Brandon School Division

Continuous Improvement Report

2025 - 2026



BRANDON
SCHOOL DIVISION
Accepting the Challenge

Brandon School Division
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INTRODUCTION

Brandon School Division prioritizes student engagement in both learning and achievement. The 2025–2026 school year was marked by enthusiasm, growth, and continued progress across our schools and classrooms. This report provides a snapshot of the learning initiatives and outcomes achieved throughout the year, highlighting the dedication, progress, and commitment to education demonstrated by our students, staff, parents and guardians, and the broader 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 serving a diverse student population across a wide geographic area. Its Administration Office is in Brandon, and the Division serves the city of Brandon, the town of Alexander, Canadian Forces Base Shilo, and the surrounding areas.

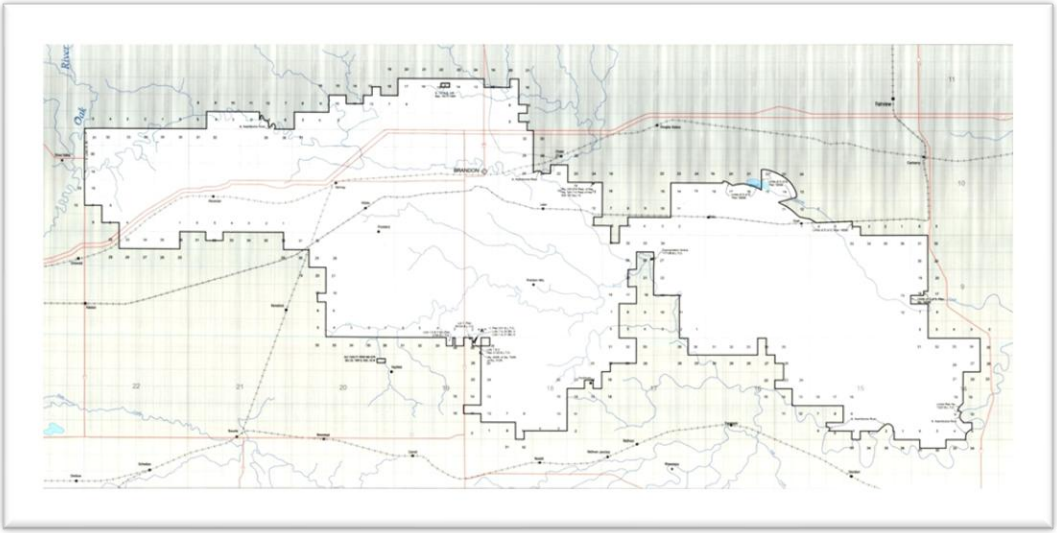
Brandon School Division has 24 schools, 21 of which are within the City of Brandon. Its boundaries extend beyond the city to include portions of the municipalities of Cornwallis, Riverdale, Elton, Oakland-Wawanesa, North Cypress-Langford, Glenboro-South Cypress, and Whitehead, as well as Canadian Forces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

Grade levels and structures differ from school to school, but all Brandon schools follow the Early (K-4), Middle (5-8), and Senior Years (9-12) educational philosophy, even where buildings are not physically organized that way.

The Division's schools, from the early years through high school, are committed to academic excellence and personal growth and to creating environments where students can thrive. The Division emphasizes inclusivity and innovation so that every learner has the resources and support needed to succeed. By encouraging collaboration among educators, parents, and the community, it aims to nurture a lifelong love of learning in every student.

Beyond traditional academics, the Division offers a variety of extracurricular activities and specialized programs that enrich the educational experience. Students can pursue interests in the arts, athletics, technology, and more, building their skills and broadening their horizons. The Division also integrates modern technology into the classroom to prepare students for the challenges of the 21st century. Focused on developing well-rounded individuals, it works to give students the knowledge, skills, and values to become responsible, engaged citizens in a global society.

Context data gives a picture of the environment in which our students and staff live and learn. To support continuous improvement, we monitor local and regional demographic data to better understand the students and community we serve. This includes student enrollment, the percentage of students who have self-declared as Indigenous, the number of students designated as English as an Additional Language, and 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	1,283	12.72 %
Self-Declared Indigenous Students	1,710	16.96 %
Total Student Population as of October 1, 2025		**10,080**

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

In keeping with our vision of educational excellence, Brandon School Division offers a wide range of programs and services tailored to each student's unique learning needs and strengths. Some of these 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 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 a career pathway that allows students in Grades 10–12 to begin an apprenticeship in a designated Manitoba trade while completing high school. Students must obtain employment with a qualified, insured employer and register with Apprenticeship Manitoba as an apprentice in their chosen trade. Once approved, students receive paid, supervised training through their employer while continuing to meet high school graduation requirements.

The Division’s HSAP coordinator supports students throughout their high school apprenticeship and helps them prepare to continue their apprenticeship after graduation, including the transition to post-secondary apprenticeship. Initial support can include explaining apprenticeship requirements and helping students develop job search skills, create resumes, and prepare for interviews. Throughout the program, the coordinator serves as a liaison among students, families, employers, school staff, and Apprenticeship Manitoba, helping coordinate communication, monitor progress, and connect students with the guidance they need for a successful entry into their trade.

Participating employers hire students based on their business’s staffing needs and ability to provide training that meets apprenticeship, supervision, workplace safety, and applicable apprentice-to-journeyperson ratio requirements. Students apply for available positions, and employers make hiring decisions. Opportunities therefore depend on employer capacity and available positions; interest in HSAP does not guarantee employment.

Employers pay students directly, and they earn Manitoba’s minimum wage plus 10% while in the program. Students earn one Grade 12 credit for every 110 approved hours worked, up to eight credits in total. Approved hours also count toward Level 1 apprenticeship requirements in their trade. Eligible students can earn tuition credits toward post-secondary technical training fees for every 220 hours worked.

HSAP gives students an opportunity to explore career options, develop trade skills and knowledge, and build connections in the workplace. Employers can pass on their expertise, train potential future employees, and help young people begin a career—supporting both their business and the future of Manitoba's skilled trades.

Career Development Initiative

During the 2025-2026 school year, the Career Development Initiative successfully expanded K–12 career education programming across Brandon School Division.

91%	547	36	3,060
Grade 9 in TOKTW (789 students)	Students at SIN Clinics	Career Fair organizations	Active Xello students

Student Engagement

- **Take Our Kids to Work Day:** 789 Grade 9 students (91%, up from 86%) participated with 229 local businesses.
- **Xello:** 3,060 active students (up from about 590 last year) and 16,943 logins, with engagement in 15 schools and a grade-by-grade delivery model.
- **Career Trek:** presentations in 6 schools; 65 students registered for summer camps.

Workplace Readiness & Safety

- **Workplace safety and employment standards:** 775 Grades 9 and 462 Grade 10 students, with SAFE Workers of Tomorrow.
- **SIN Clinics (Service Canada & CRA):** students at 4 high schools received their SIN and filed their taxes for the first time.
- **Safety Hub:** "Explore Your Community's Protectors" at 3 high schools.

Employers & Community Partnerships

- **Divisional Career Fair:** 36 organizations (up from 24–30) across business, non-profit, and government. Employers including Prairie Mountain Health, YMCA, Superstore, Co-op, and respite worker agencies hired BSD students, and McDonald's opened a special interview day exclusively for our students.
- **Prairie Mountain Health:** health careers presentations and a new partnership for Health Care Aide graduates.
- **Brandon Career Symposium:** 900 BSD students attended.

Volunteering & Academic Credit

- **CCSIP:** 5 new non-profit organizations authorized for student volunteer credit. Non-profits at the Career Fair also recruited students for volunteer roles.

Goals for 2026–2027

- **Xello:** active engagement in 70% of schools by March 2027, and work toward formal curriculum integration.
- **Alumni speakers:** graduated BSD students share their career paths in lunch sit-and-learn sessions.
- **Financial literacy:** launch Xello's "The Real Game" and invite Manitoba Student Aid to present to families.

- **Employer pipeline:** build recurring hiring pathways with local employers and Prairie Mountain Health, with more follow-up businesses hiring our students after the Career Fair. McDonald's is hosting another student hiring interview day on October 23.
- **BSD Career Launch Program:** proposed Grade 12 paid work placement aligned with Manitoba's CFE framework, with an Assiniboine College partnership in development.
- **Annual program plan:** a year-at-a-glance calendar of all career events, school visits, and partnerships.

Prairie Hope High School (Learning to Age 18 – Alternative High School Education)

In the 2025-2026 school year at Brandon's alternative high school, Prairie Hope High School, we recognized that all our students are at risk of leaving school and that many have experienced long periods of absence from their previous schools. To create a safe, flexible, and inviting space, we provided universally accessible nutrition programming throughout the day. This included snacks available at any time, nutritious breakfast foods at the start of the day and a balanced lunch.

Our teaching staff have planned and implemented work around encouraging students to develop their own concept of Mino-Pimatisiwin – The Good Life as integrated into the provincial curriculum and learning framework. We plan to use common language and processes in support of this goal and will respond as a staff to student feedback. This will extend in the second semester into teachers designing and refining tasks to refine student critical thinking in the various curriculum areas.

We offered culturally relevant learning opportunities for students who are self-declared Indigenous and for allies. Our Indigenous Academic Achievement support staff person and our First Nation, Metis, and Inuit Studies teacher planned a series of embedded learning opportunities - both in the school and off-site - using our Elders and Knowledge Keepers program. We were recently invited to attend the Knowledge House at Brandon University to receive wisdom on two-eyed seeing from an Indigenous Elder.

We were able to offer off-site opportunities to our young adult Newcomer students and to other Prairie Hope students to make real world connections through trips to the Human Rights Museum, the Winnipeg Art Gallery, and Riding Mountain National Park, to name a few.

We worked to engage our community supports and the trusted adults in our students' lives by hosting a Thanksgiving lunch and offering chilli and bannock to families during a parent-teacher conference evening. At this time, we invited representatives from community resources to the school to meet with students and families. Our supports include SWIS (Settlement Workers in Schools), SERC (Sexuality Education Resource Centre), BFC (Brandon Friendship Centre), and Prairie Mountain Health (Teen Clinic), to name a few. Our students have also given back to the local community through supervised volunteer work at a local food bank and soup kitchen.

We recognize the importance of connecting our adult students with the skills and supports to be successful beyond the walls of our school and work to develop and maintain strong connections and partnerships in our community. We will have visits from the Canadian Armed Forces, and the Canadian Law Society to share potential career opportunities with students. We will also arrange for CPR and First Aid training as part of the health component of Physical Education programs.

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 19 schools with deep participation and over 60 different community teachers and presenters engaging with schools throughout the 2025-2026 school year; 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 time of visit have been areas of common learning and understanding. There has been a supportive network created so that schools are looking to each other for suggestions and collaboration, rather than always relying on the Indigenous Education Learning Support. **Please view our 2025-2026 Elders and Knowledge Keepers in Schools Summary Report for a comprehensive look at how this initiative was implemented in our schools.**[1]

Building Student Success with Indigenous Parents positions are held at 8 our schools; some Provincially funded and some Divisionally funded or increased funding. **Indigenous Academic Achievement** positions are held at our 4 High Schools. These positions successfully support in schools with academics and with engaging in Indigenous cultural knowledge and events. These positions aim to improve course completions and graduation rates.[2]

Principle #1: School Divisions and schools should use Indigenous student–specific data to inform planning and program monitoring and to track Indigenous student literacy and numeracy progress and overall academic achievement.

Data Collection (see end of this section for charts)

- Graduation data was observed to create a baseline of understanding for Indigenous student vs. Non-Indigenous student rates: Grade 9 class of 2017-2021 (potential graduates of 2021-2025).
    - Non-Indigenous students have a 34% (earliest in years assessed) increase in graduation compared to Indigenous students, and 32.1% (most recent in years assessed)
    - Non-Indigenous students had a drastic increase of success when viewing 6-year graduation rates; about 23% more students graduated with 2 years more to complete.
- Literacy data was observed to create a baseline of understanding for Indigenous student vs. Non-Indigenous student rates.
    - Non-Indigenous students have an approximate 30% increase in successful completion of English courses compared to Indigenous students.
    - Over the 5-year spread investigated, Indigenous students completing English class increased by approximately 8%.
    - Indigenous students consistently have a high percentage of dropping, or having them dropped from the course prior to semester end. Dropping class might be done to change when or whom they take the course with, dropping, or being dropped, due to low attendance early in the semester; or dropping, or being dropped, so an F does not appear on the transcript later in the semester. This has dropped slightly in the last 5-year data trend.

[1] Elders & Knowledge Keepers in Schools Report
[2] Building Student Success with Indigenous Parents Report

- Numeracy data was observed to create a baseline of understanding for Indigenous student vs. Non-Indigenous student rates.
    - Non-Indigenous students have an approximate 20% increase in successful completion of Math courses compared to Indigenous students.
    - Over the 5-year spread investigated, Indigenous students completing Math class increased by approximately 8%.
    - Indigenous students consistently have a high percentage of dropping, or having them dropped from the course prior to semester end. Dropping class might be done to change when or whom they take the course with, dropping, or being dropped, due to low attendance early in the semester; or dropping, or being dropped, so an F does not appear on the transcript later in the semester. This has dropped slightly in the last 5-year data trend.

Indigenous Academic Achievement Staff

- Educational assistants are employed at each of the 4 High Schools; full time. These staff meet monthly with Indigenous Education Learning Specialist for Professional Development in areas of culture and connection to students.
- I.A.A staff work as point of contact for many students and families and community connections, Brandon Friendship Centre, HUDDLE, etc.

Staff Professional Development

- All schools designated one or two staff to participate in Mamahtawisiwin: 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 third year of training through Manitoba Rural Learning Consortium and enables schools to increase their trained staff and build teams.
- Grade 7-8 Indigenous Studies Teachers meet a few times annually to collaborate and receive professional development.
- Physical Education staff had the opportunity to receive professional development on Indigenous games, 14 attended. BSSIP and IAA were also invited to attend.
- Book Club was offered as an after school professional development. 6 participants discussed Re-storying Education: Decolonizing your Practice Using a Critical Lens by Carolyn Roberts.
- An online session offered by The Outdoor Learning Store was available for professional development. The Medicine of Storytelling featured conversations with Indigenous speakers about Indigenous storytelling and their personal craft.
- Beading and tufting workshops were held over the course of 4 days as after school professional development to staff, 16 attended.

Treaty Education

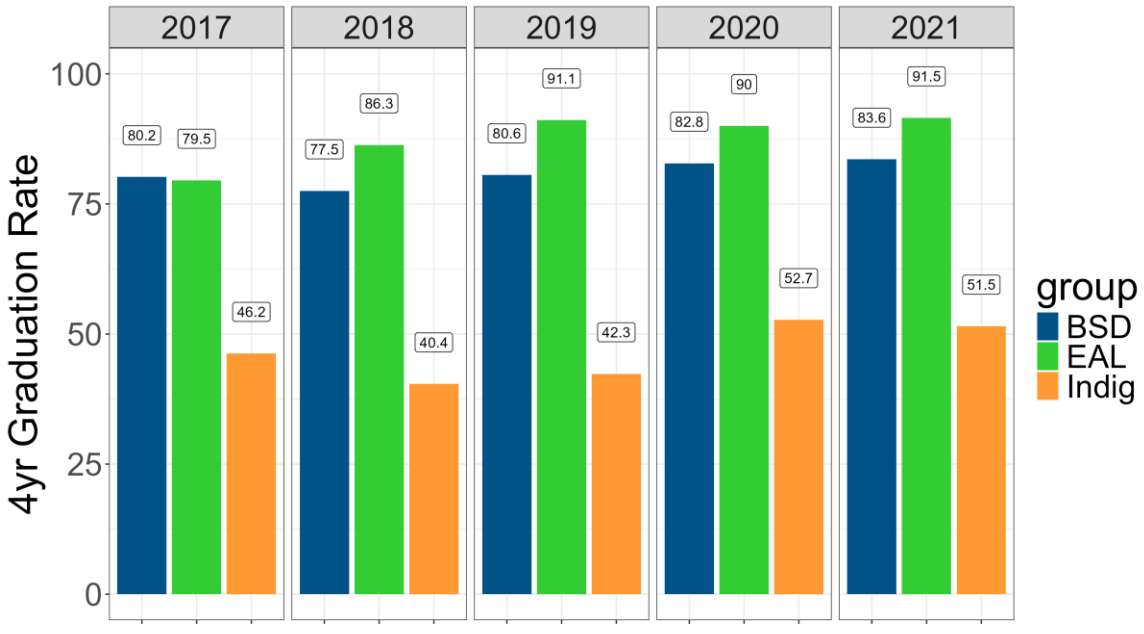
- Treaty Education continues to ensure that all staff have received this certification.
    - All staff will attend one day of professional development.
    - All teaching staff will attend a second day of professional development.

