



BRANDON SCHOOL DIVISION

FEBRUARY 5, 2014

NOTICE IS HEREBY GIVEN OF THE REGULAR MEETING
OF THE BOARD OF TRUSTEES

TO BE HELD MONDAY, FEBRUARY 10, 2014
7:00 P.M.

J. L. MILNE BOARDROOM, ADMINISTRATION OFFICE

1031 - 6TH STREET, BRANDON, MANITOBA

D. Labossiere
Secretary-Treasurer

AGENDA

1.00 AGENDA/MINUTES:

1.01 Reference to Statement of Board Operations

1.02 Approval of Agenda

1.03 Adoption of Minutes of Previous Meetings

- a) Regular Board Meeting, January 27, 2014.
Adopt.

2.00 GOVERNANCE MATTERS:

2.01 Presentations For Information

2.02 Reports of Committees

- a) Aboriginal Educational Advisory Committee Meeting
- b) Finance Committee Meeting
- c) Other

P. Bowslaugh

K. Sumner

2.03 Delegations and Petitions**2.04 Communications for Action**

- a) James Allum, Minister of Education and Advanced Learning, January 30, 2014, noting he announced the government will increase funding to education by \$24.4 million or 2% in 2014-2015. The Government is providing new targeted funding to focus on fundamental math, science and reading skills. A further announcement on their commitment to further reduce class sizes will be made in the near future. The Government is also providing targeted funding for schools to provide students with tools and resources to understand their career and high learning opportunities and provide skills training so they can be better prepared once they complete high school. The Government is further providing schools with additional funding to build and renew science labs and school shop classes, and upgrade and acquire new tools, so that students have state-of-the-art equipment to learn the skills they need to get good jobs.

He further notes that schools divisions are to work hard to ensure funding for front line public education is maintained, including finding efficiencies and identifying savings in overhead and administration. He asks school divisions to take the following steps:

i) **Using accumulated surpluses**

Divisions are directed to use any excess accumulated surplus they have in reserves to the classroom to support student learning. Currently, existing policy permits school divisions to carry forward a surplus equivalent to 4% of their operating budget and anything over 4% is considered excess surplus. Over the next year they will be reviewing the potential to decrease this policy limit to help keep school taxes low.

ii) **School division administrative costs now capped**

Administrative costs caps in regulation are effective July 1st. The caps have been established to recognize that rural and northern divisions are smaller but still have basic administrative requirements to ensure quality and fiscal responsibility:

- Winnipeg: 4% of total operating
- Rural: 4.5% of total operating
- North: 5% of total operating

School divisions must maintain their administrative costs below these new regulated limits and should look for opportunities to further reduce costs as these limits will be reviewed.

iii) **Reduce administrative spending**

Divisions are to identify opportunities to reduce their administration and overhead costs, including the number of administrative and consultant positions, salary levels and associated expenses such as food and travel. Divisions should also focus on all administrative functions to improve productivity and reduce overhead costs, including functions such as purchasing, transportation, IT and facility maintenance. (Appendix "A")

Refer Business Arising.

2.05 Business Arising**- From Previous Delegation**

- a) Mr. Steve Cherewyk, Parent, speaking to the Board about Syner-Voice and following up on past presentation regarding parents riding the bus with their child.

- From Board Agenda

- a) Correspondence from James Allum, Minister Education and Advanced Learning, Communications for Action 2.04a), referencing the recent funding announcement for 2014-2015 and asking school divisions to follow steps to move resources into the classroom through using accumulated surplus, adhering to administrative cost caps, and reduce administrative spending.

- MSBA issues (last meeting of the month)

- From Report of Senior Administration

- a) School Reports – NIL
- b) Learning Support Services Presentation – NIL
- c) Items from Senior Administration Report –
 - Funding Announcement – Refer Business Arising.
 - Transfer of 2014-2015 Operating Budget to Board of Trustees – Refer Motions.
 - Trustee Indemnities – Secretary-Treasurer and Assistant Secretary-Treasurer Selection Committee – Refer Motions.
 - Trustee Inquiries:
 - o Trustee Kruck – Additional Fundraising for Hockey Trip to Pittsburgh;
 - o Trustee Kruck – Survey of Other School Divisions – Extra-Curricular Costs.

2.06 Public Inquiries (max. 15 minutes)

2.07 Motions

08/2014 That Senior Administration transfer the 2014-2015 Operating Budget to the Board of Trustees for the Board's ownership and final decision making.

09/2014 That the Trustees participating on both the Secretary-Treasurer and Assistant Secretary-Treasurer Selection Committee be paid the appropriate indemnity for meetings of this Committee which were held August, October, November and December, 2013.

2.08 Bylaws

2.09 Giving of Notice

2.10 Inquiries

- Trustee Inquiries

3.00 ADMINISTRATIVE INFORMATION:

3.01 Report of Senior Administration

Receive and File.

3.02 Communications for Information

- a) George Coupland, Director, Labour Relations, Manitoba School Boards Association, addressed to Superintendents, January 31, 2014, noting a number of school divisions have received a letter from Ken Pearce, General Secretary of the Manitoba Teachers' Society which requests division to supply information on FTE teachers. He notes Mr. Pearce's letter states "legislation requires divisions to provide information to the Manitoba Teachers' Society". Mr. Coupland confirms the requirement on school divisions to provide teacher specific information can be found in two Acts and includes excerpts from the two Acts he refers to in his letter. Mr. Coupland further notes that the specific request in the MTS letter, appears to fall outside of the requirement on school divisions to provide information and therefore MSBA in their view, does not feel divisions are obligated to provide the requested information.

Refer to Personnel Committee.

3.03 Announcements

- a) Public Budget Consultation Forum – 7:00 p.m., Wednesday, February 12, 2014 – École Harrison.
- b) Facilities and Transportation Committee Meeting – 11:30 a.m., Thursday, February 13, 2014, Board Room.
- c) All Day Budget Meeting – 9:00 a.m., Tuesday, February 18, 2014, Board Room.
- d) Brandon Community Drug and Alcohol Education Coalition Meeting – 9:00 a.m., Thursday, February 20, 2014, Board Room.
- e) Finance Committee Meeting – 2:00 p.m., Monday, February 24, 2014, Board Room.
- f) NEXT REGULAR BOARD MEETING – 7:00 p.m., Monday, February 24, 2014, Board Room.
- g) Upcoming Budget Dates:
- Special Board Meeting – Public Presentations re: Proposed 2014-2015 Budget – 7:00 p.m., Monday, March 3, 2014.

4.00 IN CAMERA DISCUSSION**4.01 Student Issues**

- Reports

- Trustee Inquiries

4.02 Personnel Matters

- Reports

- a) Confidential #1 - Personnel Report.

- Trustee Inquiries

4.03 Property Matters/Tenders

- Reports

- Trustee Inquiries

4.04 Board Operations

- Reports

- Trustee Inquiries

5.00 ADJOURNMENT



**MINISTER
OF EDUCATION AND ADVANCED LEARNING**

Room 168
Legislative Building
Winnipeg, Manitoba, Canada
R3C 0V8

January 30, 2014

To: Chairs of School Boards

Today I announced that our government will increase funding to education by \$24.4 million or 2% in 2014-15. Total provincial funding for our school has now reached over \$1.24 billion. This means our total new investment as a government has been \$470 million or 61%. Our government believes funding for education is an investment in the future, and that by investing in our students, they will receive the education and training they need to find good jobs and flourish in our province.

We remain committed to making Manitoba a leader in education quality. This means that our education system needs to produce strong results and highly trained students. This is why we will be providing new targeted funding to focus on fundamental math, science and reading skills so that every student can succeed. With the support of divisions many positive initiatives have been undertaken including revised kindergarten to grade 8 math curriculum, introducing a new, plain language report card, and working to reduce class sizes to 20 students or fewer in kindergarten to grade 3. A further announcement on our commitment to further reduce class sizes will be made in the near future.

Our government has also put the skills agenda front and centre. Our education system plays a foundational role in this agenda because it is in our schools that our students learn the basic skills they need to succeed and become good citizens. We also need to do more to ensure a more seamless transition between high school and post-secondary education or the work force. This is why we will be providing new targeted funding for our schools to provide students with tools and resources to understand their career and higher learning opportunities and provide skills training so they can be better prepared once they complete high school.

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2014/1

In order for our students to develop the skills they need to succeed in their future careers, we need to ensure that their learning environment is equipped to meet the challenges of tomorrow. This is why we will be providing schools with additional funding to build and renew science labs and school shop classes, and upgrade and acquire new tools, so that our students have state-of-the-art equipment to learn the skills they need to get good jobs in our growing economy.

I know we all share the same goal of ensuring there is sufficient funding to provide quality public education in classrooms across the province. Despite continued fiscal challenges in Canada and uncertainty around the world, our government has worked hard to identify savings internally and across government so that once again we can increase funding for public schools at the rate of economic growth and make the announcement outlined above.

We also expect school divisions to work hard to ensure funding for front line public education is maintained, including finding efficiencies and identifying savings in overhead and administration. I am asking school divisions to take the following steps to help drive more resources into classrooms:

1. Using accumulated surpluses

Divisions are directed to use any excess accumulated surplus they have in reserves to the classroom to support student learning. Currently, existing policy permits school divisions to carry forward a surplus equivalent to 4% of their operating budget and anything over 4% is considered excess surplus. Over the next year we will be reviewing the potential to decrease this policy limit to help keep school taxes low, but in the meantime it is strongly recommended that divisions consider using as much of their accumulated surpluses as possible to fund classrooms.

School divisions combined currently have over \$80 million in accumulated surpluses.

2. School division administrative costs now capped

Today, I have proclaimed administrative cost caps in regulation effective July 1st. The caps have been established to recognize that rural and northern

divisions are smaller but still have basic administrative requirements to ensure quality and fiscal responsibility:

- Winnipeg: 4% of total operating
- Rural: 4.5% of total operating
- North: 5% of total operating

School divisions must maintain their administrative costs below these new regulated limits and should look for opportunities to further reduce costs as these limits will be reviewed and may be decreased in the future.

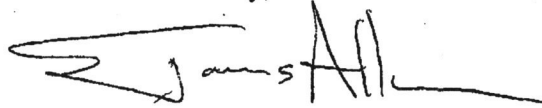
3. Reducing administrative spending

It is strongly recommended that divisions identify opportunities to reduce their administration and overhead costs, including the number of administrative and consultant positions, salary levels and associated expenses such as food and travel. Divisions should also focus on all administrative functions to improve productivity and reduce overhead costs, including functions such as purchasing, transportation, IT and facility maintenance.

Some divisions have already been in contact with the provincial government to indicate they are considering these steps and all divisions are encouraged to do the same. Our shared goal is to reduce administrative overhead costs in a way that does not impact the front line services that students and families depend on.

Good things happen in Manitoba schools every single day. Maintaining this high quality standard of education that parents expect in our province remains my top priority. I continue to be impressed by the hard work, dedication, and professionalism of our teachers, administrators, support staff, and trustees have made while striving to make our education system one of the best in Canada. I look forward to working together to make our education system the strongest it can be.

Sincerely,

A handwritten signature in black ink, appearing to read 'James Allum', with a stylized flourish at the end.

James Allum
Minister
Education and Advanced Learning

- c. Superintendents
Secretary-Treasurers



BRANDON SCHOOL DIVISION

MINUTES OF THE REGULAR MEETING OF THE BOARD OF TRUSTEES, THE BRANDON SCHOOL DIVISION, HELD IN THE J. L. MILNE BOARDROOM, ADMINISTRATION OFFICE, 1031 - 6TH STREET, BRANDON, MANITOBA, AT 7:00 P.M., MONDAY, JANUARY 27, 2014.

PRESENT:

Mr. M. Sefton, Chairperson, Mr. J. Murray, Vice-Chairperson, Mr. P. Bartlette, Mrs. P. Bowslaugh, Mr. D. Karnes, Mr. G. Kruck, Dr. L. Ross, Mr. M. Snelling Mr. K. Sumner.

