



BRANDON SCHOOL DIVISION

September 21, 2016

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

TO BE HELD MONDAY, SEPTEMBER 26, 2016
7:00 P.M.

J. L. MILNE BOARDROOM, ADMINISTRATION OFFICE

1031 - 6TH STREET, BRANDON, MANITOBA

D. Labossiere
Secretary-Treasurer

AGENDA

1.00 AGENDA/MINUTES:

1.01 Reference to Statement of Board Operations

1.02 Approval of Agenda

1.03 Adoption of Minutes of Previous Meetings

- a) Regular Board Meeting, September 12, 2016.
Adopt.

2.00 GOVERNANCE MATTERS:

2.01 Presentations For Information

2.02 Reports of Committees

- a) Facilities & Transportation Committee Meeting G. Kruck
- b) Divisional Futures & Community Relations Committee Meeting P. Bowslaugh
- c) Education Committee Meeting P. Bartlette

- d) Policy Review Committee Meeting

S. Bambridge

2.03 Delegations and Petitions

2.04 Communications for Action

2.05 Business Arising

- From Previous Delegation

- From Board Agenda

- MSBA Matters (last meeting of the month)

- 1) Promising Practices and Models for Indigenous Education Survey. (Appendix 'A')
- 2) Education Finance Strengths, Weaknesses, Opportunities, Threats (SWOT) Analysis. (Appendix 'B')
- 3) MSBA Ebulletin – September 14, 2016. (Appendix 'C')
- 4) Regional Meeting – October 24, 2016, Brandon, MB.

- From Report of Senior Administration

- a) Items from Senior Administration Report:
 - Head Teachers – Refer Motions.
 - Recognitions of Trade Experience – Refer Motions.

2.06 Public Inquiries (max. 15 minutes)

2.07 Motions

- 109/2016 That the people recommended by the Principals of the schools for the position of Head Teachers for the 2016/2017 school year be approved as identified in the Report of the Senior Administration.
- 110/2016 That, in accordance with Article 8 of the Collective Agreement between the Division and the Brandon Teachers' Association, a total of 3 (three) increments for the first 3 (three) years of experience and an additional 1 (one) increment for the remaining years of experience, providing a total of 4 (four) increments for work related experience be recognized for Ms. Heather Bruederlin.
- 111/2016 That, in accordance with Article 8 of the Collective Agreement between the Division and the Brandon Teachers' Association, a total of 3 (three) increments for the first 3 (three) years of experience and an additional 7 (seven) increments for the remaining years of experience, providing a total of 10 (ten) increments for work related experience be recognized for Mr. Bruce Bumstead.
- 112/2016 That, in accordance with Article 8 of the Collective Agreement between the Division and the Brandon Teachers' Association, a total of 3 (three) increments for the first 3 (three) years of experience and an additional 5 (five) increments for the remaining years of experience, providing a total of 8 (eight) increments for work related experience be recognized for Mr. Quinton Derhak.

- 113/2016 That, in accordance with Article 8 of the Collective Agreement between the Division and the Brandon Teachers' Association, a total of 3 (three) increments for the first 3 (three) years of experience and an additional 7 (seven) increments for the remaining years of experience, providing a total of 10 (ten) increments for work related experience be recognized for Mr. Timothy Froese.
- 114/2016 That, in accordance with Article 8 of the Collective Agreement between the Division and the Brandon Teachers' Association, a total of 3 (three) increments for the first 3 (three) years of experience and an additional 5 (five) increments for the remaining years of experience, providing a total of 8 (eight) increments for work related experience be recognized for Mr. Craig Ratz.
- 115/2016 That the Brandon School Division supports an easement agreement with the City of Brandon for the southern portion of the Crocus Plains Regional Secondary School property whereby the City of Brandon can develop a wider greenspace to accommodate a pedestrian walkway.
- 116/2016 That the amount of \$460,000 from the Operating Fund Accumulated Surplus be allocated to the School Bus Capital Reserve Fund for future replacements and expansion of the School Bus Fleet.
- 117/2016 That the Trustees be paid the appropriate indemnity for attending the Board of Trustees Evaluation meeting to be held on October 11, 2016 at the Brandon School Division Office.

2.08 Bylaws

2.09 Giving of Notice

I hereby give notice that at the next Regular meeting of the Board of Trustees, I, or someone in my stead will introduce a motion to rescind Policy 3023 – "MHSAA Activities" and replace same with updated Policy 3023 – "MHSAA Activities".

I hereby give notice that at the next Regular meeting of the Board of Trustees, I, or someone in my stead will introduce a motion to rescind Policy/Procedures 4052 – Assessment, Evaluation and Reporting of Student Learning and Achievement, Appendix A – Grade 5-Grade 8.

2.10 Inquiries

- Trustee Inquiries

3.00 ADMINISTRATIVE INFORMATION:

3.01 Report of Senior Administration

3.02 Communications for Information

- a) Ms. Karen Peto, Executive Director, YWCA Brandon for the YWCA Brandon Board of Directors, September 1, 2016, sent to Mr. Denis Labossiere, Secretary-Treasurer and the Brandon School Division Board of Trustees, expressing interest in operating the daycare to be built with a new school in the south end of the city. Ms. Peto notes that the YWCA

Brandon has provided services to the community of Brandon and the Westman area for 109 years in the capacities of transitional housing, women's support groups and advocacy, domestic violence services, couples counselling, girls programming and before and after school programs. Ms. Peto adds that the YWCA intends to continue to explore the necessary steps towards establishment of a daycare and would appreciate any information that can be provided pertaining to the operations of a daycare within a school setting. (Appendix 'D')

Receive and file.

3.03 Announcements

- a) Personnel Committee Meeting – 11:30 a.m., Thursday, September 29, 2016, Boardroom.
- b) Finance Committee Meeting – 12:00 p.m., Thursday, September 29, 2016, Boardroom.
- c) Education Committee Meeting – 12:00 p.m., Tuesday, October 11, 2016, Boardroom.
- d) NEXT REGULAR BOARD MEETING – 7:00 p.m., Tuesday, October 11, 2016, Boardroom.

4.00 IN CAMERA DISCUSSION

4.01 Student Issues

- Reports
- Trustee Inquiries

4.02 Personnel Matters

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

4.03 Property Matters/Tenders

- Reports
- Trustee Inquiries

4.04 Board Operations

- Reports
- Trustee Inquiries

5.00 ADJOURNMENT



BRANDON SCHOOL DIVISION

MINUTES OF THE REGULAR MEETING OF THE BOARD OF TRUSTEES, THE BRANDON SCHOOL DIVISION, HELD IN THE J. L. MILNE BOARDROOM, ADMINISTRATION OFFICE, 1031 - 6TH STREET, BRANDON, MANITOBA, AT 7:00 P.M., MONDAY, SEPTEMBER 12, 2016.

PRESENT:

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

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

Senior Administration: Dr. M. Casavant, Superintendent/CEO, Mr. M. Gustafson, Assistant Superintendent, Mr. G. Malazdrewicz, Assistant Superintendent, Ms. E. Jamora, Assistant Secretary-Treasurer.

REGRETS:

Ms. B. Switzer, Director of Human Resources.

The Chairperson called the meeting to order at 7:00 p.m. and welcomed everyone in attendance.

AGENDA

1.00 AGENDA/MINUTES:

1.01 Reference to Statement of Board Operations

1.02 Approval of Agenda

Trustee Kruck noted he had one item for In-Camera.

Trustee Bambridge noted she had one oral report from the Trustee Evaluation Ad-Hoc meeting.

Trustee Sefton noted he had one item for In-Camera.

Mr. Gustafson, Assistant Superintendent, noted he had one student matter for In-Camera.

Trustee Sumner noted he had two items for In-Camera.

Mr. Murray – Mrs. Bowslaugh
That the agenda be approved as amended.

Carried.

1.03 Adoption of Minutes of Previous Meetings

- a) The Minutes of the Board Meeting held August 22, 2016 were circulated.

Dr. Ross - Mr. Kruck
That the Minutes be approved.
Carried.

- b) The Minutes of the Inaugural Board Meeting held September 6, 2016 were circulated.

Mr. Buri - Ms. Bambridge
That the Minutes be approved.
Carried.

Trustee Sumner noted he was pleased to announce that the Brandon School Division has entered into a Commitment of Participation in conjunction with the Memorandum of Understanding between the City of Brandon and Brandon Urban Aboriginal Peoples' Council. Trustee Sumner read aloud the Commitment of Participation and the names of those organizations participating.

2.00 GOVERNANCE MATTERS:

2.01 Presentations For Information

2.02 Reports of Committees

- a) Trustee Bambridge spoke on the September 21, 2016 Board Evaluation meeting and asked Dr. Casavant, Superintendent/CEO to provide details.

Dr. Casavant indicated he has contacted Janice Arnold, the Board Development person at the Manitoba School Boards Association. Ms. Arnold has a wealth of background and the Division has asked her to present on September 21 to share some information with the Board on what some Governance Models look like. Then there will be opportunity to ask questions regarding how these models work.

Trustee Bambridge added that after Ms. Arnold presents, the Board will decide how it wants to move forward, what is next on the agenda, take a look at the current governance goals the Board has set and move forward on that.

Trustees asked questions for clarification.

2.03 Delegations and Petitions

2.04 Communications for Action

2.05 Business Arising

- From Previous Delegation
- From Board Agenda
- MSBA issues (last meeting of the month)
- From Report of Senior Administration

- a) School Reports:
- NIL

b) Learning Support Services Presentation:

- NIL

c) Items from Senior Administration Report:

- Discharge/Appoint Board Committees - Referred Motions.

Mr. Greg Malazdrewicz, Assistant Superintendent, provided an update on the 2016 preliminary enrollments. He noted that there are currently 8,751 students in the Division's system at this point in time. Of that, 2,828 are high school, 5,923 in grades K-8, and 719 Kindergarten. Full Time Equivalent enrollment is 8,391. Mr. Malazdrewicz stated it is important to note that those actuals are as of today and there shouldn't be too much fluctuation in enrolments from now until the end of September. In summary, he noted that the Division's overall enrollment is up 189 students (2.2%), adding that the forecast for Kindergarten was 700, and that the Division is at 719 at this point. Historically the Kindergarten enrollments were around the 550-600 student range. There are 100+ more students coming into the system now than are going out. It is anticipated that enrollments based on Kindergarten growth alone will be in the 100 to 150 students per year range. That forecast will continue for 3-4 years until enrollments level off.

Trustee asked questions for clarification regarding Kindergarten student numbers. Trustee Kruck commended Senior Administration for the excellent work in regards to the targets and these numbers and that this information will bode well in substantiating the need for a new school. Trustee Sumner also thanked Administration for the information.

Mr. Mathew Gustafson, Assistant Superintendent, highlighted that Senior Administration is currently developing a response to the Manitoba School Boards' Association survey of Indigenous education that was distributed to boards and school divisions over the summer. Mr. Gustafson added that once that report is complete it will be distributed.

