Report of Senior Administration to the Board of Trustees

September 12, 2011

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

Dr. Donna M. Michaels
Superintendent of Schools/
Chief Executive Officer

A. Business Arising for Board Action

I. PRESENTATIONS

FROM LEARNING SUPPORT SERVICES

iPad Project – R. Reimer, Technology in Learning Specialist

II. HUMAN RESOURCES

III. SECRETARY-TREASURER

1. RESCIND AND REPLACE POLICY AND PROCEDURES 8002

For Action.....G. Barnes

At the Regular Board Meeting on August 29, 2011 a Giving of Notice was presented for the purpose of rescinding Policy and Procedures 8002 – "Use of Expendable Equipment in Schools by Outside Organizations" and replacing same with Policy and Procedures 8002 – "Use of Expendable Equipment in Schools by Outside Organizations". The above-noted is attached as Appendix A. A motion to rescind and replace is included in the agenda for Board consideration.

2. RESCIND AND REPLACE POLICY 9056

For Action.....G. Barnes

At the Regular Board Meeting on August 29, 2011 a Giving of Notice was presented for the purpose of rescinding Procedures 9056 – "Joint Funding of Recreation Facilities" and replacing same with Policy 9056 – "Joint Use of Community Facilities". The above-noted is attached as Appendix B. A motion to rescind and replace is included in the agenda for Board consideration.

3. RECOGNITION OF TRADE EXPERIENCE

For Action.....G. Barnes

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

Mr. Greg Malazdrewicz, Associate Superintendent and Mr. Darren Hardy, representative of the Brandon Teachers' Association, have reviewed the documentation submitted related to the Mr. Robert Prévost related work experience for increment purposes for a staff member as follows:

Mr. Robert Prévost, Industrial Arts Teacher – Building Construction at Crocus Plains Regional Secondary School a total of 51.5 months or the equivalent of 4.29 years of relevant trade experience has been identified which on the basis of 3 increments for the first 3 years of trade experience is recommended.

RECOMMENDATION:
That Robert Prévost, Vocational Arts Teacher, be granted 3 (three) increments for the first 3 years of trade experience as per Article 8 of the Collective Agreement.

4. ACCESS AGREEMENT – CITY OF BRANDON

For Action.....G. Barnes

As the Board is aware, a transfer of land between the Division and the City of Brandon has been approved related to property at Vincent Massey High School, 300 block of 15th Street and adjacent to the Northend Community Centre. In order to complete the land transfer, it is necessary to have an Access Agreement completed to provide the City of Brandon access to the closed land on the north boundary of the Vincent Massey High School site. A copy of the agreement is attached (Appendix C) providing for the access which includes a save harmless clause and an insurance clause. Board approval of the agreement is hereby recommended. Please contact me should you require further information or have it discussed at the Board Meeting.

RECOMMENDATION:
That the Access Agreement with the City of Brandon providing access over Division property to the portion of the East-West lane adjacent to the northern boundary of the Vincent Massey High School site be approved; and the Chairperson and Secretary-Treasurer be authorized to sign the agreement.

5. DISCHARGE/APPOINT BOARD COMMITTEES

For Action.....G. Barnes

It is now necessary to establish the various committees for 2011/2012. Included in the agenda is a motion to discharge with thanks the 2010/2011 committees. An In-Camera Board Briefing was held following the Inaugural Meeting, Tuesday, September 6, 2011 in the Administration Office Conference Room for Trustees to consider the members of the various committees for 2011/2012. A motion has been included in the agenda appointing the new committee members with the individual names to be added as agreed upon. Please contact me should you require further information in this regard.

IV. SUPERINTENDENT OF SCHOOLS

1. IMPLEMENTATION OF BOARD OF TRUSTEES' GOVERNANCE GOALS 2010-2014 – STATUS REPORT

For Action ..... D. Michaels

Background

At the Brandon School Division Board of Trustees' Regular Meeting held January 24, 2011, the Board of Trustees adopted its statement of Governance Goals 2010-2014 as developed at the January 7 and 8, 2011 planning session.

Implementation Progress – November 9, 2010 to June 30, 2011

Through the work of the respective Board Committees and in concurrence with Board direction and approval, specific initiatives have been taken or are underway currently. A summary chart is attached. Please see Appendix D.

RECOMMENDATION:

It is recommended that this report be accepted as presented and that the matter of the change in graduation increase to 90+% be forwarded to the Education committee of the Board for further advisement.

V. SENIOR ADMINISTRATION RESPONSE TO TRUSTEE INQUIRIES

1. TRUSTEE INQUIRY – CAPITAL PROJECTS

For Information ..... G. Barnes

At a previous Board meeting, Trustee Karnes requested information regarding the estimated costs of the Division projects included in our five-year capital plan. Attached as Appendix E are the estimated costs totaling $36,800,000 being $28,500,000 for Buildings, $2,300,000 for Access Projects and $6,000,000 for Roofs. This is provided as information for discussion during the upcoming Provincial election. Please contact me should you require further information.

2. TRUSTEE INQUIRY – STUDENT SUPPORT

For Information ..... K. Zabowski

As per Trustee Glen Kruck's inquiry at the August 29, 2011 Board meeting, the following breakdown by school shows what was budgeted and what was spent for students with limited financial means to participate in Senior High co-curricular and extracurricular activities in the 2010/2011 School Year. Please note that this budget was only established for the 2010/11 school year and therefore we do not have data for two complete budget years as requested.

Senior High Programming Co/Extra Curricular
2010/2011 School Year

School	Budget	Actuals	Variance
Crocus Plains	4,400.00	42.48	4,357.52
Neelin	1,900.00	1,525.83	374.17
Vincent Massey	3,700.00	2,966.40	733.60
	10,000.00	**4,534.71**	**5,465.29**

These funds were used to take students on field trips to surrounding communities for sporting activities and for other extracurricular activities such as Reach for the Top. Additional support from school generated funds, such as Canteen funds, were also used for extracurricular activities.

B. Administrative Information

I. HUMAN RESOURCES

1. PERSONNEL REPORT

For Information ..... B. Switzer

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

II. SECRETARY-TREASURER

III. SUPERINTENDENT OF SCHOOLS

1. DIVISIONAL INITIATIVES

For Information ..... D. Michaels

A. CORRESPONDENCE RECEIVED FROM CAROLYN DUHAMEL, EXECUTIVE DIRECTOR, MANITOBA SCHOOL BOARDS ASSOCIATION

The following correspondence has been received from Carolyn Duhamel, Executive Director, Manitoba School Boards Association:

> *Manitoba Association of School Superintendents (MASS) and Manitoba School Boards Association (MSBA) are offering a joint members' session on the morning of September 30, 2011 on the topic of interpreting Programme for International Student Assessment (PISA) results and each organization is also offering its own members' session on the afternoon of this date. MSBA's focus will be data-informed decision making at the school board level. We would like to use a portion of the afternoon to hear from divisions which have done significant work in this area and I am requesting each of your divisions' participation in this regard. While the presentation can be made by a staff member of your school division, the trustee perspective on the use of data to inform policy development and board decision making is of particular importance in influencing the thinking of other trustees in other school divisions.*
>
> *Ideally the presentation would be about fifteen (15) minutes in length and presented three times poster session style to encourage more active participation of all workshop participants. The following questions could be used to shape these presentations if your division chooses to participate:*

1. *What specific goals is the division pursuing in the area of student learning and achievement?*

2. *What data are being used to monitor progress toward these goals?*

3. *Why did the division choose these particular measures/indices to measure student learning and assess progress?*

4. *How has the board used these data to inform its decision-making or policy development? With what results?*

5. *Concluding thoughts about best practices, cautions, lessons learned.*

Workshop participants will rotate through these poster presentations which will be followed by a fifteen (15) minute large group plenary to address any outstanding questions they may have about your divisional processes in this area and the differences and/or similarities among them.

