter-departmental approaches with mutual mandates.

#### **Recommendations for the Commission:**

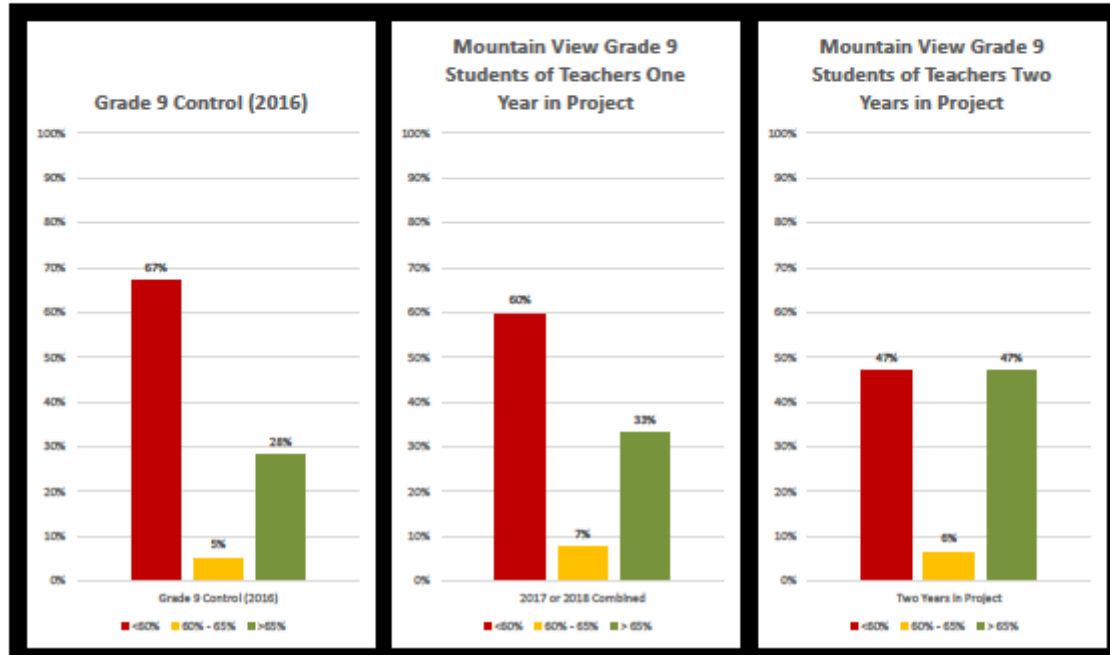
##### ***That the Commission recommend to government to:***

20. Establish a Tax Commission to review all taxation in Manitoba including the funding of Education
21. Subject to the recommendations that would come from a Tax Commission:
  - c. Ensure there is local ability to raise revenue to address specific local needs.
  - d. Examine the Funding Formula, in consultation with stakeholders, to devise a model reflecting the diversity in the province as well as providing equity
22. Develop guidelines for partnerships between school boards and communities, including province-wide partnerships.
23. Collaborate with the Federal Government to see consistent support for Indigenous students
24. Support appropriate allocation of services to students to the responsible department.

# Notes

Note 1:

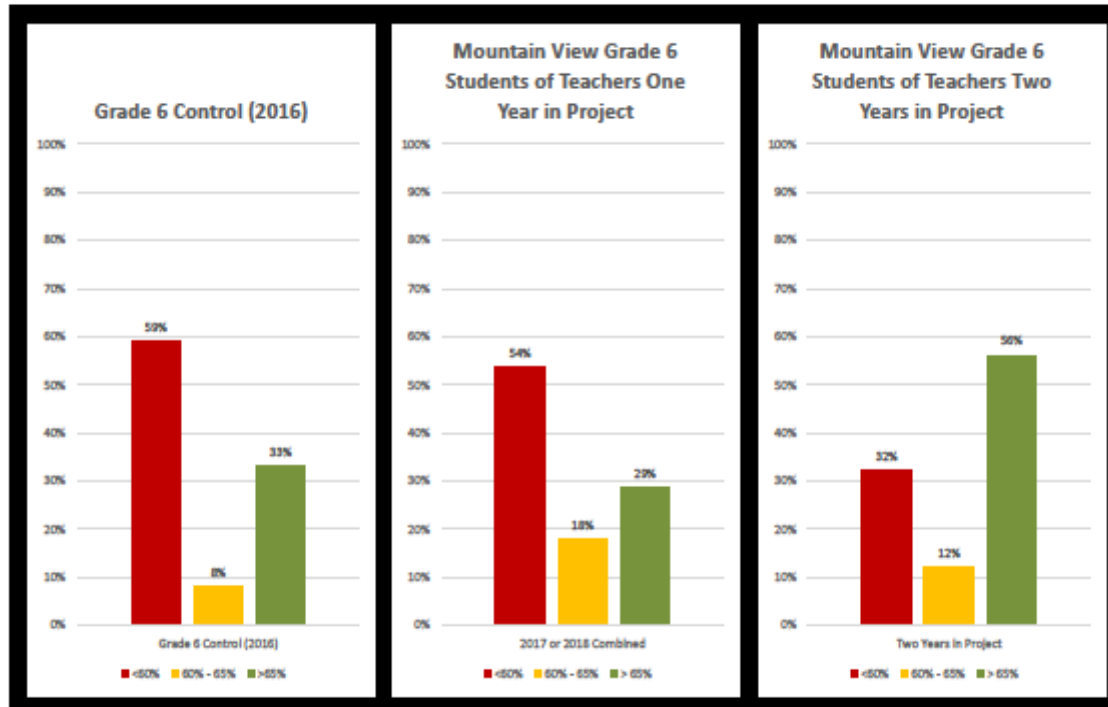
## Mountain View Grade 9 Student Achievement after One or Two Years of Professional Learning in the mRLC Numeracy Achievement Project



### Student Achievement on Baseline Assessment that Year

Student Achievement on Baseline Assessment that Year	% Mean Score	Difference in % Mean Score from Control
<b>Grade 9 - Two Years in Project</b>		
2018 (n=47)	63%	11%
<b>Grade 9 - One Year in Project</b>		
2017 or 2018 Combined (n=161)	57%	5%
<b>Grade 9 - Control</b>		
2016 Control (n=1230)	52%	

### Mountain View Grade 6 Student Achievement after One or Two Years of Professional Learning in the mRLC Numeracy Achievement Project



#### Student Achievement on Baseline Assessment that Year

	% Mean Score	Difference in % Mean Score from Control
Grade 6 - Two Years in Project		
	66%	11%
Grade 6 - One Year in Project		
2017 or 2018 Combined (n=28)	58%	3%
Grade 6 - Control		
2016 Control (n=1073)	55%	

## **Note 2:**

### **Roblin Elementary Early Dismissal 2016-2019 Report**

Early Dismissal has been a very worthy project at Roblin Elementary school. It has given our staff an opportunity to grow and develop professionally in ways that would not be possible without having this opportunity to work together and collaborate. This collaboration has resulted in improved instruction and assessment practices, which has benefited our students.

