Report of Senior Administration to the Board of Trustees

October 11, 2011

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

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

A. Business Arising for Board Action

I. PRESENTATIONS

FROM LEARNING SUPPORT SERVICES

Speech Language Pathologist Presentation

II. HUMAN RESOURCES

III. SECRETARY-TREASURER

1. GIVING OF NOTICE – POLICY 4053

For Action.....G. Barnes

At the Regular Board Meeting on September 26, 2011 a Giving of Notice was presented for the purpose of approving Policy and Procedures 4053 – "Literacy Development of Students K-12." The noted Policy and Procedures are attached as Appendix A. A motion to approve the Policy is included in the agenda for Board consideration.

2. GIVING OF NOTICE – POLICY 9010

For Action.....G. Barnes

At the Regular Board Meeting on September 26, 2011 a Giving of Notice was presented for the purpose of rescinding Policy and Procedures 9010 – "Use of School Buses for School Field Trips" and replacing it with Policy 9010 – "Use of School Buses for School Field Trips." The noted Policy is attached as Appendix B. A motion to approve the revised Policy is included in the agenda for Board consideration.

3. GIVING OF NOTICE – POLICY 9019

For Action.....G. Barnes

At the Regular Board Meeting on September 26, 2011 a Giving of Notice was presented for the purpose of rescinding Policy 9019 – "Eligibility for Transportation" and replacing it with Policy 9019 – "Eligibility for Transportation." The noted Policy is attached as Appendix C. A motion to approve the revised Policy is included in the agenda for Board consideration.

4. GIVING OF NOTICE – POLICY 9055

For Action.....G. Barnes

At the Regular Board Meeting on September 26, 2011 a Giving of Notice was presented for the purpose of rescinding Policy 9055 – "Drivers' Pay and Expense Reimbursement – Field Trips" and replacing it with Policy 9055 – "Drivers' Pay and Expense Reimbursement – Field Trips." The noted Policy is attached as Appendix D. A motion to approve the revised Policy is included in the agenda for Board consideration.

5. CHRISTIAN HERITAGE SCHOOL

For Action.....G. Barnes

I have received the Shared Services Agreement in duplicate as required from Christian Heritage School, for the provision by the Division of transportation services for 13 students and for 26 students to attend Industrial Arts and Home Economics classes for the 2011/2012 school year. The Agreement is attached as Appendix E. This Agreement has been approved in previous years.

RECOMMENDATION:
That the Shared Services Agreement between the Division and Christian Heritage School for the 2011/2012 school year for the provision of transportation services and for use of facilities and resources for Industrial Arts and Home Economics classes be approved, and that the Chairperson and Secretary-Treasurer be and are hereby authorized to affix their signatures and the seal of the Division to the Agreement and to all subsequent claims resulting therefrom in compliance with the Public Schools Act and Regulations thereunder.

IV. SUPERINTENDENT OF SCHOOLS

V. SENIOR ADMINISTRATION RESPONSE TO TRUSTEE INQUIRIES

1. TRUSTEE INQUIRY – STUDENT SUPPORT

For Information.....K. Zabowski

At the August 29, 2011 Board meeting, Trustee Kruck requested information regarding funds budgeted to support student participation in Senior High Co-Curricular and extracurricular activities. Attached as Appendix F is a report with a breakdown of what was budgeted and what was spent for students with limited financial means to participate. Please contact me should you require further information.

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. BOARD OF TRUSTEES OPERATIONS

For Information ..... G. Barnes

Kevin Zabowski and I recently participated in a webinar put on by the Alberta School Boards Association regarding School Board operations. Attached as Appendix G is an item that was included in the power point presentation which may be of interest to the Trustees related to your governance role. This is provided for your information.

III. SUPERINTENDENT OF SCHOOLS

1. SCHOOL INFORMATION

For Information ..... D. Michaels

SCHOOL VISITS (SEPTEMBER 19, 2011 TO OCTOBER 3, 2011)

- September 22, 2011 – Meadows School
- September 26, 2011 – Crocus Plains Regional Secondary School
- September 29, 2011 – École New Era School

A. QUALITY LEARNING

QUALITY LEARNING AT VALLEYVIEW SCHOOL
Report prepared by Ms. Darlene Wilkinson, Principal, Valleyview School

Last year's numeracy data from the end of the year reporting indicated that sixty one percent (61%) of grade 1, seventy percent (70%) of grade 2, sixty one percent (61%) of grade 3, eighty four percent (84%) of grade 4, and eighty one percent (81%) of grade 5 students were meeting grade level number concept outcomes. This indicated that a combination of classroom instruction and numeracy intervention pull-out programming provided to students has resulted in increased levels of achievement as students move up the grades.

The Wechsler Numerical Operations assessment (standardized) was completed in both early October and early June by the Numeracy Specialist for each student receiving pull-out program instruction. In 2010/2011, twenty-five (25) students received this support. All children in program improved their standard scores and four students improved over thirty (30) points. At the end of the school year, nineteen (19) of the twenty-five (25) students receiving services were at the on-target or proficient stage for their age. Of the remaining six still requiring support, one student was still below age standards while the other five were at an emerging stage.

As well as working with students on a daily basis, the Numeracy Specialist met on a monthly basis with each classroom teacher. This was an opportunity to discuss student growth as well as numeracy teaching strategies. This collaboration has also led teachers to seek out professional development opportunities for teaching numeracy.

This fall our numeracy specialist has assessed forty (40) students using the Wechsler Numerical Operations as well as the Math Recovery assessment (SEAL). Ten (10) children are well below age equivalent with four of these new to the school and three others just beginning grade 1 and eligible for the intervention. Three students received intervention last year and will continue to require support. Our specialist will also be delivering interventions to eleven other students with scores at below age equivalent level. In this group, there are three students in grade 1 who are now eligible for service and two students new to the school. There are four (4) who received service last year who will require continued support and one (1) from last year who had accelerated to on-target but was identified this fall for further service.

The numeracy intervention program is providing a valuable learning opportunity for our students, with a large group of them receiving support and then able to manage successfully with classroom instruction only. There is another group who demonstrated accelerated achievement but remain delayed for their age. This group of children will continue to require additional support on an on-going basis.