B. QUALITY LEARNING, QUALITY TEACHING, QUALITY SUPPORT SERVICES

SENIOR HIGH ACCESS COMMITTEE MEETING / AUGUST 25, 2011

A special meeting of the Senior High Access Committee (SHAC) was held on Thursday, August 25, 2011 (morning) regarding the implementation of the recent Amendments to Bill 13; specifically alternative educational programming for students ages 16 – 18 who are "at risk" of leaving school. Given the legislative approval of the amendments in June, 2011, plans for implementation are required. The following is a summary of the meeting process and outcomes.

Review of Current Divisional and School – Based Programs

<u>Grade 8 into 9 Transitional Programming for Students with Learning Challenges</u>
Neelin – core subjects being taught by one teacher of Aboriginal heritage for fourteen students identified by Elementary schools; provision of flexible programming; non-semestered for core subjects (mathematics, English Language Arts, science, social studies, physical education); parental approval given.

Vincent Massey – grade 9 transitional teacher providing tier 1 and tier 2 classroom teaching and support to grade 9 teachers and students; serves as resource teacher for grade 9 students.

Crocus Plains – grade 9 team of four teachers (including vice principal) to work with students; team did transitional meetings in spring with elementary schools; pre and post learning assessments; co-teaching model; changed attendance procedures instituting "same day call backs" to parents regarding absences.

The student Voice Survey results (2010/2011) stated that grade 9 students would like to have more transition preparation for grade 8 to grade 9:

Self Directed Programming in senior high provides some students with the opportunity to work and their own place in achieving the course learning outcomes.

Student Management Team Services working to support students and teachers to keep students in school; in-school suspensions; role of resource teacher has changed since Bill 13 (2005) and subsequent policies (4044, 4044.1, 4044.2, 4044.3). This includes closer monitoring of academic progress, attendance, behaviour.

Improved Transition Processes from Elementary to Senior High
A more indepth process was put in place during the spring of the 2010/2011 school year. It provided better opportunities for respective senior high staff and elementary staff to meet and discuss the students who require more specialized programming.

Overall Review of What's Working, Not Working in Provision of Programming

Working
- Off Campus program (strong processes regarding placement); alternative ways of learning
- Self-directed and flexible programming
- Improved support services within schools
- Grade 8 to Grade 9 transitional programming

Not Working
- *Serious issue arisen end of June, 2011
- Recent Ministry of Education restrictions on School Initiated Credits (SICs) (e.g. arts, music)
- Student leadership SICs cancelled

*Ministry information came last week of June, 2011; no official communication on this change received to date. Such a lack of communication and clarity of the provincial administrative regulations is very problematic as this recent change in SICs reduces the flexibility of senior high school programming.

Identification of the Student Profiles best served by further alternative programming (16 to 18 years old)
- irregular attendance, no extracurricular involved
- lack of appropriate support outside of school
- living on their own; frequently non-residents at school for sporadic times
- serious lack of academic progress
- requires different pacing of programming

- identified / suspected mental health problems
- alienated, withdrawn, suicidal tendencies
- addiction issues
- hopelessness "no way I can do this"
- have short-term perspective of living

Identification of Possibilities for Alternative Programming

- New supports needed to address emerging issues of "at risk, disconnected" students e.g. school site-based:
  - Social workers
  - School site mental health professional
  - AFM counselors (full time)
  - Probation officers
- New ways of communicating with external agencies of support; revitalize Multi Agency Prevention Program (MAPP) (Brandon initiative)
- Revitalize intramurals for **all** students at noon hour
- Revitalize availability of community recreation opportunities
- Increased time for Divisional Attendance Officer
- Increased time for Home School Liaisons at Senior High Schools
- Increase transitioning and bridging structures for students returning to school
- Provision of in-school suspension structure

Clearly, a more responsive and flexible system of senor high school education must be created.

Next Steps

A Steering Committee has been established to develop recommendations for required alternative programming for students, ages 16-18, at risk of leaving school. The Committee consists of G. Malazdrewicz, I. Benson, K. Seekings, and V. M. Adams. The Committee will be expanded to include teacher representatives. Consultation will be conducted with students, parents according to Policy 1021 "Consultation".

The Committee will report on its progress to the SHAC on a regular basis.

SCHOOL OPENING MEETING OF SCHOOL PRINCIPALS, VICE PRINCIPALS, LEARNING SUPPORT SPECIALISTS, SENIOR ADMINISTRATION
"NeuroLeadership in Advancing Our Students' Engagement in Learning"

The 2011/2012 School Year opened with an energetic, well-focused meeting of administrators and learning support specialists. The meeting consisted of two components: morning session – implementation of strategic plan through NeuroLeadership; afternoon session – management matters related to school opening. The following is a brief summary of the meetings proceedings.

"Implementation of Strategic Plan 2011 – 2014"

"NeuroLeadership in Advancing Our Students' Engagement in Learning" -
Presentation by Dr. Michaels and G. Malazdrewicz.

The focus of this presentation is "advancing our understanding of NeuroLeadership and the relationship to our students' engagement in learning". It was presented in three sections:

- Our context in Brandon School Division and Society
- Important emphasis on NeuroLeadership in our context
- Maximizing NeuroLeadership in advancing students engagement in learning

Please refer to Appendix F for the entire presentation.

This was followed by:

Small Group Discussion re:
How can we maximize our NeuroLeadership capacity in:

- making decisions and solving problems;
- regulating our emotions;
- collaborating with and influencing others; and
- facilitating change

so that more or our students engage more actively and invest in their learning?

