



BRANDON SCHOOL DIVISION

December 9, 2022

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

TO BE HELD MONDAY, DECEMBER 12, 2022
6:00 P.M. (In-Camera) 7:30 P.M. (Public)

J. L. MILNE BOARDROOM, ADMINISTRATION OFFICE

1031 - 6TH STREET, BRANDON, MANITOBA

D. Labossiere
Secretary-Treasurer

AGENDA

1.00 AGENDA/MINUTES:

1.01 Approval of Agenda

1.02 Adoption of Minutes of Previous Meetings

- a) Board Meeting, November 28, 2022.
Adopt.

2.00 IN CAMERA DISCUSSION

2.01 Student Issues

- Reports
- Trustee Inquiries

2.02 Personnel Matters

- Reports
 - a) Staffing Activity Report
- Trustee Inquiries

2.03 Property Matters/Tenders

- Reports
- Trustee Inquiries

2.04 Board Operations

- Reports
- Trustee Inquiries

3.00 PRESENTATIONS AND COMMUNICATIONS

3.01 Presentations for Information

- a) Three members from the Joy Smith Foundation will present on the work they do for the prevention and intervention of human trafficking. The Joy Smith Foundation works to provide access to information so that every Canadian man, woman, and child is educated and empowered to stay safe from manipulation, force, or abuse of power designed to lure and exploit them in the sex trade or forced labour. Brandon School Division wishes to establish a working relationship with the Foundation to further educate Student Services personnel and potentially the greater community through larger awareness events.

3.02 Communications for Information

3.03 Communications for Action

4.00 REPORT OF SENIOR ADMINISTRATION

- From Report of Senior Administration

- a) Review Report of Senior Administration – December 12, 2022.

5.00 GOVERNANCE MATTERS

5.01 Reports of Committees

- a) Committee of the Whole:

Finance and Facilities	K. Fallis
Personnel and Policy	B. Sieklicki

5.02 Delegations and Petitions (Max. 15 minutes)

5.03 Business Arising

- From Previous Delegation
- From Board Agenda
- MSBA Issues

- a) e-bulletin – December 7, 2022 (Appendix 'A')

5.04 Public Inquiries (Max. 15 Mins)

5.05 Motions

72/2022 That the following guidelines be initiated for the 2023-2024 Preliminary Budget Preparation:

- a) Inflationary increases be provided as advised by suppliers for non-controllable expenditures, e.g.: employee benefits, insurance, fuel/propane, support agreements and utilities;
- b) A 6.1% increase for controllable expenditures;
- c) A 3.7% increase for the school instructional budgets;
- d) An 8% increase for the capital and maintenance budget;
- e) Replacement of a maintenance vehicle be added back to budget;
- f) The 2023-2024 budget provide for enrollment change.

5.06 Bylaws

5.07 Giving of Notice

5.08 Trustee Inquiries

6.00 ANNOUNCEMENTS

- a) Tommy Prince Library – Grand Opening – 11:30 a.m., Friday, December 16, 2022, Crocus Plains Regional Secondary School.
- b) NEXT REGULAR BOARD MEETING/COMMITTEE OF THE WHOLE – 7:30 p.m. (public), Monday, January 9, 2023, Boardroom.

Additional Information:

- Members of the public wishing to make a presentation, a delegation or a petition are asked to contact Ms. Bernadene Sangster, Executive Assistant, at sangster.bernadene@bsd.ca, or (204) 729-3114, no later than 12:00 p.m. on the Tuesday prior to the Board meeting.
- We invite everyone to watch live streaming of the Board meetings on our website: <https://www.bsd.ca/page/8192/board-meeting-dates-live-streaming>

7.00 ADJOURNMENT



BRANDON SCHOOL DIVISION

MINUTES OF THE REGULAR MEETING/COMMITTEE OF THE WHOLE OF THE BOARD OF TRUSTEES, THE BRANDON SCHOOL DIVISION, HELD IN THE J. L. MILNE BOARDROOM, ADMINISTRATION OFFICE, 1031 - 6TH STREET, BRANDON, MANITOBA, AT 6:00 P.M., MONDAY, NOVEMBER 28, 2022.

TRUSTEES PRESENT: J. Murray, Vice-Chairperson (Acting Chairperson)
C. Cramer
C. Ekenna (by phone)
K. Fallis
B. Foley
J. Gobeil
D. Ross
B. Sieklicki

ALSO PRESENT: D. Labossiere, Secretary-Treasurer
M. Gustafson, Superintendent/CEO
S. Gilleshammer, Assistant Superintendent
J. Zilkey, Assistant Superintendent
B. Sangster, Recording Secretary
T. Curtis, Live Streaming Video Operator

REGRETS: L. Ross, Chairperson

The Acting Chairperson called the In-Camera portion of the meeting to order at 6:01 p.m.

AGENDA

1.00 AGENDA/MINUTES:

1.01 Approval of Agenda

Senior Administration added three (3) items for In-Camera.

Mr. Foley – Mr. Ross
That the agenda be approved as amended.
Carried.

1.02 Adoption of Minutes of Previous Meetings

a) The Minutes of the Board Meeting held November 14, 2022 were circulated.

Mr. Foley – Ms. Fallis
That the Minutes be approved as circulated.
Carried.

Mr. Gobeil – Ms. Cramer

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

Carried.

2.00 IN CAMERA DISCUSSION (COMMITTEE OF THE WHOLE):

2.01 Student Issues

- Reports
- Trustee Inquiries

2.02 Personnel Matters

- Reports
 - a) Staffing Activity Report was presented.
 - b) Mr. Mathew Gustafson, Superintendent/CEO, provided an update on two (2) Property Matters.

- Trustee Inquiries

2.03 Property Matters/Tenders

- Reports
 - a) The Superintendent/CEO provided information on a Personnel Matter and indicated additional information will be provided at a future meeting.

- Trustee Inquiries

2.04 Board Operations

- Reports
- Trustee Inquiries

Ms. Fallis – Ms. Sieklicki

That the Committee of the Whole In-Camera do now resolve into Board. (7:13 p.m.)

Carried.

The Chairperson called the Public portion of the meeting to order at 7:30 p.m. with a traditional heritage acknowledgement.

3.00 PRESENTATIONS AND COMMUNICATIONS:

3.01 Presentations For Information

3.02 Communications For Information

3.03 Communications For Action

4.00 REPORT OF SENIOR ADMINISTRATION

Mr. Mathew Gustafson, Superintendent/CEO, provided highlights on the following items from the November 28, 2022 Report of Senior Administration:

A) Administrative Information

- Celebrations:
 - Rock Your Mocs

- Teacher Institute on Canadian Parliamentary Democracy
- Major Production – *Anastasia: The Musical* – École secondaire Neelin High School
- Information Items:
 - Correspondence from Manitoba Education and Early Childhood Learning
 - Trends in International Mathematics and Science Study
 - Education Council Launch
 - Province-Wide Online High School
 - Administrative Procedure 5050 – Employment of Professional Staff
- Presentations:
 - Fall 2021 Provincial Assessments – English Program – M. Gustafson

B) Business Arising for Board Action

- Senior Administration Response to Trustee Inquiries
 - Response to Trustee Inquiry: Trustee Ekenna – Joy Smith Foundation – S. Gilleshammer

Trustees asked questions for clarification and thanked Ms. Gilleshammer for her response to the Trustee Inquiry.

Mr. Gobeil – Mr. Fallis

That the November 28, 2022 Report of Senior Administration be received and filed.

Carried.

5.00 GOVERNANCE MATTERS

5.01 Reports of Committees

- a) Education and Community Relations Committee Meeting
The written report of the Education and Community Relations Committee meeting held on November 14, 2022 was circulated.

Mr. Foley – Mr. Ross

That the Report be received and filed.

Carried.

- b) Finance and Facilities Committee Meeting
The written report of the Finance and Facilities Committee meeting held on November 14, 2022 was circulated.

Ms. Fallis – Mr. Gobeil

That the Report be received and filed.

Carried.

- c) Personnel and Policy Committee Meeting
The written report of the Personnel and Policy Committee meeting held on November 14, 2022 was circulated.

Ms. Sieklicki – Ms. Fallis

That the Report be received and filed.

Carried.

5.02 Delegations and Petitions**5.03 Business Arising**

- From Previous Delegation

- From Board Agenda

- MSBA Matters

a) e-bulletin, November 16, 2022

5.04 Public Inquiries (max. 15 minutes)**5.05 Motions**

71/2022 Ms. Sieklicki – Mr. Foley

That the Board approve the research request from Dr. Ellen Watson, Faculty of Education, Brandon University; and Christopher Sarkonak, Teacher, Brandon School Division, for the research project entitled "*Student Perceptions of Ungrading in Physics and Mathematics Classes*".

Carried.

5.06 Bylaws**5.07 Giving of Notice****5.08 Trustee Inquiries****6.00 ANNOUNCEMENTS**

a) NEXT REGULAR BOARD MEETING/COMMITTEE OF THE WHOLE – 7:30 p.m. (public), Monday, December 12, 2022, Boardroom.

Additional Information:

- Members of the public wishing to make a presentation, a delegation or a petition are asked to contact Ms. Bernadene Sangster, Executive Assistant, at sangster.bernadene@bsd.ca, or (204) 729-3114, no later than 4:00 p.m. on the Tuesday prior to the Board meeting.
- We invite everyone to watch live streaming of the Board meetings on our website: <https://www.bsd.ca/page/8192/board-meeting-dates-live-streaming>

7.00 ADJOURNMENT

Ms. Fallis – Ms. Sieklicki

That the Board do now adjourn (8:39 p.m.)

Carried.

Chairperson

Secretary-Treasurer



BRANDON SCHOOL DIVISION

Report of Senior Administration to the Board of Trustees

December 12, 2022

A. Administrative Information

I. CELEBRATIONS

1. TOMMY PRINCE LIBRARY

The grand opening of the Tommy Prince Library at Crocus Plains Regional Secondary School will take place on Friday, December 16 at 11:30am. This event will consist of a traditional Elder Blessing and formal greetings from dignitaries and family members of Sergeant Tommy Prince.

2. FOOD DRIVE

Alexander School is showing support to the 3rd Annual Whitehead Fire Department Food Drive. Students and staff may bring non-perishable food items and toiletries to the school from now through December 16. All donations will be delivered to the Fire Hall prior to the community Christmas Parade.

3. WINTER WASSAIL

The choirs from École secondaire Neelin High School will perform a Winter Wassail concert on Thursday, December 15 at 7:30pm at the First Presbyterian Church in Brandon.

II. SUSPENSIONS

<u>SCHOOL</u>	<u>NO./STUDENTS</u>	<u>INAPPROPRIATE BEHAVIOUR</u>	<u>ASSAULTIVE BEHAVIOUR</u>	<u>DRUGS AND ALCOHOL</u>
Elementary	5 total	3	3	1
High School	18 total	8	7	4
		*5 vaping	*0 weapons	

* Infractions may fall under more than one category.

“Accepting the Challenge”

III. COMMUNITY CONNECTIONS AND SCHOOL VISITS

The following community connections and school visits were made by Senior Administration:

- November 23, 2022 – Brandon Area Community Foundation Board meeting – Jon Zilkey
- November 24, 2022 – Manitoba Association of School Superintendents – Finance and Legislation Committee - Mathew Gustafson
- November 24, 2022 – School Planning Learning Network – Mathew Gustafson
- November 24, 2022 – Brandon Urban Aboriginal Peoples' Council – Mathew Gustafson
- November 24, 2022 – Brandon Urban Aboriginal Peoples' Council – volunteer appreciation event re: Truth and Reconciliation Week 2022 – Mathew Gustafson
- November 24, 2022 – Land Acknowledgement Video Project meeting – Susan Gilleshammer
- November 25, 2022 – Southwest Superintendents Group (Provincial Online High School presentation by Ted Fransen) – Mathew Gustafson, Jon Zilkey, Susan Gilleshammer
- November 25, 2022 – meeting with Tammy Tutkaluk, President, Brandon Teachers' Association – Mathew Gustafson
- November 25, 2022 – meeting with Mark Frison, President and CEO, Assiniboine Community College – Mathew Gustafson
- November 28, 2022 – meeting with Enver Naidoo, Executive Director, Westman Immigrant Services; and Lily Mallard, Facility and Capital Development Analyst, Manitoba Education and Early Childhood Learning – Mathew Gustafson
- November 28, 2022 – Earl Oxford School – Jon Zilkey
- November 29, 2022 – 2022 Prairies and Northern Territories Settlement Workers in Schools Conference – Jon Zilkey
- November 29, 2022 – St. Augustine School – Jon Zilkey
- November 29, 2022 – École O'Kelly School – Susan Gilleshammer
- December 1, 2022 – meeting with Brandon Police Service Executive Team – Mathew Gustafson, Jon Zilkey, Susan Gilleshammer
- December 1, 2022 – Vincent Massey High School – Jon Zilkey
- December 2, 2022 – Manitoba School Boards Association – Fall General and Regional Meetings – Mathew Gustafson

- December 2, 2022 – Brandon Fire & Emergency Services Learn Not to Burn event – Jon Zilkey, Susan Gilleshammer
- December 2, 2022 – Student Services Administrators' Association of Manitoba (SSAAM) Winter Conference – Susan Gilleshammer
- December 5, 2022 – Prairie Hope High School – Jon Zilkey
- December 6, 2022 – Manitoba Association of School Superintendents – learning session with David Yeo – Mathew Gustafson, Jon Zilkey, Susan Gilleshammer
- December 6, 2022 – Brandon Community Drug and Alcohol Education Coalition – Jon Zilkey, Susan Gilleshammer
- December 6, 2022 – École New Era School – Jon Zilkey

IV. INFORMATION ITEMS

1. CORRESPONDENCE FROM MANITOBA EDUCATION AND EARLY CHILDHOOD LEARNING

PAN-CANADIAN ASSESSMENT PROGRAM – SCIENCE, READING, AND MATHEMATICS ASSESSMENT (APRIL 17 TO MAY 26, 2023)

For InformationM. Gustafson

Correspondence was received from Rhonda Shaw, Acting Executive Director, Learning and Outcomes Branch; and Kassy Assié, Executive Director, Bureau de l'éducation française. In 2003, the provincial and territorial ministers of education, through the Council of Ministers of Education, Canada (CMEC), agreed to develop the Pan-Canadian Assessment Program (PCAP). This program assesses the knowledge and skills of Grade 8 students across Canada in the core subjects of science, reading, and mathematics. In each PCAP assessment, one of the three subjects is the primary domain while the other two are minor domains.

In 2023, science is the primary domain, and reading and mathematics are the minor domains. This assessment will be delivered online. In order to assure the validity of PCAP 2023, field testing of the items was carried out in spring 2022 in a select number of schools.

PCAP is administered by school staff and will take place between April 17 and May 26, 2023. PCAP takes approximately two to two-and-a-half hours to administer (not including introduction, instructions, and break): 90 minutes to complete the assessment (if needed, all students may be provided up to 30 additional minutes), and 30 minutes to complete the student questionnaire.

In Manitoba, 150 Anglophone schools and 18 Francophone schools have been randomly selected to participate in this assessment. In each of the selected schools, at least one Grade 8 class will be chosen randomly from the lists provided by the schools, and, whenever possible, intact classes are selected in order to minimize the disruption to classrooms and schools.

To ensure confidentiality, CMEC does not publish reports on the results by school board/district, by school, or by student. The results will be published only on a pan-Canadian and provincial/territorial level and, where possible, for both language groups at the provincial/territorial level. The reports for the PCAP assessments are available on the CMEC website (www.cmec.ca).

The following BSD schools have been randomly selected to participate in PCAP 2023: Betty Gibson School, George Fitton School, Kirkcaldy Heights School, Meadows School, École New Era School, and Riverheights School.

2. HUMAN RESOURCES UPDATE ON SUBSTITUTE TEACHER SHORTAGES

For InformationJ. Zilkey

The Human Resources Department has worked hard to try to increase our substitute teacher pool, recognizing the increase in absences that school divisions throughout Manitoba are facing. Some of the ways we have done this include:

- attending multiple sessions with Brandon University first and second year Education students;
- working with Canadian Forces Base Shilo, including going to their recruiting fair;
- working with Westman Immigrant Services;
- developing a process for uncertified teachers to apply and receive some training for January.