Dr. Casavant indicated he has scheduled a meeting with members from BUAPC to meet with him and Mr. Gustafson and added he was hoping a couple of Board members could join them to start to engage them on some of the work in regards to the Memorandum that was signed this past summer. Dr. Casavant noted that he would like to establish some common areas of interest that the Division might have in common and the work that they are not only doing with the Division but with the larger community as a whole.

2.06 Public Inquiries (max. 15 minutes)

2.07 Motions

101/2016 Mr. Sefton – Mr. Bartlette

That the tender from Excel-7 Ltd in the amount of \$46,653.00 (plus applicable taxes and consulting fees) for the supply and installation of hardwood flooring and clerestory windows in the Green Acres School Gymnasium Addition be approved.

Carried.

102/2016 Mr. Bartlette – Mr. Sefton

That the amount of \$51,000 from the Operating Fund Accumulated Surplus be allocated to the Green Acres School - Gymnasium Addition Capital Reserve Fund for additional costs associated with the hardwood flooring and clerestory windows that are not covered by the Province, subject to Public Schools Finance Board (PSFB) approval.

Carried.

103/2016 Ms. Bambridge – Mr. Buri

That the following Committees, Sub-Committees and External Board Representatives for the 2015-2016 school year be and are hereby discharged with thanks:

Divisional Futures & Community Relations
 Education
 Facilities/Transportation
 Finance
 Personnel
 Policy Review

MSBA Resolutions

Aboriginal Education Advisory
 Brandon Community Drug & Alcohol Education Coalition
 Friends of Education
 Job Evaluation Review
 School Division/Parent/Guardian Advisory
 Support Personnel Labour Management
 Teacher Liaison
 Workplace Safety & Health

Brandon Urban Aboriginal Peoples' Council
 Food For Thought
 Joint Division/City Task Force Ad-hoc

Carried.

104/2016 Mr. Bartlette – Mr. Kruck

That the Committees of the Board, effective September 12, 2016, be and are hereby approved as follows:

Divisional Futures & Community Relations: P. Bowslaugh, G. Buri, K. Sumner, Alternate – S. Bambridge
Education: P. Bartlette, G. Buri, G. Kruck, Alternate – M. Sefton
Facilities/Transportation: G. Buri, G. Kruck, M. Sefton, Alternate – P. Bowslaugh
Finance: L. Ross, M. Sefton, K. Sumner, Alternate – J. Murray
Personnel: S. Bambridge, J. Murray, L. Ross, Alternate – P. Bartlette
Policy Review: S. Bambridge, P. Bartlette, K. Sumner, Alternate – G. Kruck

Carried.

105/2016 Mr. Kruck – Mr. Bartlette

That Ad-Hoc Committees of the Board, effective September 12, 2016 be and are hereby approved as follows:

Board Communications: P. Bowslaugh
MSBA Resolutions: J. Murray, L. Ross

Carried.

106/2016 Dr. Ross – Mr. Buri

That the Sub-Committees of the Board, effective September 12, 2016 be and are hereby approved as follows:

Aboriginal Education Advisory: G. Kruck, Alternate – G. Buri
Brandon Community Drug and Alcohol Education Coalition: P. Bartlette,

Alternate – M. Sefton

Friends of Education: G. Buri, Alternate – G. Kruck

Job Evaluation Review: J. Murray, L. Ross, Alternate – S. Bambridge

School Division/Parent/Guardian Advisory: P. Bowslaugh, K. Sumner,
Alternate – G. Buri

Support Personnel Labour Management: S. Bambridge, Alternate – P. Bartlette

Teacher Liaison: S. Bambridge, P. Bartlette, L. Ross, Alternate – J. Murray

Workplace Safety and Health: P. Bowslaugh, Alternate - M. Sefton

Carried.

107/2016 Mr. Buri – Mr. Murray

That the appointment of Trustee representatives to the following external committees be approved for the 2016-2017 term:

Brandon Urban Aboriginal People's Council (City): P. Bowslaugh, Alternate – K. Sumner

Food For Thought: K. Sumner, Alternate – L. Ross

Joint Division/City Task Force: P. Bartlette, P. Bowslaugh, M. Sefton, Alternate - G. Buri

Carried.

108/2016 Mr. Murray – Mr. Buri

That Trustees Pat Bowslaugh, George Buri and Kevan Sumner be assigned to join Dr. Casavant and Mr. Gustafson in a meeting with BUAPC, date to be determined.

A friendly amendment was made to add a third Trustee name to the motion.

Carried.

2.08 Bylaws

2.09 Giving of Notice

2.10 Trustee Inquiries

3.00 ADMINISTRATIVE INFORMATION:

3.01 Report of Senior Administration

Dr. Casavant, Superintendent/CEO, spoke on the Welcome Back Breakfast held at the Keystone Centre on Tuesday, September 6, 2016. He noted that it had a lot of Division staff commenting positively on the event and that there seems to be a lot of widespread enthusiasm as a result of that meeting. He thanked the Board for having the foresight to put on the event.

Dr. Casavant indicated he is busy reaching out to different people within the community. He has had meetings with BU Cares and is trying to establish that the Division wants to be a working partner with the University. He noted that there is opportunity to be a part of writing research proposals with BU Cares. He asked for Board support to continue to pursue a relationship with BU Cares so that the Division is involved in the writing of any grants and supporting some of the work that we could be doing in our school Division with them.

Trustee Kruck noted he would support this opportunity. Trustee Sumner asked if it was the will of the Board to have Dr. Casavant pursue this opportunity on behalf of the Division. The Trustees agreed to have Dr. Casavant pursue this opportunity. Trustee Sumner asked if any of the Board

Committees would see a role for themselves in working with Dr. Casavant in this opportunity. Trustees responded they did not see the need for committees to be involved at this point.

Dr. Casavant spoke on the initiative that the Department has led and is starting to introduce to divisions around the Framework for Continuous Improvement. He spoke to a Strategic Planning Tool and suggested a town hall style meeting to ask questions of the community regarding their priorities. He added that the Division would also meet with students and that he is already speaking with school Principals to pull together thoughts from them.

Trustee Ross asked questions for clarification.

Trustee Murray noted that an afternoon spent with Principals to find out what they feel their priorities are would go a long way towards the Board being able to focus on it's work as well.

Trustee Sumner thanked Dr. Casavant for his work so far and added that he looks forward to the next stages.

Dr. Ross – Mrs. Bowslaugh

That the September 12, 2016 Report of Senior Administration be received and filed.

Carried.

3.02 Communications for Information

- a) Ms. Krystal Kane, Organizer, Light up the World Purple and World Mental Health Day, August 15, 2016, sent to the Brandon School Division and Board of Trustees, with an invitation to participate in the 3rd Annual Light up the World Purple Community Event and Glow Walk. Ms. Kane notes that this event's objective is to bring awareness and focus to end the negative stigmas on all forms of bullying, suicide, and mental health issues. Ms. Kane adds that the Community walk is on October 6th with a vigil being held on October 10th. An itinerary for the event is attached.

Ordered filed.

3.03 Announcements

- a) Facilities and Transportation Committee Meeting – 11:30 a.m., Monday, September 12, 2016, Boardroom.
- b) Divisional Futures & Community Relations Committee Meeting – 1:00 p.m., Monday, September 12, 2016, Boardroom.
- c) Education Committee Meeting – 12:00 p.m., Tuesday, September 13, 2016, Boardroom.
- d) Policy Review Committee Meeting – 11:30 a.m., Monday, September 19, 2016, Boardroom.
- e) NEXT REGULAR BOARD MEETING – 7:00 p.m., Monday, September 26, 2016, Boardroom.

Mr. Buri – Mr. Bartlette

That the Board do now resolve into Committee of the Whole In-Camera. (7:45 p.m.)

Carried.

IN COMMITTEE OF THE WHOLE IN CAMERA

4.00 IN CAMERA DISCUSSION:

4.01 Student Issues

- Reports

- a) Mr. Gustafson, Assistant Superintendent, provided information on a Student Matter.

- Trustee Inquiries

4.02 Personnel Matters

- Reports

- a) Confidential #1 – Personnel Report was presented.
- b) Trustee Murray requested information on a Personnel Matter.

- Trustee Inquiries

4.03 Property Matters/Tenders

- Reports

- Trustee Inquiries

4.04 Board Operations

- Reports

- a) Trustee Kruck provided information on a Board Operations matter.
- b) Trustee Sefton provided information on a Board Operations matter.
- c) Trustee Sumner requested information on 2 (two) Board Operations matters.
- a) The Secretary-Treasurer provided information on a Board Operations matter and received Board direction on the matter.

- Trustee Inquiries

Mr. Murray - Mr. Sefton

That the Committee of the Whole In-Camera do now resolve into Board.

Carried.

5.00 ADJOURNMENT

Mr. Kruck – Mr. Buri

That the meeting does now adjourn (8:47 p.m.)

Carried.

Chairperson

Secretary-Treasurer



BRANDON SCHOOL DIVISION

Facilities/Transportation Committee

Minutes

Monday, September 12, 2016 – 11:30 a.m.
Boardroom, Administration Office

Present: G. Buri, P. Bowslaugh (Alternate), G. Kruck, M. Sefton
D. Labossiere, M. Clark

1. ELECTION OF CHAIR.

The Facilities & Transportation Committee Meeting was called to order at 11:38 a.m.

It was agreed that Trustee Glen Kruck would serve as Committee Chairperson for 2016-2017.

2. APPROVAL OF AGENDA

Trustee Kruck added one item to the agenda.

The agenda was approved as amended.

3. PREVIOUS COMMITTEE MINUTES FOR INFORMATION PURPOSES ONLY

The Minutes of June 21, 2016 were received as information.

4. REVIEW GOVERNANCE GOALS & RESPONSIBILITIES

The Committee reviewed and discussed the Committee Governance Goal and Responsibilities.

It was noted that there are different interpretations of the Governance Goal in regards to the wording “more accessible to the public” and that the goal should be reviewed for clarity.

5. SUMMARY REPORT AND WORK COMPLETED IN 2015-2016

The Committee reviewed the items from the 2015-2016 Summary Report for the Facilities and Transportation Committee and the Workplace Safety & Health sub-committee. The Committee discussed how the work in 2015-2016 related to the Committee’s Governance Goal and Responsibilities. The Committee asked questions for clarification regarding the Workplace Safety and Health committees and meetings.

6. COMMITTEE DIRECTION FOR 2016-2017 IN RELATION TO THE COMMITTEE GOVERNANCE GOALS & RESPONSIBILITIES

Mr. Labossiere, Secretary-Treasurer, asked Trustees what direction the Committee will have for 2016-2017 and how it will be connected to the Board Goal(s) and the roles and responsibilities of this Committee.

