



# BRANDON SCHOOL DIVISION

November 8, 2017

NOTICE IS HEREBY GIVEN OF THE REGULAR MEETING  
OF THE BOARD OF TRUSTEES

TO BE HELD MONDAY, NOVEMBER 13, 2017  
6:00 P.M. (In-Camera) 7:00 P.M. (Public)

J. L. MILNE BOARDROOM, ADMINISTRATION OFFICE

1031 - 6TH STREET, BRANDON, MANITOBA

D. Labossiere  
Secretary-Treasurer

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## AGENDA

### 1.00 AGENDA/MINUTES:

#### 1.01 Approval of Agenda

#### 1.02 Adoption of Minutes of Previous Meetings

- a) Board Meeting, October 23, 2017.  
Adopt.

### 2.00 IN CAMERA DISCUSSION

#### 2.01 Student Issues

- Reports
- Trustee Inquiries

#### 2.02 Personnel Matters

- Reports
  - a) Confidential #1 – Personnel Report.
- Trustee Inquiries

#### 2.03 Property Matters/Tenders

- Reports
- Trustee Inquiries

**2.04 Board Operations**

- Reports
- Trustee Inquiries

**3.00 PRESENTATIONS AND COMMUNICATIONS**

**3.01 Presentations for Information**

- a) Angela McGuire-Holder, Youth Revolution Coordinator, and students will share their experience at WE DAY on October 25, 2017.

**3.02 Communications for Information**

**3.03 Communications for Action**

**4.00 REPORT OF SENIOR ADMINISTRATION**

**- From Report of Senior Administration**

- a) Review Report of Senior Administration – November 13, 2017

**5.00 GOVERNANCE MATTERS**

**5.01 Reports of Committees**

**5.02 Delegations and Petitions (Max. 15 minutes)**

- a) Brandon Teachers' Association, Learning Information For Teachers (LIFT) Committee, providing information on the history and impact of LIFT.
- b) The Brandon School Division Human Ecology and Industrial Arts teachers presenting on the importance of both the Human Ecology program and the Industrial Arts program for all middle years students in Grades 7 and 8.

**5.03 Business Arising**

**- From Previous Delegation**

**- From Board Agenda**

**- MSBA Issues**

- a) Ebulletin – October 25, 2017 (Appendix 'A')
- b) Ebulletin – November 8, 2017 (Appendix 'B')
- c) 2018 Recognition and Award Programs (Appendix 'C')
- d) Letter to Cameron Friesen, Minister of Finance (Appendix 'D')
- e) Call for Workshop Proposals – MSBA 2018 Convention (Appendix 'E')
- f) Compendium of Triple P Capital Resources (Appendix 'F')

**5.04 Public Inquiries (Max. 15 Mins)**

**5.05 Motions**

**5.06 Bylaws**

**5.07 Giving of Notice**

I hereby give notice that at the next regular meeting of the Board of Trustees, I, or someone in my stead, will introduce By-Law 13/2017 being a by-law to regulate the proceedings of the Board of Trustees of the Brandon School Division and repealing By-Law 3/2014 passed on September 22, 2014 (as amended by By-law 6/2014 on January 12, 2015, By-law 10/2015 on January 11, 2016, By-law 3/2017 on April 24, 2017 and By-law 9/2017 on October 10, 2017).

I hereby give notice that at the next regular meeting of the Board of Trustees, I, or someone in my stead, will introduce By-Law 14/2017 being a by-law to authorize payment of indemnities and mileage to Trustees and repealing By-Law 4/2014 passed on September 22, 2014 (as amended by By-Law 2/2015 on April 13, 2016, By-Law 1/2016 on March 7, 2016, By-Law 10/2017 on September 11, 2017).

**5.08 Trustee Inquiries****6.00 ANNOUNCEMENTS**

- a) Brandon Community Drug and Alcohol Education Coalition Meeting – 9:00 a.m., Wednesday, November 15, 2017, Boardroom.
- b) NEXT REGULAR BOARD MEETING – 7:00 p.m. (Public), Monday, November 27, 2017, Boardroom.

**7.00 ADJOURNMENT**



# BRANDON SCHOOL DIVISION

MINUTES OF THE REGULAR MEETING OF THE BOARD OF TRUSTEES, THE BRANDON SCHOOL DIVISION, HELD IN THE J. L. MILNE BOARDROOM, ADMINISTRATION OFFICE, 1031 - 6TH STREET, BRANDON, MANITOBA, AT 7:00 P.M. (Public), MONDAY, OCTOBER 23, 2017.

## **PRESENT:**

Dr. L. Ross, Chairperson, Ms. S. Bambridge, Vice-Chairperson, Mr. P. Bartlette, Mrs. P. Bowslaugh, Mr. G. Buri, Mr. G. Kruck, Mr. J. Murray, Mr. M. Sefton, Mr. K. Sumner.

Mr. D. Labossiere, Secretary-Treasurer, Ms. B. Sangster, Recording Secretary, Ms. T. Curtis, Live Streaming Video Operator.

Senior Administration: Dr. M. Casavant, Superintendent/CEO, Mr. M. Gustafson, Assistant Superintendent, Mr. G. Malazdrewicz, Assistant Superintendent.

## **REGRETS:**

The Chairperson called the meeting to order at 6:00 p.m.

## **AGENDA**

### **1.00 AGENDA/MINUTES:**

#### **1.01 Approval of Agenda**

Senior Administration added four (4) items for In-Camera.

Trustee Ross added one (1) item for In-Camera.

Trustee Sefton added one (1) item for In-Camera.

Ms. Bambridge - Mr. Murray

That the agenda be approved as amended.

Carried.

#### **1.02 Adoption of Minutes of Previous Meetings**

- a) The Minutes of the Special Board Meeting held October 10, 2017 were circulated.

Mr. Kruck – Mr. Sefton

That the Minutes be approved as amended.

Carried.



- b) The Minutes of the Board Meeting held October 10, 2017 were circulated.

Ms. Bambridge – Mr. Buri

That the Minutes be approved as amended.

Carried.

Mr. Murray – Mr. Sefton

That the Board do now resolve into Committee of the Whole In-Camera. (6:03 p.m.)

Carried.

## IN COMMITTEE OF THE WHOLE IN CAMERA

### 2.00 IN CAMERA DISCUSSION:

#### 2.01 Student Issues

##### **- Reports**

- a) Dr. Marc Casavant, Superintendent/CEO provided an update on a Student Matter.
- b) Trustee Sefton requested information on a Student Matter, the Superintendent/CEO provided the Board with an update .

##### **- Trustee Inquiries**

#### 2.02 Personnel Matters

##### **- Reports**

- a) Confidential #1 – Personnel Report was presented.
- b) The Superintendent/CEO provided an update on a Personnel Matter.
- c) Mr. Denis Labossiere, Secretary-Treasurer, provided an update on a Personnel Matter.
- d) The Secretary-Treasurer discussed a Personnel Matter and requested direction from the Board.

##### **- Trustee Inquiries**

#### 2.03 Property Matters/Tenders

##### **- Reports**

##### **- Trustee Inquiries**

#### 2.04 Board Operations

##### **- Reports**

- a) Trustee Ross requested Board direction on a Board Operations matter.
- b) Trustee Ross discussed a Board Operations matter.

##### **- Trustee Inquiries**

Ms. Bambridge – Mr. Buri

That the Committee of the Whole In-Camera do now resolve into Board. (7:00 p.m.)

Carried.

The Chairperson called the public portion of the meeting to order at 7:05 p.m. with a traditional heritage acknowledgement and welcomed everyone in attendance.

### **3.00 PRESENTATIONS AND COMMUNICATIONS:**

#### **3.01 Presentations For Information**

#### **3.02 Communications For Information**

- a) The Honourable Ian Wishart, Minister of Education and Training, October 2017, sent to Chairs of Boards, Superintendents of School Divisions, Principals of Schools (Kindergarten to Grade 12), Presidents of Advisory Councils for School Leadership/Parent Councils, announcing the launch of Manitoba's Excellence in Education Awards to celebrate outstanding teachers and school administrators who go above and beyond to benefit students. School Trustees, Superintendents, principals, teacher colleagues, students and parents are encouraged to nominate the exceptional educators in their community who are deserving of recognition, in the following award categories:

- Teaching Excellence
- Outstanding New Teacher
- Outstanding Team Collaboration
- Outstanding School Leader
- Premier's Award for Excellence in Education

Contact details and complete information on these awards is provided on the website: [www.edu.gov.mb.ca/k12/excellence/](http://www.edu.gov.mb.ca/k12/excellence/). Deadline for submissions is December 1, 2017.

Ordered filed.

#### **3.03 Communications For Action**

- a) BDO Canada LLP, Chartered Accountants, undated, advising that they have audited the accompanying financial statements of the Brandon School Division, which comprise the consolidated statement of financial position as at June 30, 2017 and the consolidated statements of revenue, expenditures and accumulated surplus, change in net debt and cash flow for the year then ended, and a summary of significant accounting policies and other explanatory information. They believe the audit evidence they obtained is sufficient and appropriate to provide a basis for their unqualified audit opinion. In their opinion, these consolidated financial statements present fairly, in all material respects, the financial position of the Brandon School Division as at June 30, 2017 and the results of its operations and its cash flows for the year then ended in accordance with Canadian public sector accounting standards. The financial information presented in the schedules to the consolidated financial statements was derived from the accounting records tested by them as part of the auditing procedures followed in their examination of the financial statements and, in their opinion, they are fairly presented in all material respects in relation to the financial statements taken as a whole.

Referred motions.

Mr. Todd Birkhan, Auditing Partner of BDO Canada LLP, Chartered Accounts, joined the Board at the table and spoke to the 2016-2017 Audited Financial Statements. Mr. Birkhan had also attended the Finance and Facilities Committee Meeting on October 17, 2017, and provided a description of the audit process and the methodology used in the course of their audit and discussed their findings in the audit process. The audit was conducted in accordance with Canadian Generally Accepted Auditing Standards and encompassed testing the balances and disclosures included in the financial statements provided by management. For the year ended June 30, 2017, it is their opinion that the financial statements are presented in accordance with the basis of accounting required by the Manitoba Education for School Divisions which includes the use of the Public Sector Accounting Board (PSAB) reporting requirements. They have provided a document stating that they are

providing an opinion that those financial statements are materially correct and they also provide a similar same opinion for the student enrolment.

Mr. Birkhan indicated that there are two sets of financial statements encompassed within the body of the statements. Number one, the statements themselves are a consolidated set of financial statements. The consolidated set of financial statements include a statement of financial position and a consolidated income statement to start. That includes both operating and capital activities. It is important to note that those first two consolidated pages don't entirely represent what the division budgets to, and what is required to be raised from taxpayers. They encompass and are required to effectively generate an operating surplus on an annual basis because they also include the required surplus to reinvest and pay for increase in capital asset basis. When we start talking about the second set of statements, there is a second income statement and a second statement of financial position which is just on your operating fund. The operating fund is the one that ties more closely into the budget process and that operating statement effectively deals with the revenue coming into the School Division on an annual basis, the majority of which are government grants and property tax revenues, or funds allocated through the property tax system. The operating statement also shows expenditures, of which the most is spent on payroll. There are also facility costs, and other costs associated with running a school division.

Mr. Birkhan noted that in the 2016-2017 year, the operating statement shows a surplus. The surplus on \$98M worth of revenue is \$39,302 after transfers to capital. That is effectively a break-even position from an operating perspective. The current year's surplus does get added to the accumulated surplus at the start of the year and ultimately the undesignated surplus after adding that \$39,000 is about \$2.7M at the end of the year. That represents 2.8% of the Division's overall operating expenses. The surplus overall is 8 working days of expenses. Mr. Birkhan indicated that the Province mandates surplus maximums. With those surplus maximums, it's important to maintain a surplus to be able to deal with things as they come along. Having the ability to deal with potential future employee benefits, to deal with potential contracts that might span year-ends, it's important to maintain a surplus so you're not forced to make short-term cash flow decisions that may be actual long term bad investment decisions. It is important to maintain some level of reserve funds also to finance and smooth out capital expenses. It is important for proper long-term fiscal management to have resources available for capital and to have resources available for operating activities. He stressed that we have to be careful on how we interpret the figures because there are a number of pages and the statements do include a consolidated set but it is important to look at the operating set that deals with what's in and what's out on an annual basis. Mr. Birkhan noted that the Brandon School Division's financial affairs are in very strong hands. The Division has a very professional team in the finance department staff. They provide strong information to management and to the Board of Trustees. He thanked Mr. Labossiere and his team for their cooperation during the course of the audit.

Trustee Sefton thanked Mr. Birkhan his work and for presenting valuable information to the Finance and Facilities Committee last week. Mr. Sefton noted that the media had recently reported information using the consolidated financial statements instead of the operating statements. Trustee Sefton stressed that the net surplus is \$39,302. When making decisions, the Division makes them based on the operating statements, not the consolidated statements.

Trustee Ross thanked Mr. Birkhan for his work and also recognized the work of Mr. Labossiere and Ms. Eunice Jamora, Assistant Secretary-Treasurer, and the rest of their team for doing such an admirable job day in and day out.

- b) 2017 Poppy Committee, The Royal Canadian Legion Brandon Branch #003, September 26, 2017, advising that the Royal Canadian Legion Branch #003 will once again be holding a Remembrance Day service on November 11, 2017 at Westman Place,

Keystone Centre. They ask that all wreath layers arrive around 10:00 a.m. and make themselves known to a member of the Legion who will usher them to their place. The suggested donation price for laying a wreath remains at \$25.00. A response is requested by November 6, 2017.

Referred business arising.

#### **4.00 REPORT OF SENIOR ADMINISTRATION**

Dr. Marc Casavant, Superintendent/CEO, provided highlights on the following items from the October 23, 2017 Report of Senior Administration:

- Administrative Information
  - Celebrations
    - Joint Meeting – Brandon School Division and City of Brandon
  - Statistical Information
    - Class Size Information as of September 30, 2017
  - Information Items
    - Manitoba Education and Training Information – Supporting Transgender and Gender Diverse Students in Manitoba Schools
  - Presentations
    - Wall Walk – Ms. Marnie Wilson and Dr. Marc Casavant
    - Reading Recovery Specialist – Ms. Vanda Mitri
    - Facility Utilization: Enrolment Projections, Catchments, School of Choice and Grade 9 Placements – Mr. Greg Malazdrewicz

Trustees asked questions for clarification regarding enrolments, high school sections and class sizes. Trustee Sefton stressed that future projections of the number of grade 12 students are students currently in grade 9 in the Division.

Ms. Bambridge – Mr. Buri

That the October 23, 2017 Report of Senior Administration be received and filed.

Carried.

(Trustee Sefton exited at 7:50 p.m. and returned at 7:52 p.m.)

#### **5.00 GOVERNANCE MATTERS**

##### **5.01 Reports of Committees**

a) Joint BSD/City of Brandon Meeting

Trustee Ross gave a verbal report of the Joint Meeting with the City of Brandon meeting held on October 12, 2017.

Dr. Ross – Mr. Buri

That the Report be received and filed.

Carried.

b) Education and Community Relations Committee Meeting

The written report of the Education and Community Relations Committee meeting held on October 16, 2017 was circulated.

Trustee Kruck asked questions for clarification regarding who will fund field trip costs. Trustee Kruck also noted that he would like his Trustee Budget Request regarding anti-bullying to go forward on Budget Deliberations day.

Mr. Buri – Mrs. Bowslaugh  
That the Report be received and filed.

Carried.

- c) Finance and Facilities Committee Meeting  
The written report of the Finance and Facilities Committee meeting held on October 17, 2017 was circulated.

Mr. Sefton – Mr. Kruck  
That the Report be received and filed.

Carried.

## **5.02 Delegations and Petitions**

### **- From Previous Delegation**

### **- From Board Agenda**

- a) Correspondence from the 2017 Poppy Committee, The Royal Canadian Legion Branch #003, from Communications for Action 3.03 a), noting the Royal Canadian Legion Branch #003 will once again be holding a Remembrance Day Service on November 11, 2017 at Westman Place, Keystone Centre and asking for wreath layers to arrive around 10:00 a.m.

Trustee Ross agreed to attend the Remembrance Day Service on behalf of Brandon School Division.

(Trustee Kruck exited at 8:49 p.m. and returned at 8:51 p.m.)

### **- MSBA Matters**

- a) Ebulletin – October 11, 2017

Trustee Sumner noted that at the October 23, 2017 MSBA Regional Meeting, Brandon School Division brought two resolutions forward. The resolution requesting the requirement of vaccinations for school age children was approved to be brought forward to the MSBA Annual Convention in March 2018.

## **5.04 Public Inquiries (max. 15 minutes)**

## **5.05 Motions**

- 99/2017 Mr. Bartlette – Mr. Sefton  
That the Board approve the research request from Dr. Michael Nantais, Brandon University, for the study entitled “Students Teaching Students: Introductory Coding Using Scratch”.

Carried.

100/2017 Mr. Sefton – Mr. Bartlette

That the Auditor's Report and Financial Statements for the twelve month fiscal period ended June 30, 2017 be and are hereby accepted, and that the chairperson be authorized to affix their signature and the seal of the Division thereto.

Carried.

## **5.06 Bylaws**

Mrs. Bowslaugh

### **By-Law 11/2017**

#### **2<sup>nd</sup> Reading:**

That By-law 11/2017 being a borrowing by-law in the amount of \$992,700 upon the credit of the Division by the issue and sale of the security to meet partial costs for several construction projects in the Division be now read for the second time, having been first read on October 10, 2017.

Carried.

#### **3<sup>rd</sup> Reading**

That the rules be suspended and By-Law 11/2017 be now read for a third and final time, and taken as read, finally passed.

Carried.

## **5.07 Giving of Notice**

## **5.08 Trustee Inquiries**

- a) Trustee Bowslaugh requested that Workplace Safety and Health look into the 30 km/hr speed zone hours in school zones as she feels that the hours should be extended beyond the current 8:00 a.m. to 5:00 p.m. Trustees discussed this matter and agreed to refer this item to the Finance and Facilities Committee.
- b) Trustee Kruck asked if there are any plans underway to find out why 1 out of every 3 elementary students do not feel safe in Division schools. Dr. Casavant indicated that there are a number of things the School Division is already involved in. Dr. Casavant suggested that if this is a desire of the Board, that a goal is looked at. He feels that there are enough resources in the system to deal with this issue and make it a priority. Mr. Malazdrewicz added that some of the information contained in the Tell Them From Me (TTFM) Survey results does give us some insight into some areas for potential response. We have a wide range of activities that we engage in and a number of them are Divisionally based such as YR kids, Day of Pink, and some of the leadership pieces. Schools use a range of activities and they are tailored to the particular community of each school. He added that the Division is exploring a couple of programs now that may incorporate some pre-and-post opportunities built within some packaged programs. The Division would need to look at the success and the types of information that will be received and what can be done with the information. Dr. Casavant suggested that the University could be approached with this topic as a possible research project.

