



# BRANDON SCHOOL DIVISION

January 6, 2016

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

TO BE HELD MONDAY, JANUARY 11, 2016  
7:00 P.M.

J. L. MILNE BOARDROOM, ADMINISTRATION OFFICE

1031 - 6TH STREET, BRANDON, MANITOBA

D. Labossiere  
Secretary-Treasurer

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## **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) Special Board Meeting, December 14, 2015.  
Adopt.
- b) Regular Board Meeting, December 14, 2015.  
Adopt.

### **2.00 GOVERNANCE MATTERS:**

#### **2.01 Presentations for Information**

#### **2.02 Reports of Committees**

- |  |              |
|--|--------------|
| a) Education Committee Meeting   | S. Bambridge |
| b) Policy Review Committee Meeting   | P. Bartlette |
| c) Personnel Committee Meeting   | J. Murray    |
| d) Facilities & Transportation Committee Meeting   | G. Buri      |
| e) Finance Committee Meeting   | K. Sumner    |
| f) Divisional Futures & Community Relations Committee Meeting<br>(lunch visit with students at Neelin High School) | P. Bowslaugh |

### **2.03 Delegations and Petitions**

### **2.04 Communications for Action**

- a) Dagmar Jarvis & Geraldine Whetter, Co-Chairs, Valleyview Centennial School Parent Council, December 10, 2015, addressed to the Board of Trustees, regarding Valleyview Centennial School getting full day every day Kindergarten. They note several benefits of full day every day programming, including: More exposure to role models, language, routines, socialization, communication and fine motor skills; decreasing anxiety and social struggles; promotion of physical health, well-being and self-esteem; regular consistent attendance; earlier understanding of the structure of school – socialization, sharing, turn taking, following directions and cooperation. They note that historically, the initial Kindergarten assessments show a large delay in readiness skills. They note their desire for full day every day Kindergarten is not based solely on assessment numbers but a knowledge and belief that being in Kindergarten full days would increase and benefit the opportunity for Valleyview students to be successful learners and members of the community. They request the opportunity to present their desire for full day every day Kindergarten at an upcoming Board Meeting. (Appendix 'A')

Refer Business Arising.

- b) Kendra Jaffray, Grade 12 student at Crocus Plains Regional Secondary School, January 4, 2016, addressed to Mr. Mark Sefton, Chairperson, Board of Trustees, noting that she has been granted the honour of attending the Forum for Young Canadians in February 2016 by the Forum Selection Committee and her school. This forum is a national educational program of renown, allowing students from all over Canada to learn about our country's system of government, leadership and citizenship in Ottawa, Ontario. During her week in Ottawa, she will be experiencing life as a politician, touring parliament, visiting museums, having sessions on the Supreme Court, the Senate, Sustainable Development, etc. Ms. Jaffray asks that the Board of Trustees consider sponsoring all or part of her costs to attend. A total of \$995 covers tuition, accommodation, meals and local transportation in Ottawa. (Appendix 'B')

Refer Business Arising.

## **2.05 Business Arising**

### **- From Previous Delegation**

### **- From Board Agenda**

- a) Correspondence from Dagmar Jarvis & Geraldine Whetter, Co-Chairs, Valleyview Centennial School Parent Council, from Communications for Action 2.04 a), providing benefits of full day every day Kindergarten, and requesting to present their desire for full day every day Kindergarten at Valleyview Centennial School at an upcoming Board Meeting.
- b) Correspondence from Kendra Jaffray, Grade 12 student at Crocus Plains Regional Secondary School, from Communications for Action 2.04 b), requesting Board Sponsorship to assist with costs to attend the Young Canadians Forum in Ottawa in February, 2016.

### **- MSBA issues (last meeting of the month)**

### **- From Report of Senior Administration**

- a) School Reports:
  - NIL
- b) Learning Support Services Report:
  - Full Day Every Day Kindergarten Longitudinal Report – Presentation by Marnie Wilson, Research, Assessment, and Evaluation Specialist.
- c) Items from Senior Administration Report:
  - Giving of Notice – Procedures 4001 – “Off-Site Activities” – Refer Motions.
  - Trustee Inquiries:
    - Response to Trustee Sumner’s Inquiry – April 27, 2015
    - Response to Trustee Kruck’s Inquiry – February 9, 2015

## **2.06 Public Inquiries (max. 15 minutes)**

## **2.07 Motions**

- 136/2015 (Motion postponed at the November 23, 2015 Board Meeting)  
That the Board of Trustees maintain the status quo procedure for French Immersion Kindergarten Registration. Secondly, that Kindergarten registration dates be aligned; and the Kindergarten information evenings be scheduled to provide parents with information on Kindergarten programming and the registration process.
- 01/2016 That Procedures 4001 “Off-Site Activities” is hereby rescinded and replaced with Procedures 4001 “Off-Site Activities”.

02/2016 That participation in the Central Tender Process for the 2016-2017 school bus purchase be approved and that the Chairperson and Secretary-Treasurer be authorized to affix their signatures thereto.

## **2.08 Bylaws**

### 3rd Reading

That By-law 10/2015 being a by-law of the Board of Trustees of the Brandon School Division for the purpose of amending By-law 3/2014 which regulates the proceedings of the Board of Trustees of the Brandon School Division, originally passed September 22, 2014, be now read for a third time, having been first read on November 23, 2015 and read for a second time on December 14, 2015.

“If all trustees consent thereto and are present thereat” to “if 6 trustees consent thereto and 6 are present thereat”.

### 2nd Reading

That By-law 11/2015 being a borrowing by-law in the amount of \$501,800.00 upon the credit of the Division by the issue and sale of a debenture to meet partial costs for construction of:

<b>School:</b>	<b>Project:</b>
Crocus Plains Regional Secondary	Science Lab Renovation
George Fitton School	K3 Two Classroom Renovation of Existing Gymnasium
George Fitton School	New Gym and Daycare Addition
Riverview School	Furnace Replacement Ph II
Vincent Massey High School	Roof Replacement Areas D and G
Waverly Park School	Two Classroom Addition
Meadows School	Elevator
Meadows School	Three Classroom & Elevator Access Addition
Vincent Massey High School	Renovation of Two Science Classrooms

be now read for the second time, having been first read on December 14, 2015.

### 3rd Reading

That the rules be suspended and By-law 11/2015 be now read for a third and final time, and taken as read, finally passed.

## **2.09 Giving of Notice**

- a) I hereby give notice that at the next Regular Meeting of the Board of Trustees, I, or someone in my stead will introduce a motion to rescind Procedures 1022 –

“Aboriginal Education Advisory Committee” and replace same with Procedures 1022 – “Aboriginal Education Advisory Committee”.

**2.10 Inquiries**

- Trustee Inquiries

**3.00 ADMINISTRATIVE INFORMATION:**

**3.01 Report of Senior Administration**

**3.02 Communications for Information**

**3.03 Announcements**

- a) School Catchment Area - Public Consultation – 7:00 p.m., Tuesday, January 12, 2016, Waverly Park School Gymnasium.
- b) Workplace Safety and Health Committee Meeting – 1:00 p.m., Wednesday, January 13, 2016, Conference Room.
- c) Personnel Committee Meeting – 10:00 a.m., Tuesday, January 19, 2016, Boardroom.
- d) Facilities & Transportation Committee Meeting – 11:30 a.m., Tuesday, January 19, 2016, Boardroom.
- e) Policy Review Committee Meeting – 12:00 p.m., Thursday, January 21, 2016, Boardroom.
- f) NEXT REGULAR BOARD MEETING – 7:00 p.m., Monday, January 25, 2016, Boardroom.
- g) Upcoming Budget Dates:
  - Special Board Meeting – Presentation of Preliminary Budget – 7:00 p.m., Wednesday, February 3, 2016, Boardroom.
  - Public Budget Consultation Forum – 7:00 p.m., Wednesday, February 10, 2016, Meadows School Gymnasium.
  - All Day Budget Meeting – 9:00 a.m., Tuesday, February 16, 2016, Boardroom.
  - Special Board Meeting – Public Presentations re: Proposed 2016-2017 Budget – 7:00 p.m., Monday, February 29, 2016, Boardroom.
  - Regular Board Meeting – Final Approval of the 2016-2017 Budget – 7:00 p.m., Monday, March 7, 2016, Boardroom.

**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**



# 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, DECEMBER 14, 2015.

## **PRESENT:**

Mr. M. Sefton, Chairperson, Dr. L. Ross, Vice-Chairperson, Ms. S. Bambridge (connected by conference phone at 9:10 p.m.), Mr. P. Bartlette, Mrs. P. Bowslaugh, Mr. G. Buri, Mr. G. Kruck, Mr. J. Murray, Mr. K. Sumner (arrived at 7:18 p.m.).

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

Senior Administration: Mr. M. Gustafson, Assistant Superintendent, Mr. G. Malazdrewicz, Assistant Superintendent, Ms. E. Jamora, Assistant Secretary-Treasurer, Ms. B. Switzer, Director of Human Resources.

## **REGRETS:**

Dr. D. M. Michaels, Superintendent/CEO.

The Chairperson called the meeting to order at 7:06 p.m. and 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 noted he had two items for In-Camera – one Board Operations matter and one Property matter.

Trustee Bartlette noted he had two In-Camera, Trustees-only items.

Trustee Ross noted she had one In-Camera item.

Trustee Bowslaugh noted she had two questions.

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

#### **1.03 Adoption of Minutes of Previous Meetings**

- a) The Minutes of the Board Meeting held November 23, 2015 were circulated.

Mr. Buri – Mr. Bartlette  
That the Minutes be approved.  
Carried.

## **2.00 GOVERNANCE MATTERS:**

### **2.01 Presentations For Information**

### **2.02 Reports of Committees**

#### a) Policy Review Committee Meeting

The written report of the Policy Review Committee Meeting held on November 19, 2015 was circulated.

Trustee Murray asked questions for clarification regarding electronic meetings and Board indemnities.

Mr. Bartlette – Mr. Kruck  
That the Minutes be received and filed.  
Carried.

#### b) Education Committee Meeting

The written report of the Education Committee Meeting held on November 26, 2015 was circulated.

Mr. Bartlette – Mrs. Bowslaugh  
That the Minutes be received and filed.  
Carried.

#### c) Finance Committee Meeting

The written report of the Finance Committee Meeting held on November 26, 2015 was circulated.

Mr. Sumner – Mr. Buri  
That the Minutes be received and filed.  
Carried.

#### d) Divisional Futures & Community Relations Committee Meeting

The verbal report of the Divisional Futures & Community Relations Committee lunch visit with Valleyview Centennial School grades 5 & 6 students, held on December 3, 2015, was provided.

Mrs. Bowslaugh – Dr. Ross  
That the Minutes be received and filed.  
Carried.

#### e) Personnel Committee Meeting

The written report of the Personnel Committee Meeting held on December 3, 2015 was circulated.

Mr. Murray – Dr. Ross  
That the Minutes be received and filed.

Carried.

f) Facilities & Transportation Committee Meeting

The written report of the Facilities & Transportation Committee Meeting held on December 8, 2015 was circulated.

Trustee Bowslaugh thanked the Committee for planning a second School Catchment Area Public Consultation. Trustee Ross asked questions for clarification. Trustee Bartlette suggested that the Board set a long term plan and make significant changes instead of small changes now that will have to be revisited in the near future.

Mr. Buri – Mr. Bartlette  
That the Minutes be received and filed.

Carried.

## **2.03 Delegations and Petitions**

### **2.04 Communications for Action**

Trustee Sefton requested that the communication from Mr. Barry French under 3.02 b) – Communications for Information, be moved to 2.04 a) - Communications for Action. The Board agreed to this request.

- a) Mr. Barry French, Staff Training Coordinator, Brandon Correctional Centre, November 25, 2015, sent to Trustee Sefton, Board Chair, providing information on the organization of an Aboriginal youth conference in Brandon for Aboriginal youth in the Westman Region. The main themes are: Employment & Training, Education, Business Development and Culture. Sub-themes include gang diversion and motivation. The date of the event is February 20, 2016 from 8:30 a.m. to 6:00 p.m. The organizing committee is comprised of the Brandon Urban Aboriginal People's Council, Manitoba Metis Federation, Dakota Ojibway Tribal Council, Brandon Friendship Centre and the Interprovincial Association on Native Employment – Westman. Mr. French would like the Brandon School Division to consider supporting the attendance of this event through provision of transportation and distribution of event posters.

Refer Business Arising.

## **2.05 Business Arising**

### **- From Previous Delegation**

In follow-up to Mr. Seeland's delegation to the Board at the November 23, 2015 Board meeting, Dr. Ross indicated that the Board will take the information Mr. Seeland provided under consideration when the Division addresses the matter of French Immersion Kindergarten Registration.

### **- From Board Agenda**

- a) Correspondence from Mr. Barry French, Staff Training Coordinator, Brandon Correctional Centre, from Communications for Action 2.04 a), requesting the Brandon School Division consider supporting the attendance at an Aboriginal youth Conference on February 20, 2016 through the provision of transportation and distribution of event posters.

Trustees asked questions for clarification regarding the request for transportation and asked that the Education Committee review the posters before they are distributed. Trustee Sefton will contact Mr. French for more information.

#### **- MSBA issues (last meeting of the month)**

Trustee Ross confirmed that the Board has only one resolution going forward for the beginning of January.

Trustee Bowslaugh spoke on an excerpt from MB Teacher, the Manitoba Teachers' Society journal, referencing the depleted number of male teachers in the public school system. She noted that imbalance is a concern and asked if it would be appropriate to offer support through the MSBA to the Manitoba Teachers' Society. Trustee Sefton asked if the Board would like to take any further action on this matter. Trustee Bowslaugh will distribute a copy of the article to the Trustees.

#### **- From Report of Senior Administration**

- a) School Reports:
  - NIL
- b) Learning Support Services Presentation:
  - NIL
- c) Items from Senior Administration Report:
  - Crocus Plains Regional Secondary School Off-Site Activity Request (Italy) – Refer motions.
  - Trustee Inquiries:
    - Response to Trustee Bartlette's two Inquiries – November 9, 2015

#### **2.06 Public Inquiries (max. 15 minutes)**

- a) Ms. Karen Gillespie, concerned parent, asked:
  - What is the Board's plan for the next year, two years and five years, for increased capacity and enrollment potential at École Harrison?

Trustee Sefton responded that the Board does not have a plan at this stage for increased enrollment capacity at École Harrison. The facility is at capacity and the Division does not have a concrete plan specifically for adding space to École Harrison at this point.

- If I was, as a parent, to make a choice to have my child attend École Harrison and the cap remains the same, how are we making plans for those increases in enrolment?

Trustee Sefton noted again that there are no plans for increasing capacity at École Harrison. There is lots of capacity within the Division for French Immersion; the Division does not have the building capacity for increasing enrolment at École Harrison, but there is room in French Immersion at both École New Era School and École O'Kelly School.

- Why is that not being considered?

Trustee Sefton indicated that there is room in French Immersion program at other schools. He noted items on the Division's 5 year plan, and in terms of École Harrison specifically, that is not one of the Board's higher priorities. Other items and other facilities are a higher priority.

- Ms. Gillespie stated that if there is more room for capacity, she believes that would alleviate some of the difficulties that are being noted with the registration process right now. She also commented that her view is that single track and dual track French Immersion provide different learning opportunities, and the research shows that if you want a higher proficiency of language development, you can achieve that much better in a single track environment.

Trustee Sefton thanked Ms. Gillespie for attending and for her questions.

b) Kirsten Griffith, concerned parent, asked the following question regarding the French Immersion Kindergarten Registration Procedure:

- Will the Board listen to this community, who stated overwhelmingly at the Public Consultation to keep the registration procedure the same?

Trustee Sefton responded that yes, the Board listened. If not they would have made a decision some time ago, they would not have asked for further research, and the motion to postpone the decision until January 11, 2016 would not have been approved. The simplest answer is that the Board has listened but no Trustee can commit the Board to what the final decision will be, and whether or not it will reflect Ms. Griffith's view or her group's view.

- Ms. Griffith urged the Board to listen to the community that has spoken – they want the process to stay the same. It shows commitment on the part of the family to the French Immersion single track program and to French Immersion in general.

Trustee Sefton thanked Ms. Griffith for taking the time to speak with the Board.

## **2.07 Motions**

141/2015 Mr. Bartlette – Mrs. Bowslaugh

That the trip involving twenty five to thirty (25 to 30) Crocus Plains design drafting student members in grades 10, 11 and 12 to make a trip to Venice, Florence and Rome, Italy from March 23, 2017 to March 31, 2017 be approved and carried out in accordance with Board Policy/Procedures 4001: Off-Site Activities.

Trustee Ross expressed concern regarding the current state of the world and the risk inherent in travelling almost anywhere these days. She wondered if it's possible to approve the trip in principle and then look at it again sometime in the future to assess whether there is increased risk. Trustee Bartlette noted that he supports Dr. Ross' sentiments. Trustee Murray expressed his support of this trip as the parents have to sign off on sending these students and the students have already done their fundraising for the trip. He also noted he was prepared to vote on this matter immediately.

Mr. Malazdrewicz, Assistant Superintendent, noted that the Office of the Superintendent is looking at putting procedures into place regarding international travel. The travel advisories from the government of Canada are updated regularly and provide specific information on international travel and those are items the Division can absolutely maintain a review on. The Division's policy and practice is that as final arrangements for trips are put in place and the concrete information is arranged, it comes back to the Office of the Superintendent for review prior to travel. That generally is a window that is 30-60 days prior to travel, which does allow to have a cancellation process should

the Division need to. There are some options with rescheduling or reorganizing the trips to a different destination of the program's choice.

Trustee Sumner indicated that he expects that, regardless of when a trip had been approved, if there is a real and specific threat to a particular destination, it would be the Board's duty to step in and ensure the trip didn't proceed. He has no concerns approving this trip. Trustee Kruck commended the organizers for planning the trip so far in advance and completing their fundraising. He indicated that he supports approval of this trip, as this is a voluntary trip and at any time if a parent is not comfortable with a child going anywhere in the world, that parent can pull their child out of the trip. Trustee Buri noted he is in favour of this trip and has faith in the Division Administration to monitor the situation and make changes as necessary.

Carried. (6-2 – Dr. Ross & Mr. Bartlette opposed)

142/2015 Mr. Murray – Mr. Buri

That the Board accept the new Friends of Education Fund Committee logo created by Mallorie Patience.

Carried.

## **2.08 By-Laws**

Mr. Kruck

2<sup>nd</sup> Reading

That By-law 10/2015 being a by-law of the Board of Trustees of the Brandon School Division for the purpose of amending By-law 3/2014 which regulates the proceedings of the Board of Trustees of the Brandon School Division, originally passed September 22, 2014, be now read for a second time, having been first read on November 23, 2015.

Mr. Sefton provided the changes being requested to the By-Law:

"If all trustees consent thereto and are present thereat" to "if 6 trustees consent thereto and 6 are present thereat".

Carried.

## **THE BRANDON SCHOOL DIVISION**

### **BYLAW NO. 10/2015**

A By-Law of the Board of Trustees of The Brandon School Division for the purpose of amending By-Law 3/2014, passed to regulate the procedures of the Board of Trustees.

WHEREAS it is deemed necessary to amend part II (Section 2.4) of By-Law 3/2014 to make changes under "Meetings of the Board" of Trustees to amend the statement regarding when an emergency meeting may be held;

NOW THEREFORE the Board of Trustees in session duly assembled enacts as follows:

#### **2.4. Emergency Meeting**

Notwithstanding Article 2.5, the Board may hold a meeting at any time and any place to deal with an emergency situation if 6 trustees consent thereto and 6 are present thereat. (1)

GIVEN FIRST READING by the said Board of Trustees of The Brandon School Division, assembled at Brandon, in the Province of Manitoba, this 23<sup>rd</sup> day of November A.D. 2015.

SECOND READING: \_\_\_\_ day of \_\_\_\_ A.D. 2015

THIRD READING: \_\_\_\_ day of \_\_\_\_ A.D. 2015

\_\_\_\_\_  
Chairperson

\_\_\_\_\_  
Secretary-Treasurer

I, \_\_\_\_\_, Secretary-Treasurer of The Brandon School Division, DO HEREBY CERTIFY THE ABOVE to be a true and correct copy of Bylaw No. 6/2014

\_\_\_\_\_  
Secretary-Treasurer

Mr. Bartlette  
1<sup>st</sup> Reading

That By-law 11/2015 being a borrowing by-law in the amount of \$501,800.00 upon the credit of the Division by the issue and sale of a debenture to meet partial costs for construction of:

<b>School</b>	<b>Project</b>
Crocus Plains Regional Secondary	Science Lab Renovation
George Fitton School	K3 Two Classroom Renovation of Existing Gymnasium
George Fitton School	New Gym and Daycare Addition
Riverview School	Furnace Replacement Ph II
Vincent Massey High School	Roof Replacement Areas D and G
Waverly Park School	Two Classroom Addition
Meadows School	Elevator
Meadows School	Three Classroom & Elevator Access Addition
Vincent Massey High School	Renovation of Two Science Classrooms

be now read for the first time.