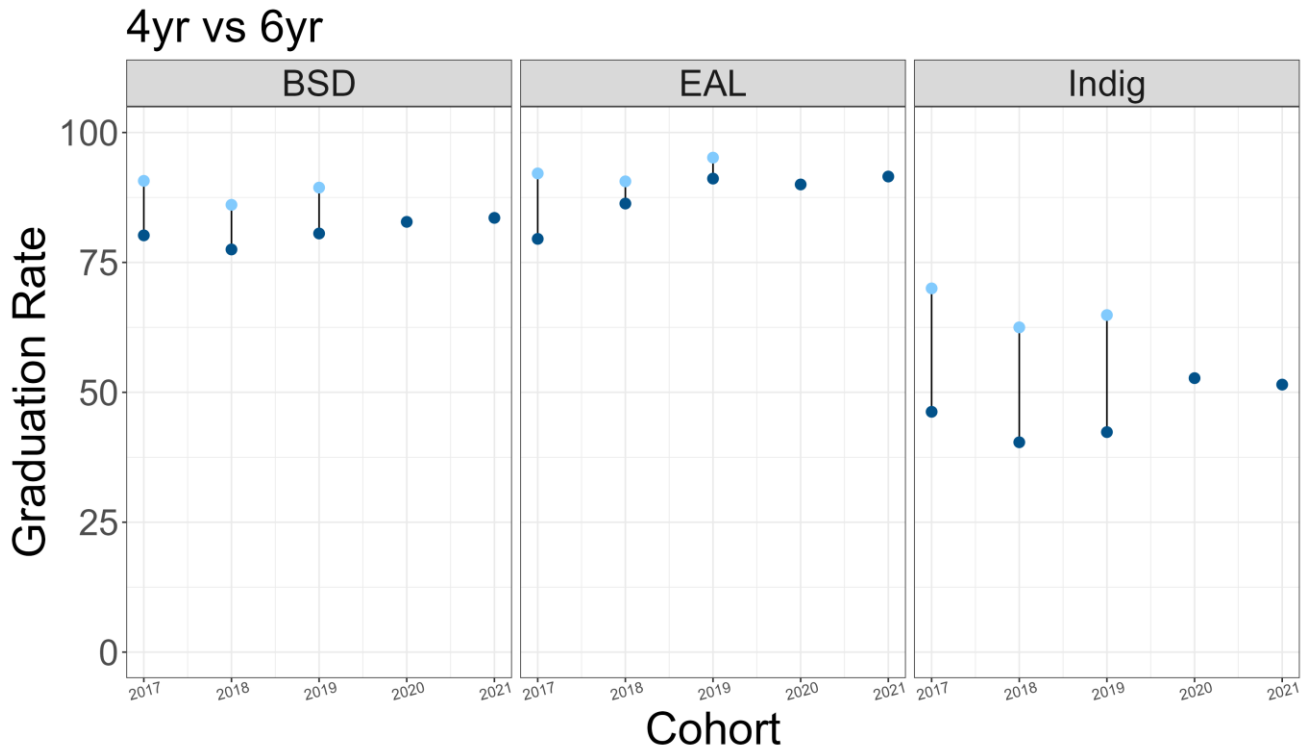
Principle #2: School Divisions and schools should embed the languages, cultural practices, knowledge systems, and histories of Indigenous people into the curriculum and the education of all students.

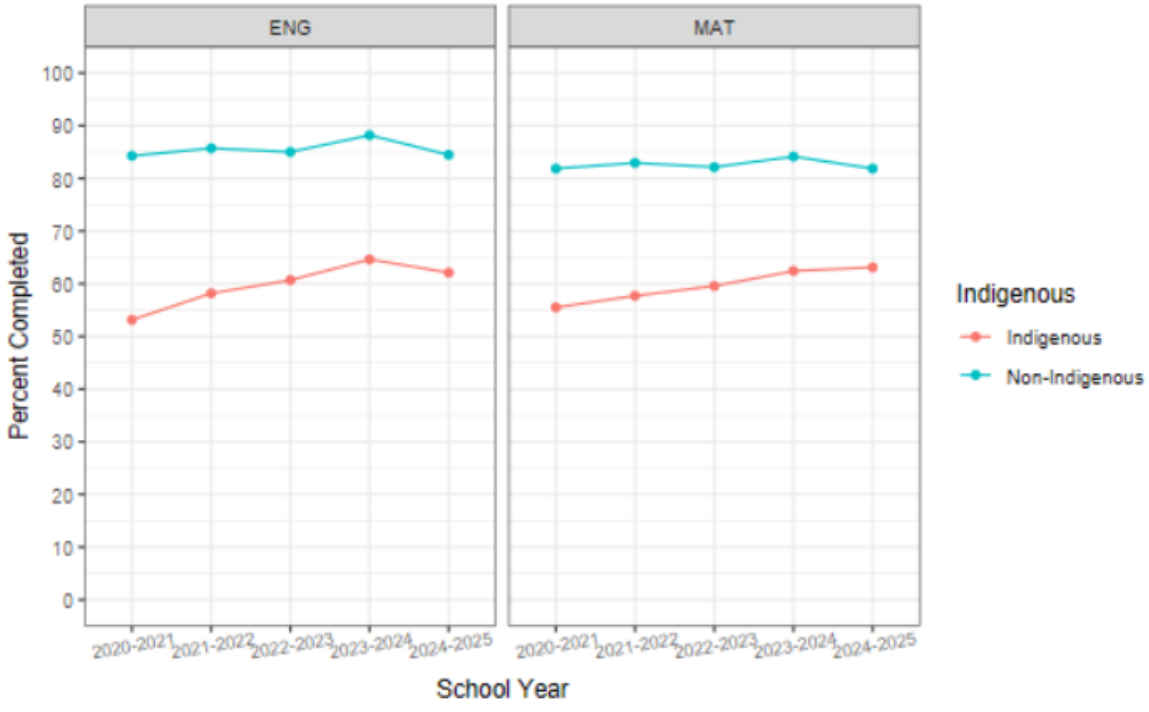
- Indigenous Academic Achievement workers work to create learning opportunities in schools for all students to learn about Indigenous people – bulletin boards, workshops, classroom support, bringing in Knowledge Carriers, etc.
- Indigenous Academic Achievement workers support acknowledgement of Indigenous date of recognition: Truth and Reconciliation, National Indigenous Peoples Day, Moose Hide Campaign, National Ribbon Skirt Day, National Indigenous Peoples Day.
- Indigenous languages of Anishinaabe and Cree are offered to Grades 9-12 students at three of our High School locations. These courses offer personal connections to culture and support sustainability of Indigenous languages.
- Divisional activities are planned for Grade 4-6 students to attend teachings for Truth and Reconciliation Week – 2 days and participation of about 900 students.
- Winter Cultural Days – 2 days and participation of about 240 students, Grades 7-12.
- United Thunder Dance group was organized as a Family Gathering evening at one of the school gymnasiums.

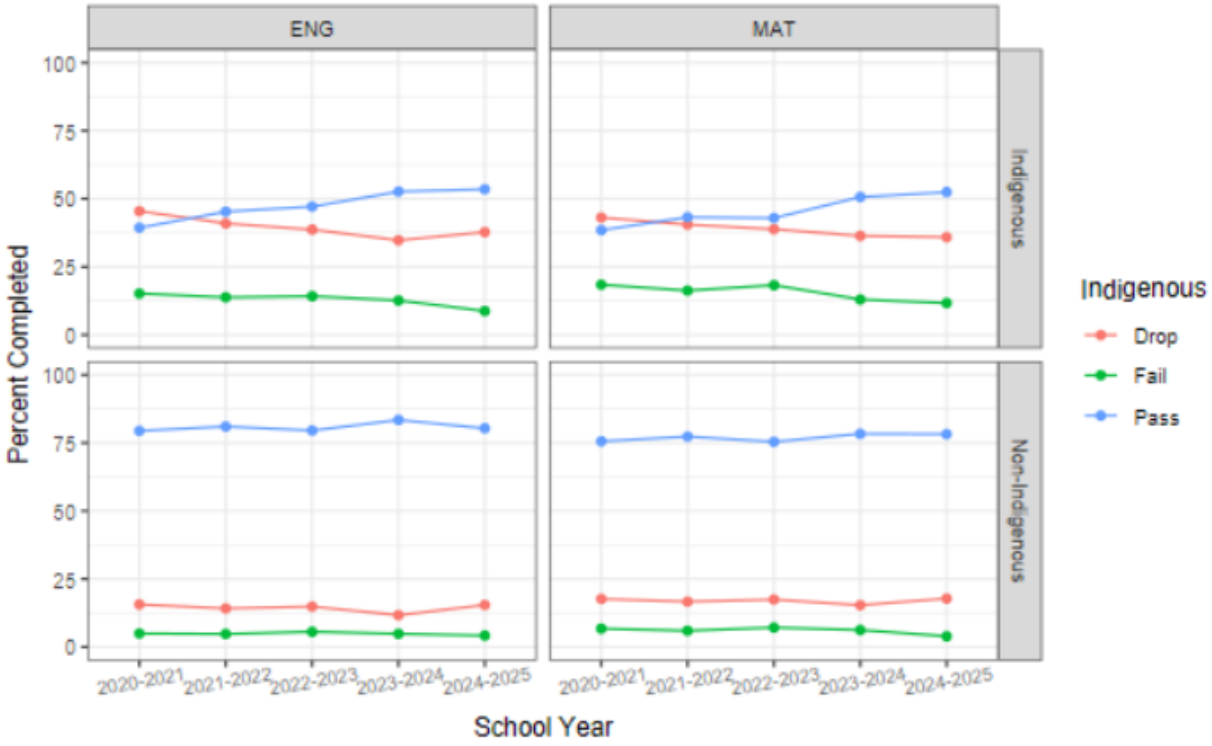
Principle #3: Schools and school Divisions should use wholistic approaches that respect Indigenous languages and cultures and the important role of family and community in the education of Indigenous children and youth.

- Indigenous Academic Achievement staff support Indigenous groups in school, such as:
    - Deadly Aunties Club – High School female Indigenous group to support successful education and conversations of need.
    - Indigenous Students' Gatherings – Indigenous student group with Brandon School Division, Assiniboine College and Brandon University staff members to support student success during High School and into post-secondary.
- Classroom support and academic support at each high school.




4yr vs 6yr
BSD
EAL
Indig
Graduation Rate
100
75
50
25
0
2017
2018
2019
2020
2021
Cohort


ENG
MAT
Percent Completed
100
90
80
70
60
50
40
30
20
10
0
2020-2021
2021-2022
2022-2023
2023-2024
2024-2025
School Year
Indigenous
Indigenous
Non-Indigenous



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 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 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 various technology and vocational option courses for our students in Grades 9-12, including:

- 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 2025-2026 Board of Trustees consisted of the following individuals:



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



Duncan Ross, Vice-Chairperson
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Breeanna Sieklicki
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Senior Administration

Our Senior Administration consists of the following individuals:



Mathew Gustafson
Superintendent
Chief Executive Officer
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Student Services
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Jon Zilkey
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Eunice Jamora
Assistant Secretary-Treasurer
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Division Staffing Profile (as of September 30, 2025)

Full-Time Equivalents	Number
Principals	23.000
Vice Principals	14.750
Teachers	621.875
Counsellors	22.875
Resource Teachers	37.500
Teachers supporting special needs low enrolment classes	5.000
Educational Assistants	378.773
Speech Language Pathologists	9.900
Reading Clinicians	0.000
Occupational Therapists	0.000
Physiotherapists	0.000
Psychologists	6.000
Social Workers	14.500
Other Staff (specify)	
Specialists	7.000
Custodial	63.6875
Maintenance	7.000
Trades	11.000
Transportation	30.8625
Administrative Assistants	35.000
Accounting Clerks	2.000
Library Technicians	4.000
Production Chef	1.000
Out-of-Scope	41.000



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 **2026-2027 Continuous Improvement Handbook**[3].



Vision of a Literate and Numerate Learner

BSD has co-constructed the **Vision of a Literate Learner and Vision of a Numerate Learner**[4]—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.

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[3] 2026-2027 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**[5] 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 2026–2028, and Grades 9–12 for 2028–2030, 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.

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.

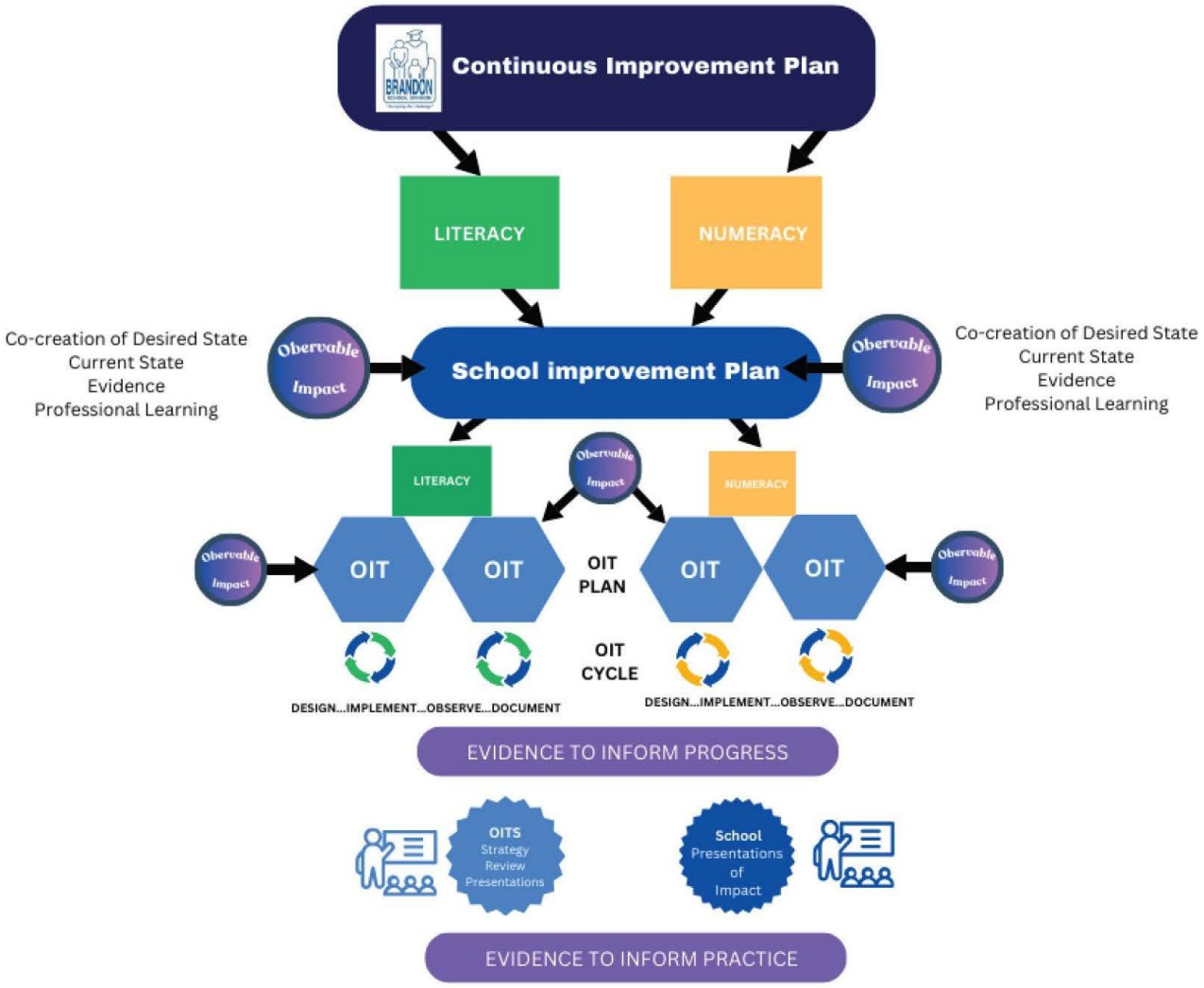
K–12 administrators also meet monthly to engage in system-connected learning that strengthens capacity, relationships, and collaborative structures across schools, ensuring that leaders grow alongside their staff in a shared culture of inquiry and impact.

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.

