



# BRANDON SCHOOL DIVISION

November 20, 2013

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

TO BE HELD MONDAY, NOVEMBER 25, 2013  
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, November 12, 2013.  
Adopt.
- b) Regular Board Meeting, November 12, 2013.  
Adopt.
- c) Special Board Meeting, November 18, 2013.  
Adopt.

### 2.00 GOVERNANCE MATTERS:

#### 2.01 Presentations For Information

**2.02 Reports of Committees**

- |  |              |
|--|--------------|
| a) Aboriginal Education Advisory Committee Meeting | P. Bowslaugh |
| b) Facilities & Transportation Committee Meeting   | D. Karnes    |
| c) Finance Committee Meeting                       | K. Sumner    |
| d) Policy Review Committee Meeting                 | G. Kruck     |
| e) Other   |              |

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

- a) Heather Demetriooff, Associate Director, Manitoba School Boards Association, November 6, 2013, noting the continuation of the raffle held in conjunction with the annual convention. In 2013, TJs Gift Foundation was selected as the charity of choice for a two-year commitment. It provides financial assistance to students participating in programs that promote peer-led drug abuse education. In the past, donations have included: items created by students; divisional Pride Wear; and items representing local areas. Please advise Carmen Neufeld, Convention Coordinator, no later than Friday, February 28, 2013 if your Division will be participating. (Appendix "A").

Refer Business Arising.

- b) Heather Demetriooff, Associate, Director, Manitoba School Boards Association, November 6, 2013, noting the 2014 Annual Convention will explore the theme "Working for All Students: The Promise of Public Education". Once again they are inviting school boards to share with their colleagues success stories in their own divisions that speak to some aspect of this theme. Workshops will be held throughout the day on Thursday, March 13, and on the morning of Saturday, March 15. Workshops will be 75 to 90 minutes in length. Proposals must be completed and returned no later than December 6, 2013. (Appendix "B").

Refer Business Arising.

- c) Michelle Reichert, Registered Dietitian, addressed to Mr. Labossiere, Secretary-Treasurer, November 18, 2013, noting she is currently working on a School Nutrition Initiative. It is her goal to develop a Nutrition Program that can be implemented in local schools. She lists a number of the initial nutrition topics she feels would be beneficial in a school setting. She looks forward to an opportunity to meet with the appropriate Committee to discuss these plans in more detail. (Appendix "C").

Refer Business Arising.

**2.05 Business Arising****- From Previous Delegation****- From Board Agenda**

- a) Correspondence from Heather Demetriooff, Associate Director, Manitoba School Boards Association, from Communications for Action 2.04a) noting the continuation of the raffle held in conjunction with the annual convention. Please advise Carmen Neufeld,

Convention Coordinator, no later than Friday, February 28, 2013 if your Division will be participating.

- b) Correspondence from Heather Demetriooff, Associate, Director, Manitoba School Boards Association, from Communications for Action 2.04b) noting the 2014 Annual Convention will explore the theme "Working for All Students: The Promise of Public Education". They are inviting school boards to share with their colleagues success stories in their own divisions that speak to some aspect of this theme. Proposals must be completed and returned no later than December 6, 2013.
- c) Correspondence from Michelle Reichert, Registered Dietitian, addressed to Mr. Labossiere, Secretary-Treasurer, from Communications for Action 2.04c), noting she is currently working on a School Nutrition Initiative and requesting an opportunity to meet with the appropriate Committee to discuss these plans in more detail.

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

**- From Report of Senior Administration**

- a) School Reports – George Fitton and Spring Valley Schools
- b) Learning Support Services Presentation – NIL
- c) Items from Senior Administration Report –
  - Crocus Plains Regional Secondary School Off-Site Activity Request – Refer to Motions.
  - Giving of Notice – Policy 5012 – Professional Staff Leaves and Absences – Refer to Motions.
  - Meadows School 3 Classrooms Addition – Refer to Motions.
  - Trustee Inquiries:
    - o Part B Information – Trustee Murray – Categorical Grants;
    - o Part B Information – Trustee Kruck – Survey of Other Divisions;
    - o Trustee Bowslaugh – Additional Insurance Coverage.

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

**2.07 Motions**

- 134/2013 That the trip involving approximately twenty five (25) grades 10 to 12 students, from Crocus Plains Regional Secondary School to make a trip to France from May 15, 2015 to May 22, 2015 be approved in principle subject to meeting the requirements of Board Policy/Procedures 4001: Off-Site Activities.
- 135/2013 That Policy 5012 - "Professional Staff Leaves and Absences" be rescinded and replaced with revised Policy 5012 – "Professional Staff Leaves and Absences".
- 136/2013 That the Design Development Documents for the Meadows School Three Classrooms, Elevator and Universal Washroom Addition is hereby approved and that a letter be forwarded to The Public Schools Finance Board advising them of same.

## **2.08 Bylaws**

### **2<sup>nd</sup> Reading**

That By-law 7/2013 being a By-Law for the purpose of providing for the appointment of a Senior Election Official and repealing By-Law 3/2009, be now read for a second time, having first been read on November 12, 2013.

### **3<sup>rd</sup> Reading**

That the rules be suspended and By-law 7/2013 be now read for a third and final time, and taken as read, finally passed.

### **2<sup>nd</sup> Reading**

That By-law 8/2013 being a borrowing by-law in the amount of \$359,400.00 upon the credit of the Division by the issue and sale of a debenture to meet partial costs for construction of the new Gym and Daycare Addition at George Fitton School, be now read for a second time, having first been read on November 12, 2013.

### **3<sup>rd</sup> Reading**

That the rules be suspended and By-law 8/2013 be now read for a third and final time, and taken as read, finally passed.

## **2.09 Giving of Notice**

## **2.10 Inquiries**

- Trustee Inquiries

## **3.00 ADMINISTRATIVE INFORMATION:**

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

Receive and File.

### **3.02 Communications for Information**

- a) Aurora Huber, student, École secondaire Neelin High School, undated, noting in June she wrote an essay about why she wanted to go to the Canadian Student Leadership Conference in September. Her wish was granted and she was able to go to the life changing conference. She wanted to thank the Board for covering the fees of the conference as it was the best week of her life. Being in a room with about 750 student leaders from around Canada and meeting so many new high school students was one of the best parts of the conference. She now has connections to get different spirit ideas from almost every province. Because she was able to get so much out of the conference, she will be able to initiate ideas into her school which will hopefully make a difference in all the school groups.

Receive and File.



- b) Ellen Lamont, student, École secondaire Neelin High School, undated, thanking the Board for granting her the opportunity to attend the Canadian Student Leadership Conference in Prince Edward Island. She acquired helpful leadership skills that she will be able to apply not only in the Neelin Student Representative Council this year, but also in the future in many other aspects of her life. One of the most helpful things she learned was how to prioritize. As she would like a career in education, she found the advice on engaging children to be extremely helpful. She felt this experience was crucial in building new leaders because not only does it provide them with guidance and inspiration, but it allows them to network with other leaders across Canada. She notes that even though she is only one person, the benefits of this conference will affect many.  
Receive and File.

### **3.03 Announcements**

- a) Education Committee Meeting – 11:30 a.m., Monday, December 2, 2013, Board Room.
- b) Special Board Meeting – Board Operations Matter – 6:00 p.m. Monday, December 2 2013, Board Room.
- c) Divisional Futures & Community Relations Committee Meeting – 2:30 p.m., Wednesday, December 4, 2013, Board Room.
- d) Facilities and Transportation Committee Meeting – 11:30 a.m., Thursday, December 5, 2013, Board Room.
- e) Personnel Committee Meeting – 9:00 a.m., Monday, December 9, 2013, Board Room.
- f) NEXT REGULAR BOARD MEETING – 7:00 p.m., Monday, December 9, 2013, Board Room.
- g) Upcoming Budget Dates:
- Special Board Meeting – Presentation of Preliminary Budget – 7:00 p.m., Monday, January 20, 2014, Board Room.
  - Public Budget Consultation Forum – 7:00 p.m., Wednesday, February 5, 2014 – École Harrison.
  - All Day Budget Meeting – 9:00 a.m., Tuesday, February 18, 2014, Board Room.
  - Special Board Meeting – Public Presentations re: Proposed 2014-2015 Budget – 7:00 p.m., Monday, March 3, 2014.

### **4.00 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**

MANITOBA  
**School Boards**  
ASSOCIATION

LEADERSHIP, ADVOCACY AND SERVICE FOR MANITOBA'S PUBLIC SCHOOL BOARDS

6 November 2013

Appendix "A"

**TO:** All School Board Chairs and Superintendents  
**FROM:** Heather Demetriooff, Associate Director  
**RE:** Raffle Donations for 2014 Convention

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Since 2000, we have held a raffle in conjunction with our annual convention, with all proceeds going to a children's charity. Past recipients of these proceeds, which have averaged \$2,000 a year, have been the Children's Wish Foundation, KidSport and the Children's Rehabilitation Foundation (CRF) of Manitoba.

In 2013, TJs Gift Foundation was selected as the charity of choice for a two-year commitment. It provides financial assistance to students participating in programs that promote peer-led drug abuse education; in other words, students educating students. You may recall that last year a record amount of money was raised in support of this organization.



Since the inception of this raffle, school boards, students and staff have become more and more creative in terms of their donations. In the process, they have showcased the talents of hundreds of Manitoba students. Donations received in the past have included:

- items created by students (artwork, metal work, or almost anything made out of wood);
- divisional Pride Wear; and
- items representing local areas (e.g. picture of a local scene or locally produced quilts).

The success of this raffle is due entirely to the generosity of divisions such as yours. If you are willing and able to participate by making a donation, please call our Convention Coordinator, **Carmen Neufeld, at (204) 257-5205**. Carmen can also be reached via e-mail at [carmen@plannersplus.ca](mailto:carmen@plannersplus.ca). She will ensure all donations are recognized on our website, as well as at the convention. ***You can facilitate this recognition by including a tag with a description of the item, the school and division making the donation, the student's name (where applicable), and your divisional logo.***

Please advise Carmen no later than **Friday, February 28** if your division will be participating. Donations from your division should be labelled, and either delivered in advance to the association office, or delivered on-site during the convention. It would be appreciated if larger items, such as lawn chairs, tables, etc., could be delivered directly to the Delta Winnipeg. **Please ensure that items delivered to the hotel are clearly marked "MSBA Convention."**

Thank you for considering this request. If you have any questions, please don't hesitate to contact either me or Carmen Neufeld.

:hd

2.04(a)

MANITOBA  
**School Boards**  
ASSOCIATION

LEADERSHIP, ADVOCACY AND SERVICE FOR MANITOBA'S PUBLIC SCHOOL BOARDS

Appendix "B"

November 7, 2013

**TO:** The Chairperson and Superintendent, All Divisions and Districts

**FROM:** Heather Demetriooff, Associate Director

**RE:** **Call for Workshop Proposals**  
Manitoba School Boards Association 2014 Convention, March 13 to 15, Winnipeg

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The Manitoba School Boards Association's 2014 Annual Convention will explore the theme *Working for All Students: The Promise of Public Education*. There are two key words in this theme—working and promise—that have multiple meanings. "Working" means toiling to accomplish something, but it also means functioning effectively. A "promise" is both a vow and a pledge, but the word also speaks to potential or possibility. Through keynote addresses, plenary presentations and workshops, our 2014 convention will be exploring *all* of these meanings in the context of Manitoba's public schools in the second decade of the 21<sup>st</sup> century. Delegates will learn about innovations that have improved educational outcomes for *all* students, or for specific, sometimes hard-to-reach segments of the student population, but we will also be exploring what more we can or must do in order to fully realize the potential—the *promise*—inherent in public education.

Once again this year, we are inviting school boards to share with their colleagues success stories in their own divisions that speak to some aspect of this theme. The attached workshop proposal form identifies a number of possible foci for presentations, including:

- improving outcomes for all students;
- serving diverse student populations;
- realizing the potential of public education (e.g. programs or services that move beyond the traditional k-12, school-based mandate of public schools); and
- fulfilling the promise of public service (that is, initiatives or innovations that have improved your board's connections with and service to students and the community).

Of course, you are always welcome to suggest your own focus that you believe falls under our general theme by checking the "other" box.

Workshops will be held throughout the day on Thursday, March 13, and on the morning of Saturday, March 15. Workshops will be 75 to 90 minutes in length. To submit a proposal, please complete the attached form and submit it to my attention at your earliest convenience, but no later than December 6, 2013. While we appreciate all submissions, time constraints may prevent us from accommodating all proposals.

Thank you.

:hd  
Attachment

201(b)



## Working for All Children: The Promise of Public Education

Manitoba School Boards Association 2014 Convention—March 13 to 15, 2014 – Delta Hotel Winnipeg

### Call for Workshop Proposals

***Yes, I/we would like to present a workshop at the 2014  
Manitoba School Boards Association Convention. Here are the details.***

**Working title of session:** \_\_\_\_\_

**Session focus:**

Improving outcomes for <i>all</i> students	_____	Realizing the potential of public education	_____
Serving diverse student populations	_____	Fulfilling the promise of public service	_____
Other	_____		

**Presentation Overview** (up to 250 words; attach an additional page, if required):

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**Preferred date and time:**

Thursday, March 13, a.m.	_____	Thursday, March 13, p.m.	_____
Saturday, March 15, a.m.	_____	no preference	_____

*Thursday sessions will be 75 minutes; Saturday sessions will be 90 minutes.*

**Contact information:**

Division or District: \_\_\_\_\_

Name: \_\_\_\_\_ Position/Title: \_\_\_\_\_

Telephone: \_\_\_\_\_ Email: \_\_\_\_\_

**Please complete this form and return it by fax (204.231.1356) or e-mail ([hdemetrioff@mbschoolboards.ca](mailto:hdemetrioff@mbschoolboards.ca)) to**

**Heather Demetrioff, Associate Director.**

**Deadline for consideration: December 6, 2013. Thank you!**

Michelle Reichert  
124 McVicar Crescent  
Brandon, MB R7A 6T5  
Phone: (204) 740-0421

RECEIVED

NOV 18 2013

November 18, 2013

Office of the Secretary Treasurer  
Brandon School Division

Mr. Denis Labossiere  
Secretary -Treasurer  
Brandon School Division  
1031 – 6<sup>th</sup> Street  
Brandon, MB R7A 4K5

## Appendix "C"

Mr. Denis Lobossiere,

I would like to use this letter to present to you and the Board of Directors information regarding a School Nutrition Initiative I am presently working on. I am hoping that the content of this letter can be presented during your next scheduled meeting.

As a Registered Dietitian I have worked in various communities and health environments. I have worked as a Clinical Dietitian at the Flin Flon General Hospital and as a Regional Diabetes Community Dietitian in the NOR-MAN Region. I have also worked as a Community Dietitian for a private company called Westwind Counselling, which is a recovery centre for individuals recovering from eating disorders or disordered eating behaviours. Currently I work for Prairie Mountain Health as a Clinical Dietitian in two Urban Hospitals, five Personal Care Homes and cover outpatient community referrals. I have also enjoyed volunteering for several organizations over the years including: Winnipeg Regional Health Authority Kids in the Kitchen and Healthy Start for Mom and Me, and The Canadian Diabetes Association Camp Briardale, Diabetes Camp.

Working in these areas has enhanced my passion for working with people in health promotion and disease prevention. More importantly it has taught me how rewarding it is to empower youth to make healthier choices to better themselves.

It is my goal to develop a Nutrition Program that can be implemented in local schools. Below lists some of the initial nutrition topics that I feel would be beneficial in a school setting.

- School cafeteria menu planning.
- Breakfast and after school nutrition programs
- Sports nutrition education for sports teams.
- Food Allergies and Food Intolerance education for class rooms.
- Family education support for newly diagnosed disorders/diseases – Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder, Diabetes, Chrons Disease, etc.
- Annual nutrition screening for high risk malnourished children.
- Body Image, Self-esteem, Anti-diet workshops.
- Food Trends within the Division and their associated health risk awareness – energy drinks, diet pills, laxatives, caffeine, drugs and alcohol, skipping breakfast, over exercising, etc.
- Cooking classes, food safety, grocery shopping tours, food costing workshops.
- Nutrition Month Campaigns (March is Nutrition Month).
- Annual nutrition presentations/workshops in the classrooms.

2.0/c)

Thank you for taking the time to assist me in my goal of developing a healthier community. I look forward to an opportunity to meet with the appropriate committee or Board of Directors to discuss these plans in more detail and appreciate any feedback you might have on implementing this plan. If you have any questions or would like to set-up a more formal meeting please feel free to contact me at your earliest convenience.

Sincerely,

A handwritten signature in black ink that reads "Michelle Reichert". The signature is written in a cursive style with a horizontal line extending from the end of the name.

Michelle Reichert



# 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 6:55 P.M., TUESDAY, NOVEMBER 12, 2013.

## **PRESENT:**

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

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

Administration: Dr. D. M. Michaels, Superintendent, Mr. G. Malazdrewicz, Associate Superintendent, Ms. B. Switzer, Director of Human Resources.

## **REGRETS:**

Dr. L. Ross

## **CALL:**

The Chairperson called the meeting to order 6:55 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 8/2013.

Mr. Peter 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 8/2013 being a borrowing by-law in the amount of \$359,400.00 upon the credit of the Division by the issue and sale of a debenture to meet partial costs for construction of the New Gym and Daycare Addition at George Fitton School.

Mr. Snelling – Mr. Sumner

That the meeting do now adjourn (6:57 p.m.).

Carried.

\_\_\_\_\_  
Chairperson

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





# 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., TUESDAY, NOVEMBER 12, 2013.

## **PRESENT:**

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

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

Senior Administration: Dr. D. M. Michaels, Superintendent/CEO, Mr. G. Malazdrewicz, Associate Superintendent, Ms. B. Switzer, Director of Human Resources.

## **REGRETS:**

Dr. L. Ross

The Chairperson called the meeting to order at 7:00 p.m. He welcomed everyone in attendance. He noted Trustees had received the 2013-2014 Brandon School Division Staff Directory from the Brandon Teachers Association (BTA). He thanked the BTA for the annual directory, noting it was appreciated. Mr. Sefton also confirmed that Dr. Ross sent her regrets as she was unable to attend the meeting today.

## **AGENDA**

### **1.00 AGENDA/MINUTES:**

#### **1.01 Reference to Statement of Board Operations**

#### **1.02 Approval of Agenda**

The Secretary-Treasurer and the Superintendent confirmed they had one operational item for discussion In-Camera.

Trustee Bowslaugh noted she had an item to bring forth under reports.

The Chairperson confirmed he had the following additions to the agenda:

- One item under "Other" for reports; and
- Two items for In-Camera discussions.

