# A. Business Arising for Board Action

## I. PRESENTATIONS

**FROM SCHOOLS**

École New Era School
École secondaire Neelin High School
Meadows/Waverly Park

## II. HUMAN RESOURCES

## III. SECRETARY-TREASURER

### 1. DAKOTA OJIBWAY CHILD AND FAMILY SERVICES

For Action..... K. Zabowski

An Agreement has been drawn up for the delivery of an Education Plan development by the Division in partnership with Dakota Ojibway Child and Family Services for a Level III student currently enrolled in the Brandon School Division. (Appendix A). The Associate Superintendent has reviewed and approves of this Agreement. The Agreement is effective for the period September 7, 2011 to November 3, 2011. A motion is included in the agenda for Board consideration. Please contact me should you require further information.

***RECOMMENDATION:***
*That the Service Purchase Agreement between Dakota Ojibway Child and Family Services and Brandon School Division for the delivery of an Educational Plan developed by the Division in partnership with Community Living Disability Services for a Level III student for the 2011/2012 school year be approved in the amount of $4,013 for the period September 7, 2011 to November 3, 2011; and the Chairperson and Secretary-Treasurer are hereby authorized to sign same on behalf of the Division.*

### 2. COMMUNITY LIVING DISABILITY SERVICES

For Action..... K. Zabowski

An Agreement has been drawn up for the delivery of an Education Plan development by the Division in partnership with Community Living Disability Services for a Level III student currently enrolled in the Brandon School Division. (Appendix B). The Associate Superintendent has reviewed and approves of this Agreement. The Agreement is effective for the period November 4, 2011 to June 30, 2012. A motion is included in the agenda for Board consideration. Please contact me should you require further information.

***RECOMMENDATION:***
*That the Service Purchase Agreement between the Community Living Disability Services and Brandon School Division for the delivery of an Educational Plan developed by the*

*Division in partnership with Community Living Disability Services for a Level III student for the 2011/2012 school year be approved in the amount of $16,413 for the period November 4, 2011 to June 30, 2012; and the Chairperson and Secretary-Treasurer are hereby authorized to sign same on behalf of the Division.*

## 3. KELLEHER FORD SALES SCHOLARSHIP

For Action..... K. Zabowski

Mr. John Kelleher, President of Kelleher Ford Sales would like to renew a scholarship for students graduating from the Neelin High School Off-Campus Program. The conditions for establishing the scholarship have now been completed and an Agreement prepared. The scholarship is to be known as "The Kelleher Ford Sales Scholarship" in the amount of $100 annually over the next three (3) years for a graduating student from the Neelin High School Off-Campus Program who is enrolled in a Post Secondary Program. The Agreement is attached as Appendix C. A recommendation approving the Agreement is included in the agenda. Please contact me should you have any questions in this regard.

***RECOMMENDATION:***
*That the Agreement for the renewal of the scholarship for a student graduating from the Neelin High School Off-Campus Program to be known as "The Kelleher Ford Sales Scholarship" in the amount of $100.00 annually over the next three years (2012 to 2014) be approved and the Chairperson and Secretary-Treasurer be and are hereby authorized to affix their signatures and the seal of the Division thereto.*

## 4. MURRAY CHEVROLET CADILLAC SCHOLARSHIP

For Action..... K. Zabowski

Mr. Doug Murray, General Manager, Murray Chevrolet Cadillac would like to continue with the scholarship for students graduating from the Neelin High School Off-Campus Program. The Agreement is attached as Appendix D. A recommendation approving the Agreement is included in the agenda. Please contact me should you have any questions in this regard.

***RECOMMENDATION:***
*That the Agreement for the scholarship for a student graduating from the Neelin High School Off-Campus Program known as "The Murray Chevrolet Cadillac Scholarship" in the amount of $250.00 for the 2011-2012 school year with a review regarding the potential continuation of the scholarship for the 2012-2013 school year be approved and the Chairperson and Secretary-Treasurer be and are hereby authorized to affix their signatures and the seal of the Division thereto.*

## 5. P.E.O. CHAPTER R SCHOLARSHIP

For Action..... K. Zabowski

P.E.O. Chapter R of Brandon would like to renew a scholarship for a female student graduating from the Neelin High School Off-Campus Program. The conditions for establishing the scholarship have now been completed and an Agreement prepared. The scholarship is to be known as "The P.E.O. Chapter R of Brandon Scholarship" in the

amount of $500 for the 2011-2012 school year for a graduating female student from the Neelin High School Off-Campus Program. The Agreement is attached as Appendix E. A recommendation approving the Agreement is included in the agenda. Please contact me should you have any questions in this regard.

***RECOMMENDATION:***
*That the Agreement for establishment of a scholarship for a female student graduating from the Neelin High School Off-Campus program to be known as "The P.E.O. Chapter R of Brandon Scholarship" in the amount of $500.00 for the 2011-2012 school year be approved and the Chairperson and Secretary-Treasurer be and are hereby authorized to affix their signatures and the seal of the Division thereto.*

### 6. RESCIND FORM 7004.2 – VIOLENT INCIDENT REPORT FORM

For Action..... K. Zabowski

At the Regular Board Meeting on May 14, 2012 a Giving of Notice was presented for the purpose of rescinding Form 7004.2 – "Violent Incident Report Form". The above-noted is attached as Appendix F. A motion to rescind and replace is included in the agenda for Board consideration.

### 7. FACILITIES & TRANSPORTATION COMMITTEE – CONSULTATION PROCESS FOR THE FALL OF 2012

For Action..... K. Zabowski

At the Facility and Transportation Committee Meeting held on May 9, 2012, the Committee received and reviewed a proposed consultation document entitled "Consultation Process for Development of Facilities in the Brandon School Division (2012-2016)" (Attached as Appendix G) It was agreed the proposed consultation process together with three public consultations to be held in September, 2012 be presented to the Board of Trustees for approval. That motion is included in the Board Agenda for May 28, 2012.

## IV. SUPERINTENDENT OF SCHOOLS

## V. SENIOR ADMINISTRATION RESPONSE TO TRUSTEE INQUIRIES

# B. Administrative Information

## I. HUMAN RESOURCES

### 1. PERSONNEL REPORT

For Information ..... B. Switzer

Included in the agenda package as Confidential #1 is the Personnel Report, a listing of resignations and employment approved by the Superintendent of Schools and Secretary-Treasurer since the last meeting.

## II. SECRETARY-TREASURER

## III. SUPERINTENDENT OF SCHOOLS

### 1. SCHOOL INFORMATION

For Information ..... D. Michaels

**SCHOOL VISITS (APRIL 16 TO MAY 18, 2012)**

- Tuesday, May 7, 2012 – St. Augustine School
- Thursday, May 17, 2012 – Crocus Plains Regional Secondary School

#### A. QUALITY LEARNING

**QUALITY LEARNING AT MEADOWS SCHOOL**
***Report prepared by Ms. Nancy Dane, Principal, Meadows School***

As an action plan outcome of our focus on student engagement as a critical aspect of student development, a team of grade seven (7) and eight (8) students joined the Meadows school Youth Revolution leadership team. This group of student leaders, led by our school counselor, Dayna Galatiuk, has experienced a high level of personal growth, provided role models for their peers, and has positively affected our entire school community. Some of the initiatives Y Revolution has undertaken are:

- Presented the Matrix of Expected Behaviours in a "centres" format for Early Years and a Powerpoint/Role Modelling format for Middle Years. It was received very well by our students, and the impact of our older student leaders providing the role modeling and leadership with this project was immeasurable;
- Organized and facilitated a Healthy Eating Week at Meadows which involved selling and serving nutritious snacks with the proceeds being donated to Westman Dreams for Kids;
- Planned "The Day of Pink" which promoted anti-bullying in our communities. They made presentations to all classrooms which involved reading relevant stories, active learning about the responsibilities of bystanders, and developing empathy for victim of bullying. To culminate this week, all students took a pledge to, "Be the

Difference". The Youth Revolution team sold "Day of Pink" t-shirts and all proceeds were donated to the Canadian Red Cross. Our "Day of Pink" was celebrated with over seventy-five (75) percent of our school staff and students wearing pink;

- From this initiative, our school was chosen as one (1) of two (2) in the province to receive a visit, which will occur in June of this year, from an Olympian;
- The Youth Revolution team planned and facilitated a Wellness Day for our grade seven (7) and eight (8) students that required a high level of planning, organization, and commitment. Activities ranging from Zumba and Latin Dancing, Tobacco prevention, drug/alcohol awareness, gambling awareness, drama and improvisation, healthy eating and much more. The energy felt in the grade 7/8 area of Meadows School on this day was immeasurable;
- The Youth Revolution received the Premier's Volunteer Award in Winnipeg in April and Mrs. Galatiuk and a grade eight (8) student were in attendance to receive the award;
- Three of the Youth Revolution students represented Meadows School at a School Board meeting this school year to share their Youth Revolution experiences;
- Five Youth Revolution team members attended the Chamber Luncheon in Brandon to listen to the Premier's address and liaise with Brandon business people; and
- Youth Revolution students are called upon to volunteer at various events in our school and community,eg: K-4 Play Day, Biggest Loser Challenge, Home Show, Brandon Summer Fair, Anti-Racism events, SPIN Wellness Day, Country Fair, and the Welcome to Kindergarten program.

## B. QUALITY SUPPORT SERVICES

### QUALITY SUPPORT SERVICES AT EARL OXFORD SCHOOL

***Report prepared by Mr. Ian Carkener, Acting Principal, Earl Oxford School***

In the 2011-2012 school year, Earl Oxford staff and students worked with our new Resource and Guidance teachers on a variety of projects. Resource was involved in facilitating meetings between Earl Oxford staff and the members of our CLC team, working with student groups, and EA supervision. Our Guidance program saw approximately twelve (12) students involved with the Y Revolution Program. They helped to raise money for student projects, as well as well as delivering student based presentations. Our leadership group worked in the canteen, raised money through several fundraisers, which was donated to several charities, volunteered at the Helping Hands, and Christmas Cheer, worked as peer mentors with our grade 2 classroom and helped with raising awareness of peace and healthy living. Our student council organized spirit weeks, a book exchange, an Olympic-themed sporting day, school dances, a "free" Christmas store and a Family Fun Night. We had a partnership with the ACC Police Service program whereby several constables in training came on a weekly basis and mentored some of our students. We also partnered with Donna Forsythe's Brandon University Literacy Class and had her students work and report out on our grade 3 classes.

We also saw our EAL teachers take our students on several outings to practice their English speaking skills and to learn about the history and services available in the

city. These trips also allowed them to practice their English speaking skills and become more aware of how government and businesses work in Canada.

### C. ADMINISTRATIVE AND STATISTICAL INFORMATION

**SUSPENSIONS**

| SCHOOL | NO./STUDENTS | NO./DAYS | REASON |
|---|---|---|---|
| Crocus Plains Regional Secondary School | 5 | 10,30 | Unacceptable Behaviour |
| Earl Oxford | 1 | 3 | Assaultive Behaviour |
| Neelin High School | 4 | 5,10 | Drug & Alcohol |
| Riverheights | 2 | 4,5 | Assaultive Behaviour |
| Vincent Massey High School | 4 | 4,5,9 | Assaultive Behaviour, Unacceptable Behaviour |

## 2. DIVISIONAL INITIATIVES

For Information ..... D. Michaels

### A. QUALITY TEACHING

**ANNUAL STRATEGIC PLAN REVIEW / MAY 4, 2012**

On May 4, 2012 Principals, Vice-Principals, and Senior Administrators met to conduct our Annual Strategic Plan Review.

The focus of this Review was to commence a comprehensive analysis of the degree to which our current Divisional organization design and operation advances, facilitates, and hinders the prime work of the Brandon School Division schools –

"to engage all students actively in their learning through the provision of equitable, fair access to Quality Learning facilitated by Quality Teaching enabled by Quality Support Services."

Given that we have a very purposeful three year Strategic Plan (2011-2014) this and next year's annual review must focus on how we are organized and working together (Division and schools) to implement the strategic goal with its three quality dimensions in a coherent manner. Arising out of this work are to be changes to improve the coherence amongst purpose/processes/outcomes in the Division.

## PROCESS

Working in both small and large groups we applied the Public Education Leadership Project (PELP) model developed by Harvard University (2003). This model has been used with USA urban districts as they seek coherence in implementing strategies for improving student learning and achievement. The PELP Model emphasizes bringing all components of the organization together to develop greater understanding of the greater interdependence and interface of: its culture, systems, structures, resources, stakeholder relationships, and environment – and how they reinforce one another to support the implementation of an improvement strategy.

Please see Appendix H for a visual representation of the PELP model. The strengths, weaknesses, and changes required to improve and enhance the coherence of the Division and schools relationship regarding the quality of student learning and achievement were identified.

## OUTCOMES

The following chart summary outlines the discussion outcomes. The next step is to refine the "changes required" in the Division's organizational structure and operation to improve its performance standards and student achievement outcomes. Continued discussion to occur prior to the formalization of changes for the opening of the 2013-2014 school year.

| 1. Structures | | |
|---|---|---|
| **Strengths** | **Weaknesses** | **Changes/ Improvements Required** |
| • Attempts to build clarity; | • Inherent rigidity in structures; e.g. HR – School Instructional Plan – lack of response to schools' changing staff needs; e.g. Budget - accounting systems too complex and rigid. | • Divisional restructuring to include possible Director's position for the administrative/ management of Learning Support Services department;<br>• Provision of school-based teaching personnel as staff developers; |
| • Has been a move to put more resources and services into place; | • Lack of roles and processes to access resources – e.g. AEP process (re: EA support); | • Consolidation of budget lines for greater clarity of reporting for principals |
| • Really good job of adapting structures to meet needs; | • Need to continue to be flexible in how we implement structures (e.g. mobile devices);<br>• Need to build staff access;<br>• Who to access for support; | |
| • Some flexibility available to organize learning;<br>• Some multi-leveled classrooms; | • Funding structure – need block funding at the school site;<br>• Need to restructure grade system;<br>• Too much staff fragmentation into 0.25 FTE positions;<br>• Need to move to broad-based teacher learning developers; | |
| • Role of Program Facilitators; | • Need clarification re: responsibility, accountability;<br>• Need more data re: progress of special | |

| 1. Structures | | |
|---|---|---|
| **Strengths** | **Weaknesses** | **Changes/ Improvements Required** |
| • Facility planning – catchments;<br>• Available resources. | needs students;<br>• Disconnect K-8 and 9-12 and within K-8;<br>• Aging buildings are not conducive to flexible teaching/learning arrangements;<br>• Accessing resources for facility improvement;<br>• Communication link not clear. | |

| 2. Systems | | |
|---|---|---|
| **Strengths** | **Weaknesses** | **Changes/ Improvements Required** |
| • Increased staffing resources really helping;<br>• Communication – Employee Connect;<br>• Transparency in staffing and planning;<br>• Proactive staffing;<br>• Budget process better;<br>• No deficit base or zero based model;<br>• More supportive Board; well informed;<br>• movement is "on the go";<br>• level of access improved to a higher quality of services and assistance;<br>• system is growing!<br>• Resources growing with increased enrolment;<br>• Systems within systems; tri-high model a strength;<br>• Strong staff and leadership; better succession planning;<br>• Data feedback is respected and used effectively;<br>• "The priority is the students";<br>• Senior Administration seem to be on the same page – provide clear, consistent messages. | • Transparency and legitimacy is limited by certain practices, e.g. term positions; need to be able to top up of 0.25 perms; some illusions of fair competitions;<br>• Too much time in interviews;<br>• "Busing still wags the dog" (but improving);<br>• Locked into grade level model; | • Increase efficiency of teacher staffing processes without compromising current strengths;<br>• Reconceptualization and clarification of role of Program Facilitators;<br>• Consider restructuring senior administration to include an associate superintendent of student support services;<br>• Provision of time for principals to visit other schools to learn about other grade levels, operations, and initiatives. |

| 3. Resources | | |
|---|---|---|
| **Strengths** | **Weaknesses** | **Changes/Improvements Required** |
| • Access local taxpayers;<br>• Strong HR Director and team;<br>• Data;<br>• LSS and CLCs – quality planning time;<br>• Additional Vice-Principals really appreciated. | • CIMS not giving us access;<br>• Bottleneck – shortlisting of candidates;<br>• Lack of substitute teachers;<br>• Need student-specific achievement data;<br>• More needed at school site;<br>• Grow more VP positions;<br>• More support positions needed in Senior Administration;<br>• Greater role clarity needed re: Program Facilitators (response, accountability, authority for decision-making; need classroom experience);<br>• Greater balance of "control and trust" needed in school-based decision-making re: resource allocations | • Review of Policy/ Procedures re: allocation of specialty teachers (HALEP, Reading Recovery, Literacy Support);<br>• Reconceptualize and clarify roles and responsibilities in Student Service Supports. Greater autonomy of decision-making at middle management level;<br>• Clarification of roles and responsibilities in ICT (MIST);<br>• Refine HR shortlisting process in teacher staffing process |

| 4. Stakeholders | | |
|---|---|---|
| **Strengths** | **Weaknesses** | **Changes/Improvements Required** |
| • Sharing of information from stakeholders, e.g. BRHA, ACC, BU;<br>• School Board has genuine willingness to work with stakeholders;<br>• Ease of identification of stakeholders;<br>• Strategic goal setting involving stakeholders;<br>• Divisional Wellness Day re: Brain-Based Learning on February 24, 2102<br>• Increased user groups of schools | • Not enough time to apply at school site;<br>• Stakeholders have their own political agendas;<br>• Need to connect better and more effectively with the very influential political groups;<br>• Imposition of political agendas that are not "doable";<br>• Downloading of duties and responsibilities to schools (e.g. child welfare);<br>• Children are not a priority;<br>• Procedures still need to be put in place;<br>• Education beyond the classroom becoming difficult re: regulations and costs;<br>• Constraints of collective agreements | • Increasing collaboration with stakeholders to build on positive changes in operating budget process;<br>• Streamline school-based information on homepage to make more examples;<br>• Develop more effective strategies to work with outside agencies to assist families in crisis;<br>• Providing funding support for extra/important activities unaffordable by some students and families. |

| 5. Culture | | |
|---|---|---|
| **Strengths** | **Weaknesses** | **Changes/Improvements Required** |
| • Balanced early literacy and "best practices";<br>• This means having high standards;<br>• More time being provided for literacy and numeracy specialists;<br>• Evolution of data collection and improved decision-making;<br>• Better tracking of students;<br>• Administration is "open minded";<br>• Equity Policy strong;<br>• Moving students from EAL and Life Skills to classrooms with support;<br>• HALEP model – embracing students' learning needs. | • Some resistance to change amongst teachers;<br>• "pulling teachers out of the classroom";<br>• New model needed for Professional Development;<br>• Not enough training for Education Assistants;<br>• Clearer procedures for implementation of equity. | • Organization and redistribution of professional development activities;<br>• Collaborative communication initiatives;<br>• Recognition of parental diversity and accommodation of parent-teacher conference changes (re: diversity);<br>• Align resources with equity realities while keeping standards in place;<br>• Policy and procedures for advancement of multi-aging philosophy |

## B. QUALITY TEACHING/QUALITY LEARNING

### UNIVERSITY OF TORONTO BIOLOGY COMPETITION –VINCENT MASSEY STUDENTS

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

*I have some great news regarding the University of Toronto Biology competition. Preliminary results from the University of Toronto biology competition are in and our students did exceptionally well. Out of three hundred (300) schools from across North America, Vincent Massey placed 16th and we were the top school in the province! Three (3) of our students finished in the top 100 student scores out of 4300 eligible students:*

*Isaac Kim – 49th, Cody Cherepuschak – 52nd and Gol Roberts – 85th*

## 3. COMMUNITY CONNECTIONS

For Information ..... D. Michaels

### MEETING WITH ASSINIBOINE COMMUNITY COLLEGE FOR THE EARLY CHILDHOOD EDUCATION PROGRAM / MAY 2, 2012

On behalf of the Brandon School Division Mrs. Barbara Miller attended the Early Childhood Education Program meeting. She will continue to represent Brandon School Division at these meetings. The following is a summary of the key information arising from discussion:

- There is movement at the Provincial level to have all early childcare providers, including first nations communities, certified as an ECE (level II or level III)
- 2012 is the program review year. The program is currently under review and the review should be completed by December 2012.
- Distance Education – Students pay about 20% of the actual cost of the program. There is a shortfall of Provincial funding. The College is currently looking at how this component is delivered and the costs. Registration in the distance education courses has been suspended over the summer. They are looking at tuition increases to cover the costs. If this impacts on individuals, it will be looked at on a case by case basis.
- Memorandum of Understanding with Campus Early Learning and Child Care programs is in process. There are significant differences between how the Campus Early Learning and Child Care programs are currently working together. Examples were cited. There is hope that this will be signed in the near future.
- Given that practicum placements continue to be a challenge, there was a discussion about other possible options/environments. For example: Families First, Elspeth Reid Center, Kindergarten classrooms, children's special services.
- There was also a discussion about the possibility of the Early Learning and Child Care program working more closely with the university to provide more course opportunities for students of both institutions. There was concern raised that the field of early childhood education may lose Early Childcare Educators because they may decide to apply their credits to an education degree.
- Phase III of the College relocation plan is continuing. The move of this program is still about five (5) years down the road. There will be an onsite child care facility inside the building (at this time) with a possibility of seventy two (72) spaces for infants and toddlers. There is talk about maintaining both facilities if the current ACC building becomes a training center for the police/RCMP (possible, but not confirmed option).

