



BRANDON SCHOOL DIVISION

November 21, 2025

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

TO BE HELD MONDAY, NOVEMBER 24, 2025
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) Regular Board Meeting – November 10, 2025
Adopt.

2.00 IN CAMERA DISCUSSION

2.01 Student Issues

- Reports
- Trustee Inquiries

2.02 Personnel Matters

- Reports
- 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

3.02 Communications for Information

3.03 Communications for Action

4.00 REPORT OF SENIOR ADMINISTRATION

- From Report of Senior Administration

- a) Review Report of Senior Administration – November 24, 2025

5.00 GOVERNANCE MATTERS

5.01 Reports of Committees

- a) Committee of the Whole:

Education and Community Relations	C. Ekenna
Finance and Facilities	B. Sieklicki
Personnel and Policy	L. McConnell

5.02 Delegations and Petitions (Max. 15 minutes)

5.03 Business Arising

- From Previous Delegation

Ms. Shelley Kokorudz, Associate Professor at Brandon University, spoke to the Board about the possibility of piloting a nature-based learning approach within the Division.

- From Board Agenda

- MSBA Issues

- a) E-News – November 19, 2025

5.04 Public Inquiries (Max. 15 Mins)

During the October 27, 2025, Regular Board meeting, Mr. James Epp, Brandon Citizen, inquired the following:

1. How do we increase voter turnout and give politicians from other levels of government the incentive to recognize that our representatives truly represent the needs of their constituents, and the wants, and the desires and the demands of their constituents?
2. Was the Brandon School Division Board of Trustees consulted when the City of Brandon was developing their recent city plan?
3. Would the BSD Board of Trustees consider showing up as a delegation to the City of Brandon Council some time and advocate for making four-unit residential dwellings as of right, in residential low density zoned areas in the City?

5.05 Motions

- 60/2025 That the Division adopt a standardized mileage reimbursement process for all employee groups effective January 1, 2026, using the Division mileage rates.
- 61/2025 Whereas the dates of the trip involving thirty (30) Travel Club students in Grade 9 to Grade 12 from École secondaire Neelin High School to Greece, from March 26 to April 3, 2026, have changed, be it resolved that Motion 42/2024 be amended to read March 24 to April 1, 2026.

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

- a) NEXT REGULAR BOARD MEETING – 7:30 p.m. (public), Monday, December 8, 2025.

Additional Information:

- Members of the public wishing to make a presentation, a delegation or a petition are asked to contact the office of the Secretary-Treasurer, by email: delegations@bsd.ca, or by phone at (204) 729-3114, no later than 12:00 p.m. on the Tuesday prior to the Board meeting.
- For all other inquiries related to Board matters, please email: trusteeinfo@bsd.ca.

- 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 Board Meeting Monday, November 10, 2025

J. L. Milne Boardroom
Administration Office
1031 - 6th Street, Brandon, Manitoba

Trustees Present:

L. Ross, Chairperson	D. Ross, Vice-Chairperson
K. Carr	C. Ekenna (by phone)
K. Fallis	L. McConnell
S. Mozdzen	J. Murray
B. Sieklicki	

Also Present:

D. Labossiere, Secretary-Treasurer
M. Gustafson, Superintendent/CEO
S. Gilleshammer, Assistant Superintendent – Student Services
J. Zilkey, Assistant Superintendent – Curriculum and HR
J. McBeth, Executive Assistant
T. Curtis, Communications Coordinator

The Chairperson called the meeting to order at 6:42 p.m.

AGENDA

1.00 AGENDA/MINUTES:

1.01 Approval of Agenda

Senior Administration added two (2) items for In-Camera.

K. Fallis – D. Ross

That the agenda be approved.

Carried

1.02 Adoption of Minutes of Previous Meeting

- a) Special Board Meeting – October 27, 2025
K. Fallis – K. Carr

That the minutes be approved as circulated.

Carried

- b) Regular Board Meeting – October 27, 2025
K. Carr – B. Sieklicki

That the minutes be approved as circulated.

Carried

D. Ross – B. Sieklicki

That the Board move into In-Camera session at 6:43 p.m.

2.00 IN-CAMERA DISCUSSION

2.01 Student Issues

- Reports
- Trustee Inquiries

2.02 Personnel Matters

Mr. Gustafson provided information on a Personnel Matter.

2.03 Property Matters/Tenders

- Reports
- Trustee Inquiries

2.04 Board Operations

Mr. Labossiere provided information on a Board Operations Matter and received direction from the Board.

K. Carr - D. Ross

That the Board move out of In-Camera session at 7:15 p.m.

The Chairperson called the public portion of the meeting to order at 7:30 p.m.

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. Gustafson provided highlights from the following items from the November 10, 2025, Report of Senior Administration:

- a) Administration Information:
- Celebrations:

- No Stone Left Alone – On November 6, 2025, approximately 800 students attended the annual Remembrance Day ceremony, No Stone Left Alone, to pay their respects to veterans and place poppies on the gravesites of veterans.
- National Indigenous Veterans Day and Remembrance Day – National Indigenous Veterans Day is a Canadian Memorial Day observed annually on November 8. It is dedicated to the contributions of Indigenous Canadians to military service.
- Major Production – Vincent Massey High School is pleased to present Once Upon a One More Time from November 20–22, 2025, at the Western Manitoba Centennial Auditorium.
- Information Items:
 - Correspondence was received from Honourable Tracy Schmidt, Minister of Education and Early Childhood Learning, proclaiming November 2025, as Financial Literacy Month.
 - Correspondence was received from Honourable Tracy Schmidt, Minister of Education and Early Childhood Learning, proclaiming November 9-15, 2025, as Bullying Awareness and Prevention Week.
 - Prime Minister's Awards – Nominations are now open for the 2026 Prime Minister's Awards. The Prime Minister's Awards are a chance to celebrate educators for their leadership and exemplary education practices. Any person or group can nominate educators in the three different categories: Teaching Excellence, Teaching Excellence in Science, Technology, Engineering and Mathematics (STEM), and Excellence in Early Education. The deadline for applications is January 14, 2026. More information is available at the following link <https://ised-isde.canada.ca/site/ised/en/programs-and-initiatives/prime-ministers-awards/how-nominate>
 - Crocus Plains Regional Secondary School and École Secondaire Neelin High School Off-Site Activity, Band and Choir students, trip to Banff.
- Presentations:
 - Mr. Gustafson and Mr. Labossiere presented information regarding the 2026-2027 Preliminary Budget.
 - Mr. Gustafson provided a presentation regarding Five-Year Substitute Teacher Analysis and answered Trustee questions for clarification.

b) Business Arising for Board Action:

- Information for Discussion and Correspondence:
 - The Staffing Activity Report was distributed to the Board as Confidential No. 1.

D. Ross – J. Murray

That the November 10, 2025, Report of Senior Administration be received and filed.

Carried

5.00 GOVERNANCE MATTERS

5.01 Reports of Committees

a) Education & Community Relations Committee Meeting

The written report of the Education & Community Relations Committee meeting held on October 27, 2025, was circulated.

K. Fallis – D. Ross

That the report be received and filed.

Carried

b) Finance & Facilities Committee Meeting

The written report of the Finance & Facilities Committee meeting held on October 27, 2025, was circulated.

B. Sieklicki – K. Fallis

That the report be received and filed.

Carried

c) Personnel & Policy Committee Meeting

The written report of the Personnel & Policy Committee meeting held on October 27, 2025, was circulated.

L. McConnell – B. Sieklicki

That the report be received and filed.

Carried

5.02 Delegations and Petitions (Max. 15 minutes)

Ms. Shelley Kokorudz, Associate Professor at Brandon University, spoke to the Board about the possibility of piloting a nature-based learning approach within the Division and answered Trustee questions.

5.03 Business Arising

- From Previous Delegation:

Ms. Heidi Howarth, BCC Chair, presented on behalf of the Brandon Conservatory Chorale in reference to their annual school tour. The Board expressed their gratitude to Ms. Howarth for her presentation and information surrounding the Brandon Conservatory Chorale and indicated her request will be deferred to Committee of the Whole for further discussion.

Mr. Justin Venema, Brandon Citizen, advocated for the transformation of schoolyards within BSD, proposing the use of native plants and biodiversity in place of traditional monocultural lawns and answered Trustee questions. The Board thanked Mr. Venema for his presentation and indicated his request will be deferred to Committee of the Whole for further discussion. The Board also suggested to Mr. Venema to share his ideas with the City of Brandon.

- From Board Agenda

- MSBA Issues –

a) E-News – November 5, 2025

5.04 Public Inquiries (Max. 15 Mins)

During the October 27, 2025, Regular Board meeting, Mr. James Epp, Brandon Citizen, inquired when will the auditor's report be available to the public and will the report be available in person, online and in accessible forms? Mr. Labossiere indicated that the Audited Financial Statements were posted on the Brandon School Division website on October 31, 2025. He further indicated financial statements are posted on the Division's website after the Board approves the draft financial statements and the Division receives the final Auditor's Report.

Mr. James Epp, Brandon Citizen, inquired the following:

1. How do we increase voter turnout and give politicians from other levels of government the incentive to recognize that our representatives truly represent the needs of their constituents, and the wants, and the desires and the demands of their constituents?
2. Was the Brandon School Division Board of Trustees consulted when the City of Brandon was developing their recent City plan?
3. Would the BSD Board of Trustees consider showing up as a delegation to the City of Brandon Council some time and advocate for making four-unit residential dwellings as of right, in residential low density zoned areas in the City?

5.05 Motions

5.06 Bylaws

5.07 Giving of Notice

5.08 Trustee Inquiries

Trustee Carr indicated that he wanted to recognize the Neelin students who participated in the Major Production, School of Rock. He indicated the show was amazing, and that he is looking forward to attending the Vincent Massey Major Production.

6.00 ANNOUNCEMENTS

- a) NEXT REGULAR BOARD MEETING – 7:30 p.m. (public), Monday, November 24, 2025

7.00 ADJOURNMENT

D. Ross – B. Sieklicki

That the Board do now adjourn at 9:23 p.m.

Carried

Chairperson (L. Ross)

Secretary-Treasurer (D. Labossiere)



BRANDON SCHOOL DIVISION

Report of Senior Administration to the Board of Trustees

November 24, 2025

A. Administrative Information

I. CELEBRATIONS

1. ÉCOLE SECONDAIRE NEELIN HIGH SCHOOL

On November 7th, The Honourable Wab Kinew, Premier of Manitoba, presented Neelin staff with one of Manitoba's highest civilian awards, the Order of the Buffalo Hunt.

2. UPCOMING BRANDON SCHOOL DIVISION BAND CONCERTS

Vincent Massey Winter Band Concert,
joined by Brandon West Middle School Band
Monday, December 8, 2025 at 7:00 p.m.
Western Manitoba Centennial Auditorium

Crocus Plains Choir, and Crocus Plains/Neelin Band Concert,
joined by Brandon East Side Band
Tuesday, December 9th at 7:00 p.m.
Western Manitoba Centennial Auditorium

Accepting the Challenge

II. SUSPENSIONS

Below are the number of suspensions from November 4 to November 17, 2025.

<u>Grade Level</u>	<u>Number of Students Suspended</u>	<u>Category: Inappropriate Behaviour</u>	<u>Category: Assaultive Behaviour</u>	<u>Category: Drugs and Alcohol</u>
K-8 In-School	2	1	2	0
K-8 Out-of-School	1	2	0	0
Total Suspensions K-8	3	3	2	0
9-12 In-School	0	-	-	-
9-12 Out-of-School	12	7	6	2
Total Suspensions 9-12	12	7	6	2
All Schools Total	15	10	8	2
		possession of weapons – 0	use of weapons - 0	

Note: A suspension may involve more than one category.

III. COMMUNITY CONNECTIONS AND SCHOOL VISITS

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

- November 5, 2025 – Maryland Park School staff meeting – Mathew Gustafson
- November 6, 2025 – No Stone Left Alone Ceremony – Mathew Gustafson, Jon Zilkey
- November 7, 2025 – École secondaire Neelin High School – Mathew Gustafson, Susan Gilleshammer, Jon Zilkey
- November 7, 2025 – Canadian School Mental Health Leadership Network meeting – Susan Gilleshammer

- November 10, 2025 – Remembrance Day Ceremony, École secondaire Neelin High School – Mathew Gustafson
- November 10, 2025 – Remembrance Day Ceremony, Vincent Massey High School – Jon Zilkey
- November 13, 2025 – Strong Cities Prevention Academy meeting – Susan Gilleshammer
- November 13, 2025 – Government Relations Committee, Brandon Chamber of Commerce – Mathew Gustafson
- November 14, 2025 – Alexander School staff meeting – Mathew Gustafson
- November 14, 2025 – Heart & Stroke Manitoba – Jon Zilkey
- November 18, 2025 – Lieutenant-Colonel Jack Nguyen, CD, Base Commander, Canadian Forces Base Shilo – Mathew Gustafson

IV. INFORMATION ITEMS

1. TAKE OUR KIDS TO WORK DAY 2025

For InformationJ. Zilkey

Take Our Kids to Work (TOKTW) Day is a national career exploration event held annually on the first Wednesday of November. It provides Grade 9 students with an opportunity to experience a day in the life of a working professional, fostering career awareness and community engagement. The event strengthens partnerships between schools, families, and businesses. It also inspires students to explore diverse career pathways.

Safety is a key focus. Prior to the event, Grade 9 students attended a Workplace Safety and Health presentation by SAFE Workers of Tomorrow. The presentation had an emphasis on safe work practices.

On Wednesday, November 5, 2025, 789 (91%) of Brandon School Division Grade 9 students participated in Take Our Kids to Work Day. These students had the opportunity to job shadow a parent, relative, friend, or community host.

Over 229 local businesses participated in the event. Additionally, the following community organizations welcomed groups of students:

- Assiniboine College
- Canadian Forces Base Shilo
- Career Connections Inc.
- Métis Employment & Training
- West-Can HR Solutions
- Westman Immigrant Services

2. SMALLER CLASS SIZES INITIATIVE

For InformationM. Gustafson

In 2024, Manitoba Education and Early Childhood Learning launched the Smaller Class Sizes Initiative, aimed at decreasing class sizes for our youngest students. This effort ensures that a greater number of K-3 learners receive improved support from their classroom educators.

The following report provides a clear overview of how class sizes vary across our schools, allowing us to better understand the impact of the Smaller Class Sizes Initiative. By examining these figures, we can identify trends and areas where further improvements might be needed to optimize learning environments for students. This data-driven approach ensures that we continue to prioritize quality education, fostering an environment where every student has the opportunity to thrive.

Average Class Size: For each grade level, both regular and blended classes are used to calculate the average class size. Blended classes are calculated in the average for their lowest grade. For example, for Grade 1, if you have one regular class and one blended class (mix of Grade 1 and Grade 2 students), both are included as Grade 1 classes while calculating the average. Grade 2 students in that blended class are not included again while calculating the average class size for Grade 2 (no double counting).

	Average Class Size by Grade Level								
School	K	1	2	3	4	5	6	7	8
Alexander School	15	13		18	18		17	18	
Betty Gibson School	15.5	16	20	20	22.5	22.5	24	23.7	
Earl Oxford School	15.5	19.3	20	21	23.5	22.5	24.5	22	26
École Harrison	18	20	21	20	18.5	24.3		23	
École New Era School	16.3	17.3	16	19	19	18.3	20	23.4	
École O'Kelly School	17	15	14		10	11	14	20.5	
George Fitton School	21	15.5	19	20	22	24	25	22	

	Average Class Size by Grade Level								
School	K	1	2	3	4	5	6	7	8
Green Acres School	19	16.3		17.7		21.7		16.3	
J. R. Reid School	13.5	17	18	24	24	22.5		20.3	
King George School	13	11	16.5	18	19	26.5		23	
Kirkcaldy Heights School	12	20	21.3	22	18.3	21	18.7	23.3	20.5
Linden Lanes School	15.3	21	18.7	20	18	22.7	23.5	25	22
Maryland Park School	12.8	18	18.3	19.3	22.5	26.3	24.7	26	25
Meadows School	24.7	16	17	23.7	22	24.4		23.3	
Riverheights School	19.5	15.5	15.8	16.7	22.5	20	20.7	22.5	23.7
Riverview School	17	15		20		17		15	
Spring Valley Colony School	9					10			
St. Augustine School	16.5	16	16	20	27	24	27	27	21
Valleyview Centennial School	15.5	22	19.5	21		19.7		20.7	
Waverly Park School	20.5	17.3	14.5	16.8	23.5	20.7	20.5	23	25.5
Divisional average	16.33	16.91	17.85	19.84	20.64	21.01	21.63	22.00	23.39

- Divisional average is the average of school averages and not the average of all classes at that grade level. Larger schools would have a greater influence on the average of all classes while smaller schools have a greater influence on the average of school averages. There is still value in examining the Divisional average by school.
- The K-3 Divisional average decreased in three of the four grades in comparison to last year (K, 1, 2).

- Overall K-3 Divisional average decreased by 0.8 in comparison to last year (17.7; 18.5).
- The 4-8 Divisional average increased in all five grade levels in comparison to last year.
- Overall 4-8 Divisional average increased by 0.9 in comparison to last year (21.7; 20.8).
- Factors that will have impacted class size are lower than expected enrolment increases and reduction in staffing for middle years in the last budget process.

3. REPORT ON BRANDON SCHOOL DIVISION FACILITIES – AGE OF SCHOOLS

For InformationM. Gustafson

Brandon School Division has three categories of school buildings: original buildings, additions, and modulars.

1. Original Building (includes the heating plant and core structures)

School/Building	Original Building
Alexander	1968
Betty Gibson	1975
Crocus Plains	1974
Earl Oxford	1928
George Fitton	1954
Green Acres	1962
Harrison	1960
J.R. Reid	1959
King George	1979
Kirkcaldy Heights	1988
Linden Lanes	1964
Maryland Park	2021
Meadows	1968
Neelin	1956
New Era	1906
O'Kelly	1956
Riverheights	1978
Riverview	1961
St. Augustine	1957
Valleyview	1967
Vincent Massey	1960
Waverly Park	1991
Administration	1927
Maintenance/Transportation	1984

- The Division has 24 buildings (not including Prairie Hope High School and Spring Valley Colony School) ranging between 5 and 120 years of age.
- The average age of the buildings is 62 years.
- 75% of buildings are 50 years old or older.
- Only one building is under 35 years in age.