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[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

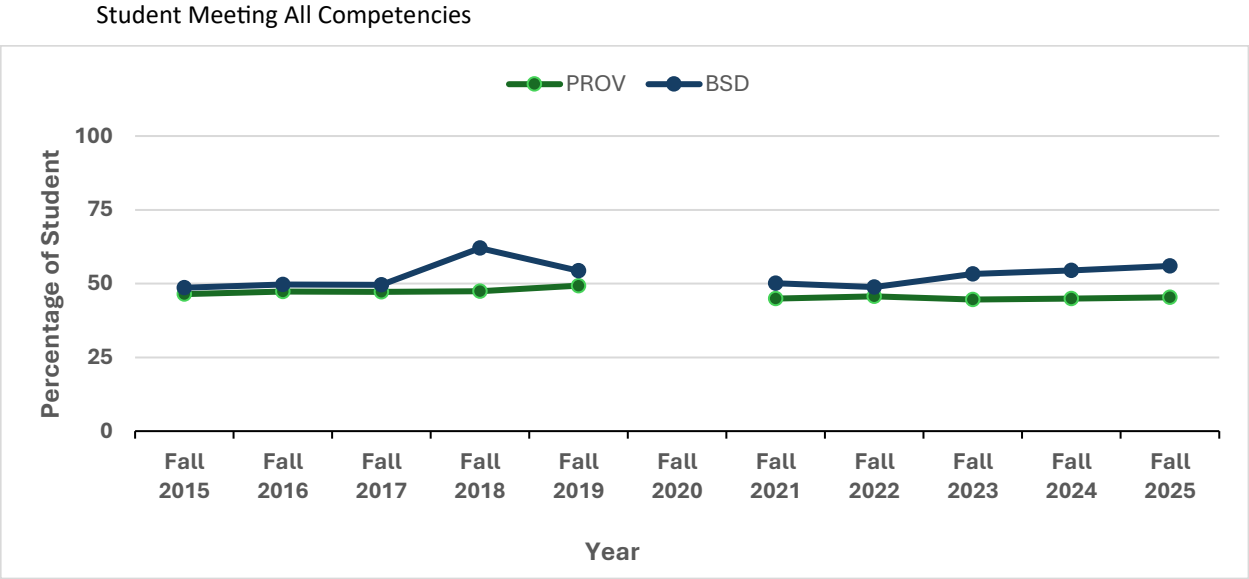
The following report provides summative analyses, in the context of historical trends, across elementary and secondary schools. Data are provided to summarize the Division as a whole, and as it specifically relates to students from English as an Additional Language (EAL) and Indigenous backgrounds.

Early Development Instrument Report Summary

EDI (Early Development Instrument) results are received each February, one year after submission, and are distributed to individual schools across the Division. At the Divisional level, we conduct a comprehensive review of each school's results, focusing on identifying students who have been flagged as vulnerable or at risk. This includes examining existing referrals and the clinical services currently being offered to support those students. In the current year, we continue to track students previously identified as vulnerable to monitor their development and ensure appropriate interventions remain in place. Additionally, we analyze past EDI results to identify trends or shifts over time, which helps inform our planning, resource allocation, and early intervention strategies.

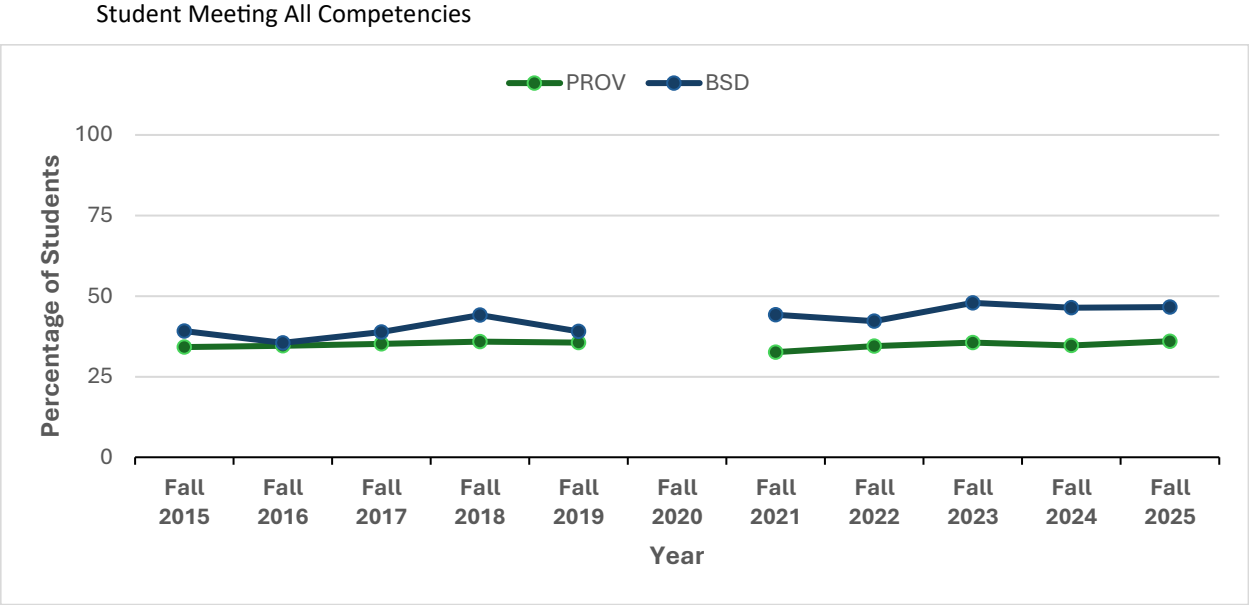
English Program

Grade 3 Entry - Reading in English - English Program



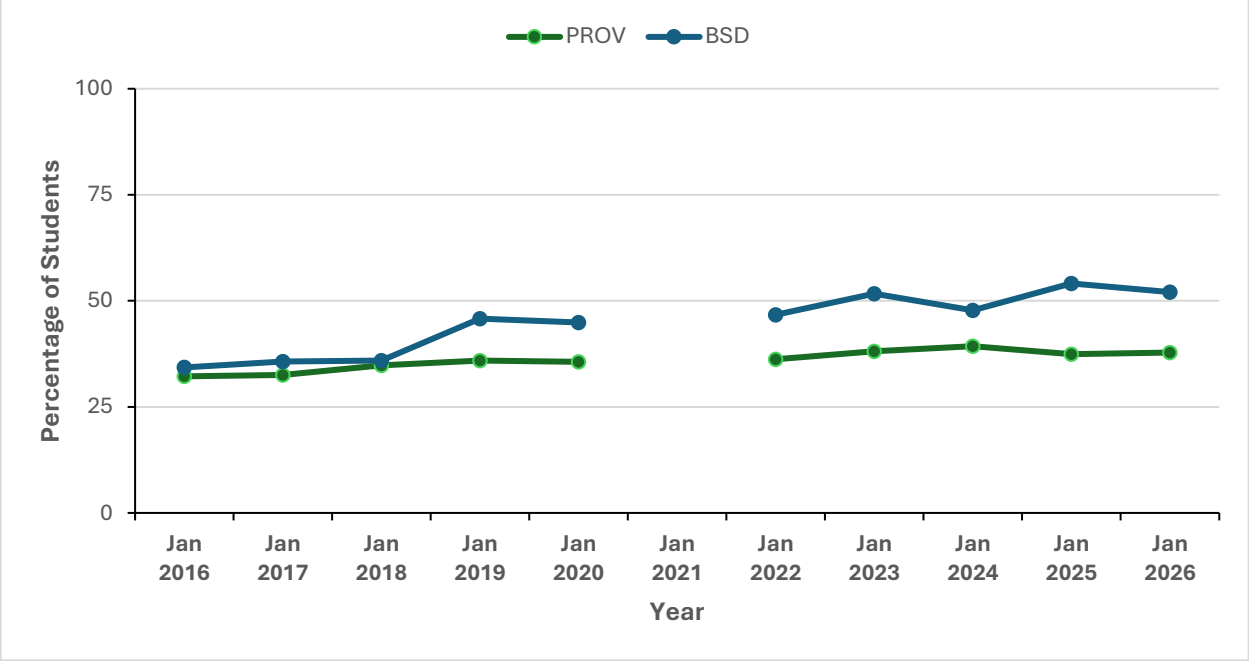
BSD's 2025 result is its highest since 2018 and above its pre-pandemic level. Despite a general decline in the post-pandemic era, a higher percentage of BSD Grade 3 students met all reading sub-competencies than across the province. BSD results have grown three years in a row, reaching 56.0% in 2025, This is contrasted with the province that has remained around 45% since the pandemic.

Grade 3 Entry - Numeracy - English Program



Since 2022, BSD has held a steady lead above the province average. Although this has leveled off at around 46–48%.

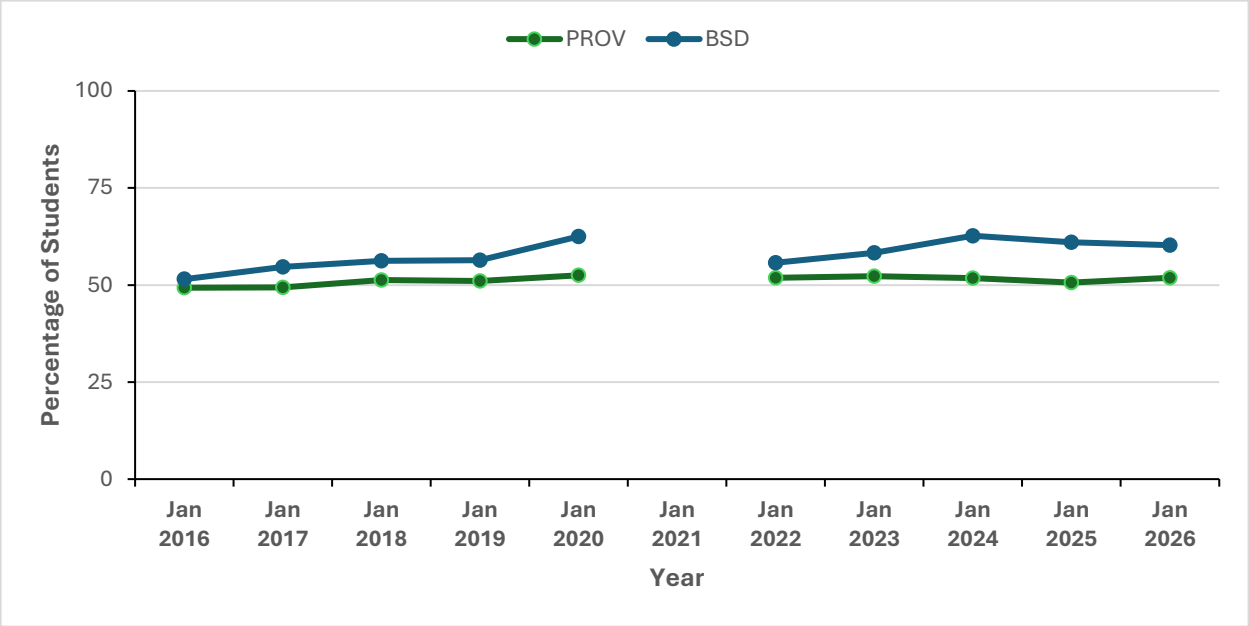
Grade 7 - Number Sense and Number Skills - English Program



In the last four years, BSD has shown a modest increase in performance. It continues to remain higher than the provincial average in the last 10 years.

Grade 8 - Reading Comprehension - English Program

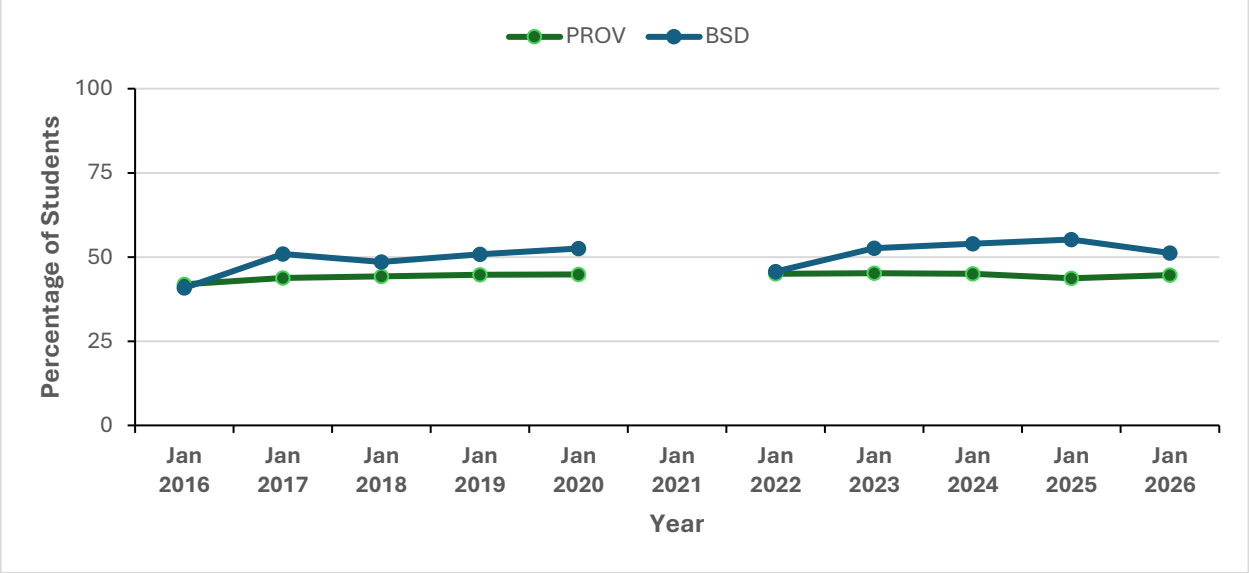
Student Meeting All Competencies



BSD continues to outperform the provincial average and has shown moderate growth since 2023.

Grade 8 – Expository Writing - English Program

Student Meeting All Competencies

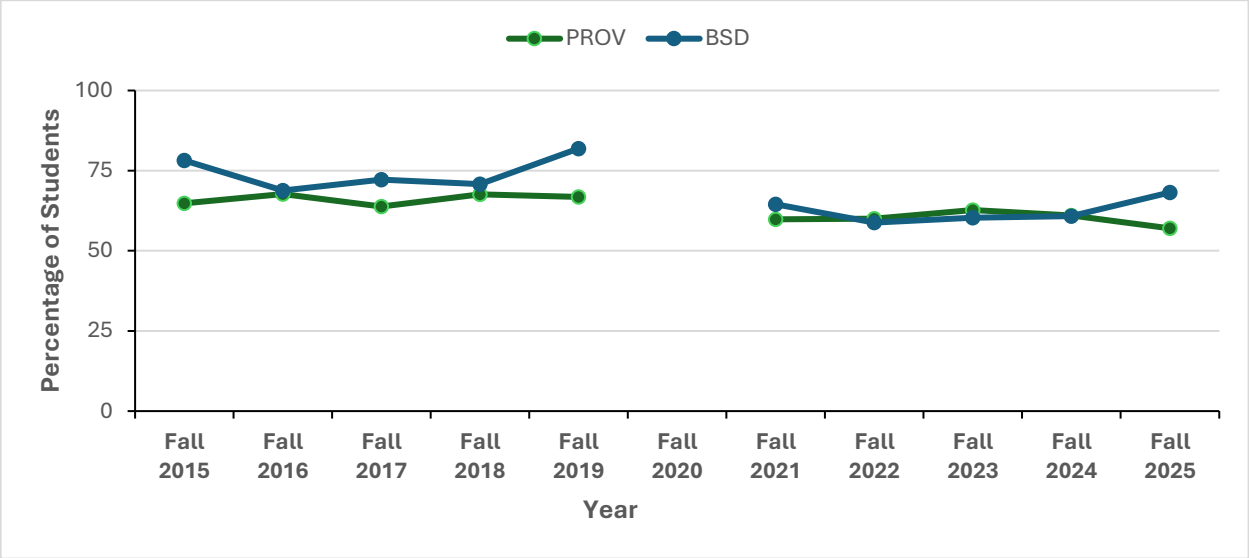


BSD continues to outperform the provincial average with modest growth since 2022.

French Immersion Program

Grade 3 Entry - Reading in English - French Immersion Program

Student Meeting All Competencies



While BSD has declined since 2019, there was a modest increase above provincial average in 2025, thus recovering from the decline below provincial average seen in 2022-2024.