Secretary-Treasurer, Mr. D. Labossiere, Recording Secretary, Ms. S. Bailey, Live Streaming Video Operator, Ms. T. Curtis.

Senior Administration: Dr. D. M. Michaels, Superintendent/CEO, Mr. G. Malazdrewicz, Associate Superintendent, Ms. Eunice Jamora, Assistant Secretary-Treasurer, Ms. B. Switzer, Director of Human Resources.

The Chairperson called the meeting to order at 7:00 p.m. He welcomed everyone in attendance.

AGENDA

1.00 AGENDA/MINUTES:

1.01 Reference to Statement of Board Operations

1.02 Approval of Agenda

The Secretary-Treasurer confirmed he had a late item to bring forward under motions regarding an agreement with the United Way.

Dr. Michaels, Superintendent/CEO confirmed she had one personnel matter for In-Camera discussions and one student matter for In-Camera discussions.

Trustee Bowslaugh requested three In-Camera items.

Mr. Snelling – Mrs. Bowslaugh
That the agenda be approved as amended.

Carried.

1.03 Adoption of Minutes of Previous Meetings

- a) The Minutes of the Regular Board Meeting held January 13, 2014 were circulated.

Mr. Kruck – Mr. Sumner

That the Minutes be approved as circulated.

Carried.

- b) The Minutes of the Special Board Meeting held January 20, 2014 were circulated.

Mr. Sumner – Mr. Bartlette

That the Minutes be approved as circulated.

Carried.

2.00 GOVERNANCE MATTERS:**2.01 Presentations For Information****2.02 Reports of Committees**

- a) Workplace Safety and Health Committee Meeting

The written report of the Workplace Safety and Health Committee meeting held on January 15, 2014 was circulated.

Superintendent, Dr. Michaels, expressed concern regarding the report on violent incidents as noted by Trustee Bowslaugh in her Committee report. Dr. Michaels confirmed she would need to review her records as there had been 140 incidents reported but not 140 violent incidents reported. She confirmed the number of violent incidents reported was likely less than 10. The Associate Superintendent confirmed all violent incident reports are forwarded to him within 24 hours. He would review the incident reports and provide the Board with a full report on this in due course.

The Trustees agreed to accept the written report as circulated and not the verbal report, noting the written report stated 140 incidents and not 140 violent incidents.

Mrs. Bowslaugh – Mr. Kruck

That the Minutes be received and filed.

Carried.

- b) Other

- MSBA Region 1 Meeting

Trustees Bowslaugh, Bartlette and Snelling attended the MSBA Region 1 Meeting on January 27, 2014 at the Victoria Inn, Brandon. They noted discussions at the meeting included MSBA services profiles, a budget presentation, MUST fund, MSBA pension, Resolutions and Nominations for the upcoming MSBA Convention in March.

Point of Privilege: Trustee Sumner, as Chairperson of the Finance Committee, expressed concern regarding the proposed membership fee increase. He noted the Finance Committee had directed Senior Administration to increase the budget line for this item by 10% in case the proposed membership fee increase is approved at the Convention in March.

2.03 Delegations and Petitions

- a) Mr. Steve Cherewyk, Parent, spoke to the Board of Trustees regarding two matters.
- The first was to inquire as to whether or not Syner-Voice was able to have multiple numbers added to a student's contact information when a child is late or absent. He noted the importance of being able to contact whichever parent was in physical custody of the child, to ensure that the matter was handled quickly and efficiently. Superintendent, Dr. Michaels confirmed that notice is provided to the custodial parent; however, Senior Administration would look into the matter.
 - The second request was a follow-up to his presentation to the Board of Trustees on May 14, 2014. He noted that at the Regular Meeting of the Board of Trustees held on May 28, 2014, the matter had been referred to the Policy Review Committee for policy development. He noted he had spoken with Manitoba Education who advised that there is no government regulation regarding this matter and it is up to the Superintendent. He advised that the Superintendent stated she could not approve his request to ride the bus as the matter was with the Board of Trustees. Superintendent, Dr. Michaels, clarified her conversation with Mr. Cherewyk noting that she did not approve his requested and had told him why she would not approve his request. She confirmed the matter was to be reviewed by the Policy Review Committee. The Chairperson confirmed that the matter had not been dealt with as it had not been a high priority; however, he thanked Mr. Cherewyk for the reminder. Mr. Kruck, as Chairperson of the Policy Review Committee, noted the matter had not been on the Committee agenda yet, but it would be put on the agenda.

2.04 Communications for Action

NIL

2.05 Business Arising**- From Previous Delegation**

- a) The presentation by Mr. Dave Poets and Mr. Jerry Stewart, Vice-President, United Commercial Travelers, James B. Chrisp Council #448, offering financial help towards the new Football Field Canteen/Press Box at Neelin in exchange for signage was discussed. École Secondaire Neelin High School principal, Mr. Michael Adamski, was invited to sit at the Board Table to answer any questions Trustees had with respect to this item. Trustees spoke in support of allowing UCT's request. Trustee Murray noted that the Division had a policy regarding advertising on school property, but it did not cover situations such as the one currently being discussed. He requested that Senior Administration canvass other Division's regarding their policies on this matter and that the Policy Review Committee discuss the matter further. The Board of Trustees agreed to accept the proposal of the United Commercial Travelers regarding their offer of financial assistance in exchange for recognition.

- From Board Agenda

NIL

- MSBA issues (last meeting of the month)

NIL

- From Report of Senior Administration

The Secretary-Treasurer spoke to the motions regarding agreements that were being brought forward for Board approval.

- a) School Reports – École New Era School and École secondaire Neelin High School.

École New Era School

Mr. Chad Cobbe, Principal, École New Era School, circulated information regarding the “Circle of Courage”, a combination of theory and best practices from child psychology research and aboriginal child-rearing techniques/philosophy. Mr. Cobbe spoke about the school’s anticipated work with Dr. Martin Brokenleg, one of the co-founders of the Circle of Courage. He noted this concept portrays four universal growth needs for children, including “Belonging”, “Mastery”, “Independence”, and “Generosity”.

Mr. Cobbe, thanked the Board of Trustees for nominating the “Dual Language Book” project for the MSBA’s Premier School Innovative Award. He spoke of the level of excitement within the school over the project and especially the nomination.

Mr. Cobbe outlined the school’s “swim at school program”. He highlighted the partnerships that helped to bring this program about and why it was so important to the school given their demographics. He then asked Mr. Blaine Aston, part-time vice-principal and part-time numeracy specialist to speak on New Era’s “Digital Day”. Mr. Aston noted January 31st would be Digital Day, wherein teachers were encouraged to share their knowledge with their colleagues regarding the use of technology in the classroom. He confirmed there were 16 sessions scheduled with teachers from both Meadows and Waverly Park joining New Era staff for this event.

Trustees asked questions for clarification regarding the aboriginal language programs and the swim program. The Chairperson thanked Mr. Cobbe and Mr. Aston for their presentation.

École secondaire Neelin High School

Mr. Michael Adamski, Principal École secondaire Neelin High School, introduced Mr. Rob Langston, teacher, and Sam Waters, student, who spoke to the Board of Trustees regarding the Geographic Information Systems (GIS) offered at Neelin. Mr. Adamski provided background information regarding this history of GIS and how it came to be offered at Neelin. Mr. Langston provided information regarding his background, education and interest in the area of GIS. He spoke of some of the work which took place in the classroom as well as working with students in other schools. Sam Waters, a student at Neelin, provided background information regarding his interest in GIS. He noted the competitions he had participated in and the projects he had completed. Mr. Langston concluded the presentation by referencing a joint project on Sioux Valley. He also provided highlights from the school’s recently held GIS Day 2013.

Trustees congratulated Mr. Langston, Mr. Adamski, and Sam Waters on their presentation, noting they were impressed with the skills obtained through the program. The Chairperson thanked the three representatives from Neelin for their presentation.

- b) Learning Support Services Presentation – NIL
- c) Items from Senior Administration Report
 - Community Living Disability Services Agreement – Referred Motions.
 - Prairie Mountain Health Agreement – Referred Motions.
 - Rescind Policy and Form 5024 – Referred Motions.
 - Vincent Massey High School Off-Site Activity Request – Referred Motions.

2.06 Public Inquiries (max. 15 minutes)

2.07 Motions

- 03/2014 Mr. Bartlette – Mr. Karnes
That the Service Purchase Agreement between the Community Living Disability Services and Brandon School Division for the delivery services developed by the Division in partnership with Community Living Disability Services for a Level III student for the 2013/2014 school year be approved in the amount of \$20,515 for the period September 5, 2013 to June 30, 2014; and the Chairperson and Secretary-Treasurer are hereby authorized to sign same on behalf of the Division.

Trustee Ross inquired as to why this item was coming to the Board table in January when the agreement was dated September. Mr. Malazdrewicz, Associate Superintendent, confirmed that he had just received the agreement from an outside agency.

Carried.

- 04/2014 Mrs. Bowslaugh – Mr. Sumner
That the Service Purchase Agreement between Prairie Mountain Health and Brandon School Division for the purchase of speech language services from September 1, 2013 to September 1, 2014 be approved.

Point of Privilege: Trustee Murray noted for the purposes of full disclosure, that although his son sat on the Board for Prairie Mountain Health, he would be participating in voting on this motion.

Carried.

- 05/2014 Mr. Sumner – Mrs. Bowslaugh
That Policy 5024 and Form 5024 – “Staff Participation in Local Community Organizations, Boards and Councils” is hereby rescinded.

Carried.

- 06/2014 Mr. Bartlette – Mr. Snelling
That the trip involving twenty five (25) female and male grades 9 to 12 Student Council students, from Vincent Massey High School to make a trip to St. Paul, Minnesota from April 4 to April 6, 2014 be approved and carried out in accordance with Board Policy/Procedures 4001: Off-Site Activities.

Trustees Ross and Kruck asked Senior Administration to review the numbers and costs included in the request as they did not feel the costs added up properly

Carried.

07/2014 Mr. Karnes – Mr. Bartlette

That the Agreement between the United Way of Brandon & District and Brandon School Division's Youth Revolution – Brandon Community Drug & Alcohol Education coalition to provide funding for the Brandon Drug & Alcohol Education Coalition for a three year term in the amount of \$13,120.00 per year be approved; and the Chairperson and Secretary-Treasurer are hereby authorized to sign same on behalf of the Division.

Trustee Snelling expressed concerns regarding certain conditions of the contract with respect to fundraising during the "blackout" period. Superintendent, Dr. Michaels, noted the contract was a standard "boiler plate" contract and the Division had received no indication there would be a restriction on the Youth Revolution in this area. Mr. Labossiere, Secretary-Treasurer, confirmed the funds received would flow through the Friends of Education fund.

Trustee Kruck requested clarification regarding the discontinuance of federal funding for the Youth Revolution coordinator and how this position was currently being funded. The Superintendent confirmed funding had discontinued in 2013 and funding for this position has been allocated from discretionary staffing.

Carried.

2.08 Bylaws

NIL

2.09 Giving of Notice

NIL

2.10 Trustee Inquiries

NIL

3.00 ADMINISTRATIVE INFORMATION:

3.01 Report of Senior Administration

Trustee Kruck, noting Dr. Michaels' recent appointment to the Board of Directors for the Canadian Coalition for the Rights of Children, congratulated her on the appointment. The Chairperson also shared his congratulations on behalf of the Board of Trustees.

Superintendent, Dr. Michaels, highlighted the following from the Report of Senior Administration:

- Quality Learning at Earl Oxford School;
- Quality Teaching at St. Augustine School;
- Quality Support Services at J.R. Reid School;
- The Suspension Report;
- An EAL update;
- The Principal Preparation Program;
- Funding from the United Way.