This year we have also had eight new students arrive with delayed numeracy skills. Four (4) of these children are at the middle years level and have three to four (3-4) years delay in classrooms where over eighty percent (80%) of the students are meeting grade level outcomes. This is proving to be a new challenge for both our classroom teachers and our Numeracy Specialist!

B. QUALITY TEACHING

QUALITY TEACHING AT GEORGE FITTON SCHOOL

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

As part of school planning for 2011-2014, George Fitton School has established five goal groups to improve student achievement by addressing the needs of all groups of learners. These goal groups include:

1. Learners of Aboriginal Heritage
2. Disengaged/Behaviourally Challenged Learners
3. English as an additional Language Learners
4. High Ability Learners
5. Learners with Difficulties and Disabilities

George Fitton staff members have established professional learning directions for the 2011/2012. The Early Years staff will be completing the Regie Routman in Residence program, "Transforming our Teaching through Reading/Writing Connections. The K-2 staff will also be implementing the "Sounds Abound-Phonological Awareness" program in the Kindergarten, Grade 1 and Grade 1 / 2 classrooms.

Middle Years staff will be exploring literacy instruction using the "Moving Up with Literacy Place" and "Stepping Up with Literacy Place" resources.

Both groups will study the books "Reading Power" by Adrienne Gear and "Non-Fiction Reading Power" by Adrienne Gear. George Fitton staff will focus on utilizing Origo math resources to increase student understanding of the four basic operations and to increase mental math strategies at all grade levels.

All K-8 classroom teachers have been trained to administer the Fountas and Pinnell Benchmark Assessment and interpret the results. Classroom teachers will be using the assessment information as a basis for literacy program planning.

ELEMENTARY STUDENTS DROP PAPER, EMBRACE IPADS

The Brandon School Division iPad Pilot Project was featured in the September 2011 Volume 90 Number 1 edition of *The Manitoba Teacher.*

Please see attached Appendix H.

C. QUALITY SUPPORT SERVICES

QUALITY SUPPORT SERVICES AT MEADOWS SCHOOL

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

As we commence year one of our three year School Development Plan, our first focus in relation to Quality Support Services is to strengthen the engagement and achievement of English as an Additional Language (EAL) learners. As well, we are beginning study and implementation of the Response to Intervention model of resource deployment. To accomplish these goals we are engaging in the following actions:

- Action Research / Study Groups; "Transforming our Teaching through Reading/Writing Connections" for grades K-4 teachers and, "It's All About Thinking" for grades 5-8 teachers;
- Training Institute; "What's Different About Teaching Reading to Students Learning English?";
- initiation of a Co-Planning/Co-Teaching Model with strategic involvement of all resident expertise [(English as an Additional Language (EAL), High Ability Learner Enrichment Program (HALEP), teacher librarian, resource, literacy support, and classroom teachers] to plan and implement units of study;
- introduction to the Response to Intervention model; a pyramid or tiered response to intervention when students have difficulty learning;
- deepening our understanding of "Brain Research" and the implications for addressing the complex needs of all learners; and
- the introduction of twenty five laptop computers to our school community; experimenting with different ideas for infusing this technology into the learning of students.

We are excited about these opportunities for learning for our staff and students. We plan to also work with our colleagues in Collaborative Learning Community Two on several of these actions which will serve to add to our overall staff development.

D. ADMINISTRATIVE AND STATISTICAL INFORMATION

SUSPENSIONS

SCHOOL	NO./STUDENTS	NO./DAYS	REASON
Crocus Plains	8	3, 5	Assaultive, Drug and Alcohol, Unacceptable
Neelin	2	5	Unacceptable Behaviour
Vincent Massey	6	5, 10	Drug and Alcohol, Unacceptable Behaviour

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) ENROLMENT UPDATE – SEPTEMBER STARTING COUNT

The Brandon School Division Currently has 1135 English as an Additional Language (EAL) Students.

- 185 new registrations for the current school year were received in August and September 2011;
- 28 students have left school.

The number of new EAL registrations received to date for the 2011/2012 school year is as follows:

Month of Registration	Number of New EAL Registrations Received
August 2011	3
September 2011	182
Total	185

The current school totals are as follows:

	Current Total	Students who have left the Division	EAL Discontinued (Stage 5+)
Alexander	0		
Betty Gibson	96	3	
Crocus Plains	136	8	
Earl Oxford	59		
George Fitton	73		
Green Acres	19	1	
Harrison	1		
J.R. Reid	19		
King George	74	2	
Kirkcaldy Heights	23		
Linden Lanes	17		
Meadows	107	4	
Neelin	29	1	
New Era	144		
O'Kelly	6		
Riverheights	54	1	
Riverview	48		
St. Augustine	19	2	
Spring Valley	39		
Valleyview Centennial	10	1	

	Current Total	Students who have left the Division	EAL Discontinued (Stage 5+)
Vincent Massey	132	4	
Waverly Park	30	1	
Total	1135	28	

The number of students who left Brandon School Division from the beginning of July to mid September is twenty eight (28).

Of the twenty eight (28) students that left the Brandon School Division:

- ten (10) students moved back to their home country;
- five (5) are not returning to high school (age, working, attending ACC);
- one (1) is deceased;
- ten (10) moved out of province; and
- two (2) moved within the province.

One hundred sixty five (165) students changed catchment areas within the Brandon School Division.

2. DIVISIONAL INITIATIVES

For Information..... D. Michaels

A. STRATEGIC PLAN 2011-2014

"We Are All Related in Student Learning and Achievement"

At the regular Board of Trustees meeting on September 26, 2011, the Brandon School Division's Strategic Plan for 2011-2014 was presented. The Strategic Plan articulates the vital goals, actions, results expected, measures, responsibilities in place to continue to actualize the mission, vision, and strategic goal of the Brandon School Division.

The Board's questions are to be discussed at this Board Meeting of October 11, 2011.

CLASS SIZE INFORMATION AS OF SEPTEMBER 30, 2011

As of September 30, 2011, the average class size for K-8 classes is 20.90 students per class. The classrooms have increased by twenty one (21) with 209 more students in the Division.