2. Additions

- may have additional HVAC/heating or utilities if addition is large enough; otherwise, the addition utilizes the original infrastructure
- does not include the Maryland Park School addition or the Meadows School modular as they are not occupied at the time of the report

School/Building	Original Building	Addition #1	Addition #2	Addition #3
Alexander	1968			
Betty Gibson	1975			
Crocus Plains	1974	1985	1986	1996
Earl Oxford	1928	1956	1978	
George Fitton	1954	1966	1975	2014
Green Acres	1962	2017		
Harrison	1960	1978		
J.R. Reid	1959	1963	2002	
King George	1979	1988		
Kirkcaldy Heights	1988	1998		
Linden Lanes	1964	1967	2002	
Maryland Park	2021			
Meadows	1968	2013		
Neelin	1956	1966	1976	
New Era	1906	1963		
O'Kelly	1956	1977		
Riverheights	1978			
Riverview	1961	1965	1967	
St. Augustine	1957	1992		
Valleyview	1967			
Vincent Massey	1960	1971	1979	
Waverly Park	1991	1996	2015	
Administration	1927	1962		
Maintenance/Transportation	1984	2016		

- 30 additions (classrooms, gymnasiums, Applied Technology/ Human Ecology, Band, Life Skills, Vocational, bus garage), ranging between 9-70 years of age
- the average age of the additions is 42 years

- 37% of the additions are 50 years old or older
- only 11 additions are under 35 years in age

3. Modulares (stand-alone units with unknown life expectancy)

Year	# of modulares added	location
2012	3	Alexander 1 New Era 2
2013	4	Betty Gibson 1 Earl Oxford 2 Meadows 1
2015	1	Betty Gibson 1
2018	1	Earl Oxford 1
2023	4	Maryland Park 4

Brandon School Division strategy

1. Corrective Maintenance or Repair: reactive maintenance to building failures (ex. leaking plumbing) or mandated actions (ex. eye wash stations)
2. Preventative Maintenance: focus on increasing asset lifetime, preventing excess wear and tear or failures (ex. monitoring and replacing worn air handler pulleys)
3. Predictive Maintenance: use data analysis to identify operational anomalies and potential equipment defects, enabling timely repairs before failures occur (ex. CO₂ monitors)

BSD is primarily utilizing corrective maintenance with the goal of reaching a greater level of preventative maintenance. Predictive maintenance opportunities are considered when we can easily incorporate (ex. Johnson Environmental controls, work order system). We have prioritized our capital budgets to address the corrective maintenance first and then some of the preventative maintenance items as budget allows. However, the corrective maintenance costs have been outpacing our budget which is having a negative impact on preventative and predictive maintenance actions.

There are financial benefits to a preventive and predictive maintenance schedule as well as reducing impact on our core activities (ex. a failed air handling unit can impact the classroom environment).

- Running a piece of equipment to the point of failure could cost up to 10 times as much as a regular maintenance program would (Buildings.com, 2018).

- Every \$1 worth of maintenance deferred could quadruple to \$4 in capital renewal costs later on (Biedenweg).
- Predictive maintenance is highly cost effective, saving roughly 8% to 12% over preventive maintenance, and up to 40% over reactive maintenance (according to the U.S. Department of Energy).

V. PRESENTATIONS

1. BRANDON SCHOOL DIVISION CONTINUOUS IMPROVEMENT REPORT 2024-2025

For InformationM. Gustafson

Mathew Gustafson, Superintendent/Chief Executive Officer, will share information from the Brandon School Division Continuous Improvement Report 2024-2025. The report is attached as Appendix A and is available at the following link: [Publications \(bsd.ca\)](https://publications.bsd.ca).

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 (Confidential No. 1), a listing of resignations and employment approved by the Superintendent/Chief Executive Officer and Secretary-Treasurer since the last meeting.

2. ÉCOLE SECONDAIRE NEELIN HIGH SCHOOL OFF-SITE ACTIVITY REQUEST

For ActionM. Gustafson

École secondaire Neelin High School submitted a trip proposal on March 19, 2024, for Travel Club students in Grade 9 to Grade 12 to make a trip to Greece in the spring of 2026. The original proposal was denied by Senior Administration as the proposal did not state the educational value of the trip, the trip exceeded the maximum allowable absence, and the trip exceeded the maximum cost as outlined in Administrative Procedure 4085 – Off-Site Programs and Activities. International trips have a maximum allowable absence of two school days.

The school resubmitted a package on May 23, 2024, addressing all identified areas. The trip proposal form stated that the trip would occur between March 26 and April 3, 2026. The price quote from EF Tours also indicated the

requested travel dates of March 26 – April 3, 2026. The Board of Trustees approved motion 42/2024 for the Neelin Travel Club to go to Greece from March 26th to April 3rd, 2026.

EF Tours contacted the Teacher in Charge on November 7th, 2025, to inform the school that the trip was to depart two days earlier than planned. The ability for EF Tours to change tour dates is noted in their Booking Conditions document. The school responded to EF Tours that the Division only allows for two school days. EF tours responded to École secondaire Neelin High School that availability for flights, hotels, and activities may be impacted and the pricing may change.

Senior Administration has reviewed all options including cancellation of the trip, and recommends amending motion 42/2024 to align to the new travel dates.

RECOMMENDATION:

Whereas the dates of the trip involving thirty (30) Travel Club students in Grade 9 to Grade 12 from École secondaire Neelin High School to Greece, from March 26 to April 3, 2026, have changed, be it resolved that Motion 42/2024 be amended to read March 24 to April 1, 2026.

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

Mathew Gustafson
Superintendent/Chief Executive Officer

Brandon School Division

Continuous Improvement Report

2024 - 2025



Brandon School Division

1031 - 6th Street, Brandon, MB R7A 4K5



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www.bsd.ca

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INTRODUCTION

Brandon School Division prioritizes student engagement in both learning and achievement. The 2024-2025 school year showcased remarkable enthusiasm and development. This report presents a snapshot of the learning initiatives and outcomes achieved so far, highlighting the dedication, progress, and commitment to education from our students, staff, parents, and guardians, as well as our entire community.

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 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, located in Manitoba, Canada, is a vibrant educational community that serves a diverse population of students across a wide geographical area. With a commitment to fostering academic excellence and personal growth, the Division encompasses a range of schools, from early years through to high school, each dedicated to creating an environment where students can thrive. The Division places a strong emphasis on inclusivity and innovation, ensuring that every learner has access to the resources and support they need to succeed. By prioritizing collaboration among educators, parents, and the community, Brandon School Division aims to cultivate a lifelong love of learning in each student.

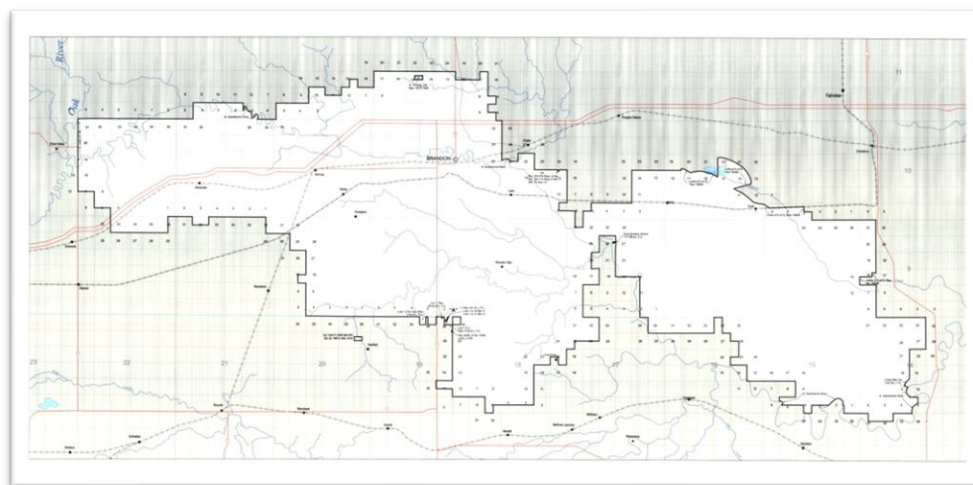
In addition to traditional academic programs, Brandon School Division offers a variety of extracurricular activities and specialized programs designed to enrich the educational experience. Students can explore interests in the arts, athletics, and technology, among others, enhancing their skills and broadening their horizons. The Division is also committed to integrating modern technology into the classroom, preparing students for the challenges of the 21st century. With a focus on developing well-rounded individuals, Brandon School Division strives to equip students with the knowledge, skills, and values necessary to become responsible and engaged citizens in a global society.

The Administration Office of the Brandon School Division is situated in Brandon, Manitoba, Canada. This Division serves not only the city of Brandon but also the town of Alexander, Canadian Forces Base Shilo, and the surrounding regions.

Brandon School Division comprises 24 schools, with 21 located within the City of Brandon. Its boundaries extend beyond the city, encompassing portions of the municipalities of Cornwallis, Riverdale, Elton, Oakland-Wawanesa, North Cypress-Langford, Glenboro-South Cypress, and Whitehead, as well as Canadian Forces Base Shilo.

The schools vary in grade levels and structures; while they may not be physically designated as such, all schools in Brandon adhere to the Early (K-4), Middle (5-8), and Senior Years (9-12) educational philosophy.

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	2090	21.08%
Self-Declared Indigenous Students	1772	17.87%
Total Student Population as at September 30, 2024		9916

Education for Sustainable Development (ESD)

	Number of Schools
Number of Schools in the Division	24
Number of Schools with an ESD Plan	6

Divisional Programming

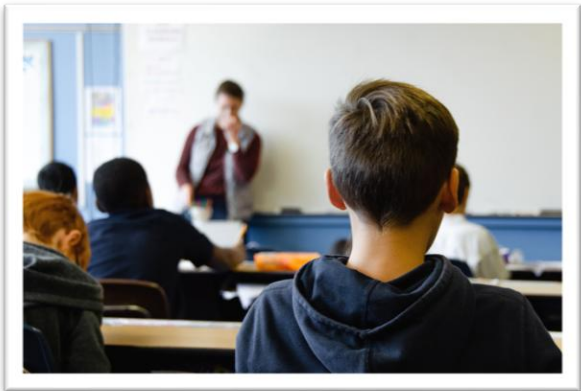
Brandon School Division aligns with our vision of educational excellence by providing a diverse range of programs and services tailored to meet each student's unique learning needs and strengths. Some of these programs include:

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 School (K-4), École New Era School (K-8) and École secondaire Neelin High School (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 bused to either Waverly Park or Earl Oxford School. Grade 9 to 12 students at Vincent Massey High School take band classes at Vincent Massey. Grade 9 to 12 students at Crocus Plains Regional Secondary School and École secondaire Neelin High School 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

High School Apprenticeship Program (HSAP)

The High School Apprenticeship Program (HSAP) is available to students in Grades 10-12. HSAP students who find work with a willing, qualified, and insured employer within the approved Apprenticeship Manitoba trades are able to gain practical, paid work experience and credit towards their high school diploma. This experience provides an opportunity for early entry into the trades and to build interest and capacity 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 their Apprenticeship trade.

Career Development Initiative

During the 2024–2025 school year, the Career Development Initiative successfully expanded K–12 career education programming across Brandon School Division. Highlights include the coordination of Take Our Kids to Work Day, engaging 86% of Grade 9 students with 253 local businesses; delivery of workplace safety and employment standards presentations; and the launch of community outreach programs in partnership with Canada Revenue Agency and Service Canada, which provided over 695 students with essential services such as Social Insurance Number registration, tax education, and employment readiness. Another initiative supported students in exploring post-secondary options by helping them identify colleges and universities offering scholarships and other benefits. It also connected students with registered non-profit organizations where they could complete community service hours for credit while gaining valuable real-world experience. There was continued expansion of Xello, reaching over 590 students in 14 elementary schools and supporting Grades 7–12 in career planning. The Divisional Job Fair and Brandon Career Symposium connected hundreds of students with employers and post-secondary institutions, while new scholarship partnerships and one-on-one support for EAL students further enriched career exploration opportunities.

Indigenous Education

Indigenous Education initiatives in Brandon School Division are designed to support all students and staff with cultural understanding, learning opportunities, and connection to Indigenous Knowledge Carriers. Initiatives also provide assistance and support to Indigenous students and parents/caregivers.

Elders and Knowledge Keepers In Schools programming has increased to 18 schools with deep participation and over 60 different community teachers and presenters engaging with schools throughout the 2024-2025 school year, with a dozen of these community Elders and Knowledge Carriers being consistent in programming and forming close relationships. Both teachers and students have showcased increased comfort and excitement in welcoming guests to their buildings. Protocols like tobacco gifting and securing honorariums at the time of visit have been areas of common learning and understanding. [Please view our 2024-2025 Elders and Knowledge Keepers in Schools Summary Report for a comprehensive look at how this initiative was implemented in our schools¹.](#)

All schools designated one or two staff to participate in Mamàhtawisiwin: The Wonder We Are Born With – An Indigenous Education Policy Framework. This has increased school leader and teacher understanding of how to engage with implementing Indigenous culture and Indigenous educational considerations into school settings and classrooms. This is the second year of training through the Manitoba Rural Learning Consortium and enables schools to increase their trained staff and build teams.

Building Student Success with Indigenous Parents positions are in place at eight schools; some are provincially funded and some Divisionally funded. Indigenous Academic Achievement positions are at all four high schools. These positions successfully support schools with academics and with engaging in Indigenous cultural knowledge and events. These positions aim to improve course completions and graduation rates.²

Indigenous languages of Anishinaabe and Cree are offered to Grade 9-12 students at three BSD high schools. These courses offer personal connections to culture and support for the sustainability of Indigenous languages.

Learning with the Arts (Alexander School)

The distinguishing features of “Learning with the Arts Programming” are the infusion of arts into all curriculum areas and regular opportunities to work with various artists to enhance artistic skills and abilities. Throughout the course of the regular instructional day, students are engaged in 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 photography, 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 students and the teacher as they develop 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.

¹ [Elders and Knowledge Keepers in Schools Report](#)

² [Building Student Success with Indigenous Parents Report](#)

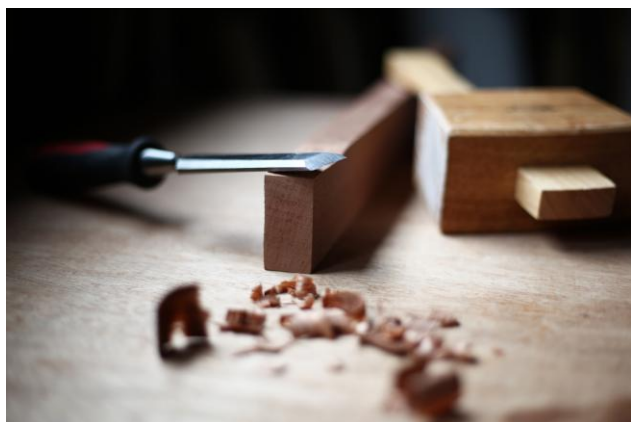
There is a strong emphasis on the process of learning through this experiential methodology. In addition to more traditional methods, students share what they have learned through the disciplines of the visual, performing, and media arts. They are encouraged to find ways of learning to help them understand concepts, analyze experiences, and develop attitudes that value the rigour that the arts require. The Manitoba curriculum serves as the foundation for our work in providing quality learning experiences for all students.



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
- Graphic Design
- Hairstyling
- High School Apprenticeship Program
- Human Ecology
- Life Skills Programming
- Photography
- Comprehensive Health Care Aide
- Computer Technology & Networking
- Culinary Arts
- Design Drafting
- Early Childhood Education
- Electronic Sciences & Technology
- Family Studies
- Food & Nutrition Studies
- Social Sciences / Humanities
- Sound Engineering
- Technology Education (Broadcast Media, Drafting, Design, & Graphic Communication)
- Textile Arts & Design
- Welding Technology



Board of Trustees

Our 2024-2025 Board of Trustees consisted of the following individuals:



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



Duncan Ross, Vice-Chairperson
Email: ross.duncan@bsd.ca
Ward: 1



Kirk Carr
Email: carr.kirk@bsd.ca
Ward: 1



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

Resigned in March 2025



Lorraine McConnell
Email: mcconnell.lorraine@bsd.ca
Ward: 2



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



Breeanna Sieklicki
Email: sieklicki.breeanna@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



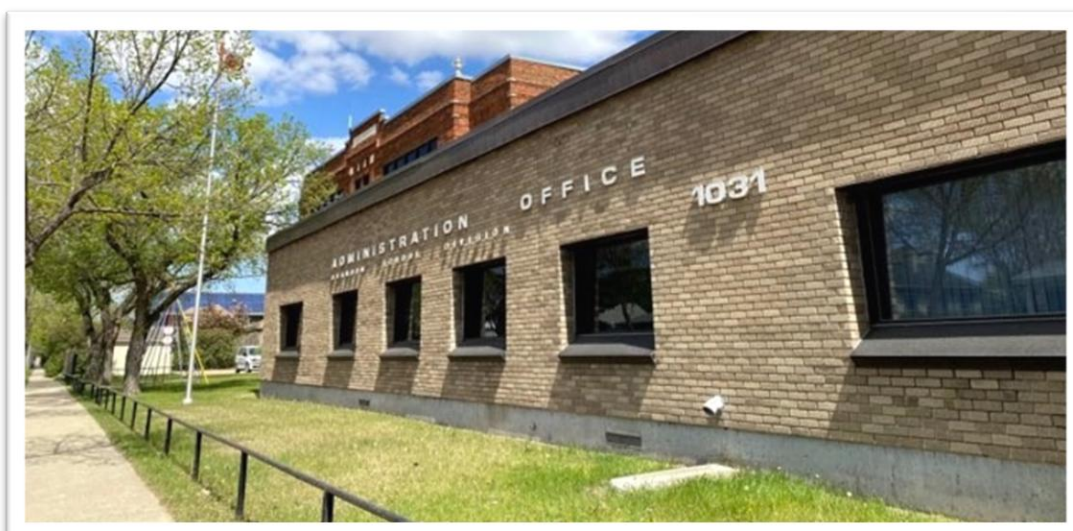
Jon Zilkey
Assistant Superintendent
Curriculum & Human Resources
Email: zilkey.jon@bsd.ca



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, 2024)

Full-Time Equivalents	Number
Principals	23.000
Vice Principals	14.750
Teachers	610.025
Counsellors	22.875
Resource Teachers	36.750
Teachers supporting special needs low-enrolment classes	5.250
Educational Assistants	345.727
Speech Language Pathologists	10.650
Reading Clinicians	0.000
Occupational Therapists	0.000
Physiotherapists	0.000
Psychologists	6.000
Social Workers	14.500
Other Staff (specify)	
Specialists	9.000
Custodial	62.875
Maintenance	16.000
Transportation	31.050
Secretarial/Clerical	34.285
Library Technicians	2.714
Production Chef	1.000
Out-of-Scope	40.000



OUR CONTINUOUS IMPROVEMENT PLAN

Brandon School Division recognizes that literacy and numeracy are the foundation for student success in school and in life. Division and provincial data, changing demographics, and educator feedback affirm the need for a continued focus on these essential skills.

Guiding Priorities

BSD's work aligns with four key priorities:

- ❖ Closing the Indigenous Achievement Gap
- ❖ Closing the English as an Additional Language (EAL) Gap
- ❖ Improving Literacy Achievement
- ❖ Improving Numeracy Achievement

In response, BSD has strengthened collaboration and co-construction across schools and staff to enhance student growth. For full details, please view the **2025-2026 Continuous Improvement Handbook³**.



Vision of a Literate and Numerate Learner

BSD has co-constructed the Vision of a Literate Learner and Vision of a Numerate Learner—living frameworks that identify what proficiency looks like for both students and teachers. These documents articulate observable knowledge, skills, and behaviours aligned with the Manitoba Curriculum. The Vision provides guidance to support teachers in planning instruction and identifying high-yield literacy and numeracy practices that provide equitable learning opportunities for each student.⁴

³ [2025-2026 Continuous Improvement Handbook](#)

⁴ [Vision of a Literate & Numerate Learner Documents](#)

A Priority Renewal Process occurs every two to three years to gather field feedback and update the documents for clarity and relevance. The Senior Years Vision, to be completed by January 2026, will provide a K–12 continuum of literacy and numeracy proficiency.