These actions have led to an increase in current substitute teachers in November with a total 211. In comparison, last year at this time we had 161 substitute teachers. This represents an increase of 31%.

Though absences are up we have seen a drop in shifts not covered. Please see below:

- October 2020 5.95%
- October 2021 6.70%
- October 2022 3.97%

This is a good measure considering all other events are now taking place (professional development, travel and extracurricular activities) that were not there the last two years.

3. PRAIRIES AND NORTHERN TERRITORIES SETTLEMENT WORKERS IN SCHOOLS CONFERENCE

For InformationJ. Zilkey

On November 30, 2022, Nicole Koroluk, Administrator of Curriculum, and I presented to the Prairies and Northern Territories Settlement Workers in Schools Conference.

The 2022 Prairies & Northern Territories Settlement Workers In Schools Conference is designed for front line professionals and managers from settlement and integration agencies across Alberta, Manitoba, Saskatchewan, and the Northern Territories. The conference provided settlement and integration professionals with an opportunity to build capacity and share new knowledge and expertise with peers while generating practice insights and strategies to better serve newcomers.

Ms. Koroluk and I were part of the administrators' session to discuss the impact of SWIS in our schools. We discussed the involvement with our SWIS workers including a weekly to biweekly schedule (Appendix A), EAL registration, and the variety of services SWIS provides within our schools. Other presenters included administrators from Lloydminster, Edmonton and Hay River. It was very interesting to compare our progress with that of other divisions.

V. PRESENTATIONS

1. BRANDON SCHOOL DIVISION CONTINUOUS IMPROVEMENT REPORT 2021/2022

For InformationM. Gustafson

Mathew Gustafson, Superintendent/Chief Executive Officer, will provide an overview of the Brandon School Division 2021/2022 Continuous Improvement Report (Appendix B).

B. Business Arising for Board Action

I. INFORMATION FOR DISCUSSION AND CORRESPONDENCE

1. STAFFING ACTIVITY REPORT

For InformationJ. Zilkey

Included in the agenda package for the Board of Trustees is the Staffing Activity Report, a listing of resignations and employment approved by the Superintendent/Chief Executive Officer and Secretary-Treasurer since the last meeting.

Senior Administration respectfully submits this report for your consideration, action, and information.

**Mathew Gustafson
Superintendent/Chief Executive Officer**

Appendix A

Week 1					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 9:00					
9:15 - 10:15	Prairie Hope (AK)		Betty Gibson (BH)		10:00 - 11:30 every 2nd Week 1 Alexander (SWIS Team)
10:30 - 11:30		St. Aug (AK) Earl Oxford (GT)	New Era (GT&BH)		
12:15 - 1:15		Massey (AK)	Meadows (EG)	Crocus (AK) Riverview (EG)	
1:00 - 2:00	Green Acres (GT)	Harrison (EG)			
1:30 - 2:30	King George (EG)		JR Reid (EG)	Betty Gibson (EG)	
2:15 - 3:15	Waverly (BH)		Kirkcaldy (GT)	Maryland (BH)	Prairie Hope (AK)
3:30 - 5:30					

Week 2					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 9:00					
9:15 - 10:15	Prairie Hope (AK)	Riverheights (BH)	Betty Gibson (BH)		10:00 - 11:30 every 2nd Week 2 O'Kelly (SWIS Team)
10:30 - 11:30		Earl Oxford (GT)	New Era (GT&BH)		
12:15 - 1:15		Massey (AK)		Crocus (AK)	
1:00 - 2:00	Green Acres (GT)	George Fitton (EG)	Meadows (EG)	Betty Gibson (EG)	
1:30 - 2:30					
2:15 - 3:15	Linden Lanes (AK) Valleyview (BH)		Kirkcaldy (GT)	Maryland (BH)	Prairie Hope (AK)
3:30 - 5:30					

BRANDON SCHOOL DIVISION

CONTINUOUS IMPROVEMENT REPORT

2021-2022



BRANDON SCHOOL DIVISION

1031 – 6th Street, Brandon, MB R7A 4K5
Phone: 204-729-3100 Email: info@bsd.ca
Website: www.bsd.ca



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INTRODUCTION

Brandon School Division is focused on student engagement in learning and achievement. The 2021-2022 school year demonstrated great enthusiasm and growth. This report captures a cross-section of the learning initiatives and outcomes to date, relaying the hard work, progress, and commitment to learning by our students, staff, parents & guardians, and our community as a whole.

Division Vision Statement

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

Division Mission Statement

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

Division Value Statements

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

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

Learning Community Guiding Principles

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

SCHOOL DIVISION PROFILE

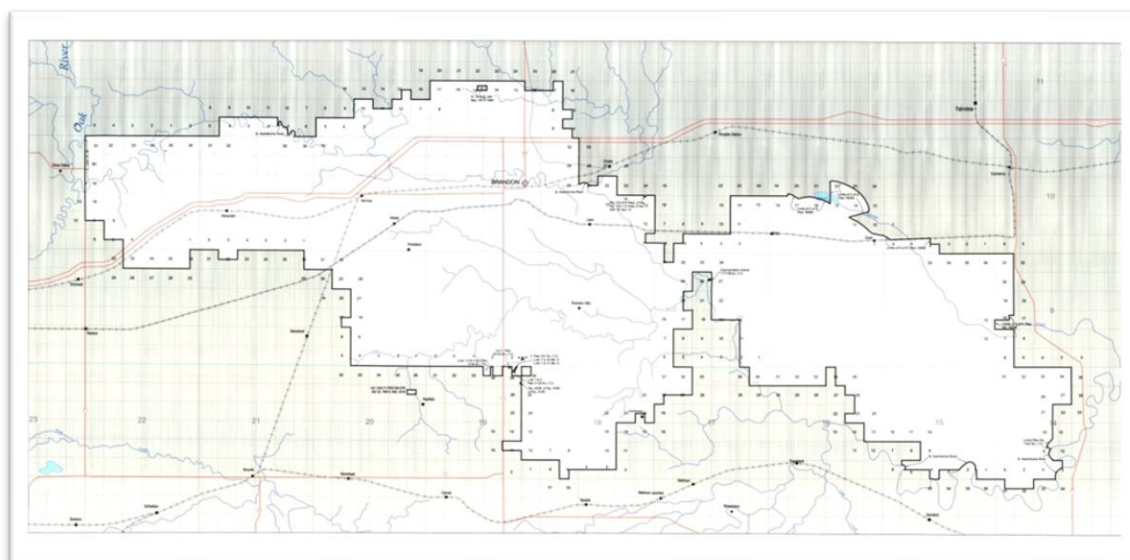
Geographic Information

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

There are currently 24 schools in the Brandon School Division. The Brandon School Division boundary extends beyond the boundaries of the City of Brandon and includes parts of the municipalities of Cornwallis, Riverdale, Elton, Oakland-Wawanesa, North Cypress-Langford, Glenboro-South Cypress and Whitehead as well as Canadian Forces Base Shilo. Students who live outside the city limits and are 1.6 kilometers or more from their catchment schools are provided with school bus transportation. Transportation service is also provided within the city limits to students who take French Immersion, or otherwise qualify due to distance walked.

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

Context data helps paint a picture of the environment in which our students and staff live and learn. The data relevant to our continuous improvement falls into two categories. We monitor both local and regional demographic data to glean a picture of the students and community we serve. For example, the data includes: student enrollment, percentage of students who have self-declared as Indigenous, students designated as English as an Additional Language and the poverty rates in the City of Brandon.



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

	# of Students	% of Population
English as an Additional Language Students	1,856	20.5%
Self-Declared Indigenous Students	1,705	18.9%
Total Student Population as at September 30, 2021		9,038

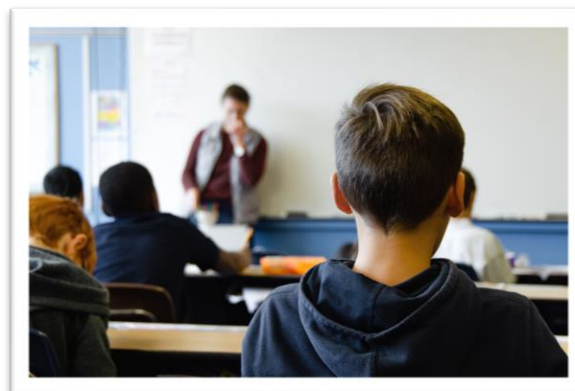
Divisional Programming

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

Advanced Placement Program (“AP”)

The Advanced Placement program is a collaborative effort between motivated students, dedicated teachers and committed high schools and universities.

The AP Program provides motivated high school students with the opportunity to take university-level courses in a high school setting. Participants not only gain university-level skills, but in many cases, they also earn university credit while still in high school.



AP courses are designed to reflect the material offered in a first-year university course.

Basic French & French Immersion

In this division, there are three dual-track schools that offer French Immersion: École O'Kelly (K-4), École New Era (K-8) and École secondaire Neelin (Grades 9-12). The dual track French immersion schools have an English Program and a French Immersion Program headed by a single administration. Some members of the administrative and support staff, as well as the teaching assistants and specialists for the French Immersion Program, are fluent in French and English and ensure that services are administered in French. Creating a French environment in a dual track setting is of great importance and requires active support and fostering of the use of French inside and outside the classroom.

Kindergarten to Grade 8 Single Track French Immersion is offered at École Harrison. The single-track French immersion school is located in a building of its own where a French environment is fostered. This environment results in the use of French as the language of administration and internal

communication, as well as the language of communication between teachers and students. The entire staff is fluent in French and English, thus assuring that all support services are offered in French. The immersion school provides students with the opportunity to live in French outside the classroom, a factor that favours the acquisition of a high degree of proficiency in French.

Brandon Schools Band Program

Students in Grades 7 through 12 are welcome to participate in the Instrumental Music Program (Band). Band at the Grade 7 and 8 levels can be taken as a required arts option and is timetabled in the school day with classes meeting three (50 minute) periods per cycle. Grade 7 and 8 students are bussed to either Waverly Park or Earl Oxford School. Grade 9 to 12 students at Vincent Massey will take band classes at Vincent Massey High School. Grade 9 to 12 students at Crocus Plains Regional Secondary School and École secondaire Neelin High School will take band classes at Crocus Plains.

There are four band programs within the Brandon School Division:

- BSD's East Side Band Program
- BSD's West Middle School Band Program
- Crocus Plains/Neelin Band
- Vincent Massey Band

Career Education / High School Apprenticeship Program (HSAP)

Brandon School Division is proud to have developed many innovative educational programs to serve our diverse student population. Xello is our College and Career Readiness Software available for students in Grade 6-12. Xello helps every student, regardless of background, ability, or pathway, understand their future academic and career possibilities. Xello helps students discover relevant college, university, trade, and career options based on their personality, skills, and knowledge.

The High School Apprenticeship Program (HSAP) is also available to our students in Grades 10-12. HSAP provides practical, paid, work experience and credit towards a student's high school diploma, providing an opportunity for early entry in the trades and to build interest with youth. Students are then able to transfer their hours of HSAP on-the-job training after graduation to a Level One Apprenticeship Training Program in any Apprenticeship Program.

Indigenous Education

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

Indigenous Language courses are offered in Grades 9-12 in Anishinaabe/Ojibwe, Cree, Dakota/Sioux, and Michif. Traditional teachings, history, culture, and spirituality are essential components of each course, and are a primary basis for students to develop fluency in their language. Classes include a variety of interactive activities, both in-class and off-site, which focus on developing skills in reading, speaking, and writing. Students play an active role in these activities.

Learning with the Arts (Alexander School)

The Manitoba curricular outcomes, in all subject areas, form the foundation for planning and instruction. The distinguishing features of “Learning with the Arts Programming” are the infusion of arts into the curriculum and regular opportunities to work with various artists to enhance their artistic skills and abilities. Throughout the course of the regular instructional day, students are engaged in learning experiences that enable them to access and demonstrate their learning in multiple ways. For example, students learning about habitats in grade four science may script and perform a play, design a diorama, illustrate a poster, use digital photograph, or write a report to express their understanding of the concept. Students have choices that provide them with the creative freedom to express their learning in relevant and meaningful ways.

In addition, students have regular access to an “artist in residence”. The artist acts as a mentor and supports the students and the teacher as they develop the technical arts skills enabling them to use their creativity across the curriculum. The artist serves as a creative catalyst that awakens the creative potential that resides in each of us.

Using this instructional strategy, students are engaged actively in authentic learning experiences that enable them to explore, create, inquire, collaborate, experiment, and reflect while deepening their understanding of their own learning process in multiple ways. There is a strong emphasis on the process of learning through this experiential methodology. In addition to more traditional methods, students share what they have learned through the disciplines of the visual, performing, and media arts. They are encouraged to find ways of learning to help them understand concepts, analyze experiences, and develop attitudes that value the rigor that the arts require.

The prescribed Manitoba Curriculum serves as the foundation for our work in providing quality learning experiences for all students. The research clearly illustrates a positive correlation between involvement in the arts and increased student engagement and achievement. Through the infusion of arts into the curriculum and interactions with various artists, we believe that students have opportunities to achieve beyond the basic curricular expectations.

Senior Years Technology & Vocational Programming

Brandon School Division offers the following technology and vocational option courses for our students in Grades 9-12:

- Advanced Placement
- Alternative Credit Options
- Applied Commerce Education (Business & Technology)
- Automotive Technology
- Career Development
- Carpentry
- Collision Repair Technology
- Comprehensive Health Care Aide
- Computer Technology & Networking
- Culinary Arts
- Design Drafting
- Early Childhood Education
- Electronic Sciences & Technology
- Family Studies
- Food & Nutrition Studies
- Graphic Design
- Hairstyling

- High School Apprenticeship
- High School Apprenticeship Program
- Human Ecology
- Life Skills Programming
- Photography
- Social Sciences / Humanities
- Sound Engineering
- Technology Education (Broadcast Media, Drafting, Design, & Graphic Communication)
- Textile Arts & Design
- Welding Technology

Board of Trustees

Our 2021-2022 Board of Trustees consisted of the following individuals:



Dr. Linda Ross, Chairperson
Email: ross.linda@bsd.ca
Ward: 1



Jason Gobeil, Vice-Chairperson
Email: Gobeil.jason@bsd.ca
Ward: 1



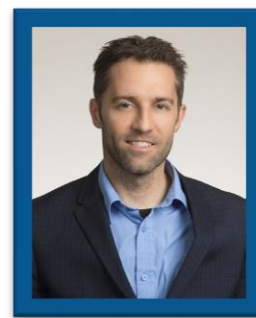
Sherilyn Bambridge
Email: bambridge.sherilyn@bsd.ca
Ward: 2



Calistus Ekenna
Email: ekenna.calistus@bsd.ca
Ward: 1



Kim Fallis
Email: fallis.kim@bsd.ca
Ward: 1



Blaine Foley
Email: foley.blaine@bsd.ca
Ward: 1



Delvina Kejick
Email: kejick.delvina@bsd.ca
Ward: 1



Lisa Letain
Email: letain.lisa@bsd.ca
Ward: 1



Jim Murray
Email: murray.jim@bsd.ca
Ward: 1

Senior Administration

Our Senior Administration consists of the following individuals:



Mathew Gustafson
Superintendent /
Chief Executive Officer
Email: gustafson.mathew@bsd.ca



Susan Gilleshammer
Assistant Superintendent
Student Services
Email: gilleshammer.susan@bsd.ca



Jon Zilkey
Assistant Superintendent
Curriculum & Human Resources
Email: mcfadzen.elaine@bsd.ca



Denis Labossiere
Secretary-Treasurer
Email: labossiere.denis@bsd.ca



Eunice Jamora
Assistant Secretary-Treasurer
Email: jamora.eunice@bsd.ca



Division Staffing Profile (as at September 30, 2021)

Full-Time Equivalents	Number
Principals	23.000
Vice Principals	14.750
Teachers	580.567
Counsellors	19.750
Resource Teachers	25.250
Teachers supporting special needs low enrolment classes	5.625
Educational Assistants	329.182
Speech Language Pathologists	11.750
Reading Clinicians	0.000
Occupational Therapists	0.000
Physiotherapists	0.000
Psychologists	5.000
Social Workers	13.300
Other professional staff (specify)	
Specialists	10.000
Custodial	59.313
Maintenance	18.338
Transportation	29.238
Secretarial/Clerical	35.143
Library Technician	2.714
Production Chef	0.250
Out-of-Scope	37.000



