

BRANDON SCHOOL DIVISION

CONTINUOUS IMPROVEMENT REPORT

2021-2022



BRANDON SCHOOL DIVISION

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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

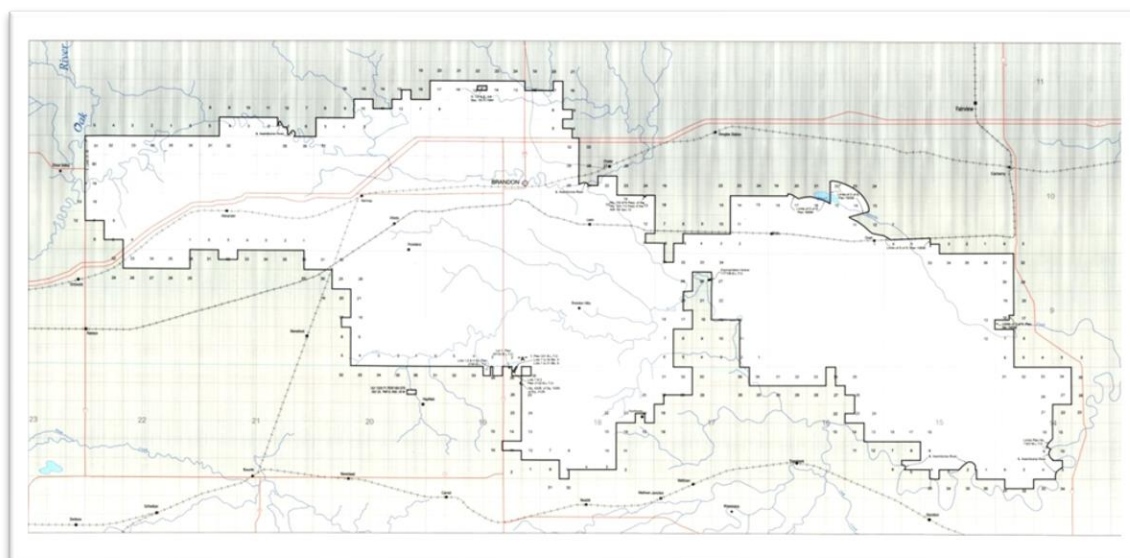
Geographic Information

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

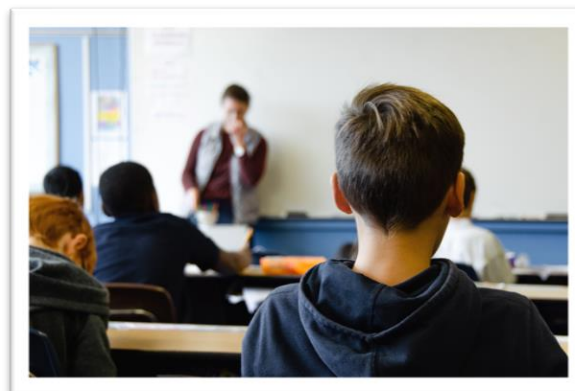
Divisional Programming

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



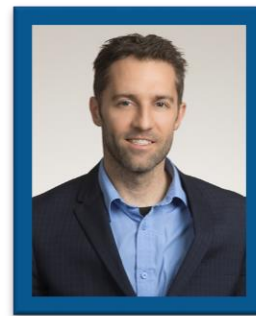
Sherilyn Bambridge
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Delvina Kejick
Email: kejick.delvina@bsd.ca
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Lisa Letain
Email: letain.lisa@bsd.ca
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Jim Murray
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Ward: 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



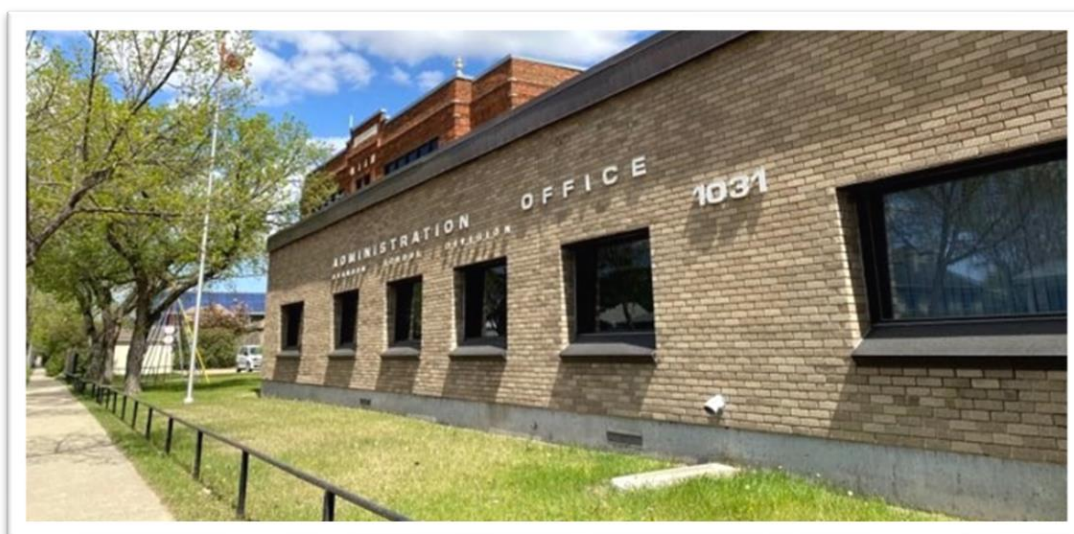
Jon Zilkey
Assistant Superintendent
Curriculum & Human Resources
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Denis Labossiere
Secretary-Treasurer
Email: labossiere.denis@bsd.ca



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

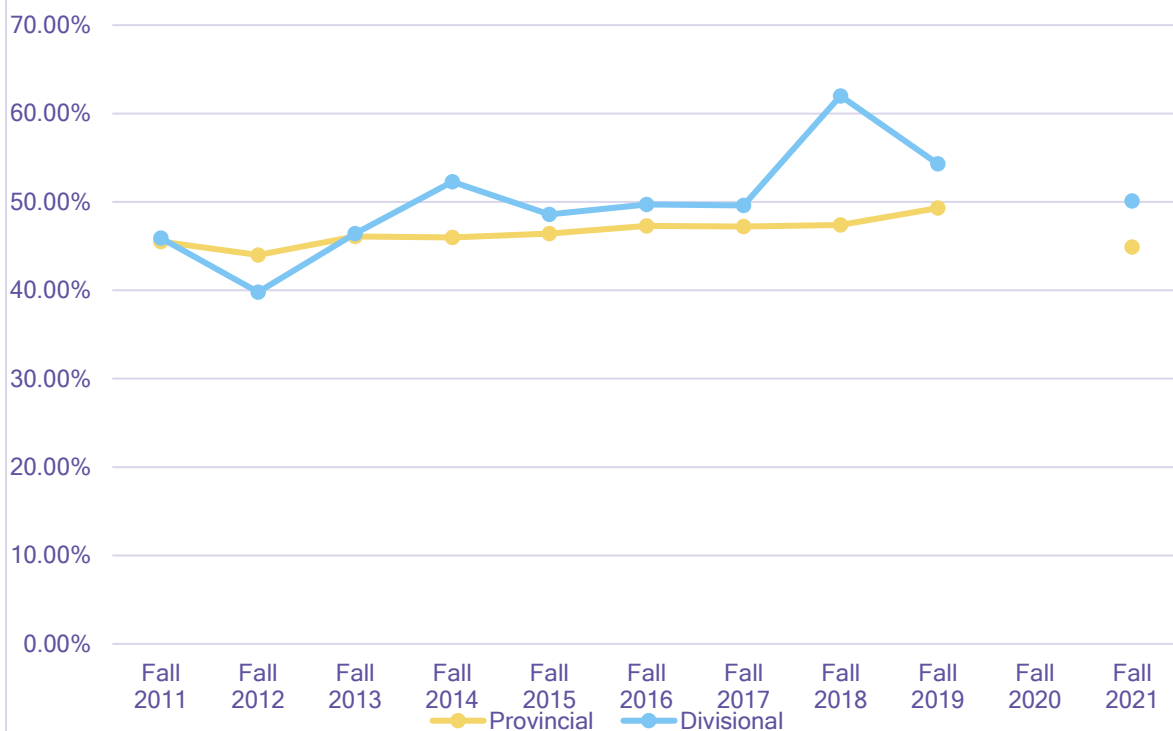
Grade 3 Entry – Reading in English- English Program