Evidence Suite

Launching in the 2025–2026 school year, the Evidence Suite measures student growth in the specific observable indicators identified in the Vision of a Literate and Numerate Learner, focusing on writing (literacy) and problem solving (numeracy). Grades 1–4 will lead the first phase, with odd grades focusing on literacy and even grades on numeracy. Expansion to Grades 5–8 is planned for 2026–2027, and Grades 9–12 for 2027–2028, creating a full K–12 system of evidence-based growth measures. Assessments occur twice per year—in the fall and winter—to monitor progress and inform instructional planning.⁵

The Evidence Suite provides baseline and longitudinal data that track the growth of each student across their years in the system. This helps teachers adjust instruction and supports planning at the classroom, school, and divisional levels. Using three lenses—conversations, observations, and products—educators gain a comprehensive picture of student learning and impact.

Embedded Ongoing Adult Professional Learning

Observable Impact Teams (OITs)—facilitated in nearly all schools by Continuous Improvement Coaches (CICs)—engage educators in collaborative inquiry cycles connected to the Vision frameworks and student evidence. Educators test new practices, analyze student growth, and assess the impact of their actions on both student and educator targets. Learning is embedded, adaptive, and guided by impact.

Twice a year, educators participate in Strategy Review Presentations of Impact, sharing outcomes from their OIT cycles in mixed-grade cohorts. Using the Strategy Review Protocol (warms, wonders, connections, takeaways), colleagues exchange feedback, identify patterns, and celebrate growth.

Principals share their learning through two forms of impact presentations held each spring:

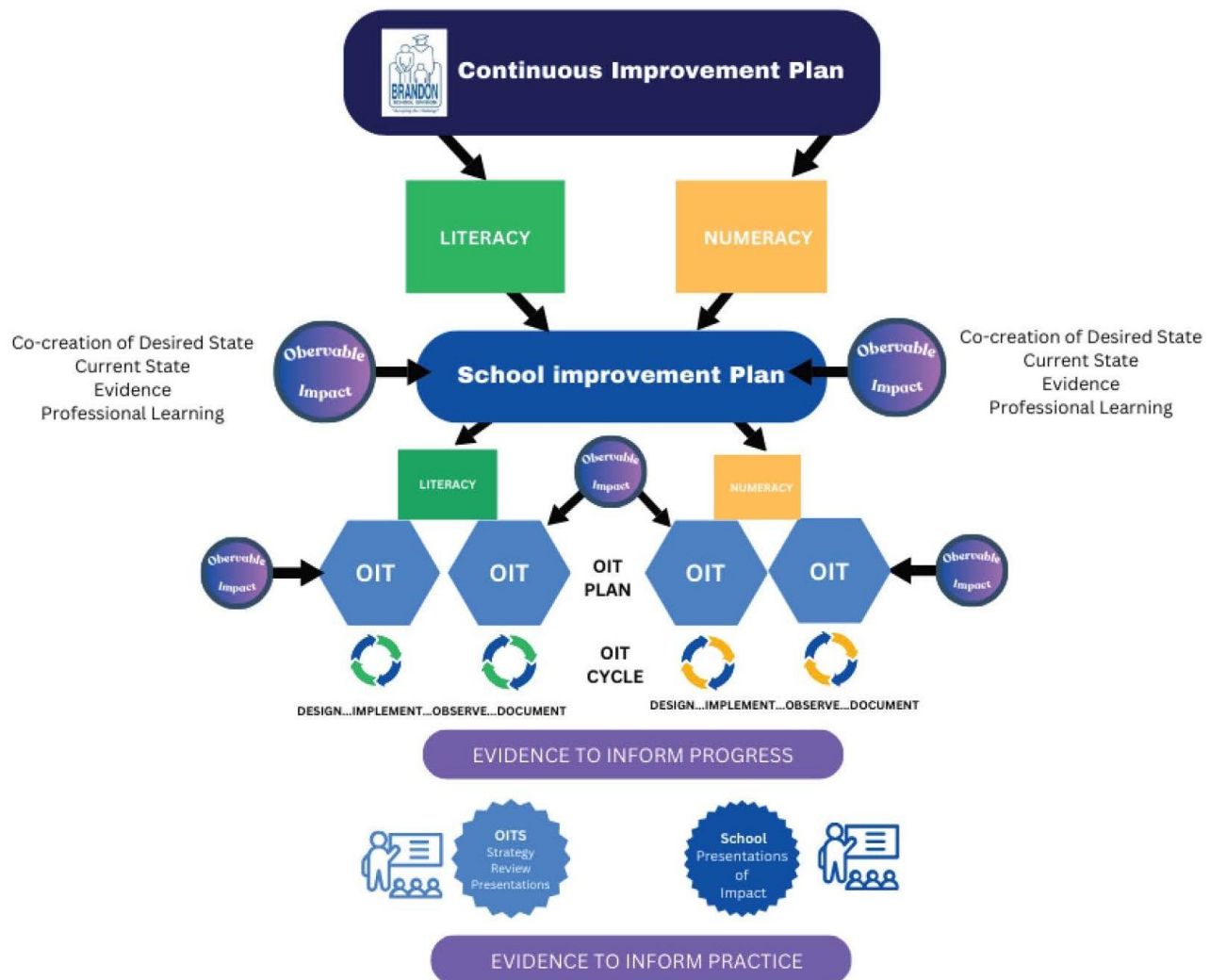
- ❖ School Presentations of Impact: highlight evidence of how school actions have influenced progress toward the identified desired state.
- ❖ Leadership Presentations of Impact: showcase principal growth in one of three leadership domains—capacity building, collaboration, or relationship building—and the resulting system-level impact.

K–12 administrators also meet bi-weekly to engage in system-connected learning that strengthens capacity, relationships, and collaborative structures across schools, ensuring that leaders grow alongside their staff in a shared culture of inquiry and impact.

Observable Impact Rounds

Observable Impact Rounds provide opportunities for teachers, school leaders, and divisional leaders to learn together by observing classroom practice connected to a school’s identified school plan focus. Host schools invite visiting teams to gather specific, descriptive, and non-judgmental observations using focus questions aligned with that plan. These observations help schools identify patterns, celebrate progress, and plan next steps for professional learning—fostering transparency, shared ownership, and system-wide collaboration.

⁵ [Evidence Suite Handbook](#)



Looking Ahead

Continuous Improvement in BSD is a culture of reflection, evidence, collaboration, and co-construction by adults. By integrating Vision frameworks, the Evidence Suite, Observable Impact Teams, and Impact Rounds, BSD ensures that every level of the system—student, teacher, and leader—works toward one shared goal: measurable, observable growth for each learner.

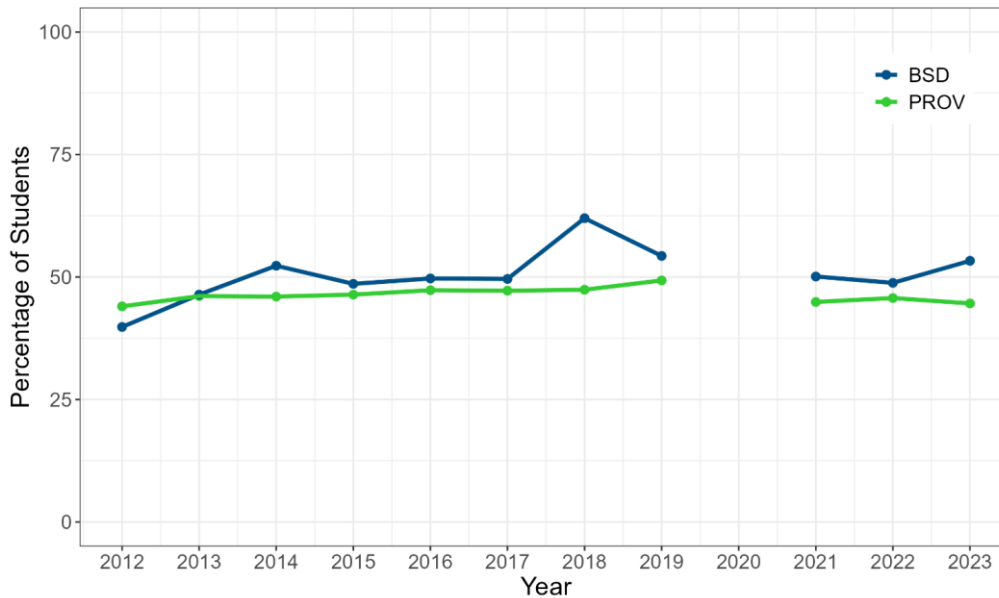
TO VIEW OUR CURRENT CONTINUOUS IMPROVEMENT PLAN, PLEASE VISIT:
<https://www.bsd.ca/continuous-improvement-in-bsd>

OUR CONTINUOUS IMPROVEMENT PROGRESS

The following report provides summative analyses, in the context of historical trends, across elementary and secondary schools. Data are provided to summarize the Division as a whole, and also as it specifically relates to students from English as an Additional Language (EAL) and Indigenous backgrounds.

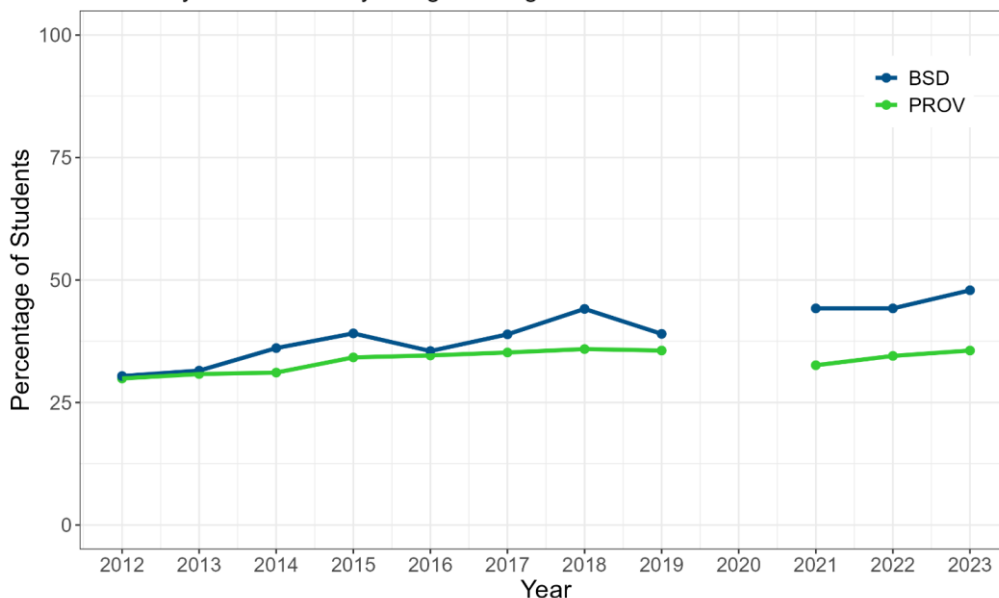
English

Students Meeting All Competencies
Grade 3 Entry - Reading in English - English Program



Despite a general decline in the post-pandemic era, BSD demonstrated a moderate increase, returning roughly to pre-pandemic levels. This is contrasted with a slight decline in the provincial average.

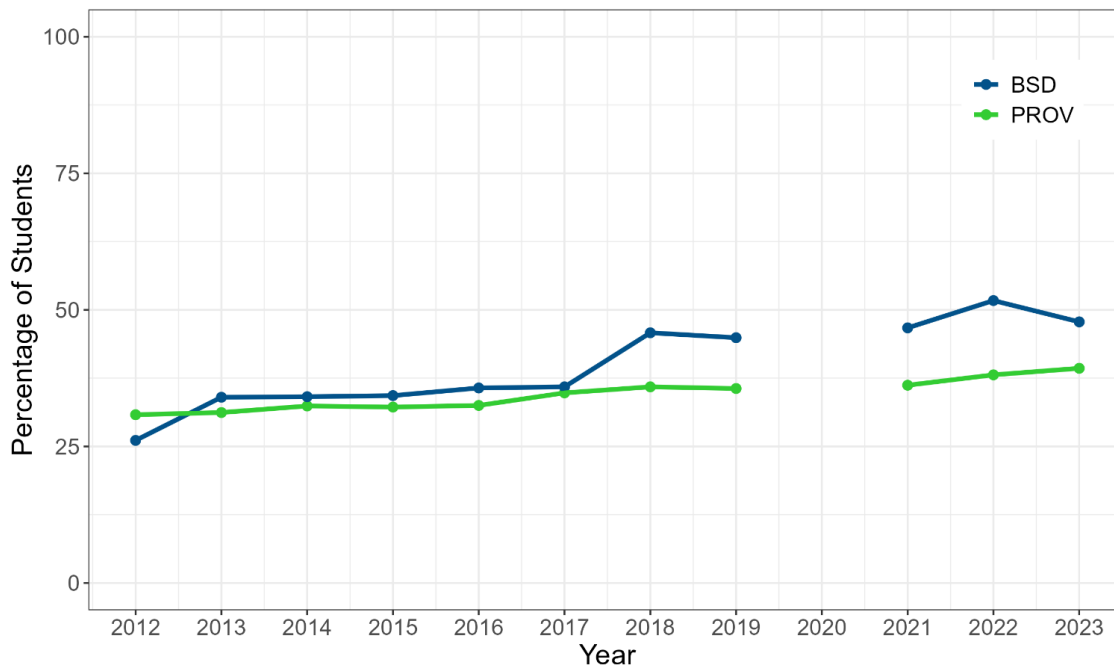
Students Meeting All Competencies
Numeracy - Grade 3 Entry - English Program



While BSD and the provincial average have both increased since last year, BSD has consistently outperformed the provincial average.

Students Meeting All Competencies

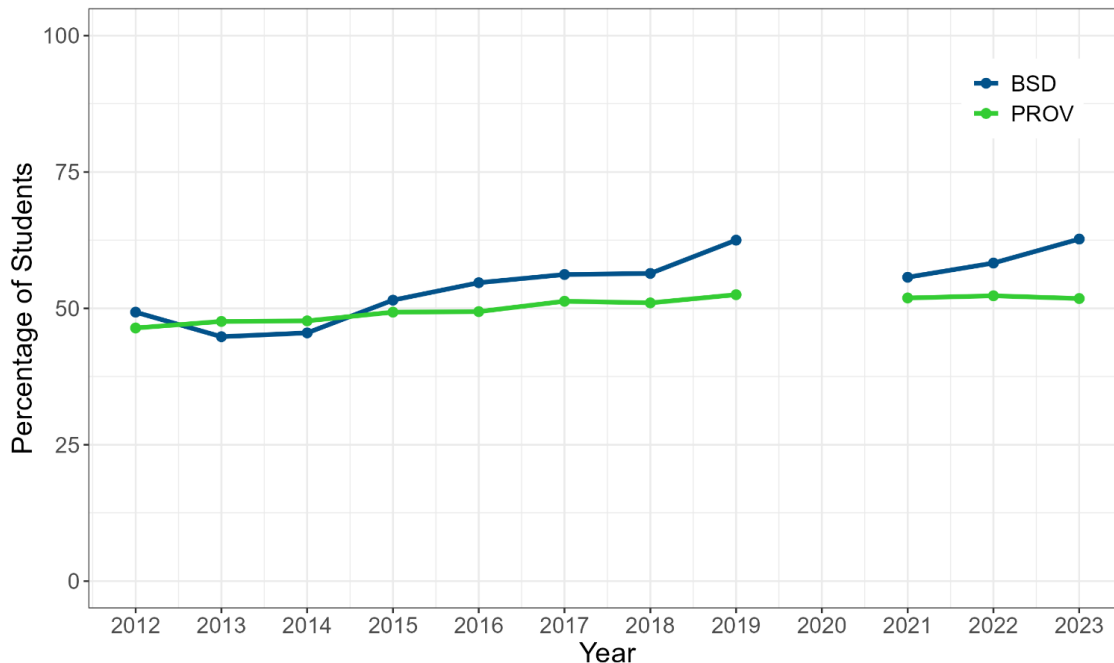
Grade 7 Number Sense and Number Skills - English Program



In the last year, BSD has shown a modest drop in performance; however, it remains higher than the provincial average and remains relatively high compared to the last ten years.

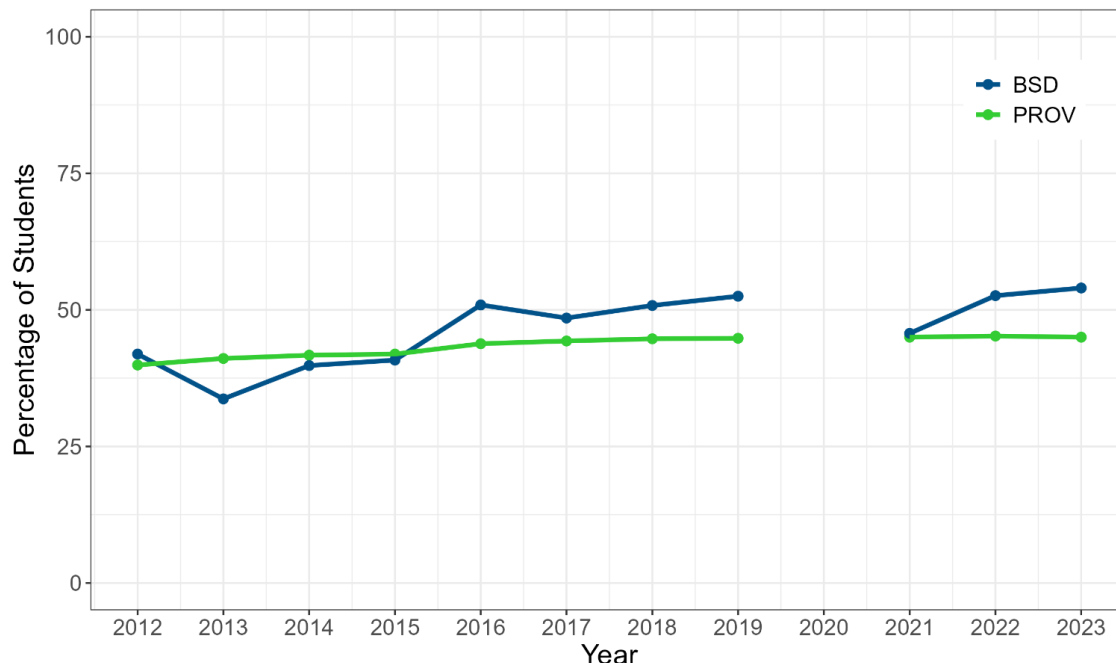
Students Meeting All Competencies

Grade 8 Reading Comprehension - English Program



BSD continues to outperform the provincial average and has shown moderate growth in the past three years (returning to pre-pandemic levels).