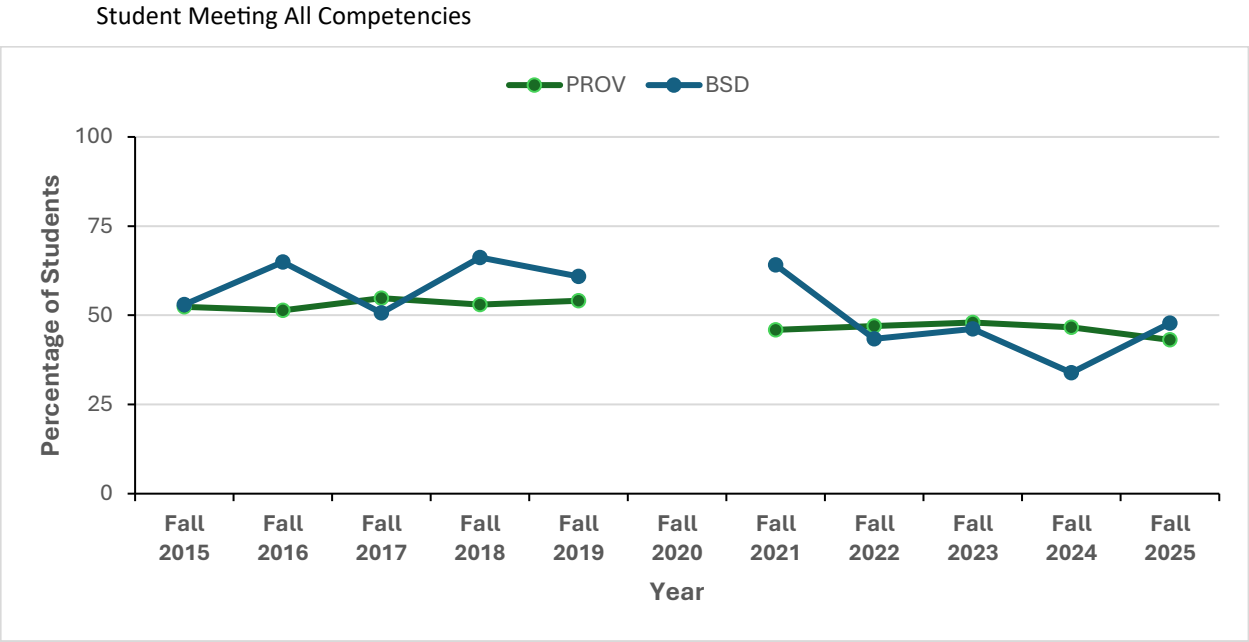
Grade 3 Entry – Numeracy - French Immersion Program

Student Meeting All Competencies



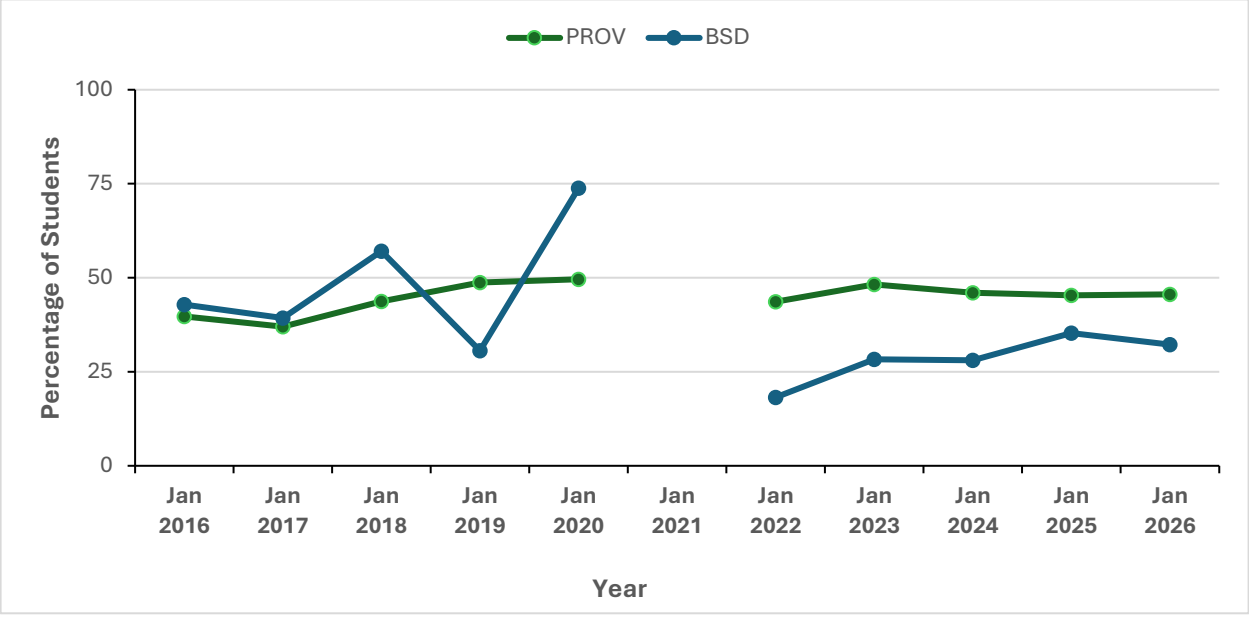
BSD results vary considerably from year to year, likely due to the small number of students assessed. Even so, achievements have consistently been higher than provincial average.

Grade 4 Entry - Reading in French - French Immersion Program



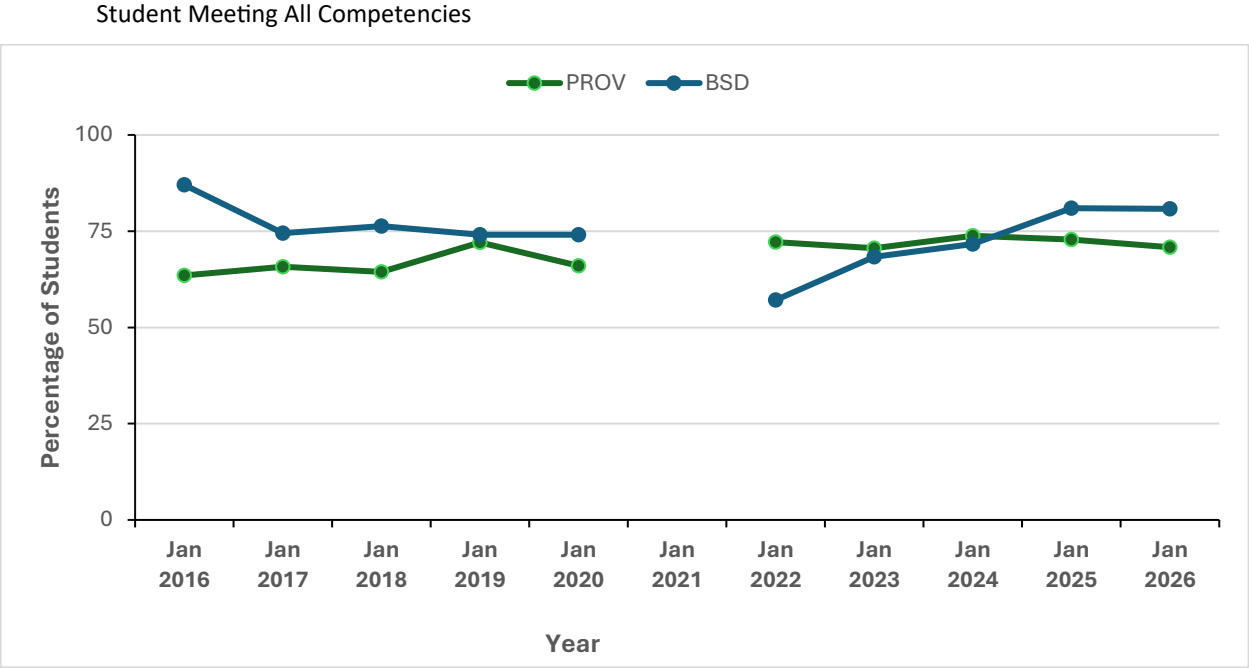
There was a strong increase in 2025. This is BSD's highest result since 2021 and places BSD above the provincial rate.

Grade 7 - Number Sense and Number Skills – French Immersion Program



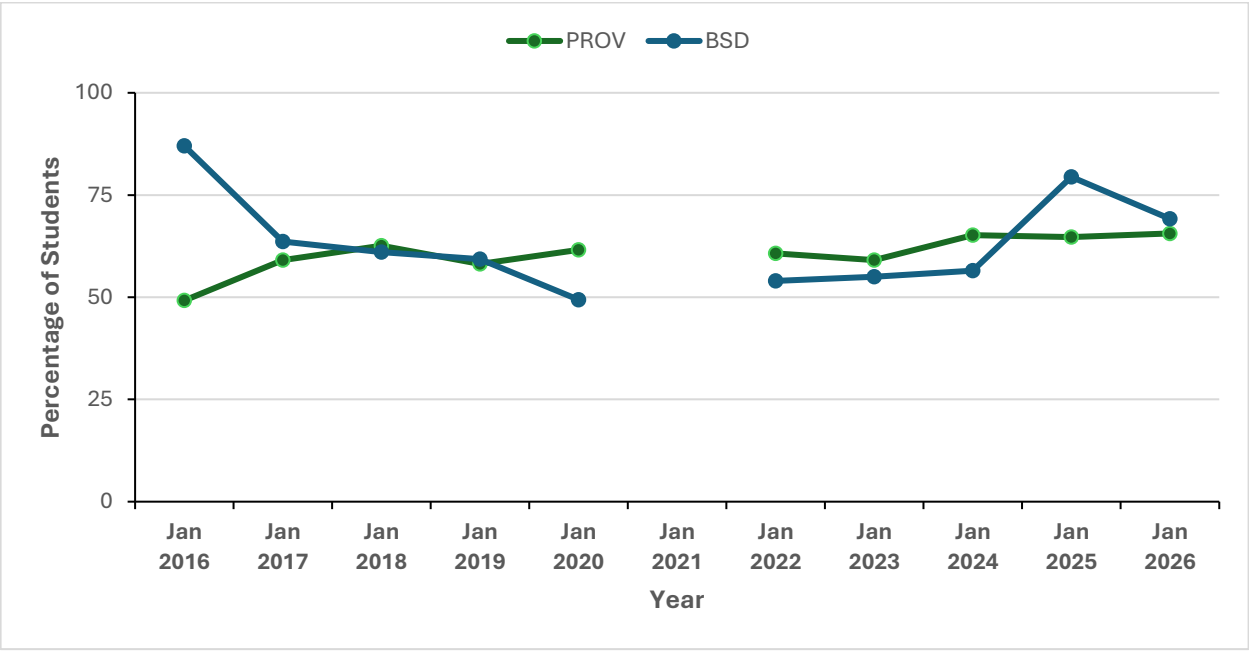
Achievement in this area has been consistently lower than the provincial average since 2022.

Grade 8 - Reading Comprehension in English – French Immersion Program



BSD continues to show marked gain in the last four years. The value that was slightly below the provincial average recovered in the last two years with more than 75% of students meeting all competencies.

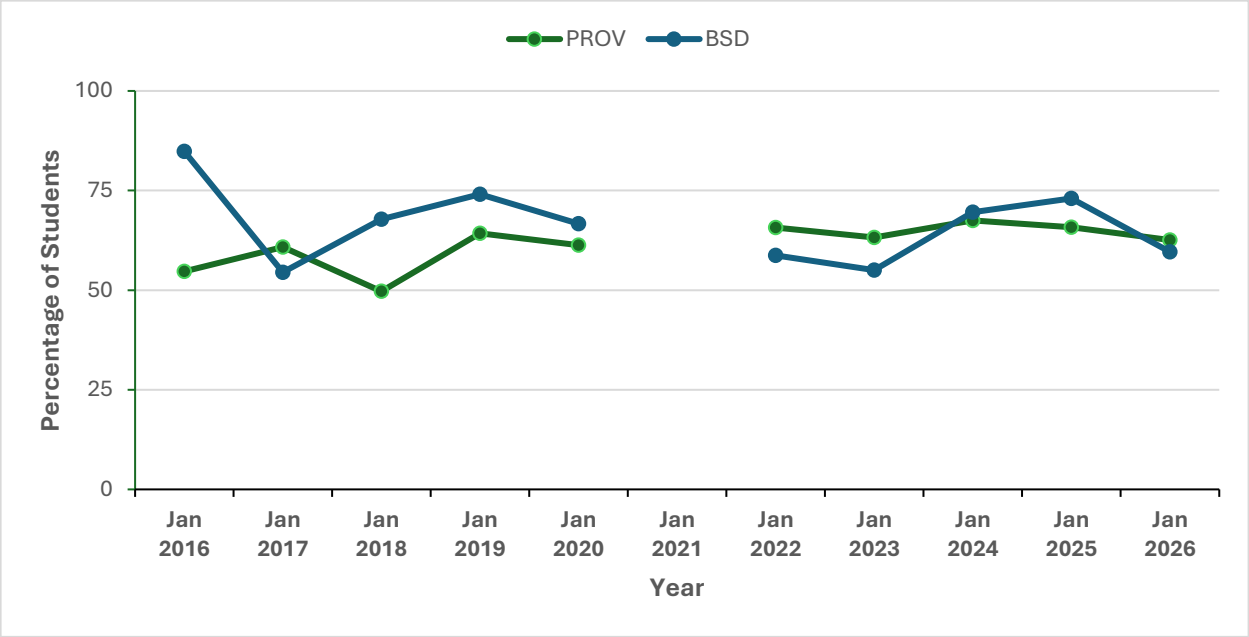
Grade 8 - Reading Comprehension in French – French Immersion Program



The percentage of students meeting all competencies dropped from last year. Despite this decline, BSD is still higher than the provincial average.

Grade 8 – Expository Writing in English – French Immersion Program

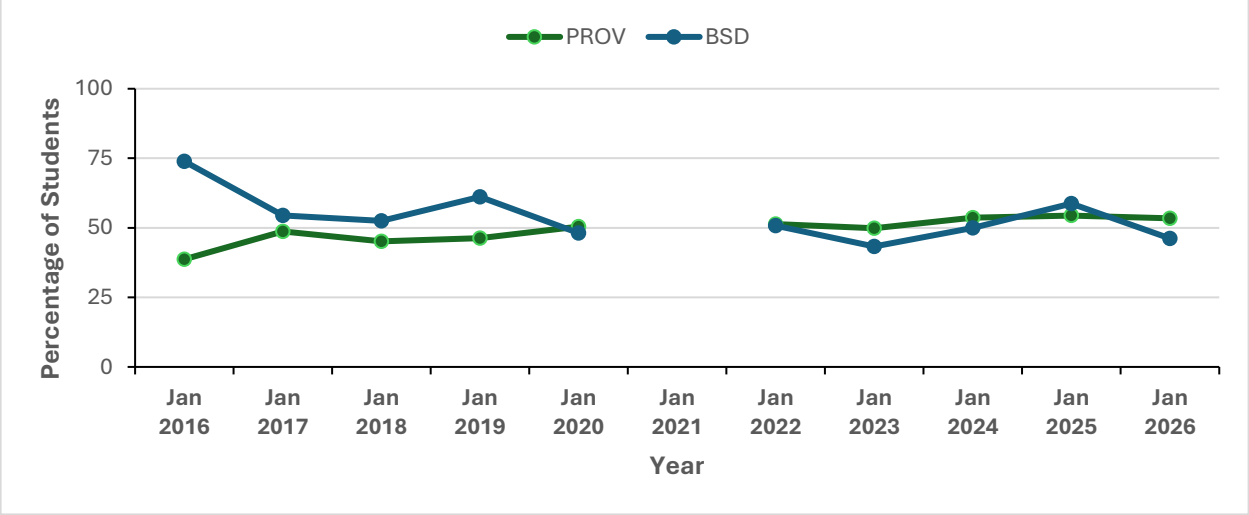
Student Meeting All Competencies



Despite the large fluctuations, BSD has shown marked growth as it recovers from the decline below provincial average in 2022. The recent performance is below the provincial average.

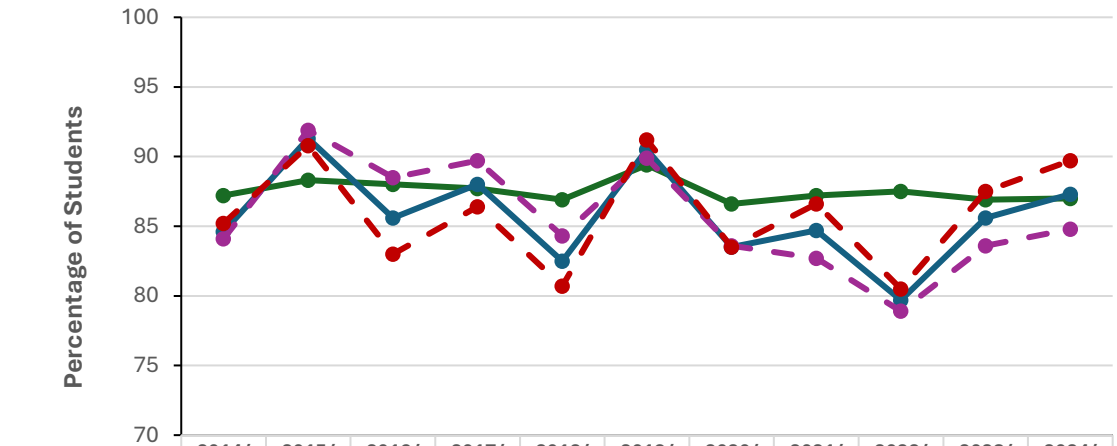
Grade 8 – Expository Writing in French – French Immersion Program

Student Meeting All Competencies



BSD performance has historically performed above provincial average pre-pandemic; however, this trend reversed in 2022-2024. The slight improvement seen in 2025 while the recent performance is below provincial average.