Consider emphasis regarding improved and increased engagement and achievement of our students with:

- Aboriginal heritage
- English as an Additional Language
- High Abilities
- Issues of disengagement in learning
- Learning differences and disabilities

Summary of Small Group Reports
We can maximize our leadership capacity in/by:

- Making decisions and solving problems
  - Improved processes for feedback form conference participants
  - Continue to recognize differences and uniqueness in each school; decisions need to reflect such
  - Be aware of your staff's personal filters related to the diversity of learners
  - In-school and in-divisional formal commitment to professional dialogue related to the diversity of learners; RtI model, Kindergarten strategies; utilize exemplars of best practices
  - Keep focused on School Development Planning connected with Divisional Strategic Plan

    - Continue to build a community of belonging and safety; important for clear boundaries for students

- Regulating our emotions – how to do this effectively
    - Try to maximize distractions; stay focus on what's really important
    - Structure Divisional meetings effectively
    - Take personal wellness seriously
    - Having proactive strategies to regulate stress
    - Consider the structuring of school year to provide teachers with more collaboration time at beginning of school year
    - Having periodic retreats to develop better working relationships
    - Sustainability of focus on priorities
    - Conversations
    - Be mindful of other's emotions
    - Address "social pain" through building stronger relationships
    - Accept our own mistakes and that of others
    - Understanding how students learn and adjust to this reality "kids need to know how to find what they need to"
    - Prioritize to use time effectively
    - Sustain important directives and initiatives
    - We need to keep evolving with focus on student engagement…can't be redundant

- Facilitating change
    - Entire change in technology needs to be specific and direct
    - Building community; leading a way that motivates others
    - Empathy re: realize change takes time; understanding of other people's circumstances
    - Focus on positive aspects of potential change
    - Foster leadership in others; team building
    - Focus in on practice on what is to engage kids
    - Generation "x and y" needs more expected generation
    - Technology driving environmental and contextual changes so rapidly that the change will happen naturally
    - Understand that true change in practice takes time but feeling the urgency of changing for sake of kids

- Collaboration
    - Needs to be "kid-focused"
    - Indepth timely communication required; reflect on structure around communication (purpose, value, zone of proximal development)
    - Need to get all teachers "on board" re: brain-based learning
    - Changing role of teachers to facilitate each students' brain-based learning
    - Need to facilitate conversations that elicit personal emotions as this fosters passion and change

- Educate students with social change
- School leaders need to talk with staff, building relationships so that we know what teachers have to offer to students

This focus and these questions/responses will be incorporated into the Learning Support Services and Learning Community meetings.

C. QUALITY TEACHING

TECHNOLOGY DIRECTION OF THE BRANDON SCHOOL DIVISION 2011-2014

(Report prepared by Mr. Brent Ewasiuk, Director, Management Information and Systems Technology and Mr. Reg Reimer, Technology in Learning Specialist)

Integral to the provision of equitable quality learning opportunities for all students is the strategic advancement of technology's inclusion in the technology/learning processes. This report outlines this advancement for the next three years.

<u>The purchase/acquisition of mobile devices for 2011/2012</u>
The 2010/2011 school year saw the Brandon School Division implement two pilot projects testing the effect of both one-to-one computing and mobile devices in the classrooms. For these pilots, the Apple iPad was selected as the mobile device. This allowed us to test and review the technical hurdles we would have to address to allow alternative computing devices.

The pilots confirmed our expectations of the mobile and one-to-one effects.

The 2011/2012 school year will see the Brandon School Division move away from defined technology in classrooms and towards the mobile environment that will allow us to accomplish a one-to-one environment. The $236,000 typically used for computer replacement in the classrooms will be used to purchase mobile computers in carts which will be distributed to the schools based on their student population.

In an effort to support the pending alternative computing environment a budget enhancement was requested and granted for the 2011/2012 budget year. The Board allocated $67,400 for the purchase of alternative computing devices. To outfit and distribute an additional five sets of iPads (on top of the existing two sets), an additional $14,000 will be allocated form the traditional replacement budget to augment the $67,400 for a total of $81,400.

In 2011/2012 seven K-8 schools will receive an iPad cart with twenty five iPads. The entire Division will split approximately four hundred and thirty (430) laptops in carts.

<u>Communication of future plans for continued development of this direction</u>
The Westman connectivity project currently underway has placed a financial requirement of $100,000 to be serviced from the Management Information and Systems Technology budget for the 2010/2011, 2011/2012, and 2012/2013 budget years. With other commitments pending, a similar amount of $250,000, schools in

the Brandon School Division can expect similar numbers. An additional five or six schools will receive iPad carts with twenty five iPads and the Division will split four hundred and thirty (430) laptops and carts.

With the financial commitment to Westman Communication Group complete in 2012/2013, an additional $100,000 will be spent on mobile devices.

The migration over several years will allow teachers to transition to greater inclusion of technology in learning with one-to-one computers. This time will also allow the Brandon School Division to redefine policy, procedures and infrastructure to accommodate this change.

2. COMMUNITY CONNECTIONS

For Information ..... D. Michaels

MEETING WITH DEAN OF EDUCATION, BRANDON UNIVERSITY / AUGUST 15, 2011

I met with Dr. Sal Badali, new Dean of Education for Brandon University. We discussed the changing nature of education today, the key aspects of the preparation of pre-service teachers, the importance of literacy and numeracy in this preparation and the current mutual initiative between the Faculty of Education and the Brandon School Division. Dr. Badali is very familiar with the Professional Development School concept and expressed interest in the Betty Gibson Early Years Literacy initiative (in operation for four years).

We plan to meet regularly to advance the pre-service education through the strengthening and expansion of professional learning initiatives.

MEETING WITH VICE PRESIDENT - ACADEMIC, ASSINIBOINE COMMUNITY COLLEGE (ACC) / AUGUST 18, 2011

Mr. Alan Copeland, Vice President – Academic and I met on August 18, 2011 to finalize the Memorandum of Understanding (MOU) between the Brandon School Division and Assiniboine Community College. On May 21, 2011 Senior Administrators of ACC and BSD and Senior High Principals met to discuss the details and mutual interests in the formalization and expansion of joint initiatives. From this information Mr. Copeland and I drafted the MOU.

The introduction to the MOU is as follows:

"This Memorandum of Understanding (MOU) reflects the intention of BSD and ACC to facilitate and foster practical connections in the interest of providing greater learning opportunities and pathways for students.

BSD and ACC agree to work collaboratively and cooperatively to help provide programs and services of benefit to students and residents of Brandon.

BSD and ACC are committed to education, dialogue, joint projects, career counseling and academic advising, and capacity utilization."

Mr. M. Frison, President, ACC is in the process of reviewing the document.

It will be ready for signatures of Mr. Frison and myself shortly.