The Chairperson also requested that the presentation by the Auditor be moved up in the agenda to take place under Section 2.01 – "Presentations for Information".

Mr. Kruck – Mrs. Bowslaugh

That the agenda be approved as amended.

Carried.

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

- a) The Minutes of the Regular Board Meeting held October 28, 2013 were circulated.

Mr. Bartlette – Mr. Snelling

That the Minutes be approved as circulated.

Carried.

### **2.00 GOVERNANCE MATTERS:**

#### **2.01 Presentations For Information**

- a) Auditor's Report

Mr. Todd Birkhan, Auditor and Representative of BDO Canada LLP, Chartered Accountants, joined the Board at the table and spoke to the 2012-2013 audited financial statements from Communications for Action 2.04d). He commended the Division's Secretary-Treasurer's Department for their work and commitment to completing the audit in as timely a manner as possible given the understaffed challenges currently facing the department. Mr. Birkhan noted a student enrollment report was also audited together with the financial statement and he was pleased to be able to provide his report to the Board of Trustees.

Mr. Birkhan spoke in detail about the accumulated surplus noting it was at 0.84% of the Division's operating budget, or approximately 3 days' worth of expenses. He spoke about why the Division needed to have a larger surplus noting there is always the fear of making a short term financial decision that is not in the best interest of the school division in the long term.

Mr. Birkhan confirmed that the audit process had gone well and assured the Board of Trustees that their finances are in good hands. He stated the Secretary-Treasurer's Department was to be congratulated on their professional work for the Division. He thanked the Board of Trustees for appointing BDO Dunwoody as their auditors.

The Chairperson thanked Mr. Birkhan for his presentation and echoed his sentiments regarding the hard work of the Secretary-Treasurer's Department, while short staffed. Trustees asked questions for clarification regarding the audit process and whether or not the use and cost of an actuarial audit would benefit the Division with respect to sick benefit and long service payouts. The cost of an actuarial audit would not be of benefit to the Division at this time. Mr. Birkhan clarified the purpose of the audit and noted it is not the responsibility of the auditors to find areas of efficiencies for the Trustees.

Superintendent Dr. Michaels noted that Senior Administration conducts an internal audit around where money is spent. She stated that the costs involved with respect to the workplace policy regarding bad behavior was a concern. She confirmed further education of staff was required in this area. Dr. Michaels also noted the costs associated with the Collective Agreements which had not been budgeted for when the agreements were negotiated.

Trustee Sumner, as Chairperson of the Finance Committee, noted that over \$600,000 had been used outside of the regular budget process, by the Board of Trustees, through various motions. He cautioned Trustees about continuing in this matter noting the Board must respect the budget process. Spending from the contingency fund impacts the Division's ability to meet emergency expenditures.

The Board Chairperson again thanked Mr. Todd Birkhan for his presentation. Mr. Birkhan then exited the Board Meeting.

NOTE: The Vice-Chairperson of the Board of Trustees briefly assumed the Board Chair position when the Chairperson vacated the Chair from 7:15 p.m. to 7:18 p.m.

## **2.02 Reports of Committees**

### **a) Education Committee Meeting**

The written report of the Education Committee meeting held on November 4, 2013 was circulated.

Clarification was requested as to whether or not any discussions were held regarding the possibility of offering new electives for Grade 7 and 8 students. Trustee Kruck noted that Senior Administration would be providing a report to the Committee regarding how best to proceed with the use of Assiniboine Community College facilities as well as without the use of the facilities.

Mr. Bartlette – Mr. Kruck

That the Minutes be received and filed.

Carried.

### **b) Other**

- Trustee Bowslaugh reported on the Milestones Wellness Fair held in April. She confirmed she had a written report on the fair should any Trustee wish to review same. She also noted that the next fair would take place on April 23, 2014.
- Chairperson, Mr. Sefton, noted the new Minister of Education and Advanced Learning had visited Brandon on November 8, 2013. He attended a Remembrance Day Ceremony at Waverly Park School. As well, the Board of Trustees held an informal lunch with the newly appointed Minister. The meal had been prepared by the Life Skills students at École Secondaire Neelin High School. Mr. Sefton noted the Minister Allum is welcome to visit the Brandon School Division at any time and looked forward to working with him.

## **2.03 Delegations and Petitions**

## **2.04 Communications for Action**

- a) Carolyn Duhamel, Executive Director, Manitoba School Boards Association, October 16, 2013, noting the Resolutions and Policy Committee is now seeking proposed 2014 convention resolutions. Resolutions, along with supporting rationale, should be submitted to the Manitoba School Boards office no later than Friday, December 6, 2013.

Referred Business Arising.

- b) Carolyn Duhamel, Executive Director, Manitoba School Boards Association, October 28, 2013, noting the MSBA will be sponsoring six student citizenship awards for public school students in Manitoba. School Boards are invited to nominate an outstanding student for these awards. The judging panel will select the winners, who will be invited to receive their awards on Thursday, March 13, 2014 in conjunction with the MSBA annual convention. The George Harbottle Memorial Award, sponsored by the Association of Manitoba Municipality will also be selected from among the regional award winners. This award recognizes contributions made by the student beyond his or her school, in the broader community. The deadline for submission is January 24, 2014.

Referred Business Arising.

- c) Carolyn Duhamel, Executive Director, Manitoba School Boards Association, October 28, 2013, inviting School Boards to nominate an outstanding school-based program for the 2014 Premier Award for School Board Innovation. Each participating School Board will be given an opportunity to showcase its program on the evening of Thursday, March 13, as part of the MSBA annual convention. Judging will take place in advance of the Showcase itself, but participation in the Showcase is a prerequisite for receiving the award. The deadline for submission is Friday, January 31, 2014.

Referred Business Arising.

- d) BDO Canada LLP, Chartered Accountants, undated, advising that they have audited the accompanying financial statements of the Brandon School Division, which comprise the consolidated statement of financial position as at June 30, 2013 and the consolidated statements of revenue, expenditures and accumulated surplus, change in net debt and cash flow for the year then ended, and a summary of significant accounting policies and other explanatory information. They believe the audit evidence they obtained is sufficient and appropriate to provide a basis for their qualified audit opinion. In their opinion these consolidated financial statements present fairly, in all material respects, the financial position of the Brandon School Division as at June 30, 2013 and the results of its operations and its cash flows for the year then ended in accordance with Canadian public sector accounting standards. The financial information presented in the schedules to the consolidated financial statements was derived from the accounting records tested by them as part of the auditing procedures followed in their examination of the financial statements and, in their opinion, they are fairly presented in all material respects in relation to the financial statements taken as a whole.

Referred Motions.

## **2.05 Business Arising**

### **- From Previous Delegation**

- a) The presentation by Ms. Barb Gribben, Chair, CUPE Manitoba School Division Sector, regarding School Support Staff Recognition Week, November 18-23, 2013, was discussed. It was noted that the plaque presented to the Board of Trustees had been placed in the Administration Office foyer as requested.

**- From Board Agenda**

- a) The correspondence from Carolyn Duhamel, Executive Director, Manitoba School Boards Association, from Communications for Action 2.04a), noting the Resolutions and Policy Committee is now seeking proposed 2014 convention resolutions was discussed. Resolutions, along with supporting rationale, should be submitted to the Manitoba School Boards office no later than Friday, December 6, 2013. The matter was referred to the Resolutions Committee for further discussion. Trustee Snelling asked the Committee to consider a resolution on early years education. By formalizing learning through child care, the resolution would address early years learning and the low EDI scores noted by Divisions when students enter Kindergarten. He confirmed he would be speaking to this same matter at a Conference next week and would bring back wording for the Committee's review.
- b) The correspondence from Carolyn Duhamel, Executive Director, Manitoba School Boards Association, from Communications for Action 2.04b), noting the MSBA will be sponsoring six student citizenship awards for public school students in Manitoba was discussed. The deadline for submission is January 24, 2014. The Board directed the correspondence be forwarded to the Superintendent's Office for distribution and discussion with School Administrators.
- c) The correspondence from Carolyn Duhamel, Executive Director, Manitoba School Boards Association, from Communications for Action 2.04c), inviting School Boards to nominate an outstanding school-based program for the 2014 Premier Award for School Board Innovation was discussed. The deadline for submission is Friday, January 31, 2014. The Board directed the correspondence be forwarded to the Education Committee for discussion and recommendation.

**- MSBA issues (last meeting of the month)****- From Report of Senior Administration**

The Secretary-Treasurer spoke to the memo included in the Report of Senior Administration. He noted that the operations of the Brandon School Division for the year ended June 30, 2013, resulted in a net operating deficit of \$1,463,933 as reflected on the Operating Fund – Schedule of Revenue, Expenses and Accumulated Surplus. He confirmed this is a variance of approximately 1.86% from the total budget. Mr. Labossiere also spoke to the Accumulated Surplus Analysis which shows an undesignated surplus of \$661,327 or 0.84% of the 2012/13 Operating Budget. He stated this is a low operating contingency in relation to the Division's total budget and the uncertainties of the current budgeting process.

- a) School Reports – NIL
- b) Learning Support Services Presentation – Categorical Grants – G. Malazdrewicz, Associate Superintendent.

Mr. Malazdrewicz, Associate Superintendent, provided information to the Board of Trustees regarding the categorical grants received by the Division. He noted there is a review cycle with the Department of Education which takes place every three years. Following that review the Division holds a "face to face" meeting with representatives from the Department. Mr. Malazdrewicz noted

the various grants received by the Division and the Brandon School Division programs and initiatives which are supported through these grants. He confirmed that the Division receives \$2 million in categorical grants; however it costs the Division approximately \$3.7 million to run the programs and initiatives supported by the grants. Trustees asked questions for clarification regarding who applies for the grants; what other grants are applied for internally by Senior Administration or School Administrators; how Level 1, 2 and 3 grants are distributed; and Reading Recovery as a possible credit at Brandon University.

Trustee Murray also noted historically the Board of Trustees has opposed categorical grants requesting an increase in the base grant instead. He asked if a report could be provided to Trustees which would include the following:

- How much is underspent in categorical grants?
- How much is overspent in categorical grants?
- What impact does this have on the Board's budget?
- What impact would it have on programs/services if the Board was to only spend the grant money received in these areas?

Mr. Murray noted that this request be included has a "Trustee Inquiry".

c) Items from Senior Administration Report

- Giving of Notice – Policy 1001 – "Foundations and Commitments" – Referred Motions.
- Auditor's Report and Financial Statements – Referred Motions.

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

Mr. Jamie Rose, President, CUPE Local 737, asked if the Board of Trustees will be promoting Support Staff Recognition Week. The Chairperson noted that the Board will support CUPE with respect to Support Staff Recognition Week and confirmed that a copy of the Proclamation was displayed in the front foyer of the Administration Office. Superintendent, Dr. Michaels, also confirmed that a copy of the Proclamation was on the Division's webpage.

**2.07 Motions**

130/2013 Mr. Snelling – Mr. Karnes

That Policy 1001 – "Foundations and Commitments" be rescinded and replaced with revised Policy 1001 – "Foundations and Commitments".

Trustee Bartlette outlined the process of consultation with students which had taken place regarding Human Rights and led to the amendment of this policy.

Carried.

131/2013 Mr. Karnes – Mr. Snelling

That the Auditor's Report and Financial Statements for the twelve month fiscal period ended June 30, 2013 be and are hereby accepted, and that the Chairperson be authorized to affix his signature and seal of the Division thereto.

Trustee Kruck, noting the information provided through the audited Financial Statement regarding the accumulated surplus and asked that in the future the Board be provided with this information sooner rather than later. The Chairperson confirmed that the Finance Committee minutes and discussions regarding the accumulated surplus are available to Mr. Kruck at any time and that he does have access to the information he is requesting.

Carried.

**2.08 Bylaws**1<sup>st</sup> Reading

Mr. Kruck – Mrs. Bowslaugh

That By-law 7/2013 being a By-Law for the purpose of providing for the appointment of a Senior Election Official and repealing By-Law 3/2009, be now read for the first time.

Carried.

## THE BRANDON SCHOOL DIVISION

BYLAW NO. 7/2013

BEING A BYLAW of The Brandon School Division to provide for the appointment of a Senior Election Official.

WHEREAS Section 10 (2) of The Municipal Councils and School Boards Election Act, , provides authority for the Board of Trustees to pass a Bylaw for the appointment of a Senior Election Official;

NOW THEREFORE the Board of Trustees of The Brandon School Division, duly assembled, enacts as follows:

1. That as per a Joint Agreement between the City of Brandon and the Brandon School Division, dated September 12, 2006, the Senior Election Official for The Brandon School Division, with duties as set forth in The Municipal Councils and School Boards Election Act, be the individual appointed by the City of Brandon for the 2014 election year.
2. That Bylaw No. 3/2009 passed by the Board of Trustees of The Brandon School Division on April 27, 2009 be and the same is hereby repealed.

DONE AND PASSED by the Board of Trustees of The Brandon School Division assembled at Brandon, in the Province of Manitoba, this \_\_\_\_\_ day of \_\_\_\_\_ A.D., 2013.

\_\_\_\_\_  
Chairperson

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

Read a first time \_\_\_\_\_ A.D. 2013

Read a second time \_\_\_\_\_ A.D. 2013

Read a third time \_\_\_\_\_ A.D. 2013

I, Denis Labossiere, Secretary-Treasurer of The Brandon School Division, DO HEREBY CERTIFY THE ABOVE to be a true and correct copy of Bylaw No. 7/2013.

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Secretary-Treasurer

1<sup>st</sup> Reading

Mrs. Bowslaugh – Mr. Kruck

That By-law 8/2013 being a borrowing by-law in the amount of \$359,400.00 upon the credit of the Division by the issue and sale of a debenture to meet partial costs for construction of the New Gym and Daycare Addition at George Fitton School, be now read for the first time.

Carried.

THE BRANDON SCHOOL DIVISION

BYLAW NO. 8/2013

Bylaw of the Board of Trustees of The Brandon School Division for the purpose of borrowing the sum of \$359,400.00 and issuing debentures therefor.

WHEREAS it is deemed necessary and expedient to raise by loan the sum of \$359,400.00 upon the credit of the Division by the issue and sale of debentures to meet partial costs for construction of the New Gym and Daycare Addition at George Fitton School.

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 \$359,400.00 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 15<sup>th</sup> day of December, 2013 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 \$26,738.82 each, including principal and interest at the rate of 4.1250 per cent per annum, payable annually on the 15<sup>th</sup> day of December as per Schedule "A" attached.
- 3) That the first installment shall be payable on the 15<sup>th</sup> day of December, 2014.
- 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 \_\_\_\_\_ A.D., 2013.

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

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

\_\_\_\_\_  
Chairperson

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

CERTIFIED a true copy of Bylaw  
No. 8/2013 of The Brandon School Division given first  
reading on the \_\_\_\_\_ day of \_\_\_\_\_ A.D. 2013.

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

## **2.09 Giving of Notice**

Mr. Bartlette

I hereby give notice at the next Regular Meeting of the Board of Trustees, I or someone in my stead, will introduce a motion to rescind Policy 5012 - "Professional Staff Leaves and Absences" and replace same with revised Policy 5012 – "Professional Staff Leaves and Absences".

## **2.10 Trustee Inquiries**

- a) Trustee Murray confirmed he had provided his "Trustee Inquiry" earlier following the presentation on Categorical Grants.

- b) Trustee Kruck requested the following:

"I would like to know how many other School Divisions in the province have their students pay for their coaches costs for their transportation, accommodation, and meals during off-site activities".

- c) Trustee Bowslaugh requested the following:

"What is the possibility of us considering an 'additional' coverage package for public school use by outside groups?"

Discussions were held as to where this information should be directed once collected. It was agreed the information should be discussed by the Board of Trustees and then taken to the Joint Meeting with City Council to be held in March. Trustee Kruck confirmed that the matter had been discussed at the last joint meeting and he had raised the exact same question. He noted the Secretary-Treasurer was to look into the matter and bring back information for the next joint meeting. Superintendent, Dr. Michaels, confirmed that a legal opinion would also be required when completing this trustee inquiry.

- d) Trustee Kruck, noting the Board had received a list of anti-bullying initiatives throughout the Division, asked if an update on the programs could be provided by Senior Administration.

### **3.00 ADMINISTRATIVE INFORMATION:**

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

The Secretary-Treasurer spoke to the Insurance Rebate noted in the Report of Senior Administration.

The Superintendent highlighted the following items in the Report of Senior Administration:

- Quality Teaching at Waverly Park School;
- Quality Learning at École New Era School;
- Quality Support Services at Earl Oxford School;
- The Suspension Report;
- The Healthy Schools Meeting held October 2, 2013; and
- Various correspondence received.

Trustees requested clarification regarding an item noted in the Suspension Report.

Mr. Murray – Mr. Kruck

That the November 12, 2013 Report of Senior Administration be received and filed.

Carried.

#### **3.02 Communications for Information**

- a) Janis Arnold, Board Development Consultant, Manitoba School Boards Association, October 23, 2013, providing information and a registration form for “The Art & Science of Chairing Workshop” to be held in Brandon on Tuesday, November 19, 2013 at 6:00 p.m. at the Brandon School Division Administration Office. This is an ad hoc workshop, very narrow in focus and responding to an immediate need. They have limited registration to chairs and vice-chairs.

Ordered Filed.

- b) Danielle Parent, Education Officer, Bureau de l'éducation française Division, Manitoba Education and Advanced Learning, October, 2013, noting under the *Canada-Manitoba Agreement for Minority Language Education and Second Official Language Instruction*, school divisions, independent schools and non-profit organizations whose primary goals is to promote French as a Second Language have the opportunity again this year to submit requests for financial assistance for projects meeting the criteria of the *French Second Language Revitalization Program*. Project proposals will be accepted until January 31, 2014. Projects will then be evaluated by the Bureau de l'éducation française Division's selection committee. The 2014-2015 application forms are available on line at [www.edu.gov.mb.ca/languages/index.html](http://www.edu.gov.mb.ca/languages/index.html)

Referred Superintendent's Office.

- c) James Allum, Minister of Education and Advanced Learning, October 29, 2013, addressed to Mr. Denis Labossiere, Secretary-Treasurer, advising that the Division has received funding for the Smaller Classes Initiative for the 2012-13 school year. He looks forward to providing the Division with the 2013-14 funding increase once it has been submitted and approved. This year the government is investing an additional \$4 million to hire new teachers across the province, bringing their total investment in operating support for smaller classes to \$7 million in 2013-14. So far this year, school

divisions have hired an additional 86 teachers bringing the total number of teachers hired through the initiative to 169. Last year's \$3 million investment resulted in a 21 per cent reduction in Kindergarten to Grade 3 classes with 24 or more students. He commends the Division for the efforts made in implementing this Initiative.