The next meeting will tentatively be held on October 3, 2012. This advisory committee meets twice a year.

### YOUTH IN PHILANTHROPY GRANTS PRESENTATION GALA / MAY 16, 2012

The eighth annual Youth in Philanthropy (YIP) Grants Presentation Gala was celebrated at École Neelin High School.

A total of $10,000.00 was distributed by participant students representing Crocus Plains, Neelin, Vincent Massey and Elton Senior High Schools. The following organizations were 2012 YIP Grant Recipients:

- Big Brothers & Sisters of Brandon (VM)
- Brandon Aboriginal Youth Activity Centre (Brandon Friendship Centre) (NH)
- Brandon General Hospital Foundation (A Sense of Home Campaign) (CP)
- Brandon Community Options (CP)
- Brandon Humane Society (CP) (VM)
- Brandon Riverbank (CP)
- CNIB (NH)
- Crisis Pregnancy Centre (VM)
- Forrest United Church (EC)
- Kidsport Canada – Manitoba (NH) (VM)
- New Beginnings Preschool Inc. (VM)
- Project Linus (EC)
- Rapid City Museum (EC)
- Samaritan House Resource Centre (VM)
- Security Blanket Providers (VM)
- Sexuality Education Resource Centre (NH)
- Sun Fund for Kids (EC)
- Waves of Hope (EC)
- Westman Dreams for Kids (CP) (NH)

Respective recipients expressed much appreciation for the grants to assist their organizations. They were impressed with the students' very responsible attitudes and their generosity. This message was reiterated the Chairman of the Board of Directors, Brandon Area Community Foundation.
It was a great evening! As one recipient stated: "Brandon is One of the Best Communities for Giving Back". Our YIP students exemplify this spirit of "giving back".

## 4. CORRESPONDENCE

For Information..... D. Michaels

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

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

> *"As you are aware, Suzanne Sullivan is a member of the grade 12 Pre-Calculus Test Development Committee. I would like to draw your attention to the outstanding contribution that Suzanne has made to the committee. She has*

*demonstrated a high level of commitment, leadership, and skill in group facilitation while involved with committee work.*

*The Instruction, Curriculum and Assessment Branch appreciates the time, effort, and professional expertise that Suzanne has brought to the test development process. We also value and appreciate the fact that you made it possible for them to attend the committee meetings that took place during the 2011/2012 school year.*

*We sincerely hope that Suzanne has found this experience to be professionally enriching. Again, thank you for allowing a member of your staff to share her experience and knowledge with the committee."*

**Appendix A**

THIS AGREEMENT made in duplicate this _____ day of _____, 2012

BETWEEN:

**BRANDON SCHOOL DIVISION**

Hereinafter call the Division

Of the First Part,

- and -

**DAKOTA OJIBWAY CHILD AND FAMILY SERVICES**

WITNESSETH THAT:

WHEREAS a Level III student is currently enrolled in the Brandon School Division;

AND WHEREAS an Agreement has been reached between the Division and Dakota Ojibway Child and Family Services who will assume responsibility to deliver the Educational Plan developed by the Division in partnership with Dakota Ojibway Child and Family Services for the student;

AND WHEREAS the Division receives Level III grant funds of approximately $20,515 annually to assist in the delivery of the Educational Program for the student and has agreed, subject to the terms of this Agreement, to turn a portion of those grant funds over to Dakota Ojibway Child and Family Services. The portion of those grant funds is $4,013 to cover the period of September 7th, 2011 to November 3rd, 2011.

NOW THEREFORE this Agreement witnesseth that in consideration of the mutual covenants and agreement herein contained, the Parties agree as follows:

1. Dakota Ojibway Child and Family Services covenants and agrees to assume responsibility for the delivery of the educational program as approved and revised regularly by the Division and Dakota Ojibway Child and Family Services for the Level III student and to deliver same in non-divisional premises.

2. In consideration of the assumption by Dakota Ojibway Child and Family Services for responsibility to deliver the Educational Plan the Division covenants and agrees to transfer to Dakota Ojibway Child and Family Services the applicable portion of the Level III grant which it receives from the Province of Manitoba, which grant is currently in the approximate amount of $20,515 annually or $4,103 for the period of September 7th , 2011 to November 3, 2011.
3. This Agreement shall commence on the 7th day of September, 2011 (the "Effective Date") and shall continue until the 3rd day of November, 2011.
4. Dakota Ojibway Child and Family Services agrees to indemnify and save harmless the Division for any claim which might be made against the Division, from and including the Effective Date, with respect to its primary responsibility to deliver an educational program for the Level III student.
5. This Agreement may be terminated on 30 days notice by either party.
6. This Agreement shall enure to the benefit of and be binding upon the Parties hereto, their respective successors and assigns.

IN WITNESS WHEREOF the Division has executed these presents by the hand(s) of its proper signing officer(s) in that behalf, this _____ day of _____, 2012, and Dakota Ojibway Child and Family Services has executed these presents by the hand(s) of its proper signing officer(s) in that behalf, this _____ day of _____, 2012.

BRANDON SCHOOL DIVISION

_____
CHAIRPERSON

_____
SECRETARY-TREASURER

DAKOTA OJIBWAY CHILD AND FAMILY SERVICES

_____

THIS AGREEMENT made in duplicate this _____ day of _____, 2012

BETWEEN:

**BRANDON SCHOOL DIVISION**

Hereinafter call the Division

Of the First Part,

- and -

**COMMUNITY LIVING DISABILITY SERVICES**

WITNESSETH THAT:

WHEREAS a Level III student is currently enrolled in the Brandon School Division;

AND WHEREAS an Agreement has been reached between the Division and Community Living Disability Services who will assume responsibility to deliver the Educational Plan developed by the Division in partnership with Community Living Disability Services for the student;

AND WHEREAS the Division receives Level III grant funds of approximately $20,515 annually to assist in the delivery of the Educational Program for the student and has agreed, subject to the terms of this Agreement, to turn a portion of those grant funds over to Community Living Disability Services. The portion of those grant funds is $16,412 for the period of November 4, 2011 to June 30, 2012.

NOW THEREFORE this Agreement witnesseth that in consideration of the mutual covenants and agreement herein contained, the Parties agree as follows:

1. Community Living Disability Services covenants and agrees to assume responsibility for the delivery of the educational program as approved and revised regularly by the Division and Community Living Disability Services for the Level III student and to deliver same in non-divisional premises.

2. In consideration of the assumption by Community Living Disability Services for responsibility to deliver the Educational Plan the Division covenants and agrees to transfer to Community Living Disability Services the applicable portion of the Level III grant which it receives from the Province of Manitoba, which grant is currently in the approximate amount of $20,515 annually, or $16,412 for the period of November 4, 2011 to June 30, 2012.
3. This Agreement shall commence on the 4th day of November, 2011 (the "Effective Date") and shall continue until the 30th day of June, 2012.
4. Community Living Disability Services agrees to indemnify and save harmless the Division for any claim which might be made against the Division, from and including the Effective Date, with respect to its primary responsibility to deliver an educational program for the Level III student.
5. This Agreement may be terminated on 30 days notice by either party.
6. This Agreement shall enure to the benefit of and be binding upon the Parties hereto, their respective successors and assigns.

IN WITNESS WHEREOF the Division has executed these presents by the hand(s) of its proper signing officer(s) in that behalf, this _____ day of _____, 2012, and Community Living Disability Services has executed these presents by the hand(s) of its proper signing officer(s) in that behalf, this _____ day of _____, 2012.

| BRANDON SCHOOL DIVISION | COMMUNITY LIVING DISABILITY SERVICES |
|---|---|
| _____ | _____ |
| CHAIRPERSON | |
| _____ | |
| SECRETARY-TREASURER | |

**Appendix C**

THIS AGREEMENT made this _____ day of_____, 2012

BETWEEN:

KELLEHER FORD SALES
Hereinafter called Kelleher Ford

AND:

THE BRANDON SCHOOL DIVISION
Hereinafter called the Division

WHEREAS Kelleher Ford has offered to fund an award in Brandon School Division;

AND WHEREAS the monies for this award will be provided annually;

NOW THEREFORE, the parties hereto mutually agree as follows:

1. That the name of the scholarship shall be known as “The Kelleher Ford Sales Scholarship”.

2. That the scholarship shall be in the amount of $100.00 and shall be awarded to a graduating student from the Neelin High School Off-Campus Program.

3. That the application guidelines for this award shall be as follows:

    a. Graduate/Complete Grade 12 Program of Studies through attendance in the Off-Campus Program;
    b. Enrolment in a Post Secondary Program;
    c. Financial Need;
    d. Letter describing experience in Off-Campus Program and one’s future goals.

4. That the Division will select the successful student and notify Mr. John Kelleher, General Manager, Kelleher Ford Sales in order that he may participate in the annual award presentation. The preparation of a letter or certificate to be given to the recipient shall be the responsibility of Mr. Kelleher. The actual payment of the award shall be made by Mr. Kelleher, upon presentation by the recipient of proof of his/her successful enrolment in a post secondary institution or program at which time a check in the amount of $100.00 will be forwarded to the student’s account at that institution or program.

5. That this Agreement shall remain in effect for three (3) years from the date of signing.

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

AGREED to on behalf of The Brandon School Division

_____ _____

CHAIRPERSON SECRETARY-TREASURER

AGREED to on behalf of Kelleher Ford Sales

_____

Mr. John Kelleher, General Manager

**Appendix D**

THIS AGREEMENT made this _____ day of_____, 2012

BETWEEN:

MURRAY CHEVROLET CADILLAC
Hereinafter called Murray's

AND:

THE BRANDON SCHOOL DIVISION
Hereinafter called the Division

WHEREAS Murray's has offered to fund an award in Brandon School Division;

AND WHEREAS the monies for this award will be provided for the 2011/2012 School year;

NOW THEREFORE, the parties hereto mutually agree as follows:

1. That the name of the scholarship shall be known as "The Murray Chevrolet Cadillac Scholarship".

2. That the scholarship shall be in the amount of $250.00 and shall be awarded to a graduating student from the Neelin High School Off-Campus Program.

3. That the application guidelines for this award shall be as follows:

    a. Graduate/Complete Grade 12 Program of Studies through attendance in the Off-Campus Program;
    b. Enrolment in a Post Secondary Program;
    c. Financial Need;
    d. Letter describing experience in Off-Campus Program and one's future goals.

4. That the Division will select the successful student and notify Mr. Doug Murray, General Manager of Murray Chevrolet Cadillac in order that he may participate in the annual award presentation. The preparation of a letter or certificate to be given to the recipient shall be the responsibility of Mr. Murray. The actual payment of the award shall be made by Mr. Murray, upon presentation by the recipient of proof of his/her successful enrolment in a post secondary institution or program at which time a check in the amount of $250.00 will be forwarded to the student's account at that institution or program.

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

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

AGREED to on behalf of The Brandon School Division

_____ _____

CHAIRPERSON SECRETARY-TREASURER

AGREED to on behalf of Murray Chevrolet Cadillac

_____

Mr. Doug Murray, General Manager

**Appendix E**

THIS AGREEMENT made this _____ day of_____, 2012

BETWEEN:

THE P.E.O. CHAPTER R OF BRANDON
Hereinafter called PEO Chapter R

AND:

THE BRANDON SCHOOL DIVISION
Hereinafter called the Division

WHEREAS P.E.O. Chapter R has offered to fund an award in the Brandon School Division;

AND WHEREAS the monies for this award will be provided for the 2011-2012 School year;

NOW THEREFORE, the parties hereto mutually agree as follows:

1. That the name of the scholarship shall be known as "The P.E.O. Chapter R of Brandon Scholarship".

2. That the scholarship shall be in the amount of $500.00 and shall be awarded to a female graduating student from the Neelin High School Off-Campus Program.

3. That the application guidelines for this award shall be as follows:

    a. A female who has Graduated/Completed the Grade 12 Program of Studies through attendance in the Off-Campus Program;
    b. Enrolment in a Post Secondary Program;
    c. Financial Need;
    d. Letter describing experience in Off-Campus Program and one's future goals.

4. That the Division will select the successful student and notify Ms. Wendy Cockerline, Treasurer, P.E.O. Chapter R, in order that a member of Chapter R may participate in the annual award presentation. The preparation of a letter or certificate to be given to the recipient shall be the responsibility of P.E.O. Chapter R. The actual payment of the award shall be made by the Brandon School Division's Friends of Education Fund, upon presentation by the recipient of proof of her successful enrolment in a post secondary institution or program at which time a check in the amount of $500.00 will be forwarded to the student's account at that institution or program.

5. That this Agreement shall remain in effect for the 2011-2012 school year.

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

AGREED to on behalf of The Brandon School Division

_____ CHAIRPERSON

_____ SECRETARY-TREASURER

AGREED to on behalf of The P.E.O. Chapter R of Brandon

Priscilla Stone
President

H:\STUDENT\Scholarship Agreements\Chapter R - PEO Scholarship.doc

**Appendix F**

Form 7004.2

*Motion 89/2005; June 13, 2005*
*Amended: Motion 6/2009; January 12, 2009*

# BRANDON SCHOOL DIVISION
# VIOLENT INCIDENT REPORT FORM

This form is to be filled out by the adult most directly involved in the violent incident.
Where necessary, assistance will be provided by the school's Administration.

☐ **Associate Superintendent's Copy** ☐ **School's Copy**

Date: _____ Time: _____ School: _____

Location of Incident: _____

School activity underway at the time: _____

Brief Description of incident:

In your opinion this incident involving violence can be best categorized as:
(check more than one box if necessary)

| | | |
|---|---|---|
| ☐ Verbal abuse to a staff member | ☐ Verbal threat to a staff member | ☐ Sexual assault against a staff member |
| ☐ Verbal abuse to a student | ☐ Verbal threat to a student | ☐ Sexual assault against a student |
| ☐ Written threat to a staff member | ☐ Physical assault against a staff member | ☐ Violence by Intruder/Trespasser |
| ☐ Written threat to a student | ☐ Physical assault against a student | ☐ Gang related incident |
| ☐ Students fighting | ☐ Bullying / Intimidation | ☐ Inciting others to violence |
| ☐ Racial confrontation | ☐ Property damage/vandalism | |

☐ Other explain

| | Minor | | | | Major |
|---|---|---|---|---|---|
| Degree of Seriousness | 1 ☐ | 2 ☐ | 3 ☐ | 4 ☐ | 5 ☐ |

Personal Injuries (if any): _____

Describe any necessary medical attention required: _____

_____

| | | | |
|---|---|---|---|
| Did the incident involve: Gang(s) | ☐ yes | ☐ no | Name of Gang(s) involved: |
| Fire: | ☐ yes | ☐ no | _____ |
| Weapons: | ☐ yes | ☐ no | Type: _____ |
| Drugs / Alcohol: | ☐ yes | ☐ no | _____ |

Names of people involved (if known) _____

Names of witnesses (if any)

_____ phone: _____

_____ phone: _____

Property damage (if any) _____

---

Police Attended: ☐ Yes ☐ No Officer's Name: _____

Police Action Taken: _____

Police File Number:

---

Parents/Guardians notified: Name of Person contacted:

☐ Yes ☐ No

---

School Action Taken:

Suspensions: ☐ Yes ☐ No

Who: _____ Age: _____ Number of Days: _____

Who: _____ Age: _____ Number of Days: _____

Trespass Warning: _____ Parent Interview: _____

Recommended for Expulsion: _____ Other: _____

---

Please briefly outline any previous disciplinary actions taken against any person named on this report as an offender or victim.

This report completed by: _____ _____

Signature, Title Date

_____

Administrator's Signature

**To be forwarded to the Superintendent's Office within 24 hours.**

BRANDON SCHOOL DIVISION
1031 – 6TH STREET BRANDON MB R7A 4K5

# Memorandum

To: Facilities Committee of the Board of Trustees

From: Senior Administration

Date: May 7, 2012

Re: **Consultation Process for Development of Facilities in the Brandon School Division (2012-2016)**

## I. Introduction

In accordance with Policy and Procedures 1021- Consultation, the Board of Trustees is undertaking a comprehensive consultation process as the development of facilities in the Brandon School Division, 2012-2016, will involve and affect a large part of the population (students, parents, taxpayers, staff and community members).

The Board's decision making process benefits from a widespread exchange of information. The Board has chosen to implement a participative process of consultation, as illustrated on page 3 of 3 of Procedures 1021.

## II. Background Information

Before the Board or the Division engages in a consultation process the following information would be communicated to the public:

**A. Consultation Objectives**

1. To inform the Brandon School Division constituents of the significant enrolment growth projected over the next ten years and the implication for facilities development and sustainability.
2. To inform the Brandon School Division constituents of the major decisions facing the Board of Trustees 2012-2016 in addressing the issues of population growth.

3. To obtain comprehensive input from parents, students, staff, taxpayers, community members regarding all matters related to Board decisions on facility development and sustainability.