Carried.

## THE BRANDON SCHOOL DIVISION

BYLAW NO. 11/2015

Bylaw of the Board of Trustees of The Brandon School Division for the purpose of borrowing the sum of \$501,800.00 and issuing debentures therefor.

WHEREAS it is deemed necessary and expedient to raise by loan the sum of \$501,800.00 upon the credit of the Division by the issue and sale of debentures to meet partial costs for construction of the following:

<b><u>School</u></b>	<b><u>Project</u></b>
Crocus Plains Regional Secondary	Science Lab Renovation
George Fitton School	K3 Two Classroom Renovation of Existing Gymnasium
George Fitton School	New Gym and Daycare Addition
Riverview School	Furnace Replacement Ph II
Vincent Massey High School	Roof Replacement Areas D and G
Waverly Park School	Two Classroom Addition
Meadows School	Elevator
Meadows School	Three Classroom & Elevator Access Addition
Vincent Massey High School	Renovation of Two Science Classrooms

NOW THEREFORE, pursuant to the provisions of The Public Schools Act, the Board of Trustees of The Brandon School Division, duly assembled, enacts as follows:

- 1) That it shall be lawful for the said School Trustees to borrow the sum of \$501,800.00 by the issue and sale of debentures of the said School Division as set out below.
- 2) That the said debentures shall be issued at Brandon, Manitoba and shall be dated the 31<sup>st</sup> day of January, 2016 and shall be payable to the Registered Holder at the Office of the Minister of Finance, Winnipeg, Manitoba as follows: the debenture shall be so issued that the amount thereby borrowed shall be repayable in twenty (20) equalized consecutive annual installments of \$36,110.58 each, including principal and interest at the rate of 3.750 per cent per annum, payable annually on the 31<sup>st</sup> day of January as per Schedule "A" attached.
- 3) That the first installment shall be payable on the 31<sup>st</sup> day of January, 2017.
- 4) That each debenture shall be signed by the Chairperson of the Board and the Secretary-Treasurer of the said School Division and the coupons, if any, attached thereto, shall be signed by the Secretary-Treasurer, whose signature may be lithographed thereon.
- 5) That provisions shall be made for the payment of the said debentures, and such provision shall form part of, and be included in, the annual statements of monies required for the purpose of the School Division.

GIVEN FIRST READING by the said Board of Trustees of The Brandon School Division assembled at Brandon, in the Province of Manitoba, this \_\_\_\_\_ day of \_\_\_\_\_, 2015.

SECOND READING: \_\_\_\_\_

THIRD READING: \_\_\_\_\_

CERTIFIED a true copy of Bylaw  
No. 11/2015 of The Brandon School Division  
given first reading on the \_\_\_\_\_ day of  
\_\_\_\_\_, 2015.

\_\_\_\_\_  
Chairperson

\_\_\_\_\_  
Secretary-Treasurer

\_\_\_\_\_  
Secretary-Treasurer

## **2.09 Giving of Notice**

### **a) Mr. Murray**

I hereby give notice that at the next Regular Meeting of the Board of Trustees, I, or someone in my stead will introduce a motion to rescind Policy 4001 – “Off-Site Activities” and replace same with Policy 4001 – “Off-Site Activities”.

## **2.10 Trustee Inquiries**

Trustee Sumner noted that early last spring he made a Trustee Inquiry asking for information on expanding/extending the hours of the Neelin Off-Campus Program. The requested timeline for delivery was November so that it can inform the budget process for this year. He asked where this information is at.

Mr. Gustafson responded that the Trustee Inquiry is completed and is going to be reviewed by Senior Administration and waiting for an opportunity to come to the Board table, which will occur in January.

Trustee Sumner:

*“I request that Administration, perhaps in co-operation with the Aboriginal Education Liaison Committee, investigate the interest in our student community in a language program in one or more of our indigenous languages, the capacity of existing staff to deliver such a program, and if necessary the additional staffing that would be required to implement such a program. Realistically, I expect such a program would likely be an after-school program, but I would appreciate consideration of the long-term possibility of establishing a dual-language program if demand supported it.”*

Trustee Bowslaugh spoke on the moccasin vamp project that is coming to Brandon. She has received a formal request asking that the Division please have a representative from the School Division that would help with the project. Trustee Kruck volunteered to be involved in this project.

Trustee Bowslaugh noted an article in the Brandon Sun regarding child sex slavery. She asked the group to read that article and be informed of it as she believes it is something that is of great value for the Division to know and to take action in terms of some of programming within the Division.

## **3.00 ADMINISTRATIVE INFORMATION:**

### **3.01 Report of Senior Administration**

Mr. Greg Malazdrewicz, and Mr. Mathew Gustafson, Assistant Superintendents, provided highlights on the following items from the December 14, 2015 Report of Senior Administration:

- Response to Trustee Bartlette's Trustee Inquiry's from November 9, 2015.
- Response to Trustee Murray's Inquiry from November 9, 2015.
- School visits – School Development Plan Reviews:
  - Meadows School
  - King George School
  - J. R. Reid School
  - Linden Lanes School
- School Visits/School Update Meetings
- Academic Preparedness – King George School
  - Literacy Block Model – reading apprenticeship
  - Numeracy – Mental Math Strategies
- Global Citizenship – Riverview School
  - Personalized Learning Committee – new Cluster school
- Health and Wellbeing – Betty Gibson School
  - "Day 3 Mental Health Break"
  - Socktober Sock Drive – donated 786 pairs of socks to the Brandon Neighbourhood Renewal Corporation

Divisional Initiatives:

- Academic Preparedness - Strategic Leadership Council Meeting
- Health and Wellbeing:
  - Youth Revolution Winnipeg Ballet Event
  - Day of Pink Presentation
- Administrative and Statistical Information
- EAL Enrolment
- Community Connections
  - B.E.S.T. – Brandon Emergency Support Team training exercise.
- Correspondence
  - James Allum, Minister of Education and Advanced Learning.

Dr. Ross – Mr. Buri

That the December 14, 2015 Report of Senior Administration be received and filed.

Trustee Kruck indicated that he does not understand why, if there are so many benefits to it, is the Division not implementing multi-age classrooms throughout the whole Division. He asked what would be the problem, per say.

Mr. Malazdrewicz responded that they look at the recommendation from the school Principal with regards to their school context in terms of moving forward with the multi-aging. It's tied to personal development, rolling in and out of new staff, and combinations of populations. There are a number of factors that impact in a school in any given year.

Trustee Kruck asked if there is a date when multi-age classrooms will be implemented Division-wide.

Mr. Malazdrewicz stated that no date has been set to move forward. Over the last three to four years there has been significant movement towards multi-aging across the Division. Most of the Division's schools have been able to move forward and are multi-age across the vast proportion of their classroom configurations.

Trustee Kruck asked if there are any plans to acknowledge the Betty Gibson students for their Socktober Sock Drive.

The will of the Board is to have representatives from Betty Gibson come to a Board Meeting in January for recognition.

Trustee Kruck asked about his Trustee Inquiry regarding the recommendations on how to bring up the scores with regards to low-income and Aboriginal students. The Superintendent had previously responded that the information is available at the Board's pleasure. Trustee Kruck asked if there is a date for when this information is coming before the Board.

Mr. Malazdrewicz responded that he will follow-up with the Superintendent and the presentation will be scheduled as soon as possible.

Trustee Ross asked if it is perhaps the decreased usage of multi-aging at École Harrison, is it perhaps related to the homogeneity of the student body there compared to the diversity that you get in other schools, so that there is less need. Mr. Malazdrewicz responded that Mr. Laluk and he have had numerous conversations over the years with regards to the range of student abilities and that would be one of the considerations in his organization.

Trustees asked questions for clarification regarding 20K3 and the hard cap of students at École Harrison.

Carried.

### **3.02 Communications for Information**

- a) The Honourable James Allum, Minister of Education and Advanced Learning, November 24, 2015, sent to Trustee Sefton, Board Chair, providing \$80,000.00 to support New Era School's continuing participation in Manitoba Education and Advanced Learning's Community Schools Program (CSP). The CSP helps schools extend the range of resources and supports to better promote educational engagement, expand and enrich learning opportunities for students and families, and help students attain a high school diploma. Participating CSP schools must assign an employee of the division or district to act as the community liaison for the school, and this liaison or connector role is an essential feature of the community school philosophy and approach, working with families, developing partnerships and mobilizing resources in ways that support the school's educational programming. Approximately 70% to 80% of the designated funding for each community school site should support the salary of a school's community connector or liaison worker.

Ordered filed.

- b) Ms. Karen Gillespie, concerned parent, December 10, 2015, sent to the Board of Trustees and Mr. Mathew Gustafson, Assistant Superintendent, noting some concerns regarding the French Immersion Kindergarten registration process.

Ordered filed.

### **3.03 Announcements**

- a) Personnel Committee Meeting – 10:00 a.m., Tuesday, December 15, 2015, Boardroom.
- b) Facilities & Transportation Committee Meeting – 11:30 a.m., Tuesday, December 15, 2015, Boardroom.
- c) Finance Committee Meeting – 12:00 p.m., Thursday, December 17, 2015, Boardroom.
- d) Divisional Futures and Community Relations Committee Meeting – Lunch visit with Neelin Students – 12:00 p.m., Thursday, January 7, 2016, Neelin High School.

- e) NEXT REGULAR BOARD MEETING – 7:00 p.m., Monday, January 11, 2016, Boardroom.
- f) School Catchment Area - Public Consultation – 7:00 p.m., Tuesday, January 12, 2016, Waverly Park School Gymnasium.
- g) Upcoming Budget Dates:
  - Special Board Meeting – Presentation of Preliminary Budget – 7:00 p.m., Wednesday, February 3, 2016, Boardroom.
  - Public Budget Consultation Forum – 7:00 p.m., Wednesday, February 10, 2016, Meadows School Gymnasium.
  - All Day Budget Meeting – 9:00 a.m., Tuesday, February 16, 2016, Boardroom.
  - Special Board Meeting – Public Presentations re: Proposed 2016-2017 Budget – 7:00 p.m., Monday, February 29, 2016, Boardroom.

Mr. Murray – Mr. Kruck

That the Board do now resolve into Committee of the Whole In-Camera. (8:47 p.m.)

Carried.

#### IN COMMITTEE OF THE WHOLE IN CAMERA

#### **4.00 IN CAMERA DISCUSSION:**

##### **4.01 Student Issues**

- Reports
- Trustee Inquiries

##### **4.02 Personnel Matters**

###### **- Reports**

- a) Confidential #1 – Personnel Report was presented. Trustee Kruck asked for further information. Ms. Becky Switzer, Director of Human Resources, indicated that the requested information will be provided to the Board at a future date.
- b) Confidential #2 – Personnel Report was presented by the Personnel Committee. Trustee questions were answered by Trustee Murray, Personnel Committee Chairperson, and Mr. Denis Labossiere, Secretary-Treasurer.

###### **- Trustee Inquiries**

##### **4.03 Property Matters/Tenders**

###### **- Reports**

- a) Mr. Denis Labossiere, Secretary-Treasurer and Mr. Malazdrewicz, Assistant Superintendent, provided information on a Property matter.

###### **- Trustee Inquiries**

##### **4.04 Board Operations**

###### **- Reports**

- a) Trustee Ross spoke on a Board Operations matter and asked for further information.

**- Trustee Inquiries**

Mr. Murray – Mrs. Bowslaugh

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

Carried.

143/2015 Mrs. Bowslaugh – Dr. Ross

That it now being 11:00 p.m., the rules be suspended and the meeting continue in session.

Carried.

144/2015 Mr. Murray – Dr. Ross

That Confidential #2 and the recommendations therein be approved.

Carried.

**5.00 ADJOURNMENT**

Mr. Buri – Mr. Bartlette

That the meeting does now adjourn (11:05 p.m.)

Carried.

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Chairperson

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Secretary-Treasurer



# BRANDON SCHOOL DIVISION

MINUTES OF THE SPECIAL 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 6:50 P.M., MONDAY, DECEMBER 14, 2015.

## **PRESENT:**

Mr. M. Sefton, Chairperson, Dr. L. Ross, Vice-Chairperson, Mr. P. Bartlette, Mrs. P. Bowslaugh, Mr. G. Buri, Mr. G. Kruck, Mr. J. Murray.

Mr. D. Labossiere, Secretary-Treasurer, Ms. B. Sangster, Recording Secretary, Ms. Terri Curtis, Live Streaming Video Operator.

Senior Administration: Mr. G. Malazdrewicz, Assistant Superintendent, Mr. M. Gustafson, Assistant Superintendent, Ms. E. Jamora, Assistant Secretary-Treasurer, Ms. B. Switzer, Director of Human Resources.

## **REGRETS:**

Ms. S. Bambridge, Mr. K. Sumner, Dr. D. M. Michaels, Superintendent.

## **CALL:**

The Chairperson called the meeting to order at 7:04 p.m. and referred to the Call.

The meeting had been called for the purpose of considering the following:

### a) Giving of Notice – Debenture By-Law 11/2015.

Mr. Bartlette

I hereby give notice that at the next regular meeting of the Board of Trustees, I, or someone in my stead, will introduce By-Law 11/2015 for the purpose of borrowing the sum of \$501,800.00 to meet partial costs for construction of the following:

### **School**

### **Project**

Crocus Plains Regional Secondary

Science Lab Renovation

George Fitton School

K3 Two Classroom Renovation of Existing Gymnasium

George Fitton School

New Gym and Daycare Addition

Riverview School

Furnace Replacement Ph II

Vincent Massey High School

Roof Replacement Areas D and G

Waverly Park School

Two Classroom Addition

Meadows School

Elevator

Meadows School

Three Classroom & Elevator Access Addition

Vincent Massey High School

Renovation of Two Science Classrooms

Mr. Murray - Mr. Buri

That the meeting do now adjourn (7:05 p.m.).

Carried.

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Chairperson

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Secretary-Treasurer



# BRANDON SCHOOL DIVISION

## Education Committee Minutes

Thursday, December 10, 2015 10:00 a.m.

Boardroom, Administration Office

Present: S. Bambridge (Chairperson), P. Bartlette, G. Buri, P. Bowslaugh (Alternate), Mr. M. Gustafson, Assistant Superintendent.

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### 1. CALL TO ORDER:

The Education Committee Meeting was called to order by Trustee Bambridge at 10:02 a.m.

### 2. APPROVAL OF AGENDA

Trustee Bowslaugh noted she had three questions to add to the agenda.

The agenda was approved as amended.

### 3. PREVIOUS COMMITTEE MINUTES FOR INFORMATION PURPOSES ONLY

The Committee minutes from Thursday, November 26, 2015, were received as information.

### 4. COMMITTEE GOVERNANCE GOAL ITEMS

### 5. OTHER COMMITTEE GOVERNANCE MATTERS

#### A) Arts Curriculum Implementation Overview

Mr. Mathew Gustafson, Assistant Superintendent, distributed copies of the Arts Curriculum Summary document to the Committee. The following Implementation Summary was reviewed and discussed:

- Implementation Summary
- Dramatic Arts
  - Poster
  - K-8 Curriculum Framework
  - 9-12 Curriculum Framework
- Visual Arts
  - Poster
  - K-8 Curriculum Framework
  - 9-12 Curriculum Framework
- Music
  - Poster
  - K-8 Curriculum Framework
  - 9-12 Curriculum Framework
- Dance
  - Poster
  - K-8 Curriculum Framework
  - 9-12 Curriculum Framework

Mr. Gustafson noted that there was full Arts Curriculum implementation this year. Trustees asked questions for clarification.

Discussion took place regarding whether there is time to implement the curriculum and whether it is being done in schools. Mr. Gustafson noted that the Principals review the timetables and decide with the teachers where to integrate the curriculum. The Arts Curriculum is integrated in K-8, not stand alone. Trustees asked questions for clarification regarding PD (Professional Development) for the Arts Curriculum. Mr. Gustafson responded that they take training through the Province and PLC's and there are opportunities through Brandon School Division PD also. The Committee wants to be sure that teachers who are implementing this curriculum have training and Professional Development. Mr. Gustafson will bring back a brief summary to the Committee on what PD opportunities are available.

The Committee noted it would be interesting to collect information from the Principals at each school regarding the implementation of the different components of the Arts Curriculum, and asked that Senior Administration provide an overview before the end of the School Year. Mr. Gustafson was asked review the high school implementation.

Trustee Bambridge noted that the Board enjoys hearing principals and teachers showcase what is happening at their schools. Suggestion was made to visit Alexander School as a Committee to see how the Arts Curriculum is being implemented in that school, along with visits to other Division schools.

## **B) Sub-Committee Reports**

### Brandon Community Drug and Alcohol Education Coalition

Trustee Bartlette reviewed the minutes from the October, 2015 meeting.

Youth Revolution was discussed. The Committee noted that the program has grown faster than anticipated and is quite successful, and decided to look at making a budget request to assist with funding this program. Trustee Bartlette noted that Angela McGuire-Holder, Community Drug and Alcohol Coalition Education Coordinator, has been clear that the #1 need for Youth Revolution is financial support to carry on what they are doing. The Committee would like to do something to demonstrate that they support the program. Currently most of the financial income for the program comes from grants.

It was decided that a request from the Committee for \$30,000 for the YR budget would be submitted, where it would be requested that a budget line be created or increased for the Youth Revolution program.

The Committee requested the identification of required supports to ensure sustainability of Youth Revolution.

### Friends of Education Fund

Trustee Buri shared that he received a quote for thank you cards for the Committee, and it was significantly less than the quote he had received from a different supplier. Trustee Buri will forward the information electronically to Mr. Gustafson and Ms. Melanie Smoke-Budach.

## **6. OPERATIONS INFORMATION**

### **A) Manitoba Education and Advanced Learning Inquiry**

Mr. Gustafson indicated that Jean-Vianney Auclair, Assistant Deputy Minister, Manitoba Education, Citizenship and Youth, has contacted him and is interested in the recent French Immersion Registration Public Consultation. Public information to date was sent to him, which he has now received.

Additional Agenda Items

Trustee Bowslaugh spoke on the "Joy Smith Event" happening on Saturday, December 12, 2015 and noted that she will be attending.

Trustee Bowslaugh said she has been asked recently about increasing the visibility of indigenous pictures, language etc in the schools.

Trustee Bowslaugh received a question from a grandparent regarding the truancy of their grandson. Trustee Bowslaugh asked if there is a new Resource Officer in the schools. Mr. Gustafson informed the Committee that Jason Richards is the new School Resource Officer for K-8 schools. The Committee suggested that Trustee Bowslaugh bring this matter to the Office of the Superintendent.

**7. NEXT REGULAR MEETING: Thursday, January 28, 2016, 10:00 a.m., Boardroom.**

The meeting adjourned at 11:23 a.m.

Respectfully submitted,

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S. Bambridge, Chair

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P. Bartlette

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G. Buri

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P. Bowslaugh (Alternate)



# BRANDON SCHOOL DIVISION

## Policy Review Committee Minutes

Thursday, December 10, 2015, 12:00 p.m.  
Boardroom, Administration Office

Present: P. Bartlette (Chair), S. Bambridge, K. Sumner M. Sefton  
(Alternate).

Mr. M. Gustafson, Mr. D. Labossiere.

Regrets: Dr. D. M. Michaels.

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### 1. CALL TO ORDER:

The Policy Review Committee Meeting was called to order at 12:13 p.m.

### 2. APPROVAL OF AGENDA

The Committee agenda was approved as circulated.

### 3. PREVIOUS COMMITTEE MINUTES FOR INFORMATION PURPOSES ONLY

The Minutes of November 19, 2015 were received as information.

### 4. COMMITTEE GOVERNANCE GOAL ITEMS

#### A) Policy #1023 – Scent/Fragrance Free Facilities (Procedures) – Consultation Follow-Up

The Committee reviewed and discussed the feedback received.

Based on the feedback received, the Committee proposed the following changes to the Policy:

- Use the word “Scent” in place of “Fragrance”, and change the Policy name to “Scent Controlled Facilities”, as the Committee acknowledged that it is difficult to have a facility be scent free.
- The Definition in the policy be changed to: “Scents” – Refers to any product that produces an “odour” strong enough to be perceived by others.
- The purpose be changed to read: Every effort will be made to limit exposure to strong scents in the environment that cause discomfort or impact the health of sensitive individuals.
- The last line of the second paragraph be changed to read “The Brandon School Division will utilize appropriate signage for informing visitors of the scent limitations”.