3. CORRESPONDENCE

For Information ..... D. Michaels

CORRESPONDENCE RECEIVED FROM NANCY ALLAN, MINISTER OF EDUCATION

The following correspondence has been received from Nancy Allan, Minister of Education:

> *I am pleased to inform you that the Brandon School Division will receive a grant in the amount of forty-eight thousand dollars ($48,000) provided under the French Second Language Revitalization Program for 2011/2012. This support is provided for the purpose of funding the following projects:*
>
> - *École Harrison*
> *-un projet de francisation extraordinaire!* — *$30,000*
> - *Exposition à la culture franco-manitobaine* — *2,500*
> - *French Language Infusion* — *4,000*
> - *Language and Cultural Connections* — *2,500*
> - *Travailler ensemble suite…* — *9,000*
>
> *$48,000*
>
> *The grant will be paid out in three separate instalments, as follows:*
>
> - *October 2011* — *19,200*
> - *March 2012* — *19,200*
> - *October 2012* — *9,600*
>
> *$48,000*
>
> *I am pleased to note that the carrying out of these projects will be made possible through the collaborative efforts of the governments of Canada and of Manitoba.*

BRANDON SCHOOL DIVISION
POLICY

POLICY 8002

USE OF EXPENDABLE EQUIPMENT IN SCHOOLS BY OUTSIDE ORGANIZATIONS

Adopted: Motion 67/2005 (May 9, 2005)

The use of expendable equipment in schools by outside organizations is approved on the following basis:

1. that school Principals be authorized to allow the use of expendable equipment free of charge to outside organizations affiliated with the school community, provided the group makes no charge for the activity undertaken in the school and the use of the equipment is on an infrequent basis; or
2. that if the outside organization bears no direct affiliation with the school community, or charges the persons participating in the activity at the school, or wishes to use the equipment regularly, the outside organization shall be required to provide its own expendable equipment**;** or the Principal shall be authorized, at his/her discretion, providing for rental of such equipment at rates in keeping with charges made by other institutions in the City of Brandon.

BRANDON SCHOOL DIVISION
POLICY

PROCEDURES 8002

USE OF EXPENDABLE EQUIPMENT IN SCHOOLS BY OUTSIDE ORGANIZATIONS

Adopted: Motion 67/2005 (May 9, 2005)

BASIC PRINCIPLES

1. The requirements of school programs for the use of school equipment shall be priority over all other programs.
2. Items to be considered under this policy shall be those items normally purchased by the school through its instructional supply budget. Items such as chairs, coat racks and fixed equipment generally supplied to the school through a budget approved through discussions at the Administration Office shall not be regarded as "expendable" for purposes of this policy.
3. Requests for use of equipment in specially equipped classrooms or for specialized facilities (e.g. science labs, computer labs, industrial arts/home economics/vocational facilities, etc.) shall be referred to the Administration Office for consideration.

SCHOOL'S RESPONSIBILITY

1. It shall be the responsibility of the school principal to decide whether to provide equipment to an outside organization is in the school's best interest.
2. When a school allows an outside agency ~~for~~ the use of a particular piece of equipment which it subsequently finds has a priority use in the school, it will be the school's responsibility to notify the outside agency and reach agreement on the utilization of the equipment.
3. It shall be the school's responsibility to ensure that the charges levied are paid to the school. It is recommended that charges be payable in advance of the use of equipment.
4. It shall be the school's responsibility at all times to ensure that the community use of the facility is covered by an agreement with the City of Brandon.
5. Schools shall be responsible for arranging all repairs and regular maintenance of the equipment.

RESPONSIBILITIES OF THE OUTSIDE AGENCY

1. The outside agency shall assume total responsibility for the equipment during the time that it is in its possession.
2. Willful damage, damage resulting from accident while in the care of the agency, or misuse of the equipment shall be regarded as sufficient cause to discontinue use of the equipment.

3. Where damage to the equipment or facility is determined to be a responsibility of the outside agency, the agency shall assume costs for repair or replacement.
4. The outside agency is responsible to ensure the equipment does not leave the Division facility.

BRANDON SCHOOL DIVISION
POLICY

POLICY 9056
JOINT USE OF COMMUNITY FACILITIES

Draft: August 16, 2011

The Board of Trustees believes that its buildings and grounds should be used for the benefit of children and adults in the Division. The Board realizes that there are mutual community interests in helping people of all ages to learn, develop and participate in recreation, culture and leisure activities. Every effort will be made to undertake joint and cooperative ventures to serve the Community's needs for recreation, culture and leisure activities in promoting a healthy lifestyle.

Appendix C

THIS AGREEMENT made this day of
A.D. 2011.

BETWEEN:

BRANDON SCHOOL DIVISION,
Hereinafter called the "Grantor"
OF THE FIRST PART,

-and-

CITY OF BRANDON,
Hereinafter called the "Grantee"
OF THE SECOND PART

ACCESS AGREEMENT

TS/ August 19, 2011

The City of Brandon
Engineering & Operations Department
410 - 9th Street
Brandon, Manitoba
R7A 6A2

Ted E. Snure, P. Eng.
Acting General Manager
of Development Services

Tel: (204) 729-2232
Fax: (204) 725-3235

THIS AGREEMENT made this day of , 2011.

BETWEEN:

BRANDON SCHOOL DIVISION,
Hereinafter called the "Grantor"
OF THE FIRST PART,

-and-

THE CITY OF BRANDON,
Hereinafter called the "Grantee"
OF THE SECOND PART

ACCESS AGREEMENT

WHEREAS the Grantor is the registered owner of the property commonly known as 715 McDiarmid Drive and legally described as follows:

Block 5 Plan 1058 BLTO
Exc all mines and minerals as set forth in Transfer R27507
In NW ¼ 15-10-19 WPM

And

Block 6 and the Wly 160 feet of the Sly 100 feet of Block 7 Plan 1058
Exc out of Block 6, all mines and minerals as set forth in Transfer R27507
In NW ¼ 15-10-19 WPM
(hereinafter called the "Brandon School Division Property");

AND WHEREAS the Grantee is the registered owner of the legally closed public lane to the north of Block 5, Plan 1058 and legally described as follows:

All that portion of the East-West lane that lies between the straight
Extensions Nly across said lane of Wly limit of Block 5 and
Ely limit of Block 7 as said lane and blocks
In NW ¼ 15-10-19 WPM
(hereinafter called the "Grantee Property");

AND WHEREAS the Grantee Property is currently utilized as open space due to a public lane closure by the City of Brandon;

AND WHEREAS the Grantor Property is currently utilized as a public school yard;

AND WHEREAS the Grantor and Grantee agree that it is in the best interest of both parties for the Grantor to grant a right-of-access over, across, upon and through the Brandon School Division Property (hereinafter called the "Parcel" as shown outlined on the attached Schedule "A") so as to allow the Grantee, its patrons, employees and assigns access to the Grantee Property and for the purpose of crossing and maintaining the Parcel;

The Grantor hereby grants the Grantee access over the Parcel so as to allow the Grantee, its patrons, employees and assigns, the right of ingress and egress over and across the said Parcel in order to have unrestricted access to the Grantee Property and also the use of the Parcel for maintenance by patrons accessing the Grantee Property.

Initials
_____
_____
_____

NOW THEREFORE in consideration of the mutual covenants and agreements herein contained, the Parties agree as follows:

1. The preamble hereof and any attached Schedule hereto shall form an integral part of this Agreement

2. The Grantee covenants and promises to exercise the rights and privileges acquired from the Grantor pursuant to this Agreement in a careful manner so as to cause a minimum of inconvenience or damage to the Grantor and the Parcel, and in such circumstances, the Grantee shall make good any such damage which it, its patrons, employees or assigns may cause, and restore the Parcel to its previous condition.

3. If and when the Grantee shall cease to use the Parcel for the purposes of this Agreement, it shall forthwith release this Agreement and the Grantee shall remove any improvements from the Parcel.

