

Regular Meeting of the Board - December 8, 2016

Thursday, December 08, 2016

Start time 8:00 PM

Administration Office, 181 Henlow Bay, Winnipeg, Manitoba

AGENDA

1. **Attendance**
2. **CALL TO ORDER**

Comments:

The content of the Informational Reports has been reviewed by Trustees prior to the Board Meeting. The reports reflect discussions and activities of the Committees. At Board Meetings, if Trustees wish to speak to or ask questions regarding a particular report included in the Information Reports section of the Board Meeting agenda – that needs to be identified at the time the Agenda is amended. Recommended motions from Committees are addressed separately in the agenda.

Minutes Template:

Meeting called to order at <currentTime>

3. **AGENDA APPROVAL**
4. **Minutes Approval**
 - 4.1 **Regular Meeting of the Board - November 24, 2016 (2016/11/24)**
5. **STANDING COMMITTEE REPORTS, SPECIAL COMMITTEE REPORTS AND OTHER REPORTS**

5.1. Standing Committee Reports, Special Committee Reports and Other Reports

Summary:

1. Standing Committee Reports:

- a. Report of the Committee Meeting of the Whole held on November 24, 2016;
- b. Report of the Finance Committee Meeting of the Whole held on November 24, 2016;
- c. Committee Report of the Human Resources and Policy Committee Meeting held on November 28, 2016.

3. Other Reports:

- a. Teacher Contracts (Term) as listed in the Teacher Contracts Report dated December 8, 2016;
- b. Teacher Contract Alterations as listed in the Teacher Contract Alterations Report dated December 8, 2016;
- c. Substitute Teacher Contracts as listed in the 2016-17 Substitute Teacher Contracts Report dated December 8, 2016;
- d. Resignations as listed in the Resignations Report dated December 8, 2016;
- e. Disbursements for the period October 1 - 31, 2016.

Purpose:

To consider receiving the Standing Committee Reports, Special Committee Report and Other Reports as information and,
To consider ratifying Teacher Contracts (Term) as listed in the Teacher Contracts Report dated December 8, 2016 and,
To approve Teacher Contract Alterations as listed in the Teacher Contract Alterations Report dated December 8, 2016 and,
To consider ratifying Substitute Teacher Contracts as listed in the 2016-17 Substitute Teacher Contracts Report dated December 8, 2016 and,
To consider receiving resignations as listed in the Resignations Report dated December 8, 2016 and,
To consider approving Disbursements for the period October 1 to 31, 2016.

6. DELEGATIONS

7. EDUCATIONAL PRESENTATIONS

8. BUSINESS FROM PREVIOUS BOARD MEETINGS

9. BUSINESS FROM PREVIOUS FINANCE COMMITTEE OF THE WHOLE

9.1. Budget Development Objectives, Questions and Guidelines for the 2017-18 Budget

Summary:

Purpose: To receive a report from the Secretary-Treasurer and consider recommendation.

10. BUSINESS FROM PREVIOUS COMMITTEE MEETING OF THE WHOLE

11. BY-LAWS AND/OR POLICIES

11.1. By-Law No. 113 (Promissory Note LTPS0078)

Summary:

WHEREAS it is deemed necessary and expedient to raise by loan the sum of Three Million Five Hundred Fifty Four Thousand Six Hundred Dollars (\$3,554,600) on the credit of said School Division for the purpose of payment for Arthur A. Leach Modular Classrooms, Fort Richmond Modular Classrooms, South Pointe School Construction, Vincent Massey Elevator.

THEREFORE, BE IT RESOLVED THAT By-Law No. 113, being a by-law of the Board of Trustees of the Pembina Trails School Division, for the purpose of borrowing the sum of 3,554,600 dollars and of issuing a Debenture and/or Promissory Note (hereinafter called the Security) therefor be given first reading.

12. CORRESPONDENCE FOR DISCUSSION

13. STANDING AND SPECIAL/ADVISORY COMMITTEE REPORTS

14. BUILDINGS, PROPERTY AND TRANSPORTATION COMMITTEE

15. EDUCATION COMMITTEE

16. COMMUNICATION AND COMMUNITY RELATIONS COMMITTEE

17. FINANCE AND PLANNING COMMITTEE

18. HUMAN RESOURCES AND POLICY COMMITTEE

18.1. Budget Study Follow-Up

Summary:

Purpose: To consider Committee recommendation.

