Report of Senior Administration to the Board of Trustees

December 12, 2011

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

Donna M. Michaels

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

A. Business Arising for Board Action

I. PRESENTATIONS

Golden Geckos – F1 Worlds in Malaysia – Crocus Plains Regional Secondary School Students

FROM LEARNING SUPPORT SERVICES

Full Day/Every Day Kindergarten – T. Timmerman, Coordinator of Assessment, Evaluation & Research

II. HUMAN RESOURCES

III. SECRETARY-TREASURER

1. BRANDON CAREER SYMPOSIUM – REQUEST FOR FUNDS

For Action.....G. Barnes

Correspondence has been received from the Brandon Career Symposium 2012 indicating that the Career Symposium is scheduled to take place at the Keystone Centre in Brandon on March 5-7, 2012.

The objective of the Career Symposium is to create an environment where youth can visit informative and interactive displays, attend speaker sessions, and meet with Manitoba's leading representatives in business and education to discover career and educational paths for ongoing personal growth and development.

As in past years, they are seeking the support of the Brandon School Division in the form of $2,000. This amount is to cover the costs of students from the Brandon School Division who attend the Career Symposium. This amount has been budgeted for. Attached is a financial statement for your information (Appendix A).

RECOMMENDATION:
That the request of the Brandon Career Symposium 2012 for financial support be approved in the amount of $2,000.

2. GIVING OF NOTICE – POLICY 3011

For Action.....G. Barnes

At the Regular Board Meeting on November 24, 2011 a Giving of Notice was presented for the purpose of rescinding Policy 3011 – "Purchasing Authority" and replacing same with Policy and Procedures – "Purchasing Authority". The noted Policy and Procedures are attached as Appendix B. A motion to approve the revised Policy and Procedures is included in the agenda for Board consideration.

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 Trustee consideration) for nineteen (19) high school hockey students, Grades 10 to 12, from Crocus Plains Regional Secondary School to make a trip to Phoenix, AZ from December 27, 2011 to January 2, 2012.

Mr. Terry Osiowy, Principal, Crocus Plains Regional Secondary School, and Mr. Greg Malazdrewicz, Associate Superintendent have approved this trip. Approval from the Board of Trustees is respectfully requested.

RECOMMENDATION:
That the trip involving nineteen high school hockey students from Crocus Plains Regional Secondary School to Phoenix, AZ from December 27, 2011 to January 2, 2012 be approved and carried out in accordance with Board Policy/Procedures 4001: Off-Site Activities.

V. SENIOR ADMINISTRATION RESPONSE TO TRUSTEE INQUIRIES

1. TRUSTEE INQUIRY – GRADE 4 TO 8 CLASS SIZES

For Information.....G. Malazdrewicz

At the November 14, 2011 Regular Board meeting, Trustee Murray requested information on teacher/pupil ratio of grades 4 to 8, including number of classrooms and configurations, with focus on the effects of kindergarten to grade 3 caps of twenty (20).

The following information is provided in response and as follow-up information to the report tabled on the *Proposed Provincial Mandate on K-3 Class Size.*

The following table is a summary of class sizes as of September 29, 2011 that is based on the same data source as the Kindergarten to Grade 3 data. The two reports would be the basis for comparison on the impact upon implementation of a Provincial class size mandate.

Table #1: Distribution of Grades 4-8 Classes by Enrollment

	<20	21	22	23	24	25	26	27	28	29	30>	Total
# Classes	43	10	14	21	17	12	5	5	4	1	0	132

Of the 132 classrooms in the Grade 4 through 8 grouping, 47 classes are multi-age. The remaining 85 classrooms are single grade settings. With 2,918 students included in this study group, the effective student to teacher ratio is 22.1 to 1. We are unable

to project the impact of an enrolment cap on K-Grade 3 classrooms on the Grade 4-8 at this time.

Table #2: Distribution of Multi-age Classes

	3/4	*4/5*	*5/6*	*7/8*	*Total*
# Classes	16	6	18	7	47

It should be noted that the *High School Class Size Report* (Appendix K of the Senior Administration Report of October 11, 2011) would also be an accurate representation of the number of sections offered and the distribution of class sizes that could be used to measure any impact of staffing ratio adjustments made in response to the *Proposed Provincial Mandate on K-3 Class Size.*

2. CROCUS PLAINS VOCATIONAL PROGRAM

For Information ..... K. Zabowski

At the November 28, 2011 Regular Board meeting, Trustee Bartlette requested information on the accounting of monies earned annually by the canteen and the amounts paid for support staff salaries at Crocus Plains Regional Secondary School.

The information is provided in response and is attached as Appendix D.

Please call if you have any questions.

3. SENIOR HIGH EQUITY FUNDS FOR EXTRACURRICULAR ACTIVITIES

For Information ..... K. Zabowski

At the November 14, 2011 Regular Board meeting, Trustee Kruck inquired about the communication to staff, students, and parents, and how students and parents can apply for funding in regards to senior high equity funds for extracurricular activities.

The information is provided in response and is attached as Appendix E.

Please call if you have any questions.

B. Administrative Information

I. HUMAN RESOURCES

1. PERSONNEL REPORT

For Information ..... B. Switzer

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

II. SECRETARY-TREASURER

1. MEMBERS OF GOVERNMENT COMMITTEE ON K-3 CLASS SIZE

For Information ..... G. Barnes

At the Regular Meeting of the Board held November 28, 2011, the Board reviewed an email received from Trustee Sefton outlining his conversations with Dr. Farthing, Deputy Minister of Education, regarding the Brandon School Divisions request to have a representative on the Government Committee studying their proposed K-3 Class Size announcement. The Board was advised the Committee has a full complement of members with no plans to expand the Committee. Following discussions on this matter, the Board directed the Secretary-Treasurer to follow-up with the Government as to who are the members of this Committee. We have attempted to obtain the information requested by the Board. Although we have not been able to provide the names of the individuals on this Committee, we have been advised that the Committee consists of representatives of education partners representing the following: Manitoba Association of School Board Officials, Manitoba Association of School Superintendents, Manitoba School Boards Association, Manitoba Teachers Society and Manitoba Association of Parent Councils. The responses we have received to this inquiry are attached as Appendix F.

III. SUPERINTENDENT OF SCHOOLS

1. SCHOOL INFORMATION

For Information..... D. Michaels

A. QUALITY LEARNING

QUALITY LEARNING AT BETTY GIBSON SCHOOL

Report prepared by Mr. Phil Vickers, Principal, Betty Gibson School

One of our school initiatives at Betty Gibson School is to "develop key implementation processes for Response to Intervention (RTI) in the school".

Response to Intervention strives to ensure that all students receive the most appropriate interventions / academic supports for their specific needs.

To this end, we have been creating a Response to Intervention model at Betty Gibson School. This model identifies students that require additional supports and selects the most appropriate academic intervention for each student.

The model is based on the three (3) tiered Response to Intervention pyramid. The first tier is based on quality classroom instruction. When a student is not responding to the tier one interventions, an RTI meeting is called. This meeting brings together the classroom teacher, possible support teachers, resource teacher, and the principal. These meetings occur every three (3) weeks or as needed. The goal of these meetings is to review the student's current levels and presenting issues and to brainstorm possible further interventions. Interventions could include:

- a change in tier one (1) (classroom based) intervention – e.g. - a change in teaching strategy;
- a referral to a tier two (2) (school based) intervention – e.g. - literacy support, numeracy support etc.; and
- a referral to a tier three (3) (intense) intervention – e.g. – psychology.

The Response to Intervention model is designed to provide students the support they need in a timely fashion and requires that we monitor the effectiveness of the intervention for each student. After a student begins an intervention – continual progress monitoring takes place.

Through this model, we strive to ensure that students receive the appropriate intervention. We feel that this will lead to Quality Learning for all students.

B. QUALITY TEACHING

QUALITY TEACHING AT KING GEORGE SCHOOL

Report prepared by Mr. Dave Lim, Principal, King George School

Mr. Sallows grade 5/6 class worked on a very successful mobile computing pilot project from February to June of 2011. During this time students had total access to twenty five (25) iPads during the school day. As a result of participating in this project, the high level of collaboration, differentiated learning, student engagement and achievement has been well noted and thoroughly documented. Our plan is to continue this momentum of infusing technology by having staff members sign out an iPad to familiarize themselves with its amazing capabilities and to explore some of the numerous educational applications that are available.

This year, the iPads have enjoyed a much wider distribution at King George School, being utilized throughout the entire school. The grade 7 teachers are using this technology to help students develop and enhance their work flow skills while studying geography. Instead of handing in a "final paper report" students use a multi-media "virtual" platform to establish a settlement in their region justifying their choices in terms of how the physical geography would meet the needs of inhabitants. The students would use iPads to stream their project, wirelessly, through Apple TV to display their work immediately onto the SmartBoard. This provides students the opportunity to present and publish their work immediately, allowing for timely discussion, critical thinking, feedback and editing from peers and teachers.

Math applications are used that target specific outcomes and allow for a variety of choice and levels of difficulty.

Reading materials are not limited to the "hard physical print" of books, magazines or newspapers with mobile technology. Reading can become "living literature" where the student can read the text, change the text, watch the screen and have the material come alive via video. Teachers are finding that this method has been very engaging to all students particularly to a targeted group of boys who tend to avoid reading text.

One teacher summed it up by saying, "I've really noticed that students are becoming more independent learners and better critical thinkers by using mobile technology. They're asking me far less questions because they are beginning to realize that they have access to the whole world in the palm of their hands."

At King George School we are committed to innovation and technological excellence to enhance student engagement, critical thinking and achievement.

C. QUALITY SUPPORT SERVICES

QUALITY SUPPORT SERVICES AT RIVERHEIGHTS SCHOOL

Report prepared by Mr. John Minshull, Principal, Riverheights School

The Riverheights Life Skills support team consists of Jan Pilling, Speech Language Pathologist; Karen Gillespie, Occupational Therapist; Candace Price, Physical Therapist; and Glenda MacKay, Program Facilitator. This group continues to provide excellent service in our program. Within our group of twenty four (24) students come a variety of communication issues, and most students have profound communication needs which impact daily life significantly.

What makes this year different is the way the team has approached the delivery of service with regard to the communication needs. Most of the team met over the summer a few times to discuss how to improve student programming. A decision was made to use an Early Literacy and Communication Program called MeVille to WeVille. This program was brought to our attention by Jan Pilling, Speech Language Pathologist. It is research based, it is meaningful to students, and it is systematic in its approach. It was made for students with disabilities ranging from moderate to severe.

When we first started planning we committed to a thirty (30) minute block of time daily during which we would focus on the MeVille program. It was when we first started using the program that we truly started to see the magic and the potential of what this program could do for our students! It has been incredible and our support team has been with us every step of the way encouraging us and sharing in our excitement. We quickly realized, at the school level, that some of the communication goals we were quickly achieving in our thirty (30) minute sessions could be easily followed through with other daily activities in the Lifeskills program.

Karen has visited us several times during student programming to ensure that we gave every student opportunities for maximum participation (including access to communication aids, writing tools and so on) in the context of this program. The MeVille program has provided the framework for Karen to model and give us suggestions about assisting students. Jan has been an invaluable resource with her knowledge and experience in working in cluster classrooms such as ours. She has provided great support by providing specific strategies for us to use to meet the profound communication needs for particular students. Candace has been most supportive and enthusiastic in encouraging us to incorporate physiotherapy goals in the context of this time (students often use their standing frames during our literacy time – why not read a book or use a BigMac switch while accomplishing your physiotherapy goals!) Glenda has always provided encouragement and been the go-to person for some specific needs. We always enjoy her visits and can't wait to share our latest accomplishments.

Our support team has continued to meet once a month with Mr. Minshull and the classroom teachers to share information, celebrate successes, and to provide

suggestions as the year progresses. A real effort has also been made to provide ongoing staff development for educational assistants (EAs). Karen, Jan, and Candace have met with the teaching team on a number of occasions to plan this, and have helped with providing direct support to EAs through training sessions and direct support with students.

As a result of the continued hard work of all involved in this program, many of the Lifeskills students have shown remarkable growth in their ability to communicate. It is obvious to those working in the program how student self esteem has been affected in a positive manner.

We look forward to seeing continued growth in the development of our Lifeskills students.

D. ADMINISTRATIVE AND STATISTICAL INFORMATION

SUSPENSIONS

SCHOOL	NO./STUDENTS	NO./DAYS	REASON
Crocus Plains	3	3, 5	Assaultive Behaviour
George Fitton	1	3	Unacceptable Behaviour
Neelin	2	5, 10	Unacceptable Behaviour
Vincent Massey	5	3, 5, 10, 30	Assaultive, Unacceptable Behaviour

2. DIVISIONAL INITIATIVES

For Information ..... D. Michaels

QUARTERLY REPORT / DECEMBER 12, 2011

I. Message from Superintendent of Schools/Chief Executive Officer

With a clear focus on our students' active engagement in learning and achievement the 2011/2012 school year unfolds with plenty of energy and enthusiasm! This Quarterly Report captures a cross-section of the learning initiatives and outcomes to date.

It is organized around the three interconnected strategic directions Quality Learning, Quality Teaching, Quality Support Services in place to advance further Brandon School Division's ONE Strategic goal "to engage ALL students actively in their learning through the provision of equitable, fair access to Quality Learning facilitated by Quality Teaching and enabled by Quality Support Services.

II. Strategic Plan 2011-2014 in Action

Our STRATEGIC GOAL is to ENGAGE ALL students actively in their learning through the provision of equitable, fair access to **QUALITY LEARNING** *facilitated by* **QUALITY TEACHING** *enabled by* **QUALITY SUPPORT SERVICES.**

III. Brandon School Division Profile

Students

Elementary:	5184
Senior High:	2739
Total:	7923
Students who have English as an Additional Language:	1172
French Immersion Students:	646
Students Bussed:	2828

Schools

Kindergarten to Grade 10:	1
Kindergarten to Grade 8:	14
Kindergarten to Grade 6:	3
Grades 9 to 12:	3
	plus Neelin High School Off Campus

Staff

Elementary Principals/Vice-Principals:	24
Elementary Teachers:	408
Senior High Principals/Vice-Principals:	9
Senior High Teachers:	195
Support Staff:	391
Senior Administration:	4
Out-of-Scope Staff:	29
Clinicians:	17
Specialists:	10

IV. Strategic Steering Committee Reports

Quality Learning

Report Prepared by Ms. Darlene Wilkinson, Principal, Valleyview Centennial School and Mr. Michael Adamski, Principal, École Secondaire Neelin High School

Objective #1

To complete full implementation of Policy/Procedures 4044.3: *Appropriate Educational; Programming: School-Wide Enrichment Model K-8*.

Bob Lee, Chair of the High Ability Learner Enrichment Program (HALEP) Committee has joined Quality Learning and will serve as a liaison person between the HALEP teachers and our Committee.

Implementation of High Ability Learner Enrichment Program (HALEP) is underway in all Brandon School Division elementary schools; extending into School Wide Enrichment Model in six (6) schools.

Objective #2

To develop a greater professional understanding of the research, concepts, and applications of Brain-Based Learning (BBL).

The Learning Community meeting on December 5, 2011 was a Conversation Café. Several Brandon School Division staff members have attended *Learning and the Brain* conferences over the past four (4) years and will act as facilitators for conversations about topics related to brain research and its relationship with educational directions. There will be two (2) other Learning Community meetings this year which will focus on brain-based learning.

The final activity of the Learning Community meeting on December 5, 2011 was, "Where do we go from here?" The Quality Learning Committee will provide leadership to directives chosen by the group.

Objective #3

To increase student engagement specifically of learners with learning difficulties, high abilities, Aboriginal heritage, English as an Additional Language, and learning engagement issues.

In Progress is the implementation of the Student Voice Survey through the Learning Bar of Canada in seven (7) elementary and three (3) senior high schools.

Quality Teaching

Report Prepared by Ms. Gail McDonald, Principal, George Fitton School and Mr. Chad Cobbe, Principal, École New Era School

The Quality Teaching Committee met on October 6, 2011. The next meeting is on December 22, 2011 from 10:00 to 11:30 a.m.

Objective #1

To complete full implementation of Policy/Procedures 4053: *Literacy Development of Students K-12* and Policy/Procedures 4052: *Assessment, Evaluation, and Reporting of Student Learning and Achievement*.

A committee is in the process of planning the *Leadership for Adolescent Literacy* Middle years sessions. Three (3) sessions will take place on the mornings of January 16, February 27, and April 24, 2012.

The kindergarten to grade 4 Balanced Early Literacy document will be presented to all kindergarten to grade 4 teachers. A meeting of the grade group co-chairs will take place the afternoon of November 30, 2011 to discuss the implementation process for the document.

A new kindergarten screening and assessment is being piloted in ten (10) schools. A review of the screening and assessment instrument took place on November 25, 2011.

A committee is currently working on a draft of Middle Years *Best Practices* in literacy for grades 5 to 8.

Objective #2

To complete the development of Policy/Procedures 4059: *Numeracy* to focus the quality teaching of numeracy, grades K-12.

The Numeracy Specialist is working on the draft Policy and Procedures 4059: *Numeracy*. The next step will be to begin work on a *Best Practices* document in numeracy.

There is a calculator pilot project being conducted at École Secondaire Neelin High School.

Exploration of Math Recovery expansion is in process. Math Recovery is currently in six (6) schools within Brandon School Division.

The new grade 11 Mathematics curriculum is being implemented.

Objective #3

To increase the learning engagement and achievement of students with Aboriginal Heritage (First Nations, Métis, Inuit).

The Aboriginal Education team has set up workshops on December 1, 2, and 8, 2011 entitled *A Journey into Aboriginal Culture*.

The Aboriginal Education team was represented at the Brandon School Division Futures and Community Relations Committee meeting to help draft a proposal for an Aboriginal Learning Specialist.

Objective #4

To strengthen and advance the inclusion of technology in the teaching and learning processes (K-12) throughout the Brandon School Division.

The iPad project continues at École New Era and King George Schools.

The Management Information and Systems Technology (MIST) Committee is working on a recommended policy to enable and facilitate the use of student mobile devices in the schools.

On October 25, 2011 the Literacy with Information Communication Technology (LwICT) Committee focused on available resources with an emphasis on "student friendly" internet safety resources.

Quality Support Services

Report Prepared by Ms. Marsilah Pierson, Program Facilitator and Mr. Phil Vickers, Principal, Betty Gibson School

Objective #1

To strengthen the learning engagement and achievement of learners with English as an Additional Language.

This fall, a Divisional English as an Additional Language (EAL) report card was completed and implemented for all kindergarten to grade 8 schools. Nineteen (19) Brandon School Division staff have completed two (2) of ten (10) professional development sessions focusing on the Sheltered Instruction Observation Protocol (SIOP). The co-teaching model is currently be implemented in three (3) schools and is expanding to other schools in the next term.

Two (2) Divisional staff members will be going to Washington, DC to be trained (as trainers) in the *What's different about teaching EAL students to Read* program. Upon completion of this training, professional development sessions on this program will be offered within the Division.

Objective #2

To strengthen and advance the provision of "Appropriate Educational Programming" to each learner through divisional and school-based simultaneous implementation of the "Response to Intervention" model of student support services.

Our goal is to complete adaptations to the Brandon School Division Policy and Procedures 4044: *Appropriate Educational Programming* and to create and implement *Response to Intervention Model* Policy and Procedures by the fall of 2012. To achieve this goal, we have establish a Response To Intervention Policy Steering Committee, held a meeting where the seven (7) Brandon School Division staff who attended the *Pyramid Response to Intervention Conference* in Las Vegas shared their impressions of the conference and its application to Brandon School Division, and have met to start a rough draft of the Response to Intervention Model policy.

We have also held two (2) professional development sessions for educational assistants. On September 6, 2011, a total of one hundred four (104) Brandon School Division educational assistants participated in a half day session (morning or afternoon) entitled *Educational Assistants' Role & Function.* On November 17, 2011, a total of sixty (60) Brandon School Division educational assistants participated in a half day session (morning or afternoon) entitled *Understanding Autism Spectrum Disorder.*

V. School Based Accomplishments

Alexander School

Report Prepared by Ms. Barb Miller Principal, Alexander School

The new school sign, at Alexander School, represents a collage of student artwork and reflects the Learning with the Arts programming focus across the curriculum. The students have worked with Leigh-Anne Kehler to bring curricular content to life through dramatic tableaux. The students have addressed the six (6) traits of writing, as they explore different genres. The teachers are using the newly developed school-based writing continuum to assess students writing kindergarten to grade 4 and the writing continuum from the Divisional document, *Putting the Pieces Together*, for students in grades 5 to 8. We are beginning to see an increase in student achievement as a direct result of this focused instruction and guided practice. Students are becoming active participants in the assessment process and, as a result, they are taking more initiative in the learning process to ensure they are handing in quality products.

Betty Gibson School

Report Prepared by Mr. Phil Vickers, Principal, Betty Gibson School

Our key goal areas include Aboriginal Heritage, English as an Additional Language (EAL), Response to Intervention (RTI) Model, grade 1 to 6 Literacy Blocks, and building a community of learners.

We have implemented monthly RTI meetings involving classroom teachers, resource teacher, and the principal. These meetings enable more rapid identification of students that require interventions or a change to a more appropriate intervention. Our Literacy Block initiative has expanded to all grade 1 through 6 classrooms. We have continued the co-teaching model for EAL students.

Earl Oxford School

Report Prepared by Mr. Rick Stallard, Principal, Earl Oxford School

Earl Oxford's school initiatives for 2011/2012 are to focus on assessment practices for our previously established literacy and numeracy goals. With a new Principal and a new team, we have begun tracking assessment practices within instruction to better facilitate accurate data. We have set goals to meet with staff individually to discuss practices and concentrate on understanding individual students' needs within the class on the whole. As well, one of our key goals is to analyze and re-evaluate roles within the staff to better address the needs of Earl Oxford as a community school. Another key goal is to incorporate our special areas and new positions of English as an Additional Language (EAL), Early and Middle Years Literacy, High Ability Learner Enrichment Program (HALEP) and Empowered Reading programs with classroom instruction.

George Fitton School

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

George Fitton School has established five (5) goal areas to improve student achievement. One goal area focuses on learners of First Nations and Métis heritage. Building Student Success with Aboriginal Parents (BSSAP) Coordinator, Mrs. S. Mozdzen, has held two (2) parent evenings. The first was with Mr. Kevin Tacan, Aboriginal elder, giving a review of First Nations traditions and artifacts associated with the culture. Also, Mr. Eldon Campbell spoke to the group about Métis culture and also showcased step dancing and fiddling. The second evening focused on Métis culture, square, and step dancing. Mrs. Mozdzen is also facilitating a beading activity with a number of parents and students.

The *Finding My Way* program under the direction of teacher, Mrs. Sherry Baker, is focusing on the history of First Nations people before European contact. The program is open to all grade 7 and 8 students. Currently there are seventeen (17) students enrolled from grade 7 and eleven (11) students from grade 8.

Green Acres School

Report Prepared by Mr. Craig Manson, Principal, Green Acres School

As a result of our school's work with Faye Brownlie's class profiles, a need has been identified in Middle Years reading and writing competencies. In addition to classroom instruction and other classroom supports (professional reading, alternative methods, and student materials), the team feels that addressing needs in the Early Years will be a good starting point with progression up through the levels or wherever the immediate need arises. In collaboration with the Multilevel 1 classroom teachers, the Early Years literacy team (resource, literacy support, teacher librarian, educational assistant) will conduct a trial literacy block approach to teaching guided reading in the classroom. Instruction will be informed by assessment results and will focus on meta-cognition (of, for, and about the text). The collaborative approach allows staff opportunities for working together to improve instruction and better meet the needs of our diverse group of students. Our project also includes 'in-house' professional development in the Multilevel 1, 4, 5, 6, 7 literacy areas looking at *Words Their Way*, a highly researched philosophy which is tied to our literacy instruction approach.

