

Historical scan of events Exhibit 2

Grade 7 Implementation

School year
2004

- SpE – CT change
- SpE – CT philosophy of inclusion
- collaboration with SSU
- June 2004, self-contained SpE classroom closed
- core subject area CT's spent 3 full days – throughout the year – with Faye Brownlie working on a school literacy plan

2005
January

- creative use of funding \$ to purchase intern time for student funded Level III EBD
- **Key event/turning point**
 - approval by the school division to use funding differently

Jan – June
2005

- discussions re: hiring interns and a SW
- school-based SSP accept that outcome – based instruction is required to meet student need and that student learning must occur on a continuum
- Apr – June: began using two interns in 2 classrooms to support CT's
- partnership established with U of W to use interns over multiple years
- some staff attended a school/grade/class profiling workshop with Faye Brownlie – follow up yearly

June – Aug
2005

- outcome-based continuum developed K – 9 for ELA and MA
- used attrition (of paras) to hire interns
- Supts. Dept. approved the shift

Sept. – Oct.
2005

- principal change
- ½ day orientation for team leaders re: use of interns
- 3 interns and 6 paras in place
- full-time (in dept.) SW hired
- DI model implemented
- use of flexible grouping of students
- use of standardized assessments in ELA and MA
- **Key event/turning point**
 - direction set by core team with shared beliefs

**Grade 8
Implementation**

2006
January

- full day workshop for all staff on inclusion
 - divisional assessment policy (call for differentiation)
 - Western Canadian protocol – curriculum; Man. Ed.
 - Changing legislation (Bill 13); Man. Ed
 - Message that CT's need to meet the needs of all students

Key events/ turning points

- buy-in by more staff

2006
February

- 2-day retreat for all staff
 - DI
 - Differentiated assessment change

Key events/turning points

- buy-in by more staff

2006
March

- all staff participate in PATH process (over 2 sessions)

Key events/turning points

- buy-in by more staff

Apr – June
2006

- ongoing discussion re: use of interns with funding money and suggestion to hire 3 qualified teachers as teaching partners
- structure of SW component change proposed
- discussion with MTS (RETTA) about use of teaching partners
- some staff attended a one-day conference on restorative justice
- some staff attended 3 days of PBS training with Terrance Scott

2006
September

- new counsellor – shift in role to supporting the social/emotional domain for students
- SW role ½ time by increasing divisional support
- collaboration between RT, SW and counsellor
- 3 teaching partners hired
- several interns in place
- 4 paraprofessionals in the school
- school involved in an assessment residency project that lasted two years
- whole class social skill instruction (SW and counsellor)
- implemented restorative justice practices

December
2006

- full day workshop for staff on assessment, continuous recording to build skills

**Grade 9
Implementation**

2006
Spring

- MAST nomination
- office renovations started

June
2007

- decision to increase interns support for the next school year
- decision to not continue with teaching partners in the form that existed
- shared decision making with staff re: these decisions
- discussion with remaining paras regarding the shift in direction
- respect agreement finalized

Key events/turning points

- deliberate/intentional shift in service delivery to students

2007
Fall

- full implementation of all ASAP components in all grades
- many interns; one para
- division generated a template to allocate funding dollars differently
- ½ day workshop re: triangulated assessment practices with Sandra Herbst

February
2008

- CEC award

Summer
2008

- school painted inside and out
- lockers painted
- name of school installed on outside of building

2008
September

- MASS journal article
- No paras in the school
- French Revitalization grant implemented (3 yr. term)
- Began using 3 interns in 3 classes in FI
- 3 – ½ days of planning for FI CT's to plan with BEF: to establish continuum of outcomes and to ID French language assessment
- VP change
- UNESCO school implementation
- All grade 9 students trained in 7 habits of Highly Effective Teens
- School wide field trip to refugee camp in heart of the city (Dr.s w/o Borders)

2009
September

- all grade 8 & 9 students trained in 7 habits

December
2009

- team of CT's attended full-day workshop on co-teaching with Marilyn Friend

February
2010

- almost 100% of staff trained in conflict resolution by Resolution Skills Centre – Karen Ridd