The procedures for the Scent Controlled Facilities will include a preamble referring to the Student Conduct Policy (7004), the Manitoba Workplace Safety and Health Act and the Respectful Workplace Policy (5026).

- 1) A student or an employee with concerns about scents or other odours associated with products should contact their Teacher/Supervisor/Principal.
- 2) The Teacher/Supervisor/Principal determines the cause of the concern and the options available.
- 3) If the scent is a result of an individual using a scented and/or fragrant product, the Teacher/Supervisor/Principal discusses the concern and instructs the individual of the need to eliminate using the product.

A draft of the Policy and Procedures incorporating the changes discussed will be brought back to the next Committee meeting.

**B) Policy #2019 – Electronic Meetings**

Mr. Denis Labossiere, Secretary-Treasurer spoke to this item and reviewed the proposed changes to Policy 2019. The Committee discussed additional changes and the following amendments were agreed to:

- The Board of Trustees believes that attendance at the Inaugural Meeting and Budget Day Meeting is essential, therefore, electronic participation is not permitted.
- Every Trustee must be present at a regular Board meeting once every three months
- Trustees will be allowed to participate electronically a maximum of three (3) times per calendar year for regular Board meetings. Trustees will be allowed to participate electronically a maximum of three (3) times per calendar year for Regular Committee meetings. This does not apply to Regular Committee meetings that have been rescheduled.
- In the last paragraph of the first page of the policy, change “maximum of three (3) times per calendar year” to “total of three (3) times a calendar year...”

A draft Policy document will be brought back to the next Committee meeting.

**C) By-Law 4/2014 – Board Indemnities**

Mr. Labossiere reviewed the proposed changes to By-law 4/2014 – Board Indemnities. The Committee discussed the proposed changes to section 2 (absences resulting in loss of indemnity) and removed Regular Committee meeting absences. The following addition will also be included: “Exemptions to the provisions above may be granted by a 2/3 vote by the Board of Trustees on a case by case basis”. A draft by-law will be brought back to the next Committee meeting.

**D) Policy #1022 – Aboriginal Education Advisory Committee**

The Aboriginal Education Advisory Committee Procedures were reviewed by the Committee as it was noted in the Procedures that the Committee minutes are provided to the Divisional Futures and Community Relations Committee. The Committee agreed that the Aboriginal Education Advisory Committee should report

to the Education Committee instead of the Divisional Futures and Community Relations Committee. A Giving of Notice will be brought forward at the January 11, 2016 Board Meeting.

5. **OTHER COMMITTEE GOVERNANCE MATTERS**

6. **OPERATIONS INFORMATION**

7. **NEXT MEETING: Thursday, January 21, 2016, 12:00 p.m., Boardroom**

The meeting adjourned at 1:47 p.m.

Respectfully submitted,

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P. Bartlette, Chair

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S. Bambridge

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K. Sumner

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M. Sefton (Alternate)



# BRANDON SCHOOL DIVISION

## Personnel Committee Minutes

Tuesday, December 15, 2015 – 10:00 a.m.  
Boardroom, Administration Office

Present: L. Ross, J. Murray, D. Labossiere, M. Gustafson, B. Switzer.

Regrets: S. Bambridge, D. M. Michaels.

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### 1. CALL TO ORDER

The Personnel Committee Meeting was called to order at 10:05 a.m.

### 2. APPROVAL OF AGENDA

The agenda was approved as circulated.

### 3. REVIEW OF COMMITTEE MINUTES

The Committee Minutes of December 3, 2015 were received as information.

### 4. COMMITTEE GOVERNANCE GOAL ITEMS

NIL

### 5. OTHER COMMITTEE GOVERNANCE MATTERS

#### **A) Job Evaluation – In-Camera Discussion**

This item was discussed In-Camera.

Given the current job evaluation system is outdated, the Committee agreed to bring forward a Budget request for 2016-2017 for an external firm to conduct a comprehensive review and redevelopment of the job evaluation system.

#### **B) Personnel Matter – In-Camera Discussion**

Mr. Denis Labossiere, Secretary-Treasurer, reviewed a Personnel matter.

### 6. OPERATIONS INFORMATION

The Committee received as information the following:

- MSBA Collective Bargaining Update (attached):
  - December 11, 2015

### 7. NEXT SCHEDULED COMMITTEE MEETING: Tuesday, January 19, 2016, 10:00 a.m., Boardroom.

The meeting adjourned at 11:00 a.m.

Respectfully submitted,

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J. Murray, Chairperson

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L. Ross

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S. Bambridge

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G. Kruck (Alternate)



# BRANDON SCHOOL DIVISION

## Facilities/Transportation Committee Minutes

Tuesday, December 15, 2015 – 11:30 a.m.  
Boardroom, Administration Office

Present: G. Buri (Chair), G. Kruck, J. Murray, P. Bartlette (Alternate), M. Sefton, D. Labossiere, G. Malazdrewicz, M. Clark, R. Harkness.

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### 1. CALL TO ORDER.

The Facilities & Transportation Committee Meeting was called to order at 11:37 a.m.

### 2. APPROVAL OF AGENDA

The agenda was approved as circulated.

### 3. PREVIOUS COMMITTEE MINUTES FOR INFORMATION PURPOSES ONLY

The Minutes of December 8, 2015 meeting were received as information.

### 5. COMMITTEE GOVERNANCE GOAL ITEMS

#### A) Catchment Area Consultation – Program Outline

The Committee discussed the format for the upcoming School Catchment Area Consultation scheduled for Tuesday, January 12, 2015, 7:00 p.m. at Waverly Park School Gymnasium. It was decided that the information provided at the last Consultation will be re-presented and that a chart with enrollment data for all schools will be presented to the public.

It was suggested that the Committee address the question of redirection vs. diversion during the presentation, along with an explanation of grandfathering and School of Choice options. Mid and long term goals were discussed; Mr. Malazdrewicz, Assistant Superintendent, will put together information to address these areas.

The Committee decided on the following regarding the Public Consultation:

- Trustee Buri will welcome and introduce the Trustees and Senior Administration;
- Mr. Malazdrewicz will provide the facts;
- Trustee Buri will moderate the discussion and review the three questions that will be asked, and provide closing remarks.

It was noted that the public may have questions regarding the impact on school catchments now that a new school has been announced. It was suggested that the public be informed that if all goes well with the new school the projected target date for opening is September 2019.

Trustee Murray made a motion to go In-Camera.

#### B) Property Matter – In-Camera Discussions.

Three Property Matters were discussed In-Camera.

**6. OTHER COMMITTEE GOVERNANCE MATTERS****A) Busing to Industrial Arts Classes**

Trustee Kruck requested information in regards to busing students to Industrial Arts classes and insurance coverage.

Mr. Labossiere indicated that when students are riding the City of Brandon buses they would be covered by the City of Brandon insurance. Mr. Malazdrewicz added that, according to the Public Schools' Act, with respect to a half-day turnover, it is the parents' responsibility during the lunch hour to transfer the students from one building to the next, not necessarily the Division's responsibility.

The Committee noted that using City buses for busing students to Industrial Arts classes has been very successful with few problems being reported.

**B) School Bus Request**

The Committee agreed to continue to participate in the central purchase of school buses for the 2016-2017 budget year.

**Recommendation:**

That participation in the Central Tender Process for the 2016-2017 school bus purchase be approved and that the Chairperson and Secretary-Treasurer be authorized to affix their signatures thereto.

**7. OPERATIONS INFORMATION**

- Facilities Project Update – deferred to the next meeting.
- ACC – Facility Condition Assessment Update – this report will be provided in January 2016.

**8. NEXT REGULAR MEETING: Tuesday, January 19, 2016, 11:30 a.m., Boardroom**

The meeting adjourned at 1:05 p.m.

Respectfully submitted,

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G. Buri, Chair

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G. Kruck

\_\_\_\_\_  
J. Murray

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P. Bartlette (Alternate)



# BRANDON SCHOOL DIVISION

## Finance Committee Minutes

Thursday, December 17, 2015 12:00 p.m.  
Boardroom, Administration Office

Present: K. Sumner (Chair), L. Ross, M. Sefton, P. Bowslaugh (Alternate),  
D. Labossiere, E. Jamora.

Regrets: Dr. D. M. Michaels.

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### 1. CALL TO ORDER:

The Finance Committee Meeting was called to order at 12:21 p.m. by Committee Chair Kevan Sumner.

### 2. APPROVAL OF AGENDA

The Secretary-Treasurer noted he had an item to be discussed In-Camera.

The Finance Committee Agenda was approved as amended.

### 3. REVIEW OF COMMITTEE MINUTES

The Minutes of the Committee meeting held November 26, 2015 were received as information.

### 4. COMMITTEE GOVERNANCE GOAL ITEMS

#### A) 2016-2017 Budget Process

The Secretary-Treasurer, Mr. Denis Labossiere, reviewed the Budget requests from Trustees and Board Committees and noted that his office is waiting for further information to cost some of the budget requests. The updated costs for Trustee requests along with the Senior Administration sustainability requests will be presented at the next Finance Committee Meeting. The Committee asked questions for clarification in regards to the budget requests.

With the announcement of a new school, the Committee discussed the funds required for items not covered by PSFB. The Secretary-Treasurer noted that based on information received from divisions which have recently built or have been awarded a new school, it is reasonable to expect that a new school will cost BSD approximately \$2 million for capital items not covered by PSFB. He noted that BSD currently has \$1 million in a capital reserve for a new school, and that a further \$1 million will need to come from future budgets or Accumulated Surplus. Also, in future budgets, the Division will need to budget for additional operating expenses associated with a new school, such as costs for a principal, administration, utilities and custodial.

The Committee agreed to bring forward a budget request for 2016-2017 in the amount of \$350,000 for additional capital costs associated with a new school that is not covered by the Province; this amount would be added to the New School Capital Reserve Fund.

The Secretary-Treasurer also brought to the Committee's attention that PSFB does not reimburse the Division for advertising tenders for capital projects funded by PSFB. The costs can range from \$1,500 to \$3,000 per project.

The Committee agreed that this is a small amount in comparison to the project costs and that these costs are an operating expense that should be factored into budget based on the capital projects approved by PSFB on a yearly basis.

**B) BSIMA 2016-2017 Budget Request**

The Committee reviewed and discussed the request from the Brandon School Instrumental Music Association (BSIMA) for 2016-2017 Band Registration and New Instrument Funding. The Band Registration funding is based on band program enrolment. Mr. Labossiere noted that Motion 5/2015 allows for Senior Administration to build into the operating budget an inflationary increase as approved by the Board on an annual basis for new instrument purchases. For 2016-2017, this amount is 3% or an increase of \$800.

The Committee agreed to send a letter to the BSIMA, thanking them for their request but also indicating that an inflationary increase as approved by the Board will be applied to the New Instrument funding on an annual basis as per Motion 05/2015.

(Trustee Ross exited at 1:05 p.m. and returned at 1:07 p.m.)

**5. OTHER COMMITTEE GOVERNANCE MATTERS**

**A) Confirm Payments of Account (November)**

The Secretary-Treasurer reviewed the payments of account for November and answered Trustee questions.

The payments of account for the month of November were accepted as circulated.

**B) Review Monthly Reports**

The Secretary-Treasurer reviewed the monthly report for November and answered Trustee questions.

The reports for the month of November were accepted as circulated.

**6. OPERATIONS INFORMATION**

The Secretary-Treasurer spoke to an In-Camera operations matter.

**7. UPCOMING MEETINGS**

**NEXT REGULAR MEETING: Thursday, January 28, 2016 12:00 p.m., Boardroom.**

The meeting adjourned at 1:27 p.m.

Respectfully submitted,

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K. Sumner (Chairperson)

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L. Ross

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M. Sefton

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P. Bowslaugh (Alternate)

# Appendix 'A'

## **Valleyview Centennial School Parent Council** **65 Whillier Drive    Brandon, MB    R7B 0X8**

December 10, 2015

To: Brandon School Division Board of Trustees

We are writing to you in regards to Valleyview getting full day every day kindergarten. Having our K students here every day would have a huge impact on their early achievement. Many of our students come to school having had little previous exposure to any kind of “out of their own home” learning. Their experiences are limited and their exposure to life outside of their homes or Bay is minimal. This of course does not mean every student but a good portion of. Twenty-eight percent of our population reside on Westaway Bay and 33% of our entire population is of Aboriginal heritage.

The benefits of full day every day programming would be:

- More exposure to role models, language, routines, socialization, communication and fine motor skills
- Time thus building consistency, stability, safety, and a strong foundation
- A positive first exposure to preschool, daycare, formal lessons of any type
- Students starting school with no prior knowledge of numbers, letters, colors and having little or no literature involvement would be afforded increased exposure
- Ability to address speech delays
- Decreasing anxiety and social struggles
- Inclusive to all children, beneficial to low income, EAL, academic and behaviorally delayed students
- Decreased amount of screen and video game time combatting compromised stimulation prior to the start of school
- Promotion of physical health, well-being and self-esteem
- Regular consistent attendance. Removes parent need to pick up or drop off students as free lunch program is available for all bussed students
- A very strong positive for “at and above” level students, as well as EAL and low income, as research has proven
- Earlier understanding of the structure of school – socialization, sharing, turn taking, following directions and cooperation

Historically VV initial assessments show a large delay in readiness skills, phonemic awareness – this data is gleamed from the PAST and Kindergarten Entry Profile. We feel confident in saying that many years 50% score well below in the PAST, consistently 30% are well below with variance’s occurring year to year. For example, the 2014-15 class 17 out of 27 scored lower than 17/50 and of those 17, 14 scored lower than 8.

Our desire of full day every day kindergarten is certainly not based solely on assessment numbers but a knowledge and belief that being in K full days would increase and benefit the opportunity for VV students to be successful learners and members of our community.

We would like to request the opportunity to present our desire of full day every day K at a Board of Trustees meeting.

Respectfully submitted,

Dagmar Jarvis & Geraldine Whetter

Co-chairs  
Valleyview Centennial School Parent Council

## Appendix 'B'

Brandon School Board of Trustees  
School Board Meeting  
January 11th, 2016

Dear Brandon School Division Chairperson, Mr. Mark Sefton,

My name is Kendra Jaffray, I am a 17 year old grade 12 student at Crocus Plains Regional Secondary School in Brandon, MB and this year I have been granted the honor of attending Forum for Young Canadians in February 2016 by the Forum Selection Committee and my school. Forum for Young Canadians is a national educational program of renown, allowing students from all over Canada to learn about our country's system of government, leadership, and citizenship up close and personal in Ottawa Ontario. Forum is operated by the non-profit, non-partisan, educational foundation for the study of processes of Government in Canada.

During my week in Ottawa I will be experiencing life as a politician, touring parliament, visiting museums, having sessions on the Supreme Court, the Senate, Sustainable Development, Youth priorities, Media and politics, and Aboriginal people in Canada. Meetings with Senators and MPs along with the speakers of both chambers and many other dignified politicians. (Not to mention having a completely full schedule.)

As a Brandon School Division student participating in Forum, would the board of trustees consider sponsoring all or part of my costs to attend. The total cost to attend Forum in 2016 is \$995. This fee covers tuition, accommodation, meals, and local transportation in Ottawa. Exchanges Canada will be covering transportation costs to and from Ottawa.

Thank you for your time and consideration. I look forward to hearing from you.

Sincerely,

Kendra Jaffray



# BRANDON SCHOOL DIVISION POLICY

**Draft Revision -  
December 4, 2015**

## **PROCEDURES 1022**

### **ABORIGINAL EDUCATION ADVISORY COMMITTEE**

*DRAFT – June 29, 2012*

*Approved: Motion 119/2012; September 24, 2012*

#### **A. Goals of the Aboriginal Education Advisory Committee**

1. To provide direction in the success of Aboriginal Students through advice, research and community liaison on:
  - a. Curriculum development;
  - b. Program planning;
  - c. Classroom delivery;
  - d. Guidance and direction;through the Aboriginal Education Learning Specialist.

#### **B. Membership**

1. The Committee will consist of 12 to 15 members.
2. Membership shall include:
  - Representatives of various Aboriginal peoples, including, but not limited to: Métis, Dakota, Cree, Ojibway, and Dené;
  - Representatives of various Aboriginal organizations, including, but not limited to: Dakota Ojibway Tribal Council, Manitoba Métis Federation, Brandon Friendship Centre;
  - Representatives of various partner organizations, including, but not limited to: The City of Brandon Police Department; The Dakota Ojibway Tribal Council Police Department; City of Brandon, Brandon Regional Health Authority; Native Studies Department-Brandon University; Child and Family Services;
  - High School Student representatives of Aboriginal background;
  - One (1) Trustee from Divisional Futures and Community Relations Committee, approved by the Board of Trustees;
  - Aboriginal Education Learning Specialist; and
  - Associate Superintendent of Schools (ex-officio).

### **C. Term of Membership**

1. Membership shall be voluntary;
2. Positions will be one (1) year appointments.

### **D. Responsibilities of Members**

1. Chair (Board of Trustees member)

The duties of the Aboriginal Education Advisory Committee Chair shall include but not be limited to:

- convene, preside and maintain order at the meetings;
- be the official spokesperson for the Aboriginal Education Advisory Committee.

2. Members

The duties of the Aboriginal Education Advisory Committee members shall include but not be limited to:

- acknowledge base from which the Aboriginal Education Learning Specialist can draw information regarding various Aboriginal traditions, culture, language, and history;
- attend the Aboriginal Education Advisory Committee meetings on a regular basis;
- recognize and respect the personal integrity of Aboriginal Education Advisory Committee members, allowing for diverse opinions to be shared;
- recognize and respect the personal integrity and role of the Aboriginal Education Learning Specialist;
- recognize and respect the personal integrity, role and authority of the Associate Superintendent with respect to leadership and advancement of the Division's mission and vision.

## E. Meetings

1. The Aboriginal Education Advisory Committee shall meet every second month during the school year beginning in September. (On election years Board representatives will set a meeting as soon as possible.)
2. Notification of a special meeting date shall occur at least one week prior to the meeting where possible.
3. The Aboriginal Education Advisory Committee meeting reports shall be posted on the Brandon School Division website for public information. Meeting minutes will be provided to the Board of Trustees ~~Divisional Futures & Community~~ **Education Relations** Committee for acceptance.
4. The Associate Superintendent of Schools or designate shall initiate the organization of the first Aboriginal Education Advisory Committee meeting of each school year.

### *References:*

*Policy 6002 – “Associate Superintendent of Schools”*

*Policy 6039 – “Aboriginal Education Learning Specialist”*



# BRANDON SCHOOL DIVISION

## Report of Senior Administration to the Board of Trustees

January 11, 2016

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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**

#### **1. FROM LEARNING SUPPORT SERVICES**

Full Day/Every Day Kindergarten – M. Wilson, Research and Evaluation Services Specialist

### **II. HUMAN RESOURCES**

### **III. SECRETARY-TREASURER**

#### **1. PROCEDURES 4001 – “OFF-SITE ACTIVITIES”**

For Action.....D. Labossiere

At the Regular Board Meeting on December 14, 2015, a Giving of Notice was given to rescind Procedures 4001 – “Off-Site Activities” and replace same with Procedures 4001 – “Off-Site Activities” (Appendix A).

A motion to rescind these procedures is included in the agenda for Board consideration.

### **IV. SUPERINTENDENT OF SCHOOLS**

### **V. SENIOR ADMINISTRATION RESPONSE TO TRUSTEE INQUIRIES**

#### **1. INQUIRY FROM TRUSTEE SUMNER**

##### **INFORMATION REGARDING THE RESOURCES REQUIRED TO EXTEND THE HOURS OF OPERATION OF THE NEELIN HIGH SCHOOL OFF-CAMPUS PROGRAM**

For Information..... M. Gustafson

At the April 27, 2015 Board Meeting Trustee Sumner requested information regarding the resources required to extend the hours of operation of the Neelin High School Off-Campus program.

A report is attached as Appendix B, as information to the Board of Trustees.

## 2. INQUIRY FROM TRUSTEE KRUCK

### INQUIRY ON THE RESOURCES REQUIRED TO ENHANCE THE PERFORMANCE IN LITERACY AND NUMERACY FOR TRADITIONALLY LOW ACHIEVING GROUPS OF STUDENTS

For Information.....G. Malazdrewicz

At the February 9, 2015 Board Meeting Trustee Kruck inquired on the resources required to enhance the performance in literacy and numeracy for traditionally low achieving groups of students.

Strategies that address students' initial learning conditions and that support the positive socio-emotional development of students throughout their school years can be linked to improvements in individual student achievement and general school performance.