École Harrison

Report Prepared by Mr. Craig Laluk, Principal, École Harrison

One (1) of École Harrison's two (2) strategic goals is improving student achievement in all areas of French language arts, specifically in the area of oral language comprehension and production for 2011/2012. The school staff has been working alongside the Bureau de l'éducation française to develop improved assessment strategies, to weave fine arts programming into French language content, and to develop a school-based assessment tool for fluency in the French language. Students at École Harrison have been observed speaking French with greater confidence than ever before and the school is seeking to measure this progress for reporting to its school community and educational partners.

J. R. Reid School

Report Prepared by Mr. Shawn Lehman, Principal, J.R. Reid School

J.R. Reid has continued its practice of Quality Teaching and Quality Learning for their numeracy and literacy plans by sending the grade 4 to 6 math teachers to the Division's Origo Math workshops. In addition, J.R. Reid has purchased Origo Math resources to use and implement within these classrooms. In literacy, J.R. Reid has purchased all grade 3 to 6 Literacy Place resources to create a guided reading system that is consistent from kindergarten to grade 6. The literacy teachers in kindergarten to grade 3 are working closely with Literacy Support, Reading Recovery and Empowered Reading staff to create a balanced literacy resource center that instills consistent use of strategies, methods and instruction from kindergarten all the way to grade 8. Our High Ability Learner Enrichment Program (HALEP) teacher and teacher Librarian works closely with all grade 4 to 8 teachers

with the same goal in mind. J.R. Reid will be looking at purchasing the Literacy Place resources and piloting them later this year in the grade 7 and 8 classes. Thus, our school will be talking and using the same strategies, method of instruction and language for literacy from kindergarten all the way up to grade 8.

King George School

Report Prepared by Mr. Dave Lim, Principal, King George School

The key school based accomplishments of King George School have been in the areas of literacy and technology.

In the area of literacy, our Literacy Committee has developed a yearlong professional development calendar. Specific strategies are targeted, such as: Guided Reading, Writer's Workshop and independent reading with student conferencing. All students from grades 1 to 8 have been introduced to Book Clubs. At the Early Years level, Book Clubs are organized with multi-age grade 1 to 4 groupings with the older students leading the process.

Technology is also being infused into our daily academic programming. For example, some classes are using the iPads to study Shakespeare where students are introduced to some of his famous works in an innovative digital graphic format. They are able to use a multi-media platform, by reading, predicting, conferencing, and watching video clips while studying Romeo and Juliet. They use flip cameras to film their re-enacted, modern day scenes of Romeo and Juliet and then edit their videos on iMove or Reel Director. The students present their final product to their classmates by using the iPad and Apple TV to stream it wirelessly onto the SmartBoard.

Kirkcaldy Heights School

Report Prepared by Mr. Bruce Shamray, Principal, Kirkcaldy Heights School

Kirkcaldy Heights School is completing its first session of Enrichment Clusters after two (2) years of planning. These sessions are based on Renzulli's model of student engagement activities. Students and staff developed and participated in the following clusters: building sports stars, dance, clay, magic, and photography. All Middle Years students and staff participated. Planning is now underway for the next session in 2012.

Linden Lanes School

Report Prepared by Ms. Kathy Brigden, Principal, Linden Lanes School

The focus at Linden Lanes School has been to provide Quality Learning experiences supported by Quality Teaching by creating classroom cultures of thinking, questioning, and understanding. A key goal in the school development plan centers on student engagement in learning. Professional learning study groups have been created to further our understanding of student engagement and

achievement in learning. The Early Years team facilitated their learning with the assessment of reading through the use of the Fountas and Pinnell Benchmark resource. The Middle Years team focused on engaging students in the reading process through the use of the reading conference.

Meadows School

Report Prepared by Ms. Nancy Dane, Principal, Meadows School

Continued focus on the development of the Response to Intervention (RTI) Model of resource deployment that ensures each child is receiving the optimal programming available based on their needs, and a process of continual monitoring, evaluation, and revision.

Our Student Leadership Team is working on presenting the Matrix of Expected Behaviours in a "centres" format for Early Years and a PowerPoint/Role Modelling format for Middle Years.

The Early Years teachers and support team have begun their action research with a continuation of the Regie Routman book study. The leadership for this work is provided by the teachers.

The Middle Years teachers and support team have begun their action research with a book study guided by author Faye Brownlee, *It's All About Thinking*. The leadership for this work is provided all teachers being responsible for session planning.

École New Era School

Report Prepared by Mr. Chad Cobbe, Principal, École New Era School

The 2011/2012 school year at École New Era School has been highlighted by the implementation and continuation of a number of exciting initiatives. For example, the school-based iPad project continues to thrive. The project leaders have continued to develop their own skills in and understanding of inquiry-based learning and the technology infused classroom, but have also expanded the number of teacher and classrooms involved. Another example of new program implementation includes the creation of a school-based English as an Additional Language (EAL) social studies project where an EAL teacher has been scheduled to teach social studies to EAL students alongside their regular classroom social studies as a version of the Sheltered Instruction Observation Protocol (SIOP) model. This initiative is already showing encouraging results. Finally, there is the school-wide commitment to Early Years Literacy Blocks that involves a group of teachers and support staff dedicated to providing effective reading instruction to all grade 1 and 2 students in our English program during scheduled "blocks" within the timetable.

École O'Kelly School

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

The key goals for our school are in literacy, numeracy, and citizenship. Both academic goal committees have met and prioritized work in numeracy and literacy, using the developed goals for a three (3) year plan. The Literacy Committee is focusing on planning previously successful activities like *I Love to Read Week*, and *Family Literacy Night*. The main focus of the Numeracy Committee is to pursue the implementation of Mathletics, school wide. This is an interactive software program that follows the Manitoba curriculum, is assessed online, and can be worked on at home and at school. Staff involved with the citizenship goal, are working with students through Student Council and the Youth Revolution to build leadership and citizenship skills.

Riverheights School

Report Prepared by Mr. John Minshull, Principal, Riverheights School

Riverheights School is currently focusing on developing enrichment clusters within the grade 7 and 8 area of the school. This focus fits in with the overall school goal of increasing engagement in all students by providing enrichment through topics of a specific interest.

This initiative is coordinated by the High Ability Learner Enrichment Program (HALEP) teacher and has been developed in coordination with the Middle Years staff. Students participated in the development of this model by providing topics of interest and as a group have decided upon seven topics of interest. Students then signed up to participate in one topic of interest.

Seven (7) staff members act as facilitators only, and these groups will meet with their facilitators six (6) times throughout the next two (2) months.

Riverview School

Report Prepared by Mr. Kelly Braun, Principal, Riverview School

September saw the formation of the "Riverview Literacy Support Team". The team has made a commitment to meet regularly to discuss, plan, and organize the literacy needs in Riverview School. Members of the group gathered to create a clear vision and purpose for literacy in Riverview School. It was decided that our plan would have three parts:

- create a School Wide Literacy Plan to best support students in working effectively in the classroom environment;
- create an Early Intervention Plan for our kindergarten students that have the highest needs; and
- create a Middle Years Literacy Plan for our grade 4 to 6 students.

As a result:

- Riverview created a "Block Model" for our kindergarten to grade 3 classrooms. Each class was given a block of uninterrupted time to work on literacy. This allowed for resources to go into the classroom rather than the traditional pull-out model;
- the Kindergarten Intervention Plan (KIP) allowed the incoming grade 1 students to be more prepared than ever before. The grade 1 observational survey showed a strong readiness for grade 1; and
- Maureen Mc Duffy is working with seven (7) grade 5/6 students using the *Empowered Reading Program*. The librarian/High Ability Learner Enrichment Program (HALEP) teacher and Middle Years English as an Additional Language (EAL) teachers are using a team teaching Sheltered Instruction Observation Protocol (SIOP) approach to working with the grade 4 to 6 students in literacy.

Spring Valley Colony School

Report Prepared by Ms. Jaclyn Hutchinson, Head Teacher, Spring Valley School

The nature and cultural dynamics of the Spring Valley Colony School restrict certain activities that the school is allowed to participate in but in doing so provides unique opportunities for students and the school to be creative in developing our own customized goals.

The grade 3 and 5 students participated in the assessment process for the Division in math and English Language Arts, where all students are meeting expectations in all areas in each of the assessments.

St. Augustine School

Report Prepared by Ms. Betty Howell, Principal, St. Augustine School

One of the key goals is the coordination of support services through a Response to Intervention framework. The actions to date include: initial meetings of the support teacher team, which is comprised of Numeracy, Early and Middle Years Literacy, English as an Additional Language (EAL), Empower, Reading Recovery teachers, resource and principal, were held to review student needs and plan the intervention needed for each student; assessments were completed and groups formed according to need; instruction within these groups has been in place for a block of two (2) months. The next step is to reconvene the support team to review progress to date and make any adjustments in grouping, scheduling, type or level of instruction provided. A second part of this work is the coordination of services within a specific time block for grades 1, 2 and 3, so that literacy support and EAL teachers are providing small group instruction during the one hour block when the teacher has scheduled guided reading. In grades 4 to 8 literacy there is a combination of in class and small group work. The next step is coordinating work on common strategies for reading comprehension, so that the connection between instructional contexts is made evident for the students. This is a main focus for our staff professional learning over the course of this year.

Valleyview Centennial School

Report Prepared by Ms. Darlene Wilkinson, Principal, Valleyview Centennial School

Three (3) classroom teachers have collaborated this fall with the High Ability Learner Enrichment Program (HALEP) teacher to plan instructional units which have multiple intelligences and technology embedded. The English as an Additional Language (EAL) teacher also participated in the planning of these units in order to address the learning needs of struggling and/or EAL learners. Included in the first two (2) of these units was a focus on school or community service.

Waverly Park School

Report Prepared by Mr. Bob Lee, Principal, Waverly Park School

Waverly Park has implemented Policy and Procedures 4044.3: *Appropriate Educational; Programming: School-Wide Enrichment Model K-8*. We are in our third year of involvement with High Ability Learner Enrichment Programming (HALEP) and are in the midst of running our first set of Enrichment Clusters with our grade 7 and 8 students. Nine (9) cluster groups have been established with cross grade involvement in the area of student choice with the intent of providing a full range of Type I to Type III learning experiences, our showcase will be held December 14, 2011 to celebrate student and cluster group accomplishments with all participants. Waverly Park is also part of Collaborative Learning Community (CLC) II and is in the early stages of involvement with Brain-Based Learning (BBL). This school year is an introduction to this area of educational research and how it can benefit students. Waverly Park is also involved in Information Communication Technology (ICT) initiatives: our wireless network is installed and operational. We are receiving a full cart of iPads and of Net books so we will be exploring the use of these new tools in all curricular areas and to enhance student engagement. Waverly Park is also utilizing the Response to Intervention (RTI) resource model and is building capacity in our staff to develop Appropriate Educational Plans (AEPs) for our at risk learners.

Crocus Plains Regional Secondary School

Report Prepared by Mr. Terry Osiowy, Principal, Crocus Plains Regional Secondary School

In response to an identified student body request from the *Tell Them from Me* student engagement survey, Crocus Plains Regional Secondary School's (CPRSS) Strategic Goal #6 is to design a CPRSS Recognition of Student Excellence and Participation Program for recognizing and celebrating student excellence and participation. The goal is to establish a program along with processes that will ensure equitable recognition of our students for their academic/vocational successes, athletic accomplishments and participation, fine and performing arts contributions, and their volunteer service to our school and to our community. Goal #6 also includes a second student request and that is to cultivate more

student engagement through school based activities and organizations that would further the connections between the student body and our school.

To continue the reshaping of our school culture, CPRSS has made a commitment to ensure that the student voice is heard and respected at our school. On November 7 and 9, 2011 our school had conducted two (2) student forums. A cross section of students, representing different academic and extra-curricular programs, cultures, and peer groups, met to brainstorm and prioritize their recommendations for inclusion in a student recognition program and for different school based activities and organizations that would enhance student connections to our school.

The two (2) student forums had provided the students with an opportunity to openly discuss their concerns and provide concrete recommendations that must be considered during the establishment of a "Plainsmen Pride" student recognition program and for the implementation of school-student connecting activities.

Student feedback regarding the opportunity to have a stronger voice was greatly appreciated by the forum's student participants. Participants were ensured that there would be progress made in both areas and that a CPRSS Recognition of Student Excellence and Participation Program will be a priority for our school.

<u>École Secondaire Neelin High School</u>

Report Prepared by Mr. Michael Adamski, Principal, École Secondaire Neelin High School

This year École Secondaire Neelin High School ventured in a new direction with assisting the transition of some of their new grade 9 students into the world of high school. Neelin staff member Ms. Jill Oman is the teacher assigned to the transition classroom at Neelin this past fall and thus far has done an impressive job keeping her students engaged in learning and most importantly, keeping them engaged with their new school. Students in Neelin's transition classroom remain with Ms. Oman for the duration of their morning classes receiving the core compulsory courses of Mathematics, English Language Arts, Science, Social Studies and Physical Education from her. This structure remains in place for the students for the entire first year of their high school experience. The 8/9 transition position made available to Neelin's students this year has proven to be quite a successful approach to keeping kids connected to their education early into their high school years. The opportunity to experience success early for all students, especially those that find learning to be a challenge, is incredibly important to ensure all students remain focused towards their ultimate goal, receiving their high school diploma.

Vincent Massey High School

Report Prepared by Mr. Mathew Gustafson, Principal, Vincent Massey High School

The grade 8 to 9 transition position has been developed to meet the needs of our grade 9 students coming into Vincent Massey by creating a connection for students in the building, and facilitating the transition from a smaller school to a much larger school. The Grade 8 to 9 Transition Teacher provides programming for academic progression, monitors student achievement, and provides differentiated programming. The Grade 8 to 9 Transition Teacher is able to work with classroom teachers to develop lesson plans that meet the varying learners' needs, provide support in individual or small group settings. Programming goals include closing any academic gaps in their learning and providing support in creating individualized programming to ensure that each student is experiencing success at Vincent Massey School. The grade 8 to 9 transition position is an important part of the Response to Intervention (RTI) model at Vincent Massey.

Parents are very appreciative of the position each student receives and the contact they have with one (1) person at the student. The following message was received from a parent of a grade 9 student regarding the transition support. "THANK-YOU SO VERY VERY MUCH FOR ALL YOU DO FOR [student]!! He has so much more confidence in school already and really wants to do well. ALL THE help you provide is boosting this! SINCERE THANKS!!"

VI. Our Students' Progress 2010/2011 to Date

Report Prepared by Ms. Teresa Timmerman, Coordinator of Assessments, Evaluation and Research

The *2011 Kindergarten Screening* and the *Grade 12 Provincial Standards Tests* results are attached Appendix G.

VII. Highlights of Student Accomplishments to Date

Alexander School

Report Prepared by Ms. Barb Miller Principal, Alexander School

At Alexander School, there were several students who attained one hundred (100) leadership points for demonstrating leadership in the school and in the community. The recipients of our 2011 leadership awards were Zachary Bridges, Darion Stead, Adam Izzard, Sarah Curtis, and Rachel Beaudette. Rachel Kelbert won the Youth Award at the Arts West Juried Art Show in Brandon. Her painting, entitled *Glacial Tears*, was then on display at the Rural and Northern Art Show from September 6 to October 2, 2011, which was held at the Pavilion Gallery Museum at Assiniboine Park in Winnipeg. Oliver Curtis won the Junior Championship at the 2011 Manitoba Ploughing Match. He ploughed the vintage section.

Betty Gibson School

Report Prepared by Mr. Phil Vickers, Principal, Betty Gibson School

Our grade 4/5 class organized and ran a Christmas store where Betty Gibson School students could purchase gifts for their family members for a twenty five (25) cent donation to the Samaritan House. Students were responsible for collecting and organizing donations, advertising their store, and wrapping the gifts.

Betty Gibson School hosted the Canadian Citizenship assembly, where our grades 3 to 6 choir sang two (2) selections and led the assembled audience in the singing of *O Canada*. All classes added to the patriotic atmosphere by sharing their artwork which decorated our hallways and gym.

Our Empower Reading students have experienced great success this term. We have seen an increase in their confidence. They now see themselves as readers and eagerly demonstrate their reading skills.

Earl Oxford School

Report Prepared by Mr. Rick Stallard, Principal, Earl Oxford School

Have met with individual staff to encourage team approach and reviewing assessment tools and practices. Team met to analyze and assess class profiles, Individual Education Plan (IEP) processes, and individual student needs.

Established Empowered Reading Program for our Early Years students. Students involved in the program have seen growth in their reading levels, as well as becoming more confident readers.

Working towards providing an integrated program for our English as an Additional Language (EAL) Students. Our current EAL population sits at approximately twenty five (25) percent of the total school population. Growth in several areas of their English speaking and writing and reading skills have been observed by both of the EAL teachers.

A mentorship program for kindergarten to grade 5 students has been established to help the students deal with playground issues in a more focused manner.

Student Council has hosted cookie sales, an afternoon dance, a spirit week, and plans are in place to run a Christmas store which will enable the entire student body an opportunity to purchase a gift for their family.

Student Leadership Group has met and is volunteering at the soup kitchen.

George Fitton School

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

Youth Revolution (YR) - A number of grade 5 to 8 students belong to the Youth Revolution and are involved in many activities at George Fitton School. Some of the activities include; teaching Yoga classes to grade 4 students, teaching dance and "hip hop" to grade 5, promoting healthy lifestyle choices, and planning activities to engage students. On November 23, 2011, the YR students attended "WE Day" in Winnipeg. The students returned very upbeat and motivated to make a difference in their local and global communities.

The George Fitton Thunderbird Leadership Team (TLT) - The leadership team is instrumental in promoting Effective Behaviour Support (EBS) activities the school. Some of the activities include planning dances and running the weekly T-bird token draws. Also, the group will volunteer its time to decorate Helping Hands for the Christmas season.

Green Acres School

Report Prepared by Mr. Craig Manson, Principal, Green Acres School

Prior to this school year, a boy with autism was communicated with through briefly printed directions on post-it notes and with the use of visual pictures. There was very little verbal communication either way. A system was set up with baskets of worksheets, puzzles and mazes that he would progress through during the day. He was using the classroom bathroom, often staying in there for extended periods of time. His behavior had deteriorated to frequent tantrums and aggression. Much of his time was spent wrapped in a blanket on the "comfy couch" in the foyer.

In September 2011, things changed. The school and clinical team removed the "comfy couch" with the student being seated at the front of the classroom with his peers. He was doing the same schoolwork as his classmates but with adaptations. Math, his strong area, shone through. By October 2011, he was using the regular boys' washroom. His temper tantrums and aggression had decreased to rare occurrences. He was playing on the play structure which he had never done before. Communication was in full sentences in both speaking in and responding to. This boy now was following the same classroom routines and transitions as the rest of his classmates. He was: handing out class work, working on the SmartBoard, putting up his hand to respond to questions, and lining up to move from class to class. With distant supervision, he was gaining increased independence with entering and exiting the school. By November 2011, he was playing interactive games with friends, asking friends to read with him, and using social conventions such as please and thank you, excuse me, and greeting as well as responding to greetings. This was evident when he greeted his French teacher with, "Bonjour." The team has great expectations for this child with autism.

École Harrison

Report Prepared by Mr. Craig Laluk, Principal, École Harrison

Student literacy development is a key area of focus in French Immersion programming. École Harrison students participate annually in the provincial assessment of reading in French at the grade 4 level. This has provided the school with relevant assessment data with which the school staff can appropriately intervene and support the students in their literacy development. Ninety one (91) percent of École Harrison students are meeting grade level expectations with respect to reflection, fluency and comprehension as assessed in the 2011/2012 school year. These are increases in every competency area as compared to the student population of 2010/2011 and will continue to be a significant area of focus in a Single Track environment.

J. R. Reid School

Report Prepared by Mr. Shawn Lehman, Principal, J.R. Reid School

J.R. Reid has seven (7) Middle Years members taking part in the Youth Revolution (YR). Our YR members have reshaped the concept of Student Council into a Leadership Group based on leadership activities around morals, setting examples, values. In November, our group planned a whole school poster project related to healthy living and healthy choices. In addition our school is participating in the Rick Hansen 25th Anniversary Relay on January 31, 2012 at 1:00 pm. The relay will be travelling down 26th Street, where one of our students, Madison Beaubier, grade 7 student, will be participating/running in the relay. At the front intersection of the school, Madison will be presented with a gold medal, outside, in front of the student body for exemplifying good citizenship, leadership and volunteerism within the school and community. Congratulations, Madison.

King George School

Report Prepared by Mr. Dave Lim, Principal, King George School

The theme of student activism is promoted at King George School on a daily basis. Students are taught that by taking action, young people can make a positive difference in the community and world that they live in.

In the first quarter of this school year, students were involved in a number of worthwhile fundraisers for their community. Students participated in the Terry Fox Run, in September, and collected $3,400 for cancer research. In October, King George School students were actively involved in the Farm Credit Canada Drive Away Hunger program by collecting eight hundred sixty five (865) pounds of food donations to be used for local food banks. Our English as an Additional Language (EAL) students hosted a pizza sale in November to raise $435 to donate to the DaYanny Nunez Bonilla Memorial fund.

Kirkcaldy Heights School
Report Prepared by Mr. Bruce Shamray, Principal, Kirkcaldy Heights School

Our student council has been active in planning student events. They are holding a school assembly to kick off their second annual "Raise a Village" campaign which supports other students in the third world countries. The theme this year is "Make Change". A candy cane drive will occur during a dance with proceeds going to the Humane Society and non-perishable goods to needy families.

Linden Lanes School
Report Prepared by Ms. Kathy Brigden, Principal, Linden Lanes School

Linden Lanes School continues to focus on student engagement in learning supported by differentiation in the High Ability Learner Enrichment Program (HALEP) model of learning. The grade 7 and 8 classes are in the process of completing a unit on Remembrance Day. During this unit the students toured the museum on the military base at Shilo, read novels, wrote letters, biographies and reports, and used a variety of technology resources and art forms. Students were given the opportunity to work in groups or individually on projects depending on their learning style. They are preparing to demonstrate their learning through the presentation of their final projects.

Meadows School
Report Prepared by Ms. Nancy Dane, Principal, Meadows School

Youth Revolution Group - presentation to the Board of Trustees, more than twenty (20) grade 7 and 8 students actively involved, promotion of the Meadows School Behavioural Expectations, they have planned centres for our Early Years students/PowerPoint presentations for the Middle Years students, involved in Addictions Awareness Week activities, planning a Wellness Day for grade 7 and 8 students in the spring, and have healthy snack sales.

Student Council- planned Spirit Week, Soc Hops, and fundraisers for charities.

Middle Years Students - show leadership/community involvement through participating in: kindergarten helpers, buddy readers, canteen helpers, timekeepers/scorekeepers for teams, and patrols.

Enrichment Clusters / High Ability Learner Enrichment Program – Middle Years students will be involved in the planning of enrichment clusters.

École New Era School
Report Prepared by Mr. Chad Cobbe, Principal, École New Era School

To begin this school year, École New Era School moved away from a Student Council model for student leadership and introduced the Student Leadership Team. It consists of student representatives from each Middle Years homeroom

and focuses on *citizenship*, which includes building student spirit (organizing fun events throughout the year for ALL students), strengthening *student voice* (having an opportunity to "voice" concerns with and suggestions for improving student life at school), and committing to *community service* (planning community-minded projects). So far, the Team has been successful in its work (e.g., school-wide assemblies as well as activities for both Early Years and Middle Years students) of pulling together our culturally and linguistically diverse student population and creating an environment of belonging.