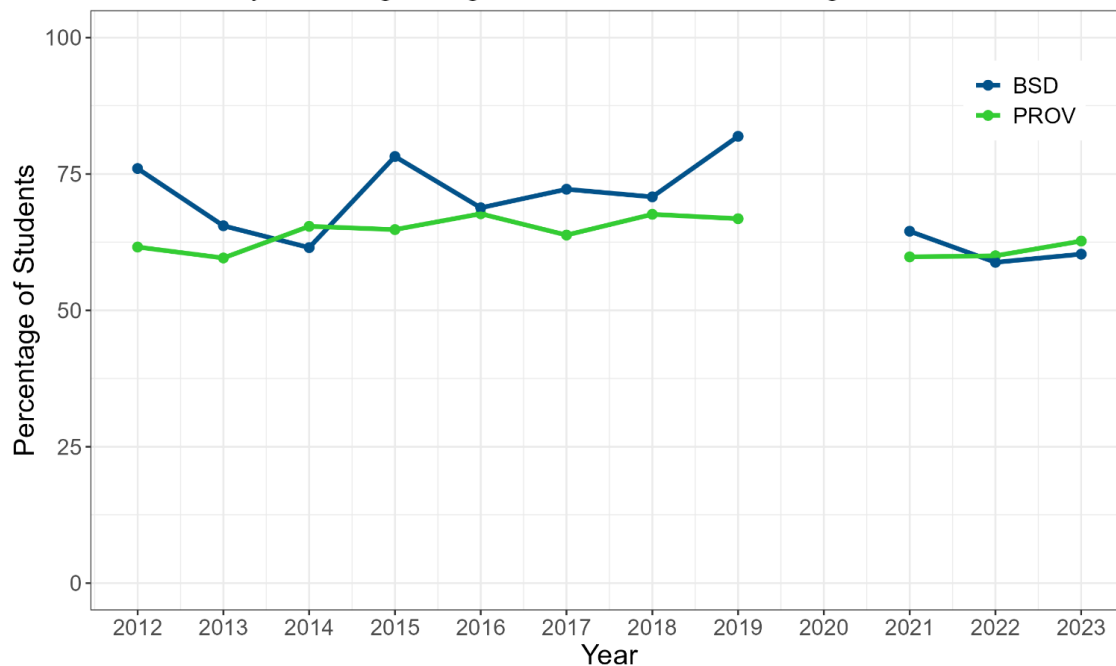
Students Meeting All Competencies Grade 8 Expository Writing - English Program



BSD continues to outperform the provincial average, with modest growth in the last year.

French

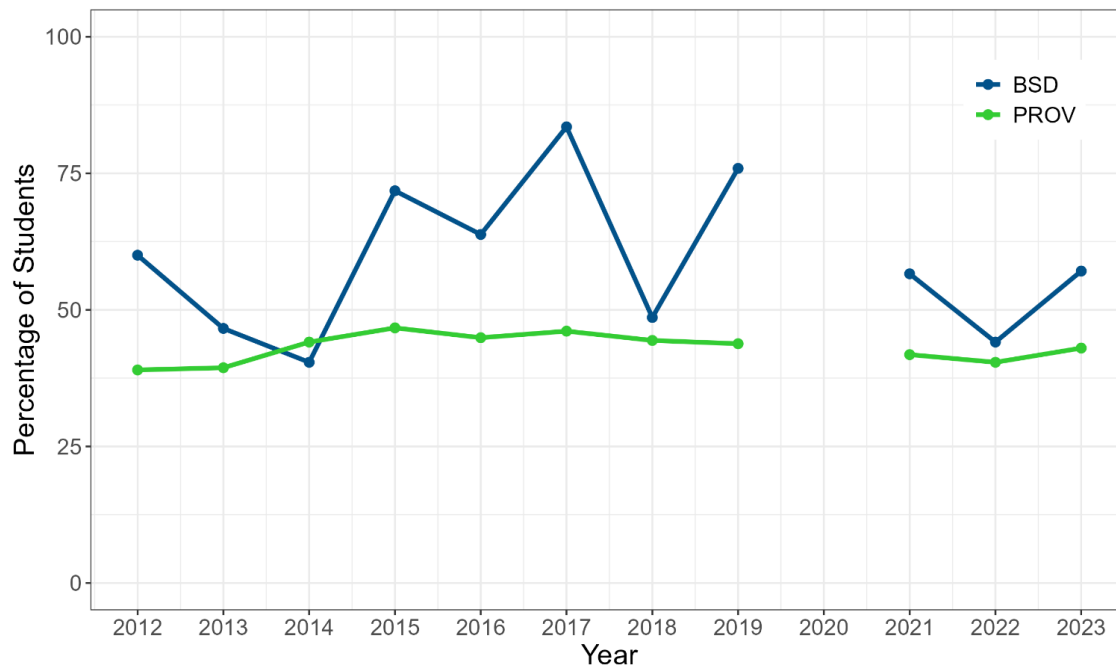
Students Meeting All Competencies Grade 3 Entry - Reading in English - French Immersion Program



While BSD has declined in the past five years, the last year has shown a modest increase, roughly on par with the provincial average.

Students Meeting All Competencies

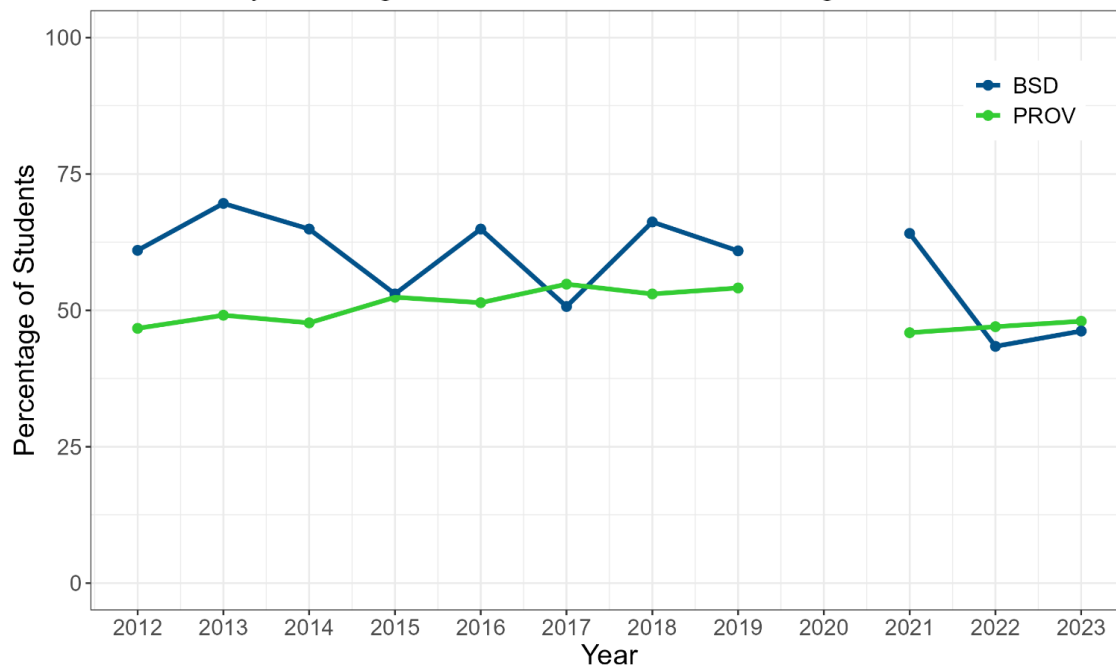
Numeracy - Grade 3 Entry - French Immersion Program



Historical values in BSD have shown major fluctuations, likely due to a small number of students; however, achievement has consistently been higher than the provincial average.

Students Meeting All Competencies

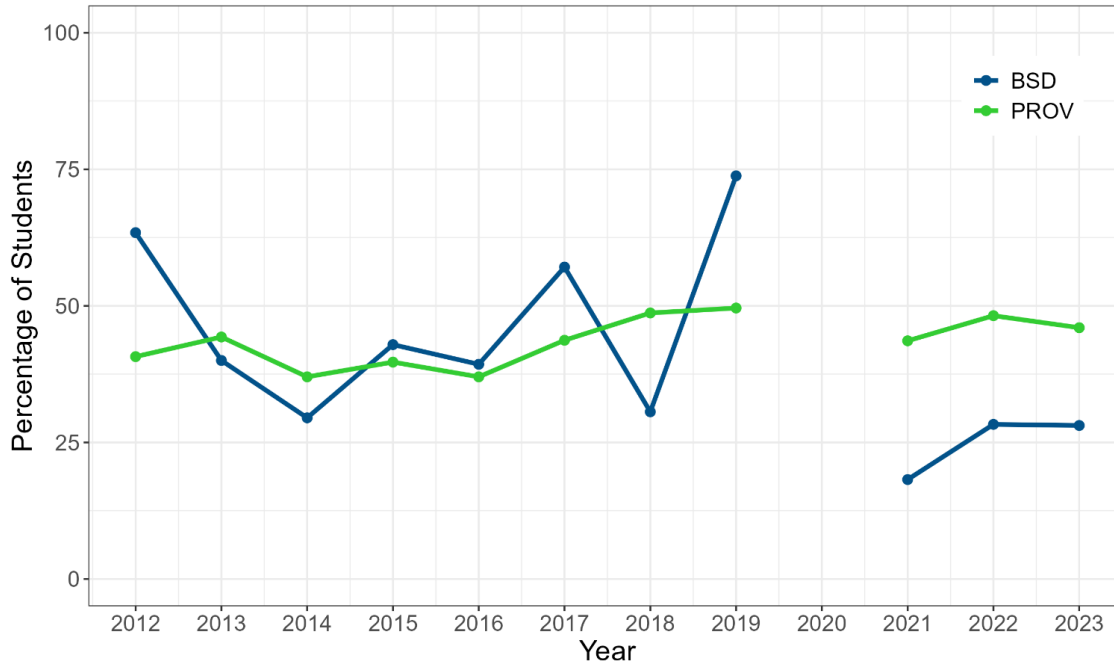
Grade 4 Entry - Reading in French - French Immersion Program



Here, achievement has dropped markedly since 2021, with a slight increase from last year.

Students Meeting All Competencies

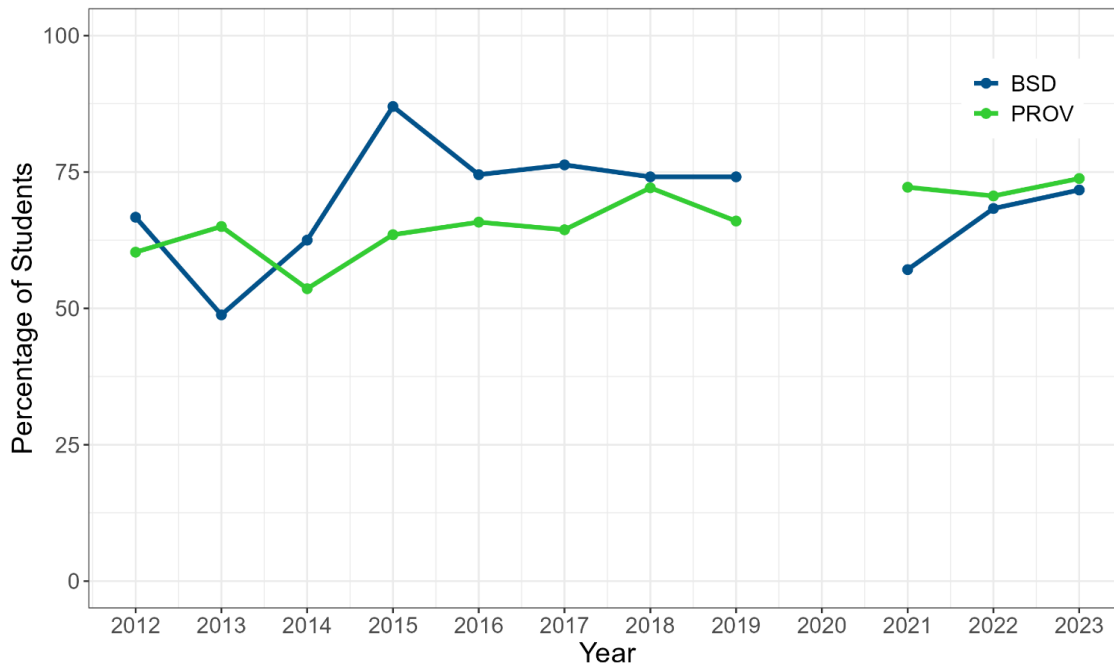
Grade 7 Number Sense and Number Skills - French Immersion Program



Achievement in this area has been consistently lower than the provincial average since 2021. In this case, lower performance may be driven by the majority of students meeting 4/5 competencies. While less than ideal, this is an improvement compared to 2022 (where the majority of students were only meeting 3 competencies).

Students Meeting All Competencies

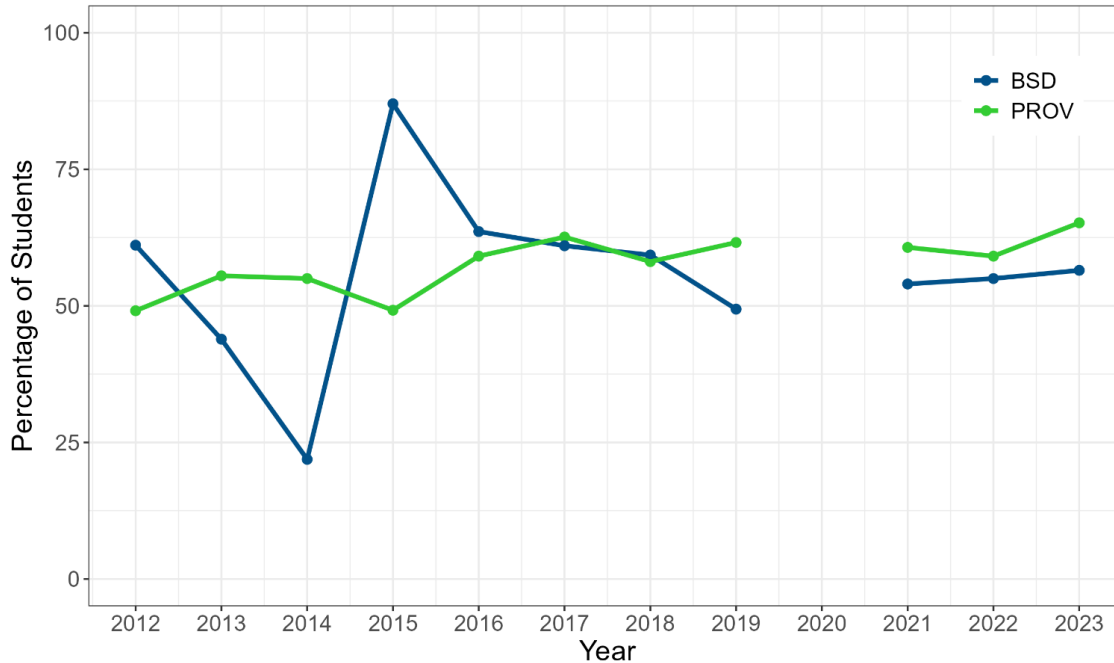
Grade 8 Reading Comprehension in English - French Immersion Program



BSD has shown marked gains in the last three years. While these values are slightly below the provincial average, the absolute value is fairly high (nearly 75% of students meeting all competencies).

Students Meeting All Competencies

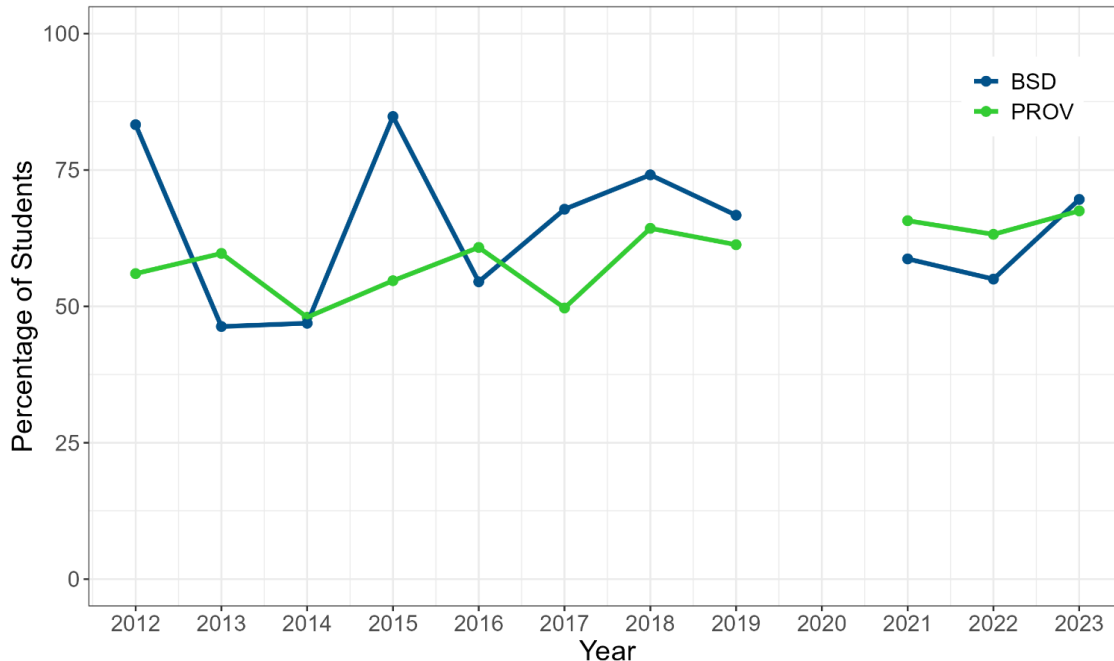
Grade 8 Reading Comprehension in French - French Immersion Program



BSD shows a slight increase compared to last year and has been higher than the provincial average since 2019.

Students Meeting All Competencies

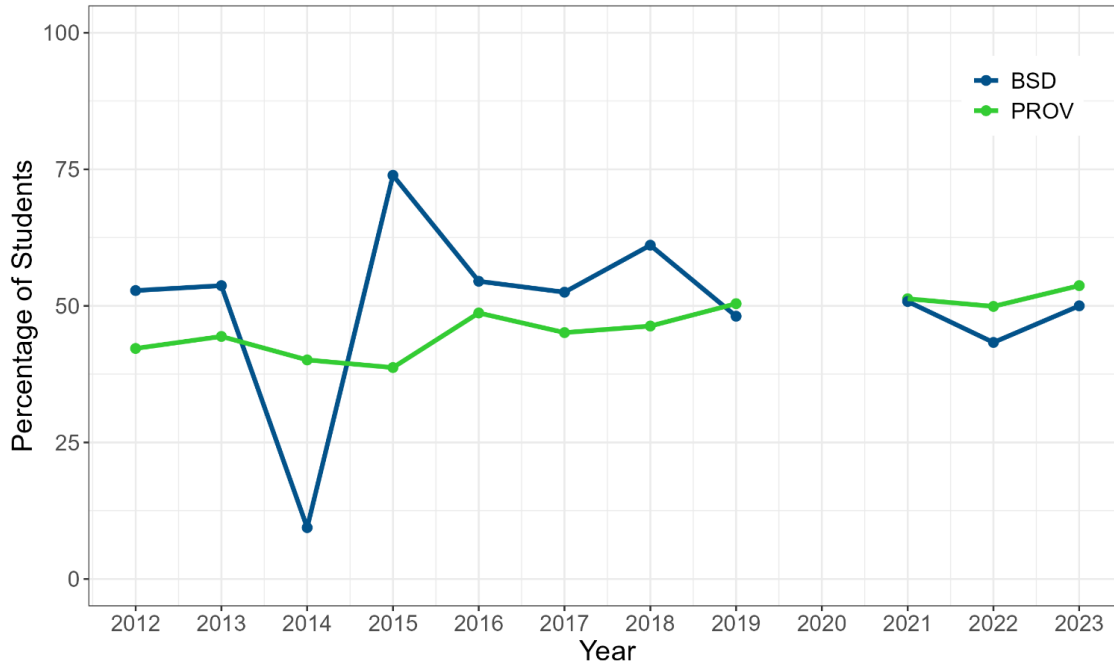
Grade 8 Expository Writing in English - French Immersion Program



Despite large fluctuations, BSD was historically most often at or above provincial levels until the pandemic, which was followed by two years of sub-provincial performance. In the last year, BSD showed marked growth, which surpasses the provincial rate.