Here are some comments that teachers shared when asked to give their thoughts on Early Dismissal:

*The reality of our hectic schedules means that there is little time left to collaborate with colleagues.*

*Early dismissals have provided opportunities for our staff to reap a variety of benefits such as:*

*\*sense of teacher accountability*

*\*creating common teaching methods and assessments*

*\* building partnerships among our peers*

*\* conversations, lesson planning, and projects continue to develop because of early dismissal sessions*

*\*students benefit from having teachers from K-8 that all have the same goals in mind*

-Early Years Teacher, 2019

*Early dismissal has allowed me to gain knowledge from my colleagues and grow in ways that would not have been possible without this time. It has made me a better teacher.*

-Middle Years Teacher, 2019

*Early dismissal is a great way to engage with our colleagues and work together - in this case, RTI for ELA. The work we've done is important, purposeful, and useful. I am looking forward to implementing it in my classroom and the support that is fostered within grade groups and as a whole staff during that early dismissal time is so important to being a successful team!*

-Middle Years Teacher, 2019

*We have found this year's project very beneficial. It has helped us as 1/2 teachers correlate and collaborate in reading and writing. The rubrics we have created, have already been implemented in our classrooms. Without this time, we would not have been able to work together to determine big ideas and outcomes we feel are relevant in our grade areas.*

-Early Years Teachers, 2019

RES teachers were surveyed in April of 2019 to see if they would like to see the continuation of Early Dismissal. Our data showed that 80% of teachers would like to see Early Dismissal to continue beyond the 2018-19 school year.

### **2016-19 Early Dismissal Highlights**

Early Dismissal at Roblin Elementary for the 2016-2017 school year and the 2017-18 school year focused on our school goals, which were based on divisional goals (Numeracy, Literacy, Careers, Safe & Caring Schools, and Mental Health). We focused mainly on literacy and numeracy during Early Dismissal. One of our main goals regarding literacy and numeracy over this time was to gather reliable data by using common assessments. Some time was also used to implement Fountas and Pinnell literacy comprehension assessments. Teachers were trained, assessments were administered, data was collected, and data was analyzed. In the numeracy area, we developed our own RES numeracy assessment that measured students in



the areas of strategies, conceptual understandings, and recall. For the 2018-19 school year we focused on Response to Intervention (RTI) as we began to implement plans to turn RES into a RTI school.

### **2016-17 Early Dismissal**

**Literacy Focus** - Staff was trained in Fountas & Pinnell assessments by admin, school literacy team, divisional literacy coach, and the divisional curriculum coordinator on how to implement this assessment. Fountas & Pinnell assesses students on their reading comprehension and fluency skills. Significant time was spent on teaching educators how to implement the assessment and having teachers collaborate to ensure there was consistency in administering the assessment.

After being trained in Fountas and Pinnell assessment, teachers began to use the assessment in their classrooms to collect data. This data was used to establish baseline data for our school. Staff met collectively as well as in grade groups on early dismissal days to review and analyze data. This time allowed for collaborative work and let staff share instructional strategies that were useful in improving their instruction and overall literacy comprehension in their classrooms and our school.

**Numeracy Focus**- The Roblin Elementary Numeracy Committee worked to develop a school-wide numeracy assessment in order to gather baseline data for students. This assessment was designed to gather data on students' fact fluency, conceptual understandings, and mental math strategies. Early dismissal sessions focused on training staff to use these assessments as well as giving staff the collaborative time to analyze the data, which in turn was used to guide instructional methods. Denise Smith, our divisional numeracy coach as well as members of the department of education, supported these numeracy sessions.

### **2017-18 Early Dismissal**

In 2017-2018, Early Dismissal attempted to focus on all of our school/ divisional goals for the 2017-18 school year. Again, our main focus was on literacy and numeracy. Following is a month-by-month break down of what our staff did.

**September**- This session focused on student services. Topics covered included the role of student services, and how to properly complete a classroom profile using professional and positive language.

**October**- Literacy focus. We looked at how to create guided reading lessons using a resource by Jennifer Seravello. We also reviewed a reading continuum and examined ways to use this to help us when teaching and assessing reading behaviors.

**November**- Mental health focus. The divisional psychologist presented on anxiety in students. Staff were told what to look for as well as given strategies to implement in the classroom. Teachers came away with strategies to help promote, support, and nurture mental health. Middle years students that attended a mental health session (Stomp out Stigma) also presented to staff on what they learned about ways to nurture and support mental health.

**December**- Literacy focus. Joe Stouffer, a literacy specialist from Brandon came to present to staff. He presented strategies that teachers can use to enhance literacy amongst their students. He covered topics such as analyzing running records, the importance of guided reading and ways to develop guided reading lessons, and the importance of reading fluency. Staff was very inspired by his session.

**January**- Numeracy focus. Denise Smith presented on number talks, math running records and building numeracy skills. Teachers collaborated and discussed strategies they use. Denise also presented a variety of resources that were helpful to introducing new math concepts.

**February-** Safe & Caring Schools focus. Divisional psychologists presented a shortened version of NVCI. The focus was on de-escalation strategies. Particular points of interest to many teachers were tips on how to avoid power struggles, ways that certain behaviors look, the levels of behavior, and the importance of working together as a team when dealing with difficult situations.

**March-** Career focus. Different options for exposing students to careers were covered. In particular, Xello and CC spark were explored. Teachers had a chance to get familiar with these programs and how they would be used in their classroom.

**April-** Staff had a presentation on RTI. It explained what RTI is and what is needed for RTI to be effectively implemented. The process begins with clarifying outcomes through collaborative work. Collaborative groups work together to identify essential outcomes, create common formative and summative assessments, and examine data. The school is moving forward with this process in 2018-19 and this was a good introduction to a long term goal.

**May-** Literacy focus. Joe Stouffer returned to continue working with staff on literacy. One of the big ideas presented to staff was the need to focus on non-fiction text comprehension and reading strategies. He provided more strategies especially about guided reading and getting students to dig deeper into their thinking.

**June-** Literacy focus- We had presenters from Division Office as well as Mackenzie Middle school present on the new ELA curriculum. This was done to help staff transition into the new curriculum. The pillars of the new curriculum were discussed and planning templates were also shared.

### 2018-19 Early Dismissal

For the 2018-19 school year, our focus shifted to Response To Intervention (RTI). Through this collaborative process, teachers have been working as Professional Learning Communities (PLCs) to identify essential outcomes, and common assessments. RTI has proven benefits of improving student learning. For RTI to be effective it needs to be done as a collaborative school-wide approach. Early Dismissal time was used as a time for teachers to collaborate and work on developing RTI based instruction and common assessments.