École O'Kelly School

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

Six (6) students have participated in the Youth Revolution project this fall and are in the process of developing a school assembly to share what they have learned with the other students. The Student Council has also been busy planning school wide activities like a spirit week and have been fundraising as well. The High Ability Learner Enrichment Program (HALEP) teacher is currently working with two (2) classes on community service projects, and O'Kelly has also managed to finally participate in the grade 7/8 volleyball program. They have played several games in Brandon and are participating in a local tournament hosted by École La Source.

Riverheights School

Report Prepared by Mr. John Minshull, Principal, Riverheights School

This year marks the third year in a row that students from Riverheights School have donated to the Westman and Area Traditional Christmas Dinner. Students bring in donations to be placed in candy bags, and multi-age groups spend time decorating the bags in a festive way placing candy inside. The candy bags are then delivered and children attending the dinner will receive a candy bag from Santa.

This initiative is one action in working toward goal three (3) of the current School Development Plan: To develop social responsibility in all students.

Riverview School

Report Prepared by Mr. Kelly Braun, Principal, Riverview School

In November the grade 6 class won the Brandon Waste Reduction Challenge (Middle Years). As a result they had their picture taken with the Mayor.

In November our safety patrol was the "Patrol of the Month". As a result they had lunch with the Brandon Wheat Kings.

In December we will see the very first Riverview Christmas breakfast. This will be spearheaded by our Learning Assistance Class (LAC).

In “Movember” the LAC class is selling paper mustaches for the Canadian Cancer Society. Any community member can buy a mustache for twenty five (25) cents. Their mustache (with their name) will go on our bulletin board of fame.

The Raven Voice has organized a Christmas store where Riverview students can purchase gifts for their family members for a twenty five (25) cent donation to the Canadian Cancer Society.

Spring Valley Colony School

Report Prepared by Ms. Jaclyn Hutchinson, Head Teacher, Spring Valley School

This year Spring Valley has started an extracurricular choir, taking place at school once per week, where students voluntarily participate. A sample of the choir’s hard work will be presented at our Christmas Open House December 15, 2011 at 2:00 p.m.

St. Augustine School

Report Prepared by Ms. Betty Howell, Principal, St. Augustine School

The students from grades 5 to 8 recently completed the initial block of enrichment clusters, which is one of the key initiatives under the school goal of engagement in learning. The students participated in one (1) of eight (8) choices: digital photography, extreme sports, life-time fitness and activities, cake boss, garage band, board making, building structures, and working with clay. The students identified their choices from the list, and then were assigned to work in multi-age groups of approximately fifteen (15) students. One or more teachers, as well as some guest facilitators facilitated each of the clusters. The sessions were held once per cycle for one and a half hours with a total of four (4) sessions. Following each session, the last thirty (30) minutes of the day was spent back in class debriefing and sharing with their classmates the learning they experienced during that day’s activities. Feedback from the students and the facilitators was very positive. The students were very engaged in the learning, and spoke to the aspects of having some choices in how the cluster projects proceeded, about learning from each other, and about enjoying the experience of learning about a new area. The multi-age groups were very well received as well, creating shared experiences across the grade levels. This block concluded with sharing displays of products and photos from the sessions at the Celebration of Learning. Plans are underway to hold an Early Years enrichment cluster, followed by another block for grades 5 to 8 in the spring term.

Valleyview Centennial School

Report Prepared by Ms. Darlene Wilkinson, Principal, Valleyview Centennial School

A grade 1/ 2 class chose collecting pennies for UNICEF as the service element for their unit on communities and had their grade 4/ 5 buddies spend an afternoon with them counting all those pennies!

The grade 3 class was involved in two (2) service projects as part of their unit on Canadian citizenship. This unit coincided with the Farm Credit Canada Drive for Hunger campaign so the grade 3 class took charge of our food drive and our participation in the final Divisional celebration which took place at Valleyview Centennial. They also collected two thousand one hundred eleven (2111) plastic bags for recycling.

Waverly Park School

Report Prepared by Mr. Bob Lee, Principal, Waverly Park School

Citizenship – students at Waverly Park have had a fall term devoted to helping others. Waverly Park grade 7 and 8 students have participated in Enrichment Clusters creating a variety of products that highlight the content and skills associated with their cluster. Cluster topics include: the Academy of Logical Investigators, the Photography Club, the Young Artists Institute, WP Press Inc., the Society of Young Activists, Young Builders Association, The Guild of Health and Nutrition, Young Authors Incorporated, the Scrapbooking Society. School-wide fundraising efforts through some of the clusters helped raise funds for a whole host of causes including: Terry Fox, UNICEF, the Humane Society (grade 5 and Students in Free Enterprise Brandon), families in Africa, local food bank. Our Middle Year's Culture Club is currently filling shoe boxes through the Samaritan House. For the month of December kindergarten to grade 8 students will be collecting Christmas Cheer to provide hampers for close to ten (10) families in Brandon. We hope these fundraising efforts help raise an appreciation for a lifelong commitment to volunteering and giving back to your community and to those less fortunate.

Crocus Plains Regional Secondary School

Report Prepared by Mr. Terry Osiowy, Principal, Crocus Plains Regional Secondary School

F1 in Schools World Finals – The Golden Geckos, a team of students from Crocus Plains Regional Secondary School (CPRSS) celebrated after winning the Knockout Racing Award and receiving the Sepang International Circuit trophy at the 2011 F1 in Schools Award Finals held in Juata Lumpai, Malaysia. Ashley Scott, Brett Coey, Dustin Sparrow, Hewson Elliot, Kaylee McNamee, and Tyler Enns formed the Golden Geckos team.

Agribusiness Awards - Students in Free Enterprise (SIFE) Brandon works with teachers from the high schools and guides students through the creation of the business plans with the help of a twenty two (22) step handbook designed to streamline the learning process. Throughout the five (5) day program, students are taught in both a seminar environment and one on one with SIFE members ensuring an active and fun environment. The business plans are then judged by the sponsors to determine the top three (3) business plans.

CPRSS students were the 2010/2011 winners of the Agribusiness Competition with First Place being awarded to winners Kelly Grove, Stacey Sherarer, Ashley Murray, and Jen Theriault for their "Home Grown Bakery". Second Place winners for their "Subs Lantano" was awarded to Travis Hissock, Jerrick Haywood, and Kyle Carter-Squire. Third Place winners for "The Chop Shop" was awarded to Brianna Ternowesky, Kiara Goring, Jennassa Merritt, and Victoria Jackson.

Community Partnership Award – The CPRSS Senior Design/Drafting class received a "Community Partnership Award" from the Brandon Neighborhood Corporation to recognize their contribution to the creation of blueprints of the Massey Building, the Dutchmill Project, and the Stephouse. Through their collective contributions, the dream of more affordable housing in our community is now a reality. The CPRSS team consisted of Maria Dinsdale, Paul Mein, Jade Ritchie, Joshua Bambridge, Eric Thiessen, Alexander Klippenstein, Sara Knapp, Nicola McPherson, Jonathon Disterhoft, Kaitlyn Gultutzan, Alexandra Lafontaine, Cheryl May, Amanda Wood, Justin Boille, and Shelby Klimack.

<u>École Secondaire Neelin High School</u>

Report Prepared by Mr. Michael Adamski, Principal, École Secondaire Neelin High School

Students at Neelin this fall have been working collectively on a project that was presented to members of their learning community on December 1 and 2, 2011. The endeavour was a collective effort by students and staff working alongside members of the community to showcase a unique perspective as to how the work of Shakespeare could be interpreted and presented to everyone hence the name of the activity: *Shakespearience*. The work proved to be a very exciting and challenging effort for the students and their teachers. Students involved with this project are all part of Neelin's very successful Performing and Visual Arts program.

<u>Vincent Massey High School</u>

Report Prepared by Mr. Mathew Gustafson, Principal, Vincent Massey High School

Sixteen (16) students from Vincent Massey attended the first WE Day in Winnipeg. The purpose of WE Day is to inspire and empower youth to positively change their local and global community. There were sixteen thousand (16,000) youth from across Manitoba, Saskatchewan, and Northern Ontario that gathered at the MTS Centre. Speakers included Al Gore, Paul Martin, Hannah Taylor (founder of The Ladybug Foundation), Craig and Marc Kielburger (founders of Free the Children), Rick Hansen, Mia Farrow (actress), Hedley, Sierra Noble, Spencer West, Shawn Desman, Down with Webster, Greg Salinger, Special Political Liaison Dennis White Bird, Michel Chikwanine (ex-child soldier), and stars from Degrassi. One (1) of the students even had a conversation with Al Gore.

The Vincent Massey Students left the conference excited about bringing positive change to our school, local community and beyond. The students have started to brainstorm ways of implementing what they have learned.

"The speakers were very inspiring and proved that just one person can change the world. It showed [me] that there are adults who believe in [...] our generation. It [encouraged me] to do something about the passion I have had for a long time." – Vincent Massey student.

VIII. Community Connections

The Brandon School Division continues to work collaboratively and cooperatively with community partners in several different areas. Important developments, to date this year, include:

Brandon Community Drug and Alcohol Education Coalition – expansion of the Youth Revolution to Betty Gibson, Green Acres, J.R. Reid, O'Kelly, Valleyview Centennial schools involving two hundred and thirty two (232) students grades 5 to 12. Community support has been received from:

- Brandon Renewal Neighbourhood Corporation;
- Brandon University – Health Studies;
- City of Brandon;
- Community Futures Westman;
- Giant Tiger;
- Healthy Brandon;
- Healthy Schools;
- Kiwanis Club of Brandon Assiniboine;
- Kiwanis International;
- Mecca Productions;
- Safeway;
- Steppin Time Dance Studio; and
- Westoba Credit Union.

Child and Family Services

The Adapted More Than Words Program – An Adaptation of the More Than Words Program for Parents of Children with Autism Spectrum Disorder

Report Prepared by Ms. Nadine Fort, Speech Language Pathologist (SLP)
(Facilitators were Lynda Sumner, Speech Language Pathologist, Brandon Regional Health Authority and Nadine Fort, SLP, Brandon School Division)

The Hanen approach is based on the belief that children learn to communicate best in natural interactions that take place in their every day environments because they use their new skills immediately "in the real world". The best people to help children learn communication skills are those people who have the strongest relationships with the children, and the ones who will be constant in their lives. The training helps parents and caretakers become more responsive to

their children, thereby creating opportunities to facilitate language development. During the training participant learn to facilitate frequent, reciprocal exchanges within which fine tuned information is provided to the child so that language learning is promoted. Information topics for each session included: Learning about your Child's Communication, Following Your Child's Communication Lead, Make the Connection with People Games, Learn to "R.O.C.K" in your Routines, Using Visual Helpers, Bring on the Books, Take Out the Toys, and Let's Make Friends.

There were eight (8) children diagnosed with Autism Spectrum Disorder (ASD) represented by parents and involved professionals and paraprofessionals [one (1) school age and seven (7) preschool age].

In attendance, there were a total of nineteen (19) participants; six (6) parents, two (2) Child Development workers, three (3) Speech Language Pathologists, one (1) Occupational Therapist, one (1) Physical Therapist, three (3) Early Childhood Educators, and one (1) Educational Assistant, one (1) Classroom Teacher, one (1) Resource Teacher. Parent participation and attendance was consistent.

<u>Hanen Program – Teacher Talk</u>
Report Prepared by Lori Morningstar, Speech Language Pathologist
(Facilitators were Rene Snowdon, SLP, Brandon School Division and Lori Morningstar, SLP, Brandon School Division
As presented to: Little Teaching Lodge, Seedlings and Preschool Speech Language Pathologist Educational Assistants)

The Teacher Talk program was delivered to fourteen (14) Early Childhood Educators that are currently involved with the Little Teaching Lodge and Seedlings Program in Brandon. Our two preschool Speech Educational Assistants were also involved in the training. The program is divided into three (3) full day sessions.

Session A: Encouraging Language Development in Early Childhood Settings
Addresses how to use play and daily routines to create enriched, interactive language-learning environments that include all children - those who have special needs and language delays, those who are second language learners and those who are typically developing.

Session B: Let Language Lead the Way to Literacy
Presents the important links between oral language and literacy and outlines how to support emerging literacy skills in early childhood settings. This training builds upon the interactive strategies that were introduced in session A and applies them to book reading.

Session C: Fostering Peer Interaction in Early Childhood Settings

Addresses how to provide a physical and social environment that both encourages peer interaction for isolated children and creates many opportunities for successful interactions with other children.

Feedback from the participants was positive and they rated the information as very useful. For specific comments and/or more information regarding the Teacher Talk program please contact Rene or Lori.

Assiniboine Community College

Mr. Alan Copeland, Vice President – Academic and I met on August 18, 2011 to finalize the Memorandum of Understanding (MOU) between the Brandon School Division and Assiniboine Community College. On May 21, 2011 Senior Administrators of ACC and BSD and Senior High Principals met to discuss the details and mutual interests in the formalization and expansion of joint initiatives. From this information Mr. Copeland and I drafted the MOU.

The introduction to the MOU is as follows:

"This Memorandum of Understanding (MOU) reflects the intention of BSD and ACC to facilitate and foster practical connections in the interest of providing greater learning opportunities and pathways for students.

BSD and ACC agree to work collaboratively and cooperatively to help provide programs and services of benefit to students and residents of Brandon.

BSD and ACC are committed to education, dialogue, joint projects, career counseling and academic advising, and capacity utilization."

Mr. M. Frison, President, ACC is in the process of reviewing the document.

It will be ready for signatures of Mr. Frison and myself shortly.

IX. Conclusion

In the Brandon School Division we are working well on providing ALL of our students with equitable access to Quality Learning, Quality Teaching, Quality Support Services.

Thanks very much to all who contribute to the well-being and achievement of our students on a daily basis.

This first quarter of the school year has proceeded very quickly. We look forward to another dynamic term of learning starting in January 2012 with a refreshing and relaxing winter holiday soon to come!

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

A. QUALITY LEARNING/QUALITY TEACHING

STEERING COMMITTEE FOR IMPLEMENTATION OF POLICY 1001.2 "EDUCATIONAL SUSTAINABILITY IN STUDENT ACHIEVEMENT" / NOVEMBER 2, 2011

Our Committee met on November 2, 2011 to continue the work on confirming the end of grade 3 core and critical competencies in numeracy. An indepth discussion was held on the four strands of numeracy. The importance of end of third grade development in algebraic reasoning was discussed in-depth. T. Timmerman, Numeracy Specialist, addressed the significance of the achievement indicators in the understanding of increasing patterns and their foundational nature in the students' access to future secondary and post-secondary program.

Please see Appendix H for the "End of Grade Three Assessment – Brandon School Division for Numeracy".

Our next meeting is scheduled for December 8, 2011 at which time the end of grade 3 core and critical competencies in literacy will be reviewed.

B. QUALITY LEARNING/QUALITY TEACHING/QUALITY SUPPORT SERVICES

STEERING COMMITTEE MEETING FOR PROPOSED STUDENT LEARNING AND ASSESSMENT CENTRE / OCTOBER 11, 2011

The Steering Committee met on October 11, 2011 to continue its work in determining the feasibility and viability of establishing a Student Learning and Assessment Centre in the Brandon School Division. Following the work of our initial meeting in 2011/2012, October 11, 2011, this meeting focused on the second key question related to the Committee's work purpose: What organizational/operational relationship could/should the Learning Support Services department/staff have with a Learning Centre?"

Key points of this discuss were: Such a learning centre:

- does not need to be a "place in a facility." It could be teamwork with expertise brought to bear on problem solving related to student learning. Our greatest need is the continued and sustained provision of tier three Response to Intervention (RTI) services to students with high needs learning. Bringing expertise together in respective role to focus on a learner's challenges may be more effective and impactful than the current practice of reviewing each student (special learning needs) every six weeks, at times without problem solving of the specific learning issues;
- could enable educators to have the "courageous conversations" regarding the learning needs of individual students in a much more effective and focused manner;
- could enable educators to focus more specifically on the ongoing critical questions that need to be asked about each special needs learner;
- could enable "real-time" learning and capacity – development for teachers in adaptive teaching strategies for individual students; and
- could provide "real-time" opportunities for teacher to be involved in the data-analysis and its meaning for the learning of individual students. (e.g. direct data from psychological assessments)

Given the outcomes of this deliberation and discussion it was decided that our next meeting on January 17, 2012 will focus on how to involve teacher representatives effectively in this work in forthcoming conversations.

The next meeting is scheduled for January 17, 2012.

C. QUALITY LEARNING

NEUROLEADERSHIP SUMMIT 2011 / NOVEMBER 8 – 10, 2011
"ADAPTIVE ORGANIZATIONS – BREAKING NEW GROUND IN OUR CAPACITY TO IMPROVE THINKING AND PERFORMANCE"

Part I - Background

This international summit was held in San Francisco, California, November 8-11, 2011. It brought together approximately three hundred fifty (350) people from a wide cross-section of professions very interested in the evolving field of student and exploration of NEUROSCIENCE. Twenty-four (24) countries were represented.

Neuroscience involves looking at leadership development and human performance improvement through the lens of understanding how the brain works. The purpose of this field of study/research is to help organizations of all types fulfill their potential through better understanding how the human brain functions, at an individual, team, and systemic level.

Neuroscience brings together the disciplines of psychology, psychiatry, physics, chemistry, biology, mathematics, language development, sociology, cognitive sciences, human relationships development, technology to focus on the interconnectedness of the brain's operation and how it creates knowledge across traditionally-organized fields of study. Essentially the focus is on why, how, what humans learn. This emerging field of study/research is integral and crucial to the advancement of education for ALL learners. Education is the complex process of human development and as such involves each human's intellect, emotions, social capacity, physical capacity, and relational capacity to other humans and the surrounding environment. Neuroscience enables us to connect thoughtfully and through research/study the operations of the brain to the processes of education. Given the advancing diversity of people's learning needs, styles, conditions, and preferences, understanding more about how human brains work enables us to address this diversity in our classrooms more effectively and efficiently.

Dr. David Rock is the founder of the neuroscience field of study (2006). He co-founded the NeuroLeadership Institute with neuroscientist Dr. Jeffrey Schwartz in 2007. International summits have been held since 2008. The objectives of the summits are to:

- create new connections between leadership and neuroscience academics, researchers and practitioners;
- develop new theories and practical applications of the science; and
- explore how business leaders can be educated in the neuroscience of leadership.

The theme for the 2011 Summit was "Adaptive Organizations", an exploration of what it takes for organizations, teams, individuals to adapt to the realities and forecasts of changing 21st Century environments. Within each session, time was allocated to explore the implications and applications of new research for adaptability. The sessions presented were organized within the frameworks of adaptive organizations, brain fitness, beliefs, future, neuro-politics, social brain, power of language, leadership, emotions, executive brain, organizational culture, leadership development, differential leadership, doing neuroleadership research.

Principals Chad Cobbe (École New Era School), Mathew Gustafson (Vincent Massey High School) and I attended the conference.

Part II - Session Summaries

- *Creating adaptive, resilient organizations* -
  Explore the deeper science behind what it takes for individuals or whole organizations to adapt to change.
  Daniel Siegel M.D. and Christine Williams – Mindsight Institute

- *The beliefs organizations should hold* -
  Our beliefs dramatically influence the world we perceive. Given that, what beliefs should organizations hold if they want to be more adaptive?
  Carol Dweck Ph.D. and Janet Van Huysse – Founders of Twitter

- *Neuropolitics* -
  Take a look at the big picture, the global trends and the deeper issues that we as a society face as brain technologies filter into daily life
  Jake Dunagan Ph.D. and Paul Brown Ph.D.

- *Why it is hard to think about the future and how to do it better* -
  A leading global futurist and a neuroscientist explore the essence of why prediction is so hard, and lay out ways we can improve our ability to read trends.
  Robert Burton M.D., Bob Johansen Ph.D. and David Rock D. Prof.

- *The importance of the social brain for leaders* -
  A leading social neuroscientist together with an executive from one of the most famous social networking firms in the world explore the deeply social nature of our brains.
  Matthew Lieberman Ph.D. and David Rock Ph.D.

- *The power of language and how to use it to drive change* -
  The language we use determines a lot about how we process the world. Explore the importance and impact of language for change with one of the key researchers in this area.
  Lera Boroditsky Ph.D.

- *The senior executive brain* -
  Discover the quirks of the brain that work against dealing with high levels of stress and massive volumes of information that is the daily grind of the senior executive.
  Jessica Payne Ph.D. and Stephen Thomas Ph.D.

- *The levers that drive organizational culture* -
  Explore fresh thinking about organizational culture through the lens of how the human brain interacts in large numbers.
  Dean Mobbs Ph.D., Sara Mathew and David Rock D.Prof.

- *Differential leadership: leadership across stages, ages, gender and culture* -
  Explore the importance of life stage, age, gender and culture in leadership research and leadership practice from several experts in this field.
  Paul McDonald Ph.D., Jessica Payne Ph.D., Yiyuan Tang Ph.D. and Jacqui Grey

Part III - Summary of Key, Relevant Learnings to Advance Quality of Education in Brandon School Division

Each session's presenters addressed current research studies and findings in each of the summaries noted above in Section II.

Part III of this report contains a summary of the key, relevant learnings from this NeuroLeadership Summit to advancing the quality of education in the Brandon School Division. Such advancement is to further our Strategic Goal for 2011 – 2014 "to ENGAGE ALL students actively in their learning through the provision of equitable, fair access to **QUALITY LEARNING** *facilitated by* **QUALITY TEACHING** *enabled by* **QUALITY SUPPORT SERVICES**".

Key and relevant learnings include:

- Essential to focus on adaptive and resilient learners (students, adults) in developing greater integrative communication to stimulate the growth of the brain. Integrative communication honours differences amongst people; requires flexibility, not rigidity of thoughts and actions towards common goals.
- All participants in organizations (eg Brandon School Division) must be learners. Fixed mindsets are not useful, helpful, or healthy in advancing learning. Hard work and creative thinking makes people smarter over time. Emphasize passion for learning, team work, collaboration, mentorship.
- Emphasize "Neuro Power" – i.e. brain development for ALL people – new necessary skill sets for life today require increasing cognitive development; to strengthen democracy we must strengthen capacity of ALL people to learn.
- All learners need to be HEALTHY – physical, emotional, intellectual, social, spiritual.
- Leaders need to provide clarity of direction (what) while being flexible in the doing of the work (how).
- Our social brain needs ongoing development i.e. social connections with others to be healthy.
- Language enforces our important ideas re: survival and socialization.
- Culture of our organization (all parts) must provide ALL people with a positive, healthy environment – respect, care, courage, energy, excellence.
- All participants require learning experiences to build confidence and to manage themselves in health – require sleep, moderate stress, positivity, exercise, social support, proper nutrition.

Part IV – Concluding Remarks

Participating in this NeuroLeadership Summit was a very timely, stimulating, and encouraging personal/professional learning experience. It reinforced that our values and strategic work are well placed in advancing equitable quality learning opportunities for ALL learners. Our increasing capacities for flexibility, creativity, collaboration in our work will enable us to continue to advance the quality of learning for all people in our Division.

PRINCIPAL PREPARATION PROGRAM - SESSION 13 "ACCOUNTABILITY" / NOVEMBER 15, 2011

Report prepared by Mr. Jaime Lombaert, Vice Principal, George Fitton School

On Tuesday, November 15, 2011, Principal Preparation Program Session 13 took place. The presenters were Dr. Donna M. Michaels, Superintendent of Schools/Chief Executive Officer; Chad Cobbe, Principal École New Era School; Michael Adamski, Principal, École Secondaire Neelin High School.

