



BRANDON SCHOOL DIVISION

Annual Education Results Report 2014/2015

Academic Preparedness

**Growth and
Achievement Through
Literacy and Numeracy**

Mitakuye Owasin

Global Citizenship

**21st Century Skill
Development Through
Digital Citizenship,
Personal Growth and
Ethical Citizenship**



We are all related

Health & Wellbeing

**Health Promotion
Focusing on Emotional
and Physical Health**

MASTER GOAL:

To engage ALL students actively in their learning through the provision of equitable, fair access to quality personalized learning opportunities.

Welcome Messages

Message from Superintendent of Schools / Chief Executive Officer

Donna M. Michaels, ED.D.



In Brandon School Division, there is a clear focus on student engagement in learning and achievement. The 2014-2015 school year yielded much enthusiasm and growth by all. This Year End Report captures a cross-section of the learning initiatives and outcomes to date. It relays the hard work, progress, and commitment to learning of our students, staff, and parents.

This report is organized to represent the three interconnected strategic directions of the Brandon School Division Strategic Plan:

- Academic Preparedness
- Global Citizenship
- Health & Wellbeing

Message from Board Chairperson

Mr. Mark Sefton



We are excited to present our Annual Education Results Report. As in previous years the report highlights areas of strength for our students' achievement and indicates where greater attention is required. The Board of Trustees congratulates our students for their diligence and hard work. We also appreciate the focus on achievement from our students' parents, guardians, families and teachers. We will continue to strengthen this partnership with the goal of improving student achievement.

Our students today are our community leaders of tomorrow. We appreciate how their current success is linked to the future prosperity of our entire community. We are fortunate indeed to have such a supportive community working with us.

Trustees:

Mr. Mark Sefton, Chair of the Board
 Mr. Kevan Sumner, Vice Chairperson
 Ms. Sherilyn Bambridge
 Mr. Peter Bartlette
 Mrs. Pat Bowslaugh

Mr. George Buri
 Mr. Glen Kruck
 Mr. Jim Murray
 Dr. Linda Ross

Senior Administration:

Dr. Donna M. Michaels, Superintendent of Schools/Chief Executive Officer
 Mr. Greg Malazdrewicz, Associate Superintendent
 Mr. Denis Labossiere, Secretary-Treasurer
 Ms. Eunice Jamora, Assistant Secretary-Treasurer
 Ms. Becky Switzer, Director of Human Resources
 Mr. Brent Ewasiuk, Director of Management & Information Systems Technology (MIST)
 Mr. Mel Clark, Director of Facilities & Transportation

Our Schools

Elementary Schools		Principal
Alexander School	K – 8	Ms. Shelley Cords
Betty Gibson School	K – 8	Mr. Phil Vickers
Earl Oxford School	K – 8	Mr. Rick Stallard
George Fitton School	K – 8	Ms. Gail McDonald
Green Acres School	K – 8	Mr. Jaime Lombaert
École Harrison	K – 8 Single Track French Immersion	Mr. Craig Laluk
J. R. Reid School	K – 8	Mr. Shawn Lehman
King George School	K – 8	Ms. Barbara Miller
Kirkcaldy Heights School	K – 8	Ms. Nancy Hamilton
Linden Lanes School	K – 8	Ms. Kathy Brigden
Meadows School	K – 8	Mr. Dave Lim
École New Era School	K – 8 French Immersion K – 8 English	Mr. Chad Cobbe
École O'Kelly School	K – 4 French Immersion K – 8 English	Ms. Angela Voutier
Riverheights School	K – 8	Mr. John Minshull
Riverview School	K – 6	Mr. Kelly Braun
St. Augustine School	K – 8	Mr. Chris Czarnecki
Valleyview Centennial School	K – 6	Ms. Sandy Harrison
Waverly Park School	K – 8	Mr. Bob Lee
Senior High Schools		
Crocus Plains Regional Secondary School	9 – 12	Mr. Mathew Gustafson
École secondaire Neelin High School	9 – 12	Mr. Michael Adamski
Vincent Massey High School	9 – 12	Mr. Bruce Shamray
Alternative Senior High School		
Neelin High School Off-Campus	9 – 12	Mr. Michael Adamski
Hutterian Colony School		
Spring Valley Colony School	K – 12	



Betty Gibson School

Family & School – Learning & Growing Together

Mission Statement

The mission of Betty Gibson School is to provide, in partnership with family and community, a safe learning environment that nurtures individuality, cultural diversity, physical wellness, independence, social emotional and academic growth.

School Accomplishments of Note for 2014-2015

- This year, students from Grade 5/6 class took part in a Betty Gibson School Fair and seven students represented our school at the Western Manitoba Science Fair. These students demonstrated their strong understand of their projects and earned one bronze, one silver, and one gold medal.
- The Betty Gibson School Stingers Demonstration Skipping Team presented nine performances this year. They performed in the Brandon Travelers' Day Parade and the Country Fair. The Stingers also shared their skills in Winnipeg, Elgin, Killarney, and Deloraine.
- This is the 15th year that the Families And Schools Together (FAST) program has run at Betty Gibson School. Altogether, there have been 130 families involved and 312 children. This year, eight families started the FAST program. The Addictions Foundation of Manitoba, Elspeth Reid Family Resource Centre and Brandon Public Health partnered with the Betty Gibson School staff to facilitate the program.

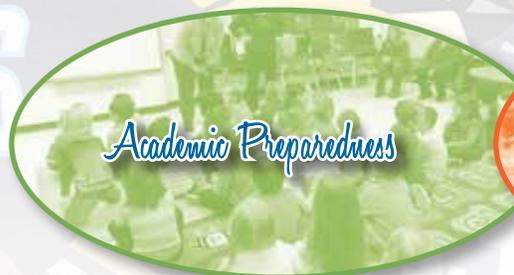


Vision *To be a centre of educational excellence, built on community partnerships, effective leadership and exemplary practices.*

Mission *The Brandon School Division strives to enable each student to achieve maximum intellectual, emotional, social and physical growth.*

Strategic Plan Overview

Master Goal: *To Engage ALL Students Actively in their Learning through the Provision of Equitable, Fair Access to Quality Personalized Learning Opportunities*



Ultimate Outcomes	Broad Objectives	Focus Areas	Specific Components/Competencies
Academic Preparedness	Academic Growth & Achievement	Literacy	<ul style="list-style-type: none"> Reading: within-text, beyond-text, and about text comprehension, critical response, fluency & expression Writing: ideas, organization, voice, conventions Oral language fluency (language learners)
		Numeracy	<ul style="list-style-type: none"> Representing number, mental math, equality, patterns & relations Number, patterns & relations, shape & space, statistics & probability
Global Citizenship	21st Century Skill Development	Digital Citizenship	<ul style="list-style-type: none"> Ethical and appropriate use of digital tools to: <ul style="list-style-type: none"> ✓ access & evaluate information ✓ use, manage & communicate information ✓ create products/demonstrate learning
		Personal Growth	<ul style="list-style-type: none"> creativity & innovation critical thinking & problem solving communication & collaboration flexibility & adaptability initiative & self-direction productivity & accountability leadership & responsibility
		Ethical Citizenship	<ul style="list-style-type: none"> respect for diversity/cultural competency sense of community involvement volunteerism global awareness
Health and Wellbeing	Health Promotion	Emotional Health	<ul style="list-style-type: none"> anxiety depression
		Physical Health	<ul style="list-style-type: none"> moderate & vigorous physical activity levels substance use



Profile - Growing & Diverse

Schools	
Kindergarten to Grade 6:	2
Kindergarten to Grade 8:	16
Kindergarten to Grade 10:	1
Grades 9 to 12: Plus Neelin High School Off Campus / At Risk Youth Program / Upper Deck	3

Students	
Elementary:	5,683
Senior High:	2,705
Total:	8,388
Students who have English as an Additional Language:	1,379
French Immersion Students:	752
Students Bussed:	3,363

Riverview School

Home of the Riverview Ravens

Mission Statement
"Riverview School is committed to the total development of each child through quality education."

School Accomplishments of Note for 2014-2015

- The Grade 3/4 class participated in the Hannah Taylor "Ladybug Foundation". This is a resource to learn about the causes and effects of poverty issues and the safety and security issues for vulnerable sectors of our community. They learned about hunger and homeless issues nationally and how they affect children, youth, and families in Brandon.
- On May 20th of this year, Brooklyn Maguathi of Riverview School was nominated for, and received the 2015 MTS Young Humanitarian Award. At this time, she received a medal, a certificate, and a financial award to be used as she chooses. Brooklyn Maguathi is a Grade 3 student who is nine years old. Brooklyn's activism commenced when she was four years old when she joined a Relay for Life team.

Spring Valley Colony School

Spring Valley Hutterite Colony
Phone: 204-729-0320
Email: penner.kelsey@bsd.ca
Approximate Enrolment: 30
Grade Distribution: K-12

Alexander School

An Innovative School in a Progressive Community

Mission Statement
It is our mission to engage students socially, emotionally, intellectually, physically, and artistically through quality learning experiences in a multi-age environment.