### **POINT OF PRIVILEGE:**

Trustee Sumner spoke on the presentations from the Report of Senior Administration and suggested that the presentation sections of the video recording be placed on the website as videos for the public to view. Dr. Casavant responded that this suggestion will be discussed.

**6.00 ANNOUNCEMENTS**

- a) MSBA Regional Meeting – 9:00 a.m., Monday, October 23, 2017, Victoria Inn, Brandon.
- b) Friends of Education Fund Committee Meeting – 4:00 p.m., Tuesday, October 24, 2017, Boardroom.
- c) Aboriginal (Indigenous) Education Advisory Committee – 3:00 p.m., Wednesday, October 25, 2017, Boardroom.
- d) Finance and Facilities Committee Stakeholder Meeting with Brandon Chamber of Commerce – 4:30 p.m., Wednesday, October 25, 2017, Neelin High School Off-Campus.
- e) Brandon Community Drug and Alcohol Education Coalition – 9:00 a.m., Thursday, October 26, 2017, Boardroom.
- f) Support Personnel Labour Management Committee Meeting – 3:30 p.m., Thursday, October 26, 2017, Conference Room.
- g) Middle Years Program Review – Staff Consultation – 7:00 p.m., Monday, October 30, 2017, Green Acres School Gymnasium.
- h) Middle Years Program Review – Public Consultation – 7:00 p.m., Wednesday, November 1, 2017, Riverheights School Gymnasium.
- i) Middle Years Program Review – Public Consultation – 7:00 p.m., Thursday, November 2, 2017, J.R. Reid School Gymnasium.
- j) NEXT REGULAR BOARD MEETING – 7:00 p.m. (Public), Monday, November 13, 2017, Boardroom.

**7.00 ADJOURNMENT**

Mr. Buri – Mr. Bartlette

That the Board do now adjourn. (9:16 p.m.)

Carried.

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Chairperson

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Secretary-Treasurer



# BRANDON SCHOOL DIVISION

## Report of Senior Administration to the Board of Trustees

November 13, 2017

### A. Administrative Information

#### I. CELEBRATIONS

##### 1. **INDIGO LOVE OF READING FOUNDATION - CONTRIBUTION TO RIVERVIEW SCHOOL**

Riverview School finished 4<sup>th</sup> in the Adopt a School program, and has been selected as the grand prize winner of the Manitoba Adopt a School Story Contest. The school has been awarded a \$2500 Indigo gift card that will be used to purchase engaging new books for students to access via the school library. Thank you to Ms. Corkish Makkituq for her work in preparing the application and championing on behalf of her school community.

##### 2. **WE DAY**

552 students from Brandon School Division participated in WE Day on October 25, 2017.

##### 3. **VIOLENCE THREAT RISK ASSESSMENT COMMUNITY PROTOCOL SIGNING**

Brandon School Division and a number of community agencies jointly developed the Brandon Violence Threat Risk Assessment & Support Community Protocol. On November 8, 2017 the formal agreement was signed by involved partners, including: Brandon School Division, Addictions Foundations of Manitoba, Brandon Friendship Centre, Brandon Probation Services, Child & Family Services of Western Manitoba, Métis Child & Family Services, Samaritan House Ministries, Brandon Correctional Centre, Brandon Police Service, Canadian Centre for Threat Assessment and Trauma Response, John Howard Society, and Prairie Mountain Health (Child & Adolescent Treatment Centre).

*“Accepting the Challenge”*



## **II. COMMUNITY CONNECTIONS**

The following community connections were made by Dr. Casavant, Superintendent/CEO from October 14, 2017 to November 7, 2017.

- October 16, 2017 - Brandon University/Brandon School Division Research Committee Meeting re: Sexually Exploited Children and Youth
- October 18-19, 2017 – Conference –Achieving Excellence for Indigenous Canadian Learners
- October 23, 2017 – Manitoba School Boards Association Regional Meeting
- October 23, 2017 - Brandon University/Brandon School Division Research Committee Meeting re: Sexually Exploited Children and Youth
- October 26, 2017 - School visit and meeting with School Leader, Riverview School
- October 26, 2017 - School visit and meeting with School Leader, King George School
- October 27, 2017 – Southwest Superintendents Meeting
- October 30, 2017 – meeting with Mr. Michael Lee, Brandon Sun
- October 30, 2017 - Brandon University/Brandon School Division Research Committee Meeting re: Sexually Exploited Children and Youth
- October 30, 2017 – Middle Years Options Program Review – Staff Consultation
- November 1, 2017 - School visit and meeting with School Leader, Alexander School
- November 1, 2017 – Middle Years Options Program Review – Public Consultation
- November 2, 2017 – Middle Years Options Program Review – Public Consultation
- November 3, 2017 – telephone meeting with Mr. Jim Mihaly, Publisher, The Brandon Sun
- November 6, 2017 – 4<sup>th</sup> Annual No Stone Left Alone Ceremony, Brandon Municipal Cemetery
- November 6, 2017 - Brandon University/Brandon School Division Research Committee Meeting re: Sexually Exploited Children and Youth
- November 7, 2017 – meeting with Ms. Leah Phillips, Building Student Success with Aboriginal Parents (BSSAP), Betty Gibson School

### III. SUSPENSIONS

<u>SCHOOL</u>	<u>NO./STUDENTS</u>	<u>NO./DAYS</u>	<u>REASON</u>
Elementary School	3 total	1 – 3 day 1 – 3 day 1 – 4 day	Assaultive Behaviour Unacceptable Behaviour Assaultive Behaviour
High Schools	26 total	7 – 3 day 6 – 3 day 4 – 3 day 1 – 5 day 2 – 5 day 5 – 5 day 1 – 5 day	Drug and Alcohol Policy Assaultive Behaviour Unacceptable Behaviour Weapons Drug and Alcohol Policy Assaultive Behaviour Unacceptable Behaviour

### IV. INFORMATION ITEMS

#### 1. **IODE BOOK DONATION**

For Information .....Dr. Casavant

IODE Diamond Jubilee (1960) Chapter has donated copies of *Sea Change*, by Canadian author Frank Viva, to each K-8 school in Brandon School Division. Mr. Viva was awarded The National Chapter of Canada IODE Violet Downey Book Award for 2017.

#### 2. **BOOK DONATION**

For Information .....Dr. Casavant

Mr. Claren Turner purchased 68 books and donated them to Brandon School Division. This is the fifteenth year that Mr. Turner has donated such materials to the Division, in support of students.

#### 3. **Bus/Vehicle Accident**

For Information .....D. Labossiere

Correspondence has been received from the Supervisor of Transportation advising of an accident on Thursday, November 2, 2017. At approximately 9:44 a.m., while on regular route assignment, Bus 40-34 was involved in a collision. The bus was Northbound on 26<sup>th</sup> Street and had stopped at the railroad crossing when it was struck in the back end by another vehicle. There were 16 students on the bus at the time. There were no apparent injuries to any of the occupants of the school bus. There was no visible damage to the school bus. The accident has been reported to Manitoba Public Insurance. This is provided as information.

## **V. PRESENTATIONS**

### **1. 2016-2017 CONTINUOUS IMPROVEMENT REPORT**

For Information ..... M. Wilson and Dr. Casavant

Dr. Casavant and Ms. Marnie Wilson, Research, Assessment, and Evaluation Specialist, will present on the 2016-2017 Continuous Improvement Report. Please see Appendix A.

### **2. FRENCH LANGUAGE SPECIALIST**

For Information ..... E. Eberts

Ms. Eva Eberts, French Language Specialist, will provide an update on her portfolio. Please see Appendix B.

### **3. Achieving Excellence for Indigenous Canadian Learners**

For Information .....Trustee Bartlette, Trustee Buri, Dr. Casavant

Trustee Bartlette, Trustee Buri, and Dr. Casavant will present on a recent conference they attended, Achieving Excellence for Indigenous Canadian Learners. Please see Appendix C.

## **B. Business Arising for Board Action**

### **I. INFORMATION FOR DISCUSSION AND CORRESPONDENCE**

#### **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/CEO and Secretary-Treasurer since the last meeting.

### **II. SENIOR ADMINISTRATION RESPONSE TO TRUSTEE INQUIRIES**

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

**Dr. Marc D. Casavant**  
**Superintendent/Chief Executive Officer**



**BRANDON**  
SCHOOL DIVISION  
[WWW.BSD.CA](http://WWW.BSD.CA)

## **2016-2017**

# **Continuous Improvement Report**

BRANDON SCHOOL DIVISION  
1031 – 6<sup>TH</sup> STREET  
BRANDON, MB R7A 4K5  
PHONE: 204-729-3100  
EMAIL: [INFO@BSD.CA](mailto:INFO@BSD.CA)

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# INTRODUCTION

**Brandon School Division is focused on student engagement in learning and achievement. The 2016-2017 school year provided great enthusiasm and growth by all. This report captures a cross-section of the learning initiatives and outcomes to date, relaying the hard work, progress and commitment to learning by our students, staff, parents & guardians and our community as a whole.**

## Division Vision Statement

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

## Division Mission Statement

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

## Division Value Statements

Brandon School Division exists to provide for the learning needs of its students. We believe:

- ❖ All people are capable of learning.
- ❖ Individuals learn in different ways and at different rates.
- ❖ Learning is a developmental lifelong process.
- ❖ Language is essential to learning.
- ❖ Learning requires the active participation of the learner:
  - The environment encourages risk-taking.
  - The learner has input into decisions about the learning.
  - The learner perceives learning to be meaningful and integrates it with prior knowledge and experience.
  - The learner engages in realistic self-assessment.
- ❖ Learning is a social and an individual process.
- ❖ Learning is affected by the physical environment.
- ❖ Learning is more effective when:
  - Home, school and community collaborate in providing a positive learning environment.
  - Attention is paid to both process and product.
  - The learner's basic needs have been met.

## Learning Community Guiding Principles

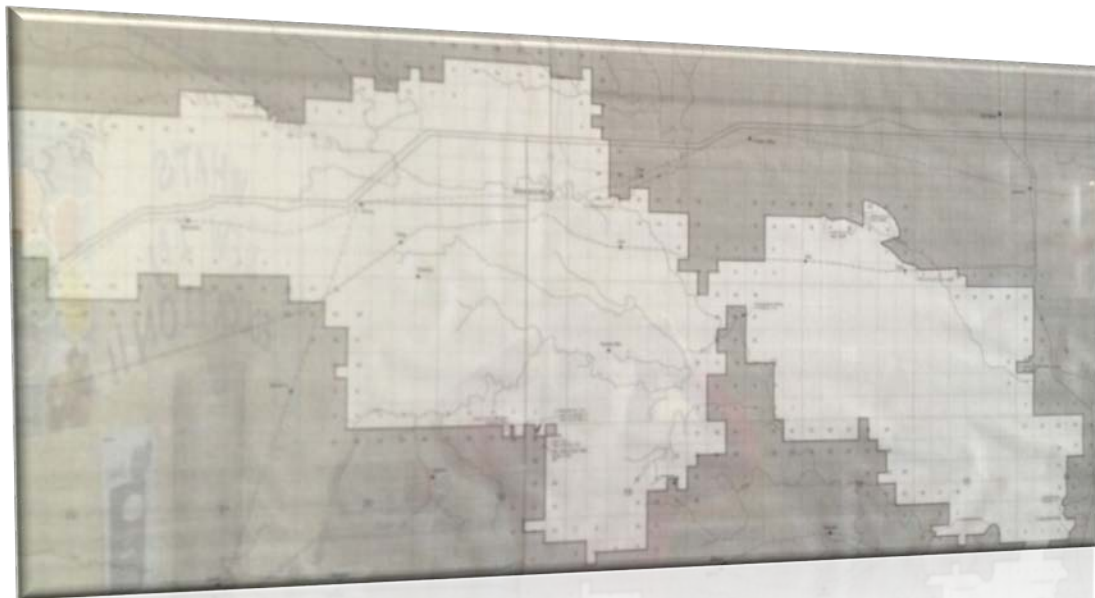
- ❖ To encourage and support risk-taking through open communication in a climate of trust;
- ❖ To accept and commit to the process of change and renewal;
- ❖ To improve teaching and learning for all through shared decision-making based on experience and research; and
- ❖ To attend to the well-being of each member — with mind, heart and spirit.

# SCHOOL DIVISION PROFILE

## Geographic Information

Brandon School Division's Administration Office is located in Brandon, Manitoba, Canada. The Division services the City of Brandon, the Town of Alexander, Canadian Forces Base Shilo and surrounding areas.

There are 22 schools in the Brandon School Division, 19 of which are located within the City of Brandon. The Brandon School Division boundary extends beyond the boundaries of the City of Brandon and includes parts of the municipalities of Cornwallis, Riverdale, Elton, Oakland-Wawanesa, North Cypress-Langford, Glenboro-South Cypress and Whitehead as well as Canadian Forces Base Shilo. Students who live outside the City limits and are 1.6 kilometers or more from their catchment schools are provided with school bus transportation. Transportation service is also provided within the City limits to students who take French Immersion, who are handicapped, physically disabled or otherwise qualify due to distance walked.



Schools vary in grade and structures and although not physically structured in this matter, all schools in Brandon follow the Early (K-4), Middle (5-8) and Senior Years (9-12) philosophy.

The Brandon School Division operates a neighbourhood school concept whereby students in elementary school attend the school according to their catchment area. At the middle years' level, school catchment areas have been established to ensure reasonable class sizes while protecting the right of students to attend schools built to serve their neighbourhoods. The high schools operate on an open boundaries concept. If a student wants a special program, i.e. vocational or French Immersion, catchment areas do not apply and they will enroll in the appropriate school.

# SCHOOL DIVISION PROFILE

## Divisional Programming

Brandon School Division supports our vision of educational excellence by offering our students a wide variety of programs and services suited to individual learning needs and strengths.

### Aboriginal Education

Aboriginal Education initiatives in the Brandon School Division are designed to provide assistance to Instructional and Support staff as they integrate Aboriginal perspectives into their daily teaching activities.

### Career Education / Work Placements

Brandon School Division students and staff continue to enjoy a wealth of support for our community work placements. On an annual basis, more than 175 local businesses and organizations host students for their work placements.

Work Placement is one of several delivery mechanisms that may be used to achieve the teaching/learning goals, objectives, and/or outcomes stated in department-developed, registered or approved curricula/courses.

### Neelin High School Off Campus ("NHSOC")

NHSOC is an initiative of the Brandon School Division that opened its doors to the public in September of 2007. The school offers students who have been out of school the opportunity to complete their education in a more flexible setting.

It is our intention to meet the needs of students who do not function well within the traditional high school setting. Course requirements here are the same as they are at other Manitoba High School.

### Youth Revolution Program ("YR")

YR is a student led, health & wellness, leadership program in the Brandon School Division. Students from Grades 5-12 design activities and events that:

- promote healthy lifestyle choices;
- reduce risk related behaviour; and
- reduce bullying, discrimination, and social injustice.

YR implements programs for children, youth, parents and guardians, in order to create a culture of volunteerism & community involvement.

### Advanced Placement Program ("AP")

The AP Program challenges students, provides access to high quality education, accelerates learning, rewards achievement and enhances both high school and the post-secondary experience.

### International Baccalaureate Diploma Program ("IB")

The IB Diploma Programme for students aged 16 to 19 is a challenging two-year curricula leading to final examinations and a qualification that is welcomed by leading universities around the world.

In some cases, students who participate in the IB Diploma Programme will also fulfill the requirements of their province's curriculum and examination.

### Vocational Programming

Brandon School Division offers the following vocational option courses at Crocus Plains Regional Secondary School:

Advertising Art	Automotive Technology
Carpentry	Collision Repair
Culinary Arts	Design Drafting
Early Childhood Education	Electronic Sciences & Technology
Graphic Design	Hairstyling
Photography	Welding



# SCHOOL DIVISION PROFILE

## Board of Trustees

Our Board of Trustees consists of the following individuals:



Dr. Linda Ross – Chairperson  
Email: [ross.linda@bsd.ca](mailto:ross.linda@bsd.ca)  
Ward: 1



Ms. Sherilyn Bambridge -  
Vice-Chairperson  
Email: [bambridge.sherilyn@bsd.ca](mailto:bambridge.sherilyn@bsd.ca)  
Ward: 2



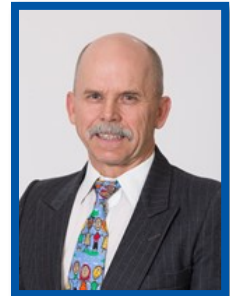
Mr. Peter Bartlette  
Email: [bartlette.peter@bsd.ca](mailto:bartlette.peter@bsd.ca)  
Ward: 1



Mrs. Pat Bowslaugh  
Email: [bowslaugh.pat@bsd.ca](mailto:bowslaugh.pat@bsd.ca)  
Ward: 1



Mr. George Buri  
Email: [buri.george@bsd.ca](mailto:buri.george@bsd.ca)  
Ward: 1



Mr. Glen Kruck  
Email: [kruck.glen@bsd.ca](mailto:kruck.glen@bsd.ca)  
Ward: 1



Mr. Jim Murray  
Email: [murray.jim@bsd.ca](mailto:murray.jim@bsd.ca)  
Ward: 1



Mr. Mark Sefton  
Email: [sefton.mark@bsd.ca](mailto:sefton.mark@bsd.ca)  
Ward: 1



Mr. Kevan Sumner  
Email: [sumner.kevan@bsd.ca](mailto:sumner.kevan@bsd.ca)  
Ward: 1

# SCHOOL DIVISION PROFILE

## Senior Administration

Our Senior Administration consists of the following individuals:



Dr. Marc D. Casavant  
Superintendent of Schools/CEO  
Email: [casavant.marc@bsd.ca](mailto:casavant.marc@bsd.ca)



Mr. Greg Malazdrewicz  
Assistant Superintendent  
Email: [malazdrewicz.greg@bsd.ca](mailto:malazdrewicz.greg@bsd.ca)



Mr. Mathew Gustafson  
Assistant Superintendent  
Email: [gustafson.mathew@bsd.ca](mailto:gustafson.mathew@bsd.ca)



Mr. Denis Labossiere  
Secretary-Treasurer  
Email: [labossiere.denis@bsd.ca](mailto:labossiere.denis@bsd.ca)



Ms. Eunice Jamora  
Assistant Secretary-Treasurer  
Email: [jamora.eunice@bsd.ca](mailto:jamora.eunice@bsd.ca)



# SCHOOL DIVISION PROFILE

## Division Staffing Profile (as at September 30, 2016)

Full-Time Equivalents	Number
Principals	18.00
Vice Principals	16.75
Teachers	559.24
English as an Additional Language Teachers	3200
Counsellors	9.50
Resource Teachers	19.75
Teachers supporting special needs low enrolment classes	14.00
Career Education Coordinator	1.00
Educational Assistants	290.85
English as an Additional Language Educational Assistants	8.00
Career Education Educational Assistants	4.00
Speech Language Pathologists	8.75
Reading Clinicians	3.50
Occupational Therapists	0.00
Physiotherapists	0.00

## Divisional Professional Development

Brandon School Division is committed to providing Professional Development to our staff to support our Continuous Improvement Plan.

