Report of Senior Administration to the Board of Trustees

June 25, 2012

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

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

A. Business Arising for Board Action

I. PRESENTATIONS

II. HUMAN RESOURCES

III. SECRETARY-TREASURER

1. STUDENT ACCIDENT INSURANCE

For Action..... K. Zabowski

I have received from MSBA the annual letter recommending a carrier for the above Plan for 2010/2011. MSBA has again endorsed the Plan offered by Reliable Life. Plan benefits are unchanged and continue to be excellent value at the rates offered by Reliable Life.

In the covering letter MSBA notes that, while there are other plans available, the MSBA endorsed plan has been designed to provide maximum benefits where experience tells them claims are made. It is also noted that a link is available on the Brandon School Division website to provide parents/guardians with more information and on-line registration for the plan.

I believe the MSBA staff and HED, Insurance Brokers for MSIP, have done an excellent job of researching student coverage needs and comparing available Plans. I believe the Brandon School Division should continue to approve the Plan endorsed by MSBA.

RECOMMENDATION:

That the Student Accident Insurance Plan provided by Reliable Life Insurance Company, as carrier, as endorsed by the Manitoba School Boards Association, be approved for distribution to the students of the Division for the 2010/2011 school year.

2. BIG BROTHERS AND SISTERS OF BRANDON MENTORING PROGRAM

For Action..... K. Zabowski

The Big Brothers and Sisters of Brandon have forwarded the In-School Mentoring Contract for the 2012-2013 school year. Big Brothers and Sisters coordinate the program through a school liaison chosen by the Principal and make arrangements for the mentors assigned to each school/student. An Agreement has been prepared for the administration of the program and is attached as Appendix A for Board consideration. There are no changes to the Agreement from the previous year. Should you have any questions, please call or have them discussed at the Board Meeting.

RECOMMENDATION:

That the Agreement between the Division and Big Brothers and Sisters of Brandon Association Inc., providing a partnership for student mentoring in all early years and middle years schools in Brandon School Division (excepting Spring Valley School) in

accordance with the terms and conditions of said Agreement, be approved; and the Chairperson and Secretary-Treasurer be and are hereby authorized to affix their signatures and the seal of the Division thereto.

3. SCHOLARSHIP AGREEMENT - JUGGERNAUT

For Action..... K. Zabowski

Juggernaut Computers would like to establish a scholarship to be known as the "The Juggernaut Achievement Award" for a male or female student graduating from each of the three high schools. The scholarship shall consist of a lap top computer from Juggernaut, together with a gift certificate to a Brandon Restaurant. The conditions for establishing the scholarship have now been completed and an Agreement prepared. The Agreement is attached as Appendix B. A recommendation approving the Agreement is included in the agenda. Please contact me should you have any questions in this regard.

RECOMMENDATION:
That the Agreement for establishment of the scholarship to be known as "The Juggernaut Achievement Award" for a male or female student graduating from each of the three high schools be approved and the Chairperson and Secretary-Treasurer be and are hereby authorized to affix their signatures and the seal of the Division thereto.

IV. SUPERINTENDENT OF SCHOOLS

1. ÉCOLE SECONDAIRE NEELIN HIGH SCHOOL OFF-SITE ACTIVITY REQUEST

For Action.....G. Malazdrewicz

École secondaire Neelin High School has submitted an off-site activity request (attached as Appendix C for Board of Trustees consideration) for sixteen (16) grade 9 - 12 high school students, from École secondaire Neelin High School to make a trip to Vermillion, North Dakota from July 11, 2012 to July 14, 2012.

Mr. Michael Adamski, Principal, École secondaire Neelin High 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 sixteen (16) grade 9-12 high school students from École secondaire Neelin High School to Vermillion, North Dakota from July 11, 2012 to July 14, 2012 be approved and carried out in accordance with Board Policy/Procedures 4001: Off-Site Activities.

2. VINCENT MASSEY HIGH SCHOOL OFF-SITE ACTIVITY REQUEST

For Action.....G. Malazdrewicz

Vincent Massey High School has submitted an off-site activity request (attached as Appendix D for Board of Trustees consideration) for grade 9, 10, 11 and grade 12 high school students, from Vincent Massey High School to make a trip to Paris, France from May 16, 2014 to May 26, 2014.

Mr. Mathew Gustafson, Principal, Vincent Massey High 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 grade 9-12 high school students from Vincent Massey High School to Paris, France from May 16, 2014 to May 26, 2014 be approved and carried out in accordance with Board Policy/Procedures 4001: Off-Site Activities.

V. SENIOR ADMINISTRATION RESPONSE TO TRUSTEE INQUIRIES

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. PUBLIC SECTOR COMPENSATION DISCLOSURE (BILL 57)

For Information ..... K. Zabowski

In accordance with section 3(1) (b) of the above-captioned legislation, a statement certified by the Division's auditors to be correct has now been finalized disclosing:

a) The name, position or classification, and compensation of each employee in the Division whose compensation, as defined in the Act, is $50,000 or more for the 2011 calendar year; and
b) The compensation in the aggregate for the Board of Trustees.

As previously approved by the Board in accordance with sections 6(1) and 6(2) of the Act, the audited disclosure statement will be available for inspection on request from the office of:

- The Secretary-Treasurer
- The Director of Human Resources

Persons making inquiries by telephone will be invited to come to the Administration Office during normal office hours to inspect the Statement. There will be a charge (currently 10¢/page or $1.00 minimum) for photocopies, the same as for copies of Board Minutes, Audited Financial Statements or other public information. In keeping with past practice, the News Media will not be charged.

Please call if you have any questions.

2. BUS ACCIDENT

For Information ..... K. Zabowski

Correspondence has been received from the Supervisor of Transportation advising of an accident on Tuesday, June 12, 2012, at approximately 9:30 a.m., involving bus 40-03, while on a field trip assignment to the Daly House Museum. While trying to make a 90 degree right turn at a "T" intersection of two alleys after dropping off the students, the

bus hit multiple stationary objects and came into contact with two poles, a fence, and a car. No injuries were sustained by the driver of the bus and no students were on board. There was damage to the side of the bus, the other car, and a fence. The accident was reported to Manitoba Public Insurance. This is provided as information.

3. BILL 48 – PLANNING AND LAND DEDICATION FOR SCHOOL SITES ACT

For Information ..... K. Zabowski

At the June 11, 2012 Regular Board meeting, the Board received communications from the Manitoba School Boards Association regarding various Bills currently moving through the Manitoba parliament which would have an effect on School Divisions across the Province. Upon reviewing the letter and the various Bills, the Board directed Senior Administration to review Bill 48 – *The Planning and Land Dedication for School Sites Act* and report back to the Board of Trustees. A report noting the key elements of the Act and possible concerns arising from the document for the Brandon School Division is attached as Appendix E for the Board's information.

III. SUPERINTENDENT OF SCHOOLS

1. SCHOOL INFORMATION

For Information ..... D. Michaels

A. QUALITY LEARNING

QUALITY LEARNING AT ÉCOLE NEW ERA SCHOOL
Report prepared by Mr. Chad Cobbe, Principal, École New Era School

The 2011-12 school year at École New Era School has been highlighted by the implementation and continuation of a number of exciting initiatives, including the iPad project that continues to thrive. Approximately one (1) year ago, our school applied to pilot the use of a cart of twenty five (25) iPads. A proposal made by three (3) of our Early Years teachers was successful and we were awarded this pilot project. It was the goal of "project leader" teachers to increase student engagement and help their students become learning leaders within their own school community. 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 teachers and classrooms involved. It is now the goal of our school team to expand this project and have one-on-one mobile computing for every student at École New Era School.

The iPad is definitely a tool which helps our teachers to meet the varied educational needs within their classrooms. In addition to a rise in overall student engagement levels, since introducing the iPads into our Early Years classrooms, teachers have noted that basic skills in math are improving. Differentiation is also essential due to the diverse nature of our classrooms, especially when many of our students are learning to speak English (i.e. 50% of the students in the English program do not speak English as their first language). The socio-economic means of many of the

families within our school catchment area prevent them from having access to computers or mobile devices such as the iPad and yet it is essential for 21st Century student to be proficient in the use of technology. Having access to technology at school is therefore highly important.

Ideally, École New Era School, for the 2012-13 school year, would like to add another cart of iPads to our existing technology, so that as the students move up they would have continued access to this tool in their education. It is our hope to solicit community support to help us move forward and achieve our goal.

B. QUALITY TEACHING

QUALITY TEACHING AT VINCENT MASSEY HIGH SCHOOL

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

EMPOWER Reading is a course offered at Vincent Massey for struggling readers. The program focuses on building students decoding and comprehension skills so that they may become better readers and learners. This program was developed by the Hospital for Sick Children in Toronto, Ontario, and is built on thirty (30) years of research. EMPOWER Reading runs every day for a seventy five (75) minute class in period three (3).

EMPOWER Reading focuses on building on five (5) decoding strategies including – Sounding Out, Rhyming, Peeling Off, Vowel Alert, and Spy. Once the students become comfortable at using these strategies they are introduced to Game Plan. With Game Plan students are taught how to use their decoding skills effectively through coming up with a plan of attack for challenging words. Students first choose a strategy, use it, check it to see if their strategy was effective, and either score (if decoded correctly) or try a new strategy. Game Plan reinforces that students have more than one (1) strategy to use and encourages students not to give up when faced with challenging words.

In addition to decoding, students also engage in a comprehension track known as PACES. This comprehension track looks at important skills students need to have in order to comprehend text. These skills include – making predictions about what they will read, activating their prior knowledge to make connections with the text, clarifying when they are confused, evaluating themselves through questioning, and finally developing summaries of text.

The PACES track also examines the structures of various texts. Teaching students to recognize text structure helps them gain a better understanding of text and therefore they are able to retain more information. Students examine narrative text and the plot diagram, as well as expository text and its various difference structures. They use evaluative questioning methods to monitor their understanding of these different text forms.

In conclusion, EMPOWER Reading gives struggling readers essential skills to help them become better readers. The skills learned in this program are useful to all subject area. Once students have these skills they can utilize them to enhance their academic success.

C. QUALITY SUPPORT SERVICES

QUALITY SUPPORT SERVICES AT GREEN ACRES SCHOOL

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

With the Green Acres Resource Teacher's coordination, we have had consultation and instruction from our Program Facilitator in the following areas:

- Toward Inclusion (Gov. Document – 2011)
- Student-Specific Planning re: Implementing Individual Education Plans IEP's (Gov. Document – 2010)
- The Golden Rule of Providing Support in Inclusive Classroom (article from "Teaching Exceptional Children" – Nov/Dec 2009)

This consultation has assisted both the Resource Teacher and respective Classroom Teachers in developing more highly appropriate educational programming for this school year (2011/12) and for the upcoming 2012/13 school year. This has had a direct effect on six (6) students at various levels.

Support Services Team Meetings resulted in improved direct Classroom Teacher services for individuals, through the fading process, involving seven (7) students at various levels.

There has been exemplary Student Support Team facilitation during the conducting of Functional Behavioural Assessments (FBA'S) and the development of Behavioural Intervention Plans (BIP's) based on the results of the assessment. Also, in some cases, this has led to a Student Safety Plan (SSP). All of these, the FBA, BIP, and SSP have assisted parents as well as school staff, to become aware of and knowledgeable of the student profile, which in turn solidifies the students' needs/recommendations for appropriate educational program planning.

D. ADMINISTRATIVE AND STATISTICAL INFORMATION

SUSPENSIONS

SCHOOL	NO./STUDENTS	NO./DAYS	REASON
Crocus Plains Regional Secondary School	22	5, 7, 8, 10, 30	Assaultive Behaviour, Drug and Alcohol Policy & Unacceptable Behaviour
King George School	2		Drug and Alcohol Policy
École secondaire Neelin High School	2	5 5	Drug and Alcohol Policy & Unacceptable Behaviour
Vincent Massey High School	4	5	Drug and Alcohol Policy & Unacceptable Behaviour

2. DIVISIONAL INITIATIVES

For Information ..... D. Michaels

A. IMPLEMENTATION OF STRATEGIC PLAN 2011-2014 FOR 2011-2014 SCHOOL YEAR

The 2011-2012 Year End Report of the Brandon School Division will be presented at the Board of Trustees meeting on June 25, 2012. Key aspects of the report will be highlighted with further presentation at the July 9, 2012 Board of Trustees Meeting.

B. QUALITY SUPPORT SERVICES AT BETTY GIBSON SCHOOL / YEAR END REPORTS FROM FAST (FAMILY AND SCHOOLS TOGETHER) PROGRAM

Report prepared by Ms. Connie Holland, FAST Coordinator, Betty Gibson School

The FAST program was a huge success again this year. The parental comments are amazing and reinforce the need for this program again this year. Connie Holland has also had the opportunity to share the Betty Gibson success story with the Manitoba FAST Steering Committee and the Brandon Regional Health Authority – Healthy Families Committee. Attached is Appendix F for reference.

3. COMMUNITY CONNECTIONS

For Information ..... D. Michaels

PARTICIPATION IN BRANDON UNIVERSITY 2012 SPRING CONVOCATION / SATURDAY, JUNE 2, 2012

It was a pleasure and honour to represent the Brandon School Division at Brandon University's Convocation Ceremonies held on Saturday, June 2, 2012 at the Western Manitoba Centennial Auditorium.

Sincere congratulations are offered to the following Brandon School Division staff who received degrees:

<u>Graduate Diploma in Education</u>

- Ms. Rhonda Wlock

<u>Master of Education</u>

- Mr. Graham Charles Avon
- Ms. Stacey L. Bradley
- Mr. Richard Emile DeGagné

<u>Brandon University's 2012 Distinguished Teacher Award</u>

At the June 2, 2012 Brandon University Convocation, Ms. Dolores Hardy, Teacher, King George School, received a Distinguished Teacher Award.

4. CORRESPONDENCE

For Information..... D. Michaels

CORRESPONDENCE RECEIVED FROM DARRYL GERVAIS, DIRECTOR, MANITOBA EDUCATION, INSTRUCTION, CURRICULUM AND ASSESSMENT BRANCH

The following correspondence has been received from Darryl Gervais, Director, Manitoba Education, Instruction, Curriculum and Assessment Branch for Sukhminder Bath, Brent Richards and Suzanne Sullivan:

> *"I am please to inform you that you have been selected as a member of the Grade 12 Applied Mathematics Achievement Test Development Committee for the 2012/2013 school year. The Instruction, Curriculum and Assessment Branch recognizes and appreciates the effort, expertise, and professionalism that each teacher brings to their respective test development committee.*
>
> *There will be approximately ten (10) days of teacher release time required in the 2012/2013 school year. The Department will cover substitute teacher costs upon receipt of an invoice from the division office or school.*

Appendix A

THIS AGREEMENT made in Duplicate as of the _____ day of _____ 2012.

BETWEEN

BIG BROTHERS & SISTERS OF BRANDON ASSOCIATION INC.

AND

BRANDON SCHOOL DIVISION

WHEREAS it is in the mutual interest of Big Brothers & Sisters of Brandon and the Brandon School Division that the Mentors screened and approved with Big Brothers and Sisters of Brandon will find placement in pre-selected schools (schedule A attached) to meet with a Mentee during school hours on school grounds.

NOW THEREFORE this agreement witnesseth that in consideration of the mutual covenants herein contained the parties hereto agree that:

1. This agreement shall commence on August 31, 2012.

2. Liaison between Mentors and the pre-selected school shall be by and through the following persons:

   (a) A teaching staff member within each school chosen by the principal chosen on behalf of Brandon School Division
   and
   (b) the In-School Mentoring Coordinator or a designate on behalf of Big Big Brothers and Sisters of Brandon.

   (collectively referred to as the "Liaison")

   The Big Brothers and Sisters of Brandon Liaison will meet in person or by telephone on a regular and planned basis.

3. The Liaison shall plan in advance of the expected commencement dates each academic year, preferably two or three months in advance, for the Mentors to start meeting with the Mentee. The Liaison shall make any changes relating to the In-School Mentoring Program which are required during the course of each academic year.

4. Big Brothers and Sisters of Brandon shall present to each pre-selected school as early as possible all necessary relevant information including:

   a. the number of Mentors available to be placed
   b. the days and times of their attendance
   c. the names and telephone numbers of each Mentor
   d. a copy of all Mentor criminal records check and child abuse registry
   e. the expectations of each school that is participating in the program

5. All screening and Monitoring will be completed by the In-School Mentoring Coordinator as per Big Brothers Big Sisters of Canada standards (Schedule C attached).

6. The Liaison for both the school and Big Brothers and Sisters of Brandon will set a time when the Mentor will commence coming to the school and will be introduced to the Mentee. During the initial visit between Mentor and Mentee selected current policies as well as such regulations and procedures as are deemed appropriate will be explained by the Mentoring coordinator to the Mentor and Mentee.

7. The Mentoring school will provide to the best of its ability for the Mentor of Big Big Brothers and Sisters without charge to Big Brothers and Sisters such facilities as are normally provided to the Mentors.

   The Mentoring school shall be responsible for providing on-site instruction to and supervision of the Mentee engaged in the In-School Mentoring Program, provided, however, that this shall not exclude the instruction and supervision of such Mentees by Big Brothers and Sisters of Brandon, and when such is necessary, and when such is agreed upon by the Liaison.

8. Big Brothers and Sisters of Brandon Association Inc. agrees to indemnify and save harmless the division from any damage or destruction caused to the selected schools or any of its furnishings, which occur as a result of the In-School Mentoring Program, and further will indemnify and save harmless the Division from any claim being made against it as a result of the operation of the In-School Mentoring Program, which without restricting the generality of the foregoing, shall include the negligent act or omission of Big Brothers and Sisters of Brandon Association Inc., its agents or volunteers.