It is possible to identify previous and current and possible budget items which would likely have an impact on achievement levels. Some items were addressed in the 2015-2016 Budget deliberations but further consideration of some items is warranted. Items proposed for consideration in the preliminary 2016-2017 Budget and with some rationale, which would directly impact all struggling learners, including Aboriginal students include:

- **Full Day/Every Day Kindergarten at Valleyview Centennial School and/or King George School** – this dramatically improves the students' initial learning conditions for future programming as reflected in recent reports to the Board of Trustees on the significant achievement growth differences between traditional and full day kindergarten models. While literature in Education Research on longitudinal (to graduation) impact is limited, it does persistently reflect increased achievement levels through to upper elementary levels for students in high risk populations.  
**Cost of implementation – \$228,600 (3x 0.500 fte Teachers and 3x 1.00 fte ECEs) (3x \$76,200)**
- **Home School Liaison Change in Hours** – regular and ongoing communication between school and home supports student success. Regular school attendance is a fundamental base condition supporting positive student growth. Current support levels do not permit full day interaction with parents regarding regular school attendance.  
**Cost of implementation - \$100,300 (11x +1.5 hrs, 1x +4.0 hrs)**
- **Social Workers** – enhance family connections with schools and connect them with additional community supports which enhances students' ability to focus in school and impacts positively on achievement. Enhancing families' skillsets to support students in their academic pursuits continues to be a need identified by Principals at Kindergarten to Gr. 8  
**Cost of Implementation - \$270,300 (3x 1.0 fte)**

- **Reading Recovery – Itinerant** – early literacy intervention for struggling readers reduces learning gaps and enhances self-esteem. Itinerant support provides resource enhancements across a number of schools currently. Itinerant Reading Recovery programming is approaching the threshold for full implementation across the Division.

**Cost of implementation - \$85,800 (2x 0.500 fte)**

- **Vice-Principals** – additional administrative support provides principals with the time required to monitor, guide, and direct school intervention programs for all at-risk students. Ongoing and timely interventions and reinforcements for students in their learning and staff in developing responses to evolving needs is essential.

**Cost of implementation - \$ 291,750 (1x 1.000 fte, 4x 0.500 fte, 1x 0.250 fte)**

Programming supported in the 2015-2016 Budget included: Full Day/Every Day Kindergarten at Earl Oxford School, Social Worker, BSSAP workers, Vice-Principals, itinerant Reading Recovery teachers and Speech-Language Pathologists. Items not identified above will continue to be revisited in future budgets as the needs of students evolve over time.

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. FUNDING ANNOUNCEMENT FOR 2016-2017**

For Information.....D. Labossiere

The following is a summary of the announcement by the Minister of Education and Advanced Learning on January 5, 2016:

- The Province announced an increase of 2.55% or \$32.5 million in provincial funding to public schools for the 2016-2017 school year, including a \$26.8 million increase for operating support and a \$5.7 million increase for capital supports.
- 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 at a later date.
- The total funding for 2016-2017 represents a 5.2% or \$2.4 million increase in support for the Brandon School Division over the previous year.

#### Base Support

- Base Support has increased 2.3% or \$545,445 resulting primarily from enrollment growth.
- All rates for base support have remained unchanged.
- The Division received a slight increase in Sparsity support of \$4,678 resulting from larger student enrollment in rural schools located in Alexander and Spring Valley.
- The Physical Education support decreased by \$3,250 due to a decrease in enrollment in Grades 11 & 12.
- The Occupancy support decreased by \$18,810 due to an increase in total Provincial school building space.

#### Categorical

- Special Needs Level 2 and 3 grant rates are increased by 3%. The Level 2 rate increases from \$9,220 to \$9,500 and the Level 3 rate increases from \$20,515 to \$21,130 per eligible K-12 pupil. The Level 2 and 3 Special Needs support increased by \$287,367 over the 2015-2016 funding announcement as a result of the rate increases of \$64,033 and increases in eligible funded students amounting to \$223,334.
- The Special Needs Coordinator/Clinician grant rate increased from \$70 to \$75 per pupil. The overall increase for this grant is \$56,000 which is due a \$40,004 increase for the rate change and an increase of \$15,997 due to enrollment growth.
- The BSD did not receive an increase in Intensive Newcomers Support (INS) funding, it remains at \$53,000. However, the INS portion of English as an Additional Language (EAL) funding increased from \$605,000 to \$905,000 for the entire Province. Of that total, \$845,000 is available for INS project funding and \$60,000 is available for application-based contingency grants for school divisions experiencing high numbers of late enrolment EAL learners with disrupted learning/low literacy backgrounds.
- Funding for English as an Additional Language (EAL) has decreased by \$6,100 from budget for 2015-2016 due to EAL enrollment decreases in 1<sup>st</sup> to 4<sup>th</sup> year students, funding in this area has decreased for the last several years.
- The Early Childhood Development Initiative decreased by \$21,399 due to a decrease in the number of Kindergarten students.
- The Aboriginal Academic Achievement (AAA) grant pool increased from \$8.5 million to \$9.0 million, of this increase the BSD received an additional \$19,500 of funding for the AAA grant.
- The Literacy and Numeracy grant rate increased from \$76 to \$80 per eligible K-12 pupil. This grant increased by \$49,067 as a result of \$32,003 for the rate change and \$17,064 due to enrollment growth.

- The Enrollment Change Grant increased by \$222,432 compared to last year's funding announcement due to the projected enrollment change from 2015 to 2016 is greater than the change from 2014 to 2015.
- 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 8.6% or \$1,282,622 from last year's funding announcement. Equalization Support is based on many factors including the 2016 assessment for all divisions; enrollment; the amount of unsupported expenditures; and the maximum assessment per pupil used to determine the 2016-2017 equalization factor which has increased to \$628,330 from \$560,300. The percentage of unfunded expenditures is maintained at 66%.

#### School Building (D-Grant) Support

- The School Building (D-Grant) Support decreased by \$60.

#### Technology Education Equipment Replacement

- There is no change to the Technology Equipment Replacement Grant. It remains at \$95,400.

#### Other Support (not part of the Funding of Schools Program)

- Support for community schools funded through the Community Schools Program increases to \$100,000 per school.
- A new \$500,000 First Nation Transition grant was introduced to help First Nations students better adjust to a new learning environment in the public school system. Further information on this initiative will be forthcoming from the Aboriginal Education Directorate.
- A new \$200,000 Transition to Post-Secondary grant was introduced to offset application fee costs for students in low-income communities applying for post-secondary education. Further information on this initiative will be forthcoming from School Programs Division.
- The Student Achievement Fund increases to \$1.85 million to support focused efforts to increase student academic achievement and educational success through special initiatives to develop critical skills particularly in the areas of numeracy and literacy, support career development, and promote student well-being within safe and inclusive school environments.
- The Nutrition Program increases by \$0.35 million to \$1.0 million. Funds will be used to engage with high-needs schools not currently offering a nourishment program, and increase funding to existing programs that have the capacity and ability to either make the program available to more students and/or provide food on more days.

The Funding Announcement press release for 2016-2017 from the Minister of Education and Advanced Learning is attached as Appendix C.

## **2. BUS/VEHICLE ACCIDENT**

For Information.....D. Labossiere

Correspondence has been received from the Supervisor of Transportation advising of an accident on Monday, January 4, 2016. At approximately 12:30 p.m. Bus 40-47 was backing out from the bus bay in the school bus compound after being washed. The bus backed into the rear driver's side corner of one of the contractor's trucks. The accident was reported to Manitoba Public Insurance. This is provided as information.

## **III. SUPERINTENDENT OF SCHOOLS**

### **1. SCHOOL VISITS (DECEMBER 3 TO DECEMBER 23, 2015)**

For Information..... D. Michaels

#### School Visit

The following school visit was undertaken by Assistant Superintendent Gustafson during this reporting period:

- December 3, 2015 – Valleyview Centennial School

#### School Update Meeting and School Visits

The following school update meeting and school visits were undertaken by Assistant Superintendent Malazdrewicz during this reporting period:

- December 15, 2015 – Bruce Shamray, Principal, Vincent Massey High School – School Update Meeting
- December 18, 2015 – Riverview School Visit
- December 18, 2015 – École New Era School Visit

### **2. SCHOOL INFORMATION – IMPLEMENTATION OF STRATEGIC PLAN 2014-2017**

For Information..... D. Michaels

#### **A. ACADEMIC PREPAREDNESS**

##### **ACADEMIC PREPAREDNESS AT KIRKCALDY HEIGHTS SCHOOL**

***Report prepared by Ms. Nancy Hamilton, Principal, Kirkcaldy Heights School***

For the 2015/2016 school year, Kirkcaldy Heights School has engaged in the work to achieve the goals of our School Development Plan in several areas. A main area of focus has been Academic Preparedness wherein all students are supported to achieve at grade level in essential competencies in literacy and numeracy.

Our School Development Plan has evolved into a multi-year plan that includes a continuation of our action research of Adrienne Gear's work in writing, and of Laney Sammons' work in guided math. As well, we are working in Multi-Level Grade Classrooms Professional Learning Communities (PLC's) with an emphasis on *Twenty*

*Month Planning, Cluster Zero Outcomes*, and grouping students for learning based on their individual needs.

Our book study, *Lost at School* by Ross W. Greene is on-going with another group of teachers so that all of our staff will have studied this book. Although the *Collaborative Problem Solving* (CPS) approach examined in this book is based on dealing with students with behavioural challenges, it applies to all students. The relationship between supporting students in a way that aids their emotional health and growth is directly linked to academic achievement. We work as a team with teachers, clinicians, parents, and students to ensure that this critical piece of a child's academic development is not overlooked.

We are focusing the majority of our professional development funds toward in-school team planning. The teachers have reported that the learning that happens when colleagues work together and share their own expertise has been most successful. We believe that the outcome of this collaborative atmosphere will be more students experiencing success in attaining grade level competencies along with learning that challenges them at an individual level to reach their personalized goals.

## **B. GLOBAL CITIZENSHIP**

### **GLOBAL CITIZENSHIP AT ST. AUGUSTINE SCHOOL**

***Report prepared by Mr. Chris Czarnecki, Principal, St. Augustine School***

St. Augustine Leadership Team (SALT) is a group of grade 8 students who have undertaken several initiatives in the areas of Global Citizenship including:

#### Citizenship with St. Augustine Parish

Every Monday morning students go over to the church and clean the pews and organize the hymn and prayer books.

Every second and third Wednesday of the month, students help the St. Vincent de Paul Society by putting food items into food hampers. These hampers then are distributed to community people in need.

On December 16, 2015 the SALT members hosted a school bake sale with the proceeds given to the St. Vincent de Paul Society for purchasing required food for the food hampers.

Also, December 16 to 18, 2015 SALT members kicked off their first "Sticky Note" campaign of the year. Every student and staff member in our school received a special sticky note of Greetings of Christmas and a message of kindness on their desk.

In January, all St. Augustine students will participate in our “Fill the Canoe or Two” campaign. The students and staff of St. Augustine School will bring in food items and we will attempt to fill a canoe for the St. Vincent de Paul Society! Possibly we will fill more than one!

#### English as an Additional Language

In January, some students will be creating “This is my Heritage” projects. We will then have a Mini Cultural Day at our school in March. We will display our projects and include some dance, music, food and games from our different countries represented.

#### Digital Citizenship

Students at St. Augustine School have been very keen and eager to develop 21<sup>st</sup> Century Skills in their Makerspace at St. Augustine School through hands-on, innovative activities. Engagement levels have been very high as students explore a variety of new technology and work collaboratively to solve real-world problems.

Makerspace Challenges have been introduced as well in the Learning Commons where students learn to solve real world problems through creativity, prototyping, and critical thinking.

Students took part in the fall federal election by hosting their own mock election in our Learning Commons.

This December, students participated in “The Hour of Code” and were able to create a game or story through computer coding. Students discovered how coding is a very valuable skill to develop for many new careers of the future.

Students also joined the Global Cardboard Challenge and created their own version of “Caine’s Arcade” this fall. Through a self-directed approach, students designed, built and shared their cardboard arcade games with younger students afterwards.

Enrichment Clusters will begin in January for grades 5 to 8 students and Genius Hour will also begin in grade 8.

Students will also have the opportunity to use “Linc/Skype for Business” this winter to foster global awareness. Classes will be able to visit with other classrooms throughout the world, as well as host guest speakers.

Upcoming: February will be a busy month at St. Augustine: ten students from St. Augustine School will be entering the Brandon Festival of the Arts for Poetry, our Choirs will also be performing in the Festival of the Arts, we will be hosting a Winter Fun Day and a School Science Fair and will take part in “I Love to Read Month” activities.

Personalized Learning is a focus in the Makerspace/Learning Commons and we are very excited to be receiving our new furniture which will further assist us in meeting the needs of all learners.

As we are a Cluster School, ten teachers and the principal will be taking part in a Design Lab in January to develop and plan collaborative units while incorporating the SECRET skills as a foundation for personalized learning. This will be facilitated by Kelli Boklaschuk, Communications and Technology Specialist; Linda Jameson, Staff Development Specialist and Joanna Ford, English as an Additional Language Specialist.

## **C. HEALTH AND WELLBEING**

### **HEALTH AND WELLBEING AT CROCUS PLAINS REGIONAL SECONDARY SCHOOL**

*Report prepared by Mr. Chad Cobbe, Principal, Crocus Plains Regional Secondary School*

Student emotional health has clearly been a priority at Crocus Plains Regional Secondary School as student leaders and staff advisors have been hard at work providing opportunities for students. Some of these opportunities include the continuation of our Gay/Straight Alliance (GSA) group, a performance from the Robb Nash Project, and our Student Council's "Elephant in the Room" initiative.

It's truly a pleasure to report that our GSA is thriving. The GSA provides interested students with a weekly opportunity to gather in a safe environment to talk casually and to plan community-minded activities (fundraising, etc.). Led by staff advisors Nancy Kolesar, Social Worker and Ken Jackson, Educational Assistant, student membership and participation have been encouraging. Further, it serves as an example as to what extent our school community values relationships as a key factor to student belonging.

In early December, speaker and musician Robb Nash performed for our entire school. As his website states, "Robb's show covers all the issues our teens are facing, from addictions, suicide and self-harm, to making good choices and living with purpose." His positive and powerful message was very well-received; students waited patiently to meet and speak with the performer for several hours after the show.

Following a trip to Halifax in September for the Canadian Student Leadership Conference, the Student Council have been busy developing ideas and planning activities that focus on creating a sense of increased belonging for all students. In January, they will begin an initiative called "Elephant in the Room" where lunches will be planned monthly that provide students with an opportunity to gather and discuss topics that aren't easy to bring up in casual conversation. Discussions will be led by "expert" facilitators that our student leaders invite from the community. The first "Elephant..." gathering will also include a student-led drama presentation called "I don't want to talk about it".

The most effective way of dealing with bullying among students is to create a school-wide sense of belonging among students. The activities described above demonstrate this ongoing effort at Crocus Plains.

### **3. DIVISIONAL INITIATIVES**

For Information ..... D. Michaels

#### **A. ACADEMIC PREPAREDNESS**

##### **CONFIDENTIAL PILOT TESTING: GRADE 12 MATHEMATICS (JANUARY 2016)**

***Report prepared by Mr. Mathew Gustafson, Assistant Superintendent***

Manitoba Education and Advanced Learning will be administering confidential pilot tests in Semester 1 of the 2015/2016 school year for Grade 12 Essential and Pre-Calculus Mathematics. The purpose of pilot testing is to assist in the development of provincial tests. Pilot test results are used internally to improve the validity and fairness of tests. Pilot testing offers students an opportunity to review the material studied throughout the semester and to practice writing a provincial test. It also offers teachers and students an opportunity to contribute to the development of fair and appropriate assessments. Crocus Plains Regional Secondary School will be participating in the January 2016 pilot testing.

##### **COLES' AMAZING "GIVING TUESDAY"**

On Tuesday, December 1, 2015, Coles bookstore in the Brandon Shopper's Mall produced a \$5000 gift card to Valleyview Centennial School as part of their "Giving Tuesday". This was in addition to over \$7700 worth of gift cards Valleyview Centennial School had already received as part of Coles' Adopt a School program.

The Brandon School Division would like to thank Coles for their generous donation.

#### **B. GLOBAL CITIZENSHIP**

##### **TECHNOLOGY IN LEARNING AND PERSONALIZED LEARNING CLUSTER SCHOOL UPDATES**

***Report prepared by Ms. Kelli Boklaschuk, Communications and Technology Specialist***

Technology in Learning in the Brandon School Division (BSD) is moving in many exciting directions, all of which are aimed at supporting the Strategic Plan Master Goal: *To engage ALL students actively in their learning through the provision of equitable, fair access to quality personalized learning opportunities.*

The following report outlines some of the programs and initiatives underway to enable the integration of personalized learning opportunities and technology in learning in the Brandon School Division.

### Technology in Learning Committee

This Committee has representation from each Brandon School Division school. The Committee meets face-to-face twice per year. The goal of this Committee to provide technology in learning and Management Information and Systems Technology (MIST) department updates and to then share the information with school staffs. Email updates are also provided between meetings.

### Personalized Learning Committee

This Committee consists of twenty-five members from a variety of schools and the Division Office. This Committee meets every six weeks with a goal of supporting personalized learning opportunities for all. This year we are focusing on two areas:

1. To engage in a Book Study – Learning Personalized – dealing with the twelve elements of personalized learning; and
2. To develop a guide and a variety of resources to assist in the implementation of school wide use of Dan Buckley’s 21<sup>st</sup> Century skill model (SECRET skills). Mr. Buckley was the keynote speaker at the BYTE 2015 conference where all BSD Teaching staff were introduced to the model. This Committee is working on the plan to roll this out Divisionally through mentorship and other personalized methods. The goal is a common language, understanding, instruction and assessment plan.

### Kit/Project Committee

The Kit/Project Committee meets every six weeks for two purposes:

1. To support the Brandon School Division Social Media Policy implementation; and
2. To develop and support the technology in learning kit program.

### Social Media Project Proposals:

The Kit Committee has been working on posting the approved Social Media Project Proposals on the Technology in Learning Portal site. We have developed a section specifically for Divisionally approved programs including instructions on how to use them.

### Technology in Learning Kits:

The Committee has developed a catalogue of available kits, guidebooks and pedagogical uses and this has been shared with all BSD staff. The Kit Committee is looking at developing a few more kits and will send out information when they are ready. The Committee also takes in kit requests from any Brandon School Division staff member for potential development.

### HP Grant Recipients

In June, 2015, ten BSD Teachers were awarded HP Stream Tablet grants. The goal of this program is to provide ten tablets for dedicated use in ten classrooms, four in early years, four in middle years and two in high school. The recipients gather in a Professional Learning Community (PLC) every six weeks to discuss implementation, different uses and how the devices support personalized learning opportunities. This group is working well towards their goals.

### ONLINE PD Opportunities

We have begun offering some professional learning opportunities using the video collaboration tool, Skype for Business, to provide short demonstrations of different technologies Brandon School Division has to offer. These online sessions also allow for keeping staff updated on changes. All of these sessions are recorded and posted in the BSD Intranet Portal for access anytime. We will continue to grow in this area.

### Byte Conference 2016 (Build Your Teaching Experience)

This is the second year that Brandon School Division will be hosting the BYTE conference. All BSD Teaching Staff will be attending.

Date: February 26, 2016 – Crocus Plains Regional Secondary School

Theme: Digital Citizenship

Keynote Speaker: Dr. Mike Ribble, founder of the Digital Citizenship Institute. Dr. Ribbles' work includes the following nine elements of Digital Citizenship.

Website:

<http://www.digitalcitizenship.net/>

Keynote Message:

The message will focus on Digital Security, Digital Etiquette and Digital Law

Concurrent session messages:

These sessions will be geared towards Digital Literacy

### Brandon School Division Personalized Learning Cluster Schools

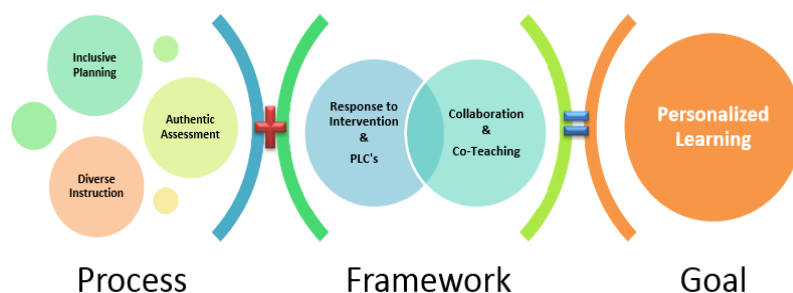
Current Schools:

Year 1 – (Continuing) Alexander School, Meadows School & Valleyview Centennial School

Year 2 – (Underway) Green Acres School, J.R. Reid School, Riverview School and St. Augustine School

High School – Currently developing plan for Vincent Massey High School

This year eight of our twenty-two schools are working as Personalized Learning Cluster Schools. The work in these schools is focused around the following model:



Each year additional schools become Personalized Learning Cluster schools and the early adopters become mentor schools. A team of specialists work with the schools

to move forward in the area of personalized learning. The team is very cognisant of the fact that the pathways look different and should look different in each school, class and for each student. We move forward at the pace required to effectively support each staff member.