Referred Secretary-Treasurer Department.

- d) James Allum, Minister of Education and Advanced Learning, November 1, 2013, addressed to Superintendents of School Divisions and noting that the Government of Manitoba will once again recognize the commitment and excellent work of many in the community who work hard to reduce bullying in Manitoba. November 17-23, 2013, has been declared "Bullying Awareness Week". They thank divisions for their ongoing efforts to make schools safe and caring places of learning for all children and youth.

Ordered Filed.

### **3.03 Announcements**

- a) Personnel Committee Meeting – 9:00 a.m., Monday, November 18, 2013, Board Room.
- b) Policy Review Committee Meeting – 11:00 a.m., Monday, November 18, 2013, Board Room.
- c) Special Board Meeting – Personnel Matter – 11:45 a.m., Monday, November 18, 2013, Board Room.
- d) Finance Committee Stakeholder Meeting – Parent Councils (School Division/Parent/Guardian Advisory Committee) – 7:00 p.m., Wednesday, November 20, 2013, McLaren Room.
- e) Joint City Council/Brandon School Division Task Force Committee – 4:30 p.m., Thursday, November 21, 2013, Brandon Neighbourhood Renewal Corp.
- f) Divisional Futures and Community Relations Committee Meeting – with Brandon University Representatives – 11:30 a.m., Friday, November 22, 2013, Board Room.
- g) Finance Committee Meeting – 2:00 p.m., Monday, November 25, 2013, Board Room
- h) NEXT REGULAR BOARD MEETING – 7:00 p.m., Monday, November 25, 2013, Board Room.
- i) Upcoming Budget Dates:
  - Special Board Meeting – Presentation of Preliminary Budget – 7:00 p.m., Monday, January 20, 2014, Board Room.
  - Public Budget Consultation Forum – 7:00 p.m., Wednesday, February 5, 2014 – École Harrison.
  - All Day Budget Meeting – 9:00 a.m., Tuesday, February 18, 2014, Board Room.
  - Special Board Meeting – Public Presentations re: Proposed 2014-2015 Budget – 7:00 p.m., Monday, March 3, 2014.

Mr. Murray – Mr. Kruck

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

Carried.

IN COMMITTEE OF THE WHOLE IN CAMERA**4.00 IN CAMERA DISCUSSION:****4.01 Student Issues****- Reports****- Trustee Inquiries****4.02 Personnel Matters****- Reports**

- a) Confidential #1 – Personnel Report was noted.
- b) The Board of Trustees was updated on the process of a personnel matter. The Board provided direction to Senior Administration, if required.

**- Trustee Inquiries****4.03 Property Matters/Tenders****- Reports****- Trustee Inquiries****4.04 Board Operations****- Reports**

- a) The Secretary-Treasurer presented and discussed Confidential #2. This item was referred to Open Board for a motion.
- b) The Board of Trustees discussed a Board Operations matter for December.
- c) The Chairperson reported on discussions held with the Minister of Education.
- d) Discussions were held regarding a Board Operations matter and it was agreed an In-Camera Board meeting would be set for December 2, 2013 to discuss the matter further.

**- Trustee Inquiries**

Mr. Murray – Mrs. Bowslaugh

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

Carried.

132/2013      Mr. Bartlette – Mr. Snelling  
That Confidential #2 and the recommendations therein be approved.  
Carried.

**5.00      ADJOURNMENT**

Mr. Sumner – Mr. Kruck  
That the meeting does now adjourn (10:02p.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 11:45 a.m. MONDAY, NOVEMBER 18, 2013.

**PRESENT:**

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

Recording Secretary: Mr. D. Labossiere, Secretary-Treasurer.

Senior Administration: Dr. D. M. Michaels, Superintendent, Mr. G. Malazdrewicz, Associate Superintendent, Director of Human Resources, Ms. B. Switzer.

**REGRETS:**

Dr. L. Ross

**CALL:**

The Chairperson called the meeting to order at 11:54 a.m.

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

a) Personnel Matter

Mr. Karnes – Mrs. Bowslaugh

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

Carried.

**IN COMMITTEE OF THE WHOLE IN CAMERA**

- a) Confidential #1, a report from the Assistant Secretary-Treasurer Selection Committee was circulated and reviewed. The Committee Chairperson spoke to the report. Discussions were held and Trustees asked questions for clarification.

Mr. Snelling – Mrs. Bowslaugh

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

Carried.

IN BOARD

133/2013 Mr. Bartlette – Mr. Snelling

That Confidential #1 and the recommendations therein be approved.

Carried.

Due to a possible conflict of interest, Trustee Ross stepped down from the Assistant Secretary-Treasurer Selection Committee. Trustee Murray agreed to replace Trustee Ross on the Committee.

Mr. Kruck - Mr. Karnes

That the meeting do now adjourn (12:15 p.m.).

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Chairperson

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Secretary-Treasurer.



# BRANDON SCHOOL DIVISION

## Aboriginal Education Advisory Committee

Monday, November 4, 2013  
1:30 – 3:00 pm  
McLaren Room / Administration Office

### Present:

Trustee Pat Bowslaugh; Greg Malazdrewicz, Associate Superintendent; Amie Martin, Aboriginal Education Consultant, Brandon School Division; Kevin Tacan, Aboriginal Elder, Brandon School Division; Erla Cyr, Social Worker, Brandon School Division; Constable Aldyne Stevenson, Dakota Ojibway Police Service; David Ironstand, City of Brandon; Teresa Schweighardt, Manitoba Metis Federation; Suzie McPherson, Adult Education Tutor Instruction, Brandon Friendship Centre; Eileen Trott, Regional Manager, Prairie Mountain Health; Constable Dave Scott, Brandon Police Service; Constable Dana McCallum, Brandon Police Service; Janet Mousseau, Team Leader, Dakota Ojibway Child and Family Services; Chantelli Bradford, Valleyview Centennial School Parent Representative; Tracy Dumas, Betty Gibson School Parent Representative

### Regrets:

Tammy Hossack, Little Teaching Lodge; Leah LaPlante, Manitoba Metis Federation

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### 1. WELCOME AND INTRODUCTIONS

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

### 2. HIGHLIGHTS OF PROPOSED ABORIGINAL EDUCATION SPECIALIST 2013/2014 WORK PLAN

Amie spoke to her position with the Division. Her position description can be found on the Brandon School Division website: [http://docushare.brandonsd.mb.ca/dsweb/Get/Document-6303/6039%20\(P\)%20Aboriginal%20Education%20Learning%20Specialist.pdf](http://docushare.brandonsd.mb.ca/dsweb/Get/Document-6303/6039%20(P)%20Aboriginal%20Education%20Learning%20Specialist.pdf). Amie shared the Aboriginal Student Achievement results with the Committee. The Student Achievement results can be found on the Brandon School Division website: <https://www.bsd.ca/Division/AboutUs/studentachievement/Pages/default.aspx>.

Amie reviewed her summary report to date (attached Appendix A).

Amie shared the Integrating Aboriginal Perspectives handout with the Committee (attached Appendix B). The full document can be found at: <http://www.edu.gov.mb.ca/k12/docs/policy/abpersp/>.



The Brandon School Division Aboriginal Education Strategic Planning Process is attached as Appendix C.

Mr. Malazdrewicz spoke to Kevin and Erla's roles with the Division and how they work together. The inaugural Aboriginal Education Steering Committee Meeting was held last week. This Committee consists of Amie, Erla, Kevin as well as several Brandon School Division principals. It was agreed at this meeting that all teachers and students need to be able to understand the Aboriginal culture, not just Aboriginal students.

Mr. Malazdrewicz explained the Student Achievement Summary Results presented by Amie. Kindergarten, grade 3, grade 5, grade 7, grade 9 and grade 12 students are tracked on different indicators; culture, boys vs. girls, learning difficulties, etc. The data collection has now been standardized so long term analysis can be done.

Amie has seen more staff attending professional development and more ideas are being implemented into the curriculum. How do we get the information to principals/schools? What are the expectations of the Division?

Amie described the work of MAPS and PATH done last week with BSSAP (Building Student Success with Aboriginal Parents) workers from École New Era School, Betty Gibson School, Valleyview Centennial School, George Fitton School and King George School, as well as the AAA (Aboriginal Academic Achievement) staff and principals.

Amie spoke to the CSPI (Community Schools Partnership Initiative) at New Era.

Amie also noted that Dr. Martin Brokenleg will be presenting to Brandon School Division staff in January. His work integrates well with Brandon School Division's work with Response to Intervention (RTI).

It would be beneficial for Brandon School Division to look at how to provide supports to parents who want to volunteer in schools but are unable to because they don't have the required documentation to get their Criminal Record Checks or Child Abuse Registry Checks. (Photo identification is usually required, which some parents may have difficulty obtaining.)

It was noted that Brandon University has an Aboriginal library where people can go to borrow resources. More information can be found at: [www.aboriginalcurriculum.ca](http://www.aboriginalcurriculum.ca). You can email Donna Forsyth at [forsythd@brandonu.ca](mailto:forsythd@brandonu.ca) for information.

The Bays Committee, which works with families on Westaway and Cornell Bay, was discussed. Manitoba Housing has given a unit on Westaway Bay to be used as a drop in centre. Brandon School Division may be able to provide preschool services through this centre.

The Preschool Wellness Fair will be held April 13, 2014. The Little Teaching Lodge is still very active with this event.

### **3. EXPLORING POSSIBLE COMMUNITY CONTRIBUTIONS TO PROGRAMMING**

Conversation was held with all members to discuss what contributions they can make to the program or what information they would like to see. Highlights of this discussion included:

- Would like to hear an overview of how all program people in Brandon School Division work together – AAA workers, BSSAP workers, etc.
- How does the Specialist work with other programs – effectiveness?
- The BSSAP Program at New Era School is the only BSSAP Program supported at the Provincial. The Trustees have supported the program at other schools.
- Really pleased to hear that the Brandon School Division is taking such initiative in Aboriginal education.
- There are a lot of great things that Brandon School Division students and staff are doing that aren't being shared with the Community. People need to know of the good work that is being done in schools.
- Students of all cultures are struggling with loss of identity. Students need to be shown their career possibilities.
- Could use more counselling services for Aboriginal students. Erla is unable to provide all the support that is requested of her by the schools.
- Brandon Police Service will do anything they can to support the work of the Committee.
- The work that Kevin and Erla provide to the Division is appreciated.

### **ADJOURNMENT**

Trustee Bowslaugh thanked everyone for their active participation and input.  
The meeting adjourned at 3:20 pm.

### **NEXT REGULAR COMMITTEE MEETING**

Monday, January 13, 2014

1:30 – 3:00 pm

Board Room, Brandon School Division Administration Office

Respectfully submitted,

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P. Bowslaugh

Brandon School Division – Aboriginal Education  
Amie Martin – Aboriginal Education Learning Specialist  
Summary Activity Report to Date - October 2013

### Curriculum Development

- Assistance and information is available for the divisional administration, teachers and support staff in the development and implementation of Aboriginal initiatives including the learning outcomes from the document “Integrating Aboriginal Perspective into Curricula”. The purpose of the initiatives is to strengthen and enhance Aboriginal education throughout curriculum Implementation, program development and staff learning opportunities. It is also for all students to acquire, understand and appreciate aboriginal histories, culture, language and contemporary lifestyles.
- Work in collaboration with other specialists in the integration of Aboriginal content into all subject areas and grade levels of the K-12 curriculums
- Distribute new information as becomes available

### Program Planning (Indigenizing Education)

- Efforts are being made to incorporate indigenous histories, knowledge and culture into educational settings within all the schools so that Aboriginal students see themselves reflected in educational resources and in the system and that all students are educated about indigenous histories and contemporary realities.
- Provincial /National/Brandon School Division and School Based Aboriginal Education Initiatives in “How do we align our division initiatives with provincial priorities and other educational trends” chart has been drafted for conversation.

### Professional development

- Maps and Path, the mapping tool used in this workshop was to assist the participants on the process of identifying concerns and solutions and planning for the future. The outcomes and goals planned for action will be directed through the PATH process for another time (The facilitators were Rana Reid/Melissa Hart).
- The data and information gathered through the Mapping process will be referred to the Aboriginal Education Steering Committee and the Aboriginal Education Advisory Committee for further direction.
- Dr. Martin Brokenleg’s Circle of Courage workshop is scheduled for January 28, 2014. The Book: Reclaiming Youth AT Risk has been purchased for registered participants to pre read before the presentation. We will explore how the Circle of Courage model could be incorporated into the RTI model.
- One High school and one K-8 are participating on the Grade 7 – 12 Treaties pilot project. K -2 treaties training still need to happen. The Grade 5& 6 Treaties trained last year.
- The BSSAP and Triple AAA support staff attend training (Meaningful Relationships: The Foundation for Students Success) in Winnipeg for October 28, 2013.
- Aboriginal Literacy Symposium to be held in Winnipeg for November 6 & 7, 2014. Information provided to principals.
- Cultural Proficiency Workshop in Winnipeg for November 13 -15, 2013. I will be attending this workshop.
- From Apology to Reconciliation ... Training scheduled in Brandon for January 23 & 24, 2014 (Manitoba Education) Information provided to principals.
- Efficacy and Leadership in Education (Professional Learning and Effective Planning Practices) scheduled for Friday, November 8, 2013 at the Faculty of Education. Information provided to principals

### Support Services

- Assisting in the Cultural Diversity training for Early Years and Middle Years Educational Assistants
- Assist in the planning and delivering of training on “Building Relationships with Students” to teaching staff.
- Meetings are scheduled for parent meetings involved with BSSAP& FAST programs. The purpose of the meetings is to discuss on how the parents can be involved and engaged in their child (ren) schools also their schooling.
- To explore in assisting counselors in the area of career counselling, training and informational sessions, mentorship and student transitions.
- To continue to give support to schools regarding implementing Aboriginal perspectives into daily teaching and learning.
- Conduct special language exams in one of the high schools.

### Community Partnerships

- IANE (Interprovincial Association on Native Employment) providing career information and career job fairs.
- Brandon Healthy Families – different organizations providing support and services to Aboriginal families. They are available if needed as resources to classrooms
- BUAPC (Brandon Urban Aboriginal Peoples Council) strategic priorities are on Education, Healthy Child development and in other areas.
- Voice Project – a partnership between Brandon University and Brandon School Division aimed at helping Aboriginal student transients’ success in school. A summit is planned for the end of the year.
- The Bays Committee- a partnership of various agencies that has been initiated since April 2013. (October 2 Minutes attached)
- Partner with the Aboriginal Liaison Officer on developing Aboriginal Role Model profiles and with Westman TV also cost sharing on Dr. Martin Brokenleg travel to Brandon.

In collaboration with individuals, organizations and community agencies involved time and commitment.

As for office administration and research sometimes it can be time consuming but necessary. And being on various committees requires me to attend evening meetings.

## Integrating Aboriginal Perspectives into Existing Curricula

### Learning Outcomes Early Years (K to 4)

<b>English Language Arts</b> <ul style="list-style-type: none"> <li>• Demonstrate awareness of their listening behaviours</li> <li>• Demonstrate awareness of the importance of the listeners' role in oral traditions</li> <li>• Demonstrate awareness of the use of the talking stick and protocol for speaking and listening that is associated with it</li> <li>• Describe the ways in which respect is shown in Aboriginal cultures</li> <li>• Demonstrate awareness of traditional and contemporary Aboriginal stories</li> <li>• Demonstrate awareness of common themes in traditional and contemporary Aboriginal stories</li> <li>• Demonstrate awareness that Aboriginal stories often have specific teachings</li> <li>• Demonstrate awareness of the work of Aboriginal authors, musicians, and playwrights</li> <li>• Identify at least four Aboriginal role models</li> </ul>	<b>Mathematics</b> <ul style="list-style-type: none"> <li>• Identify patterns in Aboriginal artwork</li> <li>• Create geometric designs and containers without any tools using natural materials</li> <li>• Demonstrate awareness of Aboriginal peoples' traditional techniques for measurement and estimation</li> <li>• Appreciate that the concept of "0" was independently discovered by the Indigenous people of Central America</li> <li>• Explain how Aboriginal people used trade and barter</li> <li>• Describe how Aboriginal people were traditionally able to measure time using a variety of means</li> <li>• Demonstrate awareness that Aboriginal people traditionally marked time by events, rather than sequential numbers</li> <li>• Recognize the pattern in the syllabic system of a local Aboriginal language</li> <li>• Recite the numbers 1 to 5 in a local Aboriginal language</li> </ul>	<b>Social Studies</b> <ul style="list-style-type: none"> <li>• Describe ways in which respect is shown in Aboriginal cultures</li> <li>• Explain the meaning of the term elder</li> <li>• Describe the role of Elders in traditional Aboriginal society</li> <li>• Describe three purposes of Aboriginal stories</li> <li>• Describe the role of sharing and generosity within and between Aboriginal societies</li> <li>• Explain the concepts of the seven teachings, reflected in some Aboriginal cultures: wisdom, love, respect, bravery, honesty, humility, and truth</li> <li>• Demonstrate awareness of causes and effects of the erosion of Aboriginal languages</li> <li>• Describe the traditional and contemporary seasonal activities of Aboriginal people in Manitoba</li> <li>• Describe the family relationships in a traditional Aboriginal community</li> <li>• Describe traditional tools and their uses</li> <li>• Describe how some of the Aboriginal technologies are made and used, and whether they are still used now</li> <li>• Demonstrate awareness of the term nation</li> <li>• Identify the locations of the traditional territories of Aboriginal Nations found in Manitoba</li> <li>• Demonstrate awareness of the structure of local Aboriginal government</li> <li>• Recognize that Aboriginal people live with contemporary and traditional lifestyles melded</li> </ul>	<b>Science</b> <ul style="list-style-type: none"> <li>• Demonstrate awareness that Aboriginal language identify things as animate or inanimate</li> <li>• Demonstrate understanding of Aboriginal peoples' connection to the Land as giver of life</li> <li>• Describe the Aboriginal perspective of natural resources</li> <li>• Explain Aboriginal peoples' view of the seasons</li> <li>• Describe what seasonal activities Aboriginal people participated in during each season of the year</li> <li>• Describe the structures traditionally used as homes by the Aboriginal people of Manitoba</li> <li>• Describe the technological inventions or innovations created by Aboriginal people</li> <li>• Describe different ways in which the Aboriginal people of Manitoba have used their knowledge of living things to meet their own needs and the needs of plants and animals</li> <li>• Demonstrate awareness of traditional uses of animals in Aboriginal cultures in Manitoba</li> <li>• Identify plants harvested and used by Aboriginal people in Manitoba, taking both traditional and contemporary practice into account</li> <li>• Identify the seasonal influences of the traditional hunting and fishing practices of Aboriginal people</li> <li>• Demonstrate awareness of the seasonal influences on the traditional pecking of certain plants and the way in which those plants are picked and used</li> <li>• Demonstrate awareness of the special significance of celestial objects for the Aboriginal people of North America</li> <li>• Describe traditional uses of rocks and minerals among Manitoba's Aboriginal people</li> <li>• Identify traditional and contemporary teaching of Manitoba Aboriginal people that illustrate their respect for the land</li> <li>• Identify four plants using a local Aboriginal language</li> </ul>
<b>Art</b> <ul style="list-style-type: none"> <li>• Identify examples of types of Aboriginal art and crafts</li> <li>• Describe the purposes of Aboriginal art and crafts</li> <li>• Demonstrate awareness of local Aboriginal art</li> <li>• Demonstrate and understanding of various Aboriginal art forms</li> <li>• Identify the specific themes represented in examples of Aboriginal art, or portions of it</li> <li>• Demonstrate awareness of the history of Aboriginal art</li> <li>• Demonstrate willingness to create a representation of an Aboriginal story they have heard</li> </ul>	<b>Music</b> <ul style="list-style-type: none"> <li>• Describe the reasons for the Aboriginal music or songs they have heard</li> <li>• Demonstrate understanding of how traditional Aboriginal musical instruments are made from natural materials at particular times of the year</li> <li>• Appreciate the significance of the drum in Aboriginal cultures</li> </ul>	<b>Physical Education/Health Education</b> <ul style="list-style-type: none"> <li>• Demonstrate understanding of the value of traditional Aboriginal games and sports they have played</li> <li>• Describe a traditional Aboriginal diet</li> <li>• Demonstrate willingness to participate in traditional dance(s)</li> </ul>	

