Report of Senior Administration to the Board of Trustees

March 22, 2010

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

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

A. Business Arising for Board Action

I. PRESENTATIONS

FROM SCHOOLS

Green Acres School
King George School

II. HUMAN RESOURCES

III. SECRETARY-TREASURER

1. PROPOSAL FOR SAN (STORAGE AREA NETWORK) ISCSI DISK ARRAY

For Action..... K. Zabowski

RECOMMENDATION:
That the Proposal from Broadview Networks for Dell Equallogic PS6000e SAN with 16TB of raw storage in the amount of $49,632.28 for the 5 year Solution, to include installation and implementation, 5 year maintenance and training (plus applicable taxes), in accordance with the general conditions and specifications, be accepted (Appendix 1).

2. POLICY REVISIONS / POLICY 1001.1: *EQUITY*

For Action.....G. Barnes

At the Regular Board Meeting on March 8, 2010, a Giving of Notice was presented for the purpose of introducing a motion to approve Policy 1001.1 – "Equity". The noted Policy is attached as Appendix 2. A motion for the Policy is included in the agenda for Board consideration.

3. POLICY REVISIONS / PROCEDURES 5010: *POSTING AND ASSIGNMENT OF PROFESSIONAL TEACHING STAFF*

For Action.....G. Barnes

At the Regular Board Meeting on March 10, 2010, a Giving of Notice was presented for the purpose of rescinding Procedures 5010 – "Posting and Assignment of Professional Teaching Staff" and replacing it with Procedures 5010 – "Posting and Assignment of Professional Teaching Staff". The noted Procedures are attached as Appendix 3. A motion for the Procedures is included in the agenda for Board consideration.

4. ADMINISTRATOR SELECTION COMMITTEE

For Action.....G. Barnes

With the recent approval of the 2010/2011 Budget, three .25 vice-principal positions have been approved. Therefore, it is recommended that a Vice-Principal selection committee be appointed to fill these new vacancies and any subsequent administration vacancies which may result.

RECOMMENDATION:
That an Administrator Selection Committee, be established and further Trustees _____, _____ and _____ be appointed to the Committee.

IV. SUPERINTENDENT OF SCHOOLS

1. CROCUS PLAINS REGIONAL SECONDARY SCHOOL/NEELIN HIGH SCHOOL OFF-SITE ACTIVITY REQUEST

For Information.....G. Malazdrewicz

Crocus Plains Regional Secondary School has submitted an off-site activity request (Appendix 4) for sixty-two (62) Band students, Grades 9 to 12, from Crocus Plains Regional Secondary School and Neelin High School to make a trip to Chicago, Illinois from May 2, 2010 to May 8, 2010. Mr. Terry Osiowy, Principal, Crocus Plains Regional Secondary School, and Mr. Greg Malazdrewicz, Associate Superintendent, have approved this trip. Approval from the Board of Trustees is respectfully requested.

RECOMMENDATION:
That the trip involving 22 male and 40 female Band students from Crocus Plains Regional Secondary School and Neelin High School to Chicago, Illinois from May 2, 2010 to May 8, 2010 be approved and carried out in accordance with Board Policy/Procedures 4001: Off-Site Activities.

2. CROCUS PLAINS REGIONAL SECONDARY SCHOOL OFF-SITE ACTIVITY REQUEST

For Information.....G. Malazdrewicz

Crocus Plains Regional Secondary School has submitted an off-site activity request (Appendix 5) for thirty-one (31) design drafting students, Grades 11 and 12, from Crocus Plains Regional Secondary School to make a trip to Italy and Greece from March 25, 2011 to April 6, 2011. Mr. Terry Osiowy, Principal, Crocus Plains Regional Secondary School, and Mr. Greg Malazdrewicz, Associate Superintendent, have approved this trip. Approval from the Board of Trustees is respectfully requested.

RECOMMENDATION:
That the trip involving 21 male and 10 female design drafting students from Crocus Plains Regional Secondary School to Italy and Greece from March 25, 2011 to April 6, 2011 be approved and carried out in accordance with Board Policy/Procedures 4001: Off-Site Activities.

3. RECOMMENDED ALLOCATION OF 2010/2011 PROFESSIONAL DEVELOPMENT AND ADMINISTRATION DAYS

For Information ..... D. Michaels

Please see Appendix 6 for the recommended allocation of professional development and administration days for the 2010/2011 school year.

RECOMMENDATION:
That the recommended allocation of 2010/2011 professional development and administration days be approved.

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. SCHOOL BUS ACCIDENT

For Information ..... G. Barnes

The Supervisor of Transportation has provided correspondence advising that at approximately 4:50 p.m. on March 2, 2010 bus 40-40 on regular route assignment Yellow 3 was struck in front by another vehicle while on rural route delivery. The driver of the other vehicle admitted to being at fault. No apparent injuries were initially sustained by the driver of the bus or its passengers. There were 5 students on the bus at the time of the accident. Damage to the bus is estimated to be in excess of $1,000. Damages to the other vehicle are estimated to be over $1,000. A police report was filed and the accident was reported to Manitoba Public Insurance and Manitoba Education. This is provided as information.

2. 2010/2011 FRAME BUDGET

For Information ..... G. Barnes

At the March 8, 2010 Regular Board Meeting the Final Budget for 2010/2011 and the Special Levy Requirement were approved.

The Brandon School Division 2010/2011 Financial Budget (FRAME) as submitted to The Public Schools Finance Board and revised budget pages are provided for your information (Appendix 7).

III. SUPERINTENDENT OF SCHOOLS

1. SCHOOL MATTERS

For Information ..... D. Michaels

A. QUALITY LEARNING

ÉCOLE NEW ERA SCHOOL – SCHOOL-BASED INITIATIVE FROM SCHOOL DEVELOPMENT PLAN
Report prepared by Mr. Craig Laluk, Principal, École New Era School

Goal Statement: To improve our school climate and develop a more positive school environment that promotes communication and celebrates learning.

We have been very fortunate to have a solid EBS matrix at our school. These school-wide processes (that can be individualized for students) have been developed by our staff in consultation with parents and students in order to increase and maintain appropriate behaviour by students.

Our expectations of Be Safe, Be Kind, and Be Responsible are directly taught and consistently reinforced throughout the school by all adults. It has had a tremendously positive impact on our school community with respect to student behaviour. All of our school's professional and support staff use the common and consistent language that exists within our matrix in order to help our students understand what is appropriate behaviour in all settings of our school.

We place significant emphasis on positive reinforcement of student behaviour by focusing on Just Acting Right (JAR). When members of our staff notice that students are acting appropriately, we reinforce this by providing them with Just Acting Right slips on which they write their names in order to win small prizes. These slips also go into a big JAR which counts towards whole school events to reinforce our belief that our students are capable of Just Acting Right (examples being a bunny hop planned in March and Earth Day activities for April).

Posters for different areas of focus throughout the year are posted throughout the school, we make regular announcements emphasizing our focus for the month, and we communicate this focus to our students on a regular basis.

EBS is successful at our school as a result of the time and energy invested into these processes by our hard-working EBS committee. They have helped to ensure that our matrix is sustainable over time and that emphasizing positive behaviour continues to be relevant to our students from Kindergarten to Grade Eight.

B. QUALITY TEACHING

O'KELLY SCHOOL DEVELOPMENT PLAN REPORT
QUALITY TEACHING WORK IN 2009-2010

Report prepared by Ms. Donna Kormilo, Principal, O'Kelly School

Key accomplishments to date:

- Meetings and discussions with early and middle years groups to review assessments and reading and writing instruction, and plan for improvement
- Revision of literacy assessment practices for learner profile and instructional planning include
  - Earlier administration of PAST (Phonological Awareness Screening Tool) in kindergarten so that identification of needs and related interventions (e.g. rhyming, letter sounds groups) can start sooner. Our speech and language pathologist is instrumental in assisting the classroom teacher in facilitating these groups.
  - Purchase, training and use of two Fountas and Pinnell Benchmark Literacy Assessment Kits for more in-depth assessment of literacy development using fiction and nonfiction selections. Each assessment includes a running record,

fluency score, comprehension conversation "within" and "beyond the text", and a write and draw task (e.g. tell about a part of the story, an opinion, facts about three of the animals). These assessments as well as our school results on the Divisional and Provincial assessments, show that our students need to strengthen their ability to infer, think critically and explain their thinking. Our intent is to start intentional teaching of this in earlier grades.

  - Transition into use of *Words Their Way* developmental spelling assessment from the formerly used Schonell spelling level. This assessment gives a better analysis of each student's skills and stage of spelling development, which will be used to plan and implement appropriate spelling instruction.
  - The "observation survey" is done individually with each grade one student at the start of the year, with a French version also being administered in the immersion program. Results are used to determine Reading Recovery program candidates and student programming.

- Sorted, weeded, reorganized and relabeled (letter and number levels) our guided reading collection, and prepared a collated list of titles so staff know what is available for use.
- Added approximately $1500 of guided reading book sets to the shared collection in September 2009. We have just received $300 from the school division that will be used to purchase additional titles this year. We will continue to annually commit some of our textbook and small school grant budgets to add more to this collection as it is well used but there are noticeable areas of need at certain levels. Any additional funds from grants and outside sources for the purpose of improving this collection are welcome.
- Teacher librarian is working with classes on research/inquiry process projects using ICT applications.
- Contracted Aboriginal storyteller Marie Baker to facilitate storytelling and work with our students and teachers on how to enhance their stories, both orally and written. This is scheduled for March 22-26 through the Artists in the School Program.
- Located and distributed a K-7 mathematics continuum to teachers for use in tracking student progress as well as program planning (e.g. IEPs). This continuum matches the new curriculum.

C. QUALITY SUPPORT SERVICES

RIVERHEIGHTS SCHOOL – QUALITY SUPPORT SERVICES INITIATIVE

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

As outlined in the Riverheights School Development Plan, differentiated instruction has been an area of focus over the past couple of years. There are two areas under this umbrella that relate to Quality Support Services.

The school resource team, along with Rene Snowdon, Speech-Language specialist, has provided both teachers and educational assistants with guidance in the area of visual schedules and scheduling.

Release time was provided through contributions from Student Support Services and Riverheights School. Utilizing Rene's expertise in this area has allowed for a more consistent approach when working with students that exhibit behaviors associated with autism, and these visual schedules have now been utilized in other areas as well. Both teachers and educational assistants have seen success in using this communication method with students, and it has allowed for a more consistent approach to student programming. It has proven to be very effective and our staff now has a good understanding of why these visual schedules are critical for improving communication with these students.

Pam Kelso, Psychologist/Learning Disabilities Specialist, began her work at Riverheights School in September. The school resource team, along with Pam, have worked together to provide programming for those students that are struggling due to a learning disability. Pam has reviewed student cumulative files, observed students in their regular classrooms, assessed the students, and has worked with the targeted students individually and in groups. The overall focus of Pam's work has been, and continues to be, written expression. Communication between Pam and the classroom teachers has allowed for writing strategies to be carried over into the regular classroom. Pam has provided excellent support for the students and classroom teachers in her role as the Learning Disabilities Specialist.

Riverheights students and staff have benefitted greatly from the support from both Rene and Pam.

D. ADMINISTRATIVE AND STATISTICAL INFORMATION

SUSPENSIONS

SCHOOL	NO./STUDENTS	NO./DAYS	REASON
Crocus Plains	4	5, 15	Assaultive Behaviour, Drug and Alcohol, Unacceptable Behaviour
Harrison	2	3, 4	Assaultive Behaviour, Unacceptable Behaviour
Neelin	3	5	Unacceptable Behaviour
Vincent Massey	2	5	Assaultive Behaviour, Unacceptable Behaviour

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) ENROLMENT UPDATE / FEBRUARY 26, 2010

The Brandon School Division Currently has 691 English as an Additional Language (EAL) Students.

- 24 new registrations for the current school year were received in February 2010;
- 5 students have moved away from Brandon or have been discontinued as EAL students.

The number of new EAL registrations received since June 2009, by month, is as follows:

Month of Registration	Number of New EAL Registrations Received
June 2009	11
July 2009	38
August 2009	22
September 2009	17
October 2009	27
November 2009	39
December 2009	11
January 2010	21
February 2010	24
Total	210

The current school totals are as follows:

Alexander	0
Betty Gibson	77
Crocus Plains	56
Earl Oxford	11
George Fitton	26
Green Acres	7
Harrison	14
J.R. Reid	9
King George	73
Kirkcaldy Heights	9
Linden Lanes	3
Meadows	71
Neelin	20
New Era	55
O'Kelly	2
Riverheights	16
Riverview	48
St. Augustine	22
Spring Valley	14

Valleyview Centennial	6
Vincent Massey	112
Waverly Park	40
Total	691

The number of students who left Brandon School Division from the beginning of February to the end of February is three (3).

Of the three (3) students that left the Brandon School Division:

- two (2) students returned home (both to China); and
- one (1) student stopped attending high school.

Two (2) students changed catchment areas within the Brandon School Division.

This is respectfully submitted as information.

2. DIVISIONAL INITIATIVES

For Information ..... D. Michaels

A. QUALITY LEARNING

PARENT MEETING AT J.R. REID SCHOOL FOR STUDENTS ENTERING GRADE NINE IN SEPTEMBER 2010 / MARCH 2, 2010

Approximately 350 parents/guardians attended the first of two meetings held regarding the transition of grade 8 students to grade 9 at Brandon School Division senior high schools. Principals Michael Adamski (Neelin), Mathew Gustafson (Vincent Massey) and Terry Osiowy (Crocus Plains) presented an informative, well organized overview of high school graduation requirements. This overview summarized the required courses common to each high school and electives available at each of the three high schools. The grade 8 to grade 9 registration process was explained thoroughly. A question/answer discussion was held.

The second meeting was held at École New Era School on Thursday, March 4, 2010.

LEARNING COMMUNITY MEETING: *EXPLORING STUDENTS' LEARNING POTENTIAL* / FEBRUARY 22, 2010

Introduction

This Learning Community meeting is one of three held yearly to explore the pervasive and ubiquitous truths, values, perspectives that underlie the education of all children and youth in a democratic society.

The focus of this meeting was to commence an in-depth study into students' learning potential. Through conversation we explored key values and beliefs related to learning. The following quotation was referenced to begin the conversation.

> "If you treat an individual as he is, he will stay as he is, but if you treat him as if he were what he ought to be, he will become what he ought to be and could be."
>
> - Goethe, 18th Century

Presentation

Quality Learning and Students' Potential – Significant Perspectives

- Mathew Gustafson
- Darlene Wilkinson

This meeting was organized by the Quality Learning Sub-Committee, working on the area of students' potential in learning.

M. Gustafson and D. Wilkinson presented a PowerPoint that focus on recent hallmark research findings related to this area.

- **Engagement-Based Learning and Teaching (EBLT)**

  The EBLT approach encompasses the following six objectives:
  1. Cultivate one-on-one relationships.
  2. Learn new skills and habits.
  3. Incorporate systematic strategies.
  4. Take responsibility for student engagement practices.
  5. Promote a school-wide culture of engagement.
  6. Professional development is an important part of increasing student engagement.

- **Flow States and Student Engagement in the Classroom**

  Definition/Conceptualization of Student Engagement
  The theoretical grounding point for student engagement is based on Dr. Csikszentmihalyi's conception of optimal experience or "flow" (Csikszentmihalyi, 1990, 1997; Csikszentmihalyi & Csikszentmihalyi, 1988; Csikszentmihalyi & Nakamura, 1989; Csikszentmihalyi, Rathunde, & Whalen, 1993). Flow is a state of mind brought on by intense involvement in an activity, promoting growth as individuals exercise and develop more developed skills to meet increasingly complex challenges. Flow has been described as operating concurrently with clear goals and feedback on progress; a single-minded focus of attention; increased concentration; a break with awareness of time and the self; and a balance between the challenges of an activity and the skills required to meet them.

- **What did You Do in School Today?**

Three dimensions of student engagement

Student Engagement		
The extent to which students identify with and value schooling outcomes, have a sense of belonging at school, participate in academic and non-academic activities, strive to meet the formal requirements of schooling, and make a serious personal investment in learning.		
Social Engagement	**Academic Engagement**	**Intellectual Engagement**
A sense of belonging and participation in school life.	Participation in the formal requirements of schooling.	A serious emotional and cognitive investment in learning, using higher-order thinking skills (such as analysis and evaluation) to increase understanding, solve complex problems, or construct new knowledge.

This presentation was followed by an in-depth discussion in small groups. It is summarized as follows.

Conversation (K-12): *What do you believe about students' learning potential?*

- We believe that all children can learn. We must believe that all children can learn.
- We believe that children want to learn and are naturally curious.
- Relationships of students, teachers, parents are critical.
- Resiliency is essential to the development of students' learning potential.
- Students need to experience a diversity of opportunities.
- Student learning potential is affected by the home/school environment and quality of home's connectedness to the school.
- Learning is developmental and the quality of this learning contributes considerably to a student's potential.
- A child's potential is immeasurable; not everything that counts can be counted.
- All students want to reach their potential, achieve, succeed.
- Authentic student engagement in learning promotes potential in personal capacity.
- Students need to be challenged appropriately according to their zones of proximal development.

This work will be continued by the Quality Learning sub-committee.

B. QUALITY SUPPORT SERVICES

INQUIRY IN THE DIGITAL AGE / FEBRUARY 12, 2010

REPORT PREPARED BY
MS. CATHY MCLAREN, LEARNING IN TECHNOLOGY SPECIALIST AND
MS. CORY NEVILL, LITERACY SPECIALIST

On February 12, 2010 a professional learning sessions entitled *Inquiry in the Digital Age* was co-facilitated by Cory Nevill, Literacy Specialist, and Cathy McLaren, Technology in Learning Specialist. Invited to the session were the HALEP teachers, the Literacy with ICT Peer Coaches and Teacher-Librarians as they fulfill a leadership role, planning units of instruction with other teachers in their school. As teachers and learners incorporate digital resources and tools into daily practice the nature of research and demonstration of learning is changing dramatically.

The focus of the session was the inquiry process as outlined in the *Literacy with ICT Across the Curriculum* developmental curriculum. Participants were introduced to instructional strategies and tools to assist in student inquiry. The session was also an opportunity for these three groups of staff developers to share their instructional and management strategies. The session was very successful as professional dialogue amongst attendees created a rich learning experience for all, including the facilitators.

3. COMMUNITY CONNECTIONS

For Information ..... D. Michaels

COMMUNITY DRUG AND ALCOHOL EDUCATION COALITION MEETING / MARCH 11, 2010

Present:

Addictions Foundation of Manitoba	Shirley Kendzierski
	Julie Hockley
Assiniboine Community College	Caley Strachan
Brandon Ministerial Association	Reverend Paul Sakasov
Brandon Police Service	Inspector Ian Grant
	Constable Dave Scott
Brandon School Division	Dr. Donna Michaels
	Trustee Bea Jolly
	Michael Adamski
	Terry Osiowy
	Mathew Gustafson
	Stéphane Touzin
Brandon University	Karen Doty-Sweetnam
Child and Adolescent Treatment Centre	Liz McLeod
Child and Family Services	Art Asham
Evaluator	Rod Balkwill

Regrets:

Brandon Chamber of Commerce	Nathan Peto
Brandon Friendship Centre	Gail Cullen
Brandon Regional Health Authority	Susan Hunter
	Fiona Jeffries
Brandon Police Service	Chief Keith Atkinson
Brandon School Division	Greg Malazdrewicz
	Craig Laluk
	Chad Cobbe
CFB Shilo	Corrie Syganiec
Child and Adolescent Treatment Centre	Jill Brown
City of Brandon	Mayor Dave Burgess
City Recreation Department	Cora Lee Baker
Family Services and Housing	Kathy Wightman
Probation Services	Paul Bergen
Teen Challenge	Reverend Jim Paulson
	Ron Yaciuk

Welcome and Agenda Review

Dr. Michaels welcomed everyone to the meeting. Regrets were communicated from other members unable to attend. Constable Dave Scott, School Resource Officer, was welcomed to the Coalition. Mr. Rod Balkwill, Evaluator was welcomed to the meeting.