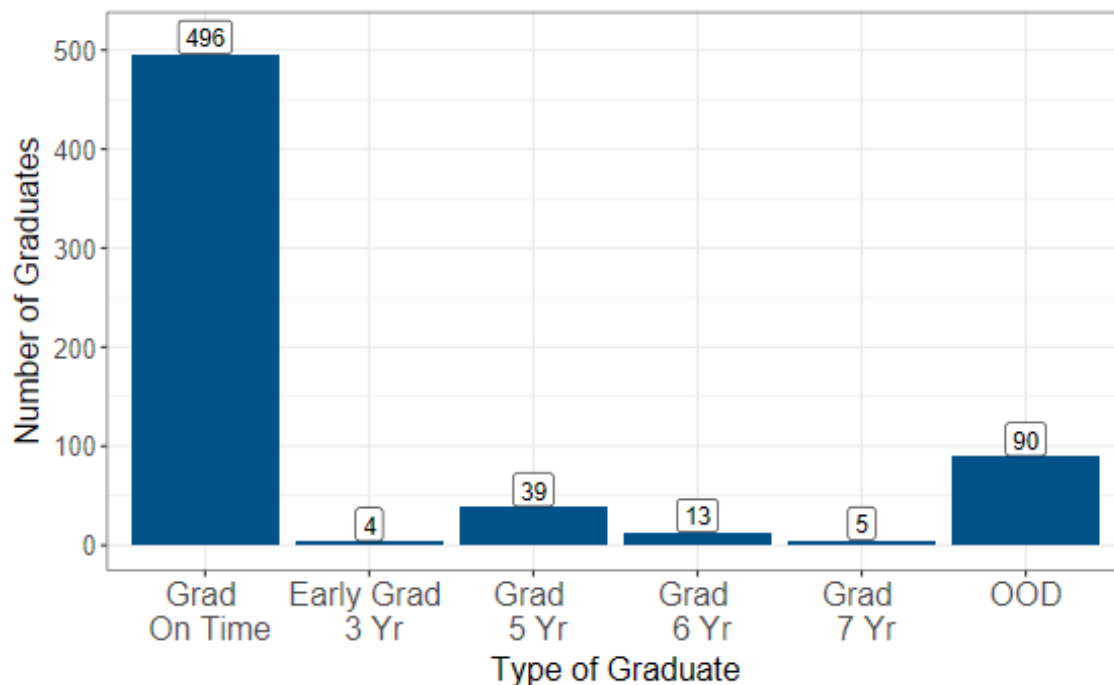
Students Meeting All Competencies

Grade 8 Expository Writing in French - French Immersion Program

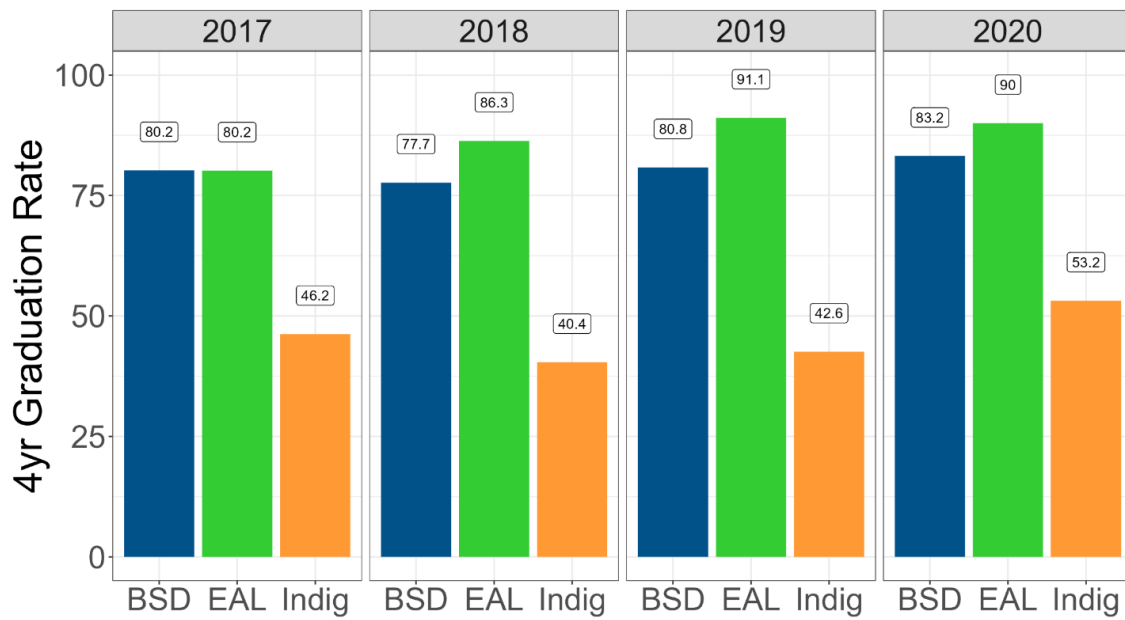


BSD performance has historically performed above provincial values; however, this trend was reversed beginning in 2019. While BSD continues to be marginally lower than provincial values, the most recent year marked a return to above 2019 values.

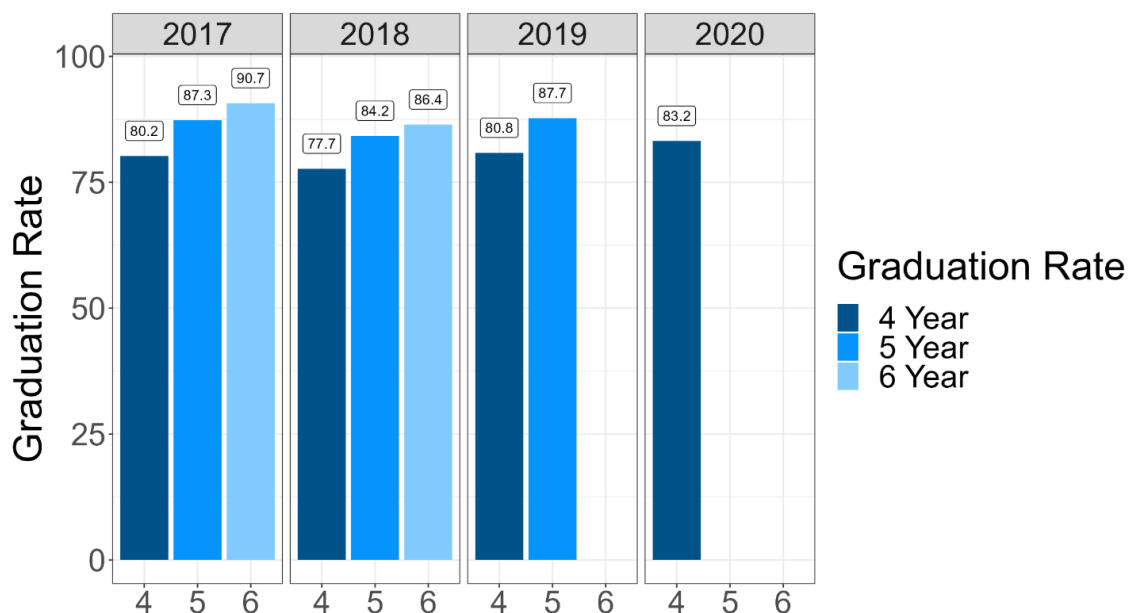
High School Graduation Rates



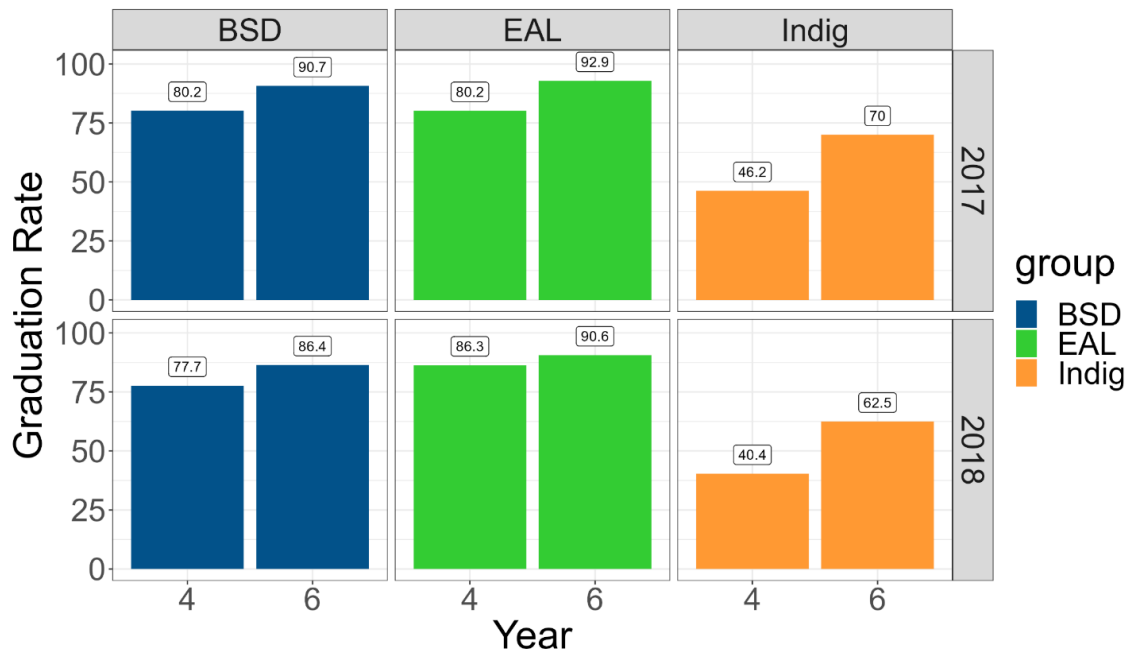
In June 2024, there was a graduating class of 647 students. The vast majority (496) were 4-year graduates. A small number were also graduating early (4) or in 5-7 years (57). A substantial number of graduates (90) entered BSD after September 30th of their Grade 9 year.



The 4-year graduation rate for BSD (blue bars) has steadily increased for each of the cohorts that began Grade 9 starting in 2018, through 2019, to 2020. Similarly, cohorts of English as an Additional Language students (green bars) demonstrated stable gains that have levelled off in the 2020 cohort. Indigenous students (orange bars) are consistently lower than BSD or EAL students; however, they also showed a large increase for the more recent cohort (above 10%).

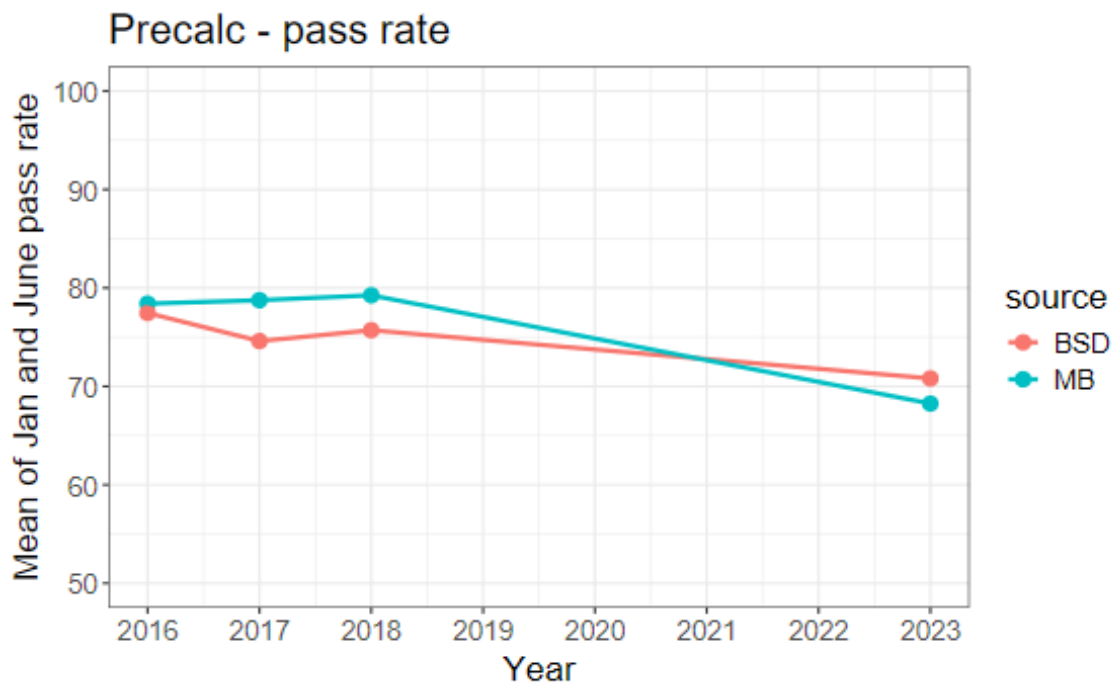


BSD students across cohorts (starting Grade 9 from 2017 to 2019) have consistently taken advantage of additional years to increase the total graduation rate.



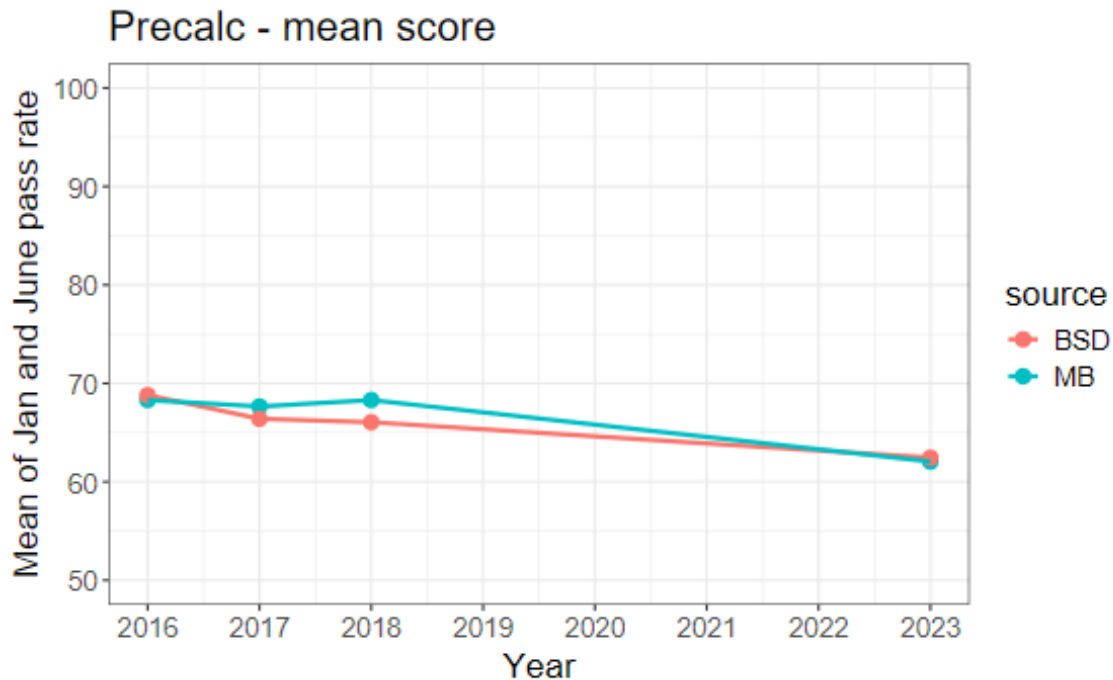
Given two additional years, BSD students who started Grade 9 in 2017 and 2018 (blue bars) show an increase in the overall graduation rate of nearly 10%. EAL students (green bars) show more mixed gains— nearly 12% for the 2017 cohort, but only 4% for the 2018 cohort. Indigenous students (orange bars) consistently show large gains, with 14% for the 2017 cohort and 22% for the 2018 cohort.

Provincial Exams – Pass Rate



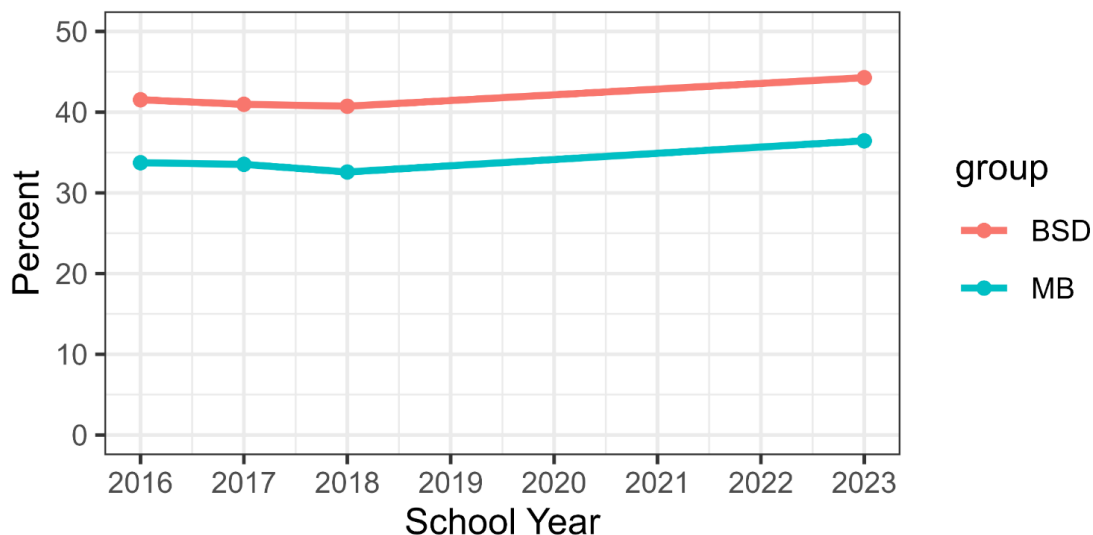
BSD historically had a pass rate at or below provincial levels, but the most recent data show a reversal in this trend, with BSD students passing precalculus at a higher rate than the provincial rate.