## Integrating Aboriginal Perspectives into Existing Curricula Learning Outcomes Middle Years (5 to 8)

<b>English Language Arts</b> <ul style="list-style-type: none"> <li>Describe the ways respect is shown in Aboriginal cultures</li> <li>Demonstrate understanding of the importance of respect in Aboriginal cultures</li> <li>Demonstrate understanding of the importance of listening in Aboriginal cultures</li> <li>Demonstrate understanding of appropriate behaviours associated with listening</li> <li>Demonstrate awareness of the importance of oral tradition in Aboriginal cultures</li> <li>Demonstrate awareness that traditional Aboriginal stories express the uniqueness of each Aboriginal culture</li> <li>Demonstrate awareness of the creation stories of First Nations peoples in Manitoba</li> <li>Demonstrate awareness that Aboriginal stories often have specific teachings or purposes Demonstrate understanding that there are different kinds of traditional stories</li> <li>Identify the teachings taught in different kinds of Aboriginal stories</li> <li>Demonstrate willingness to retell Aboriginal stories</li> <li>Describe the similarities and differences between Aboriginal actors, writers, and traditional storytellers</li> <li>Demonstrate awareness of the life and work of an Aboriginal writer/storyteller</li> <li>Identify four contemporary and historical Aboriginal role models</li> <li>Demonstrate awareness of the ways in which Aboriginal people are portrayed in the media</li> <li>Appreciate that words commonly used in Canada have their root in and Aboriginal language</li> <li>Demonstrate awareness of the syllabic system symbols for the corresponding sounds in a local Aboriginal language</li> </ul>	<b>Science</b> <ul style="list-style-type: none"> <li>Identify past and contemporary contributions to science and technology made by the Aboriginal people in North America</li> <li>Identify at least one example of a traditional Aboriginal peoples' tool for each of the six types of simple machines</li> <li>Identify traditional Aboriginal practices that have been modified, incorporating new technology, for use today</li> <li>Demonstrate awareness of innovations developed by traditional Aboriginal societies for various purposes</li> <li>Demonstrate understanding of the use of a traditional Aboriginal tool</li> <li>Demonstrate understanding of ways in which technological innovations have contributed to changes in local ecosystems</li> <li>Appreciate the knowledge of ecosystems, as evidenced in the traditional and contemporary practices of Aboriginal communities</li> </ul>	<b>Social Studies</b> <ul style="list-style-type: none"> <li>Describe the ways in which respect is shown in Aboriginal cultures</li> <li>Demonstrate understanding of the importance of respect in Aboriginal cultures</li> <li>Demonstrate understanding of the roles of Elders in Aboriginal societies</li> <li>Demonstrate understanding of the importance of oral tradition in Aboriginal cultures</li> <li>Demonstrate awareness of barriers to preserving the oral traditions since the first Indian Act</li> <li>Demonstrate awareness of the similarities and differences between the traditional stories of local Aboriginal peoples and Aboriginal people from another part of North, Central, or South America</li> <li>Demonstrate understanding of the importance of generosity and sharing in traditional Aboriginal societies</li> <li>Demonstrate understanding of the causes and effects of the erosion of Aboriginal languages</li> <li>Demonstrate awareness of the importance of the preservation and transmission of cultural identity</li> <li>Demonstrate awareness of the nature of family relationships in traditional Aboriginal societies</li> <li>Describe how the media have affected the roles and responsibilities of individuals within Aboriginal families and societies</li> </ul>	<b>Social Studies cont...</b> <ul style="list-style-type: none"> <li>Demonstrate awareness of traditional Aboriginal practices associated with the seasonal cycles</li> <li>Demonstrate awareness of traditional Aboriginal practices associated with births, deaths, and marriages</li> <li>Identify on a map the traditional lands of the Aboriginal people of Manitoba</li> <li>Compare the locations of traditional settlements and population centres with the current locations of First Nations communities in Manitoba</li> <li>Describe an innovation, traditionally used by Aboriginal people of Manitoba, from each of the following categories: transportation, shelter, hunting, gathering, and preparing food, making garments</li> <li>Describe different types of traditional dwellings used by Aboriginal people of Manitoba</li> <li>Describe the traditional trade and exchange systems in Aboriginal societies prior to contact with Europeans</li> <li>Demonstrate awareness traditional Aboriginal approaches to the management of natural resources</li> <li>Describe the effect of the media on the stereotypes associated with Aboriginal people</li> <li>Demonstrate awareness of the effects of stereotypes on individuals and culture</li> <li>Demonstrate awareness of people and events that have shaped the life of an Aboriginal role model</li> </ul>
<b>Music</b> <ul style="list-style-type: none"> <li>Describe the various purposes for music in Aboriginal culture</li> <li>Describe the purposes of traditional Aboriginal singing</li> <li>Demonstrate awareness of the similarities and differences in the role of current-day Aboriginal musicians with that of musicians in traditional Aboriginal society</li> <li>Demonstrate willingness to learn, perform, and teach an appropriate Aboriginal song to younger students</li> <li>Identify Aboriginal influences in music performed by contemporary musicians</li> <li>Identify the similarities and differences between contemporary and traditional Aboriginal musical instruments</li> </ul>	<b>Mathematics</b> <ul style="list-style-type: none"> <li>Demonstrate awareness of the words for the numbers 0 to 10, and the continuing pattern 20, 30, ... 100, in a local Aboriginal language</li> <li>Describe the significance of the number four in Aboriginal cultures</li> <li>Identify the two and three dimensional patterns inherent in traditional Aboriginal structures and innovations</li> <li>Identify and interpret patterns in ecosystems and the environment</li> <li>Identify examples of balance and symmetry in Aboriginal art</li> <li>Appreciate that the base 10 math system is not used by all cultures</li> </ul>	<b>Physical Education/Health Education</b> <ul style="list-style-type: none"> <li>Demonstrate willingness to participate in traditional Aboriginal games</li> <li>Describe the value of the traditional games and sports</li> <li>Observe and participate in Aboriginal dances</li> <li>Describe the elements of movement in the Aboriginal dances</li> <li>Demonstrate awareness of the appropriate places and specific purposes of Aboriginal dances</li> <li>Identify the influences that have caused changes in the diets of Aboriginal people</li> <li>Understand the nutritional value of traditional Aboriginal diets</li> <li>Incorporate the seven teachings within the health education curriculum</li> <li>Understand and appreciate the medicine wheel as a holistic approach to health</li> </ul>	<b>Home Economics</b> <ul style="list-style-type: none"> <li>Plan and prepare local traditional Aboriginal meals or food based on the Northern Food Guide/Canada Food Guide</li> <li>Describe traditional methods of food preservation</li> <li>Demonstrate knowledge of how changes in diet and lifestyle have increased the occurrence of certain diseases in Aboriginal populations</li> <li>Describe elements of traditional clothing worn by Aboriginal people</li> <li>Identify elements of current fashion that may have been influenced by traditional Aboriginal clothing</li> </ul> <b>Industrial Arts (Technology Education)</b> <ul style="list-style-type: none"> <li>Describe the use and production of various technologies used traditionally by local Aboriginal people</li> <li>Research and analyze traditional Aboriginal technologies that are still in use today</li> </ul>

## Integrating Aboriginal Perspectives into Existing Curricula Senior Years (S1 to S4)

### English Language Arts

- Demonstrate understanding of the importance of respect in Aboriginal cultures
- Demonstrate understanding of the importance of oral tradition in Aboriginal cultures
- Explain protocols that are associated with the Aboriginal oral tradition
- Demonstrate understanding of the appropriate behaviours while listening to an Aboriginal storyteller
- Demonstrate understanding of the teaching found in an Aboriginal story that they have heard
- Demonstrate awareness that Aboriginal stories contain more than one teaching
- Describe the commonalities between contemporary Aboriginal stories and traditional Aboriginal stories
- Demonstrate understanding of the reasons behind the lack of Aboriginal literature in the early part of the 20<sup>th</sup> century
- Appreciate the reasons for the increase in Aboriginal literature since the 1970's
- Demonstrate awareness of Aboriginal writers and artisans
- Compare the work of an Aboriginal writer with that of a non-Aboriginal writer with respect to elements of style, structure, characters, and meaning
- Demonstrate awareness of an appropriate greeting in the seven Aboriginal languages of Manitoba
- Demonstrate understanding of a social, cultural, or political issue that affects Aboriginal people
- Demonstrate awareness of the resources pertaining to Aboriginal issues and information
- Demonstrate understanding of the implications and meanings of cultural appropriation for Aboriginal people
- Demonstrate understanding of the effects of racism and discrimination on an individual's ability to be successful in his or her chosen field
- Demonstrate understanding of the concept of systemic racism and how it applies to Aboriginal issues
- Demonstrate understanding of the ways in which stereotypes pertaining to Aboriginal people have been created and perpetuated
- Evaluate the appropriateness of the portrayal of Aboriginal people in various media forms

### Social Studies

- Demonstrate understanding of the importance of respect in Aboriginal cultures
- Demonstrate understanding of the vital role of Elders in Aboriginal cultures
- Demonstrate understanding of the importance and roles of oral tradition in Aboriginal cultures
- Appreciate the importance of oral tradition in Aboriginal cultures
- Describe the effects that the erosion of the Aboriginal language is having on Aboriginal cultures
- Describe the traditional family structure of Aboriginal people in Manitoba
- Identify communities that reclaimed their traditional names
- Describe the roles Elders, grandparents, parents, and community members traditionally had in the education of children in a local Aboriginal culture
- Identify factors that have contributed to changes in the structure of Aboriginal families
- Describe the reasons for the designation of specific tasks as either male, female, or both in traditional Aboriginal societies
- Demonstrate awareness of the importance of family and community in the identity of many Aboriginal people
- Demonstrate understanding of why it is important for contemporary Aboriginal people to maintain or re-establish traditional values in their lives
- Demonstrate awareness of ways in which some Aboriginal people apply traditional values in their lives
- Demonstrate awareness of ways in which local Aboriginal communities maintain a connection to traditional values
- Describe the importance of art in the Aboriginal cultures of Manitoba
- Describe the traditional Aboriginal view of nature and its gifts by comparing and contrasting it with the contemporary Canadian views of natural resources
- List the natural resources that were important to Aboriginal groups in Manitoba prior to European contact
- Demonstrate understanding of the effects that small pox, tuberculosis, and other diseases introduced by Europeans had on Aboriginal people
- Describe the different and similar view held by Aboriginal and European people in their perception of land and the concepts of wealth and ownership
- Compare the perception of the land held traditionally by Aboriginal people and European people
- Describe how the differences in perception of land, wealth, and ownership affected the interaction of Aboriginal and European people in Canada's past
- Describe how the relationships between Aboriginal people and Europeans changed over time

### Social Studies cont...

- Demonstrate awareness of the ramifications of the Royal Proclamation of 1763
- Demonstrate awareness of how the actions of the Hudson's Bay Company and the North West Company affected Aboriginal people
- Describe the key events surrounding the emergence of the Métis Nation in the 19<sup>th</sup> century
- Demonstrate awareness of key Métis individuals and events in the history of Manitoba
- Describe the conflicting perspectives regarding the significance of Louis Riel, Cuthbert Grant, and Gabriel Dumont in the history of Manitoba and Canada
- Demonstrate understanding of how the original Indian Act has affected Aboriginal people across Canada
- Demonstrate awareness of the White Paper and the response of the Indian Brotherhood to it
- Demonstrate awareness of how the Constitution Act, 1982, affected Aboriginal people in Manitoba
- Demonstrate awareness of Bill C-31, an Act to Amend the Indian Act, and the effect that it has had on Aboriginal people
- Demonstrate awareness of the intent of the Royal Commission on Aboriginal People (RCAP)
- Demonstrate awareness of the treaties and land agreements involving non-Aboriginal people in Canada
- Demonstrate awareness of the treaties signed with Aboriginal people of Manitoba
- Demonstrate awareness of the intergenerational effects of the residential school system on Aboriginal people
- Demonstrate awareness of the personal experiences of Aboriginal people who were students at residential schools
- Appreciate the contributions made by Aboriginal peoples in the economic development of Canada
- Describe the key roles played by Aboriginal peoples' in the economic development of Canada
- Describe the key roles played by Aboriginal individuals in the development of Canada
- Value the inherent rights of Indigenous people
- Demonstrate understanding of treaty rights as they pertain to the Aboriginal people in Manitoba
- Demonstrate awareness of the key issues involving First Nations and Métis land claims
- Describe the traditional and contemporary systems of governance of the Manitoba Métis and a local Manitoba First Nation

### Social Studies cont ...

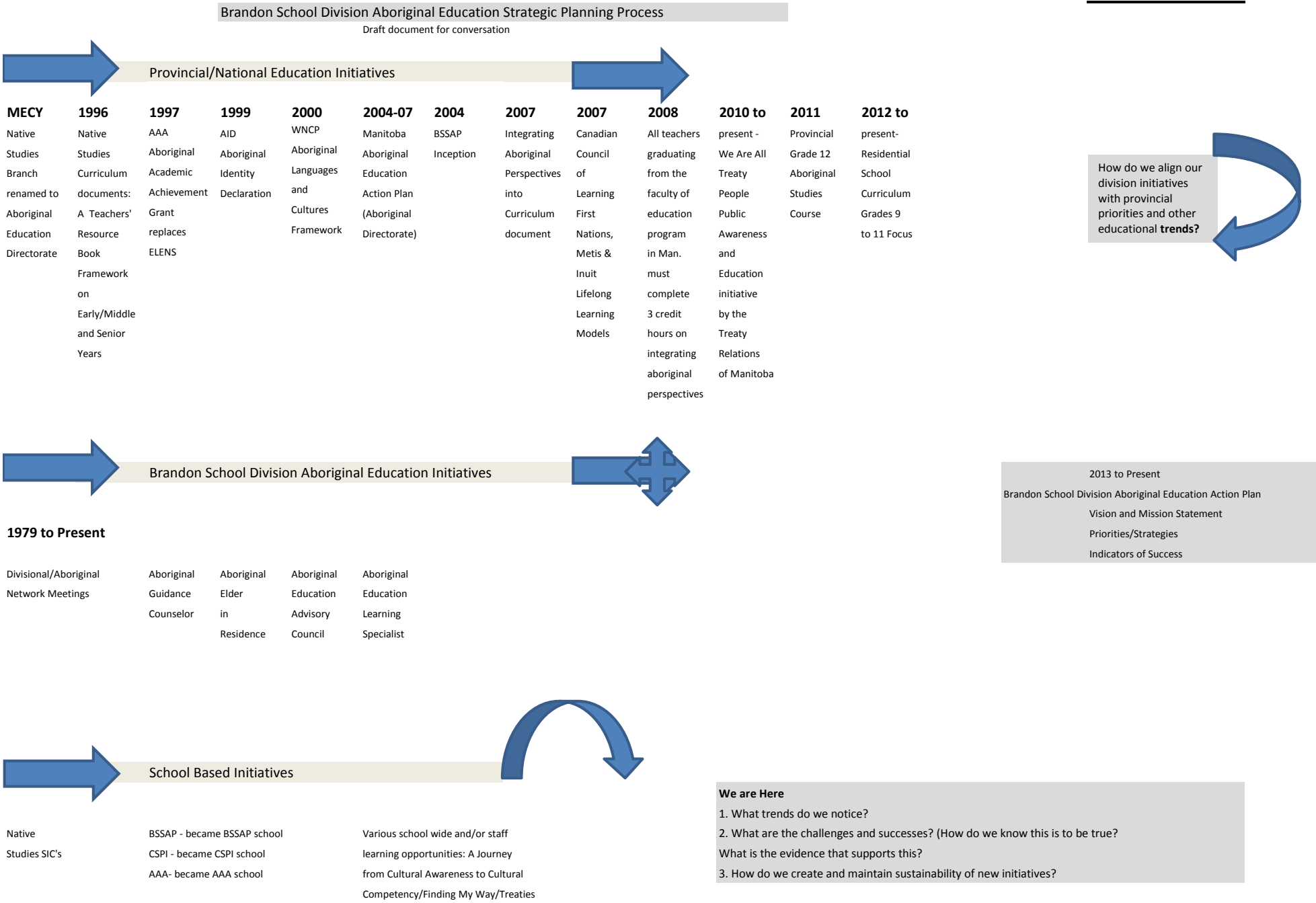
- Demonstrate understanding of the reasons for which Aboriginal people consider themselves to be members of nations distinct from Canada
- Demonstrate awareness of the key issues related to the self-government of Aboriginal people
- Demonstrate awareness of the barriers faced by Manitoba's Aboriginal people regarding the economic self-sufficiency of their communities
- Demonstrate awareness of the portrayal of Aboriginal people or issues