**B. Consultation Context**

1. Current School Capacities 2012-2016 and Forecasted Population Growth
2. Current School Enrolments
3. Class Size Caps K-3
4. Capital Funding (Provincial) (*See Part IV for details)

**C. Organizational Issues:**

**<u>Schools</u>**

1. Immediate – École New Era School (2012-2013)
   - Single Track French Immersion Enrolment Projections
   - English Program Enrolment
2. Immediate – Subsequent Redistribution of students (K-8) and Reconfiguration of Schools Impacted by New Era Decision; Catchment Areas, Busing Routes (2012-2013)
3. Short Term – Implementation of Changes to Schools Impacted by Reconfiguration (e.g. Meadows, George Fitton) (2013-2014)
   - Incorporation of Portables
4. Short Term – Redistribution of Students (9-12) and Reconfiguration of Neelin, Vincent Massey, Crocus Plains; due to Projected Increases in French Immersion, ages 16-18 Alternatives, Expansion of Off Campus (2013-2015)
5. Long Term – Implementation of Changes to Senior High Schools (2015-2016)
6. Long Term – Preparation of Plans for New Elementary School(s) (2013-2015)

**<u>Division Office</u>**

7. Immediate – Redistribution of Facilities Usage (2012-2013)
8. Short Term – Continued redistribution of facilities usage (in house) (2013-2015)
   - Extension of facility usage to rental space
   - Infrastructure redesign
   - Operations redesign

## III. Consultation Timelines and Responsibilities

| Consultation Matter | Timelines | Responsibilities | Notes |
|---|---|---|---|
| 1.<br>École New Era School & Subsequent Redistribution of Students & Reconfiguration of Schools | • Mid-Sept to Mid-October 2012<br><br>• End of Oct. 2012<br><br>• Nov, Dec 2012<br><br>• Dec 2012, Jan 2013<br><br>• Dec 2012<br><br>• Jan 2013 with Initial Implementation in Sept 2013<br><br>• Continued Implementation in Sept 2014 | A. Facilities Ctte – Public Mtgs<br><br>B. Senior Administration Report – Facilities Ctte/then to Board<br><br>C. Board of Trustees Decisions<br><br>D. Senior Admin Preparation re: Budget Proposals<br><br>E. Facilities Ctte considerations re: catchment areas; Board Approval<br><br>F. Senior Administration Preparation of Implementation Plans | New Era Catchment & Subsequent Schools Affected (possibly 4)<br><br>Based on Board Decisions<br><br>Includes Communications, Meetings with Parents, Staff, Students |
| 2.<br>Implementation of Changes Arising from New Era et al Decisions | • 2013 - 2014 | Senior Administration as noted above | As noted |
| 3.<br>Senior High School Reconfiguration | • Mid Sept to Mid Nov 2013<br><br>• End Nov 2013<br><br>• Dec 2013<br><br>• Jan 2014 | A. Facilities Ctte – Public Mtgs<br><br>B. Senior Admin Report – Facilities Ctte/ Board<br><br>C. Board of Trustees Decisions<br><br>D. Senior Admin Prep re: Budget Proposals | |

| Consultation Matter | Timelines | Responsibilities | Notes |
|---|---|---|---|
| | • Mar & Apr 2014<br><br>• May 2014 – Dec 2014; Jan - Mar 2015<br><br>• Sept 2015 | E. Senior Admin Prep of Implementation Plans<br><br>F. Preparatory Work for Implementation<br><br>G. Implementation of Changes | |
| 4.<br>Planning for New Elementary School(s) | • Mid Sept 2013<br><br>• Oct 2013 – June 2014<br><br>• June 2014<br><br>• Aug 2014<br><br>• Sept 2016 | A. Facilities Ctte – Outlines process, including Consultation process re: educational specifications<br><br>B. Planning & Constituent Consultation Committee established. Committee commences work with regular progress reports to Facilities Ctte/Board of Trustees<br><br>C. Educational Specifications Approved as per established process<br><br>D. Building Commences<br><br>E. School Opens | |

## IV. Current and Projected Divisional Enrolments, Facilities Usage and Requirements

1. Brandon and Region Population Projections

| ***Year*** | ***RHA 15- Brandon Population*** |
|---|---|
| *2006* | *49,750* |
| *2011* | *50,164* |
| *2016* | *51,292* |
| *2021* | *52,288* |

2. Population Growth re: Kindergarten Enrolments

| | 2006 | 2007 | 2008 | 2009 | 2010 |
|---|---|---|---|---|---|
| # at 0 years of age | 671 | 699 | 704 | 706 | 767 |
| Actual # at Kindergarten entry | 644 | NA | NA | NA | NA |

3. Population Growth re: English as an Additional Language (EAL)

| **EAL Registration by Month/Year** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Month** | **Year** | | | | | | | |
| | **04-05** | **05-06** | **06-07** | **07-08** | **08-09** | **09-10** | **10-11** | **11-12** |
| July | 1 | | 1 | | 37 | 38 | 2 | - |
| August | | 2 | | 3 | 46 | 22 | 69 | 3 |
| September | 4 | 10 | 25 | 45 | 10 | 25 | 112 | 188 |
| October | 1 | | 5 | 28 | 8 | 33 | 35 | 20 |
| November | | 2 | | 11 | 6 | 28 | 21 | 18 |
| December | 1 | | 1 | 5 | 7 | 23 | 7 | 7 |
| January | | 1 | 4 | 17 | 7 | 8 | 15 | 9 |
| February | | 3 | 2 | 17 | 9 | 27 | 9 | 26 |
| March | | 3 | 4 | 6 | 6 | 31 | 6 | 22 |
| April | | 2 | 9 | 14 | 23 | 30 | 20 | 28 |
| May | | 1 | 21 | 9 | 40 | 54 | 21 | |
| June | 1 | | 12 | 22 | 11 | 24 | 4 | |
| | | | | | | | | |
| Totals | 8 | 24 | 84 | 177 | 210 | 343 | 321 | 321 |

4. Population Growth re: French Immersion (Historical/Actual)

| | Historical Enrolment | | | | | |
|---|---|---|---|---|---|---|
| | ***2006*** | ***2007*** | ***2008*** | ***2009*** | ***2010*** | ***2011*** |
| *École New Era* | 342 | 377 | 405 | 454 | 153 | 182 |
| *École Harrison* | | | | | 297 | 320 |
| *École Secondaire Neelin* | 111 | 98 | 114 | 90 | 117 | 107 |
| | *453* | *475* | *519* | *544* | *567* | *609* |

| | Projected Roll-up Enrolment | | | | |
|---|---|---|---|---|---|
| | ***2012*** | ***2013*** | ***2014*** | ***2015*** | ***2016*** |
| *École New Era* | 219 | 260 | 299 | 338 | 363 |
| *École Harrison* | 334 | 354 | 367 | 384 | 408 |
| *École Secondaire Neelin* | 122 | 143 | 149 | 154 | 183 |
| | *675* | *757* | *815* | *876* | *954* |

5. Facility Capacities

***2012 School Facilities Report Enrolment Projections*** *(20K3 Profile)*

| | *Capacity* | *Capacity 20K3* | *Actual Enrolment* 2010 | 2011 | *Projected Enrolment* 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Elementary** | | | | | | | | | | | | | | |
| Alexander | 100 | 90 | 66 | 83 | 87 | 95 | 100 | 104 | 106 | 109 | 111 | 114 | 105 | 103 |
| Betty Gibson | 300 | 275 | 230 | 228 | 286 | 317 | 325 | 320 | 320 | 316 | 309 | 309 | 307 | 304 |
| Earl Oxford | 400 | 350 | 292 | 296 | 278 | 295 | 317 | 327 | 331 | 328 | 338 | 359 | 357 | 358 |
| George Fitton | 575 | 525 | 424 | 441 | 453 | 466 | 498 | 501 | 513 | 521 | 528 | 543 | 559 | 569 |
| Green Acres | 225 | 200 | 174 | 181 | 185 | 194 | 203 | 206 | 212 | 211 | 211 | 203 | 197 | 189 |
| Harrison | 475 | 430 | 308 | 317 | 322 | 331 | 337 | 343 | 359 | 367 | 369 | 382 | 388 | 391 |
| J.R. Reid | 325 | 270 | 238 | 231 | 236 | 241 | 248 | 258 | 274 | 276 | 287 | 290 | 302 | 313 |
| King George | 400 | 345 | 248 | 251 | 286 | 317 | 332 | 359 | 382 | 405 | 424 | 442 | 446 | 452 |
| Kirkcaldy Heights | 487 | 427 | 380 | 356 | 371 | 374 | 394 | 400 | 398 | 407 | 409 | 417 | 424 | 424 |
| Linden Lanes | 399 | 339 | 341 | 341 | 343 | 348 | 355 | 369 | 382 | 392 | 398 | 400 | 407 | 406 |
| Meadows | 525 | 480 | 449 | 439 | 442 | 434 | 454 | 471 | 469 | 481 | 493 | 494 | 491 | 488 |
| New Era | 544 | 544 | 377 | 483 | 491 | 520 | 547 | 565 | 575 | 596 | 597 | 611 | 625 | 629 |
| O'Kelly | 300 | 265 | 190 | 199 | 207 | 217 | 221 | 230 | 227 | 226 | 228 | 224 | 225 | 225 |
| Riverheights | 438 | 403 | 360 | 379 | 383 | 396 | 401 | 414 | 424 | 436 | 454 | 475 | 478 | 475 |
| Riverview | 287 | 217 | 163 | 187 | 195 | 197 | 205 | 218 | 226 | 238 | 231 | 237 | 243 | 245 |
| Spring Valley | 22 | 22 | 22 | 22 | 25 | 24 | 30 | 33 | 34 | 36 | 36 | 35 | 34 | 33 |
| St. Augustine | 225 | 205 | 209 | 206 | 221 | 224 | 227 | 232 | 233 | 238 | 238 | 242 | 238 | 238 |
| Valleyview | 175 | 155 | 157 | 158 | 162 | 168 | 168 | 163 | 162 | 165 | 167 | 166 | 175 | 178 |
| Waverly Park | 425 | 365 | 357 | 378 | 387 | 398 | 392 | 385 | 372 | 356 | 354 | 339 | 333 | 328 |
| *Subtotal* | 6627 | 5907 | 4985 | 5176 | 5360 | 5556 | 5754 | 5898 | 5999 | 6104 | 6182 | 6282 | 6334 | 6348 |
| **Secondary** | | | | | | | | | | | | | | |
| Crocus Plains | 1350 | 1350 | 1135 | 1216 | 1250 | 1299 | 1318 | 1312 | 1320 | 1336 | 1351 | 1356 | 1370 | 1389 |
| Neelin | 676 | 676 | 736 | 699 | 674 | 665 | 662 | 664 | 662 | 699 | 736 | 771 | 829 | 897 |
| Vincent Massey | 1190 | 1190 | 827 | 822 | 861 | 952 | 987 | 991 | 1033 | 1052 | 1098 | 1165 | 1187 | 1240 |
| *Subtotal* | 3216 | 3216 | 2698 | 2737 | 2785 | 2916 | 2967 | 2967 | 3015 | 3087 | 3185 | 3292 | 3386 | 3526 |
| **Division Total** | 9843 | 9123 | 7683 | 7913 | 8145 | 8472 | 8721 | 8865 | 9014 | 9191 | 9367 | 9574 | 9720 | 9874 |

a) Current as of 2011-2012
b) Projected as of 2015

6. Overall Growth in Classroom Requirements
   a) 2010-2012 Elementary

| ***K-3*** | ***2011*** | ***2016*** | ***Net Change*** |
|---|---|---|---|
| Enrollment | 2425 | 2852 | 426 |
| Classrooms | 128 | 150 | 22 |
| Classrooms > 20 | 69 | 81 | 12 |
| >20 Requirement | 35 | 44 | 9 |
| Surplus Capacity | 988 | -467 | -1455 |

| ***4-8*** | ***2011*** | ***2016*** | ***Net Change*** | ***Additional Classrooms*** |
|---|---|---|---|---|
| Enrollment | 4737 | 5069 | 426 | 13 |

2010-2012 Senior High

b) 2012-2017 Elementary, Senior High

| | *Capacity* | *Actual Enrolment* | | Classroom Requirement | |
|---|---|---|---|---|---|
| | | 2010 | 2011 | 2017 | 2021 |
| Crocus Plains | 1350 | 1135 | 1216 | 4 | 6 |
| Neelin | 676 | 736 | 699 | 0 | 7 |
| Vincent Massey | 1190 | 827 | 822 | 8 | 14 |
| *Total* | 3216 | 2698 | 2737 | 12 | 26 |

**V. Consultation Costs**

A. Public Meetings
B. Documents, Materials/Technology Usage
C. Communications

(K. Zabowski)

**VI. Capital and Operating Budget Costs** (Include capital & operation for facilities; furniture, supplies, bases for operation; staffing for human resources)

A. École New Era School & Accompanying Schools Reconfiguration
B. Senior High Schools Reconfiguration
C. Planning for New Elementary School(s)

(K. Zabowski, D. Labossiere, M. Clark to provide facilities & operations costs in fall, 2012)

**VII. Board of Trustees Considerations to Address Organizational Issues**

| | | | |
|---|---|---|---|
| A. Immediate – École New Era School | Alternatives | 1. | Late Aug 2012 |
| | | 2. | |
| | | 3. | |
| THEN | | | |
| B. Immediate Reconfiguration of Schools Based on New Era | Alternatives | 1. | Early Sept 2013 |
| | | 2. | |
| | | 3. | |
| C. Long Term-Reconfiguration of Senior High Schools | Alternatives | 1. | Early Sept 2013 |
| | | 2. | |
| | | 3. | |
| D. Long Term New Elementary School(s) Alternative Sites, Areas, Grade Configuration | | 1. | June 2013 |
| | | 2. | |
| | | 3. | |

Sincerely,

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

Attachment: Policy and Procedure 1021 - Consultation
Population Growth & Facility Sustainability Report (March 2012)

G:\DO\SUPTS\michaels.donna\Correspondence\Correspondence 2011-2012\Memo to Facilities Committee re_ Consultation Process April 2012.docx

# BRANDON SCHOOL DIVISION
# POLICY

## POLICY 1021
## CONSULTATION

*Adopted: Motion 141/2010; September 13, 2010*

### Rationale

The Board of Trustees recognizes that there are legal and ethical obligations through contracts, provincial legislation and policies, to consult with those affected by certain decisions. The Board recognizes the importance of working productively, respectfully and in good faith with its partners in education.

### Statement of Policy

The Board values attitudes and practices that encourage integrity, respect and trust in all relationships. To this end, the Board expects Division, school and program level decisions to be made using appropriate consultation processes. The process selected will optimize the opportunity for educational and community partners to provide input within the established timeframe.

The Board is committed to consultation, a process of asking for advice which facilitates communication, develops joint ownership and enhances solutions, goals and policy directions. The Board recognizes that all employees, parents, students and the public have legitimate interests in education and the consultation process is designed to channel the maximum number of interests into a common direction to enhance the education program.

### Definition

*Consultation* is an important step in decision-making (see Illustration of Consultation Processes, page 3). It is a process, not an outcome, which involves interaction between decision makers and those affected by the decisions. It promotes a two-way flow of information and ideas to arrive at better solutions and, consequently, more effective implementation of policy and programs.

The following guidelines will facilitate the process of consultation:

1. The more fundamental the matter, the greater the extent of consultation; e.g. philosophy, policies and goals.

2. A full opportunity for consultation will be provided by beginning, where possible, following the problem-identification stage by having adequate time for the process and by providing all related information.

3. Consultation and decision-making are separate but related processes; consultation being carried out to facilitate decision-making with the final decision and authority for that decision remaining with the body or person in legitimate authority.

4. The responsibility of those consulted includes understanding the relationship between consultation and decision-making, being informed about issues, participating actively in the process, and supporting the process of consultation, and abiding by the decisions that flow from it.

**Beliefs and Principles**

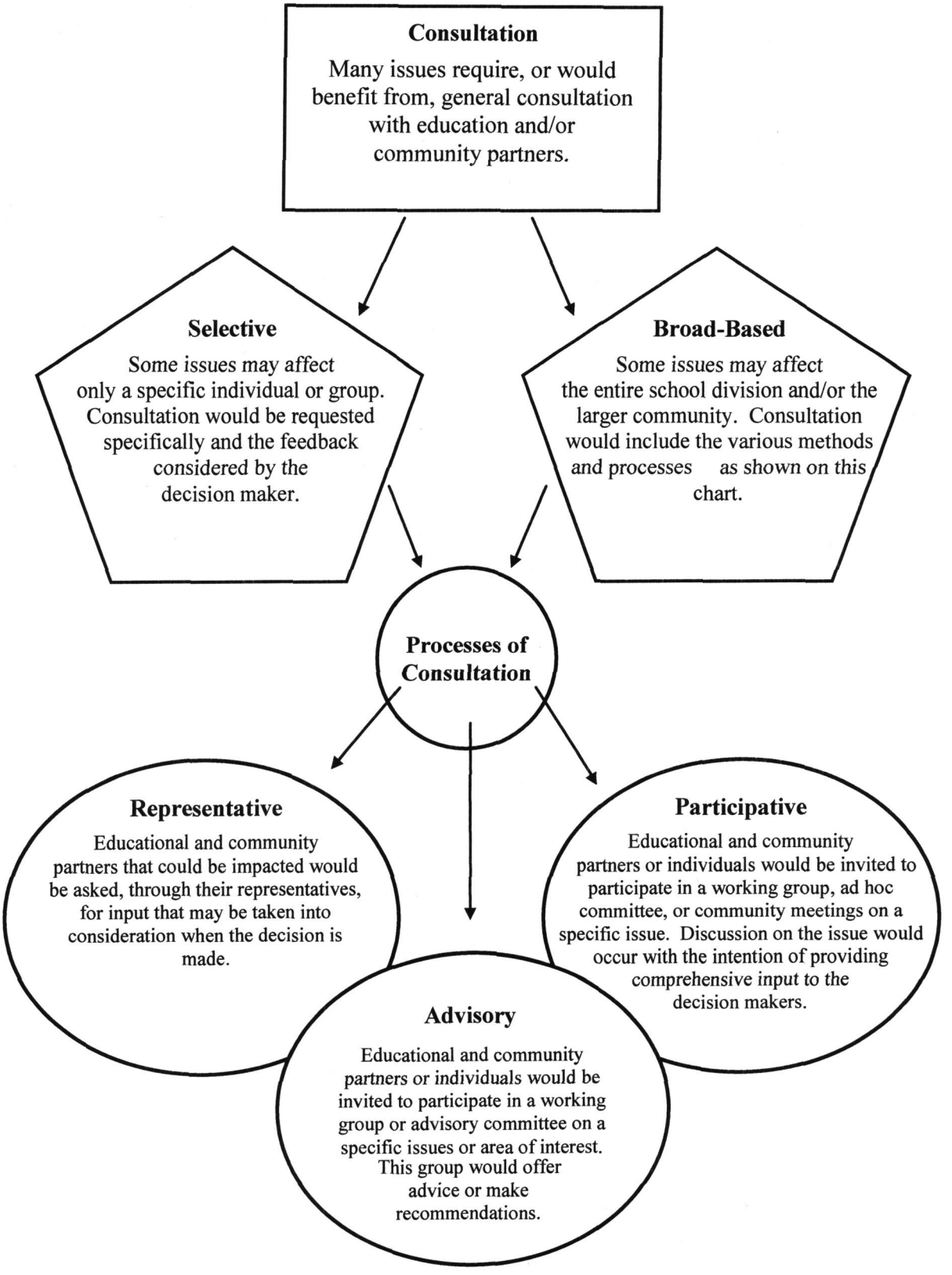
**Student-focused:** The benefits of consultation are realized when educational and community partners are focused on the best interests of the students.

**Understanding and Commitment:** Consultation functions more effectively when all parties understand the processes and have a basic commitment to them.

**Timeliness:** Consultation is more effective when it is commenced at the time when the issue or matter being considered is identified.