	# 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)

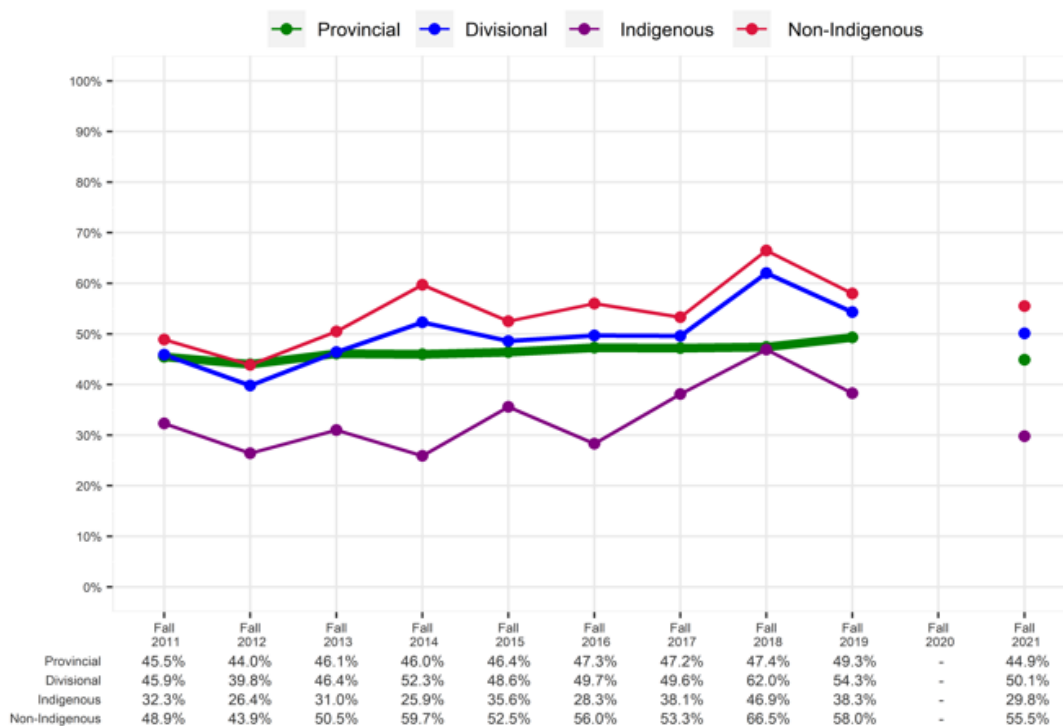
[percentage of students meeting expectations in all four sub-competencies]



Grade 3 Entry - Reading in English - English Program

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

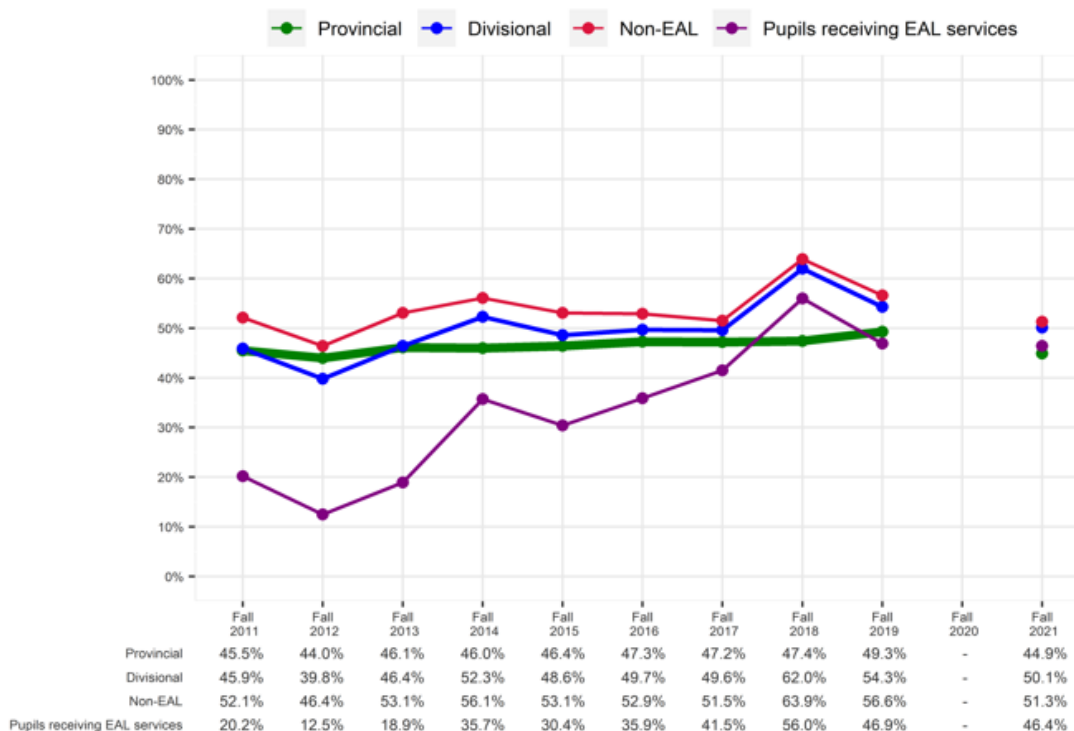
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Grade 3 Entry - Reading in English - English Program

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

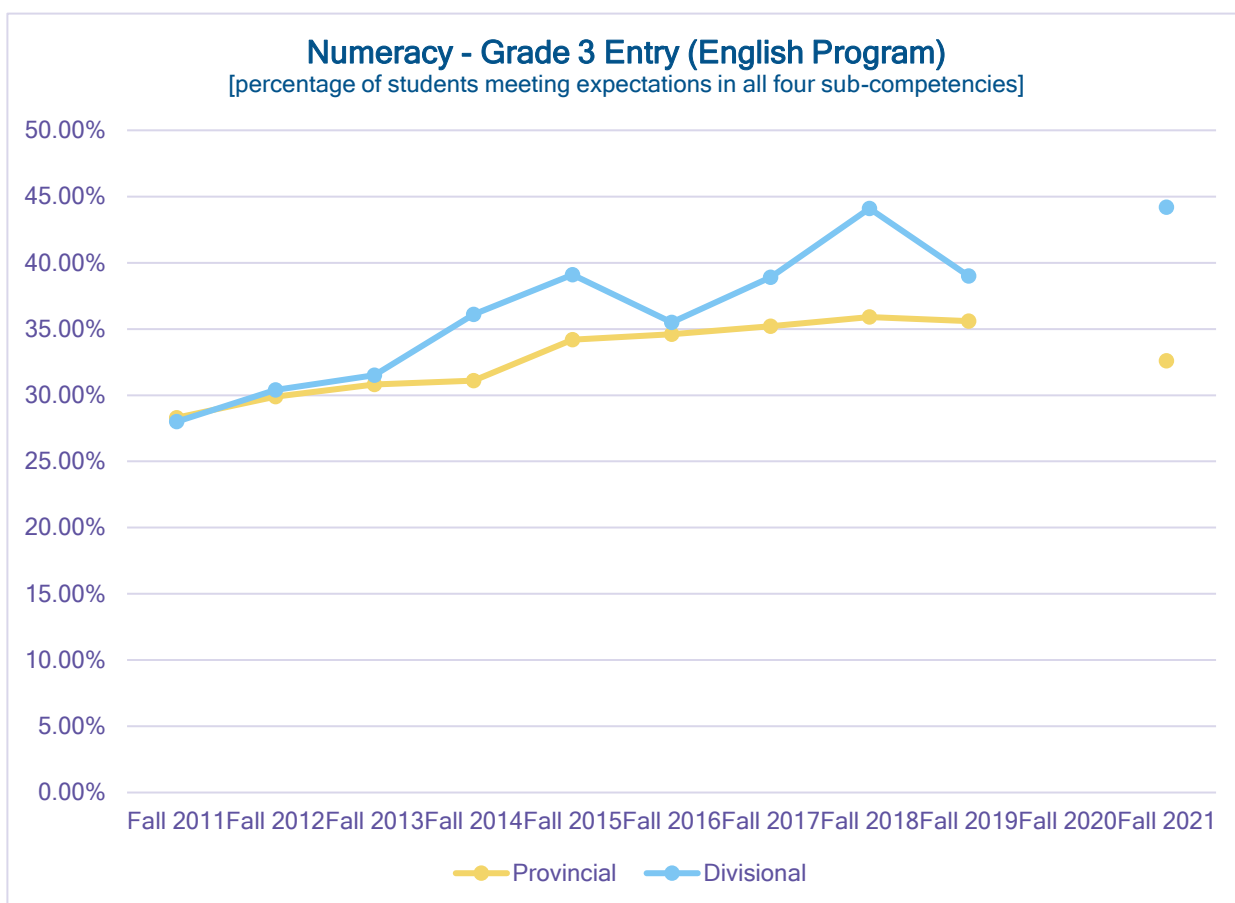
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Grade 3 Entry - Numeracy – English Program