It should be noted that special education classes have decreased by one (1) with the number of students decreasing by seventeen (17).

High school classes are at 19.89 students per class for a Division average.

Discretionary staffing was allocated in the spring to facilitate the development of effective school instructional plans plus to maintain reasonable class sizes.

For more information please see Appendixes I, J, and K.

SCHOOL OPENING ENROLMENTS

Report prepared by Mr. Greg Malazdrewicz, Associate Superintendent

During this school opening, September 2011, our Divisional enrolment has increased in relation to September 2010. As of the printing of this report (September 30, 2011) the overall enrollment is 7928 (7614.5 FTE). This reflects an enrolment growth of plus 214 FTE over September 30, 2010 or plus 66.5 FTE over September 30, 2011 target enrollment of 7548 FTE students.

School enrolments and changes are noted in the following table.

	Sept 30 2010	*Sept 30 2011*	+/-		fte
Alexander	66	83	17		74.0
Betty Gibson	230	225	-5		209.0
Crocus Plains	1132	1221	89		1221.0
Earl Oxford	292	292	0		281.0
George Fitton	424	437	13		418.5
Green Acres	174	181	7		168.5
Harrison	308	320	12		296.0
J.R. Reid	238	230	-8		218.0
King George	248	252	4		239.5
Kirkcaldy Heights	380	357	-23		337.5
Linden Lanes	341	341	0		322.0
Meadows	449	435	-14		409.0
Neelin	739	711	-28		711.0
New Era	377	480	103		467.5
O'Kelly	215	201	-14		189.5
Riverheights	360	377	17		358.0
Riverview	163	186	23		169.0
Spring Valley	22	20	-2		19.5
St. Augustine	209	216	7		203.5
Valleyview	157	158	1		145.5
Vincent Massey	828	827	-1		827.0
Waverly Park	357	378	21		359.5
TOTALS	7684	7928	244		7614.5

B. QUALITY LEARNING

PRINCIPAL PREPARATION PROGRAM - SESSION 11 "EDUCATIONAL LAW" / SEPTEMBER 20, 2011, AND PRINCIPAL MENTORSHIP

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

Principal Preparation Program

On Tuesday, September 20, 2011, Principal Preparation Program Session 11 took place. The topic was Educational Law. The presenters were David Swayze from Meighen Haddad and Dr. Tom Skinner, Professor at Brandon University. Tom Skinner spoke on the duty to foresee, warn, and supervise in today's school environment, while David Swayze spoke on the Public Schools Act, legal responsibilities of principals, liability issues, and practical considerations. Both speakers were very interesting and informative.

Principal Mentorship

The Mentorship Component of the 2011/2012 Principal Preparation Program is designed to provide each participant with a personalized plan opportunity that supports professional growth goals. The Brandon School Division commits to providing mentorship opportunities that stimulate personal/professional leadership development. Participants will be required to fill out a Professional Growth Plan (PGP). Completion of the PGP is to be prepared by Tuesday, October 18, 2011 Principal Preparation Program Session for further discussion.

C. QUALITY TEACHING

GRADE 3 ASSESSMENT SESSION

Report prepared by Ms. Teresa Timmerman, Numeracy Specialist and Ms. Cory Nevill, Literacy Specialist

On September 16, 2011, forty-five Grade 3 teachers attended a half day session to review resources designed to support their work with the Provincial Grade 3 Assessment in Numeracy and the Grade 3 Divisional Writing Assessment.

During the Numeracy Assessment Training portion of the session, participants learned about how the four competencies can be taught across the early years grades so that teachers had a variety of ideas and resources available to meet varied student needs. This was a hands-on session where teachers were given instruction in each of the four competencies. Activities included:

- the use of a number line to teach patterning;
- the use of pan scales and number balances to teach equality;
- the use of base ten blocks to represent numbers in a variety of ways; and
- the use of Rekenrek beads to teach mental math strategies.

In addition, staff members were directed to a FirstClass conference designed specifically for the exchange of information related to the competencies in this

assessment. This is an ongoing opportunity for staff collaboration and professional growth.

The latter part of the session was focused on changes to the Grade 3 Divisional Writing assessment model. A group of Grade 3 teachers created a resource for their colleagues that will support the writing process from teacher modelling and shared writing to independent student writing. The resources also provide teachers with a more detailed rubric and a student exemplar to support the assessment of their own students.

The opportunity to share resources, experience and expertise as a professional learning community was very positive and well received by teachers.

3. COMMUNITY CONNECTIONS

For Information ..... D. Michaels

PARTICIPATION IN CAPSLE 2013 PLANNING COMMITTEE

Dr. Michaels has been invited by the Manitoba Teachers' Society to participate on the Committee responsible for the planning of the annual CAPSLE Conference to be in held in Winnipeg in 2013. CAPSLE is a national conference held annually in respective Canadian centres. It focuses on educational law, its application by teachers, principals, senior administrators, school boards. Organized on a relevant thematic basis presentations are made by lawyers specializing in educational law, superintendents, teachers, professional organizations, representatives of the legal system. Case law established by respective Canadian courts are referenced and studied in detail. Indepth discussion occurs.

The first planning session is on October 20, 2011.

BRANDON SCHOOL DIVISION
POLICY

"Accepting the Challenge"

POLICY 4053

LITERACY DEVELOPMENT OF STUDENTS K-12

Adopted: -- DRAFT #4 – (November 6, 2009)

The Board of Trustees believes that schools are foundational and essential to the democratic schooling and public education of all students. Inherent within this belief is the understanding that at the heart of democratic schooling is the development of students' literacy knowledge and skills. Literacy education is the basis for any effort to strengthen Canada's position as a knowledge-based society. Socially constructed knowledge and learning drives schools to incorporate critical and alternative literacies into the classroom.

Current 21st century research and thinking defines literacy as the ability to identify, understand, interpret, create, communicate, and compute using a wide variety of materials associated with varying contexts of a diverse society. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society. Literacy is a human communicative process involving the complex, interdependent processes of thinking and language development. Thinking and language give interpretation to the symbolic nature of language in many forms. Currently these forms are expressed in the major means of communication: reading, writing, oral, and digital expression.