One of the non-negotiables in Personalized Learning Cluster school work is the development of and the explicit teaching of 21<sup>st</sup> Century Skills. We have begun to formalize this in each school as well as develop a student rubric to assess the personalization of their own learning.

During year one of the implementation of the Cluster Schools we did not really know how things would roll out or develop. After ten months of working with cluster schools and a Divisional Personalized Learning Committee, a video compilation was released showcasing what Personalized Learning Pathways looked like for us. The Personalized Learning Committee also developed a definition of Personalized Learning for Brandon School Division and were thrilled to say that upon re-evaluation after ten months of much work in Personalized Learning, they felt stronger than ever that they had nailed the key points in the definition.

#### BSD Personalized Learning Definition:

Personalized learning is a **self-guided** process that provides students with the opportunity to take **ownership**, (based on curricular outcomes/student specific learning outcomes) of **what** they learn, **how**, **when**, and **where** they learn it. Learning is **tailored** to the students' **needs, skills and interests**. The classroom **planning, instruction, assessment** and **environment** are designed for students to have **voice** and **choice** in their learning. In order to ensure academic preparedness, global citizenship and health and well-being, **flexibility, accountability, collaboration** and **mentorship** are vital from students, parents, teachers and other adults involved in personalized learning.

#### Technology at Cluster Schools:

As a Personalized Learning Cluster school, technology has been put in place to support the needs of students and staff. This currently includes: a Laptop for each classroom teacher, High Ability Learner Enrichment Program (HALEP) teacher and teacher librarian. These laptops are called Yoga's as they convert into touch screen tablets. The purpose of this is to allow for just in time use and assessment anywhere in the building. They also allow for collaboration through video conferencing (SKYPE for business) and by using Microsoft's OneNote collaboration software.

Each Cluster School also receives a cart of twenty-five yoga laptops for student use as well as increased wireless internet to allow for anytime anywhere access to the internet and student work.

This technology roll out plan provides BSD with the opportunity to actively support technology integration through good pedagogy as well as by being one more tool to support personalized learning opportunities for all.

#### 4. ADMINISTRATIVE AND STATISTICAL INFORMATION

##### SUSPENSIONS

<u>SCHOOL</u>	<u>NO./STUDENTS</u>	<u>NO./DAYS</u>	<u>REASON</u>
Crocus Plains	6 total	2 – 5 day 1 – 5 day 1 – 5 day 2 – 20 day	Drug and Alcohol Policy Assaultive Behaviour Unacceptable Behaviour Assaultive Behaviour
Meadows	1 total	1 – 3 day	Unacceptable Behaviour
Neelin	2 total	1 – 3 day 1 – 5 day	Assaultive Behaviour Unacceptable Behaviour

##### ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) ENROLMENT UPDATE / NOVEMBER 30, 2015

The Brandon School Division Currently has 1294 English as an Additional Language (EAL) Students.

- 18 new registrations were received from November 1 - 30, 2015;
- 2 students left the Brandon School Division from November 1 - 30, 2015.

The number of new EAL registrations received to date for the 2015/2016 school year is as follows:

Month of Registration	Number of New EAL Registrations Received
September 2015	178
October 2015	17
November 2015	18
Total	213

The current school totals for *continuing students* are as follows:

	Current Total	Students who have left the Division 2015/2016	Students who have left the Division 2014/2015	EAL Discontinued (Stage 5+) 2015/2016	EAL Discontinued (Stage 5+) 2014/2015
Alexander	3		1		
Betty Gibson	126	2	6		
Crocus Plains	79	6	30	82	115
Earl Oxford	65	4	6		
George Fitton	96	9	9		

	Current Total	Students who have left the Division 2015/2016	Students who have left the Division 2014/2015	EAL Discontinued (Stage 5+) 2015/2016	EAL Discontinued (Stage 5+) 2014/2015
Green Acres	22		3		
Harrison	5				
J.R. Reid	39	3	3		
King George	102	3	6		
Kirkcaldy Heights	34	2	3		
Linden Lanes	32				
Meadows	98	4	15		
Neelin	37	7	7		
New Era	122	9	4		
O'Kelly	25	5	2		
Riverheights	108	2	5		
Riverview	42	1	2		
Spring Valley	32				
St. Augustine	50	1	1		
Valleyview Centennial	13	3			
Vincent Massey	108	5	7	45	38
Waverly Park	56	2			
Total	1294	68	110	127	153

The number of students who left Brandon School Division from November 1 - 30, 2015 is two (2). Of these students:

- one (1) moved out of province; and
- one (1) moved back to their home country.

Five (5) students changed catchment areas from November 1 - 30, 2015.

## 5. COMMUNITY CONNECTIONS

For Information..... D. Michaels

### INDIGENOUS EDUCATION BLUEPRINT SIGNING CEREMONY (DECEMBER 2015)

*Report prepared by Mr. Mathew Gustafson, Assistant Superintendent*

On Friday, December 18, 2015 Manitoba's post-secondary institutions and public school boards signed the Manitoba Collaborative Indigenous Education Blueprint for Universities, Colleges and Public School Boards: Making Excellence in Indigenous Education a Priority. I had the opportunity to attend the well-attended signing ceremony for the Blueprint which commits the institutions to work together to make the province a global centre of excellence for Indigenous education, research, languages and cultures. The partnership signifies the commitment to implement the Truth and Reconciliation Commission of Canada's recommendations.

The signing institutions include Assiniboine Community College, Brandon University, Canadian Mennonite University, the Manitoba Institute of Trades and Technology, the Manitoba School Boards Association, Red River College, University College of the North, the University of Manitoba, the Université de Saint-Boniface and the University of Winnipeg.

The signatories commit to:

- engaging with Indigenous peoples in respectful and reciprocal relationships and to realize the right to self-determination, and to advance reconciliation, language and culture through education, research and skill development;
- bringing Indigenous knowledge, languages and intellectual traditions, models and approaches into curriculum and pedagogy;
- promoting research and learning that reflects the history and contemporary context of the lives of Indigenous peoples;
- increasing access to services, programs, and supports to Indigenous students, to ensure a learning environment is established that fosters learner success;
- collaborating to increase student mobility to better serve the needs of Indigenous students;
- building school and campus communities that are free of racism, value diversity and foster cultural safety;
- increasing and measuring Indigenous school and post-secondary participation and success rates;
- showcasing successes of Indigenous students and educators;
- reflecting the diversity of First Nations, Inuit and Métis cultures in Manitoba through institutional governance and staffing policies and practices; and
- engaging governments and the private and public sectors to increase labour market opportunities for Indigenous graduates.

The commitments will be set out in a five year Manitoba Indigenous Education Collaborative Blueprint Implementation Plan, to be entered into in 2016.

## **6. CORRESPONDENCE**

For Information..... D. Michaels

### **CORRESPONDENCE RECEIVED FROM DEANNE CROTHERS, MINISTER OF HEALTHY LIVING AND SENIORS; JAMES ALLUM, MINISTER OF EDUCATION AND ADVANCED LEARNING; AND MELANIE WIGHT, MINISTER OF CHILDREN AND YOUTH OPPORTUNITIES**

The following correspondence has been received from Deanne Crothers, Minister of Healthy Living and Seniors; James Allum, Minister of Education and Advanced Learning; and Melanie Wight, Minister of Children and Youth Opportunities:

*Healthy Schools is Manitoba's school health initiative that promotes the physical, emotional and social health of school communities. As a partnership*

*of Manitoba Health, Healthy Living and Seniors, Manitoba Education and Advanced Learning, and Healthy Child Manitoba, Healthy Schools recognizes that good health is important for learning. We are committed to helping schools to positively influence the relationship between health and learning through a comprehensive school health approach.*

*We are pleased to provide your school division with \$22,312.24 in the 2015/2016 school year to support your work in collaboration with community partners including local regional health authorities to deliver Healthy Schools programming. You will receive your Healthy Schools Grant in two installments via direct deposit:*

1. Fall 2015	\$20,812.24
2. Spring 2016	<u>\$1,500.00</u>
Total	\$22,312.24

*Thank you for your ongoing commitment to the health and well-being of Manitoba's children.*



# BRANDON SCHOOL DIVISION POLICY

## PROCEDURES 4001

### OFF-SITE ACTIVITIES

*Adopted:*

The procedures outlined herein support the effective implementation of Policy 4001: *Off-Site Activities* to provide for the safety of all students, staff, and volunteers during their participation in and supervision of off-site activities/trips.

All Principals and Teachers-in-Charge are expected to ensure that all activities encompassed in an off-site proposal meet the requirements outlined in these procedures.

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## I. RATIONALE FOR OFF-SITE ACTIVITIES/TRIPS

### A. Rationale for Off-Site Activities/Trips

The purpose of off-site activities/trips is to provide students with a range of quality off-site educational experiences.

### B. Assessment of Educational Opportunities

The Mission of the Brandon School Division is, “to enable each student to achieve maximum intellectual, emotional, social and physical growth”.

Off-site activities/trips are defined as activities having educational value, which take place beyond the confines of the school, in or out of school hours.

There are two categories of off-site activities and trips:

1. Co-Curricular – extensions to the Manitoba curricula; not essential to its implementation.
2. Extra-Curricular – interest and enrichment learning experiences with voluntary participation to both students and staff.

Criteria for selection of suitable off-site activities/trips are as follows:

- relates to and enhances the school program;
- provides demonstrated educational value;
- demonstrates clearly stated objectives and learning outcomes;
- appropriate to the physical, social, emotional and cognitive development of the students;
- encourages curriculum integration and articulation;
- warrants the travel, time and cost required in making the off-site activities/trips a quality experience; and
- demonstrates that health and safety factors are integral to planning and implementation.

## II. STUDENT PARTICIPATION

### A. Responsibilities of the Student

The Teacher-in-Charge must advise students of the responsibilities during an off-site activity/trip. As a minimum, each student participating in an off-site activity/trip must:

- comply with the rules of the School Division and the requirements of the school's student code of conduct;
- fulfill all the preparatory requirements at an appropriate level of performance;
- dress appropriately for the off-site activity/trip;
- cooperate fully with everyone authorized by the Brandon School Division to provide education programs and other services;
- participate in a responsible and cooperative manner during the trip;
- account to the teacher-in-charge and volunteers for his/her conduct;
- respect the rights of others; and
- carry out all follow up procedures in an appropriate manner.

No student will be permitted to go, or continue on an off-site activity/trip, if he or she is unwilling or has shown an unwillingness to follow instructions and accept supervision.

No student will be able to participate in an off-site activity/trip unless enrolled in a sponsoring or participating school, with good standing in the class or group taking part.

### B. Funding Sources for Activities and Trips

The following requirements are to be noted. Additional funding support is provided by the Board of Trustees through the schools' operating budgets. This support is in recognition that some students may experience financial hardship from time to time, and require assistance. Specific information is available on the Brandon School Division website ([www.bsd.ca](http://www.bsd.ca)). Information about financial assistance is to be provided through all avenues of home school communications.

#### 1. Co-Curricular Activities and Trips

Funding for co-curricular activities and trips may be shared between the school through available school and/or parent council funds, and by the student/parent/guardian or group fundraising.

Costs to parents/guardians for their child's participation in co-curricular activities and trips will be kept to a minimum. No child shall be denied access to the off-site activity/trip because of cost.

## 2. Extra-Curricular Activities and Trips

Funding for extra-curricular activities and trips must be shared between project fundraising and by the student. Financial contribution by students must not exceed \$75.00 a week from date the trip is announced to date the trip is taken. No school funds may be used to cover travel costs for the activity. Students must contribute at least one-third (1/3) of the cost to be eligible for support from specific divisionally sponsored funding for extra-curricular activities.

### III. RESPONSIBILITIES

#### A. Responsibilities of the Board

The Board of Trustees is responsible for the following:

1. The initial approval of all activities and trips requiring:
  - "air travel";
  - "wilderness" location;
  - out of country location;
  - in excess of five (5) days; and
  - in excess of \$1000 per student participant; approval must be received before any fundraising or expenditure of money shall occur.
2. The final approval of all "air travel" and "wilderness" activities and trips, and "short stay" activities and trips that take students out of the country.

It is expected that the Board of Trustees shall:

- be thoroughly familiar with the details of the proposed activity and/or trip;
- consider the request at a Board Meeting within four weeks of receipt of the completed application; and
- reply in writing to the school team within three (3) weeks of the presentation.

## B. Responsibilities of the Superintendent of Schools/CEO

The Superintendent of Schools/CEO is responsible for the following:

1. The final approval of “out of province” activities and trips not requiring Board approval.
2. Preliminary approval for submission to the Board of Trustees for “air travel” and “wilderness” activities and trips, and “short stay” activities and trips that take students out of the country.
3. Ensuring the schools have provided information relating to student activities involving water and other related high risk activities.

It is expected that the Superintendent of Schools/CEO shall:

- be thoroughly familiar with the proposed “out of province” activity and/or trip, as well as “air travel” and “wilderness” activities and/or trips, and “short stay” activities and/or trips that take student out of the country;
- meet with the school principal to discuss “air travel” and “wilderness” activities and/or trips, and “short stay” activities and/or trips that take students out of the country;
- respond to the “teacher applicant” within two weeks of receipt of the request if additional information is required or if interim/final approval is given; and
- upon approval, forward the off-site request to the Secretary-Treasurer’s Office for Board consideration.
- Upon Board approval a copy of the off-site request will be forwarded to the Principal.

## C. Responsibilities of the Principal

The school Principal is responsible for the following:

1. The final approval of day activities and trips, and work experience.
2. The final approval of “short stay” activities and trips not requiring approval of the Superintendent of Schools/CEO or the Board of Trustees.
3. The recommendation to the Superintendent of Schools/CEO of “out of province” activities and trips. Such recommendation to delineate as to the activity/trip’s status:
  - Curricular;

- Co-Curricular; or
  - Extra-Curricular.
4. The recommendation to the Superintendent of Schools/CEO and the Board of Trustees of “air travel” and “wilderness” activities and trips, and “short stay” activities/trips outside the country. These include:
- air travel;
  - wilderness location;
  - exceeding five (5) days; and/or
  - exceeding \$1000.00 per student participant; approval from Board of Trustees is required before any fundraising or expenditures of money shall occur.

It is expected that the Principal shall:

- be thoroughly familiar with the proposed activity/trip;
- reply to sponsoring teacher(s) within three (3) weeks of receipt of proposed trip;
- have confirmed that the requirements of Policy/Procedures 4001: *Off-Site Activities* are adhered to in the planning and preparation of the activity/trip;
- have determined that the planned activities are educationally appropriate;
- have determined that the teacher-in-charge is capable of planning and leading the trip;
- have determined that the activity/trip is suitable in all respects for the students participating, including their age, maturity, physical abilities;
- have determined in conjunction with the teacher-in-charge that the destination is suitable and safe; and
- ensure that schools publicize the budget requirements for an activity/trip well in advance to allow students to save and/or fundraise for the activity or to request financial support from Division funds.

School Principals must ensure that eligibility criteria are established for all off-site activities/trips in accordance with those delineated in Section I, part B of these procedures.

#### D. Responsibilities of the Teacher-in-Charge

The teacher-in-charge is responsible for the planning, coordination, implementation and supervision of the off-site activity/trip.

The teacher-in-charge must:

- be fully aware of the information and expectations contained within Policy and Procedures 4001: *Off-Site Activities*, and sign off with an acknowledgement of their reading of the Policy and Procedures;
- possess leadership qualifications relevant to the activity/trip, wide practical experience and familiarity with the area and activity, and competence to lead the activity;
- consult with and obtain the approval of the Principal before and during the planning of any off-site activity/trip, and preparation of the Pre-Trip Proposal and Emergency Response Plan (see Forms);
- ensure that the appropriate documentation is filed with the school Principal, or school Principals if the trip involves two or more schools;
- select appropriate volunteers for the activity and provide volunteers with direction as to the requirements of the trip and their responsibilities;
- approve the list of participating students;
- supervise the off-site activity/trip for the duration of the activity/trip (24/7 if it includes overnight);
- follow the safety guidelines and requirements of the appropriate section of Procedures 4001: *Off-Site Activities*. If possible, have visited the location or have gathered verified information about the location of the off-site activity/trip prior to the activity/trip, and be familiar with the seasonal conditions at the time of the activity/trip;
- have the training and knowledge appropriate for leading the trip (see *Assessing Teacher/Leader Competency for Higher Care Activities*). Where no teacher-in-charge has the necessary qualifications for the activity/trip, the school needs to contract a qualified guide and/or service provider;
- plan a parent/guardian meeting as required, and contact parent(s)/guardian(s) who are unable to attend and provide information;
- ensure that all parent(s)/guardian(s) of the students participating in the off-site activity/trip have been informed about the activities and have signed an *Informed Consent – Acknowledgement of Risk* form;
- ensure that all equipment is safe and well maintained. The teacher-in-charge will determine what specialized equipment, including emergency equipment and clothing, is required;

- ensure that the appropriate trip documentation accompanies the teacher-in-charge and other trip supervisors;
- provide for both male and female chaperones;
- advise and verify that students have appropriate vaccinations for out-of-Canada trips;
- obtain special travel health coverage for all members of the travel group for “out of province” trips (see Section 5, part C *Insurance Protection*);
- advise parent(s)/guardian(s) that students **MUST** have equipment (including clothing and footwear) that is appropriate to the level of activity being undertaken and to the students’ size and experience;
- comply with all Brandon School Division policies and procedures, including Policy 7001: *Student Conduct*; advise the students as to the expectations and consequences regarding appropriate behaviour, including taking whatever precautions are necessary to ensure the proper conduct, appropriate behaviour and safety of the students;
- ensure that the transportation guidelines, policies and posted speed limits are followed;
- advise students regarding activity/trip hazards and appropriate safety procedures, including any new airport measures;
- consider in the planning and conduct of off-site activities/trips, the age, physical and psychological capabilities of the students and their experience; selected activities must be within the capabilities of the students;
- prepare thoroughly before students engage in an activity/trip. Ensure that students are instructed in the proper use of equipment, in the demands of the activity, risks and hazards, safety precautions and emergency procedures. Supervision will be required to ensure that these instructions are observed throughout the trip;
- ensure that a precise attendance count is taken at all points of departure on the trip (sample attendance grid can be found in Forms);
- ensure that each group has a teacher-in-charge or one of the approved volunteers in charge, if a group splits into two or more independent travelling groups; and
- refer to Section 7: Planning Aquatic Activities for any off-site activity/trip involving aquatics (swimming, watercraft, etc.).

In a wilderness or remote setting the teacher-in-charge must also:

- ensure that appropriate communication devices are taken on the trip;
- notify local area authorities, such as RCMP, forestry or park officials, about the proposed activity/trip and location or route to be used;
- contact local information authorities regarding environmental conditions, seasonal wildlife concerns and trail conditions;
- establish procedures so that contact can be made with the school Principal via RCMP, forestry or park officials or other persons in the area;
- obtain camping permits, fire permits, and other licenses and “area use” permission, where required;
- establish and communicate class safety and emergency procedures to all participants; and
- be aware of the location of the nearest medical station and their contact information.

#### E. Responsibilities of Volunteers

When individuals are accepted as volunteers they are considered as representatives of the Brandon School Division and have the same standard of conduct and protection as applied to Brandon School Division staff and students. It is the responsibility of the teacher-in-charge and the Principal to select and prepare volunteers to fill their role. It should be remembered that in the delegation of responsibility to others, the authority and accountability remain with the teacher(s)-in-charge and the Principal.

Volunteers are part of the supervision of an off-site activity/trip and are expected to:

- comply with School volunteer Criminal Record and Child Abuse Registry Check of the Division. All forms are available from the school’s office;
- comply with the requirements of Policy and Procedures 4011: *Off-Site Activities*, and complete the Volunteer Application available from the school’s office;
- have qualifications appropriate for the off-site activity/trip;
- know the details of the off-site activity/trip and their specific duties and authority prior to departure;
- exhibit positive behaviour and be an exceptional role model; refraining from the consumption of alcohol and/or drugs, unless medication is required;
- support and follow the school code of conduct;

- report any inappropriate conduct to the teacher-in-charge;
- adhere to the schedule or itinerary; and
- dress appropriately for the off-site activity/trip.