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

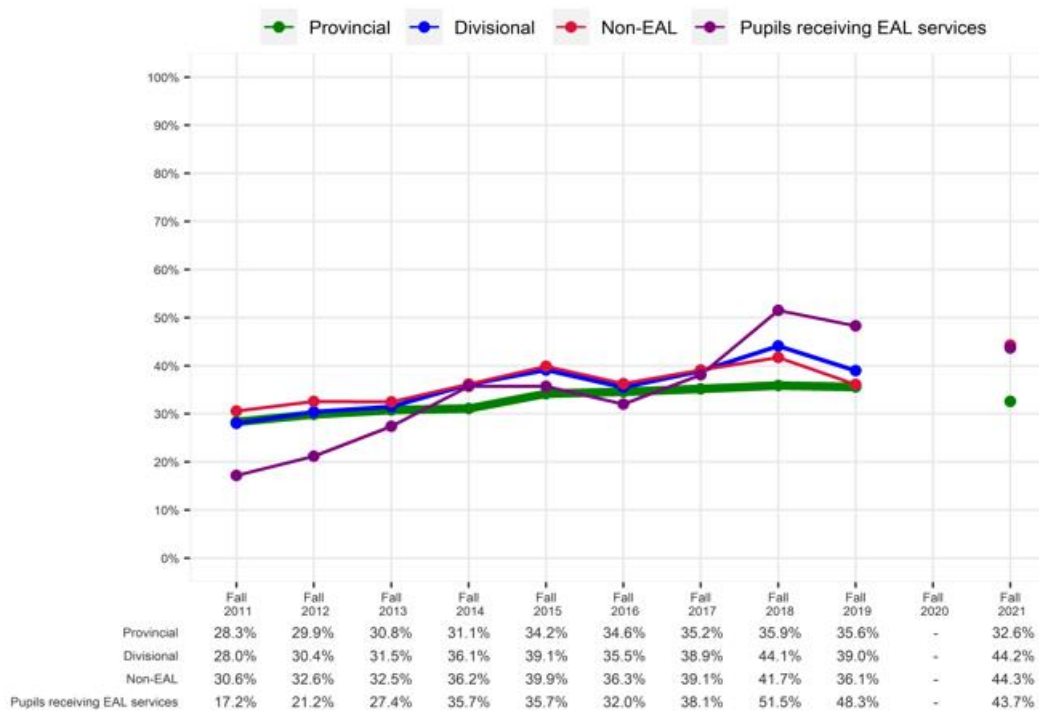
- 625 BSD Grade 3 students were assessed in 2021 which accounts for 5.45% of the provincial assessments.
- BSD has consistently had a higher percentage of students meeting expectations in all sub-competencies in comparison to the provincial average.
- Provincial results demonstrate an upwards trend pre-pandemic 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

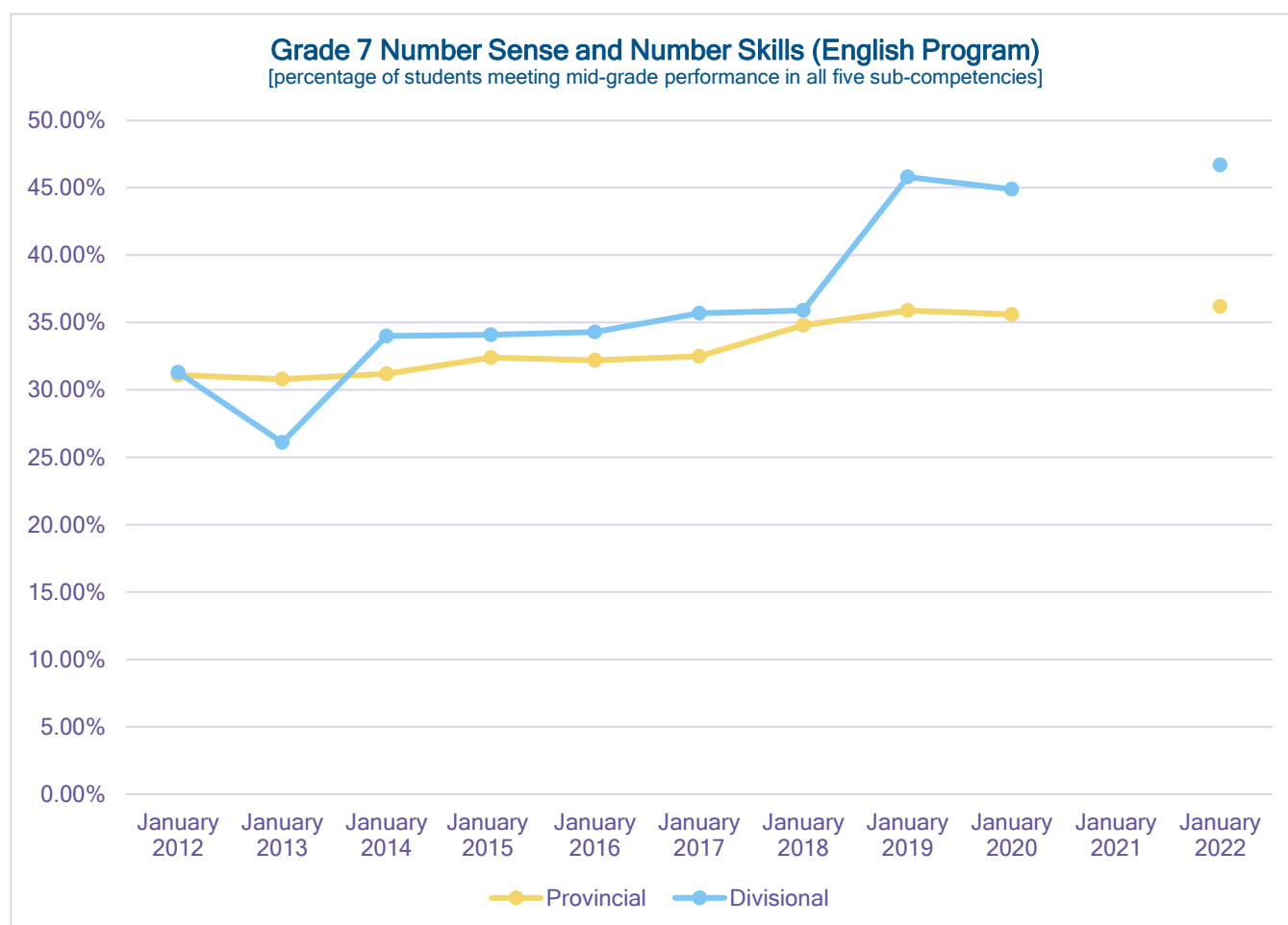
BRANDON SCHOOL DIVISION



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%

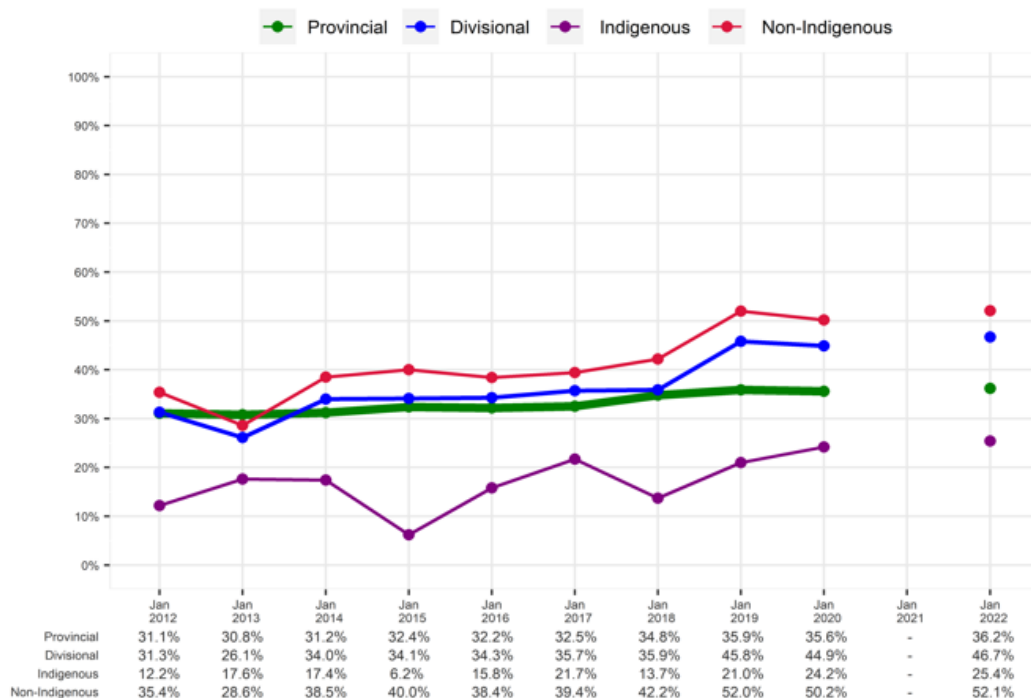
- BSD has consistently had a higher percentage of students meeting expectations in all sub-competencies in comparison to the provincial average since 2014.
- An overall trend of decreasing the gap between Indigenous students and the provincial average
- An overall trend of decreasing the gap between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