Discussion took place regarding school accessibility, use of schools, user fees and insurance requirements for groups using school facilities through the joint use agreement.

The Committee’s direction for 2016-2017 is to advance the building of a new school and to review the space used by Off-Campus and ARYP (At-Risk Youth Program) as the building leases end in June 2017 and July 2017 respectively.

7. MEETING DATES FOR 2016-2017

It was further agreed that the Facilities & Transportation Committee meetings would be held on the third Monday of each month from 11:30 a.m. to 1:00 p.m., with one exception, as follows:

Monday, October 17, 2016	11:30 a.m.
Monday, November 21, 2016	11:30 a.m.
Monday, December 19, 2016	11:30 a.m.
Monday, January 16, 2017	11:30 a.m.
February, (TBD), 2017	11:30 a.m.
Monday, March 20, 2017	11:30 a.m.
Monday, April 17, 2017	11:30 a.m.
Monday, May 15, 2017	11:30 a.m.
Monday, June 19, 2017	11:30 a.m.

8. COMMITTEE GOVERNANCE GOAL ITEMS

9. OTHER COMMITTEE GOVERNANCE MATTERS

A) Pedestrian Connections to New School Site in Southeast Brandon

Mr. Labossiere reviewed an email and photos received from the City of Brandon regarding an easement agreement and walkway connection from 1st Street to the new school site. Mr. Clark provided information on the walkways and noted the City has suggested Brandon School Division assist with funding for the walkway.

The Committee agreed to recommend the approval of the easement and not the funding of the walkway.

RECOMMENDATION

That the Brandon School Division supports an easement agreement with the City of Brandon for the southern portion of the Crocus Plains Regional Secondary School property whereby the City of Brandon can develop a wider greenspace to accommodate a pedestrian walkway.

B) Sub-Committee Reports

- Workplace Safety & Health Committee
Mr. Clark reviewed the Committee Minutes, provided a verbal update and answered Trustee questions.

10. OPERATIONS INFORMATION

- Mr. Labossiere reviewed the letter from PSFB regarding the Green Acres Gymnasium Addition and answered Trustee questions.
- Mr. Labossiere reviewed the letter from Manitoba Education and Training regarding the Smaller Classes Initiative, Kindergarten to Grade 3, and indicated that the Office of the Superintendent is currently working on a report to provide to the Province.
- Mr. Labossiere advised the Committee that the hourly rate for user groups using school facilities under the Joint Use Agreement increased from \$41 to \$46 effective September 1, 2016. The rate will remain in effect for 2 (two) school years (2016-2017 and 2017-2018).
- Mr. Mel Clark, Director of Facilities and Transportation, provided information on schools that have no fee for groups that would like to use their gym. Mr. Clark added that youth elite sports teams, including volleyball, are the major users of school gyms. Mr. Labossiere and Mr. Clark provided a listing of the schools that have gyms for free student use:
 - Betty Gibson
 - George Fitton
 - J.R. Reid
 - King George
 - Kirkcaldy Heights
 - Linden Lanes

- New Era
- Riverheights

Mr. Labossiere also informed the Committee that St. Augustine School has been removed from the list of schools available under the Joint Use Agreement as per the request of the St. Augustine Catholic Board.

Trustees asked questions for clarification.

- The Director of Facilities and Transportation provided updates on the following projects:
 - Vincent Massey Steam heating system replacement.
 - Crocus Plains Kitchen
 - New Era Grooming Room
 - Green Acres Gymnasium Addition and Heating Retrofit
 - Division Office Roof
 - Earl Oxford and Waverly Park Grooming Rooms
 - New School Drainage Ditch

11. ADDITIONAL AGENDA ITEMS

Trustee Kruck asked to defer his agenda item regarding Parking Rates to the next Facilities and Transportation Committee meeting.

12. NEXT REGULAR MEETING: Monday, October 17, 2016, 11:30 a.m., Boardroom

The meeting adjourned at 1:03 p.m.

Respectfully submitted,

G. Kruck, Chair

G. Buri

M. Sefton

P. Bowslaugh (Alternate)



BRANDON SCHOOL DIVISION

Divisional Futures & Community Relations Committee Minutes

Monday, September 12, 2016 – 1:00 p.m.
Boardroom, Administration Office

Present: P. Bowslaugh, G. Buri, K. Sumner, S. Bambridge (Alternate)
M. Casavant

1. ELECTION OF CHAIR.

The Divisional Futures & Community Relations Committee Meeting was called to order at 1:10 p.m.

It was agreed that Trustee Pat Bowslaugh would serve as Committee Chairperson for 2016-2017.

2. APPROVAL OF AGENDA

The agenda was approved as circulated.

3. PREVIOUS COMMITTEE MINUTES FOR INFORMATION PURPOSES ONLY

The Minutes of June 2, 2016 were received as information.

Dr. Casavant asked questions for clarification regarding Sub-Committee reports. Trustee Bowslaugh reviewed the items discussed at the Sub-Committee level.

4. REVIEW GOVERNANCE GOALS & RESPONSIBILITIES

The Committee reviewed and discussed the Committee Governance Goals and Responsibilities. Creating a schedule of upcoming meetings was discussed.

5. SUMMARY REPORT AND WORK COMPLETED IN 2015-2016

The Committee reviewed and discussed the items from the 2015-2016 Summary Report for the Divisional Futures & Community Relations Committee and its corresponding Sub-Committees.

6. COMMITTEE DIRECTION FOR 2016-2017 IN RELATION TO THE COMMITTEE GOVERNANCE GOALS & RESPONSIBILITIES

Next year's direction was discussed and the Committee agreed to visit the following schools for student feedback during the 2016-2017 school year:

- 1) École Harrison
- 2) École New Era
- 3) George Fitton
- 4) Kirkcaldy Heights
- 5) Meadows
- 6) Waverly Park

Meetings with community and political groups was discussed with suggestions to meet with Prairie Mountain Health, Assiniboine Community College and Members of Parliament in the upcoming months.

7. MEETING DATES FOR 2016-2017

It was further agreed that the Divisional Futures & Community Relations Committee meetings would be held on the last Monday of each month from 12:00 p.m. to 1:30 p.m., with exceptions, as follows:

Monday, October 31, 2016	12:00 p.m.
Monday, November 28, 2016	12:00 p.m.
December 2016 (TBD)	12:00 p.m.
Monday, January 30, 2017	12:00 p.m.
Monday, February 27, 2017	12:00 p.m.
March 2017 (TBD)	12:00 p.m.
Monday, April 24, 2017	12:00 p.m.
Monday, May 29, 2017	12:00 p.m.
Monday, June 26, 2017	12:00 p.m.

8. COMMITTEE GOVERNANCE GOAL ITEMS

9. OTHER COMMITTEE GOVERNANCE MATTERS

10. OPERATIONS INFORMATION

11. NEXT REGULAR MEETING: Tuesday, October 31, 2016, 12:00 p.m., Boardroom

The meeting adjourned at 2:46 p.m.

Respectfully submitted,

P. Bowslaugh, Chair

G. Buri

K. Sumner

S. Bambridge (Alternate)



BRANDON SCHOOL DIVISION

Education Committee Minutes

Tuesday, September 13, 2016 – 12:00 p.m.
Boardroom, Administration Office

Present: P. Bartlette, G. Buri, G. Kruck, M. Sefton (Alternate)
M. Gustafson

1. ELECTION OF CHAIR.

The Education Committee Meeting was called to order at 12:01 p.m.

It was agreed that Trustee Peter Bartlette would serve as Committee Chairperson for 2016-2017.

2. APPROVAL OF AGENDA

The agenda was approved as circulated.

3. PREVIOUS COMMITTEE MINUTES FOR INFORMATION PURPOSES ONLY

The Minutes of May 26, 2016 were received as information.

4. REVIEW GOVERNANCE GOALS & RESPONSIBILITIES

The Committee reviewed and discussed the Committee Governance Goals and Responsibilities. Trustees asked questions for clarification regarding graduation rates.

5. SUMMARY REPORT AND WORK COMPLETED IN 2015-2016

The Committee reviewed the items from the 2015-2016 Summary Report for the Education Committee. The Committee agreed that the Arts Curriculum Implementation and the Graduation Rate Definitions corresponded with the Committee Governance Goals. French Immersion Kindergarten Registration was an additional responsibility added to the Committee last year.

It was noted that there is an absence of Aboriginal Student Achievement goals. There was further discussion around the Graduation Rate goal. Some Governance Goals had no actions linked to them last year.

6. COMMITTEE DIRECTION FOR 2016-2017 IN RELATION TO THE COMMITTEE GOVERNANCE GOALS & RESPONSIBILITIES

Next year's direction is to focus on the Committee's Governance Goals:

- 1) Graduation Rates – to define what a success graduate was and to define the graduation rate measure for that definition.
- 2) Middle Years option program review
- 3) To develop sustainable partnerships with community agencies for alternative education programming
- 4) Develop a goal for Aboriginal Student Achievement.

7. MEETING DATES FOR 2016-2017

It was further agreed that the Education Committee meetings would be held on the second Tuesday of each month from 12:00 p.m. to 1:30 p.m., as follows:

Tuesday, October 11, 2016	12:00 p.m.
Tuesday, November 8, 2016	12:00 p.m.
Tuesday, December 13, 2016	12:00 p.m.
Tuesday, January 10, 2017	12:00 p.m.
Tuesday, February 14, 2017	12:00 p.m.
Tuesday, March 14, 2017	12:00 p.m.
Tuesday, April 11, 2017	12:00 p.m.
Tuesday, May 9, 2017	12:00 p.m.
Tuesday, June 13, 2017	12:00 p.m.

8. COMMITTEE GOVERNANCE GOAL ITEMS

9. OTHER COMMITTEE GOVERNANCE MATTERS

10. OPERATIONS INFORMATION

11. NEXT REGULAR MEETING: Tuesday, October 11, 2016, 12:00 p.m., Boardroom

The meeting adjourned at 1:03 p.m.

Respectfully submitted,

P. Bartlette, Chair

G. Buri

G. Kruck

M. Sefton (Alternate)



BRANDON SCHOOL DIVISION

Policy Review Committee Minutes

Monday, September 19, 2016 – 11:30 a.m.
Boardroom, Administration Office

Present: S. Bambridge, P. Bartlette, K. Sumner, G. Kruck (Alternate)
M. Casavant

1. ELECTION OF CHAIR.

The Policy Review Committee Meeting was called to order at 11:44 a.m.

It was agreed that Trustee Sherilyn Bambridge would serve as Committee Chairperson for 2016-2017.

2. APPROVAL OF AGENDA

The agenda was approved as circulated.

3. PREVIOUS COMMITTEE MINUTES FOR INFORMATION PURPOSES ONLY

The Minutes of April 21, 2016 were received as information.