To meet the demands of the 21st century's rapidly changing society, education needs to promote forms of literacy that engage students in the ability to analyze, synthesize, and evaluate in problem solving and the generation of new ideas. Literacy instruction requires the balance between skills teaching and holistic literacy experiences; the interconnection of reading, writing and content learning, and the scaffolding of skills development.

21st century learners engage in multi-modal literacy events as a part of their daily practice, moving across virtual spaces and rapidly synthesizing moving text. The interactive nature of the new literacies involves extensive participation, collaboration, and the distribution of expertise necessitating that students develop ways of reading, writing, viewing, listening, speaking, representing, and recording that engage the digital applications, networks, and services available to them.

At every level of literacy instruction the foundation is to be based upon constant feedback to the students and identified professional development for teachers and literacy teams.

BRANDON SCHOOL DIVISION
POLICY

"Accepting the Challenge"

PROCEDURES 4053

LITERACY DEVELOPMENT OF STUDENTS K-12

Adopted: -- DRAFT – (August 29, 2011)

The procedures outline the best practices required for and associated with the implementation of Policy 4053: *Literacy Policy*. These procedures are based upon current research in the area of literacy in the 21st century and exemplary literacy practice in the Brandon School Division. The procedures for classroom practice is divided into three areas: Early Years Literacy (Grades K-3) and Middle and Senior Years Literacy (Grades 4-12) and assessment. The fourth area of the procedures focuses on the interventions needed and provided for students with literacy difficulties.

Early Years Literacy

The crucial development of literacy knowledge is dependent upon balanced literacy instruction in the classroom. To achieve this balance, the following is required:

- Early literacy practices such as book handling, read alouds and shared reading and writing in Kindergarten.
- In Grades 1-3 components include read alouds, word study and shared, guided and independent reading as well as modelled, shared, guided and independent writing.
- At all grades integration of Literacy with ICT for instruction and use by students for learning activities.

In the early years, classroom practice must support the development of the processes of oral language, reading and writing. The interconnection between oral language, reading and writing must be reflected in balanced instruction in all areas of literacy. Development in each area of language development will support and foster growth in the other areas.

Literacy development occurs in a holistic, non-linear manner. Instruction to develop comprehension and thinking skills must occur simultaneously with instruction in decoding and vocabulary. Similarly, instructional attention to composition and style in writing should occur simultaneously with instruction in the structure and conventions of writing. Instruction in reading and writing must encompass all aspects of the process and occur within authentic literacy experiences, e.g. reading and writing workshop.

Development of collaboration in literacy contexts is an essential component of balanced instruction. Twenty-first century literacy is highly interactive and multi-faceted and will require an increased ability to understand, communicate, collaborate and create text in a variety of forms including both traditional and digital formats from an early age. Please refer to the document *Balanced Early Literacy Programming* for a more detailed description of best literacy practices for early years.

Middle and Senior Years Literacy

As middle and high school literacy tasks become increasingly sophisticated, particularly with the addition of content area reading and writing, attention must be paid to developing and teaching students new literacy skills. In reading, the instruction moves to focus more on comprehension including skills such as purposeful reading, independent choice of reading and writing materials, resolving conflicting content in various texts and recognizing the importance of context and possible bias. In writing, students will need to write clearly and articulately about ideas and their own knowledge and views. These skills are necessary if students are to have success in post-secondary education, the global economy and be a part of an increasingly multi-literate society. The development of these skills in writing is crucial for two reasons. The first is the need to be able to write clearly and coherently about ideas to communicate to others. Writing is also a means of deepening and extending their own knowledge and understanding. To develop these skills in writing, students will need to have instruction in the various steps and strategies for writing, such as planning, revising and editing. To cultivate their literacy skills students will also need to have the opportunity to practice these skills embedded in their instruction across the curriculum. This cross-curricular instruction will give students the skills needed to efficiently transfer the skills needed, not only English Language Arts, but also to respond to the literacy skills required in various subject areas.

The interactive and multiple literacy nature of 21st century literacy will require students to understand and communicate in a variety of modes. Students should have the opportunity to develop these skills from middle years into senior years contexts to be ready for post-secondary challenges and the world of work.

Assessment of Literacy Skills

Formative assessment of literacy skills will be completed by teachers on an ongoing basis to inform instruction. Provincial and Divisional assessment of literacy skills will also be completed across the grades to provide data that will show literacy needs within the Division and trends for job embedded professional development.

Literacy Interventions

It is recognized that some students will need individual and small group interventions beyond classroom best practice. These decisions will be made following assessments such as Observation Surveys and Fountas and Pinnell Benchmark Assessments. Student will be given the opportunity to receive interventions such as Reading Recovery (Grade 1) and Literacy Support (Grades 2-3) based on school team decisions.

It is recognized that some students require interventions as the application of literacy skills becomes more demanding in Grades 4 to 12. School based interventions will be available to these students based upon school team decisions.
Au

BRANDON SCHOOL DIVISION
POLICY

POLICY 9010

USE OF SCHOOL BUSES FOR SCHOOL FIELD TRIPS

Adopted: Motion 173/88

I BOOKING OF FIELD TRIPS

The Board of Trustees approves the use of Brandon School Division school buses during field trips, that is, for other than transporting students from home to school and vice versa and other curriculum programs.

It is understood that Division buses are to be used whenever possible but that, in the event that a school bus is not available, as determined by the Supervisor of Transportation, alternate means of transportation may be used and charged against the field trip allowance, provided that this alternate supplier of transportation. As approved by the Manitoba Transportation Board.

Principals will be responsible for justifying to the Board and/or the public, the educational value of a field trip taken by their individual schools.

The Board shall provide an annual budget (field trip allowance) to each elementary school to be used for field trip expenses. Salary and expenses paid to school bus drivers taking extracurricular activity (field) trips shall be charged against this allowance. Rates for the purpose of making changes against the field trip allowance and for bus operating costs shall be set by the Board from time to time. (Exception – for field trip charge purposes for Alexander School and O'Kelly School for field trips to the City of Brandon.

Requests for funding of field trips in excess of the school's field trip allowance shall be made in writing to the Board.