18.2. Policy ECAEA and Regulation ECAEA-R - Video Surveillance Systems

Summary:

THAT Policy ECAEA and Regulation ECAEA-R as revised, be given second and third reading and passed.

18.3. Policy BCABE - Trustee Attendance at Regular Meetings of the Board by Electronic Means

Summary:

THAT Policy BCABE - Trustee Attendance at Regular Meetings of the Board by Electronic Means, be given second and third reading and passed.

18.4. Policy JLCG - Anaphylaxis

Summary:

THAT Policy JLCG - Anaphylaxis be given second and third reading and passed.

19. NEGOTIATIONS COMMITTEE

20. PEMBINA TRAILS SCHOOL DIVISION EDUCATIONAL SUPPORT FUND INC.

21. PEMBINA TRAILS VOICES

22. COUNCIL OF PRESIDENTS

23. BOARD/ASSOCIATION COUNCIL ON EDUCATION (B.A.C.E.)

24. ADMINISTRATIVE REPORTS

25. NEW BUSINESS

25.1. Manitoba School Boards Association - Governance Day

Summary:

Purpose: To receive a report from Trustee K. McMillan.

26. CORRESPONDENCE FOR INFORMATION DISTRIBUTION LIST

26.1. Correspondence for Information Distribution List

Summary:

THAT the Correspondence for Information Distribution List dated December 2, 2016, be received as information.

27. QUESTIONS FROM TRUSTEES

28. QUESTIONS FROM MEMBERS OF THE PUBLIC IN ATTENDANCE

29. REQUIREMENT FOR A COMMITTEE MEETING OF THE WHOLE

30. ADJOURNMENT

Minutes Template:

Meeting adjourned at <currentTime>

Pembina Trails School Division

By-law No. 113

Being a by-law of the Board of Trustees of Pembina Trails School Division for the purpose of borrowing the sum of Three Million Five Hundred Fifty Four Thousand Six Hundred Dollars (\$3,554,600) and of issuing a Debenture and/or Promissory Note (hereinafter called the Security) therefore.

WHEREAS it is deemed necessary and expedient to raise by loan the sum of \$3,554,600 on the credit of the said School Division for the purpose of payment for the projects as authorized on Schedule “B” attached.

THEREFORE, pursuant to the provisions of the Public Schools Act, the Board of Trustees of the Pembina Trails School Division duly assembled, enact as follows:

- 1. That it shall be lawful for the said School Trustees to borrow the sum of \$3,554,600 by the issue and sale of the Security of the said School Division as set out below.
- 2. That the said Security shall be issued at Winnipeg, Manitoba and shall be dated the 31st day of January A.D. 2017 and shall be payable to the Minister of Finance, Winnipeg, Manitoba as follows: The Security shall be so issued that the amount thereby borrowed shall be repayable in twenty (20) equalized consecutive annual instalments of \$247,285.04 each, including principal and interest at the rate of 3.375% per annum, payable annually on the 31st day of January as per Schedule “A” attached.
- 3. That the first instalment shall be payable on the 31st day of January A.D. 2018
- 4. That the Security shall be signed by the Secretary-Treasurer and countersigned by one of the Trustee of the said School Division.
- 5. That provisions shall be made for the payment of the said Security and such provision shall form part of, and be included in, the annual statements of monies required for the purpose of the School Division.

GIVEN FIRST READING by the said Board of Trustees of the Pembina Trails School Division, assembled at Winnipeg, in the Province of Manitoba, this 8th day of December A.D. 2016

SECOND READING the 12th day of January A.D. 2017

THIRD READING the 12th day of January A.D. 2017

(CORPORATE SEAL)

Chairperson

Secretary-Treasurer

Certified a true copy of By-law No. 113 of the Board of Trustees of the Pembina Trails School Division given first reading, the day and year above written.