OUR CONTINUOUS IMPROVEMENT PLAN

Brandon School Division's **Continuous Improvement Plan** was designed to meet the reporting and planning criteria from **Manitoba Education – K-12 Framework for Continuous Improvement**. Our plan is a result of a collaborative effort, bringing Senior Administration, School Leaders, Curriculum Specialists, our Board of Trustees, parents/guardians, students and our community together, to create and align our four (4) Ultimate Outcomes:

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

Our Commitment:

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

TO VIEW OUR CURRENT CONTINUOUS IMPROVEMENT PLAN, PLEASE VISIT:

<https://www.bsd.ca/page/8390/continuous-improvement-in-bsd>



OUR CONTINUOUS IMPROVEMENT PROGRESS

Provincial Assessments - Background Information

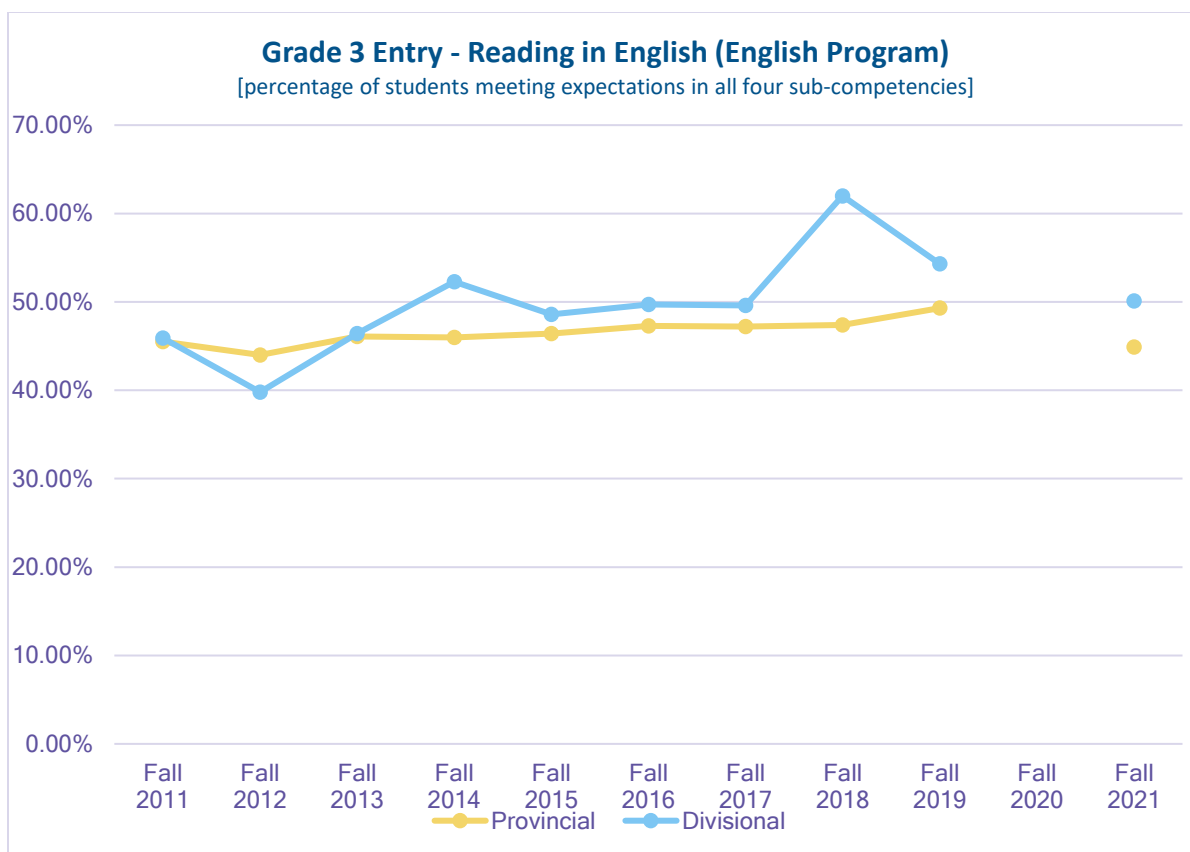
- Data provided by Manitoba Education and Early Childhood Learning
- Formative assessments are designed to be used in-class, to aid teachers in evaluating student ability, and to design learning interventions. The assessment responses are not standardized. As such, this data should not be used to make comparisons among school divisions and/or schools.
- The most recent demographic information on students is used in the analysis. Therefore, numbers for some demographic characteristics (e.g., gender or Indigenous status) may not correspond to previous years' numbers
- For privacy reasons, data representing fewer than 10 students is suppressed.
- CFS (Child and Family Services) records whether a school has reported that the student is in care. For the CFS category, students are coded as Y (Pupils under the care of CFS), N (Non-CFS).
- EAL (English as an Additional Language) records whether a school received EAL funding from Manitoba Education and Early Childhood Learning for the student in the school year in question. For the EAL category, students are coded as Y (Pupils receiving EAL services), N (Non-EAL).
- For the Indigenous status category, a student is coded as Y (Indigenous) or N (Non-Indigenous). 'Y' means that the student or a parent/guardian has made a voluntary declaration of Indigenous identity to the school. 'N' means that they have not made such a declaration.
- Fall 2020 and January 2021 assessments were suspended due to the pandemic

English Program

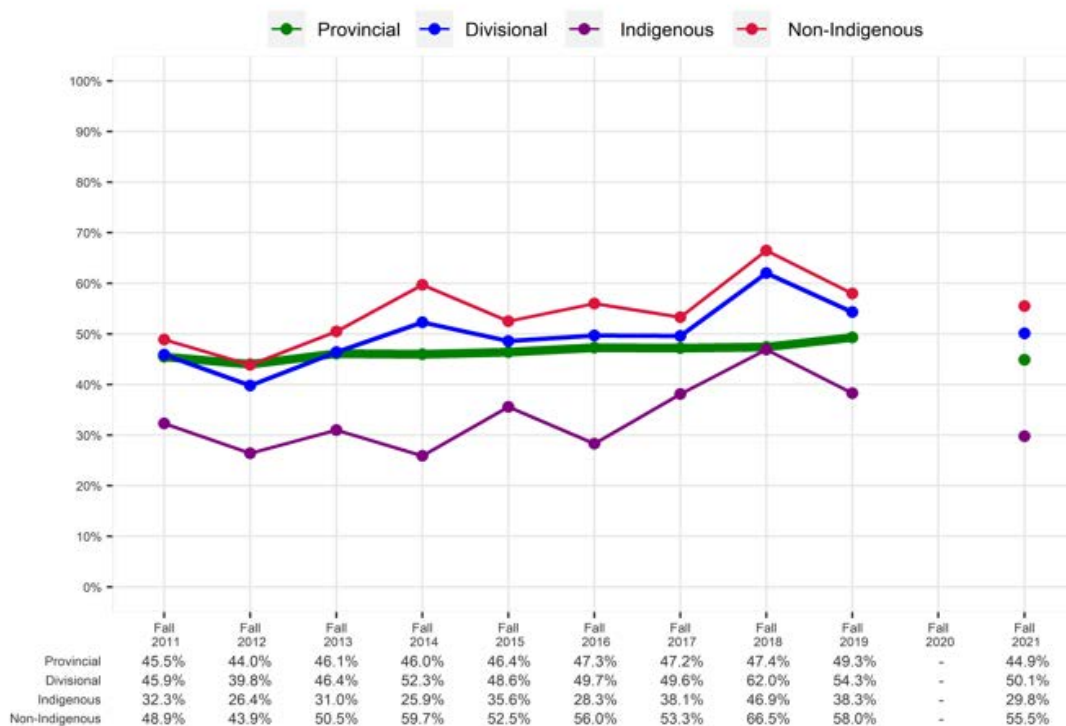
Grade 3 Entry – Reading in English- English Program

	# of Students Assessed	% of students meeting expectations in all 3 sub-competencies
Provincial	11,464	44.9%
BSD	625	50.1%

- 625 Divisional Grade 3 students were assessed in 2021 which accounts for 5.45% of the provincial assessments.
- Since 2013, BSD has consistently had a higher percentage of students meeting expectations in all sub-competencies in comparison to the provincial average.
- Divisional results demonstrate an upwards trend pre-pandemic. Both provincial and BSD results show a decrease in post pandemic.
- Fall of 2018 is an outlier in the 10 year trend with Fall of 2019 returning to the overall trend levels.
- An overall trend of decreasing the gap between Indigenous and the provincial average pre-pandemic. However, the percentage of Indigenous students meeting expectations in all sub-competencies in 2021 decreased more significantly in comparison to the province and division
- An overall trend of decreasing the gap between students receiving EAL services and the provincial average



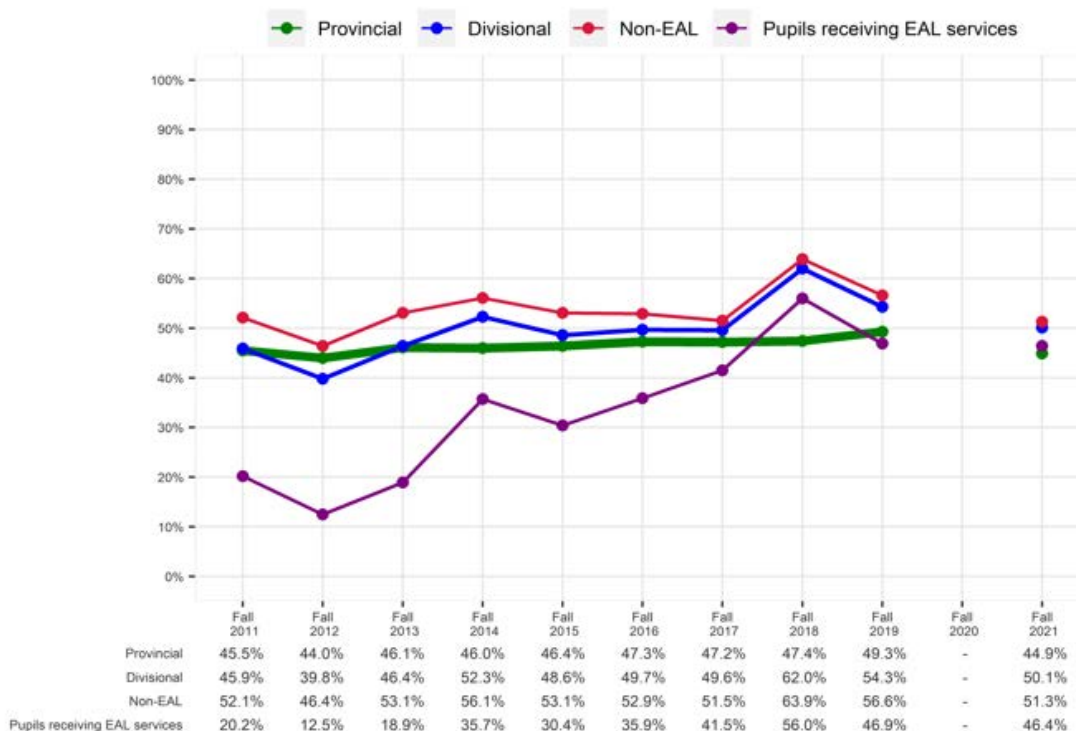
Grade 3 Entry - Reading in English - English Program
Percentage of students meeting expectations in all three sub-competencies
By Indigenous/Non-Indigenous
BRANDON SCHOOL DIVISION



Grade 3 Entry - Reading in English - English Program

Percentage of students meeting expectations in all three sub-competencies
By EAL/Non-EAL

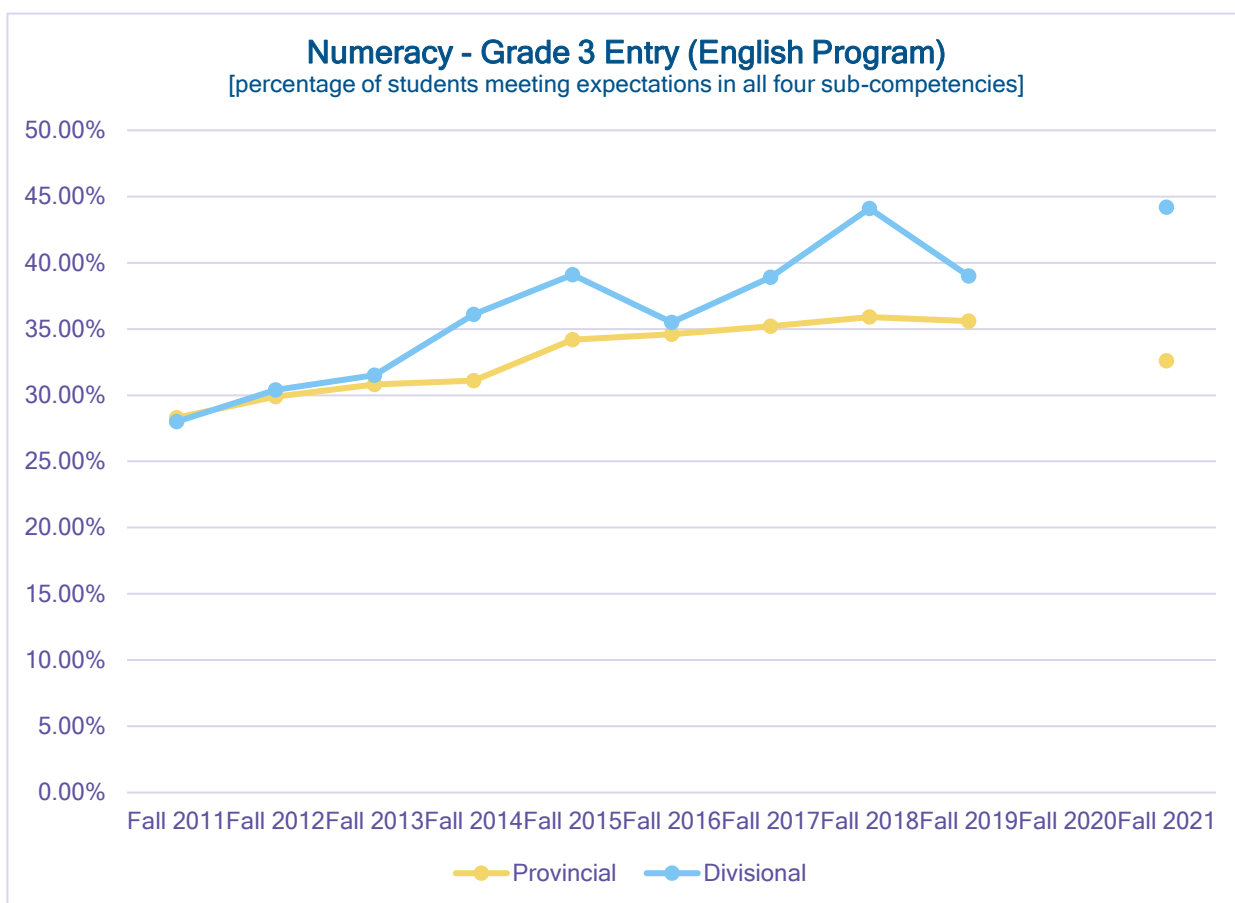
BRANDON SCHOOL DIVISION



Grade 3 Entry - Numeracy – English Program

	# of Students Assessed	% of students meeting expectations in all 4 sub-competencies
Provincial	11,464	32.6%
BSD	625	44.2%