Requests for school buses for field trip use shall be made on requisition forms provided and are to be submitted to the Supervisor of Transportation. Bus requests must be made by the Monday of the week prior to the week in which the trip occurs will be fulfilled only if a bus and driver are available and only when the bus is not required for regularly assigned trips. Schools shall be required to provide the driver with a list of students and supervisors participating in the field trip.

It shall be the responsibility of the supervising teacher(s) to ensure that all student passengers are aware of the bus rider rules and regulations with respect to conduct and student safety.

II CANCELLATION OF FIELD TRIPS

The Board of Trustees shall accept partial financial responsibility for extra costs incurred by a school in taking an all-day field trip under the following circumstances and conditions:

1. that the field trip is cancelled by the Supervisor of Transportation on less than forty-eight (48) hours notice due to bus(es) and/or driver(s) not being available due to vehicle break-downs or driver absences.
2. that the field trip was previously approved and booked by the Supervisor on the understanding that bus(es) and/or driver(s) would be available.
3. that the school proceeds with the trip as scheduled using alternate authorized transportation
4. that the amount of financial support by the Brandon School Division for said trips will be up to 50% of the extra transportation costs to a maximum cost to the Board of $500.00 per trip.

BRANDON SCHOOL DIVISION
POLICY

POLICY 9019

ELIGIBILITY FOR TRANSPORTATION

Adopted: Motion 243/90

The Brandon School Division shall provide transportation or funds in lieu of transportation for those students designated as eligible students for transportation services under the Public Schools Act.

1. Students eligible for transportation are those who reside more than one mile from school and outside the City of Brandon limits.
2. The Division shall provide transportation service to eligible transported students living within the boundaries of the City as defined in Manitoba Regulations by one of the following methods, the choice of which shall be at the sole discretion of the Division:
   a) by school bus; or
   b) by semi-annual payment to the parents/guardians of such eligible transported students of an allowance in lieu of transportation said allowance to be in an amount equivalent to the provincial grant calculated on a monthly basis for each month that said student shows satisfactory attendance.
3. Students designated as eligible students regardless of location and the distance from school include students having special needs as determined by Provincial guidelines. Certificate by a duly qualified medical practitioner may be required in some instances.

From time to time, the Board of Trustees may approve a motion which provides transportation for designated students.

BRANDON SCHOOL DIVISION
POLICY

"Accepting the Challenge"

POLICY 9055

DRIVERS' PAY AND EXPENSE REIMBURSEMENT – FIELD TRIPS

Adopted: Motion 125/95

At the start of each new school year, drivers' names shall be placed on the field trip bus drivers' roster at the pay rates and expense reimbursement, as provided in the CUPE Collective Agreement.

School bus field trips shall be offered to school bus drivers on a voluntary basis. No school bus driver is obliged to take a field trip. Electing not to accept a school bus field trip shall not prejudice future job assignments or considerations.

School bus drivers shall be given first opportunity to take field trips based on a seniority rotational basis. A substitute driver will be obtained from a spare driver list by the Supervisor of Transportation or his/her designate. If no substitute driver is available, the regular driver will forego the field trip and fulfill his/her regular run responsibilities. The Supervisor will then fulfill the field trip request through the use of spare drivers, failing which the field trip request will be declined. At all times, regular school bus runs shall receive priority consideration.

A regular driver taking a field trip shall be deducted the appropriate wages at regular wage rates for the regular driving time missed and will be paid at then current field trip rates for the field trip. The spare driver will be paid at spare driver rates.

Field trips shall be identified and bus drivers shall be paid, and their expenses reimbursed in accordance with the CUPE Collective Agreement.

THIS AGREEMENT made in triplicate this 30 day of September, 2011 pursuant to the provisions of Part IV of *The Public Schools Act* and the Regulations thereunder.

BETWEEN:

The BRANDON School Division, a body corporate and politic pursuant to subsection 3(1) of *The Public Schools Act*, being Cap. P250, C.C.S.M., (hereinafter called "the Division")

OF THE FIRST PART,

- and -

The Christian Heritage School (hereinafter called "the private school")

OF THE SECOND PART,

WHEREAS the private school is a private school as defined in Section 59 of *The Public Schools Act;*

AND WHEREAS pursuant to Subsection 60(2) of the said Act, and the Shared Services Regulation (106/93), the board of the Division may, with the approval of the Minister enter into an annual agreement with a private school respecting the use of the facilities and resources of the Division by or for the benefit of eligible pupils enrolled in the private school while in a public school operated by the Division;

AND WHEREAS for this purpose, the Division and the private school are prepared to enter into an agreement respecting the use, by eligible pupils of the private school, of facilities and resources of the Division for Home Economics and/or Industrial Arts, according to the terms and conditions as hereinafter provided;

NOW THEREFORE the Parties hereto agree as follows:

1. THAT the Division shall provide, in a public school, to eligible pupils enrolled in the private school, certain facilities and resources for Home Economics and/or Industrial Arts that are the same as are regularly offered by the Division to eligible pupils enrolled in its public schools, particulars of which are set out in Schedule "A" which is attached hereto and forms part of this Agreement.

2. THAT the pupils enrolled in the private school shall be under the supervision and control of the Division while they are attending public schools for those services provided by the Division hereunder.

3. THAT the private school shall execute any documents and provide the Division with any information, documents, returns or reports which may be required by the Department of Education to facilitate financial planning and to determine the amounts of any grants which may be payable to the Division pursuant to this Agreement, The Public Schools Act and the Regulations thereunder.

4. THAT this agreement shall be effective for a term of one year only ending the 30th of June, 2012

5. THAT this Agreement shall have no force or effect until approved by the Minister of Education pursuant to Subsection 60(2) of *The Public Schools Act.*

IN WITNESS WHEREOF the parties hereto have hereunto affixed their seals attested to by the hands of their proper officers in that behalf on the day and year first above written.

SIGNED, SEALED & DELIVERED (THE BRANDON
(SCHOOL DIVISION
(
(
(CHAIR
(
(
(SECRETARY-TREASURER
(
(

(Christian Heritage School
(PRIVATE SCHOOL
(
(
(CHAIR
(
(and
(
(
(PRINCIPAL

Approved pursuant to Subsection 60(2) of *The Public Schools Act* by the Minister of Education or designate This _____ day of _____ , _____ .