9. This agreement may be terminated any time by either party giving four (4) months written notice to the other party. This agreement may be terminated at any time without notice, in the event that there is a breach of the agreement.

10. The parties may amend any provision of the Agreement at any time upon mutually so agreeing in writing.

11. Big Brothers and Sisters of Brandon Association Inc., shall provide and maintain a liability insurance policy for at least 2 million dollars, with the Brandon School Division being named as co-insured under the policy, and to have the insurer provide proof of such insurance prior to commencement of the program.

12. Big Brothers & Sisters of Brandon Association Inc., and the Brandon School Division agree to inform each other of any In-School Mentoring program communication related to the media.

13. Provision must be included for Abuse Registry and Criminal Record Checks completed and filed with the Division prior to any agreements/arrangements for placement as per division policy (schedule B attached).

14. The In-School Mentoring Coordinator will check in person all relevant files pertaining to the Mentoring Program on a weekly basis, and will make contact with the Mentor either in-person or by phone at the beginning, middle and end of the year, when the match closes, or if there are difficulties with the match.

    The Liaison will choose which children will become Mentees and have a signed waiver from the parent or legal guardian, upon receipt of the waiver the In-School Mentoring Coordinator will meet with each Mentee individually to discuss the Mentoring Program, child safety and to assess the child's response to joining the program. All Mentees will meet with the Coordinator at the beginning of each match as well as in the middle and the end of the school year, when the match closes, or if there are difficulties with the match. The school or Big Brothers & Sisters will notify the other in the event of a match closure. All Mentees will be reassessed following match closure.

15. In the event a Mentee discloses any abuse experience to a Mentor, the school will deal with the disclosure according to Board of Education policy and provide support to the Mentor in reporting the incident. The school shall inform Big Brothers & Sisters of Brandon of the situation.

16. All meetings of the Mentor and Mentee shall take place on school property when school staff are available. Mentors may attend school organized and supervised events no more than twice per year with written and signed consent of both the parent or legal guardian and school official. This consent must be maintained in the Mentor's file. The Mentor and Mentee may attend Big Brothers & Sisters events so long as such events are supervised by agency staff and the Mentee is transported by the agency or other transportation is provided by the parent/guardian of the Mentee. The only time a child can be transported to an agency event by a Mentor is if Mentee and Mentor reside in a community located outside the city of Brandon and there is no other means of transportation. The Mentor may not see the child outside of the school in any other circumstances. Letters may be used as a form of communication during periods where the Mentor and Mentee do not have regular contact only if such letters are directed through Big Brothers and Sisters of Brandon.

17. The Teen Mentoring program will follow all guidelines set for the In-School Mentoring program regarding screening and time commitment as well as each teen mentor:
    a. must be in grades 11 or 12
    b. must be attending Crocus Plains Regional Secondary School, Vincent Massey High School or Neelin High School during the 2012-2013 school year
    c. have one spare class to complete the mentoring
    d. provide their own transportation to and from their mentee's school
    e. show they have the ability and maturity to keep the commitment for one full school year
    f. will provide a reference from a teacher, guidance counselor or principal from their school
    g. where the mentor is under 18 years of age will have a parent or guardian sign a waiver form allowing their child to participate in the Teen Mentoring program

18. All notices to be given by either party to the other under this Agreement shall be delivered, sent by facsimile transmission, or mailed by registered or certified post, postage prepaid, addressed to such other party respectively as follows:

If to The Brandon School Division:

Brandon School Division #40
Superintendents' Department
1031-6th Street
Brandon MB R7A 4K5

If to Big Brothers and Sisters of Brandon:

Big Brothers and Sisters
of Brandon Association Inc.
153A – 8th Street
Brandon MB R7A 3W9

IN WITNESS THEREOF the parties have hereto executed these presents on the day and year first above written.

Brandon School Division:	Big Brothers and Sisters of Brandon
_____	_____
Chairperson	Executive Director
_____	_____
Secretary-Treasurer	President

Pre-Selected Schools

Riverheights School

Riverview School

Waverly Park School

Meadows School

Linden Lanes School

Valleyview Centennial School

King George School

Harrison Middle School

Betty Gibson School

Earl Oxford School

George Fitton School

Green Acres School

J R Reid School

Kirkcaldy Heights School

New Era School

St. Augustine School

O'Kelly School

Alexander School

Striving for excellence in service delivery—Big Brothers Big Sisters

National Standards

The National Standards are determined and formally approved by member agencies and reflect their commitment to deliver quality professional services to children and youth in the mentoring programs they provide.

July 2011

The National Standards are developed by Big Brothers Big Sisters of Canada and its member agencies for use by Big Brothers Big Sisters of Canada in the provision of Big Brothers Big Sisters of Canada mentoring programs. They are one component of a comprehensive service delivery system by Big Brothers Big Sisters of Canada. The National Standards reflect Big Brothers Big Sisters of Canada's commitment to deliver quality professional services to children and youth in the mentoring programs they provide. The National Standards are provided for your general information and use only and are subject to change without notice. To the maximum extent permitted by law, the National Standards are provided "as is" without any representations, warranties or conditions of any kind, whether written, oral, express, implied, statutory, or collateral, including without limitation regarding accuracy, completeness, currency, or suitability for any non- Big Brothers Big Sisters of Canada purpose. Big Brothers Big Sisters of Canada assumes no obligation to provide you with updates, corrections, or supplements to the National Standards nor any support relating thereto. Your use of the National Standards is entirely at your own risk and you agree that Big Brothers Big Sisters of Canada shall not be liable to you or to any third party for any loss, injury or damage directly or indirectly caused by or relating to your use of the National Standards. You agree to indemnify, defend and hold harmless Big Brothers Big Sisters of Canada for any and all uses, including unauthorized uses, you may make of the National Standards.

Certain trade-marks, trade names, and logos used or displayed in the National Standards are registered and unregistered trade-marks, trade names, and logos of Big Brothers Big Sisters of Canada. The provision to you of the National Standards is not a grant nor should be construed as a grant, by implication, estoppel or otherwise, of any licence or right to you to use any such trade-marks, trade names, or logos displayed in the National Standards and you acquire no right, title or interest therein. Any unauthorized use of any of the trade-marks, trade names and/or logos of Big Brothers Big Sisters of Canada shall be an infringement of Big Brothers Big Sisters of Canada's rights therein. The National Standards may not be copied, modified, publicly displayed, broadcasted, performed, republished, uploaded, reused, transmitted, translated, sold, traded, reproduced, or distributed in any form, in whole or in part, or by any means whether electronic, mechanical, printed, photocopied, recorded or otherwise, for any public or commercial purpose in whole or in part without the prior written permission of Big Brothers Big Sisters of Canada. You may not use the National Standards in any manner which may adversely affect the reputation of Big Brothers Big Sisters of Canada (as determined by Big Brothers Big Sisters of Canada in its sole discretion) or its programs. You acknowledge that unauthorised use of the National Standards could cause irreparable harm to Big Brothers Big Sisters of Canada and that in the event of an unauthorised use, Big Brothers Big Sisters of Canada shall be entitled to an injunction in addition to any other remedies available at law or in equity.

The National Standards are determined and formally approved by member agencies and reflect their commitment to deliver quality professional services to children and youth in the mentoring programs they provide.

The National Standards apply ONLY to the delivery of mentoring programs offered to children and youth 16 years of age and under. Programs that do not fall within these parameters are not subject to the Standards. However, the Standards do reflect quality social work practice and as such are a good guideline for the delivery of other programs offered by your agency.

The structure of the National Standards is as follows:

- Table of Contents
- The Standards statements
- Glossary of Terms: definitions of selected terminology used within the Standards document. Italicized words are defined in the Glossary.
- Interpretation: additional explanation and clarification
- Appendices: required and sample forms, policies and language (note that the Standards differentiate between forms that are required and language that is required – required language can be incorporated into your existing forms and do not require a stand-alone document).

The National Standards need to be incorporated into each agency's policies and procedures' documents to ensure consistent delivery of service across Canada.

Please note that provincial and federal legislation supersedes National Standards and will be monitored by the bodies designed to do so. (See Appendix A for sample policy statements and considerations)

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National Standards

A. Planning

1. To guide decision-making, the agency has Vision and Mission Statements that are not in conflict with Big Brothers Big Sisters of Canada
2. The agency has a current *strategic plan* that incorporates operational and financial plans.

B. Governance

1. The agency is:
   a. incorporated according to the requirements in their province (See Interpretation 1)
   b. a Corporate Member of Big Brothers Big Sisters of Canada
2. The agency functions according to its approved bylaws. (See Interpretation 2)
3. The agency reviews and updates its bylaws, as needed. (See Interpretation 18)
4. The Board fulfills at least the following:
   a. approves and updates all applicable organizational policies
   b. ensures that the agency is funded, located within adequate facilities, staffed and equipped in a manner matched to its programs and services; and
   c. annually approves a budget and regularly monitors revenue and expenditures.
5. Board roles and responsibilities are clearly stated, in writing. (See Appendix B)
6. A Board development system is created which includes recruitment, orientation, training and leadership development, and evaluation.
7. Board members receive an *orientation* to the Agency prior to becoming Board members.
8. The agency has a policy addressing personal relationships between and among Board members and staff that could be perceived to compromise their judgment. (See Appendix C)
9. The Board of Directors has adopted a Code of Ethics which reflects the spirit of the Code of Ethics endorsed by Big Brothers Big Sisters of Canada and which particularly addresses staff relationships with clients. (See Appendix D)

10. All Board members undergo a criminal records check prior to their involvement on the Board. Agencies must determine whether a Vulnerable Sectors check is additionally required based on the Board member's roles and responsibilities. A Vulnerable Sectors check must be completed if the board member's role is such that it places him/her in a position of authority, care or trust of a child, pursuant to the Criminal Records act. (See Interpretation 28)
11. Board members complete an annual Offence Declaration Form (See Interpretation 24) to update their record history with any new Criminal Code convictions for which no pardon has been granted. Completed declarations will be maintained in the Board member's file. (See Appendix DD for sample Offence Declaration Form)
12. If a Corporate Member ("the agency"):
    a. Ceases to be eligible for membership;
    b. Has its membership terminated by Big Brothers Big Sisters of Canada; or
    c. Decides to cease operations

    the Member will work cooperatively with representatives of Big Brothers Big Sisters of Canada throughout the closure or status change process and specifically, and without restricting the generality of the foregoing, allow Big Brothers Big Sisters of Canada representatives to speak on its behalf to Canada Revenue Agency and all other relevant stakeholders.

C. Human Resources Management

General

1. The agency has a system whereby human resources policies are reviewed and communicated to staff on a regular basis.
2. All staff members have written job descriptions that are reviewed, updated and approved at least every five years. (See Appendix B)
3. Agency staff attends professional development (at least once every two years) to ensure that appropriate skills and capabilities are current.
4. Human resources files are kept for all staff and are stored, at the agency's main office, in a locked cabinet. Human resources files include:
    - a resume
    - correspondence
    - interview assessments
    - reference checks
    - the original *police check report*
    - evidence of professional development training
    - annual *performance appraisals*
    - and any other relevant information.

5. All new staff members receive an orientation to the agency's policies and practices.
6. The successful completion of a criminal record check is required of all staff prior to hiring. Agencies must determine whether a Vulnerable Sectors check is additionally required based on the staff member's roles and responsibilities. A Vulnerable Sectors check must be completed if the staff member's role is such that it places him/her in a position of authority, care or trust of a child, pursuant to the Criminal Records act. The successfully completed check(s) is to be considered part of the employment contract/hiring criteria.(See Interpretation 28)
7. Staff complete an annual Offence Declaration Form (See Interpretation 24) to update their record history with any new Criminal Code convictions for which no pardon has been granted. Completed declarations will be maintained in the employee's file. (See Appendix DD for sample Offence Declaration Form)

EXECUTIVE DIRECTOR

8. The Board employs an *Executive Director* who leads and manages the agency. (See Interpretation 19)
9. The agency employs a staff who is responsible for all aspects of service delivery (Such individuals shall hereafter be referred to as *Service Delivery Staff*).
10. The agency has a written succession plan for the Executive Director position.
11. The Executive Director takes Big Brothers Big Sisters of Canada-specific orientation within the first year of employment.

SERVICE DELIVERY STAFF

12. The minimum qualification requirement for Service Delivery Staff is the attainment of a two year post-secondary diploma in a related field (e.g. education, social or human services, child and youth work, family studies etc.). A copy of the post-secondary degree or diploma, and other supporting documentation, are retained in the employee's agency file.

    Where a candidate for a Service Delivery Staff position does not meet the minimum qualification requirement as *specifically* written, a member agency may request a qualification equivalency assessment. Such an assessment will be carried out in the manner prescribed by a policy established by the Big Brothers Big Sisters of Canada Board of Directors. The outcome of the assessment will be shared with the member agency within two working days of receipt of the request.

    Those employees hired prior to July 2, 2001 and who met the National Standards in effect prior to that date, will be grandparented. (See Interpretation 3)

13. All new Service Delivery Staff complete the Big Brothers Big Sisters of Canada online orientation within three months of hire.

STUDENTS

14. Where possible, students have a police record check.
15. Students are supervised by a qualified staff member.
16. Students share opinions and recommendations, but final decisions are made by a qualified staff member.
17. Students' supervisors sign off on all case note entries made by the students performing service delivery.
18. Interviews with volunteer applicants conducted by students are supervised to a degree commensurate with their education and experience.

D. FINANCIAL MANAGEMENT

1. The agency has Financial Management policies that:
   a. Reflect generally accepted accounting practices. (See Interpretation 4)
   b. Reflect the code of ethical fundraising (Reference Imagine Canada or the Association for Financial Professionals (AFP))
   c. Meet the planning and reporting needs of the agency's governing body

2. The agency has a fund development strategy which is reviewed annually and approved by the Board. The strategy is developed with an eye towards sustainability.

E. MARKETING AND COMMUNICATION

1. The agency has a marketing and communications plan that includes a crisis management plan. (See Appendix E)

F. FACILITIES

1. The organization maintains a location/office that is external to a staff member's or board member's personal dwelling. (See Interpretation 5)
2. The agency maintains a safe facility and accessible services.
3. The agency has space for conducting private interviews in a professional environment.

Program Delivery

G. Risk Management

1. Staff and volunteers are aware of, and comply with, relevant child welfare legislation.
2. Appropriate procedures for *risk management* are developed and implemented.
3. All insurance policies of the agency are kept for 100 years after their expiration date.

HANDLING REPORTS OF UNSAFE & INAPPROPRIATE BEHAVIOUR; DISCLOSURES OF ABUSE

4. A copy of current Child Welfare legislation is on file. (See Interpretation 21)
5. The Confidential Reporting Form: Allegation of Abuse is forwarded to Big Brothers Big Sisters of Canada within three days of the agency staff's learning of the alleged abuse. (See Appendix F for required form)
6. Where there is a documented report of abuse, a duplicate copy of related case records is made and stored by the agency. (See Interpretation 6)
7. When an allegation of abuse is received, the match is suspended and all adult parties to the match are notified by registered letter. The match is not resumed until the situation is clarified and appropriate intervention has taken place. (See Appendix G for sample letters)

Overnight Visits

8. Overnight visits do not occur within the first year of a match.
9. After a match has been *successful* for more than one year, overnight visits may occur with the written and signed consent of the parent and agency for each such visit. This consent is included in the child's file. (See Appendix H for required form)
10. Overnight visits are restricted to no longer than three consecutive nights and no more than four visits per year.
11. These restrictions are waived where:
    - the Little Brother or Little Sister is 16 years of age or older; AND
    - has been successfully matched with the same volunteer in the traditional 1:1 (community-based match) for one year or more. (See Interpretation 7)
12. Overnight visits do not occur outside of Canada under any circumstances.

H. Policies

1. The agency has written policy statements addressing the following:
   a. client and volunteer privacy and confidentiality which specifies the conditions under which confidential information may be disclosed without consent (See Appendix I for sample language)
   b. policy on responsible file maintenance and electronic documentation (see Appendix J for required policy)
   c. volunteer eligibility related to criminal history which includes a statement that persons who have been convicted, or have outstanding charges of a sexual assault will not be permitted to serve in any capacity with the agency (See Interpretation 8)
   d. Board and staff serving in a mentoring capacity (See Interpretation 9)
   e. general child safety policies and procedures (See Appendix K for sample policy statements)
   f. the role of staff, Board members, mentors and parents in handling reports of unsafe and inappropriate behaviour, including allegations of abuse, toward children including details addressing agency disciplinary action in the case of a failure to report.
   g. dismissal of volunteers including an appeal process (See Interpretation 10)
   h. organizational accountability, responsibility and communications (see Appendix L for a sample)

I. Confidentiality

1. The service of the agency is delivered in a confidential fashion.
2. The security of all personal information is ensured by establishing and maintaining appropriate security controls.(See Interpretation 25)

J. Documentation

1. A file for each applicant (child and volunteer) is created and maintained that contains copies of all documentation including interview assessments, correspondence, signed forms, written assessments from professionals, signed case notes, match supervision notes and other relevant documents. (See Interpretation 20)
2. Signed and dated match monitoring notes for scheduled contacts include:
   - reporting of any issues of concern;
   - possible courses of action suggested by Service Delivery Staff and course taken; details of resolution;
   - referrals to external agency(ies);
   - time spent with child and examples of match activities; and
   - an assessment of how the match is generally progressing.
3. Match notes relate only to that match or individual; generic notes are not acceptable.