#### IV. OFF-SITE ACTIVITY/TRIP APPROVAL PROCESS

##### A. Trip Designation

<b><i>Trip/Activity Designation</i></b>	<b><i>Required Approval</i></b>	<b><i>Document Retention</i></b>
Day Activities/Trips (*)	Principal	School / must be kept until the end of the third (3 <sup>rd</sup> ) school year after the youngest participant turns 21 years of age
Work Experience	Principal	School/must be kept until student graduates from high school.
Short Stay Activities/Trips (**)	Principal	Division / Indefinite
Out of Province Activities/Trips	Principal and Superintendent of Schools/CEO	Division / Indefinite
Activities/Trips exceeding five (5) days	Principal, Superintendent of Schools/CEO, and Board of Trustees	Division / Indefinite
Activities/Trips outside of Canada (*) (**)	Principal, Superintendent of Schools/CEO, and Board of Trustees	Division / Indefinite
Activities/Trips requiring Air Travel	Principal, Superintendent of Schools/CEO, and Board of Trustees	Division / Indefinite
Activities/Trips to/in a Wilderness Location	Principal, Superintendent of Schools/CEO, and Board of Trustees	Division / Indefinite
Activities/Trips exceeding \$1000 per student (approval must be received before fundraising can take place)	Principal, Superintendent of Schools/CEO, and Board of Trustees	Division / Indefinite
(*) Day activities/trips that take students outside of Canada also require the approval of the Superintendent of Schools/CEO. (**) Short stay activities/trips <b>outside of Canada</b> also require the approval of the Superintendent of Schools/CEO and the Board of Trustees.		

An Off-Site Activity/Trip Form must be completed and submitted to the principal for the approval of an off-site activity/trip. These forms are found, electronically, on the Brandon School Division website.

## B. Process of Approval

### **DAY ACTIVITIES/TRIPS**

Day activities/trips are excursions away from the school property that begin and end within a 24-hour period, and which do not require overnight accommodation arrangements.

The Teacher-in-Charge completes the Off-Site Activity/Trip Form and submits it to the Principal **seven (7) days** prior to the activity/trip.

The Principal reviews the trip proposal and Off-Site Activity/Trip Form. If they meet the educational and safety criteria as outlined in the Off-Site Policy and Procedures, the Principal may approve the off-site activity/trip.

A copy of the approved Off-Site Activity/Trip package is to be in the possession of the Teacher-in-Charge and any volunteers approved for the activity/trip for the duration of the activity/trip.

Should incidents related to misbehaviour, accidents, tragic events arise during the activity/trip, an Off-Site Incident Form must be filed with the Office of the Superintendent/CEO. Incidents must be verbally reported to the Principal immediately, and an Off-Site Incident Form is to be completed within 24 hours of the completion of the trip.

All original documents must remain with the Principal and be retained in the school until the end of the third (3<sup>rd</sup>) school year after the youngest participant turns 21 years of age.

### **WORK EXPERIENCE ACTIVITIES**

Work experience activities are those where a student's presence at a worksite is a required, daily component of their educational program on a regular basis over an extended period of time.

The Teacher-in-Charge completes the Off-Site Activity/Trip Form and submits it to the Principal **seven (7) days** prior to the beginning of the work experience.

The Principal reviews the trip proposal and the Work Experience Proposal. If they meet the educational and safety criteria as outlined in the Off-Site Policy and Procedures, the Principal may approve the work experience activity.

A copy of the approved Off-Site Activity/Trip package is to be in the possession of the Teacher-in-Charge and any volunteers approved for the work experience activity for the duration of the activity.

Should incidents related to misbehaviour, accidents, tragic events arise during the activity/trip, an Off-Site Incident Form must be filed. Incidents must be verbally reported to the Principal immediately, and an Off-Site Incident Form is to be completed within 24 hours of the completion of the trip.

All original documents must remain with the Principal and be retained in the school until the end of the third (3<sup>rd</sup>) school year after the youngest participant turns 21 years of age.

### **SHORT STAY ACTIVITIES/TRIPS**

Short stay activities/trips are excursions outside the Brandon School Division for a period exceeding 24 hours, which require overnight accommodation arrangements.

The Teacher-in-Charge completes the Off-Site Activity/Trip Form and submits it to the Principal **three (3) weeks** prior to departure.

The Principal reviews the trip proposal and Off-Site Activity/Trip Form. If they meet the educational and safety criteria as outlined in the Off-Site Policy and Procedures, the Principal may approve the off-site activity/trip.

A copy of the approved Off-Site Activity/Trip package is to be in the possession of the Principal, the Teacher-in-Charge and any volunteers approved for the activity/trip for the duration of the activity/trip.

Should incidents related to misbehaviour, accidents, tragic events arise during the activity/trip, an Off-Site Incident Form must be filed. Incidents must be verbally reported to the Principal immediately, and an Off-Site Incident Form is to be completed within 24 hours of the completion of the trip.

All original documents must remain with the Office of the Superintendent of Schools/CEO and be retained by that Office until the end of the third (3<sup>rd</sup>) school year after the youngest participant turns 21 years of age.

(\*) Short stay activities/trips out of Province also require the approval of the Superintendent of Schools/CEO.

(\*\*) Short stay activities/trips outside of Canada also require the approval of the Superintendent of Schools/CEO and the Board of Trustees.

### **OUT OF PROVINCE ACTIVITIES/TRIPS**

Out of Province activities/trips are excursions outside the Brandon School Division and the Province of Manitoba regardless of the duration of the activity/trip.

***Manitoba Association of School Boards approved travel insurance is required.***

The Teacher-in-Charge completes a pre-trip proposal. If accepted, the teacher completes the Off-Site Activity/Trip Form and submits it to the Principal **five (5) weeks** prior to departure.

The Principal reviews the trip proposal and Off-Site Activity/Trip Form. If they meet the educational and safety criteria as outlined in the Off-Site Policy and Procedures, the Principal may support the off-site activity/trip.

The Principal is to forward the original trip documentation to the Office of the Superintendent of Schools/CEO at least **four (4) weeks** prior to the date of departure.

A copy of the approved Off-Site Activity/Trip package is to be in the possession of the Principal, the Teacher-in-Charge and any volunteers approved for the activity/trip for the duration of the activity/trip.

Should incidents related to misbehaviour, accidents, tragic events arise during the activity/trip, an Off-Site Incident Form must be filed. Incidents must be verbally reported to the Principal immediately, and an Off-Site Incident Form is to be completed within 24 hours of the completion of the trip.

All original documents must remain with the Office of the Superintendent of Schools/CEO and be retained by that Office until the end of the third (3<sup>rd</sup>) school year after the youngest participant turns 21 years of age.

(\*\*) Day and short stay activities/trips outside of province also require the approval of the Superintendent of Schools/CEO.

#### **ACTIVITIES/TRIPS REQUIRING AIR TRAVEL**

Air travel trips are excursions outside the Brandon School Division which require air travel as a component of the transportation plan for the trip. These trips may or may not require an accommodation plan.

***If the excursion is also out of Province, Manitoba Association of School Boards approved travel insurance is required.***

The Teacher-in-Charge completes a pre-trip proposal. If accepted, the teacher completes the Off-Site Activity/Trip Form and submits it to the Principal **twelve (12) weeks** prior to departure.

The Principal reviews the trip proposal and Off-Site Activity/Trip Form. If they meet the educational and safety criteria as outlined in the Off-Site Policy and Procedures, the Principal may support the off-site activity/trip.

If the activity is not supported by the Principal, he/she will reply in writing within **three (3) weeks** with rationale for his/her decision. The proposed Teacher-in-Charge may appeal this decision to the Office of the Superintendent of Schools/CEO in writing. The Office of the Superintendent of Schools/CEO will respond within **two (2) weeks** of receiving this appeal.

If the activity is supported by the Principal, he/she will forward the original trip documentation to the Office of the Superintendent of Schools/CEO for review in preparation for upcoming meetings between the school team and the Office of the Superintendent of Schools/CEO.

If the activity/trip is not supported by the Office of the Superintendent of Schools/CEO, a written response will be provided within **three (3) weeks** of the review meetings, providing the rationale for the decision. If the activity/trip was supported by the Principal the school team may appeal the decision to the Board of Trustees.

If the activity/trip is supported by the Office of the Superintendent of Schools/CEO, they will join the school team in forwarding the documentation and making the presentation to the Board of Trustees.

The Board of Trustees will consider the Off-Site Activity/Trip request and respond in writing within **three (3) weeks** of the presentation, either with approval or the rationale for their decision if the request is not supported.

A copy of the approved Off-Site Activity/Trip package is to be in the possession of the Principal, the Teacher-in-Charge and any volunteers approved for the activity/trip for the duration of the activity/trip.

Should incidents related to misbehaviour, accidents, tragic events arise during the activity/trip, an Off-Site Incident Form must be filed. Incidents must be verbally reported to the Principal immediately, and an Off-Site Incident Form is to be completed within 24 hours of the completion of the trip.

All original documents must remain permanently with the Office of the Superintendent of Schools/CEO.

## ACTIVITIES/TRIPS TO/IN A WILDERNESS LOCATION

*When preparing for a wilderness activity/trip to/in a remote setting the Teacher-in-Charge must also address the following criteria when completing the Off-Site Activity/Trip Form:*

- Ensure that appropriate communication devices are taken on the trip.
- Establish and communicate class safety and emergency procedures to all participants.
- Be familiar with the nearest medical station.
- Notify local area authorities, such as Royal Canadian Mounted Police (RCMP), forestry and/or park officials, about the proposed activity and location or route to be used.
- Contact local information authorities regarding environmental conditions, seasonal wildlife concerns, and trail conditions.
- Establish procedures so that contact can be made with the School Principal via RCMP, forestry and/or park officials, or other persons in the area.
- Obtain camping permits, fire permits, fishing and other licenses and “area use” permission where required. Open fires are prohibited.

*If the excursion is also out of Province, Manitoba Association of School Boards approved travel insurance is required.*

The Teacher-in-Charge completes a pre-trip proposal. If accepted, the teacher completes the Off-Site Activity/Trip Form and submits it to the Principal **twelve (12) weeks** prior to departure.

The Principal reviews the trip proposal and Off-Site Activity/Trip Form. If they meet the educational and safety criteria as outlined in the Off-Site Policy and Procedures, the Principal may support the off-site activity/trip.

If the activity is not supported by the Principal, he/she will reply in writing within **three (3) weeks** with rationale for his/her decision. The proposed Teacher-in-Charge may appeal this decision to the Office of the Superintendent of Schools/CEO in writing. The Office of the Superintendent of Schools/CEO will respond within **two (2) weeks** of receiving this appeal.

If the activity is supported by the Principal, he/she will forward the original trip documentation to the Office of the Superintendent of Schools/CEO for review in preparation for upcoming meetings between the school team and the Office of the Superintendent of Schools/CEO.

If the activity/trip is not supported by the Office of the Superintendent of Schools/CEO, a written response will be provided within **three (3) weeks** of the review meetings, providing the rationale for the decision. If the activity/trip was supported by the Principal the school team may appeal the decision to the Board of Trustees.

If the activity/trip is supported by the Office of the Superintendent of Schools/CEO, they will join the school team in forwarding the documentation and making the presentation to the Board of Trustees.

The Board of Trustees will consider the Off-Site Activity/Trip request and respond in writing within **three (3) weeks** of the presentation, either with approval or the rationale for their decision if the request is not supported.

The Board of Trustees or the Office of the Superintendent of Schools/CEO may waive the time requirement for any trip, based on special circumstances. A copy of the approved Off-Site Activity/Trip package is to be in the possession of the Principal, the Teacher-in-Charge and any volunteers approved for the activity/trip for the duration of the activity/trip.

Should incidents related to misbehaviour, accidents, tragic events arise during the activity/trip, an Off-Site Incident Form must be filed. Incidents must be verbally reported to the Principal immediately, and an Off-Site Incident Form is to be completed within 24 hours of the completion of the trip.

All original documents must remain permanently with the Office of the Superintendent of Schools/CEO.

## V. INFORMED CONSENT

The Teacher-in-Charge must advise parents/guardians and students of the risks and hazards associated with the off-site activity/trip. This is done through an Acknowledgement of Risk Form. In some situations it may be necessary to have a parent/guardian meeting to ensure informed consider for trips with increased risk. Parent/guardian meetings are required for Our of Province activities/trips and activities/trips requiring Air Travel.

### A. Acknowledgement of Risk Form

In addition to transportation, time, date, location, clothing, supplies, equipment and supervision, parents/guardians and student must be informed of all hazards and risks. The completion of an Acknowledgement of Risk Form describing the excursion confirms that the parent, guardian, or student (18 years of age or older) has received the information. Verbal acknowledgement by a parent/guardian is not acceptable.

When describing an excursion on the Acknowledgement of Risk Form it is acceptable to attach additional information if there is not enough room to describe the event on

the Acknowledgement of Risk Form. The line describing the activity must make reference to the attachments.

One Acknowledgement of Risk Form is acceptable for a series of off-site activities/trips, such as a series of walking activities in the neighbourhood of the school, performing arts, swimming lessons, physical education classes, outdoor education classes, or athletics, as long as the Acknowledgement of Risk Form includes a schedule of all activities and meets the requirements of Policy and Procedures 4001: *Off-Site Activities*.

#### B. Parent/Guardian Information

The Teacher-in-Charge must inform parents/guardians of the following information about off-site activities/trips:

- the purpose and objectives of the off-site activity/trip;
- the name of the Teacher-in-Charge and an appropriate contact phone number;
- the date of the activity/trip;
- the destination and, where necessary, a map of the area;
- a detailed itinerary setting out the general nature and number of activities;
- departure and return times;
- mode of transportation;
- financial costs, payment schedule, non-refundable deposits, cancellation insurance;
- safety precautions;
- name of supervisors and volunteers;
- the date of the parent/guardian meeting(s) as required;
- any unusual factors such as rigorous physical activity, water related activities or water sports;
- any special risks associated with the activity;
- remind parent/guardians to inform the teacher-in-charge about any relevant medical conditions of the student;
- note the emergency procedures to be followed in the event of injury, illness, or unusual circumstances;

- note the need for additional medical coverage for Out-of-Province/Air Travel trips;
- provide any other relevant information about the trip which may influence the parent's/guardian's decision to withhold permission;
- advise that even though a signed authorization form is on file, the Teacher-in-charge retains the option of removing students from an off-site activity/trip;
- advise that Parents/guardians will be informed of inappropriate student behaviour, or injuries.

#### C. Parent/Guardian Meetings

Out-of-Province and Air Travel Trips require that the teacher-in-charge convene a meeting of parents/guardians to review the itinerary, rules and conduct expected of the students, share knowledge about the location, disclose risk and deal with questions. When a parent/guardian meeting has been called for a trip, the teacher-in-charge or another teacher supervising the excursion to review the information discussed at the meeting. A record of this contact is to be retained. This meeting must be called on school year in advance of the proposed trip.

The agenda for a parent/guardian meeting is the decision of the off-site activity organizer and presenters. Every trip is unique and the agenda should reflect the unique characteristics of the location and supervisors. It should, however, include the following suggested topics related to safety:

- A detailed itinerary with time, date, location and activity;
- Plans for alternate activities or locations and the reasons that alternate plans will be implemented;
- List of supervisors and chaperones;
- Arrangements for accommodation;
- Communication plans including how contact can be made with students during the excursion and a parent/guardian phone fan-out plan;
- Disclosure of hazards and risks that participants may be exposed to during the excursion;
- Safety measures being employed by supervisors, chaperones, and guides;
- An opportunity for all participants including students, parents/guardians, chaperones and teachers to ask questions and receive answers about any aspect of the trip.

## VI. PLANNING OFF-SITE ACTIVITIES/TRIPS

#### A. Activity Services Providers

Off-site activities can be highly complex and require a specific ‘skill set’ to effectively and safely provide a learning opportunity for students. The use of a “service provider” should be considered when Brandon School Division staff do not have the necessary skills for an activity, in particular risky activities, but the activity has been deemed an appropriate learning opportunity for students.

In such situations, service providers should be contracted. Contracts must outline the nature of the activity provided, the specific certification credentials held by the service provider, the specific parameters of the activity, liability and insurance coverage, and an appropriate emergency plan should an accident occur.

Contracts for service should be presented as part of a Pre-Trip Proposal and vetted through the Office of the Superintendent/CEO and Secretary Treasurer before commitments are made.

#### B. Suggested Hotel Arrangements

- Accommodations must be made for transgender students as appropriate.
- Arrange for same gender students to be located in the same corridor or wing of the hotel if possible.
- Arrange to have supervisor hotel rooms located next to student rooms.
- Ask the front desk to make pay per view movies and chargeable telephone calls inaccessible if possible.
- Try to book rooms that do not have connecting doors and multiple exits.
- Inquire about safety deposit boxes for passports and money.

#### C. Billeting

A completed off-site activity form with a covering letter must be sent to the Board for approval. The Billeting Guidelines in the Appendix must be followed.

#### D. Insurance Protection

Insurance is not a substitute for reasonable management and taking proper care. It is part of an overall risk management plan which involves the careful assessment of risk and the purchase of appropriate coverage to minimize the economic effect of losses caused by accident, error and unforeseen circumstances.

The Brandon School Division carries liability insurance in order to protect its own interests and those of its Board of Trustees, employees and volunteers while they are acting within the scope of their responsibilities.

**a) Board of Trustees and Employees**

The Brandon School Division participates in the Manitoba Schools Insurance Program which provides for general liability insurance for protection from claim for bodily injury and protection for persons while transporting students on extra-curricular activities.

**b) Accident Insurance for Volunteers**

The Brandon School Division participates in the Manitoba Schools Insurance Program which provides Volunteer Accident Insurance for:

- Accidental death, dismemberment, loss of use;
- Accidental major paralysis;
- Weekly indemnity maximum amount;
- Accidental medical expense reimbursement;
- Repatriation/rehabilitation;
- Hospitalization benefit if unemployed.

**c) Universal Student Accident Insurance Program**

The Brandon School Division participates in the Universal Student Accident Insurance Program which provides coverage for all full-time students registered in the Brandon School Division while:

- In or on school buildings or premises by reason of attending classes on any regular school day;
- In attendance at or participating in any school activity approved and supervised by proper school authority, whether at school or elsewhere;
- Traveling directly to or from any regular scheduled and approved school activity under the direction or supervision of a proper school authority;
- Traveling directly to or from their residence and school for the purpose of attending classes or participating in any school sponsored activity;
- Participating in physical activities taking place as part of the grades 9 to 12 Physical Education Curriculum as approved by proper school authority;
- Engaged in the performance of the duties assigned to the Insured Person while he/she is participating in a school approved work experience program.

Insurance benefits include:

- Loss of life – Accident only;
- Dismemberment or total and permanent loss of use – Accident only;
- Accidental medical reimbursement benefit;
- Ambulance – Accident or sickness;

- Emergency transportation other than ambulance – Injury or sickness;
- Dental Expense – Accident only;
- Eyeglasses and contact lenses – in conjunction with bodily injury arising out of accident.

For further information or clarification, contact the Office of the Secretary-Treasurer.

#### 1. Travel Out-of Country

As part of a Pre-Trip Proposal, a review of the **Foreign Affairs and International Trade Canada Travel Updates** website should be included if pertinent destination information is reported.

#### 2. Travel and Health Insurance for Out-of-Province Trips

Special Travel Health coverage **must** be obtained for all students by the teacher-in-charge for **ALL** Out-of-Province Trips. This insurance provides emergency hospital medical services that are not covered by Medicare. The Special Travel health coverage must be obtained by calling the Division's insurance provider. For contact information, please call the Office of the Secretary-Treasurer at (204) 729-3100.

#### 3. For All Trips in Manitoba

It is strongly recommended to students and parents/guardians that the Student Accident Insurance be obtained. The Student Accident Insurance provides coverage for things such as ambulance transportation and dental injury (which are not covered by Medicare).

#### 4. Liability Insurance

The Brandon School Division carries liability insurance in order to protect its own interests and those of its Board, trustees, employees and volunteers, while they are acting within the scope of their responsibilities.

#### 5. Vehicle Insurance

When an individual is using his/ her vehicle for Brandon School Division purposes, valid insurance must be in effect. Minimum MPIC basic insurance coverage; the owner shall carry at least \$1 million liability coverage.

## E. Financial Planning and Budget

The cost of Off-Site Activities is the responsibility of the participant. Individuals, the Brandon School Division, parents/guardians and community members may assist with costs.

A proposed budget should be included for overall costs together with timeline for fundraising or payments towards trips when costs are associated with any Off-Site Activity request.

The proposed budget should include:

- Fundraising timelines;
- Overall cost of trip for all participants;
- Sources of revenue from fundraising to reduce the overall cost;
- Overall cost of trip for individual participants;
- Sources of revenue from fundraising to reduce the individual student's cost;
- Estimate of the number of students requiring/identified as needing additional financial support due to need.