School Accomplishments of Note for 2014-2015

- The expansion of our Outdoor Classroom was selected as the "Top Story" for educating students in an outdoor environment.
- The Royal Conservatory of Toronto provided artist Crystal Nielson to spend time with our students as we painted classroom doors and created a community of "Belonging".
- Non-profit organization "FreezeFrame" worked with our students creating movies using Animation, Claymation, and Junkmation.
- Our Youth Revolution Group continues to promote anti-bullying.

King George School

Crusaders Strive for Excellence

Mission Statement
The partners in learning at King George School, students, staff, parents and community are committed to providing a safe environment that promotes lifelong learning in a climate of mutual respect and cooperation.

School Accomplishments of Note for 2014-2015

- All of our students had the opportunity to participate in cultural activities and a pow wow celebration that promoted and celebrated cultural diversity. The Brandon Neighbourhood Renewal Corporation partnered with us to help make these events possible for our students and our community.
- Our Youth Revolution group actively participated in several local and global activities to support various causes throughout the year. The YR students made and delivered cards to our local seniors' complexes during their visits at Christmas and on Valentine's Day.
- All of our students participated in a neighbourhood clean-up effort during Earth Day activities.
- Our school undertook a book drive that was spearheaded by Katie Wilson to secure book donations to donate to Samaritan House to include with food hampers.
- Several of our classes have volunteered their time to work with the community gardens project across the street to plant, weed, water, and attend to some of the garden beds. The food from these gardens will be donated to the Samaritan House in the fall when it is harvested.

Earl Oxford

Believing Everyone Succeeds Together

Mission Statement
We expect the members of our community to try their best at all times. We have an inviting environment in which all members of the learning community will support the following:

- academic and personal growth;
- respect and responsibility;
- safety;
- diversity; and
- communication.

School Accomplishments of Note for 2014-2015

- Collaboration between the HALEP teacher and the student leadership council saw Earl Oxford students involved in working to assist students during lunch breaks, working at the Helping Hands, engaging with seniors in the community, volunteering time and energy assisting other members of the community and by celebrating Canadian heritage and choosing healthy lifestyles.
- Staff and students were involved in the planning of a Christmas feast for the community, a spring breakfast, a Christmas store, and several major recycling projects and several celebrations of school community.

George Fitton School

Learning Together, Growing Together

Mission Statement
At George Fitton we strive to enable each student to achieve maximum intellectual, emotional, social and physical growth.

School Accomplishments of Note for 2014-2015

- George Fitton School hosted a Spring Demonstration Powwow on April 16th - Finding Middle Years Way students commented on the purpose of each demonstrated dance. Singers, dancers and drum groups from surrounding areas joined us in this annual event. Throughout the day and evening, Eugene Ross, shared First Nations and Métis artifacts with our school and community. An evening Spring Feast was hosted by the George Fitton School for approximately 145 guests.
- Official opening of the new George Fitton Gymnasium and 60th Anniversary in January 2015 - hosted a Multi-Cultural assembly and Open House.
- Kindergarten teachers making a connection with Kokum's Early Enrichment Program - new site on school property - to connect curricular outcomes in both programs.
- Walking School bus program ready for implementation in September 2015.

Operational Initiatives - Proactive



The 2014-2015 school year, in the Office of Human Resources continued to provide online services for employees with regards to leave requests and workshop registrations. Online applications for job opportunities continues to be available for both internal employees and external applicants. These online services provide the opportunity to be paperless and provide information to Principals, employees and applicants in a timely (almost instant) manner!

SUB BOOKING SERVICES:

For the 2014-2015 school year, Sub Booking Services tracked the following statistics:

Average # of Bookings per month

Secretarial/Educational Assistants	= 1242
Custodial	= 156
Teachers	= 1866

Average # of those bookings per month that were same day call in

Secretarial/Educational Assistants	= 530 or 43% of bookings
Custodial	= 69 or 44% of bookings
Teachers	= 702 or 38% of bookings

EMPLOYMENT SERVICES:

For the 2014-2015 school year, Employment Services tracked the following statistics:

# of job postings within the 2014-2015 school year	384
# of candidates applying for positions within Brandon School Division	1227
# of applications processed for consideration of employment	7059

This equates to approximately 70,590 pieces of paper that did not need to be produced as the application process is electronic!

Highlights from the Office of Facilities and Transportation

The following is an overview of the 2014-2015 initiatives from the Office of Maintenance/Transportation:

- Ameresco Asset Planner Software data was updated;
- Keyscan card lock and cameras installed at École New Era School;
- Additional cameras installed at all three high schools;
- Divisional servers upgraded to allow the implementation of card lock/cameras in the remaining division properties;
- City Joint Use Agreement proceeded with the redevelopment of the École New Era School playground fields;
- Crocus Plains Regional Secondary School general office/student services renovation Phase I completed;
- École secondaire Neelin High School gymnasium sanded, refinished with new game lines;
- King George School addition of an additional nine staff parking stalls;
- Linden Lanes School constructed a Kindergarten washroom;
- Vincent Massey High School renovations to drafting and media arts areas to accommodate increased programing needs;
- Transportation has seen an increase in the number of bussed students from 3176 at Sept 30th to 3363 at May 30th;
- Transportation replaced three buses utilizing the provincial tender. The new units purchased are powered by propane which brings our fleet of propane buses to 5 units; and
- Design development of the two bus bay addition is completed and due to begin. Construction is due to begin during the 2015 summer months.

Highlights from the Office of Human Resources

Highlights from the Office of the Secretary-Treasurer

Operations:

The development of a clear and transparent budget remains a focus of the Division by providing the Board of Trustees with adequate and relevant information to make informed decisions given the economic realities of the current and seemingly future context.

In 2014-2015, the division replaced all division photocopiers with new equipment, which improved functionality, efficiencies and reduced costs. During the photocopier refresh, a second color copier was added to the print shop, which has greatly improved the service provided to schools and administration. This addition reduced the print shop workloads while still meeting project timelines through efficiencies.

Payroll Services:

The Payroll Department continues to move forward with their Green Initiative to reduce paper usage and the participation rate in our Electronic T4 project continues to grow. The addition of one staff member to the Payroll Department has allowed the opportunity to begin documenting procedures and processes as well as cross training. Significant changes have been made for month end reporting and payroll checklists have been implemented for improved efficiency. New Collective Bargaining agreements were ratified in late spring with our unions, BTA and CUPE Local 737. This resulted in a short timeline to implement the changes for 2014-2015, but the payroll staff worked hard to ensure that all staff members received their retro payments before the end of June. Continued focus for the Payroll staff is to enhance skills in the existing software, ongoing process documentation, cross training, improving efficiencies and meeting deadlines in a timely manner.

Workplace Safety & Health (WPS&H):

The 2014-2015 school year saw the successful implementation of the New Worker Orientation for all new hires. A process was developed for Working Alone After Hours Callout and a flow chart was developed for workers who may exercise their right to refuse unsafe work.

Highlights from the Office of Management and Information Systems Technology

Early in the 2014-2015 School Year, an upgrade to our School Bundle front end and Sharepoint environment was initiated. This upgrade saw the implementation of Sharepoint 2013 and the new and enhanced functionality this version supports. Our School Bundle application was enhanced in the My Site area that teachers and students will use day to day in the classroom. This upgrade further supports "anywhere any time" learning by allowing staff and students 24 hour, 7 day a week access to their assignments, resource materials and any documents they create. This upgrade also required the acquisition of more disk space resulting in a new SAN (Storage Area Network) being purchased and deployed. To support the new SAN environment, a 10 Gig switch was installed, launching the Brandon School Division into the beginning of a 10 Gig network.

The existing surveillance system at Crocus Plains Regional Secondary School was upgraded to the new IP (Internet Protocol) based surveillance system that was installed at École secondaire Neelin High School and Vincent Massey High School the previous year, with additional cameras installed to cover existing blind spots. École New Era School was the first elementary school to receive card access and camera surveillance.

The Brandon School Division also hosted the BYTE 2015 (Build Your Teaching Experience) professional development day focused on Personalized Learning. Approximately 1000 people attended from our Division and several other neighboring divisions. To support this conference, the wireless access at Crocus Plains was enhanced.

The MIST Department deployed the Microsoft product System Center to manage our fleet of computers. As part of this project, Microsoft's inTune was also configured to better manage devices such as iPads and other tablets that won't run an enterprise version of Windows.

The year was topped off with 350 computers being replaced in the classrooms over the course of the school year with another 400 units purchased at the end of the school year for deployment over the summer.



Educational Initiatives

Aboriginal Education

The Aboriginal Education Program is a work of continued process for each year; it is designed to be flexible so that strategic initiatives and specific outcomes evolve when responding to and meeting the changing needs of Aboriginal students on a daily basis. There are five essential components of the work in this area: **Staff Development, Team Work, Resource Sharing, Parental Engagement and Student Supports**. These are in place and work well to ensure educational success while interconnecting with the Division Strategic Plan. The Strategic Plan is the intervention and preventive strategic initiative that provides direction and guidance in ways to achieve the best possible outcomes for Aboriginal Education. These goals and outcomes are validated through means of guidance, leadership and prioritization of yearly delivery.