4. Inactive files are kept for seventy-five (75) years, after which time, they are destroyed.
5. The agency has adopted a policy requiring that a random selection of case files are reviewed annually and the review is carried out. The file audit must, at a minimum, ensure each case file contains the documentation required by Standards J.1, J.2 and J.3. Verification that file audits have been conducted will be retained and be available as part of the accreditation process. (See Appendix EE for sample policy.)

K. Eligibility Criteria

1. There are written eligibility criteria for children's involvement in the Agency's programs that are consistent with the agency's mission statement and mandate. (See Interpretation 11)
2. There are written eligibility criteria for acceptance of direct service delivery volunteers which includes the following:
   - The applicant is a minimum of 18 years old; or younger in programs where appropriate[1] supervision takes place;
   - The applicant is able to make a commitment consistent with program requirements;Where the applicant has lived in the community for less than six months, the agency has documented evidence that the applicant's life situation is stable enough to fulfill the minimum length of service required by the mentoring program.
3. Where the volunteer is younger than 18, the agency has a policy addressing the enrolment process that is consistent with relevant legislation and takes into consideration their local police department's capacity and ability to provide police record checks.

L. Orientation

1. Children, parents and volunteers are provided with information on the following:
   a. the confidential nature of the agency's programs;
   b. an overview of the programs;
   c. the agency's responsibility to and expectations of both the parent and child (See Interpretation 12);
   d. the volunteer enrollment, matching, supervision and support expectations and the volunteer's role;
   e. the *Child Safety Training* Program.

[1] "with appropriate supervision" could range from extra contact with the volunteer in order to debrief concerns to actual on-site supervision, etc.

M. Child Safety Training Program

1. All service delivery volunteers, children and parents complete a Child Safety Training Program that is age and stage appropriate, prior to participation in an agency program. Training is reinforced as necessary.
2. Children who have been sexually abused may be exempted at the discretion of the professional staff of the agency. All exemptions are noted, with reasons, in the child's file.

N. Match Closure

1. Reasonable efforts are made to hold a *match closure interview* promptly. Each attempt is documented. If a match closure interview with all parties cannot be completed, the reasons are documented.
2. A letter indicating that closure has taken place is sent to the parent/guardian and volunteer within two weeks of the match closure. Copies are kept *on file*.

O. Re-matching

1. Before *re-matching*, a volunteer is *re-screened* if
   - s/he has not been screened within the last three years, or
   - if his/her previous match has been closed for a year or more. (See Interpretation 26)

2. Before re-matching a child, his/her situation will be *reassessed*. Children who have been unmatched for one year or more (including those who have been on the waiting list) are re-assessed before matching.

P. Child Intake and Parent Application Process

1. Applications are at the request of the parent/guardian and include the verbal agreement of the child.
2. The Application process includes the following elements:
   a. A written application[2] signed and dated by the parent/guardian (See Appendix M for sample Application).
   b. Informed Consents (to obtain and release information) that are consistent with provincial legislation (See Appendix N for required form)
   c. A process where the child and parent/guardian are interviewed.(See Appendix O for sample form)
   d. An assessment of the child's needs and interests. (See Appendix O for sample assessment)
   e. Child Safety Training (See Appendix P for required language)

[2] Required for Community based program delivery. Please see "At a Glance" for Site based program delivery.

f. Notification and documentation of acceptance/ rejection (See Interpretation 13 and Appendix Q for sample letter)
g. Written parental consent to use the child's photograph or personal circumstances in a public venue, including for internal agency purposes, prior to use. (See Appendix R for sample form)

At a Glance:

Step in the Application Process	Community-Based Program	Site-Based Program	On File
Application form	REQUIRED	NOT REQUIRED	APPLICATION FORM
Informed Consent	REQUIRED	REQUIRED	INFORMED CONSENT
Assessment of child's needs	REQUIRED	NOT REQUIRED	ASSESSMENT OF CHILD'S NEEDS AND INTERESTS
Child/parent interview	REQUIRED	NOT REQUIRED	WRITTEN SUMMARY OF ASSESSMENT
Notification of Acceptance/rejection	REQUIRED	NOT REQUIRED	DOCUMENTATION OF NOTIFICATION
Child Safety Training	REQUIRED	REQUIRED[3]	STATEMENT OF COMPLETION OF CHILD SAFETY TRAINING
Photo/ media consent	REQUIRED BEFORE USING MEDIA	REQUIRED BEFORE USING MEDIA	MEDIA CONSENT

Q. Mentor Volunteer Enrollment Process

Volunteer Registry

1. Names and birthdates of all volunteer applicants are:
   a. submitted to the Volunteer Registry within two months of a status decision; and
   b. cross-referenced with the Volunteer Registry prior to acceptance, the date and result of check is documented in the volunteer's file (Interpretation 22)

2. The volunteer enrollment procedure includes the following elements:
   a. a written application, signed and dated by the volunteer (See Appendix S for sample application)
   b. Volunteer Permission and Release form (See Appendix T for required language)

[3] Can be delivered by the school or by the agency.

c. A police records check, including a vulnerable sectors check (See Interpretation 14)
d. Three references from people who have known the applicant for at least 2 years with at least one reference check received from each of the following types:
    i. Character
    ii. Employment/volunteer work[4]
    iii. Family (See Appendix U for sample language)
e. An in-person individual *volunteer interview*. (See Appendix V for required language)
f. An *assessment of the volunteer's home environment* for the purposes of thoroughly assessing: family relationships; match compatibility; stability; potential contact with others (e.g. residents, relatives, friends, etc.); and environmental safety issues (e.g. allergies, access to water (pools, ponds, lakes, etc.), animals, etc.)
g. Child Safety Training (See Appendix Z for required form)
h. Timely notification of acceptance/rejection (See Interpretation 13 and see Appendix X for sample letters)
i. signed and dated Agreement of Confidentiality
j. The Screening Checklist. (See Appendix Y for required form)
k. Written consent to use the individual's photograph or personal circumstances in a public venue, including for internal agency purposes, prior to use. (See Appendix R for sample form)
l. Cross-reference the Volunteer Registry prior to acceptance

3. Other individuals involved with the children of the agency do not require screening if their involvement is:

- In a non-mentoring capacity AND
- in an environment supervised by agency staff, or screened and approved volunteers.

AT A GLANCE:

Step in the enrollment process	Community-Based Program	Site-Based Program	On File
Orientation	REQUIRED	REQUIRED	NOTATION
Volunteer Registry	REQUIRED	REQUIRED	NOTATION
Written application	REQUIRED	REQUIRED	VOLUNTEER APPLICATION
Volunteer permission/ release	REQUIRED	REQUIRED	VOLUNTEER PERMISSION AND RELEASE
Criminal Records & Vulnerable Sectors Check	REQUIRED	REQUIRED	ORIGINAL WHERE POSSIBLE

[4] If an employment reference is not attainable, an additional reference is required.

Step in the enrollment process	Community-Based Program	Site-Based Program	On File
Offence Declaration	REQUIRED	REQUIRED	OFFENCE DECLARATION
References	3 REQUIRED	3 REQUIRED	RESULTS
Volunteer interview	REQUIRED	REQUIRED	INTERVIEW ASSESSMENT
Assessment of home environment	REQUIRED	NOT REQUIRED	ASSESSMENT
Child Safety Training	REQUIRED	REQUIRED	STATEMENT OF COMPLETION AND UNDERSTANDING OF CHILD SAFETY PROGRAM TRAINING PROGRAM EVALUATION[5]
Agreement of confidentiality	REQUIRED	REQUIRED	FORM
Screening Checklist	REQUIRED	REQUIRED	SCREENING CHECKLIST
Notification of acceptance	REQUIRED	REQUIRED	DOCUMENTATION OF NOTIFICATION
Photo/media consent	REQUIRED BEFORE USING MEDIA	REQUIRED BEFORE USING MEDIA	MEDIA CONSENT

R. Matching and Match Monitoring

1. Written goals are set for each match and progress towards achievement reviewed annually. The reason for making the match is written into the goals. Documentation of the goals and the annual review is kept on file. (See Interpretation 23 and see Appendix FF for sample form)
2. The child (and parent/guardian where possible), volunteer(s) and Service Delivery Staff attend the *match introduction meeting*.
3. Mentor volunteers complete an annual Offence Declaration Form to update their record history with any new Criminal Code convictions for which no pardon has been granted. Completed declarations will be maintained in the volunteer's file. (See Appendix DD and Interpretation 24)
4. The agency has a procedure addressing volunteer and parent non-compliance of match monitoring Standards
5. The agency has a method of tracking match monitoring contacts and outcomes of those contacts. (See Appendix BB for required language)

COMMUNITY-BASED MATCH MONITORING AND SUPPORT

[5] See Appendix Z for required form

6a. Each agency establishes the requirements and guidelines for match supervision for all concerned while meeting the minimum requirements.

b. Electronic communication (email/text) can be used by Service Delivery Staff as an acceptable method of conducting match support for all matches, regardless of age of match, so long as all of the following criteria are met:

- Electronic communication (email/text) does not ever replace a Fact to Face required contact
- Electronic communication (email/text) does not become the primary means of match contact
- Contact via electronic communication (email/text) must be two way and show substantive interaction, follow-up and coaching. Sending a contract request via electronic communication (email/text) does not count as a contact.
- Certain match challenges may necessitate telephone follow-up or a face to face meeting. Follow-up with additional, appropriate intervention is required. Service delivery staff should use best judgement to decide when a face to face meeting is advised.

(See Interpretation 15)

Community-Based Match Monitoring and Support			
Timeframe	**Volunteer[6]**	**Parent/Guardian**	**Child**
One month	TELEPHONE	TELEPHONE	
Two month	TELEPHONE	TELEPHONE	TELEPHONE
Three month	TELEPHONE	TELEPHONE	
Four month	IN-PERSON: MATCH MONITORING FORM[7]	IN-PERSON: MATCH MONITORING FORM	IN-PERSON: MATCH MONITORING FORM
Six month	TELEPHONE	TELEPHONE	TELEPHONE
Eight month	TELEPHONE	TELEPHONE	TELEPHONE
Ten month	TELEPHONE	TELEPHONE	TELEPHONE
Twelve month	IN-PERSON: MATCH MONITORING FORM	IN-PERSON: MATCH MONITORING FORM	IN-PERSON: MATCH MONITORING FORM
For matches that have lasted 12 months or more:			

[6] The match monitoring requirements apply to both parties in a Couples match
[7] See Appendix AA for required form

Community-Based Match Monitoring and Support			
Timeframe	**Volunteer**[6]	**Parent/Guardian**	**Child**
Quarterly contact	TELEPHONE AND/OR E-MAIL	TELEPHONE AND/OR EMAIL	TELEPHONE AND/OR E-MAIL
Annually	IN-PERSON: MATCH MONITORING FORM	IN-PERSON: MATCH MONITORING FORM	IN-PERSON: MATCH MONITORING FORM

GROUP PROGRAMMING IN THE COMMUNITY

7 If a group program is functioning in the community, then the Community Based Match Monitoring and Support schedule applies.

SITE-BASED MENTORING

8. Agencies delivering a site-based program have a signed Memorandum of Understanding with the participating organization(s) (e.g. Boys' and Girls' Club or School Board, etc.). (See Appendix CC for sample). The following terms are addressed in all Memorandums of Understanding: (See Interpretation 27)
    a. Responsibilities for monitoring the match.
    b. Access to organizational personnel on-site who can provide assistance.
    c. Access to individuals at the agency who can provide assistance.
    d. Match activities take place on the property of the organization.
    e. The agency has a written policy addressing match attendance at agency-sponsored events and events sponsored by the partner organization.
    f. The agency has a written policy addressing whether the mentor may provide transportation to the mentee to off-site events. Attention is paid to safety and risk management.
    g. The agency has a policy that addresses contact outside of the parameters of the program which considers the risks associated with the various types of contact (in-person, email, phone, letter, etc.) and the location of that contact. In-person contact during the summer for In-School Mentoring is not allowed.[8]
    h. The conditions for reassessment of the child.
    i. The responsibilities of each Partner in the event of match closure, including a requirement for each party to notify the other of changes in match status.
    j. The responsibilities and rights regarding external communications especially related to the media

CHILD SAFETY PROGRAM

[8] The agency recognizes that once the match has closed, there will no longer be contact between the mentor and mentee.

9. Children matched in a school- based Mentoring program can participate in a Child Safety Program delivered by the school provided that it covers sexual abuse prevention. If the school does not deliver a Child Safety Program, the agency has the responsibility to do so. Parental consent is obtained. That consent could be part of the original parental consent to participate in the Mentoring program. (See Interpretation 16)

SITE-BASED MATCH MONITORING AND SUPPORT

10. a. Each agency establishes the requirements and guidelines for match supervision for all concerned while meeting the minimum requirements.

    b. Electronic communication (email/text) can be used by Service Delivery Staff as an acceptable method of conducting match support for all matches, regardless of age of match, so long as all of the following criteria are met:
    - Electronic communication (email/text) does not ever replace a Fact to Face required contact
    - Electronic communication (email/text) does not become the primary means of match contact
    - Contact via electronic communication (email/text) must be two way and show substantive interaction, follow-up and coaching. Sending a contract request via electronic communication (email/text) does not count as a contact.
    - Certain match challenges may necessitate telephone follow-up or a face to face meeting. Follow-up with additional, appropriate intervention is required. Service delivery staff should use best judgement to decide when a face to face meeting is advised.(See Interpretation 15)

Type of Contact	**Frequency**	**Persons Involved**
Telephone or in-person	Beginning, middle, and end of program	Mentor and child (where possible)

(See Interpretation 17)

SITE-BASED GROUP PROGRAMMING

11 If a group program is functioning in an organization, where :

- a Memorandum of Understanding has been negotiated; (see Interpretation 27)
- there is a program start and end date;
- there is no opportunity to spend time in the volunteer's home;
- there is limited one-to-one time in the car;
- the majority of programming/activities happen at a site;
- then the above match monitoring schedule applies.

(For more detailed clarification see the Measuring Reach Document)

Glossary of Terms

Assessment of the Home Environment

A documented review and assessment of the applicant's home environment to explore potential health and safety risks in the residence of the volunteer. Potential risks may include: pets, smoking, guns, pools, etc. How the agency assesses the volunteer's home environment and judges potential contact with other individuals in the home environment, is left up to the agency's discretion.

Board Orientation

A session where information is shared with Board members to provide them with an understanding of their responsibilities, agreements and policies.

Child Intake

The process by which a child/youth is assessed for eligibility for involvement in the agency.

Child Safety Training Program

The Child Safety Training Program includes, at minimum, the following:

a. its goals and objectives;
b. age appropriate information to help children and youth acquire appropriate safety knowledge and skills (including sexual abuse prevention);
c. self-esteem building information and exercises;
d. information on how all parties should handle reports of unsafe and/or inappropriate behaviour (including agency policies on match suspension and volunteer dismissal);
e. an opportunity for discussion.

Community-based Mentoring

The traditional Big Brother Big Sister program (and program variations of it) where the majority of match activities occur at various locations in the community.

Executive Director

This term refers to the most senior staff position at the agency.

File

Is a complete case file regardless of how it's housed (electronically, paper, a combination).

Match Introduction Meeting

The meeting at which the staff introduces the volunteer and the child/parent/family.

Match Closure Interview

The match closure interview focuses on the satisfaction of all involved parties and the performance of the agency and its staff in the delivery of the program. At this point, a decision can be made regarding re-match for the child and volunteer.

Match monitoring

Those match contacts that are conducted to meet National Standards and which are designed to assess the progress and health of the match relationship.

Memorandum of Understanding

The document that guides the partnership and which addresses responsibilities towards the match.

Mentoring Program

Youth mentoring is the relationship between a caring more experienced individual(s) and a less experienced person resulting in the provision of support, friendship and constructive role modeling consistently over a period of time. Although mentoring programs can address the needs of a myriad of groups and be structured to attain various outcomes, Big Brothers Big Sisters mentoring programs are, at their core, a relationship between an older person(s) and a younger person(s) designed to achieve various outcomes through the creation of a friendship . This definition allows for flexibility in operationalization.

A mentoring program must:

- ☑ embrace the core values as outlined in the Measuring Reach document
- ☑ operationalize the essence of effective mentoring programs as outlined in the Measuring Reach document
- ☑ be voluntary with regard to participation
- ☑ meet National Standards of Service Delivery
- ☑ be evaluated on a periodic basis

On file

In the case file.

Orientation

The orientation is a review of Board member's liabilities and responsibilities, roles and an overview of program.

Performance Appraisal

The Board annually evaluates the performance of the Senior staff person. The evaluation needs to reflect the agreed-upon job description addressing issues including, but not limited to: leadership, program development, supervision of staff, financial management and service provision. Objectives for the coming year and any concerns are addressed.

Annual performance reviews are conducted jointly between the supervisor and the staff member. The annual review will at least address training needs and review employment goals. They will be based on job descriptions and on indicators established by the staff member together with the supervisor. Performance reviews must be signed and dated by all parties completing the evaluation. There is opportunity for the staff member to comment about the results of the performance evaluation, and these comments are recorded in writing.

Police Check Report (Criminal Records Check)

A review, conducted by a qualified individual/organization, of the applicant's criminal record. Where it is not possible to retain the original on file, a copy with a statement indicating that the original has been seen by a staff member, signed and dated by that staff member, is sufficient.

Reason for match

The information regarding reason for match should cover information such as the date of match and criteria for matching a particular child to a particular volunteer. Brief explanations are provided to explain the thinking behind making the match and goals of the match (if any).

Re-match

After a current match has closed, the matching of the same volunteer with a different child or the same child with a different volunteer

Required Form

The form provided is mandatory and must be used in its entirety. Statements cannot be altered or omitted, however additions are permitted.