We focused on English Language Arts RTI for the 2018-19 year. Staff worked with their grade group partners and used the curriculum and appropriate resources to collaborate to develop essential understandings. Once the essentials were identified, they were written in student friendly vocabulary. Teacher teams then decided what proficiency looks like; they provided/developed exemplars, created rubrics, and common assessments. Teams also developed timelines and pacing guides for their grade level. Collaborative teams will also work on creating extension activities for students that quickly gain mastery.

We also devoted some time to other topics. The September Early Dismissal morning session was on multi-age.

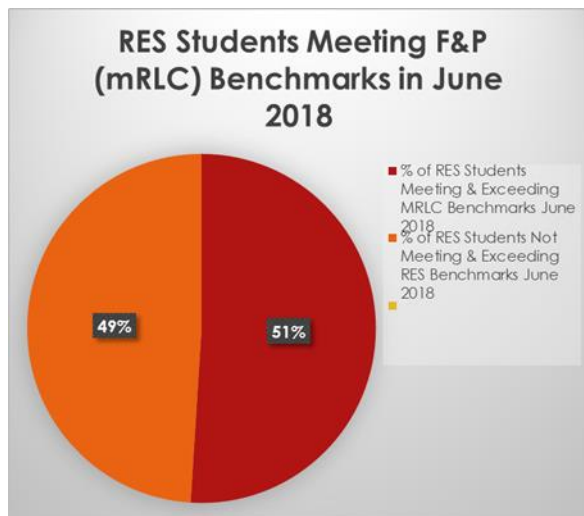
RTI Early Dismissal Year Plan for Roblin Elementary 2018-19		
Goal: To use the RTI model to build and develop Tier 1 practices at Roblin Elementary School. This will be done through staff collaboration to develop essential understandings and common assessments in one subject area at the different grade levels.		
Month	Goal	Indicators
September PM (AM will be multi-age, URIS @ 3:00)	Introduction, establish norms, select subject area, begin to identify essentials	Collaborative teams established, subject area is identified

November & December	Collaboratively rewrite essential understanding. Meet with teams at grade level below & above to ensure continuity	Effective, organized, and student friendly essentials identified
January - March	Develop common formative and summative rubrics, as well as rubrics exemplars etc. begin to implement.	Team will develop useable common assessments and begin to implement.
April & May	Analyze data from 1 common assessment, reassess process, Introduce, discuss and plan Tier 2 interventions.	Data analysis of at least one targeted essential. Understanding of Tier 2 interventions
June	Flex time to complete tasks, continue with RTI process or if months from September- March are needed to focus on another area (literacy, numeracy etc.	Begin process again refine process or work on other goals.

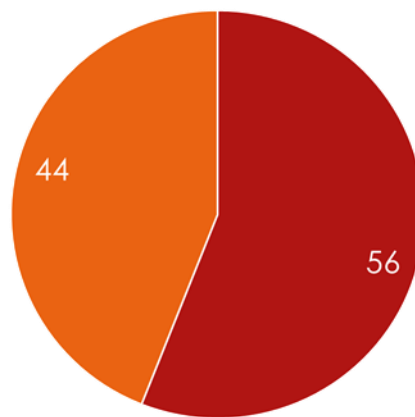
## Results

The attached appendices illustrate the work accomplished by the staff at the early closures.'

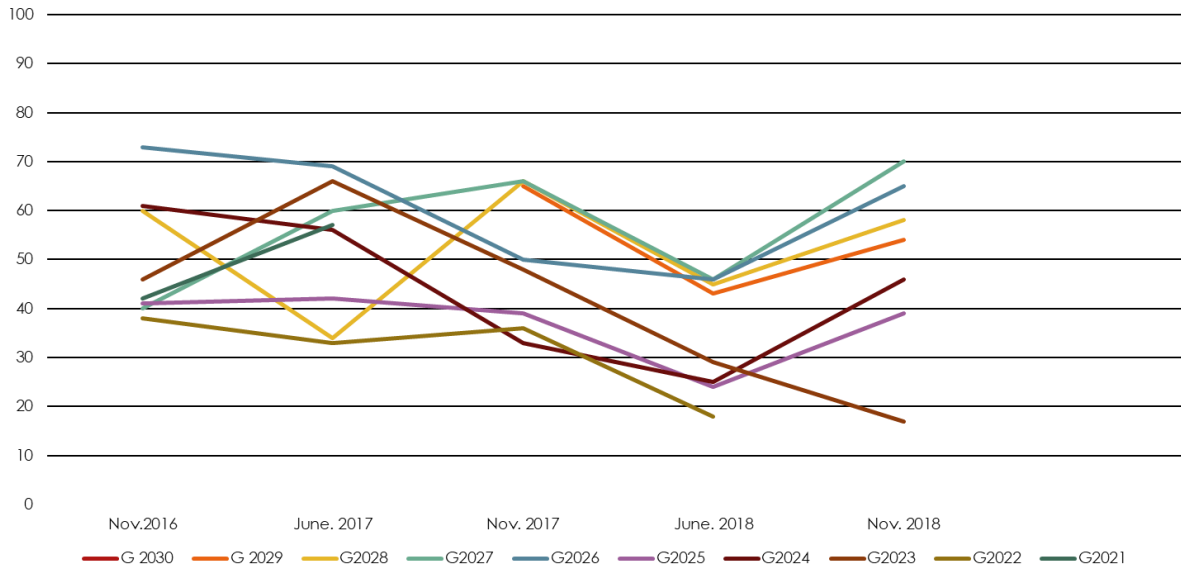
Below are samples of student learning results in the areas of literacy and numeracy:



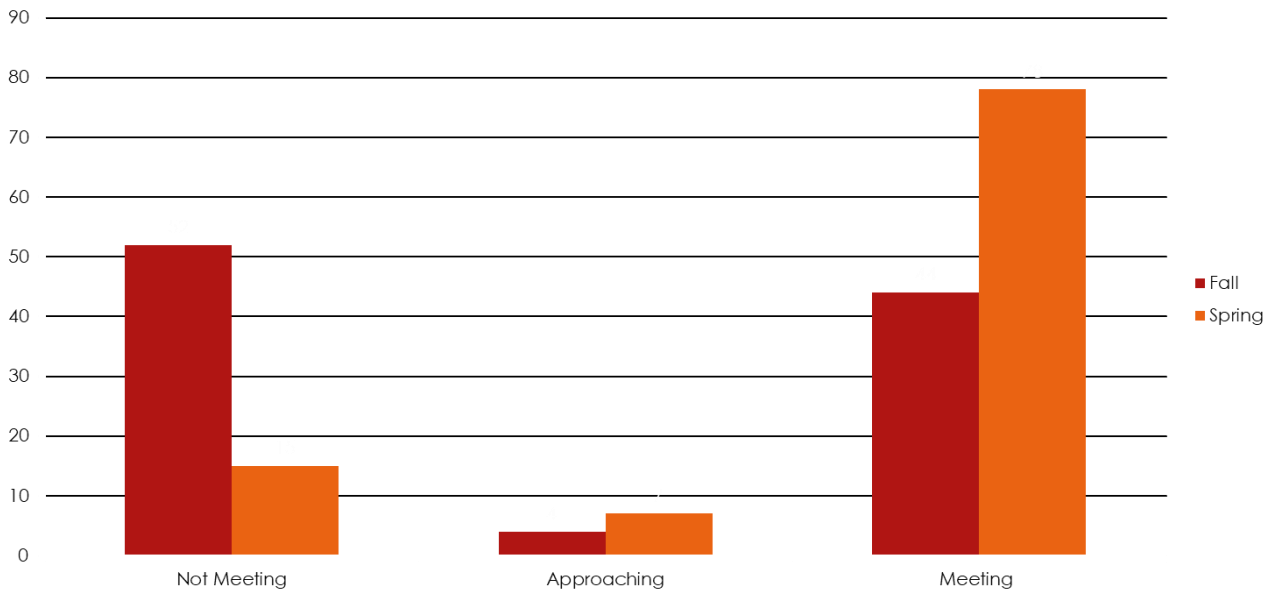
% RES Student Meeting & Not Meeting F&P (mRLC) Benchmarks November 2018