Trustee Murray expressed concern regarding the suspension for presenting gang affiliation. He noted it should be dealt with harshly and quickly and did not feel a ten day suspension was long enough. The Superintendent confirmed she would communicate Mr. Murray's concerns to the school administrator.

Mr. Murray – Mr. Snelling

That the January 27, 2014 Report of Senior Administration be received and filed.

Carried.

3.02 Communications for Information

NIL

3.03 Announcements

Mr. Murray – Mrs. Bowslaugh

That the Board do now resolve into Committee of the Whole In Camera.

Carried.

IN COMMITTEE OF THE WHOLE IN CAMERA

4.00 IN CAMERA DISCUSSION:

- a) Support Personnel Labour Management Meeting – 12:00 p.m., Wednesday, January 29, 2014, Conference Room.
- b) Board Working Session – 7:00 p.m., Wednesday, February 5, 2014, Board Room.
- c) Divisional Futures and Community Relations Committee Meeting – 12:00 noon, Thursday, February 6, 2014, McLaren Room.
- d) Personnel Committee Meeting – 9:00 a.m., Monday, February 10, 2014, Board Room.
- e) Policy Review Committee Meeting – 2:30 p.m., Monday, February 10, 2014, Board Room.
- f) NEXT REGULAR BOARD MEETING – 7:00 p.m., Monday, February 10, 2014, Board Room.
- g) Upcoming Budget Dates:
 - Public Budget Consultation Forum – 7:00 p.m., Wednesday, February 12, 2014 – École Harrison.
 - All Day Budget Meeting – 9:00 a.m., Tuesday, February 18, 2014, Board Room.
 - Special Board Meeting – Public Presentations re: Proposed 2014-2015 Budget – 7:00 p.m., Monday, March 3, 2014.

4.01 Student Issues

- Reports

- a) Superintendent, Dr. Michaels, provided information regarding student suspensions, noting further information would be provided in due course.

- Trustee Inquiries

4.02 Personnel Matters

- Reports

- a) Confidential #1 – Personnel Report was noted.
- b) Superintendent, Dr. Michaels, advised the Board of a possible upcoming personnel matter.

- Trustee Inquiries

4.03 Property Matters/Tenders

- Reports

- Trustee Inquiries

4.04 Board Operations

- Reports

- a) Trustee Bowslaugh brought forth three items for Trustee information.

- Trustee Inquiries

Mr. Karnes – Mr. Kruck

That the Committee of the Whole In Camera do now resolve into Board.

Carried.

5.00 ADJOURNMENT

Dr. Ross – Mr. Snelling

That the meeting does now adjourn (9:30 p.m.)

Carried.

Chairperson

Secretary-Treasurer



BRANDON SCHOOL DIVISION

Aboriginal Education Advisory Committee

Monday, January 13, 2014
1:30 – 3:00 pm
Board Room / Administration Office

Present:

Trustee Pat Bowslaugh; Greg Malazdrewicz, Associate Superintendent; Amie Martin, Aboriginal Education Consultant, Brandon School Division; Kevin Tacan, Aboriginal Elder, Brandon School Division; Erla Cyr, Social Worker, Brandon School Division; Constable Aldyne Stevenson, Dakota Ojibway Police Service; David Ironstand, City of Brandon; Leah LaPlante, Manitoba Metis Federation; Suzie McPherson, Adult Education Tutor Instruction, Brandon Friendship Centre; Randa Nadjiwon Cancade, Stepping Out on Saturdays FASD Coordinator, Brandon Friendship Centre; John Mayer, Aboriginal Health Advisor, Prairie Mountain Health; Constable Dave Scott, Brandon Police Service; Constable Dana McCallum, Brandon Police Service; Janet Mousseau, Team Leader, Dakota Ojibway Child and Family Services; Chantelli Bradford, Valleyview Centennial School Parent Representative

Regrets:

Tammy Hossack, Little Teaching Lodge; Tracy Dumas, Betty Gibson School Parent Representative; Pamela Roulette, New Era School Parent Representative; Pauline Cameron, King George Parent Representative

1. WELCOME AND INTRODUCTIONS

The meeting was called to order at 1:30 pm by Trustee Bowslaugh. Trustee Bowslaugh welcomed everyone to the meeting.

2. REVIEW OF NOVEMBER 4, 2013 MINUTES

Trustee Bowslaugh reviewed the minutes of the November 4, 2013 meeting. The minutes were accepted as reviewed.

Discussion ensued of the role of the AAA and BSSAP Workers. Mr. Malazdrewicz and Amie spoke to the positions.

AAA Worker – a funded position in each of the high schools. There is a staff person at each school that provides support and opportunities/activities to Aboriginal students. The programs vary depending on what the site needs. The AAA workers' day has been extended this past year to make the staff members more accessible to the students.

Brandon School Division will look at having the workers start a few weeks before school start up in the 2014/2015 school year to have them transition in non-resident students or new Aboriginal students.

BSSAP Worker – developed a PATH with workers in November. In December, the group met to focus on a parental engagement plan (attached Appendix 1).

The BSSAP worker connects cultural activities throughout the schools. The worker strives to connect cultural activities through the schools and to increase parental engagement, to have parents see the school as a safe environment for them to go to.

BSSAP is funded through the Province for one program site at New Era School. Over the past four or so years, additional BSSAP workers have been funded at Betty Gibson, George Fitton, King George and Valleyview School by the School Division.

3. STUDENT TRANSITIONS

Amie handed out Appendix 2 – Student Transition Plan. This plan discussed how students from outside of the Division transition into the Brandon School Division. How do we meet the needs academically and socially of students coming into our city? We need to facilitate connections to other programs in the community.

Amie discussed how she is in her second year with the program. She has had a hard time connecting with staff. She had conversations with students who say that they don't feel connected.

The transition plan has been shared with a Senior High Principal. It has also been shared with other Principals and the Aboriginal Advisory Steering Committee.

Amie shared a report with the Committee – attached Appendix 3.

Leah LePlant, Vice Chair Urban Aboriginal People's Council, thanked Amie for her report. Leah gave the background of her position. She appreciates all of the positive things that the Brandon School Division has done. The work that needs to be done can't all be laid on the Brandon School Division to provide the supports students need. Metchief language is being taught at Brandon University and will start to be taught at Red River College. Teachings have to be done by parents and grandparents as well. Inuit and Metis people are put under the same umbrella as First Nations. Instead of using the term Aboriginal, Metis, First Nations, and Inuit should be used. Leah can offer different resources. She commends the School Division and Amie for the work that has been done.

Other responses to Amie's report included:

- see a lot of Amie's challenges in their own work. Need to accurately define the three groups as Leah discussed to support them as best possible. Teachers need to be given clear definitions to help them understand. A definition for each group: Metis, First Nations, and Inuit will be discussed at the next meeting;
- students need to be identified by their proper title;

- Cultural Competencies really haven't spoke to a policy on culture. Policy statements give a strong direction – how do we help our Metis;
- there is a lot of resentment amongst the Aboriginal people in Brandon. Aboriginal people believe that it took EAL people coming to Brandon for Brandon citizens to start looking at other cultures;
- there needs to be a move from Cultural Awareness to Cultural Proficiency. Teachers need to get more professional development and learn about Metis, First Nations and Inuit;
- would like to understand what is currently being done – how does the role of the Community members integrate with Amie's work? Do we need a strategic plan;
- need something for the students to keep them engaged. It is difficult to share cultural activities as they can then be copied and mass produced.

4. COMMUNITY SUPPORTS

Deferred to next meeting.

ADJOURNMENT

Trustee Bowslaugh thanked everyone for their active participation and input.
The meeting adjourned at 3:10 pm.

NEXT REGULAR COMMITTEE MEETING

Monday, March 10, 2014

1:30 – 3:00 pm

McLaren Room, Brandon School Division Administration Office

Respectfully submitted,

P. Bowslaugh



Who	Action	By When
Erla, Amie, Veronica, Kevin, Gail	To be the voice of the MAP meeting for the Aboriginal Education Steering Committee	Oct 30/13
Amie	Will Attend Parent Advisory Committee– will ID possible supports	Nov 4/13
Amie, Administrator	Initiate regular meetings with BSSAP & AAA (3 X per year?)	Before Christmas
Amie, Rana, Melissa,	Meeting with Resource/Guidance	Nov 3, 13
Kelly B	Sharing Best Practices/	



MAP for:

Aboriginal Education—School Initiatives, Provincial Priorities, and Educational Trends

Supported By:

Bonnie: Planning for Aboriginal Achievement
Erla: New Ideas
Veronica: Graduation & Belonging
Denise: Creating a home, Graduation
Delona: Improving School Environments
Barb: Strategies to actively engage students and Achievement
Kevin:
Bruce:
Amie:

Melanie: Making connections, cultural activities
Robin: Here to learn & gather ideas
Sherry: Increase engagement & success
Gail: Student achievement, ideas for school, classroom
Shawna: Encourage parent involvement
Mary: Success of Aboriginal students, keeping in touch with graduates to build success.

What it takes

BSD/SSP

Clearer vision of What Aboriginal Ed is.
 Expand Alternative Programs DI/Proactive

Family

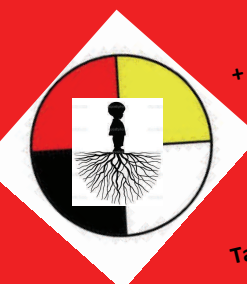
Engagement/Involvement
 Be open minded
 Roles & Responsibilities

Community

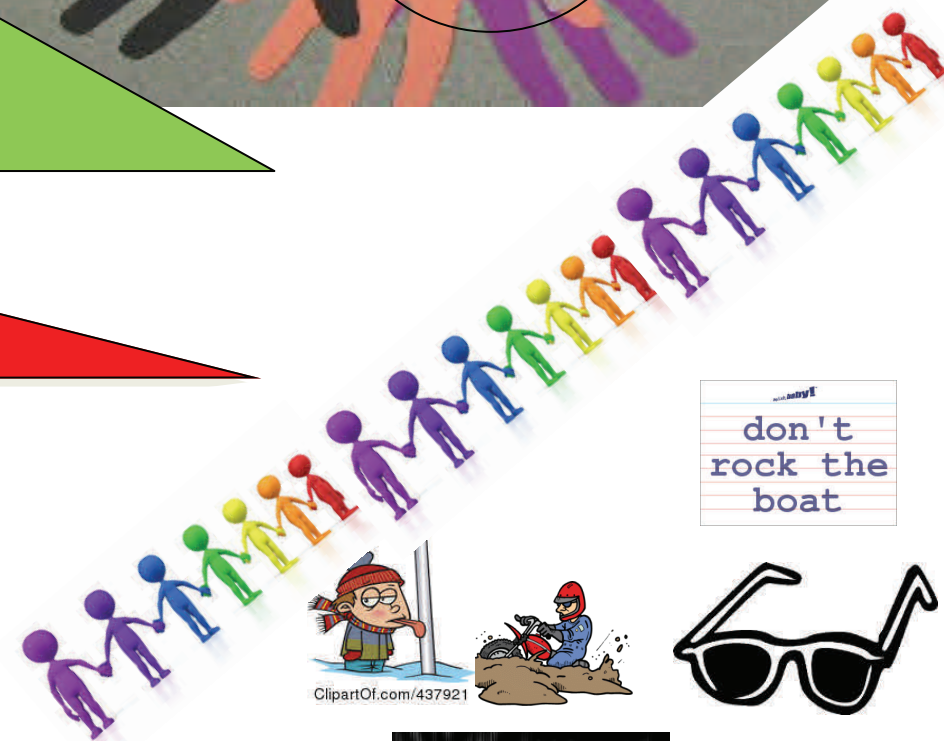
Meaningful Engagement in our schools
 Meeting Community needs through coordinated efforts

Contributions

Cultural Awareness
 + Role Models
 Compassion/Empathy
 Acknowledgement
 Giving Students a voice



+ Relationship between Staff and Community
 Staff that Care
 Communication
 Talk, Listen, Care
 Encouragement
 Empower by Listening



THE

Nightmare

Parental Engagement

The goal of the Parental Engagement in the school system is to increase in parental presence in school and direct teacher contact with parents.