Required Language

The language on the form is required; the language can be incorporated into other documents or forms.

Required Policy

The policy itself, as written, is mandatory. Statements cannot be altered or omitted, however additions are permitted.

Re-screen/ re-assessment

The process of updating the agency's information on the volunteer or child to ensure files are up to date and the volunteer and/or child is still eligible for agency involvement. For volunteers, re-screening includes a police check and update to personal interview. For children, this involves at least an update to their situation. Reassessment includes a review of any success and/or issues involving previous matches, motivation for re-matching, continuing commitment, etc. Child Safety training is both reinforced and updated.

Risk management

For guidance through this process, please refer to Big Brothers Big Sisters of Canada's Risk Management Handbook on the private members' site under the Organizational Development menu. Samples of risk management policies can be found there as well.

Sample Form

The form is provided as an example and its use is not required as is. Please review and adapt to your own agency's needs.

Service Delivery Staff

The term used to differentiate between Caseworkers and those with Casework responsibilities from all others who are employed by or who volunteer with the agency.

Site-based Mentoring

A program where the majority of match activities occur at a specific location in the community, usually a school, recreation centre, church, Boys' and Girls' Club, young offender facility, etc. Additionally, there is no opportunity to spend time in the volunteer's home and there is limited/no one-to-one time in the volunteer's car. A Memorandum of Understanding has been established which governs the relationship between the Big Brothers Big Sisters agency and the organization.(see Interpretation #27 for additional information)

Strategic Plan

Refers to a comprehensive planning document that:

- Involved stakeholders in its development

- Directs operations and influences decision-making
- Has a specific timeline and
- Is currently in use

Agency progress is measured against the direction provided by the strategic planning document.

Successful match

Particularly as it relates to overnights, a successful match is one that is intact and progressing without concern.

Volunteer Enrollment

The process by which a volunteer applicant is assessed for eligibility for involvement in the agency.

Volunteer Interview

The in-person interview conducted between the volunteer applicant and the staff, prior to being accepted as a volunteer.

Interpretations

Interpretation 1

The agency is incorporated under the laws of its Province and has a current Constitution, By-Laws and policies and procedures that clearly define, at least:

- The purposes of the association
- A process for election of officers and directors
- Periods of tenure for board members and officers
- A dispute resolution mechanism and process
- Meeting regularity

Interpretation 2

A properly constituted Annual General Meeting is held for the purpose of electing Board members, appointing auditors, presentation of the financial statements and ratification of the acts of the Board. The Annual General Meeting is held in accordance with provincial legislation. (www.cra.ca)

The agency keeps minutes of all corporate business meetings in accordance with applicable legislation.

The Board of Directors assures the submission of statutory filings to the appropriate government agencies in compliance with legal requirements, including, but not limited to:

- the remittance of income taxes, if any;
- the remittance of Canada Pension Plan contributions;
- the remittance of Employment Insurance payments contributions;
- submissions for Goods and Services Tax rebates; and
- submission of the Charity Information Return.

Interpretation 3

Staff who were grandfathered in one agency are considered grandfathered in another.

Interpretation 4

The record retention policies are consistent with the Income Tax Act of Canada.

Internal financial controls are established and followed, including, but not limited to:

- Appropriate signing authorities (should cover cheques, income tax receipts, purchases and contracts/other commitments);
- checks and balances to ensure money received is deposited in a timely manner and accounted for.

Interpretation 5

The intent is for the agency to build community profile, have visibility in the community, be considered a viable, professional, legitimate organization which provides high quality service, and to ensure that information is accessible and properly safeguarded. Agencies may want to explore sharing office space with schools or other organizations.

Interpretation 6

Often authorities will take original documents as evidence. Agencies should ensure that duplicate copies are made prior to the removal of the files from the office.

Interpretation 7

There is not a limit on group outings, that is, the Standard does not apply to agency camping activities or March Break sleepovers at the agency. So, although there is not any flexibility with respect to modifying the standard, there is still some flexibility in its application.

To be clear:

- *What if the parent consents to more overnights or an overnight outside of the country?*

  The standard overrides parental consent because the local agency would still be liable.

- *Is a volunteer who has been matched with a child in the In-School Mentoring program for one year, and which has not become a traditional match, eligible to have overnights?*

  If the volunteer was matched with the <u>same</u> child for one year in the ISM program and <u>then</u> becomes a traditional match with the same volunteer, if the agency has contact with the parent, the match does not have to wait one more year to have an overnight visit.

  However, this is not the case for other programs, such as Kids 'n' Kops, Big for a Day, etc. In these programs, volunteers do not have regular contacts with the same child.

  Group programs must have been functional for one full year before a volunteer from that program who becomes a Big can be allowed an overnight with a child from that group. The Agency should give great consideration to the amount of contact and the quality of the relationship established in a group program before allowing an overnight.

- *How does the standard apply to children attending overnight programs out of the country with groups such as Tim Horton's Camp or Air Canada's Employees Dream trip to Disneyland?*

  National Standards do not prohibit travel to the United States, only overnights. However, because these situations involve another agency arranging trips for the children, they assume the liability. In this case, agencies should not make use of agency "release" or "consent" forms. The organization arranging the trips must be responsible for those details.

- *What if my agency does not want to abide by this Standard?*

  In order to be covered by the Cooperators insurance package, agencies must abide by all Standards approved by the membership.

- *Please provide more clarification around group camping overnights.*

  To be considered a group, there must be more than one fully screened and trained volunteer and/or staff with more than one child. The children must be involved in the agency's programs.

Interpretation 8

A comprehensive example of exclusion criteria around Police record checks has been provided by Big Brothers Big Sisters of Edmonton. See appendix GG

Interpretation 9

Re: Agency staff volunteering as a mentor:

It is likely that some Senior staff persons or other front-line staff might consider getting involved as a mentor of their agency. Their training helps them understand the necessary commitment as well as the benefits. It is important, though, that they follow the same process as any other candidate while avoiding any potential conflicts of interest. The following need to be considered:

- When the Director is the sole employee of the agency and performs both a Director and Caseworker function, a member of the Board with appropriate knowledge of social work and no personal links with the ED, could be involved in the screening process as well as matching and monitoring. A neighbouring Big Brothers Big Sisters agency performing the same functions would be a more ideal solution.
- If the Director is an administrator, responsible for the hiring and supervision of one or many caseworkers, these person(s) should not be involved in any part of the mentoring relationship or process. As employees, there is definitely a conflict of interest.

Re: Board members as mentor volunteers:

A Board of Directors of member agencies should be representative of all stakeholders, hence many elect mentor volunteers to the Board. As a Board

member, s/he is an employer and supervisor of the staff (in many circumstances). As a mentor volunteer, s/he is also a recipient of service and accountable to the staff. This constitutes a role conflict for both the Board member and the staff. Possible solutions:

- In one-person agencies, consider having the staff monitor the matches of Board members but exchanging the files on an annual basis with another Big Brothers Big Sisters agency in the area. In this case, trading partners should be approved by the Director of Accreditation so that your agency is trading with a member in good standing.
- In larger agencies, even though the Board members may feel they get more personal service from the ED, the caseworkers should conduct the screening, matching and monitoring.
- If allowed, Board member matches must be monitored by an agency staff member who is not a person directly supervised or evaluated by the Board.

Interpretation 10

This Standard recognizes that sometimes the caseworker cannot share the reasons for dismissing the volunteer without violating an agreement of confidentiality. For example, in some circumstances, a reference may have provided information that s/he is uncomfortable being shared with the applicant. The caseworker, having agreed to confidentiality, would not necessarily be able to share the information without disclosing the source of information.

In a situation warrants the dismissal of a volunteer, the individual and, if relevant, the parent/guardian will be notified in writing, within one week of the decision being made, citing reasons (respecting confidentiality of information sources, where guaranteed) for the dismissal.)

Interpretation 11

Agency's eligibility policies and procedures applicable to children/youth:

- Are consistent with the agency's mission statement and mandate;
- Comply with all applicable laws;
- Address the age of child, for example, that the Little is between the ages 5 and 18 years of age (excepting special circumstances, e.g. Youth Vision Scholars);
- Address familial relationships, for example, that the Little is not a child or step-child of the Agency's paid staff or mentor volunteer;
- Address the family composition of the Little, for example, that the Little can be from a family of any composition; and
- Provide that individuals who do not meet the eligibility criteria are referred to other, more appropriate, services, where possible.

Interpretation 12

Examples of agency's responsibilities to the parent and child may include:

- Adequate screening of the volunteer mentor;
- Offering group programming;
- Treating the child and parent/guardian respectfully;
- Attention to the needs of the child;
- Service free of charge;
- A focus on child safety;
- Training of the child and/or parent around child safety issues;
- Respecting the role of the parent/guardian in the child's life;
- Checking in with the parent/guardian and child to ascertain satisfaction and progress of the match, etc.

Examples of agency's expectations of the parent and child may include:

- Being on time for visits;
- Treating the staff with respect;
- Being home when the volunteer drops off the child (for the parent);
- Participating in all agency reviews and match monitoring activities;
- Participating in child safety training and following child safety guidelines;
- Reporting concerns and changes in life circumstances to the agency; etc.

Interpretation 13

The parent/guardian/volunteer applicant is notified in writing of rejection but can be notified of acceptance either by letter or by conversation. Notification of acceptance by conversation is recorded in casenotes (including how notification was made, e.g. by phone or in person).

Interpretation 14

Vulnerable people are considered to be individuals who are at greater risk of being harmed than the general population because of their age, disability or other circumstances, whether temporary or permanent. As an organization with paid or volunteer persons who are responsible for the well-being of children, a Vulnerable Sector check for any of those employees/volunteers who are in a position of trust is required. This check is conducted in addition to a criminal record check.

Interpretation 15

The intent of Match Monitoring and Support is for Service Delivery staff to monitor, coach and guide the match in order to promote the development of the match relationship, match longevity, child safety and positive youth development. It is the intention of this amendment to provide Service Delivery Staff with an efficient and acceptable mode of communication in order to better support their ability to interact with a caseload with more flexibility. The amendment is intended to change only *how* information is received and provided rather than seeking to diminish the quality of information exchanged. It is recognized that in some cases, written

information can be on par, if not better quality, than information provided over the telephone or in-person and that Service Delivery Staff therefore, have the discretion to use the form of communication that solicits the best possible information.

How to save text messages to a printable file.
A Smartphone with email and a Text Capable Email Service (such as Outlook) is required. Begin by testing your email service to be certain it can receive text messages. Create a text message and send it to your email address. Once received in your email account, send yourself a test reply text message. Once you have determined that you can send and receive text messages to and from your email service, begin forwarding the text chains that relate to a match support contact. After you have forwarded the text messages, you can either set up a file on your computer where you can save these messages or print them out and keep as a hard copy of the text conversation. If you are a Dynamics CRM for Outlook user you can push the subsequent email directly into CRM. If you are unable to save the text message to a printable file, a summary of the text conversation must be documented.

Interpretation 16

Although parents of children involved in the In-School Mentoring Program do not need to participate in the Child Safety Program, the agency may want to consider providing information on child abuse reporting requirements to the parent/guardian.

In programs where the school provides the Child Safety Program the agency needs a copy, or at minimum, an outline, of the school's program.

In many school-based mentoring programs, the school maintains and manages the child's file. It is the school's responsibility to retain a signed informed consent from the parent. If the agency is going to deliver the child safety training program to the child, then the school is responsible for notifying the parent of that arrangement and for obtaining consent. If this arrangement does not exist in your school-based mentoring program, then your Memorandum of Understanding needs to clarify your particular arrangement.

Interpretation 17

On occasion, an ISM match converts to a traditional community-based match. Regardless of the length of the ISM match, the first year monitoring schedule of the traditional 1:1 program apply to the converted match relationship. Because most agencies have little to no contact with children and parents in the ISM program, they would need the increased match contact to establish rapport in order to conduct match support and monitoring. The increased support would also assist the match in managing the transition and understanding the different roles, rules and parameters of the relationship.

Interpretation 18

The intent of this Standard is that the agency regularly reviews its bylaws, at least once every two years. Evidence of this Board-conducted review is documented in Board minutes. Updates and revisions to the bylaws are made as needed.

Interpretation 19

To encourage the exploration and adoption of alternative organizational structures which address sustainability, we recognize that an agreement with another organization to provide leadership to the Big Brothers Big Sisters program or agency may meet National Standards. The contract or policy will need to be provided as assurance that the organizational structure meets the Standard.

Interpretation 20

For In-School Mentoring and other site-based programs (depending on the Memorandum of Understanding), the partnering organization may house the child's file. In those cases, it is not required for the agency to have a copy of the child's file.

Electronic signatures are accepted under a secure electronic system for case management, and should be identified within your agency's' risk management measures.

Interpretation 21

The intent of this Standard is that the agency has the legislation on file, either electronically or in printed format. The document does not need to be printed.

Interpretation 22

The volunteer registry was created to give agencies a tool to make the most informed decision possible. This tool will identify candidates that have been involved with a Big Brother Big Sister agency in the country

This system will also link agencies. Communication between agencies is critical in achieving the desired results.

Clarification;

Once a candidate has been identified as a volunteer in another Big Brothers Big Sisters agency, you should;

- Connect with the Big Brothers Big Sisters agency that has identified him/her as a volunteer.
- Discuss the reasons for acceptance, rejection or withdrawal. Remember that policies and procedures differ from agency to agency and that individual

volunteers' circumstances at the time of volunteering may also be radically different, therefore potentially changing the original outcome.

What information should agencies share?

- By this time the volunteer has signed a release to share information (*The Volunteer Permission and Release* Form)
- Agencies may also develop policies/procedures/best practices that determine the course of action

Interpretation 23

Goals are set for all matches, both site and community based. Various researchers have found that outcomes are most favourable when youth report experiencing both structure and support from their mentors. Helping youth to set and work toward goals that are important to their development appears to be beneficial, especially if the goals are agreed upon by mentor and youth in accordance with a youth-centered approach. [9](relevant to his/her life and collaborative). In other words, the youth should be directly involved in setting and establishing goals. The collaborative approach creates a sense of "we-ness"; it provides direction and gives match participants a sense of accomplishment. See appendix FF for Sample form and implementation considerations.

Interpretation 24

The intent of this Standard is that the Offense Declaration be signed no later than one year after the original Criminal Records Check was submitted to the agency and recorded as "completed" on the Screening Checklist.

Interpretation 25

Possible security controls include:

- More than one person has access to login and passwords for databases avoiding a single point of failure.
- Files are stored in a safe, secure, controlled environment.
- Information and records management systems, including electronic hardware and software, are compatible with current industry expectations and enable efficient, accurate, secure storage of data, including off-site data storage, which is updated at least weekly.
- A physical list of assets is taken annually for insurance purposes and kept in a safe, secure location. Partnering with a third party to professionally manage files is considered.

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[9] Langhout, R. D., Rhodes, J. E., & Osborne, L. (2004). An exploratory study of youth mentoring in an urban *context: Adolescents' perceptions of relationship styles. Journal of Youth and Adolescence, 33, p. 293–306.*

- Training on proper legal documentation (including mandatory filings) is regularly provided.
- Relevant legislation, such as privacy legislation is regularly reviewed.

For additional information please refer to the Risk Management Handbook

Interpretation 26

A volunteer who has successfully completed the enrollment process and been approved, must be re-screened if they are not matched within a year of acceptance.

Interpretation 27

If an agency is operating a site based program without a partner, in order to follow the Site Based Match Support schedule the agency must:

1. develop a policy which addresses Items *a* through *j* of Standard R8, in lieu of a Memorandum of Understanding.
2. take appropriate steps to mitigate risk

Interpretation 28

What is important to note is that eligibility to have the Vulnerable Sector Checks done is based on *the position* and not *the organization.* A community organization (Big Brother Big Sister agency) may provide services to vulnerable people, however, only those in paid or volunteer positions that deal directly with vulnerable people are eligible for the Vulnerable Sector Check. However, this does not mean that other screening practices are not required, such as references and Criminal Records Checks.

Appendices

Appendix A: Privacy - Potential policies

Appendix B: Sample job descriptions

Appendix C: Examples of relationships that need to be addressed in policy statements

Appendix D: Big Brothers Big Sisters of Canada's Code of Ethics

Appendix E: Sample communications policies

Appendix F: Confidential Reporting Form: Allegation of Abuse (required form)

Appendix G: Match Suspension Letters (for child/parent and for volunteer) (samples)

Appendix H: Overnight Consent Form (required form)

Appendix I: Confidentiality Policy & Form (sample language)

Appendix J: File Maintenance and Electronic Documentation policy (required policy)

Appendix K: Possible child safety policy statements

Appendix L: Organizational chart (sample)

Appendix M: Little Application Form (sample)

Appendix N: Informed Consent (required form)

Appendix O: Family Interview (sample form) and Final Assessment (Family) (sample form)

Appendix P: Child Safety Training Summary and Statement of Completion– Child (required language)

Appendix Q: Letter of acceptance for child (sample)

Appendix R: Media Consent Form (sample)

Appendix S: Volunteer Application (sample)

Appendix T: Volunteer Permission and Release

Appendix U: Reference Grid (sample) and Reference forms (samples)

Appendix V: Mentor Applicant Interview (required language)

Appendix W: Child Safety Training Summary and Statement of Completion – Volunteer (required language)

Appendix X: Volunteer acceptance letter (samples)

Appendix Y: Screening Checklist (required form)

Appendix Z: Training Program Evaluation & Statement of Completion (required form) and Answer sheet

Appendix AA: Match Support Forms (Child/Parent and Volunteer) (required forms for In Person contacts only)

Appendix BB: Case Logs – Year 1 and Year 2+ (required language)

Appendix CC: Memorandum of Understanding (sample)

Appendix DD: Offence Declaration Form (sample)

Appendix EE: File Audit Policy (sample)

Appendix FF: Goals (sample form)

Appendix GG: Relevant Offence Guidelines (sample)

the co-operators®
A Better Place For You®

Co-operators General Insurance Company

CERTIFICATE OF INSURANCE

NAME OF INSURER: *CO-OPERATORS GENERAL INSURANCE COMPANY*

This is to certify that the policy of insurance as herein described has been issued to the Insured named below and is in force at this date.