4. REVIEW GOVERNANCE GOALS & RESPONSIBILITIES

The Committee reviewed and discussed the Committee Governance Goals and Responsibilities. Dr. Marc Casavant, Superintendent of Schools/CEO, asked questions for clarification regarding the review of policies. Trustee Bartlette indicated that the Board approves policies and completes reviews at the direction of the Superintendent. Trustee Sumner added that there is no procedure/process in place for systematic policy review.

5. SUMMARY REPORT AND WORK COMPLETED IN 2015-2016

The Committee reviewed the items from the 2015-2016 Summary Report for the Policy Review Committee.

6. COMMITTEE DIRECTION FOR 2016-2017 IN RELATION TO THE COMMITTEE GOVERNANCE GOALS & RESPONSIBILITIES

The Committee agreed that the core function of the Committee needs to have clear direction and to set a clear mandate for review of policies.

A review of random policies and discussion took place.

7. MEETING DATES FOR 2016-2017

It was further agreed that the Policy Review Committee meetings would be held on the first Monday of each month from 11:30 a.m. to 1:00 p.m., with one exception, as follows:

Monday, October 3, 2016	11:30 a.m.
Monday, November 7, 2016	11:30 a.m.

Monday, December 5, 2016	11:30 a.m.
Thursday, January 5, 2017	11:30 a.m.
Monday, February 6, 2017	11:30 a.m.
Monday, March 6, 2017	11:30 a.m.
Monday, April 3, 2017	11:30 a.m.
Monday, May 1, 2017	11:30 a.m.
Monday, June 5, 2017	11:30 a.m.

8. COMMITTEE GOVERNANCE GOAL ITEMS

A) Procedures #1013.4 – “Workplace Safety and Health - Investigation Form for Refusal to Work”

B) Procedures #1013.4 – “Workplace Safety and Health - Refusal to Work Form”

The Committee reviewed the Refusal to Work forms and asked Becky Switzer, Director of Human Resources, to join the meeting and provide further information. Ms. Switzer spoke to the revisions and noted that generally “forms” are referred to Senior Administration and do not require Board approval. Ms. Switzer added that forms are operational items for Senior Administration to revise as necessary.

The Committee agreed to refer the Refusal to Work Forms back to Senior Administration.

C) Policy 3023 – “MHSAA Activities”

The Committee discussed the suggested changes to this policy and agreed to recommend the changes as drafted. A Giving of Notice will be brought forward at the September 26, 2016 Board Meeting.

9. OTHER COMMITTEE GOVERNANCE MATTERS

A) Procedures 4052 Appendix A – Assessment, Evaluation and Reporting of Student Learning and Achievement

The Committee reviewed and discussed these documents and agreed to remove the Appendices as they are no longer current. The Committee further agreed to direct Senior Administration to review Policy 4052 – “Assessment, Evaluation and Reporting of Student Learning and Achievement” for updates if required and noted that any references to past report cards should be eliminated. A Giving of Notice will be brought forward at the September 26, 2016 Board Meeting.

Dr. Casavant spoke to the need for a plan and noted that over time, there will be a need to go through the Policy Manual. Dr. Casavant indicated that the review should start with the Board of Trustees section and the Committee could bring sections at a time to the Board with revisions.

B) Human Diversity Policy

Dr. Casavant indicated that he will find out what was previously done on this and bring an update back to the Committee in the future.

10. OPERATIONS INFORMATION

11. NEXT REGULAR MEETING: Monday, October 3, 2016, 11:30 a.m., Boardroom

The meeting adjourned at 1:03 p.m.

Respectfully submitted,

S. Bambridge, Chair

P. Bartlette

K. Sumner

G. Kruck (Alternate)

June 29, 2016

To: All board chairs and superintendents

From: the Provincial Executive, Manitoba School Boards Association

Promising Practices and Models for Indigenous Education Survey

***Manitoba Collaborative Indigenous Education Blueprint:
Making Excellence in Indigenous Education a Priority***

I. Introduction / Background

As many of you are by now aware, in December 2015, the Presidents of all public universities and colleges signed a Collaborative Blueprint on Indigenous Education. The Manitoba School Boards Association was invited to partner with the universities and colleges on this initiative as a representative of the public Kindergarten to Grade 12 sector. MSBA Provincial Executive was of the perspective that the Blueprint reflected some important areas for potential focus and collaboration across the public education system in Manitoba.

The intention of the post-secondary partners in inviting MSBA to sign the blueprint was not to exclude any of the other important education partners from signing the document— rather, it was to ensure that a broad signal of in-principle support was received from the public K-12 education sector for the principles and recommended commitments that were outlined under the Blueprint.

In the time since the Blueprint was adopted by the universities, colleges and MSBA, the signors have been pleased to welcome several additional partners, including First Nations Education Authorities and the Manitoba Federation of Independent Schools. The partners are now working on the development of a *Five-Year Implementation Plan (2017 to 2021)* that will serve to identify several initiatives and ideas for future partnership between our two sectors.

II. The Survey: A key action item

One of the action items that have been agreed to by the partners is the following survey, which is being sent to all educational partners in Manitoba. This survey intends to identify promising practices and models of Indigenous education across the Province (across the early, middle, senior and post-secondary years). The outcomes of this survey will inform the compilation of a comprehensive report on

promising practices and models, while also serving as a basis for planning a Promising Practices and Models Conference during the 2016/17 school year.

III. Responses requested

We would request that all members please respond to the survey directly in this Word document and then return the survey to Josh Watt, Executive Director of the Manitoba School Boards Association at jwatt@mbschoolboards.ca by **Thursday, September 15, 2016**. If you have any questions about this survey or if you require any clarification, please contact Josh by email or by phone at 204-233-1595.

IV. Please read the following before you respond to the survey

The Collaborative Blueprint included ten key commitments for achieving Indigenous student success. We would invite you to familiarize yourself with these commitments before proceeding to answer the survey questions that follow. Each signor of the Blueprint committed to working with one another on:

1. Engaging with Indigenous peoples in respectful and reciprocal relationships to realize the right to self-determination, and to advance reconciliation, language and culture through education, research and skill development;
2. Bringing Indigenous knowledge, languages and intellectual traditions, models and approaches into curriculum and pedagogy;
3. Promoting research and learning that reflects the history and contemporary context of the lives of Indigenous peoples;
4. Increasing access to services, programs, and supports to Indigenous students, to ensure a learning environment is established that fosters learner success;
5. Collaborating to increase student mobility to better serve the needs of Indigenous students (mobility refers to seamless transitions between secondary and post-secondary studies);
6. Building school communities that value diversity, foster cultural safety and are free of racism;
7. Increasing and measuring Indigenous school participation and success rates;
8. Showcasing successes of Indigenous students and educators;
9. Reflecting the diversity of First Nations, Inuit and Métis cultures in Manitoba through institutional governance and staffing policies and practices; and
10. Engaging governments and the private and public sectors to increase labour market opportunities for Indigenous graduates.

V. Survey questions

Reflecting upon any or all of the above ten commitments, please help us to identify:

1. Promising practices or models that your school division has developed or established in order to better serve the needs and promote the best interests of Indigenous students and communities in Manitoba?
2. Promising practices or models where there *has been* significant collaboration and success between the early, middle and senior years (nursery to Grade 12) and post-secondary sectors (college and/or university) that has better served the needs and promote the best interests of Indigenous students and communities in Manitoba?
3. Promising practices or models where there may be significant success, in terms of *potential* collaboration between the early, middle and senior years (nursery to grade 12) and post-secondary (university and/or college) sectors that might better serve the needs and promote the best interests of Indigenous students and communities in Manitoba?
4. If applicable, please describe any formal evaluation(s) your school division has conducted to measure the success of your Indigenous initiatives, policies, programmes, practices?
5. If applicable, what feedback has your school division received from Indigenous partners and/or communities on your Indigenous initiatives, policies, programmes, or practices?

PLEASE NOTE: The following questions are optional, as they speak to collaboration within the post-secondary sector only. This said, there may be programs or initiatives that have or might be undertaken by the post-secondary system, of which our school division members may be aware and which might have real or potential benefit for the public K-12 sector in Manitoba:

6. In order to better serve the needs and promote the best interests of Indigenous students and communities in Manitoba, please help us to identify:
 - a. Promising practices or models where there *has been* significant collaboration and success between the post-secondary institutions (university to university or college to college) and/or between post-secondary sectors (university to college)?
 - b. promising practices or models where there may be significant success, in terms of *potential* collaboration between post-secondary institutions (university to university or college to college) and/or between post-secondary sectors (university to college)?

Thank you very much for the investment of your time in completing this survey.

September 14, 2016

Appendix 'B'

TO: All School Board Chairs

FROM: Ken Cameron, President

RE: Education Finance Strengths, Weaknesses, Opportunities, Threats (SWOT) Analysis

At its September 7 meeting, MSBA Executive approved the draft agenda for the upcoming October regional meetings. A major component of those meetings will be facilitated discussions on education finance. Information gathered during the discussions will be collated, analyzed, and used to inform:

- the development of a consolidated association policy statement on education finance, which will be presented to the membership for approval at the convention in March;
- future collaborative efforts with education or other external partners, aimed at developing a proposal for revisions to the model of education finance in Manitoba; and
- direct discussions with government on education finance.

In order to help us focus the regional meeting discussions, and ensure that they are both thorough and relevant, I am asking that each school board consider the attached questions in advance of its upcoming regional meeting. These questions take the form of a SWOT analysis of education finance in Manitoba—that is, an examination of the strengths, weaknesses, opportunities and threats inherent in the current model.

I would further ask that each board submit a written response to these questions to Executive Director Josh Watt (jwatt@mbschoolboards.ca) no later than **Friday, October 14, 2016**. Responses will be used in the development of a brief presentation that will provide an overview of board perceptions of the current model of education finance, including what is working well and where boards see the need for change, prior to the regional meeting discussions.

Thank you for your attention to this important matter. If you have any questions, please contact Josh Watt at the email indicated above, or directly at 204-594-5162.

KC/hd

Attachment

Education Finance in Manitoba: A SWOT Analysis

Submitted by: _____ Division/District

Some of the key components of the current education finance model in Manitoba include:

- the provision of operational funding to school divisions by the province in the form of various types of grants;
- the ability of school boards to raise additional revenue through the special levy (property taxation);
- funding by the province of capital and teacher pension costs;
- equalization mechanisms within the funding formula; and
- a standardized reporting system (FRAME).

Thinking about these and other aspects of education finance in Manitoba, please respond to the following questions.

Strengths: What are some strengths and/or positive characteristics of Manitoba’s model of education finance? In other words, what in the current model should be protected or promoted by MSBA?