Two different perspectives in terms of accountability were shared with the principal preparation participants.

The first perspective was from Dr. Michaels and her presentation was on "Accountability in Public Education." The presentation explored accountability in education as the public relationship between professional educators and the public in advancing the quality of all students' engagement in learning and their achievement, and in explaining what is being done to accomplish the goal.

The second perspective was from two school administrators, Chad Cobbe and Michael Adamski. Their presentation explained in detail how principals must be accountable to students, staff, and the community. The presentation included case studies, group discussions, and sharing of personal experiences (e.g. critical response to school emergency).

Presentations were both engaging and informative.

SENIOR HIGH ACCESS COMMITTEE MEETING/NOVEMBER 16, 2011

The most recent meeting of the Senior High Access Committee was held on November 16, 2011. Constable Dave Scott, High School Resource Officer, made a presentation regarding violence prevention in the schools and school lockdown procedures.

Management Items

The following management items were discussed:
1. School lockdown presentation / discussion
2. Grade 9 Registration Update re: Process and Readiness Questions
3. Grade 8 to 9 Transition Programming / Grade 9 Formative Assessment
4. Students Involved in the Justice System

The next meeting of the Senior High Access Committee will take place on December 21, 2011.

3. COMMUNITY CONNECTIONS

For Information ..... D. Michaels

NATIONAL NETWORK FOR EDUCATIONAL RENEWAL (NNER) ANNUAL CONFERENCE – MAKING EQUITY OF OPPORTUNITY AND ACCESS HAPPEN FOR ALL STUDENTS / OCTOBER 20 – 22, 2011 HARTFORD, CT

On October 20 – 22, 2011 Ms. Nancy Dane, Principal, Meadows School; Mr. Phil Vickers, Principal, Betty Gibson School; and Ms. Ingrid Gross, Staff Development Coordinator, Vincent Massey High School presented at the National Network for Educational Renewal (NNER) Annual Conference – Making Equity of Opportunity and Access Happen for All Students in Hartford, CT.

The following is a brief description of their presentation:

Quality education for all is a purpose worthy of our pursuit as educators and citizens living in democracy! The heartbeat of quality education is making equity of opportunity and access happen for all students. This presentation focuses on how to make that happen.

Our NNER site's presentation provides actual "on the ground" work that is making equity of opportunity and access real for all students. The Brandon School Division and Brandon University are dynamic partners, together with Assiniboine Community college, in this purpose in Brandon, Manitoba (and region), Canada.

The systemic challenges of quality education for all students are facing all educational institutions. We highlight five strategic areas of work to engage learners with:
- *English as an Additional Language*
- *Differences and Challenges (in learner)*
- *High Abilities*
- *Aboriginal Heritage*
- *Choices to Disengage*

The foundation for this engagement is our "Equity Policy" that provides the moral imperative so essential:

Educational "equity" refers most broadly to a condition of fairness with respect to educational opportunities, access, and outcomes for all people. As applied in education, the legal principle of "equity rights" provides that all students have a right to an education that maximizes opportunities to develop their knowledge, skills and attitudes as embedded in the mission statement of the Brandon School Division.

Outcomes of student learning K-12 in literacy and numeracy are illustrated to demonstrate the connection between the intentions and actions of our focus "making equity of opportunity and access happen for all of our students".

BRANDON COMMUNITY DRUG AND ALCOHOL EDUCATION COALITION MEETING / NOVEMBER 1, 2011

Present:

Addictions Foundation of Manitoba	Shirley Kendzierski
Brandon Friendship Centre	Gail Cullen
	Laura Moar
Brandon Ministerial Association	Reverend Paul Sakasov
Brandon School Division	Michael Adamski
	Terry Osiowy
	Mathew Gustafson
	Dr. Donna Michaels
	Lili Jardine
	Trustee Glen Kruck
	Trustee Linda Ross
Community Development Department	Richard Greer

Regrets:

Addictions Foundation of Manitoba	Julie Hockley
Assiniboine Community College	Caley Strachan
Brandon Chamber of Commerce	--
Brandon Police Service	Inspector Ian Grant
	Chief Keith Atkinson
	Constable Dave Scott
Brandon School Division	Craig Laluk
	Greg Malazdrewicz
Brandon Regional Health Authority	Jayne Troop
	Vanessa Hamilton
Brandon University	Karen Doty-Sweetnam
CFB Shilo	Lt. Robert Wuskynyk

Child and Adolescent Treatment Centre	Liz McLeod
Child and Family Services	Art Asham
City of Brandon	Mayor Shari Decter Hirst
Community Development Department	Esther Bryan
Evaluator	Rod Balkwill
Family Services and Housing	John Scott
Probation Services	Tanis Brugger
Teen Challenge	Reverend Jim Paulson
	Ron Yacuik

Welcome and Agenda Review

Dr. Michaels welcomed everyone to the meeting. Regrets were communicated from other members unable to attend. Review Minutes of Last Meeting; Measurements, Planned Actions and Frequency of Meetings; and Membership Turnout were added as agenda items.

Review of Coalition Meeting of March 3, 2011

T. Osiowy reviewed the minutes of the previous meeting. The following omissions were noted:

- under the report from Addictions Foundation Manitoba – a meeting will be set with Yvonne Block to discuss quicker action with treatment; and
- under the report from Brandon University – Aboriginals felt they were left behind with treatment services.

The minutes were approved with the additions as noted.

Review of Logic Model and Results Achieved to Date

Dr. Michaels reviewed the Project Goal(s) and Objective(s) from the original proposal to Federal Health.

Lili Jardine reviewed the current Community Drug and Alcohol Education Coalition Logic Model.

The Logic Model and Results Achieved to Date were discussed at length. The following key points were noted:

- Trustee Kruck – impressed with the increase of students participating in the Y-Revolution;
- Lili Jardine – the number of events that are directly drug or alcohol related is a sixty/fourty split. Fourty percent of events include guest speakers, contests, etc. that are drug or alcohol focused;
- Revered Sakasov – these are not “official” school events and hundreds of students are attending. Older students are working with younger students and are more focused – encourages student engagement. A lot of skills are used by students to plan the events. It takes a lot of organization;

- funding was to run out the end of March 2012 and has been extended to the end of June 2012;
- Health Canada has indicated that the Coalition needs to work to find a way to sustain the Y-Revolution;
- Shirley Kendzierski – AFM is in favour of providing planning resources for prevention activities. They would not have any funds available to contribute;
- Dr. Michaels – noted it would take about $50,000 a year to sustain the Y-Revolution, less the monies that could be received through sponsorship;
- Trustee Kruck – in 2006 a survey was done to find baseline data. Have the same questions gone out? If we were able to demonstrate harm reduction, it may help with funding;
- Shirley Kendzierski – AFM's research unit has since been cut (2009). Yvonne Block has been working to get some of the resources back. AFM no longer has the capacity to complete another survey;
- Dr. Michaels – Brandon Regional Health Authority is working on a new survey to be administered next fall. Do we have any relevant information from the Student Engagement Surveys?;
- Mathew Gustafson – The Student Engagement Survey is part of a national survey, having national comparisons to establish baselines. There are questions on smoking, alcohol, marijuana and other drug use. These questions cannot be modified. Two multiple choice questions and one open ended question can be added to the survey;
- Trustee Ross – would Health Canada consider extending the funding;
- Dr. Michaels – in the last meeting with Health Canada, they acknowledged their support but couldn't commit to providing further funding;
- Terry Osiowy – if we compare data from three years ago we probably won't notice a huge change in the results as now there is more poverty, more student disengagement, more demographic changes. A focus on this initiative is students being engaged. The increase of students involved is a huge asset. We need to look at the project itself to see the benefits. Students involved in the Y-Revolution are achieving higher marks as well;
- Trustee Kruck – not a huge reduction – that was what the proposal was focused on – are they any ideas on how to reduce the harm of drugs and alcohol on students?;
- Terry Osiowy – the Student Engagement Survey is being used at each school to implement ideas to the school's specific needs;
- Trustee Ross – if we did another survey the data wouldn't be on a comparative base. We need to design research to pull out effective data while taking out the other factors such as poverty and demographic changes;
- Terry Osiowy – the compulsory school age has been changed from sixteen to eighteen years of age. This would have a significant impact as well;
- Reverend Sakasov – we can't expect to see a large shift in the results with the monies that we have available to work with;
- Dr. Michaels – it is important to determine to what degree we listen to the students to give us a baseline. The challenge is to determine to what degree the prevention has helped over the past years to help decrease the harm on students. The next step has to be to listen to the students to see if harm reduction has occurred;

- Shirley Kendzierski – there is no way to accurately measure what impact has been made on students. There was evidence of impact on students in the video that Lili showed. Students show that they are feeling valued. This project is speaking to middle school children which was a recommendation of AFM;
- Trustee Kruck – why can't we get posters to publicize and promote items such as "Turn in Your Drug Dealer – call Crime Stoppers";
- Mathew Gustafson – we receive some information on who is dealing. Dealers are not bringing drugs into the school. When we do find drugs it is usually for personal use; and
- Richard Greer – this is a long term project with long term solutions. Health Canada will require some specific outcomes – measureable outcomes. We can approach different areas for funding such as Youth Awareness Campaign (Federal grants). We are missing other components if we focus on drug reduction alone.

Setting Priority Directions for 2011/2012 Arising Out of Logic Model

It was agreed by the Coalition that a meeting will be set for early December to discuss. Merv Tweed, MP, will be invited to attend the meeting.

Partner Updates

Addictions Foundation of Manitoba
- has created a position for Prevention Directorate. Working on developing a prevention framework; and
- there have been a lot of staffing changes.

Assiniboine Community College – no report

Brandon Chamber of Commerce – no report

Brandon Friendship Centre
- majority of programs focus on drug and alcohol prevention;
- opening new apartments soon;
- are willing to do a presentation to the Coalition on what programs the Friendship Centre offers; and
- the FASD Program "Stepping Out on Saturdays" (respite Program) is running two Saturdays a month. There are still some spots available. The guideline is that children have to be part of a child care agency and have been diagnosed or show symptoms of FASD.

Brandon Ministerial Association – no report

Brandon Police Service – no report

Brandon Regional Health Authority (BRHA) – no report

Child and Adolescent Treatment Centre – no report

Brandon School Division Schools –

High Schools

Crocus Plains – no report

Neelin

- TADDD – Teens Against Drinking, Driving, Drugging – group has increased with a new teacher advisor. Neelin has a Y-Revolution group as well;
- SWAT – Students Working Against Tobacco Use Program is in place; and
- student feedback from the Tell Them From Me Survey was shared with the Coalition.

Vincent Massey

- NOT (Not on Tobacco) Program is being implemented; expanding on smoking cessation initiative. Ten sessions for students will be offered. Software is available that shows the aging process for smokers vs. non smokers.

Elementary/Middle Schools – no report

Youth Revolution Update – October 5, 2011

- report was given under Review of Logic Model and Results Achieved to Date.

Brandon University – no report

CFB Shilo – no report

Child and Family Services – no report

City of Brandon – no report

Community Development Department

- Richard was hired to move the 2010 City of Brandon Youth Plan forward. Programs include the Lighthouse Program;
- the City had a Youth Activity Centre in the summer, with a second location offered this year. An average of four thousand children attended;
- the City is developing a Youth Advisory Council, Youth Centre to open next year and be open year round; and
- is looking at hiring skate board park attendants.

Family Services and Housing – no report

Probation Services – no report

Teen Challenge – no report

Membership Turnout

Trustee Kruck noted that seventy five percent of the members were not in attendance. He would like to see better attendance at the meetings.

Next Meeting Date

TBD

CELEBRATING SAFE COMMUNITIES DAY – 2011 AWARDS LUNCHEON AND PARTNER SHOWCASE / NOVEMBER 8, 2011

Report prepared by Mr. Greg Malazdrewicz, Associate Superintendent

On November 8, 2011 Brandon School Division was awarded the Safe Communities Brandon and Area Ambassador For Safety 2011 Award, Community Service Partner on behalf of Safe Communities Brandon.

Safe Communities Brandon and Area nominates partners for Ambassador for Safety awards each year in conjunction with the national recognition program through Safe Communities Canada. Brandon School Division received the award based on the Passport to Safety™ program in Brandon School Division classrooms in the past year, in addition to Brandon School Division's other commitments to safety.

Safe Communities Brandon and Area partnered with each of the Brandon School Division's high schools to provide Passport to Safety™ education in workplace health and safety to grade 10 students through presentations and online tests integrated into their science or physical education and health classes. The time and effort committed by the school, including the provision of computer lab time, two hours of class time per student, and the support of the school principal and school based coordinator for the program were recognized as well.

Other commitments to student and staff safety, including the participation of the Work Placement Coordinator in the Young Worker Injury Prevention Committee, and many division-wide safety policies and practices were also recognized. Safe Communities Brandon and Area also noted the care taken to ensure that students were routed safely and efficiently to their schools, around washed out roads and evacuated neighborhoods, during the flood.

4. CORRESPONDENCE

For Information ..... D. Michaels

CORRESPONDENCE RECEIVED FROM JIM RONDEAU, MINISTER OF HEALTHY LIVING, YOUTH AND SENIORS AND CHAIR OF HEALTHY CHILD COMMITTEE OF CABINET

The following correspondence has been received from Jim Rondeau, Minister of Healthy Living, Youth and Seniors and Chair of Healthy Child Committee of Cabinet:

> *Manitoba's Healthy Schools Initiative is a partnership between Manitoba Healthy Living, Youth and Seniors; Manitoba Education; and Healthy Child Manitoba. Healthy Schools reflects the province's commitment to supporting and empowering school communities to positively influence the interdependency between health and learning.*
>
> *Your school division's commitment to this initiative has added to the success of Healthy Schools in Manitoba. We are pleased to provide your school division with $15,202.79 in the 2011/2012 school year to support your Healthy Schools activities. These funds are to be used by your school division to work together with your local regional health authority/authorities and other community partners to further develop and/or implement Healthy Schools activities. You will receive these funds in two installments:*

Fall 2011 (enclosed)	*$13,702.79*
Spring 2012	*$ 1,500.00*
Total	*$15,202.79*

> *We recognize that building capacity and momentum is important for sustainability and lasting results; therefore, we are pleased to commit parallel funding in the 2012/2013 school year in order for your school division to continue moving forward with your Healthy Schools plans.*
>
> *Thank you for your ongoing commitment to the health and well-being of Manitoba's children.*

Appendix A

Brandon Career Symposium
Profit/Loss Statement
As of August 31, 2011

Income	
Registration	$46,791.50
Gov. Grant	$22,000.00
GIC	$10,741.74
Total Income	$79,533.24
Expenses	
Salaries	$13,911.06
CCRA	$5,469.91
Board Meetings	$2,274.61
Aboriginal Showcase	$1,239.20
Banquet Expenses	$12,786.51
Facility Expenses	$3,421.54
Volunteer Appreciation	$1,350.89
Advertising	$7,906.00
Printing	$4,684.83
Insurance	$1,545.00
Membership	$186.40
Miscellaneous	$25.00
Audit	$0.00
Office Rent/Photocopying	$2,600.00
Keystone	$21,752.92
Office Supplies/Equipment	$232.22
GIC	$0.00
Bank Charges	$0.00
Promotional/25th	$0.00
Total Expenses	$79,386.09
Short-/Over+	**$147.11**

BRANDON SCHOOL DIVISION
POLICY

POLICY 3011
PURCHASING AUTHORITY

The Board of Trustees declares its belief to seek maximum educational value for each dollar expended. The purpose of the purchasing procedures is to serve the educational program by providing the necessary supplies, equipment and services. The purchasing functions shall take place under the authority and responsibility of the Secretary-Treasurer in accordance with this policy and the requirements of The Public Schools Act.

BRANDON SCHOOL DIVISION
POLICY

PROCEDURES 3011
PURCHASING AUTHORITY

Opportunity shall be provided to all responsible suppliers to do business with the Brandon School Division. In this regard, the Division may take into consideration the past performance of a company as it pertains to such areas as the procurement of goods, the quality of goods provided and the satisfaction of service.

PURCHASING AUTHORITY
Purchasing, on behalf of the Division, shall be carried out in accordance with the policy, under the direction of the Secretary-Treasurer, by the Division Purchasing Agent or by one to whom this responsibility has been delegated (Designate).

The Purchasing Agent or Designate may delegate authority to schools or departments to make necessary day-to-day small purchases. These purchases shall be made on Brandon School Division purchase orders, contain an appropriate authorizing signature and be in accordance with the Division procedures and practices.

Purchases must be within the limits of the current budget or have the prior approval of the Board.

TENDERS/REQUEST FOR PROPOSALS
Subject to Section 70 of The Public Schools Act, all expenditures for provision of goods and/or services exceeding $50,000 shall be made by public tender. Furthermore, tenders for goods and/or services regardless of dollar value may be made when, in the opinion of the Purchasing Agent or Designate, it is of advantage to the Division to do so and when one or more of the following exceptions do not apply:

1. where goods and services are available only from one or two sources;
2. where goods must be compatible with existing equipment;
3. when emergency situations require immediate availability of goods or services.

Tenders shall be made according to accepted tendering procedures which shall include:

1. appropriate advertising sufficiently in advance of closing dates;
2. definitely stated closing dates and adherence to those dates;
3. detailed specifications for goods and/or services required;
4. written tenders to be received by the office of the Secretary-Treasurer.

Summaries and recommendations on all tenders exceeding $50,000 shall be presented to the Finance Committee for approval of recommendation to the Board of Trustees.

Tenders meeting specifications will generally be awarded to the lowest complaint bidder. All general conditions of the tender must include a privilege clause which includes the words "lowest/highest or any tender not necessarily accepted." The Division may wish to seek legal counsel for an appropriate privilege clause depending on the nature of the tender.

All goods and services purchased by the Division shall be standardized whenever possible to be consistent with the educational goals of the Division and in the interests of economy and efficiency. The Purchasing Agent or Designate will monitor purchase orders for adherence to established purchasing procedures.

At all times these purchases must be within the approved budget.

NON-TENDERED PURCHASES
When necessitated by the exceptions to tendering stated above, non-tendering procedures shall be as follows:

- Proposals – Requests for proposals for goods and services shall be allowed when the Division cannot provide its own specifications and because of this is required to request a proposal from suppliers.
- Quotations – Requests for quotations for supplies and services shall be utilized when there are few identifiable sources able to meet the request or when there are a number of individual items of low value pertaining to one project.

All goods and services purchased by the Division shall be standardized whenever possible to be consistent with the educational goals of the Division and in the interests of economy and efficiency. The Purchasing Agent or Designate will monitor purchase orders for adherence to established purchasing procedures.

At all times these purchases must be within the approved budget.

1. Definitions:

"Advertisement for Tender": means a solicitation advertised with a newspaper or other publication on the Division website, and/or on the Merx Site, seeking proposals for providing products or services to the Division, or for purchasing assets of the Division.

"Tender Documents": means any documents including, without limitation, plans, reports, specifications, requirements, or other information made available to all potential Bidders on request and not forming part of the Request for Proposal or Advertisement for Tender, but being incorporated by reference into the Request for Proposal or Advertisement for Tender.

"Request for Proposal (RFP)": means a request for proposals published with a newspaper or other publication on the Division website, and/or on the Merx Site, seeking

proposals from bidders for providing products or services to the Division, or for purchasing assets of the Division.

"Tender": means that portion of the Tender Documents which must be completed or provided by the Bidder and delivered by the time and date setout for receipt of Tenders, to constitute a compliant Tender and include the Tender Form, Bid Security, Consent of Surety and any additional documents that may be requested.

"Quotations": means a request for supplies, services or purchasing assets for the Division when there are few identifiable sources able to meet the request or where there are a number of individual items of low value.

"Bid": means a proposal submitted to the Division in reply to a Request for Proposal (RFP) or Advertisement for Tender initiated by the Division.

"Substantial Compliance": means that the Bid meets the requirements set out in the RFP or Advertisement for Tender and as set out in the Compliance Checklist and any irregularities are not of material significance, or fall within any exceptions provided for in the RFP, the Advertisement for Tender or the Tender Documents.

"Non-Compliant": means that the Bid fails to meet the requirements as set out in the RFP or Advertisement for Tender or Tender Documents as set out in the Compliance Checklist in a material way that cannot be excused by any exceptions in the RFP, the Advertisement for Tender or the Tender Documents.

2. Process

The process for evaluating Bids shall include the following steps:

i. Receipt of the Bid on or before the deadline as set in the Tender or RFP;
ii. Assessment for Compliance;
iii. Evaluation of the Bid;
iv. Award or Rejection of Bids.

Receipt of the Bid on or before the deadline as set in the Tender or RFP

a) All Bids shall be received by the time and on the date specified in the RFP or Tender in order to be considered.
b) Upon receipt of each and every Bid, the Bid envelope or package shall be date stamped and the time of receipt marked on the envelope to the minute.
c) Any bid received after the Bid Deadline shall be returned to the proponent unopened but with the receipted time clearly marked on the package.

Opening of Tenders

Tenders will be opened by the Purchasing Officer/Designate and appropriate supervisor or Assistant Secretary-Treasurer and read publicly on the date of and at the time specified for receipt of tenders. The amount read aloud is unverified and subject to review and verification by the Division.

Assessment for Compliance

a) The Assistant Secretary Treasurer shall prepare a Compliance Checklist for each Tender or RFP in advance of the Bid Deadline. The Checklist shall include all items which the Division has mandated in its Tender Documents, RFP or Advertisement for Tender, as being required for a Compliant Bid.
b) The Purchasing Officer/Designate and the appropriate supervisor or Assistant-Secretary-Treasurer who will be evaluating the Bids, shall at a mutually convenient time in advance of the meeting where the Bids will be considered will meet to open each sealed Bid and check each Bid for compliance using the Compliance Checklist. Any Bid which is non-compliant shall be rejected and clearly marked "Non-Compliant".
c) Any Bid which substantially complies shall be accepted and any irregularities deemed immaterial noted on the checklist.
d) The Compliance Checklist shall be attached to each and every Bid whether compliant or not, and shall be initialed by the Purchasing Officer/Designate and the supervisor or Assistant Secretary-Treasurer.
e) Compliant Bids shall be reproduced in sufficient quantity for each member of the committee evaluating the Bids.
f) In the event that the Bids are not being reviewed by a committee or the consideration of the Bids falls within the discretion of the Secretary-Treasurer and/or Superintendent, the Bids shall be opened in the presence of the Purchasing Officer/Designate and the Assistant Secretary-Treasurer.

Evaluation of the Bid at the meeting of the Committee

a) The persons who will be evaluating the Bids shall meet and each member of the committee shall be furnished with a package containing complete copies of each Bid.
b) The packages may be distributed in advance of the meeting provided that all packages are marked "Confidential".
c) The persons opening the bids shall evaluate each Bid using the criteria or matrix established at the time that the Tenders/RFP was prepared.
d) Upon completion of the evaluation process the persons which have evaluated the Bids may make the following recommendations to the Finance Committee:
    i. To accept a particular Bid; or
    ii. Provided a privative clause was included in the Tender or the RFP, a recommendation that all Bids be rejected.
e) The Purchasing Officer/Designate shall prepare a report to the Finance Committee for all tenders/RFP of $50,000 or more which sets out in summary a description of each Bid and the basis for the recommendation.
f) The Secretary Treasurer shall forward the Finance Committee recommendation to the Board of Trustees for consideration at their next meeting.