NAMED INSURED:
Big Brothers and Sisters of Brandon Association Inc.
153A - 8th Street
Brandon, MB
R7A/3W9

POLICY	LIMITS OF INSURANCE	
COMMERCIAL GENERAL LIABILITY	**BODILY INJURY AND PROPERTY DAMAGE LIABILITY AGGREGATE LIMIT** **$5,000,000**	
Policy Number: 1619494	**PER OCCURRENCE LIMIT**	**PERSONAL INJURY LIMIT**
Expires on: December 31, 2012	**$5,000,000**	**$5,000,000**
Includes Cross Liability Clause	**TENANT'S LEGAL LIABILITY LIMIT** **$500,000** **ANY ONE PREMISES**	**MEDICAL EXPENSE** **$10,000** **ANY ONE PERSON**

Additional Insured (but only with respect to the operations of the Named Insured):

Beautiful Plains School Division
Brandon School Division
Rolling River School Division

NOTE:
The Insurance afforded is subject to the terms, conditions and exclusions of the applicable policy. This Certificate is issued as a matter of information only and confers no rights on the holder and imposes no liability on the insurer. The Insurer will endeavor to mail to the holder of this Certificate 30 days written notice of any material change in or cancellation of these policies, but assumes no responsibility for failure to do so.
The Insurance afforded is subject to the terms, conditions and exclusions of the applicable policy.

Authorized Representative

Date: January 20, 2012

PRIORY SQUARE
GUELPH ON N1H 6P8
PHONE (519) 824-4400
FAX (519) 836-6968

THIS AGREEMENT made this __ day of _____, 2012.

BETWEEN:

JUGGERNAUT COMPUTERS
Hereinafter called “Juggernaut”

- and -

THE BRANDON SCHOOL DIVISION
Hereinafter called “the Division”

WHEREAS Juggernaut proposes to establish a scholarship to be awarded to a graduating student from each of the Brandon School Division three high schools;

AND WHEREAS the Board of the Brandon School Division is agreeable to the establishment of this scholarship;

NOW THEREFORE, the parties here to mutually agree as follows:

1. That the name of the scholarship shall be known as “THE JUGGERNAUT ACHIEVEMENT AWARD";

2. That the scholarship shall consist of a lap top computer from Juggernaut Computers, together with a gift certificate to a Brandon Resturant and shall be awarded to a graduating student from each of the Brandon School Division’s three high schools who displays overall involvement in school activities together with reasonable academic achievement.

3. The recipient for this award shall be as follows:
   a. A graduating student, either male or female;
   b. Demonstrate overall involvement in school activities, whether that be sports, music, drama, student council, or others;
   c. Demonstrate reasonable academic achievement.

4. That the Division will select the successful students and notify Juggernaut Computers so that a representative from Juggernaut Computers may participate in the annual award presentation.

5. That this Agreement shall remain in effect for the 2011/2012 school year with a review regarding the potential continuation of the scholarship for the 2012/2013 school year

DATED at Brandon, Manitoba this day __ of _____, 2012.

AGREED to on behalf of The Brandon School Division

_____ _____
Chairperson Secretary-Treasurer

AGREED to on behalf of JUGGERNAUT COMPUTERS

_____

Appendix C

FORM 4001(a)
April 2004
Amended: Motion 6/2009; January 12, 2009

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: NEELIN HIGH SCHOOL **LC:** **Phone:** 729-3180 **Fax:** 726-5813

Destination: VERMILLION, SOUTH DAKOTA
Departure Date: JULY 11, 2012 **Return Date:** JULY 14, 2012
Departure Time: 11:30 am **Return Time:** 1:00 am

Name of Service Provider (if applicable): University of South Dakota
Contact Person of Service Provider: Wesley Beschorner wbeschor@usd.edu **Phone**
Number of Service Provider:

Grade Level (Please check):
☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6
☐ 7 ☐ 8 ☑ 9 ☑ 10 ☑ 11 ☑ 12 ☐ SP

# of Students: 16 **# of Male:** 16
# of Female: 0
# of Adults: 3 **Student/Adult Ratio:** 5.33/1

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: Robert Cullen	M		Yes	NCCP Level 3 First aid
Volunteers: Mike Williams	M		Yes	NCCP Level 3
Dave Stantial	M		Yes	NCCP Level 2 First aid

METHOD OF TRANSPORTATION (AS PER BSD POLICY)
☐ BSD School Bus
☐ Rental Van *(company)*
☐ Charter Bus *(company)*
☑ 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)* HED/Football MB
☑ 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	$ 180 US	School Funds - Football Funds	$ 1,000
Transportation Gas	$ 40 US/person	School's Budget	$ 0
Accommodation	$ Inc.	Student Fee	$ 0
Meals (2 meals not covered)	$ 20 US	Fund-Raising by:	$ 0
Other Expenses ____	$ _____	Other _____ *(please specify)*	$ 0
TOTAL ESTIMATED COST	$ 240 US per player	**TOTAL ESTIMATED FUNDS REQUIRED**	$ 1,000 Incidentals.

EDUCATIONAL PURPOSE (complete 1 & 2 or 3)

1. How has the activity been part of the planned program for this class/group? Spartan football has always developed a strong family atmosphere since 2005. We'd like to continue to strive for the family atmosphere.
2. Which educational outcomes do you plan to achieve?
   The other side of education. Team building and international relations.
3. Competition/event:

   TEAM FOOTBALL CAMP

HOTEL NAME AND PHONE NUMBER (IF APPLICABLE): University of South Dakota 414 East Clark St. Vermillion, SD. 57069-2390

HOST FACILITY NAME AND PHONE NUMBER: (If applicable) see above

OTHER CONTACT NAMES AND NUMBERS:

ROBERT CULLEN 204-729-5882 (cell)

EMERGENCY PREPAREDNESS

- ☑ Emergency participant list (i.e. medical info, medical numbers, contact person)
- ☑ First aid kit access
- ☑ Communication device (if possible) Number: 204-729-5882 (cell)
- ☐ Other

Name of **Teachers-in-Charge** *(please print)*	Date *(year/month/day)*	Signature of Teacher-in-Charge
ROBERT CULLEN	2012/04/04	
Name of **Principal** *(please print)*	Date *(year/month/day)*	Signature of Principal
Michael Adamski	May 7/12	
Name of **Associate Superintendent** *(please print)*	Date *(year/month/day)*	Signature of Associate Superintendent
Greg Malazdrewicz	June 7/2012	
Name of Superintendent (please print)	Date (year/month/day)	Signature of Superintendent
DONNA M. MICHAELS Ed.D	06/07/12	

Once the Principal has approved the off-site activity, mail this form to the Associate 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.

2012 United States Football
Destination: Vermillion, South Dakota

Wednesday July 11, 2012

10:00 pm Check-in to dorms

10:15 pm Arrange Rooms

10:30 pm Dorm Rules

11:00 pm Lights Out

Thursday July 12, 2012 (Day 1)

10:00 am Wake-up call

10:30 am Breakfast

11:00 am Campus Tour

12:00 pm – 9:00 pm Camp Festivities

9:00 pm Dorms for personal Hygiene

9:45 pm Team Meeting

10:00 pm Dorm rooms

10:30 pm Lights out

Fri**day July 13, 2012 (Day 2)**

7:30 am Wake-up call

Follow camp schedule

9:00 pm Dorms for personal Hygiene

9:45 pm Team Meeting

10:00 pm Dorm rooms

10:30 pm Lights out

2012 United States Football
Destination: Vermillion, South Dakota

Wednesday July 11, 2012

11:00 am	Meet at Neelin High School. - Check for proper documentation
11:30 am	Depart Neelin High School en route to Vermillion, South Dakota. - Total driving time: 10 hours 18 minutes - Total distance: 1006 Km
12:45 pm	Arrive at International Peace Gardens
1:45 pm	Continue to our destination, Vermillion, South Dakota
	Student/Athletes eat lunch in vans
7:00 pm	Arrive in Watertown, South Dakota for supper. 1220 block of 9th Ave. Arby's, Burger King and McDonald's.
7:45 pm	Leave Watertown, South Dakota
9:45 pm	Arrive at the University of South Dakota
10:00 pm	Check-in to dorms

2012 United States Football
Destination: Vermillion, South Dakota

Saturday July 14, 2012

1:00 pm	Check-out of dormsat 12:00pm and head out on the highway for 1:00pm.. - Check for proper documentation
6:00 pm	Arrive in Fargo, North Dakota. Eat supper at West Acre Shopping Center
6:45 pm	Depart Fargo, North Dakota for home.
10:45 pm	Arrive at International Peace Gardens
11:15 pm	Depart border services for Brandon, MB
1:00 am	Arrive at Neelin High School in Brandon, MB

Google

Directions to 414 E Clark St, Vermillion, SD 57069, USA
1,006 km – about **10 hours 18 mins**

1020 Brandon Ave, Brandon, MB R7A 1K6

	1. Head **west** on **Brandon Ave** toward **11 St**	go 250 m total 250 m
	2. Take the 2nd left onto **13 St**	go 160 m total 400 m
	3. Take the 1st right	go 210 m total 600 m
	4. Turn left toward **18th St/MB-10 S** About 1 min	go 500 m total 1.1 km
	5. Turn left onto **18th St/MB-10 S** Continue to follow MB-10 S Entering United States (North Dakota) About 1 hour 15 mins	go 96.8 km total 97.9 km
3	6. Continue onto **N Dakota 3 S/US-281 S/30th Ave NE** Continue to follow N Dakota 3 S/US-281 S About 14 mins	go 21.8 km total 120 km
3	7. Turn left onto **N Dakota 3 S/N Dakota 5 E/US-281 S/96th St NE** About 1 min	go 700 m total 120 km
3	8. Turn right onto **N Dakota 3 S/30th Ave NE** Continue to follow N Dakota 3 S About 31 mins	go 49.9 km total 170 km
3	9. Turn right onto **N Dakota 3 S/4th Ave SW** Continue to follow N Dakota 3 S About 2 mins	go 1.9 km total 172 km
2	10. Turn left onto **US-2 E/65th St NE** (signs for **Devills Lake**) Continue to follow US-2 E About 1 hour 0 mins	go 92.7 km total 265 km
2	11. Slight left to stay on **US-2 E** (signs for **Lakota**) About 1 hour 27 mins	go 138 km total 403 km
	12. Slight right onto the **Interstate 29 S/U.S. 81 S** ramp	go 400 m total 404 km
29	13. Merge onto **I-29 S/US-81 S** Continue to follow I-29 S Entering South Dakota About 5 hours 35 mins	go 590 km total 994 km
	14. Take exit **26** toward **Vermillion/Yankton**	go 300 m total 994 km
50	15. Merge onto **S Dakota 50 W** About 6 mins	go 8.7 km total 1,003 km
	16. Continue onto **E Cherry St** About 3 mins	go 2.4 km total 1,005 km

17. Turn left onto **N Dakota St** — go 450 m
About 1 min — total 1,006 km

18. Take the 1st left onto **E Clark St** — go 10 m
Destination will be on the right — total 1,006 km

414 E Clark St, Vermillion, SD 57069, USA

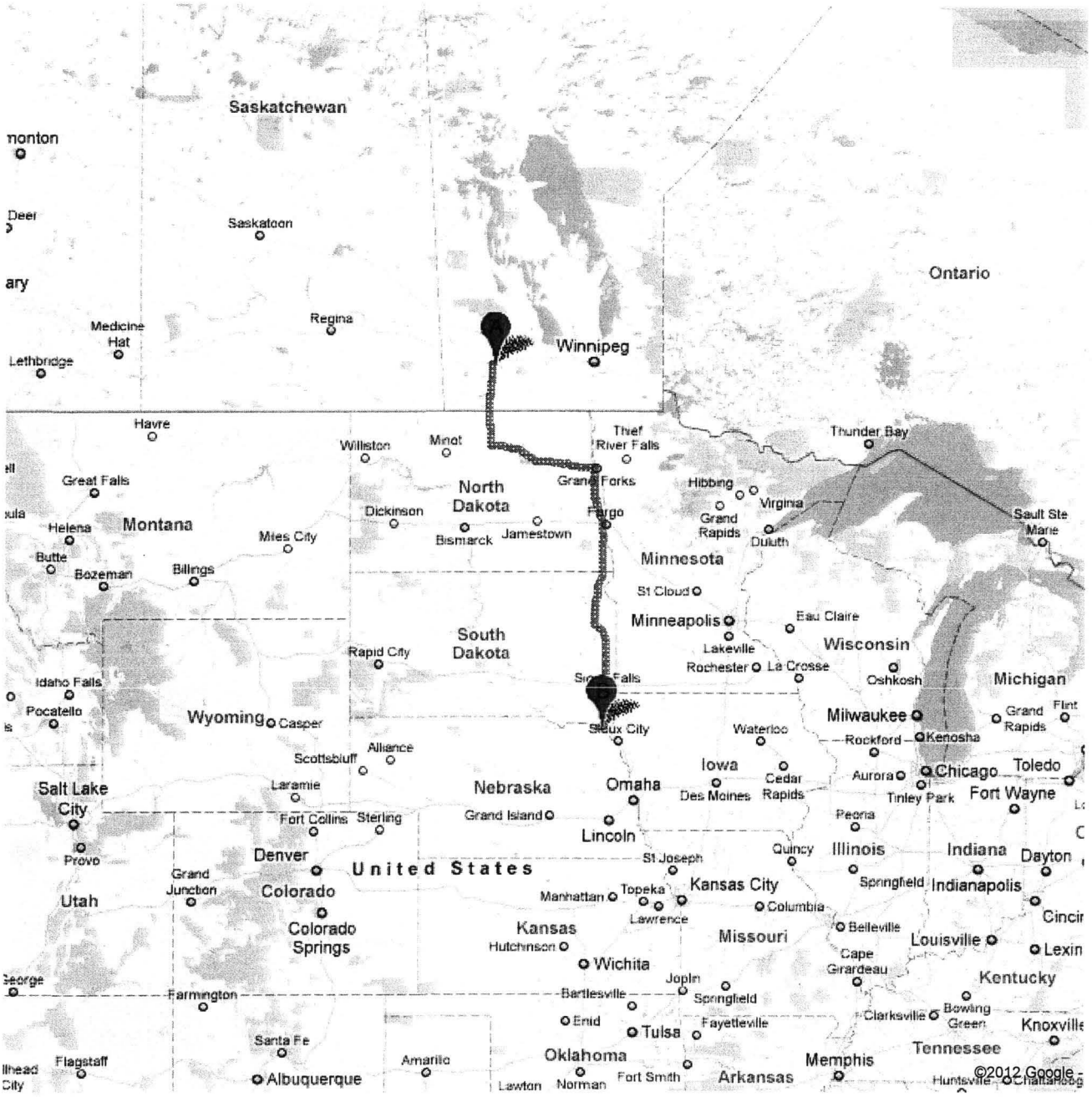
These directions are for planning purposes only. You may find that construction projects, traffic, weather, or other events may cause conditions to differ from the map results, and you should plan your route accordingly. You must obey all signs or notices regarding your route.

Map data ©2012 Google

Directions weren't right? Please find your route on maps.google.ca and click "Report a problem" at the bottom left.

Google

Directions to 414 E Clark St, Vermillion, SD 57069, USA
1,006 km – about **10 hours 18 mins**



BRANDON SCHOOL DIVISION
"Accepting the Challenge"

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

1. **STUDENT NAME:**

School:	Neelin High School	Off-Site Activity:	2012 South Dakota Football Team Camp
Date of Activity:	Varsity July 11, 12, 13, 14, 2012	Destination:	Varsity Vermillion, South Dakota
Teacher-in-charge:	Robert Cullen	Supervising Teacher(s):	
Volunteer(s):	Mike Williams, Dave Stantial		
Method of Transportation:	Personal Vehicles		
Emergency Contact No.:	NHS 729-3180 & Robert Cullen (cell) 729-5882	Accommodation:	N/A
Time of Departure:	Wednesday July 11, 2012 at 11:30 am	Time of Return:	Saturday July 14, 2012 at 1:00 am

Other Details of Activity: We will be traveling through the International Peace Gardens Border crossing. All student athletes will be traveling with personal identification for proper entrance into and exiting the United States. We will send a roster to the border prior to departure for smoother clearance into the United States.

Map: See Attached

Parent Meeting: Yes-Emails (date) May 24, 2012

Itinerary: Football Camp See Attached

2. 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.

3. 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 information 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.

4. 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.

5. 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

HEAD COACH JOE GLENN

Joe Glenn
Head Coach
First Season
University of South Dakota ('71)
Career Record 188-100-1

PLAYER DEVELOPMENT

Joe Glenn the USD coaching staff and Coyote players will give personal instruction on techniques and fundamentals of the game. Each team and their coach will be allotted practice time to work on offensive and defensive schemes.

Individuals not on a team are encouraged to attend and we will put an extra team together for you. USD will not provide equipment.*

The first practice of every day will be devoted to individual drills taught by the USD staff and players. The second and third practice will be used to work as a team and scrimmage with other teams attending the camp. With live team scrimmages coaches and players are able to develop the team chemistry over a three day period. While the scrimmages are controlled they create a game like atmosphere that will prepare teams for Friday nights.