During the 2016-2017 School Year, a committee was formed to examine the factors impacting the school calendar. This committee consisted of representatives from Senior Administration, School Leaders (K-8 and 9-12), and Presidents from BTA & CUPE Local 737. The committee considered factors including provincial exams, semester balance, parent teacher interviews, professional development needs, parent concerns, and legislative and provincial requirements.

In support of our new [Continuous Improvement Plan](#), the 2017-2018 School Calendar will:

- Reduce costs for the delivery of professional development;
- Increase alignment of calendars between K-8 and 9-12;
- Change 3 full-day professional development days to 6 half-days;
- Provide a platform to better respond to new Continuous Improvement Framework focused on improving student achievement; and
- Comply fully with Legislation & Provincial requirements.

During the 2016-2017 School Year, Brandon School Division LEAN Management Training was initiated by our Department of Human Resources. The core purpose of LEAN is to increase productivity and minimize waste within an organization. To date, Brandon School Division has trained 19 staff, school administrators and members of Senior Administration in LEAN Management.

# SCHOOL DIVISION PROFILE

A further part of our Divisional Professional Development journey included Project Management Training through the Project Management Institute and MNP LLP. Project Management is the application of knowledge skills, tools and techniques to project activities to meet the project requirements. To date, Brandon School Division has trained 32 staff, school administrators and members of Senior Administration in Project Management. Project Management Boards have appeared in several of our buildings to help initiate, plan, execute, monitor, control and close different projects within our schools and administrative departments.

## Disaggregated Data for Students Designated as English as an Additional Language (EAL) and Self-Declared Indigenous Students

	# of Students	% of Population
English as an Additional Language	1,719	19.72%
Self-Declared Indigenous Students	1,619	18.57%
<b>Total Student Population as at September 30, 2016</b>		<b>8,731</b>



## Education for Sustainable Development

	# of Schools
Kindergarten to Grade 6	1
Kindergarten to Grade 7	1
Kindergarten to Grade 8	16
Kindergarten to Grade 12	1
Grades 9-12	3
<b>Total Schools</b>	<b>22</b>
<b>Number of Schools with an ESD Plan</b>	<b>0</b>

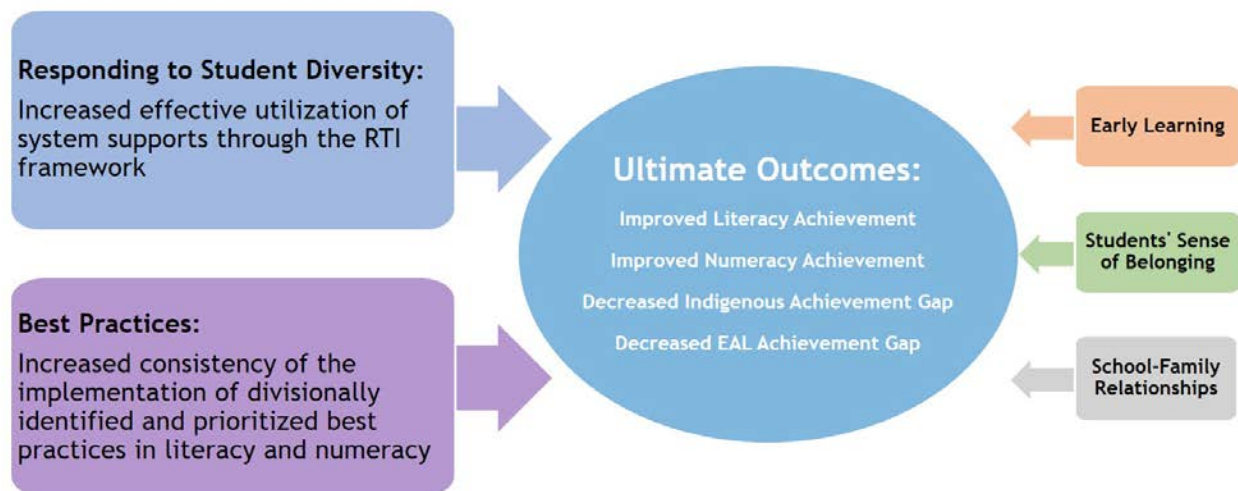
Some Education for Sustainable Development Funds are used at the Division Level and some are allocated to schools within the Division.

# CONTINUOUS IMPROVEMENT PLAN

Brandon School Division's new [Continuous Improvement Plan](#) was designed to meet the reporting and planning criteria of the [K-12 Framework for Continuous Improvement](#). This new plan is a result of a collaborative effort, bringing Senior Administration, School Leaders, Curriculum Specialists, our Board of Trustees, parents & students, and our community together, to create and align our four Ultimate Outcomes:

- **Improved Literacy**
- **Improved Numeracy**
- **Decreased Indigenous Achievement Gap**
- **Decreased English as an Additional Language Gap**

In order to achieve these Ultimate Outcomes, we have developed five (5) Priority Areas, with a clear focus on two during the first year of implementation:



## Our Commitment:

This plan represents a commitment to high overall student achievement in Literacy and Numeracy, with no significant gaps in that achievement for Indigenous or English as An Additional Language Learners. With a core focus on Responding to Diversity; Best Practices; Early Learning; School-Family Relationships; and Sense of belonging, we are committed to advancing education.

**TO VIEW OUR CURRENT CONTINUOUS IMPROVEMENT PLAN, PLEASE VISIT:**

[HTTPS://WWW.BSD.CA/DIVISION/ABOUTUS/PAGES/CONTINUOUS-IMPROVEMENT-IN-BSD.ASPX](https://www.bsd.ca/division/aboutus/pages/continuous-improvement-in-bsd.aspx)

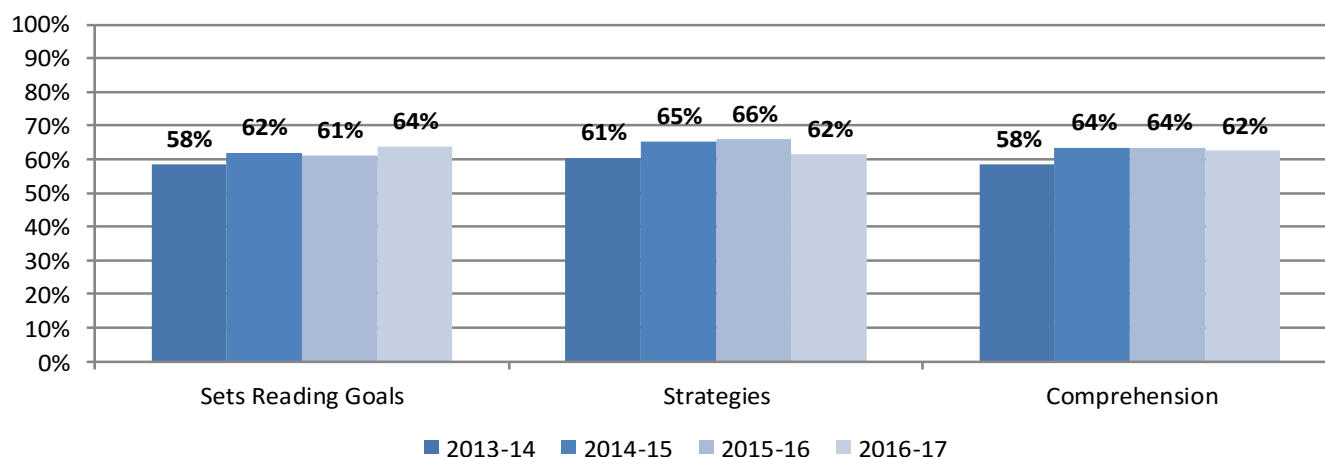


# STUDENT ACHIEVEMENT LITERACY

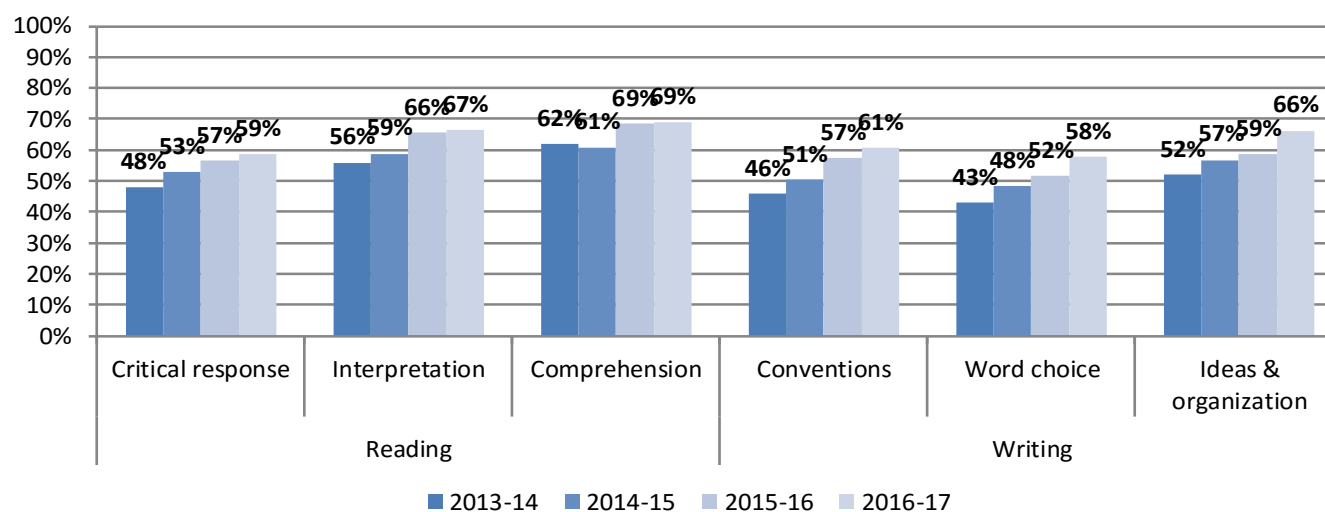
**Strategic Plan Literacy Goal:** By 2017, 80% of Brandon School Division students will demonstrate literacy competencies at grade level.

The grade 3 provincial reading assessment measures the extent to which students are achieving early grade 3 reading expectations. The grade 8 provincial literacy assessment measures the extent to which students are achieving mid grade 8 reading and writing expectations. Graphs are based on a weighted average of the English and French Immersion program results.

**Grade 3 Provincial Reading Assessment:  
Four-Year Comparison of % Meeting**



**Grade 8 Provincial Literacy Assessment:  
Four-Year Comparison of % Meeting**

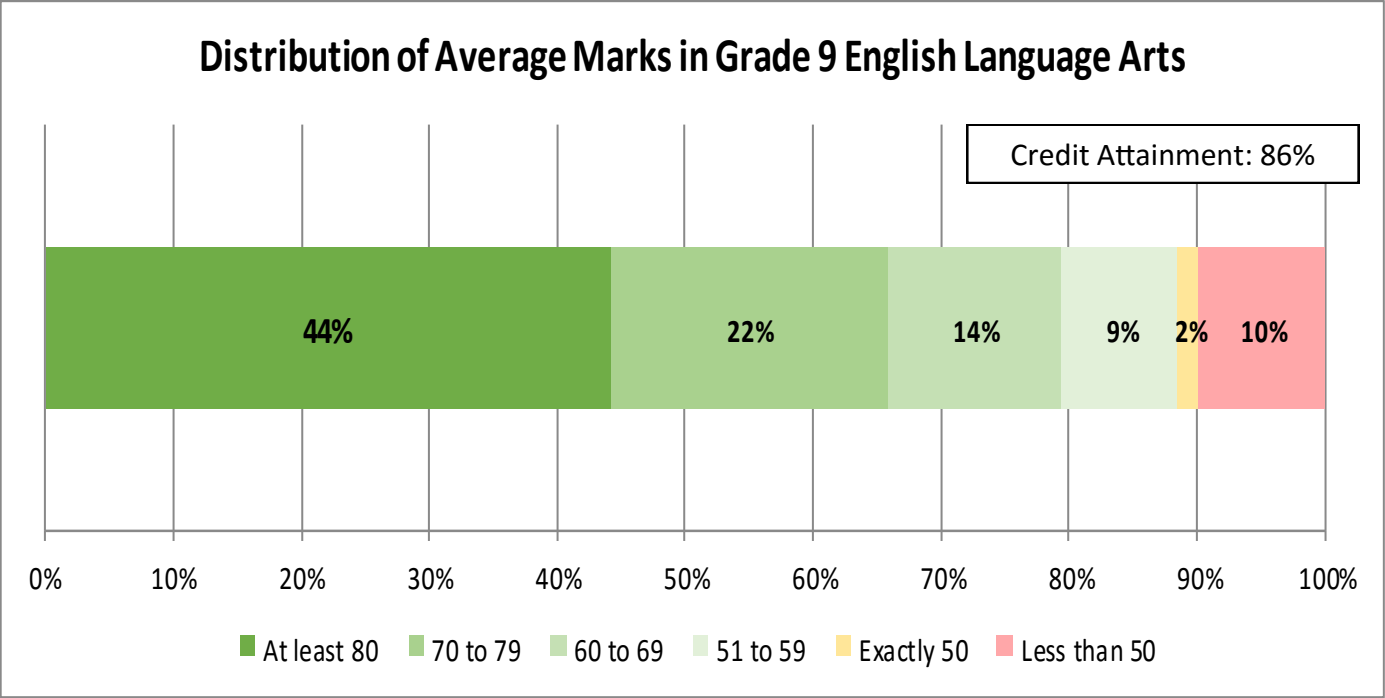


Over the last four years, we have seen steady growth in the percentage of students meeting grade level expectations in each of the grade 8 reading and writing sub-competencies. While improvement was seen in Grade 3 reading competencies in previous years, a small decline is noted in the 2016-2017 school year.

# STUDENT ACHIEVEMENT LITERACY

**Strategic Plan Literacy Goal:** By 2017, 80% of Brandon School Division students will demonstrate literacy competencies at grade level.

Credit attainment in Grade 9 English Language Arts is defined as the number of first-time grade 9 students who receive a Grade 9 ELA credit over the number of students originally enrolled in the course. Mark distribution indicates levels of achievement for those students who completed the course.

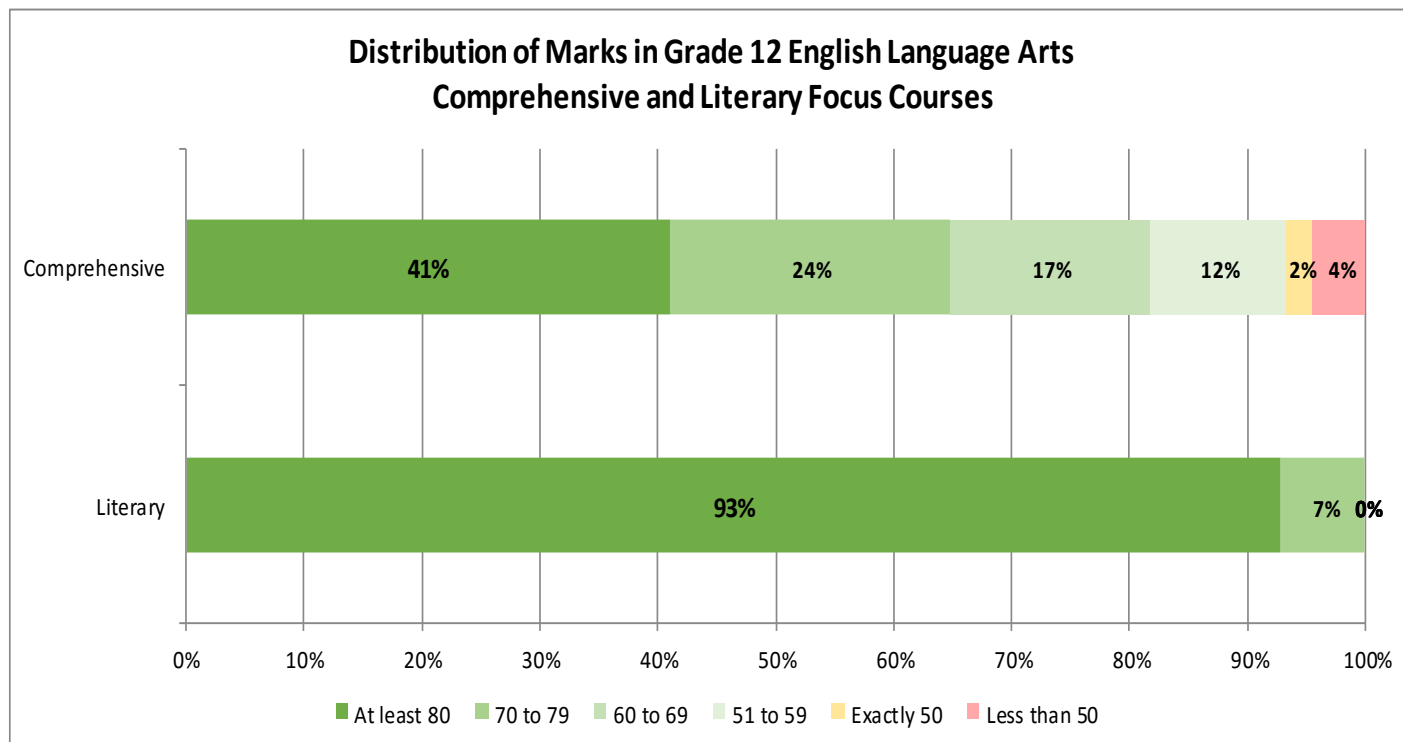


Of the 612 grade 9 students originally enrolled in grade 9 English Language Arts in September 2016, 86% attained the credit. Furthermore, of the 582 students who completed the course, 90% passed the course. While the credit attainment rate dropped by 3% this year, students who passed the course did so with higher overall marks than in the previous year.