Learning & Development

The role of the Learning and Development Specialist was created in part to establish clarity around the Brandon School Division Policy 4044.4 Response to Intervention (RtI). RtI is a framework for supporting student diversity and building staff capacity in a child-centered and inclusive environment. Throughout the 2014-2015 school year, presentations were made to staff at numerous schools in order to establish a common understanding of the philosophy behind RtI and to appreciate the need for Professional Learning Communities in support of teacher collaboration. These presentations set the foundation for ongoing dialogue and action regarding inclusive planning, diverse instruction and authentic assessment.

Together with the Communications & Technology in Learning Specialist and the English as an Additional Language Specialist, we have expanded the Personalized Learning Cluster School model to include ongoing professional development for teachers to increase their knowledge and skills through collaboration with colleagues.

Our goal for the 2015-2016 school year is to create learning environments that are inclusive for all – staff and students, thus enabling learners to be active academic participants, critical 21st century thinkers and gratified in their school experience.

Learning Support Services

The area of concentration for this year is Appropriate Educational Programming and Equity in alignment with the Strategic Plan, specifically for resource teachers and guidance counsellors.

1. Academic Preparedness

- Provision of professional learning throughout the year on Universal Design for Learning, and Planning with End in Mind, taking into account provincial curriculum-based outcomes, as well as Differentiated Instruction strategies to enhance students' engagement and achievement. Rigorous and differentiated professional learning was provided for teachers and resource teachers, focusing on students who are struggling academically with the goal of improving engagement and achievement.
- Co-planning with classroom and resource teachers to address the diverse learning needs in their classrooms. This includes the process of planning integrated units, using the provincial curriculum outcomes and the Universal Design for Learning framework.

- Provision of on-going small group training while focusing on students' learning needs such as Autism Spectrum Disorder, Sensory Disorder, Social-Emotional Learning, Social Skills and many other learning difficulties.
- Ongoing professional learning with regard to developing effective Individualized Education Plans (IEPs) (precise learning goals and targeted interventions) and implementation of targeted learning goals.

2. Global Citizenship

- Topics in preparing our students with 21st century learning needs are all embedded in our monthly professional learning through group discussions, sharing of articles, books provided, and the viewing of videos on this topic. This is specifically with regard to skill development such as communication skills, social interactions, critical thinking and problem-solving skills.
- Advocating for students' needs through collaborative work with teachers, resource teachers, and counsellors to ensure that appropriate programming is implemented for students who are requiring Tier 2 and 3 interventions. Also, addressing the importance of teaching all of the essential skills that these students need to be independent and successful in the area of social and communication skills.

- Promoting the use of assistive technology as a tool for students to enhance their learning, engagement, and independence.

3. Health and Wellbeing:

- The efficacy of Functional Behavior Analysis, and the Behavior Intervention Plan consistently implemented. Collaborative work with clinicians in developing a consistent practice at the Divisional level and a framework for student-specific programming needs in response to their social-emotional health and wellbeing. This includes the problem-solving process, data collection and analysis, planning for students' success, and progress monitoring.
- Chairperson for a steering committee for the Divisional Attendance Initiative Committee that is made up of school principals, specialists, social worker, guidance counselor and a resource teacher. The work of this committee is to develop a Divisional framework for the pre-referral process, assessments, targeted interventions and gathering of data, in response to the specific needs of students with school attendance problems. The goal of this committee work is to develop a consistent Divisional framework. Several professional development opportunities were provided to school counsellors, resource teachers, principals and social workers regarding how to address school attendance problems.

Throughout the 2014-2015 school year, a number of actions were initiated by the Physical Education / Health Education Specialist which focused on the Ultimate Outcomes of "Global Citizenship" and "Health and Wellbeing".

Global citizenship was reinforced by effective leadership through professional development opportunities. Sensitive Issues, Move Think Learn, and Planning / Assessment were some of the workshops that were offered throughout the year. Effective teaching practices emphasizing methods of improving student leadership, creativity, communication/collaboration skills were addressed.

The revisions of the Zone 15 Athletic Handbook, facilitating a referee clinic, and supporting school athletic programs were just a few of many projects that offer Brandon School Division students an opportunity to acquire skills in the areas of leadership, teamwork, communication, and the development of positive relationships through physical activity / sport. This focused on the ultimate goal of providing students with the skills, attitude, and knowledge to lead active healthy lifestyles.

One of the new initiatives this school year dealt with the Ultimate Outcome of "Health and Wellbeing". The first step of this project was the formation of School and Wellbeing Teams in all Brandon School Division Schools. Once created, these teams were informed of the "Comprehensive School Health" framework and were guided through the process of registering their school, assessing their school environment, setting goals, and planning future actions. School teams were then encouraged to incorporate this information as part of their 2015-2016 school plan.

Collaborative work continued with the Healthy Schools Steering Committee, Healthy Brandon in Motion, Brandon University, and various Provincial and National Organizations regarding the importance of active healthy lifestyles. This cooperative work has led not only to the promotion of living a healthy active lifestyle but to the provision of enhanced learning opportunities for students.

Physical Education/ Health

Responsive & Research Driven



The work of the Literacy Specialist focused on supporting and improving Response to Intervention Tier 1 classroom practice the Middle Years in 2014-2015. This work was supported through a variety of initiatives, as well as, in schools supporting school literacy goals.

The **Leadership in Adolescent Literacy** (Round 2) met five times for professional learning with a focus on the workshop approach. All members of the group attended the Third Annual Adolescent Literacy Summit and met upon returning to discuss how they could implement some of the ideas into their own Tier One programming in the classroom. The model of meeting over a three-year period allows for guided practices and more personalized learning. This group will continue to meet next year with a third round beginning next year, to provide support for each other in school setting.

The **Middle Years Balanced Literacy Practices** document was introduced to teachers in September. The focus of this first session was to highlight the important themes of the document and begin the dialogue around how to implement these balanced literacy practices at the middle years. Sessions were held once again in April going more deeply into planning to use text and reflection upon classroom practices and school goals to mirror the dialogue of the Early Years Literacy Initiative.

Reading Apprenticeship is a provincial project in which Brandon School Division is involved along with four other school divisions, to work on reading in the content areas. Two schools in Brandon School Division are involved in the project: King George and George Fitton. The first year of the project was a learning year with work beginning in the schools and supported by provincial meetings to learn the model and adapt it to the Brandon School Division context. The project will continue next year, once again funded by the Province.

The **Middle Years Multi-level initiative** met for three-day long sessions to work on 20 month blended curriculum in the middle years. Individual and small group planning took place with each participant, or group, completing a scope and sequence in a subject area of their choice and then choosing one of the units to develop more fully. On the final day the teachers shared their work to further broaden each other's thinking about the opportunities provided with a 20 month blended curriculum approach.



English as an Additional Language (EAL)

A Professional Learning Network (PLN) Committee was established for teachers in Grades 7-12 who were working with English as an Additional Language (EAL) students who struggle with literacy skills.

The PLN group met four times, and each time the group heard from Divisional Literacy Specialists who shared

specific resources, strategies and interventions. Resources and discussions around literacy topics were also shared on the Brandon School Division EAL Literacy Concerns portal site.

To assist Early Years teachers who are working with EAL learners, we have introduced Dual Language book projects to emphasize the importance of first language development and how first language learning plays a role in the development of additional languages. This project also encourages family participation in language learning and had elements of cultural awareness, respect for diversity and cultural competency. We are calling this the Family Language Literacy and Games (F.L.A.G. Project).

In addition to the projects described above, the Division also continued to offer the Integrated EAL Methods workshop series, as well as the Co-Teaching professional development series.

Students in schools around the Division were provided with opportunities to interact with one another around topics of diversity and cultural competency, leadership and responsibility, and volunteerism by participating in the Culture Club, Youth Revolution, and afterschool homework clubs. Opportunities such as these help students develop a sense of global and community awareness.

EAL students in Grades 8-12 were invited to participate in a New Comer Youth Forum this year. This forum gave students a voice to speak more about their academic successes, as well as their struggles. The information gathered at this forum will be compiled and used to inform programming for EAL students in the future.

In the area of Health & Wellbeing, we focused on better identifying and monitoring EAL students with special educational considerations. A Divisional meeting was held with EAL and Resource teachers, as well as administrators and student support services staff to discuss the potential health and wellbeing needs some of our EAL learners may bring with them. As well, we shared a common template all Divisional staff should be using to gather and collect information to help better program for student needs; the seven factors template from Cristina Sanchez.

The Welcome Centre continues to do great work in helping to gather information about EAL and newcomer students. This supportive environment is often a place where families will open up about their children and their social/emotional needs. The Welcome Centre staff makes great efforts to not only collect this data, but to make sure that families are connected to the appropriate services that can provide them with the help and support they may need, and to share relevant information about student health and wellbeing with catchment schools.