Review of Coalition Meeting of December 8, 2009

T. Osiowy reviewed the minutes of the previous meeting.

Community Drug and Alcohol Sub-Committee Update

M. Gustafson reported that the Sub Committee met on March 10, 2010. Highlights of his comments are:

- The curriculum package has been reviewed by the Sub Committee.
- Some revisions will be done.
- Implementation will begin this spring, and a roll-out to all schools is planned for fall 2010.
- The revisions will be vetted through school counselors.
- A PD process has been started to ensure smooth implementation of the curriculum.
- An evaluation process has been started to gather pre- and post-curriculum feedback.
- Goal is for each school to have curriculum, resources and PD in place to assist them in meeting outcomes identified two years ago.
- A bit of background, for the benefit of those Coalition members who are new to the group:
  - In 2005 a survey of BSD students regarding substance abuse was completed.
  - The results were very informative.
  - Gaps in Provincial health curriculum were identified.
  - The survey allowed for an analysis in terms of stages (pre-contemplative, contemplative, etc.).

  - From the survey results the Coalition targeted what was missing in the curriculum and what outcomes needed to be established.
- The Sub Committee:
  - includes representative K-8 and senior high school principals.
  - The Sub Committee has started to develop outcomes.
  - Since last spring, have gone from just having lessons, to now having rubrics and activities for teachers to use (important as not all teachers have the same comfort level in drug and alcohol curriculum, and these tools help).
  - Sub Committee has focused on getting resources out there – 95-98% ready.

Evaluator: R. Balkwill

- Evaluator, Rod Balkwill is attending his first Coalition meeting today.
- He attends meetings as an observer, and to aid and assist where possible.
- He reports to Health Canada.

Community Drug and Alcohol Education Coordinator Update

L. Jardine circulated a Coalition Coordinator Report, which details work accomplished from January – March 2010. A more detailed version of her report is attached (Appendix 8).

- She has 12.5 hours per week allocated to this role.
- 40% of her time has been spent on writing reports for Health Canada.
- As noted in her report, an Advisory Committee has been struck, and will meet monthly.
  - At the most recent Advisory Committee meeting it was agreed that a real partnership between BSD and the community is key.
  - In order to define Lili's role and assist her in some of the work, an Executive was established.
  - Paul Sakasov will Chair and Julie Hockley will act as minutes secretary.
- In regards to the student forum being planned for fall 2010, Trustee Jolly noted that she would not want to overburden students with surveys; Lili Jardine gave assurances that the assessment will be brief (likely a one page/five minute survey for students to complete, and perhaps a 10-minute teacher reflection).
- Lili commented that Frank Tacan, Native Elder suggested having Elders attend teen health clinics in schools.
- Included in Lili's handout is a chart of the roles and responsibilities of Coalition members; she requested that each member review their profile and let her know if they would like to make any changes.
- Coalition members expressed thanks to Lili and were very impressed with how much she has accomplished since joining the group in November 2009.
- Dr. Michaels noted that the Coalition has approximately $178,000 in Federal funding, and commented that we have an excellent model in place for other communities.
- Dr. Michaels noted that "we've come a long way in a short period of time".
- Dr. Michaels thanked Lili very much for her work.

Review of Youth Health Survey Report

- This item was deferred in the absence of Brandon Regional Health Authority representatives.
- Dr. Michaels encouraged any members who have not already read the report to do so as it is very informative.

Partner Updates

Addictions Foundation of Manitoba

- Have acquired a physician for methadone program.
- This initiative began in Winnipeg and was expanded to Brandon without funding.
- AFM is working with Regional Health Authorities to be more effective and efficient.
- There are fiscal challenges and creativity is required.
- The rate for impaired driving has increased from $525 to $625.
- Dr. Michaels asked if the teen health clinics (partnership between BSD and BRHA) would be of any assistance.
- It is hoped to develop the program more regionally in the future, to assist those who travel to Brandon.
- Would like to work with Middle Years students.
- The cyclical nature of the problems is a challenge; prevention work is done at provincial and national level, things improve, and then things heat up again.
- Seeing more impaired drivers in their early 20s, which is a change.
- AFM is offering a Parent Information Program, with four meetings on different topics (please see Appendix 9 for dates and topics).
- The Parent Information Program has been widely advertised, and the notice will be circulated by Brandon School Division, Brandon University, and Brandon Ministerial Association.
- Rod Balkwill recommended a resource entitled, “What Makes Teens Tick”.

Brandon School Division Schools –

High Schools

Crocus Plains

- There is a close working relationship between the three high schools and Brandon Police Service.
- Principals are meeting weekly and this is working well.
- The three schools are like three different communities.
- Students need a safe environment.
- Drug dog search in February 2010; nothing found in public places.
- Impressed with level of student cooperation and staff support.
- The monitoring of student attendance has been tightened up.
- Attendance reports reviewed each week and talking to students who might have slipped through the cracks in past.
- Preferable to have a student arrive late for class than be absent and unaccounted for.
- Increased communication with parents.

- Working closely with Neelin Off Campus.
- Will review with staff that they are responsible if they suspect a student is under the influence of alcohol or drugs; staff must inform administrators; becomes a liability issue if student is allowed to leave the building.
- BSD's Student Conduct Policy (Policy 7004) is exceptional, and the Board of Trustees is very supportive.

Neelin

- Drug dog search was held; followed same process as at Crocus Plains.
- Went into lockdown upon notification from Vincent Massey that search was finishing there.
- Nothing of significance was found.
- Very few suspensions this year related to drug and alcohol.
- Teachers are to report suspected alcohol/drug use to administrator.
- There is a new AFM counselor for Neelin; is at the school twice per week and is part of the monthly clinical support team meetings.
- Both the fall dance and the February dance have gone well; no parents needed to be called for drug/alcohol use by students.
- The AFM handout re: Parent Information meetings will be distributed with report cards.

Neelin Off Campus – no report

Vincent Massey

- There was some drug paraphernalia found and security has been tightened.
- The educational piece is important, and there are Divisional policies in place to support school staff.
- Some students are making poor choices.
- Tightening security and increased vigilance; with education, some students are starting to have better attendance.
- Students have been supportive of drug dog searches.
- Divisional policies have helped principals deal with situations in which students have made poor choices.

Elementary/Middle Schools - no report

Student Support Services

- Stéphane Touzin spoke on behalf of SPIN.
- Power of One – will be held Thursday, May 13, 2010.
- It will be offered to all grade 7 students.
- Kate Hutchison, Mitch Dourdge (motivational speaker from Winnipeg), and a few other speakers will be present.
- There will be activities and lunch for the students.
- Safe Kids Community Coalition – Friday, May 14, 2010, at Westman Centennial Auditorium (half-day).

- Kath Hutchison will present there as well (costs being shared); she will deliver same message as at Power of One.
- Open to most grade 7 and grade 8 students.

Senior Administration

- Annual Strategic Plan Review meeting was held March 10.
- In 2011 we will have our major community consultation.
- Our major strategic goal is to offer quality learning opportunities on an equitable basis for all students.
- Looking at the impact of brain function on learning.
- Quality Support Services Committee is looking at how to maximize the resources we have (such as program facilitators, speech language pathologists, psychologists, etc.).
- Implementing a new model next year – Collaborative Learning Communities (CLC model).
- Graduation rate is improving at the three high schools, and at the off campus location.
- Staffing process for the upcoming school year has begun.

Board of Trustees

- Discussed the recent budget process.
- Single Track French Immersion Program implementation is nearly complete.
- one of the Board sub-committees is reviewing the Nutrition Policy.
- Alexander School is a creative, supportive environment for parents and community.
- Discussed the importance of early childhood education; progress being made in BSD schools, such as KinderLinks program, Ready, Set, Go program.
- Board of Trustees to take resolution to upcoming meeting of the Manitoba School Boards Association, asking for provincial, federal money to support pre-school education in schools.
- Will also present a resolution to MSBA requesting additional funding for Additions Foundation of Manitoba.
- The Divisional Futures and Liaison Committee meets regularly with community groups to find ways to work together and to determine what our community partners think of education.

Brandon Regional Health Authority (BRHA) – no report

Child and Adolescent Treatment Centre

- Increase in active open community use in past three years.
- Not much increase in staffing in that time.
- Currently at their max for staffing; now working on reconfiguring existing staffing to assist people.
- Doing more group work, such as working with children ages 6-8 to improve poor social skills.
- Attempt to maximize staff to reach the most children.

- Triple P – Positive Parenting Program; Level 2 – three stand-alone lectures offered for parents; can register for one or for all.
- Child and adolescent psychiatrist very busy; recruiting another.
- Working on an early intervention process for young adults, some of whom are bipolar; there are often co-occurring disorders such as additions present.
- Health Canada providing funding for some staff and students to attend a forum in Toronto; Liz McLeod will report back to Coalition on outcomes and perhaps liaise with Lili as Coordinator.
- Liz will attend FASD meeting March 26 in Winnipeg and will report back.
- A 0.6 FTE position related to FASD has been created by RHA; it's hoped to not send as many people to Winnipeg for diagnosis as in past.

Child and Family Services

- Management team coming up with new ways of dealing with domestic violence and developing family enhancement initiatives.
- Workers carry high caseloads.
- People are invited to stop in if they have any questions.
- Family enhancement initiatives program is located out of former Freedom 55 building.
- Coordinator of sexual abuse programs also based at that location.
- There's a major push to deal with domestic violence issues before they become protective issues.

Brandon Police Service

- Constable Hamm accepted a new position.
- Constable Dave Scott stepped up to take the School Resource Officer (SRO) position.
- We welcome Dave and the SRO program will continue at a high level under Dave.
- Budget to come next week; no negative impact on SRO program anticipated.
- Youth Officers work with SROs on youth issues.
- Alarming rise in impaired driving incidents; average was 150 cases per year in past few years and in 2009 it was close to 200.
- This problem is not unique to our community.
- Inspector Grant is on the Canadian Association of Chiefs of Police Traffic Committee; the Committee is working to simplify impaired driving laws.
- Important to stress not drugging and driving, as well as not drinking and driving.
- Crime Support members of BPS have had great success this year and last year, and have implemented new strategies.
- Success indicates though that there is still a pipeline of drugs coming into the community.
- BPS has a database of active gang members that is accessible all members of BPS.
- Stringent court conditions, curfews are an effective tool.
- High school principals expressed appreciation to Constable Scott, for sharing information with them and indicated that he is a large asset in his connections with the students.

- Constable Scott agreed that communication is critical and the information he receives from schools is helpful to him as well.

City of Brandon – no report

Brandon Ministerial Association – no report

Teen Challenge – no report

Probation Services – no report

Brandon Chamber of Commerce – no report

Family Services and Housing – no report

CFB Shilo – no report

City Recreation Department – no report

Brandon Friendship Centre – no report

Brandon University

- The first addictions course at B.U. will be finished in a month;
- In one year 22 psychiatric nurses with a strong core in addictions will graduate;
- Thankful to AFM for supporting the curriculum;
- Dr. Michaels asked Karen Doty-Sweetnam if she would be willing to present an inservice to BSD teachers, on the addictions curriculum; Karen would be pleased to do so.

Assiniboine Community College – no report

<u>Next Meeting Date</u>

The next meeting will be held Thursday, June 10, 2010.

Appendix 1

Brandon School Division

"Accepting the Challenge"

File Code:

March 15, 2010

The Chairperson and Board of Trustees
Brandon School Division

Re: Proposal for SAN (Storage Area Network) ISCSI Disk Array

A SAN (Storage Area Network) is a piece of equipment used for network operating system storage, data storage, server virtualization and online backup *(see Appendix A)*. Proposals for SAN (Storage Area Network) ISCSI Disk Array were sent to three firms of which two responded as shown on the attached summary. The third vendor wanted to quote HP but felt they did not meet the required specifications.

Mr. Brent Ewasiuk, Director of MIST notes that one of the primary evaluation criteria was the total usable cost per terabyte and that while the initial cost from CDW for an HP solution appeared to be lower, in fact Broadview's Equallogic solution proved to be less when calculated in each RAID configuration. Additionally, the HP solution did not meet the following requirements:

- not capable of providing the desired RAID level (50);
- controllers are not swappable;
- drives are not swappable.

Therefore, our recommendation is to accept the proposal from Broadview Networks at the cost of $49,632.28 including installation and implementation, 5 year maintenance and training (plus applicable taxes) for the 5 Year Solution.

Recommendation:
That the Proposal from Broadview Networks for Dell Equallogic PS6000e SAN with 16TB of raw storage in the amount of $49,632.28 for the 5 year Solution, to include installation and implementation, 5 year maintenance and training (plus applicable taxes), in accordance with the general conditions and specifications, be accepted.

Respectfully submitted

Kevin Zabowski, CGA
Assistant Secretary-Treasurer

/wej

1031 - 6th Street • Brandon, Manitoba • R7A 4K5 • Telephone (204) 729-3100 • Fax (204) 727-2217 • e-mail: info@brandonsd.mb.ca

SAN Analysis Document

Total cost of SAN, 1, 3 and 5 years

1 yr Solution	Broadview (Equilogic)	CDW (HP)
Base price	$30,368.00	$31,814.05
1 yr maintenance	$5,359.06	$0.00
install and implement	$1,250.00	$1,066.95
Training	$1,000.00	$964.32
	$37,977.06	**$33,845.32**

3 yr Solution	Broadview (Equilogic)	CDW (HP)
Base price	$30,368.00	$31,814.05
3 yr maintenance	$10,879.30	$1,834.42
install and implement	$1,250.00	$1,066.95
Training	$1,000.00	$964.32
	$43,497.30	**$35,679.74**

5 yr Solution	Broadview (Equilogic)	CDW (HP)
Base price	$30,368.00	$31,814.05
5 yr maintenance	$17,014.28	$6,128.37
install and implement	$1,250.00	$1,066.95
Training	$1,000.00	$964.32
	$49,632.28	**$39,973.69**

Cost of SAN per useable disk space

	Cost per TB	RAID 5	RAID 6	RAID 10	RAID 50
1 Year	Equilogic	$3,138.60	$3,360.80	$6,225.75	$3,651.64
	HP	$4,835.05	$5,640.89	$8,461.33	N/A
3 Year	Equilogic	$3,594.82	$3,849.32	$7,130.70	$4,182.43
	HP	$5,097.11	$5,946.62	$8,919.94	N/A
5 Year	Equilogic	$4,101.84	$4,392.24	$8,136.44	$4,772.33
	HP	$5,710.53	$6,662.28	$9,993.42	N/A

RFP Notes:	EQ	HP
1) Must be capable of supporting RAID 5, 10, and 50	Yes	**NO**
2) Dual redundant, hot swappable controllers with a minimum 4 x 1 GigE ports per controller	Yes	**NO**
3) Hot swappable drives	Yes	**NO**

*HP does not support hot swappable controllers or drives

Costing	1Yr	3 Yr	5 Yr
Equilogic	**$37,977.06**	**$43,497.30**	**$49,632.28**
HP	**$33,845.32**	**$35,679.74**	**$39,973.69**

Useable disk space as per vendor

	RAID 5	RAID 6	RAID 10	RAID 50
Equilogic	12.10	11.30	6.10	10.40
HP	7.00	6.00	4.00	N/A

In every scenario, Equilogic provides a lower cost per Terabyte of useable disk space. Equilogic should be awarded the proposal

Appendix A

BRANDON
SCHOOL DIVISION

PROPOSAL

FOR A

SAN (STORAGE AREA NETWORK)

DEVICE

Introduction:

A SAN (Storage Area Network) is a piece of equipment that houses large amounts of disk space and directly attaches to the computer network. A server, or multiple servers, on the computer network then attach to the SAN for disk space. This disk space can be used for network operating system storage, data storage, and online backup. Benefits of a SAN include:

1. the ability to reduce or eliminate backup servers
2. reduce the amount of time required to perform a backup
3. improved protection of critical data
4. increased disk utilization
5. scalability
6. disaster recovery capabilities

1) The ability to reduce or eliminate backup servers

The SAN comes with utilities to backup data to hard disk. This allows recovery of a single file or large amounts of data quickly. Additional space on the SAN allows for multiple images to be retained, allowing us to restore files to any date covered by the image. The backup process can be automated, where our current solution requires manual assistance after hours.

2) Reduce the amount of time required to perform a backup

Having the ability to schedule the backup eliminates the manual, after hours intervention currently required. As the amount of data grows, backing up to tape can be a slow process and issues can arise when tape backups are not complete by the start of the next work day. The SAN will accommodate backing up data to disk space located in another volume on the SAN using tools provided. "Snapshots" of the data are taken and stored. This process is extremely efficient and time required to do the backup is substantially reduced.

3) Improved protection of critical data

The power of the SAN is realized through all data residing in one location. This makes it easier to manage. Data is protected by on the SAN by redundant components and raid controllers. The raid controllers can be configured to different levels of protection, which increases the number of hard drives required to fail before data is compromised. With the data backed up to disk, the recovery of critical data is faster and simpler, if required.

4) Increased disk utilization

A properly sized SAN box can ultimately provide disk space for all our servers. SAN disk space can be assigned as required, increasing space where and when needed. We can eliminate wasted disk space by reducing the number of copies of information/data that we are currently keeping. As well, new SAN technology allows for the device to realize when multiple copies of information are being stored and eliminate copies. The device then establishes a pointer from the eliminated data to the single copy. Disk usage is greatly improved, with no impact on the user.

5) Scalability

When purchasing disk space, it is always difficult to determine what your exact requirements are currently and what requirements you need to be able to meet in the future. A SAN will allow us to allocate disk space and increase or decrease the amount of disk required by a particular server or application without having to take the server off-line. Changes can be made in any increment and RAID configurations are unaffected by different hard disk size and speeds. We will also be able to grow in the future without having to abandon the investment made now. With the high speed connectivity in place, the SAN will accommodate the server/data consolidation planned from the schools. The preferred SAN vendor has estimated an expected life span of 6-7 years, with backwards compatibility guaranteed.

6) Disaster recovery capabilities

When the data resides on disk drives outside the server and a server crash should occur, the data volumes on the SAN can be added to another server and be accessible in a very short time. Downtime of the server and the inaccessibility of valuable data are minimized. Ultimately, an additional SAN will be purchased, data will be mirrored between the two SANs and should a disaster occur; failover will happen automatically to our backup site and the user will never know we had an issue.

Conclusion:

In collaborating with my staff, we are proposing a 16 terabyte raw SAN box, which will give us between 8-10 terabytes of usable storage. We believe this will meet our needs for a minimum of 5-6 years. The solution selected will be scalable and allow us to easily build on this infrastructure to grow to the next level.

The implementation of a SAN at the Division Office is the first step. This would allow us to consolidate our data – SIRS, FirstClass, and Docushare and Division Office files right now. Once we implement our connectivity initiative, we can start to consolidate servers and use the SAN as disk space for our enterprise, providing a more reliable data storage environment and better backup system; ultimately giving the Brandon School Division a start to a disaster recovery plan.

BRANDON SCHOOL DIVISION
POLICY

POLICY 1001.1

EQUITY

Adopted:

The Board of Trustees believes that education is a fundamental building block to establishing "*equity*" rights for all students.

The Mission Statement of the Brandon School Division states, "*The Brandon School Division strives to enable each student to achieve maximum intellectual, emotional, social and physical growth. We accomplish this through the provision of programs and services which facilitate the development of students as healthy contributing members of society.*"

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

The Board recognizes and accepts its responsibility to provide policy direction and resources to enhance and support quality instruction and learning opportunities that assist schools in closing educational achievement gaps by investing strategically in all students.

To demonstrate its commitment to respectful and equitable education in all Board activities, the Board commits to governance decisions that reflect these principles:

- the provision of appropriate learning opportunities for all students;
- the assessment of the effectiveness of programs and services to help students succeed;
- the identification and removal of systemic barriers to student achievement;
- the use of data to inform resource allocation decisions;
- the advocacy for funding and resources to support students in at-risk situations; and
- the advocacy for the enactment and protection of student equity rights.