# STUDENT ACHIEVEMENT LITERACY

**Strategic Plan Literacy Goal:** By 2017, 80% of Brandon School Division students will demonstrate literacy competencies at grade level.

Credit attainment in Grade 12 English Language Arts is defined as the number of students who receive the Grade 12 ELA course credit over the number of students originally enrolled in each course. Mark distribution indicates levels of achievement for those students who completed the course.



## Credit Attainment Rates:

Comprehensive Focus: 71%

Literary Focus: 98%

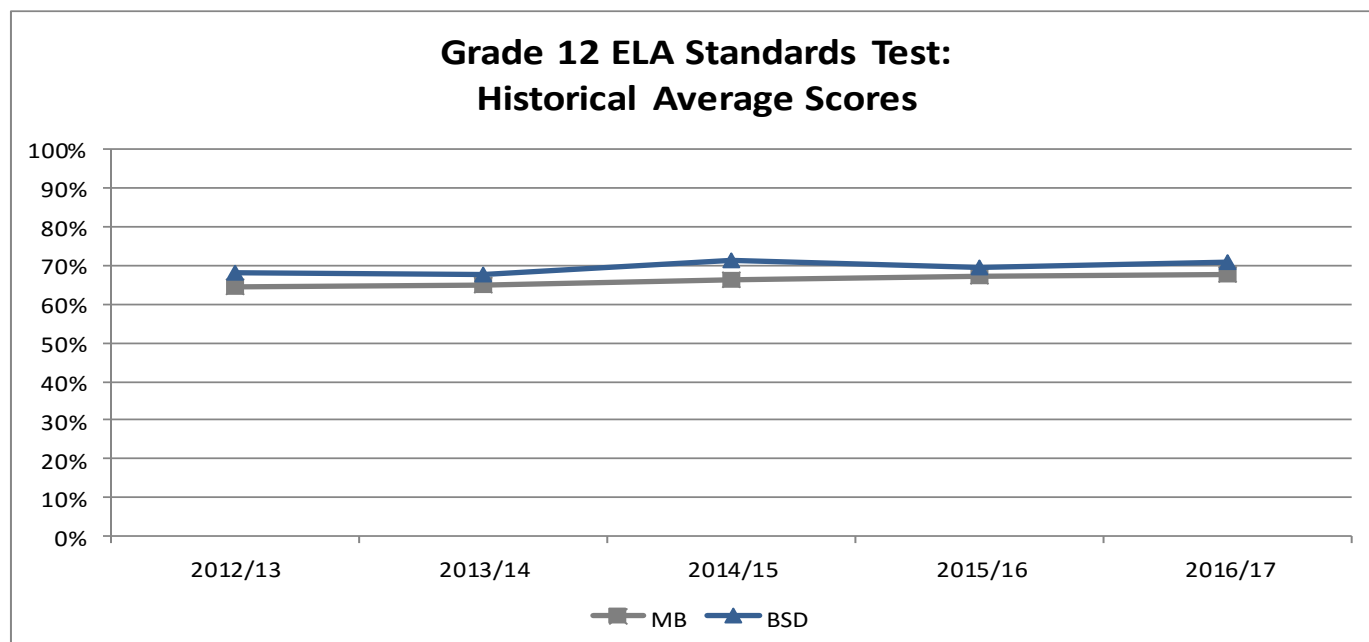
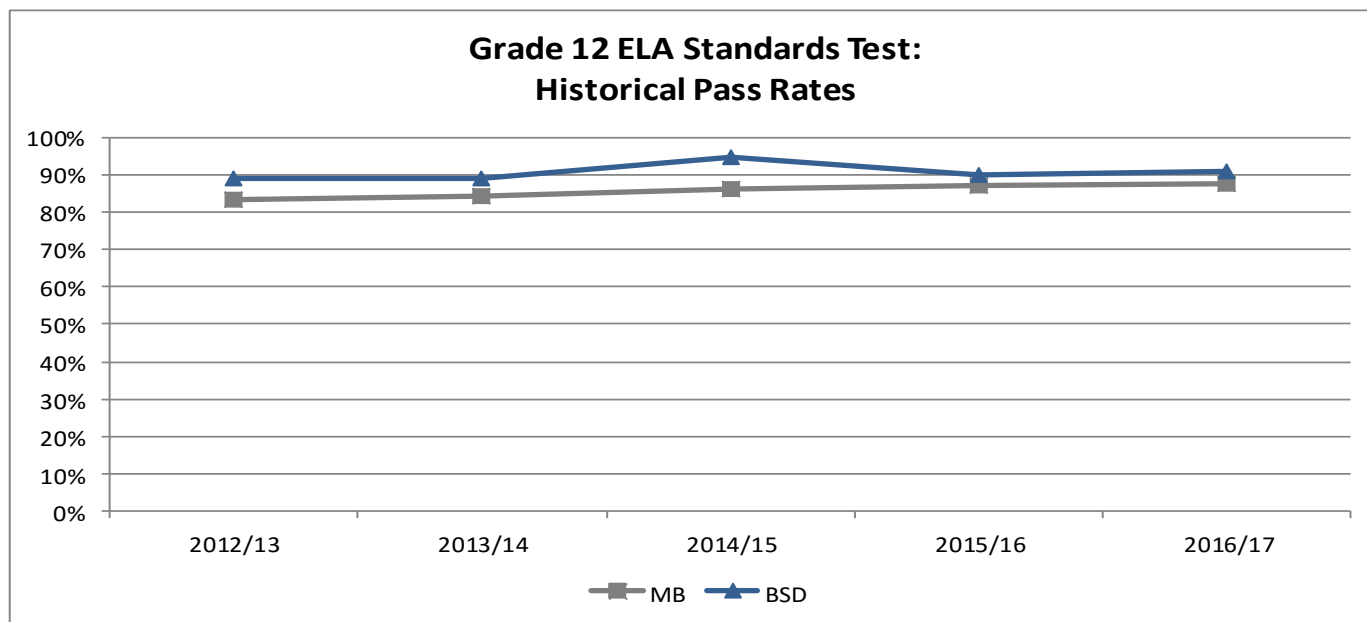
Students enrolled in the Grade 12 Literary Focus course continue to demonstrate high success rates, with 98% obtaining the credit. The majority of Grade 12 students enrolled in the Comprehensive Focus course, and while there was a 9% decrease in the percentage of students who obtained the credit this year, there was a 10% increase in the amount of students obtaining an 80% or above as their final mark.



# STUDENT ACHIEVEMENT LITERACY

**Strategic Plan Literacy Goal:** By 2017, 80% of Brandon School Division students will demonstrate literacy competencies at grade level.

The grade 12 provincial English Language Arts standards test counts for 30% of students' final grades in language arts.



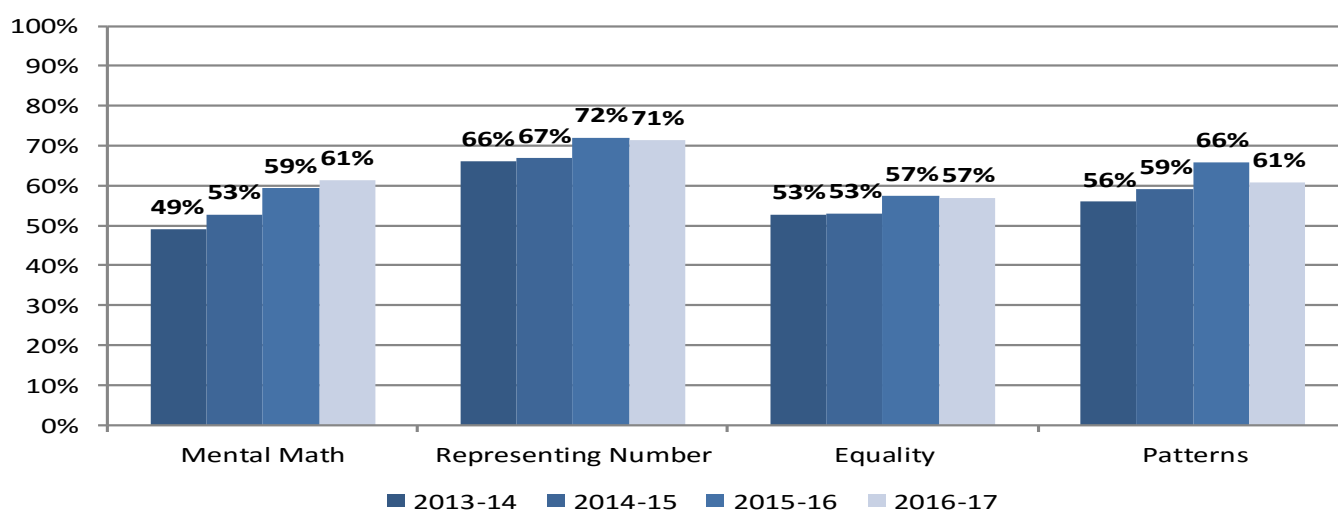
Brandon School Division students continue to have high levels of success on the English Language Arts provincial standards test, with 91% of Brandon School Division students passing the test, and the divisional test average consistently surpassing the provincial average every year.

# STUDENT ACHIEVEMENT NUMERACY

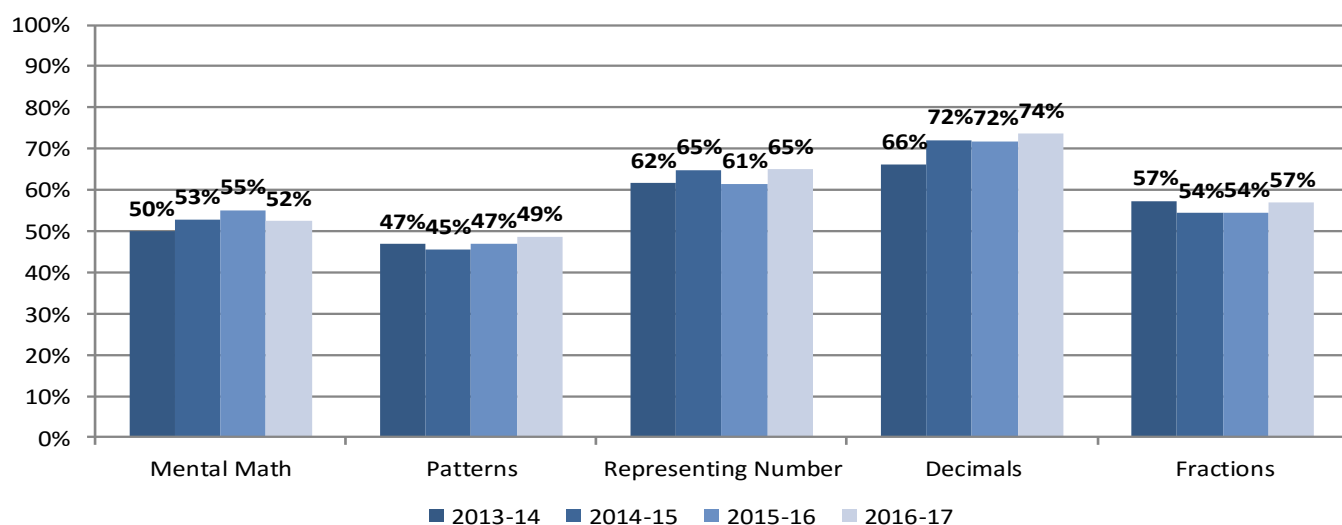
**Strategic Plan Numeracy Goal:** By 2017, 80% of Brandon School Division students will demonstrate numeracy competencies at grade level.

The grade 3 provincial numeracy assessment measures the extent to which students are achieving early grade 3 numeracy expectations, while the grade 7 provincial numeracy assessment measures the extent to which students are achieving mid-grade 7 numeracy expectations. Graphs are based on a weighted average of the English and French Immersion program results.

**Grade 3 Provincial Numeracy Assessment:  
Four-Year Comparison of % Meeting**



**Grade 7 Provincial Numeracy Assessment:  
Four-Year Comparison of % Meeting**

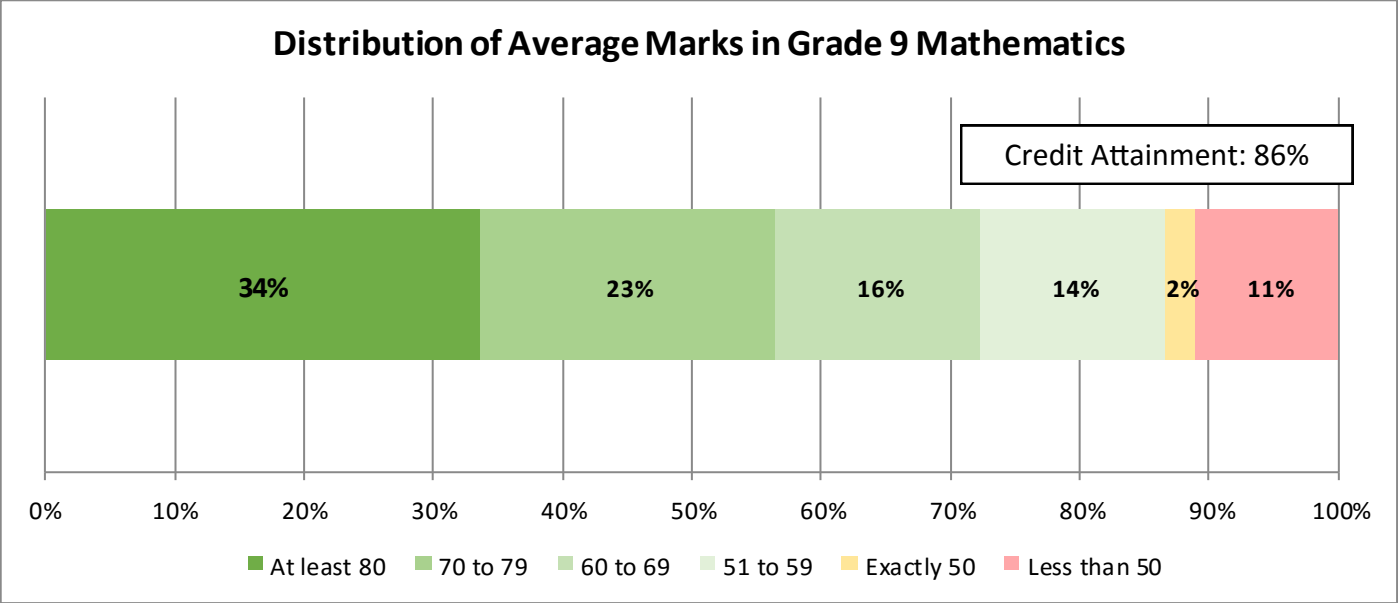


This year, we saw a continuation of the long-term steady improvements in most numeracy competencies. Continued close monitoring of achievement in mental math and patterning is warranted given that 5% fewer students met grade 3 expectations in patterning and 3% fewer students met grade 7 mental math expectations compared with the previous year.

# STUDENT ACHIEVEMENT NUMERACY

**Strategic Plan Numeracy Goal:** By 2017, 80% of Brandon School Division students will demonstrate numeracy competencies at grade level.

Credit attainment in Grade 9 Mathematics is defined as the number of first-time grade 9 students who receive a Grade 9 Math credit over the number of students originally enrolled in the course. Mark distribution indicates levels of achievement for those students who completed the course.

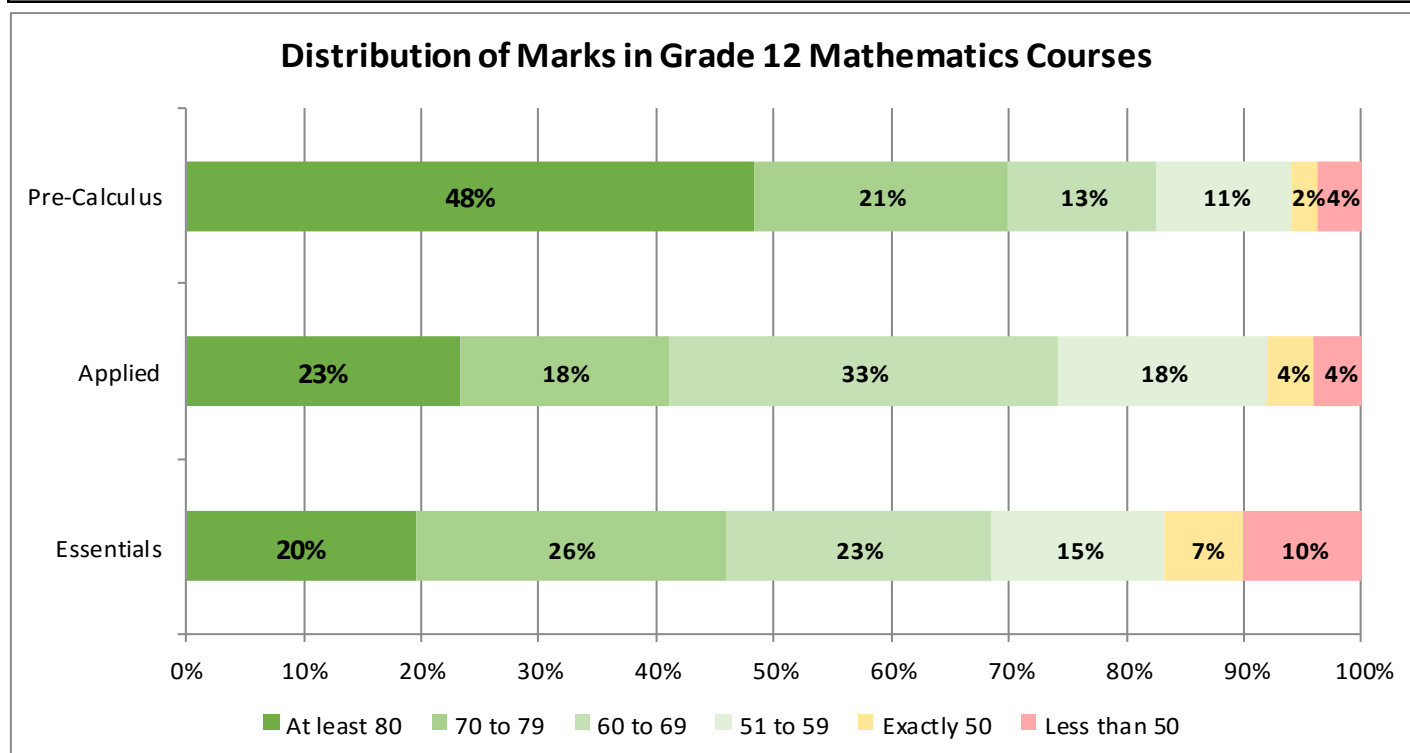


Of the 639 grade 9 students originally enrolled in Grade Mathematics in September 2016, 86% attained the credit, and of the 618 students who completed the course, 89% passed the course. Credit attainment rates for this course were 5% lower than in the previous year, and on average the final marks were also lower.