*ALL PLAYERS MUST BRING THEIR OWN EQUIPMENT.

COACHING STAFF

Wesley Beschorner
Offensive Coordinator

Jason Petrino
Defensive Coordinator/Secondary

Adam Breske
Linebackers

Tim Triplett
Tight Ends/Special Teams

Kelton Copeland
Wide Receivers

Marquice Williams
Defensive Line

Brett Harvey
Offensive Line

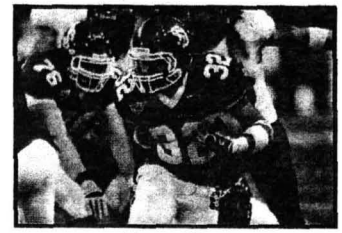
Zac Barton
Defensive Line

Nick Benedetto
Defensive Backs

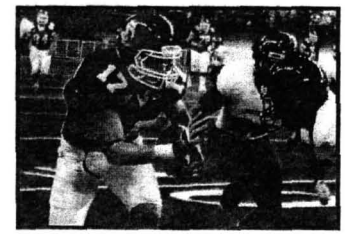
Brooks Little
Tight Ends

Jevon Bowman
Strength & Conditioning Coach

COYOTE FOOTBALL CAMP COUNSELORS



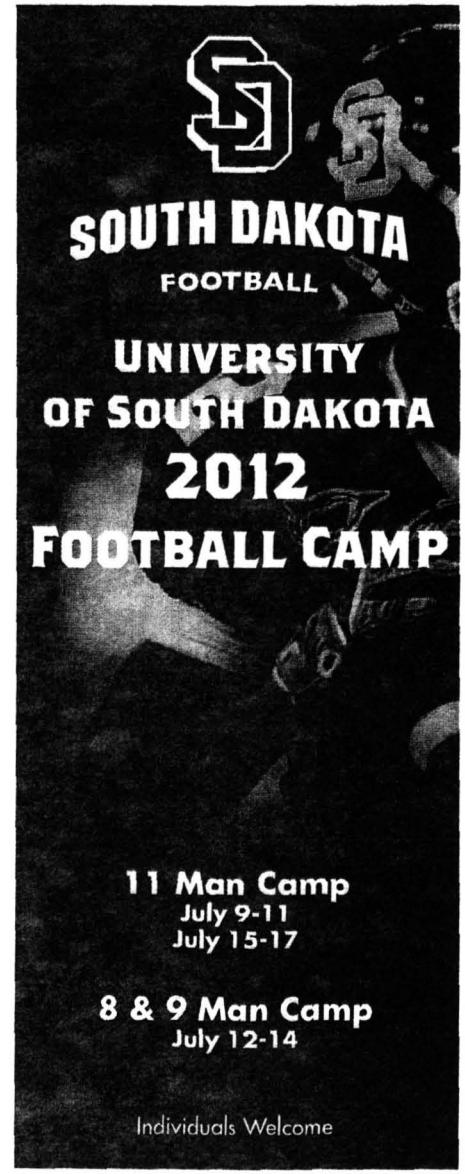
Marcus Sims



Will Powell

Tyler Starr

Tim Marlette



Letter of Authorization for Travel

_____
Date

I,_____, authorize my child/children, _____ to travel to Vermillion, South Dakota on July 11, 2012 via Vans (Leaving Neelin High School, Brandon, MB at 11:30am) with (Robert Cullen – Head Football Coach), returning on (July 14, 2012 at approximately 1:00 am).

Signature of Parent or Parents

Name:
Address:
Telephone/Contact:

PARTICIPATING PLAYERS

Coach Supervisor-Robert Cullen

1. Michael Cullen – Gr. 9
2. Joe Waters – Gr. 10
3. Tyrell Medwid – Gr. 10
4. Rion Powell – Gr. 11
5. Bravery Tayopatosatum – Gr. 10

Coach Supervisor- Dave Stantial

6. Dustyn Lamont – Gr. 11
7. Dylan Boucher – Gr. 11
8. Matt Mitchler – Gr. 11
9. Keegan Herperger – Gr. 11
10. Nick Ukjela – Gr. 11

Coach Supervisor- Mike Williams

11. Cole Martin – Gr. 11
12. Bryce Keilback – Gr 12
13. Drake Watson – Gr. 12
14. Brandon Williams – Gr. 12
15. Cristian Csearis – Gr. 10
16. Dylan Minshull – Gr. 12

Appendix D

FORM 4001(a)
April 2004
Amended: Motion 6/2009; January 12, 2009

RECEIVED
JUN 04 2012
Office of the Superintendent/CEO
Brandon School Division

SG

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: VINCENT MASSEY **LC:** **Phone:** 729-3170 **Fax:** 729-0365

Destination: FRANCE
Departure Date: MAY 16 2014 **Return Date:** MAY 26 '14
Departure Time: TBA **Return Time:** TBA

Name of Service Provider (if applicable): EF TOURS
Contact Person of Service Provider: Kristen Renaud **Phone** 1-800-387-1460
Number of Service Provider:

Grade Level (Please check):
☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6
☐ 7 ☐ 8 ☑ 9 ☑ 10 ☑ 11 ☑ 12 ☐ SP

# of Students: TBA **# of Male:**
# of Female:
# of Adults: **Student/Adult Ratio:**

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:				
D. Bebbington	M	MARCH 2009	Yes.	- French
Q. Grindle	M	↓		
L. Lamb	F			- Lifeguard
Volunteers:				

METHOD OF TRANSPORTATION (AS PER BSD POLICY)
☐ BSD School Bus
☐ Rental Van *(company)*
☑ Charter Bus *(company)* BBL
☐ 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 TBA

FOR C & D TRIPS
☑ Parent Information Checklist Reviewed PowerPoint
☑ 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	$	$3,746	School Funds	$	
Transportation	$		School's Budget	$	
Accommodation	$		Student Fee	$	
Meals	$		Fund-Raising by: Sobey gift cards	$	will vary (see note)
Other Expenses $200 subs, bus to Wpg, tips	$	200	Other _____ *(please specify)* TBA	$	
TOTAL ESTIMATED COST		$ 3,946	**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?
2. Which educational outcomes do you plan to achieve?

Please refer to accompanying letter.

3. Competition/event:

HOTEL NAME AND PHONE NUMBER (IF APPLICABLE): TBA

HOST FACILITY NAME AND PHONE NUMBER: (If applicable) TBA

OTHER CONTACT NAMES AND NUMBERS: TBA

EMERGENCY PREPAREDNESS

- ☐ Emergency participant list (i.e. medical info, medical numbers, contact person)
- ☐ First aid kit access
- ☐ Communication device (if possible) Number:
- ☐ Other

All the following will be communicated in early 2014.

Name of **Teachers-in-Charge** *(please print)*	Date *(year/month/day)*	Signature of Teacher-in-Charge
David Bebbington	49/10/03	D. Bb
Name of **Principal** *(please print)*	Date *(year/month/day)*	Signature of Principal
Mathew Gustafson	2012/06/04	M Gustafson
Name of **Associate Superintendent** *(please print)*	Date *(year/month/day)*	Signature of Associate Superintendent
Grey Malarzdrewicz	2012.06.13	
Name of Superintendent (please print)	Date (year/month/day)	Signature of Superintendent

Once the Principal has approved the off-site activity, mail this form to the Associate 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.

Parent Meetings

We had our first parent meeting in the Vincent Massey library on Wednesday, October 26. The meeting was well-attended by parents and students alike. We had a second parent meeting on Wednesday, November 30.

At these meetings, we went over the attached PowerPoint presentation, distributed information regarding the itinerary, and explained the sign-up process. We thoroughly explained the reasons behind such an early start for a proposed trip that was still more than two years away. The parents appreciated the prior notice and especially the opportunity to cover most of the costs by buying/selling Sobey's Gift cards.

As word spreads, we hope to have more students who can afford to go with us. Although there are many advantages to planning so far ahead, it is difficult to sign up students at this point due to the fact that more than half of our students will have graduated by that time. Other recruitment meetings will be held as new students register in the fall, for the next two years. I have also approached Delphine Holian and Shannon Alexander with the hope of making this a Tri-Hi trip, like we did about ten years ago.

In addition to the afore-mentioned meetings, we plan on having more in the future to review expectations, to establish supervision groups and rooming lists, to suggest some appropriate learning resources and to have some ice-breakers, where the students get to meet one another. We will also have to make formal arrangements for travel into Winnipeg Airport by Greyhound Bus once final details regarding our flight times are established.

David Bebbington

Appendix

Please find attached a list of supporting documents for our proposed trip to France:

- EF Participant Registration Booklet
- Overview of trip
- General itinerary
- Insurance Information (all students/parents have been advised to take the insurance or to provide proof of other coverage) see pg 7 of EF booklet
- A detailed list of EF's Terms and Conditions
- PowerPoint slides used at our Parent Meeting
- A sample Tour Information packet for group leaders TBA
- Information regarding the Educational Purpose of the trip

We have furnished all the information that is available at this time of the planning process. Other more specific details (student and chaperone names/flight numbers/hotel names and numbers/itinerary with times/rooming lists) will be supplied as soon as they become available.

Please note:
This is the first time we have proposed a trip so far in advance (more than two years). We purposefully did so to enable all families to take advantage of our fund-raising opportunities and therefore make the trip within the financial budgets of more families. For example, using Sobey's gift cards, by buying $500 worth of cards, either for their own family or relatives and friends, the trip would be paid for in full by our departure time.

Educational Tours

Tour Name	Bonjour France!
TOUR INFORMATION	
Group Leader Name	Dave Bebbington
Requested Departure Date	~~Tuesday, March 20, 2012~~ FRI. MAY 16, 2014
Requested Return Date	~~Friday, March 30, 2012~~ ~~SUN~~ MON MAY 26, '14
Number of Days	11 Days, 9 Overnights
Departure Gateway	Winnipeg
Free Place Ratio	6:1

PRICE QUOTE	Program Fee*
Based on 35 plus paying participants	$2,895
Based on 34 - 30 paying participants/bus	$2,995
Based on 29 - 25 paying participants/bus	$3,150

Additional Fees (Included in Total)	
Departure Fees *(subject to change)*:	$516
Weekend Supplement:	$40
Adult Supplement *(for participants 20 and over)*:	$420

TOTAL COST OF TOUR	For Students	For Adults
Based on 35 plus paying participants	$3,451	$3,871
Based on 34 - 30 paying participants/bus	$3,551	$3,971
Based on 29 - 25 paying participants/bus	$3,706	$4,126

Additional Tour Items Available (Not Included in Total)	
All Inclusive Insurance Plan	$149

**Program Fee valid for all who enroll through December 31, 2011. All other fees subject to change.*
***These are the current departure fees as of today. They include taxes and surcharges levied by governments and airlines and are subject to change. These fees do not include any applicable baggage handling fees that may be imposed by the airline.*
*Quote created on **Friday, November 4, 2011**.*

To enroll visit www.eftours.ca or call 1-800-263-2806 (in Quebec 1-866-750-2550)

Educational Tours

Tour Highlights and Details

Overnight stays:

French Riviera	(2)
Provence	(1)
Dordogne Region	(1)
Loire Valley	(3)
Paris	(2)

Comprehensive sightseeing tours led by an expert local guide of the following:
Guided sightseeing of the Loire Valley
Guided sightseeing of Paris
Guided visit to Versailles

Entrances included to the following sites:

Perfume Factory Eze
Pont du Gard
Amphitheatre Nimes or Arles
Lascaux II Caves
National Museum of Prehistory
Troglodytes Caves
Amboise Château
Chenonceau
Loire Valley wine cellar
Futuroscope
Chartres Cathedral
Notre Dame Cathedral
Louvre
Versailles Palace
Versailles Gardens
Seine Cruise
Eiffel Tower

Included in the Program Fee:

- Round trip airfare
- Transfers to and from the airport and hotel and between destination cities (as per program itinerary)
- Overnight in hotels with private bathrooms
- Continental breakfast daily
- Dinner daily
- Full-time services of an EF Tour Director

Not included in the Program Fee:

- Customary gratuities for your tour director, local guide and driver
- Porterage
- Personal Insurance
- Beverages and lunches
- Public transportation to free time activities

Educational Tours

SAMPLE

Bonjour France!

A private tour designed by Dave Bebbington, in conjunction with EF Customized Tours
Requested departure date: Tuesday, March 20, 2012
*(Dates below are subject to change. Required date flexibility of **2** days on either side of requested departure date)*

Day 1	**Tuesday, March 20, 2012**

Board your overnight flight to Nice!

Day 2	**Wednesday, March 21, 2012**

Arrival on the French Riviera

Arrive at the spectacular coastline of the glamorous French Riviera, land of sparkling waters, waving palm trees and sun-drenched promenades.

Tour Director-led walking tour of Nice

Acquaint yourself with the palm trees and promenades of this exclusive seaside resort. Walk in the footsteps of the rich and famous as you stroll through the Vieille Ville, past white-washed villas and down the Promenade des Anglais. Nice's spectacular scenery has inspired such artists as Renoir, Matisse and Toulouse-Lautrec.

Overnight in French Riviera

Day 3	**Thursday, March 22, 2012**

Excursion to Monaco and Eze

Follow the coastline of the Riviera to Monaco, a speck of a principality that packs wealth, agrand-prix racetrack, royalty and the world's most famous casino into just 0.8 square miles! See the pace where Prince Albert resides and pass by the Cathedral de Monaco where Grace Kelly married Prince Rainer in 1956. On your walk with the tour director you will also catch a glimpse of the famous casino.

Tour director-led sightseeing of Monaco

Follow your tour director through Monaco, a speck of a principality that packs wealth, royalty, and the world's most famous casino into just 0.8 square miles. The Grimaldi family has ruled Monaco since 1297, making them the longest-reigning family dynasty in Europe. See the palace and pass by the Cathédrale de Monaco, site of Prince Rainier's wedding to Grace Kelly in 1956. The cathedral is also the final resting place of both Prince Rainier and Princess Grace, who was killed in a car accident in the hills of Monaco in 1982. Catch a glimpse of the stately casino as you stroll the streets with your tour director. The aura of mystique that surrounds the Monte-Carlo casino stems in part from Mata Hari, the professional dancer-turned-Dutch-spy who once shot a Russian spy inside the ornate landmark.

Visit to Eze

Stop in Eze, a small medieval town perched on a cliff high above the waters of the Mediterranean. Here you'll enjoy a guided tour of a perfume factory.

Overnight in French Riviera

Day 4	Friday, March 23, 2012

Transfer to Provence via Nimes and the Pont du Gard

Stop at the Pont du Gard
Visit the Pont du Gard, the best-preserved portion of an aqueduct built by the Emperor Agrippa in AD 19. This spectacular work of Roman engineering is impressive in both form and function-the water conduit, atop the three levels of arches over the River Gard, brought 2,000 gallons of fresh water to the city each day.

Tour Director-led walking tour of Nîmes
Your tour director acquaints you with the ancient Gallic settlement of Nîmes. The town sprouted up around a sacred spring, which was the haunt of the god Nemausus, origin of the city's name. With the arrival of the Romans in 121 BC, the settlement began to prosper. Today, you will visit an ancient amphitheater built to accommodate 21,000 spectators. Nîmes is also famous as the birthplace of denim, a fabric named for its origins-de Nîmes.

Visit the Nîmes or Arles Amphitheatre

Spend the night in Provence
Painter Paul Cézanne once said of Provence: "Everywhere are the fragrances of honey, thyme, lavender, all the herbs of the nearby hills." Spend the night in this vibrant land, which also beckoned Picasso, Cocteau and van Gogh.

Overnight in Provence

Day 5	Saturday, March 24, 2012

Continue to Dordogne via Carcassonne

Tour director-led sightseeing of Carcassonne
Relive medieval times as your tour director leads you past the city's age-old ramparts (which slowly turned to ruin after falling to the Crusaders in the 13th century). Carcassonne is also home to Europe's largest and most-complete medieval fortress.

Overnight in Dordogne Region

Day 6	Sunday, March 25, 2012

Transfer to the Loire Valley via Les Eyzies de Tayac

Visit the Lascaux II Caves
Visit Lascaux II In 1940, a group of locals who were spelunking in the Lascaux caves came across an amazing set of 17,000-year-old cave paintings. Although the original caves are open only to archaeologists, the prehistoric works of art found inside have been meticulously replicated in a nearby quarry called Lascaux II. As you descend into the quarry for a close-up look at these fascinating sketches depicting animals, humans, and events, imagine what life was like for the cave dwellers who created them.

Visit the National Museum of Prehistory in Les Eyzies de Tayac

Arrive in the Loire Valley
Continue through the French countryside and into the magnificent Loire Valley, Playground of the Kings.

Visit and dinner at *les habitations troglodytiques*
See how thousands of years of geological evolution created these subterranean hollows beneath France's Loire Valley. Though originally used as living spaces in the 11th and 12th centuries, many of the maze-like grottos are still in use today as wine cellars, chapels, bakeries, and shops. Tonight, enjoy your dinner inside one of these medieval dwellings.

Overnight in Loire Valley

Day 7	Monday, March 26, 2012

Guided sightseeing of the Loire Valley

Visit to Amboise Château
Inspired by the Renaissance architecture he encountered in northern Italy, Charles VIII commissioned the construction of Amboise, one of countless châteaux nestled in the Loire Valley. Charles' desire to emulate the majestic gardens of Italy prompted him to bring gardener Pacello da Mercogliano back to France, so that he might design a suitable garden for the king. Although it was partially destroyed during the French Revolution, you'll experience the medieval grandeur of the château up-close on a guided visit. Take in sweeping views of the valley below as you explore the former home of Louis XI, Louis XII, François I and Leonardo da Vinci.