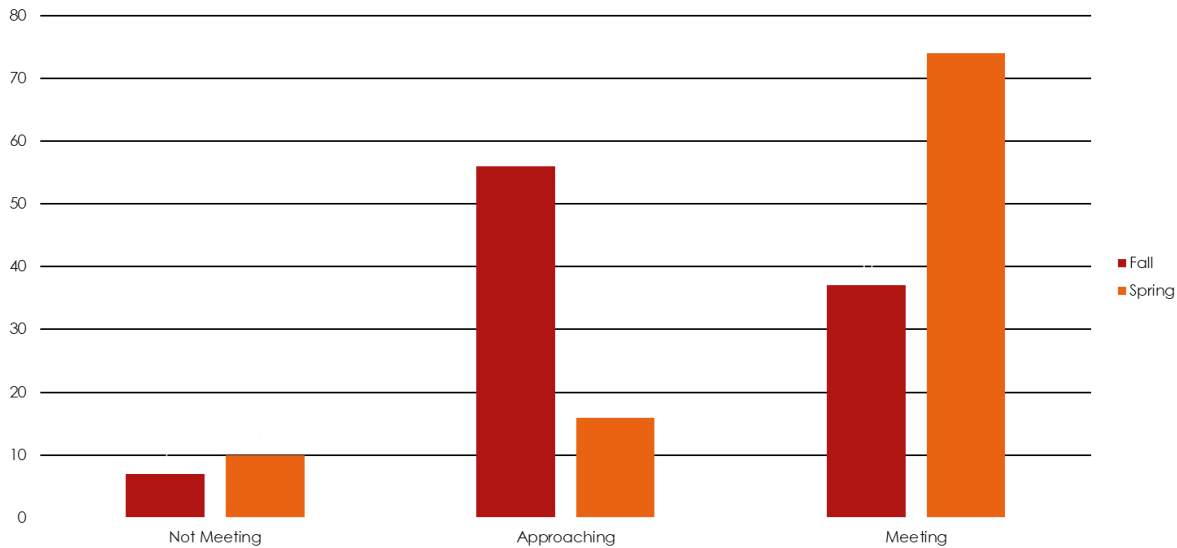
% RES Students meeting F&P (mRLC) Benchmarks by Cohort



Grade 4 Multiplication Data 2017-2018



## Grade 2 Mental Math Strategies 2017-2018



### Appendix 1

#### Numeracy Assessment

**Goal:** Students develop computational fluency.

**Rationale:** These assessments will give us baseline data in regards to students' math fact fluency. Assessments should be given in November and again in June so that growth can be documented and celebrated.

The numeracy assessment is split into three sections: strategies, conceptual understanding and recall.

<b>Strategies</b>	Students have an understanding of various strategies to solve equations.
<b>Conceptual Understanding</b>	Students develop an understanding of what the operations mean and can apply them to problem solving questions.
<b>Recall (Automaticity)</b>	Students recall math facts from long-term memory accurately, instantly and effortlessly.
<i>Once students have progressed from strategies to conceptual understanding to recall, they are ready to apply computational fluency.</i>	
<b>Computational Fluency</b> (Requires automaticity)	Students can rely on automatic retrieval of basic math facts when working with higher-level math.

\*It is assumed that grade 6,7,8 students have progressed to computational fluency so those grades only administer the recall component. If any student is not meeting grade level expectations, teachers can use professional judgment to administer strategies, conceptual understanding and recall assessments at that child's particular level.

## Literacy Assessment

**Goal:** Students will increase their critical literacy skills through ongoing formative assessment and informed instruction.

Strategy	Build teacher knowledge, understanding and practice in implementing comprehension and communication strategies that improve critical literacy in correlation with the new curriculum.
Data Source	<ul style="list-style-type: none"> <li>• Fontas and Pinnell</li> <li>• Provincial Assessment</li> <li>• Report Cards</li> <li>• Exit slips from early Dismissals</li> <li>• Teacher observations</li> </ul>

Fontas and Pinnell assessments are to be conducted by classroom teachers at least twice a year.

The books have all been scanned and are on the common folder for all to use. Hard copies are located in the teacher resource centre; please sign them out prior to use.

### Appendix 3- Examples of work done by PLCs in 2018-2019.

#### 3.1 Kindergarten – ELA Essential Outcomes

Curricular Standard	Description of Standard	Example of Rigor	Prerequisite Skills	When Taught?	Common Summative Assessment	Extension Standards
Learners are recognizing that English has conventional spellings.	Learners will be exposed to letters and their common sounds (ie. Jolly Phonics).	To identify the beginning sound of a word that they have either seen printed or heard audibly	None	Sept to June	One-on-one interview asking to students to identify letters and their sounds (Nov/Jan/June) * use Divisional ELA Assessment and/or Writing Rubric	Rhyming/word families, Reading and writing CVC words
Learners are developing automaticity with printed text.	Learners will be exposed to instruction and practice in printing uppercase and lowercase letters.	Proper formation of letter in printing books (ie. HWT)	Proficient fine motor skills (ie. pencil grip)	mid-October to June	Writing samples (Jan/June) - ie. name, labelling of pictures *collect exemplars	Journal writing (beginning with words and moving towards full sentences)

					through year	
Learners are responding to text in different ways to build and share understanding.	Learners will make connections (text to text/self/world).	Story responses connecting self to story	No personal skills but teacher modelling is important as prerequisite	Sept to June (through read alouds, group discussion)	Story responses (written by student and scribed where necessary or one-on-one interviews)	Guided reading group with comprehension focus
Learners are understanding the role of the text creator.  Be aware of and articulate the ways that one engages with text.	Learners will be exposed to and guided to identify story elements such as character, setting, and sequencing/ retelling (BME).	Ability to identify characters and setting in a story. Ability to order three events from a storyline.	Familiarity with concepts of print (ie. parts of a book, author's role)	Jan to June	Checklist to record student responses in large or small group setting (for setting, character identification, and sequencing BME).	Write own story with setting, characters, and clear BME.
Learners are making decisions about how to communicate ideas.	Communicating ideas through drawing and writing sounds that they hear.	Journal and sentence writing	Familiarity with letters and the sounds they make. Understanding of letter vs. word vs. sentence.	Jan to June	Journal writing samples *using Writing Rubric	Continued journal writing with greater attention to proper sentence structure and story details.