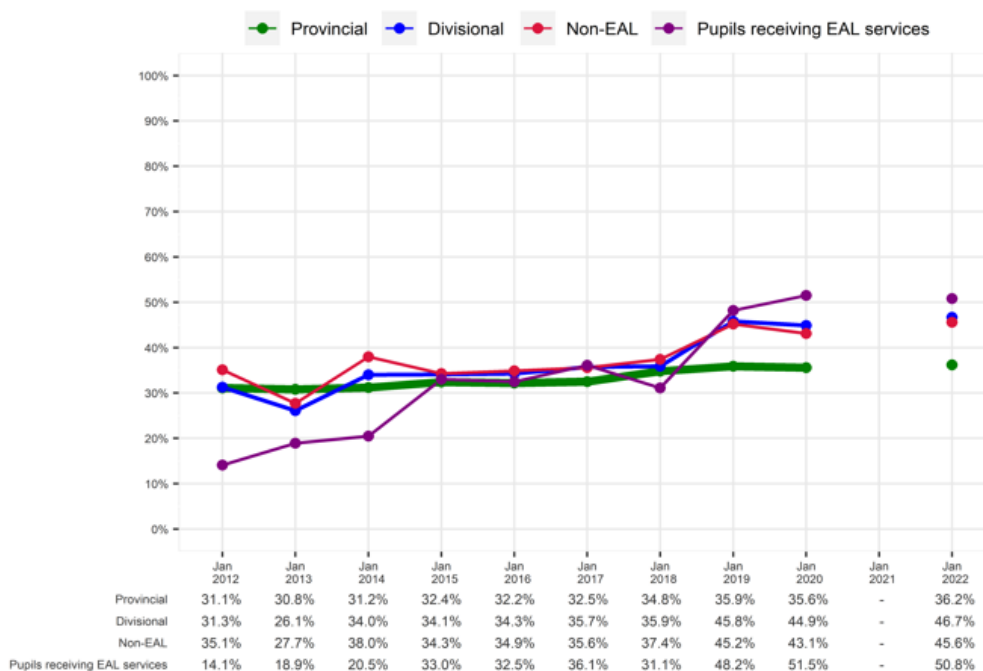
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Grade 7 Number Sense and Number Skills - English Program

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

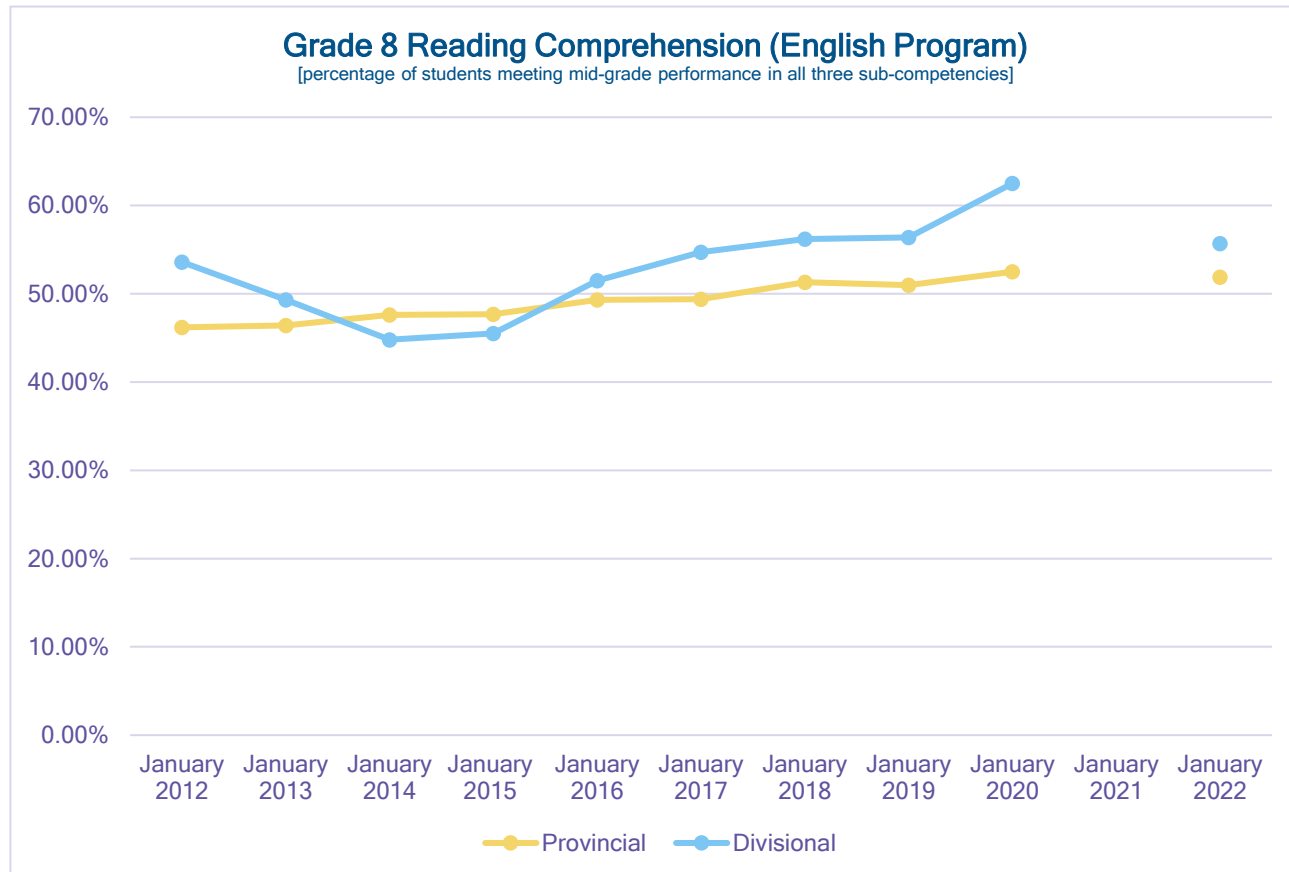
BRANDON SCHOOL DIVISION



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%

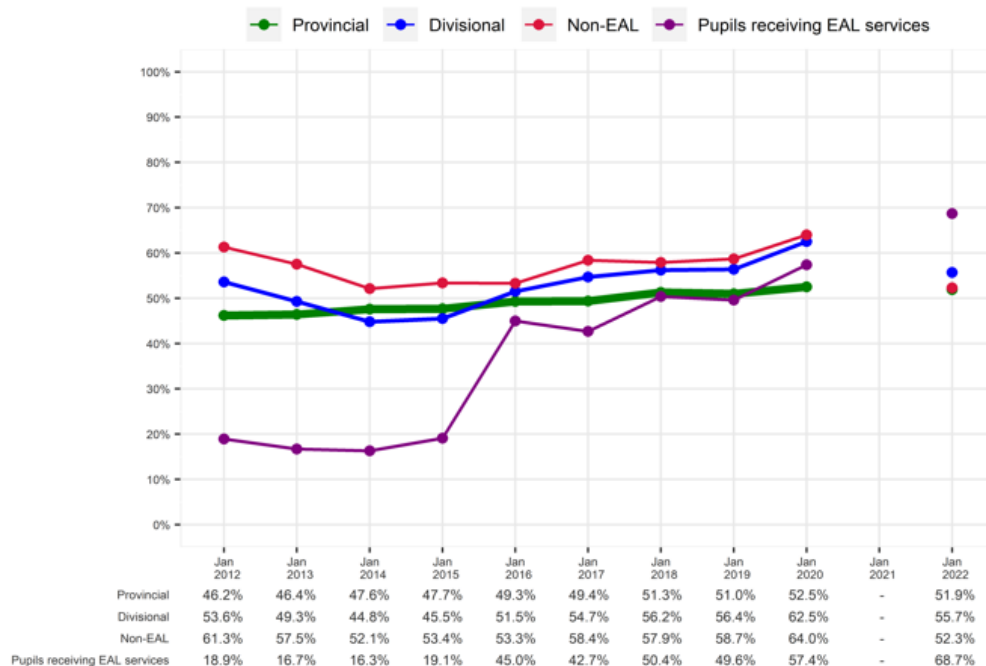
- BSD has consistently had a higher percentage of students meeting expectations in all sub-competencies in comparison to the provincial average since 2016.
- Both BSD and provincial results demonstrate an upwards trend pre-pandemic. Both provincial and BSD results show a decrease in post pandemic with 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