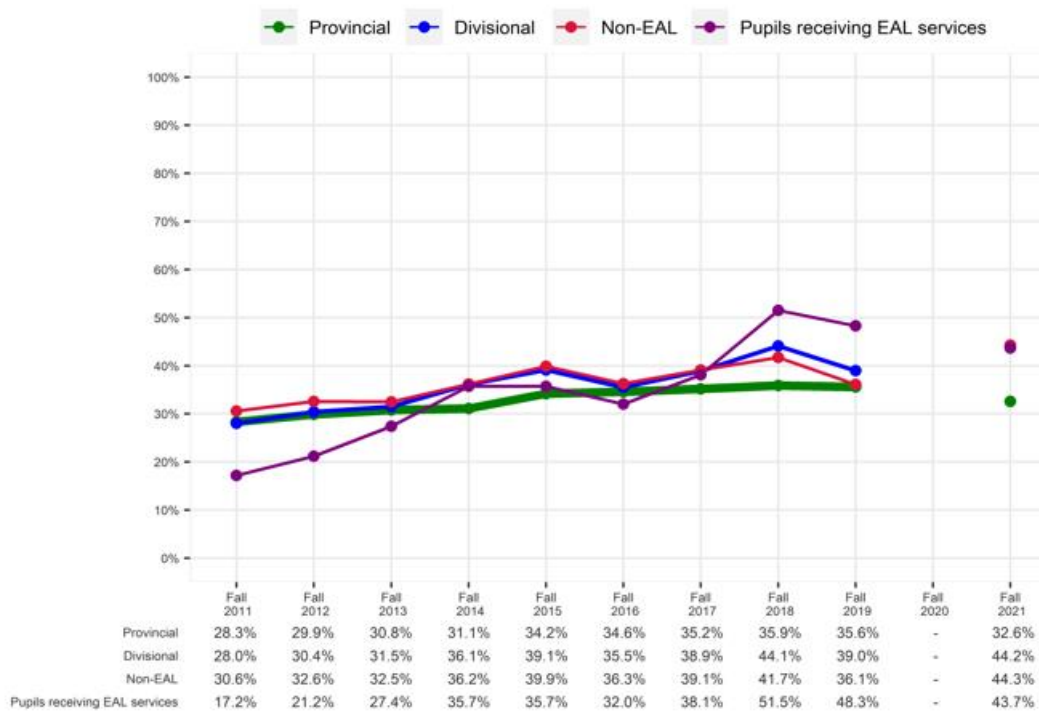
- 625 BSD Grade 3 students were assessed in 2021 which accounts for 5.45% of the provincial assessments.
- BSD has consistently had a higher percentage of students meeting expectations in all sub-competencies in comparison to the provincial average.
- Provincial results demonstrate an upwards trend pre-pandemic but a decrease post pandemic. BSD results show a continued upwards trend.
- An overall trend of decreasing the gap between Indigenous students and the provincial average pre-pandemic.
- An overall trend of decreasing the gap between students receiving EAL services and the provincial average



Numeracy - Grade 3 Entry - English Program

Percentage of students meeting expectations in all four sub-competencies By EAL/Non-EAL

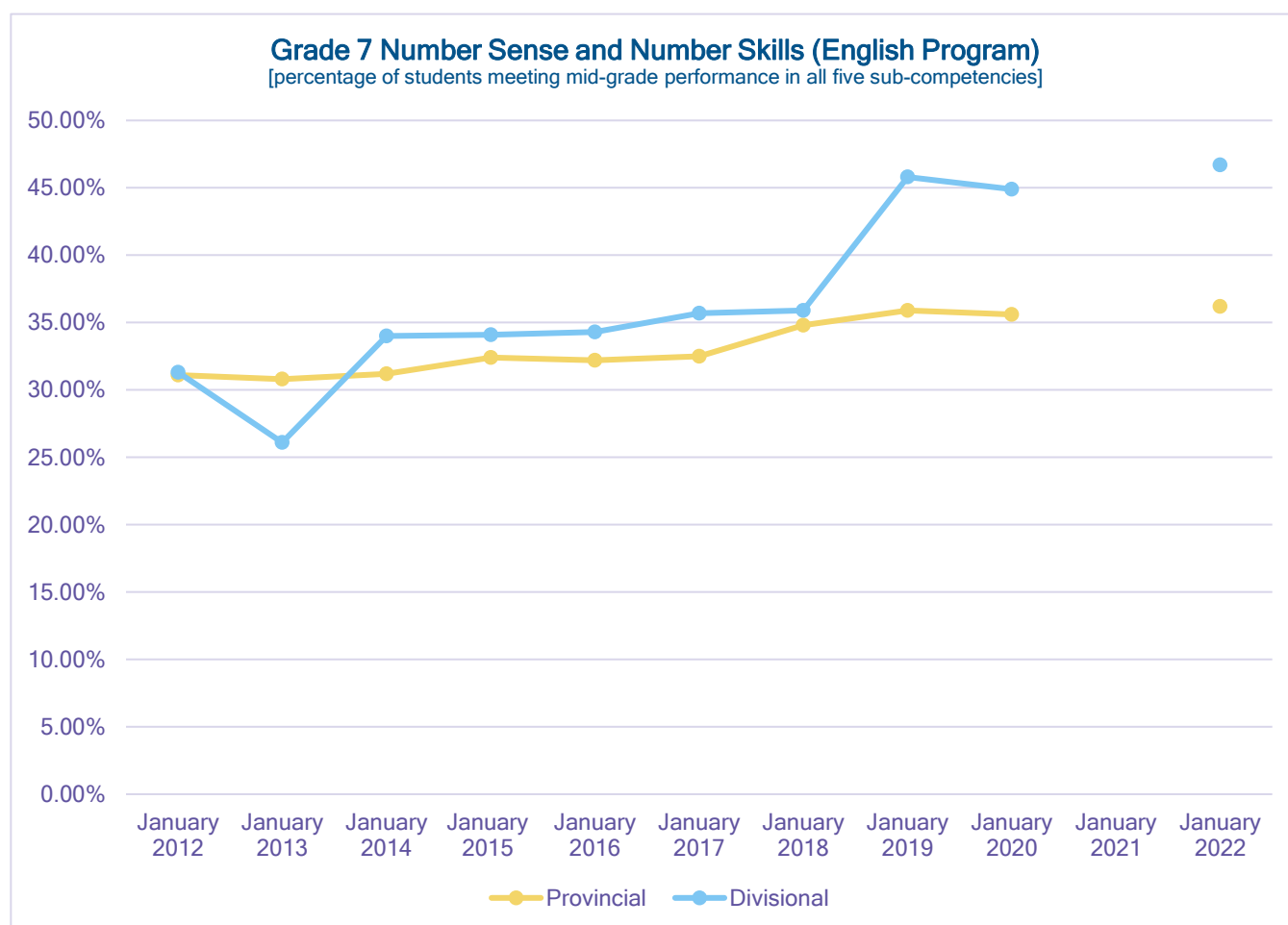
BRANDON SCHOOL DIVISION



Grade 7 Number Sense and Number Skills – English Program

	# of Students Assessed	% of students meeting mid-grade performance in all 5 sub-competencies
Provincial	12,218	36.2%
BSD	598	46.7%

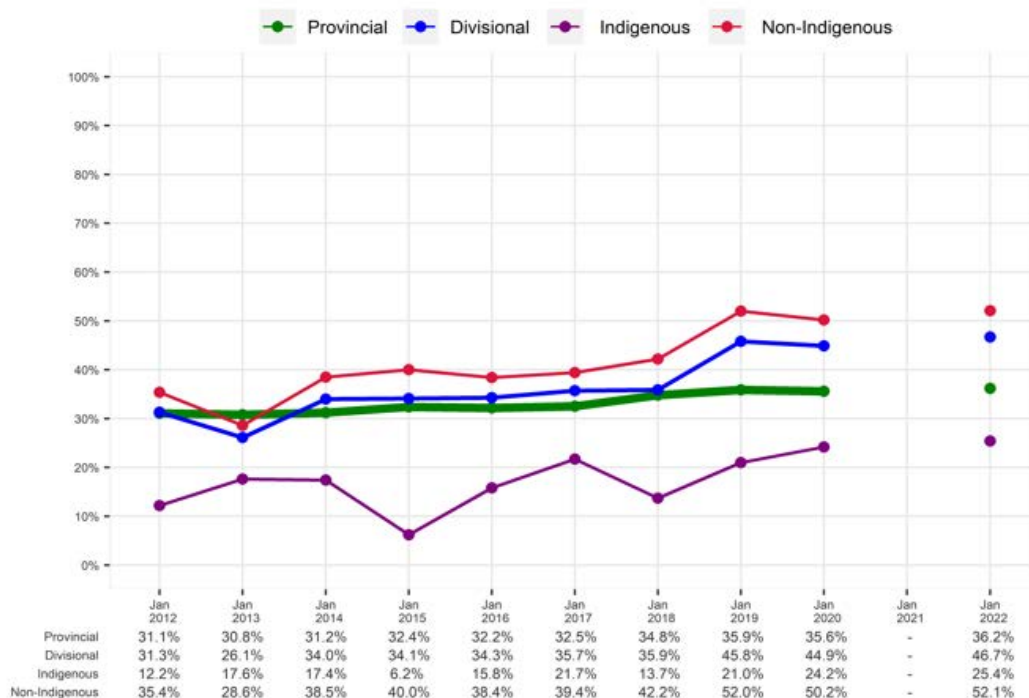
- BSD has consistently had a higher percentage of students meeting expectations in all sub-competencies in comparison to the provincial average since 2014.
- An overall trend of decreasing the gap between Indigenous students and the provincial average
- An overall trend of decreasing the gap between students receiving EAL services and the provincial average prior to 2018 and the percentage of students receiving EAL services exceeding the provincial average since 2019



Grade 7 Number Sense and Number Skills - English Program

Percentage of students meeting mid-grade performance in all five sub-competencies
By Indigenous/Non-Indigenous

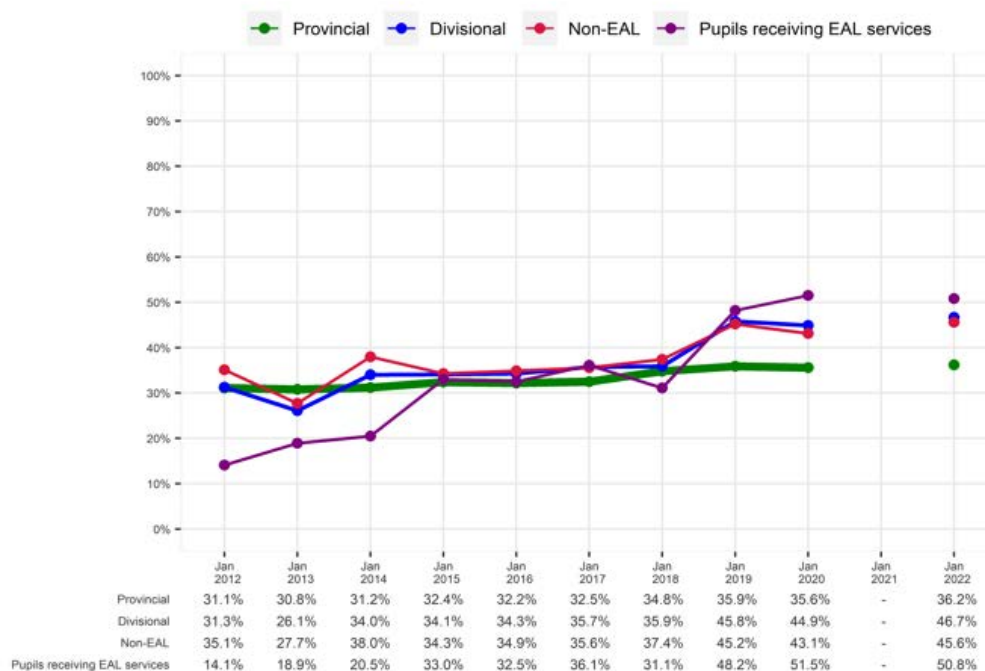
BRANDON SCHOOL DIVISION



Grade 7 Number Sense and Number Skills - English Program

Percentage of students meeting mid-grade performance in all five sub-competencies
By EAL/Non-EAL

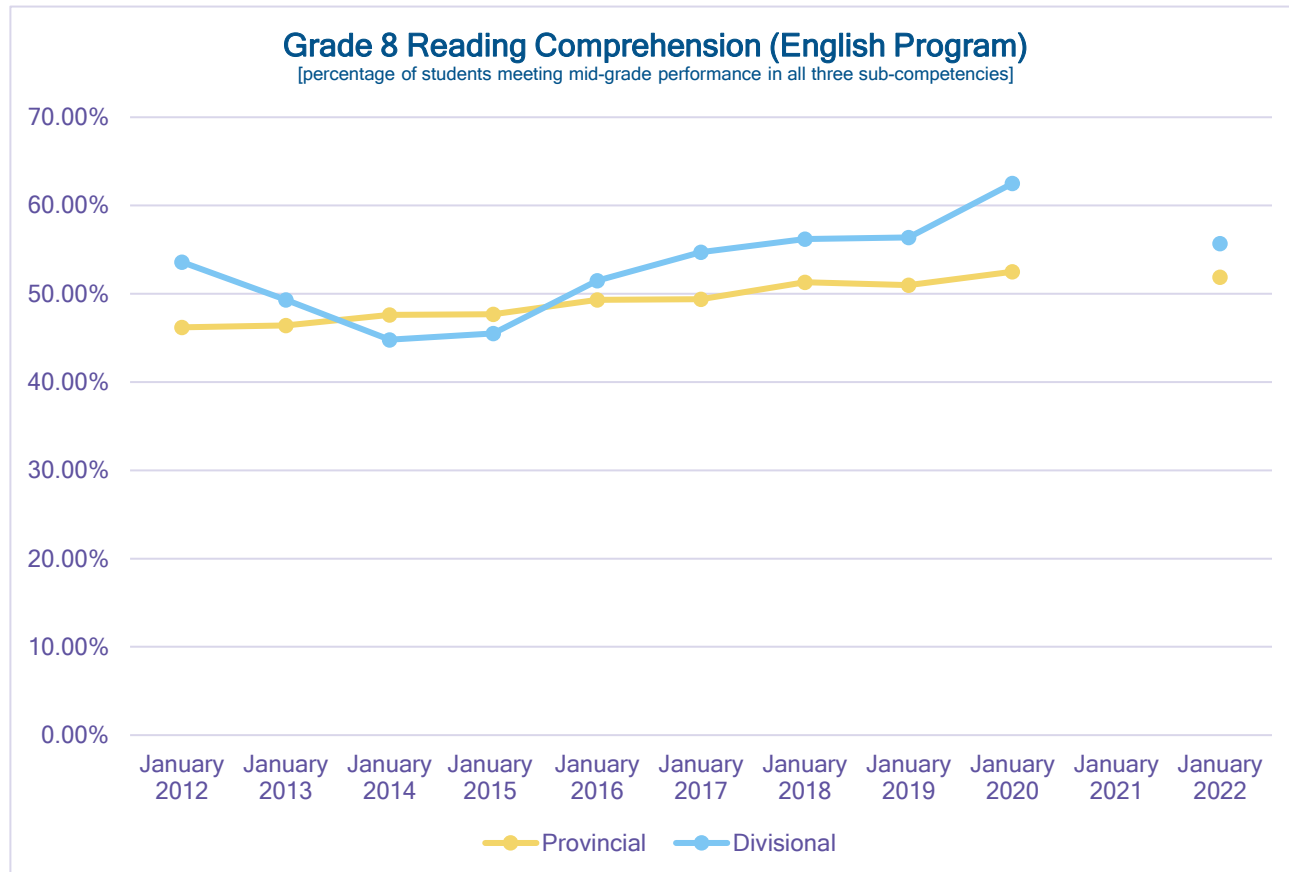
BRANDON SCHOOL DIVISION



Grade 8 Reading Comprehension – English Program

	# of Students Assessed	% of students meeting mid-grade performance in all 3 sub-competencies
Provincial	12,175	51.9%
BSD	551	55.7%