# STUDENT ACHIEVEMENT NUMERACY

**Strategic Plan Numeracy Goal:** By 2017, 80% of Brandon School Division students will demonstrate numeracy competencies at grade level.

Credit attainment in Grade 12 Mathematics courses is defined as the number of students who receive the Grade 12 Math course credit over the number of students originally enrolled in each course. Mark distribution indicates levels of achievement for those students who completed the course.



**Credit Attainment Rates:** Pre-Calculus: 87%      Applied: 88%      Essentials: 56%

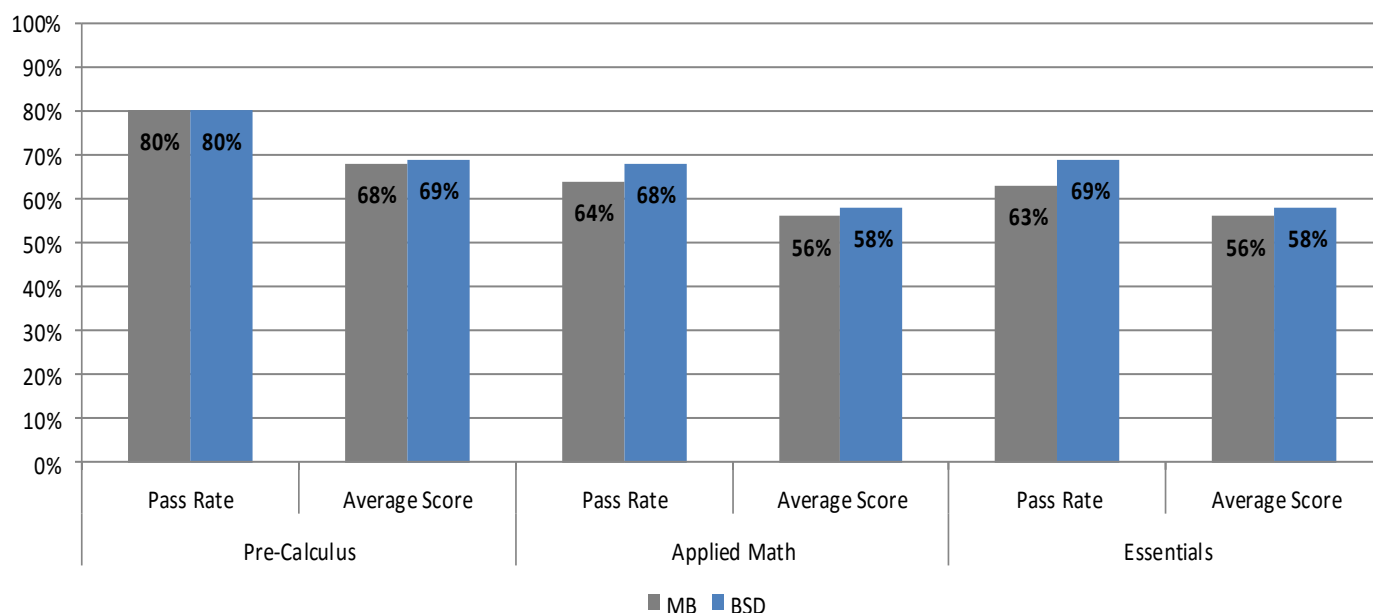
Credit attainment rates in Pre-Calculus remain high at 87%. Furthermore, compared with the previous year, the percentage of students attaining a final mark of 80% or higher more than doubled from 23% in 2015/16 to 48% in 2016/17. Credit attainment and average marks in Applied Mathematics also improved compared with the previous year, with a gain of 10% of students attaining a final mark of 80% or higher. However, in Essential Math, 4% fewer students attained the credit compared with the previous year, and fewer students attained top marks.

# STUDENT ACHIEVEMENT NUMERACY

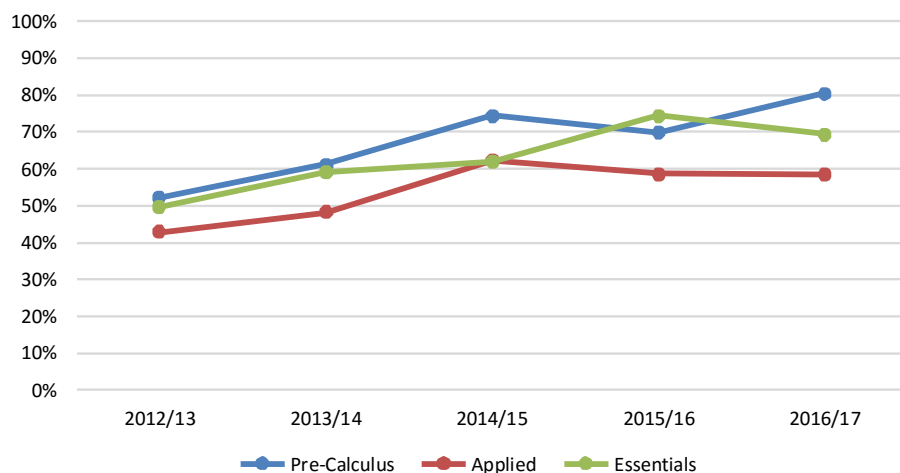
**Strategic Plan Numeracy Goal:** By 2017, 80% of Brandon School Division students will demonstrate numeracy competencies at grade level.

In Pre-calculus and Applied Mathematics., the grade 12 provincial achievement tests count for 30% of students' final grades in those courses. The Essential Mathematics provincial achievement test counts for 20% in that course.

**Grade 12 Mathematics Achievement Tests  
2016/17 Pass Rates and Average Scores**



**Grade 12 Math Achievement Tests:  
Historical Pass Rates**



We continue to strive to have higher pass rates and average scores on the three Grade 12 Mathematics Achievement tests. For each of these tests, Brandon School Division pass rates and average scores are on par with, or surpass, provincial results. Importantly, we are seeing a general trend over the past 5 years toward increasing pass rates on these achievement tests.

# CONCLUSION

In the Brandon School Division, we strive to provide 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 wellbeing. We are very pleased with our growth in these areas during the 2016-2017 school year.

During the 2016-2017 school year, using the Framework of Continuous Improvement, we launched our new [Continuous Improvement Plan](#), aligning the priorities of the Department of Education & Training, our Board of Trustees, Senior Administration, School Leaders, Curriculum Specialists, our parents & students and our community at large. This plan represents a commitment to high overall achievement in Literacy and Numeracy, with no significant gaps in that achievement for Indigenous or English as an Additional Language Learners.

With a core focus on Responding to Diversity; Best Practices; Early Learning; School-Family Relationships; and Sense of Belonging, we are committed to advancing education within our school community.

## **BRANDON SCHOOL DIVISION**

**PER:**

**Dr. Marc D. Casavant,  
Superintendent/CEO**

## **Other Items Attached to Original Report Submitted to Manitoba Education & Training:**

Attachment 1: Grants Financial Declaration

Attachment 2: Education for Sustainable Development Funding Distribution Declaration

Attachment 3: Financial reporting & Planning Document

- This document is intended to be reviewed as a Digital PDF ·
- Please consider the environment before printing ·
- This document is available in alternative formats upon request. Email: [info@bsd.ca](mailto:info@bsd.ca) ·





**1031 - 6th Street • Brandon, Manitoba • R7A 4K5 • Telephone 204-729-3100**

**Fax 204-727-2217 • <http://www.bsd.ca> • [info@bsd.ca](mailto:info@bsd.ca)**

**Twitter: @BrandonMBSD**



# French Language Specialist

EVA EBERTS

## French Specialist Hat

- Coordinate and deliver Professional Development for Teachers of French, English program and French Immersion program
- Attend provincial curricular specialist meetings
- Share resource and PD opportunities with BSD teachers
- Coordinate French as a Second Language Revitalization Program funding applications
- Coordinate French monitor schedule



## French Specialist Hat (suite)

- Facilitate French cultural outings and French artists coming to BSD
- Manage the BSD French resource library
- In-class support for teachers and students
- Support teachers in implementation of the FCC and New French Immersion curricula and approaches
- French Interviews during hiring
- Data collection on progress towards program goals



## Response to Intervention Generalist

- As member of the RTD team, prepare and deliver presentations to DLT
- As member of monitoring sub team, prepare monitoring of RTI implementation process
- School Leadership Team Facilitation Team – support school leaders in the formation of SLTs
- Member of Sprint Process and Agile Schools Team



## Response to Intervention Generalist

- Foster positive perspective for change in schools
- Regular Facilitation team and specialist team meetings
- Broadening knowledge on effective leadership, collaboration, co-planning, co-teaching, dealing with difficult conversations effectively and coaching teams.



## French Immersion Targets and Progress

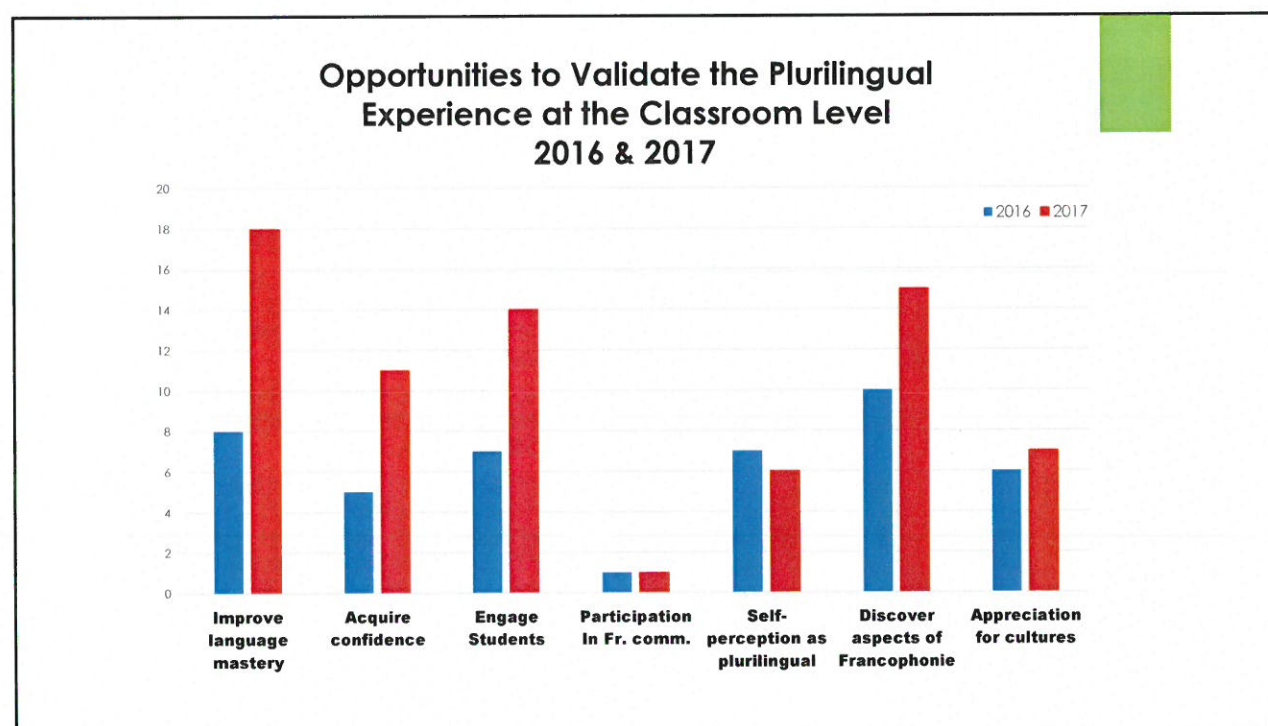
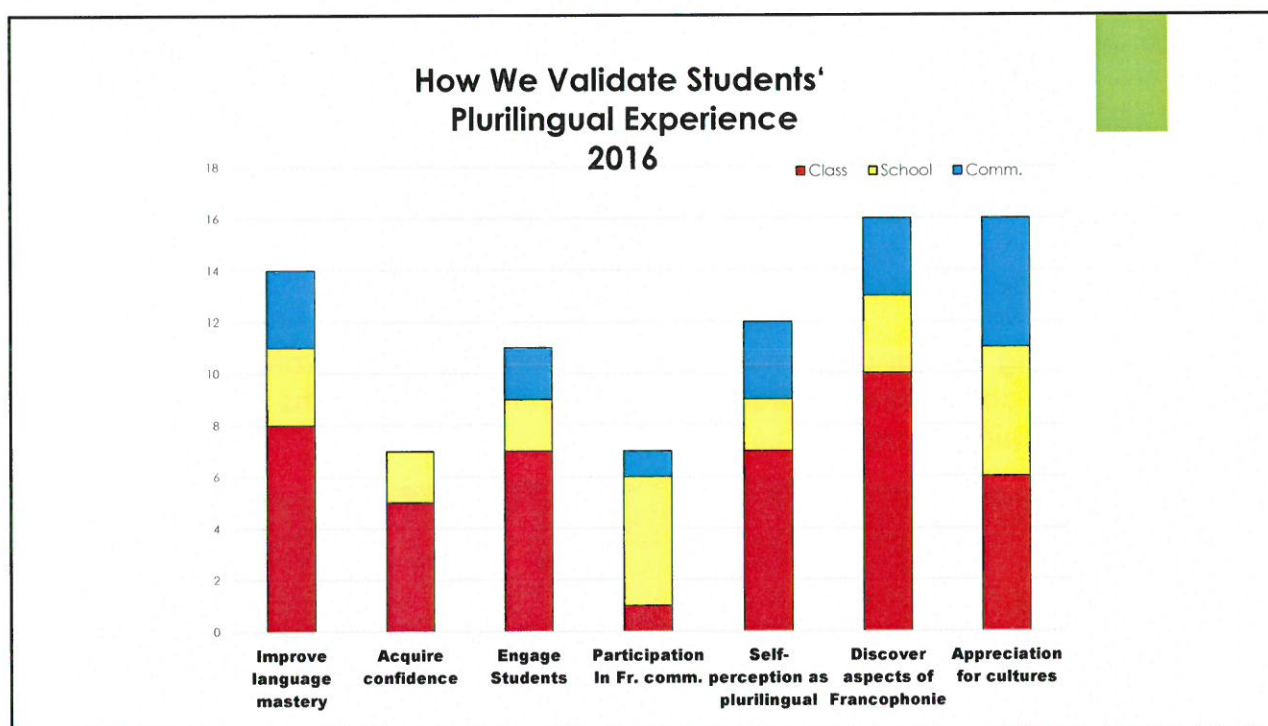
### MANITOBA EDUCATION VISION FOR THE FRENCH IMMERSION PROGRAM:

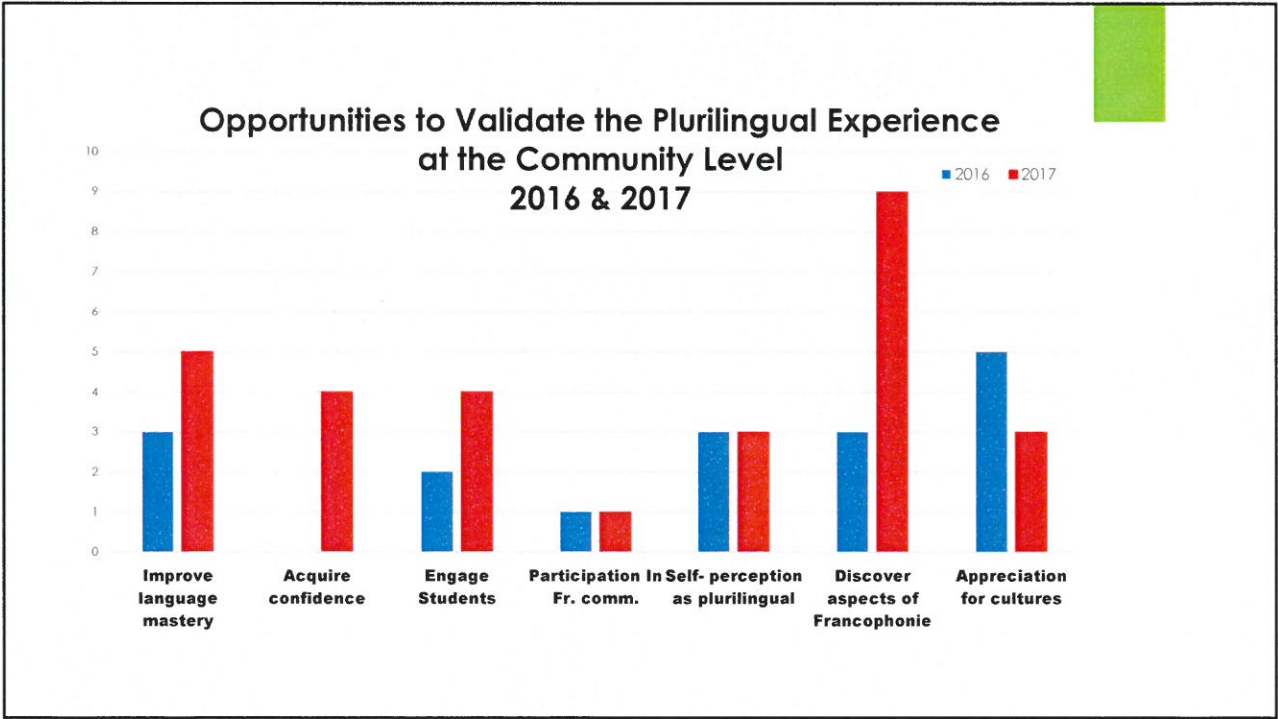
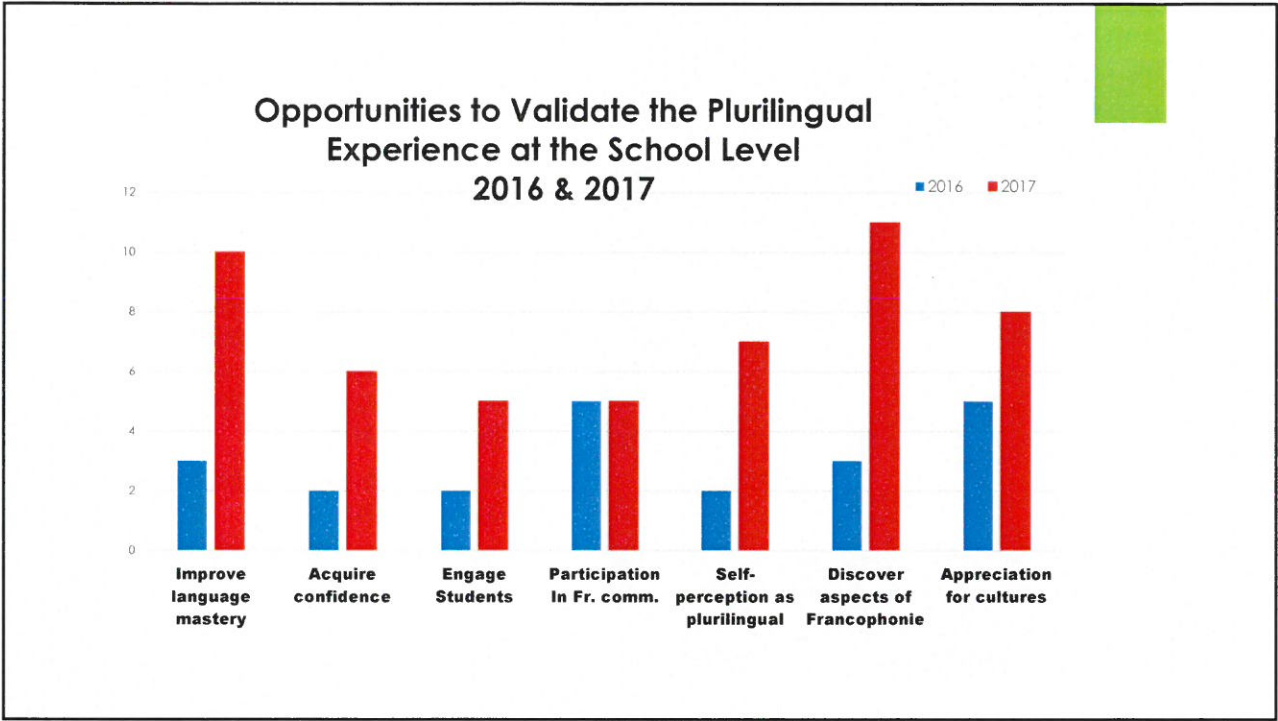
THE FRENCH IMMERSION  
PROGRAM ENABLES STUDENTS...  
TO INTERACT SPONTANEOUSLY,  
AUTONOMOUSLY, AND  
CONFIDENTLY IN FRENCH WITH  
PRIDE AND EASE.