BRANDON SCHOOL DIVISION
POLICY

"Accepting the Challenge"

PROCEDURES 5010

POSTING AND ASSIGNMENT OF PROFESSIONAL TEACHING STAFF

Adopted:

The following guiding principles shall direct the assignment process.

1. Teachers are employees of the Brandon School Division and assigned to respective schools in accordance with Divisional standard requirements.
2. Teachers are selected according to teacher qualifications, experience, suitability and recent professional evaluation.
3. Assignments are determined based on teacher suitability and the needs of the students and program.
4. Candidates are assigned in collaboration and in shared responsibility with Human Resources, the Superintendent's Office and the school principal. Approval of assignments is the responsibility of the Superintendent.
5. Our teachers and administration are valued and respected in our actions and communications.

POSTING PROCESS

1. Vacancy
   - Vacancies for permanent positions that arise after May 31st will be posted and filled as term
   - Job vacancies shall be advertised on the Brandon School Division website, posted by 5:00 p.m. on Friday with a close date of the following Wednesday at 12:00 noon
   - Job vacancies may also be advertised in external newspapers.

2. Application Procedure
   - Internal candidates are to apply to any/all vacancies through Employee Connect, providing the required documentation as stated in the job posting.
   - External applicants are to apply to any/all vacancies through Job Connect located on the Brandon School Division website under Employment Opportunities.

3. Screening and Shortlisting
    - The shortlisting for interview decision is conducted by the Director of Human Resources based on the following screening criteria:
        - educational background/qualifications
        - experience
        - suitability consistent with Divisional standard requirements
4. Interview
    - Candidates will be interviewed by the hiring principal as part of a selection team in accordance with established procedures.
    - The selection team must consist of a minimum of two (2) interviewers which includes the hiring principal and either an:
        a) Administrator; or
        b) Head Teacher; or
        c) Experienced teacher in the area of hire
    - The selection team is required to interview all candidates selected for interview within a competition.
    - There is a requirement that the selection team interview at least three (3) candidates per competition (which does not include declined interviews or interviews cancelled by the candidate)

5. Selection

    The selection of the recommended candidate includes a written report of the following:
    - Interview results related to:
        - educational background/qualifications
        - experience
        - suitability consistent with Divisional standard requirements.
    - Reference checks in accordance with established procedures.

6. Recommendation
    - Approval of recommendation for employment is the responsibility of the Superintendent
    - Offer of employment is the responsibility of the Director of Human Resources, as delegated by the Superintendent.

Appendix 4

FORM 4001 (a)
April 2004

Brandon School Division

Off-Site Activity Form

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

Required Approval

☐ **Principal**
☐ **Principal & Superintendent**
☒ **Principal, Superintendent & Board**
☐ **Principal, Superintendent & Board**

School: Crocus Plains / Neelin **LC:** **Phone:** 729-3919 **Fax:** 727-2162

Destination:	**Departure Date:**	**2-May**	**Return Date:**	**8-May**
Chicago	**Departure Time:**	**9:00 PM**	**Return Time:**	**4:00 PM**

Name of Service Provider (if applicable): Fehr-Way Tours
Contact Person of Service Provider: Dave Robinson
Phone: 204-989-7011
Number of Service Provider:

Grade Level (Please mark with *):

K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐
7 ☐ 8 ☐ S1 [X] S2 [X] S3 [X] S4 [X] SP ☐

# of Students: 62
# of Male: 22
# of Female: 40
# of Adults: 5
Student/Adult Ratio: 1:12.4

NAME	GENDER	DATE OF LAST VISIT TO SITE IF APPLICABLE	WILL YOU BE ON SITE FOR THE ENTIRE TRIP? If not, specify	SPECIAL SKILLS AND TRAINING
Teachers-in-Charge: Ken Hudson Dale Normandeau	 M M	NA	Yes	Preparation of selections for performances.
Volunteers: Mrs. Stanton Ms. Young Mrs. Lipscomb	 F F F	NA	Yes	NA

METHOD OF TRANSPORTATION (AS PER BSD POLICY)
(Mark with a *)

- ☐ BSD School Bus
- ☐ Rental Van
- [x] Charter Bus (Beaver Bus Lines)
- ☐ Volunteer Driver *(adult)*
- ☐ Student Volunteer Driver (in Division)
- ☐ No transportation provided by school
- ☐ Commercial Airline
- ☐ Walking
- ☐ Bicycling
- ☐ Other

REQUIREMENTS CHECKLIST
(Mark with a *)

- [x] Acknowledgement of Risk Form
- [x] Travel & Health Insurance (*for travel outside MB)*
- [x] Itinerary/Schedule Attached
- [x] Parent Correspondence Attached
- ☐ Supervision Plan attached

FOR C & D TRIPS

- [X] Parent Information Checklist Reviewed
- ☐ Parent Meeting Planned - Principal's Discretion
- [X] Travel Alert websites reviewed - appendix

ESTIMATED COST OF TRIP (C & D TRIPS ONLY)			SOURCE OF FUNDING			
Fees, including guides	clinicians	$1,750.00	School Funds	estimated		$1,650.00
Transportation	Tour	$52,328.00	School's Budget			
Accommodation	company		Student Fee	62	x	$844.00
Meals			Fund-Raising by:			
Other Expenses	Insurance	$1,500.00	Other (please specify)	chaperones		$1,600.00
TOTAL ESTIMATED COST		$55,578.00	TOTAL ESTIMATED FUNDS REQUIRED			$55,578.00

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?

3. Competition/event: Performance, adjudication and workshop for concert band, jazz band and choirs at Northwestern University in Chicago

HOTEL NAME AND PHONE NUMBER (IF APPLICABLE): Doubletree Hotel - Oak Brook Chicago 1-630-472-6000

HOST FACILITY NAME AND PHONE NUMBER: (If applicable)

OTHER CONTACT NAMES AND NUMBERS:
Ken Hudson 204-720-0193

EMERGENCY PREPAREDNESS

- [x] Emergency particpant list (ie medical info, medical numbers, contact person)
- [x] First aid kit access
- [x] Communication device (if possible) Number: 204-720-0193
- [ ] Other

Name of Teachers-in-Charge	Date *(month/day/year)*	Signature of Teacher-in-Charge
Ken Hudson	03/03/10	
Dale Normandeau	03/03/10	

Name of Principal	Date *(month/day/year)*	Signature of Principal
Mr. Terry Osiowy	03/03/10	

Name of Associate Superintendent-Designate	Date *(year/month/day)*	Signature of Associate Superintendent-Designate
G.E. MALAZDREWICZ	MAR. 5/2010	

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

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

Crocus Plains / Neelin Chicago Trip

1. I have secured 5 chaperones (3 women and 2 men) to this date and am petitioning parent to secure a 6th person. Our ration currently is 12.4 students per adult, which does fall within the Division policies. The extra chaperone, if available, would bring our ratio to 10.3. Each parent chaperone has completed a criminal record check with the Division.

2. We will be travelling to Chicago via beaver Bus lines as arranged by our travel coordinator at Fehr-Way tours.

3. We have 62 student participants in three different ensembles. A choir, a concert band and a jazz band. Each group will have an opportunity to perform for a clinician who will work with them for 2 hours. This greatly exceeds the standard time allotment at any major festival. We will also be attending concert music performances including "Billy Elliot" the musical and Blue Man group. I have enclosed a synopsis of both shows.

4. The hotel in Chicago is the Double Tree Inn and features a free breakfast for our students and adults. There is a hotel pool and if there is time for students to use this we will of course provide supervision as required by school division policy concerning Water/Swimming – Group activities.

5. Arrangements have been made for all students and adult participants will be provided special travel / health insurance protection by Hayhurst Elias Dudek Insurance as outlined in the division policy concerning Insurance Protection.

6. All parents have been provided with numerous correspondence to make them aware of trip details including … Financial costs, payment schedule activities, and behavioral expectations of participants. All parents have received an itinerary outlining specific dates and times for each day that we will be travelling. I have included a copy in this application.

7. All students will be required to complete and return the acknowledgement of risk form 4001b before March 17th, 2010.

FEHR•WAY tours

"Your Leader in Student Travel"

6 – 1050 Henderson Hwy., Winnipeg, MB R2K 2M5 Ph: (204) 989-7011 Fx: (204) 334-2070

Crocus Plains Regional Secondary School
Ken Hudson
1930 - 1st Street
Brandon, MB R7A 6Y6

Date	February 16, 2010
Tour Dep.	Sunday, 05/02/2010
Tour Rtn.	Saturday, 05/08/2010
P.O. No.	

STATEMENT OF ACCOUNT

Chicago Music Tour					Cost	Extended
62	Students		using	16 rooms	$ 844.00	$ 52,328.00
6	Chaperons	Complimentary	using	4 rooms	$ -	$ -
				TOTAL		$ 52,328.00

Total cost includes:

Fuel surcharge $ -

G.S.T. N.A.

Payments	Received
	$ -
	$ -
	$ -
	$ -
TOTAL RECEIVED	$ -
BALANCE OWING	$ 52,328.00

Terms

$1,000.00	is due	January 25, 2010
$6,800.00	is due	March 1, 2010
$15,800.00	is due	April 5, 2010
$28,728.00	is due	May 3, 2010

G.S.T. Registration No. R101757508

TOUR INCLUDES

Transportation by motor coach (2 - 48 passenger coaches)
4 Nights of hotel accommodations in Oakbrook, IL
6 Complimentary Chaperons, based on double occupancy (3 Rooms)
Local transfers and all applicable taxes
Meals = *(4 Hot Breakfasts, 1 Supper)*
Attractions & Meals in **Bold** included in Tour Package
- Quote includes fuel surcharges of: $ -
- **Optional:** Travel Guard Travel Health Insurance - $13.00 per person
- **Optional:** Travel Guard Tour Package Insurance - $46.00 per student

SCHEDULE	January 25, 2010	$1,000.00 Non-refundable Motorcoach security deposit
	March 1, 2010	$100.00 Non-refundable deposit per person
	March 29, 2010	Rooming List
	April 5, 2010	$200.00 Non-refundable deposit per person
	April 15, 2010	Final changes to Rooming List
	May 3, 2010	Balance of Current Statement
	May 3, 2010	Passenger List & Birthdates - for U.S. Customs

N.B.
- This is a suggested itinerary and can be changed if needed.
- The following proposal reflects pricing based on information available to Fehr-Way Tours at time of preparation of this proposal.
- The total number of passengers on tour and guestrooms used, affect the cost per student.
- Changes to the Rooming List after April 15, 2010 are subject to a $10.00 administration charge per occurrence.
- If the whole group is cancelled after March 18, a $100.00 penalty per room booked will be applied.
- Rooms cancelled after April 11, are subject to a $100.00 penalty per room.
- Transport Canada regulates the drivers hours.
  Please read the attached sheet explaining the current legislated regulations
- Fuel Surcharge - due to the instability of fuel costs, the above price may be subject to a fuel surcharge.

We hope you are happy with this arrangement. If you have any questions, please contact us.

Kind regards,

Dave Robinson
Educational Consultant

As of June 1, 2009, the Department of Homeland Security has instituted a special provision that will allow schools or other organized groups of children ages 18 and under who are U.S. or Canadian citizens to enter the United States with proof of citizenship alone. U.S. or Canadian children under the age of 16 will be able to present the original copy of their Birth Certificate, or other proof of citizenship as a Naturalization Certificate or Citizenship Card. Passengers not of Canadian citizenship should contact the U.S. Immigration Board, as a Passport/Visa is required for entry into the United States and re-entry into Canada and may need proof of landed immigrant or exchange student status.

May 2 - 8, 2010 - Chicago Music Tour
- **Museum of Science & Industry** 2:00 - 4:00 PM
- **Broadway in Chicago -** *"Billy Elliott"* 7:30 - 10:15 PM
- **Blue Man Group** 8:00 - 10:00 PM
- **Medieval Times Dinner & Tournament** 7:30 - 9:45 PM
- **Six Flags Great America** 10:00 - 5:00 PM
- **Gurnee Outlet Mall** *Supper on own* 5:30 - 8:00 PM

Itinerary

Sunday, May 2		
	20:00	Departure from Crocus (rear parking lot)
Monday, May 3		
	18:00	Check into hotel --- Doubletree 1-630-472-6000 1909 Spring Road, Oak Brook, Illinois 60523
	19:00	Supper at Oakbrook Center
	21:00	Back to Hotel (see curfew rules)
Tuesday, May 4		
	8:00	Rise and shine
	10:00	Breakfast at Hotel
	12:00	Band performance and Workshop @ Northwestern University
	14:00	Lunch
	16:00	return to hotel to change for evening
	16:30	Supper
	19:00	Broadway in Chicago "Billy Elliot"
Wednesday, May 5		
	7:30	Rise and shine
	8:30	Breakfast at Hotel
	9:30	Choir workshop @ Hotel
	11:30	Lunch @ Navy Pier
	13:00	Museum of Science and Industry
	16:30	Supper and return to hotel
	19:00	Blue Man Group Concert
Thursday, May 6		
	8:00	Rise and shine
	10:00	Breakfast at Hotel
	12:00	Jazz performance and Workshop @ Northwestern University
	14:00	Lunch
	15:00	River cruise
	16:45	Return to Hotel
	18:00	Medieval times dinner and Tournament
Friday, May 7		
	7:30	Rise and shine
	8:30	Breakfast at Hotel
	10:00	Six flags Great America
	17:00	Depart for home
	17:30	Gurnee outlet mall for supper
Saturday, May 8		
	16:00	Home at last!

Evening routine is ... 10:00 pm curfew in your own room no exiting for drinks or snacks ... take care of this before room curfew!

Room curfew ends 30 minutes after designated wake up time. Do not leave your room before that time.

Remember demonstrate your respect for other hotel guests by always being quiet in the hallways.

Blue man group

Blue Man Group is best known for their wildly popular theatrical shows and concerts which combine music, comedy and multimedia theatrics to produce a totally unique form of entertainment. The blissful party atmosphere created at their live events has become the trademark of a Blue Man Group experience. Currently, their theatrical shows can be seen in New York, Boston, Chicago, Las Vegas, Orlando, Berlin, Oberhausen, Stuttgart, and Tokyo.

Billy Elliot the Musical!

Billy Elliot the Musical is a musical based on the 2000 film *Billy Elliot*. The music is by Sir Elton John, and book and lyrics are by Lee Hall (who wrote the film's screenplay). The musical revolves around motherless Billy, who trades boxing gloves for ballet shoes. The story of his personal struggle and fulfillment are balanced against a counter-story of family and community strife caused by the UK miners' strike (1984–1985) in County Durham.

Name	Grd
Antonakis, Aleca	12
Araujo, Amy	10
Baraniuk, Courtney	10
Barclay, Sarah	10
Billings, Christa	9
Billings, Nicole	10
Bright, Michael	9
Broadhead, Kate	9
Buhr, Corey	10
Bullee, Laura	10
Burch, Christina	9
Burgess, Taylor	10
Burton, Emma	9
Church, Eric	11
Clark, Laura	9
Dixon, Jensen	9
Ducharme-Westlake, Zach	9
Dyck, Jordan	9
Edwards, Osian	9
Farough, Theo	9
Glowach, Nathan	11
Haggerty, Chelsea	9
Hudson, Patrick	11
Hutcheson, Alana	10
Jersak, Scott	9
Johnston, Evan	9
Klippenstein, Alex	12
Klippenstein, Lara	10
Kratz, Evan	9
Larocque, Jordan	9
Lee, Alex	11

Macdonald, Dylan	10
Malowski, Jordi	9
McColl, Braden	10
McGregor, Ashley	9
Mclaughlin-Ventnor	10
Merry, Sidney	9
Mitchell, Drew	9
Munchinsky, Caleb	9
Munroe, Annie	9
Nicol-Brereton, Tessa	10
Pearce, Ashlyn	10
Price, Hannah	12
Russell, Codie	9
Scantlebury, Jasmine	9
Shearer, Stacey	9
Smith, Jon	10
Smith, Jordan	10
Soroka, Toni	11
Sparrow, Janelle	9
Stanton, Mitch	12
Swallow, Jevon	9
Tomiski, Sarah	9
Toth, Taylor	9
Unger, Kasia	11
Van den Bosch, Jessica	9
Vansanten, Keith	10
Vasconcelos, Tiana	10
Wenham, Tammy	10
Windsor, Kristina	9
Wright, Natalie	10
Zhen, Karen	10

CPN Music Department

Student Name **Parent Contact(s)** **and (or)**

Home Phone **Cell Phone**

Our principal method of sending information is through email addresses of parents. Could you please type your email address into the boxes below and you will be added to our mailing list.

Parent Email **please retype email**

During the year there are time we are in need of parent volunteers. If you are able to volunteer please click the appropriate box. If you are not able or not interested in volunteering there is a box for that response.

Crocus / Neelin Executive Positions

☐ BSIMA Rep **(position is currently filled)** ☐ Treasurer **(position is currently filled)** ☐ Publicity (i.e. placing public service event notices sending invitations to Division Administration and Board members
☐ Secretary **(position is currently filled)** ☐ Fundraising Committee

☐ **Not Available For These Positions**

Crocus / Neelin Parent Volunteers Needed:

☐ Fruit Sale Envelopes *(collection and tally 3rd or 4th week of October)*
☐ Fruit Sale Distribution Centre *(4 hour shifts, one weekend, late November)*
☐ Mom's Pantry Order Collection *(collection and tally in early December)*
☐ Concert Volunteer *(admission collection at concerts)*
☐ Band Trip Chaperone *(participation in trips. Chaperone costs are 1/2 of the student cost)*

☐ **Not Available For These Positions**

BSIMA Executive Positions

☐ President **(position is currently filled)**
☐ Vice-president **(position is currently filled)**
☐ Treasurer **(position is currently filled)**
☐ Secretary

☐ **Not Available For These Positions**

Crocus / Neelin Music Department Tour **April or May 2010**

The current plan is to arrange a trip that will cost approximately $800-$900. Our proposed destination is Chicago travelling by either train or bus. Cost includes all activities, festival fees, transportation, accommodations and one supper meal.

☐ My child is planning to participate in this trip. ☐ My child is NOT planning to participate in this trip.

Please include any questions or comments below.

Submit Form Reset Form

Revised: 11/02/09

Here is our first official mass emailing of information to parents of students participating in the CPN music department.

1. Chicago trip - dates are established to be May 2 to 8. We have investigated 2 modes of transportation ... Train (Amtrak) or Bus (Beaver Bus Lines). I am attaching copies of the tentative itineraries. Please note that this is a starting point and will evolve a bit before it is finalized.

As mentioned in a previous correspondence the initial deposit of $200 is due January 20th. Please consider this deposit non refundable unless there are serious extenuating (beyond our control circumstances). We do this to ensure a solid commitment from each participant because as the numbers change the trip cost is affected. Currently the estimate for this trip is ... Train $868.00 ... Bus $775.00.

Taking the train would be a new and exciting adventure however there are some complicating factors. Amtrak requires 1 adult chaperone for every 6 students under the age of 18. We would need 12 chaperones to meet this requirement. they also have a luggage size limitation of **28"X 22"X 14"** this makes it difficult to bring larger music instruments like tubas and bari saxophones.

If you are interested or available for chaperoning this trip the cost will be 50% of the student price. We have room for 3 more female chaperones. Thank you in advance.

2. Fundraising accounts of students will be posted in the band room on Friday, January 15th. This money can be deducted from any of the payments. Chicago trip payment dates are February 19th = $300.00 and April 17th remaining balance. Please be prompt with payments we have to send money to our tour organizer shortly after these dates. The cost of the trip may change slightly based on the number of participants. I will keep you posted.

More info to follow.

If you have questions or concerns please reply to sender on this email or phone 729-3919.

If you received this information in error or wish to be taken off of this list please let me know.

Ken Hudson

Dear band parents,

There is a lot of confusion in our department about which students are planning to participate in the Chicago trip. It is difficult to determine if it is just student/parent forgetfulness about getting the deposits in on January 20th or that they are withdrawing from the trip.