**Transparency:** Communication, trust and open-mindedness are critical elements in consultation processes.

**Illustration of Consultation Processes**



# BRANDON SCHOOL DIVISION
# POLICY

## PROCEDURES 1021
## CONSULTATION

*Adopted: Motion 141/2010; September 13, 2010*

### Requirements for the Consultative Process

### Criteria

The Board of Trustees or the Division undertakes consultation if and when:

- the constituency may be affected significantly by the decision;
- the decision may be controversial;
- the decision making process could benefit from a widespread exchange of information; and/or
- the required decision is value based and/or subjective in nature.

### Considerations

Before the Board or the Division engages in a consultation process the following would be determined and communicated to the public:

- the goals and objectives of the consultation;
- the issues upon which consultation is being sought;
- the educational and community partners involved in the consultation process;
- the person(s) with contact information; and
- the specific of consultation: representative, advisory, participative.

### Communication

When the Board or the Division begins a consultation process it would normally include but not be limited to the following in its information release to educational and community partners:

- specific timelines showing each stage of the process;
- limitations on the process in both scope and time;
- the consultation process to be utilized;
- background information that is timely and comprehensive;
- other options that have been or are being considered; and
- opportunities to be provided for input, feedback, and dialogue.

Should there be a change in the consultation process, this will be communicated. When the consultation process is complete and a decision is made, the Board of Trustees or the Division will inform those consulted of the decision and the reasons for the decision.

A review of the process and structure of consultation will be conducted periodically, involving all those affected by the process.

**Appendix C**

# Population Growth and Facility Sustainability Report

*An analysis of community context, history and future trends for student populations and facility capacity*

***March 2012***
***Version 3.0***

*Brandon School Division*

# Table of Contents

*Executive Summary* ..... 5

*Part 1: Summary of Trustee Inquiry* ..... 7

*Part 2: Context* ..... 9

*Table #1: Population Age 0 Years* ..... 9

*Table #2: Population Projections* ..... 9

*Table #3: Historical Enrolment by Ancestry* ..... 11

*Table #4: French Immersion Enrolment – Historical/Actual* ..... 12

*Table #5: French Immersion Enrolment – Projected Roll-up Enrolment* ..... 12

*Table #6: Projected Facility Capacities – 2015* ..... 14

*Table #7: Growth/Class Size Caps and Classroom Requirements* ..... 15

*Part 3: Divisional Forecasting* ..... 17

*Table #8: Growth Range Projections* ..... 18

*Table #9: K-8 Enrolment vs. Capacity* ..... 18

*Part 4: École New Era Overview* ..... 21

*Table #10: Single Track French Immersion NE/HA Projections* ..... 21

*Table #11: New Era Bussing by Program* ..... 22

*Table #12: Roll-up Projections for École New Era and École Harrison* ..... 22

*Part 5: Considerations* ..... 23

*Appendices* ..... 25

# Executive Summary

Brandon School Division is in the early stages of a growth cycle that will see significant enrolment growth over the next ten (10) years. Projections based on current enrolments and consistent Kindergarten enrolment numbers forecast a minimum enrolment growth rate of 9% over the ten year window. Conservative projections based on low immigration and moderate enrolment growth forecast and enrolment growth of 28% for the same ten (10) year window.

Enrolment growth range projections are subject to a diverse set of variables which are beyond the control of the division, and generally based on a set of loosely developed projections from a range of sources including recent (3-5 year) historical patterns, anticipated developments in employment opportunities within the City and recruiting by a number of organizations, each responding to their own operational needs.

The wide variability in the final growth rate is primarily due to interpretive variations between City of Brandon and Manitoba Health projections and adjustments for ongoing immigration into our community. Regardless of the final actual result, there is little doubt that our enrolments will grow, and that this growth will be well in excess of 10% of our current enrolments by 2021.

Currently our facilities studies reflect that we may have 988 seats available at K- Grade 8 and 360 seats at Grades 9-12. The practical implication of the numbers presents a different reality.

In a recent meeting with the Deputy Minister of Education, the Government position on mandating class size caps for Kindergarten to Grade 3 classrooms was reiterated and that the clock has started on a five year implementation window. This adds a significant degree of urgency as implementation of this Provincial mandate will further reduce our growth capacity by 480 seats. The most recent (January 30, 2012) announcement by the Education Minister on the Funding of Schools program includes $4,000,000 to help school divisions begin reducing class sizes to 20 students in Kindergarten to Grade 3.

Our own studies indicate that, conservatively, by 2014, and possibly as early as 2013, our facility surplus enrolment capacity for nineteen (19) K-Grade 8 schools will drop below 300 students, an indicator that most facilities will be at or exceeding their enrolment capacity at that time. It is anticipated that by 2017 our facility surplus enrolment capacity for three (3) high schools will drop below 300 students.

It is necessary for the Board of Trustees to develop an effective, comprehensive, multi-pronged and short and long-term facility management, utilization and development plans that accommodate program growth, student learning needs while supporting the ongoing development of individual school communities. This work is scheduled to commence in April 2012.

# Part 1: Summary of Trustee Inquiry

At the October 24th, 2011 Board of Trustees Regular Meeting, Trustee Sefton inquired as to the number of French Immersion students attending École New Era School at that time. He was provided with the information from the Office of the Superintendent/CEO at the meeting.

Subsequent conversation noted the rapid growth of the English Program over the past two (2) years at École New Era School. The conversation then referenced the changes in offerings of the French Immersion Program with the addition of a single track French Immersion Program at École Harrison as a partial response to the high enrolment numbers at École New Era School through the 2009 and 2010 school years.

Additional information was requested by Trustee Sefton with regard to the numbers of students transported to École New Era School for both the English and French Immersion Programs as points for consideration in future facility management deliberations.

On October 26th, 2011 the Province of Manitoba announced that the committee that had been providing oversight for the development of the Provincial Report Card initiative would also be exploring the implementation of mandatory class size limits of twenty (20) students for all Kindergarten to Grade 3 classes in the Province of Manitoba. A preliminary report on the proposed class size limits was provided to the Board of Trustees at the October 11, 2011 Board Meeting. (Appendix A) A subsequent report on the topic of Grade 4-8 Class Sizes was requested and presented to the Board of Trustees on December 12, 2011. (Appendix B)

This is the context that provided the necessity for a broader foundational compilation of information for Trustee consideration.

# Part 2: Context

I. *Manitoba Health*

a. *Population Data – 0 years (birth to 1 year old)*

Upon request, Manitoba Health has provided population profiles of RHA 15 - Brandon for use in developing a historical perspective to provide insight into projected Kindergarten enrolments into the future. (Appendices C –G) The Brandon RHA geographic footprint only marginally reaches beyond the Brandon School Division Geographic footprint. While the information contained within the reports will not exactly match our enrolments, the growth and trends are reliable predictors as the data is primarily generated by the population within the City of Brandon.

The following table summarizes Age 0 Years populations and projected Kindergarten enrolments.

*Table #1: Population Age 0 Years*

| | 2006 | 2007 | 2008 | 2009 | 2010 |
|---|---|---|---|---|---|
| # at 0 years of age | 671 | 699 | 704 | 706 | 767 |
| Actual # at Kindergarten entry | 644 | NA | NA | NA | NA |

Based on this information, we can anticipate that we can anticipate Kindergarten enrolments to grow by 100 students by 2016. This translates to an anticipated growth in Kindergarten to Grade 8 enrolments of 500 students between 2016 and 2021.

b. *Population Projections*

Manitoba Health has also provided us with population information snapshots across a fifteen (15) year timeframe to link historical information with their projections for RHA 15 – Brandon. (Appendix H). A summary is reflected in Table #2.

Table #2: Population Projections

| ***Year*** | ***RHA 15- Brandon Population*** |
|---|---|
| *2006* | 49,750 |
| *2011* | 50,164 |
| *2016* | 51,292 |
| *2021* | 52,288 |

It is important to note that these projections are based on historical trends and Manitoba Health's population modelling for provincial planning and will have a lower degree of reliability when applied at the Regional Health Authority level. However, the growth rate reflected over the period from 0.1% to 0.4% annually is relatively stable and

consistent with information from other sources.

## II. Immigration

### a. *Overview of Manitoba Perspective*

The following report from the Brandon Sun: On-line Edition December 20, 2011 provides a clear overview of the Provincial context.

*"Manitoba continues its population growth spurt as new statistics reveal more people are calling the province home than ever before.*

*Manitoba currently has a population of 1,254,700, according to new Statistics Canada figures released on Monday. From October 2010 to October 2011, the province experienced a near-record gain of 15,700 people, putting it above the national average for the third year in a row, said Entrepreneurship, Training and Trade Minister Peter Bjornson in a statement.*

*It's the second-highest level since record-keeping began in 1971.*

*"Our government has a record of making solid investments to build our province and make it more affordable and attractive for families looking to put down roots," said Bjornson.*

*Over the past three years, Manitoba's population has increased by nearly 47,000 people. Bjornson said the main driver of this increase was the record arrival of 15,770 immigrants from around the world.*

*"The Provincial Nominee Program continues to be a great success. It now accounts for three-quarters of all new immigrants," said Bjornson.*

*Since last October, nearly 10,000 more individuals came to Manitoba than left for other provinces or countries, nearly matching last year's record total of 10,238."*

### b. *Overview of Brandon*

Information provided by the Economic Development Office at the City of Brandon indicates that the Engineering Department has done historical charting and provided the city with the following information.

For the period 2002 through 2010 growth was predicted at 2.0% annually. For the time period 2011-2040, the annual growth rate is predicted to be approximately 0.6% annually. These projections are based on no new growth stimulated by Maple Leaf Foods.

It is important to note that there are now 5,000 newcomers in Brandon. While visas to bring extended families are not currently available due to flux in Federal immigration guideline changes, it is anticipated that these families will sponsor other family members to come to Brandon within the next few years. Additionally, a trend is

surfacing that as many pork workers from Neepawa achieve their citizenship, they are moving to Brandon; this adds a degree of unpredictability to projections.

c. *Maple Leaf Foods*

Children of Maple Leaf Foods employees have had a dramatic impact on our enrolments over the past five year. Over 1,000 students have been enrolled into our system resulting in a reversal of our previous history of slightly declining enrolment numbers.

The Maple Leaf Foods pork processing plant is currently experiencing a 10-15% turnover rate in production floor personnel. This translates to an annual requirement of between 200-300 employees to maintain the production lines at full capacity.

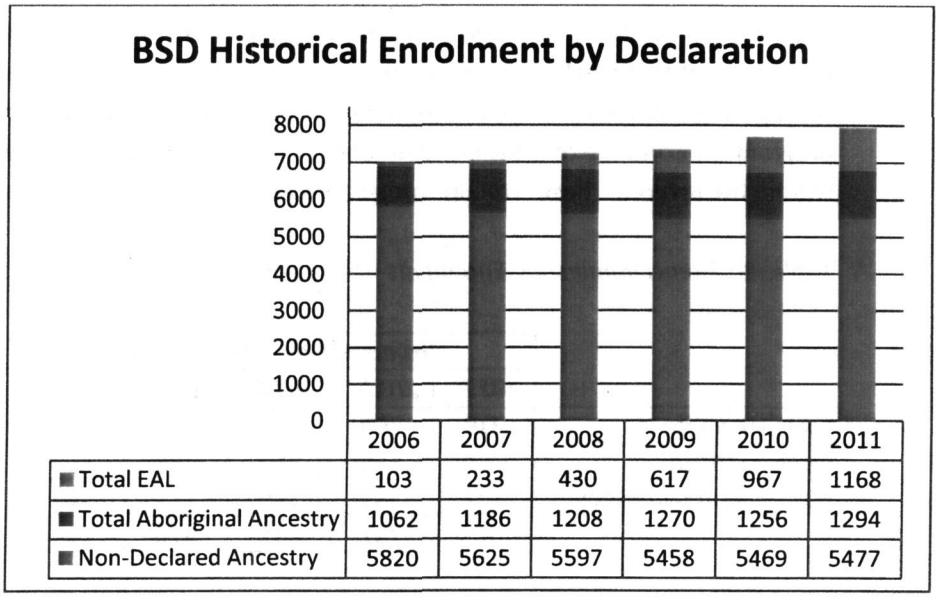
Maple Leaf Foods has indicated that they will bring in upwards of 200 foreign workers to address this staffing shortfall in addition to Canadian recruiting by September 2014. Their projections indicate we must anticipate 400 additional EAL students between September 2014 and September 2015.

III. *General Population Trends in Brandon School Division*

a. *Ancestry*

Brandon School Division has experienced unprecedented enrolment growth over the past five years. The majority of this growth has been related to the influx of *English as an Additional Language* (EAL) students.

*Table #3: Historical Enrolment by Ancestry*




| | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 |
|---|---|---|---|---|---|---|
| Total EAL | 103 | 233 | 430 | 617 | 967 | 1168 |
| Total Aboriginal Ancestry | 1062 | 1186 | 1208 | 1270 | 1256 | 1294 |
| Non-Declared Ancestry | 5820 | 5625 | 5597 | 5458 | 5469 | 5477 |

It should also be noted that while the number of self-declared students of Aboriginal heritage has grown it is unclear if this reflects an enrolment growth, or an increased rate of self-declaration.

It is also significant that the large population of non-declared students (i.e. students who have not identified any ancestry affiliation) appears to have ended the decline in numbers that had been present for some time and is in a stable or slightly growing mode.

b. *French Immersion*

The French Immersion Program has experienced persistent growth over the past several years. As a result of that growth, a single track French Immersion Program was implemented at École Harrison for September of 2010 as the facilities at École New Era could no longer accommodate two growing programs, French Immersion and English. The growth is reflected in the following table.

*Table #4: French Immersion Enrolment – Historical/Actual*

| | Historical Enrolment | | | | | |
|---|---|---|---|---|---|---|
| | ***2006*** | ***2007*** | ***2008*** | ***2009*** | ***2010*** | ***2011*** |
| *École New Era* | 342 | 377 | 405 | 454 | 153 | 182 |
| *École Harrison* | | | | | 297 | 320 |
| *École Secondaire Neelin* | 111 | 98 | 114 | 90 | 117 | 107 |
| | *453* | *475* | *519* | *544* | *567* | *609* |

As French Immersion enrolments at the Kindergarten level have continued to expand, the growth at that level has begun to press upward, well into the K-8 program. Anticipating enrolments to at least remain consistent at the Kindergarten entry, the program will continue to grow independent of any other population growth factors within the division. These "roll-up" projections are contained in the following table.

*Table #5: French Immersion Enrolment – Projected Roll-up Enrolment*

| | **Projected Roll-up Enrolment** | | | | |
|---|---|---|---|---|---|
| | ***2012*** | ***2013*** | ***2014*** | ***2015*** | ***2016*** |
| École New Era | 219 | 260 | 299 | 338 | 363 |
| École Harrison | 334 | 354 | 367 | 384 | 408 |
| École Secondaire Neelin | 122 | 143 | 149 | 154 | 183 |
| | 675 | 757 | 815 | 876 | 954 |

## *IV. Facility Capacity*

### *a. Facilities Report 2010 – Overview*

The Summary Analysis from the School Facilities Report, January 2010 was as follows.

*The assumptions made in this projection result in a small increase in enrolment in 2010. Over the next 10 years, enrolment is projected to increase by approximately 1,200 students above the 2009 level, virtually all at the elementary level. One of the drivers of enrolment change continues to be the projected increase in births.*

***The decline in enrolment which began in 2001 can be attributed almost solely to the decline in births from a high of 667 in 1990 to a low of 482 in 1999! Since that time, the number of births has rebounded significantly, averaging 604 births in 2004 and 2005, and jumping to 695 births in 2006, 712 births in 2007 and declining somewhat to 645 births in 2008.*** *Nevertheless a continuing upward trend is included in the projection assumptions. Alternate, less positive birth trend assumptions would result in considerably lower enrolment projections. The birth data from 2009 should provide for fine tuning these assumptions. What is certain, is that the projections over the next 5 years do not depend upon the birth trend assumptions, because 2009 births only begin to have an effect in 2014, and then only in Kindergarten.*

*The positive trend is supported by data in the 2006 Census that shows that there were considerably more women of child bearing age (20-34) living in the school Division in 2006, than in 2001.* ***Part of the impact has probably already been evidenced by the significant increase in births in 2006 and 2007, being 120 higher than in 2005.***

*The positive growth in enrolment has been driven by the immigration of Maple Leaf workers and their families. There will be no more of these arrivals after the summer of 2011, but the increase in base population will sustain growth.*

While some of the critical assumptions of this report with regard to immigration and the 2010 starting enrolments are no longer valid, the other critical assumptions on birth rates and sustainable growth are being borne out.

The current Draft School Facilities Report identifies that by 2015 our facility capacities would be at their limits. Three groups of facilities were identified: Total Capacity – extra capacity at 25 or less, Catchment Capacity – extra capacity at 50 or less, and Surplus Capacity – extra capacity above 50. A summary of the projected 2015 capacities are represented in the following table.

*Table #6: Projected Facility Capacities – 2015*

| ***Total Capacity*** | ***Catchment Capacity*** | ***Surplus Capacity*** |
|---|---|---|
| Alexander ** | Kirkcaldy Heights | Harrison |
| Betty Gibson ** | O'Kelly | |
| Earl Oxford | | |
| George Fitton | | |
| Green Acres ** | | |
| J. R. Reid ** | | |
| King George ** | | |
| Linden Lanes ** | | |
| Meadows | | |
| New Era ** | | |
| Riverheights ** | | |
| Riverview ** | | |
| St. Augustine ** | | |
| Spring Valley ** | | |
| Valleyview ** | | |
| Waverly Park ** | | |

** Over Capacity

b. *Impact of Kindergarten to Grade 3 Mandatory Class Size Caps*

September 30th our enrolment numbers exceeded 7900 students, of which about 5175 will were K-8 students. In 2009 our facilities review indicated that in September 2012 we would be anticipating 5242 students giving the Division a surplus capacity of 961 seats. Our roll forward enrolment for September 2012, anticipating comparable Kindergarten enrolments, would see us breaking 5250 students, possibly 5300 students with modest growth incorporated.

The announcement this past fall has a direct impact on how we calculate surplus capacity. School capacities and subsequently surplus capacity are calculated on the ability to access 25 seats per classroom at the K-8 level. This is no longer true. For the 128 current classrooms assigned to Kindergarten to Grade 3 and the 35 classrooms required to be added to achieve our target of 20 students per class, *we have effectively lost access to 480 seats (an additional 24 classrooms) across the division*.

Adding to the complexity of this dynamic is our anticipated growth over the next ten years. The following Table provides a summary of our facility needs from Kindergarten to Grade 3 based on our projected growth and mandatory class size cap implementation.

*Table #7: Growth/Class Size Caps and Classroom Requirements*

| | ***2011*** | ***2016*** | ***Net Change*** |
|---|---|---|---|
| Enrollment | 2425 | 2852 | 426 |
| Classrooms | 128 | 150 | 22 |
| Classrooms > 20 | 69 | 81 | 12 |
| >20 Requirement | 35 | 44 | 9 |
| Surplus Capacity | 988 | -467 | -1455 |

Our most current Facilities Report indicates that we have pulled 21 classrooms into active service from ancillary program delivery over the past two years in response to our enrollment growth. In a preliminary review, an additional 21 classrooms could be re-tasked to classroom service, but all would require the compression/condensation of essential support programs for students including literacy and numeracy supports as well as resource supports.

The data contained in *Table #7: Growth/Class Size Caps and Classroom Requirements* indicates a requirement to bring 22 classrooms into service to accommodate growth over the next 5 years. Also, it indicates an additional 9 classrooms will be required to undertake the full implementation of the mandatory K-Gr. 3 class size caps during that same interval.