Objectives <i>Specifics statements about what we want to accomplish in the following areas</i>	Actions <i>Specifics actions to be taken as part of each objective</i>	Timeline <i>Date for implementation</i>	Responsibility <i>Who is responsible for doing each action?</i>	Indicators <i>How we will know we have reached our objective (based on S.M.A.R.T. criteria</i>	Follow Up <i>Did it happen? When?</i>
Make the school a welcoming environment for parents	<p>There will be numerous social events in the school i.e. parent/teacher evenings, gym activities, concerts, elders day, language and cultural day etc.</p> <p>A monthly assembly will be established to honor students, parents will be invited</p>	Throughout the school year	School staff	<p>Attendance sign in sheets will be kept for all get together events</p> <p>The assembly will be standard monthly activity and will be placed in the school calendar</p>	
Establish a parent volunteer program	<p>Provide a parent room in the school</p> <p>Utilize support workers to promote parental engagement in the school.</p> <p>Information will sent out and placed at key places at the beginning of the school year and throughout the year by administration letting parents know where volunteers are needed. These notices could be timely allowing parents the time to prepare their schedules. Solicit potential volunteers by personal contact, email, phone, etc.</p> <p>Training should be provided for particular events.</p> <p>Parental engagement in the school will be recognized by certificates for all volunteer and a final feast at the end of the year to thank all who have volunteer throughout the year</p>	Throughout the school year	Administration and school staff	<p>There is space allocated for the parent room.</p> <p>Their assignments include parental engagement promotion.</p> <p>Number of parents signing up for school activities More volunteers will be visible in the school at all times throughout the school year</p> <p>Number of training sessions.</p> <p>Have master list of volunteers for the year</p>	

Parent/Teacher Relationship	<p>Early in October hold an Open House for teacher for teachers to meet with respective parents to outline the grade expectations and programs.</p> <p>On the first day of school, a letter of introduction should be sent home with each student, introducing the teacher, and his/her interests, hobbies and some of the activities that are planned for the year based on attendance and participation in all class activities. This can act as a first letter home and be a positive way to start the year.</p>	Three times throughout the year	Teachers	Schedule in the yearly calendar.	
Publish Parent Pamphlet	<p>Develop a parent/student pamphlet with relevant information about TIPS for parents to help their children succeed in school. This should be sent home during the first week of school.</p>		School Staff	<p>The letter will be on file in the office.</p> <p>The pamphlet is developed and sends home.</p>	

Developing an Aboriginal Student Transition Plan

Purpose: To support the transition of Aboriginal students into Brandon School Division high schools and the City of Brandon and foster school success

There is a need to provide both school and community based supports to facilitate the academic and social transition experienced by the students that are often find the challenges too great and feel that they have no recourse but to become truant or drop out and return to their community.

A Need for Intervention

- Communication between the school, the families, First Nation education Authorities and the home parents.
- Strategies develop to deal with the most pressing issues related to supporting these students and ensuring the long term viability of the program.

Improving Outcomes

- Tracking of data on attendance, academic needs and other significant learning needs as in literacy and numeracy.
- Supports to contribute to student retention and achievement

Key Components

- Community Liaison: A school and community based resource person to be in place to respond the needs of students, families and home parents.
- Home Placements: Students board with supportive and welcoming families. Home parents are kept to date on the students' school activities and also the sponsoring agency.
- Cultural Connections Workshops; to heighten cultural awareness to both students and staff.
- Community Partnerships: A close working relationships with organizations and agencies.
- Student Support Services: Academic supports to support skill development in literacy and numeracy.
- Aboriginal Language Labs: Upon successful completing the labs, they are provided with an opportunity to challenge for the Special Language Credit exam.

Developing an Aboriginal Student Transition Plan

Aboriginal Student Transition Planning has the goals of increasing student engagement and promoting attendance and eventually graduation rates in public schools. This planning process seek to bring together key people from Aboriginal communities sending schools and their partner receiving high school to co-develop a Student Transition Plan that reflects current research and best practices to address potential barriers to student success and establishes a timeline of events that can better help students transition from an Aboriginal school to the public school system. For First Nation School, the Student Transition Plan will be part of their overall School Plan. Research shows that it is a clear benefit to both school systems when students are transitioned more effectively and can enjoy more success in their new school.

A Student Transition Plan is an agreement that is co-developed between the First Nations Education Authority and the Principal of a public school.

The Transition Plan looks to address potential barriers and established a timeline of events that will be more effectively transition students from a First Nation school to public school.

The goal of the transition Plan is to sustainability increase the numbers of First Nation students success in staying in school and graduate from high school.

When developing a **Transition Plan** the following strategies should be considered:

- Have supportive relationships – The receiving school and its staff cares for all students. The staff to explore ways at increasing the students' sense that "I Can Do This" (Self-efficacy)
- Promote a sense of belonging - The school provides a cultural perspective in each classroom. The staff comfortable using documents reflecting Aboriginal studies.
- Promote alignment of practice especially in Literacy and Numeracy. This implies that staff share ideas on best practices and have opportunities for shared workshops and resources. Possible PLCs and Teacher Walkthroughs.
- Have sufficient resources (tutors, counselors, mentors) to assist in addressing any gaps in student knowledge and skills – Teachers talk to each other about the students they are sending to the next grade and how to help the students who may speak English as a second language.
- Have an attendance and behavior plan to address the top 2 indicators of student's success. The staff aware that in Manitoba, the law says children must attend school. Effective schools find ways to keep students in school and suspensions are rare.
- Measure, track and share relevant data is crucial for success (attendance, engagement, and graduation even dropout rate).
- Students care about what the teachers are teaching – The students are thinking, planning, doing. The purpose for learning is known and meaningful.
- There is a focus on making the world of work relevant to each student. The staff to believe student drop-rate can be prevented.

- There is clear communication in the school system – All parties felt that they are heard and that everyone has a chance to speak. This process takes time, but is worth it.

Can Our Students Do Better in School?

We want our Aboriginal students to have a Good Life. We think that for many of them, their lives will be harder if they do not finish school. We know that without a high school certificate, our younger generation face higher chances of incarceration, poorer health outcomes, lower income and shorter life expectancy. Aboriginal students are expected to have success in school. And school systems have a responsibility to fulfill this need.

Reasons that can contribute to a lack of success at school are:

- A lack of supportive relationships – school staff need to recognize and understand student's needs.
- A knowledge and skill gap – How do we help students who speak English as a second language?
- Are teachers competent and knowledgeable in cultural perspectives?
- Do the students care about what the teachers are teaching?
- Student has poor attendance and behavior in school – What are the factors?
- Low parental involvement – What can parents/house parents/foster parents can do?

Student Transition Plan

The goal of the Student Transition Plan is to increase student success which will be seen in increased rates of attendance, course completion, and high school graduation.

Objectives <i>Specifics statements about what we want to accomplish in the following areas</i>	Actions <i>Specifics actions to be taken as part of each objective</i>	Timeline <i>Date for implementation</i>	Responsibility <i>Who is responsible for doing each action?</i>	Indicators <i>How we will know we have reached our objective (based on S.M.A.R.T. criteria)</i>	Follow Up <i>Did it happen? When?</i>
To provide sufficient time for incoming students to visit new school (early contact, enrollment, visits)	The principal of the receiving school will visit the incoming class. Students will visit the high school in April.	Before end of June. — As arranged and by end of April.	Receiving School principal Sending First Nations Education Authority	The visit will take place by end of April.- Student visits will take place by arranged dates	
To develop a sense of Belonging in new school (cultural perspective)	Staff members of receiving school receive cross cultural training. The school reflects Aboriginal cultural motifs.	By March break	Receiving School Principal Guidance counselor	Training will take place. The school will reflect Aboriginal cultural motifs by opening day	
To assess and share the results of all student assessments	Each Aboriginal student is assessed in literacy and numeracy and data is shared with receiving school.	March	Sending School Principal	Aboriginal students are assessed and data is shared with receiving school	
Statement of resources – counselors, supplies, tutors, mentors	Receiving school will outline how they will support each First Nation learner.	June	Receiving School Principal	Receiving resource staff will outline student support with First Nation resource and principal	
To develop a sense of student efficacy: I can do this'.	Both schools will give statements of support and belief in the success of Aboriginal students.	Throughout the school year	Both principals	Supporting statements will be given on an ongoing basis.	

To encourage interaction with other students and participation in outside activities to prevent cultural shock.	Students from public schools will be invited to Gathering of Friends.	April and September	Receiving School Principal	Invitations to the gathering will be made to student council/ parents/house parents/foster parents.	
To collect and share information – attendance, academic success and other pertinent information	The information will be shared by both resource and counseling support services	Throughout the school year	Resource and Guidance Counselors	The information will be shared	

Brandon School Division – Aboriginal Education
AMIE MARTIN – Aboriginal Education Learning Specialist
January 2014

This report represents a change of format from the usual practise of reporting monthly activities that are related within the scope of responsibilities as an Aboriginal Education Learning Specialist. Because Aboriginal students face tremendous challenges, they have a higher potential that to fail in the system as do the educators who are teaching them. As stated in one of the Brandon Student Achievement Summary Reports, the factors contributing to this dilemma are culture shock, lack of supportive relationships, the presence of cultural/class division, and of lack of basic communicative competencies in reading, writing and numeracy. Then there are the teachers who are facing challenges in identifying ways to ensure that academic success of these students is provided but who are simply not prepared, by either their experiences or teacher prepared programs. Therefore, it would make sense for the Brandon School Division to respond and correct the problematic situation through necessary educational adjustments to accommodate the diverse needs of Aboriginal students.

Educating for diversity - the Division and schools involvement on Aboriginal education - Are the strategies culturally appropriate? Are the initiatives aligning with provincial priorities and other educational trends? Is there a need for diversity training?

The contents of this report were gathered from various sources, including feedback from consultation meetings with school administration, teachers, support staff, parents and different organizations. All sources convey the importance of incorporating Aboriginal content, perspectives and word views into all subject areas, grade levels and to be taught in classrooms. If the total integration of Aboriginal perspectives in all areas of the curriculum is implemented then it means acknowledging the legitimacy and the significance of Aboriginal culture and moving it from the margins to the centre of the curriculum. Example: a full integration of Aboriginal novelists, dramatists, etc. into the English literature curriculum.

It is, also, an expectation that strategies and student learning activities are carried out by building safe and respectful classroom environments where Aboriginal students feel welcome supported and represented as the general school culture. Despite the efforts made to make Aboriginal students feel welcome, there is still a feeling they don't belong which causes them to disengaged from the system.

This report is intended as a way to build collaborative relationships of educational stakeholders in their abilities and capacities to facilitate and describe relevant obstacles that are crippling the educational successes of Aboriginal students, and how to address these obstacles by using creative solutions. The current Aboriginal educational programming, policy and procedures may need to change in order to reflect priorities, the pace and the direction of Aboriginal education. The purpose of the report is not to evaluate the present system activities on Aboriginal education or to make recommendations for an immediate school development planning nor to celebrate prematurely, as there is so much work yet to be done.

In September 2012, the Brandon School Division recognizes the need to establish the Aboriginal Education Advisory Committee and the Aboriginal Education Learning Specialist positions as a response to concerns expressed by the Brandon Urban Aboriginal community. It is also the Division's on-going obligations as a public educational institution to provide proper supports and services to students including Aboriginal students. These positions were created to provide expertise and support for:

- Organizations to work in partnerships to strive to better educational experiences encountered by Aboriginal students and to eliminate potential barriers to successes.
- Staff through professional development opportunities and material/resources acquired for their use.
- Administrators, the educational leaders, in the development of a long term comprehensive plan focusing on Aboriginal education in which Aboriginal cultures are fully acknowledged, respected and represented.
- Families to be consistently involved in their child's education.