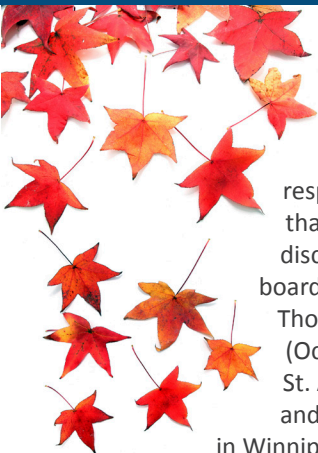
Weaknesses: What are some weaknesses and/or negative characteristics of Manitoba’s model of education finance? In other words, what in the current model might be recommended for abandonment or amendment by MSBA?

Opportunities: Are there elements in the current environment (i.e. social, political, or economic realities) that work to the advantage of school boards, relative to our education funding model? What might be some opportunities that MSBA can capitalize upon, to help strengthen or promote education finance in Manitoba?

Threats: Are there elements in the current environment (i.e. social, political, or economic realities) that may pose challenges to school boards, relative to our education funding model? What might be some challenges that MSBA must be aware of and/or address, when engaging in discussions concerning education finance in Manitoba?

Attach additional pages as required.

Please submit your responses to Executive Director Josh Watt via email (jwatt@mbschoolboards.ca) or fax (204-231-1356) no later than Friday, October 14. Thank you.



WE TRIED IT, YOU LIKED IT

In 2015, the association held a round of regional meetings in October, and the response was overwhelmingly positive. So, with that in mind, we're doing the same this year, to discuss some of the major issues facing school boards. We'll kick off with a Region 4 meeting in Thompson on October 22, followed by Region 1 (October 24, Brandon), Region 3 (October 27, St. Andrews), Region 2 (October 28, Carman), and concluding with Region 5/6 on October 29 in Winnipeg. Agendas will be distributed in the near future. Watch for them!

SEE YOU (VIRTUALLY) IN JANUARY

While much of the association business normally conducted at January regional meetings will be moved to October, there are two items that must be considered closer to the annual convention: nominations and resolutions. That requirement is contained in association by-laws. In order to meet that stipulation, we will be conducting short regional meetings via teleconference or webinar in January. These meetings will deal with nominations and resolutions only. And, in order to ensure that the executive can better reflect the wishes of the membership when it comes to scheduling future regional meetings, expect to see a by-law amendment in March that will remove a specific time-frame from the by-law.

SEE US, HEAR US

Along with other members of the Social Justice Coalition of Manitoba, we are proud to be a co-sponsor of the upcoming forum, [See Us, Hear Us: Refugees, Immigrants and Newcomers in Manitoba Schools](#). The event will be held in Winnipeg from 6:30 to 8:30 p.m. on Thursday, October 27, at Hugh John Macdonald School, and from 8:30 a.m. to 4:00 p.m. the next day at The Peaceful Village, 357 Bannatyne Avenue. The fee for this event is \$25, and registration is open to all coalition partner members. To register, you will first need to create an account by following the link above, clicking on the "my profile/members area" tab at the top of the page, and then on the "sign up now" button. You will receive an account number via email that will allow you to sign in and register.



DON'T FORGET TO REMEMBER

Just a reminder, orange will be the colour of choice for many Manitobans this September 30. Orange Shirt Day is a movement that officially began in 2013, but it draws its name from an event that took place 40 years earlier, in 1973. That year, a six-year old girl entering a residential school in Williams Lake, BC had her new



orange shirt taken from her, to be replaced with the school's institutional uniform. Today, Orange Shirt Day is an opportunity to set the stage for anti-racism and anti-bullying policies for the coming school year. It is also an opportunity for First Nations, local governments, schools and communities to come together in the spirit of reconciliation and hope for generations of children to come. MTS will be supporting and promoting Orange Shirt Day with lesson plans, posters, and a fall news conference. For more information, including lesson plans and posters, visit the [MTS website](#).

IT'S A MATTER OF PRIVACY

On September 27 and 28, the Manitoba Ombudsman Office will be hosting [2016 Manitoba Connections: Access, Privacy, Security and Information Management Conference](#). Access, privacy, security and information management challenges are intertwined with almost everything that Manitoba public sector employees do. Manitoba Connections recognizes the benefits that can be gained by breaking down the silos and bringing these information disciplines together in one conference. Through a series of plenary, breakout and workshop sessions, delegates will gain a clearer understanding of access to information, protection of privacy, information security, and information management issues that may arise in organizations subject to FIPPA and PHIA, a group which includes school boards. [Register](#) online.



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BRANDON SCHOOL DIVISION POLICY

Appendix 'D'

POLICY 3023

MHSAA ACTIVITIES

Adopted: Motion 87/2005; June 13, 2005

The Board of Trustees shall provide a budget, as established from time to time, to finance secondary school participation in MHSAA provincial and/or regional activities **including football and rugby championship games**. Requisitions for the trips charged against this budget shall be submitted to the Physical Education Consultant for approval.



"Accepting the Challenge"

SCHOOL NAME
School Address
Community, Manitoba R?X ?X?
204.???.????

School logo

GRADE 5
2009-2010

Appendix 'E'

Student: _____

MET #: _____

Teacher: _____

Principal: _____

Program	
	Regular
	Accommodations and Adaptations
	Other (e.g., IEP)

ATTENDANCE

	Days School Open	Days Absent	Lates
Term 1			
Term 2			
Term 3			

Student achievement is reported in relation to curricular outcomes.	
M	Meeting grade-level expectations <i>*student consistently demonstrates required learning</i>
A	Approaching grade-level expectations <i>*student is progressing towards consistent demonstration of required learning</i>
N	Not meeting grade-level expectations <i>*student does not demonstrate required learning</i>
E	Exceeding grade-level expectations <i>*student consistently demonstrates learning that is beyond what is required</i> <i>*this indicator is not applicable in all areas</i>
-	Not evaluated at this time

RESPONSIBILITY FOR LEARNING	Term 1	Term 2	Term 3
Makes productive use of class time			
Seeks assistance when appropriate/necessary			
Completes quality work according to set criteria			
Shows accountability through completion of assigned tasks			
SOCIAL RESPONSIBILITY			
Displays the personal attributes of honesty, respect, fairness, and compassion			
Displays the personal skills of patience and the ability to problem solve in a positive manner			
Displays the cooperation skills of democratic participation and responsibility			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

ENGLISH LANGUAGE ARTS	Term 1	Term 2	Term 3
Writing			
- generates and selects appropriate ideas for the writing task			
- organizes ideas to support reader understanding			
- uses a variety of words accurately to enhance meaning			
- conveys strong voice that is suitable to the writing task			
- composes fluent sentences (through variety, length, transitions)			
- uses appropriate conventions (spelling, grammar, punctuation, and capitalization) to make meaning clear			
Reading			
- comprehends a variety of texts			
- responds personally and critically to a variety of texts			
- reads with fluency and expression			
Speaking			
- clearly communicates thoughts and ideas			
Representing			
- conveys ideas in a variety of visual ways			
Listening			
- listens for meaning			
Viewing			
- understands a variety of visual information			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

SOCIAL STUDIES	Term 1	Term 2	Term 3
Demonstrates an understanding of unit concepts			
Uses the research process to analyze, interpret, and evaluate information and ideas			
Communicates information in a variety of ways (e.g., presentations, projects, reports)			
Demonstrates an awareness of the concept of democratic citizenship			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

MATHEMATICS	Term 1	Term 2	Term 3
Represents and demonstrates understanding of place value.			
Demonstrates an understanding of fraction.			
Applies the four operations and estimations skills to whole numbers and decimals (+, -, x, ÷)			
Solves equations using symbols or letters.			
Describes, predicts, and extends patterns to solve problems.			
Understands and represents appropriate units of measurement to solve problems (length, volume, perimeter, area).			
Uses geometric terms to describe objects and shapes.			
Constructs, labels, and interprets graphs.			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

SCIENCE	Term 1	Term 2	Term 3
Understands concepts, facts, and vocabulary			
Follows scientific inquiry process (e.g., labs, experiments)			
Follows research/design process (e.g., construction projects)			
Understands and practices safety (e.g., symbols and procedures)			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

BASIC FRENCH	Term 1	Term 2	Term 3
Demonstrates an understanding of oral and written French			
Participates in French interactive activities			
Identifies elements of Francophone culture			
Applies language learning strategies			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

ART	Term 1	Term 2	Term 3
Outcome			
Outcome			
Outcome			
Outcome			
Outcome			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

MUSIC	Term 1	Term 2	Term 3
Performance Skills			
instruments (proper playing technique, beat, rhythm, ensemble playing)			
recorder (fingering, articulation, rhythm, tone)			
movement (beat, sequencing skills, vocabulary)			
Musical Literacy			
rhythmic			
melodic			
Creative Expression			
interprets, performs, and shares own and others' music, develops ideas into music			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

PHYSICAL/HEALTH EDUCATION	Term 1	Term 2	Term 3
Movement			
<ul style="list-style-type: none"> demonstrates competency in selected movement skills demonstrates knowledge of movement activities demonstrates the ability to adapt different learning experiences to different environments and cultures 			
Fitness Management			
<ul style="list-style-type: none"> demonstrates the ability to develop and follow a personal fitness plan for lifelong physical activity and well-being 			
Safety			
<ul style="list-style-type: none"> demonstrates safe and responsible behaviours to manage risks and prevent injuries in physical activity participation and for daily living 			
Personal and Social Management			
<ul style="list-style-type: none"> progresses in understanding decision making skills in personal health demonstrates the ability to work cooperatively and fairly with others attempts to build positive relationships with others 			
Healthy Lifestyle Practices			
<ul style="list-style-type: none"> demonstrates the ability to make informed decisions for healthy living relating to personal hygiene, active living, healthy nutritional practices, substance use and abuse, and human sexuality 			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			



"Accepting the Challenge"

SCHOOL NAME
School Address
Community, Manitoba R?X ?X?
204.????.????