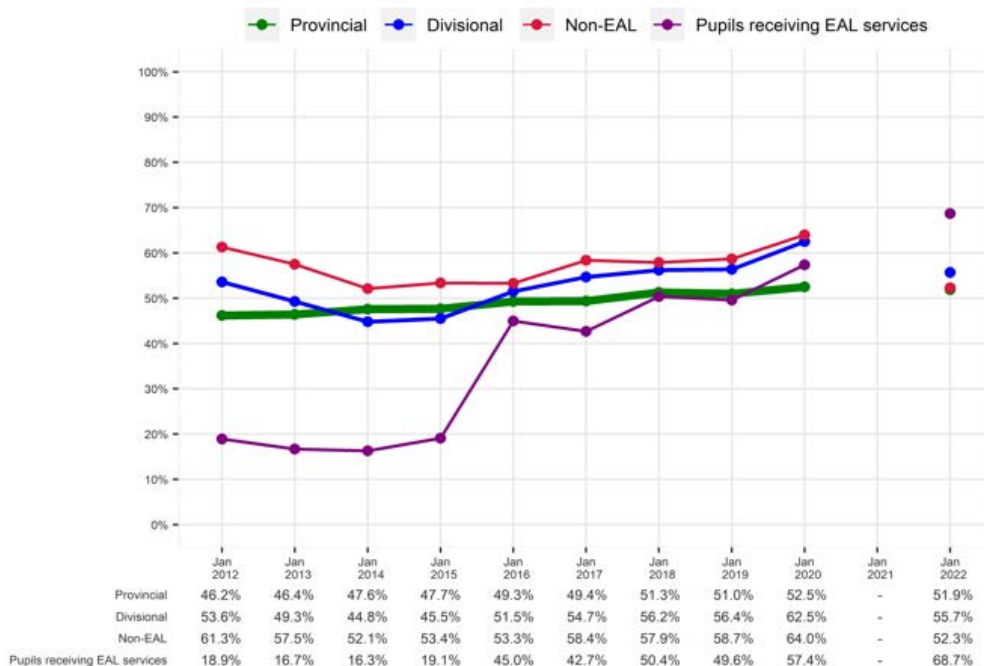
- BSD has consistently had a higher percentage of students meeting expectations in all sub-competencies in comparison to the provincial average since 2016.
- Both BSD and provincial results demonstrate an upwards trend pre-pandemic. Both provincial and BSD results show a decrease in post pandemic with BSD experiencing the most significant decrease.
- A negative trend occurred in BSD between 2012 and 2014 followed by a positive trend line between 2015 and 2020.
- More variability in the percentage of students meeting in all sub-competencies. An overall increasing gap between Indigenous students and the provincial average between 2012 and 2018. An overall trend of decreasing the gap between Indigenous students and the provincial average between 2016 and 2018. However, the percentage of Indigenous students meeting expectations in all sub-competencies in 2021 decreased more significantly in comparison to the province and division post pandemic.
- An overall trend of decreasing the gap between students receiving EAL services and the provincial average prior to 2020 and the percentage of students receiving EAL services exceeding the provincial average since 2020



Grade 8 Reading Comprehension - English Program

Percentage of students meeting mid-grade performance in all three sub-competencies
By EAL/Non-EAL

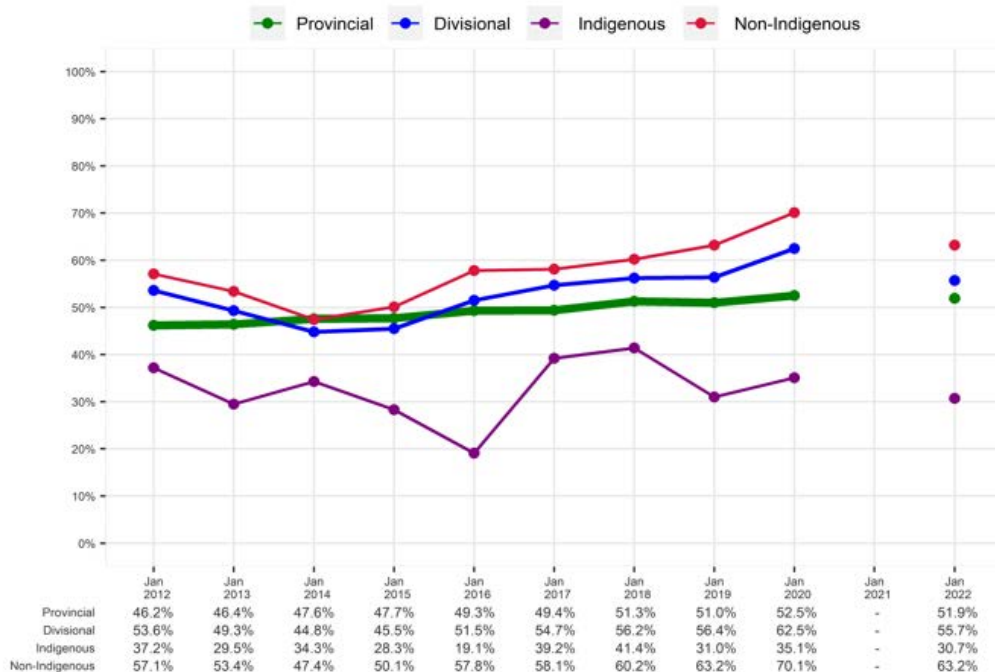
BRANDON SCHOOL DIVISION



Grade 8 Reading Comprehension - English Program

Percentage of students meeting mid-grade performance in all three sub-competencies
By Indigenous/Non-Indigenous

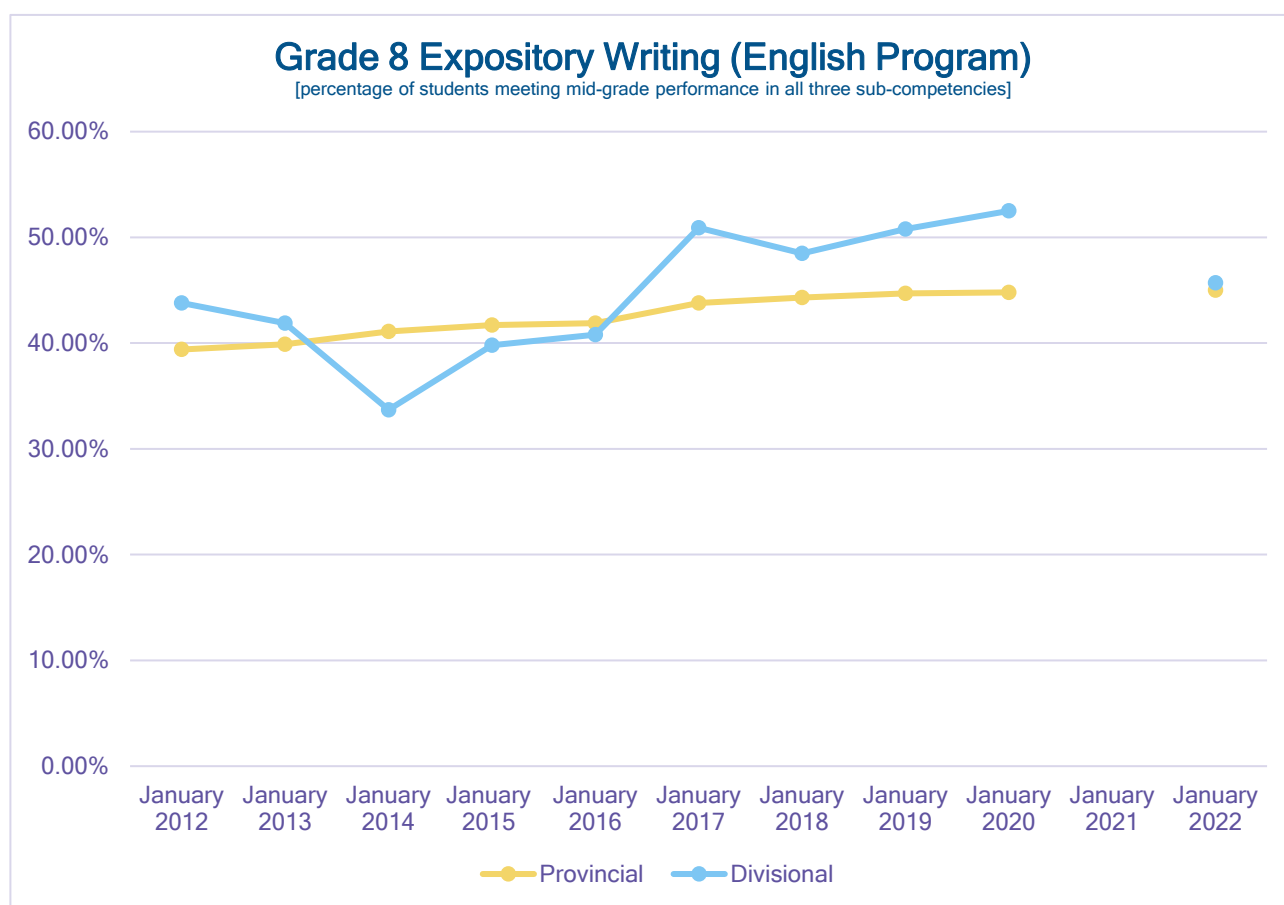
BRANDON SCHOOL DIVISION



Grade 8 Expository Writing – English Program

	# of Students Assessed	% of students meeting mid-grade performance in all 3 sub-competencies
Provincial	12,175	45.0%
BSD	551	45.7%

- BSD has consistently had a higher percentage of students meeting expectations in all sub-competencies in comparison to the provincial average since 2017.
- Both BSD and provincial results demonstrate an upwards trend pre-pandemic. BSD results show a decrease in post pandemic.
- A negative trend occurred in BSD between 2012 and 2014 followed by a positive trend line between 2015 and 2020. This corresponds to the Grade 8 Reading Comprehension trends.



French Immersion Program

Brandon School Division has a higher percentage of students meeting expectations in all sub-competencies in comparison to the provincial average for Grade 3 Reading in English, Grade 3 Numeracy, and Grade 4 Reading in French.

Brandon School Division has a lower percentage of students meeting expectations in all sub-competencies in comparison to the provincial average for Grade 7 Number Sense and Number Skills, Grade 8 Reading Comprehension in English, Grade 8 Reading Comprehension in French, Grade 8 Expository Writing in English. There is a small difference in divisional and provincial percentages for Grade 8 Expository Writing in French.

Grade 3 Entry - Reading in English- French Immersion Program

	# of Students Assessed	% of students meeting expectations in all 3 sub-competencies
Provincial	2,658	59.8%
BSD	76	64.5%

Grade 3 Entry - Numeracy – French Immersion Program

	# of Students Assessed	% of students meeting expectations in all 4 sub-competencies
Provincial	2658	41.8%
BSD	76	56.6%

Grade 4 Entry – Reading in French – French Immersion Program

	# of Students Assessed	% of students meeting expectations in all 3 sub-competencies
Provincial	2,499	45.9%
BSD	64	64.1%

Grade 7 Number Sense and Number Skills – French Immersion Program

	# of Students Assessed	% of students meeting mid-grade performance in all 5 sub-competencies
Provincial	2,058	43.6%
BSD	66	18.2%

Grade 8 Reading Comprehension in English – French Immersion Program

	# of Students Assessed	% of students meeting mid-grade performance in all 3 sub-competencies
Provincial	1,981	72.2%
BSD	63	57.1%

Grade 8 Reading Comprehension in French – French Immersion Program

	# of Students Assessed	% of students meeting mid-grade performance in all 3 sub-competencies
Provincial	1,981	60.7%
BSD	63	54.0%

Grade 8 Expository Writing in English – French Immersion Program

	# of Students Assessed	% of students meeting mid-grade performance in all 3 sub-competencies
Provincial	1,981	65.7%
BSD	63	58.7%

Grade 8 Expository Writing in French – French Immersion Program

	# of Students Assessed	% of students meeting mid-grade performance in all 3 sub-competencies
Provincial	1,981	51.3%
BSD	63	50.8%

French Immersion Enrolment

The percentage of Brandon School Division students that are enrolled in French Immersion continues to fall within the range of 9.1 +/-0.5% over the last 10 years. The one exception is in 2020 when overall enrolment in the division was impacted by the pandemic.

High School French Immersion Enrolment increased between 2013 and 2020 and has a consistent enrolment over the last 3 years.

K-8 French Immersion enrolment increased between 2013 and 2018 but enrolment has been decreasing since 2019.

2013/14 2014/15 2015/16 2016/17 2017/18 2018/19 2019/20 2020/21 2021/22 2022/23

k-8	599	610	657	637	668	684	685	649	651	604
High School	125	133	135	145	151	165	174	205	201	199
total FI enrolment	724	743	792	782	819	849	859	854	852	803
BSD enrolment	8329	8404	8562	8731	8805	8922	9003	8800	9038	9333
% FI of total enrolment	8.69%	8.84%	9.25%	8.96%	9.30%	9.52%	9.54%	9.70%	9.43%	8.60%

High School Graduation - Background Information

Manitoba Education's Method of Calculating Grad Rates

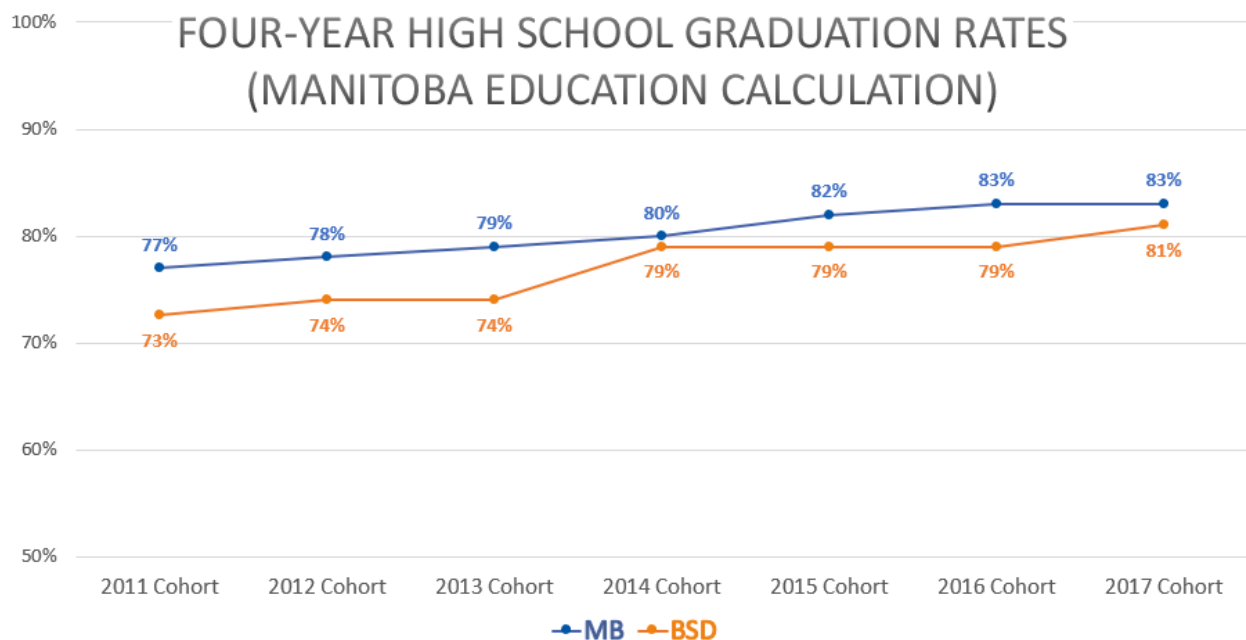
- On-time graduation, 5-year, and 6-year
- Gr 9 Division credited for grad result
- Adjusting for attrition using Stats Can data (estimated 14–19-year-old population; # who have moved out of MB and deaths on yearly basis; adjusted # of “expected graduates”)

Challenges with that Method of Calculation

- Divisions are unable to replicate the provincial model
- Provincial approach to attrition adjustment not doable/appropriate
- Unable to “credit” grade 9 division as done provincially

BSD’s Method of Calculating Graduation Rates

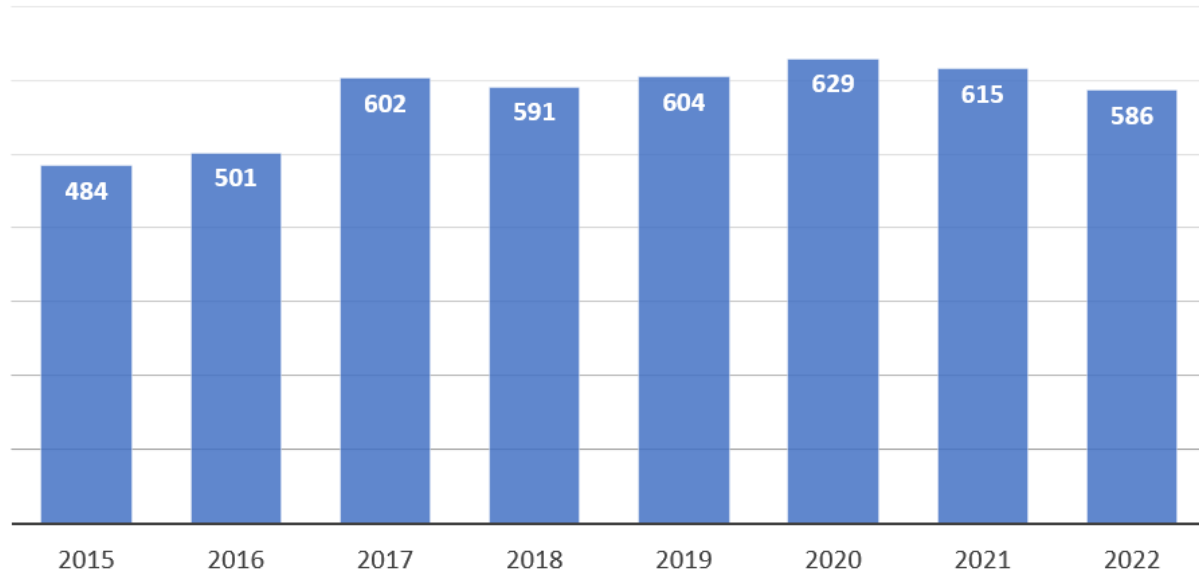
- As close to the ME method as possible
- Use grade 9 cohort
- Track individual students rather than approximate
- Students who move into BSD are accounted for in a “Composition of Graduates” statistic