We can anticipate an additional cost $7-$10,000 for materials and equipment when we establish each "new" classroom. Of significant concern is that many potential classroom spaces are currently being utilized for Reading Recovery, Literacy Support, Resource Support, EAL support/classrooms and Clinical Services programs. Loss of these spaces will result in a significant, negative impact on these essential student programs.

To provide another perspective, the reduction of surplus capacity has accelerated the Division along its facility utilization timeline an additional 5 years, i.e. as of September 2012 we will be at what had been our 2017 projected surplus capacity.

# Part 3: Divisional Forecasting

*I. Growth Range Projections*

Enrolment growth range projections are subject to a diverse set of variables which are beyond the control of the division, and generally based on a set of loosely developed projections from a range of sources including recent (3-5 year) historical patterns, anticipated developments in employment opportunities within the City and recruiting by a number of organizations, each responding to their own operational needs.

In developing a Growth Range Projection distinct scenarios were used to develop conservative scenarios for planning future facility needs to provide insight into shorter-term responses to emergent situations.

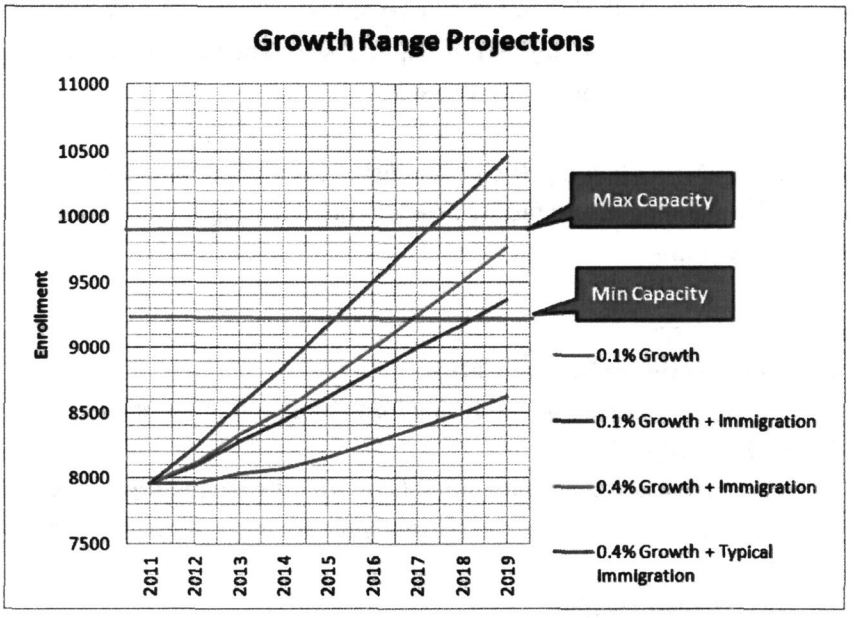
The six scenarios are:

1. **School Facilities Report – 2010**
   The report is based on modelling from Baragar Demographics.
2. **Roll-up Projection**
   This model assumes no additional growth other than projections for Kindergarten entry. Actual enrolments from the current year are incrementally moved up from one year to the next.
3. **0.1% Growth Model**
   This model assumes minimum growth at 0.1% annually blended with the current actual enrolments used in the Roll-up Projection. This model does not provide support for immigration growth and is a soft version of the projections from Manitoba Health.
4. **0.1% Growth plus Immigration Model**
   This model incorporates a minimum annual enrolment of 120 English as an Additional Language students based on a soft response to recent trends and anticipated ongoing recruiting at Maple Leaf Foods. New families may or may not be immigrants.
5. **0.4% Growth plus Immigration Model**
   This model incorporates an average annual growth rate that is only 60% of the City of Brandon's projections, but close to the projections from Manitoba Health.
6. **0.4% Growth plus Typical Immigration Pattern**
   This model incorporate an average annual growth rate that is only 60% of the City of Brandon's projections, but close to the projections from Manitoba Health, but incorporating the typical immigration impact experienced recently in schools with projections that incorporate Maple Leaf Foods recent announcement.

The following table visually presents the four most notable models in relation to overall divisional growth and facility capacities at both a Max Capacity as determined by current standards and a Min Capacity as potentially impacted by the Provincial cap on Kindergarten - Gr. 3 class sizes. It should be noted that enrolment growth at the Kindergarten – Gr. 3 levels will

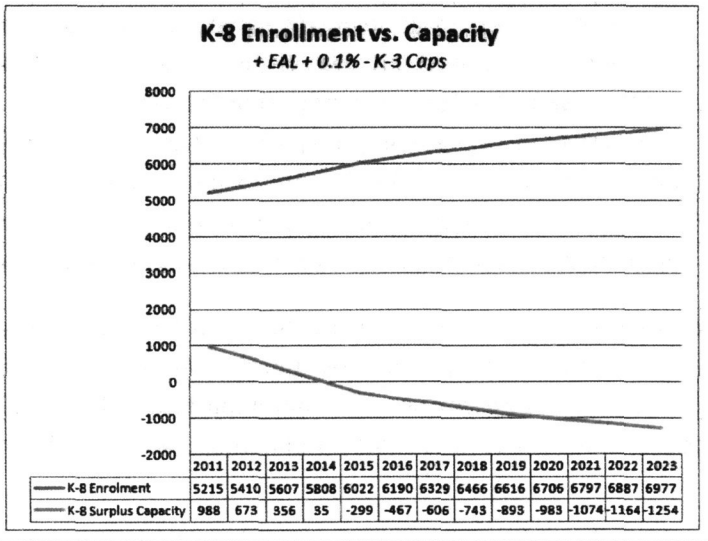
exponentially reduce our facility capacity (i.e. for every four new classrooms we lose an additional classroom because of the proposed Provincial caps.)

*Table #8: Growth Range Projections*




As indicated in the School Facilities Report – 2010, 75% of our K-8 facilities will be at or very close to capacity by 2015 when enrolment projections were anticipated to hit 8,200 students. However, as of September 2011 we have met our divisional projection for 2014 - three years early. It is reasonable to assume we will be short a minimum of 2-300 seats in our K-8 facilities by 2015 with the additional impact of class size caps.

*Table #9: K-8 Enrolment vs. Capacity*




| | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| K-8 Enrolment | 5215 | 5410 | 5607 | 5808 | 6022 | 6190 | 6329 | 6466 | 6616 | 6706 | 6797 | 6887 | 6977 |
| K-8 Surplus Capacity | 988 | 673 | 356 | 35 | -299 | -467 | -606 | -743 | -893 | -983 | -1074 | -1164 | -1254 |

## *II. Facility Sustainability*

Fifteen years ago Brandon School Division was struggling with declining enrolments within the context of a set of capital resources that were aging and with a capacity far exceeding any potential enrolment growth projections. While projections for enrolment growth ten years ago that were forecasting the potential impact on enrolments were discounted they have proven to be accurate.

Similar projections for possible growth from the movement of PPCLI II to the base at Shilo did not take hold because of a transitional management strategy, the base is beginning to show some signs of growth as the transition to the new base is becoming fixed in their organizational structure.

Our current conceptualization of facility capacities is in need of major revision and refocusing. The needs of our students and how we meet them have changed dramatically over the past 25 years along with how we organize our students for learning. Ancillary spaces once thought to be "luxury" items are essential and are in desperately short supply. Our centrally located support services need to be more localized into school based settings both to enhance support, but also to release critical infrastructure space at the division office for technology, human resources and financial services.

The sustainability of our facilities with respect to future capacity has rapidly become a primary concern for longitudinal planning for the Division as several themes arise. First, our Kindergarten to Grade 8 facilities are going to be hit with three capacity vectors, enrolment growth, immigration and diminished capacity resulting from the provincial mandates on class size.

Secondly, within our enrolment growth is a significant increase particularly in the diversity of our student population. Additionally, we have a French Immersion Program that is poised to exceed facility capacity within the next 2-3 years at École New Era but also potentially have a dramatic impact upon our high school program at École Secondaire Neelin within 7 to 9 years based on current, not projected, enrolment growth models.

Finally, should early enrolment projections prove to be as reliable as we believe they are, between 7 to 10 years out, high school facilities will clearly be at or exceed our maximum capacity. The complexity and diversity of our high school programming demands that we critically reassess our facility capacities and ancillary services at that level.

# Part 4: New Era Overview

a) *Historical*

During the 2008-2009 school year, the Board of Trustees concluded that the French Immersion Program was growing at a pace that would not be sustainable in the dual track environment of École New Era. With the prospect of the facility being stretched to accommodate over 100 students in excess of the building capacity, the decision was made to reconfigure four facilities to adjust configurations to provide capacity for growth for École New Era. Harrison Middle School, George Fitton School and Green Acres were reorganized, along with École New Era.

Table #10 provides an overview of the enrolment projections utilized in the development of the Single Track French Immersion model.

*Table #10: Single Track French Immersion NE/HA Projections*

***STFI Projections***

| ***NE-DT/HA-ST*** | ***K*** | ***1*** | ***2*** | ***3*** | ***4*** | ***5*** | ***6*** | ***7*** | ***8*** | ***2010 Proj.*** | ***2011 Proj.*** | ***2012 Proj.*** | ***2013 Proj.*** | ***Total*** |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ***New Era (English)*** | 20 | 17 | 20 | 26 | 19 | 27 | 18 | 23 | | 170 | | | | 348 |
| ***New Era (French)*** | 25 | 32 | 34 | 34 | 16 | 12 | 7 | 11 | 7 | 178 | | | | |
| ***Harrison (Single Track)*** | 50 | 42 | 40 | 23 | 27 | 32 | 27 | 28 | 29 | 298 | | | | 298 |
| ***New Era (English)*** | 20 | 20 | 17 | 20 | 26 | 19 | 27 | 18 | 23 | | 190 | | | 386 |
| ***New Era (French)*** | 25 | 25 | 32 | 34 | 34 | 16 | 12 | 7 | 11 | | 196 | | | |
| ***Harrison (Single Track)*** | 50 | 50 | 42 | 40 | 23 | 27 | 32 | 27 | 28 | | 319 | | | 319 |
| ***New Era (English)*** | 20 | 20 | 20 | 17 | 20 | 26 | 19 | 27 | 18 | | | 187 | | 397 |
| ***New Era (French)*** | 25 | 25 | 25 | 32 | 34 | 34 | 16 | 12 | 7 | | | 210 | | |
| ***Harrison (Single Track)*** | 50 | 50 | 50 | 42 | 40 | 23 | 27 | 32 | 27 | | | 341 | | 341 |
| ***New Era (English)*** | 20 | 20 | 20 | 20 | 17 | 20 | 26 | 19 | 27 | | | | 189 | 417 |
| ***New Era (French)*** | 25 | 25 | 25 | 25 | 32 | 34 | 34 | 16 | 12 | | | | 228 | |
| ***Harrison (Single Track)*** | 50 | 50 | 50 | 50 | 42 | 40 | 23 | 27 | 32 | | | | 364 | 364 |
| | | | | | | *Total Population* | | | | 646 | 705 | 738 | 781 | |
| ** NE Listed Capacity* | *555* | | | | | *NE/HA Combined* | | | | 930 | 930 | 930 | 930 | |
| ** HA Listed Capacity* | *375* | | | | | *NE/HA Combined* | | | | 806 | 806 | 806 | .806 | |

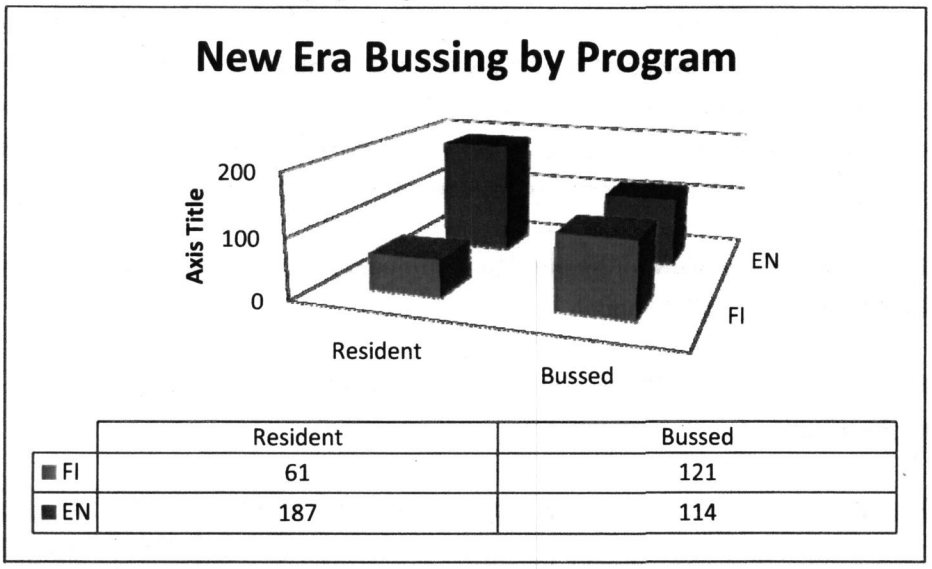
In 2010, enrolment at École New Era was 386 students and 297 students at École Harrison against forecasts of 348 and 298 respectively. In 2011, enrolment at École New Era was 481 students and 320 students at École Harrison against forecasts of 386 and 319 respectively. In addition to ongoing programming at École New Era two Divisional programs, Middle Years Student Support Program and the EAL Reception Centre have been placed at the school.

b) *Transportation Profile*

In the following table (#11) the distribution of French Immersion Program and English Program

students who are resident or bussed is reflected.

*Table #11: New Era Bussing by Program*




| | Resident | Bussed |
|---|---|---|
| FI | 61 | 121 |
| EN | 187 | 114 |

c) *Future*

Continued, solid growth in the French Immersion Program as well as new growth in the resident and bussed students in the English Program has again placed École New Era in a position where growth projections indicate that the facility will be challenged to accommodate student enrolment requests by 2013.

The following table provides a summary of roll-up projections contained in Appendix I.

*Table #12: Roll-up Projections for École New Era and École Harrison*

| | Actual 2010 | Actual 2011 | Proj. 2012 | Proj. 2013 | Proj. 2014 | Proj. 2015 |
|---|---|---|---|---|---|---|
| New Era | 386 | 481 | 521 | 560 | 599 | 636 |
| Harrison | 297 | 320 | 334 | 354 | 368 | 384 |

It is important to attend to the divisional context in preparing for deliberations on planning for a coordinated response to these projections. Continued EAL enrolment growth, even at lower rates along with proposed provincial changes to class sizes significantly complicate the division's options to plan effectively for appropriate facility utilization and the provision of strong academic programming.

# Part 5: Considerations

It is important that the Board of Trustees establish a formal public process to present this information publicly and receive feedback from the community once a longitudinal plan is developed.

This report will be forwarded to the Facilities Committee of the Board to develop a strategic, comprehensive, multi-pronged and short and long-term facility management, utilization and development plan that accommodates program growth, student learning needs while supporting the ongoing development of individual school communities. This strategic facilities plan should be presented to the board by the end of March 2012.

After review and deliberation on a strategic facilities plan public consultations should follow in May 2012 in accordance with *Policy 1021: Consultation* to provide feedback to the proposed plan.

A comprehensive report on the strategic facilities plan and consultation feedback will be provided to the Board of Trustees by the Senior Administration in September 2012. After review and revision, the strategic facilities plan is to be forwarded to Senior Administration for the development of an implementation plan which will target September 2013 for the implementation of the initial phases of the plan.

# Appendices

| | |
|---|---|
| Appendix A | Background on the Provincial Announcement in Preparation for a Mandate on K-3 Class Sizes |
| Appendix B | Trustee Inquiry on Grades 4-8 Class Sizes |
| Appendix C | Manitoba Population Report RHA 15 – Brandon 2010 |
| Appendix D | Manitoba Population Report RHA 15 – Brandon 2009 |
| Appendix E | Manitoba Population Report RHA 15 – Brandon 2008 |
| Appendix F | Manitoba Population Report RHA 15 – Brandon 2007 |
| Appendix G | Manitoba Population Report RHA 15 – Brandon 2006 |
| Appendix H | Manitoba Health – Health Information Management: Specific population projections for RHA geographies. |
| Appendix I | New Era English and Divisional FI Projections – including High School |

BRANDON SCHOOL DIVISION
1031 – 6TH STREET BRANDON MB R7A 4K5

"Accepting the Challenge"

# Memorandum

To: Dr. D. Michaels

From: Greg Malazdrewicz, Associate Superintendent

Date: October 31, 2011

**Re: Background on the Provincial Announcement in Preparation for a Mandate on K-3 Class Sizes**

---

*The following initial report has been prepared based on the minimal information provided from the Provincial announcement on Wednesday, October 26th, 2011.*

As of September 29, 2011 there were 128 classrooms of ½ Day and Full Day Kindergarten through Grade 3 in a variety of single and multi-grade configurations. Brandon School Division had sixty nine (69) classrooms over the proposed class size limit of 20 students.

***Table 1*** *Single Grade Configurations exceeding 20 students*

| | *K* | *1* | *2* | *3* | *Total* |
|---|---|---|---|---|---|
| ***# Classrooms*** | 9 | 9 | 10 | 11 | 39 |

***Table #2*** *Multi-Grade Configurations exceeding 20 students*

| | *1-2* | *2-3* | *3-4* | *Other* | *Total* |
|---|---|---|---|---|---|
| ***# Classrooms*** | 13 | 4 | 12 | 1 | 30 |

After a school by school review, it is anticipated that staffing for an additional nine (9) Kindergarten classrooms and twenty two (22) regular grade 1 to 3 classrooms would be required to achieve a class size maximum of 20 students. This would be an additional staffing cost of over $2.1 million dollars (roughly equivalent to 26.5 FTE).

There are an additional 16 classrooms with 19 (7 classrooms) or 20 (9 classrooms) students. A shift of as few as 32 students across would require an additional four (4) classrooms, at a cost of $ 320,000. It should be noted that this year four (4) classrooms were created from after mid-June and prior to September 30th to meet policy requirements for Kindergarten.

Based on this compilation of information, it can be argued that implementation of this mandate will require 34 to 36 FTE, at a cost between $2.7M and $2.9M annually.

***Facility Concerns***

While our September 30th enrolment numbers are still in the process of being finalized, we anticipate that we will exceed 7900 students, of which about 5175 will be K-8 students. In 2009 our facilities review indicated that in September 2012 we would be anticipating 5242 students giving the Division a surplus capacity of 961 seats. Our roll forward enrolment for September 2012, anticipating comparable Kindergarten enrolments, would see us breaking 5250 students, possibly 5300 students with modest growth incorporated.

The recent announcement has a direct impact on how we calculate surplus capacity. School capacities and subsequently surplus capacity are calculated on the ability to access 25 seats per classroom at the K-8 level. This is no longer true. For the 128 current classrooms assigned to Kindergarten to Grade 3 and the 35 classrooms required to be added to achieve our target of 20 students per class, we have effectively lost access to 480 seats (an additional 24 classrooms) across the division.

It is unclear, at this time, as to how many "new" classrooms will need to be configured or re-tasked as K-3 classrooms, though we can anticipate an additional cost $7-$10,000 for materials and equipment when we establish each "new" classroom. Of significant concern is that many potential classroom spaces are currently being utilized for Reading Recovery, Literacy Support, Resource Support and EAL support/classrooms. Loss of these spaces will result in a significant, negative impact on these essential student programs.