### Science

- Respect the traditional Aboriginal peoples' understanding of, and practices associated with, the various cycles that are a part of ecosystems
- Describe appropriate ways to learn and use traditional Aboriginal knowledge of plants, animals, and the environment
- Demonstrate understanding of the physics, principles associated with various traditional Aboriginal technologies
- Demonstrate awareness that Aboriginal people had effective medicines prior to European contact
- Identify examples of traditional medicines used by local Aboriginal people
- Identify in a local Aboriginal language the names of four plants that are commonly found in the area
- Demonstrate awareness of the traditional uses of plants that are commonly found in the area
- Demonstrate understanding that the knowledge of the proper use of traditional medicine has been transmitted and maintained through oral tradition
- Identify examples of contemporary medicine and products that were discovered by Aboriginal people
- Describe why diseases introduced by Europeans had such a profound effect on Aboriginal people
- Describe the similarities and differences in the views held by government policy and local Aboriginal people toward resource use and management

<p><b>Visual Arts</b></p> <ul style="list-style-type: none"> <li>Describe similarities and differences in the decorative aspects of traditional Aboriginal art from four Manitoba people</li> <li>Demonstrate an understanding of various types of Aboriginal art and its origins</li> <li>Describe various aspects of the work of an Aboriginal artist</li> <li>Identify Aboriginal elements in examples of art</li> <li>Demonstrate awareness of the work, accomplishments, and recognition received by at least four Aboriginal artists</li> <li>Analyze the similarities and differences in the work of four contemporary Aboriginal artists</li> <li>Identify artists whose work is influenced by Aboriginal art</li> <li>Demonstrate awareness of the concept of ownership of art and images</li> </ul>	<p><b>Business Education</b></p> <ul style="list-style-type: none"> <li>Describe uses for the items Aboriginal people traded among themselves prior to contact with Europeans</li> <li>Describe the barter and monetary exchange systems used by Aboriginal people in Manitoba prior to contact with Europeans</li> <li>Describe the interdependence of two or three Aboriginal groups, one of which must be from Manitoba, prior to European contact</li> <li>Describe the differences and similarities between the concept of wealth in traditional Aboriginal cultures and the mainstream culture of modern Canada</li> <li>Describe the meaning of the pertinent sections of the Indian Act that deal with the sale or barter of produce and estates and wills of Indians as it affects First Nations peoples' resource use and development</li> <li>Describe four major economic development initiatives that different Aboriginal people have established</li> <li>Demonstrate awareness of the effects that the various forms of marketing found in the media have had on the dietary and fashion choices made by people</li> </ul>	<p><b>Drama</b></p> <ul style="list-style-type: none"> <li>Demonstrate awareness of the teaching found in traditional Aboriginal stories</li> <li>Demonstrate understanding of the teachings found in contemporary Aboriginal stories and plays</li> <li>Demonstrate awareness of when it is appropriate and inappropriate to tell particular types of Aboriginal stories</li> <li>Demonstrate awareness of Aboriginal stories told in each season</li> <li>Identify Aboriginal teaching in a play, movie, or television program</li> <li>Demonstrate awareness of Aboriginal actors, writers, playwrights, and dancers</li> <li>Describe some of the different forms and purposes of Aboriginal drama</li> <li>Evaluate the authenticity of the media's portrayal of Aboriginal people</li> <li>Demonstrate understanding of the concept of cultural appropriation in the context of Aboriginal culture</li> </ul>	<p><b>Home Economics</b></p> <ul style="list-style-type: none"> <li>Identify traditional foods of Aboriginal people</li> <li>Evaluate the nutritional value of traditional foods of local Aboriginal people using Recommended Nutrient Intakes (RNI)</li> <li>Describe the traditional methods used by local Aboriginal peoples for preparing, preserving, and storing game, fish, and wild fruits and vegetables</li> <li>Describe the traditional methods of cooking and preparation for a traditional Aboriginal community feast</li> <li>Analyze the relationship between the media and the dietary choices of Aboriginal people</li> <li>Analyze the relationship between the cost of food and the quality of the diets of people in the North</li> <li>Demonstrate understanding of the relationship between the media and peoples' choice of clothing</li> <li>Design and create garments that include elements of traditional clothing of local Aboriginal people</li> <li>Explain the relationships and roles of family members in raising a child in a traditional Aboriginal community</li> <li>Demonstrate knowledge of the similarities and differences in the roles of various members of a traditional Aboriginal family and a non-Aboriginal family in raising a child</li> </ul>
<p><b>Physical Education/Health Education</b></p> <ul style="list-style-type: none"> <li>Demonstrate willingness to participate in traditional Aboriginal games</li> <li>Demonstrate understanding of the value of sports in local Aboriginal communities</li> <li>Demonstrate awareness of the history of Aboriginal games</li> <li>Identify Aboriginal role models in a number of different sports</li> <li>Analyze the appropriateness of various Aboriginal images in sports</li> <li>Demonstrate awareness of traditional Aboriginal dances</li> <li>Demonstrate awareness of the roles that a dancer may play in a contemporary Aboriginal community</li> <li>Demonstrate awareness of the effects of the European influence on traditional Aboriginal dances</li> </ul>	<p><b>Industrial Arts (Technology Education)</b></p> <ul style="list-style-type: none"> <li>Demonstrate knowledge of a variety of traditional Aboriginal technologies</li> <li>Demonstrate understanding of the construction techniques of a traditional Aboriginal innovation</li> <li>Analyze the design of traditional Aboriginal tools and shelters considering available natural resource</li> </ul> <p><b>Information Technology</b></p> <ul style="list-style-type: none"> <li>Demonstrate awareness that there are a large number of Internet sites containing information about Aboriginal people, cultures, and issues</li> <li>Demonstrate awareness that local Aboriginal people use information technology in their work places and private lives</li> <li>Demonstrate awareness that the increasing amount of technological information available contributes to cultural appropriation</li> </ul>	<p><b>Music</b></p> <ul style="list-style-type: none"> <li>Describe the role of traditional music in Aboriginal societies</li> <li>Demonstrate awareness of Aboriginal people involved in the music industry</li> <li>Identify traditional Aboriginal music</li> <li>Demonstrate awareness of protocols associated with the performance of traditional Aboriginal songs</li> <li>Describe elements of traditional Aboriginal music</li> <li>Demonstrate awareness of various styles of contemporary Aboriginal music</li> <li>Identify elements of traditional Aboriginal music in the works of contemporary Aboriginal and non-Aboriginal artists</li> </ul>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>Describe the use of geometry in traditional Aboriginal structures</li> <li>Demonstrate awareness of the use of geometry in the work of contemporary Aboriginal architects</li> <li>Identify examples of the concepts of parallels, balance, and symmetry in Aboriginal artwork and architecture</li> <li>Demonstrate awareness of the words for the numbers 1 to 100 and the continuing pattern 200, 300, ... 10000 in a local Aboriginal language</li> <li>Appreciate that Aboriginal people measured time without using calendars, clocks, or watches</li> </ul>







# BRANDON SCHOOL DIVISION

## Facilities/Transportation Committee Minutes

Thursday, November 7, 2013 – 11:30 a.m.

Board Room, Administration Office

Present: D. Karnes, Chairperson, J. Murray, M. Sefton, M. Snelling  
(Alternate), D. Labossiere, G. Malazdrewicz, M. Clark

Regrets: P. Bowslaugh, R. Harkness

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### 1. CALL TO ORDER.

The Facilities & Transportation Committee Meeting was called to order at 11:30 a.m. by Committee Chairperson, Doug Karnes.

### 2. APPROVAL OF AGENDA

The agenda was approved as circulated

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

The Minutes of October 3, 2013 were received as information.

### 4. COMMITTEE GOVERNANCE GOAL ITEMS

NIL

### 5. OTHER COMMITTEE GOVERNANCE MATTERS

#### A) Ameresco Report

Associate Superintendent, Mr. Malazdrewicz, provided the Committee with background information regarding Ameresco and the data that the Division was able to collect with respect to Division infrastructure. He noted that he, Mr. Mel Clark, Director of Facilities and Transportation, Mr. Mark Sefton, Board Chairperson, and Mr. Doug Karnes, Chairperson of the Facilities and Transportation Committee, had all attended a meeting with representatives of the Public Schools Finance Board, in Winnipeg on Wednesday, November 6, 2013 to speak about Ameresco and the data which had been collected on the Division. Representatives from Ameresco also attended and provided a power point presentation. Mr. Malazdrewicz then reviewed the power point presentation for the Facilities and Transportation Committee.

Through the data collected the Division is able to optimize assets by reviewing its needs. Information such as age of facilities, projected capital needs, including electrical and mechanical services, and liability were provided. Mr. Malazdrewicz reviewed the "Facility Condition Index" (FCI) which is an industry standard index used to track the condition performance of facilities. He then provided detailed information regarding the Brandon School Division FCI Migration for each school starting at 2014 for a 20 year FCI. The Committee asked questions for clarification throughout the presentation. It was noted that although the Brandon School Division required \$33 million dollars over the next five years to address a number of infrastructure needs, the Division's infrastructure, on the whole, is in good shape. However, the Division will need to consider the internal infrastructure of many of the Division's older buildings, in order to address future needs such as the growing incorporation of technology in the schools.

Although the Brandon School Division is the first in Manitoba to collect this type of information, the Public Schools Finance Board representatives were very impressed with the type of data Ameresco was able to collect and found it useful for all Divisions. Discussions also included the impact renewal projects would have on existing infrastructure; environmental and cost efficiency provided through upgrades; and the other provinces currently using this form of data collection. It was agreed the "Facility Condition Index" (FCI) information on the Brandon School Division buildings would be provided to each of the Trustees for further discussion, at the Regular Board Meeting to be held on November 25, 2013.

## **6. OPERATIONS INFORMATION**

- The following PSFB letters were received as information:
  - o Earl Oxford School – Unlinked Portable Classrooms;
  - o Earl Oxford School – Portable Classrooms Furnishings Grant;
  - o Betty Gibson School – Portable Classroom Furnishings Grant;
  - o Meadows School – Portable Classroom Furnishings Grant;
  - o George Fitton School New Gymnasium & New Child Care Facility Project Support for Additional Costs;
  - o George Fitton School – New Gymnasium & New Child Care Facility Revised Project Support Letter;
  - o Neelin High School – Science Lab Renovations Project Support for Additional Costs, Furnishing Grant.
  
- Mr. Mel Clark, Director of Facilities and Transportation, provided an update on the following projects:
  - o George Fitton School gym and day care facility;
  - o Valleyview School heating system;
  - o Riverview School heating system;
  - o Crocus Plains High School science lab;
  - o Portables;
  - o Betty Gibson School roofing.

## **7. NEXT REGULAR MEETING: Thursday, December 5, 2013, Board Room**

The meeting adjourned at 12:50 p.m.

Respectfully submitted,

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D. Karnes, Chair

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P. Bowslaugh

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J. Murray

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M. Snelling (Alternate)



## BRANDON SCHOOL DIVISION

# Finance Committee Minutes

Tuesday, November 12, 2013, 2:00 p.m.  
Board Room, Administration Office

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

Regrets: L. Ross

Guest: Todd Birkhan, BDO Canada LLP

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### 1. CALL TO ORDER:

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

### 2. APPROVAL OF AGENDA

The Finance Committee Agenda was approved as circulated.

### 3. REVIEW OF COMMITTEE MINUTES

The Minutes of the Committee meeting held September 23, 2013 were received as information.

### 4. COMMITTEE GOVERNANCE GOAL ITEMS

#### A) Presentation of 2012-2013 Financial Audit – BDO Canada LLP (Timed event with Auditor – Mr. Todd Birkhan.

Chairperson, Mr. Sumner, welcomed Mr. Todd Birkhan, the Division Auditor from BDO Canada LLP, to the meeting. Mr. Birkhan began his presentation by thanking the Secretary-Treasurer and his Department for all the work they had done, while short-staffed, to assist in completing the audit. He assured the Committee that it was not unusual for the Public Schools Finance Branch to receive the audit late from Divisions across the Province. Mr. Labossiere noted the conversations he had held with the Public Schools Finance Branch regarding the timelines and when the final audit would be filed with the Province.

Mr. Birkhan then reviewed the Audit Letter addressed to the Board explaining the process involved in undertaking the audit. Mr. Birkhan spoke about the responsibilities of the auditor under the PSAB rules; he reviewed the audit approach and provided clarity regarding the "overall audit strategy" and "materiality". He noted the letter included information regarding "Likely aggregate misstatements" resulting from the Province's requirements to include sick pay liability and long service accrual. Trustees asked questions for clarification.

The Auditor expressed concern regarding the accumulated surplus. He noted while the Auditor would like to see an accumulated surplus of 5% of the operating budget, the Province sets a limit at 4% of the budget. The Brandon School Division accumulated surplus currently sits at 0.84% of the budget. Mr. Birkhan noted this is the equivalent of only three days of operating expenses with payroll making up a majority of the operating expenses.

Mr. Birkhan confirmed he would be speaking to the Board of Trustees at their Regular meeting to be held in the evening on November 12, 2013 regarding the audit.

The Committee agreed to move forward with their recommendations regarding acceptance of both the Auditor's Reports and the audited financial statements. The Committee Chairperson thanked Mr. Birkhan for his presentation. Mr. Birkhan exited the meeting at 3:00 p.m.

**Recommendation:**

That the Auditor's Report and Financial Statements for the twelve month fiscal period ended June 30, 2013 be and are hereby accepted, and that the Chairperson be authorized to affix his signature and seal of the Division thereto.

**5. OTHER COMMITTEE GOVERNANCE GOAL ITEMS**

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

The Secretary-Treasurer answered Trustee questions regarding accounts. The payments of account for September were accepted.

**B) Review Monthly Reports (Fiscal Year Ended – June 2013)**

The Secretary-Treasurer reviewed his memo to the Board of Trustees regarding the Auditor's Report and Financial Statements for the Year Ended June 30, 2013. (Appendix "A"). He noted the operations of the Division for the year ended June 30, 2013, resulted in a net operating deficit of \$1,463,933 which was reflected in the "Operating Fund – Schedule of Revenue, Expenses and Accumulated Surplus" of the Audited Report. Mr. Labossiere reviewed the "Summary of Over-Expenditures Report" as well as the "Accumulated Surplus Analysis". He noted he would be speaking to both these reports at the regular meeting of the Board of Trustees to be held on November 12, 2013.

Mr. Labossiere answered Trustee questions for clarification with respect to substitute teacher costs; Ameresco; School Bundle; and the Computer Reserve. The Committee expressed concern regarding the accumulated surplus. The Committee Chairperson spoke to the importance of Trustees respecting the budget cycle and waiting for the next budget cycle to include items, rather than funding from accumulated surplus.

The Superintendent spoke to the impact legislation has on the budget process when the legislation does not come with dollars attached. She noted the Secretary-Treasurer would be bringing a summary for In-Camera discussions to the November 12, 2013 Board meeting. The summary would include information that is known to date, including: the current state of the contingency funds; the Minister of Education and Advanced Learnings statements to the media; the recommendations of the Personnel Committee; and the recent Municipal Reassessment.

**6. OPERATIONS INFORMATION**

The regularly scheduled November Finance Committee Meeting would be held to discuss the feedback received from the various stakeholders regarding budget. The December Finance Committee Meeting would be moved from December 23, 2013 to December 16, 2013.

**7. NEXT REGULAR MEETING: Monday, November 25, 2:00 p.m., Board Room.**

The meeting adjourned at 3:35 p.m.

Respectfully submitted,

\_\_\_\_\_  
K. Sumner (Chairperson)

\_\_\_\_\_  
L. Ross

\_\_\_\_\_  
M. Sefton

\_\_\_\_\_  
P. Bartlette (Alternate)



# BRANDON SCHOOL DIVISION

*Office of the Secretary-Treasurer*

Mr. Denis Labossiere, Secretary-Treasurer

Appendix "A"

## MEMO

**DATE:** November 12, 2013

**TO:** The Chairperson and Board of Trustees

**FROM:** Denis Labossiere, Secretary-Treasurer

**RE:** Auditor's Report and Financial Statements for the Year Ended June 30, 2013

Included in the agenda for the Board of Trustees' approval is the Auditor's Report and Financial Statements for the period ended June 30, 2013. As stated in the Auditor's Report, the consolidated financial statements present fairly, in all material respects, the financial position of the Brandon School Division as at June 30, 2013 and that the results from our operations and our cash flows for the year then ended are in accordance with Canadian public sector accounting standards.

The operations of the Brandon School Division for the year ended June 30, 2013, resulted in a net operating deficit of \$1,463,933 as reflected on the Operating Fund – Schedule of Revenue, Expenses and Accumulated Surplus on page 7. This is a variance of approximately 1.86% from the total budget.

The attached Summary of Over Expenditures report, presented to the Finance Committee on November 12, 2013, outlines the major items contributing to the budget variance as reported in the Audited Financial Report.

Also attached, is the Accumulated Surplus Analysis which shows an undesignated surplus of \$661,327, or 0.84% of the 2012/13 Operating Budget, which is a low operating contingency in relation to our total budget and the uncertainties of the current budgeting process.

We trust this summary of the Division's financial operations for the year ended June 30, 2013 is sufficient, but if further information or clarification is required, please contact me.