Provincial Exams – Mean Score



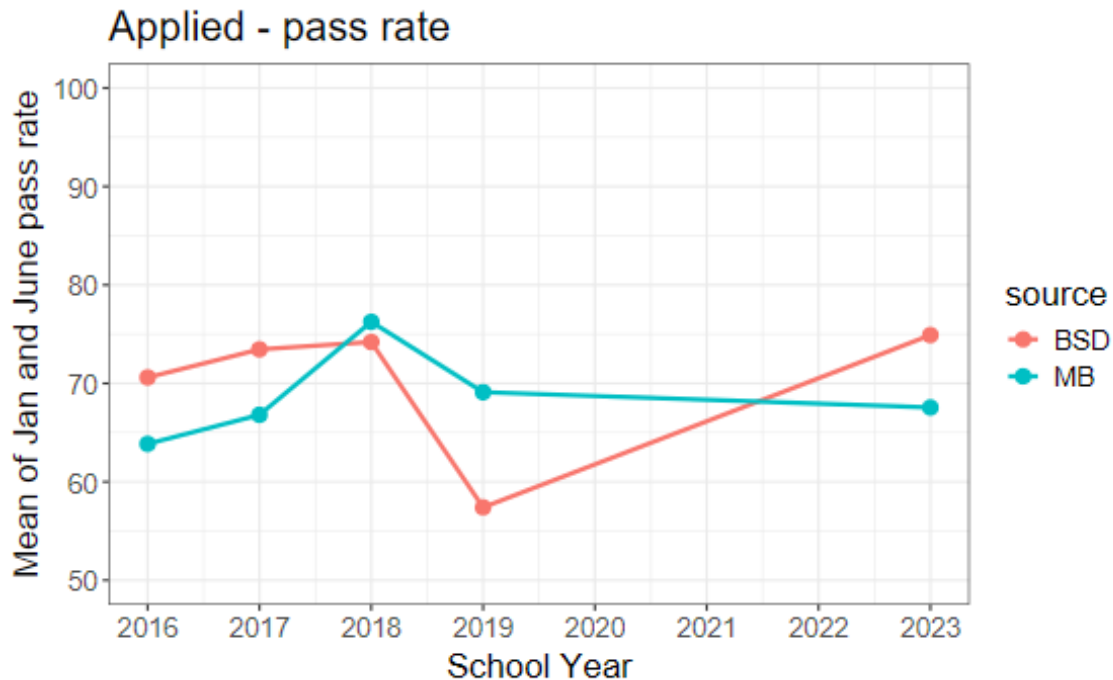
Mean scores in precalculus are inherently correlated with the pass rate (above), although the BSD and provincial mean scores are very closely related. In 2023 BSD had a slightly higher mean score than the provincial rate.

Provincial Exams – Percentage of Math Exams Written in Pre-Calculus



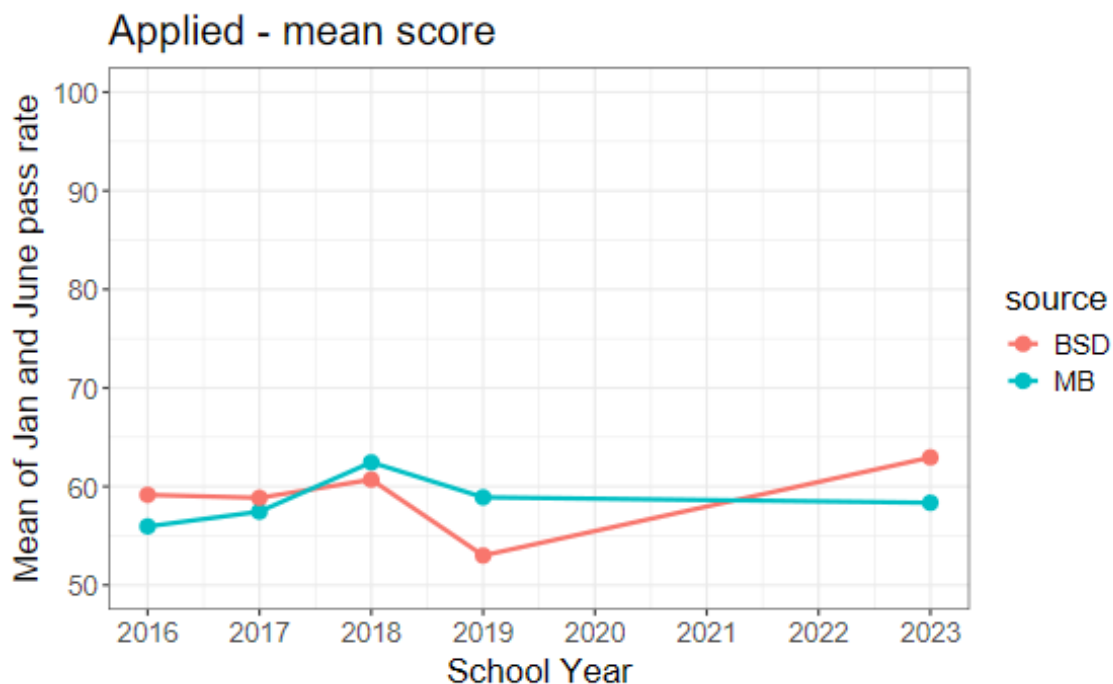
In Manitoba, students can choose between three streams of mathematics. Consistently, a higher proportion of students in BSD write exams in the precalculus stream as compared to the provincial rate. In recent years, the percentage of students writing precalculus exams has increased in both BSD and the province in general, at similar rates.

Provincial Exams – Pass Rate



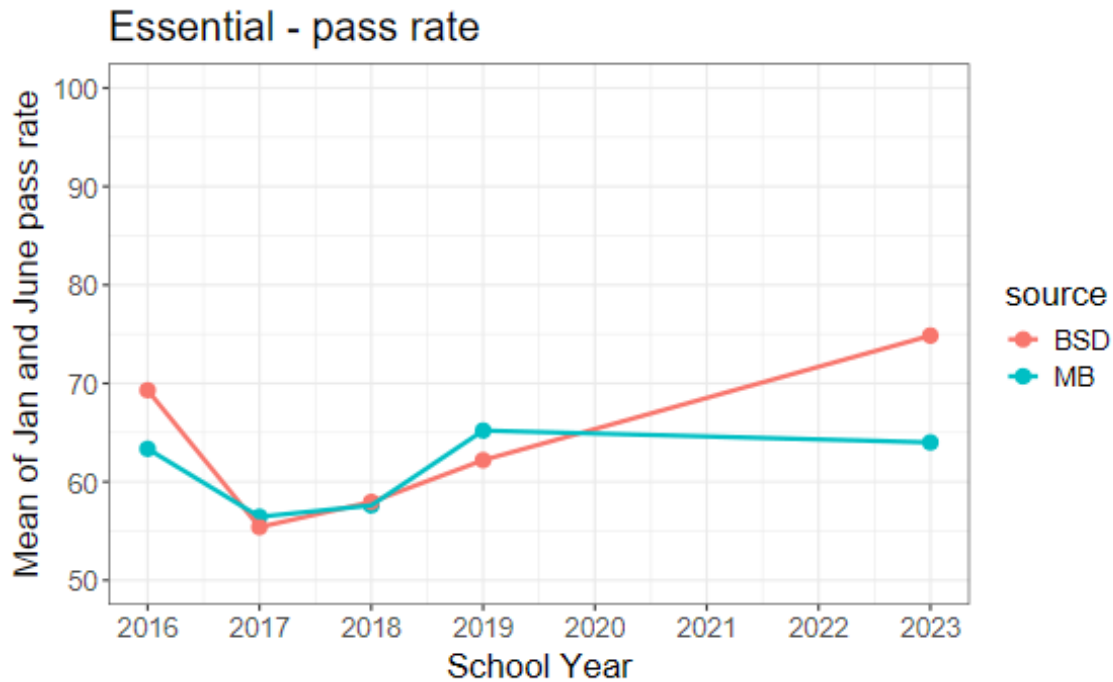
BSD historically had a higher pass rate than the provincial rate; however, BSD had a major drop in the 2019-2020 school year. Since then, BSD has shown a major increase in the pass rate (and is above the provincial rate).

Provincial Exams – Mean Score



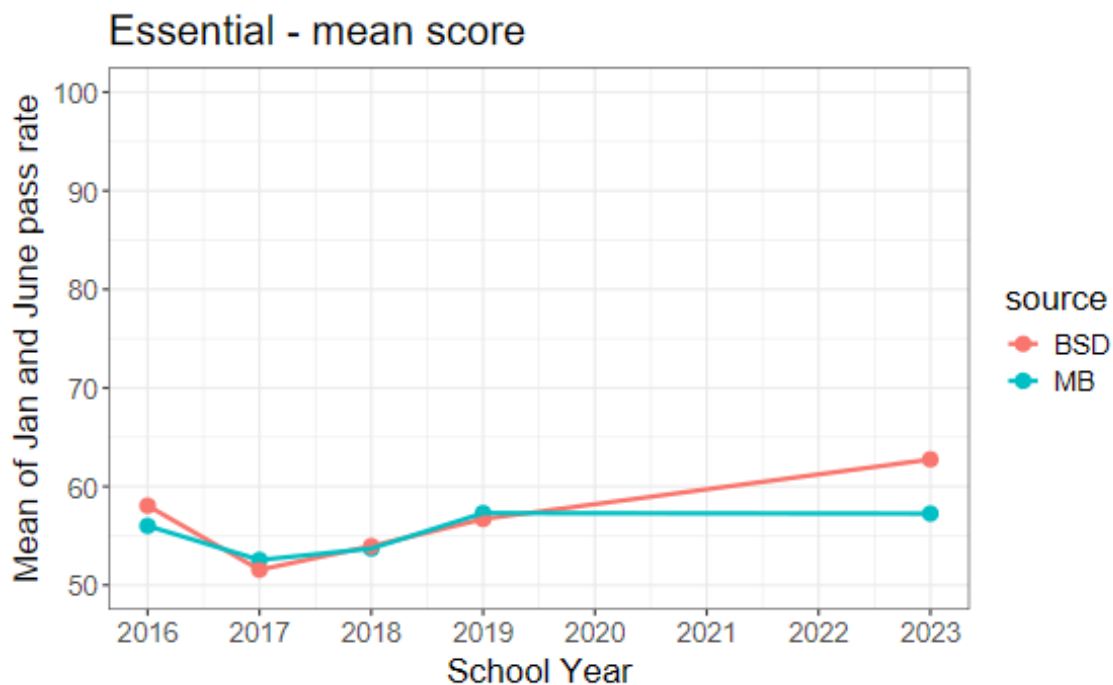
Mean scores in applied mathematics were very similar. Again, BSD showed a substantial drop in 2019, followed by a major improvement. In fact, the 2023 mean score was higher than any other score in the graph.

Provincial Exams – Pass Rate



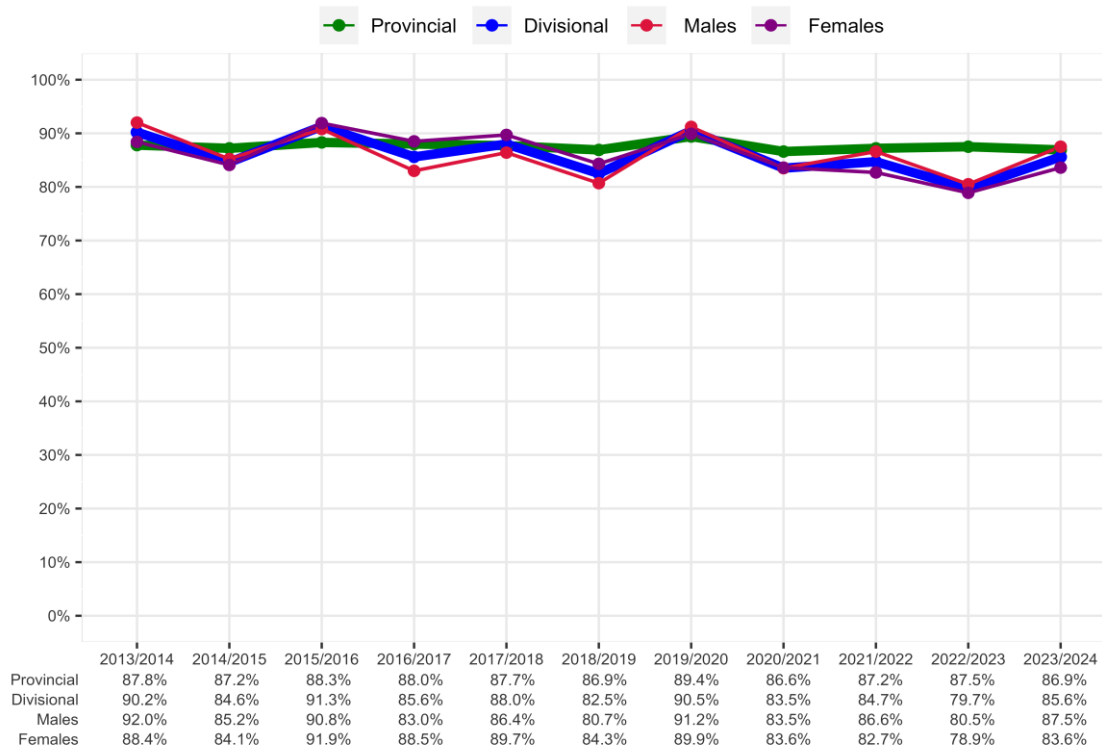
Historically, BSD and provincial pass rates were very similar, but in 2023, there was a major increase for BSD.

Provincial Exams – Mean Score

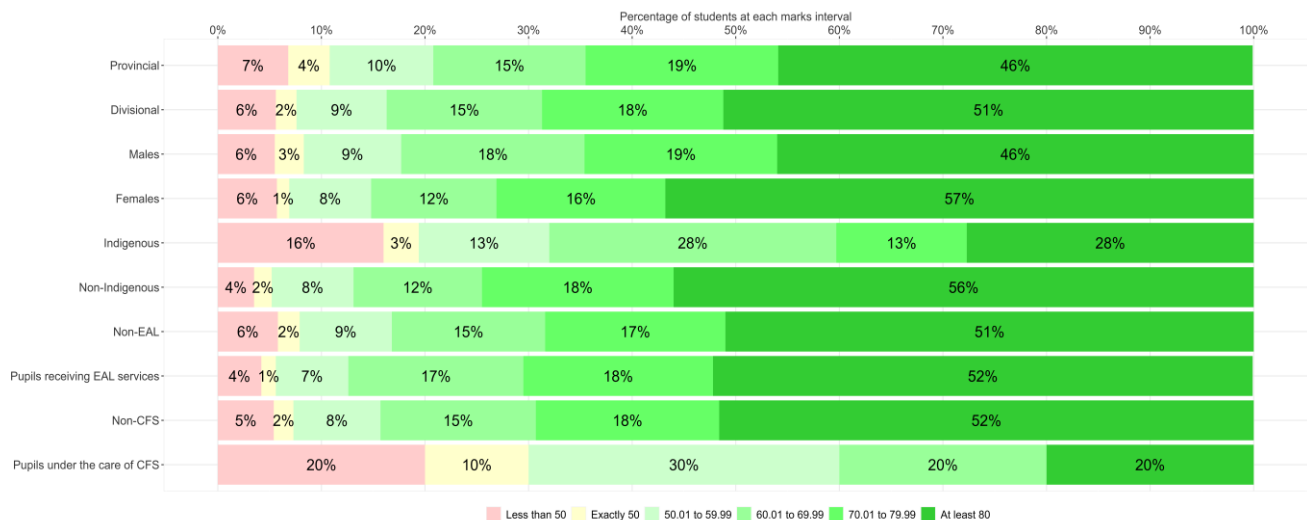


As above, BSD was consistently similar to provincial scores until 2023, when BSD showed substantially greater gains.

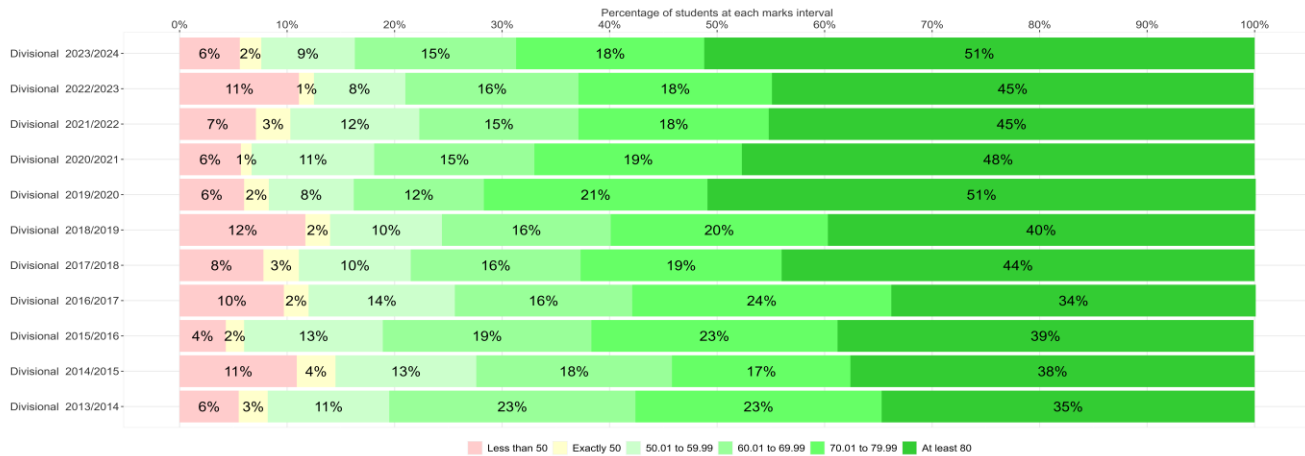
Grade 9 Credit Attainment – Mathematics



In the past ten years, Grade 9 credit attainment has been relatively steady at just below the 90% rate. BSD has largely fluctuated above and below the provincial value, although in the last three years, the BSD values have been just below the provincial level.

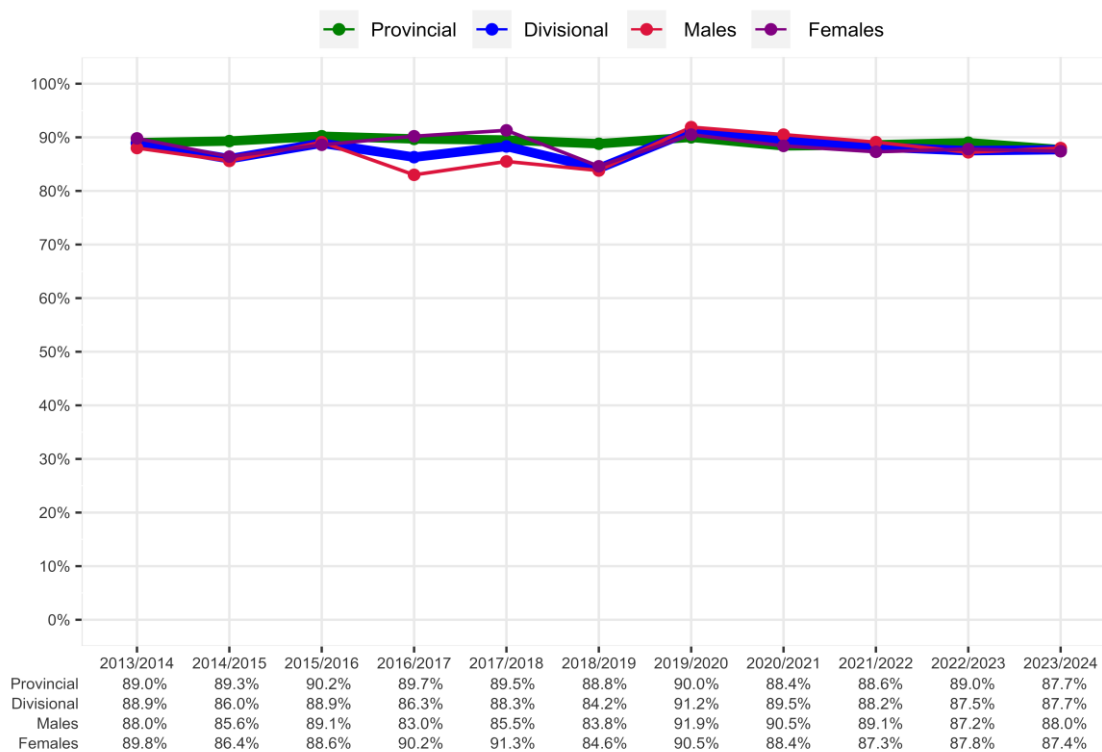


The graph above shows the grade distributions for males versus females, Indigenous versus non-Indigenous, EAL versus non-EAL, and students in CFS care versus not.