To provide another perspective, the reduction of surplus capacity has accelerated the Division along its facility utilization timeline an additional 5 years, i.e. as of September 2012 we will be at what had been our 2017 projected surplus capacity.

***Anticipated Provincial Support***

Brandon School Division typically accounts for 4.45% of the Provincial student enrolment. This year we had, approximately 2070 FTE students at the K-3 level. It is difficult to project the distribution of classroom configurations across the province and as such we have to assume that the distribution of classroom counts and need will tend to follow the enrolment proportions. With that said, a per pupil allocation of support, based on our share of the provincial enrolment would suggest that we might receive in the range of $890,000 of the $20M announced on behalf of the Province Wednesday, October 26, 2011.

***Recommendations***

The Provincial announcement indicates a steering committee will be formed and that Divisions will report to their constituents on class sizes. While this was part of the government platform in the recent election, this is not the final announcement, but an indicator of their likely intention to move forward.

Given the short turn-around time to prepare this report, we do not have details on the full impact on individual schools. However, we can now identify that four schools will likely need an additional kindergarten room to be developed and fully equipped.

A detailed update will be provided to the Board late December 2011/Early January 2012 a part of an expanded facility report incorporated into the projections for facility needs for New Era School and French Immersion programming.

BRANDON SCHOOL DIVISION
1031 – 6TH STREET BRANDON MB R7A 4K5

"Accepting the Challenge"

# Memorandum

To: Dr. D. Michaels

From: Greg Malazdrewicz, Associate Superintendent

Date: November 25, 2011

**Re: Trustee Inquiry on Grades 4-8 Class Sizes**

***Trustee Inquiry*** *– Current student/teacher ratio in Grades 4 to 8, including the number of classrooms and the configuration as a benchmark for when K-3 cap on class sizes comes into effect.*

The following information is provided in response and as follow-up information to the report tabled on the *Proposed Provincial Mandate on K-3 Class Size.*

The following table is a summary of class sizes as of September 29, 2011 that is based on the same data source as the Kindergarten to Grade 3 data. The two reports would be the basis for comparison on the impact upon implementation of a Provincial class size mandate.

***Table #1: Distribution of Grades 4-8 Classes by Enrollment***

| | <20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30> | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| # Classes | 43 | 10 | 14 | 21 | 17 | 12 | 5 | 5 | 4 | 1 | 0 | 132 |

Of the 132 classrooms in the Grade 4 through 8 grouping, 47 classes are multi-age. The remaining 85 classrooms are single grade settings. With 2,918 students included in this study group, the effective student to teacher ratio is 22.1 to 1. We are unable to project the impact of an enrolment cap on K-Grade 3 classrooms on the Grade 4-8 at this time.

***Table #2: Distribution of Multi-age Classes***

| | 3/4 | 4/5 | 5/6 | 7/8 | Total |
|---|---|---|---|---|---|
| # Classes | 16 | 6 | 18 | 7 | 47 |

It should be noted that the *High School Class Size Report* (Appendix K of the Senior Administration Report of October 11, 2011) would also be an accurate representation of the number of sections offered and the distribution of class sizes that could be used to measure any impact of staffing ratio adjustments made in response to the *Proposed Provincial Mandate on K-3 Class Size.*

# Manitoba Population Report

**Summary for RHA 15 - Brandon**

Manitoba Health

| Total Population | Male | Female |
|---|---|---|
| 52,550 | 25,299 | 27,251 |

File Status as at: June 01, 2010



| Age | Total | Male | Female |
|---|---|---|---|
| 0 | 767 | 404 | 363 |
| 1 | 709 | 345 | 364 |
| 2 | 703 | 360 | 343 |
| 3 | 735 | 351 | 384 |
| 4 | 673 | 353 | 320 |
| 000 - 004 | 3,587 | 1,813 | 1,774 |
| 5 | 655 | 317 | 338 |
| 6 | 712 | 359 | 353 |
| 7 | 626 | 341 | 285 |
| 8 | 631 | 321 | 310 |
| 9 | 584 | 292 | 292 |
| 005 - 009 | 3,208 | 1,630 | 1,578 |
| 10 | 605 | 310 | 295 |
| 11 | 588 | 283 | 305 |
| 12 | 600 | 297 | 303 |
| 13 | 630 | 327 | 303 |
| 14 | 608 | 293 | 315 |
| 010 - 014 | 3,029 | 1,508 | 1,521 |
| 15 | 613 | 315 | 298 |
| 16 | 654 | 293 | 361 |
| 17 | 584 | 312 | 272 |
| 18 | 717 | 371 | 346 |
| 19 | 743 | 357 | 386 |
| 015 - 019 | 3,311 | 1,648 | 1,663 |
| 20 | 800 | 369 | 431 |
| 21 | 785 | 369 | 416 |
| 22 | 818 | 387 | 431 |
| 23 | 876 | 412 | 464 |
| 24 | 891 | 411 | 480 |
| 020 - 024 | 4,170 | 1,948 | 2,222 |
| 25 | 869 | 394 | 475 |
| 26 | 797 | 403 | 394 |
| 27 | 871 | 433 | 438 |
| 28 | 875 | 414 | 461 |
| 29 | 850 | 421 | 429 |
| 025 - 029 | 4,262 | 2,065 | 2,197 |

| Age | Total | Male | Female |
|---|---|---|---|
| 30 | 853 | 398 | 455 |
| 31 | 813 | 416 | 397 |
| 32 | 729 | 373 | 356 |
| 33 | 791 | 401 | 390 |
| 34 | 752 | 361 | 391 |
| 030 - 034 | 3,938 | 1,949 | 1,989 |
| 35 | 715 | 351 | 364 |
| 36 | 784 | 429 | 355 |
| 37 | 749 | 385 | 364 |
| 38 | 755 | 385 | 370 |
| 39 | 670 | 336 | 334 |
| 035 - 039 | 3,673 | 1,906 | 1,767 |
| 40 | 666 | 335 | 331 |
| 41 | 669 | 320 | 349 |
| 42 | 621 | 332 | 289 |
| 43 | 575 | 291 | 284 |
| 44 | 669 | 338 | 331 |
| 040 - 044 | 3,200 | 1,616 | 1,584 |
| 45 | 731 | 349 | 382 |
| 46 | 741 | 346 | 395 |
| 47 | 753 | 344 | 409 |
| 48 | 771 | 358 | 413 |
| 49 | 755 | 353 | 402 |
| 045 - 049 | 3,751 | 1,750 | 2,001 |
| 50 | 754 | 395 | 359 |
| 51 | 698 | 352 | 346 |
| 52 | 671 | 294 | 377 |
| 53 | 740 | 365 | 375 |
| 54 | 613 | 287 | 326 |
| 050 - 054 | 3,476 | 1,693 | 1,783 |
| 55 | 636 | 319 | 317 |
| 56 | 654 | 294 | 360 |
| 57 | 622 | 300 | 322 |
| 58 | 625 | 335 | 290 |
| 59 | 559 | 266 | 293 |
| 055 - 059 | 3,098 | 1,514 | 1,584 |

| Age | Total | Male | Female |
|---|---|---|---|
| 60 | 537 | 251 | 286 |
| 61 | 547 | 256 | 291 |
| 62 | 576 | 282 | 294 |
| 63 | 537 | 264 | 273 |
| 64 | 388 | 189 | 199 |
| 060 - 064 | 2,585 | 1,242 | 1,343 |
| 65 | 402 | 193 | 209 |
| 66 | 396 | 199 | 197 |
| 67 | 415 | 190 | 225 |
| 68 | 369 | 172 | 197 |
| 69 | 337 | 146 | 191 |
| 065 - 069 | 1,919 | 900 | 1,019 |
| 70 | 319 | 161 | 158 |
| 71 | 301 | 125 | 176 |
| 72 | 314 | 139 | 175 |
| 73 | 308 | 146 | 162 |
| 74 | 317 | 136 | 181 |
| 070 - 074 | 1,559 | 707 | 852 |
| 75 | 282 | 113 | 169 |
| 76 | 242 | 125 | 117 |
| 77 | 273 | 112 | 161 |
| 78 | 259 | 116 | 143 |
| 79 | 256 | 95 | 161 |
| 075 - 079 | 1,312 | 561 | 751 |
| 80 | 264 | 121 | 143 |
| 81 | 254 | 89 | 165 |
| 82 | 246 | 103 | 143 |
| 83 | 190 | 65 | 125 |
| 84 | 205 | 80 | 125 |
| 080 - 084 | 1,159 | 458 | 701 |
| 85 | 197 | 70 | 127 |
| 86 | 187 | 63 | 124 |
| 87 | 169 | 57 | 112 |
| 88 | 140 | 45 | 95 |
| 89 | 137 | 46 | 91 |
| 085 - 089 | 830 | 281 | 549 |

| Age | Total | Male | Female |
|---|---|---|---|
| 90 | 120 | 43 | 77 |
| 91 | 82 | 21 | 61 |
| 92 | 60 | 18 | 42 |
| 93 | 64 | 11 | 53 |
| 94 | 34 | 14 | 20 |
| 090 - 094 | 360 | 107 | 253 |
| 95 | 39 | 7 | 32 |
| 96 | 22 | 7 | 15 |
| 97 | 16 | 2 | 14 |
| 98 | 12 | 3 | 9 |
| 99 | 12 | 3 | 9 |
| 095 - 099 | 101 | 22 | 79 |
| 100 | 6 | 0 | 6 |
| 101 | 5 | 1 | 4 |
| 102 | 6 | 0 | 6 |
| 103 | 2 | 0 | 2 |
| 104 | 1 | 0 | 1 |
| 100 - 104 | 20 | 1 | 19 |
| 105 | 1 | 0 | 1 |
| 106 | 0 | 0 | 0 |
| 107 | 1 | 0 | 1 |
| 108 | 0 | 0 | 0 |
| 109 | 0 | 0 | 0 |
| 105 - 109 | 2 | 0 | 2 |
| 110 | 0 | 0 | 0 |
| 111 | 0 | 0 | 0 |
| 112 | 0 | 0 | 0 |
| 113 | 0 | 0 | 0 |
| 114 | 0 | 0 | 0 |
| 110 - 114 | 0 | 0 | 0 |
| 115 | 0 | 0 | 0 |
| 115+ | 0 | 0 | 0 |

**SELECTED ANALYSES**

| Age | Total | Male | Female |
|---|---|---|---|
| 000 - 017 | 11,675 | 5,871 | 5,804 |
| 018 - 064 | 33,613 | 16,391 | 17,222 |
| 065 - 079 | 4,790 | 2,168 | 2,622 |
| 80+ | 2,472 | 869 | 1,603 |

**SELECTED ANALYSES**

| Age | Total | Male | Female |
|---|---|---|---|
| 90+ | 483 | 130 | 353 |
| 85+ | 1,313 | 411 | 902 |
| 70+ | 5,343 | 2,137 | 3,206 |
| 65+ | 7,262 | 3,037 | 4,225 |

**SELECTED ANALYSES**

| Age | Total | Male | Female |
|---|---|---|---|
| 000 - 014 | 9,824 | 4,951 | 4,873 |
| 015 - 024 | 7,481 | 3,596 | 3,885 |
| 025 - 034 | 8,200 | 4,014 | 4,186 |
| 035 - 044 | 6,873 | 3,502 | 3,371 |
| 045 - 054 | 7,227 | 3,443 | 3,784 |
| 055 - 064 | 5,683 | 2,756 | 2,927 |
| 065 - 074 | 3,478 | 1,607 | 1,871 |
| 75+ | 3,784 | 1,430 | 2,354 |

**Note: First Nations are allocated to municipality and RHA by Postal Code.**

**Provided by Health Information Management Branch, Manitoba Health**

Report Printed: November 30, 2011

# Manitoba Population Report

**Summary for RHA 15 - Brandon**

Manitoba Health

File Status as at: June 01, 2009



| Total Population | Male | Female |
|---|---|---|
| 51,350 | 24,835 | 26,515 |

| Age | Total | Male | Female |
|---|---|---|---|
| 0 | 706 | 351 | 355 |
| 1 | 703 | 365 | 338 |
| 2 | 704 | 338 | 366 |
| 3 | 638 | 337 | 301 |
| 4 | 620 | 301 | 319 |
| 000 - 004 | 3,371 | 1,692 | 1,679 |
| 5 | 679 | 338 | 341 |
| 6 | 604 | 326 | 278 |
| 7 | 607 | 317 | 290 |
| 8 | 556 | 276 | 280 |
| 9 | 573 | 296 | 277 |
| 005 - 009 | 3,019 | 1,553 | 1,466 |
| 10 | 556 | 274 | 282 |
| 11 | 576 | 284 | 292 |
| 12 | 612 | 321 | 291 |
| 13 | 589 | 283 | 306 |
| 14 | 612 | 308 | 304 |
| 010 - 014 | 2,945 | 1,470 | 1,475 |
| 15 | 648 | 288 | 360 |
| 16 | 576 | 316 | 260 |
| 17 | 675 | 337 | 338 |
| 18 | 694 | 341 | 353 |
| 19 | 765 | 362 | 403 |
| 015 - 019 | 3,358 | 1,644 | 1,714 |
| 20 | 722 | 332 | 390 |
| 21 | 813 | 388 | 425 |
| 22 | 841 | 392 | 449 |
| 23 | 887 | 427 | 460 |
| 24 | 841 | 392 | 449 |
| 020 - 024 | 4,104 | 1,931 | 2,173 |
| 25 | 809 | 421 | 388 |
| 26 | 851 | 435 | 416 |
| 27 | 852 | 408 | 444 |
| 28 | 859 | 434 | 425 |
| 29 | 826 | 405 | 421 |
| 025 - 029 | 4,197 | 2,103 | 2,094 |

| Age | Total | Male | Female |
|---|---|---|---|
| 30 | 791 | 419 | 372 |
| 31 | 734 | 377 | 357 |
| 32 | 783 | 401 | 382 |
| 33 | 729 | 359 | 370 |
| 34 | 710 | 361 | 349 |
| 030 - 034 | 3,747 | 1,917 | 1,830 |
| 35 | 767 | 423 | 344 |
| 36 | 722 | 372 | 350 |
| 37 | 740 | 377 | 363 |
| 38 | 657 | 327 | 330 |
| 39 | 650 | 331 | 319 |
| 035 - 039 | 3,536 | 1,830 | 1,706 |
| 40 | 665 | 319 | 346 |
| 41 | 615 | 325 | 290 |
| 42 | 575 | 299 | 276 |
| 43 | 650 | 329 | 321 |
| 44 | 723 | 344 | 379 |
| 040 - 044 | 3,228 | 1,616 | 1,612 |
| 45 | 732 | 343 | 389 |
| 46 | 736 | 339 | 397 |
| 47 | 764 | 357 | 407 |
| 48 | 769 | 359 | 410 |
| 49 | 756 | 392 | 364 |
| 045 - 049 | 3,757 | 1,790 | 1,967 |
| 50 | 691 | 343 | 348 |
| 51 | 678 | 296 | 382 |
| 52 | 740 | 366 | 374 |
| 53 | 616 | 285 | 331 |
| 54 | 633 | 319 | 314 |
| 050 - 054 | 3,358 | 1,609 | 1,749 |
| 55 | 661 | 295 | 366 |
| 56 | 630 | 305 | 325 |
| 57 | 631 | 336 | 295 |
| 58 | 577 | 274 | 303 |
| 59 | 548 | 255 | 293 |
| 055 - 059 | 3,047 | 1,465 | 1,582 |

| Age | Total | Male | Female |
|---|---|---|---|
| 60 | 560 | 265 | 295 |
| 61 | 581 | 282 | 299 |
| 62 | 551 | 278 | 273 |
| 63 | 392 | 194 | 198 |
| 64 | 409 | 197 | 212 |
| 060 - 064 | 2,493 | 1,216 | 1,277 |
| 65 | 403 | 202 | 201 |
| 66 | 417 | 193 | 224 |
| 67 | 372 | 174 | 198 |
| 68 | 341 | 148 | 193 |
| 69 | 331 | 168 | 163 |
| 065 - 069 | 1,864 | 885 | 979 |
| 70 | 299 | 124 | 175 |
| 71 | 324 | 145 | 179 |
| 72 | 316 | 149 | 167 |
| 73 | 323 | 139 | 184 |
| 74 | 291 | 119 | 172 |
| 070 - 074 | 1,553 | 676 | 877 |
| 75 | 251 | 133 | 118 |
| 76 | 281 | 114 | 167 |
| 77 | 270 | 124 | 146 |
| 78 | 266 | 101 | 165 |
| 79 | 272 | 123 | 149 |
| 075 - 079 | 1,340 | 595 | 745 |
| 80 | 265 | 95 | 170 |
| 81 | 267 | 116 | 151 |
| 82 | 200 | 66 | 134 |
| 83 | 212 | 85 | 127 |
| 84 | 207 | 77 | 130 |
| 080 - 084 | 1,151 | 439 | 712 |
| 85 | 196 | 69 | 127 |
| 86 | 180 | 65 | 115 |
| 87 | 155 | 49 | 106 |
| 88 | 161 | 56 | 105 |
| 89 | 132 | 50 | 82 |
| 085 - 089 | 824 | 289 | 535 |

| Age | Total | Male | Female |
|---|---|---|---|
| 90 | 90 | 22 | 68 |
| 91 | 75 | 24 | 51 |
| 92 | 73 | 15 | 58 |
| 93 | 48 | 20 | 28 |
| 94 | 54 | 11 | 43 |
| 090 - 094 | 340 | 92 | 248 |
| 95 | 30 | 9 | 21 |
| 96 | 25 | 3 | 22 |
| 97 | 16 | 4 | 12 |
| 98 | 17 | 3 | 14 |
| 99 | 10 | 1 | 9 |
| 095 - 099 | 98 | 20 | 78 |
| 100 | 5 | 1 | 4 |
| 101 | 8 | 2 | 6 |
| 102 | 3 | 0 | 3 |
| 103 | 1 | 0 | 1 |
| 104 | 1 | 0 | 1 |
| 100 - 104 | 18 | 3 | 15 |
| 105 | 0 | 0 | 0 |
| 106 | 2 | 0 | 2 |
| 107 | 0 | 0 | 0 |
| 108 | 0 | 0 | 0 |
| 109 | 0 | 0 | 0 |
| 105 - 109 | 2 | 0 | 2 |
| 110 | 0 | 0 | 0 |
| 111 | 0 | 0 | 0 |
| 112 | 0 | 0 | 0 |
| 113 | 0 | 0 | 0 |
| 114 | 0 | 0 | 0 |
| 110 - 114 | 0 | 0 | 0 |
| 115 | 0 | 0 | 0 |
| 115+ | 0 | 0 | 0 |

### SELECTED ANALYSES

| Age | Total | Male | Female |
|---|---|---|---|
| 000 - 017 | 11,234 | 5,656 | 5,578 |
| 018 - 064 | 32,926 | 16,180 | 16,746 |
| 065 - 079 | 4,757 | 2,156 | 2,601 |
| 80+ | 2,433 | 843 | 1,590 |

### SELECTED ANALYSES

| Age | Total | Male | Female |
|---|---|---|---|
| 90+ | 458 | 115 | 343 |
| 85+ | 1,282 | 404 | 878 |
| 70+ | 5,326 | 2,114 | 3,212 |
| 65+ | 7,190 | 2,999 | 4,191 |