_____
Minister of Education

This is SCHEDULE "A"

To a Facilities and Resources Agreement ending June 30, 2012

dated the 30 day of September, 2011

BETWEEN:

The BRANDON

- and -

The Christian Heritage School
Private School

2025 26th Street
Location [1]

THIS SCHEDULE provides particulars of the facilities and resources of the Division that are to be provided to eligible pupils enrolled in the private school while in attendance at public schools operated by the Division.

1. The public school(s) in which the Division resources will be provided will be the

   Riverheights School

   _____ School

2. The estimated number of eligible pupils enrolled in the private school on September 30, 2011 who will be participating in the use of resources in the public school(s) is shown in the table in clause.

(1) If the private school has more than one location, include only those pupils in the location(s) being serviced under this agreement, and indicate the location(s) being serviced.

3. The number of minutes of instruction in each instructional cycle in which the resources described in clause 2 will be provided in the public school(s) to eligible pupils enrolled in the private school is shown in the table in clause

4.

	Estimated eligible enrolment of private school pupils in the public school(s)		Number of minutes of instruction provided in the public school(s) for private school pupils in each cycle
6		Pupils	minutes
7	11	Pupils	150 minutes
8	15	Pupils	150 minutes
S1		Pupils	minutes
S2		Pupils	minutes
S3		Pupils	minutes
S4		Pupils	minutes
TOTAL	26	Pupils	

5. In the public school there are 6 days in each cycle and 330 minutes each day.

6. The calculation and payment of the grant shall be made using actual data, in accordance with the *Shared Services Regulation (M.R 106/93)* applicable to the school year.

7. The resources of the Division which will be provided in the public school(s) to pupils enrolled in the private school are as follows:

☑ Home Economics

☑ Industrial Arts

THIS AGREEMENT made in triplicate this 30th day of September , 2011 pursuant to the provisions of Part IV of The Public Schools Act and the Regulations thereunder.

BETWEEN:

The Brandon School Division, a body corporate and politic pursuant to subsection 3(1) of The Public Schools Act, being Cap. P250, C.C.S.M., (hereinafter called "the Division")

OF THE FIRST PART,

- and -

The Christian Heritage School

(hereinafter called "the private school")

OF THE SECOND PART,

WHEREAS the private school is a private school as defined in Section 59 of The Public Schools Act;

AND WHEREAS pursuant to Subsection 60(1) of the said Act, and the Shared Services Regulation, the board of the Division may, with the approval of the Minister enter into an annual agreement with a private school to provide, under the supervision and control of the Division, transportation for eligible pupils enrolled in the private school, from points on a regular public school bus route operated by the Division to other points on the same route;

AND WHEREAS the Division providing transportation to eligible pupils enrolled in a private school may include such eligible pupils in the number of pupils eligible for transportation only where the pupils are eligible for transportation subject to the provisions set out in the Schools Finance Program Regulation;

AND WHEREAS the Division and the private school are prepared to enter into an agreement providing eligible pupils of the private school with transportation on a regular public school bus route according to the terms and conditions as hereinafter provided;

NOW THEREFORE the Parties hereto agree as follows:

1. THAT the Division shall provide, for eligible pupils enrolled in the private school, transportation from points on a regular public school bus route operated by the school board to other points on the same route, particulars of which are set out in Schedule "A" which is attached hereto and forms part of this Agreement.

2. THAT the pupils enrolled in the private school shall be under the supervision and control of the Division while they are on the public school bus receiving the transportation provided by the Division.

3. THAT the private school shall execute any documents and provide the Division with any information, documents, returns or reports which may be required by the Department of Education, Citizenship and Youth to facilitate financial planning and to determine the amounts of any support which may be provided to the Division pursuant to this Agreement, The Public Schools Act and the Regulations thereunder.

4. THAT this agreement shall be effective for a term of one year only ending the 30th day of June, 2012.

5. THAT this Agreement shall have no force or effect until approved by the Minister of Education, Citizenship and Youth pursuant to Subsection 60(1) of The Public Schools Act.

IN WITNESS WHEREOF the parties hereto have hereunto affixed their seals attested to by the hands of their proper officers in that behalf on the day and year first above written.

SIGNED, SEALED & DELIVERED (THE Brandon
(SCHOOL DIVISION
(
(_____
(CHAIR
(
(_____
(SECRETARY-TREASURER
(
(_____
(Christian Heritage School
(PRIVATE SCHOOL
(
(_____
(CHAIR
(
(and
(
(_____
(PRINCIPAL

Approved pursuant to Subsection 60(2) of The Public Schools Act by the Minister of Education, Citizenship and Youth this _____ day of _____

_____
Minister of Education, Citizenship and Youth

This is SCHEDULE "A"

to a Transportation Agreement ending June 30, 2012

dated the 30th day of September , 2011

BETWEEN:

The Brandon School Division

- and -

Christian Heritage School
Private School

2025 26th Street, Brandon, MB R7B 3Y2
Location (1)

THIS SCHEDULE provides particulars of transportation that is to be provided to pupils enrolled in the private school on a regular public school bus route operated by the Division.

The estimated number of pupils enrolled in the private school on September 30, 2011, who will be receiving transportation on public school bus routes is 128 . Of this total, it is estimated that 13 pupils (detailed on the next page) will be eligible for transportation support.

(1) If the private school has more than one location, include only those pupils in the location(s) being serviced under this agreement, and indicate the location(s) being serviced.

A pupil eligible for transportation support is an eligible pupil who lives further than 1.6 kilometres from school and:

For the total to calculate properly, blank lines must have a zero (0) as an entry.

To calculate (or recalculate) the total, point to the total field, right click your mouse and select **Update Field** from the pop-up menu.