Visit to Château de Chenonceau
Your excursion into the Playground of the Kings includes a visit to the most romantic château in the region: the exquisite Château de Chenonceau. Built over the River Cher and surrounded by water, the château is characterized by the Pont de Diane, an arched bridge that spans the river. Serving both practical and aesthetic functions (it also houses the grand gallery), it was this bridge that spared the château from destruction during the French Revolution as it provided the only access across the river for miles. Learn of the extraordinary succession of women, beginning in the 1500s with Catherine Bohier, Diane de Poitiers, and Catherine de Médicis, who each influenced the design of the castle as it is today. After touring the lavish interior, be sure to stroll through the terraced gardens and take in the spectacular views of the château as it sits along the river that make Chenonceau so unique.

Tour a wine cellar
Learn about the centuries-old wine-making industry for which the Loire Valley is renowned during your visit to a wine cellar.

Overnight in Loire Valley

Day 8	Tuesday, March 27, 2012

Excursion to the Futuroscope
Visit this exhilarating and engaging French theme park based on multimedia, cinematographic futorscope and audio-visual techniques. You will spend your day attending numerous 3D and 4D cinemas along with many attractions and shows in the park.

Enjoy some free time for shopping in the Loire Valley

Overnight in Loire Valley

Day 9	Wednesday, March 28, 2012

Transfer to Paris via Chartres

Chartres Cathedral
Dominating the skyline of this town is the 13th-century cathedral, one of the most amazing achievements in Western architecture. With its two towers, one Gothic the other Romanesque, this is a truly unique experience. Take time to enjoy the picturesque gardens that surround the cathedral.

Tour Director-led walking tour of Paris
Join our walking tour of the chic Opéra district and the haute couture boutiques of Rue du Faubourg St. Honoré. Stroll through Place de la Concorde, the city's largest public square, built to honor Louis XV. The next Louis was not so lucky--he was beheaded here during the Revolution, along with Marie Antoinette. Continue through the geometric gardens of the Tuileries as you make your way to Place Vendôme, a vast square wrapped in 17th-century façades. Pass the Ritz hotel at no. 15, a favorite haunt of Ernest Hemingway. (The exact walking route may vary depending on your hotel location and other activities.)

Visit to Notre Dame Cathedral
Built between 1163 and 1361 over the remains of an ancient Roman temple, it was here that Napoleon crowned himself emperor in 1804. Victor Hugo once described the sculptured façade of Notre Dame as "a vast symphony in stone." However, had it not been for the creation of his famous hunchback, Quasimodo, the cathedral might never have returned to its former glory. Hugo's novel The Hunchback of Notre Dame helped inspire a 23-year restoration of the cathedral that began in 1841. Step inside to admire the stained-glass rose windows and seemingly weightless vaulted ceilings.

Visit to the Louvre Museum
The Palais du Louvre, built to defend the city in the 13th century, now safeguards one of the world's greatest art collections. Enter the museum through world-renowned architect I.M. Pei's 1989 modernist glass pyramid. Inside, discover priceless antiquities from Egypt, Greece, Italy and Asia such the statues of Venus de Milo and Nike of Samothrace, better known as Winged Victory. You'll also see some of the Louvre's most prized paintings by Renaissance and European masters, including Leonardo da Vinci's painting of the mysterious Mona Lisa.

Overnight in Paris

Day 10	Thursday, March 29, 2012

Guided sightseeing of Paris
Discover the city on the Seine during your morning bus tour. Learn about Paris' origins as a Roman settlement as you pass through the Île de la Cité, where you will also see Notre Dame Cathedral. Pass by the imposing Arc de Triomphe, commemorating Napoleon's Grande Armée, and the École Militaire, where he graduated to Lieutenant. Continue down the elegant Champs-Elysées to the Place de la Concorde, dedicated to King Louis XV and the site where Louis XIV and Marie Antoinette were executed during the French Revolution. Then, head through the Quartier Latin where you will see the world-renowned Sorbonne University, and drive along the Seine for wonderful views of the Musée D'Orsay, the Louvre and the Pont de Neuf, or 'new bridge', which is ironically Paris' oldest. Finally, make a photo stop at the iconic Eiffel Tower, built for the 1889 World's Fair. Learn why this impressive, yet controversial, symbol of Paris was spared the wrecking ball in 1909.

Visit the Eiffel Tower
Built in 1889 for the World's Fair, the tower is now one of the world's most recognizable monuments and a symbol of Paris. Standing over 300 meters high, with a viewing balcony on each of its three levels, a journey to the top is one of the must-do events in any visit to the city.

Excursion to Versailles

Step back into le grand siècle as you experience the opulence of Versailles, the elaborate palace of Louis XIV. Built to be the envy of all Europe, France's most extravagant château continually threatened to bankrupt the national treasury. Here the Sun King held court in the most lavish style imaginable. At one point, 1,000 nobles were attended by 4,000 servants inside the palace, while 15,000 soldiers and servants inhabited the annexes. You'll also tour the State Apartments of the King himself and walk through the historic Hall of Mirrors, where France, Spain and England officially recognized the independence of the United States in 1783, and where the Treaty of Versailles, which ended WWI, was signed. You'll also witness the ornate decor of the Queen's State Apartments, furnished for Marie Antoinette. After your visit inside the palace, be sure to take some time to stroll through the elaborate gardens, designed by André Le Nôtre. Because of the extreme popularity of Versailles, guided visits of the interior cannot be guaranteed during peak seasons. In this case, your group will hear a presentation from your guide before entering the palace.

Seine River Cruise

This evening, take a narrated river cruise along the Seine. As your boat glides from one graceful bridge to the next, sit back and gaze at the illuminated landmarks of Paris as they pan into view.

Overnight in Paris

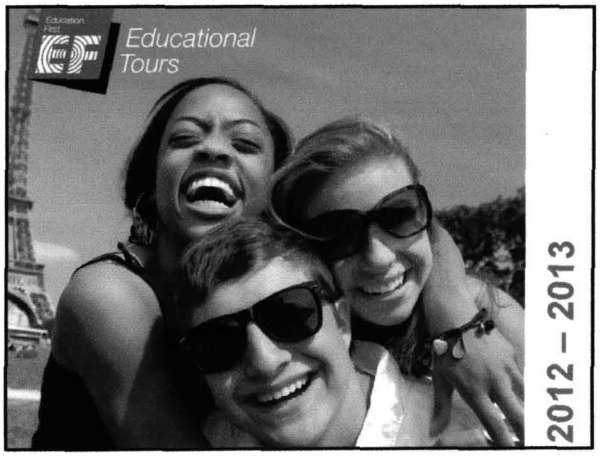
Day 11	**Friday, March 30, 2012**

Transfer to the airport for your return flight

Your tour director assists with your transfer to the airport, where you'll check in for your return flight home.

Itinerary is subject to change

For complete financial and registration details, please refer to the Booking Conditions at www.eftours.ca/bc.



What makes... *educational travel "cool"?*

Newfound Confidence

- Independent, qualities that stay with them throughout their personal
- and professional lives

Life Skills

- Navigate in a new city
- Read maps
- or even order lunch in a language

Stronger Academic Future

- Pique students' intellectual curiosity
- Increased academic success

Enhanced Career Prospects

- life long love of travel
- inspires students to embark on international careers

Why thousands *choose EF*

Best support

EF has over 40 years of experience!

Best value

EF guarantees the lowest prices on every tour without sacrificing safety,
quality or comfort.

24-7 Service

EF supports you with our helpful Customer Service Department, full-
time tour directors, around-the clock emergency assistance and offices
around the world.

We take care of everything

We arrange everything down to the smallest of details - flights, hotels,
meals, excursions and attractions – from start to finish.

24-hour-a-day EF Tour Director

Your tour: From Palm Trees to the Eiffel Tower

Tour Details

- Tour: From Palm Trees to the Eiffel Tower
- *Number of Days:* 11 Days
- Requested Depart Date: May 16th 2014
- Tour Number: 1190646
- Depart from: Winnipeg

DAY 1:

Overnight flight to Nice!

DAY 2:

Arrive on the French Riviera
Walking tour of Nice

DAY 3:

Excursion to Monaco and Eze
Tour Director-led sightseeing of Monaco
Visit to Eze

DAY 4:

Transfer to Provence via Nimes and the Pont du Gard
Stop at the Pont du Gard
Walking tour of Nimes
Visit to the Nimes or Arles Amphitheatre
Spend the night in Provence

DAY 5:

Continue to Dordogne via Carcassonne
Tour-Director led sightseeing of Carcassonne

DAY 6:

Transfer to the Loire Valley via Les Eyzies de Tayac
Visit the Lascaux II Caves
Visit the National Museum of Prehistory in Les Eyzies de Tayac
Arrive in the Loire Valley
Visit and dinner at "Les Habitations Troglodytiques"

DAY 7:

Guided sightseeing of the Loire Valley
Visit to Amboise Chateau
Visit to Chateau de Chenonceau
Tour a wine cellar

DAY 8:

Excursion to Futuroscope
Enjoy some free time for shopping in the Loire Valley

DAY 9:

Transfer to Paris via Chartres
Chartres Cathedral
Walking tour of Paris
Visit to Notre Dame Cathedral
Visit to the Louvre Museum

DAY 10:

Guided sightseeing of Paris
Visit the Eiffel Tower
Excursion to Versailles
Seine River Cruise

DAY 11:

Transfer to the airport and return home!

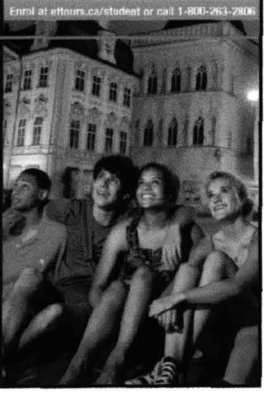
Your tour: From Palm Trees to the Eiffel Tower

Tour Fees

Enrol at eftours.ca/student or call 1-800-263-2806

Program Fee:	$3,150
Departure Fees:	$516
Weekend Supplement:	$80
Peace of Mind Program:	Free
Total for Students:	$3,746
Adult Supplement: $420	
Total for Adult:	$4,166
Optional Inclusions	
All Inclusive Insurance:	$149

**departure fees and optional excursions subject to change*



Your tour: From Palm Trees to the Eiffel Tower

WHAT'S INCLUDED:

- **Round-trip flights**
- **Hotels**
- **Transportation on tour**
- **Breakfast and dinner daily**
- **EF Tour Director**
- **Guided sightseeing tours**
- ***Entrance fees to select attractions***
- **Walking tours**

WHAT'S NOT INCLUDED:

- Lunches and beverages
- Customary gratuities
- Optional excursions
- Passport and visa fees

Your tour: From Palm Trees to the Eiffel Tower

What does my coverage include?

We encourage all EF Tour participants to protect themselves with the All-Inclusive Travel Protection Plan because most Canadian insurance companies do not provide adequate coverage for people travelling abroad. The plan provides comprehensive protection for travellers should something unexpected happen before or during the tour.

The All-Inclusive Travel Protection Plan includes:

- **Tour cancellation and interruption coverage**
- **Medical and accident coverage up to $45,000**
- **Baggage and property coverage**
- **24-hour emergency assistance**

Underwritten by Efekta Insurance International Ltd., Bermudian Arcade, 3rd floor, 27 Queen Street, HM11, Hamilton, Bermuda, through a Master Policy issued to EF Cultural Travel BV. For complete terms, conditions and exclusions, please refer to the Master Policy, which may be obtained by calling EF at 1-800-263-2806.

$149 All-Inclusive Insurance

For more information and to opt-out of insurance call EF's Customer Service Department at: 1-800-263-2806

EFEKTA INSURANCE

Your tour: From Palm Trees to the Eiffel Tower

What you need to know about Passports & Visas

- Valid passports are required for all travelers
- Be sure that your name on your application form matches your name on your passport
- Passports may take up to eight weeks to process
- Some destinations may require travel visas
- Non-Canadian citizens may require special visas or other travel documents
- Obtaining passports and visas are travelers' responsibilities
- Please ensure your passport is valid for 6 months after your scheduled return date

Your tour: From Palm Trees to the Eiffel Tower

What you need to know about Payments

EF's AutoPay plan

1. Complete your application and submit your $99 non-refundable deposit.
2. Remaining balance is divided between the number of months left until the final payment deadline and payments are deducted automatically from your bank account.
3. Flexibility to choose one of four monthly charge dates: 7th, 14th, 21st or 28th.

TOTAL COST ÷ NUMBER OF MONTHS = MONTHLY PAYMENT TO BE DEDUCTED

$3,746 ÷ 28 = $134

Manual Payment Plan

Payment due	Deadline
$99 non-refundable deposit	Upon enrolment
$700 deposit and coverage premium	30 days after enrolment
Full account balance due	99 days prior to departure

Your tour: From Palm Trees to the Eiffel Tower

What you need to know about your website…

Enrolling online is easy at eftours.ca/student

1. Visit **eftours.ca/student**
2. Enter your tour number and click "**enrol now**"
3. Fill out your **application**

- Learn more about your Tour
- Life on Tour™, EF's reality travel series
- Following the Equator, EF's travel blog
- Take note of important dates
- Tips on preparing for your trip
- Make online payments
- Add optional excursions
- Track important information

Your tour: From Palm Trees to the Eiffel Tower

What you need to check out before you go…

Connect with EF on social networks

You can connect with EF and meet other EF travellers on social networks, including Facebook, YouTube, Twitter, and our new TourLink Travel Journal. TourLink is the best way to connect with fellow travellers and share the tour experience online – in real time – with friends and family back home.

- facebook — Connect with other travellers on **facebook.com/educational.tours**
- YouTube — Watch EF travel videos at **youtube.com/efeducationaltours**
- twitter — Follow us at **twitter.com/eftours**
- flickr — Check out other EF travellers' pictures at **flickr.com/groups/eftours**
- TourLink — Connect with fellow travellers in real time at **eftours.ca/tourlink**

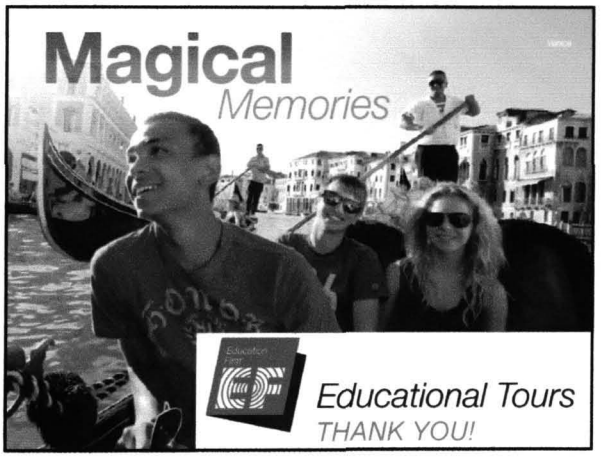
Your tour: From Palm Trees to the Eiffel Tower

Your Tour # 1190646

Sign your application only when you have read in full and understand the contents of this release and agreement.

4 easy ways to enrol

1. **Online:** (for fastest enrolment) **eftours.ca/student**
2. **Phone:** **1-800-263-2806**
3. **Fax:** **1-800-556-6046**
4. **Mail:** **EF Educational Tours, 60 Bloor Street West, Suite 501 Toronto, Ontario, M4W 3B8**


Magical
Memories
Educational Tours
THANK YOU!

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: 2014 France trip

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 Vincent Massey

Date of Activity: MAY 16 '14 - MAY 26 Destination: France

Teacher in charge: D. Bebbington Supervising teachers: Laura Lamb
Quinton Grindle

Volunteers: _____

Method of transportation: Air / Bus Emergency contact accommodation: 729-3170

Time of departure: TBA Time of return: TBA

OTHER DETAILS:

map: _____ parent meeting: _____ itinerary: _____

Schedule of events: _____

please refer to PowerPoint

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

Educational Purposes

First, it is important to note that this proposed trip was not planned as a "French trip" for only those students taking French. Because we felt strongly that the diversity of learning experiences would benefit a wide range of students, the invitation was open to all Vincent Massey students.

As noted, a trip of this magnitude involves many learning opportunities. We have specifically chosen a tour company with a well-documented reputation that provides a guide throughout the trip. This person will be able to provide information and answer questions pertaining to the history, the geography, and customs of the varied regions we travel through. A glance at our itinerary will illustrate the varied geographical and historical aspects of the different regions in France.

From the wonderful collection of art in the Louvre Museum to the architecture of the Opéra, students will have many opportunities to become "Renaissance Men and Women". French students will have daily, real-life chances to affirm their knowledge and to practice their skills at conversation in the rich culture of the country.

On a more general level, students will develop key life-skills involved in travelling, such as airport procedures, how to pack, and clearing customs. As they improve their social skills, they will realize the need for group interdependency and continue to develop their own self-discipline and problem-solving skills.

Lastly, travelling abroad is one of the most effective ways for students to appreciate their own Canadian identity. We often take for granted some of the blessings of living in Canada, simply because we have nothing else to compare it with. From past experiences, this has been one of the most pleasant revelations for me personally.