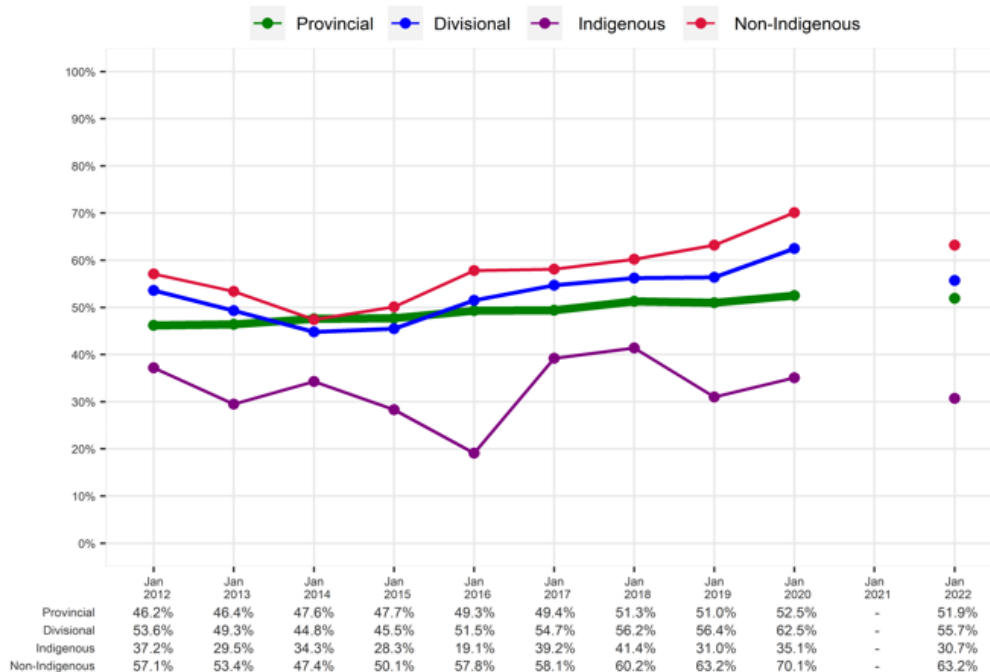
BRANDON SCHOOL DIVISION



Grade 8 Reading Comprehension - English Program

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

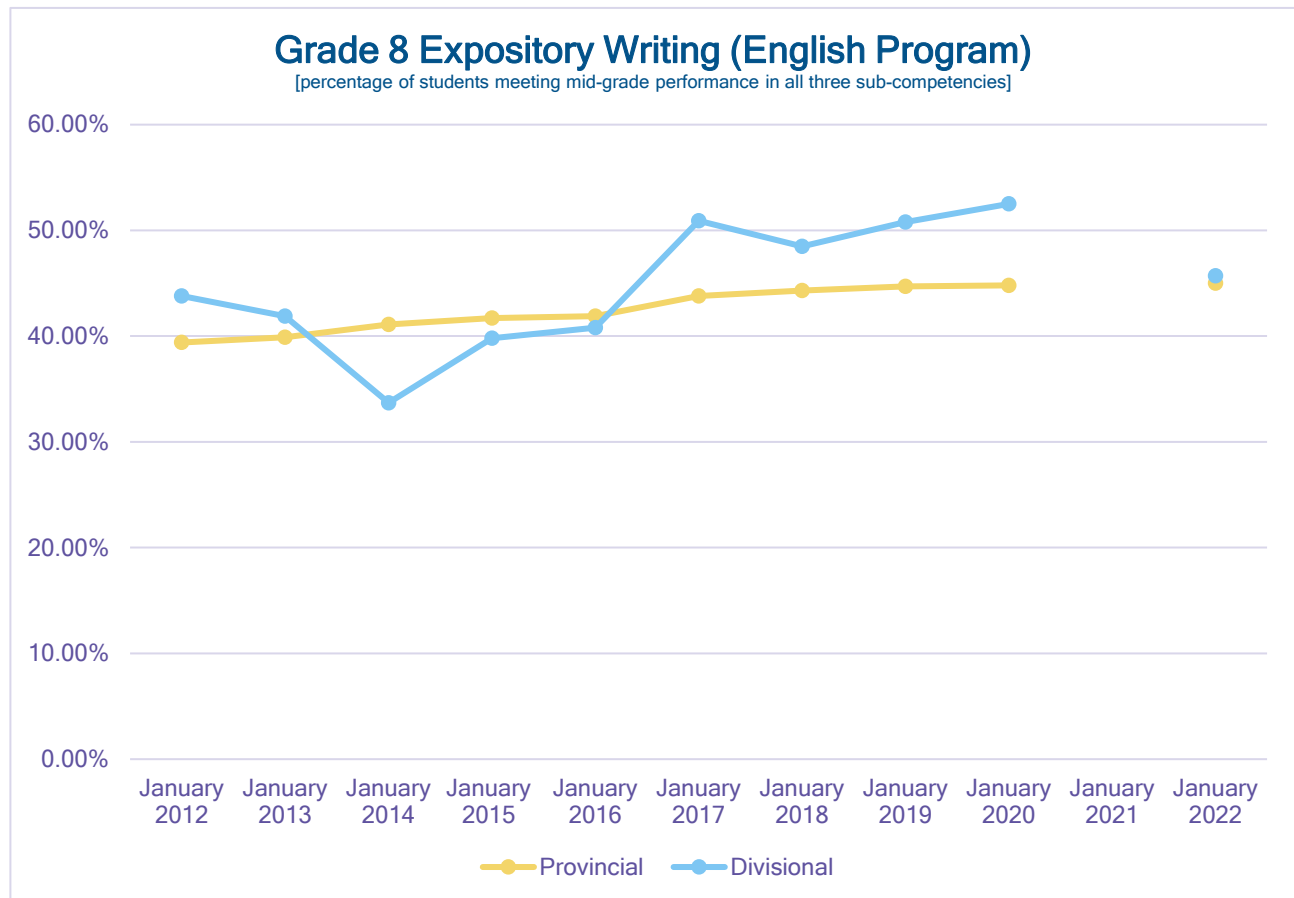
BRANDON SCHOOL DIVISION



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

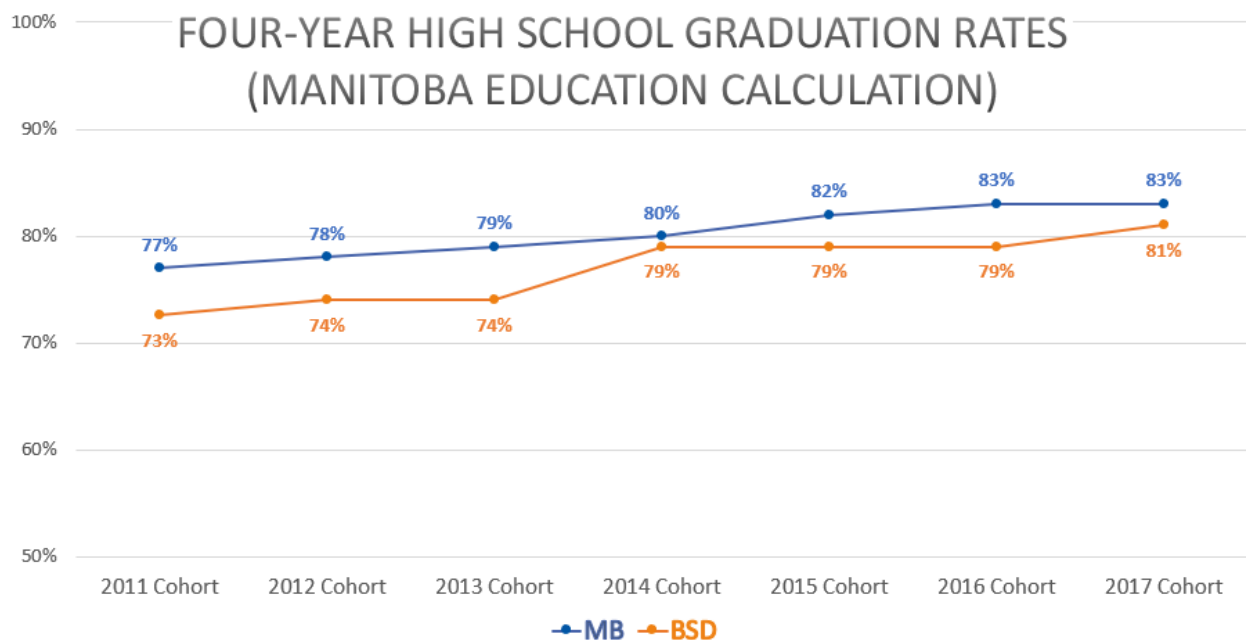
- On-time graduation, 5-year, and 6-year
- Gr 9 Division credited for grad result
- Adjusting for attrition using Stats Can data (estimated 14–19-year-old population; # who have moved out of MB and deaths on yearly basis; adjusted # of “expected graduates”)