THEY SEEK OPPORTUNITIES TO  
ENGAGE IN THE FRANCOPHONE  
COMMUNITY.

THEIR IDENTITY AS CANADIAN  
CITIZENS, COMPETENT IN BOTH  
FRENCH AND ENGLISH, CREATES  
LIFELONG OPPORTUNITIES AND  
FOSTERS OPENNESS TO OTHER  
LANGUAGES AND CULTURES.







## French English Program Targets and progress

### MANITOBA EDUCATION VISION FOR FRENCH ENGLISH PROGRAM:

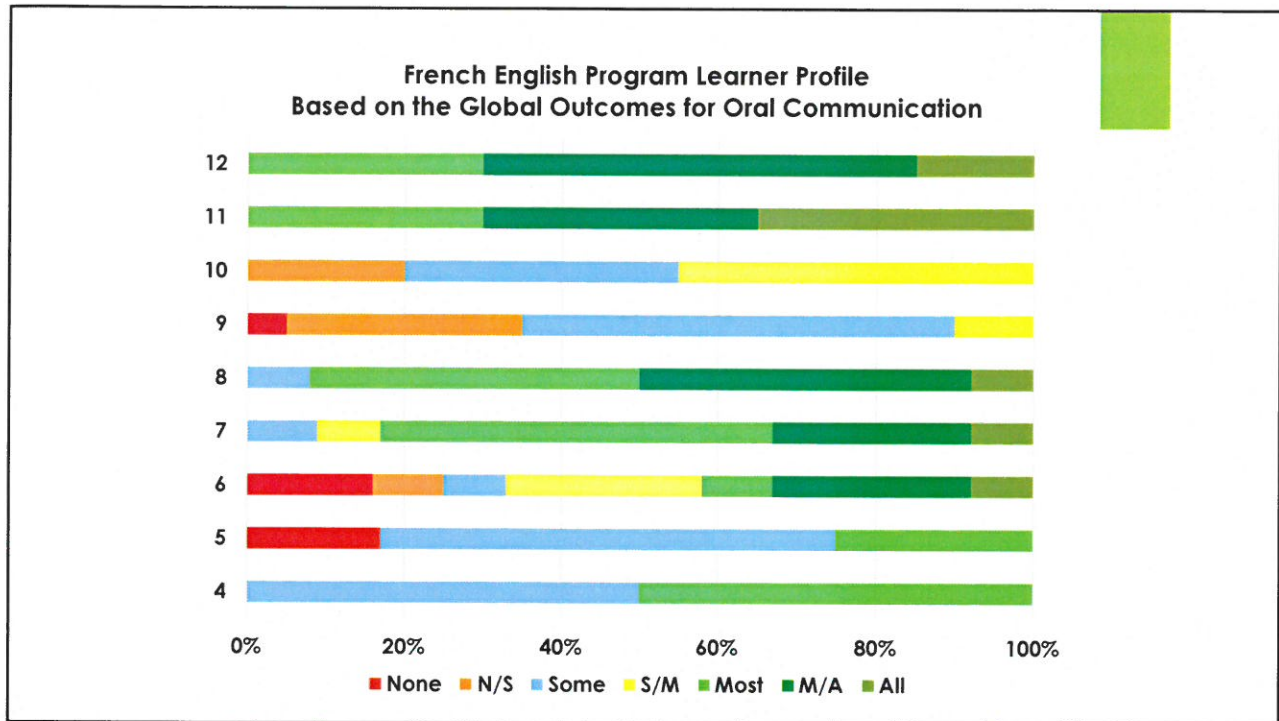
THE FRENCH COURSES AIM TO  
PROVIDE ALL STUDENTS IN  
MANITOBA WITH QUALITY  
FRENCH INSTRUCTION WHICH  
ENABLES THEM TO...

COMMUNICATE IN THE FRENCH  
LANGUAGE AND

TO APPRECIATE FRANCOPHONE  
CULTURES.

Oral Communication Grades 11 and 12	Oral Communication Grades 9 and 10	Oral Communication Grades 7 and 8	Oral Communication Grades 5 and 6	Oral Communication Grades 4
<p>Students use verb tenses and moods appropriate to the context demonstrating the pronunciation, the rhythm, the intonation, and the sentence structure of the French language.</p> <p>Even though their speech may contain some pauses, reformulations, and self-corrections as they search for necessary language to express themselves, students speak French with a certain sophistication, confidence, and independence.</p>	<p>Students communicate with ease in the present, past, and future tenses and are introduced to other grade appropriate verb tenses and moods. They use the pronunciation, the rhythm, the intonation, and the sentence structure of the French language to communicate effectively.</p> <p>Even though their speech may contain some pauses, reformulations, and self-corrections as they search for necessary language to express themselves, students speak French more independently.</p>	<p>Students' bank of vocabulary and linguistic structures continues to grow as they are exposed to various themes. This allows them to communicate their wants, needs, and to express and justify their opinions.</p> <p>Students communicate in the present, past, and future tenses and the imperative, in structured situations. They use the pronunciation, the rhythm, the intonation, and the sentence structure of the French language to communicate effectively.</p> <p>Students pause as they search for vocabulary and structures to communicate their message; they begin to make independent use of learned structures.</p>	<p>Through exposure to various themes and with continuous teacher modelling, students develop basic vocabulary, structures and correct pronunciation for communication.</p> <p>They communicate in the present tense and use the past and future tenses as required, with support from the teacher. This allows them to communicate their likes, dislikes, wants, and needs.</p> <p>Students pause as they search for vocabulary and structures to communicate their message.</p>	<p>Through exposure to various themes and with constant teacher modelling, students develop the basic vocabulary, structures and correct pronunciation for communication. This allows them to communicate their likes, dislikes, wants, and needs primarily in the present tense.</p>





## Next Steps....

### French Immersion

- ▶ Grade group meetings for new curriculum implementation (Best Practices)
- ▶ Continued assessment of validation of the plurilingual experience for students (Diversity and Best Practices)
- ▶ Continued coordination of FSLRP funded activities (Diversity and Best Practices)

### French, English Program

- ▶ Continued coordination of FSLRP applications and activities (Diversity and Best Practices)
- ▶ Development of rubrics for reading and writing (Best Practices)
- ▶ Development of exemplar document for expectations at each grade level (Best Practices)
- ▶ Continued in-class supports (Diversity)



## BRANDON SCHOOL DIVISION

### ACHIEVING EXCELLENCE FOR INDIGENOUS CANADIAN LEARNERS

MONTREAL, QUEBEC  
OCTOBER 18-19, 2017

Presentation at Brandon School Division  
Board of Trustees Meeting

November 13, 2017

*"Accepting the Challenge"*



## BRANDON SCHOOL DIVISION

Seeing our reflection in our  
Continuous Improvement Plan  
and this compelling work,  
closing the achievement gap



*"Accepting the Challenge"*



## BRANDON SCHOOL DIVISION

Do we believe that ALL students should be able to have some level of mastery around the core essential outcomes in literacy and numeracy?

*"Accepting the Challenge"*



## BRANDON SCHOOL DIVISION

This is the WHY for our Continuous Improvement Plan?

- Closing the Achievement Gap
- Call to Action

*"Accepting the Challenge"*

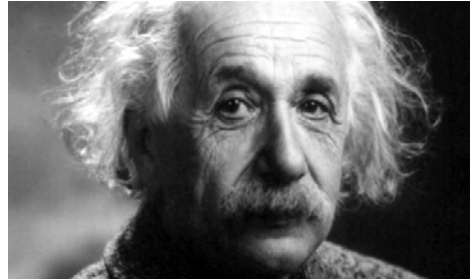




## BRANDON SCHOOL DIVISION

Insanity is doing the same thing over and over again and expecting a different result.

- Albert Einstein



*"Accepting the Challenge"*



## BRANDON SCHOOL DIVISION

How?

Big Three Proven Research Strategies???

BIG IDEA #1: A Focus on Learning

BIG IDEA #2: A Collaborative Culture

BIG IDEA #3: A Results Orientation

*"Accepting the Challenge"*



## BRANDON SCHOOL DIVISION

### Time Bomb Video

This video gives us the context for seeing  
WHY we need to close the achievement gap.

---

*"Accepting the Challenge"*



## REGIONAL MEETING FOLLOW-UP

We're midway through fall 2017 regional meetings! A big thank you to all the trustees and administrators who attended the Region 4 and Region 1 sessions in Cranberry Portage and Brandon, and a special thanks to Frontier SD for hosting us at Frontier Collegiate Institute. We're looking forward to Region 2 (Carman), Region 3 (St. Andrews) and Region 5/6 (Norwood Hotel, Winnipeg) meetings this Thursday, Friday and Saturday. Following the first two meetings, we received a number of requests for the presentations on P3s—Public Private Partnerships, risk management services, and the impact of the legalization of cannabis in the education sector. These three presentations will be distributed in next week's divisional email, and will be posted to our website. Watch for them!

## EXCELLENCE IN TEACHING

Nominations are now being accepted for the [Manitoba Excellence in Teaching Awards](#), which recognize outstanding individuals whose educational practices have a profound impact on student learning and engagement. There are five award categories: Teaching Excellence (three awards), Outstanding New Teacher, Outstanding Team Collaboration, Outstanding School Leader, and Premier's Award for Excellence in Education. Details about each of these categories can be found online or in the [awards brochure](#). Nominations can be submitted until December 1 by people with direct knowledge of the nominee's contributions—students, parents, colleagues, school or divisional administrators, or trustees. Awards come with a certificate and a \$500 cash prize, and recipients will be honoured at an Excellence in Teaching reception.



## EXCELLENCE IN SUSTAINABILITY

Did you know that [Manitoba's Excellence in Sustainability Awards](#) includes an education category? Sustainable development considers the long-term consequences of decisions and actions on the environment, the economy and human health and well-being. These awards recognize people, projects and ideas that successfully turn the principles of sustainable development into concrete, lasting achievements. The Education for Sustainability Award recognizes efforts involving public or private educational programs that incorporate sustainability into policies, operations and programs, or that enhance teaching and learning about sustainability, and the adoption of sustainability policies and practices. The award [application](#) deadline is noon on Friday, December 8, 2017.



## KEY RESULTS: CENSUS 2016

Stats Canada's latest release of information from the 2016 census includes analysis in two areas that will be of special interest to educators: [Aboriginal peoples in Canada](#) and [immigration and ethnocultural diversity](#).



CENSUS • RECENSEMENT

Among the findings:

- In 2016, Aboriginal people in Canada accounted for 4.9% of the total population, up from 3.8% in 2006 and 2.8% in 1996. Since 2006, the Aboriginal population has grown by 42.5%—more than four times the growth rate of the non-Aboriginal population over the same period.
- The Aboriginal population continues to be significantly younger than the non-Aboriginal population, with an average age of 32.1 years, compared to 40.9 years.
- There were more than 70 distinct Aboriginal languages reported in the 2016 Census, more than 30 of which had at least 500 speakers. There were 260,550 Aboriginal people who could speak an Aboriginal language in 2016, up 3.1% from 2006.
- Winnipeg has the highest Métis population of any metropolitan area in Canada: 52,130, up 28% from a decade earlier.
- One in five Canadians is now foreign born, and by 2036, that proportion could be as high as 30%.
- A greater proportion of immigrants are settling in the Prairies. Manitoba received 1.8% of immigrants to Canada in 2001; in 2016, that proportion had risen to 5.2%.
- Africa has surpassed Europe as a source continent for immigrants to Canada. It now ranks second only to Asia, and accounts for 13.4% of recent immigrants.

November 29 is the last [scheduled release date](#) for Census 2016 data. The November release will include information on education, labour, journey to and language at work, and mobility and migration.





# e-bulletin

November 8, 2017

## Appendix 'B'

191 Provencher Blvd. Winnipeg, MB R2H 0G4  
Phone: 204-233-1595 Toll Free: 1-800-262-8836

[www.mbschoolboards.ca](http://www.mbschoolboards.ca)

Follow us on Twitter [@MBSchoolBoards](https://twitter.com/MBSchoolBoards)

### SUMMER SCHOOL PATROLS

If you attended the recent October regional meetings, you'll remember that one of the presentations was an overview of association risk management services. (If you weren't in attendance, you can find the presentation [here](#).) That presentation made mention of summer school patrols that risk management (under the auspices of MSI insurance) implemented a number of years ago. In summer 2017, a total of 2528 school patrols were conducted in Winnipeg, Brandon, Lorette and Iles des Chenes. There were also 14 neighbourhood watch calls related to suspicious school-ground activity. Construction sites and school roofs proved to be a big draw for after-hour activity, accounting for a large percentage of reports. There was also graffiti and vandalism reported, as well as incidents of after-hours trespassing. Incidents were not restricted to any particular area or areas, although some individual schools attracted more attention than others. These in turn were patrolled more frequently in a proactive effort to stop trouble before it started.

### NEW WEBINAR SERIES LAUNCHES

This month, we launched the first in a new series of webinars that will feature superintendents from across the province, offering up their insights and expertise from their position as part of divisional leadership teams. The first webinar in this series aired earlier today, and featured Seine River superintendent Michael Borgfjord on supporting a culture of continuous change and improvement.

If you missed it live, you can find it in our [webinar](#) library. For upcoming titles, visit our website, or watch for announcements in this e-bulletin.



### CONVENTION 2018



The theme—Leadership, Service and Advocacy—is set. The facilities are booked. Speaker references are being checked. Or, in other words, Convention 2018 planning is in high gear! For all the latest news, visit our dedicated [convention webpage](#), where among other things, you'll find:

- details of our [recognition and award programs](#), including the forms you'll need to nominate a deserving person or program. The deadline for receipt of all nominations is January 26, 2018.

- [information on how to participate as a prize donor](#) in our annual raffle. This year, all proceeds from that raffle will be donated to [First Steps](#), a program of Winnipeg Harvest committed to feeding hungry babies across the province.
- a [call for workshop proposals](#), a way for your school division to share with delegates some of your positive initiatives in the areas of leadership, service and advocacy. The deadline for receipt of proposals is December 8.
- the [call for nominations and resolutions](#). Nominations will be accepted any time up until the final call on the morning of March 15, and while the deadline for regular resolutions has passed, emergent resolutions can still be submitted for consideration by the executive up until the start of convention.

And when you're checking out these or other convention-related materials, you'll be seeing a lot of "new for 2018" badges. With our change from a two-and-a-half day to two-day format this year, some long-standing convention traditions are changing. We've done our best to highlight these in our communications, so watch for them!



### LIMITED SPACE, LIMITED TIME

If you haven't yet registered for our November 17 workshop, it's not [quite] too late. We have a very limited number of spaces remaining for [Telling Stories About School: Building Public Support](#), a full day session at the Norwood Hotel with Marc Kuly. The registration deadline is this Friday, November 10. To register, complete the form that was distributed in our September 27 divisional mail, or request a form by emailing [Jennifer Esau](#).



Marc Kuly

### RESOURCES FOR NATIONAL CHILD DAY

In Canada, National Child Day has been celebrated since 1993, on November 20. The November date is significant because it was the date of adoption of two important documents focused on children's rights: the [United Nations Declaration of the Rights of the Child](#) in 1959, and the [United Nations Convention on the Rights of the Child](#) in 1989. The federal government's [National Child Day page](#) includes both a [child-friendly version](#) of the UN Convention on the Rights of the Child, and a [children's rights activity guide](#).



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LEADERSHIP, ADVOCACY AND SERVICE FOR MANITOBA PUBLIC SCHOOL BOARDS

1 November 2017

**TO:** The Board Chair and Superintendent  
All School Divisions and Districts

**FROM:** Heather Demetriooff, Director  
Education and Communication Services

**RE:** 2018 Recognition & Award Programs

**IMPORTANT  
CHANGES  
IN 2018**

Each year at its annual convention, the Manitoba School Boards Association recognizes exemplary programs, educators and students. The attached 2018 Recognition & Award Programs package contains an overview of each award along with criteria for eligibility and the selection process. Nomination forms for all programs can be found at the end of this package. These form-fillable PDFs can be filled out electronically, or printed off for completion. This package can also be found on the association [website](#).