Numeracy

The work of the Numeracy Specialist focused on the following areas:

#1: Develop Procedures and practices for teachers documents for Numeracy Policy 4059

- Numeracy Procedures and Best Practices for Teachers documents supporting Numeracy Policy 4059 were both approved by the Board and are ready for implementation for the 2015-2016 school year

#2: Numeracy Specialist Work Plan

- a) Staff development program
- Circulated electronic communications (portal, email) regarding staff development opportunities

- Conducted school site based professional learning opportunities, as requested by principals, in response to their school development plans
- b) Assisting Classroom Teachers with Curriculum Implementation
- Hosted Numeracy Support meetings occur on a bi-monthly basis
- Supported members of the Assessment and Evaluation leadership team
- Conducted school site and classroom specific visits for planning and observation
- Participated in school site PLCs
- c) Numeracy Assessments

- Teachers have completed and submitted provincial assessments in Numeracy at the Grade 3 and 7 levels as well as first semester achievement tests at Grade 12 in all three math courses

d) Support of Research, Assessment and Evaluation Specialist

- Significant time has been invested in supporting the implementation of Students Achieve Gradebook software, including back-end decisions and pedagogy training for both pilot schools and division-wide Grades 1-8 teaching staff

e) Implementation of New Math Curricula

- Electronic and in person communication with provincial colleagues continues to foster the dialogue regarding provincial action plan items, supporting teacher implementation and interpretation of the report card documents, classroom best practices and areas of provincial concern for next steps in teacher education

#3: Support Technology Implementation and Integration

- Secured additional calculator technology for the high schools and arranged professional learning opportunities around the effective use of this technology for the 2015-2016 school year

Educational Initiatives – Responsive & Research Driven

Reading Recovery

Goal #1: Academic Preparedness for READING RECOVERY (RR) TEACHERS AND THEIR STUDENTS:

a) *RR Continuing Contact Sessions: (Three groups of 13 teachers each)*

Continuous updating and professional development of trained Reading Recovery teachers in three one-hour sessions including teaching behind the glass (8 sessions each group) and visits to each school sites (1 or 2 visits each)

b) *Personal teaching Grade one students Reading Recovery series daily lessons*

c) *Data Collection/Reporting on Reading Recovery* – support for digital data collection across Canada this year. Compilation of Brandon School Division Reading Recovery data in June 2015 – report distributed in Sept. 2015.

Goal #2: Academic preparedness for other Brandon School Division Staff and Students:

a) Professional Development support to Educational Assistants re: Literacy understanding and planning. How to ensure students become independent.

b) Professional Development support to Divisional Staff re: Literacy Understanding, Assessment and theory (Resource, EAL, High school EAL, Middle Years Literacy support teachers, Counselors)

c) Professional Development for Divisional Staff – K-3 teachers to support the “Balanced Early Literacy Practices K-4” initiative and develop a Comprehensive School Literacy Plan through Professional Learning Communities. (4 sessions with all Elementary schools in BSD)

Goal # 3: Academic Preparedness: Engaging Boys in Active Literacy Action Research

Kindergarten Engaging Boys in Active Literacy: Action research with two kindergarten teachers (October to April) looking at research into reluctant boys and literacy, testing some actions, reporting successes to all kindergarten teachers in April 2015.

Student Support Services

Student Support Services staff play an integral role in consulting and collaborating with school staff and community agencies to support students and their families with learning, social/emotional, sensory, behavioural, physical, cognitive, adaptive, communication and

health care needs. Built on a foundation of inclusionary practices, our multi-disciplinary team of professionals and paraprofessionals assist school staff in providing services and programming to students and teachers via a continuum of supports and services including preventative, consultative, diagnostic and intervention.

Each school in Brandon School Division has an assigned team of student support services staff (Psychologist, Speech-Language Pathologist, and Social Worker) to aid the school team in providing appropriate educational programming for students.

Student Support Services staff continue to maintain involvement with numerous agencies/groups including the Autism Parent Support Group, Brandon Children’s Therapy Initiative, Brandon Healthy Families Team, Child Abuse Committee, Community Mobilization, Learning Disabilities Association, St. Amant Applied Behavioural Analysis Program (ABA), Transition in Committee, Suicide Prevention Implementation Network (SPIN), Youth Wellness Day Committee as well as the divisional Mental Health and Wellness Committee (Strategic Plan).

Technology in Learning

The 2014-2015 school year brought many new initiatives to the Brandon School Division in the area of Technology in Learning. The first initiative was year one implementation of the Cluster School model – Personalized Learning with a focus on technology. Three elementary schools, Meadows, Alexander and Valleyview, and one High School, Vincent Massey were involved. Each school worked on collaborative planning and integrating technology as one tool to support personalized learning opportunities for students. In addition, each school looked at developing 21st century skills that are integral parts of daily life including those skills needed to effectively participate in student voice and choice projects.

Each cluster school classroom teacher was provided with a laptop (convertible to a tablet) to support the diverse needs in the classroom and beyond. Teachers were provided with Professional learning regarding a variety of programs including some that are part of the new student software package that has been installed on each teacher and student computer in the school division. Where possible, the software titles are free for download at home as well to support students’ diverse needs. In 2015-2016, five more schools will join in the cluster school program.

Clinical Services

School Psychologists:

The School Psychologists have developed “Social Skills Programming Guidelines” for schools that include a Social Skills Continuum as well as suggestions for interventions. The outline will provide guidance to school teams and classroom teachers regarding the implementation of social skills programming.

Speech Language Pathologists:

The Speech-Language Pathologists continue to provide services for pre-school and school-aged children. Some of the work this year has focused on the training and engagement of parents/caregivers in stimulating the development of their pre-school-aged children for later success in school. These have included Storytime, Pre-school Parties as well as professional development opportunities.

School Social Workers:

Brandon School Division social workers have provided assessment and intervention for students and their families in kindergarten to Grade 12. They attended professional development on topics such as Trauma Informed Schools, NVCI, and Mental Health and Wellness. School Social Workers took on lead roles in facilitating professional development to other Brandon School Division professionals and support staff on these topics, as well as development of a divisional Suicide Prevention Protocol. School Social Workers continued to actively participate in various Brandon School Division and community based committees, including the newest Community Mobilization initiative. A social work data collection system is now in place, and it will continue to be developed and implemented to enhance best practice. Brandon School Division social workers are fully registered members of the new Manitoba College of Social Workers.

This year, the Kit/Project Committee developed numerous technology in learning kits to support the diverse needs and interests of students and staff beyond what is currently offered in BSD schools. Some of the new developments this year include robotics, electronics, animation, video game creation and movement kits. These kits are circulated through our library system and all BSD staff have access to them.

The Personalized Learning Committee also had a successful year. The year began by researching and developing a BSD Personalized Learning Definition which was then followed by looking at the different pathways staff and students can take on their journey towards personalized learning. The committee spent much time looking at 21st Century (SECRET) Skill rubric development for the School Division. The year culminated in developing a video to showcase both staff and student journeys toward personalized learning in 2014-2015.

During 2014-2015 many technology in learning professional development opportunities were provided to staff. These sessions were provided in both face-to-face and online environments. We have been able to begin providing online Professional Development and recording it for future use due to the access to a new software package (Lync). This tool also allows staff and students to connect with other people in different schools or around the world.

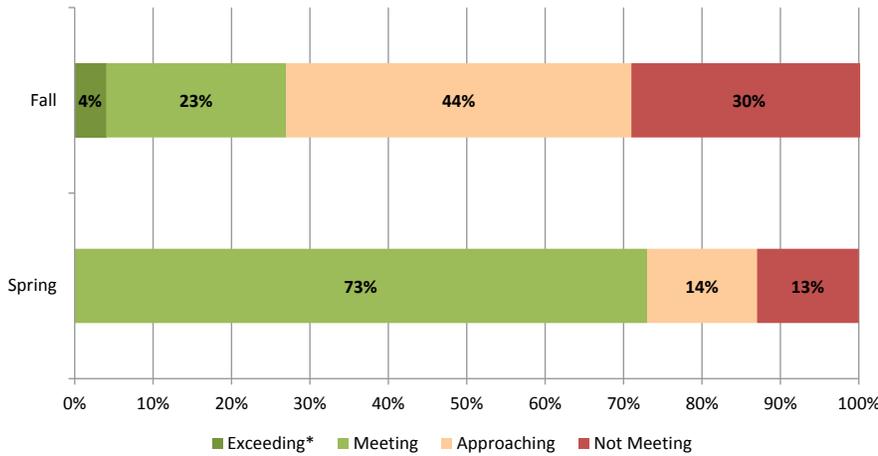
In the area of Technology in Learning, we focus on voice and choice, student engagement, 21st century skill development and opening up the world to our students while educating them in digital citizenship and promoting global citizenship.

Divisional Achievement Results



Phonological Awareness

Percent of Students by Phonological Awareness Competency Level: Fall-to-Spring Comparison



* Performance indicator expectations increase for the spring screening, therefore the exceeding level is eliminated in the spring screening.