Respectfully submitted,

D. Labossiere, CGA  
Secretary-Treasurer  
/sb

*"Accepting the Challenge"*

**Summary of Over Expenditures**  
**2012/13**  
**June 30, 2013**

**Motion**    **Approved Over Expenditures**

17/2002 Computer Replacement/School Bundle		106,561	
169/2011 Ameresco		22,760	
22/2012 Teacher Mentorship Initiative		32,000	
22/2012 Real-Time Streaming and Archiving of Board Meetings		16,500	
22/2012 Riverheights Parking Lot Extension		52,500	
55/2012 Joint Job Evaluation Human Resources Secretary		49,883	
96/2012 Teachers for K-3 Class Size Initiative, staff changes	755,000		
20K3 Class Size Initiative funding	(131,200)		
Additional Grant funding (EAL & Enrollment Change)	(407,800)	216,000	
98/2012 All-Day/Every Day Kindergarten for George Fitton		108,700	
			604,904

**Unapproved Over Expenditures**

Respectful Workplace		237,384	
<u>Collective Agreements</u>			
Parental Leaves	54,217		
Maternity Leaves	34,555		
Other Leaves, Family, Breavement, Special Discretionary	86,451		
Substitutes	188,768		
Relief Bus Drivers	99,989	463,980	
Reduction in interest revenue and increase in interest costs		47,698	
Non-Vested Sick Leave - per PSFB formula		76,758	
Other various over (under) expenditures		33,209	859,029
			1,463,933
2012-2013 Over Expenditure			1,463,933



**BRANDON SCHOOL DIVISION**  
**ACCUMULATED SURPLUS ANALYSIS**

**As of June 30, 2013**

	<u>Board Motion No.</u>	
<b>ACCUMULATED SURPLUS AS AT July 1, 2012</b>		\$ 2,493,258
Non-vested Sick Leave		367,489
Net Current Year (2012-2013) Deficit		<u>(1,463,933)</u>
 Operating Fund Accumulated Surplus Gross of Non-vested sick leave - June 30, 2013		 <b>1,396,814</b>
 LESS: Designated & Committed		
a) School Carry Forwards	Policy	\$ 146,300
b) Crocus Plains Fieldhouse & In Ground Sprinkler System	21/2013	21,000
 LESS: Designated but not Committed		
a) Vocational Equipment Replacement		50,000
b) Major Building Renovations		40,894
c) Administration Computers		9,924
d) Insurance Aggregate Retention (Self-Insurance)	155/2006	45,000
e) Natural Gas Infrastructure - Transportation	156/2007	<u>54,880</u>
 Total Designated Surplus		 <u>367,998</u>
Undesignated Surplus (Deficit)		1,028,816
LESS: Non-vested Accumulated Sick Leave Liability		367,489
 <b>UNDESIGNATED SURPLUS NET OF NON-VESTED SICK LEAVE- JUNE 30, 2013</b>		 <b><u>\$ 661,327</u></b>

2012/2013 Operating Budget	\$ 78,884,000
Percentage of Undesignated Surplus on 2012/2013 Operating Budget	0.84%

In previous financial reports to the Board of Trustees we have reported the auditor's opinion that the Division should carry an undesignated surplus of at least 5% of the annual budgeted expenditures, or approximately \$3,944,200. An undesignated accumulated surplus of \$661,327, or 0.84%, is a low operating contingency fund in relation to our total budget and the uncertainties characteristic of the current budgeting process. The Office of the Secretary-Treasurer continues to recommend that the Board of Trustees endeavor to maintain the unappropriated accumulated surplus balance.

Furthermore, as per Motion 129/2012, the Board of Trustees has agreed that Senior Administration be directed to plan for an contingency fund that is no less than 2% of the operating budget which would be approximately \$1,577,700 based on the 2012/2013 Operating Budget.



# BRANDON SCHOOL DIVISION

## Policy Review Committee Minutes

Monday, November 18, 2013, 11:00 a.m.  
Board Room, Administration Office

Present: G. Kruck (Chairperson), K. Sumner, M. Sefton, (Alternate),  
Dr. D. Michaels, Mr. D. Labossiere.

Regrets: J. Murray

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### 1. CALL TO ORDER:

The Policy Review Committee Meeting was called to order at 11:00 a.m. by Committee Chairperson, Glen Kruck.

### 2. APPROVAL OF AGENDA

The Committee agenda was approved as circulated.

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

The Minutes of October 21, 2013 were received as information. Superintendent, Dr. Michaels, confirmed that the amended Policy 1001 – Foundations and Commitments would be reviewed with the school principals at the next Learning Support Services meeting to be held on November 19, 2013.

Trustee Sefton requested an update on the consultation process for the Scent Free Policy. The Committee confirmed they would like to have the consultation completed and a set of procedures approved and implemented before the beginning of the 2014-2015 school year. Superintendent, Dr. Michaels, noted she would work with staff to begin the consultation process. In the meantime, signs were to be made through the Workplace Safety and Health Officer for each worksite to help create awareness of the policy.

### 4. COMMITTEE GOVERNANCE GOAL ITEMS

NIL

### 5. OTHER COMMITTEE GOVERNANCE MATTERS.

#### a) Review of Booster Seat Legislation

The new Booster Seat legislation was discussed. It was noted that “casual and occasional transportation by a person who is not the parent of the child/children and where the vehicle is not equipped with a child-restraining device” is exempt from the new legislation. The Committee felt that this exemption could be applied to the division when casual and occasional transportation is required.

**b) Provincial Regulation – Bill 18 – Provision of Appropriate Student Disciplinary Consequences.**

Superintendent, Dr. Michaels, reviewed the solicitor's opinion with respect to this matter. Discussions were held regarding the requirement for 24 hour notice to be provided to Trustees and what information would be included in the information provided. The Superintendent clarified the current process for the Committee noting the paperwork involved and the information provided. Discussions were held regarding the possibility of the Division solicitor attending a Committee meeting to discuss the matter further. The Committee also suggested that the matter be referred to the MSBA Resolutions Committee asking that the timelines noted in the legislation be revisited. It was agreed that a report, possibly in the form of an excel spreadsheet, be included in the Trustee Conference on the BSD Portal. The information would be updated daily with respect to student suspensions by the Office of the Superintendent. It would be the responsibility of Trustees as to how often they reviewed the information provided through the conference.

**c) Policy Review – Section 8**

Due to time constraints, this item was deferred to the next Committee meeting.

**7. OPERATIONS INFORMATION**

- Follow-up on Bill 18:

*Excerpt from Board Meeting March 25<sup>th</sup> 2013:*

*"36/2013 That the Brandon School Division supports the intent of Bill 18, including the provision that would allow students to establish and lead organizations that use the term gay-straight alliance.*

*Discussions were held regarding the work which has currently being done in this area, together with the consultations conducted by the Education Committee. It was agreed once this Bill has been approved by the Government, the Policy Review Committee should begin looking at further policy development in this area."*

Due to time constraints, this item was deferred to the next Committee meeting.

**8. NEXT MEETING: Monday, December 16, 2013, 11:00 a.m., Board Room**

The meeting adjourned at 11:45 a.m.

Respectfully submitted,

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G. Kruck, Chair

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J. Murray

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K. Sumner

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M. Sefton (Alternate)



# BRANDON SCHOOL DIVISION

## Report of Senior Administration to the Board of Trustees

November 25, 2013

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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**

#### **FROM SCHOOLS**

George Fitton School  
Spring Valley Colony School

### **II. HUMAN RESOURCES**

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

#### **1. POLICY 5012 – “PROFESSIONAL STAFF LEAVES AND ABSENCES”**

For Action.....D. Labossiere

At the Regular Board Meeting on November 12, 2013 a Giving of Notice to rescind Policy 5012 – “Professional Staff Leaves and Absences” and replace same with Policy 5012 – “Professional Staff Leaves and Absences was given. (Appendix A) A motion to rescind and replace this policy is included in the agenda for Board consideration.

#### **2. MEADOWS SCHOOL THREE CLASSROOMS, ELEVATOR AND UNIVERSAL WASHROOM ADDITION**

For Action.....D. Labossiere

The Design Development Documents for the three classrooms, elevator and universal washroom addition for Meadows School have been completed by MCM Architects Inc. and forwarded to The Public Schools Finance Board. A copy of the site plan has been attached as Appendix B. A detailed copy of the Design Development Submission for this project is available at the Office of the Secretary-Treasurer should any Trustees wish to view same.

A motion has been included in the agenda requesting Board approval of the Design Development Documents and that a letter be forwarded to The Public Schools Finance Board advising them of same.

#### ***RECOMMENDATION:***

*That the Design Development Documents for the Meadows School Three Classrooms, Elevator and Universal Washroom Addition is hereby approved and that a letter be forwarded to The Public Schools Finance Board advising them of same.*

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

##### **1. CROCUS PLAINS REGIONAL SECONDARY SCHOOL OFF-SITE ACTIVITY REQUEST**

For Action.....G. Malazdrewicz

Crocus Plains Regional Secondary School has submitted an off-site activity request (attached as Appendix C for Board of Trustees consideration) for approximately twenty five (25) grades 10 to 12 students, from Crocus Plains Regional Secondary School to make a trip to France from May 15, 2015 to May 22, 2015.

Mr. Mathew Gustafson, Principal, Crocus Plains Regional Secondary School and Mr. Greg Malazdrewicz, Associate Superintendent, have given approval for this trip. Preliminary approval from the Board of Trustees is respectfully requested.

##### ***RECOMMENDATION:***

*That the trip involving approximately twenty five (25) grades 10 to 12 students, from Crocus Plains Regional Secondary School to make a trip to France from May 15, 2015 to May 22, 2015 be approved in principle subject to meeting the requirements of Board Policy/Procedures 4001: Off-Site Activities.*

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

##### **1. PART B INFORMATION REGARDING INQUIRY FROM TRUSTEE MURRAY**

###### **CATEGORICAL GRANTS**

For Information.....D. Labossiere

At the November 12, 2013 Board Meeting Trustee Murray requested the following information regarding Categorical Grants:

- 1) How much in underspent in Categorical Grants?
- 2) How much is over spent in Categorical Grants?
- 3) What impact does this have on the budget?
- 4) What impact would it have on programs/services if the Board was to only spent grant monies in these areas?

Attached as Appendix D to the Report of Senior Administration is the "Categorical Review for 2012/2013 Year End Audit" which was reported to the Province of Manitoba as of October 31, 2013. The attached document indicates the amount of Provincial Support received for the categorical grants listed. It also indicates the total expenditures required to meet the needs of the students, of the Brandon School Division, resulting in an over expenditure in all areas of categorical grant funding.

The impact of programs/services not fully funded by categorical grants will be reviewed during the budget process. This is provided as information to the Board of Trustees in order to provide Senior Administration with further direction.

## **2. PART B INFORMATION REGARDING INQUIRY FROM TRUSTEE KRUCK**

### **SURVEY OF OTHER DIVISIONS**

For Information.....D. Labossiere

At the November 12, 2013 Board Meeting Trustee Kruck inquired as to how many other School Divisions in the Province have students pay for their coaches costs, including transportation, accommodation and meals, during off-site activities.

Prior to conducting any research on Trustee Inquiries, the Board has requested Senior Administration provide basic information to the Board of Trustees regarding staff time required, cost, and possible time frame needed in order to complete the research requested. The Board of Trustees will then determine whether or not they wish to pursue the inquiry. Therefore, Senior Administration has determined that in order to complete this request for presentation to the Board of Trustees in January, 2014, clerical staff will be required to send a survey out to all school divisions in the province. The staff time required to conduct survey and collate the data will take approximately twelve hours, in addition to the staff member's regular clerical duties. This is provided as information to Trustees in order to provide Senior Administration with further direction.

## **3. INQUIRY FROM TRUSTEE BOWSLAUGH**

### **ADDITIONAL DIVISION INSURANCE**

For Information.....D. Labossiere

At the November 12, 2013 Board Meeting Trustee Bowslaugh inquired about the possibility of the Division requesting additional insurance coverage for public school use by outsider groups. She noted the request had come from a Chamber member who owns an insurance company.

This item was previously raised and discussed at the Facilities and Transportation Committee meeting held on September 11, 2013. A memo from the previous Secretary-Treasurer was attached to the agenda which discussed the Brandon School Division's insurance provider providing insurance coverage to user groups and potential issues with the Brandon School Division administering the insurance for user groups. It had been recommended at the Facilities and Transportation Committee meeting that the Division did not want to appear to influence which insurance firm should be used and that User Groups be "responsible for providing proof of insurance through their own insurance provider. This would then put the onus on the User Group to provide the required proof prior to using Division facilities." At the joint meeting between City Council and the Board of Trustees held on October 9, 2013 the City was advised of the current insurance requirements for joint use. This is provided as information to Trustees in order to provide Senior Administration with further direction, if desired.



## **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**

### **III. SUPERINTENDENT OF SCHOOLS**

#### **SCHOOL VISITS (NOVEMBER 4 – NOVEMBER 18, 2013)**

- November 4, 2013 – Linden Lanes School
- November 6, 2013 – School Update Meeting – J. R. Reid
- November 8, 2013 – Waverly Park School

#### **1. *SCHOOL INFORMATION***

For Information..... D. Michaels

##### **A. QUALITY LEARNING**

##### **QUALITY LEARNING AT ALEXANDER SCHOOL**

*Report prepared by Ms. Shelley Cords, Principal, Alexander School*

Provincial curricular outcomes in all subject areas form the foundation for planning and instruction. Our distinguishing feature is the infusion of arts into the curriculum to enhance student learning and engagement. Students are given the opportunity to explore, learn, and present information and experiences in multiple ways. There is a greater emphasis on the process of learning through this experiential methodology. In addition to more traditional methods, students share what they have learned through the disciplines of the fine, performing and media arts. They are encouraged to find ways of learning that help them understand concepts, analyse experiences, and develop attitudes that value the rigour that the arts require.

“Talent” is not the issue in Arts-Infused Learning; rather the emphasis is on a learning process that encourages collaboration, inquiry, exploration, experimentation, and reflection.

The prescribed Manitoba Curriculum serves as the foundation for our work in providing quality learning experiences for all students. Through the infusion of arts

into the curriculum, we believe that students should have opportunities to achieve beyond the basic curricular expectations.

The Arts-Infused program is a great opportunity for students to be engaged in their learning. We are very excited at Alexander School to have a successful program for our students. This is a great opportunity for our school and community to work together and provide excellent education for all students.

## **B. QUALITY TEACHING**

### **QUALITY TEACHING AT ÉCOLE O'KELLY SCHOOL**

*Report prepared by Ms. Angela Voutier, Principal, École O'Kelly School*

The main goals at École O'Kelly School for 2013/2014 that relate to Quality Teaching are in the areas of Numeracy and Literacy. Professional Learning Community (PLC) groups were established last May as a way to implement the actions of the school goals and to encourage staff initiative and leadership. The Committees have used the Divisional and Provincial assessment results as a starting point and are meeting regularly to share current concerns based on classroom assessment as well.

The Numeracy PLC conclusions were as follows:

- ensure that the Math continuum developed last year has been revised, shared with staff, and is being used for programming and reporting;
- continue to encourage the use of mental math strategies and math stations for differentiation with students and staff; and
- have make and take days for resources.

#### **Student Accomplishments**

Students involved in Youth Revolution have attended the rally in Brandon and organized school assemblies and classroom presentations to share what they have learned with the other students. They have also organized into a local leadership group known as the Panther Leadership Group to improve school spirit. A peer tutoring program is up and running and a new Aboriginal student group has been formed as well. O'Kelly has also participated in the grade 7/8 volleyball program within the Division and with two other neighboring Divisions as well.

Grades 3 students had improved in Numeracy and Literacy assessment scores that are above the divisional average and have seen high levels of student engagement with Mathletics, Raz Kids, and WordQ (school wide); software programs for literacy and numeracy support.

## **C. QUALITY SUPPORT SERVICES**

### **QUALITY SUPPORT SERVICES AT GEORGE FITTON SCHOOL**

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

Several Quality Support Services initiatives are taking place at George Fitton School.

George Fitton School is continuing to implement Response to Intervention (RTI) within the school.

Grade 7 and 8 multiage classrooms have been created and a model developed to address professional learning needs (differentiated instruction, universal design, etc.) of staff on an ongoing basis. Within the grade 7 and 8 classroom structures, developmental groupings for literacy and numeracy have been established and support teachers (Literacy Support, Numeracy Support, Resource and English as an Additional Language) are utilized which allows for smaller class sizes and direct instruction for all students.

Literacy and Numeracy Support teachers have been instrumental in modelling differentiated and solid teaching practices for classroom teachers thus providing “on the job” professional learning opportunities.

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

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

George Fitton teachers are focusing on Mental Math strategies and the writing process as professional learning topics. Resources used to support teacher’s learning include: *Writing Power, Nonfiction Reading Power, Reading Power*, by Adrienne Gear; *The Daily 5 – Fostering Literacy Independence in the Elementary Grades*, *The Café Book – Engaging All Students in Daily Literacy Assessment & Instruction*, by Gail Boushey and Joan Moser.

George Fitton Student Achievement - Writing:

I bolt outside to get the rake. I gather up all of the pretty orange leaves. I take out the twigs and jump in. I make leaf angels and leaf beds and burry myself in them.

After I'm all done, I have a big thanksgiving dinner. I smell warm turkey fresh out of the oven, spicy pumpkin pie cooling on the counter and gravy cooking on the stove.

I go to the table and see my whole family and my friends joined together. On the table is stuffing, potatoes, carrots and warm tender turkey. I grab a little bit of everything. For dessert we have pumpkin pie with fluffy whipped cream on top. Now I'm all stuffed, so I curl up and go to sleep in my warm cozy bed and dream about leftovers.

By: Aymie Grade 4/5 Thompson/Isaac

In Fall I hear the laughter of kids playing in the crunching leaves. I hear coyotes howling at the moon and the wind blowing all through the day. I feel the cold frosty morning biting at my nose. I feel like jumping in the leaves and laughing with my brothers. I love fall!

By: Kyrrah Grade 4/5 Thompson/Isaac

### **Autumn**

You can smell the sweet scent of autumn air, how crisp and fresh it is. Or when the sunlight hits crimson red and gold yellow leaves falling off the trees, and light up like a sun catcher and fill the skies with mass amounts of colors. The chilly breeze is so refreshing on my bare cheeks, reddening them, and filling up my lungs with a rejuvenating feeling. When a gust of wind blows the vivid colored leaves down-down-down, until they finish their journey and land on the cold wet road. Even when the leaves are on the pavement and start to pass, they're still beautiful, amazing even. Just how the previous night's frost still coats the trees, giving leaves extra sparkle and shine like a glass blowers workshop. I think the trees are talking to me now, whistling to me, calling me over....fall captivates me....Does it captivate you?

By Morgan – Grade 7/8 Meadows

### **Park**

I am riding on a covered wagon being pulled by two horses in Spruce Woods Provincial Park. We are almost at our destination. I can see the sand dunes below the hot afternoon sun. Chase starts talking about how he will catch a skink. The horses come to a stop, and the driver ties them to their post. We are hiking up the hill towards the sand dunes. After a few minutes of climbing, we arrive at the sand dunes. I take off my pink flip-flops. I take a few moments to feel the warm sand nestle its way between my toes. I start running. Mitchell and Chase are chasing me. We try to climb to the top of the first sand dune we see. No luck. I keep running, running like I have all the time in the world. The warm Manitoba sun beats down on us. Then I see it. I stop dead in my tracks not wanting to squash it. A bright, blue-tailed skink, right in front of us. Chase spots it too and says, "....Brynne catch it..." I

slowly reach out my arm and then I try to grab the blue-tailed reptile. My fingers gently brush the cool skin of the skink, but it scampers away down the dune. I hear mom calling us back to the wagon. I think back at how I will always remember this head as my hand forever etches my name in the tiny grains of sand.