There are two important changes to our awards program this year, that I would like to draw to your attention.

1. There will be no dedicated awards ceremony (Celebration of Success) this year. Instead, presentation of the different awards will be integrated at various points throughout the two-day program.
2. Nominees for the Premier Award for School Board Innovation will no longer be required to participate in an innovation showcase as a condition of the award. The showcase had previously been part of the Celebration of Success, which has been discontinued this year.

Completed nominations should be submitted to the individuals identified with each program, by the January 26 deadline. These same individuals can also answer any questions you may have about the various awards.

Thank you for your attention to this important matter.

HE/je  
Attachments





MANITOBA  
**School Boards**  
ASSOCIATION



**IMPORTANT  
CHANGES  
IN 2018**

## Recognition and Award Programs Information and Forms

Nomination deadline for all recognition and award programs is January 26, 2018.

[www.mbschoolboards.ca](http://www.mbschoolboards.ca)



# Recognition and Award Programs

## Background

Each year at its annual convention, the Manitoba School Boards Association recognizes exemplary programs, educators and students through its award programs. Through its long-service trustee awards, the association also recognizes individuals who have devoted many years to serving the interests of public education.

An overview of each award, along with the criteria for eligibility and the selection process, can be found in this Recognition and Award Programs package. Nomination forms for each category can be found at the end of this information package or on the association [website](#).

## Awards

Long-Service Trustee Recognition  
Presidents' Council Award  
Premier Award for School Board Innovation  
Student Citizenship and George Harbottle Memorial Award

## At-a-Glance Deadlines and Contact Information

Recognition or Award	Staff contact	Email
Long-Service Trustee Recognition	Andrea Kehler	<a href="mailto:akehler@mbschoolboards.ca">akehler@mbschoolboards.ca</a>
Presidents' Council Award	Andrea Kehler	<a href="mailto:akehler@mbschoolboards.ca">akehler@mbschoolboards.ca</a>
Premier Award for School Board Innovation	Karen Harrington	<a href="mailto:kharrington@mbschoolboards.ca">kharrington@mbschoolboards.ca</a>
Student Citizenship and George Harbottle Memorial Award	Heather Demetrio	<a href="mailto:hdemetrio@mbschoolboards.ca">hdemetrio@mbschoolboards.ca</a>

Nomination deadline for all recognition and award programs is January 26, 2018.



Presidents' Council Award



Premier Award  
for School Board Innovation



Student  
Citizenship  
Award



191 Provencher Boulevard, Winnipeg, Manitoba R2H 0G4  
Phone: 204-233-1595 | Toll Free: 1-800-262-8836 | Fax: 204-231-1356  
website: [www.mbschoolboards.ca](http://www.mbschoolboards.ca) twitter: [@MBSchoolboards](https://twitter.com/MBSchoolboards)

## Long-Service Trustee Recognition

Annually, school trustees with 12, 16 and 20 years of service to public education are eligible to be recognized as long-service trustees.

Submissions for the Long-service Trustee Recognition are verified by the nominating division/district and reviewed by the association administration.

**NEW** In 2018, Trustee Long-service Awards will be presented at the President's Banquet on the evening of Friday, March 16.

The deadline for Long-service Trustee Recognition nominations is January 26, 2018. Nomination forms can be found at the end of this package or on the association website.

## Presidents' Council Award

The Presidents' Council Award recognizes exemplary service and outstanding achievement, innovative thinking, personal initiative, and lasting and pervasive impact in the field of public education.



Presidents' Council Award

Professional educators, support staff and community members all contribute to successful student learning. Each year, on an alternating basis, nominations for this award will be accepted in one of two categories:

- Professional educators: teachers (classroom, resource, itinerant specialist teachers) or administrators (principals, divisional coordinators, senior administrators); or
- Support staff and community members: support staff (educational assistants, bus drivers, clerical, custodial and maintenance personnel) or community members (volunteers, parents, trustees, post-secondary and civil service personnel).

***In 2018, nominations will be accepted in the category of support staff and community members.***

Nominations for the Presidents' Council Award are evaluated and ranked by a selection committee. The selection committee consists of the association's president and vice-presidents, along with the three most recent (active) past presidents.

**NEW** In 2018, the Presidents' Council Award will be presented at the President's Banquet on the evening of Friday, March 16.

The deadline for Presidents' Council Award nominations is January 26, 2018. Nomination forms can be found at the end of this package or on the association website.



# Premier Award for School Board Innovation

The Premier Award for School Board Innovation recognizes educational innovations and improvements advanced or directed by boards of education to support and enhance student achievement. For 2018, the sponsor, Xerox Canada Ltd., has committed \$3,000 to award one prize in Manitoba. The prize is to be used to support or extend the innovation or project.



A panel established to review applications will select the award winner. The broad purpose of the award is to recognize and celebrate school board involvement in the improvement of learning opportunities for Manitoba children and youth.

Innovations will not be reviewed by the judging panel in-person; a decision will be based solely on written school board submissions. The selection panel will rely upon the following criteria in their determination of the award recipient:

- innovative nature of the program or project;
- sustainability of the innovation within the present system or school;
- ability to transfer the innovation to other systems or schools;
- cost of the innovation relative to benefits achieved;
- client support for the innovation; and
- evidence of improved student achievement.



The 2018 convention program **will not** include the innovation showcase that has featured Premier Award nominees in recent years. Nominees will no longer be required to participate in a showcase in order to be eligible for this award. The award will be presented at lunch on Friday, March 16.

The deadline for Premier Award for School Board Innovation nominations is January 26, 2018. Nomination forms can be found at the end of this package or on the association website.

## Student Citizenship and AMM George Harbottle Memorial Award



Student  
Citizenship  
Award



The Manitoba School Boards Association Student Citizenship Awards program for public school students in Manitoba recognizes outstanding young people throughout Manitoba who are active participants in their communities and schools. Seven awards are given annually, one to a student in each of the association's six geographic regions, and one provincial award to a student group. The awards take the form of a certificate and \$500. Students nominated but not selected to receive an individual award will receive a certificate and \$100. There are no age or grade restrictions on this award; all students in regular attendance in the K-12 program at a Manitoba public school are eligible.

The Association of Manitoba Municipalities (AMM) will further recognize one of the association's individual award winners by way of the AMM George Harbottle Memorial Award, in recognition of outstanding contributions at the community level. This award consists of \$1000.

The Manitoba School Boards Association Student Citizenship Award recognizes students from Manitoba schools who demonstrate their commitment to the values of citizenship through activities such as:

1. volunteer service to the community (i.e. service to health care facilities, senior citizen groups, shelters, day care centres).
2. involvement in citizenship or character building organizations.
3. participation in student government programs or activities.
4. leadership ability to motivate others to actions to benefit the community.

The AMM George Harbottle Memorial Award focuses specifically on those contributions that a student has made in the greater community, beyond the school walls.

The seven regionally-based directors who serve on the association's provincial executive will act as the selection committee for the Student Citizenship Awards. Representatives of AMM will select from among the individual winners of the Manitoba School Boards Association Student Citizenship Awards one student to receive the AMM George Harbottle Memorial Award.



In 2018, the student awards will be presented at lunch on Thursday, March 15. Award recipients will be invited to receive their award in person. Alternatively, they may submit a brief video that will be played at the time of the award presentation.

The deadline for Student Citizenship Award nominations is January 26, 2018. Nomination forms can be found at the end of this package or on the association website.

# Long-Service Trustee Recognition Nomination Form



## Eligibility:

This recognition honours the milestone periods of time that the recipients have devoted to serving as a school trustee and advancing the interests of public education within Manitoba. Twelve year Long-service recipients receive a special association pin, 16 year recipients a certificate, and 20 year recipients a sculpture. Long-service awards will be presented at the President's Banquet on Friday, March 16.

Division/District: \_\_\_\_\_

Recipient	Years of Service*

\*Service does not have to be continuous - i.e. there can be breaks in service.

Please use this space to provide any additional information or to list additional names.

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\_\_\_\_\_  
Contact Name (please print)

Deadline for nominations is January 26, 2018. Please return completed form to:

Andrea Kehler ([akehler@mbschoolboards.ca](mailto:akehler@mbschoolboards.ca))  
Manitoba School Boards Association  
191 Provencher Boulevard  
Winnipeg, MB R2H 0G4

Fax: 204-231-1356



Page 6

# Premier Award for School Board Innovation Nomination Form



Name or type of program:

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Goal of program:

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On no more than two, double-spaced pages, describe who instituted the program and why, when it began, how it works, who it serves, and how much staff time and cost it involves. Please include specific evidence that the program is successful. The selection panel will determine the winner on the basis of the program description.

Why do you think this program deserves recognition?

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School Division/District

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Board Chairperson

Signature of Board Chairperson

Secretary-Treasurer

Signature of Secretary-Treasurer

The Premier Award for School Board Innovation will be presented at lunch on Friday, March 16.

Deadline for nominations is January 26, 2018. Please return completed form to:

Karen Harrington ([kharrington@mbschoolboards.ca](mailto:kharrington@mbschoolboards.ca))  
Manitoba School Boards Association  
191 Provencher Boulevard  
Winnipeg, MB R2H 0G4

Fax: 204-231-1356

# Student Citizenship Award Nomination Form



Each school board in Manitoba is invited to nominate one student and one student group from its division or district for these awards. The Winnipeg School Division, constituting the Manitoba School Boards Association's Region 6, may nominate up to four students for the individual award, plus one student group. A nomination must take the form of a complete application, as follows:

## A. Student Application

- completed application form (including activity summary page)
- an essay (maximum 500 words) from the student or group that defines what citizenship means to them, and/or describes how the student or group has tried to live out the concept of good citizenship in school and community

## B. Two Sponsoring Letters as follows:

1. A letter from an official at the student's or group's school that:
  - describes the context in which the sponsoring official has known or worked with the student or group
  - describes how the student's or group's actions at school demonstrate good citizenship
2. A letter from a representative of a community organization that:
  - indicates the individual's relationship with the student or group
  - describes how the student's or group's actions in the community demonstrate good citizenship

In 2018, the student awards will be presented at lunch on Thursday, March 15. Award recipients will be invited to receive their award in person. Alternatively, they may submit a brief video that will be played at the time of the award presentation.

Deadline for Student Citizenship Award nominations is January 26, 2018. Nomination forms can be found at the end of this package or on the association's website.

**Deadline for nominations is January 26, 2018. Please return completed form to:**

Heather Demetriooff ([hdemetriooff@mbschoolboards.ca](mailto:hdemetriooff@mbschoolboards.ca))  
Manitoba School Boards Association  
191 Provencher Boulevard  
Winnipeg, MB R2H 0G4

Fax: 204-231-1356

# Student Citizenship and George Harbottle Memorial Awards Application Form

This application is for the ☐ individual student award ☐ student group award

Student or Group

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_

School Name: \_\_\_\_\_

Division/District: \_\_\_\_\_

All supporting documents attached. Please check ☒

☐ Completed application form

☐ Citizenship essay

☐ School sponsor letter

☐ Community sponsor letter

Sponsoring letters are being supplied by:

## A. School-based sponsor(s)

Sponsor's Name \_\_\_\_\_ Sponsor's Title \_\_\_\_\_

Sponsor's Name \_\_\_\_\_ Sponsor's Title \_\_\_\_\_

## B. Community-based sponsor(s)

Sponsor's Name \_\_\_\_\_ Sponsor's Title \_\_\_\_\_ Sponsor's Organization \_\_\_\_\_

Sponsor's Name \_\_\_\_\_ Sponsor's Title \_\_\_\_\_ Sponsor's Organization \_\_\_\_\_

Student or designated group member signature \_\_\_\_\_ Date \_\_\_\_\_

To be completed by school division for applications for individual student awards only!

Signed release form:

☐ is enclosed

☐ will follow within the 14 days of nomination deadline



## To be completed by applicants of Individual student awards:

### School-based activities/clubs:

Activity	Nature of Involvement	Time Commitment

### Community-based activities/clubs:

Activity	Nature of Involvement	Time Commitment

## To be completed by applicants for Student Group award:

Please use the space below to provide a brief description of the goals of your group, and of the activities you undertake to further those goals.

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### Submission Deadlines:

**For applications to the school/school board:** As determined by the school board

**For school board nominees to the Manitoba School Boards Association office:** January 26, 2018



# Student Citizenship and George Harbottle Memorial Awards

## Instructions for School-Based Sponsor

You are being asked to provide a letter to support the application of \_\_\_\_\_  
for the *Manitoba School Boards Association Student Citizenship* and the *Association of Manitoba Municipalities (AMM) George Harbottle Memorial Awards*.

### Description:

Six individual awards and one group award are given annually by the Manitoba School Boards Association to recognize outstanding young people throughout Manitoba who are active participants in their communities and schools. One additional award is presented by AMM to one of these award winners, in recognition of outstanding contributions at the community level.

### Submission Deadlines:

**For applications to the school/school board:** As determined by the school board

**For school board nominees to the Manitoba School Boards Association office:** January 26, 2018

### Criteria:

- Students must have demonstrated exemplary citizenship in their schools and in their communities.
- Students must be selected as their school board's nominee for this award, and submit a completed application by the deadline(s).

### Your letter of support should:

- describe the contexts in which you have known the student or group.
- describe how the student or group has indicated an appreciation of good citizenship, and has **demonstrated** this through actions in the **school setting**.

**Thank you for your support of student citizenship and community leadership!**

# Student Citizenship and George Harbottle Memorial Awards

## Instructions for Community-Based Sponsor

You are being asked to provide a letter to support the application of \_\_\_\_\_  
for the *Manitoba School Boards Association Student Citizenship* and the *Association of Manitoba Municipalities (AMM) George Harbottle Memorial Awards*.

### Description:

Six individual awards and one group award are given annually by the Manitoba School Boards Association to recognize outstanding young people throughout Manitoba who are active participants in their communities and schools. One additional award is presented by AMM to one of these award winners, in recognition of outstanding contributions at the community level.

### Submission Deadlines:

**For applications to the school/school board:** As determined by the school board

**For school board nominees to the Manitoba School Boards Association office:** January 26, 2018

### Criteria:

- Students must have demonstrated exemplary citizenship in their schools and in their communities.
- Students must be selected as their school board's nominee for this award, and submit a completed application by the deadline(s).

### Your letter of support should:

- describe the contexts in which you have known the student or group.
- describe how the student or group has indicated an appreciation of good citizenship, and has **demonstrated** this through actions in the **community**.

**Thank you for your support of student citizenship and community leadership!**

# Student Citizenship and George Harbottle Memorial Awards Release Form

**This form must accompany or follow all divisional nominations for individual *Manitoba School Boards Association Student Citizenship/AMM George Harbottle Memorial Awards*.**

The Manitoba School Boards Association is a voluntary association of public school boards in Manitoba. The Association of Manitoba Municipalities (AMM) represents local government bodies from across Manitoba. Each year, the Manitoba School Boards Association sponsors six Student Citizenship Awards, and AMM one George Harbottle Memorial Award. The intent of these awards is to honour the efforts of Manitoba students at modeling and promoting good citizenship within both their schools and their broader communities.

The awards are presented each March at a public ceremony that is held in conjunction with the Annual Convention of the Manitoba School Boards Association. To promote this ceremony, and to assist us in recognizing the award recipients and all nominees, the Manitoba School Boards Association asks that the parents/guardians of each nominee (or the nominees themselves, if they are 18 years of age or older) complete this release form.

## Personal information that may be used:

- student's name, school, and grade level;
- a synopsis of his or her community and school involvement; and
- photos of the nominees including photos taken at the awards ceremony.

## Purposes for which this information may be used:

- promotional materials for the evening, including but not limited to news releases and programs;
- Association print and electronic publications; and
- congratulatory messages in non-Association publications.

## Parent/Student permission:

I hereby consent that the information identified in this release form may be used for the identified, non-commercial purposes.

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Name of Student

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Signature of parent (or student if 18 years of age or older)

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Date

LEADERSHIP, ADVOCACY AND SERVICE FOR MANITOBA'S PUBLIC SCHOOL BOARDS

October 31, 2017

Honourable Cameron Friesen  
Minister of Finance  
Room 193-450 Broadway  
Winnipeg, MB R3C 0V8  
e-mail [budget2018@gov.mb.ca](mailto:budget2018@gov.mb.ca)

Dear Minister Friesen:

Thank you for this opportunity to share public school boards' perspectives as you embark on the challenging task of setting our province's financial course for the next year and beyond. As the bodies elected to govern Manitoba's public school system, the 38 school boards that comprise this association's membership have an obvious interest in ensuring that the education system is appropriately resourced. Beyond that, however, we all share a fundamental concern for the well-being of all children in every aspect of their lives. The comments that follow will reflect both of those priorities.

***Education finance and related matters***

The brief that we submitted at the time of last year's pre-budget consultations outlined several areas where we believe legislative, regulatory, or other changes could positively impact school boards' ability to deliver improved services, at little or no additional cost to the province or local taxpayers.

In the intervening year, the provincial government has acted on one of those recommendations, namely the elimination of the 20-student cap on class size in kindergarten to grade three classrooms. Research fails to show that such a reduction in class size leads to significantly improved student learning outcomes. What is clear, however, is that the cap came with significant capital and operational costs, and negatively impacted school boards' ability to manage resources. On behalf of school boards, I would like to thank your government for making this change.

Two other major recommendations were included in our 2017 budget brief.

**The elimination on the moratorium on school closures:** Since its introduction, the moratorium has required many school boards to expend money to maintain and upgrade what is effectively surplus space, and to staff classrooms for students who might actually be better served in a larger, nearby facility. We would once again urge the provincial government to introduce the necessary amendments to *The Public Schools Act* to eliminate the moratorium. At the same time, we would look forward to working with the government to establish new school closing guidelines that would ensure that no school is closed without appropriate community consultations.

**Revisions to the funding formula:** Most funding provided by the province to school boards in support of education comes in the form of either block (per pupil) or categorical (targeted) funding. Block funding provides maximum flexibility for school boards in that it allows them to expend funds in support of locally identified needs. Categorical funding, on the other hand, needs to be directed to specific, centrally-determined priority areas, and the monies provided frequently do not cover the full cost of the service being delivered. We would encourage the government to take this view into account in any review of education funding, and work to restore a more appropriate balance of block and categorical funding in a revised formula.