Grade 9 Credit Attainment – Mathematics

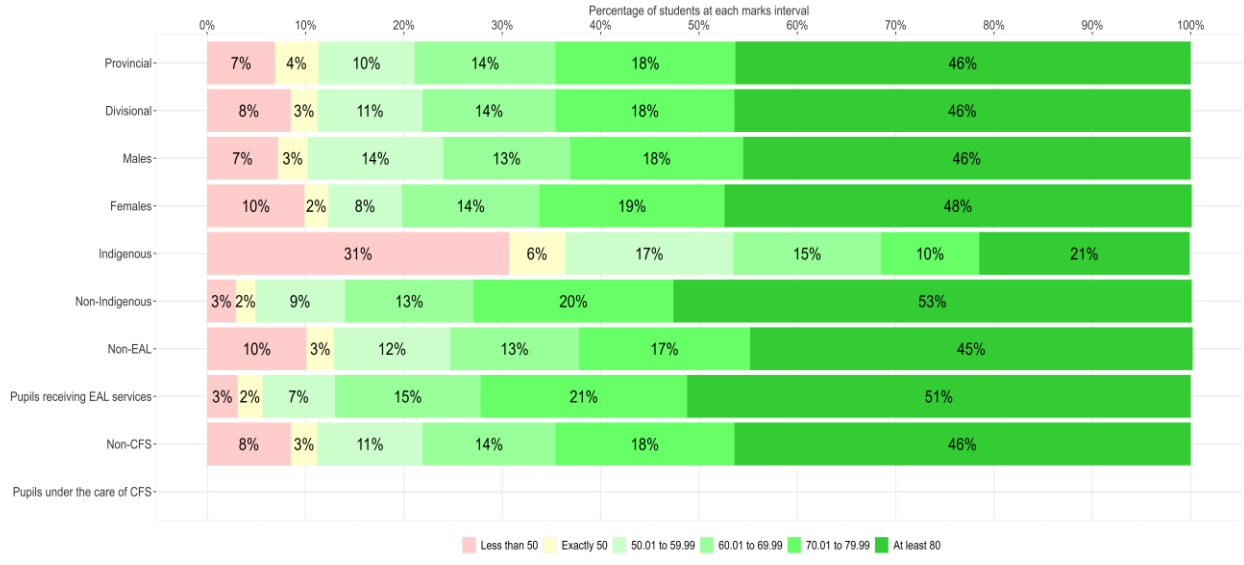


	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
PROV	87.2	88.3	88.0	87.7	86.9	89.4	86.6	87.2	87.5	86.9	87.0
BSD	84.6	91.3	85.6	88.0	82.5	90.5	83.5	84.7	79.7	85.6	87.3
Females	84.1	91.9	88.5	89.7	84.3	89.9	83.6	82.7	78.9	83.6	84.8
Males	85.2	90.8	83.0	86.4	80.7	91.2	83.5	86.6	80.5	87.5	89.7

Year

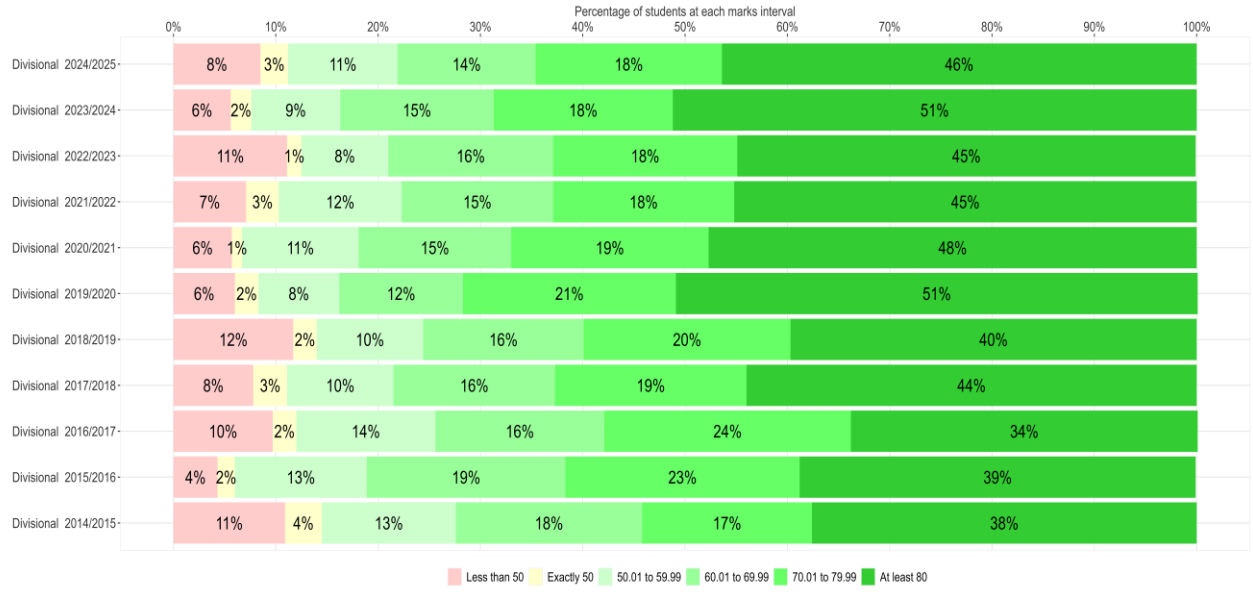
In the past 10 years, Grade 9 mathematics credit attainment has been relatively steady just below 90% rate while fluctuating below and above the provincial average. The recent performance has leveled up with provincial average.

Distribution of Average Marks of Grade 9 Credit Attainment - Mathematics



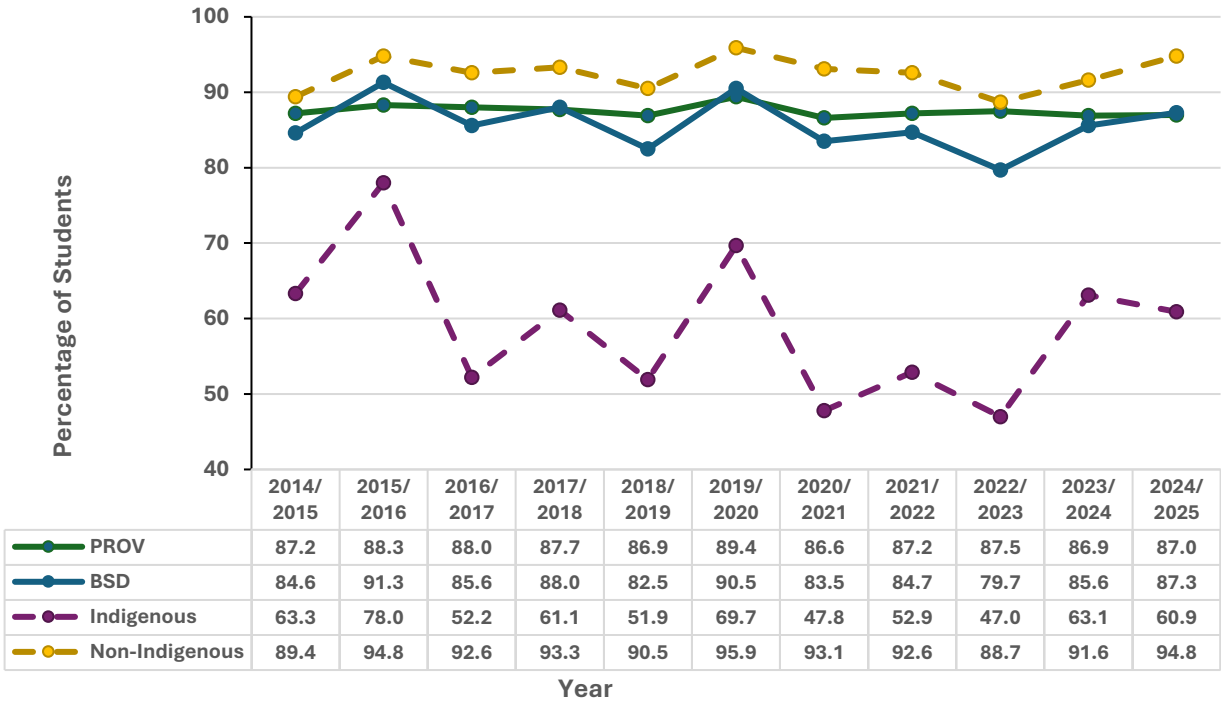
The graph shows the distribution for male versus female, Indigenous versus non-Indigenous, EAL versus non-EAL, and students in CFS care versus not. More than half of the students in varying groups scored at least 70% mark.

Time trend of Mark Distribution for Grad 9 Credit Attainment – Mathematics



The proportion of students attaining at least 80% has fluctuated over the years with steady increase from 38% in 2014 to 51% in 2023 and 46% in 2024 respectively.

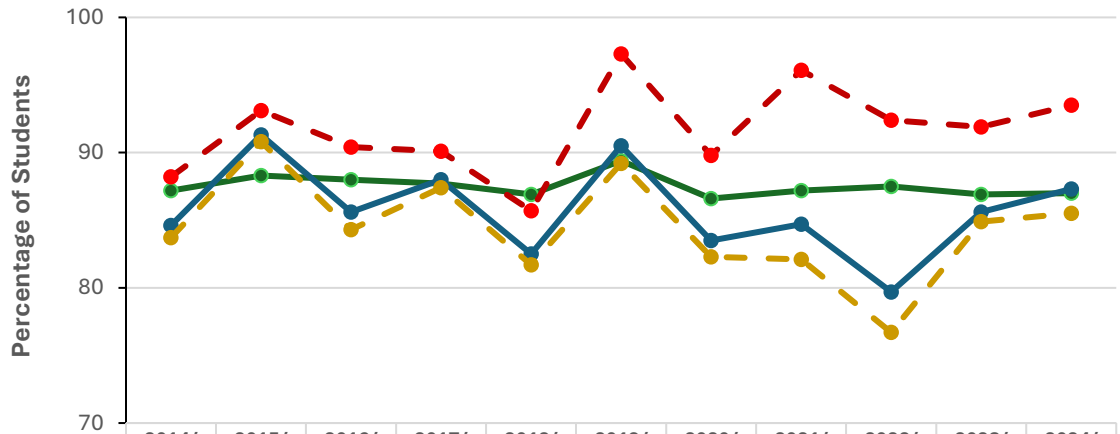
Grade 9 Credit Attainment – Mathematics, Indigenous or Non-Indigenous Status



	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
PROV	87.2	88.3	88.0	87.7	86.9	89.4	86.6	87.2	87.5	86.9	87.0
BSD	84.6	91.3	85.6	88.0	82.5	90.5	83.5	84.7	79.7	85.6	87.3
Indigenous	63.3	78.0	52.2	61.1	51.9	69.7	47.8	52.9	47.0	63.1	60.9
Non-Indigenous	89.4	94.8	92.6	93.3	90.5	95.9	93.1	92.6	88.7	91.6	94.8

In the past 10 years, rates have fluctuated, a significant percentage of Indigenous students are attaining their Grade 9 mathematics credit.

Grade 9 Credit Attainment – Mathematics, EAL and Non-EAL Students

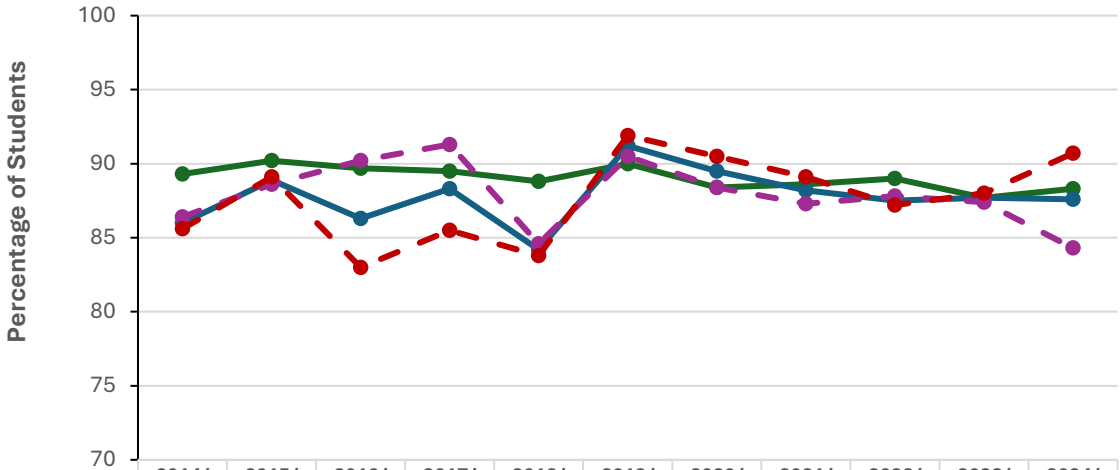


	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024	2024/ 2025
PROV	87.2	88.3	88.0	87.7	86.9	89.4	86.6	87.2	87.5	86.9	87.0
BSD	84.6	91.3	85.6	88.0	82.5	90.5	83.5	84.7	79.7	85.6	87.3
EAL	88.2	93.1	90.4	90.1	85.7	97.3	89.8	96.1	92.4	91.9	93.5
Non-EAL	83.7	90.8	84.3	87.4	81.7	89.2	82.3	82.1	76.7	84.9	85.5

Year

This is the percentage of EAL students who have attained their Grade 9 Mathematics credit by year end. In the past 10 years, the percentage of EAL students hasn't gone less than 88%.

Grade 9 Credit Attainment – English Language Art

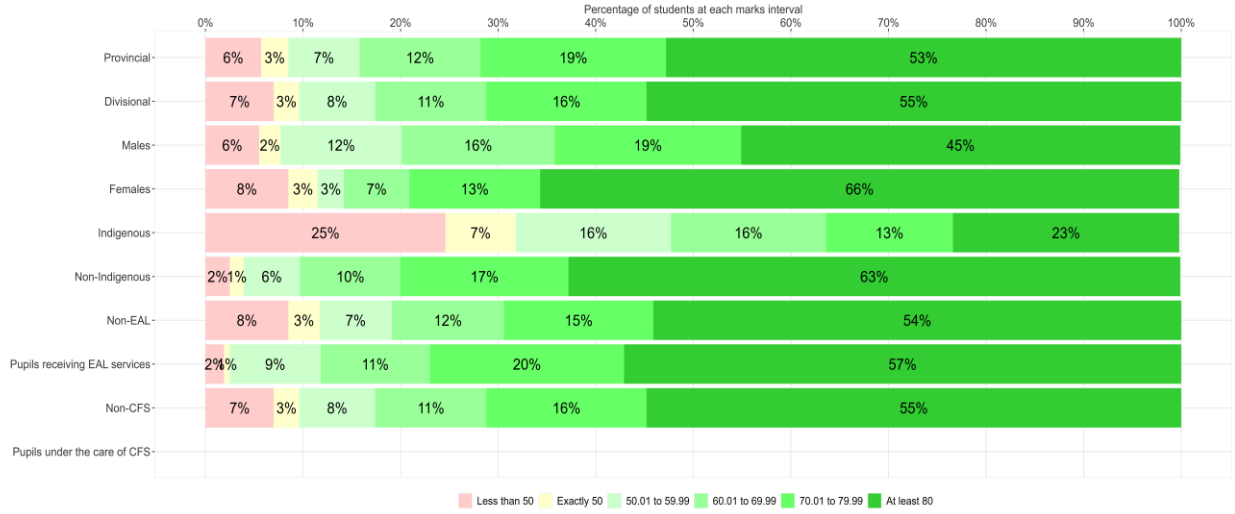


	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024	2024/ 2025
PROV	89.3	90.2	89.7	89.5	88.8	90.0	88.4	88.6	89.0	87.7	88.3
BSD	86.0	88.9	86.3	88.3	84.2	91.2	89.5	88.2	87.5	87.7	87.6
Females	86.4	88.6	90.2	91.3	84.6	90.5	88.4	87.3	87.8	87.4	84.3
Males	85.6	89.1	83.0	85.5	83.8	91.9	90.5	89.1	87.2	88.0	90.7