### SELECTED ANALYSES

| Age | Total | Male | Female |
|---|---|---|---|
| 000 - 014 | 9,335 | 4,715 | 4,620 |
| 015 - 024 | 7,462 | 3,575 | 3,887 |
| 025 - 034 | 7,944 | 4,020 | 3,924 |
| 035 - 044 | 6,764 | 3,446 | 3,318 |
| 045 - 054 | 7,115 | 3,399 | 3,716 |
| 055 - 064 | 5,540 | 2,681 | 2,859 |
| 065 - 074 | 3,417 | 1,561 | 1,856 |
| 75+ | 3,773 | 1,438 | 2,335 |

Report Printed: November 30, 2011

**Note: First Nations are allocated to municipality and RHA by Postal Code.**

**Provided by Health Information Management Branch, Manitoba Health**

# Manitoba Population Report

**Summary for RHA 15 - Brandon**

Manitoba Health

| Total Population | Male | Female |
|---|---|---|
| 50,541 | 24,460 | 26,081 |

File Status as at: June 01, 2008



| Age | Total | Male | Female |
|---|---|---|---|
| 0 | 704 | 359 | 345 |
| 1 | 707 | 343 | 364 |
| 2 | 646 | 340 | 306 |
| 3 | 602 | 302 | 300 |
| 4 | 653 | 328 | 325 |
| 000 - 004 | 3,312 | 1,672 | 1,640 |
| 5 | 606 | 330 | 276 |
| 6 | 583 | 303 | 280 |
| 7 | 546 | 268 | 278 |
| 8 | 554 | 285 | 269 |
| 9 | 558 | 272 | 284 |
| 005 - 009 | 2,845 | 1,458 | 1,387 |
| 10 | 574 | 284 | 290 |
| 11 | 601 | 312 | 289 |
| 12 | 583 | 279 | 304 |
| 13 | 609 | 309 | 300 |
| 14 | 631 | 278 | 353 |
| 010 - 014 | 2,998 | 1,462 | 1,536 |
| 15 | 573 | 319 | 254 |
| 16 | 649 | 326 | 323 |
| 17 | 652 | 335 | 317 |
| 18 | 734 | 347 | 387 |
| 19 | 715 | 353 | 362 |
| 015 - 019 | 3,323 | 1,660 | 1,663 |
| 20 | 804 | 379 | 425 |
| 21 | 850 | 406 | 444 |
| 22 | 871 | 421 | 450 |
| 23 | 831 | 395 | 436 |
| 24 | 818 | 412 | 406 |
| 020 - 024 | 4,174 | 2,013 | 2,161 |
| 25 | 856 | 431 | 425 |
| 26 | 857 | 420 | 437 |
| 27 | 852 | 437 | 415 |
| 28 | 794 | 393 | 401 |
| 29 | 780 | 407 | 373 |
| 025 - 029 | 4,139 | 2,088 | 2,051 |

| Age | Total | Male | Female |
|---|---|---|---|
| 30 | 699 | 364 | 335 |
| 31 | 764 | 386 | 378 |
| 32 | 697 | 347 | 350 |
| 33 | 678 | 346 | 332 |
| 34 | 745 | 413 | 332 |
| 030 - 034 | 3,583 | 1,856 | 1,727 |
| 35 | 715 | 365 | 350 |
| 36 | 705 | 353 | 352 |
| 37 | 634 | 316 | 318 |
| 38 | 653 | 335 | 318 |
| 39 | 648 | 322 | 326 |
| 035 - 039 | 3,355 | 1,691 | 1,664 |
| 40 | 606 | 324 | 282 |
| 41 | 567 | 292 | 275 |
| 42 | 645 | 323 | 322 |
| 43 | 728 | 341 | 387 |
| 44 | 729 | 341 | 388 |
| 040 - 044 | 3,275 | 1,621 | 1,654 |
| 45 | 739 | 332 | 407 |
| 46 | 768 | 360 | 408 |
| 47 | 773 | 356 | 417 |
| 48 | 766 | 396 | 370 |
| 49 | 694 | 346 | 348 |
| 045 - 049 | 3,742 | 1,792 | 1,950 |
| 50 | 686 | 300 | 386 |
| 51 | 747 | 370 | 377 |
| 52 | 614 | 290 | 324 |
| 53 | 648 | 331 | 317 |
| 54 | 661 | 295 | 366 |
| 050 - 054 | 3,356 | 1,586 | 1,770 |
| 55 | 633 | 307 | 326 |
| 56 | 619 | 328 | 291 |
| 57 | 583 | 280 | 303 |
| 58 | 555 | 256 | 299 |
| 59 | 563 | 268 | 295 |
| 055 - 059 | 2,953 | 1,439 | 1,514 |

| Age | Total | Male | Female |
|---|---|---|---|
| 60 | 597 | 292 | 305 |
| 61 | 562 | 286 | 276 |
| 62 | 391 | 191 | 200 |
| 63 | 415 | 203 | 212 |
| 64 | 407 | 201 | 206 |
| 060 - 064 | 2,372 | 1,173 | 1,199 |
| 65 | 424 | 201 | 223 |
| 66 | 388 | 186 | 202 |
| 67 | 346 | 151 | 195 |
| 68 | 339 | 172 | 167 |
| 69 | 299 | 124 | 175 |
| 065 - 069 | 1,796 | 834 | 962 |
| 70 | 332 | 147 | 185 |
| 71 | 325 | 155 | 170 |
| 72 | 331 | 144 | 187 |
| 73 | 300 | 124 | 176 |
| 74 | 260 | 138 | 122 |
| 070 - 074 | 1,548 | 708 | 840 |
| 75 | 285 | 117 | 168 |
| 76 | 279 | 129 | 150 |
| 77 | 274 | 104 | 170 |
| 78 | 286 | 129 | 157 |
| 79 | 270 | 98 | 172 |
| 075 - 079 | 1,394 | 577 | 817 |
| 80 | 279 | 121 | 158 |
| 81 | 218 | 72 | 146 |
| 82 | 220 | 87 | 133 |
| 83 | 224 | 84 | 140 |
| 84 | 205 | 76 | 129 |
| 080 - 084 | 1,146 | 440 | 706 |
| 85 | 189 | 74 | 115 |
| 86 | 164 | 49 | 115 |
| 87 | 180 | 65 | 115 |
| 88 | 142 | 54 | 88 |
| 89 | 101 | 25 | 76 |
| 085 - 089 | 776 | 267 | 509 |

| Age | Total | Male | Female |
|---|---|---|---|
| 90 | 87 | 32 | 55 |
| 91 | 86 | 21 | 65 |
| 92 | 57 | 22 | 35 |
| 93 | 64 | 15 | 49 |
| 94 | 37 | 13 | 24 |
| 090 - 094 | 331 | 103 | 228 |
| 95 | 37 | 5 | 32 |
| 96 | 22 | 5 | 17 |
| 97 | 23 | 5 | 18 |
| 98 | 13 | 1 | 12 |
| 99 | 7 | 1 | 6 |
| 095 - 099 | 102 | 17 | 85 |
| 100 | 9 | 2 | 7 |
| 101 | 6 | 0 | 6 |
| 102 | 2 | 0 | 2 |
| 103 | 1 | 0 | 1 |
| 104 | 0 | 0 | 0 |
| 100 - 104 | 18 | 2 | 16 |
| 105 | 3 | 1 | 2 |
| 106 | 0 | 0 | 0 |
| 107 | 0 | 0 | 0 |
| 108 | 0 | 0 | 0 |
| 109 | 0 | 0 | 0 |
| 105 - 109 | 3 | 1 | 2 |
| 110 | 0 | 0 | 0 |
| 111 | 0 | 0 | 0 |
| 112 | 0 | 0 | 0 |
| 113 | 0 | 0 | 0 |
| 114 | 0 | 0 | 0 |
| 110 - 114 | 0 | 0 | 0 |
| 115 | 0 | 0 | 0 |
| 115+ | 0 | 0 | 0 |

**SELECTED ANALYSES**

| Age | Total | Male | Female |
|---|---|---|---|
| 000 - 017 | 11,029 | 5,572 | 5,457 |
| 018 - 064 | 32,398 | 15,939 | 16,459 |
| 065 - 079 | 4,738 | 2,119 | 2,619 |
| 80+ | 2,376 | 830 | 1,546 |

**SELECTED ANALYSES**

| Age | Total | Male | Female |
|---|---|---|---|
| 90+ | 454 | 123 | 331 |
| 85+ | 1,230 | 390 | 840 |
| 70+ | 5,318 | 2,115 | 3,203 |
| 65+ | 7,114 | 2,949 | 4,165 |

**SELECTED ANALYSES**

| Age | Total | Male | Female |
|---|---|---|---|
| 000 - 014 | 9,155 | 4,592 | 4,563 |
| 015 - 024 | 7,497 | 3,673 | 3,824 |
| 025 - 034 | 7,722 | 3,944 | 3,778 |
| 035 - 044 | 6,630 | 3,312 | 3,318 |
| 045 - 054 | 7,098 | 3,378 | 3,720 |
| 055 - 064 | 5,325 | 2,612 | 2,713 |
| 065 - 074 | 3,344 | 1,542 | 1,802 |
| 75+ | 3,770 | 1,407 | 2,363 |

**Note: First Nations are allocated to municipality and RHA by Postal Code.**

**Provided by Health Information Management Branch, Manitoba Health**

Report Printed: November 30, 2011

# Manitoba Population Report

**Summary for RHA 15 - Brandon**

Manitoba Health

File Status as at: June 01, 2007



| Total Population | Male | Female |
|---|---|---|
| 49,789 | 23,802 | 25,987 |

| Age | Total | Male | Female |
|---|---|---|---|
| 0 | 699 | 338 | 361 |
| 1 | 672 | 355 | 317 |
| 2 | 605 | 309 | 296 |
| 3 | 667 | 337 | 330 |
| 4 | 624 | 329 | 295 |
| 000 - 004 | 3,267 | 1,668 | 1,599 |
| 5 | 584 | 306 | 278 |
| 6 | 555 | 277 | 278 |
| 7 | 563 | 301 | 262 |
| 8 | 566 | 281 | 285 |
| 9 | 598 | 302 | 296 |
| 005 - 009 | 2,866 | 1,449 | 1,417 |
| 10 | 612 | 319 | 293 |
| 11 | 597 | 288 | 309 |
| 12 | 625 | 310 | 315 |
| 13 | 644 | 283 | 361 |
| 14 | 606 | 335 | 271 |
| 010 - 014 | 3,084 | 1,535 | 1,549 |
| 15 | 679 | 340 | 339 |
| 16 | 674 | 355 | 319 |
| 17 | 716 | 342 | 374 |
| 18 | 693 | 327 | 366 |
| 19 | 801 | 391 | 410 |
| 015 - 019 | 3,583 | 1,755 | 1,808 |
| 20 | 825 | 399 | 426 |
| 21 | 860 | 400 | 460 |
| 22 | 855 | 400 | 455 |
| 23 | 808 | 384 | 424 |
| 24 | 818 | 396 | 422 |
| 020 - 024 | 4,166 | 1,979 | 2,187 |
| 25 | 817 | 383 | 434 |
| 26 | 808 | 384 | 424 |
| 27 | 734 | 335 | 399 |
| 28 | 734 | 359 | 375 |
| 29 | 649 | 313 | 336 |
| 025 - 029 | 3,742 | 1,774 | 1,968 |

| Age | Total | Male | Female |
|---|---|---|---|
| 30 | 705 | 344 | 361 |
| 31 | 669 | 324 | 345 |
| 32 | 630 | 319 | 311 |
| 33 | 684 | 345 | 339 |
| 34 | 648 | 312 | 336 |
| 030 - 034 | 3,336 | 1,644 | 1,692 |
| 35 | 678 | 332 | 346 |
| 36 | 629 | 313 | 316 |
| 37 | 618 | 306 | 312 |
| 38 | 645 | 316 | 329 |
| 39 | 565 | 297 | 268 |
| 035 - 039 | 3,135 | 1,564 | 1,571 |
| 40 | 555 | 278 | 277 |
| 41 | 647 | 322 | 325 |
| 42 | 719 | 335 | 384 |
| 43 | 743 | 343 | 400 |
| 44 | 752 | 342 | 410 |
| 040 - 044 | 3,416 | 1,620 | 1,796 |
| 45 | 792 | 381 | 411 |
| 46 | 779 | 363 | 416 |
| 47 | 761 | 400 | 361 |
| 48 | 718 | 351 | 367 |
| 49 | 702 | 309 | 393 |
| 045 - 049 | 3,752 | 1,804 | 1,948 |
| 50 | 741 | 366 | 375 |
| 51 | 616 | 289 | 327 |
| 52 | 656 | 336 | 320 |
| 53 | 669 | 298 | 371 |
| 54 | 643 | 317 | 326 |
| 050 - 054 | 3,325 | 1,606 | 1,719 |
| 55 | 634 | 338 | 296 |
| 56 | 592 | 281 | 311 |
| 57 | 558 | 263 | 295 |
| 58 | 562 | 265 | 297 |
| 59 | 605 | 295 | 310 |
| 055 - 059 | 2,951 | 1,442 | 1,509 |

| Age | Total | Male | Female |
|---|---|---|---|
| 60 | 559 | 284 | 275 |
| 61 | 396 | 193 | 203 |
| 62 | 418 | 202 | 216 |
| 63 | 413 | 204 | 209 |
| 64 | 424 | 202 | 222 |
| 060 - 064 | 2,210 | 1,085 | 1,125 |
| 65 | 392 | 189 | 203 |
| 66 | 349 | 155 | 194 |
| 67 | 344 | 175 | 169 |
| 68 | 303 | 126 | 177 |
| 69 | 333 | 153 | 180 |
| 065 - 069 | 1,721 | 798 | 923 |
| 70 | 329 | 158 | 171 |
| 71 | 337 | 145 | 192 |
| 72 | 299 | 123 | 176 |
| 73 | 270 | 145 | 125 |
| 74 | 289 | 119 | 170 |
| 070 - 074 | 1,524 | 690 | 834 |
| 75 | 288 | 130 | 158 |
| 76 | 284 | 108 | 176 |
| 77 | 298 | 131 | 167 |
| 78 | 279 | 103 | 176 |
| 79 | 289 | 123 | 166 |
| 075 - 079 | 1,436 | 595 | 841 |
| 80 | 234 | 77 | 157 |
| 81 | 222 | 91 | 131 |
| 82 | 236 | 90 | 146 |
| 83 | 217 | 79 | 138 |
| 84 | 195 | 76 | 119 |
| 080 - 084 | 1,104 | 413 | 691 |
| 85 | 184 | 57 | 127 |
| 86 | 192 | 67 | 125 |
| 87 | 153 | 61 | 92 |
| 88 | 117 | 30 | 87 |
| 89 | 103 | 38 | 65 |
| 085 - 089 | 749 | 253 | 496 |

| Age | Total | Male | Female |
|---|---|---|---|
| 90 | 96 | 25 | 71 |
| 91 | 59 | 23 | 36 |
| 92 | 74 | 19 | 55 |
| 93 | 42 | 14 | 28 |
| 94 | 42 | 8 | 34 |
| 090 - 094 | 313 | 89 | 224 |
| 95 | 26 | 5 | 21 |
| 96 | 29 | 6 | 23 |
| 97 | 14 | 2 | 12 |
| 98 | 12 | 3 | 9 |
| 99 | 11 | 2 | 9 |
| 095 - 099 | 92 | 18 | 74 |
| 100 | 6 | 0 | 6 |
| 101 | 4 | 0 | 4 |
| 102 | 2 | 0 | 2 |
| 103 | 2 | 0 | 2 |
| 104 | 3 | 1 | 2 |
| 100 - 104 | 17 | 1 | 16 |
| 105 | 0 | 0 | 0 |
| 106 | 0 | 0 | 0 |
| 107 | 0 | 0 | 0 |
| 108 | 0 | 0 | 0 |
| 109 | 0 | 0 | 0 |
| 105 - 109 | 0 | 0 | 0 |
| 110 | 0 | 0 | 0 |
| 111 | 0 | 0 | 0 |
| 112 | 0 | 0 | 0 |
| 113 | 0 | 0 | 0 |
| 114 | 0 | 0 | 0 |
| 110 - 114 | 0 | 0 | 0 |
| 115 | 0 | 0 | 0 |
| 115+ | 0 | 0 | 0 |

## SELECTED ANALYSES

| Age | Total | Male | Female |
|---|---|---|---|
| 000 - 017 | 11,306 | 5,709 | 5,597 |
| 018 - 064 | 31,527 | 15,236 | 16,291 |
| 065 - 079 | 4,661 | 2,063 | 2,598 |
| 80+ | 2,275 | 774 | 1,501 |

## SELECTED ANALYSES

| Age | Total | Male | Female |
|---|---|---|---|
| 80+ | 422 | 108 | 314 |
| 85+ | 1,171 | 361 | 810 |
| 70+ | 5,235 | 2,059 | 3,176 |
| 65+ | 6,956 | 2,857 | 4,099 |

## SELECTED ANALYSES

| Age | Total | Male | Female |
|---|---|---|---|
| 000 - 014 | 9,237 | 4,672 | 4,565 |
| 015 - 024 | 7,729 | 3,734 | 3,995 |
| 025 - 034 | 7,078 | 3,418 | 3,660 |
| 035 - 044 | 6,551 | 3,184 | 3,367 |
| 045 - 054 | 7,077 | 3,410 | 3,667 |
| 055 - 064 | 5,161 | 2,527 | 2,634 |
| 065 - 074 | 3,245 | 1,488 | 1,757 |
| 75+ | 3,711 | 1,369 | 2,342 |

Note: First Nations are allocated to municipality and RHA by Postal Code.