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

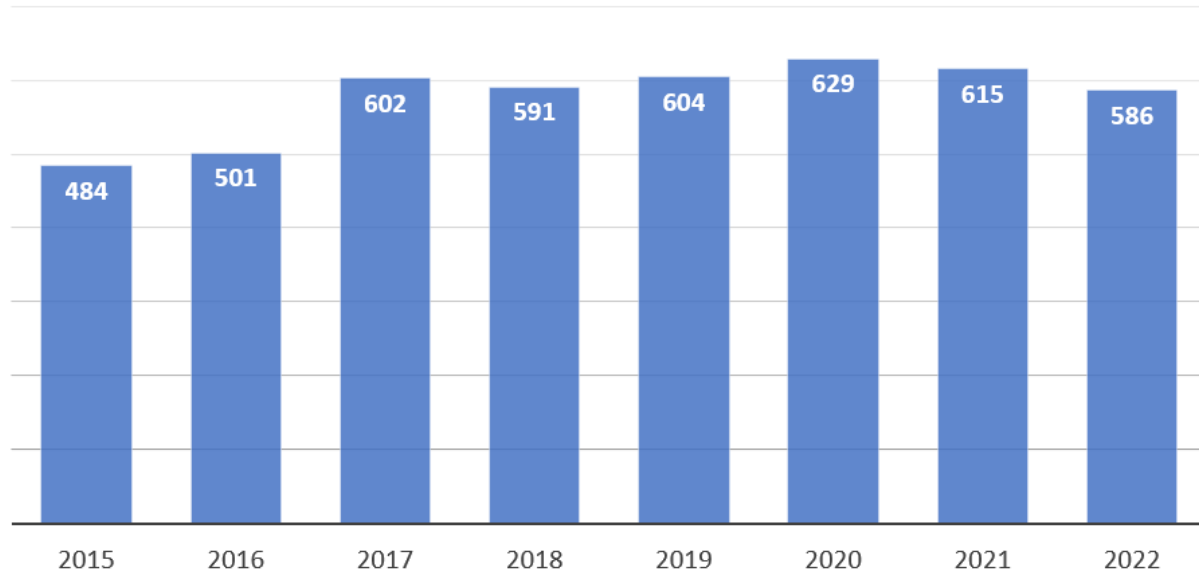
- As close to the ME method as possible
- Use grade 9 cohort
- Track individual students rather than approximate
- Students who move into BSD are accounted for in a “Composition of Graduates” statistic



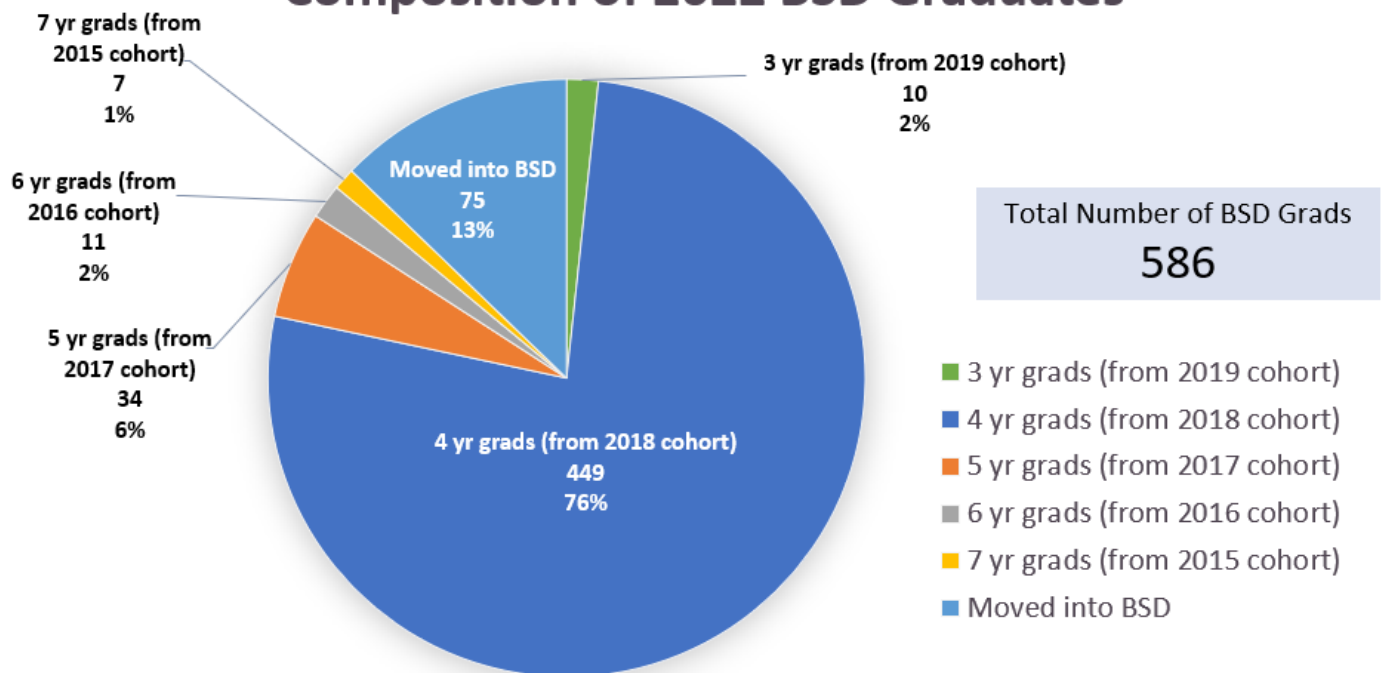
Brandon School Division Graduation Rates

- 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.