Originally 77 parents indicated that their children planned to travel to Chicago ... to date I have received 48 deposits. This radically changes the cost per student and may drive the cost beyond affordability. If you originally indicated that your child was participating and now is not, could you please email me right away. Mr Normandeau is concerned that he may not have enough grade 9 students to have a full jazz band.

Could you please send me an email if your child is no longer participating. I have to replan the trip and cancel hotel rooms, and show tickets and reorganize our transportation before next week.

In the future please consider more carefully when indicating whether your child will participate. This high cancellation is creating a lot of extra work and making us look a little foolish when we have to cancel so many tickets.

Thank you for your time.

Band parent notes.

This past weekend we had 18 students participating in the Westman Honor Band, Junior and Senior. They worked hard all day Friday and 2/3 of Saturday culminating in a performance with the Brandon University Symphonic Band at the Westman Centennial Auditorium. Congratulations to all who participated for your hard work and cooperative spirit. The conductors had overwhelming praise for the quality of musicians and mor importantly the quality of persons that participated.

Upcoming Events

Brandon Jazz Festival. March 18, 19 and 20

The Junior Jazz Ensemble (Grade 9) will perform at the Kinsmen Rehearsal Hall, Music building at 9:00 AM on Friday, March 19th.

The Senior Jazz Band (grade 10 – 12) will perform in the Lorne Watson Recital Hall, music building at 2:00 PM on Friday, March 19th.

The Senior Jazz Combo (grade 10 – 12) will perform in the Lorne Watson Recital Hall, music building at 5:00 PM on Friday, March 19th.

Students are expected to complete some listening assignments during the course of the weekend.

Bandfest April 14

All grade 9-12 band students will be performing at this event. It begins at 7:30 at the Westman Centennial Auditorium.

Chicago News

The revised cost of the trip is $844.00 based on the reduced number of participants. I have also priced a cruise on the river through the center of the city. It would cost an extra $27.00 per student participant. Please let me know what you as a parent think of this additional event and of course the additional cost. Please forward your second payment of $300 (cheques payable to "CPN Music Department") before March 3rd.

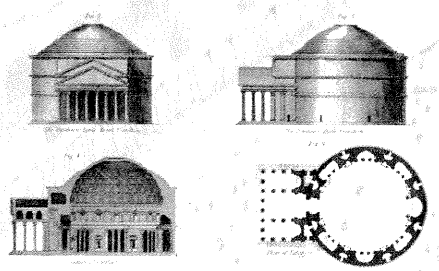
Please make sure that you are in the process of securing a passport for your child. Getting it now will save a lot of anxiety for all of us.

The hotel has free breakfast and included in the package is one supper meal at Medieval Times all other meals are at the student's discretion according to their budget. We try to find a collection of fast food restaurants so they can have a choice of types of food at a reasonable price.

We need 1 more chaperone if you are interested in spending a wonderful week with 62 teens please let me know ASAP. Cost for chaperones will be $400.00

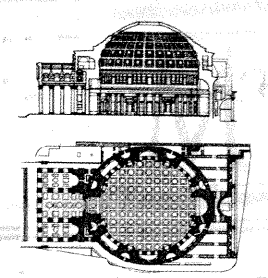
Appendix 5

CROCUS PLAINS
REGIONAL SECONDARY SCHOOL
DESIGN DRAFTING



CULTURAL VOCATIONAL EXPERIENCE

Exploring Greek-Italian Architecture & Engineering



PROPOSED FIELD TRIP

FRIDAY MARCH 25, 2011 - MONDAY APRIL 6, 2011

Crocus Plains Regional Secondary School
Design Drafting
Miro Gawinski
Tom Outhwaite
Pam Bailey
1930 First Street
Brandon Manitoba R7A 6Y6
phone 204-729-0309
fax 204-725-2162
gawinski.miro@brandonsd.mb.ca
outhwaite.tom@brandonsd.mb.ca

CROCUS PLAINS DESIGN DRAFTING

Crocus Plains Regional Secondary School

Contents

A Field trip proposal

B Itinerary

C Trip options and costs

D Parent communication

E Fund raising

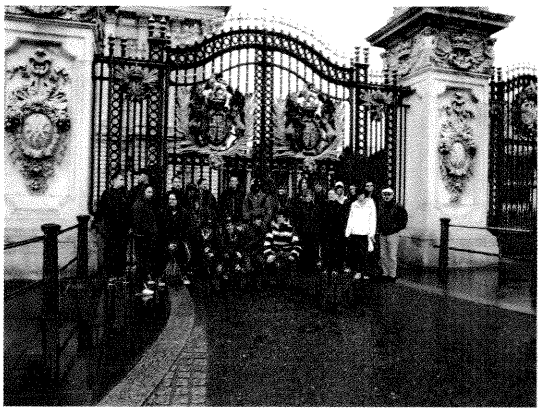
F EF Educational Tours information

G School & division forms

H CPRSS school policy

Exploring Greek-Italian Architecture & Engineering
Proposed field trip

In the months preceding Spring Break 2009, twenty (20) Design Drafting students worked vigorously to fulfill their dream of a life time. The work they so relentlessly took on included both raising funds and maintaining the highest possible academic standing. The dream that they worked to bring to reality was an architectural/engineering tour of London and Paris. Without any doubt this trip was a highly successful endeavor that left a positive mark on all of them as they proceeded to post secondary education. As Design Drafting educators, we felt that the four year educational experience we had provided for our future architects, engineers and draftspersons was indeed a well rounded and complete experience.



Canada Gate, London, England

Eifel Tower, Paris, France

We truly believe that world travel changes students' lives and is the ultimate real-world experience. The grade twelve (12) students we propose to involve in this travel experience are exceedingly worthy of this type of educational experience. Their academic performance at CPRSS is exceptional and their design drafting commitment, as demonstrated by their present community projects, outstanding. They are eminently capable of seeing their world from a new perspective, by experiencing unique cultures and partaking in different traditions. They become more independent and find a new excitement for learning. In short, travel lets them know that a wealth of opportunity waits. Some of the students are so moved that you can literally see the whole world open up in their eyes. They also love to let other students know how amazing it is to meet other people, experience other cultures, see what it means to be a Canadian and understand how our history is linked to the world. Many students find their English, Social Studies, Language and other classes make more sense because they now have a connection or, at the very least, bragging rights to say, "I have been there."
To continue providing a real world design experience, we propose an excursion to the cradle of Democracy and birthplace of Western civilization; Italy and Greece. A part of the world that has architectural and engineering artifacts, galleries, churches, historic palazzo, ruins, castles, monuments and tombs, in quantities that the average visitor has scarcely the time to see. We feel that at this time it would be reasonably affordable, safe and educationally rewarding.

Crocus Plains R. S. School, Design Drafting Field Trip Proposal:

ITALY & GREECE TOUR: DETAILED ITINARARY

Friday March 25, 2011 - Day 1:

8:00 am	Leave CPRSS for Winnipeg Airport on Grey Hound Bus Lines.
2:00 pm	Fly overnight to Milan, Italy where we are met by EF Tours Director who will be with us throughout our stay.

Saturday March 26, 2011 -Day 2:

10:00 am	Arrive in Milan, the fashion and finance capital of Italy.
12:00 noon	A 3 hour guided bus tour of the historic city before traveling to Venice.
3:00 pm	Check-in to hotel, unpack and prepare for supper.
6:00 pm	Walk to and from restaurant for supper with sight-seeing along the way.
9:00 pm	Return to hotel (purchase snacks) and a well deserved sleep.

Sunday March 27 2011 -Day 3:

Guided sightseeing of Venice • Begin your tour of La Serenissima (the city's nickname meaning "the most serene") at St. Mark's Square, "the finest drawing room in Europe," according to Napoleon. Allegedly buried under the altar of the basilica are St. Mark's remains, which, in the 11th century, were smuggled out of Alexandria in a barrel of salt pork to prevent a thorough search by the city's Muslim guards. Also see the Grand Canal and the 324-foot Campanile (Bell Tower), whose steps were originally built so that a noble could ascend on horseback. Look for the clock where two bronze figures have been striking the hour for more than 500 years. Venice is also famous for its glassware—you'll see why during a glassblowing demonstration.

6:30 am	Wake-up call
8:00 am	Breakfast
10:00 am	Take a guided tour of Venice:
	St. Mark's Square and Grand Canal
	Visit the Doges' Palace
12:00 noon	Lunch break during walking tour
3:00 pm	Return to hotel, prepare for trip to Florence.
7:00 pm	Board bus for Florence
10:00 pm	Check into hotel and bedtime.

Monday March 28, 2011 -Day 4:

Florence, the birthplace of the Italian language, the Renaissance and opera. The city is a treasure-trove of art, architecture and history, unparalleled anywhere in the world. During your guided walking tour, pass the classical statues of the Piazza della Signoria, where Michelangelo's David originally stood, and now the site of an impressive replica. See the Ponte Vecchio, one of the city's only bridges to survive WWII, and now one of its most photographed sites. The bridge provided the Medici easy access from the Pitti Palace to the Uffizi. You also will visit the Santa Maria del Fiore Cathedral, better known as the Duomo, or dome, that dominates Florence's skyline. The dome was sculptor and architect Brunelleschi's finest work and the nearby campanile (bell tower) were designed by the painter Giotto. Look for the famous bronzed doors— Ghiberti's legendary Gates of Paradise—at the Baptistery opposite the Duomo

6:00 am	Wake-up call
7:30 am	Breakfast
8:30 am	Board Bus for tour to Pisa
9:30 pm	Return to hotel and bedtime.

In the city's Field of Miracles, snap a picture of the 12thcentury Leaning Tower, aslant ever since the third floor was built. This is where Galileo was said to have developed his laws of gravity. Visit the adjacent cathedral and baptistery, which contain exquisite marble pulpits carved in the Gothic style by Nicola and Giovanni Pisano.

Tuesday March 29, 2011-Day 5:

Guided tour of Rome • As part of your walking tour of Rome, stop at the Trevi Fountain and make sure to toss in a coin to ensure your return to Rome. Then view the Pantheon, one of the best-preserved ancient buildings in the city, commissioned by the Emperor Hadrian around A.D. 120. This temple to "all the gods" features the second-widest dome in Rome. Then during free time, continue to the Piazza Navona before meeting at the Spanish Steps before dinner.

6:30 am	Wake-up call
8:00 am	Breakfast
9:00 am	Travel to Rome.
12:00 Noon	Lunch
1:30 pm	A group bus tour of Rome.
4:00 pm	Check into hotel and clean-up for supper.
5:30 pm	Supper
7:00 pm	Walking tour of Rome
9:30 pm	Return to hotel and bedtime.

Wednesday March 30, 2011-Day 6:

Visit to Vatican City • Today, you will explore Vatican City, the world's smallest country. Begin at the Vatican Museum, where elaborate galleries filled with one artistic masterpiece after another lead you directly to the Sistine Chapel. Between 1508 and 1512, Michelangelo painted some of the world's finest pictorial images on the chapel's ceiling. This was his first attempt at working in fresco, which he did by standing up and craning backward from a scaffold. Next, tour St. Peter's Basilica, erected on the site where the saint was martyred. Enter the basilica under the watchful eyes of the brightly dressed Swiss Guard. Inside, admire Michelangelo's Pietà, the only sculpture he ever signed.

6:00 am	Wake-up
8:00 am	Breakfast
9:00 am	Board bus for Vatican City
5:00 pm	Return to hotel and prepare for supper.
6:00 pm	Walk to and from restaurant for supper with sight-seeing along the way.
9:00 pm	Return to hotel (purchase snacks) and a well deserved sleep.

Thursday March 31, 2011-Day 7:

6:30 am	Wake-up call
8:00 am	Breakfast
9:00 am	Checkout and transfer to Brindisi, where we will board the overnight ferry for Petros, Greece
12:00 Noon	Lunch on the road
1:30 pm	Stop to explore the ruins of Pompeii. Mount Viesuvius.
9:30 pm	Board ferry and sleep on ferry to Greece.

Friday April 1, 2011 -Day 8:

Patras and Delphi

7:00 am	Disembark in Patras the capital of the Peloponnese.
8:00 am	Breakfast
9:00 am	Travel to Delphi, home of the mystical oracle.
10 :00 am	Guided sightseeing tour of Delphi, Temple of Apollo
1:30 pm	Depart for Athens, Cradle of Democracy and birthplace of Western civilization!
9:30 pm	Check-in to hotel and bedtime.

Saturday April 2, 2011 -Day 9:

Take a guided tour of Athens
Take a walking tour of Athens

8:00 am Breakfast

9:00 am Walking tour of Athens • Get acquainted with the endearing Plaka district. Stroll past Hadrian's Arch and the Temple of Olympian Zeus built to honor the most powerful of all Greek gods—construction began in 515 B.C.

12:00 Noon Lunch

1:30 pm Guided sightseeing of Athens • An expert local guide introduces you to the antiquities of Athens. Climb the Acropolis to view the majestic Parthenon, perhaps the world's greatest architectural feat. See the Temple of Athena Nike, which once housed a gold statue of the goddess (her wings were clipped to keep her from ever deserting the city). Athens is named after Athena, the goddess of war and wisdom. After seeing the Presidential Guard in their traditional costumes, pass the stadium where the first modern Olympics were held in 1896, as well as lively Omonia and Syntagma squares. During free time you may have later, use your ticket from this morning's sightseeing to explore other sights in Athens. Visit the Agora, ancient Athens' political, economic and commercial center, which holds the remains of the Temple of Hephaistos, begun in 449 B.C.

9:30 pm Check-in to hotel and bedtime.

Sunday April 3, 2011 -Day 10:

Your cruise includes all meals. The cruise ship serves an abundant variety of food including full American breakfasts, lunch buffets, tea on the deck, buffet style and seated dinners.

Cruise the Greek islands:

* Mykonos
* Patmos
* Crete and Rhodes

Monday April 4, 2011 -Day 11:

Cruise

Tuesday April 5, 2011 -Day 12:

Cruise

Wednesday April 6, 2011 -Day 13:

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

6:30 am Wake-up call

8:00 am Breakfast

9:00 am Checkout and transfer to Athens airport
Arrive in Winnipeg
Return to Brandon

ITALY & GREECE TOUR: OPTIONS

Included:

* Round-trip airfare
* 12 overnight stays in hotels with private bathrooms; plus 1 night ferry accommodations (3 nights cabin accommodations with extension)
* Complete European breakfast and dinner daily (3 meals daily with cruise extension)
* Full-time bilingual EF Tour Director
* 10 sightseeing tours led by licensed local guides: Venice • Florence • Vatican City • Rome • Pompeii • Meteora monasteries • Delphi • Epidaurus • Mycenae • Acropolis
* 2 EF walking tours: Venice, Rome, and Athens
* 15 visits to special attractions: Doges' Palace • Glass-blowing demonstration • Duomo • Leather-making demonstration • Assisi Basilica • Sistine Chapel • St. Peter's Basilica • Colosseum • Pompeii ruins • Meteora monastery • Delphi site • Delphi Museum • Epidaurus • Mycenae • Acropolis
* Whisper headsets

Pisa • Greek Evening

With Extension: All of the above PLUS:

* 3-day Greek island cruise with optional excursions (not included) offered by the cruise company, including: Mykonos Walking Tour, Ephesus and the House of the Virgin Mary, St. John's Monastery and Grotto of the Apocalypse, Scenic Island Tour, Patmos Beach Excursion, Rhodes and Lindos, Old City and Philerimos, A Taste of Crete, Santorini Volcanic Shores Cruise

Not included:

Meals: lunch

Cancellation, trip interruption and medical insurance (all inclusive travel protection plan)

Air taxes – currently approximately $365

Gratuities for guides/drivers

Notes:

Accommodation is in 3 star hotels.

Insurance: It is a good idea to make this mandatory - $152 covers everything – cancellation, trip interruption, and comprehensive medical insurance.

ITALY & GREECE TOUR: COSTS

Pricing: (based on 24 -30 people)
Per person in twin room: $2255
Single room supplement: $500
3-Day Cruise extension: $575
For every 6 paying passengers, one free seat is provided based on double occupancy. Free passenger would have to pay the air taxes and insurance.

For those who have a good medical insurance plan in place, cancellation/trip insurance alone is $121.

Deposit required- $300 plus insurance per person.

We are aware that the proposed trip is scheduled for spring 2011, and as a result costs may change. The costs quoted are base on figures provided through EF educational tours.
We are presently looking for approval in principle, of this learning experience. We are entirely open to suggestions, enhancements and alterations to the proposal as long as the general theme and integrity of exploring civilizations' architectural and engineering achievements are maintained.

Summary:

When: Spring Break, Friday March 25, 2011 - Monday April 4, 2011
Where: Milan, Venice, Florence and Rome Italy; Athens, Greece and vicinity
Who: *Students:* 24 to 30 Design drafting students from Crocus Plains
Staff: Three (3) educators (2 male and 1 female)
Why: To enhance and be the culmination of the students high school architectural and engineering learning experience.
Cost: $2780.00 to a maximum of $3355.00
The students and staff would undertake fund raising to cover a part of the total cost. A $300.00 down payment would be required to hold a seat.

Miro Gawinski
Tom Outhwaite
Pam Bailey

"We shall not cease from exploration. And the end of all of our exploring will be to arrive where we started. And know the place for the first time." - T. S. Eliot

November 25, 2009

Dear Parents and Guardians,

After a successful premiere of 2009's Architectural/Engineering trip to Europe, the Design Drafting program is once again exploring the viability of an excursion to ***Italy and Greece*** during Spring Break 2011(March 25-April 6).

During our tour, we will visit Milan, Venice, Florence, and Rome in Italy, Vatican City, and Delphi, Petros, and Athens in Greece, with a planned 3 day cruise of the Greek Islands. The selection of these destinations is based on the opportunities to explore extensive historic, innovative, and world class architectural and engineering artifacts.

We are currently obtaining the required school and division approvals, and will be hosting an information evening on ***Thursday December 3, 2009 at 7p.m.in the Lecture Theater***. We are only looking for an indication of interest from you at this time, and there is no obligation. If you believe this is an adventure your child would be able to take part in, we invite you both to join us that evening.

Sincerely,

Miro Gawinski
Tom Outhwaite
Pam Bailey

Hello everyone,

Thanks to all of you for your interest in our proposed Italy/Greece excursion in 2011! As of today, we have 31 students who have unofficially signed on, and four who have submitted a deposit. The deposits of only three students guarantee us that our price will not go up with the expected rise in costs in the new year. In order for a student to receive $100.00 off the total cost of their trip, a $99.00 deposit is needed by December 15th. That date is quickly approaching; parents can register online, or please bring your registration and $99.00 fee to school on Monday (14th), so we can register on the 15th.

Online registration:
eftours.ca/student
Our tour# is ***806129***
Group Leader: Miro Gawinski

At this point, we have approval in principle from Senior Administration which can now move ahead toward formal approval from the Brandon School Division Board. If, for some reason, the board decides not to support this trip, we have assurances in writing from EF Tours that the deposits will be refunded in full.

In response to a question about background checks on the tour company, we have checked with the Better Business Bureau and the Travel Industry Council of Ontario (the Ontario branch is the one we will be dealing with), and discovered favorable information from both.

"EF Institute for Cultural Tours is registered with TICO under registration #2395858. All consumers who book with this company are protected by TICO no matter where they live."

-Mary-Ann Harrison, C.A.
CFO and Director of Operations
Travel Industry Council of Ontario

For more information: http://www.tico.ca/

Better Business Bureau (Report as of December 11, 2009 13:43)

"*EF was founded in Sweden in 1965 with the mission of breaking down barriers of language, culture and geography. Today, EF is the world's largest private education company, with a group of 14 subsidiaries and nonprofit organizations. EF started operating in Canada in 1990."*

*"Based on BBB files, this business has a BBB Rating of A+ on a **scale** from A+ to F."*

For more information: http://www.bbb.org/canada/

Thank you to everyone who placed orders for Vista gift cards! Considering the short notice, we had a substantial amount of orders placed, and made $508.00 toward our fundraising account! Great job! We'll let you know when the next fundraiser is underway.