## 3.5 Grade 3 &amp; 4 Reading &amp; Writing Rubric

Essential Standards Chart (Grade 3 – 4)

What is it We Expect Students to Learn?					
Grade	Subject	Semester	Team Members		
<i>Description of Standard</i>	<i>Example of Rigor</i>	<i>Prerequisite Skills</i>	<i>When Taught?</i>	<i>Common Summative Assessment</i>	<i>Extension Standards</i>
What is the essential standard to be learned?	What does proficient student work look like?	What prior knowledge, skills or vocabulary are needed for a student to master this standard?	When will this standard be taught?	What assessments will be used to measure student mastery?	What will we do when students have already learned this standard?
<b>Reflects on &amp; Sets Personal Reading Goals</b>	* Students following set criteria * Set, review, & revise attainable reading goals	* Vocabulary * Read to self * Making judgments/opinions * Attainable goals * Reading level/skills	* Throughout the year	* Survey * Conversation	* Set new goals & repeat
<b>Using Strategies During Reading To Make Sense of Text</b>	* Re-reading, self-correcting, previewing, predicting, and visualizing * Uses a range of strategies	* Letter sounds, familiar words, * * Looks at pictures * Rereads * Self corrects	* Throughout the year	* F & P * Guided Reading * Steck-Vaughn, Alberta diagnostic * Class read aloud	* Progress to next stage of reading development (Frontier School Division Reading Continuum)
<b>Demonstrating comprehension</b>	* Understands characters, events, settings, ideas or information in a variety of texts and makes connections between texts, prior knowledge, and personal experiences.	* What story elements are * Learning to use personal experience, background knowledge to make connections with text (text to self, text to text, text to world) * Key understandings (about the text, within the text, beyond the text)	* Throughout the year	* F & P * Guided Readings * Read alouds * Student conversations	* Apply comprehension strategies to higher level text and other subject areas
	* Generate ideas * Add descriptive details	* Know what genres are (exposure through read-alouds) * Research	<b>November</b> – Sentences with supporting details, explores a variety of sentence and clause structures, connects families	Nov – What Happened (1-5)	* Explore and compose different genres
			<b>June</b> – Writing about a variety of topics with increasing length and detail. Plans, organizes, chooses genres for writing with openings and closings		
<b>Words &amp; Sentences</b>	* Use known vocabulary * A variety of language structures * Personalize writing pieces and expressing ideas	* Synonyms, adjectives, adverbs, tenses and compound sentences * Writes for a purpose and audience * Uses a variety of sentences	<b>November</b> – - explores grammar (tenses, sentence structure - selects words to enhance meaning and interest - <b>March</b> - explores more complex grammar (tenses, sentence structure - explores compound sentences - explores word choice with support  <b>June</b> - writes compound sentences - language is clear with variety and word choice - writes with varying sentence lengths	- Use November, March, and June writing assessments	- Expand vocabulary and apply it to more complex sentence structures.
<b>Rules</b>	* Students apply conventions to their writing. * Spelling (known words, strategies to solve unknown words) * Capitalization, punctuation * Rules to a variety of genres (index, glossary, table of contents etc...)	Editing Using personal dictionaries Fry's Sights Words (Read & Apply)	Read & Apply Fry's Sight Words (level 3 - 4) (Nov – some, March – most, June – all)  Nov – familiar with capitalization and punctuation (period, comma, question, exclamation mark Mar – recognize, use, and apply all of the above punctuation and capitalization; explore quotation marks June – start applying quotation marks to dialogue, 's for possessives, and commas for lists	Writing Assessment – A recount that includes dialogue, at least 3 characters (include commas), capitalization (proper nouns and start of sentences) and punctuation  Journals, daily writing, etc.	Explores additional punctuation (colon; semicolon; ellipsis...)  Using commas when using transitional words to start a sentence (meanwhile, after a while, later that day.)  Read & Apply Fry's Sight Words (level 5)
<b>Print</b>	* Print can be easily read * Consistent size of print to match the available space * Starts by margin * Keeps up when taking notes	* Knowing how to transfer print from interlined to single line * Recognizing where and what the margin is * Correct / Neat letter formation * Tracking, transfer, and focus skills	November – setting expectations for print concepts through modelling and practice  introduce keyboard skills (home row)  March – explores cursive writing in daily tasks continues to explore keyboarding by applying it to written tasks  June- produces finished products using keyboard, print or cursive skills according to preference, purpose and audience	use writing assessment to report on print concepts including formation, size and neatness  completion of writing assessment will determine printing pace  uses appropriate print skills (cursive, print or keyboarding) according to preference, purpose and audience in final products	when keyboarding explores manipulating text (font, size, layout) to enhance meaning or interest



## 3.6 Grade 5 &amp; 6 Pacing

Writing	Reading
<b>Term 1</b> <b>Non-Fiction/Expository</b>	
<ul style="list-style-type: none"> <li>- Using and accessing prior knowledge</li> <li>- Sentences and paragraphing</li> <li>- Connections (self/text/world)</li> <li>- Inferences and Textual Evidence</li> <li>- Context clues (vocabulary decoding example: using roots words or context for meaning)</li> <li>- Root words, suffixes, prefixes</li> <li>- Text Features (subtitles, graph, captions, table of contents, maps, diagrams, pictures, etc.)</li> <li>- Grammar (nouns, verbs, adjectives, adverbs, interjections, prepositions, pronouns, conjunctions, synonyms, homophones, homonyms, antonyms, possessives)</li> <li>- Pulling main ideas with supporting detail</li> <li>- Writers' Variables (<b>purpose</b>)</li> </ul>	<ul style="list-style-type: none"> <li>- Short Stories</li> <li>- Non-fiction articles</li> <li>- Newspapers/web articles</li> <li>- Expository Text Features</li> <li>- Headings and subheadings</li> <li>- Bullets</li> <li>- Text boxes</li> <li>- Italics</li> <li>- Bold/ underline/ all caps</li> <li>- Tables/ graphs/ charts</li> <li>- Pictures and Graphics</li> <li>- Personal anecdotes</li> <li>- Captions</li> </ul>
<b>Term 2</b> <b>Fiction/Narrative</b>	
<ul style="list-style-type: none"> <li>○ BME, setting, characters</li> <li>○ Plot diagram</li> <li>○ Problem/Solution or Resolution</li> <li>○ Character Traits</li> <li>○ Conflict (Man vs. Man, Man vs. Self, Man vs. World)</li> <li>○ Grammar (continued from Term 1, subject/predicate, and types of sentences - imperative, interrogative, exclamatory, declarative)</li> <li>○ Writers' Variables (<b>voice, audience</b>)</li> <li>○ Voice/Perspective: The Day the Crayons Quit, Dog and Cat Diaries</li> <li>○ Possible Unit Ideas:</li> <li>○ Poetry</li> <li>○ Short Stories</li> <li>○ Novel Studies</li> </ul>	<ul style="list-style-type: none"> <li>○ Literary Techniques</li> <li>○ Simile</li> <li>○ Metaphor</li> <li>○ Onomatopoeia</li> <li>○ Personification</li> <li>○ Alliteration</li> </ul>
<b>Term 3</b> <b>Non-Fiction &amp; Fiction/Persuasive</b>	
<ul style="list-style-type: none"> <li>- Research Skills</li> <li>- Bibliography</li> <li>- Writers' Variables (<b>format</b>)</li> </ul>	<ul style="list-style-type: none"> <li>- Articles</li> <li>- Current Events</li> </ul>