Secretary-Treasurer

(CORPORATE SEAL)



VIDEO SURVEILLANCE SYSTEMS

The Board understands that schools are considered to be a supervised environment where a reasonable degree of monitoring to protect the safety and well-being of students, staff and facilities is both desirable and expected. Video security service is generally viewed as being useful in schools as a means (1) to enhance the safety of students and staff, (2) to protect school property against theft and vandalism, (3) to aid in the identification of intruders and persons breaking the law and (4) to assist with the maintenance of order.

The Board authorizes the use of video security service equipment on Division property where circumstances have shown that it is necessary for these purposes and its benefit is deemed to outweigh its impact on the privacy of those observed. It does so accepting its obligations to protect the personal privacy of individuals, in accordance with the Freedom of Information and Protection of Privacy Act, and any other applicable legislation.

Before video security service is installed at a new site, a report must be provided to the Superintendent, describing the circumstances that support the necessity of such security service, including a discussion of less invasive alternatives. Where the Superintendent is satisfied that the use of video security service is appropriate and the criteria for its use can be met, authorizations with whatever reasonable conditions are deemed necessary, may be given.

Accomplish Anything

Adopted	Reviewed	Revised	Page
3/126/05			1 of 1

Trustee Attendance at Regular Meetings of the Board by Electronic Means

Pursuant to the Public Schools Act Section 39 and Manitoba Regulation 201/2004 and the Division's Procedural By-Law as amended, the Division shall:

1. Where requested by a Trustee to participate electronically in a Regular or Special Board meeting or committee meeting, the Division shall facilitate that participation via telephone conference call, skype or such other electronic means as the Division is reasonably able to provide.
2. This policy is subject to the provisions of the Public School Act Section 36 – to 39.8 in all aspects.
3. Attendance via electronic means at closed meetings shall be restricted to those who are entitled to attend the closed meetings or are invited to attend the closed meetings.
4. Despite a regulation passed under subsection (1), every trustee must be physically present at a regular meeting at least once every three (3) months. [excerpt from Public Schools Act section 39.7.1 (2)]
5. At every meeting of the school board, the following persons be physically present in the meeting room of the board:
 - (a) the chair of the board or their designate;
 - (b) at least one additional member of the board;
 - (c) the superintendent of the division or their designate;
 - (d) the secretary-treasurer or their designate.
 (excerpt from Manitoba Regulation 201/2004 section 5)

First reading, October 13, 2016

Accomplish Anything

Adopted	Reviewed	Revised	Page
Draft			1 of 1

ANAPHYLAXIS POLICY

The Pembina Trails School Division Board of Trustees recognizes that students attending school may require the administration of medication in response to anaphylaxis, a life-threatening allergic reaction. For the safety of students and staff, a strict protocol must be followed within the school division. See Regulation JLCG-R.

Information and Awareness:

- It is the responsibility of the parent/guardian to identify that their child has a life-threatening allergy to the school.
- All school staff will be made aware of the student with anaphylaxis.
- The classroom teacher will ensure the student with anaphylaxis is identified to substitute teachers.
- The school/school division will ensure the student with anaphylaxis is identified to bus drivers.

Training for teachers and other school staff

- The school administrator will ensure that training provided by the URIS nurse occurs annually with school staff, lunch hour supervisors, bus drivers and others (if deemed appropriate by the school administrator).
- The school division will provide opportunities for training provided by the URIS nurse for substitute teachers and bus drivers. Any newly employed school staff who missed the school-based training may also attend these sessions.

Sharing information with other students

- In consultation with parents/guardians of the student with anaphylaxis, the school may identify a student with anaphylaxis to classmates who are in direct contact with the student and enlist their understanding and support. This will be done in a way that is appropriate to the students' age and maturity, without creating fear and anxiety.