4. If and when the Grantor shall cease to be the registered owner of the Brandon School Division Property, the Grantee shall forthwith release this Agreement and shall remove any improvements from the Parcel.

5. The Grantor confirms and acknowledges that the rights and privileges, and in particular, the access hereby granted by the Grantor to the Grantee, shall be exercisable forthwith, and at any and all times hereafter by the Grantee, and by its patrons, employees and assigns in any manner, free and without charge.

6. The Grantee shall be responsible for all costs associated for maintenance and care for the area of the Parcel.

7. The Grantee performing and observing the covenants and conditions required on its part to be performed and observed, shall and may hold and enjoy the rights and privileges, and in particular, the access hereby granted, without hindrance, molestation or interruption on the part of the Grantor or any person claiming by, through, under or in trust for the Grantor.

8. The Grantee covenants and agrees to indemnify and save harmless the Grantor from any and all actions, suits, demands and/or costs arising from the use by the Grantee, its patrons, employees and assigns.

9. The Grantee covenants and agrees to obtain, maintain and pay for a Certificate of Insurance covering tenant's legal liability including public liability claims and property damage claims to a minimum level of $2,000,000.00 or such other levels as are from time to time required by the Grantee.

10. The Grantor and the Grantee agree there are no other agreements, whether oral or in writing between them, that modify, alter or vary the provisions of this Access Agreement, which the parties acknowledge contains the full and complete consensus between them.

11. Time shall be the essence of this Agreement.

12. The Grantee and the Grantor agree to do all things and execute all documents or material as may be required to give full force and effect to the terms and intent of this Agreement.

13. This Agreement will be governed by and construed in accordance with the laws of the Province of Manitoba, and the Parties hereby submit to the exclusive jurisdiction of the Courts of Manitoba.

Initials

_____

_____

_____

14. This Agreement shall enure to the benefit of and be binding upon the Parties hereto, their respective heirs, executors, administrators and assigns.

IN WITNESS WHEREOF the Grantor has executed these presents by the hands of its proper signing officers in that behalf, the _____ day of _____, 2010 and the Grantee has executed these presents by the hands of its proper signing officers in that behalf, the _____ day of _____, 2011.

BRANDON SCHOOL DIVISION
Per:

_____
Authorized Signatory
"I am authorized to bind the Company"

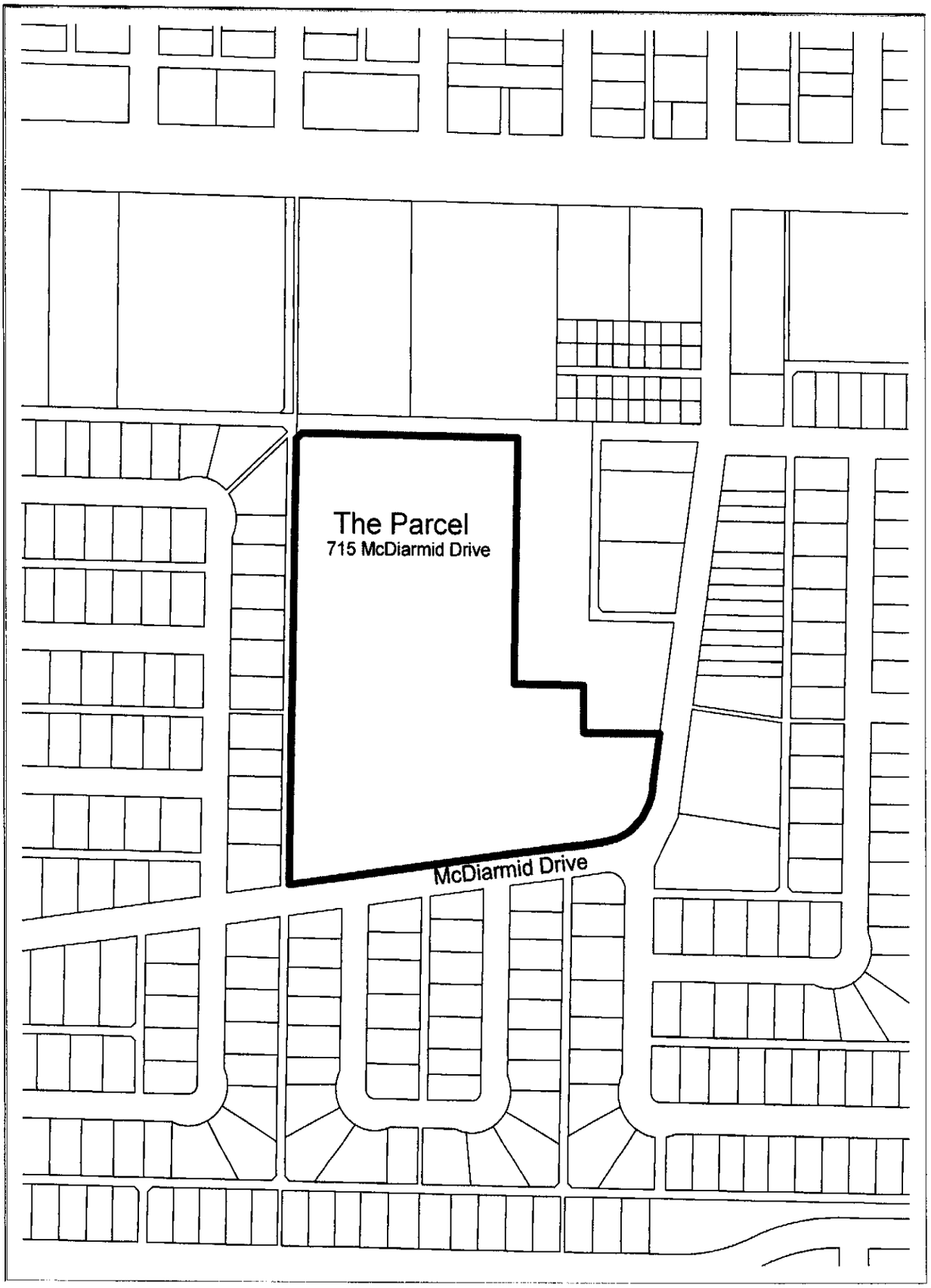
_____
Authorized Signatory
"I am authorized to bind the Company"

CITY OF BRANDON

_____
Ted E. Snure, P.Eng.
General Manager of Development Services

SCHEDULE "A"

The Parcel



Appendix D

Updated to August 4, 2011

***** - Behind projected schedule

Board of Trustees Governance Goals (2010-2014)