Learning cannot take place unless the needs of the whole child are met and considering the core curricula three levels of development – elementary, middle year and senior high level, in which the adaptive dimension facilitates individual learning needs, in terms of content, instruction and learning environment. The student acquire a learning environment in which they will feel at ease: be taught in a manner compatible with his or her background and learning style. The student also needs to see his worldview reflected in a subject matter and in content. In this respective of reality, Brandon schools need to ensure that Aboriginal students are educated in a manner consistent with their wide range of needs and motivations, and thus allowing students to feel safe enough to trust the school system and build competencies necessary for successful learning.

In addition, student success cannot exist without the involvement of Partners in Education which is perhaps the single most determinative factor when providing enhanced services for Aboriginal students. Some of these partners may be more or less involved in different stages at program planning and delivery which then would bring us to consider the interagency approach. With the school as the common ground, providers can co-ordinate their services to meet the needs in areas such as mental health, social services, nutrition, recreation, parenting education and family literacy.

The Brandon School Division Educational Initiatives focus on quality teaching, quality support services and quality learning and are indicators that are driven by a mission that states, to enable each student to achieve maximum intellectual, emotional, social, and physical growth through the provision of with programs and services that will serve the needs of students. Example: French Immersion schools have been established to provide students with authentic, real-life experiences using the French language. Spanish language courses are delivered in high schools. Aboriginal languages are ignored. The English as Additional Language program provides New Canadian students with specialized programming, teachers and services that are not otherwise available for Aboriginal students. The right of Aboriginal students to know their language and culture is protected by the UN Convention on the

Rights of the Child as well as the UN Declaration on the Rights of Indigenous Peoples. The Manitoba's new Aboriginal Language Recognition Act also recognizes seven Aboriginal languages.

The Aboriginal Education Advisory Committee has had three meetings to date with the Aboriginal Education Learning Specialist reporting on the development and implementation of Aboriginal educational programming. The members' agencies purpose and description of their programs and services and means of access should be available as resources to schools and staff. The development of a long term, comprehensive plan supporting Aboriginal languages and culture programs that is needed for inclusion in classroom teachings requires input from the committee. It is to be remembered that Aboriginal students are children of peoples whose cultures are – many ways different from those who established the school system. These differences which may include learning styles, languages and world views as well as the curriculum, teaching methods and classroom climate.

The Division has taken a number of important steps within the last few years. These include the hiring of Aboriginal staff, the off-site campus high school and teaching units with Aboriginal content. Yet so much to do, so little time... priorities on Aboriginal education can only have important positive impacts for the children and future generations of Aboriginal students.

Many Aboriginal students do not find schools in Brandon to be culturally affirmed places. The life experiences and cultural values are not adequately reflecting in their everyday world. Some are feeling alienated simply because they are Aboriginal. It is by these experiences that the system needs to change to address the ever continuing diverse needs of Aboriginal students. It is also because Aboriginal content and perspectives are not fully implemented in all of the schools, however, it should be noted that there is certainly more awareness on the availability of Aboriginal education strategies and resources. Some schools and staff are beginning to explore how to use these materials for classroom teachings.

An Aboriginal Education Steering Committee consists of Principals, a Counselor, Elder, Aboriginal Education Learning Specialist and the BSD Associate Superintendent is in place to work on the Aboriginal Education Strategic Plan. Examples that will be considered for discussion are:

- What new processes can be put in place to fully support Aboriginal programming?
- What unique programs need to be developed?
- What best practices can be implemented to support the diverse need of Aboriginal students?
- How curriculum, assessment, and evaluation process will be taken into account as respect to learning styles, language and culture views?
- How classroom climates need to change to reflect cultural differences?
- How are the Joint Task Force – City of Brandon and Brandon School Division support the development of Aboriginal education?

To fully incorporate Aboriginal perspectives in all of the schools, it must evolve in three stages – resistance, acceptance and implementation. Presently It is difficult to conclude which stage level has been achieved. Staff had ample opportunities to participate in Aboriginal content in services and

materials, resources and support have been made available. Although there is an indication that some teachers have the desire to teach Aboriginal perspectives but do not always have the knowledge needed to support the true intention. They do not have Aboriginal cultural backgrounds or the knowledge of Aboriginal historical events; it does very little for the student because there is so much to the Aboriginal culture and most Aboriginal students do not learn this at home, therefore that certain things need to be taught in the classroom. Should there be more Aboriginal teachers? As important as it would be, it is not just a matter of putting Aboriginal teachers in a classroom; they must understand and be able to teach Aboriginal history and culture. Another significant problem to point out is that Aboriginal content or perspectives in the curriculum are not mandatory. It is available, but it is optional.

As reported in the Brandon Sun 2012-2013, the BSD Aboriginal Student Achievement Summary Report stated that few Aboriginal students are meeting expectations in reading, writing and numeracy. The schools are not doing too well in meeting the educational needs of Aboriginal students that are in the current system.

The data report contained valuable evaluative information which is an indicator that tells parents and the public that Brandon schools are short changing their Aboriginal students by not providing adequate instructional staff, support staff or appropriate programming that could enhance and strengthen Aboriginal education. This may be achieved by developing a curriculum integration program development and initiatives at the school level.

It cannot truly be said that an adequate representation of Aboriginal voices are present in various committees organized by the division. These people would perceptively identify culturally appropriate learning activities that address the educational and curricular needs of Aboriginal students. A balance in traditional and public education could be the very key to positive changes.

The Division Aboriginal Education program does not have the staff to provide necessary assistance to Division staff administration and school staff in the development and implementation of initiatives to support Aboriginal education throughout the Brandon School Division. An Aboriginal Education Department would be an excellent opportunity in which staff is comprised of:

- Aboriginal Education Divisional Principal/or Aboriginal Education Director
- Clerical Secretary
- Aboriginal Lead/Support Teachers

The program and services from this department would be supportive and strong which is a requirement for assisting students to achieve success in school. It would be through collaboration with school administration and staff, student support services to build an effective, accountable and responsive Aboriginal education program. The program would serve as a centre of educational excellence, build on community partnerships, effective leadership and exemplary practices. (BSD Board of Trustees vision and mission).

While there are a significant percentage of Aboriginal students in the division, there is a lack of representation in sport activities, student councils, clubs, mentorship, and in the Youth Revolution Movement. In this case an all Aboriginal designated school for Kindergarten to Grade eight would make a positive difference in the student school life with full potential, engagement and confidence accomplishments. In the senior high level, the existing course programming could expand to accommodate Aboriginal Land-Based accredited education, recognizing and understanding the value of Aboriginal connection with the land.

Many of our Aboriginal students do not seem to have an equal opportunity to practice and learn their Aboriginal culture and language when they are in public schools. Research shows when educators value different worldviews and more responsive to diverse perspectives, the students become more engaged in school and experience greater educational success.

There are Aboriginal education initiatives that are funded to give certain schools an opportunity to promote activities example: A pow wow club, beading and the making of star blankets are some evening activities that have been implemented while some perspectives are being discussed to Grades 7 & 8 students on borrowed time, the activities appears to be satisfying, what the community said what's being done is not enough, the genuine craving of our youth is to know themselves. It is an understanding that Aboriginal education initiatives were to be woven throughout Kindergarten to Grade 12 curricula; to help teachers bring Aboriginal perspectives into classrooms and promotes parental engagement activities that aim to improve student success at school. Aboriginal and Non-Aboriginal students have not had adequate opportunity to learn, dialogue, and cooperate in constructing a shared future. This is a missed opportunity and a significant problem for students who feel disconnected in what should be a shared society. The services, benefits and intended outcomes of the Elder program are not fully utilized in the schools. Perhaps a scheduled classroom visits could be developed so the teachers gain a greater appreciation of Aboriginal culture and traditions. Both the Division Elder and the Aboriginal counselor could probably work more closely together in support of a common vision for a Healing program; result from residential school trauma, as an Aboriginal education initiative.

A commitment to Aboriginal education need to be articulated through policy changing and through further consultations with the Urban Aboriginal community and other stakeholders. The growing of Aboriginal student representation in the division schools is increasing and development of new initiatives are required to enhance the education of Aboriginal students as well as be of benefit to non-Aboriginal students. Now is the time to make a difference in the lives of our learners, propel them into the world as beacons of success and hope. They need us to help shape their futures otherwise we are responsible and accountable in some way when they fail to thrive.



BRANDON SCHOOL DIVISION

Finance Committee Minutes

Monday, January 27, 2014, 2:00 p.m.
Board Room, Administration Office

Present: K. Sumner (Chairperson), M. Sefton, Dr. D. Michaels,
D. Labossiere, E. Jamora

Regrets: L. Ross

1. CALL TO ORDER:

The Finance Committee Meeting was called to order at 2:10 p.m. by Committee Chairperson, Mr. Kevan Sumner.

2. APPROVAL OF AGENDA

The Secretary-Treasurer requested the addition of one item under discussions regarding the 2014-2015 operating budget, with respect to a possible increase in MSBA fees. The Finance Committee Agenda was approved as amended.

3. REVIEW OF COMMITTEE MINUTES

The Minutes of the Committee meeting held December 16, 2013 were received as information.

4. COMMITTEE GOVERNANCE GOAL ITEMS

A) 2014-2015 Budget Process

i) Request for Trustee Enhancement – G. Kruck - \$50,000 for anti-bullying:

The Finance Committee reviewed the enhancement request provided by Trustee Kruck. As the Board had provided clear direction that no enhancement requests were to be brought forward, the Committee felt they could not bring forth this enhancement request. However, as Trustee Kruck had followed procedure the Committee felt that as an individual Trustee, Mr. Kruck could be allowed to bring forth his request on budget day, February 18, 2014.

AGREED:

The Finance Committee chairperson would speak to Mr. Kruck, advising him that the Committee would not go against Board direction and bring forth his enhancement request. The chairperson would further advise Mr. Kruck that he could, as an individual trustee, bring forth his request on February 18, 2014 to the all-day budget deliberations.

ii) MSBA fee increase:

The Secretary-Treasurer and the Superintendent advised the Committee about discussions which had taken place at the MSBA Regional meeting earlier in the day regarding a possible MSBA fee increase. Mr. Labossiere noted that he had budgeted for a 5.5% increase; however, given discussions which had taken place at the Region 1 meeting, he felt that there was a strong possibility of a 10% increase being approved at the MSBA Convention in March. He asked the Committee for permission to increase the proposed budget line from 5.5% to 10% for this item. The Committee discussed the pros and cons of belonging to the MSBA. Trustee Sumner inquired about the process to be followed should a Division wish to withdraw from MSBA. Senior Administration noted that the smaller divisions do see more advantages in belonging to MSBA; however, the Brandon School Division benefits from MSBA with respect to insurance coverage and collective bargaining. Superintendent, Dr. Michaels, recommended the Board be clear with the public as to what benefits the Board does receive by belonging to MSBA in order to provide accountability and transparency to the taxpayers.

AGREED:

The Secretary-Treasurer will increase the budget line, with respect to MSBA membership fees, by 10%.

5. OTHER COMMITTEE GOVERNANCE GOAL ITEMS

A) Renewal of Banking Services

The Secretary-Treasurer provided information regarding the renewal of banking services for a further three years. He spoke to the history of the tender regarding this matter and the benefits the Division receives through the extension as it relates to interest. He brought the matter forth as information for the committee and recommended extending the banking services for a further three years.

Discussions were held regarding Policy 3005 – “Banking Procedures”. It was agreed this policy would be brought back to the agenda in April for the Committee to discuss and review in detail.

AGREED:

The Committee agreed to extend the banking services of the current banking provider for an additional three years.

B) Confirm Payments of Account (December)

The payments of account for December were accepted. Trustees asked questions for clarification.

C) Review Monthly Reports (December)

The Secretary-Treasurer reviewed the monthly reports for December. The reports were accepted.