First reading October 13, 2016

Accomplish Anything

Adopted	Reviewed	Revised	Page
DRAFT			1 of 1



TOWARDS A BRIGHTER FUTURE: SHEDDING LIGHT ON THE MENTAL HEALTH OF MANITOBA'S CHILDREN

A summary of the report *The Mental Health of Manitoba's Children* by Mariette Chartier, Marni Brownell, Leonard MacWilliam, Jeff Valdivia, Yao Nie, Okechukwu Ekuma, Charles Burchill, Milton Hu, Leanne Rajotte, and Christina Kulbaba

Summary written by Jennifer Enns



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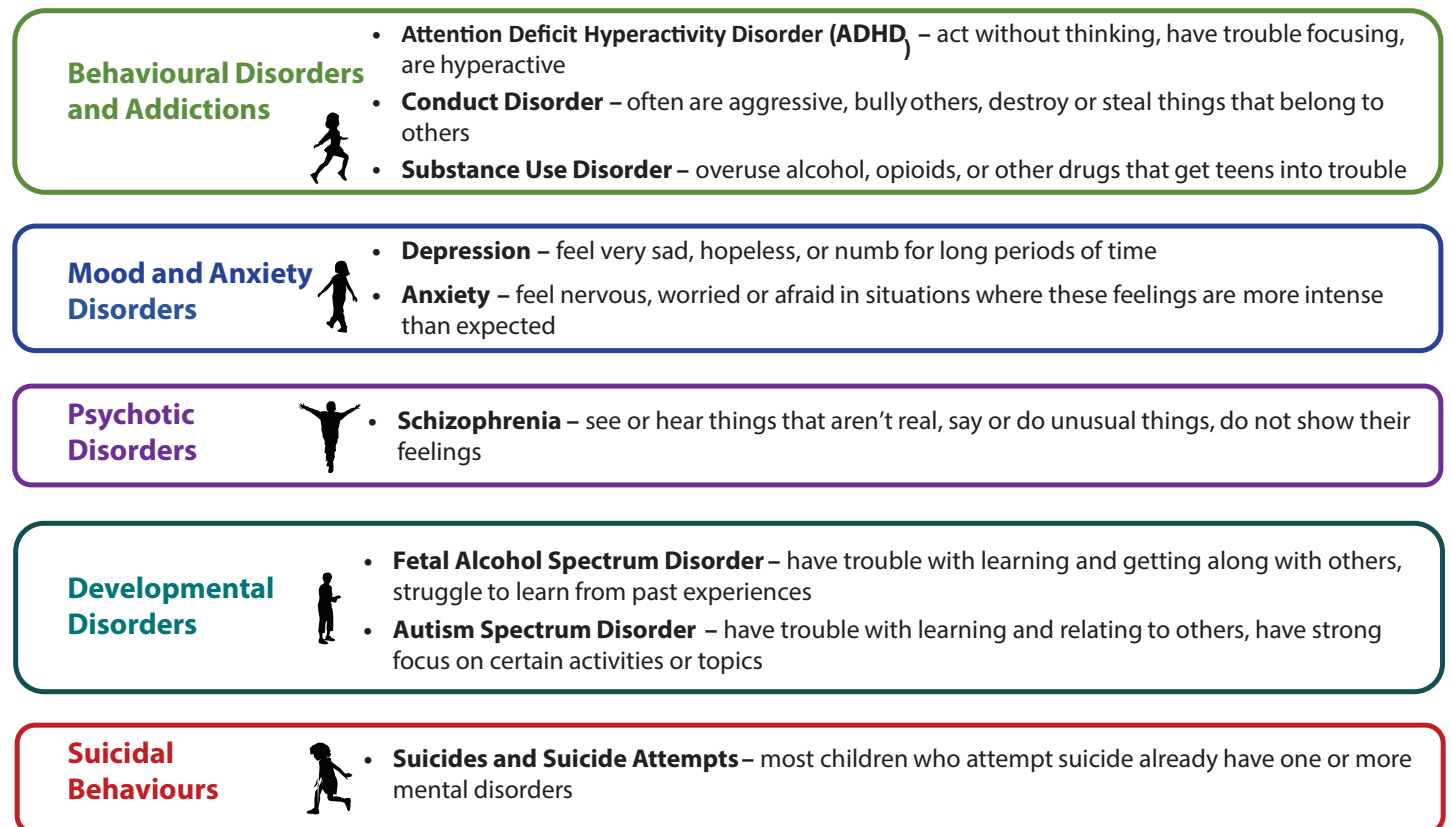
Rady Faculty of
Health Sciences

Manitoba Centre
for Health Policy

Appendix 1 for 26.1.: Mental Health of Manitoba's Children

Take a moment to think about the people you know who are living with mental illness. Children are probably not the first group that comes to mind. But mental health problems in children are more common than most people realize. In fact, they are more common than physical illnesses like asthma or diabetes. Some of the mental disorders that can affect children are described in Figure 1.