Crocus Plains Architectural Tour Fundraising

Fundraising opportunities include:

Vista Gift Certificate Program

Sobeys Gift Certificate Program

Brandon Sun Flyer Delivery

MTS Phone Book Delivery (in conjunction with the Kiwanis Club of Brandon)

NHL Playoff Draft

Our previous Travel Group (London/Paris 2009) was very successful in our fundraising attempts. In a 7 month period approximately $18,000 dollars was raised. Our expectations, with a longer period (14 months) for this group $21,000.

Educational Tours
Voyages Culturels

Group Leader: **Miro Gawinski**
Tour: **Italy & Greece**
Tour Number: **806129**

December 11, 2009

Miro Gawinski

Crocus Plains Regional Secondary School
1930 1st St.
Brandon, MB
R7A 6Y6

Dear Miro,

EF is thrilled to be involved in your 2010 travel plans. With over 40 years as the leader in educational travel, we feel uniquely qualified to provide your students with the international learning experience of a lifetime.

We understand that you have to receive final approval by the board for your tour, so this letter is to assure you that if your school board does not approve your trip by June 15th, 2010, EF will refund all monies paid to EF by your travellers. Please note that this guarantee is contingent on all travellers meeting payment deadlines as outlined in EF's Booking Conditions.

If you have any further questions, do not hesitate to contact me at 1-800-387-1460. I look forward to providing your group with EF's hallmark product: an unforgettable and rewarding educational travel experience.

Sincerely,

Lance Calvert
EF Educational Tour Consultant

c.c. Maxime Mercier, Director of Sales

Why travel with EF?

- **Guaranteed lowest prices**
  Only EF guarantees the lowest tour prices, covering airfare, breakfast, dinner, your 24/7 EF Tour Director, sightseeing and entrance fees.

- **More than 40 years' experience**
  EF is the largest, most experienced and most trusted educational tour company in the world.

- **We take care of everything**
  We arrange everything – flights, hotels, meals and attractions – from start to finish.

- **24-hour-a-day EF Tour Director**
  Your EF Tour Director is there from when you land to when you depart, making sure all your tour logistics go smoothly, providing cultural and historical insights and ensuring your tour is always fun and engaging.

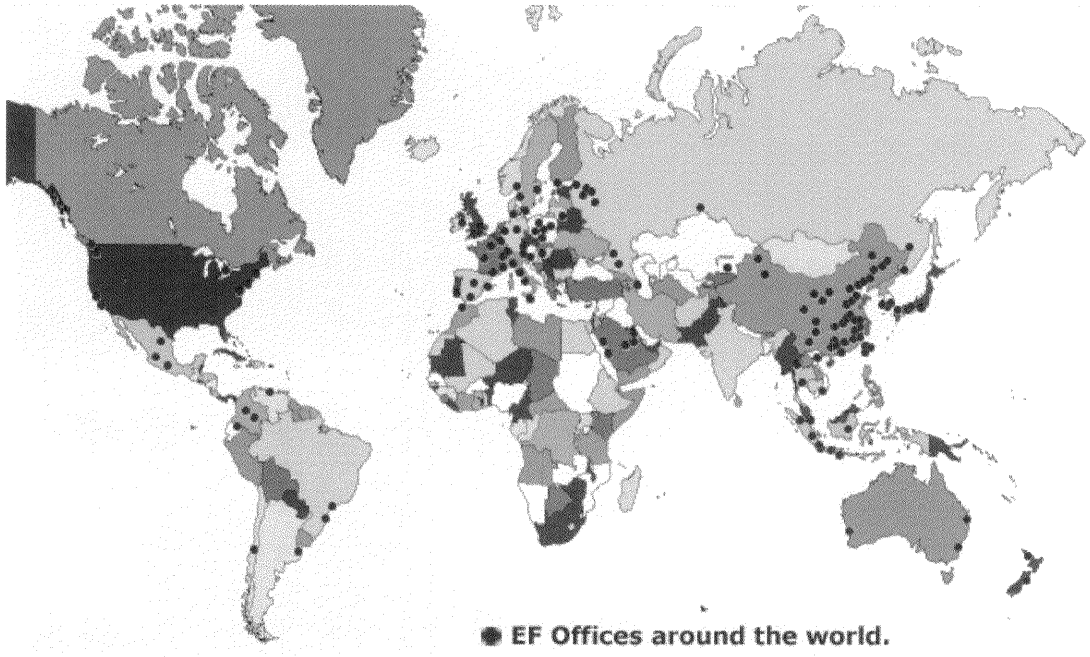
Safety is EF's top priority

- **Worldwide presence**
  More than 200 offices in over 50 countries

- **24-hour emergency support**
  Canadian headquarters with global support

- **EF's All-Inclusive Travel Protection Plan**
  Covers medical, theft, unexpected tour cancellations and more

- **EF's Peace of Mind Program**
  Allows you to change your departure date or destination up to 35 days before your original departure date



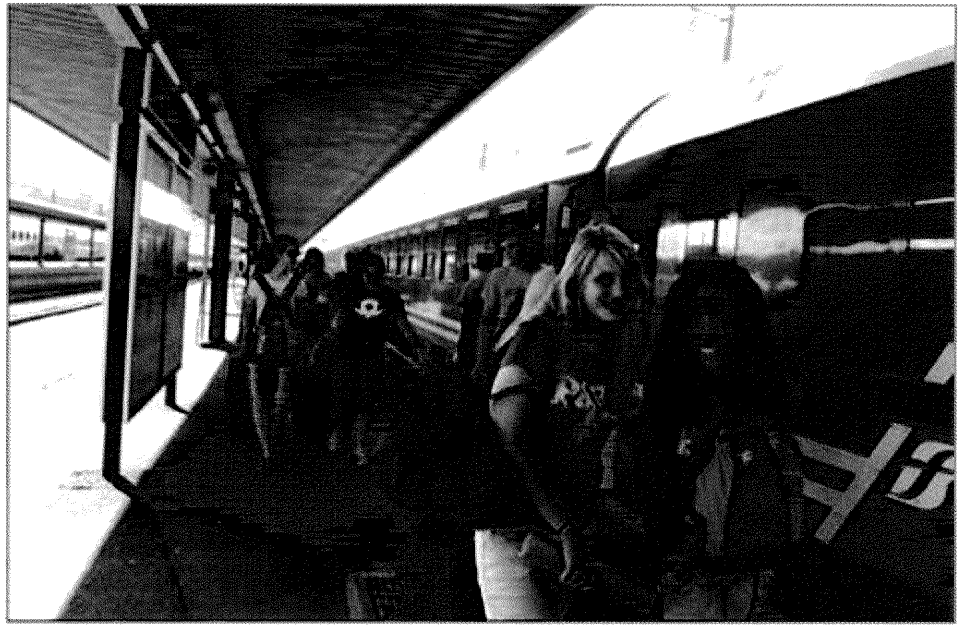
How does group travel work?

- What is group travel?
  - » Groups with similar tour preferences and departure dates are combined
- Why does EF combine groups?
  - » Makes tours equally affordable for groups of 6 or 40
  - » Low prices means more students can see the world
  - » Allows students to meet other travellers from around North America
- How does EF combine groups?
  - » Flexible date range **Mar. 25/2001 to April 6/2011**

What does the Program Fee include?

- EF Tour Director with you 24/7
- Round-trip airfare on major airlines
- Superior tourist-class hotels
- Hearty breakfast and dinner daily with a taste of local culture
- High-speed trains and air-conditioned luxury motor coaches
- Licensed local guides
- Sightseeing and attractions

EF's All-Inclusive Travel Protection Plan



EF's All-Inclusive Travel Protection Plan:

» Medical and Accident Coverage
» Baggage and Property Coverage
» Tour Cancellation and Interruption Coverage
» 24-hour access to an English speaking representative

For more information, call EF's Customer Service Department at **1-800-263-2806**.

How do I enrol?

Online:
eftours.ca/student

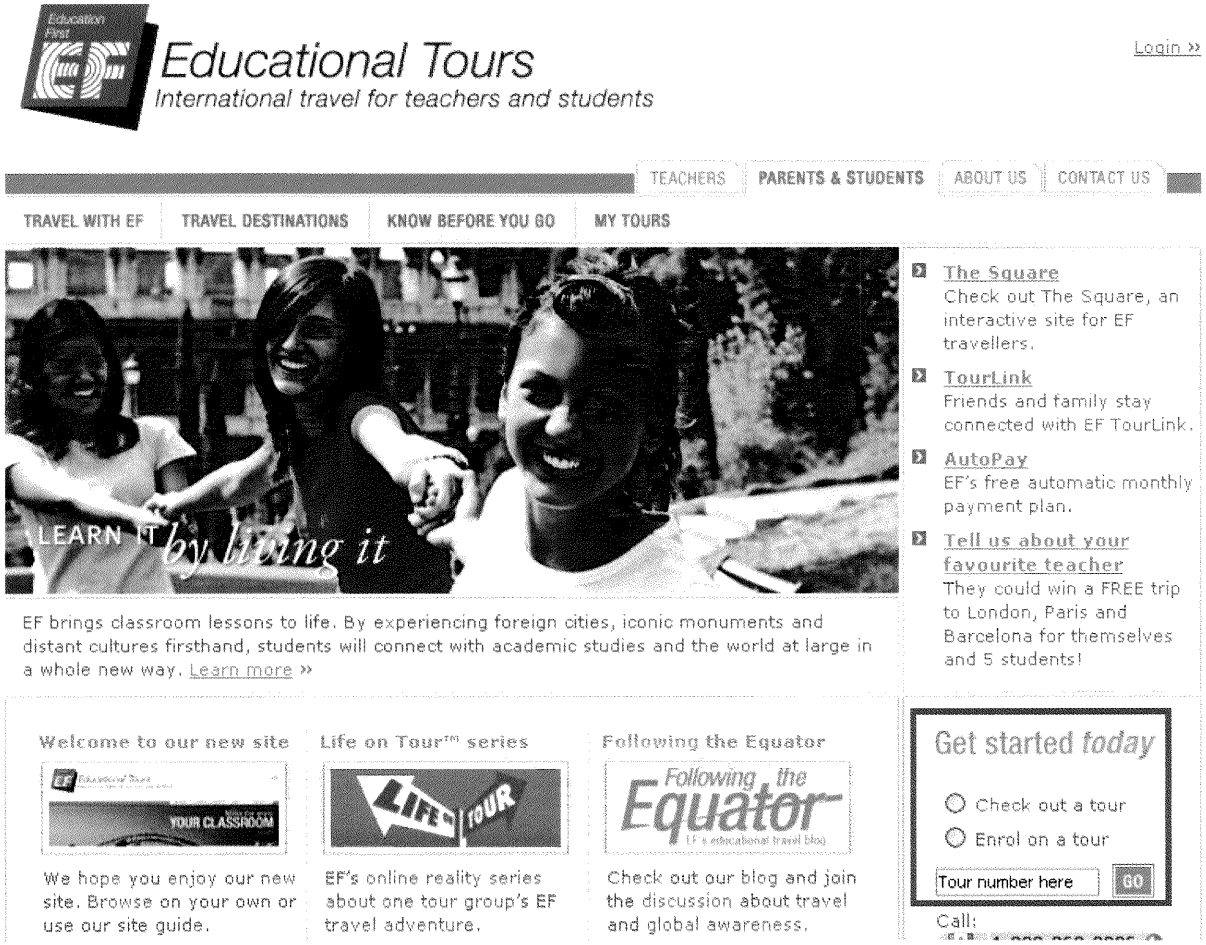
Phone:
1-800-263-2806

Fax:
1-800-556-6046

Mail:
EF Educational Tours
60 Bloor St. W., Suite 501
Toronto, ON M4W 3B8

Tour number:
Insert your tour # here

Enrolment deadline:
(Latest: 99 days prior to departure)



FORM 4001(a)
April 2004

Brandon School Division

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

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

School: CROCUS PLAINS R.S.S. **LC:** **Phone:** 729-0309 **Fax:** 727-2162

Destination: ITALY & GREECE
Departure Date: MAR. 25/2011 **Return Date:** APR. 6/2011
Departure Time: 8:00 am **Return Time:** 8:00 pm

Name of Service Provider (if applicable): SEE ATTACHED
Contact Person of Service Provider:
Phone

Number of Service Provider:

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

# of Students: 31
# of Male: 21
# of Female: 10
# of Adults: 3
Student/Adult Ratio: 1:10

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:				
MIRO GAWINSKI	M	N/A.	YES, SEE ATTACHED	FIRST AID
TOM OUTHWAITE	M			
PAM BAILEY	F			
Volunteers:				

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)*
☑ 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	$ } $3400.00	School Funds	$
Transportation	$	School's Budget	$
Accommodation	$	Student Fee	$
Meals	$ 200.00	Fund-Raising by: AS PER ATTACHED	$
Other Expenses ____	$ 100.00	Other _____ *(please specify)* DONATIONS	$
TOTAL ESTIMATED COST	$3700.00	**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?
   The grade 11 & 12 Design Drafting students extensively study the history of Architecture & Engineering. This trip will provide them with a once in a lifetime experience of their classroom lessons.
2. Which educational outcomes do you plan to achieve?
   - Analyse existing Arch/Eng. structures to determine new applications.
   - Describe the relationship between Design, Society, culture & Environment.
   - Synthesize concepts from other disciplines into a specific Design.
   - Plan & Deliver a Arch/Eng. presentation
3. Competition/event: N/A.

HOTEL NAME AND PHONE NUMBER (IF APPLICABLE): NOT AVAILABLE AT THIS TIME.

HOST FACILITY NAME AND PHONE NUMBER: (If applicable) NOT AVAILABLE AT THIS TIME.

OTHER CONTACT NAMES AND NUMBERS: N/A.

EMERGENCY PREPAREDNESS

- ☑ Emergency participant list (i.e. medical info, medical numbers, contact person)
- ☑ First aid kit access
- ☑ Communication device (if possible) CELL Number: 204-720-0295
- ☐ Other

Name of **Teachers-in-Charge** *(please print)*	Date *(year/month/day)*	Signature of Teacher-in-Charge
M. GAWINSKI	DEC. 10/09	
T. OUTHWAITE		
Name of **Principal** *(please print)*	Date *(year/month/day)*	Signature of Principal
Terry Sisow	January 8, 2009	
Name of **Assistant Superintendent** *(please print)*	Date *(year/month/day)*	Signature of Assistant Superintendent
Greg Malazdrewicz	March 02/10	

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

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

FORM 4001(c)
April 2004

Group Aquatic Activities Acknowledgement of Risk Form

Student Name: _____ **Grade:** _____

Note: This letter is required for **all** school outings where aquatic activities are possible. **This includes band trips and sporting trips where swimming in any body of water may be an incidental activity. This form must be signed in addition to the Acknowledgement of Risk form.**

CPRSS
(School Name) is arranging a trip where students may go swimming. This signed form is required for all students who wish to participate in this recreation program.
HOTEL SWIMING POOLS OR BEACH
(Explain the nature of the aquatic activity) Your child will be supervised.

INHERENT RISK: Swimming is a sport with physical demands and inherent risks which are beyond the control of *(name of venue),* and Brandon School Division. Swimmers and their parents/guardians **must** assume these risks.

ACKNOWLEDGEMENT: I/we have read and understand these warnings. For the purpose of this outing, my child's swim classification is: *(Please check one)*

☐ **GRADES K, 1, 2 & NON-SWIMMERS:** While in or near the water, all children, regardless of swimming ability, will be required to wear a Canadian approved PFD (Personal Flotation Device) or life jacket that is in good working order and that fits properly. Parents must provide the PFD or life jacket whenever possible.

OR

☐ **SWIMMER:** A swimming endurance test will be administered at the swim venue. Only those who pass will be allowed in deep water.

SWIMMING ENDURANCE TEST: To enter the deep water, students should be able to demonstrate a continuous 30-metre swim such that there is a coordinated action of arms and legs and the ability to comfortably place the face in the water once in a while during the swim. This must be completed with a reasonable degree of strength. It will be evaluated by a qualified life guard at the venue.

PERMISSION
I give permission for my son or daughter, _____, to participate in the swimming activity to be held at *(name of venue)* ITALY & GREECE on *(date)* March 25 – April 6/2011

Date: _____ Signature: _____ Printed Name: _____

Please note: The Manitoba Health Act requires that no person infected with a communicable disease or having open sores on his or her body shall enter the water.

☐ **YES**, I would like to assist with my child's class and I have the following level of swimming: _____

_____.

Swimmers' Rules and Expectations
Each swim venue will have its own set of rules that are to be followed by all participants.
There are elements of risk in swimming that common sense and personal awareness can help reduce.
Remember the following:

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

FORM 4001 (b)
March 2006

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

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

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: Exploring Greek-Italian Architecture & Engineering

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 CPRSS

Date of Activity: Mar. 25 - Apr. 6 / 2011 Destination: ITALY & GREECE

Teacher in charge: M. GAWINSKI Supervising teachers: T. OUTHWAITE

Volunteers: P. BAILEY

Method of transportation: BUS / AIR / BOAT Emergency contact accommodation: _____

Time of departure: _____ Time of return: _____

OTHER DETAILS:

map: ✓ parent meeting: ✓ itinerary: ✓

Schedule of events:

AS PER ATTACHED

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

BRANDON SCHOOL DIVISION

REQUISITION FORM FOR USE OF SCHOOL BUS

NOTE: *Requisitions approved subject to availability of bus and driver.*

School CPRSS Requisition date DEC. 10/09

Date of trip April 6 & May 25 Number of students 31

Number of buses required: (Maximum: 44/bus @ 2 per seat) 1

School departure time See ATTACHED Arrival time back at school SEE ATTACHED.

Destination/Purpose TRIP TO ITALY & GREECE

Emergency student helpers 1). _____ 2). _____

Names of supervising teachers: 1). M. GAWINSKI

2). T. OUTHWAITE 3). _____

Requested by: M. GAWINSKI Approved by: _____

(Teacher) (Principal)

CONFIRMATION: (Completed by Transportation Department and returned to school)

Date received: _____ _____

(Date) (Transportation/Facilities Assistant)

TO BE COMPLETED BY DRIVER:

Ending Odometer Reading _____ Departure Time _____

Beginning Odometer Reading _____ Return Time _____

Total Kilometers _____ Total Hours _____

Meals claimed: Breakfast Lunch Dinner (Please circle applicable meals)

Driver's signature _____ Approved: _____

TO BE COMPLETED BY TRANSPORTATION OFFICE:

Kilometer charge: _____ kms @ 45¢/km. = _____

Driver's wages: _____ hrs @ _____/hr. = _____

Meal allowance: Breakfast ($7.00) Lunch ($13.00) Dinner ($20.00) = _____

TOTAL COST CHARGED TO SCHOOL: $ _____

Approved by: _____

(Supervisor of Transportation)

TO BE COMPLETED BY TRANSPORTATION OFFICE:

☐ School notified ☐ Entered E / P ☐ Display ☐ Driver Assigned ☐ Entered E / P

(Procedures - please see over)

Bus Drop-off and pick-up

1) Pick-up at Crocus Plains & Deliver to Winnipeg Airport
    a. Friday March 25, 2011 8:00am leave Crocus
2) Pick-up at Winnipeg Airport & Deliver to Crocus Plains
    a. Wed. April 6, 2011 approx. 8:00pm

PROCEDURES:

1) Requisition to arrive at the Transportation Department in advance of the Monday prior to the week in which the trip occurs.

2) Transportation Office will submit the requisition to the Administration Office for accounting purposes upon completion of the trip.