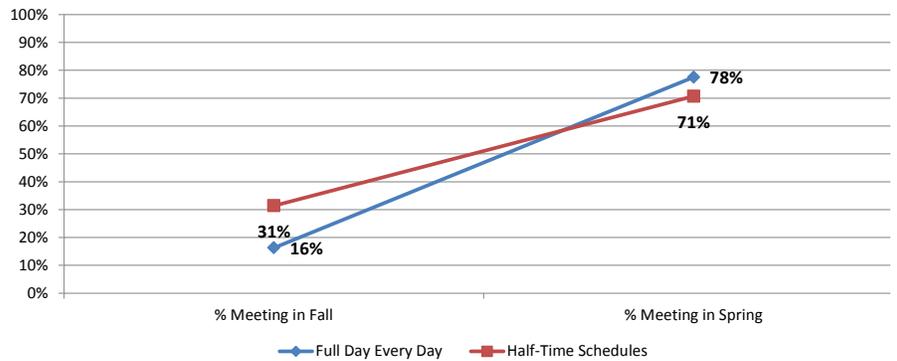
The Phonological Awareness Screening Test is administered to BSD Kindergarten students in the fall and again in the spring. The screening consists of ten tasks relating to developmentally appropriate phonological awareness skills including rhyming, letter sounds, word counting and syllable counting. Performance indicator expectations increase for the spring screening, meaning that a higher level of phonological awareness is necessary in order to be meeting expectations.

Of the 650 students assessed in the fall, 27% were meeting or exceeding phonological awareness expectations. However, by the spring, 73% of the 681 students were demonstrating developmentally appropriate phonological awareness skills.

In the 2014-2015 school year, five schools offered Full Day Every Day (FDED) Kindergarten programs. At thirteen schools, half-time Kindergarten was offered either every morning, every afternoon, or full days every other day.

Despite starting the year with a smaller percentage of students meeting expectations compared with students on half-time schedules, a greater percentage of FDED Kindergarten students ended the year meeting phonological awareness expectations. These statistics suggest that the FDED Kindergarten experience is one factor that has contributed to closing the gap in phonological awareness of BSD students.

Comparison of Kindergarten Schedules in Phonological Awareness Progress



École New Era School

Linguistically Diverse, Culturally Rich, Educationally Strong

Mission Statement

We will continue to establish high standards of learning for all students in both French and English languages by focusing on exemplary instructional practices, individual needs and curricula; working in partnership with the community to develop lifelong learners; and developing responsible citizens who respect and value diversity.

School Accomplishments of Note for 2014-2015

- Pre-school children from the school community were invited to attend parties at our school to listen to a story, do a follow up activity (a craft, a game, songs, etc.) and a snack. These parties are an attempt to familiarize pre-schoolers with "their school" prior to their arrival for eventual kindergarten.
- Student Leadership Team
- The ongoing enthusiasm of our SLT students and staff advisors did not go unnoticed. This group successfully fulfilled their mandate of building student spirit (memorable dances and activities throughout the year), strengthening student voice (Unique and creative Day of Pink celebration), and committing to community service (Terry Fox, Christmas Store, Drive Away Hunger, Samaritan House).



Riverheights School

The Heights of Learning

Mission Statement

Riverheights School Community has an ongoing commitment to develop individual potential in a safe and positive learning environment, and to promote responsible citizenship through programming that supports excellence in teaching and learning.

School Accomplishments of Note for 2014 - 2015

- Development of a Youth Revolution Group

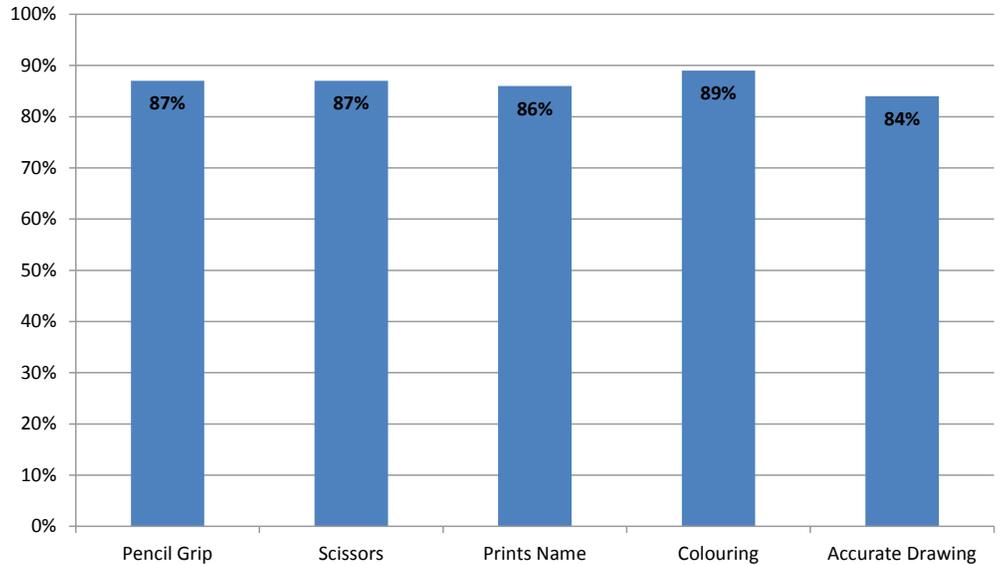




Divisional Achievement Results

Kindergarten: Core Outcomes

Percent Meeting or Exceeding Kindergarten Fine Motor Expectations



The BSD Best Practices Kindergarten Continuum is used to track Kindergarten student progress toward end-of-year curricular outcomes in literacy, numeracy, and fine motor skills. Expected skills increase in each subsequent reporting period. Thus, a student must demonstrate ever-greater levels of proficiency in order to meet expectations throughout the year.

Much growth was evident throughout the year. By June, over 80% of Kindergarten students were meeting or exceeding each of the fine motor expectations.

École Harrison

le respect, la responsabilité, la fierté

Mission Statement
At École Harrison, our commitment is to be a unique community of respectful, responsible and proud bilingual learners.

School Accomplishments of Note for 2014-2015

- The School-wide Enrichment Model that allows for student choice, academic rigour and parent involvement in learning opportunities that are relevant and exciting for our students has been incorporated into our school timetable. Student-initiated and parent-led clusters have helped increase student motivation and interest in learning both inside and outside of the school.

Valleyview Centennial School

Together Everyone Achieves More

Mission Statement
Valleyview Centennial School strives to provide life-long quality learning experiences within a safe, supportive, and respectful school community. Students, staff, parents, and community members collaborate as a team in an effort to meet the academic, physical, and social wellbeing of students and staff.

School Accomplishments of Note for 2014-2015

- Fair Day- every student participated in at least one of the categories (science, heritage, interest, visual.).
- Choir participated in the Festival of the Arts.
- Every student was actively engaged with the Artist in the School and learned how to move and be responsive to music.
- \$2500.00 dollars raised through a skip-a-thon, monies donated to Heart and Stroke Foundation.

Linden Lanes School

Respectful, Responsible & Safe

Mission Statement
Utilizing a team approach Linden Lanes School and community will provide a safe, challenging and supportive environment that will facilitate learning for all individuals.

School Accomplishments of Note for 2014-2015

- Youth Revolution and Student Leadership Team – Both of these groups worked together to promote the Day of Pink and anti-bullying activities as well as various events throughout the school year including a Wellness day (Grade 7 & 8)
- Youth Revolution – currently we have three Youth Revolution classrooms and 40 Grade 7-8 students in Youth Revolution for a school total of 98 students.
- Student participation was high in all school sports and activities including intramurals, soccer, volleyball, basketball, badminton, cross country, track and field.
- All middle years students participated in Enrichment Clusters. An assembly was held to share projects and to celebrate the learning that took place.
- Artist in the School – all grades participated in the Artist in the School Program featuring storytelling and writing.
- Charity Carnival – Grade 8 students planned a charity carnival raising over \$300.00 toward the earthquake victims of Nepal.
- Linden Lanes hosted the Citizenship Ceremony welcoming many new citizens to Canada.
- School Patrol Team – the Linden Lanes School Patrol Team placed second in the city as top Patrol of the Year for 2014-2015.

Kirkcaldy Heights School

Safety is your right & kindness is your responsibility

Mission Statement

- To provide a safe environment for learning and teaching;
- To provide programs and services which facilitate the development of students as healthy contributing members of society.
- To facilitate ongoing communications amongst students, parents and community.