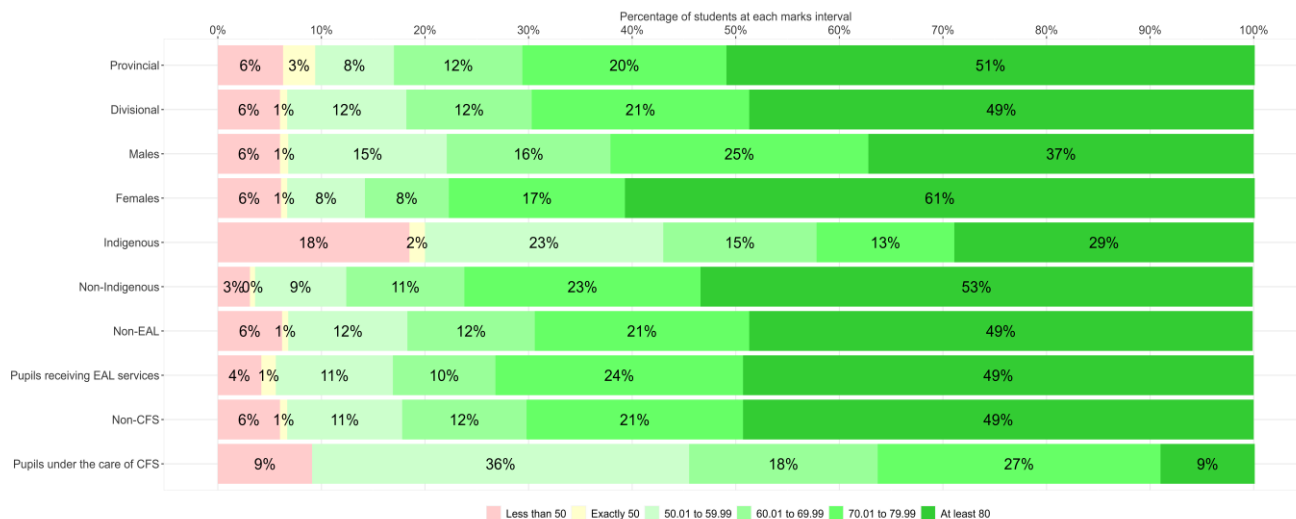


This graph above shows the time trends in Grade 9 mathematics credit attainment grade distributions (older at bottom, more recent at top). Notably, the proportion of students achieving the highest grades (at least 80%) has steadily increased.

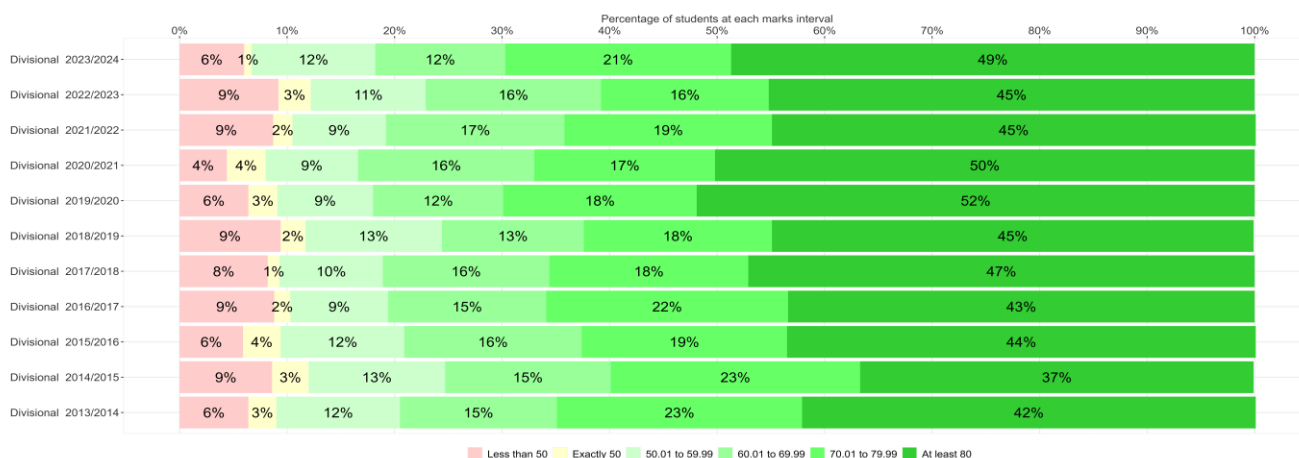
Grade 9 Credit Attainment – English



Provincial credit attainment in English has hovered around the 90% mark, and BSD was historically just below this value. In the most recent years, BSD was able to close this gap and is now very closely aligned to provincial levels.



Again, this graph shows the grade distributions for males versus females, Indigenous versus non-Indigenous, EAL versus non-EAL, and students in CFS care versus not. These values are often very similar to those for mathematics, except for a larger gender gap in English (females outperforming males).



Here, the time trends show a more subtle increase in the proportion of students achieving the highest grades, although still a positive growth.

DEPARTMENT REPORTS

Continuous Improvement from the Student Services Department

In 2024-2025, 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.

Training was provided for all resource teachers in Brandon School Division to administer the Wechsler Individual Achievement Test. The Wechsler Individual Achievement Test – Third Edition, Canadian (WIAT-III CDN) is an individually administered, standardized assessment that measures an individual's academic achievement in key areas, including reading, written expression, oral language, and mathematics. Designed for individuals aged 4 through 50 years, 11 months, the WIAT-III CDN provides a comprehensive profile of academic strengths and weaknesses to support the identification of learning disabilities and the development of appropriate educational interventions. The Canadian edition is normed on a Canadian population and reflects Canadian spelling, vocabulary, and curricular expectations. Results are reported as standard scores, percentile ranks, and age or grade equivalents, allowing for comparison to same-age peers and alignment with intellectual assessment measures such as the WISC-V CDN.

In 2024-2025, our team of trainers delivered initial training and refreshers to identified groups or staff and key individual staff in the areas of Non-Violent Crisis Intervention (NVCI), Applied Suicide Intervention Skills Training (ASIST), SafeTALK – Suicide Alertness for Everyone, and Violence Threat Risk Assessment (VTRA). We were able to offer this training to our community partners, which included the Child and Adolescent Treatment Centre as well as Brandon Friendship Centre and Brandon Police Service.

In November 2024, school social workers, psychologists, speech-language pathologists, counsellors, and a small number of school leaders participated in a three-day professional learning series entitled The Art & Science of Generative Communication: Skills & Strategies for Schools, Classrooms and Community, facilitated through Holland Bloorview's Humanistic Education and Training Program. This interactive training focused on developing communication strategies that enhance collaboration, support mental well-being, and strengthen professional and interpersonal relationships within school communities. Participants explored humanistic and solution-focused communication practices, emphasizing strengths-based dialogue, active listening, and reframing challenges into opportunities. Over the three sessions, participants progressed from foundational communication principles to advanced techniques promoting self-regulation, agency, and effective problem-solving in high-pressure or emotionally charged situations. Each participant received a certificate of completion recognizing their engagement in this professional development series.

In September 2024, School psychologists participated in professional training on the Autism Diagnostic Observation Schedule, Second Edition (ADOS-2), a standardized, semi-structured assessment used to evaluate communication, social interaction, play, and restricted or repetitive behaviours associated with Autism Spectrum Disorder (ASD). The training provided participants with a comprehensive understanding of the administration, scoring, and interpretation of the ADOS-2 across its various modules, designed for individuals of differing developmental and language levels. Through lecture, video demonstration, and guided practice, school psychologists developed the knowledge and skills

necessary to conduct reliable and valid assessments as part of a multidisciplinary diagnostic process. The training emphasized standardized administration, accurate behavioural coding, and clinical judgment in interpreting results. Completion of this training supports enhanced capacity within schools to contribute meaningfully to the identification and support of students with autism spectrum characteristics.



Continuous Improvement from the Curriculum Department

In 2024-2025, the Curriculum Department continued to provide services to support our classroom staff at Brandon School Division. The Department included one administrator and five specialists in the areas of Numeracy, Literacy, Indigenous Education, EAL/French, and Wellness/Physical Education. Recent budget cuts for the 2025-2026 school year have reduced the EAL/French and Wellness/Physical Education positions moving forward. These specialists provide support to teachers within the classroom, along with many professional development opportunities in their areas. They were also responsible for helping to organize a variety of activities within the Division, such as the Brandon Community Youth Wellness Fall Forum, First Aid training, sporting events, Truth and Reconciliation Week, Our Journey – Honouring Indigenous Student Success Celebration, and career education.

Brandon School Division advanced its continuous improvement numeracy and literacy goals in 2024–2025 through its *Observable Impact* initiative and the strategic use of divisional Early and Middle Years Numerate and Literate Learner documents. In literacy, these documents defined the literacy standards for the division and matched closely those competencies from the department. Our Literacy Specialist worked with teams of teachers to review and incorporate these documents into our teaching. BSD's numeracy proficiency standards served three primary functions: guiding daily numeracy teaching and learning; focusing collaborative teacher efforts on inclusive, conceptually rich practices; and informing the development of Early Years assessments to support student numeracy growth. Professional learning emphasized co-planning, co-teaching, and reflective practice with numeracy experts, reinforcing inclusive and conceptually rich practices and the development of students' global competencies. Ongoing work includes creating a Senior Years Numerate Learner document and developing Middle Years assessments to further enhance student growth in numeracy across BSD.

The Brandon School Division continues to demonstrate a strong commitment to French Immersion education through its one high school dual track program, one K–8 single track school, and two K–8 dual track schools. Across all sites, the Division maintains a focus on high-quality French Immersion pedagogy grounded in the provincial curriculum documents developed by the Bureau de l'éducation française (BEF). Students are provided with rich opportunities to develop linguistic confidence and cultural awareness in authentic contexts, with French as the language of communication in classrooms, staff collaboration, and student engagement. School leaders model the philosophy of immersion by ensuring French is actively used within daily school life and that instructional decisions align with immersion best practices.

This year, targeted strategies were implemented to strengthen alignment with the Manitoba French Policy. Teachers collaborated in professional learning communities to enhance oral language development and expand the intentional use of French beyond formal instruction. The Division also

continues to build strong partnerships with organizations such as the *Association canadienne des professionnels de l'immersion (ACPI)*, the Odyssey Program—which brings French first-language speakers into our schools to collaborate with staff and students—and through the French Second Language Revitalization (FSLR) grant, which enhances classroom resources, professional learning, and cultural opportunities. Schools prioritized inclusive communication with families—providing key updates and resources in English to ensure parent engagement—while continuing to encourage families to champion their child’s bilingual journey at home. Student support services were offered in French, ensuring equitable access to resources within the immersion context. Together, these collective efforts have contributed to sustaining strong program integrity, student achievement, and a vibrant bilingual culture across the Division.

Last year, the Brandon School Division utilized the EAL student support funding to strengthen support for students learning English as an Additional Language, while building both divisional and local capacity to meet the unique needs of EAL students. The division developed a comprehensive document to clarify processes for the reception, assessment, and instruction of EAL learners, enhancing consistency and guidance for teachers. Staffing included an EAL specialist and dedicated EAL teachers in many schools to provide direct, targeted support to these students. Resources such as iPads, laptops, and C-Pen readers were purchased to aid language development and accessibility. Additionally, professional learning sessions were offered to staff focusing on intake protocols, effective programming strategies for EAL learners, and creating individualized student plans.

The Brandon School Division, through funding from the Intensive Newcomer Support (INS) grant, implemented a targeted Language, Academics, and Literacy (LAL) program at Crocus Plains Regional Secondary School to support newcomer students with disrupted or minimal prior education. The program focused on developing students’ English communication, literacy, numeracy, academic skills, life skills, and social-emotional well-being to help them transition into mainstream classes and integrate into the community. The program included foundational math courses, language development tools like C-Pen readers, and tailored instruction to meet diverse learning needs, ultimately aiming to close educational gaps and build pathways to future academic and career success.

BSD’s Indigenous Education Learning Specialist facilitated four Treaty Education professional development sessions and was highly involved with Truth and Reconciliation Week, both within the schools and the greater community of Brandon. She also leads the planning for BSSIP, IAA and Elders and Knowledge Keepers in Schools, which are reported separately.

Moving forward, one of the main focuses will be continuing to support the continuous improvement team through the work on literate and numerate learner documents that can be used within the early, middle, and moving into senior years. We will be developing criteria for balanced literacy, which includes doing research on literacy screening tools for the 2026-2027 school year. We will look to expand the Wellness Forum in March, French Immersion professional development that is site-specific, continue work on the EKKS program, Treaty Education, and Mamahtawisiwin and how it is reported at Brandon School Division. We continue to support our teachers to provide quality education to our students.

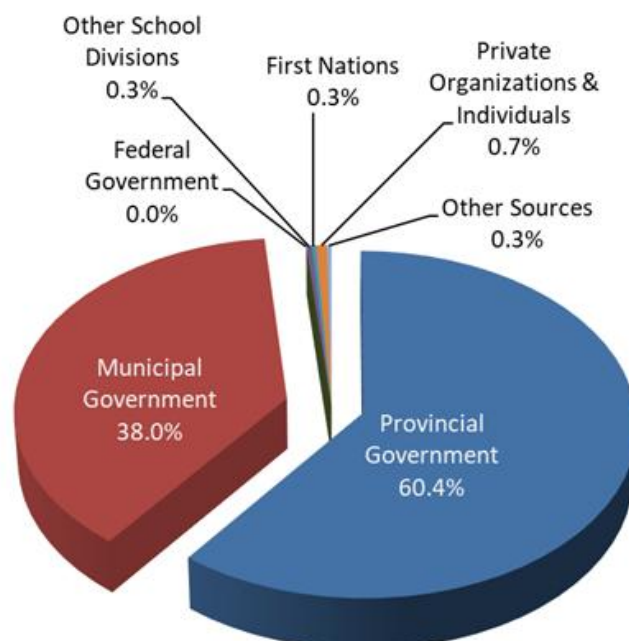


Continuous Improvement from the Secretary-Treasurer's Department

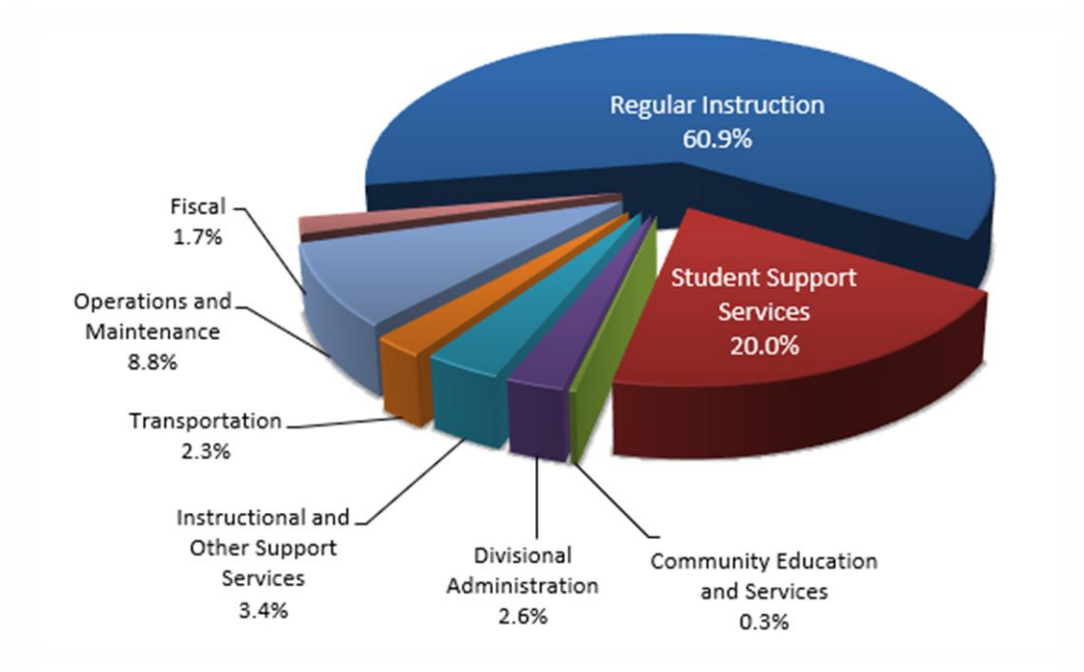
2024-2025 Operating Budget

	2023-2024 BUDGET	2024-2025 BUDGET	INCREASE (DECREASE)	% Change
Revenue				
Provincial Government	76,120,817	81,945,556	5,824,739	7.7%
Federal Government	27,225	28,000	775	2.8%
Municipal Government	44,025,415	48,496,725	4,471,310	10.2%
Other School Divisions	412,240	433,690	21,450	5.2%
First Nations	350,810	354,320	3,510	1.0%
Private Organizations and Individuals	904,290	915,104	10,814	1.2%
Other Sources	399,270	399,270	-	0.0%
Total Revenue	122,240,067	132,572,665	10,332,598	8.5%
Expenses				
Regular Instruction	74,936,058	80,704,495	5,768,437	7.7%
Student Support Services	24,372,290	26,422,670	2,050,380	8.4%
Community Education and Services	431,630	415,680	(15,950)	-3.7%
Divisional Administration	3,279,610	3,418,760	139,150	4.2%
Instructional & Other Support Services	3,150,253	4,518,533	1,368,280	43.4%
Transportation	2,974,790	3,038,040	63,250	2.1%
Operations and Maintenance	10,909,157	11,633,625	724,468	6.6%
Fiscal	2,120,179	2,277,562	157,383	7.4%
Total Expenses	122,173,967	132,429,365	10,255,398	8.4%
Operating Surplus (Deficit)	66,100	143,300	77,200	
Net Transfers from (to) Capital Fund	(66,100)	(143,300)	(77,200)	
Net Surplus (Deficit)	-	-	-	