## F. Emergency Preparation

Pre-planning for emergencies reduces stress levels during an incident and can speed reaction time and avoids trial and error response models.

All participants of the Off-Site Activity need to be informed of the safety and emergency procedures, including evacuation routes, contingency plans and available rescue and medical support for each activity. Emergency skills and procedures are taught to participants and chaperones so they understand what to do in an emergency.

An emergency during an off-site activity may include a medical emergency, lost person, motor vehicle accident, animal/wildlife attack, an act of violence, kidnapping or any other incident that involves serious injury or loss of life or the potential for serious injury or loss.

In a wilderness or remote setting, rescue personnel may not be immediately available and the teacher(s)-in-charge will have to assume total management of the crisis for an extended period of time.

Schools should note that in the event that outside agencies such as Police, Fire, Ambulance, Search and Rescue, Coast Guard, etc. are responding to the emergency, the external agency will often take over the management of the situation. Teachers

and principals must work co-operatively with these agencies for the benefit of all involved.

Confusion and disorganisation are usually the initial reactions of people involved in an emergency, or they may suffer from shock. This situation can be made worse when unreasoned attempts are made to solve the emergency.

An emergency requires an immediate response that should be carried out calmly. As part of any off-site activity an emergency response plan should be developed collaboratively between the Principal and Teacher-in-Charge as part of the Pre-Trip Proposal.

## VII. PLANNING AQUATIC ACTIVITIES

### A. Water/Swimming – Pre-Event Planning and Contingency Planning

1. A detailed pre-event planning and contingency planning report is required in writing for all school outings and must be presented to the Principal for approval.
2. Gr. 9 – 12 – if there is no life guard there must still be adult supervision. K-8 if there is no lifeguard then the aquatic activity does not take place.
3. Where aquatic activities are the major focus, or a qualified organization is providing a service, the following must be included:
  - the designation of a Teacher-in-Charge;
  - a requirement for a planning visit to the venue and a discussion with appropriate venue personnel;
  - a requirement for a written agreement with the venue as to mutual expectations and commitments regarding supervision;
  - a requirement that immediately prior to departure a list of those students actually attending the outing be prepared by the teacher of each class and left at the school, with another copy provided to the Teacher-in-Charge for the outing;
  - particularly for outings involving students in Grades K to 6, that consideration be given to the utilization of a “Buddy System” where each child is assigned a buddy and on a specified signal is to find his/her buddy and stay with him/her until a head count is done. Through such a system, checks can readily be done on entering and leaving a facility;
  - a particular vehicle be identified to all adults in attendance as being available for use in case of a medical emergency;

- a plan for parent/guardian notifications in the event of an emergency be in place (e.g. the school secretary to do notifications based on the pre-departure attendance lists);
- a follow-up person be designated and prepared for any serious incident that might occur – for such tasks as dealing with investigators, identifying witnesses, preserving the scene of any accident until investigators arrive, etc;
- if a serious incident does occur, a requirement for written reports to be prepared by all teachers in attendance at the outing and given to designated school and school division personnel; and
- other potential provisions such as procedures for dealing with injuries as outlined in the “Safety Guidelines for Physical Activities in Manitoba Schools”.

#### 4. Swimmer’s Rules and Expectations

Where a swim venue has its own set of rules they must be followed.

Regardless of the rules posted at a particular venue the following must be followed:

- Swim only in designated areas;
- Swim with the buddy system;
- **Never dive in shallow water;**
- Know your limits;
- No horseplay, pushing or shoving on the deck or in the water;
- To prevent choking, never chew gum or eat food in the water;
- For outdoor pools and lake swimming, stay out of the water if storms are forecast or imminent;
- When lake swimming, watch for dangerous waves and currents;
- Restrict activities to designated swimming areas, usually marked by buoys;
- Never swim in the dark;
- Never push others under the water;
- Pay attention to the supervisors and lifeguards.

*A student’s failure to comply with these, or the venue’s, rules and expectations will lead to loss of privilege to participate in the activity.*

#### 5. Swimming Endurance Test

To enter deeper water, students must be able to demonstrate a continuous 50-metre swim such that there is a coordinated action of arms and legs and the ability to comfortably place the face in the water once in a while during the swim. This must be completed with a reasonable degree of strength. It will be evaluated by a qualified lifeguard at the venue.

B. Water/Swimming – Group Activities (Excluding instructional programs)

1. Swimming safety regulations are specified in the Public Health Act. Manitoba Environment requires strict adherence to their lifeguard-to-patron ratio while inside or outside of the Province, Country.
2. Capacity of facility must be adhered to in ALL cases.

This section pertains to non-instructional group outings that involve School Division Children. This would include all school parties and group rentals where a class or classes rent an aquatic facility for a one-time booking.

3. Supervision requirements:

In the case where this standard differs from that of the venue, the higher of the two shall apply.

<b>Teacher</b>	One for each group of 25 students				
<b>Lifeguard</b>	One current, qualified lifeguard, as defined in <i>Section F: Life Guarding Qualifications</i> , is required for each group of 25 students in or near the water.				
<b>Plus</b>	<p>Additional adult supervisors (not including lifeguards) are required when students are in or near the water. K-4 supervisors must be in the water; near the water line for grades 5-12.</p> <p>When students are in or near the water adult supervisors must position themselves so that the students are in clear sight and that they can assist, if requested, in an emergency.</p>				
	Grade:	K	1-4	5-8	9-12
	Adult to student ratio:	1 : 4	1 : 6	1 : 8	1 : 12

4. The “Buddy System” **shall** be practiced during all swimming activities.
5. The swimming area must be cleared and a check of the swimmers made at regular intervals. The checking interval should **NEVER EXCEED** twenty (20) minutes. During this interval, students must locate and stand by their buddy.

6. Use of private pools, private hot tubs and private swimming areas is **NOT** permitted.

7. Public/Semi Public (Hotel) Hot Tubs

- i. Early Years – use not allowed
- ii. Middle Years – use not allowed
- iii. Senior Years – use allowed
  - no individual use unless monitored by an approved supervisor.

8. Semi Public (Hotel) Pools

- i. Early Years – use not allowed
- ii. Middle Years – use not allowed
- iii. Senior Years – use allowed
  - must meet teacher and minimum adult supervisor requirements.

9. Public Pools (excluding paddling pools)

- i. Early Years – use allowed
  - K-4 must wear CSA approved PFD's (Personal Flotation Device) except:
    - When taking a course of instruction;
    - When they can **pass** a swimming proficiency test to the satisfaction of the supervising lifeguard;
    - When the student's feet are on the bottom of the pool and the water level does not exceed the student's shoulder height.
  - Must meet specified lifeguard and supervisor requirement.
- ii. Middle Years – use allowed
  - Must meet specified lifeguard and supervisor requirements.
- iii. Senior Years – use allowed
  - Must meet specified lifeguard and supervisor requirements.

10. Paddling Pools/Splash Parks

K-6 must meet the teacher and adult supervision ratios

11. Open Water Posted Safe for Swimming

- i. Early Years - use not allowed
- ii. Middle Years - use allowed
  - Must be a designated, roped area.
  - Must meet specified lifeguard and supervisor requirements.
- iii. Senior Years – use allowed
  - Must be a designated, roped area.
  - Must meet specified lifeguard and supervisor requirements.

## C. Water/Swimming – Instructional Programs

This section pertains to all instructional swim programs that are contracted on behalf of the Brandon School Division. Swim programs are structured and follow a schedule set out by a representative of the service provider.

Buddy System – not required during swim lesson time. The “Buddy System” is required when the children are in the change room and during free playtime. Each supervising swim instructor is responsible for the supervision of their class.

### 1. Supervision requirements

In the case where this standard differs from that of the venue, the higher of the two shall apply.

<b>Teacher</b>	One is required for each group of 25 students. <b>See below for a complete list of responsibilities for the teacher-in-charge.</b>	
<b>Lifeguard/Instructor</b>	At least one qualified instructor is required. <b>When an instructor is not a qualified lifeguard, as defined in Section F: Life Guarding Qualifications, the facility MUST provide a qualified lifeguard to closely monitor the safety of the class.</b> When determining the number of instructors needed, recommended guidelines from the Canadian Red Cross Society and YMCA Canada, respectively, will be followed.	
<b>Plus</b>	Additional adult supervisors (not including lifeguards) are required when students are in or near the water. K-4 supervisors must be in the water; near the water line for grades 5-12.	
	Grade:	K - Grade 8
	Adult to student ratio:	1 : 10

### 2. Responsibilities

Supervising teacher(s) – It is required that each school participating in the school program identify a teacher-in-charge and an alternate, should he/she be unable to attend a swim session. When choosing a teacher-in-charge, it is recommended that the following be considered:

- Regular classroom teacher;
- Good knowledge of children participating in swim program;

- Ability to communicate and direct other teachers who are responsible for smaller groups of children (team leader);

**Note: Substitute and student teachers are not recommended due to inconsistency of attendance at swim lessons.**

***\*All teacher(s) –in-charge must attend an orientation meeting at the appropriate facility prior to the lessons.\****

- Identify themselves to facility staff (clerical and aquatic). It is expected that the teacher-in-charge is well known throughout the facility. Supervising teachers will act as a point of contact for the Principals and the facility staff.
- Coordinate other supervisory staff in the change rooms and with on-deck supervision. This may include providing instructions and/or training with other staff prior to swim lessons beginning to ensure staff is familiar with the facility.
- Responsible for ensuring children follow procedures in change room and that they are brought out on to pool deck and seated on pool benches in a safe and orderly fashion.
- All teachers-in-charge (from each school) are to provide a list of participating children (and their swim levels to the corresponding facility. Ideally, this list is generated and forwarded to the facility at least one week prior to the lessons beginning.
- Communicates to the Supervising Swim Instructor, any information regarding “high risk” behaviour or medical concerns for participating children.
- Communicates with Instructing Staff on an ongoing basis regarding any concerns or questions relating to the swim program.
- Assists with the on-deck supervision of all children in the pool area. This includes children who are not actually in the water as well.
- Communicates any parental concerns (verbal or written) to the Supervising Swim Instructor within a timely manner.
- Assists pool staff with minor first aid situations (e.g. nose-bleed) and other tasks as necessary (e.g. PFD’s)
- Responsible to notify the Supervising Swim Instructor of any pool equipment they do not want accessible during lesson or free playtime.

## D. Canoes

For those trips involving the use of canoes, safety guidelines are to be appropriately addressed:

- Approved CSA PFDs (Personal Flotation Devices) **must** be worn at all times while on the water by all participants and supervisors.
- At least three weeks prior to the date of departure all participants **must** be able to complete the following swim tests without a PFD:
  - i. Swim 100 m continuously with any stroke;
  - ii. Tread water for 3 minutes

This test should be verified in writing by a qualified lifeguard. Any student not passing this test is ineligible for the trip unless a re-test is successful.

- A minimum of one of the approved supervisors must have valid lifeguard qualifications for every ten (10) participants. Additional approved teachers/volunteers with valid lifeguard qualifications are strongly recommended.
- A map showing details of the proposed route and camp sites and a time schedule must be filed in advance at the base camp and at the school.
- All participants must use the “Buddy System” – as practiced in swimming activities and the buddies must be in the same canoe.
- All canoe must also come under the “Buddy System”: a) one canoe is buddy for the other and they stay together in pairs; b) “supervision” canoes serve as lead and follow-up canoes. All student canoes must follow the “lead” in single file with speed controlled by a whistle signal from the follow-up “supervision” canoe.
- It is recommended all canoe stay within 25 m of the canoe closest to them.
- Canoeing Activities
  - i. Early Years – use note allowed.
  - ii. Middle Years – limited use allowed.
    - In-pool training (In-pool includes all designated training areas; roped water area at beach, lake, etc.)
  - iii. Senior Years – use allowed after training.
    - In-pool training as well as canoe tripping (Canoe tripping is defined as traveling in groups by canoe through wilderness or semi-wilderness areas for a period of time, which may or may not include an overnight stay.)
- On wilderness trips and/or trips to isolated areas, it is required that an experienced guide or service provider with the necessary knowledge of the area and route be in place.

#### E. Commercial Watercraft

##### 1. Canada:

Canadian Service Providers must provide documentation that they meet Transport Canada requirements as stipulated by the Canada Shipping Act, 2001 S.C. 2001 c.26 and subsidiary regulations.

##### 2. Countries other than Canada:

Organizers for activities outside Canada must take every reasonable and practical step to ensure commercial watercraft standards and regulations are met.

#### F. Other Safety Rules

1. A first aid kit must be available.
2. Back-up emergency transportation must be available at all times.
3. Appropriate communication device must be available at all times.

#### G. Life Guarding Qualifications

No person shall act as a lifeguard as required in the Division unless she/he is at least seventeen (17) years of age, and meets the additional criteria specified by *The Public Health Act (C.C.S.M. c. P210)* through *Swimming Pools and Other Water Recreational Facilities (Regulation 132/97)*:

1. She/he holds a current Cardiopulmonary Resuscitation Certificate of C-Level or higher, in accordance with the standards set by the International Liaison Committee on Resuscitation.
2. She/he holds one of the following:
  - St. John's Ambulance Standard First Aid Certificate;
  - Red Cross Standard First Aid Certificate;
  - Lifesaving Society Standard First Aid Certificate;
  - Criti Care Inc. Standard First Aid Certificate; and
3. She/he holds a current certificate certifying that she/he is the holder of the Lifesaving Society's National Lifeguard Service (NLS) Award.
4. A student who is part of an aquatic activity must **NOT** serve as lifeguard for that group.

## VIII. CONDUCTING OFF-SITE ACTIVITIES

### A. Supervision

- Brandon School Division suggested adult to student ratio (including teachers):  
For K-8                      1 adult to 10 students  
For SI-SIV                  1 adult to 15 students
- Teachers must ensure that students are adequately supervised. In determining what constitutes adequate supervision, teachers need to consider the maturity, both physical and emotional, gender of the students, the degree of risk associated with the activities, the skill, knowledge and experience of the staff and their capacity to manage emergency situations;
- Additional supervision must be considered for off-site activities involving: increased risk, large number of students, participation of students with special needs, crowded venues, trips that are new to the sponsoring school and overnight trips;
- All supervision must be provided by individuals that are over the age of eighteen and meet the requirements of volunteers;
- There must be a teacher-in-charge for each off-site activity.

### B. Transportation

Transportation of students by charter or school bus is recommended. Schools are reminded to use only approved carriers. This list is available from the Secretary-Treasurer's Department.

All transportation outside Brandon School Division boundaries will be coordinated by the teacher-in-charge.

**NB.** Students/minors are not to be used as volunteer drivers for travel beyond the Brandon School Division boundaries.

#### 1. Private Vehicles

- i. Private vehicles may be used to transport students only with the **express knowledge and permission** of the Principal. Principals shall ensure that vehicles used are appropriately registered under *The Highway Traffic Act C.C.S.M. c. H60* and that drivers have a current and valid driver's license (*see Driver/Vehicle Approval Form*). The vehicle used must be insured by the owner for at least the minimum of MPIC Basic Insurance coverage, but the owner shall be encouraged, for his/her own protection, to carry at least \$1 million liability coverage.

- ii. It is recommended that where feasible the vehicle be operated by an employee or other responsible adult. For out-of-Division trips the Principal shall ensure that the teacher/supervisor prepares a list of students assigned to each vehicle and provides a copy to the driver and the Principal (Passenger Assignment Form). The list shall include the names, addresses and telephone numbers of the passengers. The passenger list must remain the same for the return trip unless previous arrangements are made with the written consent of the parent/guardian.
- iii. In the event of an accident, the Principal shall immediately verbally advise the Superintendent and as soon as possible file a full written report to the Superintendent.

## 2. Rental Vans

If a school bus is unavailable, rental vans may be used.

Fifteen (15) passenger vans are permitted ONLY between May 1<sup>st</sup> and October 31<sup>st</sup>, provided that inclement weather (snow/sleet/freezing ice or rain) is not likely in the forecast. This must be confirmed with the Office of the Superintendent/CEO between 24 and 48 hours prior to departure.

Drivers must have a minimum of Class 4 license to rent vans with seating capacity in excess of 10 passengers (including the driver). Schools are to purchase additional insurance on the rental vehicle. The drivers shall not be students.

## 3. Bicycles

The teacher-in-charge must take the following steps when traveling to an off-site activity by bicycle:

- Students on bicycles are to be accompanied by a teacher on a bike;
- Recommended that a form of communication, i.e., cell phone, 2-way radio, whistle, etc. are use;
- Approved helmets for participating students and supervisors are required;
- All bicycles are to be inspected to ensure they are safe and are of operation worthiness for the route planned;
- Brightly coloured vests or clothing are encouraged for all riders.

#### 4. Water Travel

- i. Canada:  
Canadian Service Providers must provide documentation that they meet Transport Canada requirements as stipulated by the Canada Shipping Act, 2001 S.C. 2001 c.26 and subsidiary regulations.
- ii. Countries other than Canada:  
Organizers for activities outside Canada must take every reasonable and practical step to ensure commercial watercraft standards and regulations are met.

#### 5. Public Transit

Public transit buses can be used on a group/individual pay system. When using public transportation, it is wise to alert the public transit of your plans beforehand.

#### 6. Walking

When walking is used as a mode of transportation for fieldtrips, care and group control should be exercised, especially when passing through high traffic areas. Group limits such as age, fitness, familiarity and amount of supervision available must be considered.

**NOTE:** During severe weather or poor driving conditions, principals or their designate must ensure that weather and road conditions are conducive to travel before students leave Brandon for an off-site trip. The trip shall not proceed if the following factors prevail:

- There are blizzard conditions en-route or blizzard or severe weather conditions are forecast by Environment Canada.
- The RCMP or Highways Department has issued an advisory against travel on any en-route highway.
- The wind-chill falls in the “very high or extreme (-45 C) category as defined by Environment Canada.

On return trips, the teacher-in-charge must verify weather and road conditions prior to departure. In case of inclement weather the teacher-in-charge will notify the Principal of alternative arrangements.

Students must be appropriately clothed for travel by road for the seasonal conditions as determined by the teacher-in-charge. Emergency equipment must be available in vehicles.

It is required that for travel outside Brandon School Division limits, any vehicles used to transport students contain or have immediate access to a first aid kit and a cell phone. (The cell number is to be left with the Principal.)

## IX Appendices

- A. Pre-Trip Proposal
- B. Emergency Response Plan Development Template
- C. Field Trip Checklist
- D. Supervision Ratio Calculation Form
- E. Day-Trip (Canada)/Work Experience Proposal Form
- F. Field Trip (Other) Proposal Form
- G. Post Trip Report Form
- H. Off-Site Incident Report Form
- I. Attendance Checklist
- J. Driver/Vehicle Approval Form
- K. Passenger Assignment Form
- L. Assessing Teacher/Leader Competency for High Risk Activities



# BRANDON SCHOOL DIVISION

## Office of the Superintendent of Schools / Chief Executive Officer

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

Mr. G. E. (Greg) Malazdrewicz, Assistant Superintendent

Mr. Mathew Gustafson, Assistant Superintendent

**DATE:** December 15, 2015  
**TO:** Board of Trustees  
**PREPARED BY:** Mr. Mathew Gustafson, Assistant Superintendent  
**RE:** Response to Trustee Sumner Inquiry for Information Regarding the Required Resources to extend the hours of operation of the Neelin High School Off-Campus Program.

### I. Introduction

The following report was prepared in response to Trustee Sumner's request for information regarding the resources required to extend the hours of operation of the Neelin High School Off-Campus (NHSOC) program. The following report provides information to the request.

### II. Research Findings

#### Trustee Inquiry: What are the required resources to extend hours of operation of the Neelin High School Off-Campus Program?

##### Process

A collaborative process was utilized that examined existing alternative education programs in North America and current programming supports offered in Brandon School Division. Brandon School Division staff engaged in a reflective process examining potential expansion of services based on student needs.

##### Data sources

- Working group data (Mathew Gustafson, Michael Adamski, Susan Gilleshammer)
- Web page information for Alternative Education sites
- Representative models of existing Alternative Education programs
- NHSOC and Upper Deck staff consultation
- Summary of current alternative programming at Upper Deck and NHSOC
- NHSOC and Upper Deck PATH (Planning Alternative Tomorrow of Hope: planning tool for any transition of an individual or group)

##### Analysis

##### Alternative Education Web Sites

- Significant majority of alternative education programs are associated with education systems. One program is a non-profit organization governed by a board of directors.
- Majority of alternative education programs serve students from grades 9 to 12 and adult students to age 21.
- Majority of alternative education programs have multiple points of entry.
- Full year programs have structures with 3 or 4 sessions or no defined semesters.
- Limited number of alternative education programs with extended hours during the day.
- Majority of alternative education programs offer elective courses or access to electives.