(Note: the total also updates automatically when you print this document)

	Number of Pupils
- is an urban pupil enrolled in grades K to 6 who resides in a city, town or village.	0
- is an urban pupil enrolled in grades 7 to senior 4 who resides more than 1.6 kilometres from a public transit stop and school.	0
- is a rural pupil enrolled in grades K to senior 4 who does not reside in a city, town or village.	13
- is a pupil enrolled in a private school in the school division in which the pupil resides and is unable to walk safely to school and who:	
(i) is a Level II or Level III pupil as defined in Part 3 of the Schools Finance Program Regulation, or	0
(ii) has a learning disability, or	0
(iii) has a physical handicap.	0
Total Eligible for Transportation Support	13

The calculation and payment of the grant shall be made using actual data in accordance with the Shared Services Regulation applicable to the school year.

Appendix F

This report is in response to Trustee Glen Kruck's inquiry at the August 29, 2011 Board meeting. The following breakdown shows what was budgeted and spent for students with limited financial means to participate in Senior High co-curricular and extracurricular activities in the 2010/2011 School Year. Please note that this budget was only established for the 2010/11 school year and therefore we do not have data for two complete budget years as requested.

School	**Budget**	**Expenses**	**Variance**
Crocus Plains	$4,400	$4,379	$21
Vincent Massey	3,700	4,143	(443)
Neelin	1,900	1,526	374
Total	**$10,000**	**$10,048**	**$(48)**

The funds were used for field trips and extracurricular activities including fees paid for 18 Crocus Plains students and 15 Vincent Massey students to participate in extracurricular sports. Additional consideration was given for other extracurricular activities such as Reach for the Top, choir and for nutritional support.

Elements of Fiduciary Duty

- To use your best judgment
- To act in the utmost good faith
- To protect the interests of the educational system
- To put the beneficiary's interest first (i.e. the corporate board interest before the trustee's personal interest)
- To avoid conflicts of interest

Elementary students drop paper, embrace iPads

Appendix H

By RAY JOB

The sun spills into the windows of Linda Dinsdale's classroom as 20 Grade 1 immersion students carefully take their shiny iPads from the cart.

This morning, they're learning about Italy in a one-to-one tablet program that Dinsdale and others say rivets their attention and accelerates their learning. And it's generating plenty of buzz beyond Brandon's École New Era School.

"It's taken what I already did and made it better," says Dinsdale, "and it gives me absolutely awesome student engagement."

She tells her kids to launch the World Wiki app on their tablets. Basic information pops up including Italy's capital, population, ethnic groups, location on the European continent, type of government and GDP. Dinsdale has them first focus on the country's flag. She'll have them draw it later—without a crayon or paint box in sight—in an application called Kid Art.

One little girl ferrets out the Italian national anthem and suddenly a faint Il Canto degli Italiani begins to play. Dinsdale praises the student for her curiosity. After more discussion about the flag, she challenges the rest of the students to find the national anthem.

When they've all played the opening bars, Dinsdale gives them more brief instruction. Then she sends them to Google Earth to find satellite pictures of Rome. Not a minute later, a student proudly points to the image on her pad. "Got it!" she beams.

There's a strong bond between these six-year-olds and the iPads. Colourful, kid-friendly and incredibly portable, the tablets have no mouse to get between students and their math, spelling, drawing and geography. And literally all their subject materials reside on this friendly tablet.

Dinsdale says there's some serious learning and pedagogy the tablets make possible.

"As my students became familiar with the apps, and their exploration advanced, they started doing research on their own in free time. So, whatever they were interested in—dinosaurs, dogs, Star Wars, Bey Blades—they did the research.

"One little guy gave us a fabulous presentation on the entire solar system. He went through every planet and defined them himself. When he didn't know, he would go to the NASA app and look it up. He was so eager to present."

Besides engagement and inquiry, there are other reasons the iPad makes a great device for students and teachers. Take a small thing like the big colourful fonts in the applications.

"I can walk around the room and immediately see whether a child is on track in their spelling—without having to lean over."

Dinsdale says another blessing for teachers is less time wasted in transitions between subjects simply because "all their materials are on the iPad."

Better differentiation is also possible for the kids. After her students finished a garden project, Dinsdale was able to offer them a half dozen visual, text and oral presentation formats depending on which application each child was most comfortable with.

Sceptics might see the whole idea of learning with iPad apps as eroding solid study habits. Take a math application, for example. You'd think it would be easy for a child to skip the tough questions and motor their way through an app to complete a unit.

Not so, says Dinsdale. In fact, most applications have such colourful and engaging incentives built into them that the "last thing a student will do" is abandon a tough question.

"I teach them many ways to get to an answer, so if they can't answer a question right away, they will pull out a manipulative or another resource to help them. Once they've figured it out, they'll enter the answer and get the incentive built into the app for completing that section.

"And let's say a child is having a hard time on a certain concept. It's very easy for them to continue to practice on the application until they get it."

Dinsdale says one of the things she noticed as children began using the iPads is that "learning was happening faster—mastery of concepts was happening more faster."

Reg Reimer, Brandon School Division's K–12 Technology in Learning Consultant, says École New Era School took delivery of the iPads in mid-March. Dinsdale's colleagues, Nicole Olson and Jill Dowling, who both teach Grade 1–2 split English classes, are also using them.

Over at King George School, Gary Sallows, who teaches a Grade 5/6 split English class, is the fourth teacher using the tablets. "He found that running his iPad screen through his digital projector was even more useful than the interactive white board activities he was previously doing," says Reimer. "He plans to add the Apple TV device to his projector so his students can wirelessly present from anywhere in the room."

Reimer says that last May 45 teachers got an up-close look at the iPad program through half-day inservicing. "They were so impressed by how engaged the students were throughout the entire lesson. Then, in June, we invited parents from both schools to observe the program. The interest was so strong we've expanded to five other schools, this fall."

But what about time? Wouldn't a teacher need an inordinate amount of it to make the switch to a one-to-one tablet iPad program?

Dinsdale is reassuring. "We had some technical issues with the wi-fi at the beginning, but the tech people were very good at helping us out. Once things were up and running, they were very smooth.

"And honestly, it is not a drain on time," she says. "I chose to do a lot of research because I was very interested in what other schools were doing. That was my own choice because I thoroughly enjoyed it. But really, it didn't take long at all to redirect things the way I wanted them."