Award or Rejection of Bids

a) The Board of Trustees shall consider the recommendation of the Finance Committee and may choose from the following options, subject to the terms of the Tender, RFP or Advertisement for Tender:
    i. To accept the recommendation of the committee and award the contract to the successful Bidder; or
    ii. To reject the recommendation of the committee and ask that the committee reconsider the proposals; or
    iii. To reject any or all Bids; or

b) Once a determination has been made by the Board of Trustees, the Assistant Secretary Treasurer shall notify each Bidder as to the outcome in writing.

Appendix C

FORM 4001(a)
April 2004

Brandon School Division

Off-Site Activity Form
A Trips (trips within Canada not to exceed 3 nights)
B Trips (trips within Canada exceeding 3 nights)
C Trips (Outside of Canada) - No Air Travel
D Trips (Outside of Canada) -Requiring air travel

Required Approval
☐ **Principal**
☐ **Principal & Superintendent**
☐ **Principal, Superintendent & Board**
☐ **Principal, Superintendent & Board**

School: Crocus Plains **LC:** **Phone:** 729-3900 **Fax:**

Destination: Phoenix, Az
Departure Date: Dec 27/11 **Return Date:** Jan 2/12
Departure Time: 3:30 Am **Return Time:** TBA

Name of Service Provider (if applicable): Brandon Bus lines
Contact Person of Service Provider: Gord Hrechka
Number of Service Provider: 761-8456

RECEIVED
NOV 16 2011 9:5
Office of the Superintendent/CEO
Brandon School Division

Grade Level (Please check):
☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6
☐ 7 ☐ 8 ☐ S1 ☒ S2 ☒ S3 ☒ S4 ☐ SP

# of Students: 19
# of Male: 14
# of Female:
# of Adults: 4
Student/Adult Ratio: 5:1

NAME	GENDER	DATE OF LAST VISIT TO SITE IF APPLICABLE	WILL YOU BE ON SITE FOR THE ENTIRE TRIP? IF NOT, SPECIFY SCHEDULE.	SPECIAL SKILLS AND TRAINING
Teachers-in-Charge:				
Pete Gerlinger	M		yes	CPR
Shawn Baker	M		"	Safety
Glenda Zelmer	F		"	Nurse
Volunteers:				
Tyler Woods	M		"	CPR

METHOD OF TRANSPORTATION (AS PER BSD POLICY)
☐ BSD School Bus
☐ Rental Van *(company)*
☒ Charter Bus *(company)* Bdn Bus Lines
☐ Volunteer Driver *(adult)*
☐ Student Volunteer Driver (in Division)
☐ No transportation provided by school
☐ Commercial Airline
☐ Walking
☐ Bicycling
☐ Other:

REQUIREMENTS CHECKLIST
☒ Acknowledgement of Risk Form
☒ Travel & Health Insurance *(for travel outside Manitoba)*
☒ Itinerary/Schedule Attached
☒ Parent Correspondence Attached
☒ Supervision Plan Attached

FOR C & D TRIPS
☐ Parent Information Checklist Reviewed
☐ Parent Meeting Planned - Principal's Discretion
☐ Travel Alert websites reviewed - appendix

ESTIMATED COST OF TRIP (C & D TRIPS ONLY)		SOURCE OF FUNDING	
Fees, including guides	$ 1600.00	School Funds	$ —
Transportation	$	School's Budget	$ —
Accommodation	$	Student Fee	$ —
Meals	$	Fund-Raising by: Parent Grp	$
Other Expenses ____	$ _____	Other _____ *(please specify)* Victoria Inn Hockey Tournament	$ 3,800
TOTAL ESTIMATED COST	$	**TOTAL ESTIMATED FUNDS REQUIRED**	$

EDUCATIONAL PURPOSE (complete 1 & 2 or 3)

1. How has the activity been part of the planned program for this class/group?

Parent mtg & agreed upon Oct 11, 2011
Parent mtg Dec 1/11 - to finalize plans.

2. Which educational outcomes do you plan to achieve?

3. Competition/event: Coyote Cup Holiday Hockey

HOTEL NAME AND PHONE NUMBER (IF APPLICABLE):
Hyatt Place Phoenix / Gilbert 1-480-899-5900

HOST FACILITY NAME AND PHONE NUMBER: (If applicable)
Sonoran Youth Hockey League

OTHER CONTACT NAMES AND NUMBERS:
Bob Strong - organizer/director - (602) 300-7031

EMERGENCY PREPAREDNESS

- ☒ Emergency participant list (i.e. medical info, medical numbers, contact person)
- ☒ First aid kit access
- ☒ Communication device (if possible) ALL COACHES have Cell phones 24/7 Number: Pete - 720-3568, Shawn - 724-3002, Glenda 761-0584, Tyler 573-3296
- ☐ Other

Name of **Teachers-in-Charge** *(please print)*	Date *(year/month/day)*	Signature of Teacher-in-Charge
Pete Gerlinger	11/11/09	
Shawn Baker	11/11/11	

Name of **Principal** *(please print)*	Date *(year/month/day)*	Signature of Principal
Terry Brown	November 14/11	

Name of **Assistant Superintendent** *(please print)*	Date *(year/month/day)*	Signature of Assistant Superintendent
G. Malazdrewicz	Nov. 24/11	

Once the Principal has approved the off-site activity, mail this form to the Assistant Superintendent of your Learning Community according to the approval process deadlines for B, C, D trips.

This personal information or personal health information is being collected under the authority of the Brandon School Division and will be used for educational purposes or to ensure the health and safety of the student. It is protected by the protection of privacy provisions of *The Freedom of Information and Protection of Privacy Act* and *The Personal Health Information Act*. If you have any questions about the collection, contact the Brandon School Division Access and Privacy Coordinator at (204) 729-3100.

FORM 4001 (b)
March 2006

BRANDON SCHOOL DIVISION
CONSENT OF PARENT OR GUARDIAN TO PARTICIPATE IN AN OFF-SITE ACTIVITY AND "ACKNOWLEDGEMENT OF RISK"

1031 – 6th Street,
Brandon, MB R7A 4K5
Phone: 204-729-3100
Fax: 204-727-2217

1. The Division will make every reasonable effort to ascertain that:
   a. The supervisors and staff of the Service Provider are fully trained and qualified
   b. The students who undertake the program or activities will be adequately supervised.
   c. The location and/or facilities meet the applicable health and safety standards.
   d. Any equipment made available by the Service Provider or used in the activity has been inspected and is deemed to be appropriate, safe, and well maintained.
   e. The location where the activity will take place is appropriate and safe.
   f. The Service Provider has taken all reasonable steps to ensure that any animal(s) involved in the activity are safe.

2. I am satisfied that I have been informed of my right to obtain as much information about this program, or activity as I feel necessary, including information beyond that provided to me by the school division to the extent that I require and am not relying solely upon information provided by the Brandon School Division respecting the nature and extent of the risks and hazards associated with the program or activity.

3. I freely and voluntarily acknowledge the risks and hazards inherent in the nature of the program or activity and understand and acknowledge that my child, as a participant, could suffer personal and potentially serious injury due to an unforeseeable event.

4. My child has been informed that he/she is to abide by the rules and regulations including directions and instructions from the school's administrators, instructors, and supervisors as imposed on students while participating in the program or activities. This shall include his/her participation in all of the introductory sessions and meet all prerequisites prior to his/her participation in the program or activity.

5. I acknowledge that if my child fails to abide by the rules and regulations imposed on students while participating in the program or activities, he or she will be subject to disciplinary action, which could include his or her being excluded from participation in the program or activity, being sent home at the cost of parent/guardian or my being contacted to have him or her picked up.

6. I acknowledge that it is my responsibility to advise the Brandon School Division of any medical or health concerns of my child, which may affect his/her participation in the stated program or activity.

7. I acknowledge when transportation is coordinated by Brandon School Division every reasonable effort will be made to ensure drivers and vehicles are licensed, registered and insured.

8. I acknowledge when transportation is not coordinated by Brandon School Division it is my responsibility to ensure safe transportation to and from the specified activity.

9. I consent that the Board, through its employees, agents, and officers at the school may secure such medical advice and services as those individuals, in their sole discretion, may deem necessary for my child's health and safety, and that I shall be financially responsible for such advice and services.

Parent / Guardian retain upper portion of form including information on reverse.

PORTION BELOW MUST BE COMPLETED BY PARENT/GUARDIAN AND RETURNED TO SCHOOL.

Activity: Hockey Tournament -Phoenix AZ

Student Name: _____ Birth Date: _____

Additional Information: _____ Phone Number: _____

Emergency Contact: 1. _____ Phone: Home _____ Work _____ Cell _____

Contact:2. _____ Phone: Home _____ Work _____ Cell _____

Based on my understanding, acknowledgement, and consents as described herein, I agree that

_____ may attend the off-site activity.
(name of student)

For group aquatic outings, an Aquatic Activities Acknowledgement of Risk form must be signed.

Date	*Printed Name*	*Parent / Guardian Signature*

II – To be completed by teacher-in-charge and retained by parent.

Student Name: _____ School ~~Choose School Name~~ Crocus Plains

Date of Activity: Dec 27/Jan 2/12 Destination: Phoenix Az

Teacher in charge: Pete Gerlinger Supervising teachers: Shawn Baker, Glenda Zelmer

Volunteers: Tyler Woods

Method of transportation: Charter Bus/Air Emergency contact accommodation: _____

Time of departure: Dec 27/11 Time of return: Jan 2/12

OTHER DETAILS:

map: _____ parent meeting: ~~Dec 1/11~~ Oct 11/11 itinerary: attached

Schedule of events: hockey tournament
- see attached.

F:\SUPTS\Forms\BSD FORMS\Acknowledgement of Risk March 2006.doc

FAX COVER LETTER

DATE: November 7, 2011

TRANSMITTING 3 Page(s)

ATTENTION: Ms. Glenda Zelmer

OMPANY: Crocus Plains Regional Secondary School

FAX NUMBER: 204-727-2162

FROM: Carol MacDonald
Phone 204-942-2555/1-800-265-0314, extension 7232 Fax 204-957-0678
Email: carol.macdonald@westernfgis.ca

SUBJECT: The Manitoba School Boards Association
Out of Province Travel Insurance
Destination: Phoenix, Arizona
Date(s) of Trip: December 27, 2011 – January 2, 2012
Number of Persons Insured: 23
Policy Number: G92300
Certificate Number: 875

With reference to the above, attached is the Insurance Certificate. The terms, conditions, and benefits of the coverage are stated. It is recommended that you take the Certificate with you on the trip.

Further attached is information respecting procedures for submitting claims under the above policy.

Invoice processing the premium of $177.10 will be sent you shortly.

Should you have any questions, or require any further information, please contact our office.

Thank you.

C MacDonald

CM/mb

Group Insurance Solutions
Western Financial Group (Network) Inc.
[illegible] Portage Avenue
Winnipeg, MB R3G 0K3

Tel: 204-[illegible]-0331
Fax: 204-[illegible]-1624
Toll free: 1-800-665-8990
www.westernfgis.ca

CLAIM PROCEDURES FOR:

OUT OF PROVINCE TRAVEL INSURANCE

Following are the procedures for submitting claims (which are to be done by the parent/guardian):

- report claim to Reliable Life 1-800-463-5437, who will forward the appropriate claim form(s)
- submit original receipts or statements to Manitoba Health (retain a copy to be submitted to Reliable Life with your claim form)
- upon receipt of payment from Manitoba Health, submit a copy of receipts and Manitoba Health statement of payment to Reliable Life along with completed Reliable Life claim form

If payment is not made at the time of the accident/injury, Reliable Life has advised us that most facilities are agreeable to waiting a reasonable length of time for payment.

It is the parent/guardian's responsibility to pay this account, and therefore the responsibility of the parent/guardian to submit claims to both Manitoba Health and Reliable Life for reimbursement.

Policy G92300
Certificate # 875

RELIABLE LIFE INSURANCE COMPANY

THE MANITOBA SCHOOL BOARDS ASSOCIATION

TRAVEL INSURANCE CERTIFICATE

CANCELLATION INSURANCE: Reliable Life Insurance Company (hereafter referred to as the "Company") shall pay the insured the prepaid monies forfeited up to a maximum of **$1,000** for the entire cancellation of the insured's reservation prior to departure provided the Company is notified immediately, in accordance with the Limitations, as soon as a cause for cancellation arises and provided further that the loss is due to the illness, injury or death of the insured.

EMERGENCY HOSPITAL/MEDICAL SERVICES: When as a result of an Injury or Sickness, which occurred outside the insured's province of residence while this certificate is in force, the insured requires the emergency services of a physician; emergency hospital services; emergency x-ray clinic services; emergency local ambulance service; the necessary services of a registered graduate nurse (other than a relative of the insured by blood or marriage)if recommended in writing by the attending physician; rental of a wheelchair, crutches, braces, hospital type bed or the cost of splints, trusses or other prosthetic appliances, medicine, drugs, blood, plasma or x-rays (if recommended by the attending physician),the Company will pay reasonable and customary excess expenses incurred, up to **$1,000,000**, for emergency hospital/medical services listed above provided such services are prescribed in writing by the attending physician. Emergency Hospital services shall include all necessary services provided normally by a duly registered and licensed hospital excluding services of a nursing home, rest home or by other non-hospital institutions.

When as a result of a covered Injury or Sickness, the attending physician prescribes and recommends transportation to the insured's original point of departure for further medical treatment and to be accompanied by a trained medical attendant, the Company shall pay the cost of economy transportation by the most direct route for such trained medical attendant. As well, the Company shall pay the extra one-way economy transportation costs should the insured be required by the physician to travel bound to a stretcher.

Excess hospital/medical coverage is provided only for expenses incurred by Canadian residents which are in excess of the benefits available under the insured's applicable Government Health Insurance Plan, if the insured is enrolled in such a plan. Persons not covered by a Government Health Insurance Plan are limited to **$3,000** coverage.

If, as the result of an accidental blow to the face, emergency dental treatment to natural teeth is required, the Company shall pay for immediate expenses incurred not to exceed **$1,000**.

24 HOUR EMERGENCY ASSISTANCE
1-800-334-7787 (In Canada or U.S.) or call collect 1-905-667-0587

You must call the assistance provider at the telephone number listed above immediately following a physician's consultation or if hospitalization is necessary. Failure to contact the assistance provider will result in the compensation being declined or substantially reduced.

Neither the Company nor its assistance provider is responsible for the availability, quality, quantity or result of any medical treatment you may receive or your failure to obtain medical treatment. Professionals suggested or designated by the assistance provider are not employees of the Company or its assistance provider and, therefore, are not responsible for their negligence, errors, or other acts or omissions.

LIMITATIONS: Cancellation insurance settlements are limited to the amount of penalty involved at the time cancellation is first recommended by the physician. In the presence of any Injury or Sickness, the attending physician must be informed promptly of the insured's travel plans and any cancellation of a trip must take place immediately after being advised by that physician due to such Sickness or Injury. No benefit will be payable if the insured does not cancel the insured travel arrangements 48 hours after the cause for cancellation arises. Expenses incurred for necessary emergency services outside the insured's province of residence, as provided in Emergency Hospital/Medical Services, are covered only if the insured returns to their permanent place of residence as soon as medically possible. In addition, no benefit will be payable if the insured receives substitute transportation to the scheduled return destination. Maximum period of coverage is 180 days.

Pre-existing medical or related conditions are covered provided that the said condition was under control at the time of departure and in the opinion of the attending physician would not interfere with normal activities, including travel, for the foreseeable future.

EXCLUSIONS: This insurance does not cover any loss caused by or resulting from: suicide or any attempt thereat, or intentionally self-inflicted injuries, while sane or insane; declared or undeclared war, hostility, civil war, riot, insurrection, invasion or any act thereof; emotional or mental disorders unless hospitalized. Not covered are expenses incurred directly or indirectly as a result of: Injury or Sickness for which hospital/medical benefits are provided under any other insurance policy or plan except for the excess not covered under such other insurance; maintenance therapy for existing medical conditions, or hospital/medical expenses incurred on an elective non-emergency basis; an illegal act by the insured or beneficiary; participation in armed forces training exercises or maneuvers; participation in motor or racing competition, parachuting, skydiving, or piloting an aircraft; a payment which contravenes any plan of any government or political subdivision or law in Canada; pregnancy, miscarriage, childbirth or complications, within two months of the expected date of birth, a journey undertaken for the purpose of securing or with the intent of receiving medical attention, hospital or dental services; expenses incurred as the result of abuse of drugs, medication, alcohol or other intoxicants; mental health disorders; expenses incurred in the insured's province of residence.

GENERAL INSURING AGREEMENT: Under Travel Insurance Master Policy # G92300 issued to The Manitoba School Boards Association, the Company hereby insures all eligible persons named on the travel roster who have made application and have paid for insurance hereunder, subject to the exclusions, limitations, reductions as set forth herein and in the Master Policy. All benefits and amounts referred to herein, are stated in Canadian currency.

COVERAGE PERIODS: Cancellation insurance must be purchased at the time of booking and is effective upon payment of the premium and terminates on the departure date. Emergency Hospital/Medical coverage must be purchased prior to departure and is effective on the departure date and coverage and benefits terminate upon return to your province of residence or on the originally scheduled return date, whichever occurs first.

SUBMITTING A CLAIM

To facilitate prompt claims settlement, report any claim as soon as possible by contacting Reliable Life Insurance Company, Student Insurance Claims at 1-800-465-0661.

DEFINITIONS

"Accident" wherever used herein means a happening due to external, violent, sudden, fortuitous causes beyond the insured's control. This happening must occur while this individual certificate is in force.
"Economy transportation" means the lowest one-way single seat fare of any licensed carrier departing from the return point of departure to the return destination.
"Eligible person" means a student in full time attendance at a school under the direction of The Manitoba School Boards Association, any official of the association, board, school, or volunteer travelling on school related matters who is a Canadian citizen and eligible for coverage under a Government Health Insurance Plan.
"Hospital" means a duly licensed hospital with facilities to accommodate inpatient care, with a registered nurse on a full time duty basis, a laboratory, and an operating room where surgical operations are performed by a qualified surgeon. Not included are convalescent homes, rest homes, nursing homes, drug & alcohol treatment centres, health spas or clinics.
"Injury" means bodily injury caused by an accident.
"Loss" (Cancellation Insurance) means the amount of money paid to or due for travel arrangements (air fares, land arrangements, hotel deposits, etc.) which amount has not been refunded to the insured or for which the insured has not been, nor will not be, reimbursed other than as provided herein.
"Medical Services" means services of a legally qualified doctor of medicine, use of x-ray & laboratory facilities, licensed local ambulance service, prescription medications on the written advice of a physician.
"Physician" means any person, other than the insured or any member of his or her immediate family, who is a practitioner of the healing arts whose legal and professional standing within his jurisdiction is equivalent to a doctor of medicine (M.D.) duly licensed to practice in any province of Canada.
"Pre-existing Medical Condition" means an injury or sickness existing prior to the effective date of the applicable insurance coverage.
"Sickness" wherever used herein means sickness or disease contracted and commencing while the individual certificate is in force.

PRIVACY

The Company is committed to protecting your privacy. Collecting personal information about you is essential to our ability to offer you high-quality insurance products and service. The information provided by you will only be used for determining your eligibility for coverage under the Policy, assessing insurance risks, managing and adjudicating claims and negotiating or settling payments to third parties. This information may also be shared with third parties, such as other insurance companies, health organizations and government health insurance plans to adjudicate and process any claim. In the event that we must share your information with a third party who conducts business outside of Canada, there is a possibility that this information could be obtained by the government of the country in which the third party conducts business. We take great care to keep your personal information accurate, confidential and secure.

Our privacy policy sets high standards for collecting, using, disclosing and storing personal information. If you have any questions about the Company's privacy policy, please contact our Privacy Officer at 905-523-5587 or by email at: privacy@oldrepublicgroup.com.

TST Registration: Sonoran Youth Hockey League

2011 Coyotes Cup Registration

Welcome

Welcome

Welcome to the 2011 Coyotes Cup Team Registration with Sonoran Youth Hockey League!

Experience a quality travel hockey tournament this holiday season. The Sonoran Youth Hockey League, the Phoenix Coyotes and the Ice Den and other Phoenix area rinks are proud to present the 13th Annual Coyotes Cup Holiday Hockey Festival.

The Coyote Cup is open to the following Ages:

- Mite A-B
- Squirt AA-A-B
- Peewee AA-A-B
- Bantam AA-A-B
- Midget 16 AA-A
- Midget 18 AA-A/High School

Tournament Details:

- DATES: Dec. 29th, 2011 — Jan. 1st, 2012
- 4 Game Guarantee
- (3) 14 Min Stop Time Periods for Mite-Bantam
- (3) 17 minute periods for Midget
- MVP Awards (2 MVP Awards/Division)
- Awards for 1st and 2nd Place Teams in each division
- Championship Banner
- Pin Trading Event
- Free Spectator Admission to All Games
- Real Time Game Results Posted on Line
- Individual and Team Stats posted to www.sonoranleague.com
- Live Webcast for select Semi-Final and Final games
- Hosted coach/manager reception the evening of December 28th.
- Tournament games at Jobing.com arena
- USA Hockey Sanction TBD

Activities Include:

- Coyotes Game (Pending NHL Schedule Release)
- Golf
- Pin Exchange
- Coyotes Player Appearances (Pending NHL Schedule Release)
- Tournament Games at Jobbing.com Arena, and much more!

Midget teams should plan on playing games at Polar Ice Chandler or Polar Ice Gilbert. All other divisions will play at Scottsdale Ice Den or Polar Ice Peoria

Out of town teams are required to utilize one of our Coyotes Cup preferred hotels. Please visit the Hotel Booking link on the tournament web page.

Teams need to be ready to play their first game as early as 7AM on December 29th and their last game as late at 4PM on January 1st.

To submit payment through our secure site, please have your Visa, MasterCard, Discover or PayPal account information available. You may also choose to submit payment offline via Check.

YOU CAN ENTER YOUR TEAM'S ROSTER (PLAYER'S FIRST & LAST NAME AND JERSEY NUMBER) AT THIS TIME WITHIN THIS REGISTRATION OR AT A LATER DATE

From: "Bob Strong" <azstrong@cox.net> Sunday, October 16, 2011 9:21:33 AM

Subject: RE: Re:

To: **Glenda Zelmer**

Attachments: Attach0.html / Uploaded File 7K

Glenda,

Just a reminder that you must use our hotel booking service to book all room for this event. I believe the Hyatt is on that list but you can't contact them directly.

The fees are $1450 US and you can send the check to:

Sonoran Youth Hockey League

PO Box 21762

Mesa AZ. 85277-1762

Also be sure to complete the registration process on line.

Great to hear you are coming!

Bob

From: Glenda Zelmer [mailto:zelmer.glenda@brandonsd.mb.ca]
Sent: Friday, October 14, 2011 9:30 PM
To: azstrong@cox.net
Subject: Re: Re:

we are there..pls remind me what amt we owe you and who to make the cheque out to..have had discussions with the Hyatt and will book there hope this is ok..we are so excited and will also be going to the NHL game..any other suggestions as to what to do while there?? we are coming in on the 27th..leaving on the 2nd..also will be booking a Charter bus to use daily..any suggestions?? thks for holding the spot...

Glenda Zelmer
Crocus Plains Hockey

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law. If the reader of this message is not the intended recipient you are hereby notified that any dissemination, distribution or copying of this transmission is prohibited. If you have received this transmission in error, please notify us immediately by return telephone, fax or email, and destroy the transmission by deleting the file and/or shredding any paper copy.