PLEASE NOTE:

a) In accordance with Divisional policy (EEADC), it is required that all students have instruction in bus safety and evacuation procedures from the school.

b) The supervising teacher shall be responsible to ensure that student behaviour on the bus is acceptable and for reporting any misconduct to the principal.

c) The driver shall, at all times, have responsibility for the operation of the vehicle and authority for reasons of passenger safety to delay planned departure time or to cancel the field trip.

d) At the commencement of each field trip, the assigned bus will arrive at the school in time for the driver to review the rules for passenger procedures and conduct during the trip. The trip will commence when the driver is satisfied that all students are fully aware of their responsibility.

e) A list of passengers (class list) shall be supplied by the teacher to:
1 – Driver; 1 – School Office; 1 – Teacher

f) The driver shall report to the Supervisor of Transportation any evidence of inadequate supervision of the bus, students' failure to comply with bus regulations, accidents, delays or breakdown, etc.

g) The agreed upon time of departure and arrival shall be adhered to as closely as possible.

h) In the event of unusual delay or accident, the supervising teacher shall be responsible to notify the principal who shall in turn notify the parents.

i) Appropriate conduct is expected at all times. Smoking or unseemly language or conduct shall not be tolerated by supervising teacher(s) or driver.

Crocus Plains R. S. School Policy

Off-Site Activities:

We believe that outside-classroom experiences are valuable and that students should be involved in these activities when they are school related. Exceptions to this might occur when a student's academic and/or attendance record warrant special concern.

The function of the administration regarding school-approved absences will be to approve or reject teacher-initiated requests and then notify all staff of the approved activities and their participants. The procedure to be followed is outlined below.

Request Procedure:

1. **Off-Site Activities Request Forms** must be submitted to the principal **at least 2 weeks** before the scheduled day of the event. If divisional forms are required, they will be completed after the principal's approval is received.

2. When approval is received, the supervising teacher must:
   a. complete any necessary divisional forms;
   b. have students' parents complete waiver forms;
   c. make photocopies of students' licenses and registrations if necessary;
   d. make a list of all students involved in the trip and submit it to the principal, and post it in the staff room, one week before the trip;
   e. confirm attendance at the event;
   f. on the next school day, give Lori a list of students who did not show up for the event.

3. Staff will be notified of the field trips scheduled. The administration will:
   a. announce the field trips schedule for the upcoming week in the Principal's Bulletin;
   b. announce the activities planned for the day in the Teachers' Daily Bulletin.

Reminders:

1. Board policy requires us to receive confirmation **twice** for all out-of-country trips.
2. Board policy requires us to have photocopies of drivers' licenses and car registrations when students are driving themselves to events inside Brandon.
3. Students are not allowed to drive vehicles on field trips outside of Brandon.

Fund-raising:

Before any fund-raising activities are planned, they must receive an okay from the principal. This will ensure that we minimize overlaps between fund-raising projects.

All funds raised for student activities must be turned over to Student Council treasury. There they will be "ear-marked" for the group.

Student Behaviour:

We expect all of our students to be responsible members of our school. They, like us, should be respectful of the rights, beliefs and feelings of others. In any instance where you are dealing with a behavioural issue and you would like assistance from the administration, please feel free to ask. A big part of our job is to help you do yours. *All that we ask is that when you approach students, you do so in a **calm** and **respectful** way.*

Included below is a copy of the Student Conduct Code that has been created by a committee of students and teachers that we will follow:

School Conduct Code

We, the students of Crocus Plains, believe that **RESPECT** should form the basis of all school behaviour.

Generally, this shall be evident in:

- the way students relate to each other and to all staff members;
- the way staff interact with each other and with students;
- the way both students and staff (we?) treat school and personal property.

More specifically, **RESPECT** shall be based on:

- an appreciation of the different races attending our school;
- the recognition of sexual equality;
- an acceptance of the different personalities, interests and abilities of people in our school.

The ways in which all people in Crocus Plains shall show this **RESPECT** are through:

- non-offensive language
- non-threatening behaviour
- non-offensive clothing
- an awareness that intimate behaviour is inappropriate
- never damaging or stealing the property of others
- keeping building and grounds clean and inviting to all, including smoking areas, cafeteria tables and chairs, and hallways - in other words, using waste containers in all situations

We also accept that this code does not replace any portion of the Brandon School Division's Student Conduct Policy.

Brandon School Division Policy

Students and parents or guardians are encouraged to view the following BSD policies, regarding field trips and student conduct, on the Brandon School Division web site www.brandonsd.mb.ca ;

- Policy 7004 Behavior
- Policy 4001 Off site activities

1) Procedures 4001 Off-Site Activities Manual/April 2004,
2) Safety Guidelines for Physical Activity in Manitoba Schools (revised for Brandon Schools, 2004-2005), see www.edu.gov.mb.ca/k12/docs/support/pehe_safety
3) Youth Safe Manitoba-School Field Trip Resource.

Supervision Plan

Two male teachers (Miro Gawinski, Tom Outwaite) and a female teacher assistant (Pam Bailey) will be the supervisors of this vocational field trip. Their duties and responsibilities are outlined in Procedure 4001;

D. Responsibilities of the Teacher-in-Charge

The teacher-in-charge is responsible for the planning, coordination, implementation and supervision of the off-site activity. It is expected that the teacher-in-charge must:

- Consult with and obtain the approval of the Principal before and during the planning of any off-site activity.
- Approve the list of participating students.
- Follow the safety guidelines and requirements of the appropriate section of the *Off-Site Activities Procedure Manual*.
- If possible, have visited the location or have gathered verified information about the location of the off-site activity prior to the trip and be familiar with the seasonal conditions at the time of the trip.
- Have the training and knowledge appropriate for leading the trip.
- Plan a parent/guardian meeting as required. Contact parents/guardians if they are unable to attend and provide information.
- Ensure that all parents/guardians of the students attending the off-site activity, have been informed about the activities and have signed an Informed Consent – *Acknowledgement of Risk Form*.
- Ensure that the appropriate documentation is filed with the school Principal or school principals if the trip involves two or more schools.
- Ensure that all equipment is safe and well maintained. The teacher-in-charge will determine what specialized equipment including emergency equipment and clothing, is required.
- Ensure that the appropriate trip documentation accompanies the teacher-in-charge and other trip supervisors.
- Advise and verify that students have appropriate vaccinations for out-of-Canada trips.
- For out-of-province trips obtain special travel health coverage for all members of the travel group. (See page 16 for Special Travel Health coverage.)
- Where no teacher-in-charge has the necessary qualifications for the activity the school needs to contract a guide with the necessary qualifications or use a Service Provider.
- Possess leadership qualifications relevant to the activity; wide practical experience and familiarity with the area and activity; and competence to lead the activity.

- Select appropriate volunteers for the activity and provide volunteers with the direction as to the requirements of the trip and their responsibilities. Volunteers are to comply with the School Volunteers Criminal Record and Child Abuse Registry Check Procedures in the Appendices.

- Use guides when appropriate or directed.

- Advise parent/guardians that students have equipment (including clothing and footwear) that is appropriate to the level of activity being undertaken and to the students' size and experience.

- Take whatever precautions are necessary to ensure the proper conduct, appropriate behaviour and safety of the students.

- Ensure that the transportation guidelines and policy are followed.

- Advise students regarding trip hazards and appropriate safety procedures. Please note new airport security measures.

- In the planning and conduct of off-site activities, the age, physical and psychological capabilities of the students and their experience must be carefully considered. Selected activities must be within the capabilities of the student.

- Ensure that students are instructed in the proper use of equipment in the demands of the activity risks and hazards, safety precautions and emergency procedures. Supervision will be required to ensure that these instructions are observed throughout the trip.

- Ensure that a precise attendance count is taken at all points of departure on the trip.

- For any off-site activities involving aquatics (swimming, watercraft, etc.) refer to pages 17-26 of Off-Site Activity Procedures manual.

- If a group splits into two or more independent travelling groups, each group must have a teacher-in-charge or one of the approved volunteers.

The teacher-in-charge must:

- Supervise the off-site activity.
- Comply with all Brandon School Division policies and procedures including the policy on Student Conduct. Advise the students as to the expectations and consequences regarding appropriate behaviour.
- Select appropriate volunteers for the activity and provide volunteers with the direction as to the requirements of the trip and their responsibilities.
- Use guides when appropriate or directed.
- Advise parent/guardians that students have the equipment (including clothing and footwear) that is suitable for the level of activity being undertaken and appropriate to the students' size and experience.
- Take whatever precautions are necessary to ensure the proper conduct, appropriate behaviour and safety of the students.
- Ensure that the transportation guidelines and policy are followed.
- Advise students regarding trip hazards and appropriate safety procedures. Please note new airport security measures.
- Consider in the planning and conduct of off-site activities, the age, physical and psychological capabilities of the students and their experience. Selected activities must be within the capabilities of the student.
- Prepare adequately before students engage in an activity. Students should be instructed in the proper use of equipment in the demands of the activity risks and hazards, safety precautions and emergency procedures. Supervision will be required to ensure that these instructions are observed throughout the trip.
- Ensure that a precise attendance count is taken at all points of departure on the trip.
- Refer to pages 17-26 of Off-Site Activity Procedures manual for any off-site activities involving aquatics (swimming, watercraft, etc.).
- Provide each group with a teacher-in-charge or one of the approved volunteers if a group splits into two or more independent travelling groups.

Supervising students on trips outside Canada requires that students posses appropriate documentation (identification, passport, medical etc.). We propose that all documentation be in the possession of teachers, so it can be stored in hotel vaults etc. Students, parents and Crocus administration should all have copies of this documentation.

C. Insurance Protection

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

Fur further information or clarification, call the Secretary-Treasurer at 729-3114.

The Brandon School Division does not provide any medical expenses, dental, disability, dismemberment or accidental death insurance on behalf of students participating in any school's off-site activities.

1. **Travel and Health Insurance for Out of Province trips**
   Special Travel Health coverage **must** be obtained for all students by the teacher-in-charge for **ALL** out of province trips. This insurance provides emergency hospital/medical services that are not covered by Medicare. The Special Travel Health coverage must be obtained by calling Hayhurst Elias Dudek Insurance, 1-800-265-0314 extension 278.

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

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

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

Regarding swimming pools at hotels:

7. PLANNING AQUATIC ACTIVITIES

A. Water/Swimming - Group Activities
Pre-Event Planning and Contingency Planning

1. A detailed pre-event planning and contingency planning report is required in writing for all school outings and must be presented to the Principal for approval.

2. This must include:
   a) the designation of an teacher-in-charge;

   b) a requirement for a planning visit to the venue and a discussion with appropriate venue personnel;

   c) a requirement for a written agreement with the venue as to mutual expectations and commitments regarding supervision;

   d) a requirement that immediately prior to departure a list of those students actually attending the outing be prepared by the teacher of each class and left at the school, with another copy provided to the teacher-in-charge for the outing;

   e) particularly for outings involving students in Grades K to 6, that consideration be given to utilization of a "Buddy System" where each child is assigned a buddy and on a specified signal is to find his/her buddy and stay with him/her until a head count is done. Through such a system, checks can readily be done on entering and leaving a facility;

   f) a particular vehicle be identified to all adults in attendance as being available for use in case of a medical emergency;

   g) a plan for parent/guardian notifications in the event of an emergency be in place (e.g. the school secretary to do notifications based on the pre-departure attendance lists);

   h) a follow-up person be designated and prepared for any serious incident that might occur — for such tasks as dealing with investigators, identifying witnesses, preserving the scene of any accident until investigators arrive, etc;

   i) if a serious incident does occur, a requirement for written reports to be prepared by all teachers in attendance at the outing and given to designated school and school board personnel;

   j) other potential provisions such as procedures for dealing with injuries as outlined in the "Safety Guidelines for Physical Activities in Manitoba Schools".

6. <u>Semi Public (Hotel) Pools</u>

i. Early Years
   - use allowed
   - must wear CSA approved PFD's (Personal Flotation Device)
   - must meet specified lifeguard and supervisor requirements

ii. Middle Years
   - use allowed
   - must meet specified lifeguard and supervisor requirements

iii. Senior Years
   - use allowed
   - must meet teacher and minimum adult supervisor requirements

General Activities;

8. CONDUCTING OFF-SITE ACTIVITES

A. Supervision

- Brandon School Division suggested adult to student ratio (including teachers):
  For K-8 1 adult to 10 students
  For S1-S4 1 adult to 15 students
- Teachers must ensure that students are adequately supervised. In determining what constitutes adequate supervision, teachers need to consider the physical, emotional maturity, gender of the students, the degree of risk associated with the activities, the skill, knowledge and experience of the staff and their capacity to manage emergency situations.
- Additional supervision must be considered for off-site activities involving: increased risk, large number of students, participation of students with special needs, crowded venues, trips that are new to the sponsoring school and overnight trips.
- All supervision must be provided by individuals that are over the age of eighteen and meet the requirements of volunteers.
- There must be a teacher-in-charge for each off-site activity.

B. Transportation

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

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

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

Outside/Within Brandon School Division:

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

   b) It is recommended that where feasible the vehicle be operated by an employee or other responsible adult. For out-of-Division trips the Principal shall ensure that the teacher/supervisor prepares a list of stucents assigned to each vehicle and provides a copy to the driver and the Principal. The list shall include the names, addresses and telephone numbers of the passengers. The passenger list must remain the same for the return trip unless previous arrangements are made with the written consent of the parent/guardian.

c) In the event of an accident, the Principal shall immediately verbally advise the Superintendent and as soon as possible file a full written report to the Superintendent.

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

3. Bicycles
The teacher-in-charge must take the following steps when traveling to an off-site activity by bicycle:
   - teachers are to accompany the students on bicycles
   - recommended that a form of communication, i.e., cell phone, 2-way radio, whistle, etc. are used
   - approved helmets for participating students and supervisors are required
   - all bicycles are to be inspected to ensure they are safe and are of operational worthiness for the route planned
   - brightly coloured vests or clothing are encouraged for all riders

4. Water Travel
Federal and Municipal laws pertaining to personal flotation devices, load limits, etc., must be adhered to.

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

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

7. During severe weather or poor driving conditions, principals or their designate must ensure that weather and road conditions are conducive to travel before students leave Brandon for an off-site trip. The trip shall not proceed if the following factors prevail:
   - There are blizzard conditions enroute or blizzard or severe weather conditions are forecast by Environment Canada.
   - The RCMP or Highways Department has issued an advisory against travel on any enroute highway.
   - The wind-chill falls in the 'very high or extreme (-45)' category as defined by Environment Canada.

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

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

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

Hotel procedure at day end;

Students will be expected to be in their own rooms at a specific time each day (as per itinerary) a room check will be conducted. Within an hour a lights-out bed-check will be conducted, with the understanding that we stay in our rooms until breakfast the next morning. The consequences for breaking curfews would be as per student behavior procedure.

Additional supervisory conditions will be determined at student, parent or guardian meetings.

Appendix 6

Recommended Allocation of
2010-2011 Professional Development & Administration Days

2010	K-8	9-12	DETAILS
September 7	Professional Development	Professional Development	School-based P.D.
October 22	Professional Development	Professional Development	LIFT
November 18	Administration	-	K-8 student-led conferences
November 19	Administration	Administration	K-8 – student-led conferences 9-12 parent/teacher/student conferences
2011	**K-8**	**9-12**	**DETAILS**
January 28	Professional Development	Administration	K-8 – School-based PD 9-12 – (2nd semester begins Jan. 31)
February 24	Divisional Wellness	Divisional Wellness	Division Wide Wellness Evening Event - tentative
February 25	Professional Development / Divisional Wellness	Professional Development / Divisional Wellness	K-12 Division-wide PD – AM Division Wide Wellness – PM
March 17	Administration	-	K-8 –student-led conferences
March 18	Administration	Professional Development	K-8 –student-led conferences 9-12 – school-based P.D.
April 15	-	Administration	9-12 - parent/teacher/student conferences
May 20	Professional Development	Professional Development	K-12 School Development Planning
June 29	-	Administration	9-12 - Administration Day
June 29			K-8 - last day of classes
June 30	Administration	Administration	K-12 - Administration Day

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BRANDON SCHOOL DIVISION
BUDGET VARIANCE ANALYSIS
2010/2011

	Salaries Benefits & Allowances	Services	Supplies & Materials	Other/ Fiscal	Total
2010/2011 Budget	$ 57,463,200	$ 4,821,200	$ 3,962,800	$ 1,342,400	$ 67,589,600
2009/2010 Budget	$ 53,871,800	$ 4,559,600	$ 3,925,500	$ 1,262,800	$ 63,619,700
Increase (Decrease)	$ 3,591,400	$ 261,600	$ 37,300	$ 79,600	$ 3,969,900
	6.7%	5.7%	1.0%	6.3%	6.2%

BRANDON SCHOOL DIVISION
BUDGET VARIANCE SUMMARY
2010/2011

OBJECTS	Salaries & Employee Benefits	Services	Supplies & Materials	Interest	Transfers	Total	
Regular Instruction	2,434,100	47,600	35,100		(5,700)	2,511,100	6.7%
Student Support Services	624,000	44,200	33,900			702,100	5.1%
Community Education & Services	19,200	10,400	4,100			33,700	27.2%
Administration	139,600	29,700	4,000			173,300	9.3%
Instr. & Other Support Services	120,200	33,900	4,800			158,900	8.8%
Transportation	50,700	(14,200)	(63,100)			(26,600)	-1.5%
Plant Operations & Maintenance	203,600	110,000	18,500			332,100	6.0%
Fiscal				16,900	68,400	85,300	7.7%
	3,591,400	261,600	37,300	16,900	62,700	3,969,900	6.2%
Transfers to Capital					(100,000)	(100,000)	-28.2%
	3,591,400	261,600	37,300	16,900	(37,300)	3,869,900	6.1%

Budget Variance Summary 2010 11.xls

THE BRANDON SCHOOL DIVISION
WORKING PAPER
ESTIMATED TOTAL EXPENDITURES & SPECIAL TAX
2010/2011 BUDGET

	OPERATING EXPENDITURES	CAPITAL EXPENDITURES	TOTAL EXPENDITURES	SPECIAL REQUIREMENT
2010/2011 BUDGET TOTALS	$ 66,730,100	$ 2,209,300	$ 68,939,400	$ 29,961,800
Board Budget Revisions				
Increases (Decreases)				
- to balance budget				2,680,100
Staff Adjustments				
Salaries				
Teachers	454,900		454,900	
Grade 3-4 Transition Project / MY Literact				
Support 1.0 FTE				
EAL Teaching/reception centre 3.5 FTE				
Reading Recovery Staff 1.5 FTE				
Vice Principal positions 0.75 FTE				
Social Worker				
Social Worker-Middle Years 0.25 FTE	19,800		19,800	
Support				
Pre-Kindergarten/Kinderlinks program	12,500		12,500	
School Bus Alexander 0.3 FTE	8,900		8,900	
Workplace Safety & Health Officer 1 FTE	44,700		44,700	
SLP Speech Language EA Support 4.0 FTE	87,700		87,700	
BSSAP - Support & Substitutes 0.6 FTE	14,100		14,100	
Assistive Technology Support	4,100		4,100	
School Secretarial Allocation	43,900		43,900	
Employee Benefits				
Teachers - 5.0%	23,800		23,800	
Support - 14.0%	30,400		30,400	
Payroll Tax				
2.15% x				
SUB-TOTAL	$ 67,474,900	$ 2,209,300	$ 69,684,200	$ 32,641,900

THE BRANDON SCHOOL DIVISION
WORKING PAPER
ESTIMATED TOTAL EXPENDITURES & SPECIAL TAX
2010/2011 BUDGET

	OPERATING EXPENDITURES	CAPITAL EXPENDITURES	TOTAL EXPENDITURES	SPECIAL TAX
BALANCE FORWARD	$ 67,474,900	$ 2,209,300	$ 69,684,200	$ 32,641,900
Other Budget Adjustments				
Grade 3-4 Transition Project	8,000		8,000	
Pre-Kindergarten/Kinderlinks program	4,000		4,000	
Professional Development - Support Staff	20,000		20,000	
Professional Development - Teaching Staff	15,000		15,000	
School Bus Alexander	14,900		14,900	
Workplace Safety and Health Projects	55,000		55,000	
BSSAP Program - Services & Supplies	9,000		9,000	
Translator Funds	2,000		2,000	
Capital & Maintenance Budget Increase	7,500		7,500	
EAL Teaching/Reception Ctr - Serv. & Suppl.	17,900		17,900	
Assistive Technology Program	9,500		9,500	
SR High Programming Co/Extra Curricular	10,000		10,000	
Social Worker - Middle Years Support	1,200		1,200	
Life Fitness Centres Equipment	10,000		10,000	
Vice Principal - Professional Development	400		400	
School Bus Allocation		(100,000)	(100,000)	
BUDGET REVIEW TOTALS	$ 67,659,300	$ 2,109,300	$ 69,768,600	$ 32,641,900
Final Adjustments				
Payroll Tax	$ 15,300		15,300	$ 15,300
Payroll Tax Grant				(15,300)
Expenditure Reduction re: TIG				
- Payroll allocation	(50,000)		(50,000)	(50,000)
- Workplace Safety Projects	(35,000)		(35,000)	(35,000)
FINAL ADJUSTED TOTALS	$ 67,589,600	$ 2,109,300	$ 69,698,900	$ 32,556,900