- Point of View
- Bias and Perspective

### 3.8 Grade 7 & 8 Essential Outcomes

#### Grade 7 & 8 ELA Essential Understandings

##### Critical Thinking

Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.

##### Comprehension

##### Communication

##### Reading Listening & Viewing

##### Writing

##### Speaking & Representing

Students are expected individually and collaboratively to be able to:

- ◆ read fluently and demonstrate comprehension and interpretation of a range of grade-appropriate literary texts, featuring some complexity in theme and writing techniques
- ◆ select and use various strategies before reading and viewing to develop understanding of text
- ◆ select and use various strategies during reading and viewing to construct, monitor, and confirm meaning
- ◆ select and use various strategies after reading and viewing to confirm and extend meaning
- ◆ respond to selections they read or view
- ◆ read and view to improve and extend thinking
- ◆ explain how structures and features of text work to develop meaning

Students are expected individually and collaboratively to be able to:

##### Personal Writing

- ◆ write a variety of clear, focused personal writing for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions
- ◆ use writing and representing to critique, express personal responses and relevant opinions, and respond to experiences and text
- ◆ use writing and representing to extend thinking
- ◆ use the features and conventions of language to express meaning in their writing and representing

##### Writing to Communicate Ideas and Information

- ◆ write a variety of effective informational writing for a range of purposes and audiences that communicates ideas to inform or persuade
- ◆ use writing and representing to critique, express personal responses and relevant opinions, and respond to experiences and texts
- ◆ use writing and representing to extend thinking
- ◆ use the features and conventions of language to express meaning in their writing and representing

Students are expected individually and collaboratively to be able to:

- ◆ Exchange ideas and viewpoints to build shared understanding and extend thinking
- ◆ Use and experiment with oral storytelling processes
- ◆ Transform ideas and information to create original texts.

	<p><b><u>Literary Writing</u></b></p> <ul style="list-style-type: none"> <li>◆write a variety of imaginative writing for a range of purposes and audiences, including short stories, passages, and poems modelled from literature</li> <li>◆use writing and representing to extend thinking</li> <li>◆use the features and conventions of language to express meaning in their writing and representing</li> </ul>	
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**Early Dismissal – Goose Lake High  
Summative Final Report (Year 3 of 3 – 2016-2019)**



**Summary:**

This year marks the 7<sup>th</sup> year our community has provided Early Closure as essential collaborative professional development with local contexts/data at the core. The purpose of this pilot project was to allow staff members from both schools to participate in collaborative professional development focused on identifying priority outcomes and implementing best practice strategies in the areas of both instruction and assessment. Its end goal was to increase student engagement and achievement whereby all students succeed at high levels.

**2016/17 Year**

1. Focus Topic

Mental Health and Inclusion – Supporting students' well-being and sense of belonging through focused activities and encouraging student voice through learning profile survey

2. Strategy

a. Professional Readings

- Finland's social climbers: How they're fighting inequality with education and winning
- CAP Magazine – "Bringing Mental Health to Schools: It's time to do the right thing instead of doing something"
- "Enabling Teacher Driven Innovation" – Dr. Simon Breakspear
- Jigsaw Book start – Teaching the Whole Teen – Poliner, Benson

b. Teacher Advisory Groups

TnT (teacher advisory groups). Thematic units embodied units of study presented to cross-grade groups of students in an agreed-upon period in each school month. Topics chosen were generated from data derived from the Learning Profile Survey and staff inputs. Units were comprised of: team building, mental health,

sustainable development, healthy lifestyles, and music. Five staff groups were created; each group created a unit that would last no more than a 70-minute period. The first few months involved the readings and creating the units. Staff then deliver the unit. The first session with students began in January of 2017.

## 2. Data

- a. Learning Profile Survey
- b. Tell Them From Me

### 1. A student Survey was issued and students responded to the following questions

- a. Do you feel that TNT has benefited your education at GLH?

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Grade 10	27%	33%	22%	11%	7%
Grade 11	23%	38%	19%	8%	12%
Grade 12	17%	50%	20%	13%	

Total Respondents: 27 (10), 26 (11) 24 (12) = 77

- b. I feel that the TNT sessions have improved student-teacher relations at GLH".

Strongly Agree (SA)

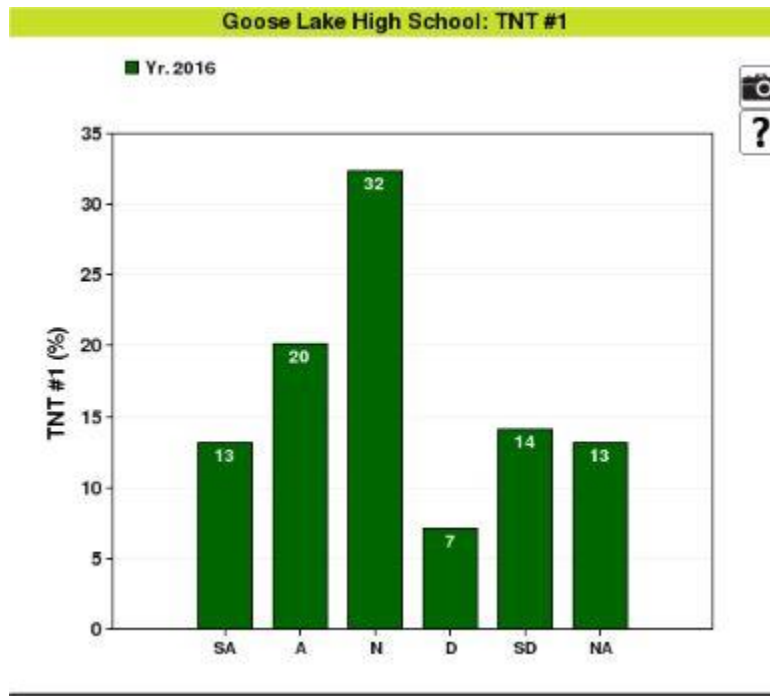
Agree (A)

Neutral (N)

Disagree (D)

Strongly Disagree (D)

I did not attend TNT (NA)



- c. I feel that the TNT sessions have improved student-student relations at GLH”.