Crocus Plains Hockey to Phoenix

Dec 27th/11-Jan 2nd/12

Coyote Cup Winter Classic Tournament

Depart Dec 27th -via Brandon Bus Lines

Depart time from Crocus Plains-approx 3:30AM

Arrive in Bismarck approx 9AM

Check In-Bismarck Airport

Allegiant Airline-Departure noon

Arrive Phoenix 1:30 PM (time chg)

Charter Bus pick up @ Mesa Airport

Check In-Hyatt-Gilbert

Meet at 4:30 Lobby

Supper

Pick up grocery items for room

Hotel-Curfew 10:30 PM

Jan 28th

Breakfast at hotel -9AM

On bus to shop

Lunch @ mall

Back to Hotel 3PM

Leave for NHL game

Go to local restaurant for 6PM supper

Tour rink

Game-Return to hotel

Return to hotel for 11:30 Curfew

Dec 29th

Breakfast 8AM

Leave for rink

Game at 11 AM

Lunch following

Tour area/shop

Late Supper

Back to hotel-curfew 11PM

Dec 30th

Breakfast at hotel 8AM

Day activities will depend on tournament sched.

Tour of the rink/training facility

One game for sure

Lunch at restaurant near rink

Golf (arranging for 9 holes for team @ local course)

Supper at restaurant following game

Back at hotel curfew 10:30

Dec 31st

Day activities will depend on tournament sched

Bkfst at hotel-timeTBA

Leave for tournament rink

Lunch at local restaurant

Supper at local restaurant

Return to hotel

Jan 1st

Day activities will depend on tournament sched

Sleep in morning as tournament starts later

Breakfast at hotel

Leave for rink

Light lunch

Game

Tour area/shopping

Supper @ Local Restaurant

Return to hotel curfew 10:30

Jan 2nd

Breakfast at hotel

Check out

Depart for Airport-

Bismarck arrival-Bdn Bus Lines pick up

Return to Bdn

Team will be supervised entirely by staff for trip

All staff will have cell phones with them 24hrs

Curfews and room checks completed by coaching staff

See attached for tournament information i.e. first Aid on site entire time etc

Parent s will have all information and itinerary prior to trip-some parents also accompanying the team

Letters from each parent for border crossing will be done ahead of time and kept by coaches

All players will have photo id with them

Border crossing will have advanced notice of team's arrival

Cost of trip is being covered by parent fundraising or individually-players responsible for meals.

Hotel, bus, entry fee, and travel Insc. is covered in the initial quote

Travel Insc. is purchased ahead of time for all players

Hotel rooms are assigned by coaches with 3 players/room

sign-in join customer service visit hyatt.com

Phoenix/Gilbert

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Check-Out Date
mm/dd/yyyy

Rooms 1 Adults 1 Children 0

RATE TYPE
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- AAA/CAA Member
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CORPORATE/GROUP #

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overview

Hyatt Place Phoenix/Gilbert
3275 S. Market Street
Gilbert, AZ 85297, USA
Phone: +1 480 899 5900 Fax: +1 480 899 5901
Maps & Directions to Hyatt Place Phoenix/Gilbert

about the hotel

The Hyatt Place Phoenix/Gilbert is conveniently located southeast of Phoenix with easy access via the San Tan 202 freeway to all parts of the Valley of the Sun. Ranked 36th among Money Magazine's "Best Places to Live," and one of Travel & Leisure magazine's "Coolest Suburbs Worth a Visit" Gilbert has something for everyone. The Downtown Heritage District offers live theatre, distinctive dining, boutique shopping along with the Gilbert Historical Museum. Outdoor enthusiasts will enjoy breathtaking views of the Superstition Mountain Range and the Gilbert Riparian Preserve which attracts visitors to view over 200 different species of birds. The Big League Dreams ball park features replica fields from past and present major league baseball teams and hosts tournaments for USSSA, Triple Crown Sports and leagues.

The Hyatt Place is only minutes from the Phoenix-Mesa Gateway Airport, Arizona State University East Polytechnic Campus, and dozens of Arizona's premier championship golf courses. For those visiting on business the hotel is a short drive to Intel, Boeing, Orbital, Lockheed Martin, EchoStar and GoDaddy.com. Hyatt Place Gilbert is in the middle of Gilbert's Science and Technology Triangle which includes notable facilities such as Banner MD Anderson Cancer Center, Covance, Mercy Gilbert Medical Center, AT Still University and the Celebration Stem Cell Centre.

For information regarding local Gilbert restaurants and activities near the hotel, please visit our Activities page.

Download Hyatt Place Phoenix/Gilbert Fact Sheet.

During your stay, you can enjoy specialty Starbucks® coffee drinks and friendly conversation at the intimate Bakery Café. A Host will happily assist you with orders from the 24-hour Guest Kitchen, which offers café-quality, made-to-order meals and snacks along with a complimentary continental breakfast daily.

All Hyatt Place hotels are smoke-free.

To learn more about Hyatt Place, click here.

hotel highlights

- This Gilbert hotel features spacious guestrooms each with the Hyatt Grand Bed™ and a 42" flat panel HDTV
- Complimentary Wi-Fi available throughout the hotel
- Complimentary continental breakfast daily
- Outdoor swimming pool
- 24/7 Guest Kitchen serves made-to-order snacks and entrees
- Intimate Bakery Café serves Starbucks® specialty coffees, premium beers and wines

Take a Look Inside
Take the interactive tour and see what's new at Hyatt Place.

Enjoy a Welcome Credit
No matter what you do, it's better when it's on us. Enjoy a credit of up to $45.

Earn 5,000 Bonus Points
Earn 5,000 Hyatt Gold Passport bonus points after every 3 nights.

Earn Award Nights Faster
Begin with up to two Award Nights at Hyatt with the Hyatt Credit Card. Learn More.

Travel Packages
Save when you book Flight, Hotel & Car together

- Grab 'n Go case offers muffins, salads, sandwiches and bottled beverages
- Shuttle service within a 5-mile radius, available between 7am-10pm
- e-room with complimentary computers and a printer
- Complimentary onsite parking

exciting area attractions

SanTan Village: 2 miles from the hotel
Offering department and specialty stores, a major cinema, indoor food court, office and residential offerings in an open-air environment, SanTan Village provides a vibrant, sustainable, live-work-shop experience. For more information, please click here.

The Riparian Preserve at Water Ranch: 6½ miles from the hotel
The Riparian Preserve is a water resource development with open space, and educational and recreational opportunities. For more information, click here.

upcoming local events

Gilbert Farmers Market - Saturdays 8AM - 1PM
At the Gilbert's Farmers Market you will be able to personally meet with the Farmers & other vendors to learn where their food comes from and how it's produced. For more information, click here.

Gilbert Days: November 18-20, 2011
Gilbert Days is a unique, three-day celebration that provides fun-filled activities for the entire family. For more information, click here.

Murder at HCPA: October 1, 2011
Join the fun for the 2nd annual interactive murder mystery dinner theatre fund raising event. You will experience the Roaring Twenties as a famous actor, writer, producer, or director during this evening filled with murder, intrigue, and excitement. For more information, click here.

Taste of SanTan: October 7, 2011
Enjoy great food from area restaurants, beverages and live entertainment in the sophisticated atmosphere of SanTan Village. For more information, click here.

Renaissance Festival: February 11-April 1, 2012
The Renaissance Festival is a medieval amusement park, a 12-stage theatre, a 30-acre circus, an arts and crafts faire, a Jousting Tournament and a feast, all rolled into one. For more information, click here.

local airports

Phoenix-Mesa Gateway Airport(AZA): 6¾ miles from the hotel
For more information, click here.

Sky Harbor International Airport (PHX): 26½ miles from the hotel
For more information, click here.

For help making a reservation at Hyatt Place Phoenix/Gilbert, or to speak with a dedicated reservations agent, please call toll-free: 888 HYATT HP (1-888-492-8847).

TDD (hearing impaired) from within the United States and Canada call toll-free: 1-800-834-1408.

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From: Coach America Phoenix <april.saloman@coachamerica.com> 11/7/2011 3:56:55...

Subject: Coach America Phoenix - Firm Booking Confirmation - Booking ID: 27210

To: **Glenda Zelmer**

Attachments:		
	Cover Letter - 27210.PDF / Uploaded File	25K
	Acceptance - 27210.PDF / Uploaded File	6K
	Phoenix Terms and Conditions 2010.pdf / Uploaded File	56K

Dear

Thank you for accepting our quotation for your vehicle requirements. When you contact our office please reference the following Charter #: 27210. Attached are files in PDF format detailing your booking requirements.

Should you have any questions do not hesitate to contact us at CoachAmerica - Phoenix (800) 777-3484 or (602) 437-3484.

April Saloman
Sales

Adobe Acrobat Reader is required to read PDF files.
To download a free copy go to: http://www.adobe.com/products/acrobat/readstep2.html

COACH AMERICA PHOENIX
CHARTER CONTRACT TERMS AND CONDITIONS

All itineraries must allow the driver and the company to comply with all Federal, State and local regulations or ordinances. **Drivers are limited to: (a) 15 consecutive hours on duty in any one day (including 1/2 hour of driver preparation; (b) of this 15 hours a maximum of 10 hours may be actual driving hours; and (c) if upon reaching a destination the drivers total of on-duty hours have been used, the driver must have a minimum of 8 hours off-duty.** The customer is responsible for the driver(s) overnight accommodations. Drivers must comply with all charter orders and no deviations are permitted without Coach America's approval. If you have a question or concern, please call Coach America's Operations Department (602-437-3310). Detailed itineraries are necessary and should list all stops with adequate addresses and/or directions. All itineraries and final pricing are subject to review and approval by Coach America and must be received at our offices at least ten (10) days prior to departure time. Should your tour plans include excess driving or on-duty time, Coach America can provide additional and/or replacement drivers for an additional cost.

Parking, tolls, airport fees and entry fees for parks and/or attractions are the responsibility of the customer. Coach America reserves the right to charge for any/all additional services not contracted for prior to departure. Coach America allows a thirty (30) minute grace period after the scheduled domestic flight arrival time and a forty-five (45) minute grace period after the scheduled international flight arrival time. All trips are subject to a fuel surcharge. If you would like to verify what the fuel surcharge may be for your trip, please contact your sales agent seven (7) days prior to your departure date.

Buses may start or stop suddenly. Passengers are requested not to change seats or utilize the restroom when the bus is in motion unless exercising extreme caution. Coach America will not be held responsible for injuries to passengers who stand or walk about the coach while the coach is in motion. Charter groups must provide adequate supervision and discipline.

The Customer is responsible for notifying Coach America at the time of booking of the charter contract of any special needs for disabled passenger(s).

Coach America is not responsible for any delays or non-performance resulting from acts of nature, authority of law, mechanical failure, traffic, road or weather conditions, labor difficulties, or any other causes beyond their control. The customer agrees to take such contingencies into consideration when determining departure and arrival times. Under no circumstances shall Coach America's liability exceed the price of the charter trip. Coach America reserves the right to substitute equipment and/or subcontract to another transportation company subject to the conditions of this contract.

Coach America requests that at the time of departure, the group leader or person in charge inspect the coach. Should any discrepancy be found, the customer must point this out to the coach operator. The chartering party assumes liability for any damage to the bus caused by the activity of the passengers. Any exceptional charges incurred by Coach America to repair or clean the vehicle due to activities of the passengers will be the responsibility of the chartering party. Upon arrival at destination, the driver is to secure and park the bus and is released from duty.

Coach America does not assume any liability for lost or damaged baggage nor for items left on the coach. The customer is responsible to secure storage of baggage in overhead racks. The customer accepts responsibility for injury or damage as a result of baggage or items falling from overhead racks.

Full payment for the trip is due seven (7) days prior to the departure time and must be received by Coach America Phoenix. Should your trip extend beyond your scheduled completion time, please be aware we will bill in 15 minute increments. Upon receipt of funds by Coach America, the customer acknowledges they have read, understand and agreed to the Terms and Conditions herein.

If you desire to cancel your trip, WRITTEN NOTICE must be received and acknowledged by Coach America. Cancellation policy and procedures are as follows: No charge if cancelled seven (7) days prior to the scheduled pickup time. Twenty-five (25%) percent of the charter price if cancelled less than seven (7) days, but more than seventy-two (72) hours prior to the scheduled pickup time. Fifty (50%) percent of the charter price if cancelled less than seventy-two (72) hours, but more than forty-eight (48) hours prior to the scheduled pickup time. No refund if cancelled less than forty-eight (48) hours prior to the scheduled pickup time.

Casino bonus packages are offered as a promotion by Casinos, and are beyond the control Coach America. They are subject to change without notice.

While every effort is made to ensure that customer comfort features such as: VCR, AM/FM radios, PA system, and other amenities, are in good working order, such items are not considered an integral part of the transportation provided, and as such, no credits will be issued for these items failing to work.

The customer assumes responsibility for the use of any video or audio playback equipment aboard the vehicle. This responsibility includes, but is not limited to; compliance with copyright or public performance rights which may apply to video or audio products used and full restitution for any damage to equipment resulting from the customer's use thereof. If the customer desires to use or change videos while the bus is in motion, the customer must ask the driver to stop the coach. Coach America will not be held responsible for injuries to passengers who change the video while the coach is in motion.

Coach America maintains a NO SMOKING policy on all of our motorcoaches. Trips which include the use of alcoholic beverages in the passenger area of the coach must be approved prior to departure (no kegs with tappers nor glass bottles are permitted in the passenger area) and are subject to an additional $250.00 damage/unusual cleaning refundable deposit. Certain parties, because of their nature, may require a $250.00 security deposit. Returns are processed through management after trip completion. Coach America reserves the right to refuse or terminate transportation to any person that displays aggressive behavior or appears to be under the influence of alcohol, or other intoxicating substances.

This agreement shall be governed and construed according to the laws of the State of Arizona, and shall be deemed to have been executed in Phoenix, Arizona. In the event that any dispute arise which relates to this Agreement, the prevailing party shall be entitled to an award of its costs and attorney's fees, whether or not litigation is initiated.

Unless waived Coach America, in whole or in part, courts located in the State of Arizona, state or federal, shall have exclusive jurisdiction to hear and determine all claims, disputes and actions arising from or related to this Agreement or to any relationship between the parties hereto. Venue shall be in the courts located in Maricopa County, Arizona. Applicant expressly consents and submits to the jurisdiction of said courts and to venue being Maricopa County, Arizona.

Acceptance

Coach America Phoenix

Client ID	GLZE001	Charter ID	27210
Client		Movement ID	33629
Company	Glenda Zelmer	Status	Firm
Client Ref 1		Passengers	
Client Ref 2		Distance	200

First Pick-up	Phoenix Sky Harbor Airport	Destination	3275 South Market St, Gilbert, AZ
Pick-up Date	Tue 12/27/2011 Time 13:50	Arrival Date	Tue 12/27/2011 Time
Single Journey	No	Leave Date	Mon 1/2/2012 Time 05:00
Vehicle To Stay	Yes	Back Date	Mon 1/2/2012 Time 06:00

First Pick-up Instructions

Pick up clients from Phoenix Sky Harbor Airport.
Airline:
Flight #

Depart as directed

Onsite contact is

Client will have 40 passengers.

Destination Instructions

Take clients to the Hyatt Place.

Driver to stay with group as directed per group's itinerary with last day drop off at Phoenix Sky Harbor.
Airline:
Flight #
Departure Time: 07:30am

Group is responsible for providing driver with his own hotel room each night of stay.

Seats	Vehicle Description	Vehicle No	Price	Tax %	Tax	Total
55	Motorcoach - 55 Passenger	1	$4,805.00	0	$0.00	$4,805.00

Quantity	Description	Unit Price	Price	Tax %	Tax	Total
1	Luggage Fee on 12/27/11	$45.00	$45.00	0	$0.00	$45.00
1	Luggage Fee on 1/2/12	$45.00	$45.00	0	$0.00	$45.00
Movement Totals			$4,895.00		$0.00	$4,895.00

Driver Description	Vehicle No	Driver Description	Vehicle No
Driver	1		

Route

Itinerary

12/27 - 1:50pm till 10pm, airport pick up and local
12/28 - 12pm till 11pm
12/29 - 8am till 6pm
12/30 - 8am till 6pm
12/31 - 8am till 6pm
1/1 - 8am till 6pm
1/2 - 5am till 6am - airport transfer

Further Requirements

References

Sales Contact: April 602-437-3484 x104, april.saloman@coachamerica.com
Payment: Full payment is due 12/20/11

Customer Contact: Glenda 204-729-3908, zelmer.glenda@brandonsd.mb.ca

I have checked all the details above and agree that they are correct. Please accept this signature as confirmation for the above charter booking and acceptance of Coach America's terms and conditions.

Coach Manager Printed: 11/7/2011 2:56:54 PM

Acceptance

Coach America Phoenix

Client ID	GLZE001
Client	
Company	Glenda Zelmer
Client Ref 1	
Client Ref 2	

Charter ID	27210
Movement ID	33629
Status	Firm
Passengers	
Distance	200

Signature		Print Name		Date	

Brandon School Division
Crocus Plains Vocational Program
Multi-Year Program Analysis

Culinary Arts	YTD November 2011/12	2010/11	2009/10	2008/09	2007/08	2006/07	5 Year Total
Revenue	93,372.47	246,743.82	233,998.32	195,195.04	187,211.27	173,935.40	1,037,083.85
Supplies	105,136.55	244,114.43	208,315.15	211,615.92	174,259.64	156,485.30	994,790.44
Wages	20,492.71	68,586.97	65,751.17	65,495.10	63,472.58	61,864.86	325,170.68
Net Surplus	(32,256.79)	(65,957.58)	(40,068.00)	(81,915.98)	(50,520.95)	(44,414.76)	(282,877.27)

Vocational Program	YTD November 2011/12	2010/11	2009/10	2008/09	2007/08	2006/07	5 Year Total
Revenue	114,548.66	353,346.84	392,240.86	351,814.37	341,948.80	310,103.99	1,749,454.86
Net Expenses	388,330.08	831,260.37	800,846.10	721,719.71	667,556.19	698,078.27	3,719,460.64
Revenue less Expenses	273,781.42	477,913.53	408,605.24	369,905.34	325,607.39	387,974.28	1,492,092.25
Expenditure Budget	470,700.00	495,400.00	473,700.00	380,600.00	406,099.00	436,788.00	2,192,587.00
Carryover Budget Surplus (Deficit)	196,918.58	17,486.47	65,094.76	10,694.66	80,491.61	48,813.72	205,094.75

Vocational Budget Analysis	2011/12	2010/11	2009/10	2008/09	2007/08	5 Year Total
Vocational allocation per pupil	437,300.00	424,500.00	410,400.00	367,100.00	375,400.00	2,014,700.00
Vocational expenditure budget	355,700.00	365,800.00	360,200.00	322,160.00	338,800.00	1,742,660.00
Amount allocated to instructional	81,600.00	58,700.00	50,200.00	44,940.00	36,600.00	272,040.00

Appendix D

BRANDON SCHOOL DIVISION

MEMO

DATE: December 7, 2011

TO: Brandon School Division Board of Trustees

FROM: Kevin Zabowski, Assistant Secretary-Treasurer

RE: Senior High Equity Funds for Extracurricular Activities

The purpose of this memo is to address Trustee Glen Kruck's inquiry of November 14, 2011 regarding how the senior high equity funds for extracurricular activities are being communicated to staff, students and parents and how students and parents can apply for funding.

Communication Process

The three high school Principals are currently communicating the availability of the Senior High Equity Funds for Extracurricular Activities in similar ways. The Principals are advising their staff, coaches, counsellors and program leaders prior to the start of the activity's season that they should contact them if they are aware of any students that are unable to pay the associated fees. This communication is being done verbally and through follow up emails to the staff directly from the Principal. The availability of the funds is also communicated at various activity information evening meetings with the parents and student. For example, the coaches at Crocus Plains and Vincent Massey inform students and parents that a financial hardship will not prevent a student from playing a sport and that mechanisms are in place to allow these students to participate. In addition, student needs are monitored throughout the year.

Once a student has been identified as needing support, the staff member meets with the Principal or Vice Principal to discuss the financial issue. It is at these meetings that the amount of student support funding for the extracurricular activity is determined.

Application Process

The current process for distributing the funds at each high school is virtually the same. Each Principal is advised by a teacher, coach or supervisor of the student or family's financial need. The Principal then assesses and works through the process to support the student. This process is always done discretely and by respecting the confidentiality of the student and parent.

Conclusion

Each High School Principal has advised that the availability of the funds is presently being communicated and that they have processes in place for the distribution of the extracurricular funds. Furthermore, there has been discussion at the Policy Review Committee to include the communication process for the availability of the funds in Policy 4001 - Offsite Activities.

BRANDON SCHOOL DIVISION
"Accepting the Challenge"

From: [redacted] **Sheri Bailey** Tuesday, December 06, 2011 1:02:32 PM

Subject: Re: K - 3 Class Size Committee

To: [redacted]

Thanks Liz - but no. That is what the Board was already told by Dr. Farthing. They are asking for the names of those education partners. Are you able to provide that information??
Let me know.
Sheri

"Babaian, Elizabeth (EDU)" < > on Tuesday, December 06, 2011 at 12:18 PM -0600 wrote:

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

From: **Gerald Barnes** Tuesday, December 06, 2011 2:56:01 PM

Subject: Fwd: Class Size Consultation Committee

To: **Sheri Bailey**

Attachments:
- Attach0.html / Uploaded File 3K
- Ontario Class Size Implementation Discussion Paper.pdf / Uploaded File 245K
- MASBO Class Size Discussion Paper.doc / Uploaded File 74K

Yours truly,
Gerald Barnes
Secretary-Treasurer
Brandon School Division
Phone:(204) 729-3114
Fax:(204) 727-2217

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----- Original Message -----

Good afternoon everyone!

As you already know, the Manitoba Government and Manitoba Education have embarked on a 5 year Class Size Cap initiative.

Five partner organizations will participate in an "oversight committee" with Manitoba Education officials to advise and guide the implementation process. MASBO is one of those organizations: Alma Mitchell and yours truly will be the MASBO representatives at the first meeting of this committee to be held tomorrow, December 6, 2011.

This committee will be meeting quite regularly, usually every 4 - 6 weeks. Between meetings the organization representatives will be asked to gather information and opinions on various issues (facilites/infrastructure and budget implications being of prime interest to MASBO members). At the MASBO Provincial Executive meeting held December 1, it was agreed that we would use our secretary-treasurer group to provide feedback and advice between meetings. (Please refer to the attached class size discussion guide that was reviewed by the Executive meeting last Thursday.)

We already know that Manitoba will be relying on a similar class size initiative in Ontario. For your information I am also attaching a discussion guide regarding the Ontario initiative. This document

will be reviewed at the meeting tomorrow.

Thank you in advance for your anticipated support!

Roy

Appendix G

Research & Evaluation Services

2011 Kindergarten Screening

September 2011 – Pilot Screening Tool

Teresa Timmerman
11/16/2011

Kindergarten Screening Pilot
2011-12

Summary by School Site

Ten school sites participated in the pilot of the new Kindergarten Screening tool, which was developed by a team of BSD teachers and administrators. The students in these classrooms (181 students) provided the sample for the pilot study. In addition, the four schools piloting the full day/every day Kindergarten programming (**bold**) were also included in the pilot screening (125 students). These four schools were selected to participate in the full day/every day pilot because of their identified needs. Selection for participation in this screening pilot was not motivated by data collection and therefore selection was not based on ensuring a representative sample.

Of the 306 students participating in the screening 209 (68.3%) knew their full name and 264 (86.3%) knew their age. On average, students counted to 18 and knew 4 out of 6 basic concepts about print (identify letters versus symbols, identify words versus graphics). The first four columns are reported as number of students, rather than percents, since this is most meaningful in guiding instruction at a school site level. The remaining columns are reported as a raw score out of a maximum number of points possible.