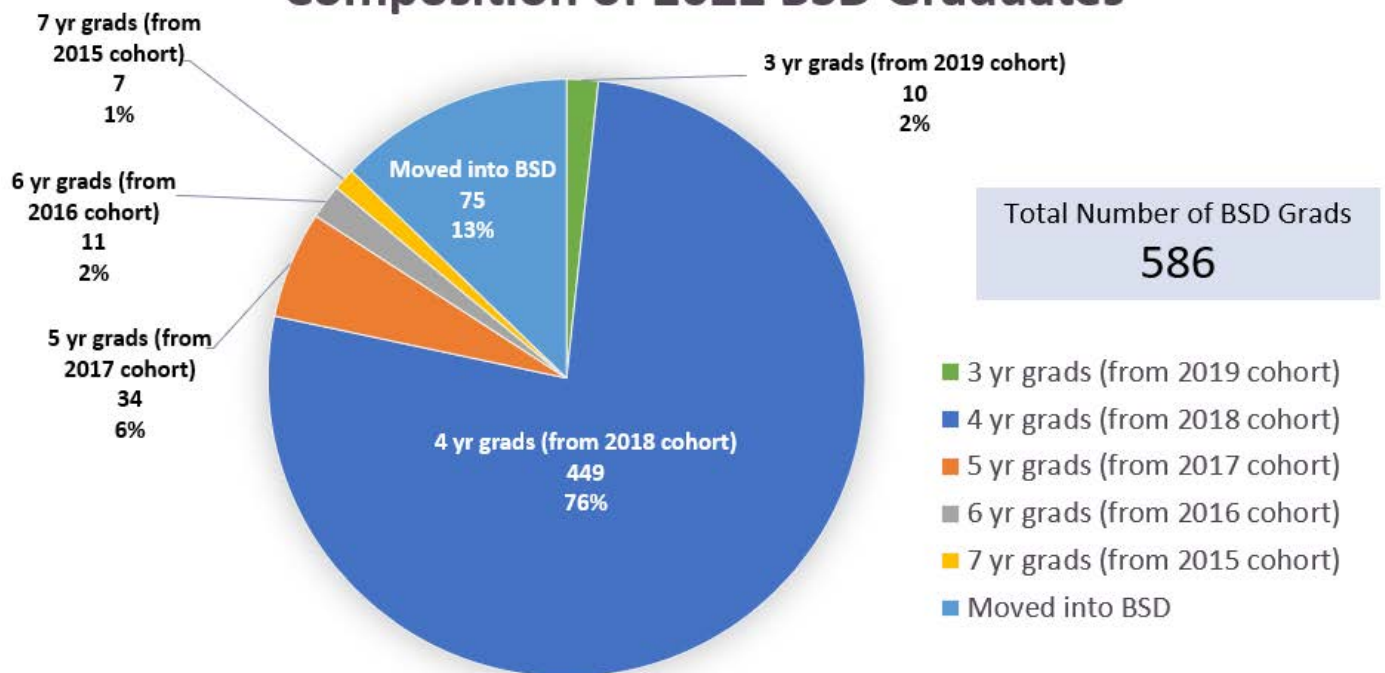
Brandon School Division Graduation Rates

- Positive 10 year trend of BSD graduation rates
- Increasing number of graduates pre-pandemic with a decreasing number of graduates in last two years
- Cohorts are significantly impacted by mobility including the number of graduates (75) that move into Brandon after grade 9 and the number of students (54) that move out of Brandon after grade 9.
- Indigenous students experience the greatest increase in graduation rates between 4, 5 and 6 year rates of all demographic groups.
- The pandemic would have impacted the 2016, 2017 and 2018 cohorts. While the graduation rates for these cohorts were reduced in all demographics, the impact appears to be most pronounced for Indigenous students in 2016 cohort.

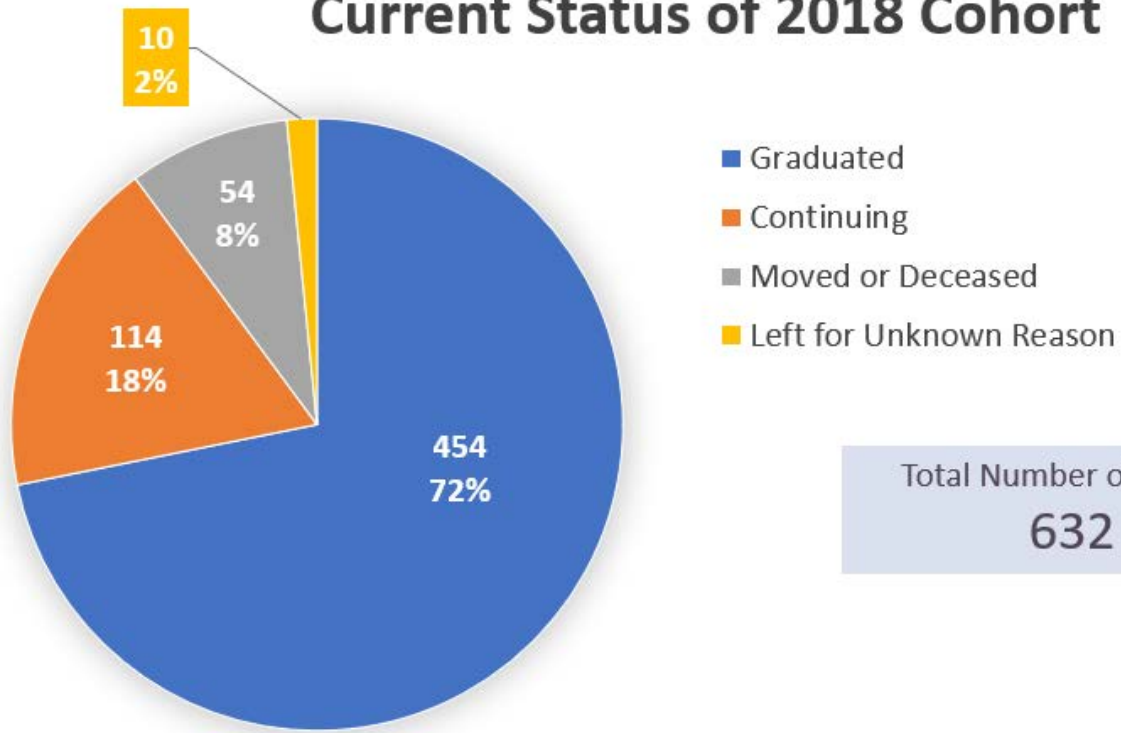
Number of BSD Graduates



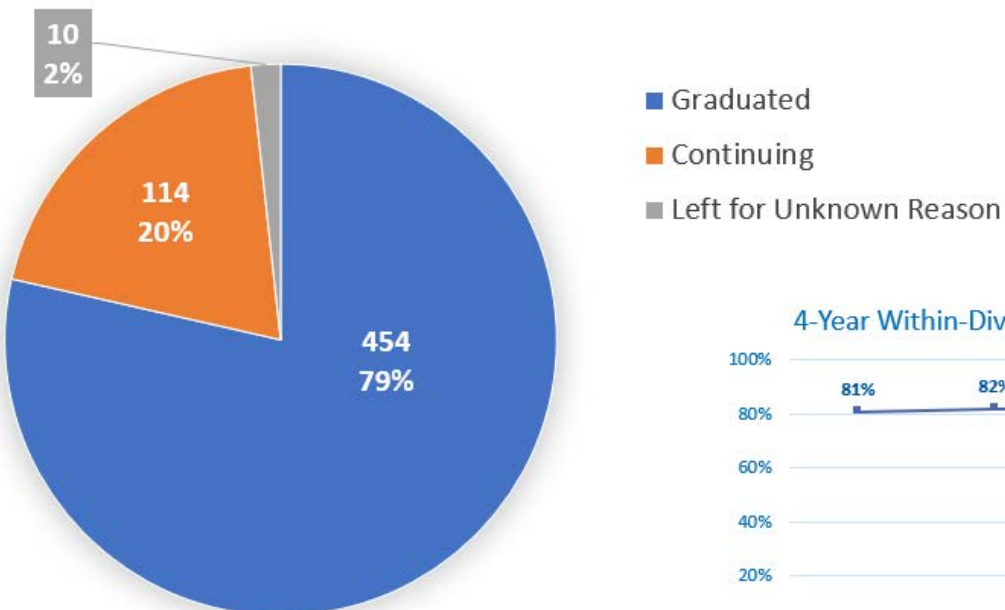
Composition of 2022 BSD Graduates



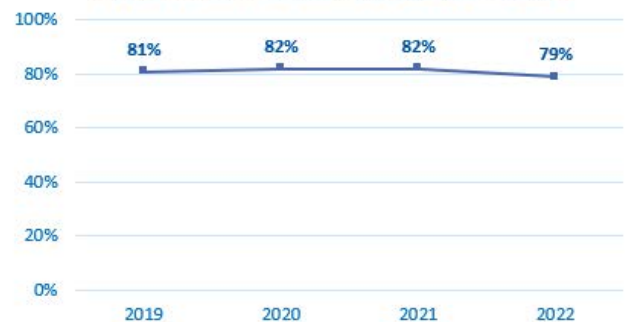
Current Status of 2018 Cohort



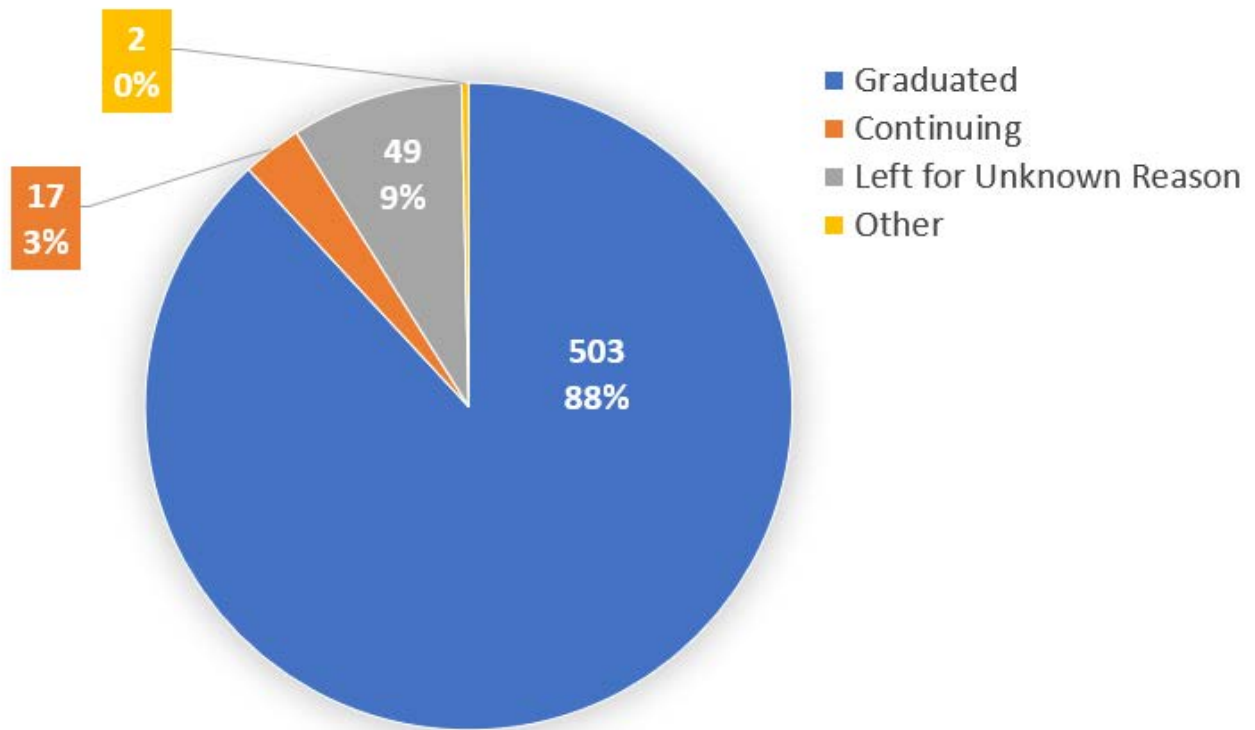
4-Year Within-Division Graduation Results