Year

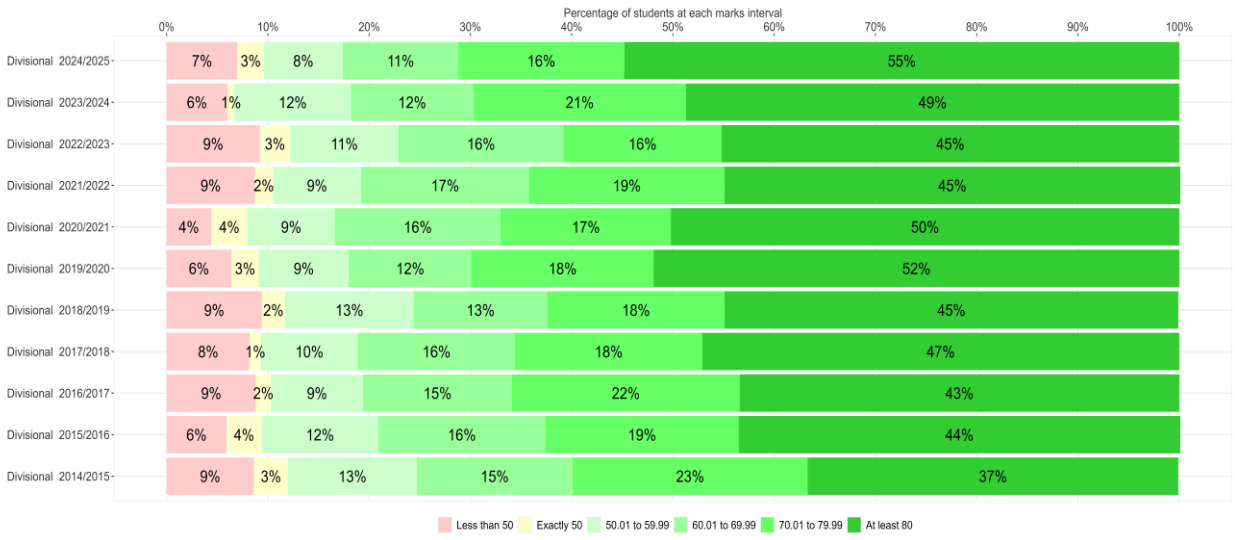
Provincial credit attainment in English has hovered around the 90% mark. BSD results continue to fluctuate slightly below the provincial average. In most recent time, BSD value has closely leveled up with the provincial average, although a very slight decrease seen in 2024-2025.

Distribution of Average Marks of Grade 9 Credit Attainment – English Language Art



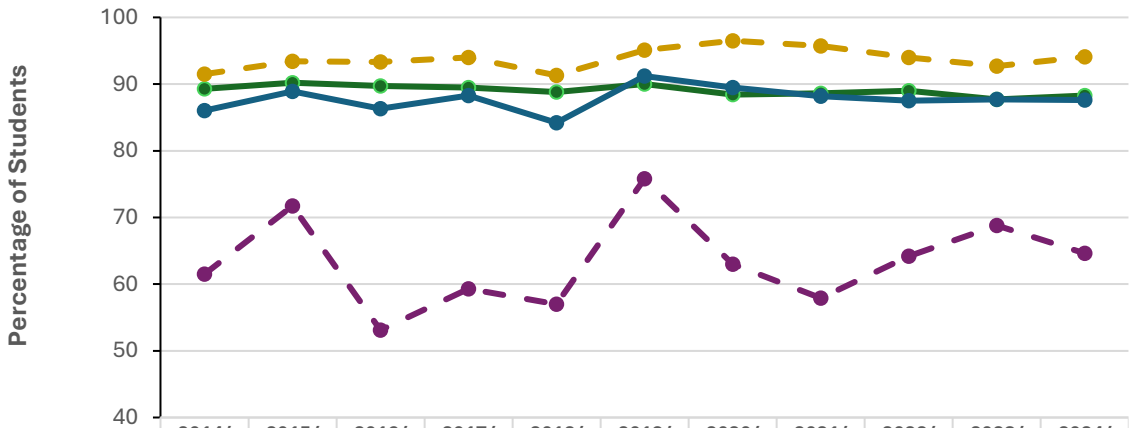
The graph shows the distribution for male versus female, Indigenous versus non-Indigenous, EAL versus non-EAL, and students in CFS care versus not. More than half of the students in varying groups score at least 80% - female (66%), non – Indigenous (63%), EAL (57%), Non EAL (54%). The female outperforms the male. At least 50% of Indigenous students score at least 60% in English credit attainment.

Time Trend of Mark Distribution for Grade 9 Credit Attainment – Mathematics



Here, the time trend shows a more subtle increase in the proportion of students achieving the highest grades. A steady increase seen in the past four years with highest proportion of students over the past year record in 2024-2025.

Grade 9 Credit Attainment – English Language Art (By Indigenous/Non-Indigenous Students)

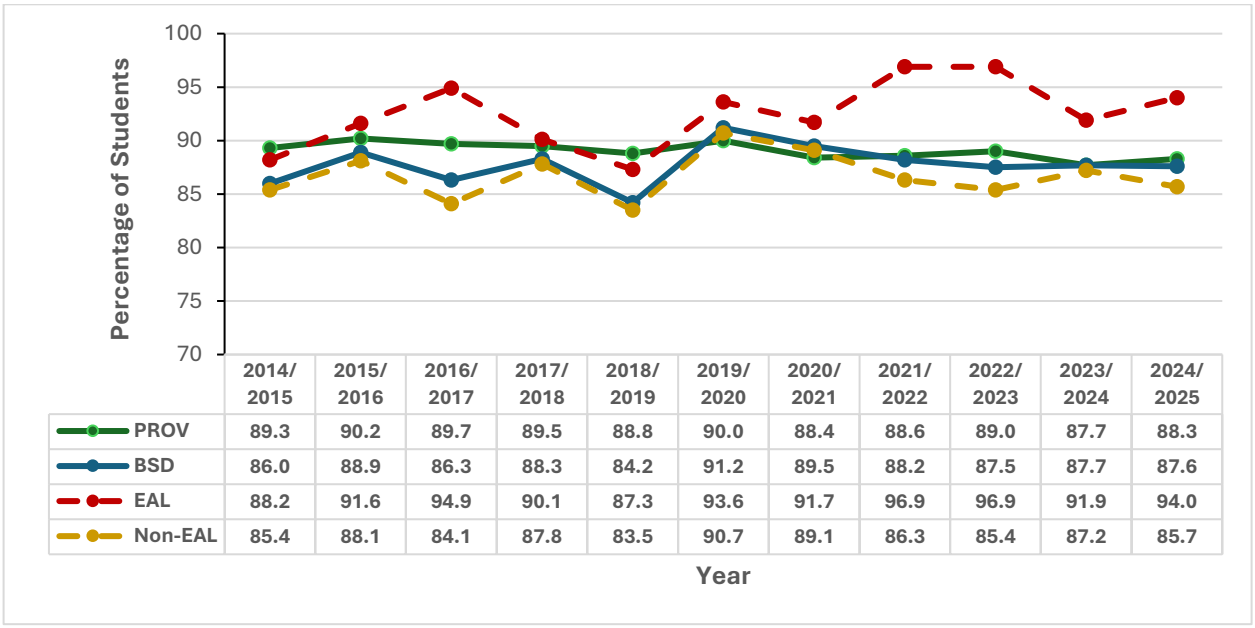


	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024	2024/ 2025
PROV	89.3	90.2	89.7	89.5	88.8	90.0	88.4	88.6	89.0	87.7	88.3
BSD	86.0	88.9	86.3	88.3	84.2	91.2	89.5	88.2	87.5	87.7	87.6
Indigenous	61.5	71.7	53.1	59.3	57.0	75.8	63.0	57.9	64.2	68.8	64.6
Non-Indigenous	91.5	93.4	93.3	94.0	91.3	95.1	96.5	95.7	94.0	92.7	94.1

Year

The rate has fluctuated over the years with a steady improvement in percentage of Indigenous students attaining credits in the past three years.

Grade 9 Credit Attainment – English Language Art (By EAL/Non-EAL Students)



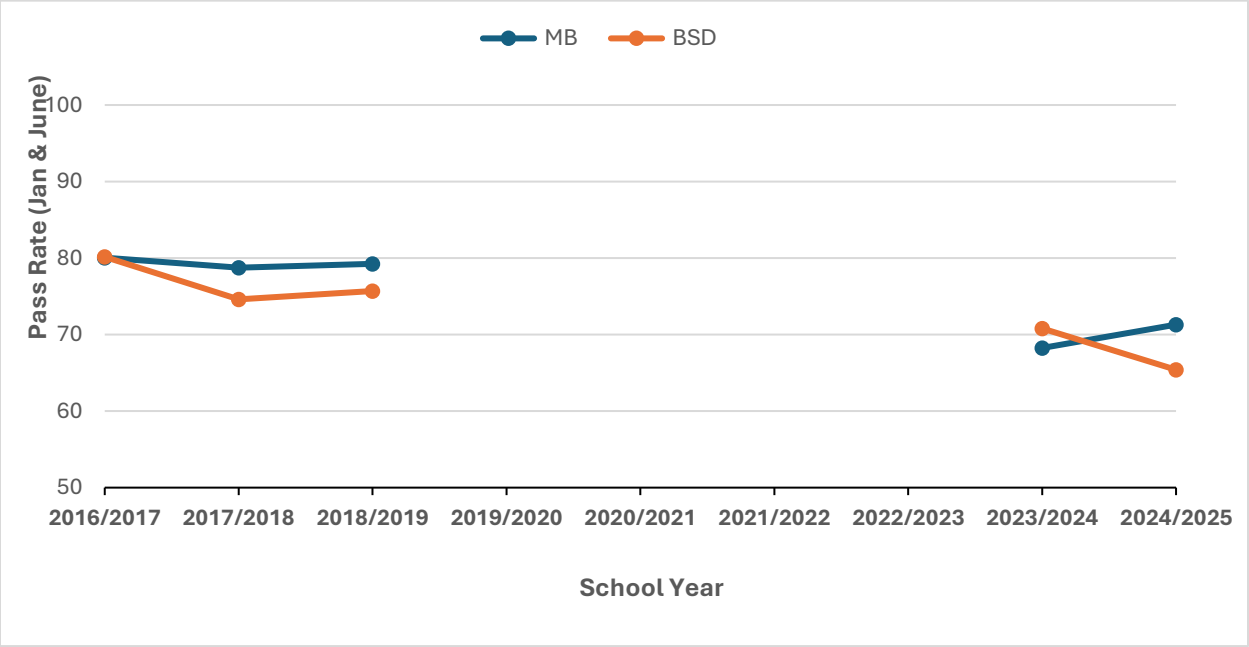
	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024	2024/ 2025
PROV	89.3	90.2	89.7	89.5	88.8	90.0	88.4	88.6	89.0	87.7	88.3
BSD	86.0	88.9	86.3	88.3	84.2	91.2	89.5	88.2	87.5	87.7	87.6
EAL	88.2	91.6	94.9	90.1	87.3	93.6	91.7	96.9	96.9	91.9	94.0
Non-EAL	85.4	88.1	84.1	87.8	83.5	90.7	89.1	86.3	85.4	87.2	85.7

Year

In the past 10 years, the percentage of EAL students attaining their English credit hasn't gone less than 84%.

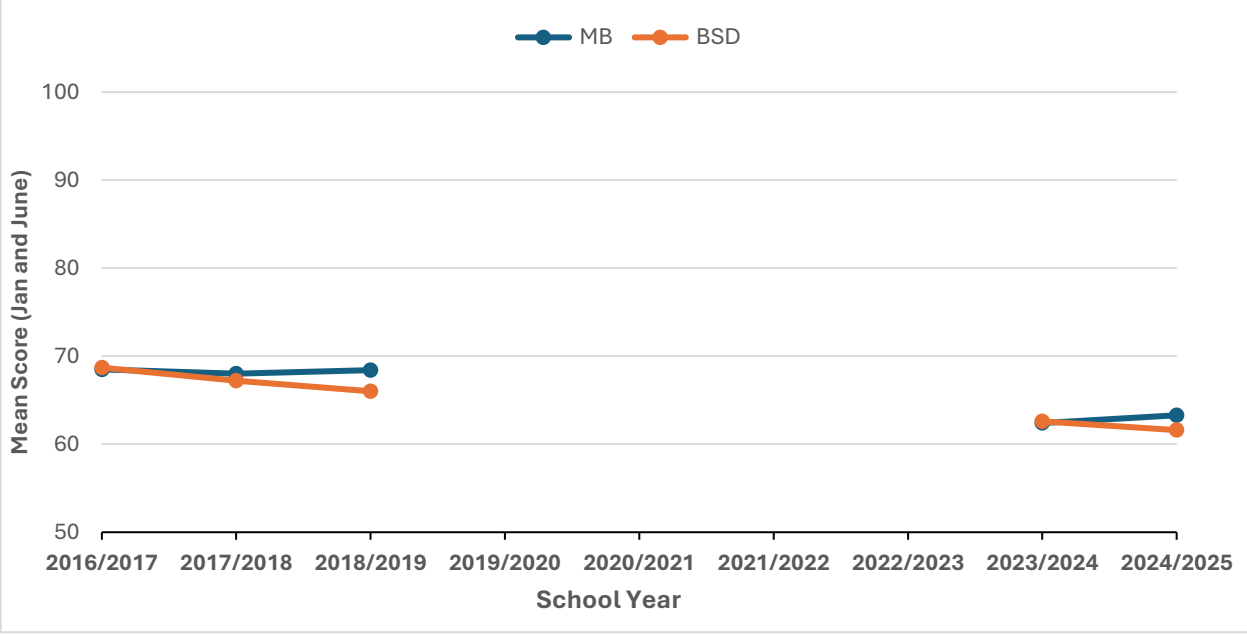
Provincial Exams

Mathematics - Pre-Calculus - Pass Rate



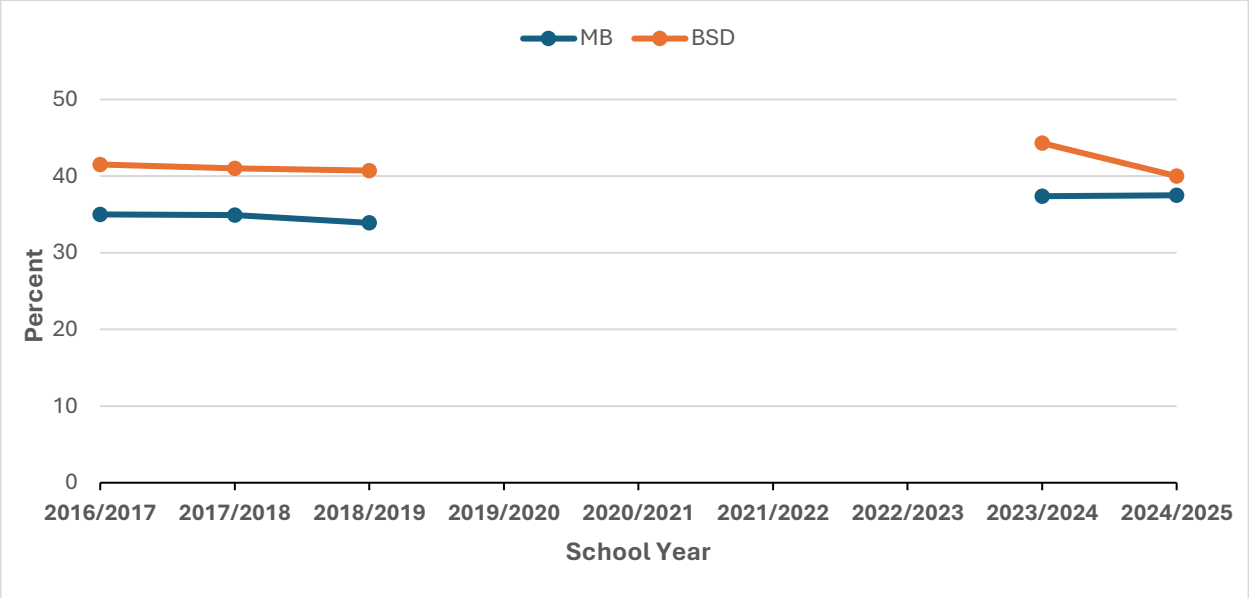
BSD historically had a pass rate at or below provincial levels. The pass rate of Pre-Calculus among BSD in 2024-2025 declined from previous year.