By Brynne – Grade 7/8 Meadows

#### **D. ADMINISTRATIVE AND STATISTICAL INFORMATION**

##### **SUSPENSIONS**

<u>SCHOOL</u>	<u>NO./STUDENTS</u>	<u>NO./DAYS</u>	<u>REASON</u>
Crocus Plains	12	5, 15, 30	Drug and Alcohol (3), Assaultive Behaviour (4), Unacceptable Behaviour (5)
Earl Oxford	1	3.5	Unacceptable Behaviour
Neelin	1	5	Unacceptable Behaviour
Vincent Massey	1	5	Assaultive Behaviour

##### **ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) ENROLMENT UPDATE – OCTOBER 31, 2013**

The Brandon School Division Currently has 1347 English as an Additional Language (EAL) Students.

- 12 new registrations were received from October 1 - 31, 2013;
- 12 students left the Brandon School Division from October 1 - 31, 2013.

The number of new EAL registrations received to date for the 2013/2014 school year is as follows:

Month of Registration	Number of New EAL Registrations Received
September 2013	120
October 2013	12
<b>Total</b>	<b>132</b>

The current school totals are as follows:

	Current Total	Students who have left the Division 2013/2014	Students who have left the Division 2012/2013	EAL Discontinued (Stage 5+) 2013/2014	EAL Discontinued (Stage 5+) 2012/2013
Alexander	1				
Betty Gibson	138	11	4		
Crocus Plains	236	15	11		
Earl Oxford	55	2			
George Fitton	99	1	5		

	Current Total	Students who have left the Division 2013/2014	Students who have left the Division 2012/2013	EAL Discontinued (Stage 5+) 2013/2014	EAL Discontinued (Stage 5+) 2012/2013
Green Acres	22	1	1		
Harrison	0				
J.R. Reid	27		4		
King George	104	3	5		
Kirkcaldy Heights	27		1		
Linden Lanes	21	1	3		
Meadows	101	10	8		
Neelin	32	3	2		1
New Era	125	6	17		
O'Kelly	24	1			
Riverheights	67	2	1		7
Riverview	41	1	1		
Spring Valley	24				
St. Augustine	43	1			4
Valleyview Centennial	13		1		1
Vincent Massey	96	5	14	29	46
Waverly Park	51		1		
Total	1347	63	79	29	59

The number of students who left Brandon School Division from October 1 – 31, 2013 is twelve (12). Of these students:

- two (2) moved back to their home country;
- eight (8) moved out of province; and
- two (2) did not have an exit path identified

Seven (7) students changed catchment areas within the Division in October.

## 2. DIVISIONAL INITIATIVES

For Information..... D. Michaels

### A. QUALITY TEACHING

#### BALANCED LITERACY WORKSHOPS – GRADE 2 TO 4 – WRITING

*Report prepared by Ms. Cory Leigh Nevill, Literacy Specialist*

In October of 2013 the third Balanced Literacy session were held to support the Balanced Literacy Practices kindergarten to grade 4 document in grades 2 to 4. (The kindergarten and grade 1 teachers meet for their third session at the end of last year.) A majority of teachers in grades 2 to 4 identified writing as an area of desired focus, along with guided reading at the first overview of the document two years

ago. The guided reading sessions were held with grade groups in the last school year and writing was the focus for these sessions. Cory Leigh Nevill and Wanda Nicol facilitated the workshops.

An overall focus of these grade group sessions was the idea that practices and assessment of writing are similar at each grade. To support this thinking focused work was done using the divisional writing assessment rubrics at Grades 3, 5, 7 & 9, as well as the Grade 12 Standards Test. This examination of the commonalities across the grades served to continue the discussion regarding the crucial competencies to assess in writing.

From this discussion of the competencies the workshops moved into an overview of the writing process and the importance of each part of this process. Then teachers worked through a number of strategies to support students through the stages, with a particular focus on the generation of ideas, an area of struggle for many students at the early years. Writer's notebooks, and anchor charts and student conferencing were also topics of discussion.

Each session was very successful and will serve to generate collegial discussion amongst grade level teachers at the school level. In the exit slips the teachers identified that they would like to have further work in this area as for many of them it was quite new. The possibilities of session later this year are being discussed with the steering committee for Early Literacy.

### **3. COMMUNITY CONNECTIONS**

For Information..... D. Michaels

#### **BRANDON COMMUNITY DRUG AND ALCOHOL EDUCATION COALITION MEETING / OCTOBER 31, 2013**

##### **Present:**

Brandon Police Service  
Brandon School Division

Chief Ian Grant  
Dr. Donna Michaels  
Michael Adamski  
Bruce Shamray  
Marcy Roziere  
Lili Jardine  
Trustee Peter Bartlette  
Breanna Dick  
Richard Greer  
Dolores McGregor

Child and Family Services  
Community Development Department  
Prairie Mountain Health

##### **Regrets:**

Addictions Foundation of Manitoba  
Assiniboine Community College  
Brandon Friendship Centre

Julie Hockley  
Caley Strachan  
Gail Cullen

Brandon Ministerial Association  
Brandon School Division

Dwayne Dyck  
Greg Malazdrewicz  
Mathew Gustafson  
Rick Stallard  
Trustee Linda Ross  
Karen Doty-Sweetnam  
Lt. Robert Wuskynyk  
Liz McLeod  
Mayor Shari Decter Hirst  
Esther Bryan  
John Scott  
Tanis Brugger  
Ann French  
Amanda

Brandon University  
CFB Shilo  
Child and Adolescent Treatment Centre  
City of Brandon  
Community Development Department  
Family Services and Housing  
Probation Services  
Teen Challenge  
Youth for Christ/U Turn Program

### Welcome and Agenda Review

Dr. Michaels welcomed everyone to the meeting. The minutes of the May 29, 2013 meeting were accepted as reviewed.

### Review of Parent Program

Lili Jardine reviewed the parent programs (attached Appendix A in May 29, 2013 minutes)

- Created a Sub-Committee of parents who attended the October 17, 2012 Parent Forum
- Parents wanted smaller sessions
- Morning and noon sessions were well attended
- Parents share more with each other as they attend more sessions
- The next upcoming parent sessions are:
  - Being Aware of Teen Parties – November 20, 2013
  - Understanding Anger and What to Do About It – November 27, 2013
  - Poster attached Appendix E
- Other parent sessions will be held from January to June
- Parent session information will be posted online. Lili will send the session information to schools for them to add the information to their newsletters. She will also send the information to Breanna Dick to share with foster parents
- Dolores noted that it is great that Lili is aware of other parent sessions taking place in the City and not doubling up on topics
- Breanna will share the session information with the Elspeth Reid Family Resource Centre

### Partner Updates

Addictions Foundation of Manitoba – no report

Assiniboine Community College – no report

Brandon Friendship Centre – no report



## Brandon Ministerial Association – no report

### Brandon Police Service

- Summer months were quieter than normal
- Theft of vehicles, vandalism, graffiti on the rise late summer, early fall
- There have been changes in staff to meet budget demands
- Still deal daily with people dealing with mental stress/disorders
- More community outreach – working through Strategic Plan
- Hoping schools are seeing more police presence at their schools
- Great comments have been received on the School Resource Officers
- Successfully addressed the law on school speed zones – hoping to have in place for fall next year
- Speed zone areas will be discussed with other stakeholders
- Meeting of the Canadian Association of Chief of Police this year – took a stance not to legalize marijuana
- Marijuana is still choice drug – cocaine would be second
- Students having access to alcohol is still an issue
- Mental health issues – more stressors – but people are also more aware of it now
- All police services in Canada are working on ways to deal with mental health issues on the front lines
- School Resource Officers are working to be on Facebook and Twitter to connect with kids

### Brandon School Division Schools

- High schools have a social worker in each school
- Need more social workers in elementary schools

### High Schools

## Crocus Plains – no report

### Neelin

- A lot of activity at the main campus
  - Off Campus is located at 118 10<sup>th</sup> Street
  - Upper Deck is on the second floor of this location
- Good start to school year at the main campus
- Main stream students are very supportive of Neelin's Life Skills students
- Off Campus' schedule works within the schedule of the adult students
- Upper Deck students are from middle and senior years. The youngest student is age 13 and go up to age 17 or so. Staff work with the students to get them reconnected back to other schools
- Student Council attended Leadership Conference in September
- On October 30, 2013, students attended WE day in Winnipeg

- Students will attend the Provincial Student Leadership Conference
- Good number of students attended PARTY Program presentation
- Upper Deck and Off Campus are working with fourth year nursing students to bring the Teen Clinic to the Upper Deck and Off Campus.
- Two other Brandon University nursing students have been to the main campus to work with teams and coaches regarding concussions
- Neelin has established a TADDD (Teens Working Against Drinking, Driving, Drugging) and a SWAT (Students Working Against Tobacco) Team again
- Tell Them From Me surveys continue to be done with students this year
- Have had some suspensions – working with students to educate them and get them connected with the AFM worker
- Jennifer Dyer is the new AFM worker at the school
- The Environment Club is participating in the Recycle My Cell Challenge – items can be dropped off at the school until November 22

#### Vincent Massey

- Mr. Shamray noted that he feels that Constable Dave Scott and Constable Dana McCallum are exceptional individuals
- School is trying to be proactive and get information on students before they enroll to be proactive with their needs
- Only three suspensions this year – none drug or alcohol related
- Looking for approval for media vocational course – can have ads from this Coalition posted on the media board
- Students have been involved with the MPI distracted driving presentation. This has been a very beneficial program
- Mr. Shamray feels that there is a decrease in tobacco use amongst the students at the school
- Constable Dave Scott is facilitating a Cyberbullying program at Vincent Massey

#### Elementary/Middle Schools

- Attended WE Day – very inspirational day for staff and students alike
- Constable McCallum is such a great resource for kindergarten to Grade 8 schools, as well as a great support for families
- Social Worker and Counsellor are both very busy
- There are twenty two (22) students at Meadows that participate in the Youth Revolution. They then involve all students in activities
- Have had Lunch and Learns with community members
- Westman Immigrant Services meets with English as an Additional Language (EAL) students on Mondays and Fridays at Meadows
- City of Brandon Lighthouse program takes place on Wednesdays

#### Youth Revolution Update

- Wellness Day for Grade 10 students will be on April 16, 2013
- Youth Revolution students have been involved with or attended:

- Presentation to the Minister
- Chamber Lunch
- Presentation at LIFT
- PARTY Program
- WE Day
- WestJet launch in September
- There are currently over five hundred (500) Youth Revolution members

Brandon University – no report

CFB Shilo – no report

#### Child and Family Services

- A tuition waver program has been started through secondary schools for students in care
- The following programs were discussed:
  - UTurn Program – youth drop in program for children in care; open twice a week
  - Teen Talk Class – for teen girls in care
  - Skills for Independent Living – for children in care ages 15 to 18; takes place twice a year
  - Youth Engagement Program – build relationships with workers and children in care

City of Brandon – no report

#### Community Development Department

- A poverty forum - PEP (People Ending Poverty) - will be held on November 7, 2013, 4:00 pm to 7:00 pm, Brandon City Hall
- Spoke to the Bays Committee
  - through donations, the Bays Committee was able to fix up a park on Westaway Bay
  - Had family activities in the Park over summer
  - Cleaned up the fence in the park to get rid of graffiti; which remained clean over the summer
  - Manitoba Housing is providing a unit which still needs to be staffed
- Had three (3) youth activity centers running over the summer
  - There were six hundred (600) students between ages 7 to 13 attending
  - In total there were fourty five hundred (4500) visits to the centers
  - Healthy Brandon provided healthy snacks everyday for the children attending
- Hosted a “Learn to Skateboard” class at the Skateboard Park
- Trying to have a BMX competition next year
- The Lighthouse Program is in seven (7) schools and two (2) days a week at the Southend Community Centre
- The Westman Wilderness Club is hoping to offer snowshoeing and skiing twice a week this winter
- Brandon School Division staff are encouraged to attend the Brandon Career Symposium in spring

- Getting closer to having a youth centre. Hoping to open summer/early fall next year

Family Services and Housing – no report

Prairie Mountain Health

- Community Mental Health is dealing with more situational problems to cope – not necessarily mental health disorders
- Stigma of mental health has decreased
- PARTY Program (Prevent Alcohol and Risk Related Trauma in Youth) was this week. Students from Grade 9 were in attendance
- First Annual General Meeting for Prairie Mountain Health was held October 16, 2013
  - There has been a lot of transition since the amalgamation
  - Standardizing policies and getting departments in line has been difficult
  - Dr. Sandra Allison, Medical Officer, spoke to healthy communities and what makes a healthy community. Dr. Allison works out of the 7<sup>th</sup> Street Health Access Center
- BC Communities Health model framework was discussed (attached Appendix F)
- Youth Health Survey Results should soon be distributed to schools
- A new newsletter “Thrive” was shared with the Coalition. This newsletter will be produced three times a year
- Linda Stiles will be contacted to see if she or a representative could do a presentation on mental health at the next Coalition meeting
- Community Health Assessment is set to launch in 2014

Child and Adolescent Treatment Centre – no report

Probation Services – no report

Teen Challenge – no report

Youth For Christ/U Turn Program – no report

Trustee Bartlette thanked everyone for the information he received at this meeting; it is invaluable to what we do.

Dr. Michaels thanked everyone for their attendance. The Superintendent’s Office will follow up with members who have not had regular participation at meetings.

Next Meeting Date

Thursday, February 20, 2014

#### **4. CORRESPONDENCE**

For Information ..... D. Michaels

##### **CORRESPONDENCE RECEIVED FROM TERESITA GUERRA, CORRESPONDENCE SECRETARY TO THE PREMIER**

The following correspondence has been received from Teresita Guerra, Correspondence Secretary to the Premier:

*On behalf of The Honourable Greg Selinger, Premier of Manitoba, I would like to acknowledge your correspondence and enclosed copies of nine Dual Language Books, written and illustrated by the students of the Brandon School Division.*

*Premier Selinger appreciates your efforts in providing him with these beautiful works, and sends his best wishes.*

*Thank you for writing to Premier Selinger.*



## BRANDON SCHOOL DIVISION POLICY

### POLICY 5012

### PROFESSIONAL STAFF LEAVES AND ABSENCES

The Board of Trustees of the Brandon School Division, recognizing that circumstances will arise on occasion which will require professional staff to be absent from their assigned duties, has, through negotiation and policy development, adopted a number of policies regarding leaves of absence.

The Board has assumed a contractual obligation for leaves of absence for the following categories:

- sick leave (also covered by policy)
- maternity leave
- family bereavement leave (also covered by policy)
- MTS executive leave
- deferred leave

Details of definition of eligibility, extent of benefits, and rules of application are spelled out in various articles of the current collective agreement. Teachers who wish to apply for leave in one or other of these circumstances are advised to read the appropriate articles with care and to follow precisely the procedures described therein.

#### A. SICK LEAVE

Sick leave, with pay, for professional staff shall be limited to the number of days accumulated for that purpose according to the provisions of The Public Schools Act and the negotiated agreement. The Board of Trustees requires that sickness be certified by a physician if the sick leave exceeds four (4) consecutive days.

#### B. LEAVE OF ABSENCE ON ACCOUNT OF ILLNESS

Leave of absence on account of illness, without pay, for professional staff may be provided when an individual's accumulated sick leave has been expended. This leave shall preferably be provided in conjunction with the regular school breaks.

Two types of leave of absence on account of illness shall be available under this policy:

1. Term Certain: a leave of absence on account of illness which is provided for a specified period, such period not to exceed the equivalent of one (1) school year. Requests for term leave shall contain the reason for the request and the anticipated date of return. Requests for an extension of term certain leave must be made a minimum of two (2) weeks prior to the expiry date.

2. Indefinite Leave: a leave of absence on account of illness which exceeds one (1) school year. In order to ensure assignment to a position upon return to work, individuals on an indefinite leave shall notify the Superintendent's Department of their intended date of return to work on or before May 1 preceding the date of their intended return.

All requests for a leave of absence on account of illness must be accompanied by a statement of certification written by a physician.

#### C. COMPASSIONATE LEAVE

Compassionate Leave shall mean leave of absence granted to teaching personnel when unforeseen circumstances, involving a member of the family, create a situation as a result of which the member of the teaching personnel is under such stress that he/she is unable to assume the duties of the classroom.

For the purpose of this section "family" shall be as defined under "Bereavement" in the Collective Agreement currently in force.

In the event of circumstances suggesting the need for compassionate leave, the Principal is required to receive approval on behalf of the employee for the leave from the Superintendent of Schools/CEO or his/her delegate.

Upon approval of the leave by the Superintendent of Schools/CEO or his/her delegate, teaching personnel will be provided up to a maximum of three (3) days compassionate leave with full pay.

#### D. BEREAVEMENT TRAVEL LEAVE

Requests for leave of absence, with pay, for the purpose of travel in excess of 300 miles one way to attend the funeral of a member of the employee's family may be granted at the discretion of the Superintendent of Schools/CEO.

For the purpose of this section "family" shall be as defined under "Bereavement" in the Collective Agreement currently in force.

Such approved leave shall be in addition to that authorized in the Collective Agreements in force and shall not exceed two (2) days.

#### E. SPECIAL DISCRETIONARY PERSONAL LEAVE

Special Discretionary Personal Leave shall mean leave of absence with reduced pay, to professional staff of up to one (1) day during each school year for such reasons as personal business, religious holidays, compassionate reasons not otherwise provided for, and medical appointments other than illness.

The administration of this policy shall involve the following conditions:

1. The necessary information concerning such leave shall be conveyed to the Principal, the Superintendent of Schools/CEO, on the specific form and in the manner provided.
2. Teaching personnel using such leave shall be deducted the actual cost of substitute, or if no substitute is required, the minimum substitute rate for a substitute in the same salary class as the teacher. If substitutes are required they shall be obtained in the usual way.
3. Five (5) days written notice of leave requested is required except in an emergency.

4. The smallest unit of leave available under this policy shall be one-half (1/2) day.
5. Regular part-time teachers shall be entitled to a pro-rata share of two (2) days, rounded to the nearest half-day.
6. Such leave shall be allowed only when suitable substitutes are available and only when the number of staff on leave does not exceed 2% of the Division's total teaching positions on any one teaching day.

#### F. CIVIC RESPONSIBILITY LEAVE

1. When teaching personnel of the Division are required by law to assume civic (jury/witness) responsibilities, permission may be given by the Principal for the staff member to be absent from his/her teaching duties as required and with full pay.
2. The Board of Trustees welcomes the involvement of employees in community activities or organizations and as members of local councils or boards in either a voluntary or elected capacity.

In order to ensure that employees know the parameters within which they accept nominations or appointments to local organizations, boards and councils, procedures and expectations of the Brandon School Division shall be established from time to time.