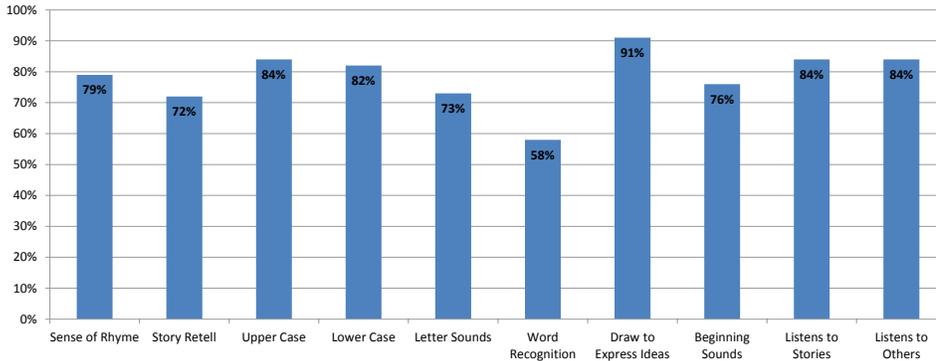
School Accomplishments of Note for 2014-2015

- Comprehensive referral process for Response to Intervention has been refined, improved, and continues to be effective.
- Tier 1/2/3 levels of intervention have become seamless and our service delivery to students was enhanced in terms of swift response to student needs in all areas.
- Engagement Clusters in Grades 5-8 were based on an innovative model of infusion into the curriculum with a focus on community service, choice, and engagement of students.
- Professional development opportunities throughout the school year related to: Words Their Way, Guided Math, Writing Power, Lost at School, and the Multilevel Approach 20-month planning for the betterment of the personalized learning for our students.

Highlighting Achievement



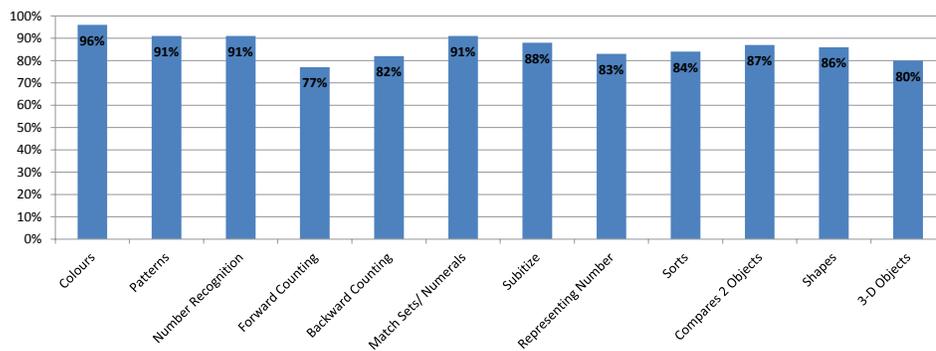
Percent Meeting or Exceeding Kindergarten Literacy Expectations



For most of the literacy skills assessed, more than three-quarters of the students were meeting or exceeding expectations. Although fewer students ended the year meeting literacy expectations compared with numeracy and fine motor expectations, literacy is the domain for which there was greatest growth over the year.

With the exception of one numeracy skill, more than 80% of students were meeting or exceeding expectations in each of the Kindergarten math skills assessed in June.

Percent Meeting or Exceeding Kindergarten Numeracy Expectations



St. Augustine School

Learning in His Spirit

Mission Statement

St. Augustine School seeks to provide a safe educational environment for all students, which will allow growth academically, physically, socially, emotionally and spiritually. A school environment is created in which a belief in God's teachings are integrated into the school program and stressed as a way of life.

School Accomplishments of Note for 2014-2015

- S.T.E.A.M. Learning Commons Makerspace development commenced in school library with the awarding of the national Future Shop science and technology grant.
- Weekly student volunteering to assemble food hampers for some of Brandon's disadvantaged citizens.
- Over 40 students qualified for Westman Science Fair from our school; thirteen medalists and three special award winners from St. Augustine School.



Green Acres School

Working Together as a Caring Community

Mission Statement

To work together as a respectful community by encouraging and developing an awareness of self and others, within a safe and positive learning environment, that is based on a foundation of good learning.

School Accomplishments of Note for 2014-2015

- Announcement of new gym addition.



École O'Kelly School

Home of the Panthers

Mission Statement

With our community, we will establish and promote high standards of personal and academic growth for all. We will work together to develop responsible citizens by enabling each child to realize their full potential in adapting to a diverse and ever changing society.

School Accomplishments of Note for 2014-2015

- Improved Grade 3 and 7 Achievement Results in Literacy and Numeracy.
- Regular Youth Revolution participation and Panther Leadership Group participation.
- School Response to Intervention team development resulting in increased collaboration.
- Professional Learning Communities established to support the implementation of Tier 1, Best Practices included balanced literacy practices and Math stations for differentiation in Numeracy.
- Successful Peer Tutoring Program Implementation.



J.R. Reid School

TEAM – Together Everyone Achieves More

Mission Statement

J.R. Reid School welcomes families to a safe, caring, learning environment with a strong academic focus committed to fostering the development of EACH child to his/her greatest potential and developing in each a curiosity and love of learning.

School Accomplishments of Note for 2014-2015

- This year our middle years students had the opportunity to be involved in Enrichment Clusters for Grades 5 to 8.
- Our Youth Revolution members consisted of 28 of our student leaders and were involved in community activities throughout the year.
- As a school, we recognized and celebrated the Anti-Bullying Day of PINK, purchasing pink t-shirts for all staff members and students.
- We organized more clubs for our students this year. We had a games club, Mandarin club, recycling club, and archery club.





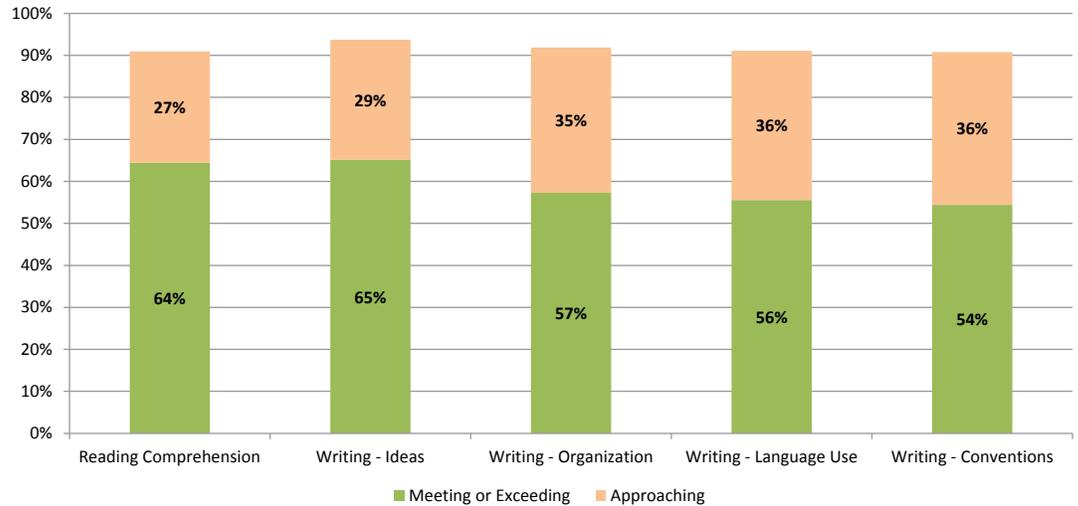
Divisional Achievement Results

Literacy & Numeracy

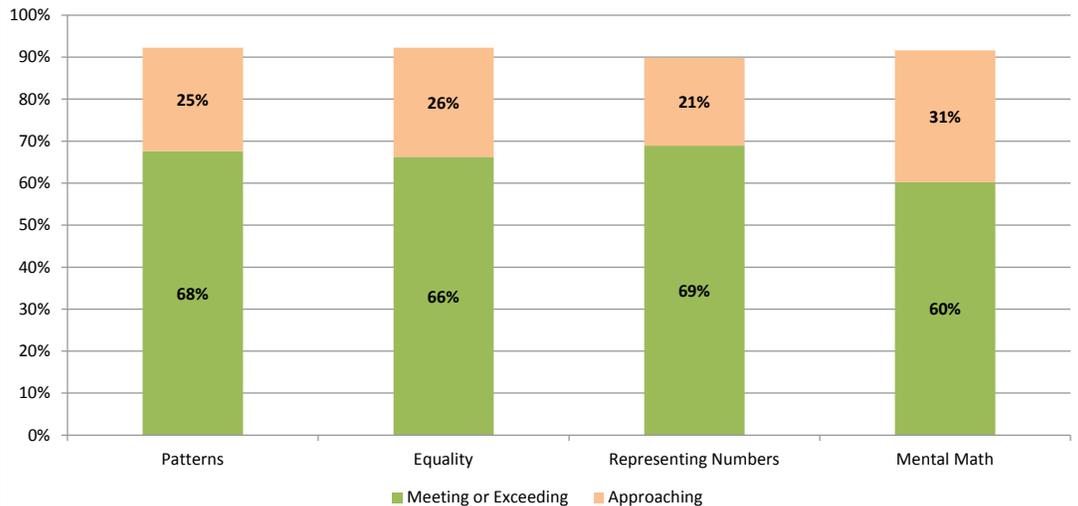


The Division is committed to tracking summative (or end-of-year) achievement in core literacy and numeracy skills. To this end, division-wide summative results were gathered on all students in Grades 3, 5 and 7. More than 90% of students were Exceeding, Meeting, or Approaching grade level expectations in core literacy and numeracy skills.