School logo

GRADE 6
2007-2008

Appendix 'E'

Student: _____
MET #: _____
Teacher: _____
Principal: _____

Program	
	Regular
	Accommodations and Adaptations
	Other (e.g., IEP)

ATTENDANCE

	Days School Open	Days Absent	Lates
Term 1			
Term 2			
Term 3			

Student achievement is reported in relation to curricular outcomes.	
M	Meeting grade-level expectations <i>*student consistently demonstrates required learning</i>
A	Approaching grade-level expectations <i>*student is progressing towards consistent demonstration of required learning</i>
N	Not meeting grade-level expectations <i>*student does not demonstrate required learning</i>
E	Exceeding grade-level expectations <i>*student consistently demonstrates learning that is beyond what is required</i> <i>*this indicator is not applicable in all areas</i>
-	Not evaluated at this time

RESPONSIBILITY FOR LEARNING	Term 1	Term 2	Term 3
Makes productive use of class time			
Seeks assistance when appropriate/necessary			
Completes quality work according to set criteria			
Shows accountability through completion of assigned tasks			
SOCIAL RESPONSIBILITY			
Displays the personal attributes of honesty, respect, fairness, and compassion			
Displays the personal skills of patience and the ability to problem solve in a positive manner			
Displays the cooperation skills of democratic participation and responsibility			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

ENGLISH LANGUAGE ARTS	Term 1	Term 2	Term 3
Writing			
- generates and selects appropriate ideas for the writing task			
- organizes ideas to support reader understanding			
- uses a variety of words accurately to enhance meaning			
- conveys strong voice that is suitable to the writing task			
- composes fluent sentences (through variety, length, transitions)			
- uses appropriate conventions (spelling, grammar, punctuation, and capitalization) to make meaning clear			
Reading			
- comprehends a variety of texts			
- responds personally and critically to a variety of texts			
- reads with fluency and expression			
Speaking			
- clearly communicates thoughts and ideas			
Representing			
- conveys ideas in a variety of visual ways			
Listening			
- listens for meaning			
Viewing			
- understands a variety of visual information			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

SOCIAL STUDIES	Term 1	Term 2	Term 3
Demonstrates an understanding of unit concepts			
Uses the research process to analyze, interpret, and evaluate information and ideas			
Communicates information in a variety of ways (e.g., presentations, projects, reports)			
Demonstrates an awareness of the concept of democratic citizenship			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

MATHEMATICS	Term 1	Term 2	Term 3
Reads and represents numbers from thousandths to billions.			
Applies the four operations and estimation skills to whole numbers and decimals.			
Compares fractions, decimals, percents, and ratios.			
Demonstrates accurate recall of the basic facts.			
Describes, predicts, and extends patterns to solve problems (finds a rule for a given pattern).			
Demonstrates that an equation is balanced.			
Estimates, classifies, and measures angles.			
Constructs and compares various triangles.			
Uses a formula to find perimeter, area, and volume.			
Constructs, labels, and interprets line graphs.			
Predicts the possible outcomes of a probability experiment and explain the results.			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

SCIENCE	Term 1	Term 2	Term 3
Understands concepts, facts, and vocabulary			
Follows scientific inquiry process (e.g., labs, experiments)			
Follows research/design process (e.g., construction projects)			
Understands and practices safety (e.g., symbols and procedures)			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

BASIC FRENCH	Term 1	Term 2	Term 3
Demonstrates an understanding of oral and written French			
Participates in French interactive activities			
Identifies elements of Francophone culture			
Applies language learning strategies			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

ART	Term 1	Term 2	Term 3
Outcome			
Outcome			
Outcome			
Outcome			
Outcome			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

MUSIC	Term 1	Term 2	Term 3
Performance Skills			
instruments (proper playing technique, beat, rhythm, ensemble playing)			
recorder (fingering, articulation, rhythm, tone)			
movement (beat, sequencing skills, vocabulary)			
Musical Literacy			
rhythmic			
melodic			
Creative Expression			
interprets, performs, and shares own and others' music, develops ideas into music			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

PHYSICAL/HEALTH EDUCATION	Term 1	Term 2	Term 3
Movement <ul style="list-style-type: none"> demonstrates competency in selected movement skills demonstrates knowledge of movement activities demonstrates the ability to adapt different learning experiences to different environments and cultures 			
Fitness Management <ul style="list-style-type: none"> demonstrates the ability to develop and follow a personal fitness plan for lifelong physical activity and well-being 			
Safety <ul style="list-style-type: none"> demonstrates safe and responsible behaviours to manage risks and prevent injuries in physical activity participation and for daily living 			
Personal and Social Management <ul style="list-style-type: none"> progresses in understanding decision making skills in personal health demonstrates the ability to work cooperatively and fairly with others attempts to build positive relationships with others 			
Healthy Lifestyle Practices <ul style="list-style-type: none"> demonstrates the ability to make informed decisions for healthy living relating to personal hygiene, active living, healthy nutritional practices, substance use and abuse, and human sexuality 			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

Term 1		
_____	_____	_____
Teacher	Parent	Principal
Term 2		
_____	_____	_____
Teacher	Parent	Principal
Term 3		
_____	_____	_____
Teacher	Parent	Principal

<p>This is to certify that _____ has _____ the course of studies for Grade 6, and has been _____ Grade 7.</p> <p>_____</p> <p><i>Homeroom Teacher</i></p>		<p>_____</p> <p><i>Principal</i></p>
--	--	--------------------------------------



"Accepting the Challenge"

SCHOOL NAME
School Address
Community, Manitoba R?X ?X?
204.???.????

School logo

GRADE 7
2007-2008

Appendix 'E'

Student: _____

MET #: _____

Teacher: _____

Principal: _____

Program	
	Regular
	Accommodations and Adaptations
	Other (e.g., IEP)

ATTENDANCE

	Days School Open	Days Absent	Lates
Term 1			
Term 2			
Term 3			

Student achievement is reported in relation to curricular outcomes.	
M	Meeting grade-level expectations <i>*student consistently demonstrates required learning</i>
A	Approaching grade-level expectations <i>*student is progressing towards consistent demonstration of required learning</i>
N	Not meeting grade-level expectations <i>*student does not demonstrate required learning</i>
E	Exceeding grade-level expectations <i>*student consistently demonstrates learning that is beyond what is required</i> <i>*this indicator is not applicable in all areas</i>
-	Not evaluated at this time

RESPONSIBILITY FOR LEARNING	Term 1	Term 2	Term 3
Makes productive use of class time			
Seeks assistance when appropriate/necessary			
Completes quality work according to set criteria			
Shows accountability through completion of assigned tasks			
SOCIAL RESPONSIBILITY			
Displays the personal attributes of honesty, respect, fairness, and compassion			
Displays the personal skills of patience and the ability to problem solve in a positive manner			
Displays the cooperation skills of democratic participation and responsibility			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

ENGLISH LANGUAGE ARTS	Term 1	Term 2	Term 3
Writing			
- generates and selects appropriate ideas for the writing task			
- organizes ideas to support reader understanding			
- uses a variety of words accurately to enhance meaning			
- conveys strong voice that is suitable to the writing task			
- composes fluent sentences (through variety, length, transitions)			
- uses appropriate conventions (spelling, grammar, punctuation, and capitalization) to make meaning clear			
Reading			
- comprehends a variety of texts			
- responds personally and critically to a variety of texts			
- reads with fluency and expression			
Speaking			
- clearly communicates thoughts and ideas			
Representing			
- conveys ideas in a variety of visual ways			
Listening			
- listens for meaning			
Viewing			
- understands a variety of visual information			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

SOCIAL STUDIES	Term 1	Term 2	Term 3
Demonstrates an understanding of unit concepts			
Uses the research process to analyze, interpret, and evaluate information and ideas			
Communicates information in a variety of ways (e.g., presentations, projects, reports)			
Demonstrates an awareness of the concept of democratic citizenship			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

MATHEMATICS	Term 1	Term 2	Term 3
Understands and uses divisibility rules.			
Adds and subtracts fractions.			
Adds and subtracts integers.			
Compares and orders decimals and fractions.			
Analyzes, creates, and explains patterns using tables and graphs.			
Understands and solves linear equations (e.g., $2n+1=3$)			
Uses appropriate formulas to solve problems for circles, triangles, and parallelograms.			
Identifies and plots points in all four quadrants of a graph.			
Finds mean, median, mode, and range.			
Uses estimation and a variety of strategies to solve mental math and problem solving.			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

SCIENCE	Term 1	Term 2	Term 3
Understands concepts, facts, and vocabulary			
Follows scientific inquiry process (e.g., labs, experiments)			
Follows research/design process (e.g., construction projects)			
Understands and practices safety (e.g., symbols and procedures)			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

BASIC FRENCH	Term 1	Term 2	Term 3
Demonstrates an understanding of oral French			
Uses oral language effectively			
Comprehends a variety of texts			
Uses appropriate vocabulary and grammar in written work			
Identifies elements of Francophone culture			
Applies language learning strategies			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

SCHOOL BASED PROGRAM (E.g. Language Arts Enrichment)	Term 1	Term 2	Term 3
Outcome			
Outcome			
Outcome			
Outcome			
Outcome			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

ART	Term 1	Term 2	Term 3
Outcome			
Outcome			
Outcome			
Outcome			
Outcome			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

PHYSICAL/HEALTH EDUCATION	Term 1	Term 2	Term 3
Movement <ul style="list-style-type: none"> demonstrates competency in selected movement skills demonstrates knowledge of movement activities demonstrates the ability to adapt different learning experiences to different environments and cultures 			
Fitness Management <ul style="list-style-type: none"> demonstrates the ability to develop and follow a personal fitness plan for lifelong physical activity and well-being 			
Safety <ul style="list-style-type: none"> demonstrates safe and responsible behaviours to manage risks and prevent injuries in physical activity participation and for daily living 			
Personal and Social Management <ul style="list-style-type: none"> progresses in understanding decision making skills in personal health demonstrates the ability to work cooperatively and fairly with others attempts to build positive relationships with others 			
Healthy Lifestyle Practices <ul style="list-style-type: none"> demonstrates the ability to make informed decisions for healthy living relating to personal hygiene, active living, healthy nutritional practices, substance use and abuse, and human sexuality 			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

HOME ECONOMICS	Term 1	Term 2	Term 3
Selects appropriate equipment for lab work			
Demonstrates proper use of equipment			
Uses class time effectively			
Follows project plans independently			
Completes required projects successfully			
Clothing and Textiles			
Foods and Nutrition			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

BAND	Term 1	Term 2	Term 3
Literacy - Student has the ability to read and write basic music notation and has an understanding of historical events affecting and affected by music.			
Fundamentals - Student demonstrates physical skills on the instrument (i.e. tone, articulation, holding position, etc) appropriate to grade level.			
Applied - Student is able to apply music reading skills and physical playing skills successfully in the performance of music studied in class.			
Affective Skills – Student demonstrates a commitment to musical growth characterized by regular participation in class, efficient practice habits and adherence to rehearsal practices.			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

Term 1		
_____	_____	_____
Teacher	Parent	Principal
Term 2		
_____	_____	_____
Teacher	Parent	Principal
Term 3		
_____	_____	_____
Teacher	Parent	Principal

This is to certify that _____ has _____ the course of studies for Grade 7, and has been _____ Grade 8.

Homeroom Teacher

Principal



"Accepting the Challenge"

SCHOOL NAME
School Address
Community, Manitoba R?X ?X?
204.???.????