Goal	Standing Committee Responsible	Strategic Actions to be Taken	2011 Performance Indicators	Progress to date	2012 Performance Indicators	2013 Performance Indicators	2014 Performance Indicators
Monitoring Performance Results – Part 1 - Students *To increase Grade 12 graduation rate to 85%+ over the next four years through and emphasis on the quality of student engagement in learning.*	Education	1. Monitor Grade 12 Graduation rates. 2. Monitor proportion of students entering Grade 9 at grade levels in literacy and mathematics. 3. Monitor course completion rates in senior high, Grade 9-12 4. Monitor students' perceptions of their engagements in learning.	1. Increase in grad rate in June, 2011 2. Examine data, discuss with senior high principals and Superintendent/CEO. 3. Examine data, discuss with senior high principals and Superintendent/CEO 4. Receive and review initial Student Engagement Survey Reports (2010/11) in Sr. High Schools, Kirkcaldy Heights School and Linden Lanes School.	**1. CPRSS 89%** **Neelin 90%** **Off-Campus 84%** **VM 96%**√ 2. (In Progress) Superintendent/CEO worked on over the summer. Currently working with HS Principals throughout school year. 3. (In Progress) Superintendent/CEO working on over the summer. 4. **Presented to Board of Trustees through July 11, 2011 Report of Senior Administration**. √	1. Increase in grad rate to 82% √	1. Increase in grade rate to 84% √	1. Increase in grad rate to 85%+ √

Goal	Standing Committee Responsible	Strategic Actions to be Taken	2011 Performance Indicators	Progress to date	2012 Performance Indicators	2013 Performance Indicators	2014 Performance Indicators
Monitoring Performance Results – Part 2 – Staff *To focus, assist, support the professional learning of all staff to maximize student engagement in learning.*	Personnel	1. Prepare a detailed report on the professional development budget allocation.	1 a) Provide a detailed report on the professional development budget allocation. b) Assess what is being undertaken presently throughout the Division. c) Staff survey on P.D. opportunities/needs.	1a) (In Progress) Needs to be loaded into the system and taken to Personal Committee b) c) (In Progress) S.A. working on for the fall.	1a) Review information received and establish guidelines for future years; providing for flexibility on professional development delivery	1a) Monitor professional learning activities and results.	1a) Monitor professional learning activities and results.

Goal	Standing Committee Responsible	Strategic Actions to be Taken	2011 Performance Indicators	Progress to Date	2012 Performance Indicators	2013 Performance Indicators	2014 Performance Indicators
Policy Development *1) To conduct program reviews to determine efficacy, quality of engagement and outcomes of student learning in electives & require courses and programs.* *2) To develop transition programming for senior high (9-12) "high risk"/ behaviourally challenged students based on a comprehensive assessment of those students needs.*	Education	1. Conduct Program Reviews. 2. Review needs assessment regarding bridging between regular High School Programming and Off-Campus Programming.	1a) Grade 7 and 8 Electives. b) Instrumental Music Program (BSIMA). c) Alternate Programming under Policy 4044.2 (Interim report). 2. Commence in-depth review of programming for "high risk" behaviourally challenged students.	1. (In Progress) GM and DMM working on for fall of 2012. c) GM preparing report 2. (In Progress) Full Day Session to be held on August 25, 2011 with High School Administration re: Bill 13 and its implementation. Report going to Board Sept 12-11. Off-Campus site to be set up during October.	1a) French Immersion (K-12). b) Full Day/Every Day Kindergarten. **(2011 – Steering Cte established; classes ready to open for September, 2011; assessment process re: implementation, in place.** c) Vocational Programming. d) Alternate Programming under Policy 4044.2 (Comprehensive report).	1a) AP/IB Programming. (to be done in 2012) b) Vocational Programming.	1a) Full Day/Every Day Kindergarten.

3) *To develop alternative programming to accommodate 16-18 year old students through sustainable partnerships with community agencies.*		3. Study Bill 13 Legislation and connect with High School administrators to determine implications of proposed legislation.	3. Board briefing and preparation of documents for Legislative Committee (April 2011)	3. **Document prepared and was submitted to Legislative Committee prior to Bill's final reading and approval.** √			

Goal	Standing Committee Responsible	Strategic Actions To Be Taken	2011 Performance Indicators	Progress To Date	2012 Performance Indicators	2013 Performance Indicators	2014 Performance Indicators.
Community Involvement *To enhance relations with the community through a rigorous, comprehensive, communication approach.*	Divisional Futures & Community Relations	1. Continue building relationships with existing and new stakeholder groups.	1a) Identify the number of stakeholder groups with which the Committee has met and report on specific successes. b) Be more specific about communicating to the public the results of the stakeholder meetings. c) Provide more information on webpage regarding student achievement results. d) Make better use of print media, WCG and ratio in communicating with public.	1a) **Committee held 22 meetings during the school year and met with various stakeholders, including the following: Maple Leaf Representatives; 1st Nations Representatives; ACC and BU Representatives; BRHA Representatives; and students from various schools.** √ b) **Conversations at Stakeholder meetings attached to Committee Minutes as Appendix.** √ c) **Posted to Division Home Page under Recent News.** √ d) (In Progress) MIST Dept currently researching Video Streaming of Board Meetings to present to Board on August 29/11.			

		2. Ensure continuous identification of new stakeholder groups.	2. At the end of each school year, provide the Board with a list of groups with wish the Committee has met noting any new stakeholder groups which have been added during the year.	2. n = new groups **<u>September/2010</u>** **- Maple Leaf** **<u>November/2010</u>** - **Neelin IB Students (n)** **<u>December/2010</u>** - **Off-Campus Students** - **CP Trades Students (n)** **<u>January/2011</u>** - **VM AP Students (n)** - **First Nations/Metis/Inuit (n)** **<u>February/2011</u>** - **ACC** - **WP Students (n)** **<u>March/2011</u>** - **BRHA** **<u>April/2011</u>** - **First Nations/Metis/Inuit** - **NE Students (n)** **<u>May/2011</u>** - **GF Students (n)** - **BU** **<u>June/2011</u>** - **GA Students (n)** - **Harrison Students (n)** √			

Goal	Standing Committee Responsible	Strategic Actions To Be Taken	2011 Performance Indicators	Progress to Date	2012 Performance Indicators	2013 Performance Indicators	2014 Performance Indicators
Advocacy *To undertake an organized advocacy strategy approach to strengthen public education in the Brandon School Division.*	Divisional Futures & Community Relations Committee	1. Lobbying the municipal, provincial and federal governments through better communications on a yearly basis. 2. Prepare a public strategy for forthcoming elections, both Provincial and Federal.	Municipal: 1a) Meet with City Council to discuss items of mutual interest on a yearly or as needed basis. b) Continued participation in the Joint Task Force Committee. Rural Municipalities: c) Meet with five municipalities which are part of BSD to discuss items of mutual interest. Provincial: d) Meet with Minister of Education in the fall of each school term. e) Meet with local MLAs on an annual or as required basis. Federal: f) Meet with local MP for Brandon and Area. 2a) Develop a questionnaire for all candidates regarding their position on specific educational matters. b) Host an all candidates debate revolving around educational issues.	1. **Meet with City Council on April 27, 2011** √ b) **Trustees Kruck, Bowslaugh and Snelling served on Cte.** √ c) For Fall? (*) d) **Met with Minister January 13, 2011** √ e) For Fall? (*) f) For Fall?(*) a & b) (In Progress) Committee working with BTA to host Provincial All-Candidates Forum to be held September 15, 2011.	Municipal: 1a) Meet with City Council to discuss items of mutual interest on a yearly or as needed basis. b) Continued participation in the Joint Task Force Committee. Rural Municipalities: c) Meet with five municipalities which are part of BSD to discuss items of mutual interest. Provincial: d) Meet with Minister of Education in the fall of each school term. e) Meet with local MLAs on an annual or as required basis. Federal: f) Meet with local MP for Brandon and Area.	Municipal: 1a) Meet with City Council to discuss items of mutual interest on a yearly or as needed basis. b) Continued participation in the Joint Task Force Committee. Rural Municipalities: c) Meet with five municipalities which are part of BSD to discuss items of mutual interest. Provincial: d) Meet with Minister of Education in the fall of each school term. e) Meet with local MLAs on an annual or as required basis. Federal: f) Meet with local MP for Brandon and Area.	Municipal: 1a) Meet with City Council to discuss items of mutual interest on a yearly or as needed basis. b) Continued participation in the Joint Task Force Committee. Rural Municipalities: c) Meet with five municipalities which are part of BSD to discuss items of mutual interest. Provincial: d) Meet with Minister of Education in the fall of each school term. e) Meet with local MLAs on an annual or as required basis. Federal: f) Meet with local MP for Brandon and Area.