Strongly Agree (SA)

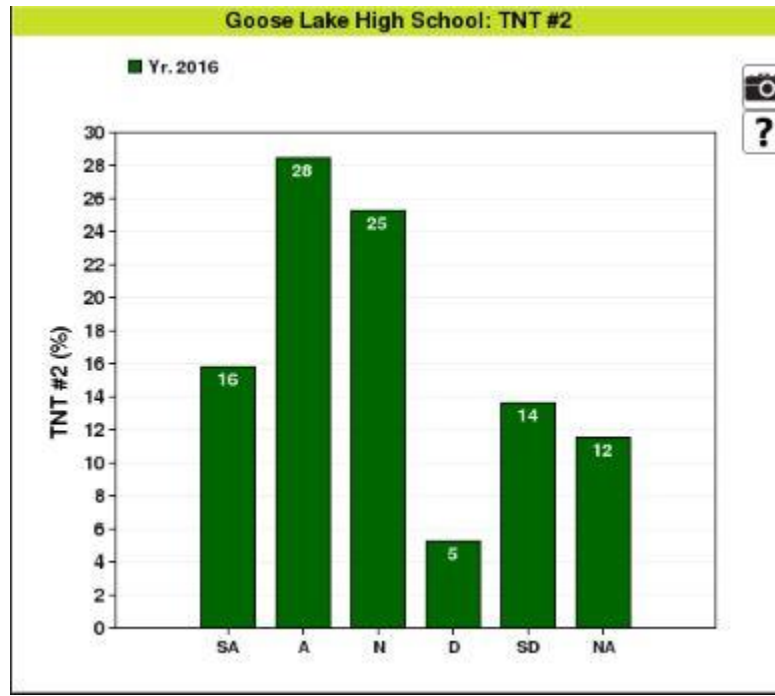
Agree (A)

Neutral (N)

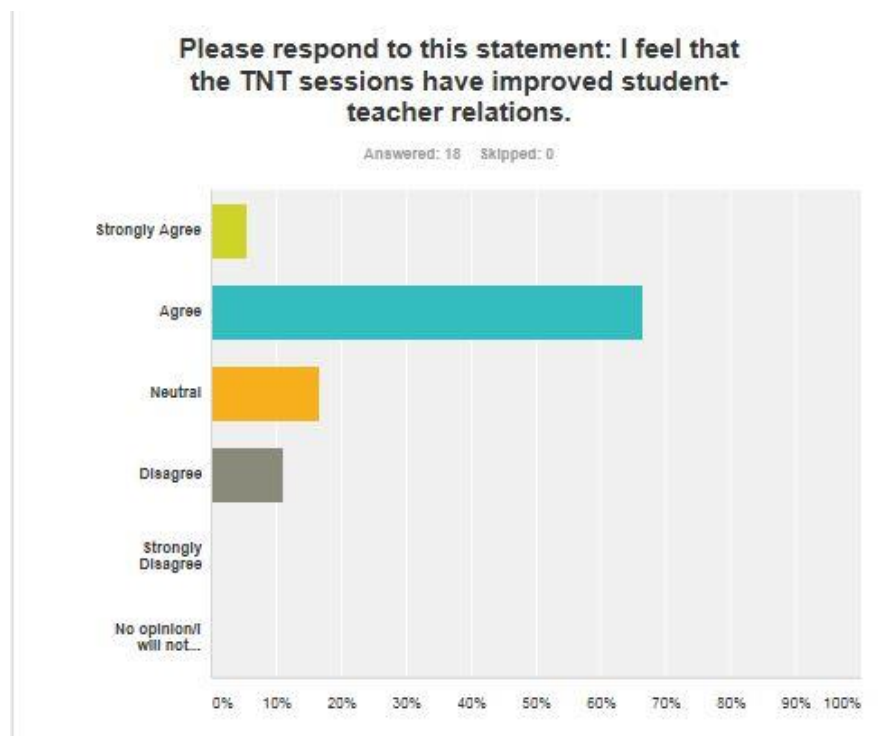
Disagree (D)

Strongly Disagree (D)

I did not attend TNT (NA)

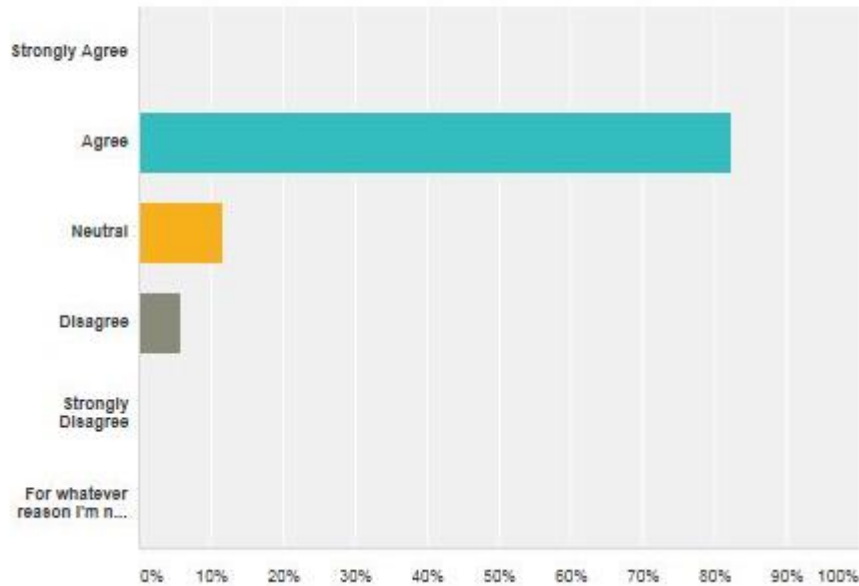


2. Staff were surveyed, as well.



Please respond to this statement: I feel that early closure professional development has enhanced my teaching practice/interactions with students/knowledge.

Answered: 17 Skipped: 1



The above data was positive and reflected two years of the Teacher Advisory Group model (TAG – 2015/16, TNT – 2016/17); the only reason it was removed for the 2017/18 year was student/teacher feedback about the interruptions to class time.

### 2017/18 Year

#### 1. Focus Topic

- a. Using the Agile leadership concept of learning sprints build teachers capacity in using the framework to improve student learning in an identified area. Learning sprints had to include a focus from one of the schools five divisional pillars: numeracy, literacy, safe and caring schools, mental health, or career development.

#### 2. Strategy

- a. Professional Reading
  - i. Jigsaw Book cont'd – Teaching the Whole Teen – Poliner, Benson
- b. Learning Sprint Professional Development for Staff

Below is a sampling of the learning sprints created and implemented at the classroom level.