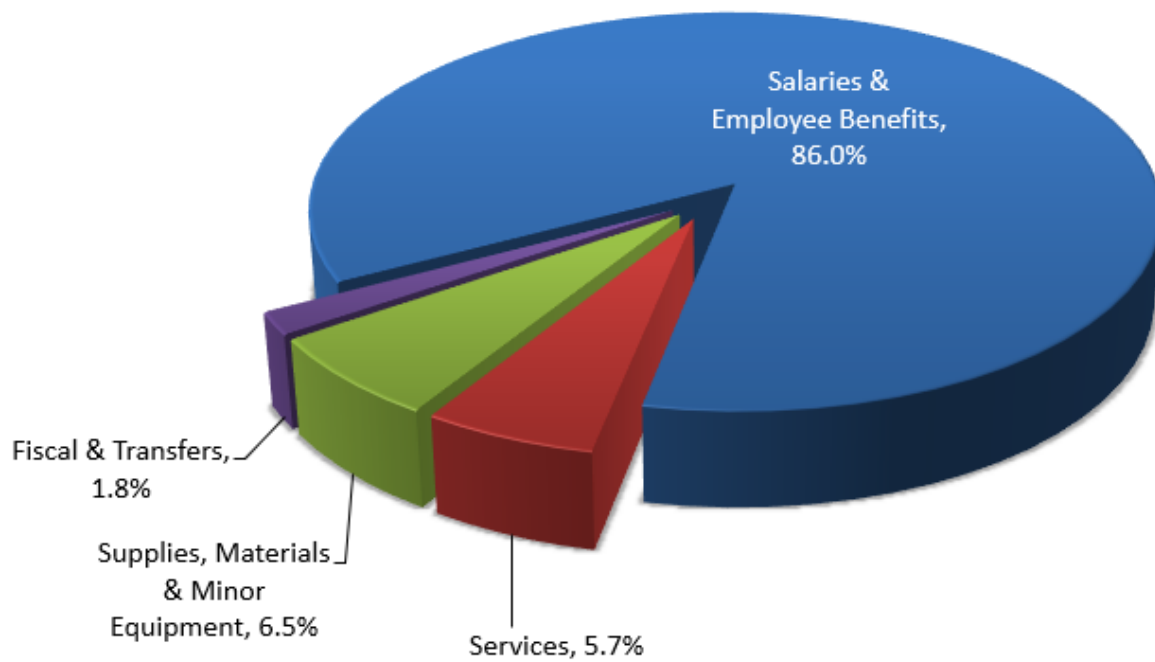
Revenue by Source



Where The Money is Spent



How The Money is Spent

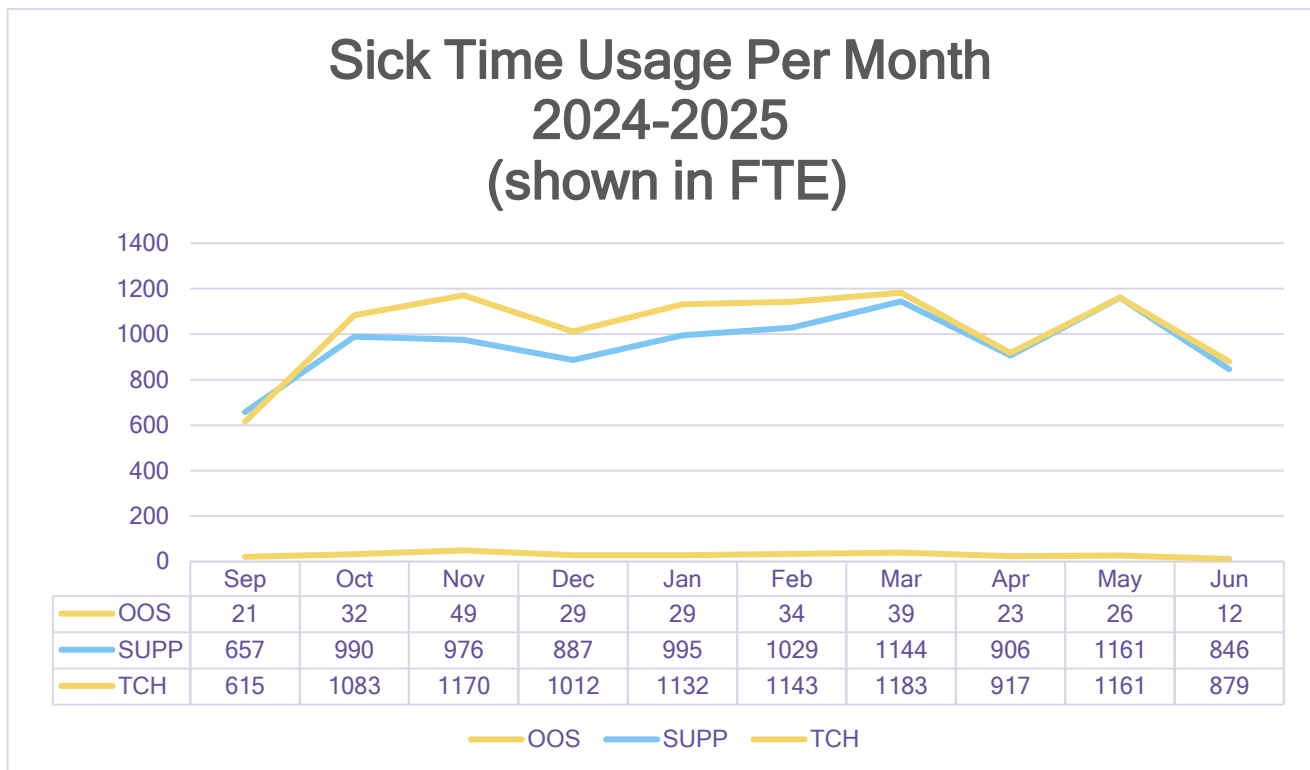


Continuous Improvement from the Human Resources Department

The Human Resources Department continues to make improvements each year to the AtrieveERP system. Some improvements may be noticeable to employees, while others are behind the scenes to enhance efficiencies within the various departments in Brandon School Division.

The Human Resources Department continues to work on the recruiting challenges for sub/casual employees. This is being done by working with Westman Immigrant Services, Canadian Forces Base Shilo, increasing advertising in local journals, developing signs for local advertising, and continuing the recruitment of uncertified substitute teachers.

For the 2024-2025 school year, the Office of Human Resources tracked the following statistics for sick time usage per month, with results displayed in FTE. The chart includes the following categories within the Brandon School Division: Support (SUPP), Teacher (TCH), and Out of Scope (OOS). Sick time usage for Support and Teaching staff trends very similarly each month, with peaks in November, March, and May.



The Human Resources Department will continue to provide the necessary resources for our employees, such as training and professional development opportunities, return-to-work programs, workplace safety and health, and assistance with general inquiries.

Brandon School Division

1031 - 6th Street, Brandon, MB R7A 4K5



204-729-3100



info@bsd.ca



www.bsd.ca

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Please email info@bsd.ca.

Please consider the environment before printing.





Monday, November 10, 2025 – 6:00 p.m.

Trustees Present: L. Ross D. Ross
K. Carr C. Ekenna (by phone)
K. Fallis L. McConnell
S. Mozdzen J. Murray
B. Sieklicki

Also Present:

- D. Labossiere, Secretary-Treasurer
- M. Gustafson, Superintendent/CEO
- S. Gilleshammer, Assistant Superintendent – Student Services
- J. Zilkey, Assistant Superintendent – Curriculum and HR
- J. McBeth, Executive Assistant

A. SUB-COMMITTEE REPORTS

- B. BRANDON URBAN ABORIGINAL PEOPLES' COUNCIL

2. OPERATIONS INFORMATION

A. CORRESPONDENCE:

- The Manitoba Human Rights Commission – public report on the Right to Read Special Inquiry was distributed to the Committee for their review.
- Ms. Gilleshammer spoke to the correspondence received from, Michelle Dubik, Deputy Minister of Families, Statutory Director under The Accessibility of Manitobans Act, regarding the Accessible Customer Service Standard Regulation (audit). She indicated that she is confident the Division is complying under The Accessibility of Manitobans Act.

- Ms. Gilleshammer reviewed the correspondence received from Jennifer Chiarotto, Assistant Deputy Minister, Public Health, and Janet Tomy, Assistant Deputy Minister, Student Achievement and Inclusion, regarding Health Canada's Canadian Student Alcohol and Drugs Survey and answered Trustees questions for clarification.

Respectfully submitted,

C. Ekenna



Monday, November 10, 2025 – 6:00 p.m.
Boardroom, Administration Office

Also Present:

- D. Labossiere, Secretary-Treasurer
- M. Gustafson, Superintendent/CEO
- S. Gilleshammer, Assistant Superintendent – Student Services
- J. Zilkey, Assistant Superintendent – Curriculum and HR
- J. McBeth, Executive Assistant

The payments of account for the month of October were provided for information and accepted as circulated.

B. Sieklicki



BRANDON SCHOOL DIVISION

PERSONNEL AND POLICY COMMITTEE MINUTES

Monday, November 10, 2025 – 6:00 p.m.

Boardroom, Administration Office

Trustees Present: L. Ross D. Ross
K. Carr C. Ekenna (by phone)
K. Fallis L. McConnell
S. Mozdzen J. Murray
B. Sieklicki

Also Present: D. Labossiere, Secretary-Treasurer
M. Gustafson, Superintendent/CEO
S. Gilleshammer, Assistant Superintendent – Student Services
J. Zilkey, Assistant Superintendent – Curriculum and HR
J. McBeth, Executive Assistant

1. OPERATIONS INFORMATION

A. CAR ALLOWANCES

Mr. Labossiere spoke to the Committee and reviewed the car allowances presently provided to different staff groups. He indicated the monthly car allowance rates have not changed since October 1, 2011, whereas Division mileage rates are now adjusted as necessary every July 1st based on rates established by the National Joint Council.

Mr. Labossiere indicated the current system results in a variety of practices and reimbursement methods across employee groups. This lack of alignment can create inconsistencies in application, administrative complexity, and potential inequities in compensation for work-related travel.

He recommended that the Division adopt a standardized mileage reimbursement process for all employee groups effective January 1, 2026. Under this model, all staff would submit mileage claims based on actual travel distances incurred for work-related purposes, replacing existing car allowances and other variable arrangements.

The expected outcomes of the change would be consistency and fairness in travel reimbursement practices across all staff groups, simplified administrative processes and clearer accountability, and improved transparency and alignment with Division policy and financial management best practices.

Mr. Labossiere answered Trustee questions for clarification and the Committee agreed to bring forth the following recommendation to the Regular Board Meeting, November 24, 2025:

Recommendation:

That the Division adopt a standardized mileage reimbursement process for all employee groups effective January 1, 2026, using the Division mileage rates.

B. PERSONNEL MATTER

Mr. Labossiere reviewed information on a Personnel Matter.

2. OPERATIONS INFORMATION

A. CORRESPONDENCE:

- Mr. Labossiere reviewed the Letter received from Chris Huppe, Labour Relations Consultant, Manitoba School Boards Association, regarding the MUST Fund Committee decisions and answered Trustee questions.

Respectfully submitted,

L. McConnell

November 19, 2025



CELEBRATING INDIGENOUS DISABILITY AWARENESS MONTH - FREE WEBINAR NOVEMBER 25

Indigenous Disability Awareness Month is recognized annually each November by the Manitoba government. It highlights the achievements of Indigenous Peoples living with disabilities and recognizes the significant and valuable contributions they make to our communities, including socially, economically and culturally.

Honour Indigenous Disability Awareness Month by joining the [Manitoba Accessibility Office](#) for an engaging conversation that explores the many cross-sections of accessibility, Indigenous identity and community. This **free webinar, being held on November 25 from 1-2:30 pm**, features an insightful discussion between Indigenous author Frances Sinclair-Kaspick and media personality Shaneen Robinson, as they share their personal stories, lived experiences, and perspectives to explore the concept of community. [Click here](#) to register.

BILL 225: A MILESTONE FOR EARLY LITERACY IN MANITOBA

The Manitoba School Boards Association (MSBA) celebrates the passage of Bill 225 – *The Early Reading Screening Act*, a significant step toward improving early literacy outcomes for students across the province.

The amended bill reflects collaboration and feedback from school boards and partners, ensuring it aligns with the capacity of Manitoba’s public education system. It mandates twice-annual universal reading screenings for students in Kindergarten through Grade 3, helping identify learning needs earlier and supporting timely interventions.

MSBA President Alan M. Campbell calls this “a win-win-win—for school boards and staff, for parents and caregivers, and most of all for our students.”

MSBA thanks MLA Cindy Lamoureux for introducing the bill and Minister Tracy Schmidt for working across party lines to make this legislation practical and impactful.

Every child matters, and MSBA remains committed to advocating for the resources needed to make this promise a reality.

[Read MSBA's full statement online.](#)



NOMINATIONS UPDATE

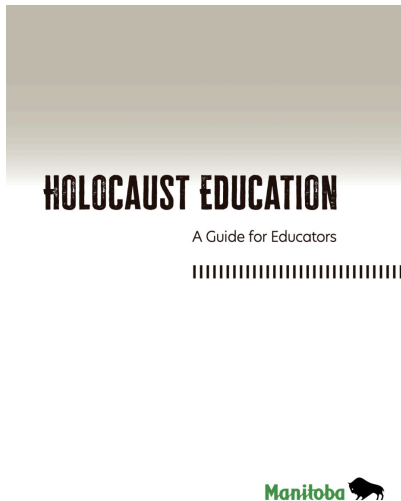
Reminder! Member school boards and trustees are invited to nominate candidates for the 2026–2027 MSBA Provincial Executive.

In 2026, positions will be elected for two-year terms for Vice-President (boards with greater than 6,000 students), and Regional Directors for Regions 1, 3, and 5 (one position each).

Nominations to date include:

- **Vice-President (greater than 6,000 students),**
Cheryl Smukowich, St. James-Assiniboia S.D.;
- **Director Region 1,** Nicole Chaske, Fort La Bosse S.D. and
Cameron Mateika, Swan Valley S.D.
- **Director Region 3,** Penny Helgason, Evergreen S.D. and
Jeff Friesen, Hanover S.D.
- **Director Region 5,** Christine Jolly, Pembina Trails S.D.

The final call for nominations will be made at the March Annual Convention. The most up-to-date nominations are posted as they are received and can be viewed [here](#).

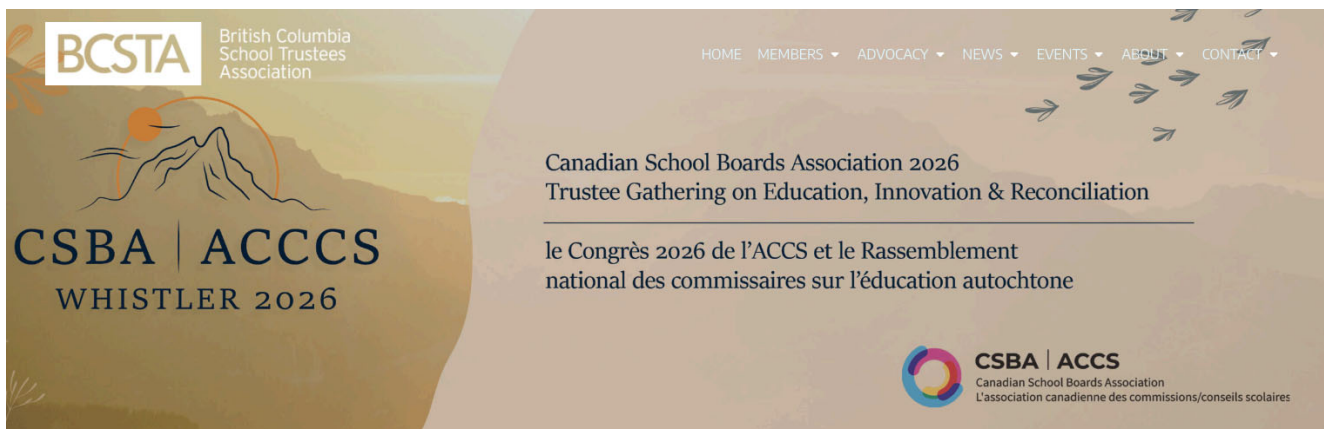


NEW HOLOCAUST CURRICULUM FOR MANITOBA STUDENTS

Starting this year, Manitoba students in Grades 6, 9, and 11 will learn from a new mandatory Holocaust curriculum designed to keep this important history alive and relevant.

Developed in partnership with the [Jewish Heritage Centre of Western Canada](#), the curriculum includes comprehensive resources, Canadian perspectives, and international best practices to help students understand the Holocaust and its lessons on human rights, inclusion, and democracy.

Learn more and access resources [online](#).



CSBA 2026 TRUSTEE GATHERING – CALL FOR WORKSHOP PROPOSALS!

The Canadian School Boards Association Trustee Gathering on Education, Innovation and Reconciliation is Canada's premier K–12 public education event, bringing together school trustees, senior district leaders, Indigenous rights holders, and education partners from across the country.

Hosted by the BC School Trustees Association (BCSTA) in Whistler, BC, from July 5 to 8, 2026, this national gathering will feature keynote presentations, Indigenous-led sessions, land-based learning, and dialogue on emerging issues—all focused on strengthening governance and advancing reconciliation in public education.

BCSTA is inviting proposals for interactive, evidence-based workshops that address governance, equity, reconciliation, advocacy, and other key issues.

Workshop Details:

- 90-minute sessions on July 6 or 7, 2026
- Submission deadline: **December 8, 2025**
- Submit to: gli@bcsta.org

Learn more and apply: <https://bcsta.org/csba-gathering-2026/>

Help shape the future of public education in Canada!



REGISTRATION IS NOW OPEN FOR THE MCIEB 4TH ANNUAL GATHERING!

The Manitoba Collaborative Indigenous Education Blueprint (MCIEB) is pleased to announce that registration is now open for our 4th Annual Gathering, scheduled for **February 5-6, 2026**, at the Victoria Inn Hotel and Convention Centre in Winnipeg, Manitoba.

This event brings together Elders, educators, students, community leaders, policymakers, and advocates to advance excellence in Indigenous education—from early childhood through post-secondary education and into the workforce.

Highlights include:

- Keynote Speakers: David A. Robertson, Elder Gerry Oleman, and Nicki Ferland
- Engaging panels and breakout sessions
- Opportunities for dialogue, knowledge exchange, and partnership building

Topics of focus:

1. Honouring Indigenous Traditional Knowledge and the Academy
2. Language Revitalization, Proficiency, and Education
3. Mino-Pimatisiwin (The Good Life)

Register today to secure your spot! Limited space is available for breakout presentations and resource-sharing tables. Contact Linda.Thorlakson@umanitoba.ca for details.

Kinanāskomitin, Miigwech, Pidamaya, Máhshi cho, NakurmĪk, Maarsii, Merci.



THE FIRST PAGE STUDENT WRITING CHALLENGE

The First Page student writing challenge is back for the 2025-2026 school year.

Each year, CBC Books asks students to give us a glimpse of the great Canadian novel of the future for the First Page student writing challenge.

Students are challenged to write the first page of a book set 150 years in the future, with the protagonist facing an issue that's topical now and setting the scene for how it will all play out in a century and a half.

The contest will be open for submissions from **February 1 to 28, 2026**. That means you have a few months to prepare your entries.

This year's judge will be announced in the coming weeks.

Last year's winners were Claire Bisch for her story *You Will Not Remember* and Leila Djuric for her story, *Digital Silence*.

Download posters for your classrooms: in colour, black and white, or a mobile-friendly version.

TEACHER GUIDES: Visit Curio.ca for discussion questions and writing tips from Canadian writers, like Cory Doctorow, Linwood Barclay, Fonda Lee, Cherie Dimaline, Erin Bow, Katherena Vermette and M.G. Vassanji.

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