School logo

GRADE 8
2007-2008

Appendix 'E'

Student: _____

MET #: _____

Teacher: _____

Principal: _____

Program	
	Regular
	Accommodations and Adaptations
	Other (e.g., IEP)

ATTENDANCE

	Days School Open	Days Absent	Lates
Term 1			
Term 2			
Term 3			

Student achievement is reported in relation to curricular outcomes.	
M	Meeting grade-level expectations <i>*student consistently demonstrates required learning</i>
A	Approaching grade-level expectations <i>*student is progressing towards consistent demonstration of required learning</i>
N	Not meeting grade-level expectations <i>*student does not demonstrate required learning</i>
E	Exceeding grade-level expectations <i>*student consistently demonstrates learning that is beyond what is required</i> <i>*this indicator is not applicable in all areas</i>
-	Not evaluated at this time

RESPONSIBILITY FOR LEARNING	Term 1	Term 2	Term 3
Makes productive use of class time			
Seeks assistance when appropriate/necessary			
Completes quality work according to set criteria			
Shows accountability through completion of assigned tasks			
SOCIAL RESPONSIBILITY			
Displays the personal attributes of honesty, respect, fairness, and compassion			
Displays the personal skills of patience and the ability to problem solve in a positive manner			
Displays the cooperation skills of democratic participation and responsibility			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

ENGLISH LANGUAGE ARTS	Term 1	Term 2	Term 3
Writing			
- generates and selects appropriate ideas for the writing task			
- organizes ideas to support reader understanding			
- uses a variety of words accurately to enhance meaning			
- conveys strong voice that is suitable to the writing task			
- composes fluent sentences (through variety, length, transitions)			
- uses appropriate conventions (spelling, grammar, punctuation, and capitalization) to make meaning clear			
Reading			
- comprehends a variety of texts			
- responds personally and critically to a variety of texts			
- reads with fluency and expression			
Speaking			
- clearly communicates thoughts and ideas			
Representing			
- conveys ideas in a variety of visual ways			
Listening			
- listens for meaning			
Viewing			
- understands a variety of visual information			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

SOCIAL STUDIES	Term 1	Term 2	Term 3
Demonstrates an understanding of unit concepts			
Uses the research process to analyze, interpret, and evaluate information and ideas			
Communicates information in a variety of ways (e.g., presentations, projects, reports)			
Demonstrates an awareness of the concept of democratic citizenship			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

MATHEMATICS	Term 1	Term 2	Term 3
Calculates percent.			
Multiplies and divides fractions.			
Multiplies and divides integers.			
Understands ratio and rates.			
Solves for unknown variables (using two or more steps).			
Generates and plots relations.			
Uses math formulas to solve shape problems.			
Identifies features of 2D and 3D shapes.			
Constructs graphs and charts.			
Interprets graphs and charts.			
Solves probability problems.			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

SCIENCE	Term 1	Term 2	Term 3
Understands concepts, facts, and vocabulary			
Follows scientific inquiry process (e.g., labs, experiments)			
Follows research/design process (e.g., construction projects)			
Understands and practices safety (e.g., symbols and procedures)			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

BASIC FRENCH	Term 1	Term 2	Term 3
Demonstrates an understanding of oral French			
Uses oral language effectively			
Comprehends a variety of texts			
Uses appropriate vocabulary and grammar in written work			
Identifies elements of Francophone culture			
Applies language learning strategies			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

SCHOOL BASED PROGRAM (E.g. Language Arts Enrichment)	Term 1	Term 2	Term 3
Outcome			
Outcome			
Outcome			
Outcome			
Outcome			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

ART	Term 1	Term 2	Term 3
Outcome			
Outcome			
Outcome			
Outcome			
Outcome			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

PHYSICAL/HEALTH EDUCATION	Term 1	Term 2	Term 3
Movement <ul style="list-style-type: none"> demonstrates competency in selected movement skills demonstrates knowledge of movement activities demonstrates the ability to adapt different learning experiences to different environments and cultures 			
Fitness Management <ul style="list-style-type: none"> demonstrates the ability to develop and follow a personal fitness plan for lifelong physical activity and well-being 			
Safety <ul style="list-style-type: none"> demonstrates safe and responsible behaviours to manage risks and prevent injuries in physical activity participation and for daily living 			
Personal and Social Management <ul style="list-style-type: none"> progresses in understanding decision making skills in personal health demonstrates the ability to work cooperatively and fairly with others attempts to build positive relationships with others 			
Healthy Lifestyle Practices <ul style="list-style-type: none"> demonstrates the ability to make informed decisions for healthy living relating to personal hygiene, active living, healthy nutritional practices, substance use and abuse, and human sexuality 			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

INDUSTRIAL ARTS	Term 1	Term 2	Term 3
Demonstrates the appropriate use of safety equipment and procedures.			
Demonstrates the proper use of hand and power tools.			
Demonstrates ability to measure accurately and use appropriate layout skills.			
Interprets and follows project plans of procedure accurately.			
Accurately completes the required assignments and projects.			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			

BAND	Term 1	Term 2	Term 3
Literacy - Student has the ability to read and write basic music notation and has an understanding of historical events affecting and affected by music.			
Fundamentals - Student demonstrates physical skills on the instrument (i.e. tone, articulation, holding position, etc) appropriate to grade level.			
Applied - Student is able to apply music reading skills and physical playing skills successfully in the performance of music studied in class.			
Affective Skills – Student demonstrates a commitment to musical growth characterized by regular participation in class, efficient practice habits and adherence to rehearsal practices.			
Term 1 Comments			
Term 2 Comments			
Term 3 Comments			



RECEIVED

SEP 12 2016

Office of the Secretary Treasurer
Brandon School Division

September 1, 2016

Brandon School Division
1031 - 6th Street
Brandon, Manitoba R7A 4K5

Appendix 'F'

Attention: Mr. Denis Labossiere, Secretary-Treasurer and the Brandon School Division Board of Directors

The YWCA Brandon has followed with interest the intention of the Brandon School Division to build a new school in the south end of the city. It is our understanding that this school will include a daycare and the YWCA Brandon would like to express our interest in operating that daycare. As the Division moves forward with its plan for this school, we ask that we be considered as the potential operator of this daycare.

The YWCA Brandon has provided services to the community of Brandon and the Westman area for 109 years in the capacities of transitional housing, women's support groups and advocacy, domestic violence services, couples counselling, girls programming and before and after school programs. We believe that daycare and early learning are natural extensions of our services to women and their families.

The YWCA is the world's largest women's organization and YWCA Canada is the country's oldest and largest women's multi-service organization. Along with the YMCA, we are the largest providers of daycare in Canada and have support through this relationship.

We intend to continue to explore the necessary steps toward establishment of a daycare and would appreciate any information you could provide pertaining to the operations of a daycare within a school setting. This would include information regarding the relationship the daycare will have with the school and financial information concerning the costs of establishing and operating the daycare and how they are established and shared.

Please consider this letter as our expression of interest in being considered as the operator of this proposed daycare. We would appreciate being advised of any additional information going forward that will assist us with our planning.

Sincerely,

Karen Peto
Executive Director
YWCA Brandon for the
YWCA Brandon Board of Directors



YWCA Meredith Place Residence, YWCA Westman Women's Shelter, Peaceful Futures Couples Counselling, Power of Being a Girl, Girlspace, Women of Distinction Awards
148 - 11th Street • Brandon, Manitoba R7A 4J4 • Phone 204-571-3680 • Fax: 204-571-3687
Email: ywca2@wcgwave.ca • Web Site: www.ywcabrandon.com





BRANDON SCHOOL DIVISION

Report of Senior Administration to the Board of Trustees

September 26, 2016

A. Administrative Information

I. CELEBRATIONS

1. ISABELA ONYSHKO, CANADIAN OLYMPIAN, RECOGNIZES VINCENT MASSEY HIGH SCHOOL STAFF FOR HER SCHOOL SUCCESS

II. COMMUNITY CONNECTIONS

1. COMMUNITY CONNECTIONS – SEPTEMBER 3, 2016 TO SEPTEMBER 20, 2016

The following community connections were made by Dr. Casavant, Superintendent of Schools/CEO from September 3, 2016 to September 20, 2016

- September 7, 2016 – meeting with Deborah Thompson, Program Manager, Welcome to Kindergarten, Manitoba
- September 14, 2016 – meeting with Robert Cey, Knights of Columbus
- September 15, 2016 – meeting with Peter Bueher, President, Brandon Teachers' Association
- September 15, 2016 – meeting with Jamie Rose, President, CUPE Local 737
- September 16, 2016 – telephone meeting with Chief Ian Grant, Brandon Police Service
- September 16, 2016 - Meeting with Leanne Foley, Arts and Learning Manager, Manitoba Arts Council
- September 20, 2016 – Meeting with City of Brandon

“Accepting the Challenge”

III. SUSPENSIONS

<u>SCHOOL</u>	<u>NO./STUDENTS</u>	<u>NO./DAYS</u>	<u>REASON</u>
George Fitton	1 total	1 – 5 day	Assaultive Behaviour
Neelin	1 total	1 – 5 day	Drug and Alcohol Policy

IV. PRESENTATIONS

B. Business Arising for Board Action

I. INFORMATION FOR DISCUSSION AND CORRESPONDENCE

1. PERSONNEL REPORT

For Information B. Switzer

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

2. SMALL CLASS SIZE COMPLIANCE FORECAST

For InformationG. Malazdrewicz

The most recent request for information on Brandon School Division's efforts to meet compliance on the Small Class Size Initiative was submitted last week. The report request focused on the Division's ability to achieve compliance for the September 30, 2017 implementation date.

The compliance target is 20 students for all Kindergarten to Grade 3 classrooms. At full implementation class sizes between 21 and 23 are permitted with the understanding that 90% of classrooms would achieve the target of 20 or fewer students.

Our preliminary forecast for September 30, 2017 based on our roll up enrollments (all grades advancing one level) and forecasted Kindergarten enrollments anticipates that we will not be in compliance with the Small Class Size Initiative.

The 10% variance built within the 90% target fundamentally allows schools to work with enrollments and configurations in small schools or programs where further reduction in class sizes is impractical or prohibitively expensive to the system. In an environment where no classroom capacity issues present this should be an adequate variation.

For September 2017, we are forecasting that we would have inadequate space to accommodate the additional classrooms necessary for compliance in fourteen (14) of our K-8 schools. While some progress could be made in some schools, there will not be enough to achieve compliance for all 62 classrooms forecasted to be in excess of 20 students without additional classroom spaces.

We will continue to work with the Public Schools Finance Board (PSFB) to explore solutions for our facility issues which do not add further to our operational costs to support our current enrollment.

3. WORLD TEACHERS’ DAY – WEDNESDAY, OCTOBER 5, 2016

For InformationDr. Casavant

In 1994, UNESCO inaugurated October 5 as World Teachers’ Day to commemorate the joint UNESCO and International Labour Organization’s signing of the *Recommendations Concerning the Status of Teachers*.

World Teachers’ Day represents a significant token of the awareness, understanding and appreciation displayed for the vital contribution that teachers make to education and development. On October 5, along with over 100 countries around the world, the Canadian Teachers’ Federation and its Member organizations across the country celebrate World Teachers’ Day through a public awareness campaign that highlights the contributions of the teaching profession.