D) Reconciliation of teaching staff

The Secretary-Treasurer spoke to the reconciliation of teaching staff (Appendix “A”), attached to the agenda. He noted there was no change in December teacher staffing from the previous report.

6. **OPERATIONS INFORMATION**

7. **NEXT REGULAR MEETING: Monday, February 24, 2014, 2:00 p.m., Board Room.**

The meeting adjourned at 3:10 p.m.

Respectfully submitted,

K. Sumner (Chairperson)

L. Ross

M. Sefton

P. Bartlette (Alternate)

Appendix "A"

2013/2014 Teacher Staffing Report December 2013

		Balance
2013/14 Approved Teacher FTE		665.67
Assigned Teachers	670.64	
Teacher Vacancies that will not be filled	(0.93)	
Learning to 18 Grant	(0.50)	
EA transfers (R.H./Neelin)	(0.50)	
Policy 5026 - Respectful Workplace	(1.00)	
Workplace Health & Safety/Acommodated Returns (unbudgeted)	(1.50)	666.22
Difference in Teacher FTE		0.55
Fall Adjustments		
Estimated Enrolment shortfall (83.4 Students/13.03 ratio)	6.40	
Short Term Supports:		
Betty Gibson	0.10	
Earl Oxford	0.20	
Principal Interviewers	0.10	6.80
Add back Workplace Health & Safety /Acommodated Returns		1.50
Total Teacher FTE over budget		8.85



BRANDON SCHOOL DIVISION

Report of Senior Administration to the Board of Trustees

February 10, 2014

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“Accepting the Challenge”

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

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

A. Business Arising for Board Action

I. PRESENTATIONS

II. HUMAN RESOURCES

III. SECRETARY-TREASURER

1. FUNDING ANNOUNCEMENT FOR 2014-2015

For Action.....D. Labossiere

The following is a summary of the announcement by the Minister of Education and Advanced Learning on January 30, 2014:

- The Province announced an increase of 2.0% or \$24.4 million in provincial funding to public schools for the 2014-2015 school year, including a \$19.2 million increase for operating support and a \$5.2 million increase for capital debt servicing requirements.
- The Tax Incentive Grant funding (TIG) was discontinued in 2012. However, the Brandon School Division (BSD) continues to receive the TIG amount of \$1,848,013 provided in 2011.
- The announcement did not include funding for the Provincial Smaller Classes Initiative (K-3) which is expected to be announced prior to the Provincial spring budget.
- The total funding represents a 5.5% increase in total support for the Brandon School Division over the previous year.

Base Support

- Base Support has increased 1.8% or \$414,161 resulting primarily from enrollment growth.
- Counselling and Guidance funding has increased from \$82 to \$83 per K-12 pupil; all other rates for base support have remained unchanged.
- The Division received slight increases in Sparsity support of \$3,352 resulting from larger student enrollment in rural schools, increase in Student Services Grant of \$71,188 due to growth along with an increase of 50 children in care, and \$5,250 in Physical Education due to higher enrollment at grades 11 and 12.
- The Occupancy support decreased by \$11,115 due to an increase in total Provincial school building space.

Categorical

- The Special Needs support has increased by \$10,423 due to enrollment, although for Level 2 and 3 students there is a decrease in eligible funded students over the 2013-2014 funding announcement reflecting that fewer students are being funded in this area.

- The Early Childhood Development Initiative decreased by \$6,923 due to a decrease in the number of Kindergarten students.
- The Early Literacy Intervention grant rate increased from \$2,475 to \$2,565 per eligible kindergarten pupil multiplied by 20%. This grant also includes \$60,500 for Reading Recovery Teacher Leader Support which is allocated by the Early Childhood Education Unit. A drop in Kindergarten enrollment numbers resulted in a funding decrease of \$6,923.
- The School Readiness Vulnerability Incidence (SRVI) used to calculate the Early Development Instrument Supplement portion of the Early Childhood Development Initiative funding increased from 28.3% to 28.4% resulting in a 9.1% increase in funding including enrollment growth.
- Although the Enrollment Change Grant increased from \$2,633 to \$2,637 per pupil, BSD's funding decreased by \$174,501 due to lower projected enrollment increases from the previous year.
- The Numeracy Grant Rate increased from \$15 to \$17 per eligible K-8 pupil.
- The remaining categorical grant rates remained unchanged from last year and any increases in the funding are solely due to enrollment increases.

Equalization Support

- The Equalization Support Grant increased by 17.3% or \$1,986,923. Equalization Support is based on many factors including the 2014 assessment for all divisions; enrollment; the amount of unsupported expenditures; and the maximum assessment per pupil used to determine the 2014/2015 equalization factor which has increased to \$552,400 from \$479,000. The percentage of unfunded expenditures increased to 64% from 62%.

School Building (D-Grant) Support

- The School Building (D-Grant) Support increased by 1.3% or \$2,580.

Technology Education Equipment Replacement

- The Province increased Technology Equipment Replacement Grant by \$0.3 million to \$2.5 million to assist divisions with the costs incurred in the replacement and updating of equipment in vocational industrial, industrial arts, home economics and business education facilities.
- BSD received an increase of 20.6% or \$16,300 for Technology Education Equipment Replacement.

Other Support

- A new \$1 million Quality Education Initiative Fund was introduced to assist divisions in their efforts to deliver innovative and/or specialized programming to enhance learning outcome in areas of education quality. For 2014-2015 the fund will target literacy and numeracy programming. Funding is based on \$5 per eligible K-12 pupil with a minimum grant of \$7,500 per division. BSD received \$39,652 for this initiative.
- A new \$1 million Career Development Fund was introduced to help school

divisions implement programming, administrative and other changes that help students understand their potential career pathways and plan for post-secondary education and training opportunities. Funding is based on \$10 per eligible grade 7-12 pupil with a minimum grant of \$7,500 per division. BSD received \$39,060 for this initiative.

The Funding Announcement press release for 2014-2015 from the Minister of Education and Advanced Learning is attached as Appendix A.

2. TRANSFER OF 2014-2015 BUDGET TO TRUSTEES

For Action.....D. Labossiere

Senior Administration has been working on the preparation of the 2014-2015 Operating Budget since October 15, 2013 when the Board of Trustees provided direction through motions 119/2013 and 120/2013. Senior Administration reports that a Status Quo budget has been prepared as directed and the 2014-2015 Operating Budget is now ready to be turned over to the Board of Trustees for their ownership and final decisions. Therefore, the following motion has been included in the Report of Senior Administration transferring the 2014-2015 Operating Budget to the Board of Trustees.

RECOMMENDATION:

That Senior Administration transfer the 2014-2015 Operating Budget to the Board of Trustees for the Board's ownership and final decision making.

3. TRUSTEE INDEMNITIES – SECRETARY-TREASURER AND ASSISTANT SECRETARY-TREASURER SELECTION COMMITTEE

For Action.....D. Labossiere

At the Regular Meeting of the Board of Trustees held October 22, 2012 discussions were held regarding the paying of Trustee Indemnities. It was noted that the Board By-Law required payment of all indemnities to be approved through a resolution. A motion was approved retroactively paying all Trustee Indemnities to the current Board of Trustees. It was further determined that any future indemnities would require approval of the Board of Trustees through a motion before payment would be allowed. Therefore, the following motion is being brought forth to the Board of Trustees for approval at the Regular Meeting to be held on February 10, 2014.

RECOMMENDATION:

That the Trustees participating on both the Secretary-Treasurer and Assistant Secretary-Treasurer Selection Committee be paid the appropriate indemnity for meetings of this Committee which were held August, October, November and December, 2013.

IV. SUPERINTENDENT OF SCHOOLS

V. SENIOR ADMINISTRATION RESPONSE TO TRUSTEE INQUIRIES

1. INQUIRY FROM TRUSTEE KRUCK

SURVEY OF OTHER SCHOOL DIVISIONS – EXTRA-CURRICULAR COSTS

For Information.....D. Labossiere

At the November 12, 2013 Board Meeting Trustee Kruck inquired as to “how many other school divisions in the province have their students pay for their coaches costs for their transportation, accommodation and meals during off-site activities”.

Senior Administration was directed to conduct a survey of Manitoba school divisions to determine the following:

- Whether or not off-site activities were allowed?
- Who pays for the costs of the coaches/chaperones?
- What is included in the costs that are covered?
- If a substitute teacher is required, who pays for the cost of the substitute?

A survey was forwarded to all Manitoba Divisions regarding this matter. 19 Divisions responded. A chart outlining the responses has been included as Appendix B to the Report of Senior Administration.

This is provided as information to the Board of Trustees.

2. INQUIRY FROM TRUSTEE KRUCK

ADDITIONAL FUNDRAISING FOR HOCKEY TRIP TO PITTSBURGH

For Information.....D. Labossiere

At the December 9, 2013 Board Meeting Trustee Kruck requested a report as to whether “sufficient sponsorship and other fundraising was accomplished in order for this trip (to Pittsburgh) not be a violation of our existing off-site activities policy”.

Upon contacting the school principal regarding this matter, he has provided with the following information:

- \$1,000 from the Lions Club for delivery of phone books;
- \$500 from Big Brothers and Sisters for tear down and storing of “Haunted Forrest”;
- \$500 for a trade show set up; and
- \$4,000 through a Steak and Spud evening.

In addition, the players sold Sobey’s gift cards, garlic sausage, scoreboard squares, and Pizza Express certificates.

As well, the Crocus Hockey tournament profits helped to offset the tournament entry fees, coach sub costs, and travel insurance for the team.

This is provided as information to the Board of Trustees.

B. Administrative Information

I. HUMAN RESOURCES

1. PERSONNEL REPORT

For Information..... B. Switzer

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

II. SECRETARY-TREASURER

1. BUS/VEHICLE ACCIDENTS

For Information.....D. Labossiere

Correspondence has been received from the Supervisor of Transportation advising of an accident on Wednesday, January 22, 2014, at approximately 7:57 a.m., involving bus 40-42, while on regular route assignment. The bus was on White Swan Street and was struck in the rear by a vehicle unable to stop due to icy conditions. There were two students on the bus at the time of the accident. The impact of the collision was not felt in the bus therefore parents were not notified as there was no likelihood of injury. The accident is being reported to Manitoba Public Insurance.

Correspondence has been received from the Supervisor of Transportation advising of an accident on Wednesday, January 29, 2014, at approximately 8:40 a.m., involving bus 40-15, while on regular route assignment. The bus was on Richmond Avenue when it was struck in the rear by a vehicle unable to stop due to icy conditions. There were 25 students on the bus at the time of the accident. The impact of the collision was not felt in the bus therefore parents were not notified as there was no likelihood of injury. The accident is being reported to Manitoba Public Insurance. These are provided as information.

III. SUPERINTENDENT OF SCHOOLS

SCHOOL MEETINGS (JANUARY 17, 2014 – JANUARY 30, 2014)

- January 20, 2014 – School Update Meeting with Shawn Lehman, J. R. Reid
- January 20, 2014 – Multi-Age Learning Committee Meeting with Chad Cobbe, Dave Lim, Sandy Harrison and Cory Nevill

1. SCHOOL INFORMATION

For Information..... D. Michaels

A. QUALITY LEARNING

QUALITY LEARNING AT GEORGE FITTON SCHOOL

Report prepared by Ms. Gail McDonald, Principal, George Fitton School

This is the first year of multi-grade classrooms at the grades 7 and 8 levels. There are four grade 7 and 8 homerooms. Students have been placed in developmental groupings for literacy and numeracy. Support teachers [Literacy Support, Numeracy Support, Resource and English as an Additional Language (EAL)] have been utilized to allow for smaller class sizes and direct instruction for all students.

Grade 2 and 3 classrooms are working with literacy and numeracy blocks. Support Teachers (Literacy Support, Numeracy Support, Resource, etc.) work with classroom teachers to provide small group instruction and direct teaching for all students. *First Steps in Mathematics* resources are being utilized to support students in numeracy blocks. Guided Reading groups are being instructed during the literacy block times.