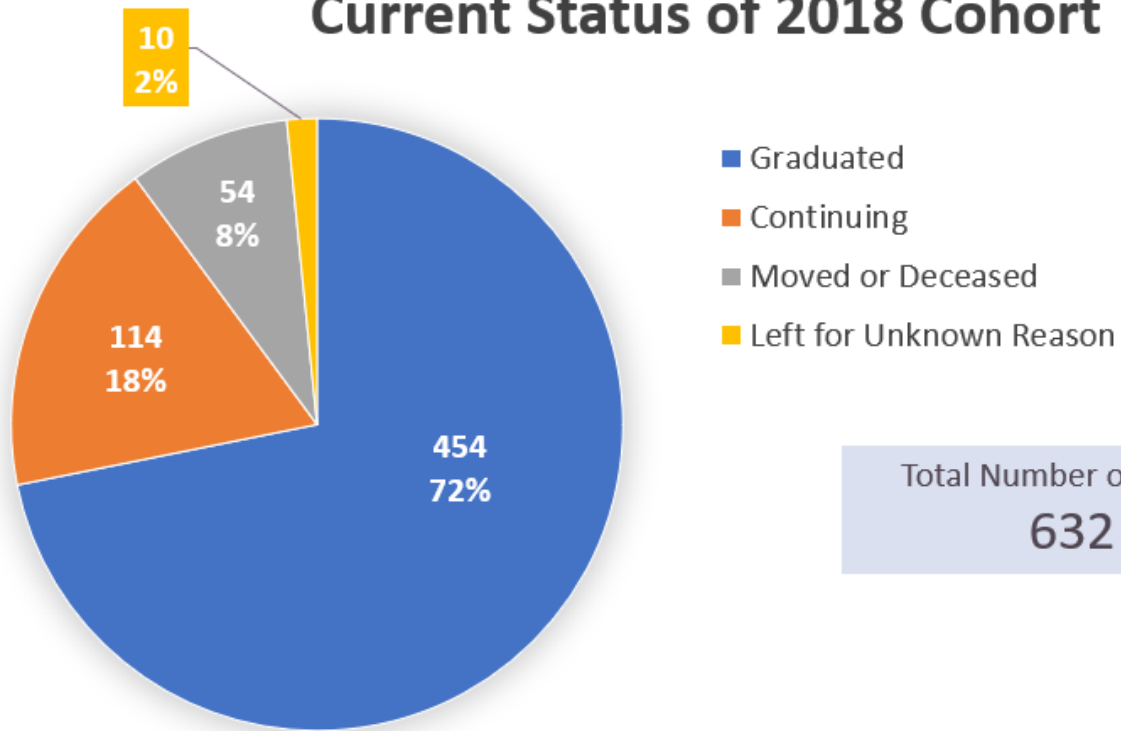
Number of BSD Graduates



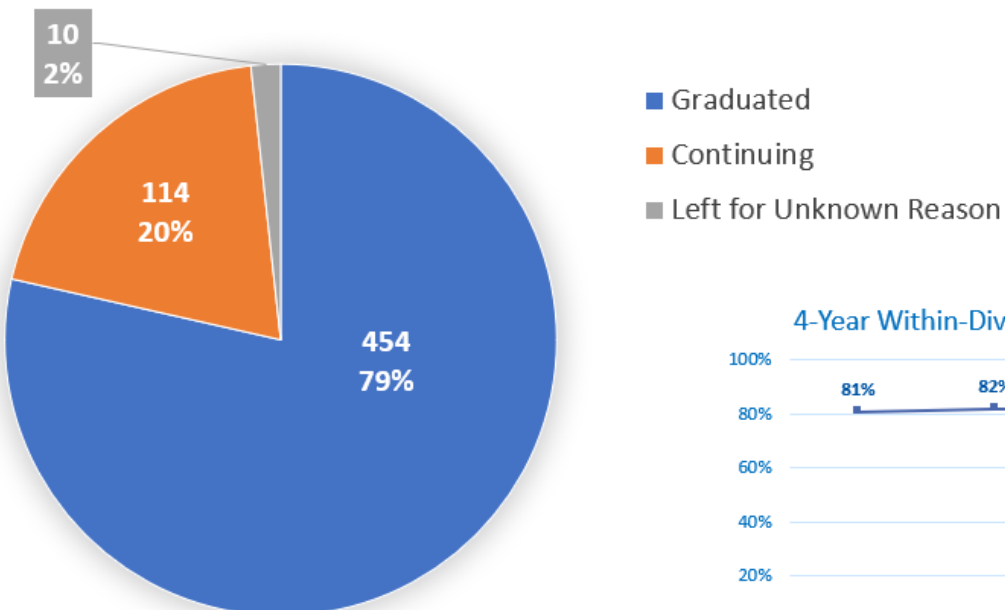
Composition of 2022 BSD Graduates



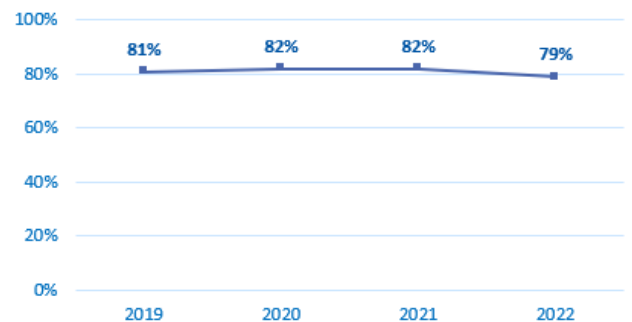
Current Status of 2018 Cohort



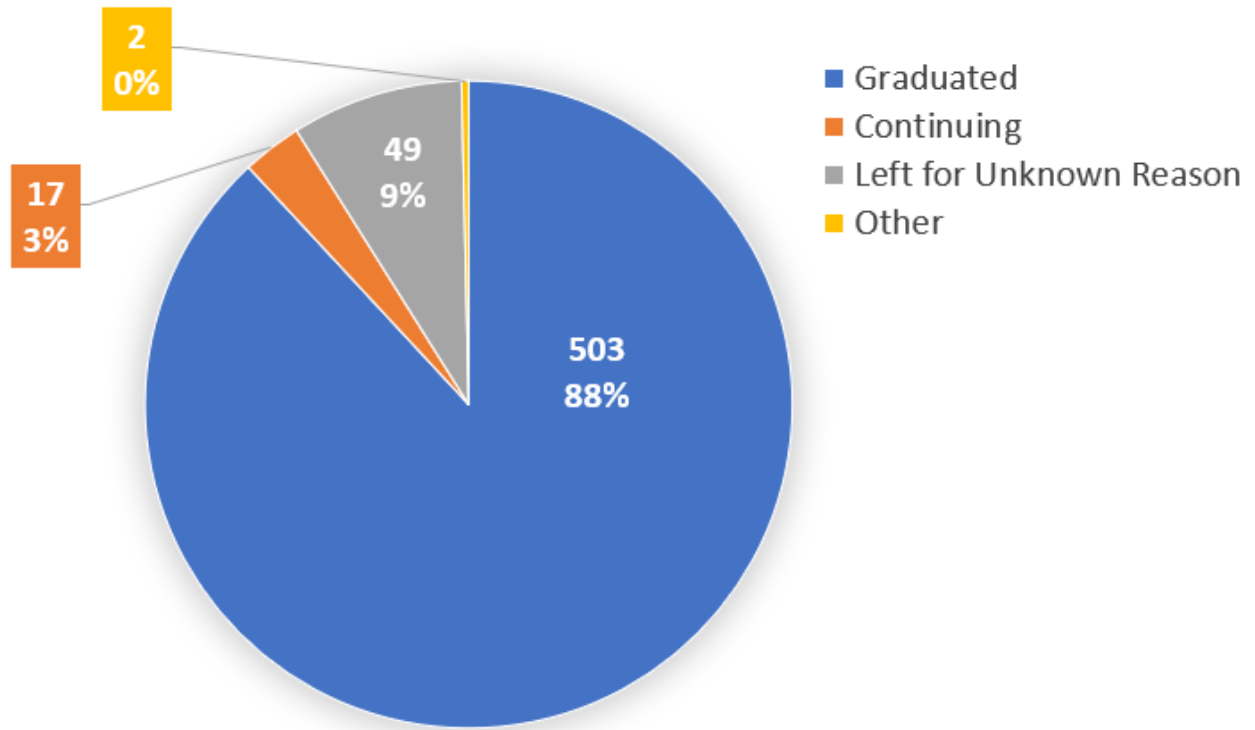
4-Year Within-Division Graduation Results