BRANDON SCHOOL DIVISION
MARKET VALUE ASSESSMENTS BY MUNICIPALITIES

2009

Municipal Corporation	Residential	Farm	Other	Total	Ratios	2009 Special Levy	Increase $	Increase %
Cornwallis	55,287,410	12,734,440	8,135,820	76,157,670	0.05560	$ 1,597,257	$ 117,336	7.9
Daly	1,124,910	818,000	28,540	1,971,450	0.00144	41,368	$ 3,675	9.7
Elton	3,091,180	2,640,830	2,140,700	7,872,710	0.00575	165,184	$ 12,331	8.1
North Cypress	4,984,390	-	60,861,970	65,846,360	0.04807	1,380,938	$ 103,261	8.1
Oakland	5,581,840	3,062,570	72,350	8,716,760	0.00636	182,708	$ 17,117	10.3
South Cypress	-	928,200	12,835,330	13,763,530	0.01005	288,713	$ 20,440	7.6
Whitehead	24,376,050	10,397,760	4,869,050	39,642,860	0.02894	831,377	$ 70,750	9.3
City of Brandon	725,129,320	1,881,650	428,682,750	1,155,693,720	0.84379	24,240,098	$2,387,280	10.9
	$ 819,575,100	$ 32,463,450	$517,626,510	$1,369,665,060	1.00000	$28,727,643	$2,732,190	10.5

2010

Municipal Corporation	Residential	Farm	Other	Total	Ratios	2010 Special Levy	Increase $	Increase %
Cornwallis	74,573,400	16,649,630	10,241,870	101,464,900	0.05320	$ 1,566,638	$ (30,619)	(1.9)
Daly	1,774,780	1,206,940	40,050	3,021,770	0.00158	46,657	5,289	12.8
Elton	4,644,620	3,433,580	3,418,790	11,496,990	0.00603	177,516	12,332	7.5
North Cypress	5,815,090	-	70,605,690	76,420,780	0.04007	1,179,952	(200,986)	(14.6)
Oakland	7,424,290	4,219,960	100,050	11,744,300	0.00616	181,334	(1,374)	(0.8)
South Cypress	-	1,087,070	14,955,130	16,042,200	0.00841	247,695	(41,018)	(14.2)
Whitehead	39,579,890	13,975,310	6,761,930	60,317,130	0.03162	931,309	99,932	12.0
City of Brandon	1,076,288,590	3,660,580	546,846,580	1,626,795,750	0.85293	25,118,053	877,955	3.6
	$1,210,100,660	$ 44,233,070	$652,970,090	$1,907,303,820	1.00000	$29,449,154	$ 721,511	2.5

BRANDON SCHOOL DIVISION
REVENUE ANALYSIS BY FUNCTION

	2007/2008 Actual	%	2008/2009 Actual	%	2009/2010 Budget	%	2010/2011 Budget	%
Provincial Government	$36,316,510	63.7%	$37,436,749	62.2%	$ 38,680,600	60.5%	$ 42,363,200	62.4%
Federal Government	20,832	0.0%	24,953	0.0%	21,600	0.0%	23,900	0.0%
Municipal Government	19,146,125	33.6%	21,364,238	35.5%	24,118,200	37.7%	24,335,000	35.9%
Other School Divisions	204,698	0.4%	198,252	0.3%	193,400	0.3%	187,400	0.3%
First Nations	342,374	0.6%	272,048	0.5%	301,200	0.5%	257,000	0.4%
Private Organizations & Individuals	1,020,549	1.7%	917,733	1.5%	659,200	1.0%	677,600	1.0%
	$57,051,088	100.0%	$60,213,973	100.0%	$ 63,974,200	100.0%	$ 67,844,100	100.0%

EXPENDITURE ANALYSIS BY FUNCTION

	2007/2008 Actual	%	2008/2009 Actual	%	2009/2010 Budget	%	2010/2011 Budget	%
Regular Instruction	$33,101,216	58.3%	$34,674,900	57.2%	$ 37,031,100	57.9%	$ 39,542,200	58.3%
Student Support Services	11,563,523	20.4%	13,144,295	21.7%	13,835,800	21.6%	14,537,900	21.4%
Community Education	175,965	0.3%	196,831	0.3%	124,000	0.2%	157,700	0.2%
Administration	1,771,413	3.1%	1,974,891	3.3%	1,860,800	2.9%	2,034,100	3.0%
Instructional & Other Support Services	1,684,714	3.0%	1,713,696	2.8%	1,806,200	2.8%	1,965,100	2.9%
Transportation of Pupils	1,531,081	2.7%	1,538,589	2.5%	1,776,500	2.8%	1,749,900	2.6%
Operations & Maintenance	5,708,498	10.0%	5,881,063	9.7%	6,084,200	9.5%	6,416,300	9.5%
Fiscal	971,695	1.7%	935,019	1.5%	1,101,100	1.7%	1,186,400	1.7%
	56,508,105		60,059,284		63,619,700		67,589,600	
Transfer to Capital	300,799	0.5%	576,985	1.0%	354,500	0.6%	254,500	0.4%
	$56,808,904	100.0%	$60,636,269	100.0%	$ 63,974,200	100.0%	$ 67,844,100	100.0%

Revenue Analysis by Function.xls

BRANDON SCHOOL DIVISION
OPERATING FUND - EXPENDITURE BY FUNCTION AND BY OBJECT
JULY 2010 - JUNE 2011

Objects	Salaries	Employee Benefits & Allowances	Services	Supplies & Materials	Debt Services	Transfers	Total	%
Functions								
Regular Instruction	$ 34,364,300	$ 1,829,600	$ 516,700	$ 2,675,600	$ -	$ 156,000	$ 39,542,200	58.2%
Student Support Services	12,917,100	1,087,700	382,800	150,300	-	-	14,537,900	21.4%
Community Education & Services	100,800	11,800	41,000	4,100	-	-	157,700	0.2%
Administration	1,323,900	161,400	477,100	71,700	-	-	2,034,100	3.0%
Instructional & Other Support Services	1,302,600	70,900	502,900	88,700	-	-	1,965,100	2.9%
Transportation	1,063,800	155,400	216,000	314,700	-	-	1,749,900	2.6%
Plant Operations and Maintenance	2,689,000	384,900	2,684,700	657,700	-	-	6,416,300	9.5%
Fiscal					31,300	1,155,100	1,186,400	1.8%
Sub-Totals	53,761,500	3,701,700	4,821,200	3,962,800	31,300	1,311,100	67,589,600	
Transfer to Capital						254,500	254,500	0.4%
TOTALS	$ 53,761,500	$ 3,701,700	$ 4,821,200	$ 3,962,800	$ 31,300	$ 1,565,600	$ 67,844,100	
	79.2%	5.5%	7.1%	5.9%	0.0%	2.3%		100.0%

Operating Fund.xls

Appendix 8

Accomplishments (January – March, 2010)

1. **Advisory Committee**
   a. Established an advisory committee
   b. Met once per month
   c. Assisted with the implementation of the logic model and the roles of our members

2. **Health Canada**
   a. Received training for the evaluation of this project
   b. Created the logic model — Handout
   c. Created the roles and responsibilities of the coalition members — Handout
   d. Created a monthly plan
   e. Submitted a progress report to Health Canada in the middle of February

3. **Administrative**
   a. Purchased resources for the job – computer, phone, printer, camera (pending)
   b. Kept reports for the advisory and the coalition

4. **Student Forum - Work**
   a. Delivered a pilot project – Motivational speaker for the grade 9 students of Vincent Massey followed by an activity done in every English class. The grade 9 students assessed the effectiveness of this motivational speaker.
   b. Work with the evaluator to create a report of the motivational speaker delivered on February 22nd at Vincent Massey High School — Handout

5. **MADD – School projects**
   a. Provided funds for a MADD assembly at Crocus Plains
   b. Talk to MADD to deliver a session at Neelin and discuss their curriculum to be implemented with their sessions.

6. **Website**
   a. Worked together with a student to create our website. This student will get a Wed Design credit at the end of June 2010.
   b. Received training to develop the website with the new format (see Massey's website)

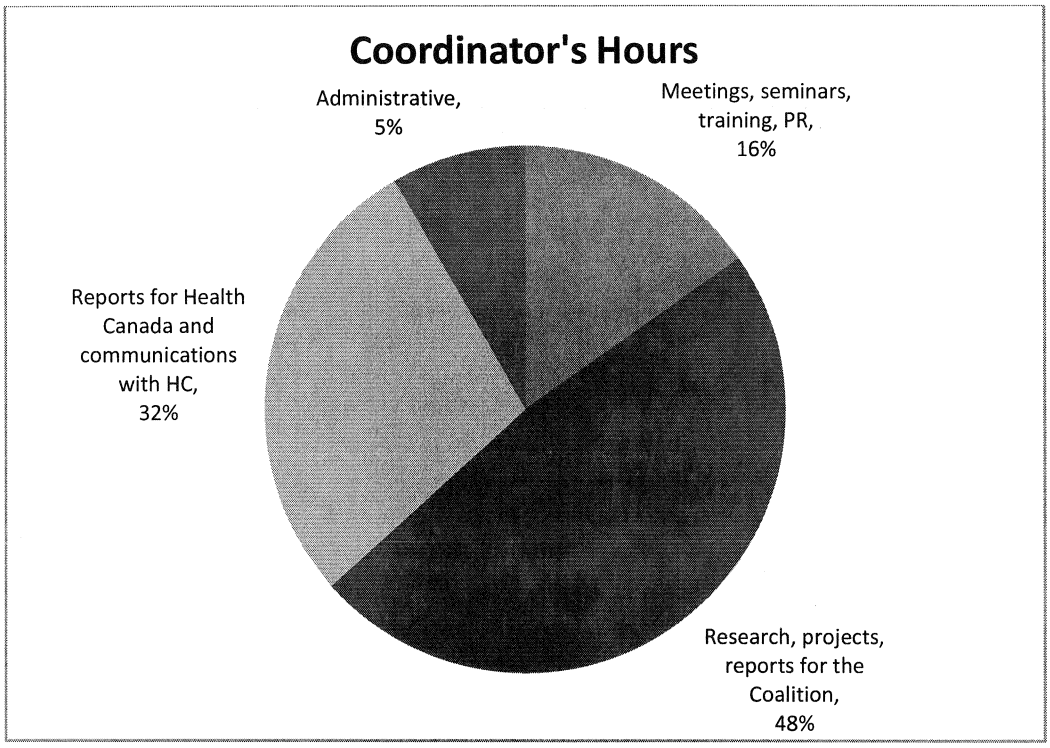
7. **Curriculum**
   a. Researched other resources for the Health Curriculum and obtained feedback from this committee
   b. Worked together with a student to create the electronic copy of the Health Curriculum
   c. Purchased resources for the curriculum – binder, dividers, CDs
   d. Organized a meeting with the committee
   e. Met with the committee to make revision and start discussing the implementation process

8. **Evaluator and evaluation process**
   a. Analyzing data (February 22nd event) — See the handout
   b. Planning to produce surveys to evaluate most of the items in the logic model

9. **Professional Development**
   a. Evaluation model with Health Canada
   b. Brandon RHA – Child and Youth Extravaganza
   c. Human Rights
   d. Web Design

Hours

Worked	234.5
Expected	160.0
Trips	-20.0
Overtime hours	54.5



Month	Days	Hours	Worked hours	Professional development, sick days, administration days, etc
November, 2009	10	25	28.25	
December, 2009	14	35	77.75	
January, 2010	18	45	57.00	1 day – Evaluation training
February, 2010	15	37.5	50.50	2 days – Language strategies (February 11-12) 1 day – Brandon RHA Youth Extravaganza (February 17) 1day – wellness day
March, 2010	16	40	21.00	Mar-3 – PD about websites, Mar-19 – Admin day, Mar-9 Sick Will be able to work just 30 hours (trip to Spain)
April, 2010	14	35		
May, 2010	17	42.5		
June, 2010	17	42.5		
Total	**134**	**340**	**234.50**	

Components	A. Community Involvement	B. School Involvement	C. Project sustainability
Activities	❖ Increase visibility and publicity ❖ Community forums	❖ Administrators involvement with the Coalition committee ❖ Develop, support and sustain student leadership groups in order to provide youth initiated programs and positive peer influence ❖ Implementation of a modified health curriculum	❖ Create a sustainable coalition to provide leadership in reaching our school population and engaging it in health promotion and prevention efforts that will discourage illicit drug use among youth
Outputs	A.1 Create a newsletter for the schools and community partners A.2 Create a website A.3 Get a community liaison police officer in the schools A.4 Get teen clinic in the schools by Brandon RHA A.5 Get an AFM rehabilitation counselor in the schools A.6 Parent Forum – Know the risks A.7 Aboriginal involvement with the coalition	B.1 Participation from the school board (Superintendent, associate superintendent, trustee) B.2 Participation from school principals (Gr. 9-12, Gr. 5-8, Gr. K-8) B.3 Regular presentation with the school principals B.4 One Forum – Student leadership forum B.5 Leadership Meetings with the student leadership group B.6 Revised health curriculum from grade 1 to grade 10 B.7 Have aboriginal elders in the schools	C.1 Hire a coordinator C.2 Build network of community partners C.3 Create an advisory committee C.4 Find sources of funds
Immediate Outcomes	❖ Raise awareness in the community and the schools. ❖ Increase knowledge about options to prevent substance abuse.	❖ Increase knowledge about options to prevent substance abuse. ❖ Increase knowledge about how to support peers in making the right choices that could prevent substance abuse.	❖ Build connections in the community that will work together to prevent substance abuse. ❖ Increase community awareness about the resources available to prevent substance abuse. ❖ Increase leadership capacity within the community to address substance abuse.
Intermediate Outcome	❖ Increase capacity to make decisions that reduce substance abuse		
Long Term Outcome	❖ Reduced demand for illicit drug use among youth		

Evaluation Plan – Performance		
Evaluation Questions	**Performance Indicator (measure)**	**Data Source (Tool/Instrument)**
A. Community Involvement		
A.1, 2 How are the newsletters and the website increasing knowledge about illicit drugs and prevention methods in the community?	❖ Number of hits on the website. ❖ Number of comments on the blog. ❖ Number of community partners and student leaders that contribute to the development and maintenance of the website and the newsletter.	**Website**: ❖ Website statistics (traffic) ❖ Website blog comments ❖ Website survey ❖ Level of involvement of community partners. ❖ Level of involvement of student leaders. **Newsletter**: ❖ Level of involvement of community partners. ❖ Level of involvement of student leaders.
A.1, 2 How are the newsletters and the website increasing knowledge about illicit drugs and prevention methods in the schools?	❖ Number of entries of the newsletter contest. ❖ Number of classes that will incorporate the newsletter into their curriculum. ❖ Number of comments on the blog. ❖ Number of community partners and student leaders that contribute to the development and maintenance of the website and the newsletter.	**Website**: ❖ Website statistics (traffic) ❖ Website blog comments ❖ Website survey ❖ Level of involvement of community partners. ❖ Level of involvement of student leaders. **Newsletter**: ❖ Newsletter contest for students. ❖ Use of newsletter in curriculum. ❖ Level of involvement of community partners. ❖ Level of involvement of student leaders.
A.3 How is the police presence in the schools changing students' attitudes and behaviors in regards to substance abuse?	❖ Number of drug related suspensions in the schools. ❖ Number of minors charged with drug offences.	❖ School statistics on suspensions and discipline issues regarding substance abuse. ❖ Police records on underage charges of illicit drug use.
A.4 How is the Teen Clinic presence in the schools changing students' attitudes and behaviors in regards to substance abuse?	❖ Number of students counseled on drug related issues. ❖ Number of referrals made by teachers in regards to substance abuse. ❖ Teen Clinic Staff's perception of their effectiveness.	❖ Teen Clinic statistics on drug related issues ❖ Focus group with Teen Clinic staff

Evaluation Plan – Performance		
Evaluation Questions	**Performance Indicator (measure)**	**Data Source (Tool/Instrument)**
A.5 How is the AFM presence in the schools helping students cope with reality of drug abuse and its consequences?	❖ Number of students counseled. ❖ Number of presentations delivered by an AFM staff. ❖ Number of referrals made by teachers. ❖ Counselors' perception of their effectiveness.	❖ AFM counselor's statistics ❖ Focus group with AFM counselors
A.6 How did the parent forum raise awareness and increase knowledge about the risks of illicit drugs and the prevention programs?	❖ Number of participants in the forum. ❖ Number of community partners involved in the forum. ❖ Level of participation of community members.	❖ Attendance
A.7 How is the aboriginal elders' participation in the Coalition impacting its effectiveness?	❖ Number of aboriginals involved in the coalition. ❖ Level of engagement of aboriginals in the coalition.	❖ Minutes of all the coalition meetings
B. School Involvement		
B.1 How is the school board participation in the Coalition programs changing students' attitudes and behaviors in regards to substance abuse?	❖ Number of activities the school board participates in. ❖ Number of school board staff involved in the coalition and its activities.	❖ School statistics on suspensions and discipline issues regarding substance abuse. ❖ Database compiling all the information about the participants, programs, and details involved in all the substance abuse related activities.
B.2 How is the principals' participation in the Coalition programs changing students' attitudes and behaviors in regards to substance abuse?	❖ Number of activities the principals participates in. ❖ Number of principals involved in the coalition and its activities.	❖ School statistics on suspensions and discipline issues regarding substance abuse. ❖ Database compiling all the information about the participants, programs, and details involved in all the substance abuse related activities.
B.3 How are the regular presentations to principals influencing their involvement level in administrating substance abuse awareness and prevention programs within their schools?	❖ Number of schools participating in substance abuse awareness and prevention programs. ❖ Number of school staff involved in substance abuse awareness and prevention programs.	❖ School statistics on suspensions and discipline issues regarding substance abuse. ❖ Database compiling all the information about the participants, programs, and details involved in all the substance abuse related

Evaluation Plan – Performance		
Evaluation Questions	**Performance Indicator (measure)**	**Data Source (Tool/Instrument)**
		activities.
B.4 How is the student leadership forum building a network of student leaders capable of implementing peer-led prevention programs in regards to substance abuse?	❖ Number of student leaders involved in the forum. ❖ Number of teacher leaders involved in the forum. ❖ Student leaders' perception of the effectiveness of the forum. ❖ Coalition's perception of the effectiveness of the forum.	❖ Exit survey ❖ Sign in sheet ❖ Focus group with the coalition
B.5 How are the student leadership meetings building a capacity for implementing peer-led prevention programs in regards to substance abuse?	❖ Number of peer-led activities implemented in the schools. ❖ Number of schools with peer-led activities. ❖ Number of participants in the peer-led activities. ❖ Student leaders' perception of their effectiveness.	❖ Exit survey at the leadership meetings ❖ Focus group with the coalition ❖ Exit survey at the peer-led activities done by the participants ❖ Student leader's reflection survey after the peer-led activities
B.6 How is the revised Health Curriculum changing students' attitudes and behaviors in regards to substance abuse?	❖ Number of grades implementing the revised health curriculum. ❖ Number of teachers implementing the revised health curriculum. ❖ Number of schools implementing the revised health curriculum. ❖ Teachers' perception of the curriculum effectiveness.	❖ Pre-test for selected grades. ❖ Post-test for selected grades. ❖ Teachers' reflection survey at the end of the of the school year (early and middle years) or at the end of the course (high school)
B.7 How is the aboriginal elders' presence in the schools helping aboriginal students cope with reality of drug abuse and its consequences?	❖ Number of students counseled. ❖ Number of presentations delivered by aboriginal elders. ❖ Number of referrals made by teachers. ❖ Aboriginal elders' perception of their effectiveness.	❖ Aboriginal elders' statistics ❖ Focus group with aboriginal elders
C. Project Sustainability		
C.1 How is the coordinator's presence affecting the sustainability of the coalition?	❖ Number of activities being delivered by the change coordinator. ❖ Number of reports, funding applications, evaluation instruments completed by the change coordinator. ❖ Number of hours worked by the change coordinator. ❖ Change coordinator's perception of her effectiveness. ❖ Coalition's perception of the change coordinator's effectiveness.	❖ Coalition focus group. ❖ Change coordinator reflection paper. ❖ Database compiling all the information about the participants, programs, and details involved in all the substance abuse related activities.