Figure 1. Types of Mental Disorders in Children



Recognizing mental illness at an early age is important, because if it's left untreated, it can set the stage for other challenges. Children with mental illness may struggle to build good relationships with others. They may do poorly in school, have trouble entering the workforce, and be unable to live on their own as adults. Mental illness has a huge impact on the well-being of children and the adults they become.

Recognizing mental illness at an early age is important. If it's left untreated, it can set the stage for other challenges.

But children who show signs of mental illness don't always receive care right away. This may be because:

- Recognizing mental disorders in children is difficult. Warning signs and symptoms can develop over long periods of time, making it hard to see patterns.
- It's not always easy for children to talk about how they feel. They have different moods and temperaments, may "act out" or be strong-willed, and may have short attention spans. Are they showing signs of a mental disorder, or are they simply "kids being kids"?

- The families of children with mental health problems may face challenges in getting access to a doctor to diagnose a disorder, especially in rural areas.
- Some families may not know enough about mental illness to recognize the warning signs. The family or the child may also face stigma or shaming for having mental health problems. This stigma makes it less likely that they will talk to a doctor about their mental health.

Understanding the scope of mental illness and what factors make it more likely will allow for better planning and support for children's mental well-being. The Manitoba Centre for Health Policy (MCHP) just completed a study to learn more about the mental health of children in Manitoba. In this study, we measured how common mental disorders are in children in Manitoba and what puts them at higher risk for developing a disorder. We also looked at the impact of mental illness on children's health and school outcomes.

Appendix 1 for 26.1.: Mental Health of Manitoba's Children

How Common Are Mental Disorders in Children?

To measure how common mental disorders are in children, we used information from MCHP's Data Repository. When a patient visits a doctor's office, the doctor records the reason for the visit and any diagnosis made. In the same way, when a child or family comes into contact with the education, justice, or social service systems in Manitoba, a record of that interaction is kept. A copy of this information is sent to the Data Repository at MCHP, a large collection of data from different sources that can be linked together for each person in Manitoba. Using linked records, we can follow virtually all Manitobans' contacts with the healthcare, education, social services and justice systems. Their privacy is protected, however, because all personal information is removed from the data before it arrives at MCHP. For this study, we counted the number of children (from 0-19 years old) who were diagnosed with a mental disorder by a doctor over four years (from 2009/10 to 2012/13). There is no data available on children who only had warning signs of mental illness, or who visited other healthcare providers, like psychologists or school counsellors. For this reason, there are more children dealing with mental health problems than we could identify in this report.