Summary by Subgroup

The summary by subgroup shows performance of subgroups of interest, including some of those identified in the 2011-14 Strategic Plan. The pilot screening results by subgroups are based on:

- school day schedule
- gender
- Aboriginal heritage
- EAL learners

The first four columns are reported as percent of students, while the remaining columns are reported as a raw score out of a maximum number of points possible.

Of the four subgroups analyzed some the only groups that had a clear division in scores above and below the Division average were EAL learners and their non-EAL peers. In regard to gender and Aboriginal heritage there was a mix of score above and below the Divisional average. It is also interesting to note that the Full Day/Every Day programs were below the divisional average in all of the screening skills assessed, which supports the selection of these sites as pilot sites for the additional programming.

A detailed report of subgroups at each school site has been provided to principals.

Kindergarten Screening – Data Summary by School Site
2011-12

	Number of Students	Knows Full Name	Recognizes Name	Knows Age	Knows Birthday	Average of Numeral Recognition	Average of Rote Counting	Average of Color ID	Average of Shape ID	Average of Concepts_Print	Average of Sentence Structure	Average of Oral Context
BG	31	11	26	25	4	3.4	14.9	6.8	2.3	3.1	2.7	2.1
EO	22	17	22	18	3	5.5	16.4	8.4	3.0	3.7	4.1	2.7
GF	36	21	30	31	8	4.8	15.2	7.9	2.7	4.3	3.3	2.3
KH	39	30	35	36	13	5.9	16.6	8.3	3.2	4.7	3.6	2.6
NE	23	14	20	18	1	3.8	12.1	7.2	2.2	3.3	1.8	1.7
OK	22	16	20	18	6	4.3	19.1	8.1	3.0	4.0	3.8	2.2
RH	38	21	30	34	13	5.0	25.3	7.6	3.0	4.2	3.3	2.4
RV	33	22	28	25	8	4.6	10.0	6.8	2.5	3.8	3.2	2.4
SA	25	23	20	24	8	4.2	16.2	7.7	2.8	4.0	4.4	2.6
WP	37	34	36	35	19	7.0	27.5	8.2	3.3	5.0	4.8	2.9
Grand Total	**306**	**209**	**267**	**264**	**83**	**5.0**	**17.7**	**7.7**	**2.8**	**4.1**	**3.5**	**2.4**
percent of students		68.3	87.3	86.3	27.1							
max pts possible						10	100	9	4	6	5	3

Kindergarten Screening – Data Summary by Subgroup
2011-12

	Number of Students	Knows Full Name	Recognizes Name	Knows Age	Knows Birthday	Average of Numeral Recognition	Average of Rote Counting	Average of Color ID	Average of Shape ID	Average of Concepts_Print	Average of Sentence Structure	Average of Oral Context
Division	**306**	**68.3**	**87.3**	**86.3**	**27.1**	**5.0**	**17.7**	**7.7**	**2.8**	**4.1**	**3.5**	**2.4**
AM Only	36	**69.4**	83.3	86.1	25.0	**5.3**	14.7	7.6	2.7	**4.6**	3.0	2.3
PM Only	39	66.7	**89.7**	**92.3**	**30.8**	**5.4**	17.1	**8.6**	**3.1**	**4.4**	**3.8**	**2.6**
Alternate Full Days	106	**84.9**	**92.5**	**89.6**	**34.0**	**5.5**	**20.8**	**8.1**	**3.1**	**4.3**	**4.3**	**2.7**
Full Day/Every Day	125	54.4	83.2	81.6	20.8	4.3	16.3	7.1	2.5	3.7	2.8	2.2
Females	152	**72.4**	85.5	86.2	**27.6**	4.9	17.1	**7.7**	2.7	**4.2**	**3.5**	**2.4**
Males	154	64.3	**89.0**	**86.4**	26.6	**5.0**	**18.4**	**7.7**	**2.9**	4.0	**3.5**	**2.4**
Aboriginal	56	62.5	**91.1**	83.9	21.4	4.2	11.8	**8.0**	**2.9**	3.8	3.1	**2.4**
Non-Aboriginal	250	**69.6**	86.4	**86.8**	**28.4**	**5.1**	**19.1**	7.6	**2.8**	**4.2**	**3.6**	**2.4**
EAL	49	51.0	69.4	57.1	4.1	2.8	8.3	4.4	1.1	2.3	1.5	1.2
Non-EAL	257	**75.5**	**90.7**	**91.8**	**31.5**	**5.4**	**19.5**	**8.3**	**3.1**	**4.4**	**3.9**	**2.6**
maximum						10	100	9	4	6	5	3

Research & Evaluation Services

Grade 12 Provincial Standards Tests

Multi-year summary of results: 2002-03 to 2010-11

Teresa Timmerman
8-Nov-11

Grade 12 Provincial Standards Tests

Multi-Year Summary of Results: 2002-03 to 2010-11

Executive Summary

Grade 12 Provincial (Manitoba) Standards Tests completed in the Brandon School Division have been closely monitored and analyzed since the 2002-03 school year. They are administered in January and June of each school year to accommodate the semester schedule and include the Grade 12 Language Arts, Pre-Calculus Mathematics, Applied Mathematics, and Consumer Mathematics assessments developed by Manitoba Education.

Brandon School Division results have, on average, demonstrated at, or better than, provincial mean scores over the past eight years on all assessments.

English Language Arts
Vincent Massey and Neelin high schools have demonstrated consistently strong Language Arts scores.

Pre-Calculus Mathematics
Vincent Massey has demonstrated a very strong trend of high Pre-Calculus scores throughout the eight-year period, with score above the provincial mean score in every year since 2002-03.

Applied Mathematics
All 3 high schools show strong Applied Mathematics results compared to the Manitoba average across the eight-year period of analysis. The BSD mean score has been above the provincial mean score in every year since 2002-2003.

Consumer Mathematics
Consumer Mathematics scores were initially quite strong compared to the provincial average, however more students were encouraged to register for the more demanding Applied and Pre-Calculus courses when these trends were noted. This was an intentional initiative beginning in 2003-04 carried out by all three Senior High schools and the BSD administrators are pleased with this result. In 2010-11, BSD students were scoring below the provincial average as an aggregate and at each individual school site.

Number of BSD Students with Valid Test Score Results

GRADE 12 Language Arts	BSD *n*	CP *n*	Neelin *n*	VM *n*
2002-2003	479	213	79	187
2003-2004	525	237	80	208
2004-2005	487	207	67	213
2005-2006	475	215	53	207
2006-2007	464	182	92	190
2007-2008	409	174	55	180
2008-2009	410	155	71	184
2009-2010	396	154	79	163
2010-2011	381	146	81	154

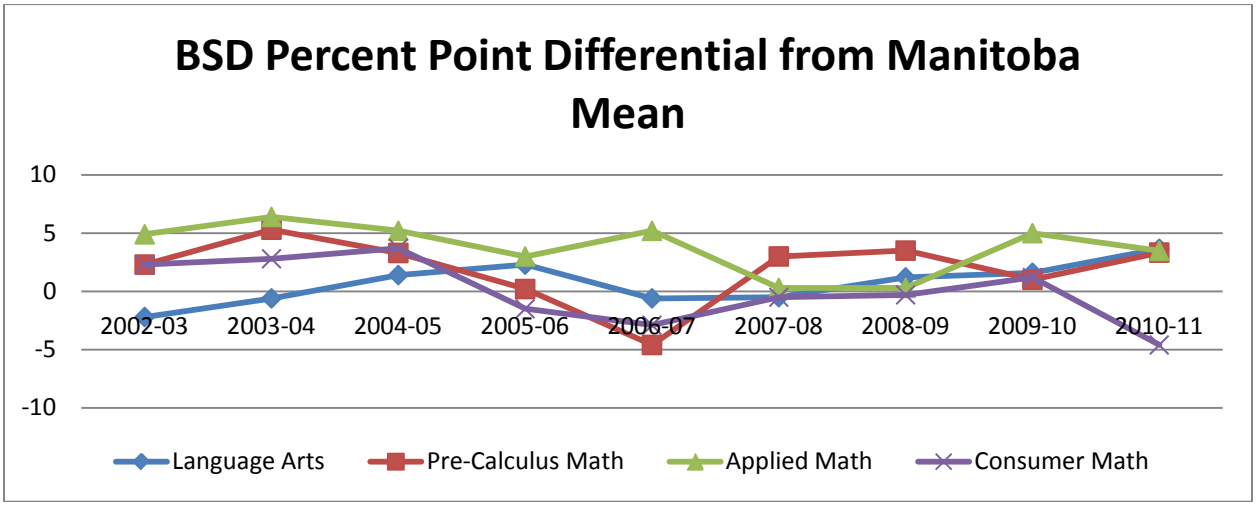
GRADE 12 PreCalculus	BSD *n*	CP *n*	Neelin *n*	VM *n*
2002-2003	148	53	7	88
2003-2004	187	84	13	90
2004-2005	163	65	6	92
2005-2006	176	57	20	99
2006-2007	185	70	23	92
2007-2008	176	64	26	26
2008-2009	157	50	18	89
2009-2010	131	45	16	70
2010-2011	158	68	17	73

GRADE 12 Applied Math	BSD *n*	CP *n*	Neelin *n*	VM *n*
2002-2003	135	63	12	60
2003-2004	188	69	22	97
2004-2005	210	89	32	89
2005-2006	190	73	40	76
2006-2007	210	71	36	103
2007-2008	192	78	30	84
2008-2009	204	73	42	89
2009-2010	186	88	35	63
2010-2011	170	80	28	62

GRADE 12 Consumer Math	BSD *n*	CP *n*	Neelin *n*	VM *n*
2002-2003	185	115	40	30
2003-2004	184	137	47	0
2004-2005	118	90	28	0
2005-2006	124	101	23	0
2006-2007	148	73	27	48
2007-2008	143	73	32	38
2008-2009	122	80	15	27
2009-2010	153	68	32	53
2010-2011	120	60	23	37

Grade 12 Provincial Standards Test Mean Score Results: All BSD Schools (2002-2011)

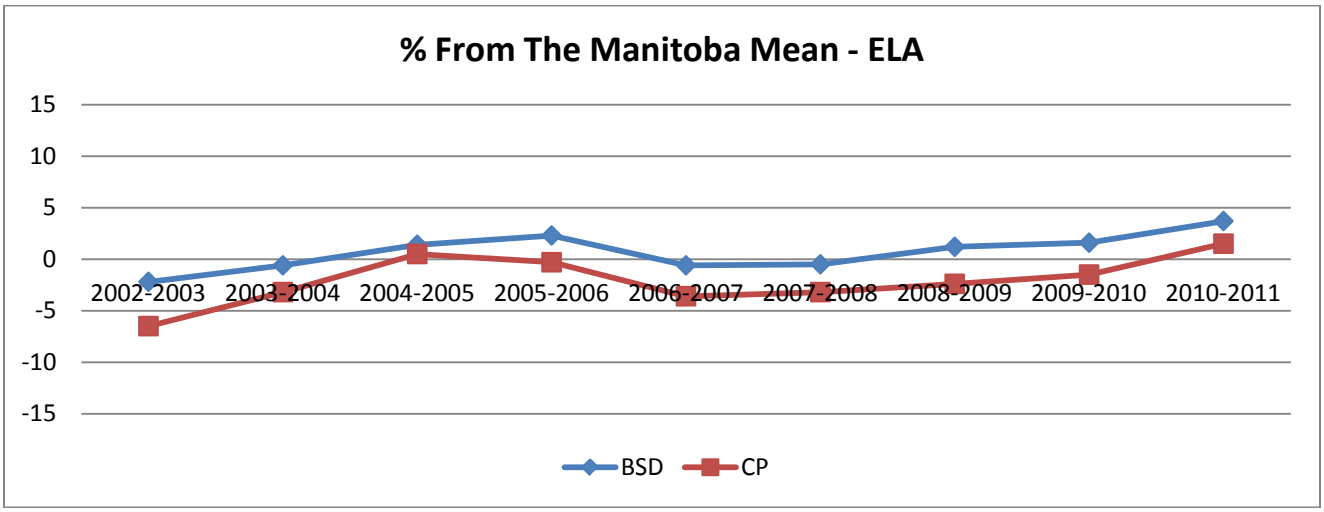
BSD Results	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Language Arts	-2.2	-0.6	1.4	2.3	-0.6	-0.5	1.2	1.6	3.7
Pre-Calculus Math	2.3	5.3	3.3	0.2	-4.6	3	3.5	1	3.3
Applied Math	4.9	6.4	5.2	3	5.2	0.3	0.3	5	3.5
Consumer Math	2.3	2.8	3.7	-1.5	-2.9	-0.5	-0.3	1.2	-4.6



Grade 12 Language Arts Provincial Standards Test

Summary of Mean Test Score Results

Year	BSD	CP	Neelin	VM
2002-2003	-2.2	-6.5	0.4	2.7
2003-2004	-0.6	-3.2	4.1	1.7
2004-2005	1.4	0.5	2.9	1.8
2005-2006	2.3	-0.3	5.9	3.9
2006-2007	-0.6	-3.6	3.6	0.0
2007-2008	-0.5	-3.2	5.1	0.4
2008-2009	1.2	-2.4	7.7	1.5
2009-2010	1.6	-1.5	5.6	2.7
2010-2011	3.7	1.5	5.2	6.3
Mean	0.7	-2.1	4.5	2.3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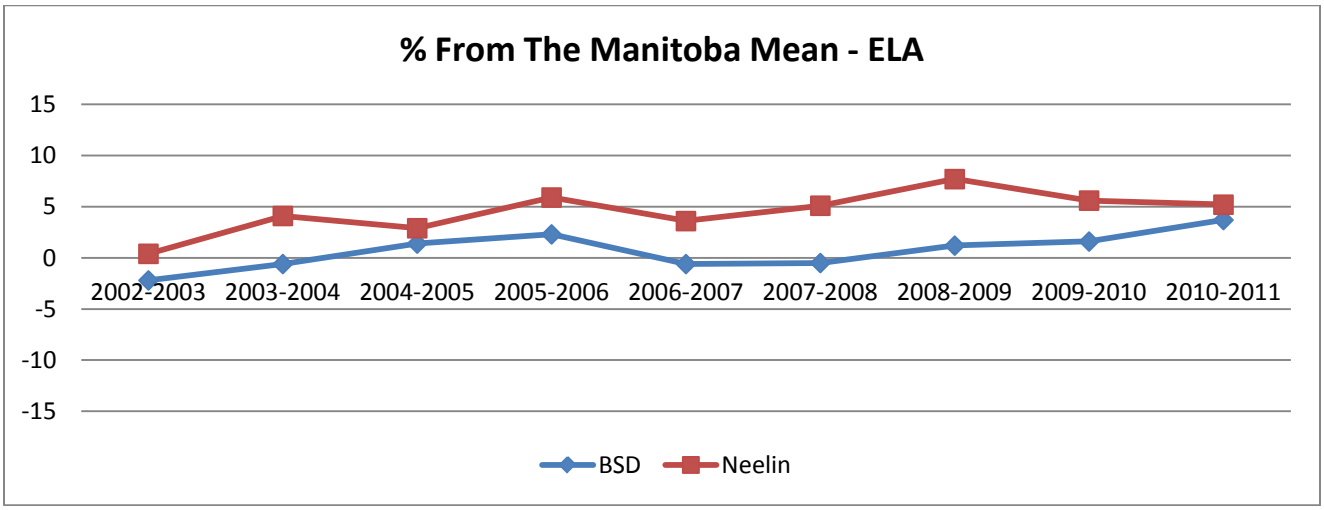
2002-2003
2003-2004
2004-2005
2005-2006
2006-2007
2007-2008
2008-2009
2009-2010
2010-2011
BSD
CP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2005-2006
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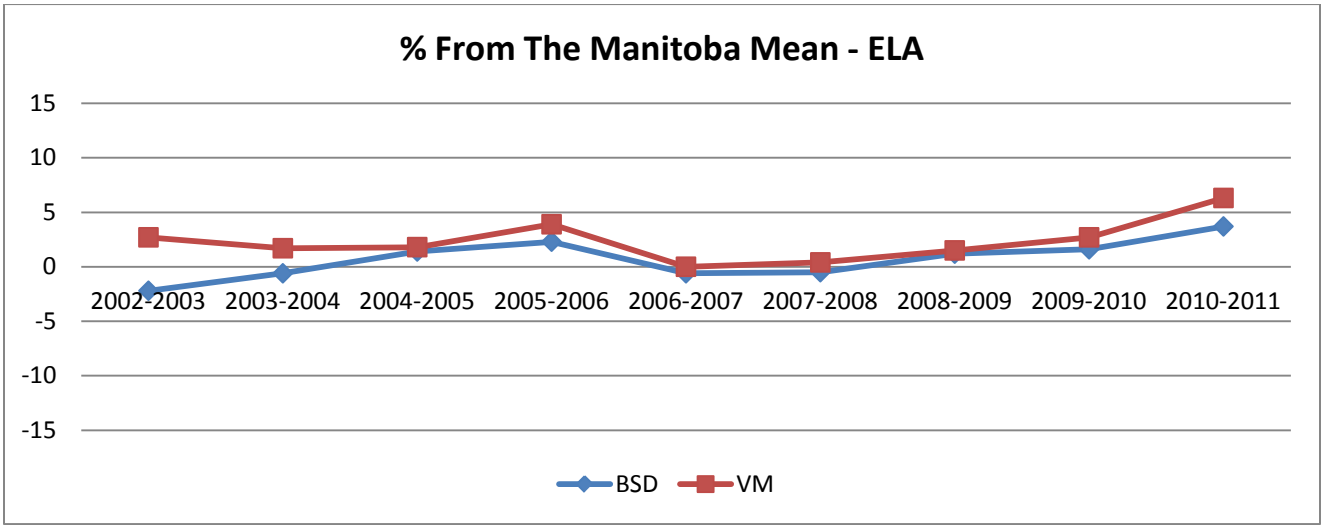
2007-2008
2008-2009
2009-2010
2010-2011
BSD
Neelin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2002-2003
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2005-2006
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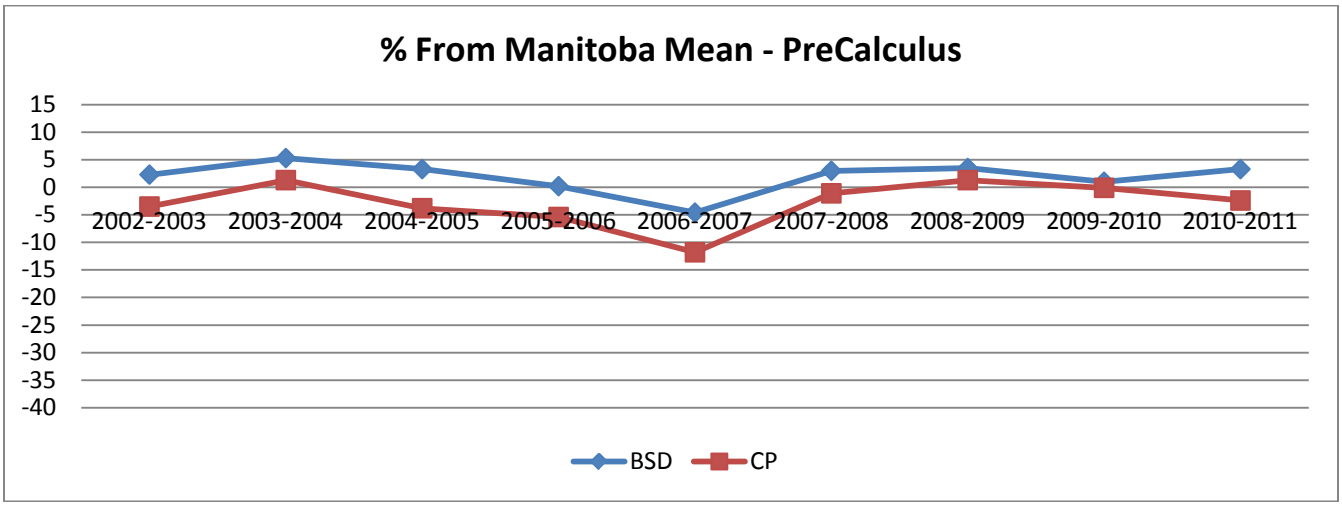
2007-2008
2008-2009
2009-2010
2010-2011
BSD
VM