Evaluation Plan – Performance		
Evaluation Questions	**Performance Indicator (measure)**	**Data Source (Tool/Instrument)**
C.2 How are community partners affecting the sustainability of the coalition?	❖ Number of different partners involved. ❖ Level of engagement of coalition members.	❖ Meeting minutes. ❖ Focus group of coalition members in regards to their engagement levels and their impact on project sustainability.
C.3 How is the advisory committee affecting the sustainability of the coalition?	❖ Number of different partners involved in the advisory committee. ❖ Level of participation and engagement of the advisory members. ❖ Change coordinator's perception of the advisory committee's effectiveness. ❖ Coalition's perception of the advisory committee's effectiveness.	❖ Meeting minutes. ❖ Focus group of advisory members in regards to their engagement levels, their participation and their impact on project sustainability.
C.4 How are the sources of funds affecting the sustainability of the coalition?	❖ Number of fund applications completed. ❖ Number of fund applications approved. ❖ Number of community businesses approached for funds. ❖ Number of community businesses providing funds to the Coalition. ❖ Number of projects supported by the additional funds.	❖ Change coordinator's reflection paper.

Output	Details	Deadline
	Community Involvement	
A.1 Create a newsletter for the schools and community partners	Tri-annual: October, February, May 1 page (letter size) back to back. Information: - Promote school/community extracurricular activities - Community partner update - Healthy life style tips - Student contest that promotes healthy life style or that brings awareness of drug abuse.	Start date: October, 2010 Ongoing in 2011
A.2 Create a website	Website setup – Wordpress Blog Links to extracurricular activities in the community. Links to agencies (e.g., AFM, CATC, Teen challenge). Newsletter. About the coalition. Contest – newsletter's contest Biweekly tips for healthy life choices.	Start date: May, 2010 Ongoing in 2011
A.3 Get a community liaison police officer in the schools	Completed The school liaison officers combine education, crime prevention, counselling, and community relations to meet the diverse needs of residents in the Brandon school community. Website	Start date: September, 2005 Ongoing in 2010 and 2011
A.4 Get teen clinic in the schools by Brandon RHA	Completed Teen Clinics will ensure young people in Manitoba have access to health services that are accessible and appropriate to their needs	October, 2009

Output	Details	Deadline
A.5 Get an AFM rehabilitation counselor in the schools.	Completed The AFM rehabilitation counselor in the schools are designed to help people look at their alcohol/drug/gambling involvement to see if it is affecting their life in a negative way. Website	Start date: 1999 Ongoing in 2010 and 2011
A.6 Parent Forum – Know the risks	Completed Parent Conference to discuss student drug and alcohol use, and other important related issues in our communities including 8 panel speakers from the coalition and 2 outside speakers who have been personally affected by these issues (Reverend Dale Lang of Taber and TJ's Gift Foundation of Winnipeg, MB).	October, 2009
B. School Involvement		
B.6 Revised health curriculum from grade 1 to grade 10.	Additions to the MB health curriculum that include the findings from the latest AFM study "Alcohol and Other Drugs: Students in Manitoba – 2007" (Friesen, Lemaire, & Patton, 2008).	In progress Revisions of the curriculum – March, 2010 Implementation of the curriculum – December, 2010 and 2011
B.3 Regular presentation with the school principals	Updates about the coalition work. Promote our logic model in order for them to become advocates of the coalition's work.	Start date: September, 2010 Ongoing in 2010 and 2011

Output	Details	Deadline
B.4 One Forum – Student leadership forum	Create a student leadership group within each participating school/organization to increase awareness and understanding of healthy lifestyle choices, increase awareness and understanding of illicit drug use among youth and their negative consequences, and improve the students' knowledge and level of skills to avoid illicit drug use by developing and/or enhancing skills to avoid drug use (e.g. positive coping skills, resisting peer pressure to use). Developing relationships between student leaders and at-risk students in order to create positive peer relationships.	Start date: October, 2010 School activities implementation – Start in 2011
B.5 Leadership Meetings with the student leadership group	Regular follow ups with the student leadership groups.	Start date: November, 2010
B.1 Participation from the school board (Superintendent, associate superintendent, trustee)	Completed	Start date: April, 2009
B.2 Participation from school principals (Gr. 9-12, Gr. 5-8, Gr. K-8)	Completed Representation from the different grade levels	Start date: April, 2009
Project Sustainability		
C.4 Find sources of funds	Find other ways to fund the efforts of the coalition.	Start date: May, 2010
C.3 Create an advisory committee	Support the Coordinator with: ❖ projects/events, ❖ quarterly reports, ❖ Implementation of the logic model, ❖ Evaluation	Start date: January, 2010

Output	Details	Deadline
C.1 Hire a coordinator	Completed Execute the Logic Model and complete all the documentation required by Health Canada.	Start date: November 16, 2009
C.2 Build network of community partners	Build partnerships in the community in order to facilitate t	Start date: April, 2009 Ongoing in 2010 and 2011

Community Drug and Alcohol Education Coalition - Members

Name of Planned Partner	Partnership Type Please check (✓) one:	How does this Partner contribute to the achievement of you project results Please check (✓) all that apply:
AFM **Addictions Foundations of Manitoba** - Advisory committee - Share resources and expertise - Share provincial statistics - Assist with the completion of the quarterly reports - Assist with the completion of funding applications	☒ Cooperative ☒ Consultative ☒ Coordinated ☒ Collaborative	☒ Strategic planning ☒ Knowledge/expertise ☒ Delivery (administration and/or implementation of project activities) ?? ☒ Linkage/networks ☒ Resources (in-kind, staff, $) ☐ Other:
BRHA **Brandon Regional Health Authority** - Advisory committee - Share resources and expertise - Share provincial statistics - Assist with the completion of the quarterly reports - Assist with the completion of funding applications	☒ Cooperative ☒ Consultative ☒ Coordinated ☒ Collaborative	☒ Strategic planning ☒ Knowledge/expertise ☒ Delivery (administration and/or implementation of project activities) ☒ Linkage/networks ☒ Resources (in-kind, staff, $) ☐ Other:
Brandon Ministerial Association - Advisory committee - Assist with connections in the community - Assist with the completion of the quarterly reports - Assist with the completion of funding applications	☒ Cooperative ☒ Consultative ☐ Coordinated ☒ Collaborative	☒ Strategic planning ☒ Knowledge/expertise ☒ Delivery (administration and/or implementation of project activities) ☒ Linkage/networks ☒ Resources (in-kind, staff, $) ☐ Other:
Brandon Friendship Center - Advisory committee - Assist with connections in the community - Assist with the completion of the quarterly reports	☒ Cooperative ☒ Consultative ☐ Coordinated ☒ Collaborative	☒ Strategic planning ☒ Knowledge/expertise (aboriginal culture) ☐ Delivery (administration and/or implementation of project activities) ☒ Linkage/networks ☒ Resources (in-kind, staff, $) ☐ Other:
Brandon Police - Advisory committee - Share resources and expertise - Share community statistics - Provide presence in the schools - Assist with the completion of the quarterly reports	☒ Cooperative ☒ Consultative ☒ Coordinated ☒ Collaborative	☒ Strategic planning ☒ Knowledge/expertise (aboriginal culture) ☒ Delivery (administration and/or implementation of project activities) ☒ Linkage/networks ☒ Resources (in-kind, staff, $) ☐ Other:

Community Drug and Alcohol Education Coalition - Members

Brandon School Division - Advisory committee - Share resources and expertise - Share community statistics - Provide presence in the schools - Providing human resources, office space and leadership. - Assist with the completion of the quarterly reports - Assist with the completion of funding applications	☒ Cooperative ☒ Consultative ☒ Coordinated ☒ Collaborative	☒ Strategic planning ☒ Knowledge/expertise (aboriginal culture) ☒ Delivery (administration and/or implementation of project activities) ☒ Linkage/networks ☒ Resources (in-kind, staff, $) ☐ Other:
CFS **Child and Family Services** - Share resources and expertise - Share community statistics - Participate in youth events	☒ Cooperative ☒ Consultative ☐ Coordinated ☒ Collaborative	☐ Strategic planning ☒ Knowledge/expertise ☐ Delivery (administration and/or implementation of project activities) ☒ Linkage/networks ☒ Resources (in-kind, staff, $) ☐ Other:
CATC **Child and Adolescent Treatment Center** - Share resources and expertise - Share community statistics - Participate in youth events	☒ Cooperative ☒ Consultative ☒ Coordinated ☒ Collaborative	☐ Strategic planning ☒ Knowledge/expertise ☒ Delivery (administration and/or implementation of project activities) ☒ Linkage/networks ☒ Resources (in-kind, staff, $) ☐ Other:
Teen Challenge - Share resources and expertise - Share organization's statistics - Participate in youth events	☒ Cooperative ☒ Consultative ☒ Coordinated ☒ Collaborative	☐ Strategic planning ☒ Knowledge/expertise ☒ Delivery (administration and/or implementation of project activities) ☒ Linkage/networks ☒ Resources (in-kind, staff, $) ☐ Other:
Probation Services - Share community statistics - Participate in youth events/activities	☒ Cooperative ☒ Consultative ☒ Coordinated ☒ Collaborative	☐ Strategic planning ☒ Knowledge/expertise ☒ Delivery (administration and/or implementation of project activities) ☒ Linkage/networks ☒ Resources (in-kind, staff, $) ☐ Other:
Brandon Chamber of Commerce - Share community statistics - Participate in youth events/activities - Share community connections - Help promote the coalition's work - Assist in community fundraising	☒ Cooperative ☒ Consultative ☐ Coordinated ☒ Collaborative	☐ Strategic planning ☒ Knowledge/expertise ☒ Delivery (administration and/or implementation of project activities) ☒ Linkage/networks ☒ Resources (in-kind, staff, $) ☐ Other:

Community Drug and Alcohol Education Coalition - Members

City of Brandon - Share community statistics - Participate in youth events/activities - Share community connections - Assist in community fundraising - Advocate for the coalition in City Hall	☒ Cooperative ☒ Consultative ☐ Coordinated ☒ Collaborative	☐ Strategic planning ☒ Knowledge/expertise ☒ Delivery (administration and/or implementation of project activities) ☒ Linkage/networks ☒ Resources (in-kind, staff, $) ☐ Other:
Family Services and Housing - Share community statistics - Participate in youth events/activities	☒ Cooperative ☒ Consultative ☐ Coordinated ☐ Collaborative	☐ Strategic planning ☒ Knowledge/expertise ☐ Delivery (administration and/or implementation of project activities) ☒ Linkage/networks ☒ Resources (in-kind, staff, $) ☐ Other:
CFB Shilo - Share community statistics - Participate in youth events/activities - Help promote the coalition's work	☒ Cooperative ☒ Consultative ☐ Coordinated ☐ Collaborative	☐ Strategic planning ☒ Knowledge/expertise ☐ Delivery (administration and/or implementation of project activities) ☒ Linkage/networks ☒ Resources (in-kind, staff, $) ☐ Other:
City Recreation Department - Share community statistics (activities within the community) - Help promote the coalition's work - Keep the coalition informed of health life style choices that at-risk youth could get involved in through the recreation department.	☒ Cooperative ☒ Consultative ☐ Coordinated ☐ Collaborative	☐ Strategic planning ☒ Knowledge/expertise ☐ Delivery (administration and/or implementation of project activities) ☒ Linkage/networks ☒ Resources (in-kind, staff, $) ☐ Other:
Brandon University - Share resources and expertise - Help promote the coalition's work - Assist with the delivery of community events - Assist with the development and implementation of evaluation instruments and the ethics involved	☒ Cooperative ☒ Consultative ☒ Coordinated ☒ Collaborative	☐ Strategic planning ☒ Knowledge/expertise ☒ Delivery (administration and/or implementation of project activities) ☒ Linkage/networks ☒ Resources (in-kind, staff, $) ☐ Other:
Assiniboine Community College - Share resources and expertise - Help promote the coalition's work - Assist with the delivery of community events	☒ Cooperative ☒ Consultative ☐ Coordinated ☒ Collaborative	☐ Strategic planning ☒ Knowledge/expertise ☒ Delivery (administration and/or implementation of project activities) ☒ Linkage/networks ☒ Resources (in-kind, staff, $) ☐ Other:

Organizer's Reflection (Coordinator)

Speaker	Kerry Girling
Date and Location	February 22, 2010 at Vincent Massey High School
Target	Grade 9 students
Topics	Life choices, goal setting, bullying, drugs and alcohol
Purpose	Evaluate if Kerry is the right speaker for the first student forum

This evaluation is intended to show what works and where improvements can be made.

1. **Number of participants:** 132
2. **Grade levels:** Grade 9
3. **Was the activity carried out as planned?** ☒Yes ☐No
   Why?
   This was an attempt to evaluate the impact of this particular motivational speaker. Mr. Girling spoke for an hour and students participated in activities following his presentation.
4. **Was the activity successful in achieving its outcomes?** ☒Yes ☐No
   Why?
   Given the positive responses from the student survey, it would appear that Mr. Girling is a very good choice for further presentations on a larger scale. Students appeared to relate to him and his experiences and this is the key to potential impact on them.
5. **Were we satisfied with our activity?** ☒Yes ☐No
   Why?
   In general we felt this activity was worthwhile and may consider Mr. Girling for further presentations.
6. **Would we do this activity again?** ☒Yes ☐No
   Why?/When?/How often?
   This activity was a pilot for a much larger audience. The expectation that this presentation or something similar will be done in the near future.
7. **Do we think the students enjoyed the activity?** ☒Yes ☐No
   Why?
   The student survey statistics reported here indicate that, in general, this is the case. A considerable number of students made comments as well. These comments reflect student interest and personal motivation.
8. **What lessons did we learn from the activity that we could apply to future activities?**
   The concept of a motivational speaker does have potential and will be considered as the drug and alcohol program progresses.
9. **What aspects of the activity should be modified, expanded, continued, or discontinued?**
   Future activities will require a more narrow focu that would relate specifically to the abuse of drugs and alcohol
10. **Were there unexpected outcomes from the activity, either positive or negative?**
    A number of students approached the speaker after his presentation with specific questions and comments.

English Teachers

Activities

1. 5 min. ~ Students should complete the survey
2. 25 min. ~ Discussion activity
   a. Form groups of 3-4 people each
   b. Have 1 recorder and 1 reporter
   c. Have the students answer the questions (Questions handout)
   d. Have the students report their answers to the class
3. 3 min. ~ Complete the survey provided below
4. Return the following to Lili Jardine:
   a. Surveys (1/student)
   b. Questions handout (1/group)
   c. This survey (1/teacher)

English Teachers' Survey – after the activity

1 Disagree
2 Neither agree nor disagree
3 Agree

1. Do you think the motivational speaker offered a positive and inspirational message?	1	2	3
2. Do you think it would be worthwhile to bring this motivational speaker back to our school again, in the future?	1	2	3
3. Do you think the students enjoyed the motivational speaker?	1	2	3
4. Do you think the activity with your students after the event was effective?	1	2	3
5. What aspects of the activity should be modified, expanded, continued, or discontinued? Only a few teachers responded to the survey. Comments included: • My students really enjoyed the presentation as they could relate to the speaker • I liked the group work students have done. They have some very inventive ideas as how to improve the community			

Students' Survey

1 Disagree
2 Neither agree nor disagree
3 Agree

1. Do you think the motivational speaker offered a positive and inspirational message? Agree 68% NA 28% Disagree 5%	1	2	3
2. Do you think it would be worthwhile to bring this motivational speaker back to our school again, in the future? Agree 49% NA 36% Disagree 15%	1	2	3
3. Did you enjoy the motivational speaker? Agree 40% NA 49% Disagree 11%	1	2	3
4. Would you think about your choices in life after this presentation? Agree 47% NA 44% Disagree 9%	1	2	3

5. What lessons did you learn from the motivational speaker that you could apply to your future?

Students surveyed reflected on a number of the issues raised by the speaker. Many commented on the issue of bullying and the need to report incidences as well as stand up to bullies. Others noted that bullying is wrong and that they would consider their own behavior in the future.

As to careers and life choices, most comments reflected on the need to do something you love as well as following your own path and making good choices for the future. Setting goals and doing your best was a common theme among responses.

A significant number of responses related to drugs and the consequences of taking them. The following is a direct quote from one student survey:

"I learned that you can't always follow your friend's choices, you need to do what you want to do and be who you are. Along with that, you can't judge people. You really don't know what is going on in their life. Just accept people for who they are."

Group Activity

Instructions:

1. Choose a recorder (someone that will write the answers of the group)
2. Choose a reporter (someone that will present the group answers to the class)
3. Discuss the following questions and answer them.
4. Present your answers to the class (do not repeat an answer that another group already shared).
5. Return this handout to your teacher at the end of the activity.

Group Questions

1. **What extracurricular activities do we have in our schools that promote healthy life choices?** (e.g., volleyball, chess, etc)

   Students reported: Music programs, TADD, the various sports programs, student council and student leadership programs, major production, chess club, drivers' education, curling club, reading club, Latin dance classes, and student use of the fitness room.

2. **What extracurricular activities are available in the community?** (e.g., ballet studio, drama classes)

   Students reported numerous activities:
   YMCA, Cadets, boxing club, indoor soccer, dance, scuba diving, use of the various programs at the Sportsplex and the community centres including skating, swimming, golfing, and tennis.

3. **What could be some solutions for the following:**

   - Promote healthy life choices and
   - Improve the students' knowledge and levels of skills to avoid illicit drug use?

   Interestingly many students mentioned the effect of motivational speakers. Most however reflected on family support and the need for good personal choices which take advantage of the various activities available in school and the community.

THE ONLY THING TOUGHER THAN BEING A TEENAGER IS HAVING TO PARENT ONE

THE ADDICTIONS FOUNDATION OF MANITOBA PRESENTS THE

PARENT INFORMATION PROGRAM

Do you want more information about adolescents and their chemical use? The Parent Information Program (PIP) was developed to **meet the needs of parents** struggling with their adolescent's use of alcohol or other drugs. **PIP is both educational and therapeutic**. It is meant to **provide parents with support and a safe place** to discuss their questions and concerns.

This program will be held on **four (4) consecutive Wednesday evenings from 7:00 P.M. to 9:00 P.M. at** the Addictions Foundation of Manitoba Parkwood office located at **510 - Frederick Street**. This program is run biannually every year. The next program will be held in November 2010.

APRIL 7, 2010: ADOLESCENTS AND THEIR USE
APRIL 14, 2010: LEVELS OF INVOLVEMENT & ENABLING
APRIL 21, 2010: CONSEQUENCES & COMMUNICATION
APRIL 28, 2010: IMPACT ON FAMILIES & SELF CARE

If you would like more information or to register for the program, please contact or leave a confidential voicemail message with the AFM school worker/PIP facilitator:

Joan Rodenbush (Crocus Plains): 729-3859 or 729-3939

FOR PARENTS CONCERNED ABOUT A CHILD'S ALCOHOL OR DRUG USE