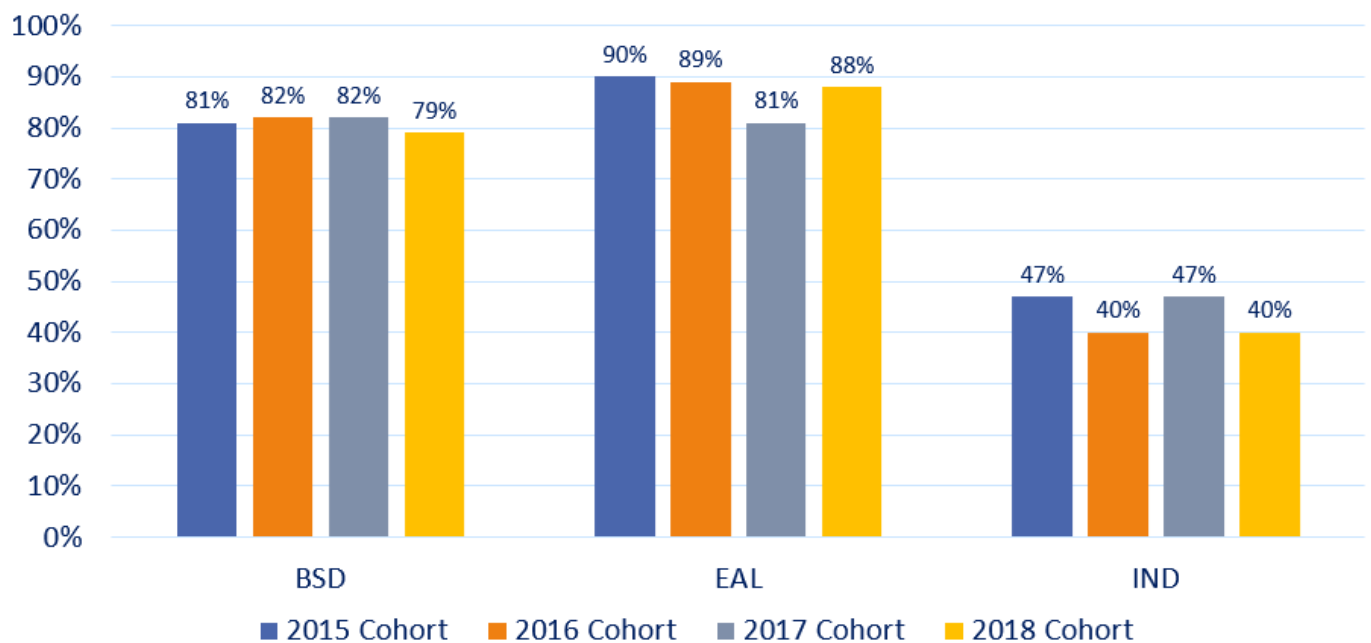
4-Year Within-Division Graduation Rates



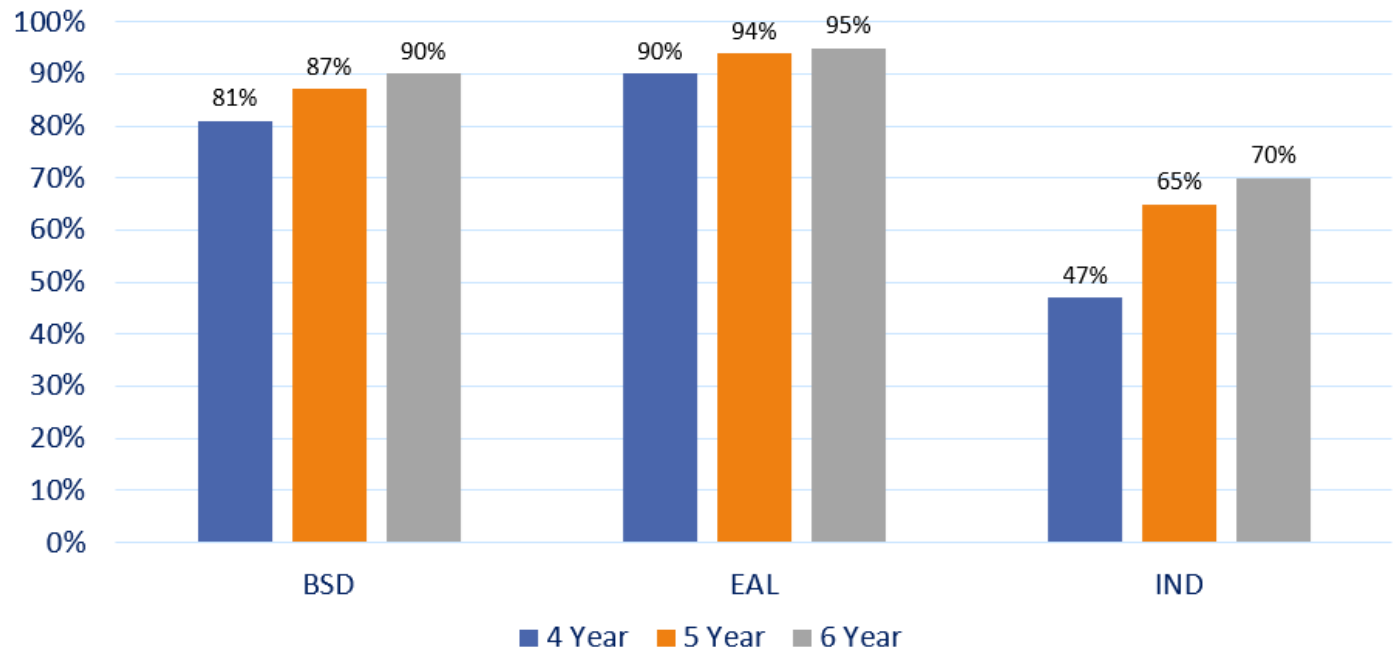
6-Year Within-Division Graduation Results



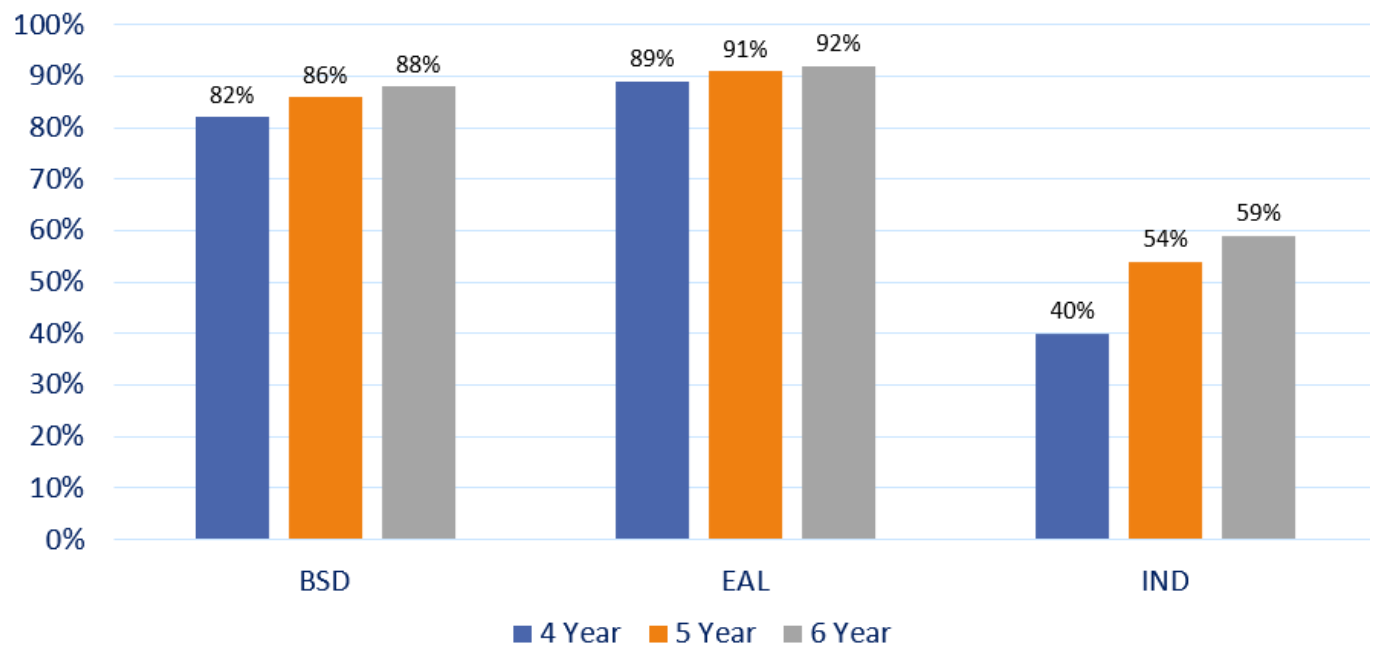
Within-Division 4-Year Graduation Rate by Group



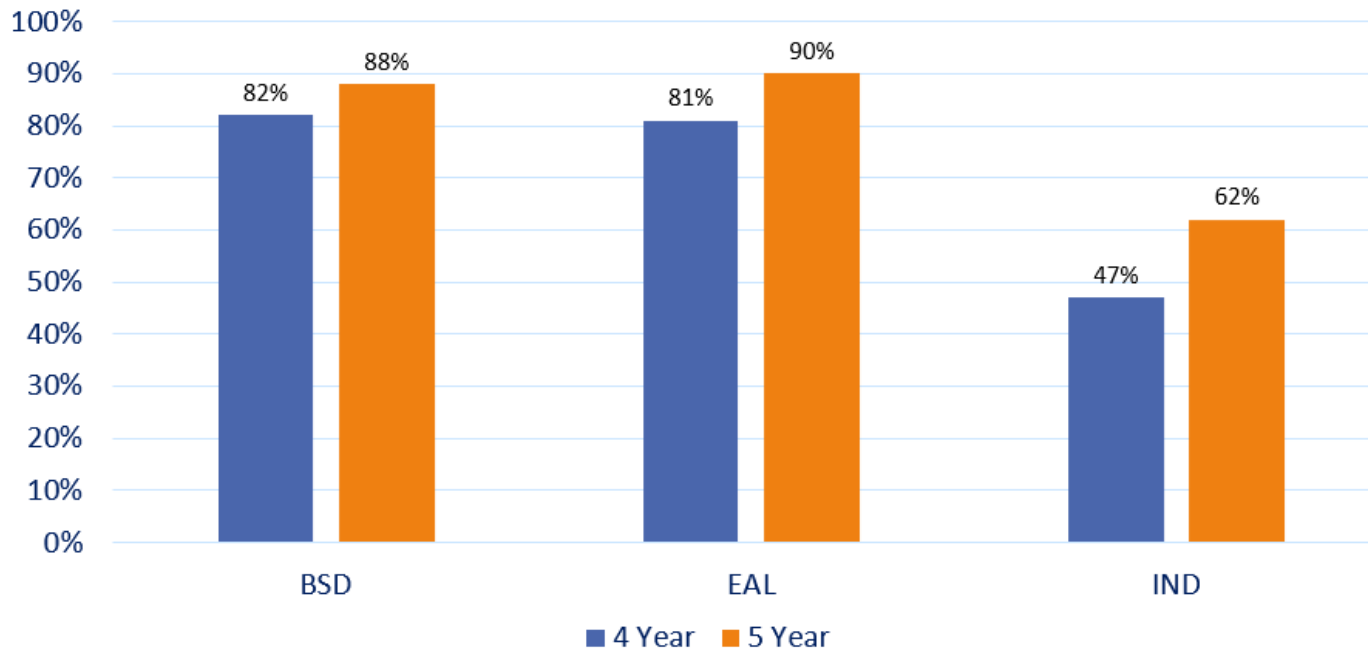
2015 Cohort Graduation Rates



2016 Cohort Graduation Rates



2017 Cohort Graduation Rates



Impact of the Pandemic

- The percentage of students provincially meeting expectations in all sub-competencies in the Grade 3 Reading Assessment is the lowest since the fall of 2012. The percentage of BSD students meeting expectations in all sub-competencies in the Grade 3 Reading Assessment is the lowest since the fall of 2017.
- We see the same trend in the number of students meeting expectations in all sub-competencies in the Grade 3 Numeracy Assessment (lowest since Fall 2014). However, the percentage of BSD students meeting expectations was at the highest level in the past 10 years.
- However, we do not see the same regression in the Grade 7 and 8 assessments. The number of students meeting mid-grade performance in the Grade 7 Number Sense and Skills Assessment was at the highest percentages both provincially and divisionally. Grade 8 Reading and Grade 8 Writing had limited change provincially while BSD saw a decrease with BSD still above provincial levels.
- A regression was anticipated due to the impact of the pandemic. We also anticipated that the impact would be greatest in the Early Years given the majority of Early Years students' school experiences were during a pandemic. Provincial results correlate with a regression at Grade 3. BSD also experienced a regression but to a lesser degree and not in Grade 3 Numeracy.
- Provincial Assessments point to the pandemic having the greatest impact on Indigenous students, especially in the area of Literacy
- Graduation rates and graduation numbers decreased during the pandemic with Indigenous students impacted the most.

DEPARTMENT REPORTS

Continuous Improvement from the Student Services Department

In 2021-2022, the Student Services Department provided academic and social-emotional interventions and support to students through school-based teams as well as clinical services. School-based teams are comprised of school counsellors and resource teachers, who work in collaboration with classroom teachers, as well as with divisional clinicians including school social workers, psychologists, and speech language pathologists. Additionally, our schools have educational assistants who support students in small groups or one-on-one to assist with student programming for a variety of needs.

Our Student Services Department continues to engage in a process of renewal and realignment by connecting with experts from Manitoba Education and Early Childhood Learning. We will continue our work to clarify processes and ensure adherence to provincial expectations regarding Appropriate Educational Programming.

We have built a robust team of trainers in the areas of Non-Violent Crisis Intervention (NVC), Applied Suicide Intervention Skills Training (ASIST), SafeTALK – Suicide Alertness for Everyone, and Violent Threat Risk Assessment (VTRA). Initial training and refreshers will take place in a targeted, intentional manner for identified groups and individuals throughout this year.

Continuous Improvement from the Curriculum Department

In 2021-2022, the Curriculum Department continued to provide services to support our classroom staff at BSD. The department included six specialists in the areas of Numeracy, Literacy, Indigenous Education, EAL/French, Physical Education, and Drug and Alcohol. These departments provided support to teachers within the classroom along with many professional development opportunities in their areas of specialty. They also were responsible for helping to organize a variety of activities within the division such as the Drug and Alcohol Coalition, First Aid, sporting events, Truth and Reconciliation Week and helping on the Observable Impact Plans of schools to name a few.

In addition, the Curriculum Department has analyzed and created reports on Graduation Data, EAL processes, reading programs processes, upgrading the Brandon School Division portal, library cataloguing services and career education. The Curriculum Department also developed a remote learning option for Brandon School Division students for the months of February and March last year during the COVID-19 Pandemic.

Moving forward one of the large focuses will be supporting the Continuous Improvement Team through the work on literate and numerate learner documents that can be used within the early, middle, and senior years. We strive to make sure the work we do supports our teachers so that they can in turn support our students.

Continuous Improvement from the Secretary-Treasurer's Department

Between July 1, 2021, and June 30, 2022, Payroll Services and Accounting Services tracked 241 and 125 tickets, respectively. The average response time for Payroll Services was 2 hours and 10 minutes, while Accounting Services was 2 hours and 15 minutes.

To improve efficiencies at schools and assist parents, the Division implemented an online payment module in the fall of 2020. SchoolCash Online is a secure and easy-to-use program, offering a 24/7 shopping convenience to parents/guardians who can manage and pay all their child/children's school activity fees with a single account. Since the implementation, the Division has a 44% adoption rate for online payments by parents.

Throughout the COVID-19 pandemic, our office provided additional reporting required by the Province and supported schools and departments by ordering and distributing PPE products and COVID-19 test kits.

Continuous Improvement from the Human Resources Department

In 2021-2022, the Office of Human Resources continued to implement more programs and find new ways to help Brandon School Division employees. This included the continued completion of the Staffing Notification, Employee Onboarding, and Professional Learning programs. Other areas such as the Automated Dispatch System, Staffing Requisition, accessibility and reviewing HR processes was looked at. Our system will allow new staff members to review and complete pertinent required documents prior to commencing employment.

One of the areas Human Resources continues to work on is finding substitute workers in all areas. To work on this challenge Human Resources has implemented new strategies on recruitment including working with Brandon University Students, Westman Immigrant Services, Shilo Military Base, increasing advertising in local journals and radio, and developing signs for local advertising.

Human Resources will continue to work to provide the necessary resources for our employees, such as training opportunities, return to work programs, workplace safety and health and general inquiries. We as a system realize we must continue to grow and adapt to our changing times.



Continuous Improvement from the Facilities Department

In the 2021-2022 fiscal year Brandon School Division's Facilities Department supported many improvement efforts in building additions, major repairs and/or replacement of our facility assets through capital planning efforts.

The following is a high-level summary of capital projects funded by the Province along with large projects funded by the Division that were in progress in the 2021-2022 fiscal year:

Funded by the Province:

- Crocus Plains – Roof Replacement
- Crocus Plains – West Side Roof Replacement with Structural Upgrade
- Earl Oxford – Boiler System Replacement
- Harrison – Roof Replacement
- J.R. Reid – Grooming Room & Ramp
- J.R. Reid – Steam Boiler System Replacement
- Maryland Park – New K-8 School
- Maryland Park – Modular Classrooms
- Meadows – Gym Floor Replacement
- Riverview – Grooming Rom
- Vincent Massey – Interior Renovations – Student Services
- Harrison, Riverheights and Vincent Massey – Ductwork Sealing
- All Schools – Ventilation testing, adjusting and air balancing
- Various Schools – LED Lighting Retrofit/Upgrades

Funded by the Division:

- Division Office – Boiler Replacement
- Riverview – Playground Enhancement (Funded by the Division, City of Brandon, and the Riverview School Parent Council)
- Vincent Massey – Gym Floor Replacement
- Various Schools – Installation of Doors & Windows
- Various Schools – Door Lever Handles
- Various Schools – Concrete/Asphalt Replacement



Continuous Improvement from the Transportation Department

The Transportation Department purchased three school buses this purchase cycle to bring the on-road fleet of propane buses to 30, which will continue to support our efforts in fleet management in end-of-life asset replacement, with environmental and fiscal responsibility measures. In reviewing fuel usage of the alternative fuel bus versus traditional fuels it has been calculated that since the inception of the alternative fuel program Brandon School Division Transportation has reduced their CO2 output by over 2,000,000 lbs. versus running traditional fuel buses. This is over twice the actual physical weight of the entire fleet of buses. We currently have around 3,000,000 kilometers total on our alternative fueled propane fleet.

The Brandon School Division Transportation Department has implemented a new software package, Versatrans e-Link, allowing better parent communication of school bus route information. Parents can at any time view their child's bus information by logging in to a secure online service. This is also in trials at the school level to allow access at the school level to look up transportation information directly and create reports of bus information. This has proven to be of immense benefit at both the parent and the school level to better communicate bus information to the Brandon School Division community.

The Brandon School Division Transportation Department continues to explore new technologies to provide better service and accountability to families and to schools.



Continuous Improvement from Learning and Business Technologies Department

The 2021-2022 school year started with the Learning and Business Technologies (LBT) Department loading each desktop and laptop computer with fresh, up to date software. Other projects the LBT Department implemented included the upgrading server racks at several schools. Approximately 300 laptops and 350 tablets were also replaced and added throughout the school year. The LBT Department also installed approximately 75 Interactive Flat Panels to replace aging projectors and traditional smart boards.