Mathematics - Pre-Calculus - Mean Score



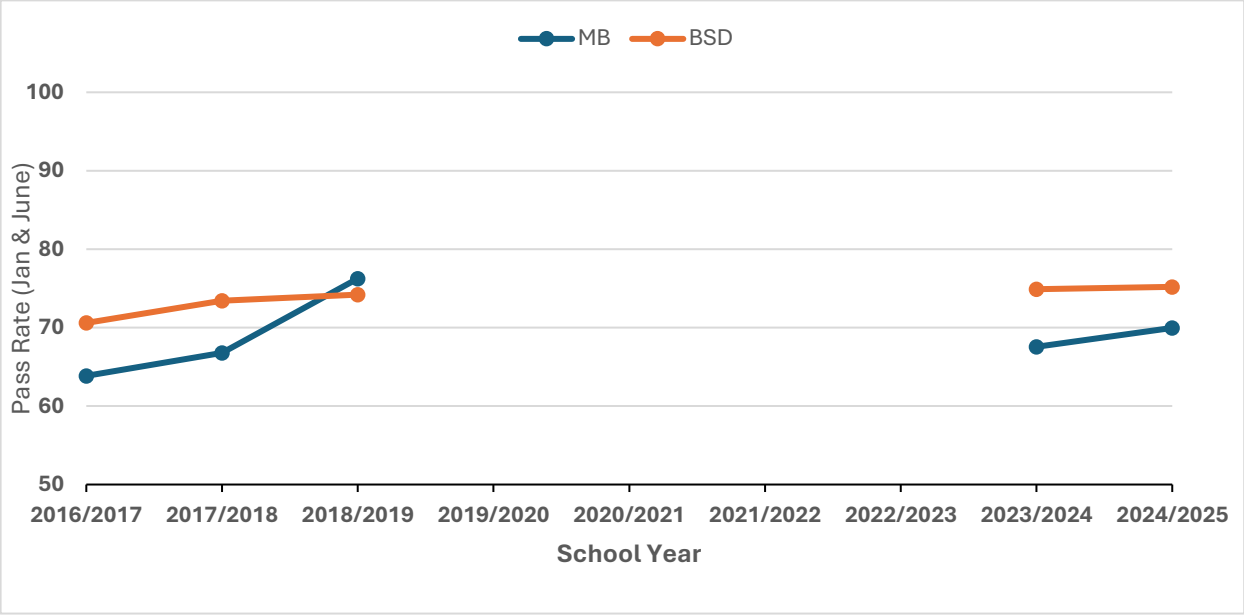
Mean score in pre-calculus is inherently correlated with the pass rate (above), BSD mean score in pre-calculus continues to fluctuate slightly below the provincial average.

Percentage of Maths Exams Written in Pre-Calculus



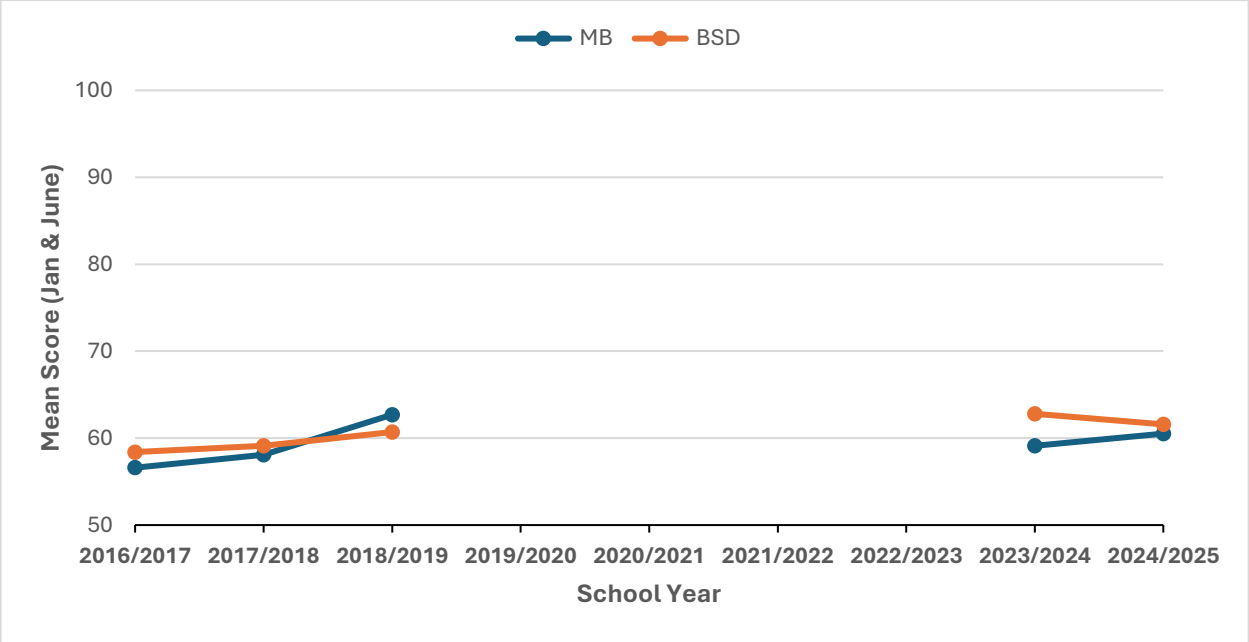
In Manitoba, students can choose between three streams of mathematics. A significant proportion of students in BSD continue to choose the pre-calculus math exam. However, the 2024-2025 number of student takers reduced from previous year.

Mathematics - Applied - Pass Rate



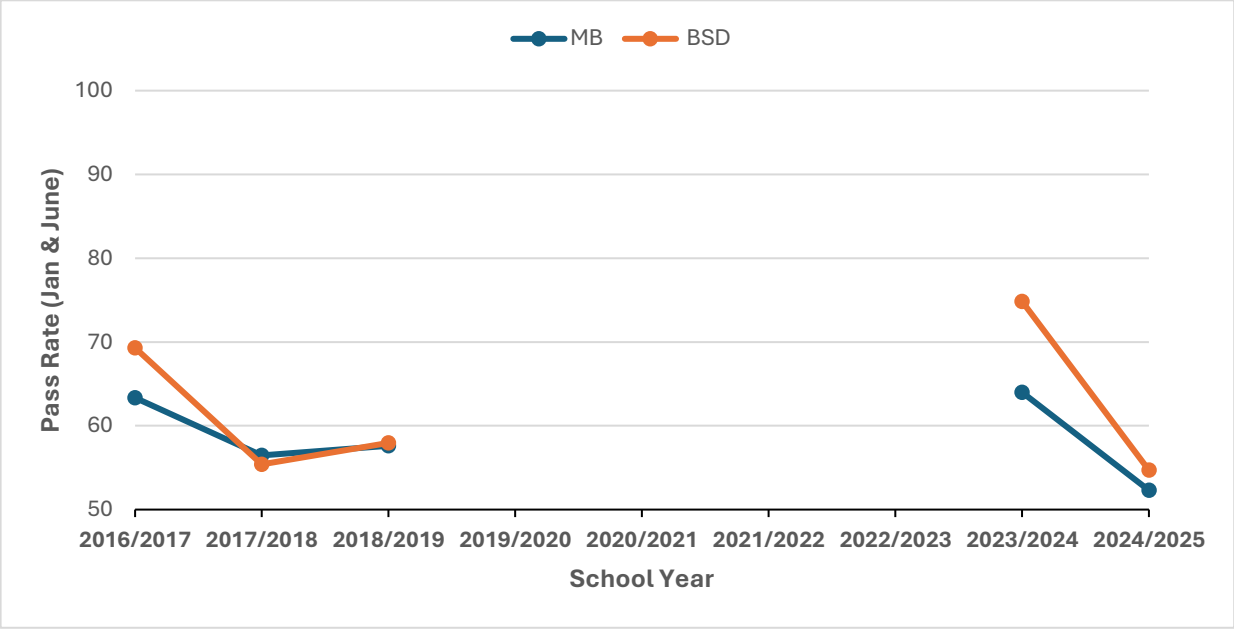
BSD continues to stay above provincial pass rate in Applied Mathematics with major increase in pass rate.

Mathematics - Applied - Mean Score



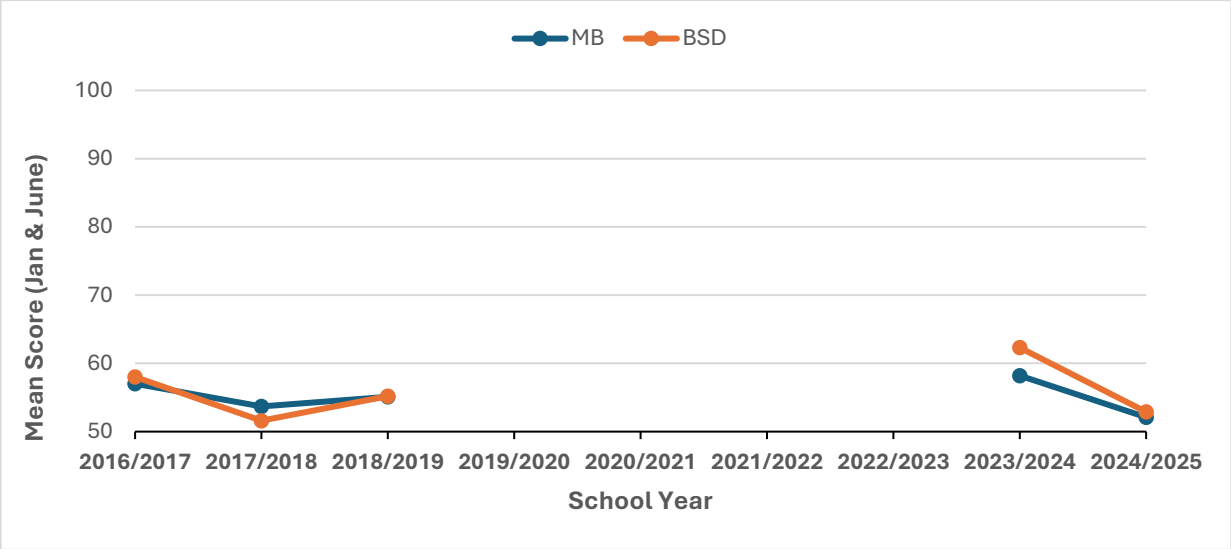
BSD mean score in Applied Mathematics has slightly stayed above the provincial average in the past two years.

Mathematics - Essential – Pass Rate



Historically, BSD and provincial pass rates have tracked closely. In 2023-2024, BSD recorded a major increase in its pass rate, while in 2024-2025, BSD's pass rate declined, in line with a province-wide decrease, but remained above the provincial rate.

Mathematics - Essential – Mean Score



As above, BSD was consistently similar to the provincial scores until 2023-2024 when its mean score remains above the provincial average score.



DEPARTMENT REPORTS

Continuous Improvement from the Student Services Department



In 2025-2026, 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.

In 2025-2026, 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, CFS, and Brandon Police Service.

During the 2025-2026 school year, Brandon School Division continued to strengthen its Transition-to-Kindergarten process to ensure students and families experienced a welcoming, consistent, and collaborative entry into school. Key areas of focus included establishing clear expectations for school-based teams regarding transition planning and support, developing a standardized parent meeting agenda to promote meaningful and consistent conversations with families, and creating observation checklists to help gather and share relevant information about children's strengths, needs, and readiness for school. The Division also enhanced collaboration with preschool clinicians and community partners, fostering earlier communication and coordinated planning for students requiring additional supports. Through these efforts, Brandon School Division worked to build a more seamless transition process that supports student success, strengthens family engagement, and promotes continuity between early childhood services and the school system.

Recognizing the vital role that families and students play in educational planning, Brandon School Division developed the **Student-Specific Planning: A Guide for Parents and Guardians** to support meaningful family engagement in the student-specific planning process during the 2025-2026 year. The guide was created to help parents and guardians better understand the purpose and structure of student planning meetings, clarify the steps involved in the process, and provide practical ideas and guiding questions that encourage active participation. While student-specific planning meetings are intended to be collaborative and strengths-based, the Division recognizes that families can sometimes feel overwhelmed by educational terminology, processes, or the number of professionals involved. This resource was designed to help families feel prepared, valued, and empowered as key partners in planning for student success. By providing information before, during, and after meetings, the guide supports parents and guardians in asking questions, sharing their perspectives, and contributing to decisions that support their child's learning, well-being, and achievement.

As part of Brandon School Division's commitment to building inclusive, collaborative, and responsive learning environments, staff participated in The Art & Science of Generative Communication: Skills & Strategies for Schools, Classrooms and Community, facilitated through Holland Bloorview's Humanistic Education and Training Program. This professional learning opportunity focused on strengthening communication practices that support positive relationships, mental well-being, and effective collaboration within school communities. Participants explored humanistic, strengths-based, and solution-focused approaches to communication, developing skills in active listening, reframing challenges, conflict resolution, self-regulation, and collaborative problem-solving. The Division supported learning through a three-day training session for new vice-principals in August, a one-day refresher session in October for previously trained staff, and a three-day session in November for administrators, clinicians, resource teachers, and guidance counsellors. Through this work, participants enhanced their capacity to foster agency, build trusting relationships, and engage in meaningful conversations that promote positive outcomes for students, families, and colleagues. All participants received a certificate of completion recognizing their engagement in this professional development series.

The NorthStar Project, a new after-school tutoring and mentoring initiative designed to support high school students in reaching their academic and life goals was launched in 2025-2026. Made possible through a Bright Futures expansion grant from Manitoba's Department of Education and Early Childhood Learning, NorthStar will provide comprehensive personal, academic and financial support to students beginning in Grade 9. The NorthStar Project is currently operating five days per week from 3:30 to 7:00 p.m. at Maryland Park School and serves 44 students.



During the first 21 weeks of operation, the program recorded 1,206 individual visits, totaling 3,480 attendance hours and 567 volunteer hours. The program has maintained an average daily attendance of 22 students.

Continuous Improvement from the Curriculum Department

In 2025-2026, the Curriculum Department continued to support classroom staff across Brandon School Division. The Department included one administrator and three specialists in Numeracy, Literacy, and Indigenous Education. Budget cuts eliminated specialist support in EAL and PE, increasing responsibilities for the administrator and Divisional Administrator. The remaining specialists supported teachers in classrooms and provided professional development in their respective areas. They also helped organize divisional activities and coordinate initiatives, including the Brandon Community Youth Wellness Fall Forum, Truth and Reconciliation Week, Our Journey – Honouring Indigenous Student Success Celebration, the Elder's grant, the Nutrition grant, and career education.

Brandon School Division (BSD) advanced its continuous improvement goals in numeracy and literacy in 2025–2026 through its Observable Impact initiative and the strategic use of divisional Early and Middle Years Numerate and Literate Learner documents. The literacy documents define divisional literacy standards and align closely with departmental competencies. Development of both sets of documents has progressed through Grade 4, with work alternating between literacy and numeracy each year.

The Literacy Specialist worked with teacher teams to review these documents and incorporate them into classroom instruction. The K-2 Comprehensive Literacy Playbook was developed to provide educators with a clear, practical framework for responsive, research-based literacy instruction. The Literacy Specialist also supported engaging literacy practices, led professional development sessions, and worked in Early Years classrooms. Planning and organization were completed for the rollout of DIBELS as a formative assessment tool in fall 2026.

Throughout the 2025–2026 school year, BSD strengthened students' numeracy skills through the Observable Impact Framework and the intentional use of divisional Early Years and Middle Years Vision of a Numerate Learner documents. These resources clarify K–8 BSD numeracy proficiency standards and supported classroom instruction, collaborative professional learning, and the use of Early Years assessments to monitor and strengthen students' numeracy skills.

A Divisional Middle Years Numeracy Assessment and a Vision of a Senior Years Numerate Learner document were developed during the 2025–2026 school year to support continuity in K–12 numeracy proficiency. In 2026–2027, the Division will continue to focus on improving the quality of numeracy assessment data to support evidence-informed decision-making and strengthen students' numeracy skills.

Brandon School Division continues to demonstrate its commitment to high-quality French Immersion education through one high school dual-track program, one K–8 single-track school, and two K–8 dual-track schools. Guided by The French Immersion Policy in Manitoba (2023), the Division remains focused on developing students' French language proficiency, academic achievement, and cultural awareness through meaningful learning experiences in French.

During the 2025–2026 school year, the Division provided professional learning opportunities for teachers in collaboration with the Association canadienne des professionnels de l'immersion (ACPI) and the Bureau de l'éducation française (BEF). These opportunities focused on strengthening instructional practices in literacy, numeracy, and oral language development. Emphasis was placed on creating authentic opportunities for students to communicate in French, build confidence in oral expression, and develop academic skills across subject areas.