These Board expectations are stated to ensure that:

- a. the needs and interests of the students are protected;
- b. the employee's job is not adversely affected; and
- c. the involvement of the employee is not to the detriment of or results in additional costs to the Division.

No remuneration shall be received by the individual on leave under this policy.

#### G. LEAVE WITHOUT PAY

The Superintendent of Schools/CEO is authorized to approve up to five (5) consecutive teaching days leave of absence without pay to any member of the teaching staff when, in the opinion of the Superintendent of Schools/CEO the leave is warranted due to unforeseeable circumstances of the teacher making the request.

Leaves of greater than five (5) teaching days, but not more than ten (10) teaching days may be granted by the Superintendent of Schools/CEO subject notifying the Board Chair. Any leave without pay greater than ten (10) teaching days shall be subject to Board of Trustees approval.

Leave associated with political activities or purposes, personal financial gain or vacations shall be within current Board policy or be subject to Board of Trustees approval.

#### H. EXTENSION OF HOLIDAY TIME

Because holiday time is provided to professional staff through various negotiated agreements and statutes, additional leaves of absence to holiday time shall not be allowed.

#### I. LEAVES OF ABSENCE RELATED TO BRANDON UNIVERSITY AND ASSINIBOINE COMMUNITY COLLEGE

On occasion, teaching personnel of the Division are involved in university or community college programs for which a limited absence from the Division may be desirable.



1. Written requests for leave of absence from the Division to assist with university or community college activities are to be submitted by the staff member to the Superintendent's Office at the commencement of the fall term or as early as possible.
2. The requests are to be accompanied by a written statement from the Director of the Department or the Dean. This statement is to outline the conditions necessitating the leave.
3. The requests should also indicate whether any remuneration or expenses are being made available to the individual.
4. Generally, such leaves are limited to no more than five (5) days. The Division must be reimbursed for substitute costs.
5. The disposition of any request will be dealt with on an individual basis.

#### J. ADOPTIVE LEAVE

Employees who have completed one year's employment with The Division shall be entitled to a leave of absence without pay for the purpose of adoption as provided hereinafter.

1. The employee shall provide to the Superintendent of Schools/CEO a statement of intent to adopt a child as soon as an application for adoption is filed.
2. Following notification to the Superintendent of Schools/CEO of intention to adopt, the employee shall be required to keep the appropriate administrator informed during the adoption process. Included in this information shall be notice of acceptance or rejection of the employee as a prospective adoptive parent and the projected target date for adoption.
3. The employee shall advise the Superintendent of Schools/CEO as soon as the delivery date is known and the leave shall commence not more than five (5) days before or after the date the child is received by the adoptive parents.
4. The length of the adoptive leave shall be as mutually agreed upon by the employee and the Superintendent of Schools/CEO but it shall not exceed one (1) year in total. In the event of mutual agreement not being reached, the final decision as to the length of the leave shall be that of the Superintendent of Schools/CEO.
5. Where both spouses of an adopting family are employees of the Division, only one of the spouses shall be eligible for adoptive leave.
6. Employees who receive an adoptive leave of absence shall receive the leave with a "guaranteed return". For the purpose of this policy, a "guaranteed return" means that employees upon return shall be placed in a position which, in the opinion of the Superintendent of Schools/CEO, is suitable and appropriate to their qualifications and as similar as possible to the one which they had at the time the leave was granted. The concept of "guaranteed return" does not abrogate any provisions for the termination of employment of any employee of the Division.
7. Failure to return from said leave on the date agreed upon by the employee and Superintendent of Schools/CEO shall result in automatic termination of the employment of that employee effective on the scheduled date of return.

#### K. ONE YEAR LEAVE - PERSONAL LEAVE OF ABSENCE

The following general policy statements shall apply to requests of leave for up to one year for the purposes of personal leave of absence.

1. Subject to the terms hereinafter stated, all members of the teaching staff shall be eligible for up to One Year Personal Leave of Absence without pay.
2. Written applications, stating the type of leave requested, shall be submitted to the Superintendent of Schools/CEO no later than April 1 preceding the school year for which the leave is desired. For one year personal leave of absence the purpose of the leave must be stated by the applicant in the letter of request.
3. Except when otherwise stated, persons applying for a leave of absence shall be a permanent employee. Leaves of absence provided under this policy should not extend beyond twelve calendar months and only leaves running concurrent to the school year will be considered.
4. The leaves which are approved shall be given a "guaranteed return". For the purposes of this article, "guaranteed return" means: staff, upon return, shall be placed in a position which, in the opinion of the Superintendent of Schools/CEO, is suitable and appropriate to their qualifications.
5. Leaves of absence shall be subject to the Division being able to employ suitable replacement staff. The leave may be deferred or refused if, in the opinion of the Superintendent of Schools/CEO, a suitable replacement is not available or if it is considered by the Superintendent of Schools/CEO that the leave would adversely affect the quality of education in the Division.
6. Staff who are on leave of absence shall provide the Superintendent of Schools/CEO with a letter no later than April 1st of the year the leave expires stating whether or not they shall be returning to active employment in the Division. A teacher not advising the Superintendent's Department of his/her intentions by April 1st shall relinquish the benefits of a guaranteed return and placement of the teacher shall be at the discretion of the Superintendent's Department and subject to their being an appropriate vacancy available.
7. Accumulated sick leave of the teacher taking leave of absence under this policy shall be maintained but shall not accumulate.
8. For a teacher granted a personal leave benefits shall be maintained as outlined by each specific carrier. (Refer to benefit documentation provided at time of hire.) Premiums, where the insurance is continued, shall be paid by the teacher in accordance with the conditions of the insurance plans.
9. Teachers receiving a leave under this policy shall be required to sign a memorandum of agreement accepting the terms as set forth in the policy as provided to them.

#### L. SABBATICAL LEAVE

1. Sabbatical leave may be granted to teachers for the purpose of improving their academic and/or professional education through full time study as recognized by a post-secondary institution and when the leave is directly responsive to the needs of the Division.
2. Application for sabbatical leave shall be submitted to the Superintendent of Schools/CEO no later than February 1 immediately preceding the school year for

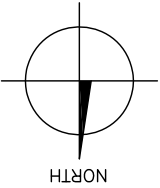
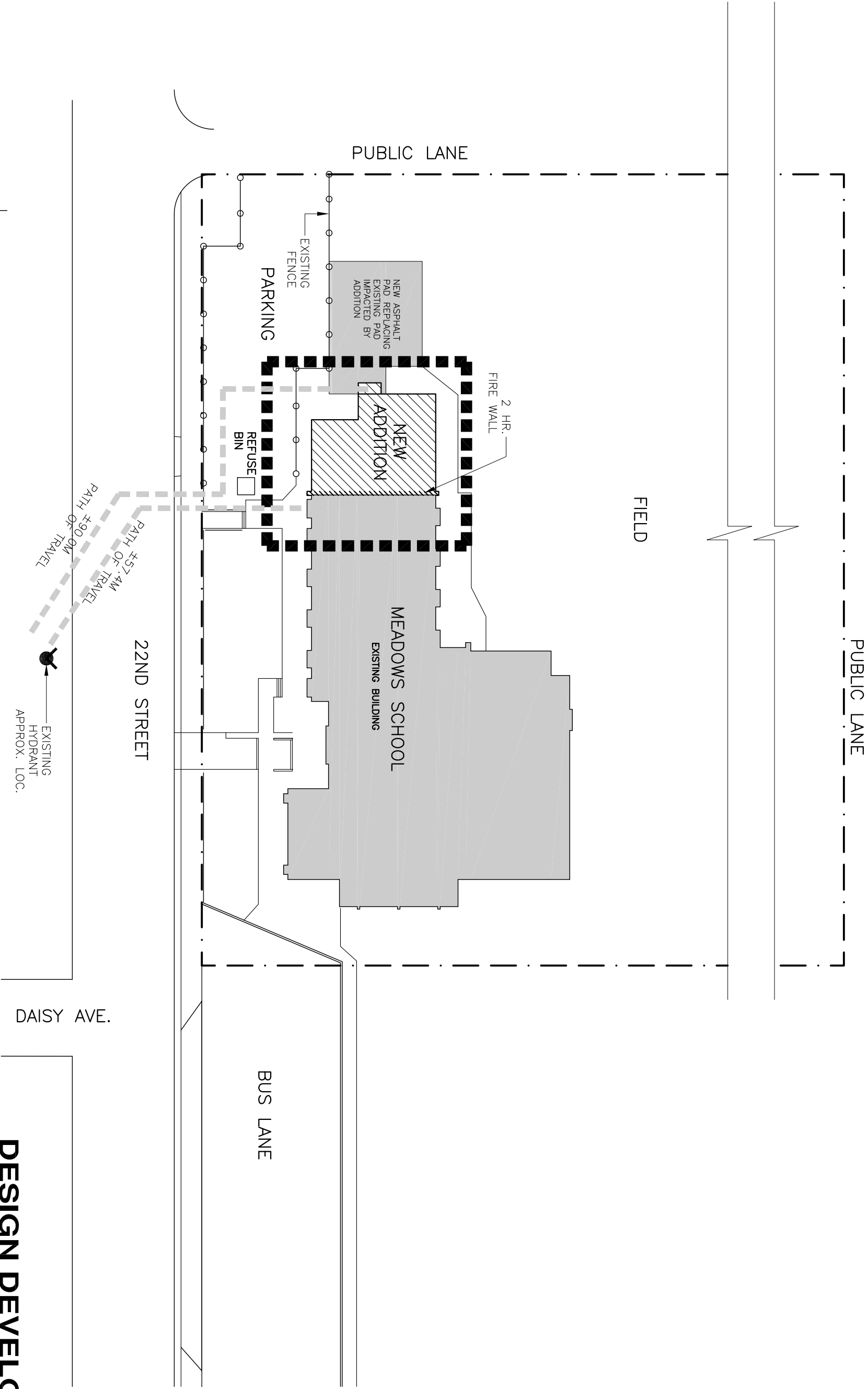
which the sabbatical is being requested. This application must include a statement outlining the proposed program of study. The Division shall advise the applicant of the disposition of the request for the sabbatical leave by March 31. The applicant shall confirm intentions to proceed with the sabbatical leave by May 1.

3. Full documentation of the program of study, including confirmation of registration from the educational institution, shall be filed with the Superintendent of Schools/CEO prior to any payment of sabbatical leave allowance.
4. Teachers with six or more continuous years of service with the Division shall be eligible to apply for sabbatical leave with a maximum allowance of up to 25% of basic salary excluding any additional allowances.
5. Teachers with twelve or more continuous years of service with the Division shall be eligible to apply for sabbatical leave with a maximum allowance of up to 50% of basic salary excluding any additional allowances.
6. The number of teachers granted sabbatical leave shall be at the discretion of the Board.
7. Salary payments while on sabbatical leave shall be made on the same payroll basis as regular teacher salary payments.
8. Payments shall be based on continuous attendance in the documented program of study. The teacher on sabbatical leave shall be responsible for advising the Division if regular attendance is discontinued.
9. The Board has the right to discontinue payments should the teacher withdraw from the program of study. The balance will be treated as a full-time study leave.
10. For a teacher granted sabbatical leave, group life insurance and long term salary continuance insurance shall be continued for the period of absence. Premiums shall continue to be paid by the teacher in accordance with the conditions of the insurance plans.
11. If the teacher does not return to the employ of the Division, repayment of the salary by the teacher to the Division shall be made as follows:
  - if not returning - full payment
  - if returning for one year only - two-thirds repayment
  - if returning for two years - one-third repayment
  - if returning for three years - no repayment
12. In accordance with section 11 above, if a teacher does not return to the employ of the Division or if, as required by the terms of this policy, repayment is required, full repayment shall be made on or before September 1 of the year that the teacher would normally resume work in the Division.
13. For the purposes of this policy, sabbatical leaves which are approved shall be given a "guaranteed return" which means that staff, upon return, shall be placed in a position which, in the opinion of the Superintendent of Schools/CEO, is suitable and appropriate to the qualifications of the teacher.
14. Staff who are on leave of absence shall provide the Superintendent of Schools/CEO with a letter no later than April 1st of the year the leave expires stating whether or not they shall be returning to active employment in the Division. A teacher not advising the Superintendent's Department of his/her intentions by April 1st shall relinquish the benefits of a guaranteed return and placement of the teacher shall be at

the discretion of the Superintendent's Department and subject to their being an appropriate vacancy available. In the event that the teacher cannot be placed in a position satisfactory to the Superintendent's Department by May 31 the lack of placement shall result in automatic termination of the contract.

15. Accumulated sick leave of the teacher taking sabbatical leave of absence under this policy shall be maintained but shall not accumulate.
16. Teachers receiving a leave under this policy shall be required to sign a memorandum of agreement accepting the terms as set forth in the policy.
17. In the event of death while on sabbatical leave, the amount paid prior to the death of the teacher shall not be recoverable by the Division.
18. In the event that the teacher becomes ill and suffers disability or injury to the extent that the provisions of the Division's Long Term Disability Plan apply, no immediate repayment of sabbatical leave allowance shall be required. If the teacher does not return to work for the Division when medically able the provisions of Article 11 shall apply so far as repayment of sabbatical allowance is concerned. In this situation, repayment of sabbatical allowance shall become due when the teacher is no longer eligible for Long Term Disability and when the teacher is medically able to work.

Where a request for leave has not been granted, the Board of Trustees is prepared to listen to appeals for reconsideration. Such requests may be made individually by the teacher or by the member of the Association Executive requested by the teacher so to act, or by both jointly.



1  
SK-1

SITE PLAN

SCALE: N.T.S

drawn by		approved by		MEADOWS SCHOOL - ELEVATOR AND CLASSROOM ADDITION	mcm architects inc.	2048
LMH/RL						
date						
13 NOV 2013				141 st. anne's road, winnipeg, manitoba, R2M 2Z3		SK-1
				158 - 8th street, brandon, manitoba, R7A 3X1		

DESIGN DEVELOPMENT

## Categorical Review for 2012/13 Year End Audit

At October 31, 2013

Taken from Province's report at <http://www.edu.gov.mb.ca/k12/specedu/pie/index.html>

Expenditure Areas (by FRAME object)	2013/14 Actual											
	English as an Additional Language	Early Start French	Intensive French	French 9 year (3)	French Teaching: French Immersion Program (3)	Aboriginal Academic Achievement	Early Childhood Development Initiative	Early Literacy Intervention	Early Numeracy	Middle Years Experiential Learning	Healthy Schools (2)	Education for Sustainable Development
<b>Provincial Support (1)</b>	874,425.00	-	-	23,741.00	155,638.00	342,500.00	134,185.00	370,850.00	72,930.00	21,500.00	15,543.06	15,400.00
<b>Salaries</b>												
Instructional - Teaching	1,614,876	S/O	S/O	S/O		203,529	69,823	937,727	130,604		55,397	
Instructional - Other	115,432	S/O	S/O	S/O		117,923						
Clinician		S/O	S/O	S/O								
Benefits		S/O	S/O	S/O								
<b>Total Salaries</b>	1,730,308	S/O	S/O	S/O	0	321,451	69,823	937,727	130,604	0	55,397	0
<b>Benefits</b>	96,904	S/O	S/O	S/O		26,686	21,983	46,886	6,709			
<b>Other (details optional)</b>								S/O				
Materials	48,533	0	0	15,812	201,138	8,283	36,199		3,976		12,757	795
Substitute Costs												
Equipment												
Professional Learning	17,259			25,350	16,596	6,289	17,744		6,755			
Elders Program (AAA)						55,938						
Student Transportation										35,650		16,524
<b>Total</b>	<b>1,893,005</b>	<b>0</b>	<b>0</b>	<b>41,162</b>	<b>217,734</b>	<b>418,647</b>	<b>145,750</b>	<b>984,614</b>	<b>148,043</b>	<b>35,650</b>	<b>68,154</b>	<b>17,320</b>
<b>Expenses (over)/under funding provided:</b>	(1,018,579.77)	-	-	(17,420.99)	(62,095.75)	(76,147.06)	(11,564.94)	(613,763.72)	(75,113.42)	(14,149.67)	(52,610.71)	(1,919.52)

(1) Amounts listed under Categorical Grant Funding on DSF2012-13A2BR except Healthy Schools.

(2) Healthy Schools Funding provided separately. Notified by mail jointly from the Minister of Healthy Living, Seniors and Consumer Affairs and the Minister of Education.

(3) French 9 year and French Immersion have been provided with the submission date yet to be determined by the province.



# Appendix E BRANDON SCHOOL DIVISION

## PARENT SESSIONS IN NOVEMBER



### Being Aware of Teen Parties

Date	Thursday, November 21
Time	1:00 – 2:30 pm
Presenter	Brandon Police Services
Location	1031 6 <sup>th</sup> Street, Brandon McLaren Room
Refreshments	Coffee and juice
RSVP	By November 20



Limited  
Capacity

### Understanding Anger and What to do About it

Date	Wednesday, November 27
Time	6:00 – 7:30 pm
Presenter	Brandon School Division Psychologists
Location	1031 6 <sup>th</sup> Street, Brandon McLaren Room
Refreshments	Coffee and juice
RSVP	By November 26



**RSVP -** [jardine.lili@bsd.ca](mailto:jardine.lili@bsd.ca) & (204)573-2268

Brandon Community Drug and Alcohol Education Coalition and Youth Revolution Sessions

# The Healthy Communities Approach:

## *A Framework for Action on the Determinants of Health*

### CORE VALUE

Capacity Building and Empowerment (Individuals, Organizations, Communities)

Key Building Blocks of the Healthy Communities Approach

Community/Citizen  
Engagement

Multi-Sectoral  
Collaboration

Political  
Commitment

Healthy  
Public Policy

Asset-Based  
Community  
Development

### Integrated Action on the Determinants of Health

- Income and Social Status
- Social Support Networks
- Education and Literacy
- Employment/  
Working Conditions
- Social Environments
- Physical Environments
- Personal Health Practices  
and Coping Skills
- Healthy Child Development
- Biology and Genetic Endowment
- Health Services
- Gender
- Culture

Examples of Outcomes

#### Individual

- Skills/Behaviours
- Social Participation
- Lifestyle
- Knowledge
- Health Status

#### Organization

- Participation
- Skills Development
- Critical Knowledge
- Communication
- Recognition
- Provision/Access  
to Services

#### Community

- Governance
- Social
- Economy
- Culture
- Environment
- Healthy Public Policy
- Resilience
- Social Inclusion

#### Regional / Provincial / National

- Governance
- Legislation
- Programs
- Healthy Public Policies