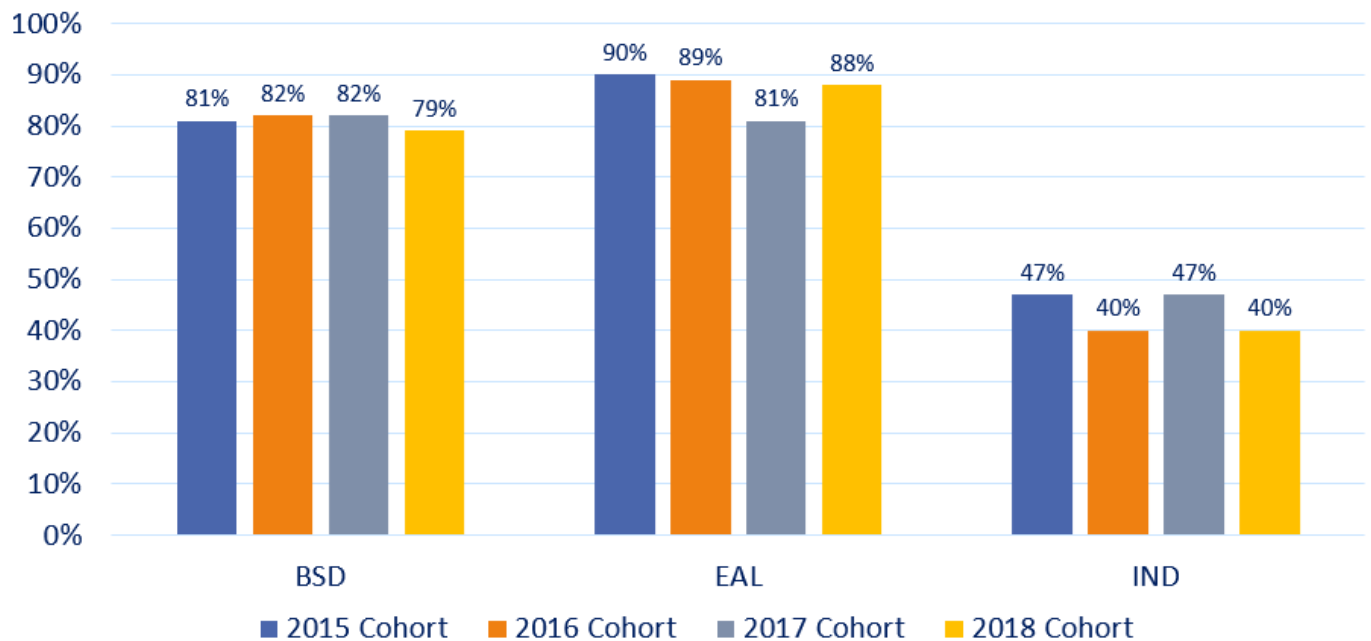
4-Year Within-Division Graduation Rates



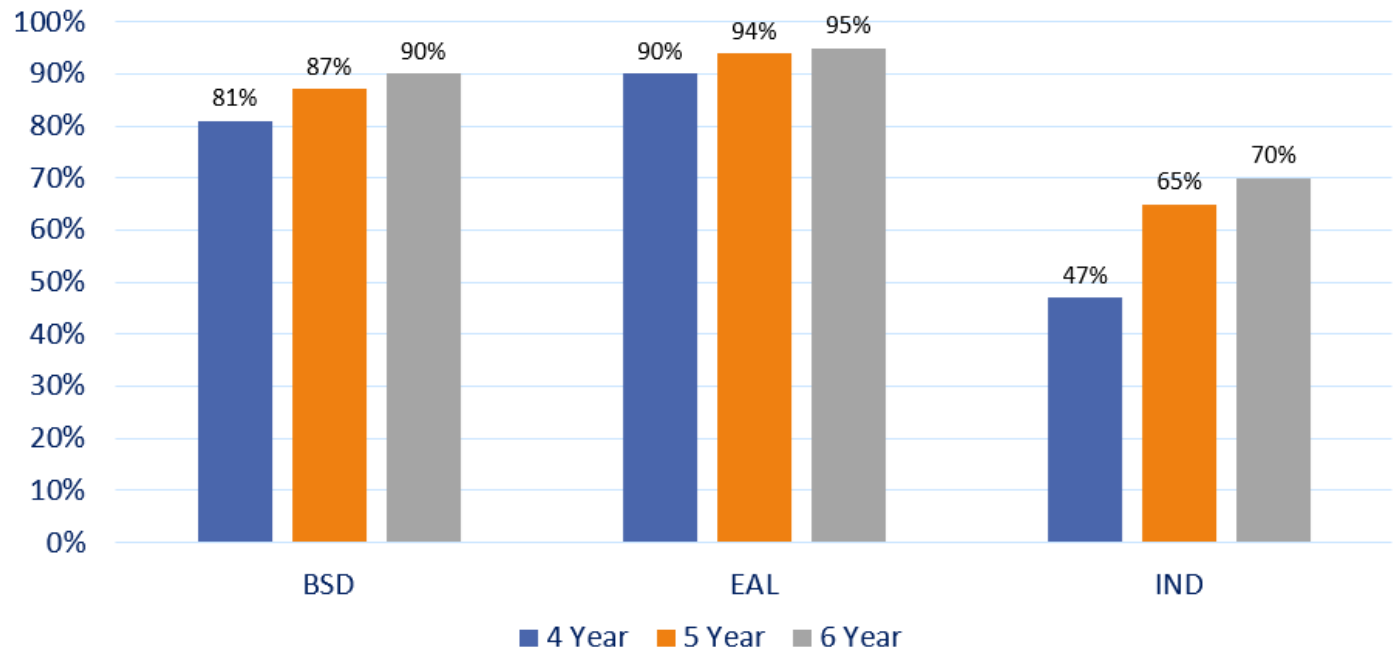
6-Year Within-Division Graduation Results



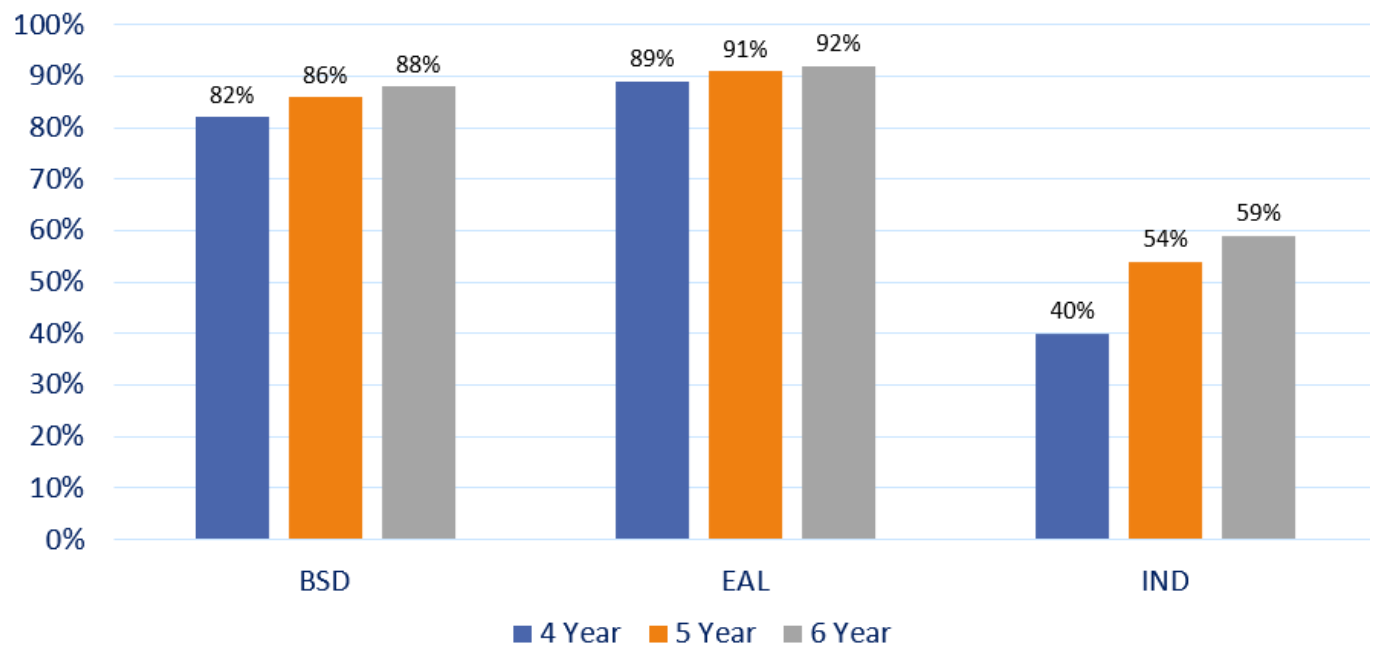
Within-Division 4-Year Graduation Rate by Group



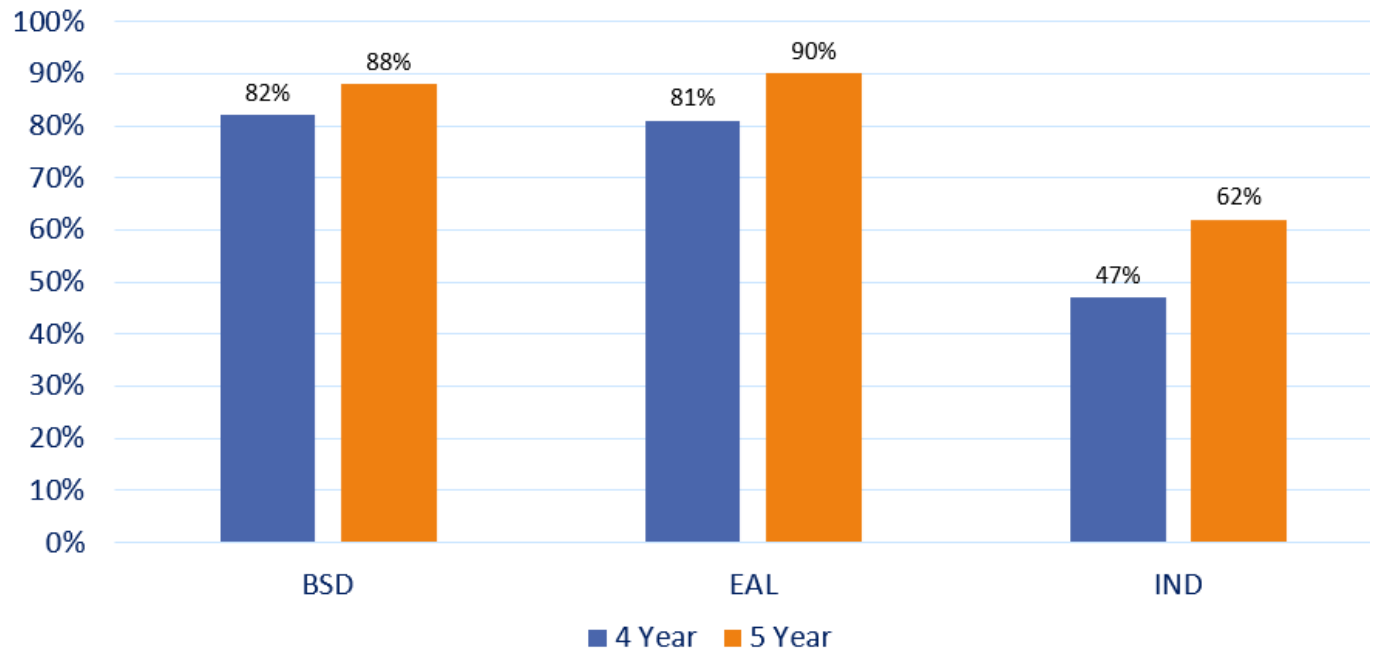
2015 Cohort Graduation Rates



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

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