Figure 2. Children with a Mental Disorder in Manitoba

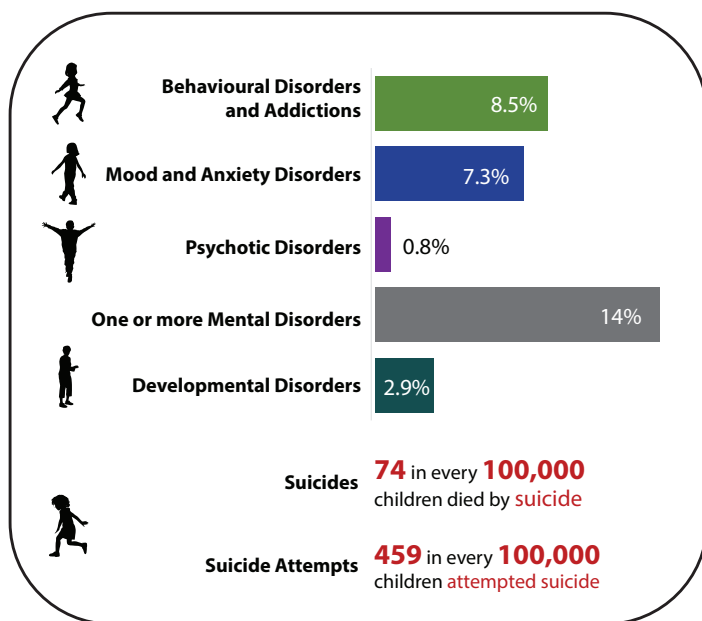


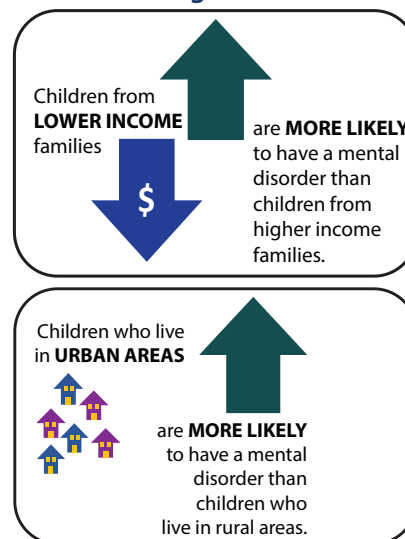
Figure 2 shows the results for this part of the study. Overall, 14% of children were diagnosed with at least one mental disorder and almost 3% of children were diagnosed with a developmental disorder. The most common types were behavioural disorders and mood & anxiety disorders. The rate of suicides (measured in teens aged 13-19) is cause for concern as it is twice as high as the Canadian average.

Why Are Some Children at Higher Risk?

Even though mental illness can develop in children from any background or area, some children are at higher risk for developing a disorder. When we looked at risk factors for mental disorders, we saw several patterns among children in Manitoba (Figure 3). In most cases, children from lower income families were more likely to have a mental disorder than children from higher income families. There were two exceptions to this trend: children in rural areas were more likely to have ADHD or autism spectrum disorder if they were from higher income families. Another trend we noted was that mental disorders in children were more commonly diagnosed in urban areas of Manitoba than in rural areas. Again, there were a few disorders that did not fit this pattern. The number of teens with a substance use disorder and the number who had attempted suicide were considerably higher in rural communities.

Even though mental illness can develop in children from any background or area, some children are at higher risk.

Figure 3. Children at Higher Risk for Mental Disorders



How do we explain these trends? Our study doesn't give us a simple answer, but we know that social issues like poverty and poor housing have a huge impact on children's mental health. It makes sense, then, that mental disorders would be more common within lower income families. The pattern we see of more mental disorders being diagnosed in urban settings may be explained by access to healthcare. Psychiatrists and other mental healthcare providers tend to work in cities, and rural families must often travel long distances to visit these providers. This barrier makes it less likely that children from rural areas will receive a diagnosis. There may not actually be fewer children with mental disorders in rural areas compared to urban areas, but instead, fewer specialized services in place to recognize them. Case in point, the much higher number of suicide attempts and cases of substance use disorder in rural areas tell us that some of these children are in great distress.

What is the Impact of Mental Disorders?

Finally, we looked at how a mental health diagnosis affected different aspects of children's lives. We compared children

Children with mental health problems are more likely to have trouble in school.

with at least one mental disorder to children without mental disorders to see if there were differences between them in a number of outcomes (Figure 4). We found that children who have mental health problems are at a disadvantage in many areas, including their physical health, their school achievements, and their

involvement with the justice system. These disadvantages were seen across all the types of mental disorders we measured.

To give a few specific examples, compared to children with no disorders:

- children with mood and anxiety disorders were 5 times more likely to be in care of child welfare services
- children with suicidal behaviours were 9 times more likely to be accused of a crime
- children with behavioural disorders and addictions were 70 times more likely to die of suicide, accidental injuries or poisoning, or other causes.