Madame Dinsdale's Top 10 iPAD Apps

1. **Poplet**
2. **Teach Me Grade 1**
3. **LAZ Library Readers**
4. **Math Bingo**
5. **Kid Art**
6. **Keynote**
7. **Story Kit**
8. **World Wiki**
9. **Magnetic Land**
10. **Google Earth**

Appendix I

K - 8 Class Size 2011/2012

Calculation of Average Class Size						
School	**Enrollment**	**# Classes**	**Sp. Ed. Enrollment**			**Spec. # Classes**
			SSP	**LAC**	**LS**	
Alexander	83	4	0	0	0	0
Betty Gibson	228	11	0	0	0	0
Earl Oxford	296	13	0	0	0	0
George Fitton	441	20	0	0	0	0
Green Acres	181	8	0	0	0	0
Harrison	317	15	0	0	0	0
J.R. Reid	231	11	0	0	0	0
King George	251	11	0	0	0	0
Kirkcaldy	356	19	0	8	0	1
Linden Lanes	341	17	0	8	0	2
Meadows	441	20	0	0	0	0
New Era	481	22	4	0	0	1
O'Kelly	199	13	0	0	0	0
Riverheights	377	19	0	0	24	3
Riverview	187	10	0	8	0	1
Spring Valley	22	1	0	0	0	0
St. Augustine	216	9	0	0	0	0
Valleyview	158	7	0	0	0	0
Waverly Park	378	18	0	0	0	0
TOTALS:	5184	248	4	24	24	8

Class Size Analysis

Classes by Group	***Variance***	***Av. Class Size (11/12)***	***Av. Class Size (10/11)***	***Av. Class Size (09/10)***	***Av. Class Size (08/09)***
All Classes Enrollment (including Spec. Classes)	-1.02	20.90	21.92	21.13	20.54
Regular Class Enrollment (excluding Spec. Classes)	-1.12	21.38	22.5	21.79	21.13
Special Class Enrollment	-1.20	6.5	7.7	6.9	7.9

Summary

i) The overall class size decreased for K-8 schools in 2011 by 1.02 FTE students/class.
The total number of classrooms increased by twenty one (21) with an increase of 209 students (4975 to 5184).
Last year (2010/2011) the total number of classrooms increased by three (3) from the previous year with an increase of 242 students.

ii) Regular classes decreased 1.12 FTE students/class.
The total number of classes increased by twenty two (22) with an increase of 226 students (4906 to 5132).
Last year the total number of classrooms increased by four (4) with an increase of 242 students (4664 to 4906).

iii) The special class size decreased in 2011 by 1.20 students/class.
The total number of classes decreased by one (1) with the number of students decreasing by 17 (69 to 52).
Last year the total number of classes decreased by one (1) with the number of students remaining constant (69).

September 30, 2011

H://Juanita's Files/Enrollment Summaries/Calculation of Average Class Size 11/12

Appendix J

K - 8 Class Size 2011/2012

K-8 Class Size Breakdown											
School	Enrollment	# of Classrooms	Grades	1-15	16-20	21-25	26	27	28	29	30+
Alexander	58	3	K-5	1	1	1					
Betty Gibson	228	11	K-6		4	7					
Earl Oxford	152	7	K-6	1	1	4	1				
George Fitton	328	15	K-6		5	7	2	1			
Green Acres	142	6	K-6			5	1				
Harrison	257	12	K-6		4	8					
J.R. Reid	177	9	K-6	2	2	5					
King George	167	7	K-6			6	1				
Kirkcaldy	282	15 (1 spec. ed.)	K-6	2	8	5					
Linden Lanes	264	12 (1 spec. ed.)	K-6		4	8					
Meadows	324	15	K-6		7	6	1	1			
New Era	405	18	K-6	2	4	7		3	1	1	
O'Kelly	177	12	K-7	5	5	2					
Riverheights	285	15 (3 spec. ed.)	K-6	3	2	10					
Riverview	187	10 (1 spec. ed.)	K-6	1	6	3					
Spring Valley	22	1				1					
St. Augustine	168	7	K-6			7					
Valleyview	158	7	K-6		1	6					
Waverly Park	302	14	K-6		5	9					
Alexander	25	1	6-8			1					
Earl Oxford	144	6	7-8			4	1	1			
George Fitton	113	5	7-8			5					
Green Acres	39	2	7-8		1	1					
Harrison	60	3	7-8		3						
J.R. Reid	54	2	7-8			1				1	
King George	84	4	7-8		2	2					
Kirkcaldy	74	4	7-8		3	1					
Linden Lanes	77	5	7-8	2		1	1	1			
Meadows	117	5	7-8			5					
New Era	76	4 (1 spec. ed.)	7-8	2				1			1
O'Kelly	22	1	7-8			1					
Riverheights	92	4	7-8		2			1	1		
St. Augustine	48	2	7-8			2					
Waverly Park	76	4	7-8		4						
Totals:	5184	248		21	74	131	8	9	2	2	1
%				8%	30%	53%	3%	4%	1%	1%	0%

September 30, 2011

H://Juanita's Files/Enrollment Summaries/Class Size Breakdown 1112 with Enrollment Numbers

Appendix K

Brandon School Division High School Sections
First Semester 2011/2012 - September 30, 2011

High School	Class Size 1 to 5	6 to 10	11 to 15	16 to 20	21 to 25	26 to 30	31 to 35	36 to 40	41 to 45	46+	Total Classes	Student Seats	Av.Class Size 11/12	Av.Class Size 10/11	Variance	September 30 Enrollment	Average Student Load
Crocus Plains																	
Semester 1	10	29	59	71	68	54	12	0	0	0	303	5743	**18.95**	20.75	**-1.80**	1180	4.87
Neelin																	
Semester 1	6	10	23	34	29	8	2	1	0	2	115	2203	**19.16**	20.38	**-1.22**	460	4.79
Vincent Massey																	
Semester 1	1	7	35	31	53	50	3	2	0	4	186	4069	**21.88**	23.31	**-1.43**	817	4.98
Division																	
Semester 1	17	46	117	136	150	112	17	3	0	6	604	12015	**19.89**	21.48	**-1.59**	2457	

***Lifeskills and Off Campus numbers are not included in the Neelin enrollment total.**