*"Accepting the Challenge"*

- Staff positions include teaching and support positions. Teaching positions mostly include teachers, resource teachers and counselors. Support positions mostly include administrative assistants, and educational assistants.
- Alternative education programs that offer auxiliary supports (ex. Day care, transportation, nutrition etc.) often utilize community partnerships.
- Post-secondary transition plans are a focus including post-secondary education and career exploration.

#### **Representative models of existing alternative programs (Full Review in Appendix A)**

- Jobworks
  - Non-profit organization
  - Trimester
- Lord Selkirk Education centre
  - Connected to Lord Selkirk Regional Secondary School
  - Traditional semester system
  - Director has timetabling permissions for LRSS
  - Follow hybrid model where students can simultaneously access alternative and regular programming.
- Songide'ewin Alternative Program
  - Aboriginal student focus.
  - Cultural and linguistic opportunities
  - Programming encompasses both educational and social needs.
- Etobicoke Year Round Alternative Centre
  - Full year program.
  - Strong focus on cooperative learning opportunities including workplace and apprenticeship.
  - Credit recovery opportunities
- Peace and Education Coalition High School
  - Traditional school year with summer access to services and advising.
  - Wrap around approach
  - Extra-curricular and co-curricular opportunities provided in conjunction with community partners (literacy program, restorative justice, day care, outreach programs, employment supports)

#### **Current NHSOC and Upper Deck programming**

##### **Off Campus Program**

- The Off Campus Program began in 2007 with the goal of providing flexible, self-directed learning opportunities for students age 18 and over, who were not successful in the traditional high school model.
- Students are referred through the 3 high schools, through the office of the Superintendent and through self-referrals.
- Students access core compulsory courses as well as a limited number of elective courses. Course planning is individualized, depending on each student's needs, goals and prior academic achievement. Some students are working to complete a full 30-credit program while others are working towards a Mature Student Diploma.
- There are 3 teachers delivering programming for the Off Campus Program

### **Upper Deck Program**

- The Upper Deck Program was introduced in the fall of 2011 as a complementary alternative program to the existing Off Campus model.
- In response to the province's Bill 13, the Upper Deck Program was structured to address the needs of Grade 9-11 students who were unsuccessful in their previous high school experience where courses were delivered in a traditional class structure and at a regular pace.
- Students are referred from the 3 high schools, directly from the Office of the Superintendent, and, in some cases, from elementary schools into Grade 9 at Upper Deck. One of the goals of the program is to support students in a successful transition back to regular programs whenever possible.
- Students access core compulsory courses at the Grade 9, 10 and 11 levels.
- There are 3 teachers and 1 educational assistant delivering programming for the Upper Deck Program.
- A social worker is assigned half-time to the Upper Deck Program.
- There are no additional student support positions assigned to Upper Deck or Off Campus.

### **PATH – Dream summary (appendix B)**

- Additional programming needs/required supports
- Expand programming to include additional electives
- Access to community supports including daycare and volunteer/mentorship experiences
- Additional resources to enhance current programming including transportation and nutrition
- Transition programming to high schools, post-secondary education, and career opportunities
- Alignment of course resources between NHSOC/Upper Deck and three high schools
- Support positions including counselor, resource and administrative assistant
- Facility upgrade.
- Expanded space required for programming and meetings.
- Expanded parking for students and parents.

### **III. Conclusion**

The above research notes that there are a variety of models available for alternative education programs. The alternative education models and structures are dependent on the type of supports offered by the jurisdiction. Based on the research of existing alternative education programs in North America and the experiences of BSD staff, expansion of services in Brandon can be achieved through a wrap-around approach, community partnerships and extending the school year that provides the opportunity to expand some or all of the following supports and programming:

- Ability to provide year-round programming with appropriate access and responsive scheduling
- Ability to address credit recovery through summer school and compressed, targeted-outcome recovery opportunities
- Provision of personalized learning opportunities, individualized programming, expanded elective course choices and differentiated instruction including assistive technology, flipped classroom, alternate delivery modes
- Address barriers to attendance such as transportation, childcare, mental health issues and addictions
- Focus on student transition planning within the division and post-secondary transition (university, college, career planning)
- Alignment of divisional alternative programming

- Provide individualized goal-setting for students
- Include career education opportunities
- Facilitate enrollment in the High School Apprenticeship Program
- Incorporate community resources and facilitate access to community supports for health and well-being
- Support social emotional needs
- Include culturally-relevant experiences
- Provide opportunities for structured and supported volunteerism

The implementation timeline and total resources required would be dependent on the number of supports and services to be offered. Expansion of all listed services would require the addition of an administrative assistant and three teaching staff. Alternative facilities would also need to be secured.

A sample implementation plan is provided below.

#### Year 1

Add **Administrative Assistant** support to alleviate clerical task load currently taking up teaching time and attention, freeing staff to focus on enhancing academic program, developing transition processes and developing community connections.

Add **Guidance Counsellor** to develop programming and support for social emotional needs and post-secondary planning.

Reassign Resource Teacher to support academic programming and transition planning.

Develop community connections/articulations/formalized partnerships

Explore potential partnerships: ACC, BU, City of Brandon, Prairie Mountain Health, Sexuality Education Resource Centre, Addictions Foundation of Manitoba, 7<sup>th</sup> Street Access, Brandon Friendship Centre, Manitoba Metis Federation, John Howard Society and others.

Explore implementation requirements to extend school year.

Ensure implementation process meets provincial and local requirements.

Define facility needs and research potential facility options.

#### Year 2

Design and develop facility.

Provide **2 additional teaching staff** to meet year-round programming requirements.

Program Name and Location	Program Focus	Summary	Hours/Schedule/Semesters	Human Resources	Governance
Jobworks Winnipeg, Manitoba	Alternative High School	<p>Programming for grades 9 to 12. Requirements: successful completion of Grade 8 and 16 years of age.</p> <p>Forty students are accepted into the program. Smaller class sizes/one-on-one attention.</p> <p><b>Year is broken into 10-week modules.</b></p> <p>Individuals focus on only three courses at a time to avoid becoming overwhelmed.</p> <p>Required courses: English, Math, Science, Social Studies and Physical Education.</p> <p>Electives: Art, Career Development, Family Studies.</p> <p>Activities: guest speakers, science experiments, monthly celebrations, field trips.</p>	<p>Jobworks runs on a <b>trimester system</b>: September to December, January to April, and May to August.</p> <p>Classes are offered mornings, afternoons and evenings in 1st and 2nd trimester, afternoons and evenings in 3rd trimester.</p> <p><b>Current Hours:</b> Monday-Thursday 8:30am - 9:30pm Friday - 8:30am - 3:30pm</p> <p>Intake occurs four times a year in September, November, February, April</p>	<p>Director Assistant Director Business Manager Counsellor Teachers Registrar Receptionist Administrative Assistants Educational Assistants IT coordinator</p>	<p>Jobworks is a non-profit organization, governed by a 10 member board of directors and is funded by the government of Manitoba.</p> <p>Registration fee of \$80.00. No tuition fees are charged for the courses.</p>
	Adult High School	<p>Programming for students 19 years of age and over, out of school for 6 months.</p> <p>Mature High School Diploma</p> <p>Students who are nearing completion of a 30 credit diploma may also graduate by taking courses at Jobworks.</p>			
Lord Selkirk Education Centre (LSEC) Selkirk, Manitoba	Youth Programming	<p>Programming for grades 9 to 12.</p> <p>Required courses: English, Math, Science, Social Studies and Physical Education.</p> <p>Students may earn the opportunity to participate in work/community experience courses such as child care and culinary arts, by attending on a regular basis and working hard.</p> <p>Electives accessed in partnership with Lord Selkirk Regional Secondary School (LSRSS).</p>	<p>Follows Lord Selkirk School Division semester system - September to January, February to June.</p> <p>Regular school day 9am-3:30pm</p> <p>Flexible continuous entry.</p> <p>Students attend LSEC <b>half days</b> allowing service to more students and the opportunity to attend LSRSS for elective credits in opposite morning or afternoon.</p> <p><b>Capacity is 25 students in am, 25 in pm.</b></p>	<p>Director (has permissions and access to timetable elective courses at LSRSS for LSEC students) 2 Teachers 3 Education Assistants Administrative Assistant (supports both programs)</p>	<p>Lord Selkirk Education Centre is part of the Lord Selkirk School Division.</p>
	Adult Programming	<p>Programming for students 19 years of age and not in school.</p> <p>Students under the age of 19 may be allowed to attend providing that they have graduated from high school or are no longer able to attend high school because of extenuating circumstances.</p> <p>An intake assessment of English and Math skills is required prior to enrollment.</p>	<p>Follows Lord Selkirk School Division semester system - September to January, February to June.</p> <p>Monday - Thursday 9:00am to 4:00pm</p> <p>Teacher-instructed courses Tuesday, Wednesday, and Thursday evenings.</p>	<p>Director (with half-time teaching responsibilities) 2 teachers</p>	

Program Name and Location	Program	Summary	Hours/Schedule/Semesters	Human Resources	Governance
Songide'ewin Alternative Program Winnipeg, Manitoba	Alternative Program for Grades 9 - 12 Aboriginal students (Satellite program of Niji Mahkwa School)	<p>Programming for Aboriginal students between 13 and 21 years of age, (grades 9 – 12) who have attendance difficulties and whose educational needs are not able to be met in a regular program.</p> <p>Individualized programming and instruction based on educational/social needs and abilities.</p> <p>There are cultural and linguistic opportunities made available for students. The Cultural Team and Songide'ewin make arrangements for teachings, ceremonies and experiences.</p>	<p>Follows Winnipeg School Division semester system - September to January, February to June.</p> <p>Applications accepted on a first-come, first served basis during the months of September through November and February through April. Once at capacity, applicants will be put on a waitlist.</p> <p>Monday to Friday - 8:30AM to 3:30PM</p>	<p>Teacher/Coordinator Teacher Educational Assistants</p> <p>*Breakfast and lunch program, transportation assistance in the form of daily bus tickets.</p>	<p>Songide'ewin operates under the supervision of Niji Mahkwa School. Winnipeg School Division has assumed funding responsibilities for Songide'ewin and there are funding partnerships with community organizations for special components of the program such as bus tickets and nutrition.</p>
Etobicoke Year Round Alternative Centre Etobicoke, Ontario	At-Risk Youth Programming	<p>The Etobicoke Year Round Alternative Centre (EYRAC) serves the need of re-engaging at-risk youth, 16 - 18 years of age, with few completed credits.</p> <p>The school provides mostly Grade 9 - 11 credits at the applied and college levels. Credit recovery available. Co-operative learning opportunities available (work experience placements).</p> <p>Students are referred from current school or through the Toronto District School Board Secondary School Placement Centre.</p> <p>Students transition from EYRAC to regular school programs, the workplace or apprenticeships.</p>	<p>EYRAC operates on a year round schedule with four sessions of 45 days each and a break in between each session.</p> <p>Students may enter the program at four distinct points throughout the year: February, May, August, and November</p> <p>Student population: 50</p>	<p>Principal Vice-Principals Administrative Assistants Teachers Guidance Counsellor Child and Youth Counsellor Social Worker</p> <p>*nutrition program for breakfast and lunch</p>	<p>The Etobicoke Year Round Alternative Centre (EYRAC) is governed by the Toronto District School Board.</p>

Program Name and Location	Program	Summary	Hours/Schedule/Semesters	Human Resources	Governance
Peace and Education Coalition High School  -Sinclair Campus -Second Chance Campus  Chicago, IL	Out-of-school youth, ages 16-21	<p>Peace and Education Coalition High School(s) provide a non-traditional educational opportunity for young men and women, ages 16-21, who have previously dropped out of high school, but desire to achieve a high school diploma and a new chance to fully participate in the economic and social spheres of life through guidance and support.</p> <p>This program takes a holistic approach to teaching young people; involving community leaders from neighborhood families, public schools, local parks, churches, and businesses. Teachers, professional counselors, probation officers and the parish staff work together to support the students. Support involves relating to and knowing their families, neighborhood, and community environments.</p> <p><i>"We believe that all students deserve to be surrounded by adults who believe in their unlimited, personal potential. We believe that every student deserves an educational environment that is welcoming and safe. We believe that every child deserves rich educational, career, and social-emotional guidance and support in order to define the pathways to the options he or she chooses."</i></p> <p>In addition to compulsory subject areas: Art, Music, Drivers Ed., French, Spanish, Service Learning.</p> <p>State of the art classrooms, cafeteria, office spaces, large common areas, gym, computer lab, outdoor basketball and picnic area.</p>	<p>School year is traditional September-June but services and advising available all summer.*</p> <p>*From Peace and Education Coalition High School Facebook page: <i>"Summer Transitioning Counseling Come in to finish paperwork, take your COMPASS Entrance exams, and get help with registering for classes in the fall, job searches, anything.... We'll be here to help you land on your feet. (Past graduates are also welcome!)"</i></p> <p><i>"Back to School Home Visits a Success Teachers and Staff Welcome PECHS Students Back to School: Teachers and Staff once again set out to canvas the neighborhoods surrounding Sinclair and Second Chance students on Thursday, August 28th. The effort to personally reach out to students and their families was a success! Teachers and staff walked door to door and greeted families and encouraged them to be in school on the first day of school on Tuesday, September 2. Students received a welcome back flyer and a school t-shirt."</i></p>	<p>Principal Assistant Principal Dean of Students Teachers School Counselor Resource Teacher Resource Co-teachers Technology Coordinator Parent Advocate Community Representative</p> <p>Support Staff: Lunchroom Manager School Clerk Program Schedule Security Guard Mentor Paraprofessionals</p>	<p>Governed by the Chicago Board of Education</p> <p>Community Partnerships provide: -Weekly Book Groups and Literacy Program -Day Care -Daily Safe Passage Shuttles for students -Teen Outreach program -Restorative Justice Circles -Tutoring -Employment Supports</p>
<p><b>Peace and Education Coalition High School - History of our Schools</b></p> <p>Dugan Alternative High School, a Chicago Public High School, was inspired by a group of teenagers who began gathering monthly in the fall of 1996 for peer support and reflection, guided by professional adults. Under the direction of Fr. Bruce Wellems, CMF, then Associate Pastor at Holy Cross/IHM Parish in the Back of the Yards neighborhood, the group received it's orientation from Sister Dugan, an experienced professor from the Institute of Pastoral Studies, Loyola University. The group dedicated itself to making positive life choices. Even though many members were high school dropouts, they expressed the need for reading and education.</p> <p>In August, 1997, Sister Dugan passed away. However, the group continued to meet, now weekly. Mr. Greg Michie, a Seward Communication Arts Academy teacher; and Mr. Sergio Grajeda, MSW, from Scholarship and Guidance Association, joined the sessions to accompany the youth.</p> <p>An idea for an alternative school setting was first introduced and received instant support in February, 1998. A final proposal for the school was submitted to Paul Vallas, CEO of the Chicago Public Schools at the end of March, 1998.</p> <p>The proposal included a holistic approach to teaching young people; involving community leaders from neighborhood families, public schools, churches, and businesses. Teachers, professional counselors, probation officers and the parish staff work together to support the students. Support involves relating to and knowing their families, neighborhood, and community environments. The proposal also supported intensive sessions which involve the parents of each student where possible. The proposal for the school was approved by the Chicago Board of Education in May, 1998.</p> <p>In 2001, a second alternative campus opened its doors at Cesar Chavez M.A.C. Second Chance Alternative High served students who could not attend Dugan, but desired the same opportunities to return to school in a small, supportive setting. Second Chance moved to its newly renovated building on 51st and Elizabeth Street in 2004.</p> <p>In July of 2006, Dugan and Second Chance Alternative High Schools combined to form the Peace and Education Alternative High School Program. The Dugan Campus and Second Chance Campus remain separate from each other, but they share an identical mission and vision: to provide a non-traditional educational opportunity for young men and women, ages 16-21, who have previously dropped out of high school, but desire to achieve a high school diploma and a new chance to fully participate in the economic and social spheres of life through guidance and support.</p> <p>In August of 2008, the Dugan students and staff moved to their new building located at 49th and Paulina to form the new Sinclair Campus. The Dugan Campus remained open for the 2008-2009 school year to pilot a program for 15-16 year old out-of-school youth, but closed its doors for the 2009-2010 school year.</p> <p>The old Dugan Campus opened its doors as Irene's Place, a much needed community center to provide counseling, educational, employment, and service opportunities to our local youth.</p>					

**Neelin High School Off-Campus/ Upper Deck PATH Results – Dream**

**PD opportunities**                      ***New building***                      ***Free parking for student***

***Washer & dryer***                      Program cell phone for students to text to

Upper Deck - student specific program for incoming students                      ***Daycare***

Nutrition program                      **Teacher that can teach English AND Math**

**Community Resources Liaison (teaching position)**                      **Use funding for EA's**

**Admin assist/office manager**                      **Own budget - transparency in budget lines**

**Space at VM, Crocus, or Neelin should not be a reason for students to NOT be allowed back into building - spots should be reserved for them**

**More autonomy / representation / have a “director” or “administrator” rather than VP**

“Personalized” transportation for students (curbside, staff pick up, etc.)

More community awareness                      **Full time resource and counsellor**

**Revised referral process and better communication re: incoming students**

Expand elective opportunities / offer music & art opportunities

***Exercise space / office space / confidential meeting space***

Volunteer and mentorship experiences for students

More community involvement / community partnerships to develop “soft skills”

**Education within our own division about the three programs**

**Transition out plans for each student**

Ability for students to finish a credit at one of the schools - alignment of course resources

Flexibility of off and main campus access (need supports i.e. transportation or EA)

Explore technology for a variety of programming (modules don't work for all students)



# NewsRelease

January 5, 2016

## **MANITOBA GOVERNMENT INVESTS IN STUDENTS, INCREASES FUNDING TO SCHOOLS BY AN ADDITIONAL \$32.5 MILLION**

### **Targeted Supports Will Help Academic Achievement, Provide Opportunities for Youth: Premier Selinger**

Students in schools across Manitoba will see more investments in their future, including targeted supports for academic achievement and career development, with more than \$1.3 billion in public schools funding, Premier Greg Selinger announced today.

"We invest in our schools so that working and middle class families can see their children get a high-quality education and the skills they need to get good jobs here in Manitoba," said Premier Selinger. "We are proud to support parents and teachers in the classroom as we work together to make sure every student succeeds."

The premier noted total funding for public schools will increase above the rate of economic growth at 2.55 per cent, or \$32.5 million, to bring total funding to more than \$1.3 billion. Since 1999, provincial support for public school has increased by 69.5 per cent, or \$536.2 million.

"As partners in equipping our schools with the resources they require, we remain grateful to the government for its strong support," said Ken Cameron, president, Manitoba School Boards Association. "Sixteen years of consecutive funding increases have provided a strong foundation on which all school boards can build."

The new targeted funding provides school divisions with more resources to put into classrooms to help support student achievement, the premier said. These investments include:

- \$13.9 million to support literacy and numeracy programming – a 5.9 per cent increase;
- \$1.8 million to support the Student Achievement Fund that provides targeted supports for innovative programs that help individual students succeed or excel like Propel and SHAD –an increase of more than 124.7 per cent; and
- new supports for principals and school administrators to support data-based decision-making in the classroom.

"Today's funding announcement by the Manitoba government recognizes that classrooms are more challenging and diverse than ever," said Norm Gould, President of The Manitoba Teachers' Society.

"Once again, public schools can count on stable funding at the rate of economic growth that is responsive to the needs of teachers, students, parents, and communities across this province."

The premier said the funding will also support new resources, career planning and help students decide which post-secondary program is right for them including:

- providing \$200,000 to help low-income students pay for college and university application fees;
- launching [www.setyourcourse.ca](http://www.setyourcourse.ca), a website designed to help high school students and young adults see what education and training they need to get their dream job;
- developing new high school credits for paid employment, co-operative placements or internships.
- getting feedback directly from students on what resources and tools they want to help prepare them for a career or post-secondary education.

"Education is priceless, and parents and caregivers expect nothing less than exceptional educational experiences for their children," said Manitoba Association of Parent Councils Executive Director Naomi Kruse. "MAPC will continue to encourage Manitoba Education and Advanced Learning's support of existing education resources while advocating for the funding needed to ensure every student in Manitoba has access to the highest quality educational opportunities, services and supports possible."

The premier noted that other areas receiving increased support with new funding include:

- targeted supports for Indigenous and newcomer students;
- more resources for under-privileged youth; and
- equalization support for divisions, maintaining the formula guarantee.

"We are making strategic, targeted investments in our schools to make sure that that all children can succeed, no matter what barriers they may face," said Education and Advance Learning Minister James Allum. "We believe investments in students are worthwhile and believe in working with parents and teachers."