Towards a Brighter Future for All Children

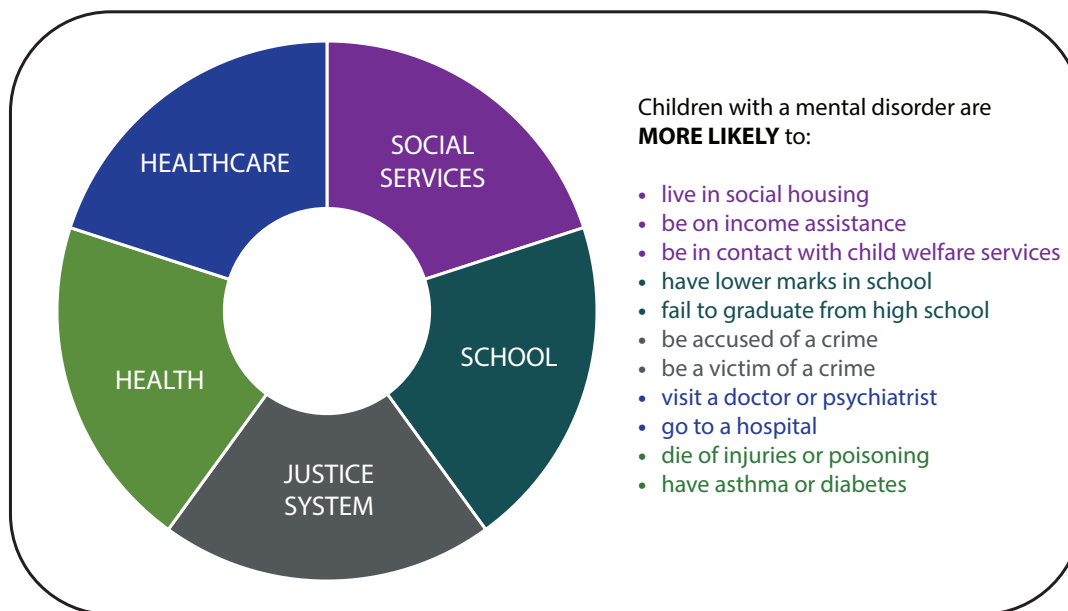
Overall, it's clear that childhood mental illness is a serious and widespread problem in Manitoba with long-lasting impacts on children's lives. Based on the results of this study, researchers at MCHP and other mental health experts suggest several actions to support children with mental disorders better.

We recommend:

- Continuing to invest in Manitoba's Child and Youth Mental Health Strategy to prevent and treat mental illness;
- Focusing on programs and services that promote strong mental health - these supports can help to slow or prevent mental disorders;
- Supporting higher-risk groups of children and their families so that they get the services they need;
- Providing more training for service providers in schools, social services, and the justice system to build up their knowledge and skills to meet the mental health needs of children.

With these steps, we can tackle some of the root causes of mental illness, creating hope and better life-long health and success for Manitoba's young people.

Figure 4. The Impact of Mental Disorders on Children's Lives



The Manitoba Centre for Health Policy is a unit of the Department of Community Health Sciences at the University of Manitoba's Max Rady College of Medicine, Rady Faculty of Health Sciences. MCHP conducts population-based research on health services, population and public health and the social determinants of health.

For more information, contact MCHP:

Tel: (204) 789-3819; Fax: (204) 789-3910;

Email: reports@cpe.umanitoba.ca or visit www.mchp.ca



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Rady Faculty of
Health Sciences

Manitoba Centre
for Health Policy

**LE FRANCAIS SUIV
FRENCH VERSION FOLLOWS**

From: Taylor Gunn [mailto:president@civix.ca]

Sent: Tuesday, November 29, 2016 9:48 AM

To: Josh Watt

Subject: Student Budget Consultation

Dear Josh,

I am writing to share with you a financial literacy and civic education initiative for Canadian high school students designed to encourage democratic engagement between elections.

The [Student Budget Consultation](#) provides youth with an opportunity to learn about the workings of government, discuss important issues facing the country, and offer their insights on the priorities of the upcoming federal budget.

To facilitate the learning and debate, we have created a variety of resource materials, including a series of animated videos explaining the federal government's revenues and expenditures, interviews with experts and pundits, and representatives from the federal political parties. Lessons, worksheets and slide decks are also available to guide students through the phases of the project.

The program should take between 2 to 3 classes and the consultation survey may be completed anytime up to the end of December. Already more than 340 schools have registered and we expect more than 5,000 students to participate from across Canada and share their opinions with the Department of Finance.

Classes can register now by visiting <http://studentvote.ca/sbc/> or by calling us toll free at [1-866-488-8775](tel:1-866-488-8775). As always, the program and non-partisan resources are offered free to schools.