While these are two of the major recommendations contained in our 2017 brief, there are others that we believe remain valid. That brief may be found at <http://www.mbschoolboards.ca/documents/budgetConsultations2017.pdf>.

### ***The well-being of children and youth***

While the mandate of school boards is technically limited to the in-class experiences of school-aged children, their area of concern is much broader. This is reflected in the Manitoba School Boards Association policy on students, which reads, in part, as follows.

Public schools not only provide academic courses of study for students; they also share in the family and community responsibility for nurturing the whole child, and for helping each one grow into a healthy, happy and contributing member of society. To that end, public schools must:

- recognize the critical importance of the early years for children's healthy development and learning, and support inter-agency cooperation and collaboration to meet the needs of young children and their families.
- mitigate the negative impacts of poverty on students, and ensure that equitable educational opportunities are available to all children and youth, regardless of socio-economic status.
- understand the significant roles good physical and mental health, emotional intelligence and empathy play in overall student well-being and achievement, and support or develop programs and initiatives designed to have a positive impact in these areas.

With this policy position in mind, we would like to comment on some of the specific matters raised in the government's pre-budget discussion paper and survey.

**Balancing the budget:** School boards fully appreciate the value of a balanced budget. Every dollar spent on interest is one dollar that is not available to pay for valuable services for Manitobans. With the specter of rising interest rates before us, debt reduction becomes even more important.

However, we would caution the government against focusing on cost exclusively. Value is often more important, and when it comes to the well-being of children, that is especially true. Developing children are vulnerable, and even a short-term delay in their access to high-quality health, education, childcare or other needed services can have life-long and devastating effects. Children don't get a second chance at a good start in life. Therefore, we would strongly caution the government not to balance the budget by reducing supports for children and their families, until and unless there is solid evidence that a particular support is not achieving its intended objective.

**Health care premiums:** Health care is obviously a critical service for all Manitobans, and as such, access to high quality and timely health care needs to be guaranteed. Whether or not such access requires the introduction of a health care premium is a discussion that will, no doubt, engender lively debate, but it is not a debate we wish to enter into at this time. What we do want to state unequivocally is that if health care premiums *are* mandated, they must be structured in such a way so as not to negatively impact children or families.

Manitoba continues to have a high number of children living in poverty. Many more live in families with incomes that, while not technically below the poverty line, make it challenging to provide for all of their children's physical and social needs. Health care premiums, if introduced, must not increase such challenges for families. They must not be forced to forego nutritious food, appropriate childcare arrangements, or reasonable recreational activities for their children in order to pay mandated health care premiums.

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**Cannabis:** The Manitoba School Boards Association submitted a comprehensive statement outlining its views on the pending legalization of cannabis, which is available on our website at <http://www.mbschoolboards.ca/documents/Advocacy/MSBA%20-%20Minister%20Stefanson%20-%20Cannabis%20-%202016%20Mar%202017.pdf>. In the context of the present pre-budget consultation, and as outlined in our March 16, 2017 letter to Justice Minister Heather Stefanson, I would simply like to reiterate that our primary concern is with the well-being of children and youth. Whatever approach it takes to implementing the sale and regulation of cannabis, we would urge the government to make this its priority as well. The potential for the sale of cannabis to generate additional tax revenue for the province must always be a secondary consideration.

Thank you for considering our perspectives on these important matters as you work to develop Manitoba's 2018 budget. We look forward to working with you in the coming months and years to ensure that our province remains a place where all Manitobans, but especially children, can grow and thrive.

Sincerely,



Ken Cameron, President  
Manitoba School Boards Association

cc Honourable Ian Wishart, Minister of Education and Training  
All Manitoba School Boards

LEADERSHIP, ADVOCACY AND SERVICE FOR MANITOBA'S PUBLIC SCHOOL BOARDS

November 8, 2017

**TO:** The Chairperson and Superintendent, All Divisions and Districts

**FROM:** Heather Demetriooff, Director, Education and Communication Services

**RE:** **Call for Workshop Proposals**  
Manitoba School Boards Association 2018 Convention, March 15 and 16, Winnipeg

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The theme for the Manitoba School Boards Association 2018 convention is ***Leadership, Service and Advocacy***. The event will explore the idea that three simple words—lead, serve and advocate—capture the complex work of school boards. Effective boards are leaders who envision tomorrow, and work to ensure students have the skills and knowledge they'll need to thrive in that future. They are public servants in the truest meaning of that phrase, committed to working for *all* students, their families, and the community. And they are advocates who understand that *everyone* has a stake in public education, and that part of their job is to remind people of that fact from time to time.

Once again this year, we are inviting school boards to share with their colleagues stories from their own divisions that speak to the central theme of the convention: leadership, service and advocacy. Proposals may highlight one aspect of the theme, or provide insight into how your school board has successfully integrated two or even all three aspects into its planning and outreach efforts.

Workshops will be held throughout the day on Thursday, March 15 only, and all will be one hour in length. To submit a proposal, please complete the attached form and submit it to my attention at your earliest convenience, but no later than December 8, 2017. While we appreciate all submissions, time constraints and programming requirements may prevent us from accommodating all proposals.

Thank you.

:hd

Attachment





**Leadership, Service and Advocacy**  
**Manitoba School Boards Association 2018 Convention—March 15 to 16 – Delta Hotel Winnipeg**  
**Call for Workshop Proposals**

The theme for the Manitoba School Boards Association 2018 convention is **Leadership, Service and Advocacy**. The event will explore the idea that three simple words—lead, serve and advocate—capture the complex work of school boards.

School boards are invited to share with their colleagues stories from their own divisions that speak to this central theme. Proposals may highlight one aspect (leadership, service or advocacy), or provide insight into how you successfully integrated two or even all three aspects into your planning, programming or outreach efforts.

**Working title of session:** \_\_\_\_\_

**Session focus (check all that apply):**

Leadership	_____
Service	_____
Advocacy	_____

**Presentation Overview** (up to 250 words; attach an additional page, if required):

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**There will be three, one-hour workshop slots on Thursday, March 15, 2018.**  
**Please indicate your preferred presentation time, below.**

10:20 a.m. to 11:20 a.m.	_____	11:30 a.m. to 12:30 p.m.	_____
2:10 p.m. to 3:10 p.m.	_____	No preference	_____

**Contact information:** Division/District: \_\_\_\_\_

Name: \_\_\_\_\_ Position/Title: \_\_\_\_\_

Telephone: \_\_\_\_\_ Email: \_\_\_\_\_

Please complete this form and return it by fax (204.231.1356) or e-mail ([hdemetrioff@mbschoolboards.ca](mailto:hdemetrioff@mbschoolboards.ca)) to  
Heather Demetrioff, Director, Education and Communication Services  
Deadline for consideration: December 8, 2017. Thank you!

LEADERSHIP, ADVOCACY AND SERVICE FOR MANITOBA'S PUBLIC SCHOOL BOARDS

**A COMPILATION OF SOURCES  
RELATING TO P3 CAPITAL INFRASTRUCTURE  
FOR SCHOOL-RELATED PROJECTS**

In an effort to provide objective and nonpartisan analysis on the topic of Triple P capital development for school-related infrastructure projects, the following bulletin provides links to all websites and sources that were used to inform the recent presentation that was delivered to MSBA regional meetings on this important topic. All links were accessed in November, 2017 to ensure members' ability to retrieve information from these sites. MSBA cannot assure that all links will continue to direct browsers to the information that was used to prepare the fall regionals presentation. MSBA does not endorse or necessarily subscribe to any of the views or perspectives that are contained in the following sources.

**GENERAL BACKGROUND DOCUMENTS**

**PPP CANADA:**

English: <http://www.p3canada.ca/en/>

French: <http://www.p3canada.ca/fr/>

Helpful sections of this website include definitions of Triple P Capital and several resources relating to "how P3s work".

**CANADIAN COUNCIL FOR PUBLIC-PRIVATE PARTNERSHIPS:**

[http://www.pppcouncil.ca/web/Knowledge\\_Centre/What\\_are\\_P3s/\\_Definitions\\_Models/web/P3\\_Knowledge\\_Centre/About\\_P3s/Definitions\\_Models.aspx?hkey=79b9874d-4498-46b1-929f-37ce461ab4bc](http://www.pppcouncil.ca/web/Knowledge_Centre/What_are_P3s/_Definitions_Models/web/P3_Knowledge_Centre/About_P3s/Definitions_Models.aspx?hkey=79b9874d-4498-46b1-929f-37ce461ab4bc)

Website provides information and several publications relating to Triple P approaches in general, as well as for school-related infrastructure. The above link directs users of the website to the definition page, which includes the scale of public-private partnerships graphic that was included in the MSBA presentation.

**CONFERENCE BOARD OF CANADA:**

<http://www.conferenceboard.ca/e-library/abstract.aspx?did=3431>

In January 2010, the Conference Board of Canada produced a report entitled "Dispelling the Myths: A Pan-Canadian Assessment of Public-Private Partnerships for Infrastructure Investments". This report is accessible on the Conference Board website but is available only to registered users.

Based on the report, the following table highlights a general comparison of conventional public procurement and P3 procurement. As referenced during the presentation delivered by MSBA, it is important for school boards in Manitoba to be aware that this provides general guidance and understanding only. Practice from jurisdiction to jurisdiction does and can vary.

TABLE 1		
Comparison of Conventional Public Procurement and P3 Procurement		
	Conventional Procurement	P3 Procurement
Process	Separate phases (Design, Finance, Build, Operate) procured separately in a "design-bid-build" model through a series of contracts at each juncture of the project.	All phases (two or more) are integrated to carry the project through from design to build to fixturing to operation – and several projects can be "bundled" in a comprehensive series of agreements.
Contracts	Short-term agreements for tendering specific phases of design, construction, FF&E (fixturing) and operation. Conventional builds utilize stipulated price contracts or construction management contracts with contracts for sub-trades.	Longer-term contracts covering the useful life of the asset, extending to 20 or 30 years, covering complete services and assuming risk. Include capital refresh sinking fund for ongoing maintenance.
Financing	Funded through public debt borrowing at government rates through the issuing of bonds. Limited to regular payments to contractors based upon work completed to date.	A substantial share of project cost is financed through project-specific equity and debt. Equity provided by consortium partners usually makes up less than 20 per cent of the project financing.
Contract Specifications	(Prescriptive Specifications) Public agency specifies the exact inputs required for the facility, but specific outputs or performance standards may not be spelled out in the contract.	(Performance Specifications) Deliverables are specified in terms of outputs, entrusting oversight to public partner. Specified outputs include functional design requirements, and operational standards.
Payment Schedule	Monthly payments are normally made to contractors based upon percentage of project completed. Up to 90 per cent of cost may be paid in monthly installments. Final payment paid upon delivery of project, after the builders' lien holdback.	Private contractor expected to bear all the capital costs and paid only for defined assets or services upon project completion – in a performance-based contract.
Cost Controls	Award contracts to lowest bidders and highly dependent upon effectiveness of public oversight over costly design errors and change orders.	Close collaboration between design-build team at all stages minimizes costly design errors and change orders. Buildings designed more effectively by team to achieve cost efficiencies. Risk transferred to contractors better able to handle risk.

Source: Adapted from Conference Board of Canada, *Dispelling the Myths: A Pan-Canadian Assessment of Public-Private Partnerships for Infrastructure Investments* (Ottawa: Conference Board of Canada, January 2010), Table 1, p. 3.

The above table was referenced from a report by the Atlantic Institute for Market Studies "Reinventing the Building of Schools: The Real Legacy of Public-Private Partnership (P3) Schools in Nova Scotia". Please see below for links to the report and other information produced by AIMS concerning P3 capital.

#### SYNOPSIS OF "PRO" ARGUMENTS:

MSBA's presentation included a list of bullet point highlights summarizing "pro" side arguments in favour of Triple P capital. This synopsis of bullet points was also referenced in the report by the Atlantic Institute for Market Studies "Reinventing the Building of Schools: The Real Legacy of Public-Private Partnership (P3) Schools in Nova Scotia". It should be noted that the author of the study, Dr. Paul Bennett, in turn cited this list of "pro" side arguments from a 1997 publication produced for the Government of Nova Scotia by Anderson Consulting Services titled "The Guide to Strategic Partnering". A link to the AIMS report is included below.

#### SYNOPSIS OF "CON" ARGUMENTS:

MSBA's presentation also included a list of bullet point highlights summarizing "con" side arguments against Triple P capital. This list of highlights was adapted from the "P3 School fact Sheet" produced by the Canadian Union of Public Employees. A link to this publication is provided below.

## **CANADIAN UNION OF PUBLIC EMPLOYEES:**

<https://sk.cupe.ca/files/2013/04/P3-School-Fact-Sheet.pdf>

The above link directs users to the “P3 School Fact Sheet” developed in Saskatchewan by the Canadian Union of Public Employees. Bullet highlights concerning the “con” side of arguments against P3 capital development for schools was referenced from the “six issues to watch for” outlined within the fact sheet.

<https://cupe.ca/node/33119>

The link above directs users to a “Case Study: Alberta P3 Schools” compiled by CUPE in July, 2014. Webpage also contains links to CUPE’s summary analysis of, and full report titled “Private Profit, Public Loss: The Community Impact of Alberta P3 Schools”.

### **Brandon Sun Article:**

“CUPE ‘Raising Red Flags’ about P3 School Model” (June, 2017).

<https://www.brandonsun.com/local/cupe-raising-red-flags-about-p3-school-model-430993033.html>

## **CANADIAN CENTRE FOR POLICY ALTERNATIVES:**

Additional “con” side arguments were referenced from CCPA’s monitor publication (April, 2009) authored by Toby Sanger and Corina Crawley titled “The Problem with Public-Private Partnerships: Economic crisis exposes the high costs and risks of P3s”. A link to this publication is as follows:

<https://www.policyalternatives.ca/publications/monitor/problem-public-private-partnerships>

## **THE MANITOBA CONTEXT: CURRENT STATUS**

### **GOVERNMENT OF MANITOBA NEWS RELEASES:**

#### **May 2 Announcement:**

<http://news.gov.mb.ca/news/index.html?item=41451&posted=2017-05-02>

Backgrounder relating to Request for Proposal: [http://news.gov.mb.ca/asset\\_library/en/newslinks/2017/05/BG-P3\\_RFP-ET-PR.pdf](http://news.gov.mb.ca/asset_library/en/newslinks/2017/05/BG-P3_RFP-ET-PR.pdf)

#### **August 2 Announcement:**

<http://news.gov.mb.ca/news/?item=41941&posted=2017-08-02>

The above announcements relate to the issuance of a Request for Proposal by Manitoba to assemble a business case concerning Triple P Capital for school-related infrastructure.

## **TRIPLE P CAPITAL FOR SCHOOL-RELATED PROJECTS IN THE CANADIAN CONTEXT**

### **NOVA SCOTIA:**

#### **Atlantic Institute for Market Studies:**

MSBA’s overview of the experience of Nova Scotia was largely drawn from a report by the Atlantic Institute for Market Studies “Reinventing the Building of Schools: The Real Legacy of Public-Private Partnership (P3) Schools in Nova Scotia” by Dr. Paul Bennett (May, 2017). For access to the report, please visit the following websites.

Introductory webpage for report:

<http://www.aims.ca/books-papers/reinventing-the-building-of-schools/>

Link to report:

[http://www.aims.ca/wp-content/uploads/2017/05/AIMS-17003\\_P3Legacy\\_MY0917-F1.pdf](http://www.aims.ca/wp-content/uploads/2017/05/AIMS-17003_P3Legacy_MY0917-F1.pdf)

Op-ed commentary by Dr. Bennett:

<http://www.aims.ca/op-ed/dispelling-p3-schools-myth-setting-record-straight/>

#### **National Post Media Article:**

“NS Government Inks \$50 Million Cheque to Developers to Buy 10 P3 Schools” (January, 2014).

<http://nationalpost.com/pmnn/news-pmnn/canada-news-pmnn/n-s-government-inks-50-million-cheque-to-developers-to-buy-10-p3-schools>

#### **ALBERTA:**

##### **Government of Alberta:**

PowerPoint Presentation re: “A new approach to building schools in Alberta” (June, 2012).

<https://open.alberta.ca/dataset/795dd97a-1e93-4d88-8233-147ed2c066be/resource/271577a7-ec27-4abc-952f-2ad3b42397c5/download/6576050-2012-06-new-approach-building-schools.pdf>

##### **Canadian Consulting Engineer:**

“School Design in the Era of P3s” (May, 2011).

<http://www.canadianconsultingengineer.com/features/school-design-in-the-era-of-p3s/>

“Alberta Receives Only One P3 Respondent for Building 19 Schools” (January, 2014).

<http://www.canadianconsultingengineer.com/buildings/alberta-receives-only-one-response-from-p3-partners-to-design-and-build-19-new-schools/1002862208/>

##### **Canadian Journal of Green Building and Design:**

“The Alberta Schools Alternative Procurement (ASAP): A new approach to building schools in Alberta” (Jan, 2011)



Alberta P3  
article\_Jan-Feb 2011a

##### **Global News Article:**

“Alberta Government Scraps P3 Funding Model for New Schools” (June, 2014).

<https://globalnews.ca/news/1401800/alberta-government-scraps-p3-funding-model-for-new-schools/>

##### **Graham Construction Brochure:**



Graham Brochure -  
Association of Manitob

Please see pages 8 and 9 of the attached brochure for relevant information.



## **SASKATCHEWAN:**

### **Leader Post Article:**

“To P3, or not to P3: an Analysis of Saskatchewan School Funding Model (with Infographic and PDFs)” (January, 2014).

<http://www.leaderpost.com/analysis+saskatchewan+school+funding+model+with+infographic+pdfs/9344104/story.html>

### **CBC News Article:**

“Regina P3 school rules limit classroom decorating, prohibit opening of windows for 1 year” (September, 2017).

<http://www.cbc.ca/news/canada/saskatchewan/saskatchewan-p3-schools-rules-decorating-1.4273050>

## **OTHER SOURCES**

“P3 Innovation: The Canadian Model” (November, 2014), Public Sector Digest:

<https://www.publicsectordigest.com/article/p3-innovation-canadian-model>

“The Procurement of Public Infrastructure: Comparing P3 and Traditional Approaches” (2015), Lawrence National Centre for Policy and Management, Ivey School of Business, University of Western Ontario:

<https://www.ivey.uwo.ca/cmsmedia/1964203/comparing-p3-and-traditional-approaches.pdf>