Percent Exceeding, Meeting, and Approaching Grade Level Literacy Expectations



Percent Exceeding, Meeting, and Approaching Grade Level Numeracy Expectations



Meadows School Home of the Mustangs

Vision / Mission Statement

Our vision & mission at Meadows School is to create a safe environment where children can achieve their potential, become responsible citizens and life-long learners, and appreciate and adapt to the diversity of our society.

School Accomplishments of Note for 2014-2015

- On February 10th, 2015 the Meadows School Grade 5/6 Choir won the Betty Gibson Scholarship for being selected as the top Middles Year Choir at the Brandon Festival of the Arts!
- On March 21st, 2015 - Meadows Youth Revolution students rode for their classmate Maddy in the Westman Cerebral Palsy Stationary Bike Race held at the Towne Centre. The Youth Revolution members raised \$1,400.00 for the Cerebral Palsy Association in support of Maddy.
- In June of 2015, The Terry Fox Foundation announced that Meadows School made the list of Top 10 Fundraising School in Manitoba with \$4,716.40 raised from the Terry Fox Run held in September of 2014.
- In June of 2015, Meadows School student Rylan Kyle received The Youth Revolution "Student of Distinction Award" at the Brandon School Division Year-end Youth Revolution Gala. Rylan was also selected to be "the face" of the Youth Revolution for the 2015 United Way Campaign.



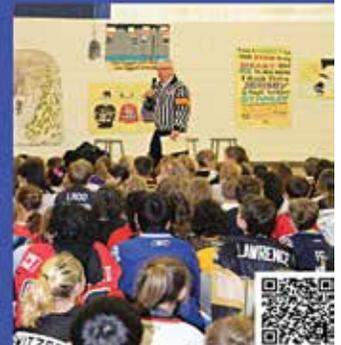
Waverly Park School Ride the Wave to Success

Mission Statement

Working with our community to develop responsible, caring knowledgeable and informed citizens.

School Accomplishments of Note for 2014-2015

- Grade 5-6 Oratorical competition winner Kasey Wall – Speech on Anne Frank.
- Grade 2's participated in a Universal Design for Learning water unit with Crocus Plains.
- A Grade 1-2 and Grade 6 classes took part in the Enviro Fair.
- All Grade 5 and 6 classes participated in Chemistry Week at Brandon University.
- All Grade 6-8 class toured the Human Rights Museum in Winnipeg.

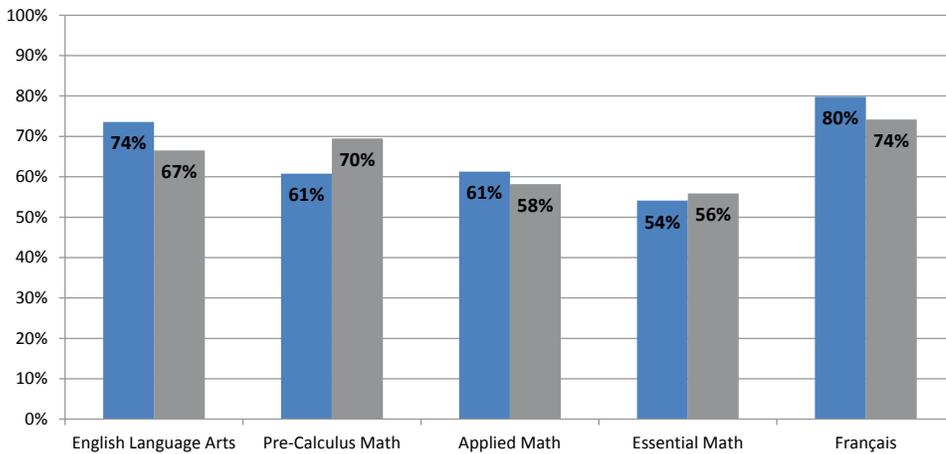


Highlighting Achievement

Grade 12 Provincial Standards Tests



Grade 12 Provincial Standards Tests:
BSD Comparison to MB Average Scores*



* Only semester 1 results available at this time.

■ BSD ■ MB

BSD Students continue to demonstrate strong Grade 12 Language Arts scores with a greater percentage of students passing the test and a higher average score than the provincial statistics. In terms of mathematics, BSD pass rates and average scores were very similar to those seen across the province, with highest pass rates and average scores seen on the Applied Math test. Finally, BSD results are very similar to the Provincial average and pass rate on the Français langue seconde provincial standards test.



Crocus Plains Regional Secondary School

Home of the Plainsmen

Mission Statement
The purpose of our school is to assist in the development of each student to his/her potential. We will encourage educational and social growth in our students so that they become responsible, contributing citizens who respect themselves, others, and the environment. To that end, we will provide an environment that fosters independent thinking, a positive attitude toward learning, and a feeling of self-worth. We will promote literacy and communicative skills in all subject areas. Our goal is to have students acquire the work ethics and values they will need to function in an ever-changing technological world.

School Accomplishments of Note for 2014-2015

- Eleven students received medals in the Manitoba Skills competition including three gold medals, three silver medals, and five bronze medals. Three students participated in the Canada Skills competition with one student winning a gold medal.
- Crocus Plains Regional Secondary School Dinner Theatre highlighted Crocus Plains' student talent. Sixty-seven students representing all demographics and grade levels were involved as well as forty staff. Multiple departments contributed to the production including Fine and Performing Arts, Culinary Arts, Photography, Advertising Art, Business, Hairstyling, Welding, Building Construction, Collision Repair, and Automotive Technology.

Senior High School Graduation Rates – June 2015		
Crocus Plains Regional Secondary School:		
205 Graduates	225 Potential Graduates	
Crocus Plains Regional Secondary School Graduation Rate:		91.11%
École secondaire Neelin High School		
95 Graduates	93 Potential Graduates	
École secondaire Neelin High School Graduation Rate:		102.15%
Vincent Massey High School		
184 Graduates	189 Potential Graduates	
Vincent Massey High School Graduation Rate:		97.35%
Brandon School Division		
484 Graduates	507 Potential Graduates	95.46%

Vincent Massey High School

Home of the Vikings

Mission Statement
Our mission is to build a community of engaged, respectful and socially responsible teachers and learners striving for excellence and success in academics, athletics, the arts and citizenship. By community, we mean a sense of belonging, a caring atmosphere, positive relationships, feelings of connectedness and a sense of shared purpose. By engaged, we mean the active, involved and committed participation of teachers and learners. By respect, we mean the respect of self, for others, and for property. By socially responsible, we mean that we place value on the following traits and skills:

School Accomplishments of Note for 2014-2015

One of the initiatives from our school plan is to increase student involvement both inside and outside of our school community. This initiative focuses on students having opportunities to display talents and get involved with school and community activities. We currently have a partnership with the Westman Seniors Housing Co-op. They attend our Coffee House and Talent Showcase as well as our Heritage Days. Many of the residents of the Co-op are penpals with our students through our ELA program. This experience allows our students to get a living history lesson from their penpals. Another initiative related to this goal is fundraising to build a school in Ecuador. Our students raised over \$10000.00 for the school which exceeded their goal. Our students have had public art shows both in Brandon and surrounding areas. This provides the public with an opportunity to see the wealth of artistic talent we have and enhances a feeling of pride in the students.

École secondaire Neelin High School

Home of the Spartans

Mission Statement
To provide opportunities for students to acquire skills, knowledge, and attitudes which will enable them to grow and thrive.

School-Community Connections of Note for 2014-2015

- Neelin's Journalism club attended the Senior's Fair held at the Keystone Centre in March and had a one-to-one session with legendary journalist/broadcaster Lloyd Robertson.
- Neelin hosted students from northern Manitoba (The Pas) as well as student from the United States (Minot High School) along with representatives from Manitoba's Department of Education as they all participated in the Open Water project – An international project for students living in the Lake Winnipeg watershed.
- Members of the International Baccalaureate Visual Art class collaborated with local artists to design a local outdoor space in the community as part of the A.R. McDiarmid Building Charette. Students were involved in a brainstorming session held in conjunction with World Town Planning day hosted by the City of Brandon.
- Four Neelin Aboriginal students attended the MERN Forum at Brandon University this past November. BU Journal Celebration of Authors. Students also attended the Me to We – Sacred Circle Leadership training held in conjunction with the City of Brandon in March.



Community Connections – Connected & Visible

The Brandon School Division continues to work collaboratively and cooperatively with community partners in several different areas.



Brandon Community Drug and Alcohol Education Coalition / Youth Revolution

Values and Principles Statement: Through renewed partnership supported education, create a sustainable safe and healthy environment.



What is Youth Revolution?