The Division will continue to prioritize professional collaboration, inclusive instructional practices, and consistent implementation of French Immersion pedagogy across schools. Through ongoing professional learning and partnerships with French-language organizations, the Division remains committed to engaging learning environments where students develop strong French language skills, achieve academic success, and build an appreciation for Francophone language and culture.

Last year, Brandon School Division used English as an Additional Language (EAL) student support funding to strengthen support for students learning English while building divisional and school-level capacity to meet their needs. The Division continued to use a comprehensive document outlining processes for the reception, assessment, and instruction of EAL learners to promote consistency and provide guidance for teachers. With the loss of the EAL specialist this work fell on the administrator who performed admirably. Schools continued to work closely with Westman Immigrant Services in Brandon and SWIS workers, who visit schools to support families during their transition.



Through funding from the Intensive Newcomer Support (INS) grant, Brandon School Division implemented a targeted Language, Academics, and Literacy (LAL) program at Vincent Massey High School for newcomer students with disrupted or minimal prior education. The program supported students' English communication, literacy, numeracy, academic and life skills, and social-emotional well-being to help them transition into mainstream classes and integrate into the community. The Division has rotated this funding between its two largest schools to support EAL students.

The Indigenous Education Learning Specialist again facilitated four Treaty Education professional development sessions and supported Truth and Reconciliation Week in schools and the broader school community. The specialist also leads planning for BSSIP, IAA, and Elders and Knowledge Keepers in Schools; this work is reported separately.

Looking ahead, the Department will continue to support the continuous improvement team by developing Literate and Numerate Learner documents for Early and Middle Years and extending this work into Senior Years. Priorities include implementing the literacy playbook in classrooms. Additional support has been hired for high school ELA curriculum implementation, and the Department will explore ways to support the K-8 rollout next year. These efforts will continue to support teachers in providing quality education for students.



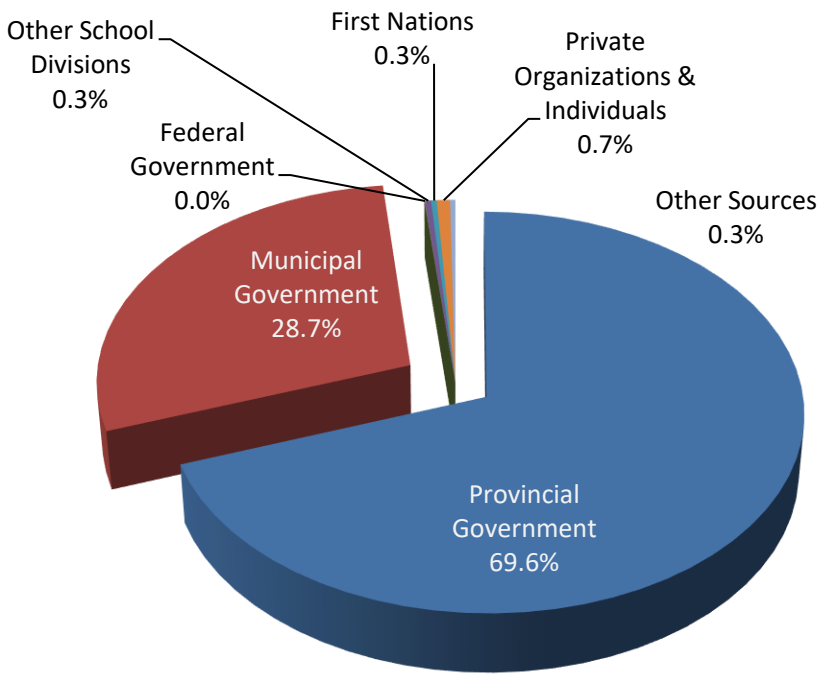
Continuous Improvement from the Secretary-Treasurer's Department

2025-2026 Operating Budget

	2024-2025 BUDGET	2025-2026 BUDGET	INCREASE (DECREASE)	% Change
Revenue				
Provincial Government	81,945,556	97,941,808	15,996,252	19.5%
Federal Government	28,000	28,000	-	0.0%
Municipal Government	48,496,725	40,306,553	(8,190,172)	-16.9%
Other School Divisions	433,690	477,520	43,830	10.1%
First Nations	354,320	438,650	84,330	23.8%
Private Organizations and Individuals	915,104	1,027,084	111,980	12.2%
Other Sources	399,270	413,150	13,880	3.5%
Total Revenue	132,572,665	140,632,765	8,060,100	6.1%
Expenses				
Regular Instruction	80,704,495	85,179,914	4,475,419	5.5%
Student Support Services	26,422,670	28,564,600	2,141,930	8.1%
Community Education and Services	415,680	586,295	170,615	41.0%
Divisional Administration	3,418,760	3,655,370	236,610	6.9%
Instructional & Other Support Services	4,518,533	4,521,937	3,404	0.1%
Transportation	3,038,040	3,294,200	256,160	8.4%
Operations and Maintenance	11,633,625	12,265,935	632,310	5.4%
Fiscal	2,277,562	2,421,214	143,652	6.3%
Total Expenses	132,429,365	140,489,465	8,060,100	6.1%
Operating Surplus (Deficit)	143,300	143,300	-	
Net Transfers from (to) Capital Fund	(143,300)	(143,300)	-	
Net Surplus (Deficit)	-	-	-	

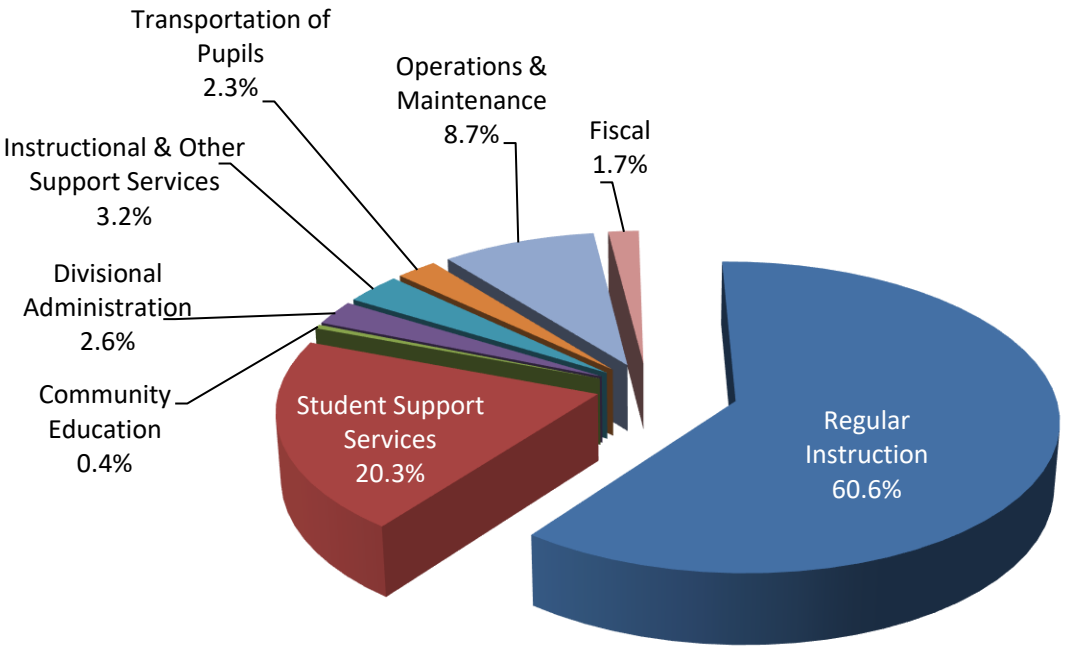


Revenue by Source:



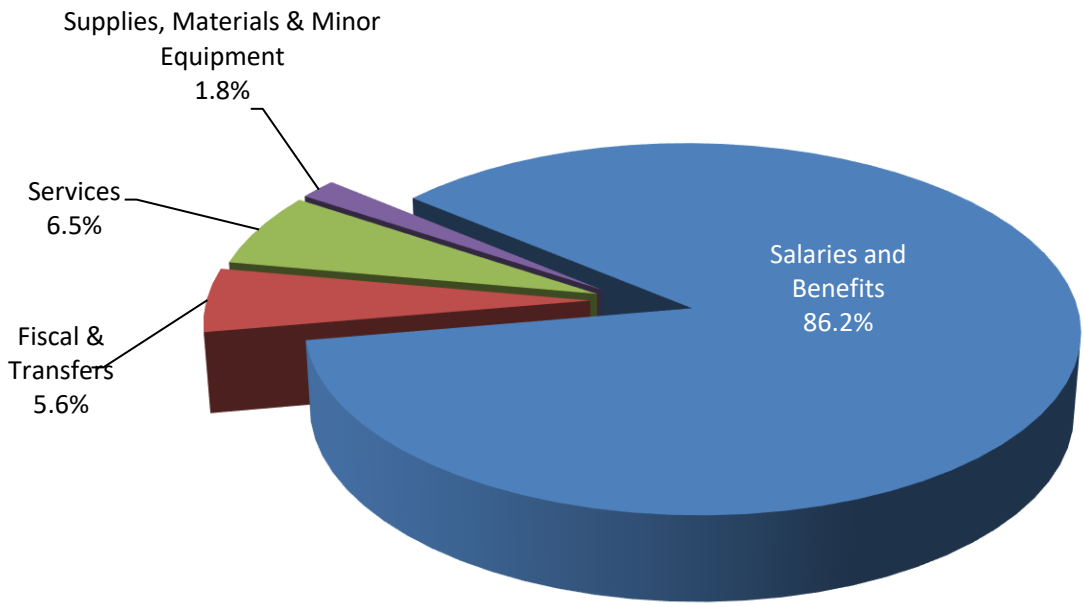
	2024-2025		2025-2026	
Revenue By Source	**Budget**	**% of Total**	**Budget**	**% of Total**
Provincial Government	81,945,556	61.8%	97,941,808	69.6%
Municipal Government	48,496,725	36.6%	40,306,553	28.7%
Federal Government	28,000	0.0%	28,000	0.0%
Other School Divisions	433,690	0.3%	477,520	0.3%
First Nations	354,320	0.3%	438,650	0.3%
Private Organizations & Individuals	915,104	0.7%	1,027,084	0.7%
Other Sources	399,270	0.3%	413,150	0.3%
Total	**132,572,665**	**100.0%**	**140,632,765**	**100.0%**

Where the Money is Spent (Expense by Function):



	2024-2025		2025-2026	
Function	**Budget**	**% of Total**	**Budget**	**% of Total**
Instructional Services				
Regular Instruction	80,704,495	60.9%	85,179,914	60.6%
Student Support Services	26,422,670	20.0%	28,564,600	20.3%
Instructional and Other Support Services	4,518,533	3.4%	4,521,937	3.2%
	111,645,698	**84.3%**	**118,266,451**	**84.2%**
Support Services				
Community Education and Services	415,680	0.3%	586,295	0.4%
Divisional Administration	3,418,760	2.6%	3,655,370	2.6%
Transportation	3,038,040	2.3%	3,294,200	2.3%
Operations and Maintenance	11,633,625	8.8%	12,265,935	8.7%
Fiscal	2,277,562	1.7%	2,421,214	1.7%
	20,783,667	**15.7%**	**22,223,014**	**15.8%**
Total	**132,429,365**	**100.0%**	**140,489,465**	**100.0%**

How the Money Is Spent (Expense by Object):



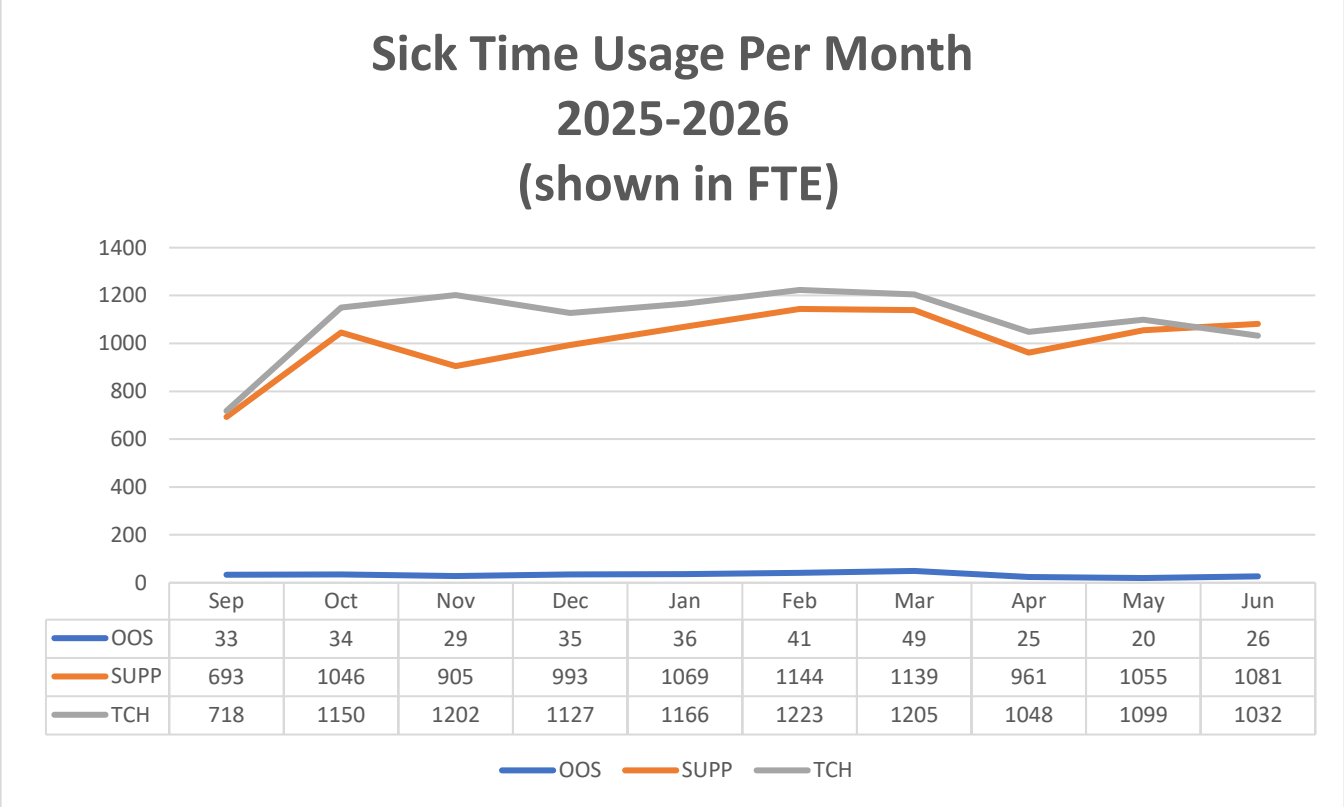
	2024-2025		2025-2026	
Object	**Budget**	**% of Total**	**Budget**	**% of Total**
Salaries & Employee Benefits	113,824,369	86.0%	121,050,721	86.2%
Services	7,589,183	5.7%	7,843,496	5.6%
Supplies, Materials & Minor Equipment	8,653,751	6.5%	9,102,534	6.5%
Fiscal & Transfers	2,362,062	1.8%	2,492,714	1.8%
Total	**132,429,365**	**100.0%**	**140,489,465**	**100.0%**

Continuous Improvement from the Human Resources Department

Each year, the Human Resources Department continues to enhance the AtrieveERP system to improve processes and efficiencies across Brandon School Division. While some enhancements are visible to employees, others occur behind the scenes to streamline administrative processes and support departmental operations.

Recruitment efforts also continue to focus on addressing challenges in attracting bus drivers, substitute teachers and casual employees. Strategies include partnerships with Westman Immigrant Services and Canadian Forces Base Shilo, increased advertising through local publications, social media, and radio, expanded use of local recruitment signage, and the continued recruitment of uncertified substitute teachers.

For the 2025–2026 school year, the Human Resources Department tracked monthly sick-time usage in FTE across Support (SUPP), Teacher (TCH), and Out-of-Scope (OOS) employee groups. Support and Teaching staff demonstrate broadly similar trends, with usage increasing through the winter months and peaking in February. Usage remains relatively high in March before generally decreasing during the spring. Out-of-Scope usage is substantially lower, reflecting its smaller staffing complement, and reaches its highest level in March.



	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
OOS	33	34	29	35	36	41	49	25	20	26
SUPP	693	1046	905	993	1069	1144	1139	961	1055	1081
TCH	718	1150	1202	1127	1166	1223	1205	1048	1099	1032

The Human Resources Department remains committed to supporting employees throughout their employment with Brandon School Division. This includes providing training and professional development opportunities, supporting return-to-work programs, promoting workplace safety and health, and providing guidance and assistance with general employment-related inquiries.

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