In addition, the LBT Department upgraded the core switching environments at both data centers housed at the Division Office and Vincent Massey High School, along with several other network switches at various sites throughout the Division.

Cisco DUO was rolled out to all staff in the Division to provide Multi Factor Authentication (MFA) protection for added security.

This work continues to express the Brandon School Division's vision and commitment of utilizing technology to assist in teaching, learning and business in our Division. Current and up to date technology ensures a positive experience for all our staff and students.



CONCLUSION

The 2021-2022 school year was our third consecutive year since the introduction of COVID-19 into our community, which was characterized by significant fluidity. The increased demands on the education system and the impact of the pandemic on our students, families, and staff caused Brandon School Division to prioritize the most critically important aspects of education. While we increased our efforts in keeping our students and staff safe, we also continued our focus on the academic and emotional needs of our school communities.

The 2021-2022 school year also had positive aspects that are worth celebrating. Brandon School Division can celebrate higher percentages of students meeting expectations in provincial assessments in comparison to provincial averages. We can also celebrate a positive trend of closing the achievement gap for our Indigenous and English as an Additional Language students as well as the increase in 6-year graduation rates for our Indigenous students. However, our celebrations are tempered by the global COVID-19 disruption that has negatively impacted the attainment of all pupils, particularly those from socially disadvantaged backgrounds. Brandon School Division is not immune to this. The pandemic disruptions on the ability of students to attend school since the spring of 2020 and the resulting impact on student achievement have been significant. This is of major concern to us and further reinforces the importance of schools and the impact that a collection of people with the same belief can have on student achievement.

Our accomplishments are not solely the result of a Continuous Improvement plan but are due to the actions of staff and parents that positively impact our students' achievement. It is with my acknowledgement and deepest appreciation of their efforts towards the continued improvement of Brandon School Division and progress to our future goals that I submit this report.

Respectfully submitted,

Mathew Gustafson
Superintendent/Chief Executive Officer
Brandon School Division



Accepting the Challenge

BRANDON SCHOOL DIVISION

1031 – 6TH STREET • BRANDON MB • R7A 4K5

Phone: 204-729-3100 • Fax: 204-727-2217

www.bsd.ca • info@bsd.ca



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BRANDON SCHOOL DIVISION

Finance and Facilities Committee Minutes

Monday, November 28, 2022 – 6:00 p.m.
Boardroom, Administration Office

Present: C. Cramer C. Ekenna (by phone)
K. Fallis B. Foley
J. Gobeil J. Murray
D. Ross B. Sieklicki

Also Present: D. Labossiere
M. Gustafson
S. Gilleshammer
J. Zilkey

Regrets: L. Ross

1. COMMITTEE ITEMS

A. 2023-2024 Budget Preparations

Consumer Price Indexes: January to October 2022 and Yearly Comparison – October 2022

Mr. Denis Labossiere, Secretary-Treasurer, reviewed the Consumer Price Index 2022 for January to October 2022, noting that the average CPI for Manitoba was 7.8%. Canada's average CPI for 2022 is 6.9%.

Mr. Labossiere reviewed the 5-year CPI averages and past budget increases for controllable expenditures.

2023-2024 Budget Preparation Memo

Mr. Labossiere reviewed the memo he provided to the Committee, which noted the following factors that will be taken into consideration while building the budget:

Expenses:

- **Inflation impact** on expenses – Manitoba Consumer Price Index (CPI) average increase for the months of January to October 2022 was 7.8% exceeding the 5-year average of 2.0% and the 10-year average of 1.8% and the 20-year average of 1.9%. This CPI increase will have implications on:
 - controllable expenditures – less buying power
 - non-controllable expenditures – higher costs
 - salaries/benefits – higher costs

- **Enrollment** has steadily increased over the years, except for the 2020/2021 school year due to COVID-19. In 2022/2023, the Division has experienced the largest yearly student increase in over 10 years (295 additional students (3.3%) as of September 30th) and exceeded the budgeted enrollment estimate by 257 students. Costs for supplies, staffing, and services are impacted by enrollment changes.
- **Non-controllable expenditures** such as:
 - Utilities – water, natural gas, hydro – utility rates continue to increase and are subject to usage of our building and number of students and staff. The natural gas rate increased by 11.5% on November 1, 2022, and Manitoba Hydro is seeking a hydro rate increase of 3.5% in each of the next 2 years.
 - Fuel / Propane for buses and vehicles – The price of propane in October decreased by 10% compared to 2021, however it is still 41% higher than in 2020.
 - Property & vehicle insurance – Property and Liability Insurance increased by 24% (\$84,137) for 2022-2023, it also increased 20% (\$59,000) for 2021-2022 and is anticipated to increase further for 2023-2024.
 - Expenses related to grants
 - Fees for items such as MSBA, MUST fund, legal
 - Contracts for IT software/hardware support agreements, AFM, RHA, audit, janitorial, garbage, leases
- **Controllable expenditures** consist of expenditures such as professional development, office supplies, cleaning supplies, information technology and equipment.
 - Over the past 5 years (2017-2021 calendar year) the Board has provided direction to increase the associated budgets by a total of 3.9% (0.8% yearly average - no increase in last 3 years) whereas the CPI increased by 10.1% (2.0% yearly average) during that time.
 - The budget line that has felt the largest impact from inflation and increased students is the cleaning supplies, last year the Division spent \$431,123 on cleaning supplies compared to \$359,938 in 2020-2021, based on current expenditures we are projecting that these costs may hit \$453,229 for 2022-2023. The following are examples of inflation increases on cleaning supplies compared to prior year:
 - Paper Towels – 35%, Toilet Paper – 42%
 - Mops, brooms, floor pads, ice melt – average 18%
 - Garbage bags – 18.5%,
 - Chemical Solution, cleaner – 8.0%
 - Laptops have increased between 6.6%-8.5%
 - Other controllable expenditure such as office supplies, accessible learning resources, workplace safety and health supplies and student services/special needs supplies have also been impacted by inflation
- **School instructional budgets** provide funds to schools for items such as learning resources, teaching supplies, photocopiers, school PD and field trips.
 - These budgets are mainly based on enrollment and vocational programs.
 - There's been no increase to the instructional budgets for the last 3 years with the exception for increases due to student enrollment.

- The purchasing power of schools have been impacted by the following examples of inflation increases compared to prior year:
 - Supplies – average 20%
 - Learning Resources – up to 20%
 - Field trips – increase from \$0.45 to \$1.00/km for use of buses
- **Capital Maintenance budget** is approximately 1.2% of the total budget and is used to maintain and keep the Division's buildings functional. This includes general maintenance, emergency repairs, school requests, vehicle replacement and funds to address infrastructure items regarding our aging buildings and identified in the Ameresco report.
 - This budget has not changed over the past 3 years except for enrollment changes and the removal for the vehicle replacement for the 2022-2023 budget (to be funded through accumulated surplus).
 - It is recommended that the vehicle replacement costs be added back to the 2023-2024 budget to maintain the minimum replacement of 1 vehicle/year of the Division's 16 vehicles. Furthermore, the Division has experienced an increase of 27.0% (\$12,400) over 2 years for the same truck due to inflation.
 - Examples of items impacted by inflation compared to prior year:
 - Paint – 15%
 - Furnace Filters – average 28%
 - Mechanical Contractors – 4-6%
 - Construction Material Costs (March 2022 report – Statistics Canada's Industrial Product Price Index):
 - Metal windows/doors – 33.1%
 - Hardware – 13.1%
 - Softwood lumber – 27.0%
 - Communication and electric wire and cable – 57.3%
 - Construction of a school – 9.0%
- **Salaries:**
 - The Collective Agreements with BTA and CUPE expired June 30, 2022. Salary provisions for settlements need to be factored into budget.
 - Provincial Bargaining for teachers (Bill 45) – impact of harmonization costs.
 - Staff increments for years of experience must also be factored into budget.
 - Costs for maternity/parental leaves, personal leaves, illness, substitutes, and casuals.
- **Staff Benefits** consist of employers' costs for Canada Pension Plan (CPP), Employment Insurance (EI), Workers' Compensation, group health and life insurance, long service, and the pension plan for non-teaching employees. Benefits are expected to increase due to collective agreement provisions, CPP increases in employer contribution and yearly maximum pensionable earnings (2023 - 7.28%) and EI increases in maximum premiums (2023 - 5.22%).

Revenue:

- **Funding Model Review:** At this time, the impact of the new funding model on the Division is unknown.
- **Enrollment:** Changes in enrollment impacts funding to the Division.

- **Provincial Funding**: Grants, Equalization (based on non-supportable expenditures and property tax base), Tax Incentive Grant (TIG) phased out over 6 years (reduction of \$308,002 annually) was suspended for 2021-2022 and 2022-2023.
- **Revenue from other sources**: Revenue from other School Divisions, First Nations, International Students and Private Organizations.
- **Special Requirement**: For the last several years the Special Requirement has been capped at 2%, if it remains at 2% this would amount to a budget increase of \$1,023,442.
- **Special Levy**: Local property taxes collected through the Municipal Government and implications of budget increases from prior years (43.5% in current year, 56.5% in following year). For 2022-2023, the Minister directed school divisions to freeze their education property taxes at 2020 levels and provided a Property Tax Offset Grant equivalent to a 2% increase (\$1,003,374) on the Special Requirement.
- **Property Assessment and Growth** in Brandon affects the mill rate/school taxes paid by property owner. If the special levy is frozen (0% change) and there is an increase in school assessment, annual school taxes will decrease for the average homeowner.

Other Factors:

- **Accumulated Surplus**: The unallocated surplus balance as of June 30, 2022, is \$1,744,614 or 1.52% of the 2022-2023 Operating Budget. This amount is lower than the 2% requirement of operating budget as set out in Board Motion 129/2012.
- **Capital Reserves**: The Division currently has \$4.2 million in Capital Reserve Accounts.
- **Comparisons** to Provincial Average and Similar Divisions. The Division's budgeted operating fund expenditure/pupil for 2021-2022 was \$12,491, the 8th lowest in the province, whereas the Provincial Average was \$13,608, Seven Oaks SD was \$12,705 and St. James SD was \$13,549. For 2022-2023, the average cost per student is \$13,028 (FRAME Budget reports have not been released at this time for comparisons).

Budget Breakdown

Mr. Labossiere reviewed the Budget Breakdown of the current budget and the proposed inflationary impact on the upcoming budget.

Trustees asked questions for clarification.

The Committee agreed to the following recommendation for the 2023-2024 preliminary budget preparation:

Recommendation:

That the following guidelines be initiated for the 2023-2024 Preliminary Budget Preparation:

- a) Inflationary increases be provided as advised by suppliers for non-controllable expenditures, e.g.: employee benefits, insurance, fuel/propane, support agreements and utilities;
- b) A 6.1% increase for controllable expenditures;
- c) A 3.7% increase for the school instructional budgets;
- d) An 8% increase for the capital and maintenance budget;
- e) Replacement of a maintenance vehicle be added back to budget;
- f) The 2023-2024 budget provide for enrollment change.

2. OPERATIONS INFORMATION

A. The Secretary-Treasurer provided information on the following:

Capital Projects:

- i. Maryland Park School – Modular Classrooms

Respectfully submitted,

K. Fallis



BRANDON SCHOOL DIVISION

Personnel and Policy Committee Minutes

Monday, November 28, 2022 – 6:00 p.m.
Boardroom, Administration Office

Present: C. Cramer C. Ekenna (by phone)
K. Fallis B. Foley
J. Gobeil J. Murray
D. Ross B. Sieklicki

Also Present: D. Labossiere
M. Gustafson
S. Gilleshammer
J. Zilkey

Regrets: L. Ross

1. COMMITTEE ITEMS

A. Personnel Matter – In-Camera

Mr. Denis Labossiere, Secretary-Treasurer, provided information on a Personnel Matter and answered Trustee questions.

B. Confidential Item – In-Camera

Mr. Mathew Gustafson, Superintendent/CEO, provided information on a Confidential Item and answered Trustee questions.

2. OPERATIONS INFORMATION

A. MSBA – Collective Bargaining Update/Salary Bulletins:

Collective Bargaining:

- Non-Teaching Support Groups – In-Camera item

Salary:

- Lord Selkirk School Division – Board Office Staff Association – Ratified Agreement
- Pembina Trails School Division – Educational Assistants – Ratified Agreement

B. MSBA – CPI, Unemployment Rate, Regional Trends update:

- September 2022

Respectfully submitted,

B. Sieklicki

Appendix 'A'

e-bulletin

December 7, 2022

MANITOBA
School Boards
ASSOCIATION

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

www.mbschoolboards.ca

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FALL GENERAL MEETINGS FOLLOW UP

Are you looking for the presentations and resources that were shared at the Fall General and Regional Meetings held on December 1 and 2 in Winnipeg? We've posted many of the presentations on our [website](http://www.mbschoolboards.ca). Topics covered at the meetings included ["What it Means to Govern,"](#) ["The Role of the Board as an Employer,"](#) and an [overview of the MSI program](#).

In addition, if you are looking for a comprehensive cheat sheet which provides an overview of the Manitoba School Boards Association and its programs, services and personnel, check it out [online](#). Finally, if you attended the fall meetings, please take a few minutes to complete the online [evaluation](#) survey. Your feedback is valuable and will help make next year's meetings even more successful! Thank you!

EXECUTIVE BY-ELECTIONS

Congratulations to Timothy Davis from Flin Flon S.D., and Greg McFarlane, from Seven Oaks S.D., the two newest members of the Manitoba School Boards Association provincial executive. Timothy was acclaimed Region 4 Director, and Greg was acclaimed Region 5 Director. Both new members assumed their seats at our November 30 executive meeting.

NOMINATIONS UPDATE

Speaking of elections, to date, eight nominations have been received for positions to be elected at the association's [Annual Convention](#) in March. Floyd Martens, Mountain View S.D. and Sandy Nemeth, Louis Riel S.D. have been nominated for the position of President. Leah Klassen, Garden Valley S.D. and Lena Kublick, Lord Selkirk S.D. have been nominated for Vice-President (fewer than 6,000 students). Deana Wilson, Garden Valley S.D. and Ashley Lachance, Prairie Rose S.D. have been nominated for Region 2 Director. Lindsay Anderson, School District of Mystery Lake has been nominated for Region 4 Director, and Greg McFarlane, Seven Oaks S.D. has been nominated for Region 5 Director.

Incumbents in the positions of Vice-President (greater than 6,000 students), Regions 1, 3 and 5 are in the first year of a two-year term; these positions will be up for election in 2024.

The first call for nominations was made in writing. The second call was made on Friday December 2, at the association's Fall General Meeting, while the third and final call will come at the call to order of the Annual Convention, on March 16, 2023. Keep an eye on our [website](#) for the most current slate of candidates. Nominations may also be made at any time by submitting them by [email](#) to the Nominating Committee, c/o Andrea Kehler.

CSBA PRESIDENT'S BULLETIN

The Canadian School Boards Association Board of Directors meet four times a year to discuss topics that range from initiatives in certain jurisdictions, advocacy efforts on shared national issues, as well as other methods of potential collaboration among provincial associations. Much of what is discussed can be found in the latest "President's Bulletin", including a message from CSBA and MSBA's president, Alan Campbell. You can read the latest [bulletin](#) on the CSBA [website](#).



THE VIMY PILGRIMAGE AWARD

The Vimy Foundation created the Vimy Pilgrimage Award to recognize the actions of young people who demonstrate an outstanding commitment to their communities through volunteer work, positive contributions or notable deeds that benefit their peers, school, province, or country.

[The Vimy Pilgrimage Award](#)

consists of a fully funded week-long educational program in Belgium and France to study First World War history in the places where it happened. The program is scheduled for April 2023 and features daily visits to important First World War sites including museums, monuments, and historic battlefields. Youth engage with their peers from across the country and learn about key themes such as the participation of diverse peoples; the impact on the environment; mental health during the war, among many others. A total of 22 students will be selected for the 2023 program.



Applications are open until December 20, 2022, 11:59 PM. Please visit the [website](#) to review the terms and conditions and to view the application form and criteria.

AWARD DEADLINE EXTENDED

Do you know an outstanding educator? The deadline to nominate a teacher for Manitoba's Excellence in Education Awards has been extended to December 20!

Details on the award and information on how to nominate someone is available [online](#).



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