Youth Revolution (YR) is a division wide, student led, leadership program that includes students from Grade 5 to 12. These students work both within their small school YR teams and the larger divisional YR team to plan activities and events which promote healthy lifestyle choices to reduce risk related behaviour, bullying, discrimination, social injustice, ethical citizenship and global awareness within their schools and the wider community in Brandon, Shilo and Alexander. YR implements programs for children, youth, parents and guardians, in order to create a culture of volunteerism and community involvement. The Y-Revolution is an initiative of the Brandon Community Drug and Alcohol Education Coalition.

Mission: Emphasis on the prevention of harm from the rise of drugs and alcohol through students' choice of positive lifestyles. This accomplished through education, life-style wellness activities, community outreach and charitable humanitarian endeavors.

Theme: Pay it Forward: Home, School, Community

Impact Statement: Youth Revolution schools teams are creating a sense of local & global community belonging. Youth Revolution is striving to create cohesive, spiral support opportunities for students to enhance their resiliency & protective factors against the use of drugs, alcohol and other risk-related behaviour

Youth Revolution for 2014-2015

Projects/Activities	Members	Schools	Sponsors/Partners
205	575	19	109

A sampling of local agencies/committees the Brandon School Division has partnerships/connections with:

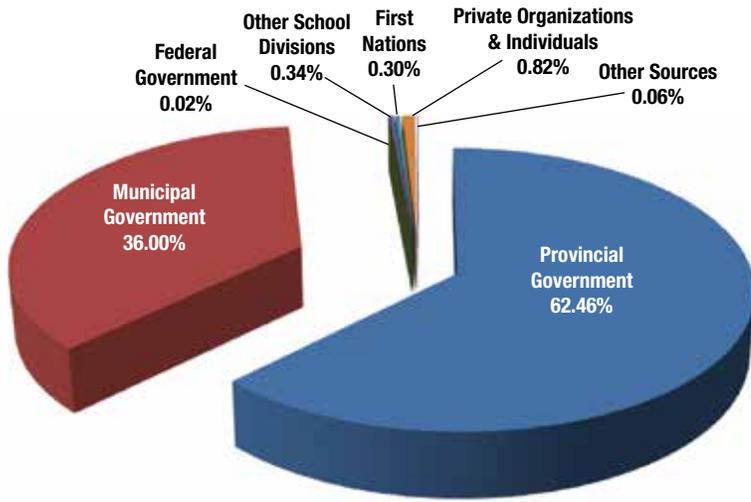
- Assiniboine Community College
- Brandon & Area FASD Committee
- Brandon Children's Therapy Initiative
- Brandon Community Drug and Alcohol Education Coalition
- Brandon Healthy Families Team (Parent Child Coalition)
- Brandon Police Service / School Resource Officers
- Brandon Public Library
- Brandon University
- Child Abuse Committee
- City of Brandon
- Community Mobilization
- Community Partnership Committee for Pregnant and Parenting Youth Inc.
- Healthy Brandon in Motion
- Learning Disabilities Association of Manitoba – Brandon Chapter Committee
- Milestones Preschool Wellness Fair Community Committee
- Prairie Mountain Health
- Sexuality Education Resource Centre
- Sport Manitoba – Westman Regional Office
- Shoppers Mall & Coles Book Store - Storytime
- Suicide Prevention Implementation Network (SPIN)
- Teen Clinic
- Transition In Committee
- Westman Immigration Services
- YMCA
- Youth Homelessness Committee
- Youth Wellness Day Committee

Financial Report - Responsible & Diligent



REVENUES

Where this money comes from

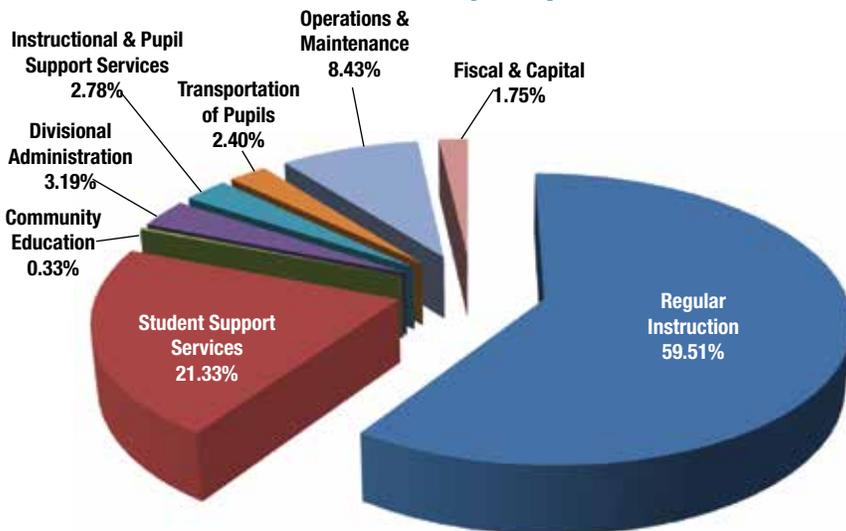


Brandon School Division 2014/2015 Operating Budget

Revenues	2014/15 Budget	%
Provincial Government	\$ 55,993,100	62.46%
Federal Government	20,000	0.02%
Municipal Government	32,273,600	36.00%
Other School Divisions	307,000	0.34%
First Nations	266,500	0.30%
Private Organizations and Individuals	732,500	0.82%
Other Sources	60,500	0.06%
	\$ 89,653,200	100%
EXPENDITURES		
Regular Instruction	\$ 53,352,300	59.51%
Student Support Services	19,122,600	21.33%
Community Education and Services	290,900	0.33%
Divisional Administration	2,857,600	3.19%
Instructional & Other Support Services	2,495,200	2.78%
Transportation	2,151,300	2.40%
Operations and Maintenance	7,560,600	8.43%
Fiscal	1,568,200	1.75%
	89,398,700	
Transfers To Capital	254,500	0.28%
	\$ 89,653,200	100%
Net Surplus (Deficit)	\$ -	
How money is spent		
Salaries & Benefits	\$ 76,226,400	85.02%
Services	5,854,900	6.53%
Supplies & Materials	5,609,400	6.26%
Fiscal & Capital	1,962,500	2.19%
	\$ 89,653,200	100%

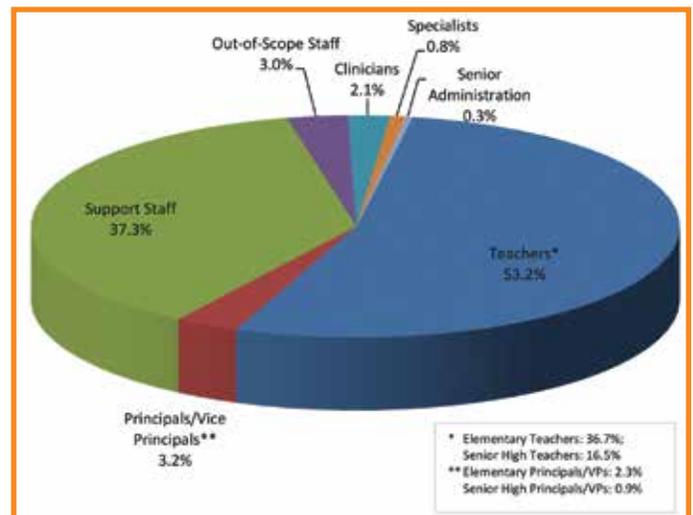
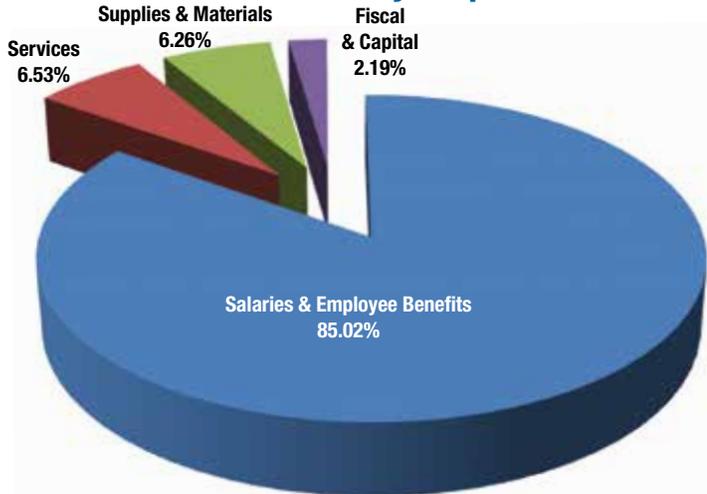
EXPENDITURES

Where this money is spent



EXPENDITURES

How this money is spent



* Elementary Teachers: 36.7%
Senior High Teachers: 16.5%
** Elementary Principals/VPs: 2.3%
Senior High Principals/VPs: 0.9%

Mitakuye Owasin



We are all related

In the Brandon School Division, we are working well on providing all of our students with equitable, fair access to quality personalized learning opportunities.

We have a very strong emphasis on academic preparedness, global citizenship and health and well-being, we are very pleased with our growth in these areas during the 2014-2015 school year.

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



Brandon School Division

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Website: www.bsd.ca

 @BrandonMBSD