4. WORKING WITH BRANDON UNIVERSITY ON A RESEARCH AGENDA

For InformationDr. Casavant

Letters of thanks were received from Dr. Heather Duncan, Dean, Faculty of Education and Associate Vice-President (Research) and Dr. Karen Rempel, Director, Centre for Aboriginal and Rural Education Studies, Brandon University. Dr. Duncan and Dr. Rempel conveyed their appreciation to Dr. Casavant and the Board and look forward to discussions regarding areas of research to be undertaken.

5. MANITOBA SCHOOL BOARDS ASSOCIATION

SURVEY ON INDIGENOUS EDUCATION

For Information M. Gustafson

A collaborative approach was used in constructing the response for the Indigenous Education Survey. Eight staff were invited to participate to provide a representative sample of administrators, teachers, support staff and specialists. Staff were provided the survey questions prior to the meeting and then brainstormed and shared initiatives from their respective areas. The purpose of the meeting was not to create an exhaustive list of all work occurring in the Division, but to provide a

sense of the breadth and depth of the work in the Division and the outcomes that the initiatives were trying to accomplish.

The identified practices demonstrate:

- a focus on working with parents and families through positions such as Building Student Success with Aboriginal Parents (BSSAP) workers, Aboriginal Academic Achievement (AAA) program staff, and Home School Liaisons;
- provision of curricular resources for schools and teachers;
- programming that focuses on building success for Aboriginal students and engaging students in cultural experiences;
- partnerships with community organizations that focus on food sustainability, pre-Kindergarten initiatives, literacy initiatives and community services; and
- community engagement through events, school based activities and recognition of the role of Elders.

6. MANITOBA EDUCATION AND TRAINING CORRESPONDENCE

MINISTER PROCLAMATION ON PEACE DAYS: SEPTEMBER 15-22, 2016

For InformationDr. Casavant

Proclamation is intended to increase public awareness of the importance of peace, and to help students learn more about their duties as citizens in promoting peace and compassion.

MINISTER PROCLAMATION ON MEDIA LITERACY WEEK: OCTOBER 31 – NOVEMBER 4, 2016

For InformationDr. Casavant

Proclamation is intended to increase public awareness of the importance of media literacy.

MINISTER CORRESPONDENCE REGARDING FRENCH SECOND LANGUAGE REVITALIZATION PROGRAM 2016-2017

For InformationDr. Casavant

Minister correspondence that Brandon School Division will receive a financial contribution of \$35,500.00 provided for the French Second Language Revitalization Program 2016-2017 towards the following projects:

- Discover French Culture at École secondaire Neelin High School - \$3,000.00
- Literacy and Language Support at École O’Kelly School - \$7,000.00
- Travaillons Ensemble - \$15,000.00
- Vive le français at École New Era School - \$10,500.00

II. SENIOR ADMINISTRATION RESPONSE TO TRUSTEE INQUIRIES

III. MONITORING REPORTS

IV. RECOMMENDATIONS

1. HEAD TEACHERS 2016/2017

For Action Dr. Casavant

It is policy of the Board to review the names of those recommended by individual schools for the position of head teacher. Assignment to this position is done on an annual basis. Per Policy and Regulation 5004: *Head Teacher* the head teachers recommended for the 2016/2017 school year are as follows:

Alexander	Shannon Kohut, Tammy Ballingall, Krista Clayton
Betty Gibson	Craig Anderson, Lynn Andrews, Stephen Reid
Crocus Plains	Ingrid Gross, Shawn Baker
Earl Oxford	Kimberly Humphries, Marc Plante
George Fitton	Grant Coulter, Jennifer Meadows
Green Acres	Shane Baranyk, Malcom Oldcorn, Therese Shamray
Harrison	Bernie Perreux, Glen Simard, Marla Fontaine
J.R. Reid	Shannon Graham, Jason Curtis, Cathie Cullen
King George	Bryce Ketcheson, Kelly Walker, Cynthia Kelly
Kirkcaldy Heights	Debra Baker, Warren Birch
Linden Lanes	Angeline Templeton, Curtis Campbell
Meadows	Janelle Jones, Teresa Flannery
Neelin	Robert Cullen, Trevor Korman
Neelin – Off Campus / Upper Deck	Jim Ferguson, Brandy Hamilton
New Era	Nicole Olson, Neil Bessette
O’Kelly	Maureen Thompson, Curtis Halls, Paige Tayler
Riverheights	Tyson Ramsey, Sharon Bartley
Riverview	Cathy Grain, Marla Medwid, Gayle White
St. Augustine	Bryan Letain, Joanne Campbell, Joey Patsack
Valleyview	Wendy Piche, Donald Beaney
Vincent Massey	Ashley Dyson, Suzanne Sullivan
Waverly Park	Jeff Sawchuk, Alissa Cheung

RECOMMENDATION:

That the people recommended by the Principals of the schools for the position of Head Teachers for the 2016/2017 school year be approved as identified in the Report of the Senior Administration.

2. RECOGNITION OF TRADE EXPERIENCE

For ActionD. Labossiere

Article 8.03 of the current Collective Agreement between the Division and the Brandon Teachers’ Association provides for the recognition of increments for related experience for teachers holding a special certificate and employed in the areas of vocational industrial education, agriculture and marketing education. These programs are offered at Crocus Plains Regional Secondary School.

Mr. Greg Malazdrewicz, Assistant Superintendent, and Mr. Peter Buehler, representative of the Brandon Teachers’ Association, have reviewed the documentation submitted by Ms. Bruederlin identifying her related work experience as follows:

Ms. Heather Bruederlin, Vocational Industrial Arts Program – Welding, a total of 80 months or the equivalent of 6.67 years of relevant trade experience has been recommended granting 3 (three) increments for the first 3 (three) years of experience and an additional 1 (one) increment for the remaining years of experience, for a total of 4 (four) increments.

RECOMMENDATION:

That, in accordance with Article 8 of the Collective Agreement between the Division and the Brandon Teachers’ Association, a total of 3 (three) increments for the first 3 (three) years of experience and an additional 1 (one) increment for the remaining years of experience, providing a total of 4 (four) increments for work related experience be recognized for Ms. Heather Bruederlin.

3. RECOGNITION OF TRADE EXPERIENCE

For ActionD. Labossiere

Article 8.03 of the current Collective Agreement between the Division and the Brandon Teachers’ Association provides for the recognition of increments for related experience for teachers holding a special certificate and employed in the areas of vocational industrial education, agriculture and marketing education. These programs are offered at Vincent Massey High School.

Mr. Mathew Gustafson, Assistant Superintendent, and Mr. Peter Buehler, representative of the Brandon Teachers’ Association, have reviewed the documentation submitted by Mr. Ratz identifying his related work experience as follows:

Mr. Craig Ratz, Vocational Industrial Arts Program – Broadcasting Media Arts (TV/Radio), a total of 165 months or the equivalent of 13.75 years of relevant trade experience has been recommended granting 3 (three) increments for the first 3

(three) years of experience and an additional 5 (five) increments for the remaining years of experience, for a total of 8 (eight) increments.

RECOMMENDATION:

That, in accordance with Article 8 of the Collective Agreement between the Division and the Brandon Teachers' Association, a total of 3 (three) increments for the first 3 (three) years of experience and an additional 5 (five) increments for the remaining years of experience, providing a total of 8 (eight) increments for work related experience be recognized for Mr. Craig Ratz.

4. RECOGNITION OF TRADE EXPERIENCE

For ActionD. Labossiere

Article 8.03 of the current Collective Agreement between the Division and the Brandon Teachers' Association provides for the recognition of increments for related experience for teachers holding a special certificate and employed in the areas of vocational industrial education, agriculture and marketing education. These programs are offered at Crocus Plains Regional Secondary School.

Mr. Greg Malazdrewicz, Assistant Superintendent, and Mr. Peter Buehler, representative of the Brandon Teachers' Association, have reviewed the documentation submitted by Mr. Derhak identifying his related work experience as follows:

Mr. Quinton Derhak, Vocational Industrial Arts Program – Hairstyling, a total of 176 months or the equivalent of 14.67 years of relevant trade experience has been recommended granting 3 (three) increments for the first 3 (three) years of experience and an additional 5 (five) increments for the remaining years of experience, for a total of 8 (eight) increments.

RECOMMENDATION:

That, in accordance with Article 8 of the Collective Agreement between the Division and the Brandon Teachers' Association, a total of 3 (three) increments for the first 3 (three) years of experience and an additional 5 (five) increments for the remaining years of experience, providing a total of 8 (eight) increments for work related experience be recognized for Mr. Quinton Derhak.

5. RECOGNITION OF TRADE EXPERIENCE

For ActionD. Labossiere

Article 8.03 of the current Collective Agreement between the Division and the Brandon Teachers' Association provides for the recognition of increments for related experience for teachers holding a special certificate and employed in the areas of

vocational industrial education, agriculture and marketing education. These programs are offered at Crocus Plains Regional Secondary School.

Mr. Greg Malazdrewicz, Assistant Superintendent, and Mr. Peter Buehler, representative of the Brandon Teachers' Association, have reviewed the documentation submitted by Mr. Bumstead identifying his related work experience as follows:

Mr. Bruce Bumstead, Vocational Industrial Arts Program – Photography, a total of 255 months or the equivalent of 21.25 years of relevant trade experience has been recommended granting 3 (three) increments for the first 3 (three) years of experience and an additional 7 (seven) increments for the remaining years of experience, for a total of 10 (ten) increments.

RECOMMENDATION:

That, in accordance with Article 8 of the Collective Agreement between the Division and the Brandon Teachers' Association, a total of 3 (three) increments for the first 3 (three) years of experience and an additional 7 (seven) increments for the remaining years of experience, providing a total of 10 (ten) increments for work related experience be recognized for Mr. Bruce Bumstead.

6. RECOGNITION OF TRADE EXPERIENCE

For ActionD. Labossiere

Article 8.03 of the current Collective Agreement between the Division and the Brandon Teachers' Association provides for the recognition of increments for related experience for teachers holding a special certificate and employed in the areas of vocational industrial education, agriculture and marketing education. These programs are offered at Crocus Plains Regional Secondary School.

Mr. Greg Malazdrewicz, Assistant Superintendent, and Mr. Peter Buehler, representative of the Brandon Teachers' Association, have reviewed the documentation submitted by Mr. Froese identifying his related work experience as follows:

Mr. Timothy Froese, Vocational Industrial Arts Program – Automotive Technician, a total of 206 months or the equivalent of 17 years of relevant trade experience has been recommended granting 3 (three) increments for the first 3 (three) years of experience and an additional 7 (seven) increments for the remaining years of experience, for a total of 10 (ten) increments.

RECOMMENDATION:

That, in accordance with Article 8 of the Collective Agreement between the Division and the Brandon Teachers' Association, a total of 3 (three) increments for the first 3 (three) years of experience and an additional 7 (seven) increments for the remaining years of experience, providing a total of 10 (ten) increments for work related experience be recognized for Mr. Timothy Froese.

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

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