Some advice and guidelines to help you enjoy your trip

1. Keep a daily journal where you record your experiences, information about photos you took during that day, feelings/opinions, what you liked/disliked, would change, etc.
2. Regardless of how you feel about it, you must agree to obey the chaperones during the tour. We will do our utmost to make this a trip you will cherish for a long time. This includes giving you your privacy, helping you cope with stressful situations and, where possible, adapting activities to your desires. It also includes keeping you and your belongings safe.
3. You will find out very quickly the importance of sleep during this trip. If you choose to stay up late talking, you will probably sleep through the part you paid for in addition to being grumpy the next day. Curfews will be announced each day and, once we have finished the nightly room checks, doors will be "taped-down" for the night.
4. Do not tell anyone outside our group where we are staying and **definitely** do not invite outsiders into your room.
5. Be respectful of the noise you're creating. In France, if you are the subject of a complaint made by another guest for disturbing their sleep, you will be asked by hotel management to pay for an additional night (anywhere from $200-$300) per room.
6. Make sure that you always carry the hotel name and phone number with you in the extreme outside chance that you get lost.
7. We are responsible for your supervision at all times. Although we don't necessarily have to be right beside you, we do need to know where you are <u>at all times</u>.
8. You are responsible for your own passport, money, camera etc. **NEVER** leave them unattended. This includes leaving valuables in your hotel room during your absence.
9. The success of our trip depends largely on being on time for events you've paid for....excursions, trains, meals, etc. We are depending on all of you to enable us to keep our strict schedules.
10. On our bus, we will be doing constant "head counts". Please get used to sitting in the same seat at the start of each ride and cooperate fully during our "buddy checks". BTW, we are not travelling with another group.
11. At the airport, do not joke about bombs. Also, read ahead of time the articles *Travel Packing Tips for Airport Security* and *Airport Security.*
12. Dress appropriately – comfortable, layered clothing that doesn't draw attention to you is best. Remember, when packing, 30 lbs. is your maximum allowance before you have to pay the expensive "overweight" fine.

13. Be especially aware of your "body space" when in crowds. Pickpockets often use crowded situations to steal your belongings. Stay aware!
14. **Listen carefully**! Whether we are giving you important information regarding the trip or our guides are revealing their country to you, it's in your best interest to pay close attention. Also, don't be afraid to ask our guide questions. Make the most of this experience. **Headphones and ear buds will not be permitted outside the bus**.
15. As a general rule of thumb, when taking pictures, it's usually a good idea to get someone you know in them (as opposed to plain scenery shots). Take lots of them.
16. When going somewhere as a group, remember to keep up with the people ahead of you. Never leave the group unannounced.
17. Males and females will be allowed to visit in the same rooms but the door must remain open.
18. Try to plan ahead of time when you might need money so that we don't have to stop 32 times for every individual who runs out of euros.
19. The success of your trip will be determined greatly by your attitude. The first few days especially will place tough demands on your body and your frame of mind. From the time you leave Brandon at 7:00 am, you will be travelling for about 16 hours and arriving early the next "morning" (actually about 3 am our time). At that point, we have a full day of walking tours. Do your best to keep a smile on your face and to help the other members of our group.
20. Obviously, Europe is culturally different than Canada. Be open to the new experiences. Try the local food instead of McDonald's. Be very respectful of the people you meet and show interest in their way of life. Remember that not only are you an ambassador for our school but also our country. Leave people with an excellent impression of what we Canadians are like.
21. Each morning on the bus (or at breakfast), we will go over the daily schedule. At the end of the day, you will meet for a short debriefing with your designated group leader. This will be an excellent time to ask any questions you have or to express any concerns that might have arisen during the day.
22. Have a great time!

BRANDON SCHOOL DIVISION

MEMO

DATE: June 20, 2012
TO: Brandon School Division Board of Trustees
FROM: Kevin Zabowski, Secretary-Treasurer
SUBJECT: Bill 48 - Planning and Land Dedication for School Sites Act

The Board of Trustees directed Sr. Administration to provide a summary report on the correspondence received on May 23, 2012 from Carolyn Duhamel, Executive Director Manitoba Schools Board Association (MSBA), in regards to Bill 48, The Planning and Land Dedication for School Sites Act. This report will outline the key elements of the Act and will address the concerns arising from the documents for the Brandon School Division (BSD).

Key Elements:
The purpose of the Planning and Land Dedication for School Sites Act (The Act) is to clarify how land in new developments will be made available for school construction.

The key elements of Bill 48 are as follows:

- ***Requires all municipal planning authorities to consult with school boards on the need for school sites as part of the subdivision development plan process.***

  Under current legislation, it is up to the discretion of the developer to make land available for school construction. Bill 48 will ensure that the dedication of land is mandatory which will alleviate situations where the developer did not dedicate land for a school site which could put a division in a difficult position if a new school is needed in the subdivision.

- ***Prohibits a developer from advertising that a school will be built unless the construction of the school is approved by the Public Schools Finance Board.***

  Developers will be prohibited from advertising that a school will be built on a parcel of land until it has been approved by The Public Schools Finance Board. As such, the community will be better informed about future plans for the development and will be able to make decisions based on facts rather than speculation. Sr. Administration has suggested that this part of the Act should be communicated with the Real Estate Board.

- ***Requires that school boards use the money from the sale or lease of land that was conveyed to it, or the money received in lieu of land, to purchase other school sites or to acquire school buses.***

MSBA will be requesting that the acceptable use of these funds be expanded to include capital renovations of an existing school. They feel that some school divisions may have available space in a nearby school building that could accommodate students from a new subdivision if they were allowed to renovate the existing space.

- ***Requires all developers subdividing land resulting in four or more parcels of land, and a public road, to convey a portion of that land, or cash in lieu of land, to the relevant school board.***

  This section will see that the value of a school site is tied to its assessed value prior to the application for approval of the subdivision plan. MSBA feels that this legislation will help control costs associated with providing public schools and feel that this section provides a reasonable and equitable way of addressing the various valuations methods.

  However, through discussions with Ryan Nickel, Community Planner at the City of Brandon, this change to the Act could have the following significant consequences for BSD if parcels of land are subdivided into less than four parcels or does not result in a public road.

  1. Many subdivisions, such as condominiums, do not create public roads and therefore financial contributions could not be taken under the revised Act.

     For example, BSD would be able to request financial consideration in lieu of land if a large, high density parcel of land was subdivided for the purpose of constructing a 300 condominium unit under current practices. However, under the new Act, BSD would not be able to make the request as the subdivision would not result in four or more parcels of land and no public road would be required. This could potentially mean that BSD could lose significant financial considerations under the new Act depending on the assessed value of the land.

  2. The regulations to the Act needs to be clarified whether contributions can still be taken for rezoning applications that result in an increase in density and no subdivision. For example, BSD currently receives financial contributions on density variances and rezoning applications which increase unit counts. It is unclear if this practice will remain intact and could result in a further decrease in contributions resulting from infill redevelopment on existing parcels.

Conclusion:

In summary, the new Planning Act is being brought forward to ensure school divisions take contributions. However, since Brandon School Division already takes advantage of the existing more flexible planning act, it could negatively affect the amount of contributions that are available to us.

BRANDON SCHOOL DIVISION

Betty Gibson Families and School Together Program

Summary Report 2012

*The F.A.S.T. program at Betty Gibson School ran 8 consecutive Thursdays from Jan. 19 – March 8, 2012.

*Fourteen families participated in the program with 13 families graduating. Attendance at the program was an astounding 95%. Nine of our families were Spanish speaking. There was a Spanish interpreter at each session.

*24 adults and 37 children participated in the program.

*The program has now run 12 consecutive years at Betty Gibson. Cumulatively there have been 105 families involved with 250 children.

*Families that have been part of the program continue to be involved in many ways in our school. Our parent council president, treasurer, lunch supervisor, and weekly library volunteer are all graduates of the program. Other parent graduates volunteer on an occasional basis.

**The program continues to have strong community ties. Addictions Foundation of Manitoba, Elspeth Reid Family Resource Centre and Public Health have representatives at every meeting. Their input into our sessions is invaluable, as families struggle with new cultural norms, marital issues, single parent challenges, health challenges and learning ways to best nurture their children.

*Team partners Connie Holland and Brenda Lacerte made a presentation to Healthy Brandon Families in Oct. Connie was also able to take part in a F.A.S.T. Manitoba team leaders meeting in Winnipeg. One of our Betty Gibson staff was able to attend a F.A.S.T. training session in Brandon. Two staff from F.A.S.T. Manitoba joined us in session # 4.

*Betty Gibson staff continues to be a solid base for the implementation of the program. 78% of the staff volunteered after the school day. In addition we had 16 other volunteers come, including student teachers, previous staff, staff family members, and staff friends. Two students from the photography class at Crocus took pictures of our families.

*One of our babysitters was a former graduate of the 2007 F.A.S.T. program.

*Attendance is continuing to be tracked for one particular family that graduated from the program in 2008. At that point this aboriginal family had 3 students at Betty Gibson and one at home. The absenteeism of the school children was 46%. The children are now in grades 9, 7, 3 and kindergarten. . The two young ones continue to have only 3% absenteeism and the older ones have missed more, however the parents are very involved with their education plan.

*Family evaluations of the program continue to be glowing and extremely thankful for the opportunity to be part of such an in-depth program.

*The following are excerpts from one family's evaluation. They are from Honduras and have been in Canada one and a half years:

-we learned to say hello in English, which previously we could not do

-we made friends from other countries

-my son said to me "Mom, sing with me so you learn to speak English faster."

-we learned to educate our children with love and discipline

-everything was organized to perfection

-the affirmations, photos, and video was so beautiful

-I talked about F.A.S.T. to my family in Honduras and they were impressed

-easily one of the most important groups I have ever had the chance to be a part of

-thanks to all the F.A.S.T. staff for being so special

*a complete parent evaluation and each sessions debriefing minutes are available upon request

Respectfully submitted,

Connie Holland

Betty Gibson School

Betty Gibson F.A.S.T. Program 2012

Parent Evaluation

1. **If I asked you to comment on F.A.S.T., what would you say?**

–it's a nice program where we learned to educate our children with love and discipline

–we learned what are the rights of children and the culture of the country which is very polite

-we were a privileged family to be able to attend this program

-we felt that we were really taken into account

-it taught me how to spend time with our children

-it was one of the best experiences we have had as a family

-we have had 11 years together and we never before took the time to take a few hours only with our family without distractions of the modern technology

-it made us realize we have obligations to our children and that we should devote time to them

-if we take care of our children is has benefits and if we neglect them it is harm

-thanks FAST for sharing beautiful moments

-terrific program

-we miss the program so much – it meant a lot to our family

-the memories remain in our heart

-you made us feel at home

-it gave us the opportunity to learn about other customs and people

-most important is the dedication that the staff gives the program

-many of our friends from other schools asked us about FAST and we told them how much fun we had and they would make a sad face and say they wished their school would have FAST

-amazing program

-F.A.S.T. opened each family with open arms

-it allowed kids to be kids and adults the chance to talk with people over 4 feet tall

-it allowed my family to become more acquainted with the staff and the school

-much love was shared between children and adults

2. If I was a parent considering taking part in the F.A.S.T. program, what would you tell me about F.A.S.T.?

-attending the program is fun, nice and cheerful

-I would say it is a program that should continue every year because it is very important and excellent

-taking part in the F.A.S.T. program is a great opportunity that shouldn't be passed up

-come in with an open mind – your opinion matters

-the time you spend with your family is so important – that window closes before you know it – so do it

-fun, fun, fun

-you meet people in your community

-your kids will make new friends and you learn about others

-join the program because it has many productive things and positive examples for families

-you learn may things and the importance of families regardless of whether it was a tiring day of work – it is something to admire

-do not think twice – it will be an unforgettable experience for you and your family

-the F.A.S.T. team is super nice

-the program empowers individuals and families and teaches valuable moral things

-you will make friends and learn to love your family

-I would congratulate them for getting into the program – it is a privilege

-you have no idea of all that you will learn and all that fun, play with your children and you will wish the program will never end

-you will forget the fatigue and problems and devote some time for yourself and your children

3. Comments on F.A.S.T. components:

a. Meals

-all the dishes and desserts were excellent – everything was delicious

-it is a good idea that people took food from their own cultures

-allowing each family to take part in the cooking of the meals was fun

-heh – anytime I don't have to cook is a bonus

-the meals were awesome and fun to have our families turn

-the program gave us the best thing – to learn to share our cultural food

-the meals were very tasty – we enjoyed them

-meals were fantastic

-it was a beautiful experience to see our children serve the food

b. Hellos

-greetings were very well organized

-the kids really enjoyed saying their hellos

-I had a hard time with all the names but I still say hello F.A.S.T. family when I see them in Superstore

-it grew on us

-we felt good because we could exchange and express our feelings of friendship

-my kids loved the phrase "Hello F.A.S.T. Family"

-it was a pleasure for me to introduce my family each session and hear the others introduce their families with great love – it was beautiful

-it was fun to see the enthusiasm of the children

-the first day I felt nervous and then I felt I was part of the family

-it helped us express ourselves more easily

-we learned to say hello in English which previously we could not do

-we made friends from other countries

c. Sing-a-long

-great idea

-the songs were nice – I had never heard them before

-as a father I wanted to show my kids that it's ok to sing and be silly

-we don't know English well, we tried to sing as far as we could but with much joy

-I felt happy because my children had the opportunity to translate songs

-my kids had fun with singing their favorite song "Twinkle Twinkle Little Star – they sing that song every day

-heartwarming and fun

-a good method to relax and have fun

-we CAN grow helping each other

-my son told me – Mom sing with me so you learn to speak English faster

d. Scribbles/Charades

-very well organized and very good

-we enjoyed using our imaginations and to create different pictures

-it was nice to see my kids be creative and crazy at the same time

-it brought me back to when I was in grade 4 and we had to draw a picture from a letter

-we demonstrated our ability to interpret images

-charades made me laugh

-they made us think and develop our mind

e. Kids Time

- my kids really enjoyed this time

-there was lots of space and equipment for each child

-my kids had fun with the games, they wanted to continue in F.A.S.T. – they wondered why does it have to end

f. Parent time

-it was very good because I now know things that I didn't know about before about how to be a good father

-very good because they talk about many topics of interest that serve to guide us in the task of the education of our children

-could have used more time

-very good

-very informative

-we enjoyed it so much and we learned a lot, we felt part of a family

-we learned a lot at this time – we learned unfamiliar topics that are necessary for our role as parents

-how beautiful was this time

-we learned a lot about raising our children, the laws of Canada, addictions, education is one of the most important things

-I would like for the program not to end and learn more

g. Public Health Component

-very interesting and gave me insight into healthy eating

-good to impart this knowledge

-was presented nicely and I enjoyed it

-great

-we liked this topic because we learned about the foods we have to serve our children and how we must nurture ourselves

-I liked it because we need guidance in this area to avoid making mistakes with feeding our children

-health is something very special

h. AFM Component

-interesting knowledge

- it was great to find out how the problem about drugs and alcohol is in Canada and to be careful with our children who are growing

-thanks for the guidance

-it is something good that helps society

-great presentation

-very important-we were well informed and we will practice what we learned

-my children are young and they will grow and we must have knowledge of everything related to this subject in order to prepare and prevent our children from the dangers that await them in the future

i. Special Play

-we loved it

-it was fun to build a game out of nothing

-it was wonderful to dedicate this time to them with all our love

-due to my job I have almost no time for my kids but F.A.S.T. helped me change my mind - now I dedicate a special time for my children

-it was a very special time for us to see the happiness in the eyes of our children when it came time for them to play with us

We will remember it always

-it made me feel free from stress

j. Closing Circle/Rain

-nice to end the evening the same way

-the team leader made me laugh because her energy was contagious and it made me feel like family

-fun

-I loved the closing circle – we practice it at home with my children now

-it was fun waiting for the next movement – we laughed as the rain fell at the end

-a time to share with the group and families

-the closure was phenomenal

k. Graduation

-very nice – thank you very much

-wonderful – could not have been better

-nice to get all the pictures and gifts

-very impressed

-the photo album was priceless and the fact that the program was only 8 weeks long makes the name F.A.S.T. seem all too real

-so happy my son's dad could be there

-spectacular, very beautiful, very happy, yet sad because we had to say goodbye to a big F.A.S.T. family

-I was shocked to see the dedication that the staff puts into the F.A.S.T. program was very important to get a diploma, something I did not expect but was very nice – I love it

-we were delighted, happy, and grateful

-the photo album is beautiful, the work that the children made is beautiful

-super fantastic

-the last day of F.A.S.T. my daughter said she was very sad she could no longer come to F.A.S.T.

-it felt like a party

-– it was like a family adventure

-I loved graduation I could not have imagined something so beautiful – I realized that there are special people at Betty Gibson

-everything was organized to perfection – the affirmations, photos, video – we did not expect something so beautiful – I talked about it to my family in Honduras and they were impressed

4. Do you feel any different in the school since being involved with F.A.S.T.?

-yes, my daughter is more involved, when she is at home she is overprotected by us

-I feel more comfortable in the school

-I see the teachers in a different light

-we know these people we would see everyday and no longer feel like an outsider

-we know the teachers better and we can identify them by name

-we met the people who teach and take care of our children every day, it made us feel like family

-now we feel that when arriving to visit the school everybody greets us warmly

5. Additional comments:

- F.A.S.T. was a great program and we feel privileged we were able to go

-hopefully the program could be longer than 8 weeks

-easily one of the most important group I have ever had the chance of being a part of

-everyone should do it

-amazing job done by all the volunteers

-I am very impressed-thank you again

-I would love to volunteer at the school now

-thank you for the dedication and the time and the care you gave to the children

-my children enjoy the memories looking at the pictures

-I hope to be part of the F.A.S.T. program again, it was so much fun

-thanks for your kindness

-we learned the importance of spending time with our children and it was gratifying to see my husband play with our children – it was the most beautiful moment

-we learned important things in the lectures

-on graduation day I realized how outstanding F.A.S.T. was

-thank you and God bless

-Thanks to all the F.A.S.T. staff for being so friendly