Goal	Standing Committee Responsible	Strategic Actions To Be Taken (2011)	~~2011 Performance Indicators~~	Progress to Date	~~2012 Performance Indicators~~ Strategic Actions To Be Taken (2012)	2013 Performance Indicators	2014 Performance Indicators
Financial *To provide and optimize the use of resources necessary to meet the 21st Century needs of our students.*	Finance Committee	1. To research education funding to address the 21st Century needs of students.		1. (In Progress) DMM has begun research over the summer.	1. Outline a model to be used in assessing the Division's utilization of resources.		

Goal	Standing Committee Responsible	Strategic Actions To Be Taken (2011)	~~2011 Performance Indicators~~	Progress to Date	~~2012 Performance Indicators~~ Strategic Actions to be Taken (2012)	2013 Performance Indicators	2014 Performance Indicators
Facilities Planning *To ensure schools are more accessible to the public through new initiatives and public partnerships.*	Facilities & Transportation	1. Hold 3 public consultations regarding proposed public use of school facilities. 2. Revise Policies and Procedures regarding use of schools by outside organizations. 3. Revised Joint Use Agreement.		**1. Completed in May 2011.** √ 2. **Presented to Board August 29, 2011**√ **3. Presented to Board August 29, 2011**√	1. Monitor implementation of use of schools by outside organizations.		

CAPITAL REQUESTS

SCHOOL	COST
George Fitton – Renovate gym into Classrooms and Staff Washrooms	$375,000
Green Acres – New gym, and renovate existing gym into Multi Purpose Room, Library, Staff Washrooms - New Gym	$285,000 $1,500,000
Betty Gibson – 3 classrooms, and Staff Washrooms	$885,000
Waverly Park – 2 classrooms	$510,000
Riverview – Gym, renovations of existing Gym into Library - New gym	$260,000 $1,500,000
Crocus Plains – Welding and Electronics additions	$1,500,000
South Brandon New School	$12,300,000
Neelin Performing Arts Facility – New Theatre, Production Area, etc. - Reno. Broadcast, Theatre Arts - Phys Ed. Suite, Offices - Fitness Room	 $8,000,000 $225,000 $91,000 $100,000
Vincent Massey – Student Multi Purpose Room	$1,050,000
TOTAL	**$28,500,000**

ACCESS PROJECTS

SCHOOL	COST
Meadows elevator	$700,000
George Fitton – Groom Room, Therapy Room	$180,000
Betty Gibson – Grooming Room	$180,000
St. Augustine's – Grooming Room	$180,000
O'Kelly – Elevator Grooming Room	$700,000 $180,000
Crocus Plains – Grooming Room	$180,000
TOTAL	$2,300,000

School Division 5 Year Roof Replacement

SCHOOL	ROOF	COST
Administration	A	137,830
	B	51,304
	C	133,672
	D	
Betty Gibson	A	218,240
	B	133,760
	C	86,944
	D	33,440
	E	218,240
Crocus Plains	A1	275,726
	A2	175,560
	A6	101,640
	A7	121,242
	A8	110,088
	C1	367,400
	D	172,920
	D1	253,616
Earl Oxford	A1	42,768
	B2	110,484
	G3	130,944
	H1	16,280
King George	A	110,880
	B	89,628
	C	211,090
	E	46,464
	F	33,374
George Fitton	A	92,004
	B1.5	52,800

	C	239,646
	F	158,400
	G	173,250
Harrison	A1	52,800
	K1	7040
	L1	47,520
	M1	63,360
Linden Lanes	B	91,960
	G	54,538
	J	
Neelin	G1	195,580
	Q1	250,976
Riverheights	A	241,780
Riverview	C1	167,222
	D2	51,700
	E1	84,568
St. Augustine	B2	
	C2	
	D2	
Valleyview	C1	28,512
Vincent Massey	A	256,762
	B	83,160
	C	142,560
	D	
	F	
	G	125,906
TOTAL		6,045,578

BRANDON SCHOOL DIVISION

NeuroLeadership in Advancing Our Students' Engagement in Learning

Superintendent of Schools/CEO Presentation
School Division Opening 2011-2012
August 29, 2011

Focus of Presentation to open 2011-2012 school year:

- advancing our understanding of NeuroLeadership and the relationship to our students engagement in learning

Structure of Presentation

I. Our Context in Brandon School Division and Society
II. Important Emphasis on NeuroLeadership in Our Context
III. Maximizing NeuroLeadership in Advancing our Students Engagement in Learning

I. Our Context in Brandon School Division and Society

In Brandon School Division our work is grounded in:

Mission

Vision

Strategic Goal and Directions

To review …

Mission

(Purpose and Duty)

The Brandon School Division strives to enable each student to achieve maximum intellectual, emotional, social and physical growth. We accomplish this through the provision of programs and services which facilitate the development of students as healthy contributing members of society.

Vision
(Future)

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

Strategic Goal

To engage ALL students
actively in their learning through the provision
of equitable, fair access to ***quality learning***
facilitated by ***quality teaching*** enabled by
quality support services.

Directions of Emphasis re: Equity 2011-2014

Improved and increased engagement and achievement of learners with:

- Aboriginal heritage (First Nations, Métis, Inuit)
- English as an Additional Language
- High abilities
- Issues of disengagement in learning
- Learning differences and disabilities

1. Accelerating Electronic Connectedness

2. The Flow to Global

3. The Flow to the Individual

II. Important Emphasis on NeuroLeadership in Our Context

- Recent, emerging developments in neuroscience research and particularly in social cognitive area (brain-based learning) bringing to light brain processes that underlie or influence human decisions, behaviour, and interaction in the workplace and beyond.
- Neuroscience has many of same research objectives as leadership and leadership development.