Kindergarten Teachers are focusing on teaching phonological skills to students through the use of *Power ABCs*. This program was developed by the George Fitton Kindergarten classroom teachers and involves the three Kindergarten classes being grouped to reinforce pre-reading skills such as letter recognition, letter sounds, rhyming, through play based activities such as songs, games, and active stories.

The school held their community BINGO on January 23. Leading up to the actual BINGO, George Fitton Students were able to play In Your Seat BINGO each morning before classes commenced. Teachers saw a marked increase in the number of students who were on time for classes as a result of this initiative.

High Ability Learner Enrichment Program (HALEP) Enrichment Clusters for grades 4 to 8 are currently in process on a weekly basis. Student interest enrichment clusters include; Curling, Hockey, Winter Olympics, Soccer, Lifelong Games and Activities, Fitness Fanatics, Designing Spaces, Recycled Art and Paper Craft, Woodworking, Book Trailers, Young Entrepreneurs, Access Fitton, Knit Wits, George Fitton Glee Club, News Casting and Multi-media.

As a way of improving student engagement in literacy, all Middle Years students will be participating in the *George Fitton Battle of the Books*. Selected titles will be available for each of the grades 5 to 8 students. All students will read the selected books and in April teams of students from each classroom will be competing against other classrooms to test their knowledge and comprehension of the books.

Group or Student Achievements:

The George Fitton *Knit Wits* are a group of students, under the supervision of Ms. Jennie Davies, who have been taught to knit and have been working on knitting scarves. To date, twenty five scarves have been knit and they have been given to homeless individuals in Brandon (Chase the Chill Brandon).

Beginning in November, the George Fitton Youth Revolution students, coordinated by Ms. Juanita Tokaryk, worked at the Helping Hands Soup Kitchen to decorate the dining area for Christmas and assist in food preparation on a weekly basis.

The George Fitton *Kids for Saving Earth* students under the leadership of Ms. Lynn Silversides and Ms. Heather Stewart, continue to operate a weekly paper recycling service for all classrooms. The group is also planning the annual toy and book sale to raise money to help save an animal through the World Wildlife Federation.

B. QUALITY TEACHING

QUALITY TEACHING AT SPRING VALLEY COLONY SCHOOL

Report prepared by Ms. Jaclyn Hutchinson, Teacher, Spring Valley Colony School

In a changing educational world with heavier reliance on electronic resources, communication and teaching tools, we must adapt within a school context that typically does not allow access to these supports. Through our assessment for learning, we are finding ways to work around these challenges. We are utilizing laptops, Smart Board and iPad apps to accommodate the different learning styles we have, while remaining respectful to the Hutterite culture.

All students grades 1 to 8 are being assessed regularly using the Fountas and Pinnell Benchmark Assessment System. We are seeing growth in reading levels in all students in reading and writing.

Numeracy results across grade level benchmarks in grade 3, 5, and 7:

Grade 3: All Approaching in three strands assessed

Grade 5: 75% Meeting or Exceeding in all strands assessed

Grade 7: Meeting in 3 strands assessed

Students will be participating in the following upcoming activities: Oak Hammock Marsh School Presentation, Ice Fishing Days, Second Annual Spring Valley Science Fair, I Love to Read Month, and the Sip and Ski Milk Program.

C. QUALITY SUPPORT SERVICES

QUALITY SUPPORT SERVICES AT KING GEORGE SCHOOL

Report prepared by Ms. Barb Miller, Principal, King George School

In response to our school and divisional literacy data, we have been engaged in professional conversations about how to support ongoing student growth and achievement by providing high quality classroom instructional practices that address the specific learning needs of each student. The challenge for us is to close the learning gap that exists for many of our students upon entry into kindergarten. Therefore, we have been exploring targeted instructional strategies, at the kindergarten to grade 2 level, that are tailored to individual student's needs within the context of individual and small group instruction. Our goal is to use a balanced literacy approach to support and accelerate students' acquisition of literacy skills. Therefore, we have been working closely with the speech language pathologist to identify gaps in students' phonological awareness skills and then address these learning needs through small group instruction. The kindergarten to grade 2 team has been working together to push in services to provide ongoing and intensive instruction of phonological awareness skills. Student progress is assessed every four weeks and groups are changed to reflect the students' current learning needs.

Simultaneously, classroom teachers are implementing a balanced literacy approach that includes shared reading, guided reading, independent reading, and read alouds. We have been using individual reading boxes to help students have reading material within their instructional level readily accessible during independent reading time. When students are engaged in independent reading, teachers are conferencing with students to assess reading behaviours and provide specific instruction that will support the next step in learning for that student. During reader's workshop, students engage written and visual responses to the text they are reading. The use of independent reading boxes has increased the time on task for students by reducing the amount of time spent searching for a book rather than practicing their reading skills. The boxes have also had a positive impact on student engagement by providing just right books that are easily accessible to students for independent practice. This is the first year we have implemented independent reading boxes on a school-wide basis.

King George has had a long history of implementing an Effective Behaviour Support (EBS) approach to building a strong sense of community with an emphasis on respect, responsibility, and safety. Students are engaged in multi-level activities that promote team building and an understanding that everyone is an essential member of our school team. Students are recognized for making appropriate choices by receiving EBS coupons that can be entered into a draw for weekly prizes. In addition, classroom teachers utilize a variety of children's literature and social programming that support the high expectations we have for student behaviour.

Student Highlights:

Katie Wilson, along with her peers Rianna Shotbolt and Megan Glutek, spearheaded a book drive to put books in the hands of families through the Samaritan House food hampers. They were able to collect and donate 3128 books through their book drive.

We are continuing to work with the Kiwanis Club to support the Terrific Kid Program at King George School. To date, we have recognized approximately 71 Terrific Kids from kindergarten to grade 4.

D. ADMINISTRATIVE AND STATISTICAL INFORMATION

SUSPENSIONS

<u>SCHOOL</u>	<u>NO./STUDENTS</u>	<u>NO./DAYS</u>	<u>REASON</u>
Crocus Plains	21 total	3 – 5 Day 5 – 5 Day 2 – 5 Day 8 – 5 Day 1 – 6 Day 1 – 15 Day 1 – 20 Day	Drug and Alcohol Policy Assaultive Behaviour Cyberbullying Unacceptable Behaviour Drug and Alcohol Policy Drug and Alcohol Policy Drug and Alcohol Policy
George Fitton	2 total	1 – 3 Day 1 – 5 Day	Drug and Alcohol Policy Drug and Alcohol Policy
King George	1 total	1 – 3 Day	Assaultive Behaviour
Meadows	1 total	1 – 4 Day	Assaultive Behaviour
Neelin	2 total	2 – 5 Day	Drug and Alcohol Policy
Valleyview	1 total	1 – 3.5 Day	Assaultive Behaviour
Vincent Massey	6 total	6 – 5 Day	Drug and Alcohol Policy

2. DIVISIONAL INITIATIVES

For Information..... D. Michaels

A. QUALITY LEARNING

PRINCIPAL LEADERSHIP PREPARATION PROGRAM – SESSION 5 SCHOOL/COMMUNITY LEADERSHIP (WITH REVIEW OF BRANDON SCHOOL DIVISION POLICY AND PRACTICES) / JANUARY 21, 2014

Report prepared by Mr. Jaime Lombaert, Vice Principal, George Fitton School and Mr. Blaine Aston, Vice Principal, École New Era School

Presenters: Craig Laluk, Principal, École Harrison; Chad Cobbe, Principal, École New Era School; Joanna Ford, English as an Additional Language Specialist

Craig Laluk and Chad Cobbe presented on the idea of outward-facing schools. Outward-facing schools are at the heart of the community and are based on the notion that schools look beyond the school gate and look to recognize their larger

role in cultivating community. Both Principals shared their knowledge on School/Community Leadership and what programs their schools offer and steps each school takes to build community. Research shows that, schools and communities that work together can enhance a child's life chances, well-being and school outcomes. Case studies, discussions, and activities took place on how to build school community.

Joanna Ford discussed understanding Cultural Proficiency and the Five Essential Elements of Cultural Competence:

- assessing cultural knowledge;
- valuing diversity;
- managing the dynamics of difference;
- adapting to diversity; and
- institutionalizing cultural knowledge.

The session was very interactive and thought provoking.

3. CORRESPONDENCE

For Information..... D. Michaels

CORRESPONDENCE RECEIVED FROM JAMES ALLUM, MINISTER OF EDUCATION AND ADVANCED LEARNING

The following correspondence has been received from James Allum, Minister of Education and Advanced Learning:

Thank you for your letter enclosing copies of the Student Achievement Summary Report 2012-2013 and Year End Progress Report. I apologize for the late response.

Please be assured that these reports have been shared with my staff in my department.

I would like to commend the Brandon School Division on its strategic focus in areas that reflect concerns also identified at the provincial level, including numeracy, literacy and Aboriginal education, as well as the principles of inclusion and a general focus on students who have been historically less successful. The use of the school planning and reporting processes along with the analyses of student achievement data presented in the reports are important components to evaluation and sustaining initiatives that have a focus on student well-being and academic focus.



NewsRelease

January 30, 2014

PROVINCE MAINTAINS COMMITMENT TO STUDENTS AND FAMILIES, INCREASES EDUCATION FUNDING BY TWO PER CENT

Minister Urges School Divisions to Exercise Budgetary Restraint, Keep Taxes Low for Manitoba Families

The Manitoba government continues its strong commitment to providing students with a quality education by increasing funding to Manitoba schools by an additional \$24.4 million or two per cent, the rate of economic growth, Education and Advanced Learning Minister James Allum announced today.

"As we have seen around the world and right here in Canada, economic uncertainty has led many jurisdictions to cut or freeze funding for education. The opposition is calling for the same cuts here in Manitoba," said Minister Allum. "Our government will not repeat the mistakes of the previous government which cut education funding, leading to overcrowding and layoffs for more than 700 teachers. Instead, we are finding efficiencies and administrative savings across government departments that allow us to keep investing in what matters most."

Total funding for public education announced today will increase to \$1.2403 billion from \$1.2159 billion. This means overall funding has increased \$469.3 million or 60.9 per cent since 1999.

Targeted funding for three new initiatives will provide students more opportunities to succeed, advance to higher learning and find good jobs here in Manitoba, the minister said. They are:

- new targeted funding to help students get back to basic math, science and reading skills so they can have greater academic success in all areas;
- new targeted funding to help students explore career opportunities and gain valuable skills training while still in high school, preparing them for post-secondary education and good jobs; and
- additional funding to provide students with state-of-the-art equipment to learn the high-demand skills they need to get good jobs in Manitoba's growing economy.

The minister noted these new programs are focused on education quality by providing targeted funding to help struggling students succeed and advanced students excel while at the same time advancing a critical part of the government's skill strategy

"We continue to work with school divisions to ensure they have the financial support they need to provide their students the best education possible," said the minister. "We are able maintain this strong commitment to education because we have found responsible ways to reduce administrative spending while keeping life affordable for families. I am urging school divisions to do the same by exercising restraint and managing expenditures in their budgets, which will in turn keep property taxes low for Manitoba families."