Provided by Health Information Management Branch, Manitoba Health

Report Printed

December 01, 2011

# Manitoba Population Report

**Summary for RHA 15 - Brandon**

Manitoba Health

File Status as at: June 01, 2006



| Total Population | Male | Female |
|---|---|---|
| 49,750 | 23,854 | 25,896 |

| Age | Total | Male | Female |
|---|---|---|---|
| 0 | 671 | 357 | 314 |
| 1 | 607 | 313 | 294 |
| 2 | 672 | 347 | 325 |
| 3 | 620 | 324 | 296 |
| 4 | 608 | 312 | 296 |
| 000 - 004 | 3,178 | 1,653 | 1,525 |
| 5 | 556 | 281 | 275 |
| 6 | 593 | 311 | 282 |
| 7 | 569 | 274 | 295 |
| 8 | 608 | 299 | 309 |
| 9 | 607 | 307 | 300 |
| 005 - 009 | 2,931 | 1,471 | 1,460 |
| 10 | 607 | 294 | 313 |
| 11 | 650 | 313 | 337 |
| 12 | 656 | 297 | 359 |
| 13 | 595 | 331 | 264 |
| 14 | 691 | 345 | 346 |
| 010 - 014 | 3,199 | 1,580 | 1,619 |
| 15 | 677 | 362 | 315 |
| 16 | 723 | 351 | 372 |
| 17 | 675 | 331 | 344 |
| 18 | 737 | 370 | 367 |
| 19 | 791 | 394 | 397 |
| 015 - 019 | 3,603 | 1,808 | 1,795 |
| 20 | 861 | 405 | 456 |
| 21 | 877 | 410 | 467 |
| 22 | 834 | 401 | 433 |
| 23 | 846 | 409 | 437 |
| 24 | 844 | 388 | 456 |
| 020 - 024 | 4,262 | 2,013 | 2,249 |
| 25 | 821 | 402 | 419 |
| 26 | 754 | 350 | 404 |
| 27 | 744 | 364 | 380 |
| 28 | 686 | 333 | 353 |
| 29 | 709 | 346 | 363 |
| 025 - 029 | 3,714 | 1,795 | 1,919 |

| Age | Total | Male | Female |
|---|---|---|---|
| 30 | 693 | 341 | 352 |
| 31 | 638 | 317 | 321 |
| 32 | 680 | 349 | 331 |
| 33 | 651 | 311 | 340 |
| 34 | 678 | 325 | 353 |
| 030 - 034 | 3,340 | 1,643 | 1,697 |
| 35 | 625 | 312 | 313 |
| 36 | 654 | 317 | 337 |
| 37 | 631 | 310 | 321 |
| 38 | 571 | 300 | 271 |
| 39 | 562 | 286 | 276 |
| 035 - 039 | 3,043 | 1,525 | 1,518 |
| 40 | 647 | 318 | 329 |
| 41 | 732 | 343 | 389 |
| 42 | 758 | 346 | 412 |
| 43 | 752 | 346 | 406 |
| 44 | 796 | 381 | 415 |
| 040 - 044 | 3,685 | 1,734 | 1,951 |
| 45 | 778 | 356 | 422 |
| 46 | 771 | 403 | 368 |
| 47 | 728 | 380 | 368 |
| 48 | 708 | 317 | 391 |
| 49 | 739 | 364 | 375 |
| 045 - 049 | 3,724 | 1,800 | 1,924 |
| 50 | 608 | 285 | 323 |
| 51 | 656 | 335 | 321 |
| 52 | 674 | 302 | 372 |
| 53 | 656 | 324 | 332 |
| 54 | 641 | 343 | 298 |
| 050 - 054 | 3,235 | 1,589 | 1,646 |
| 55 | 600 | 282 | 318 |
| 56 | 560 | 269 | 291 |
| 57 | 576 | 269 | 307 |
| 58 | 606 | 299 | 307 |
| 59 | 560 | 286 | 274 |
| 055 - 059 | 2,902 | 1,405 | 1,497 |

| Age | Total | Male | Female |
|---|---|---|---|
| 60 | 399 | 196 | 203 |
| 61 | 414 | 203 | 211 |
| 62 | 418 | 203 | 215 |
| 63 | 419 | 202 | 217 |
| 64 | 386 | 185 | 203 |
| 060 - 064 | 2,038 | 989 | 1,049 |
| 65 | 361 | 163 | 198 |
| 66 | 347 | 179 | 168 |
| 67 | 303 | 126 | 177 |
| 68 | 341 | 159 | 182 |
| 69 | 337 | 164 | 173 |
| 065 - 069 | 1,689 | 791 | 898 |
| 70 | 347 | 147 | 200 |
| 71 | 305 | 130 | 175 |
| 72 | 279 | 149 | 130 |
| 73 | 295 | 124 | 171 |
| 74 | 290 | 134 | 156 |
| 070 - 074 | 1,516 | 684 | 832 |
| 75 | 293 | 119 | 174 |
| 76 | 302 | 133 | 169 |
| 77 | 291 | 111 | 180 |
| 78 | 305 | 135 | 170 |
| 79 | 246 | 85 | 161 |
| 075 - 079 | 1,437 | 583 | 854 |
| 80 | 235 | 100 | 135 |
| 81 | 251 | 97 | 154 |
| 82 | 229 | 89 | 140 |
| 83 | 208 | 84 | 124 |
| 84 | 201 | 62 | 139 |
| 080 - 084 | 1,124 | 432 | 692 |
| 85 | 205 | 74 | 131 |
| 86 | 160 | 65 | 95 |
| 87 | 134 | 40 | 94 |
| 88 | 113 | 40 | 73 |
| 89 | 114 | 34 | 80 |
| 085 - 089 | 726 | 253 | 473 |

| Age | Total | Male | Female |
|---|---|---|---|
| 90 | 72 | 27 | 45 |
| 91 | 85 | 22 | 63 |
| 92 | 53 | 19 | 34 |
| 93 | 50 | 11 | 39 |
| 94 | 38 | 7 | 31 |
| 090 - 094 | 298 | 86 | 212 |
| 95 | 35 | 6 | 29 |
| 96 | 19 | 3 | 16 |
| 97 | 13 | 3 | 10 |
| 98 | 14 | 4 | 10 |
| 99 | 8 | 1 | 7 |
| 095 - 099 | 89 | 17 | 72 |
| 100 | 6 | 1 | 5 |
| 101 | 4 | 1 | 3 |
| 102 | 2 | 0 | 2 |
| 103 | 3 | 1 | 2 |
| 104 | 1 | 0 | 1 |
| 100 - 104 | 16 | 3 | 13 |
| 105 | 0 | 0 | 0 |
| 106 | 0 | 0 | 0 |
| 107 | 1 | 0 | 1 |
| 108 | 0 | 0 | 0 |
| 109 | 0 | 0 | 0 |
| 105 - 109 | 1 | 0 | 1 |
| 110 | 0 | 0 | 0 |
| 111 | 0 | 0 | 0 |
| 112 | 0 | 0 | 0 |
| 113 | 0 | 0 | 0 |
| 114 | 0 | 0 | 0 |
| 110 - 114 | 0 | 0 | 0 |
| 115 | 0 | 0 | 0 |
| 115+ | 0 | 0 | 0 |

**SELECTED ANALYSES**

| Age | Total | Male | Female |
|---|---|---|---|
| 000 - 017 | 11,383 | 5,748 | 5,635 |
| 018 - 064 | 31,471 | 15,257 | 16,214 |
| 065 - 079 | 4,642 | 2,058 | 2,584 |
| 80+ | 2,254 | 791 | 1,463 |

**SELECTED ANALYSES**

| Age | Total | Male | Female |
|---|---|---|---|
| 90+ | 404 | 106 | 298 |
| 85+ | 1,130 | 359 | 771 |
| 70+ | 5,207 | 2,058 | 3,149 |
| 65+ | 6,896 | 2,849 | 4,047 |

**SELECTED ANALYSES**

| Age | Total | Male | Female |
|---|---|---|---|
| 000 - 014 | 9,308 | 4,704 | 4,604 |
| 015 - 024 | 7,865 | 3,821 | 4,044 |
| 025 - 034 | 7,054 | 3,438 | 3,616 |
| 035 - 044 | 6,728 | 3,259 | 3,469 |
| 045 - 054 | 6,959 | 3,389 | 3,570 |
| 055 - 064 | 4,940 | 2,394 | 2,546 |
| 065 - 074 | 3,205 | 1,475 | 1,730 |
| 75+ | 3,691 | 1,374 | 2,317 |

**Note: First Nations are allocated to municipality and RHA by Postal Code.**

**Provided by Health Information Management Branch, Manitoba Health**

Report Printed: November 30, 2011

## Manitoba Health - Health Information Management

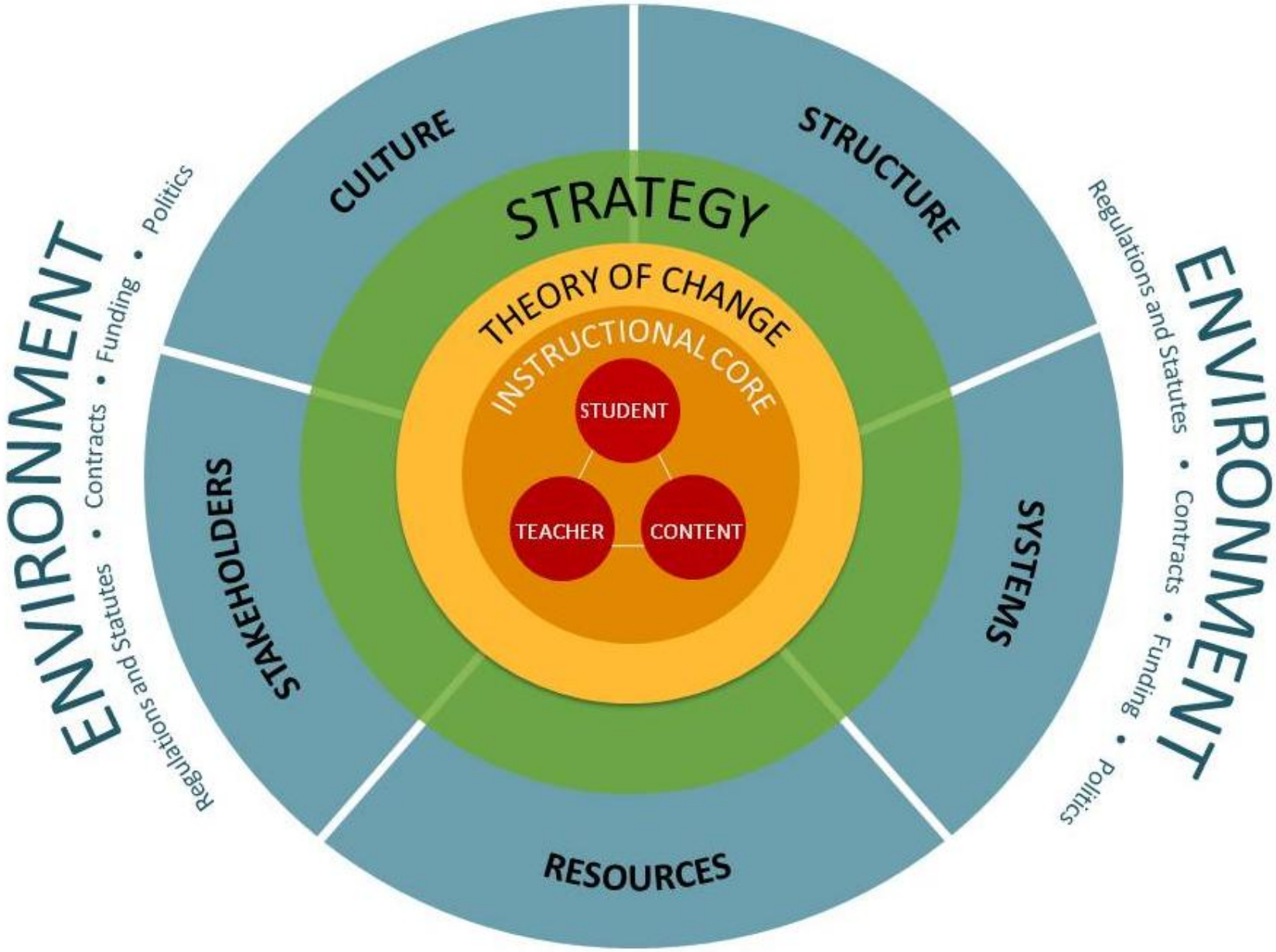
| Year | Name | Gender | 00-04 | 05-09 | 10-14 | 15-19 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65-69 | 70-74 | 75-79 | 80-84 | 85-89 | 90+ | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2006 | Brandon RHA | Total | 3,178 | 2,931 | 3,199 | 3,603 | 4,262 | 3,714 | 3,340 | 3,043 | 3,685 | 3,724 | 3,235 | 2,902 | 2,038 | 1,689 | 1,516 | 1,437 | 1,124 | 726 | 404 | 49,750 |
| 2011 | Brandon RHA | Total | 3,195 | 3,182 | 2,929 | 3,171 | 3,524 | 4,116 | 3,606 | 3,251 | 2,954 | 3,600 | 3,620 | 3,142 | 2,761 | 1,873 | 1,524 | 1,312 | 1,128 | 762 | 514 | 50,164 |
| 2016 | Brandon RHA | Total | 3,224 | 3,261 | 3,233 | 2,953 | 3,172 | 3,492 | 4,109 | 3,593 | 3,227 | 2,922 | 3,534 | 3,545 | 3,015 | 2,578 | 1,707 | 1,330 | 1,038 | 775 | 582 | 51,292 |
| 2021 | Brandon RHA | Total | 3,010 | 3,308 | 3,330 | 3,273 | 2,969 | 3,158 | 3,509 | 4,115 | 3,584 | 3,205 | 2,871 | 3,464 | 3,411 | 2,823 | 2,361 | 1,495 | 1,057 | 718 | 628 | 52,288 |

Source: Manitoba Bureau of Statistics - Specific population projections for RHA geographies, 2006

## *New Era English and Divisional FI Projections - including High Schoo*

| ***NE-DT/HA-ST*** | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | | Total FI | % growth |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ***Actual -> Projection*** | | | | | | | | | | | | | | ACT. | ACT. | ACT. | ACT. | ACT. | ACT. | PROJ. | PROJ. | PROJ. | PROJ. | PROJ. | | | |
| New Era (English) | 12 | 13 | 16 | 16 | 13 | 21 | 8 | | | | | | | 99 | | | | | | | | | | | | | |
| New Era (French) | 45 | 39 | 34 | 47 | 33 | 45 | 33 | 42 | 24 | | | | | 342 | | | | | | | | | | | 441 | 453 | |
| Neelin High School | | | | | | | | | | 28 | 37 | 26 | 20 | 111 | | | | | | | | | | | | | |
| New Era (English) | 19 | 16 | 18 | 17 | 17 | 18 | 16 | | | | | | | | 121 | | | | | | | | | | | | |
| New Era (French) | 54 | 49 | 43 | 30 | 43 | 35 | 45 | 33 | 45 | | | | | | 377 | | | | | | | | | | 498 | 475 | |
| Neelin High School | | | | | | | | | | 15 | 25 | 33 | 25 | | 98 | | | | | | | | | | | | |
| New Era (English) | 18 | 19 | 16 | 22 | 16 | 24 | 18 | | | | | | | | | 133 | | | | | | | | | | | |
| New Era (French) | 74 | 57 | 48 | 44 | 33 | 44 | 35 | 41 | 29 | | | | | | | 405 | | | | | | | | | 538 | 519 | |
| Neelin High School | | | | | | | | | | 41 | 14 | 23 | 36 | | | 114 | | | | | | | | | | | |
| New Era (English) | 17 | 20 | 26 | 20 | 26 | 19 | 24 | | | | | | | | | | 152 | | | | | | | | | | |
| New Era (French) | 78 | 75 | 57 | 46 | 46 | 36 | 41 | 36 | 39 | | | | | | | | 454 | | | | | | | | 606 | 544 | |
| Neelin High School | | | | | | | | | | 23 | 33 | 13 | 21 | | | | 90 | | | | | | | | | | |
| New Era (English) | 29 | 34 | 37 | 28 | 29 | 27 | 20 | 29 | | | | | | | | | | 233 | | | | | | | >386 @ NE | | |
| New Era (French) | 26 | 34 | 24 | 24 | 12 | 11 | 8 | 7 | 7 | | | | | | | | | 153 | | | | | | | | 800 | |
| Harrison (Single Track) | 38 | 48 | 25 | 25 | 32 | 36 | 27 | 34 | 32 | | | | | | | | | 297 | | | | | | | >297 @ HA | | |
| Neelin High School | | | | | | | | | | 36 | 25 | 38 | 18 | | | | | 117 | | | | | | | >95 @ NHS | | |
| New Era (English) | 25 | 39 | 38 | 29 | 47 | 32 | 30 | 32 | 27 | | | | | | | | | | 299 | | | | | | >486 @ NE | | |
| New Era (French) | 46 | 25 | 31 | 24 | 23 | 9 | 9 | 7 | 8 | | | | | | | | | | 182 | | | | | | | 908 | 14 |
| Harrison (Single Track) | 48 | 34 | 46 | 40 | 24 | 32 | 34 | 28 | 34 | | | | | | | | | | 320 | | | | | | >320 @ HA | | |
| Neelin High School | | | | | | | | | | 28 | 29 | 22 | 28 | | | | | | 107 | | | | | | >111 @ NHS | | |
| New Era (English) | 30 | 25 | 39 | 38 | 29 | 47 | 32 | 30 | 32 | | | | | | | | | | | 302 | | | | | >516 @ NE | | |
| New Era (French) | 45 | 46 | 25 | 31 | 24 | 23 | 9 | 9 | 7 | | | | | | | | | | | 219 | | | | | | 977 | 22 |
| Harrison (Single Track) | 48 | 48 | 34 | 46 | 40 | 24 | 32 | 34 | 28 | | | | | | | | | | | 334 | | | | | >334 @ HA | | |
| Neelin High School | | | | | | | | | | 35 | 40 | 30 | 17 | | | | | | | 122 | | | | | >126 @ NHS | | |
| New Era (English) | 30 | 30 | 25 | 39 | 38 | 29 | 47 | 32 | 30 | | | | | | | | | | | | 300 | | | | >557 @ NE | | |
| New Era (French) | 48 | 45 | 46 | 25 | 31 | 24 | 23 | 9 | 9 | | | | | | | | | | | | 260 | | | | | 1057 | 32 |
| Harrison (Single Track) | 48 | 48 | 48 | 34 | 46 | 40 | 24 | 32 | 34 | | | | | | | | | | | | 354 | | | | >354 @ HA | | |
| Neelin High School | | | | | | | | | | 43 | 33 | 38 | 29 | | | | | | | | 143 | | | | >152 @ NHS | | |
| New Era (English) | 30 | 30 | 30 | 25 | 39 | 38 | 29 | 47 | 32 | | | | | | | | | | | | | 300 | | | >596 @ NE | | |
| New Era (French) | 48 | 48 | 45 | 46 | 25 | 31 | 24 | 23 | 9 | | | | | | | | | | | | | 299 | | | | 1116 | 40 |
| Harrison (Single Track) | 48 | 48 | 48 | 48 | 34 | 46 | 40 | 24 | 32 | | | | | | | | | | | | | 368 | | | >368 @ HA | | |
| Neelin High School | | | | | | | | | | 41 | 41 | 31 | 36 | | | | | | | | | 149 | | | >161 @ NHS | | |
| New Era (English) | 30 | 30 | 30 | 30 | 25 | 39 | 38 | 29 | 47 | | | | | | | | | | | | | | 298 | | >557 @ NE | | |
| New Era (French) | 48 | 48 | 48 | 45 | 46 | 25 | 31 | 24 | 23 | | | | | | | | | | | | | | 338 | | | 1174 | 47 |
| Harrison (Single Track) | 48 | 48 | 48 | 48 | 48 | 34 | 46 | 40 | 24 | | | | | | | | | | | | | | 384 | | >354 @ HA | | |
| Neelin High School | | | | | | | | | | 47 | 39 | 39 | 29 | | | | | | | | | | 154 | | >166 @ NHS | | |
| New Era (English) | 30 | 30 | 30 | 30 | 30 | 25 | 39 | 38 | 29 | | | | | | | | | | | | | | | 281 | >641 @ NE | | |
| New Era (French) | 48 | 48 | 48 | 48 | 45 | 46 | 25 | 31 | 24 | | | | | | | | | | | | | | | 363 | | 1235 | 54 |
| Harrison (Single Track) | 48 | 48 | 48 | 48 | 48 | 48 | 34 | 46 | 40 | | | | | | | | | | | | | | | 408 | >408 @ HA | | |
| Neelin High School | | | | | | | | | | 64 | 45 | 37 | 37 | | | | | | | | | | | 183 | >195 @ NHS | | |
| | | | | | | | | | | | | | | Total Population | | | | 683 | 801 | 855 | 914 | 967 | 1020 | 1052 | | | |
| | | | | | | | | | | | | | | NE/HA Combined Listed Capacity | | | | 930 | 930 | 930 | 930 | 930 | 930 | 930 | | | |
| | | | | | | | | | | | | | | NE/HA Combined Practical Capacity | | | | 806 | 806 | 806 | 806 | 806 | 806 | 806 | | | |

| | |
|---|---|
| ** NE Listed Capacity* | 555 |
| ** HA Listed Capacity* | 375 |

**Appendix H**

# PELP COHERENCE FRAMEWORK