NeuroLeadership

"this interdisciplinary field explores the neural basis of leadership and management practices, effectively bringing about the interface of social cognitive, and affective neuroscience, cognitive neuroscience, integrative neuroscience, neurobiology and other domains within neuroscience, and questions and theories from the leadership and management fields."

(Ringleb & Rock)

NeuroLeadership

- development directly takes into account the physiology of the mind and the brain
- emergence due to increasing hard scientific understanding of individual differences in the sensitivity and efficiency of human brain structures; driven by advent of functional neuro-imaging and other technologies

NeuroLeadership

- focuses on <u>how</u> individuals in a social environment in four domains:
  - make decisions and solve problems
  - regulate their emotions
  - collaborate with and influence others; and
  - facilitate change

NeuroLeadership

Domain #1 "Decision-making and problem-solving"

- separate processes in neuroscience (different algorithms)
- decision-making - managerial response to question "what are my choices?"
- problem-solving – managerial response to question "what has gone wrong?"

NeuroLeadership

Domain #1 "Decision-making and problem-solving"

- social cognitive consideration of these two separate processes:
  - makes it possible to overcome traditional barriers between leaders and organizational members
  - makes implicit mental processes (e.g. creativity) more explicit (e.g. "breakthrough thinking")

NeuroLeadership

Domain #2 "Emotional regulation"

- recent leadership researchers and psychologists have come to recognize importance of emotional stability in effective leadership (Goleman, 1998)
- emotionally stable leaders handles stress well, able to manage criticism, generally does not take mistakes personally (Daft, 2008)

NeuroLeadership

Domain #2 "Emotional regulation"

- neuroscience's contribution to emotional stability: an understanding of effects and consequences of workplace stress (generated by lack of emotional stability) on organizational members; e.g. strong, negative autobiographical memories
- managing emotions does not mean denying or suppressing them; rather means understanding and using it to deal with situations productively; e.g. mindfulness

NeuroLeadership

Domain #3 "Collaborating with and influencing others"

- initial leadership theory placed research focus on the leader's power and influence, defining power as an "individual's ability to influence another person to bring about desired outcomes" and influence as "the affect a person's actions had on the attitudes, values, beliefs or actions of others" (Burns, 1978; Hitcher, 1992)
- current leadership theory focuses on effective/ ineffective behaviours and influence on teams or followers; concept of high-performance teams

NeuroLeadership

Domain #3 "Collaborating with and influencing others"

- current social cognitive neuroscience research emphasizes that the human brain is "deeply social and seeks belongingness" (Lieberman, 2007); disruptions in social environment most affect an individual's higher order thinking
- brain scans are clearly showing "there is relatively little difference between physical pain and social pain" (Eisenberger & Lieberman, 2004)
- if social pain goes unheeded – takes a serious toll on mind, biology and health

NeuroLeadership

Domain #3 "Collaborating with and influencing others"

- an understanding of "mirror neurons" can assist leaders in better understanding and appreciating facial expressions, body language, intonation in speech, and other social cues in people
- this understanding allows leaders to adapt to another person's perspectives and assign mental states and intentions to that person (Montgomery & Haxby, 2008)

NeuroLeadership

Domain #3 "Collaborating with and influencing others"

- neuroscience concept of social pain provides leaders with insights regarding effective/non-effective ways of providing feedback to organization members
- empathy – one of the leader's most powerful tools during feedback process (Daft, 2008)

NeuroLeadership

Domain #4 "Facilitating change"

- much of the organizational change research has focused on motivating organizational member behaviour; behaviour-based, focused on investigating psychological nature of organizational members; including studies on key personality traits (e.g. Goldberg et al, 1990)
- research on organizational learning focuses on overcoming resistance to change (e.g. Senge, 1990; Kaplan 2006)
- neuroscience provides a growing understanding of the relationship between cognitive control (members) and mindfulness (leader)

NeuroLeadership

- "beginning to show the "anatomy and physiology of the social science research on leadership" (M. Lieberman, 2007)

III. Maximizing NeuroLeadership in Advancing Our Students' Engagement in Learning

This section focuses on the "So What?" relationship of our NeuroLeadership dimensions to student engagement in learning:

- provides a brief review of current research on student engagement in learning
- poses key questions for our consideration

- Student engagement in learning is FUNDAMENTAL to equity of opportunity in quality teaching/quality learning
- 2004-05 – Brandon School Division began emphasis on engagement/equity through Goal 10 (2002-2005) with an emphasis on student-centered learning (literacy, numeracy)

- 2009-10 – School Opening Superintendent's Address focused on Canadian Education Association National research study "What Did You Do in School Today?"; measured three domains of student engagement: SOCIAL, INTELLECTUAL, ACADEMIC

- Brandon School Division preparations with Learning Bar of Canada to administer Student Engagement Survey in three senior high schools and one elementary school
- 2010-2011 – School Based Results (available in Superintendent's Years End Report to Board of Trustees / June 27, 2011)
- 2011-2012 – nine schools to administer survey
- 2012-2013 – remaining 13 schools to participate

- Canadian average re: intellectual engagement is 60%
- Brandon School Division average is slightly higher at 62%

- Brandon School Division strategic emphasis 2011-2014: increase students' (K-12) intellectual engagement:

"A serious emotional and cognitive investment in learning, using higher order thinking skills (such as analysis and evaluation) to increase understanding, solve complex problems and create new knowledge." (CEA, 2009)

- Brandon School Division strategic direction of Quality Learning encompasses research, professional learning, best practices to advance and support our students' "serious emotional and cognitive investment in learning"
- Current focus on students' Brain-Based Learning (BBL)

2008-present: increasing attention being given to Brain-Based Learning (BBL) in educational research, literature, best practices. Jensen (2011) states:

"Keeping pace with the explosion of brain research over the past two decades has proved challenging, but astute educators are applying the findings with growing success. The result is a learning approach that is more aligned with how the brain naturally learns best."

Brain-Based Learning bring a dramatic new paradigm known as

"Brain Compatible or Brain-Based Learning"

Brain-Based Learning based on research from disciplines of neuroscience, biology, psychology. Our understanding of relationship between learning and the brain now encompasses:

- the role of emotions
- patterns
- meaningfulness
- environments
- body rhythms
- attitudes
- stress
- trauma
- assessment
- music
- movement
- gender
- enrichment

"Brain-based learning is a way of thinking about the learning process … it is not a program, dogma, or recipe for teachers … it is not a trend or gimmick … it is a set of principles and a base of knowledge and skills upon which we can make better decisions about the learning process." (Jensen, 2011)

Now to connect the dots … of NeuroLeadership with Brain-Based Learning TO ADVANCE OUR STUDENTS' ENGAGEMENT IN LEARNING.

How can we maximize our NeuroLeadership capacity in:

- making decisions and solving problems;
- regulating our emotions;
- collaborating with and influencing others; and
- facilitating change

so that more of our students engage more actively and invest in their learning?

This question forms the basis of our professional conversation this morning and during this school year.

Thank you for your attention!