Extra-Curricular Cost Responsibility Survey

Questions	School Division				
	Prairie Spirit	Turtle Mountain	Rolling River	Park West	Seven Oaks
1) Does your School Division Allow Off-Site Activities for teams, band, choir, etc. outside of the confines of your school Division?	Yes	Yes	Yes	Yes	Yes
2) If yes, what kinds of activities are allowed? Please list.	Sports Tournaments	Extra-Curricular sports activities, band trips to Moose Jaw, Edmonton, Trips to Brandon – Theatre, Ballet, Music, Grad Trips to Minot ND – Boissevain.	Extra-Curricular sports teams competition, attending music festivals and competitions, etc.	Teams, Bands, Choirs, etc.	“A lot”
3) If yes, who pays for the cost of the coaches and chaperones?	The managing of such events is done at the school level; no monitoring done at the division office level.	Students pay the costs. Students pay a fee to be part of an extra-curricular sports program for example. This fee is to cover transportation, tournament fees, coaches' expenses, i.e. meals, hotel accommodations, travel costs. In the event of a day event, students are still required to pay for transportation (Bus drivers' wages, benefits and meals. The Student Council is usually in charge of receiving the funds from students and then in turn paying the invoice that the Division has initiated – for Bus Driver wages and benefits.)	Students and Division Division pays for any travel and hotel costs associated with extra-curricular provincial tournament play or for bands/choirs to participate in the Rolling River Festival of the Arts. All other extra-curricular activities may charge a fee to students to cover the costs of the activity. If a student cannot pay the fee then the school can waive it or pay from fundraising activities (eg. Canteen profits) Schools are expected to pay for curricular activities such as field trips from their school budgets.	Students	“It depends”
4) What is included in the costs that are covered?	The managing of such events is done at the school level; no monitoring done at the division office level.	<ul style="list-style-type: none"> - Transportation - Accommodation - Meals 	<ul style="list-style-type: none"> - Transportation - Accommodation - Meals *Transportation & Hotel costs are Division Covered for Provincial Tournament play only. Curricular fees are expected to be covered under school budgets.	<ul style="list-style-type: none"> - Transportation - Accommodation - Meals *These are covered for Provincial Competition only by the Division.	“It depends”
5) If a substitute teacher is required during the period of the off-site activity, who pays for the cost of that substitute teacher?	The Division	Most sub-costs for off-site or extra-curricular activities are paid for by the Student Council account which funds are generated through student fundraising and student fees.	Division Usually if a teacher is absent the teacher who normally teaches the class may be assigned to cover it. If this is not possible, the Division pays for a sub.	Division	“It depends”

Extra-Curricular Cost Responsibility Survey


Questions	School Division				
	Hanover	Garden Valley	Pine Creek	River East Transcona	Seine River School Division
1) Does your School Division Allow Off-Site Activities for teams, band, choir, etc. outside of the confines of your school Division?	Yes	Yes	No	Yes	Yes
2) If yes, what kinds of activities are allowed? Please list.	Sports Tournaments, provincials, music festivals, out-of province extra-curricular learning trips.	Sports teams, bands, choirs		Various co-curricular and extra-curricular activities	Sports, Band/Choir trip, Student Exchanges in Quebec, Overseas trips, etc.
3) If yes, who pays for the cost of the coaches and chaperones?	Students Via school generated funds and student participation fees (user fees)	School/Students All costs are the responsibility of the school and students may be charged the full amount or partial amount depending on what the school will allocate. Supervising staff do not pay their own way. The Division does not typically support these events as they vary from year to year and school to school.		Students Division Coaches/Chaperones pay their own way	Students Division Depends on the trip itself
4) What is included in the costs that are covered?	<ul style="list-style-type: none"> - Transportation - Accommodation - Meals Any out of pocket expenses. Actual expenses only – no per diems.	<ul style="list-style-type: none"> - Transportation - Accommodation - Meals 		<ul style="list-style-type: none"> - Transportation - Accommodation - Meals Depends on situation or activity	<ul style="list-style-type: none"> - Transportation - Accommodation - Meals Depends on the activity
5) If a substitute teacher is required during the period of the off-site activity, who pays for the cost of that substitute teacher?	School	School		School Division Depending on situation - Students as part of the cost of participating in off-site activity. Teacher is responsible for paying for own substitute.	School Division Teacher never pays for their own sub

Extra-Curricular Cost Responsibility Survey

Questions	School Division				
	Flin Flon	Kelsey	Prairie Rose	Swan Valley	Lakeshore Division
1) Does your School Division Allow Off-Site Activities for teams, band, choir, etc. outside of the confines of your school Division?	Yes	Yes	Yes	Yes	Yes
2) If yes, what kinds of activities are allowed? Please list.	Sports, band, science, outdoor education.	Band, sports, We-day youth conferences, specialty events at Universities	Extra-curricular trips ie. Band trips; hockey and other sports competitions; ski trips	Sports, band, etc.	Primarily extra-curricular sports teams, some band activities.
3) If yes, who pays for the cost of the coaches and chaperones?	Students Division Division provides a budget for travel. Anything above that would need to be raised by students/parents.	Division Some out of zone activities are student paid – those over and above what is identified as the minimum.	Coaches and Chaperones pay their own way. The Division will support hotel room costs for students and coaches on basis of 1 room/4 students plus two rooms for coaches/managers for Provincial Competitions only. Otherwise there is no Divisional support other than \$15.00/student for general support for co- and extra-curricular trips.	Students Division Coaches/Chaperones pay their own way. It varies. High School receives approx. \$15,000 for coaches travel expense, student transportation (fuel, etc.) Plus Board provides an allocation for bus km's for travel, which includes lodging and meals for bus driver.	Coaches/Chaperones pay their own way. Our coaches and chaperones are volunteers. The Division subsidizes transportation (\$15/students). The school/teams fundraise for additional funds to support their activity.
4) What is included in the costs that are covered?	<ul style="list-style-type: none"> - Transportation - Accommodation - Entry fees 	<ul style="list-style-type: none"> - Transportation - Accommodation - Meals 	The Division never pays community coaches time. The team may support some costs through student fees.	<ul style="list-style-type: none"> - Transportation - Accommodation - Meals 	<ul style="list-style-type: none"> - Transportation
5) If a substitute teacher is required during the period of the off-site activity, who pays for the cost of that substitute teacher?	School Division Students as part of the cost of participating in the off-site activity – it depends on the scenario	School	Division	Division	School

Extra-Curricular Cost Responsibility Survey

Questions	School Division				
	Red River Valley	Southwest Horizon	Division scolaire franco-manitobaine	Boarder Land	
1) Does your School Division Allow Off-Site Activities for teams, band, choir, etc. outside of the confines of your school Division?	Yes	Yes	Yes	Yes	
2) If yes, what kinds of activities are allowed? Please list.	Team sports competing in other divisions. Band trips may be out of province. Hockey teams have gone to Ontario for tournaments etc.	Band, field trips	Tournaments, music camps	In Province, Out-of-Province and Out-of-Country	
3) If yes, who pays for the cost of the coaches and chaperones?	Coaches are mostly school staff or volunteers. The Division will pay mileage if they use their own vehicles. "I'm not certain if the rooms are paid for by the school." In 20013/14, the school division has a Provincial budget where the division will cover all costs for provincials.	Students Division Please see our policy at: www.shmb.ca/images/stories/Policies/policy%20iaa%20dec%2013.pdf (Attached)	Students Coaches/Chaperones pay their own way A mixture, but additional cost associated with activity will include reimbursements.	Students	
4) What is included in the costs that are covered?	"Please see above".	<ul style="list-style-type: none"> - Transportation - Accommodation - Meals 	<ul style="list-style-type: none"> - Transportation 	<ul style="list-style-type: none"> - Transportation - Accommodation 	
5) If a substitute teacher is required during the period of the off-site activity, who pays for the cost of that substitute teacher?	School Division We have a school budget for this. If schools use more than what is allotted, then it comes out of other categories.	School Division Please see our policy at: www.shmb.ca/images/stories/Policies/policy%20iaa%20dec%2013.pdf (Attached)	NOTE: Have not needed a substitute teacher in the past few years.	Division	

<i>Board Policy</i>	 SOUTHWEST HORIZON SCHOOL DIVISION	<i>Instructional Program</i> IAA
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Extra/Co-Curricular Travel

The Board of Southwest Horizon School Division requires the appropriate planning to ensure the safety of staff and students. The trips must be cost efficient and of benefit to the students.

All required forms must be completed and submitted to relevant parties prior to any extra-curricular activity taking place.

Passed (date):	Reviewed (date):	Reviewed by (title):	Reviewed by (initial):	Page:
January 28, 09	May 12; Oct 13; Dec 13			

IAA –Extra/Co-Curricular Travel

For all division sanctioned trips where school bus transportation is authorized, the division considers the bus trip to be a ‘class in transit’. The teacher or approved designate is responsible for ensuring proper conduct of students while travelling.

The supervising teacher/designate must:

- ☐ Become familiar with the rules for bus ridership (see policy EHA).
- ☐ Ensure that the driver or drivers knows the itinerary for the trip.
- ☐ Ensure that you have a copy of the URIS medical plans for individual students participating in the trip.

The decision to drive in inclement weather is at the sole discretion of the bus driver (as per policy CAA).

Any changes made to the itinerary during the trip, must be communicated to the principal who will ensure that parents are informed.

Trip Planning/Approval Requirements

	Within Manitoba	Outside of Manitoba	Outside of Canada
Principal Approval	3 days or less (with mandatory reporting to Superintendent)		
Superintendent Approval	more than 3 days (with mandatory reporting to Board)	3 days or less (with mandatory reporting to Board)	
Board Approval		more than 3 days	All trips (request to be received at least one month prior to trip)

Ensure the following steps are followed:

- ☐ Principal consent has been received
- ☐ Signed parent consent form has been received
- ☐ Safety plan (Field Trip Proposal form A or B) and Itinerary has been submitted to operations coordinator at the division office
- ☐ Child abuse and criminal record checks are on file at the division office for all adult participants who are not employees or students of Southwest Horizon School Division (volunteers, coaches, chaperones, private vehicle drivers, etc.).

- ☐ Travel Insurance has been obtained for all out of province trips (available via divisional website).
- ☐ Bus or Private Vehicle requisition form has been submitted to the operations coordinator at the division office.

Bus Requisition:

- A requisition form must be completed and returned to the Division Office **at least 7 days** prior to a trip taking place.
- The coach is expected to travel with the team on the bus and no additional transportation costs will be reimbursed.

Private Vehicles:

- Volunteer driver form has been completed and returned (Youthsafe Volunteer Driver form).

The Board of Trustees defines any vehicle used to transport students, other than a division owned or chartered bus, as a private vehicle. The board authorizes the use of private vehicles for the transportation of students subject to the following:

- Cars may be used providing that three vehicles can transport the entire group.
 - Driver Licenses must be checked by the supervising teacher/designate before every trip.
 - Students may not transport other students
 - If private vehicles are being used the division office still require a requisition form to be completed and returned to the Division Office prior to a trip taking place.
 - If private vehicles are used then the coach can be reimbursed at divisional mileage rate **only** if s/he is one of the three vehicles allowed and is transporting students.
- ☐ For any swimming activities, including the use of a hotel pool, a qualified lifeguard **must** be present (as well as the teacher or designate).

Financial Support/Costs

<i>Event</i>	<i>School Cost</i>	<i>Division Support</i>
Approved divisional CTS Programs Battle of the Books We-Day Grade 8 Wellness Grade 5-8 Divisional Track & Field Career Symposium Post-Secondary Day Cultural Awareness Grade 3-6 Soccer Reach for the Top Superintendent approved event		100 % of cost of bussing (or up to three private vehicles at divisional mileage rate)
Field Trips/K-8 sports/other events	\$1.00 per KM Cost of Bus Driver hotel room, if required.	
Senior Year Sports covered under Manitoba High School Athletic Association (MHSAA): <i>Note: any new sport must be approved by the Board of Trustees for liability coverage and funding.</i>	Regular season games \$1.00 per KM	*For MHSAA Provincials Only: Up to \$250 per participating student to a maximum of \$1,500 per team (which includes bus driver hotel room, and meal costs). Additional funding for hotel room for coach (\$100 per night maximum with receipt) and meals at divisional rate.
Home Town Bussing (to theatre, rink, pool, golf course, senior's home, etc).		100% of cost

In the event of a bus trip being cancelled there may be a charge of \$25.00, if driver costs are incurred.

Receipts must be submitted for **all** eligible associated costs

*Eligible travel costs for MHSAA Provincials could include hotel and meal costs for students.