Grade 12 Pre-Calculus Provincial Standards Test

Summary of Mean Test Score Results

Year	BSD	CP	Neelin	VM
2002-2003	2.3	-3.5	10.0	5.6
2003-2004	5.3	1.3	10.9	9.5
2004-2005	3.3	-3.8	5.8	8.2
2005-2006	0.2	-5.4	-14.2	6.3
2006-2007	-4.6	-11.8	-22.9	8.8
2007-2008	3.0	-1.1	-6.7	9.1
2008-2009	3.5	1.3	-10.0	9.0
2009-2010	1.0	-0.1	-30.4	8.9
2010-2011	3.3	-2.4	-2.3	9.9
Mean	1.9	-2.8	-6.6	8.4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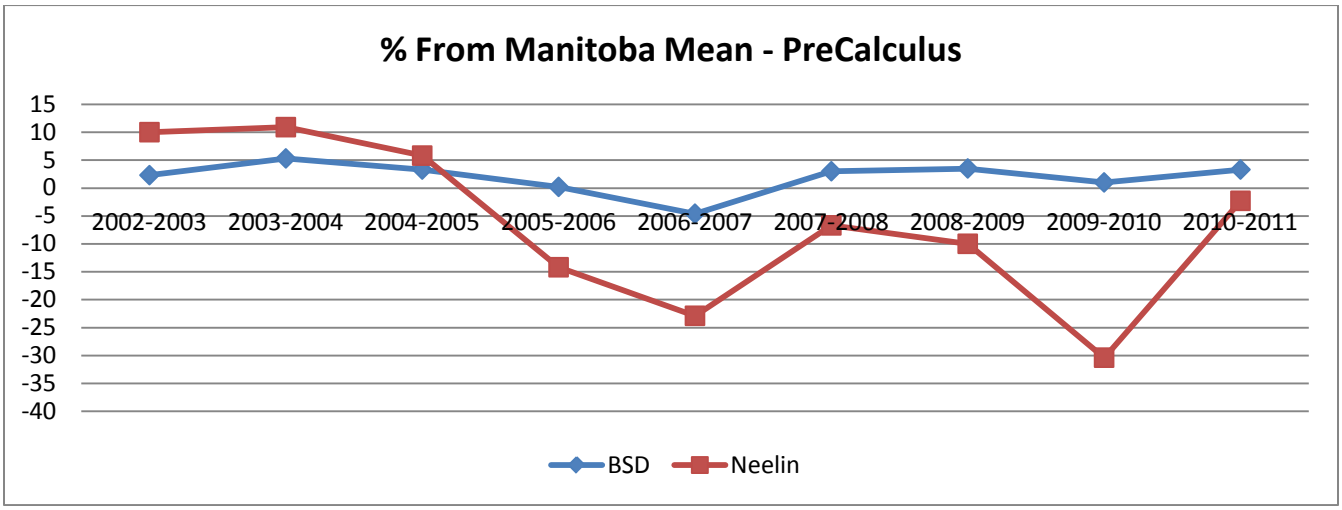
2008-2009
2009-2010
2010-2011
BSD
CP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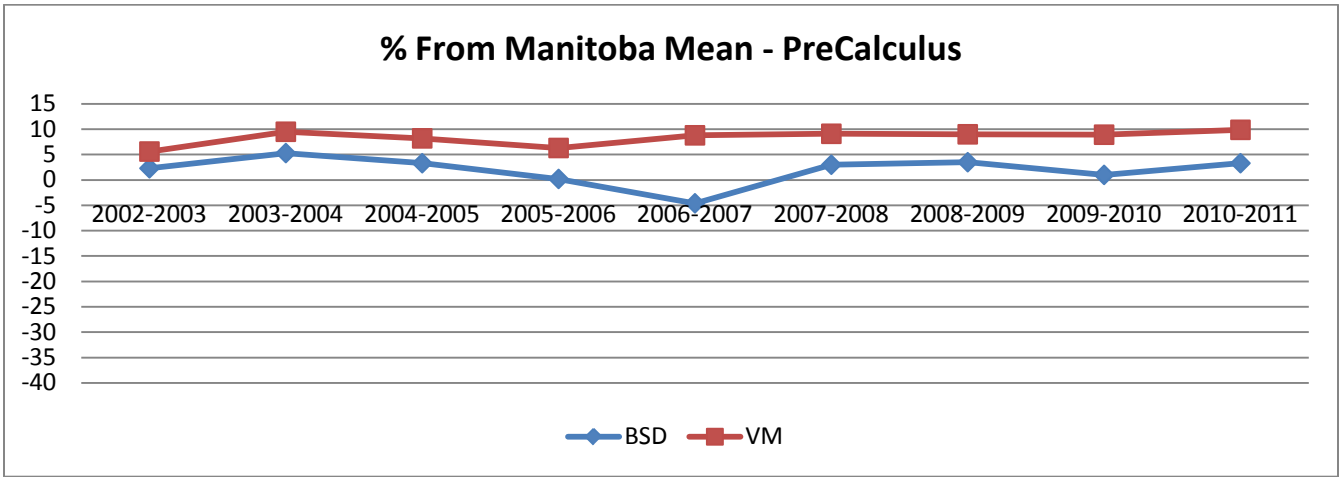
2007-2008
2008-2009
2009-2010
2010-2011
BSD
Neelin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2002-2003
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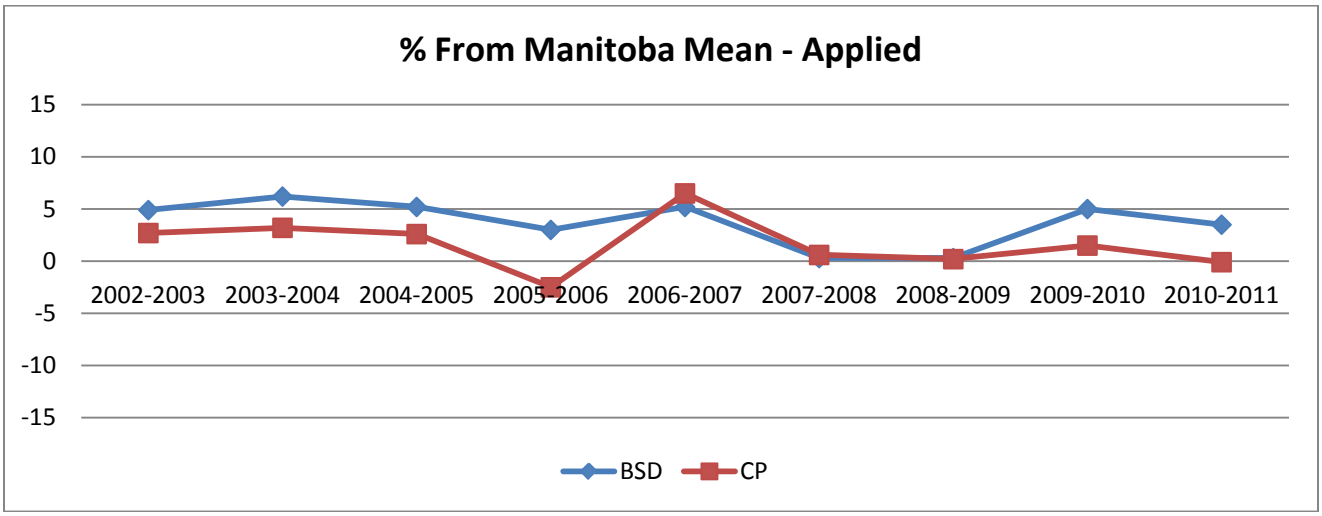
2005-2006
2006-2007
2007-2008
2008-2009
2009-2010
2010-2011
BSD
VM

Grade 12 Applied Mathematics Provincial Standards Test

Summary of Mean Test Score Results

Year	BSD	CP	Neelin	VM
2002-2003	4.9	2.7	8.5	6.7
2003-2004	6.2	3.2	4.6	8.6
2004-2005	5.2	2.6	-3.6	11.1
2005-2006	3.0	-2.5	5.7	6.8
2006-2007	5.2	6.5	5.1	7.0
2007-2008	0.3	0.6	-4.7	1.1
2008-2009	0.3	0.2	5.9	-2.4
2009-2010	5.0	1.5	5.1	9.9
2010-2011	3.5	-0.1	3.9	7.9
Mean	3.7	1.6	3.4	6.3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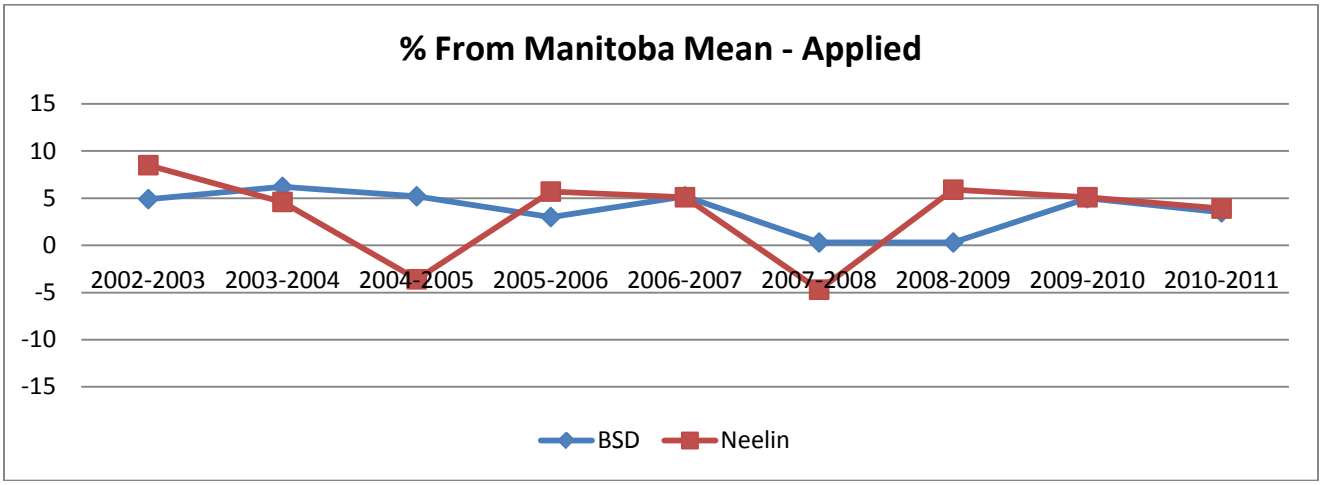
2002-2003
2003-2004
2004-2005
2005-2006
2006-2007
2007-2008
2008-2009
2009-2010
2010-2011
BSD
CP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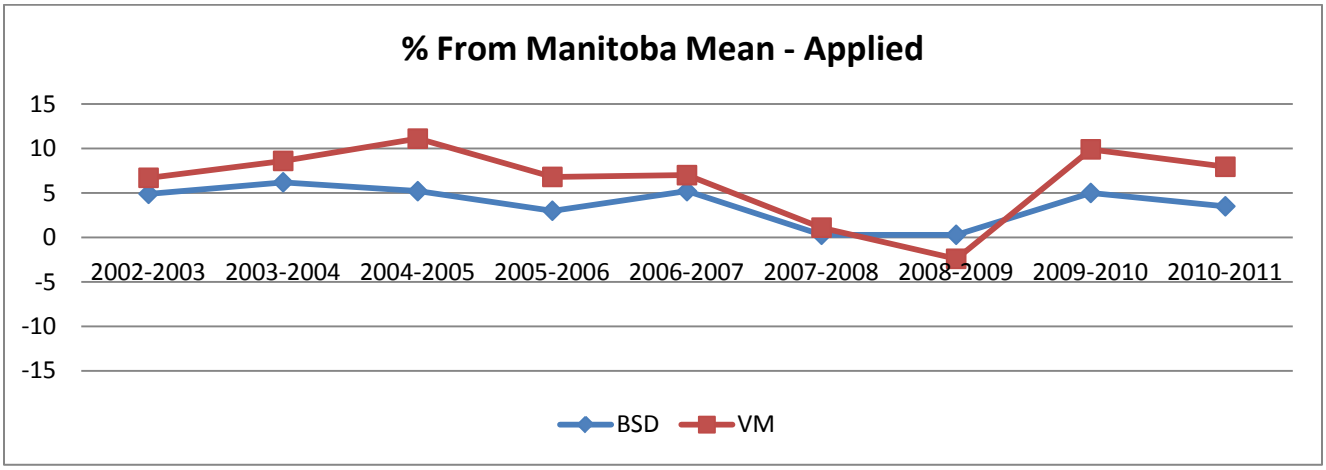
2009-2010
2010-2011
BSD
Neelin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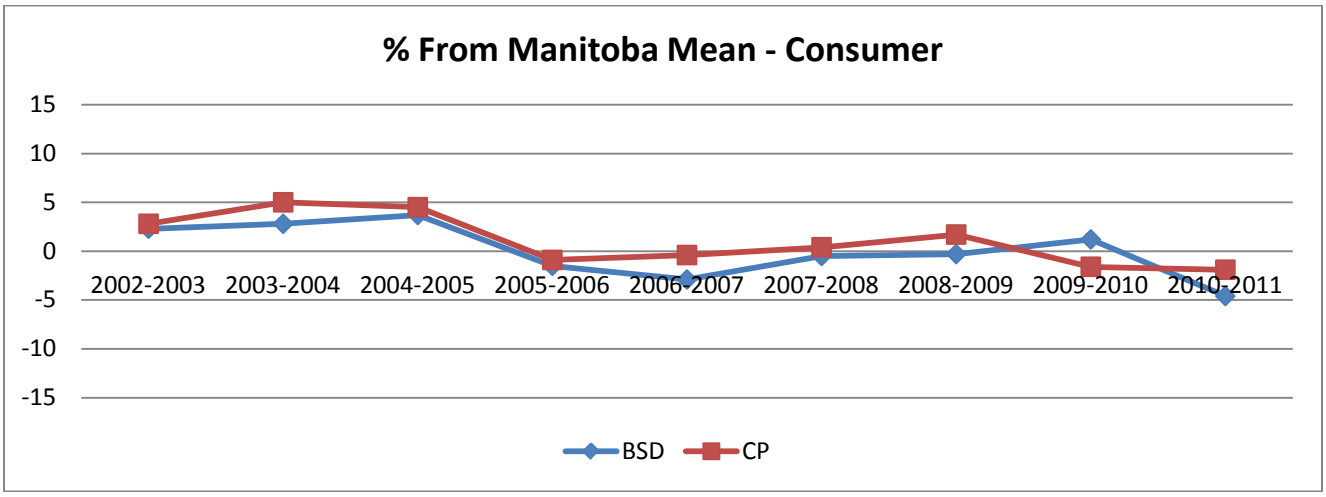
2005-2006
2006-2007
2007-2008
2008-2009
2009-2010
2010-2011
BSD
VM

Grade 12 Consumer Mathematics Provincial Standards Test

Summary of Mean Test Score Results

Year	BSD	CP	Neelin	VM
2002-2003	2.3	2.8	4.6	-2.0
2003-2004	2.8	5.0	-4.4	
2004-2005	3.7	4.5	1.0	
2005-2006	-1.5	-0.9	-7.0	
2006-2007	-2.9	-0.4	-0.7	-8.0
2007-2008	-0.5	0.4	-3.9	0.3
2008-2009	-0.3	1.7	-5.6	-1.7
2009-2010	1.2	-1.6	3.0	3.8
2010-2011	-4.6	-1.9	-3.8	-9.3
Mean	0.0	1.1	-1.9	-2.8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2010-2011
BSD
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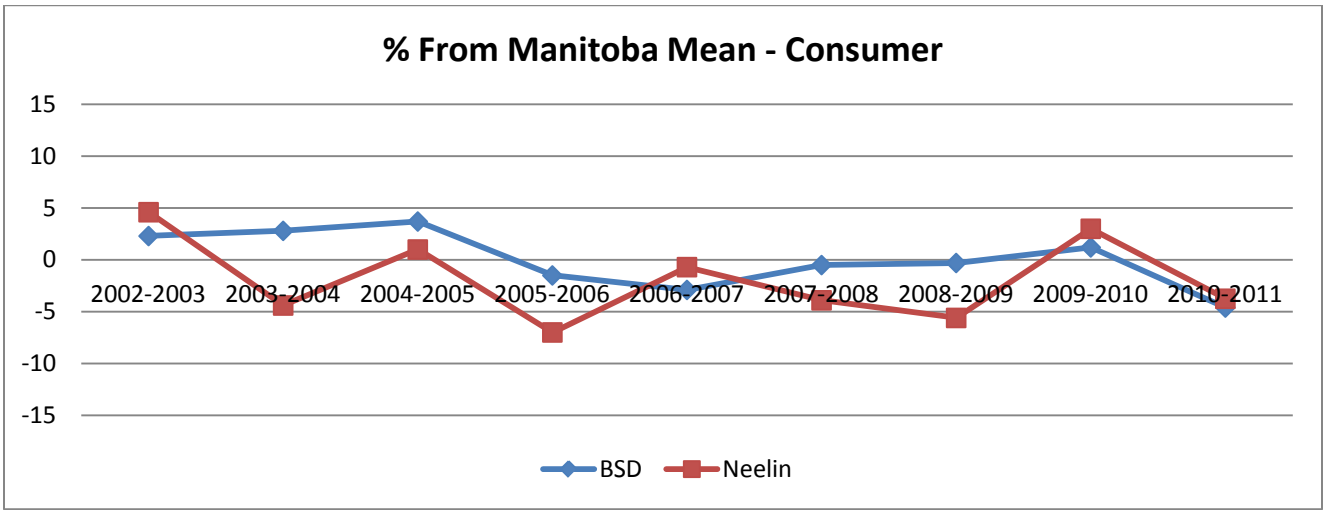
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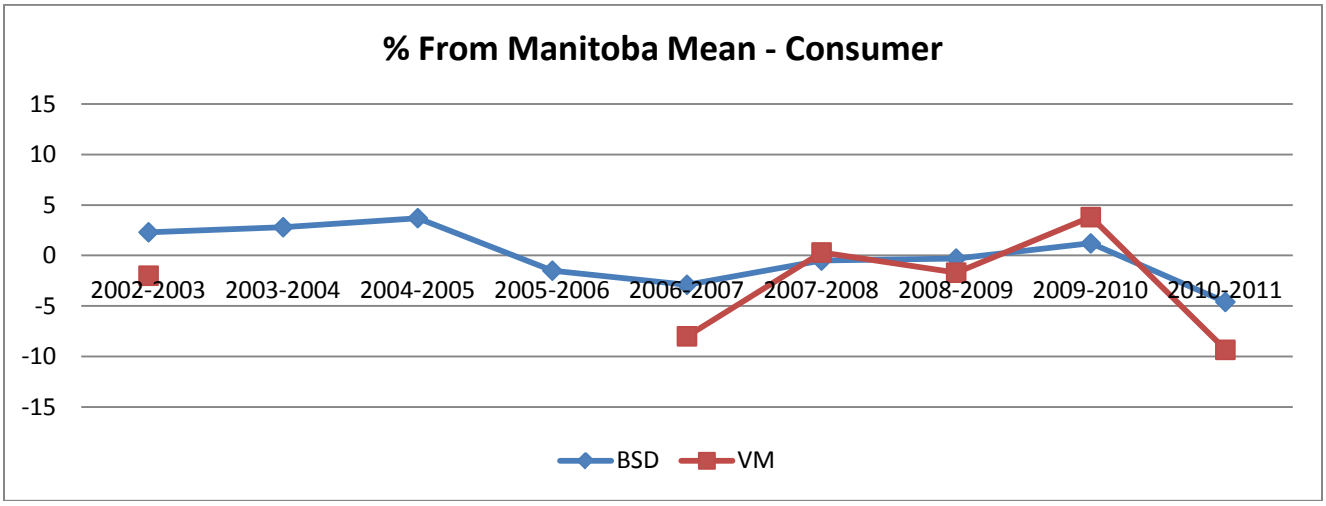
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BSD
VM

NUMERACY

End of Grade 3 Assessment
Brandon School Division

-DRAFT- (to be completed for end of November)

Algebraic Reasoning A

3.PR.1 Demonstrate an understanding of increasing patterns by describing, extending, comparing and creating patterns using manipulatives, diagrams and numbers (to 1000).

Needs Ongoing Help	Approaching Expectations	Meeting Expectations	Exceeding Expectations
☐ Demonstrates understanding of repeating patterns ○ Describes, reproduces, extends and creates repeating patterns using manipulatives, sounds and actions, pictorially and symbolically ☐ Demonstrates emerging skills with increasing patterns ○ Reproduces patterns ○ Describes or extends the pattern occasionally or inconsistently	☐ Demonstrates mastery of repeating patterns ○ Consistently and accurately connects repeating patterns to number relationships ☐ Demonstrates understanding of increasing patterns ○ Uses numbers less than 1000 ○ Describes and extends patterns, but does not create ○ Describes the pattern rule occasionally or inconsistently	**3.PR.1 – Achievement Indicators** ☐ Describe an increasing pattern rule that includes the starting point and a description of how the pattern continues. ☐ Identify the pattern rule of an increasing pattern, and extend the pattern for the next 3 terms. ☐ Identify and explain errors in an increasing pattern. ☐ Identify and describe various increasing patterns found on a hundred chart. ☐ Compare numeric patterns of counting by 2s, 3s,4s, 5s, 10s, 25s and 100s. ☐ Create a concrete, pictorial or symbolic representation of an increasing pattern for a pattern rule. ☐ Create a concrete, pictorial, or symbolic increasing pattern and describe the pattern rule. ☐ Solve a problem using increasing patterns. ☐ Identify and describe increasing patterns in the environment. ☐ Identify and apply the pattern rule to determine missing elements for a pattern. ☐ Describe the strategy used to determine missing elements in an increasing pattern.	☐ Demonstrates excellence in increasing patterns ○ Connecting patterns to everyday life and to various academic subjects ○ Identifying patterns with numbers larger than 1000 ○ Working with pattern rules other than repeating and increasing

Algebraic Reasoning B

3.PR.3: Solve one-step addition and subtraction equations involving symbols representing an unknown number.

Needs Ongoing Help	Approaching Expectations	Meeting Expectations	Exceeding Expectations
☐ Demonstrates emerging skills with equality ○ Uses the = and ≠ symbols inconsistently with concrete representations ○ Describes thinking/reasoning occasionally or inconsistently	☐ Demonstrates understanding of equality ○ Consistently uses = and ≠ symbols correctly with concrete representations in situations without unknowns (ie. 4 + 2 _____ 5 + 1 or 4 + 2 _____ 5 + 2) ○ Consistently uses = and ≠ symbols correctly with symbolic representations in situations without unknowns ○ Describes thinking/reasoning consistently	**3.PR.3 – Achievement Indicators** ☐ Explain the purpose of the symbol, such as a triangle or a circle, in an addition or subtraction equation with one unknown. ☐ Create and addition or subtraction equation with one unknown to represent a combination or separation action. ☐ Provide an alternative symbol for the unknown in an addition or subtraction equation. ☐ Solve an addition or subtraction equation that represents combining or separating actions with one unknown, using manipulatives. ☐ Solve an addition or subtraction equation with one unknown using a variety of strategies, including guess and test. ☐ Explain why the unknown in an addition or subtraction equation has only one value.	☐ Demonstrates excellence in equality ○ Describes thinking/reasoning consistently for equations with unknowns on both sides of the = or ≠ symbol ○ Describing thinking/reasoning consistently for equations with multiple unknowns

Number Sense A

3.N.2: Represent and describe numbers to 1000 concretely, pictorially and symbolically.

3.N.5: Illustrate, concretely and pictorially, the meaning of place value for numerals to 1000.

Needs Ongoing Help	Approaching Expectations	Meeting Expectations	Exceeding Expectations
☐ Demonstrates emerging skills with representing numbers ○ Represents, reads and writes numbers less than 1000 inconsistently or consistently with numbers less than 100 ○ Relies on concrete or pictorial representations ☐ Demonstrates emerging skills with place value ○ Relies exclusively on proportional representations	☐ Demonstrates understanding of representing numbers ○ Consistently represents, reads and writes numbers less than 1000 ○ Determines compatible number pairs for 20 or 50 ○ Uses proportional representations consistently and independently ☐ Demonstrates understanding of place value ○ Explain, and show with counters, the meaning of each digit for a 2-digit numeral with all digits the same ○ Uses non-proportional representations with support	**3.N.2 – Achievement Indicators** ☐ Read a 3-digit numeral without using the word "and". ☐ Read a number word (0-1000). ☐ Represent a number as an expression (300-44 or 20 + 236 for 256). ☐ Represent a number using manipulatives, such as base-10 materials. ☐ Represent a number pictorially. ☐ Write number words for multiples of ten to 90. ☐ Write number words for multiples of a hundred to 900. ☐ Determine compatible number pairs for 100. **3.N.5 – Achievement Indicators** ☐ Record, in more than one way, the number represented by proportional and non-proportional concrete materials. ☐ Represent a number in different ways using proportional and non-proportional concrete materials and explain how they are equivalent (351 can be represented as three 100s, five 10s and one 1 OR as two 100s, fifteen 10s and one 1 OR as three 100s, four 10s and eleven 1s). ☐ Explain, and show with counters, the meaning of each digit for a 3-digit numeral with all digits the same.	☐ Demonstrates excellence in representing numbers ○ Represents, reads and/or writes numbers larger than 1000 ○ Represents, reads and/or writes decimal numbers ☐ Demonstrates excellence in place value ○ Describes place value patterns and uses these patterns to make generalizations to numbers larger than 1000 ○ Records, in more than two ways, the number represented by proportional and non-proportional concrete materials (place value chart, expanded notation, standard form, words)

Number Sense B

3.N.10: Determine addition facts and related subtraction facts (to 18).

Needs Ongoing Help	Approaching Expectations	Meeting Expectations	Exceeding Expectations
☐ Demonstrates emerging skills with mental math strategies to determine facts ○ Limited application of strategies ○ Limited number of strategies ○ Limited transfer of strategies to similar situations ○ Needs support to select an appropriate strategy for a given fact ○ Inconsistently arrives at the correct answer with or without the use of a strategy	☐ Demonstrates understanding of mental math strategies to determine facts ○ Developing automation through the effective use of strategies and strategy selection ○ Transfers strategies to similar situations with support ○ Inconsistent use of the rule for adding and subtracting zero ○ Recall is not yet consistent	**3.N.10 – Achievement Indicators** ☐ Describe a mental mathematics strategy that could be used to determine a given basic fact, such as: ○ Doubles ○ Doubles plus one ○ Doubles take away one ○ Doubles plus two ○ Doubles take away two ○ Making 10 Commutative property ○ Addition to subtraction ☐ Provide a rule for determining answers for adding and subtracting zero. ☐ Recall doubles to 18 and related subtraction facts. ☐ Recall compatible number pairs for 5 and 10.	☐ Demonstrates excellence with mental math strategies to determine facts ○ Combines fluency, accuracy and the ability to clearly articulate strategies ○ Explains how multiple strategies could be used for the same fact ○ Extends fact strategies to numbers beyond 18