#### **Learning Sprints Plan:**

**Name/Group:** Jeff Hlady and Jarrett Newton

**Pillar of Focus:** Numeracy Improvement: Multiplication and Fractions

**Specific Outcome:** To improve the efficiency of our students when it comes to working with Fractions.

**What you are designing (in brief form):** We are using Mad Minutes at the start of each class to build the foundation for students to become more proficient in working with Fractions. This will tie into Industrial Arts as they will also be able to use Metric and Imperial Measurement tools to become stronger at working with Fractions. This will be done in all Math and Industrial Arts classes.

**The Approximate time period for the sprint:** From November 20th to December 22nd. However, this may run much longer and will definitely be used with our students in second semester.

**How you will assess:** The students will be assessed daily on their Mad Minute scores. They will also be assessed in Industrial Arts with an exercise on using Metric and Imperial Measurement tools to measure a variety of objects within the classroom.

#### Learning Sprints Plan:

**Name/Group:** Andrew Collins

**Pillar of Focus:** Safe & Caring Schools Pillar

**Specific Outcome:** Addictions Awareness for Grade 10 American History

**What you are designing (in brief form):** A subunit on the history of narcotics in America with components of caution, intervention and supports embedded throughout.

**The Approximate time period for the sprint:** 1-3 Lessons in Week 1 or 2 of December 2017.

**How you will assess:** Anecdotal conversation and records relating American History to current context – I will invite Guidance to be involved during conversation to observe and guide.

**Name:** Danica Wyss & Louise Bailey

**Pillar of focus:** literacy(grade 9 French)

**Specific outcome:** to get students to learn vocabulary...retain vocabulary, increase vocabulary

- spend 5 minutes each day while in unit reviewing vocabulary of theme.
- use flash cards, whiteboard activities, oral quiz, written quiz, wordsearches, etc,etc.

**Approximate period of time for the sprint:** daily for 2 weeks

**How will you assess:** written, oral quizzes, presentations on French, test sections on vocabulary, Less usage of dictionary or reliance on dictionary/teacher to supply words to them when doing daily work.

#### Learning Sprints Plan:

**Name/Group:** Brant Neufeld

**Pillar of Focus:** Numeracy, Literacy

**Specific Outcome:** improving test writing skills and test preparation in Math

**What you are designing (in brief form):** introducing more “tools” for the students to try. Goal is to try one or more “new” tools each test to see if a different approach works for student (each student is unique and needs to find what works for them).

As a class we brainstormed some ideas that they are currently trying.

**The Approximate time for the sprint:** term 2 in semester 1 in 10F Math and continue into 2<sup>nd</sup> semester 20S Essential Math.

**How you will assess:** Test scores will help determine if “tools” they are trying are helping with test writing and test scores.

**Name:** David Sinclair

**Pillar of Focus:** Mental Health

**Specific Outcome:** Using an appropriate alternative to Cognitive Behavior Therapy (CBT): Client Centered Approach (Rogerian).

**What Are You Designing?** I am designing an approach to use the Rogerian counselling theory with students who would benefit from using self-discovery problem solving.

I am trained in using Rogerian techniques, but CBT has worked extremely well in my counselling practice. Counselling ethics will be strictly adhered to.

**The Approximate Time Period for the Sprint:** The time period is varied, and dependent upon factors including suitable candidate selection. Using informed consent, I will ask one or two students if they would like to try this approach (after explaining how it works). The students I have in mind will likely be interested in this: I will use the theory over the course of three 20 minute sessions.

**How Will You Assess?** I will interview the students after to determine how they feel about their personal progress. I will assess student responsiveness to the techniques.

**Name:** Brenda Neuhofer

**Pillar:** Literacy

**Specific Outcome:** help students become more involved in self assessing their reading skills and abilities and then using this to set goals to improve their reading

**Designing:** create one rubric that students, parents and I can use to assess reading

**Time period:** term 2, 2017 – 2018

**Assessment:** students will use the rubric and, through dialogue and journal writing, will assess whether or not it helps them understand themselves as readers and helps them improve their reading skills

### 3. Data Analysis

Data was gathered and was specific to each learning sprint. Below is a sample staff reflection and student response

#### Safe and Caring Pillar – Teacher Reflections (A. Collins)

Of my three Learning Sprints, the first was quite successful (Incorporation of Addictions Awareness into American History 20). Lessons on the impact of narcotics on both domestic and foreign policy was paired with material from AFM and other resources. Student surveys and anecdotal observations indicated that students found it both engaging and informative. This sub-unit can be incorporated into future American History 20 programming or altered for a different course. Students even suggested an increased role for these sub-units expanding into other addiction issues.

#### Student Data (Final Month of Semester):

Student Feedback indicated 92% of students who participated in the Safe and Caring Schools Sub-Unit found it to be an informative and positive experience.

### 2018/19 Year

#### 1. Focus Topic

- a. School action plan focused on the division/school priorities and outcomes of the school plan.

#### 2. Strategies

- a. Professional Readings
  - i. New MVSD Classroom Profiles model
  - ii. "The Parent Puzzle"
  - iii. Teacher Stress
  - iv. Carpentry and its relation to all curriculum



b. Action Plans

Staff was grouped into one of the five pillars to create a school-based action plan, which includes: identification of problem, target audience, data collection, strategies, implementation, indicators of success, post-strategy data collection, reflection, and sharing with entire group. Very similar to the Agile Leadership learning sprints. Staff participation in this valuable process learned through their own practitioner research what works best in their respective classrooms. In addition, it allows for staff autonomy and voice, inputs from staff, and a positive inclusive climate in making the school better to ensure all students to learn at high levels. Groups are to conduct primary and secondary research into their chosen pillar, formulate a plan of action, and present to the group during our June early closure day. Their work will then translate into our 2019/20 school plan.

3. Data Analysis

- a. Learning Profile Survey
- b. OurSchool Survey

1. Student Profile Survey regarding mental health and wellness. There was an increase in the number of Grade 10 and Grade 11 students requesting support and this illustrates that they are not afraid to discuss Mental Health issues and reach out for support. There was an increase in the number of students disclosing.
2. OurSchool Survey results will not be available until beginning of June.

### Note 3:

THE EDUCATION ADMINISTRATION ACT (C.C.S.M. c. E10) Teaching Certificates and Qualifications Regulation  
[https://web2.gov.mb.ca/laws/regs/current/\\_pdf-regs.php?reg=115/2015](https://web2.gov.mb.ca/laws/regs/current/_pdf-regs.php?reg=115/2015) )

SafeWorkManitoba; [https://www.safemanitoba.com/Page%20Related%20Documents/resources/2962\\_swm\\_young\\_worker\\_injury\\_prevention\\_strategy\\_web.pdf](https://www.safemanitoba.com/Page%20Related%20Documents/resources/2962_swm_young_worker_injury_prevention_strategy_web.pdf)

### Note 4:

See Note 2