The Student Budget Consultation is an excellent way to educate students about government and give them an opportunity to develop the skills of active and engaged citizenship.

We encourage you to forward this information as you see fit.

If you have any questions, please be in touch.

Thank you in advance,

--

Taylor Gunn
President & CEO
CIVIX Canada
[1.866.488.8775](tel:1-866-488-8775)
www.civix.ca

Appendix 2 for 26.1.: Civix Student Budget Consultation

Bonjour Josh,

Je vous écris afin de partager avec vous une initiative d'éducation civique et de littératie financière qui s'adresse aux élèves canadiens du niveau secondaire et qui encouragent l'engagement démocratique entre les élections.

Les Consultations budgétaires auprès des élèves offrent aux jeunes l'opportunité d'en apprendre davantage sur le fonctionnement du gouvernement, de discuter des enjeux importants qui affectent le pays et d'offrir leurs idées sur ce que devraient être les priorités du prochain budget fédéral.

Afin de faciliter l'apprentissage et le débat, nous avons créé une variété de matériel et de ressources, ce qui inclut une série de vidéos animés explicatives sur les revenus et dépenses du gouvernement fédéral et qui comprend des entrevues avec des experts, des critiques et des représentants de chacun des partis politiques fédéraux. Des leçons, des fiches de travail et des présentations PowerPoint sont également disponibles afin de guider les élèves à travers les phases du projet.

Le programme devrait prendre entre 2 et 3 classes et le questionnaire des consultations peut être rempli à n'importe quel moment et ce, jusqu'à la fin du mois de décembre. Déjà plus de 340 écoles se sont inscrites et nous nous attendons à ce que 5000 élèves participent de partout au Canada et partagent leurs opinions avec le Ministère des Finances.

Les classes peuvent s'inscrire dès maintenant en visitant le <http://voteetudiant.ca/cbe> ou en nous appelant à notre numéro sans frais au [1-866-488-8775](tel:1-866-488-8775). Comme toujours, ce programme et ses ressources non-partisanes sont offerts gratuitement aux écoles.

Les consultations budgétaires auprès des élèves sont une excellente manière d'éduquer les élèves sur le gouvernement et leur offre l'opportunité de développer leurs aptitudes à la citoyenneté active et engagée.

Nous vous encourageons à partager cette information avec vos membres.

Si vous avez des questions, n'hésitez pas à nous contacter.

Nous vous remercions à l'avance,

--

Taylor Gunn
President & CEO
CIVIX Canada
[1.866.488.8775](tel:1-866-488-8775)
www.civix.ca



Education and Training

Instruction, Curriculum and Assessment Branch
1567 Dublin Avenue, Winnipeg, Manitoba, Canada R3E 3J5
T 204-945-8806 F 204-945-5060
www.edu.gov.mb.ca/k12

November 2016

To: Chairs of School Boards
Superintendents of School Divisions
Directors of First Nations Education Authorities and Tribal Councils
Principals of Schools (Grades 5 to 12)
Student Services Administrators
Directors of Adult Learning Centres
School Counsellors (Grades 5 to 12)
Presidents of Advisory Councils for School Leadership/Parent Councils (Grades 5 to 12 Schools)

Dear Colleagues:

Re: *Manitoba Emissions, Impacts, and Solutions*

Manitoba Education and Training is pleased to announce the release of *Manitoba Emissions, Impacts, and Solutions*, a resource for Grades 5 to 12 classrooms created to compliment the videos *The Implications of Climate Change in Manitoba* with Professor Danny Blair and *Manitoba Emissions, Manitoba Solutions* with Curt Hull. This resource will assist Manitoba teachers in engaging their students in the topic of climate change.

A PDF version of this document will be available online at www.edu.gov.mb.ca/k12/esd. The related videos are available at www.edu.gov.mb.ca/k12/esd/videos.html.

Inquiries relating to the content of this document may be directed to:

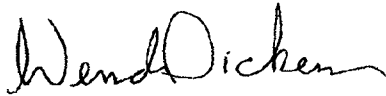
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Email: anne.macdiarmid@gov.mb.ca

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We hope that you find *Manitoba Emissions, Impacts, and Solutions* to be a useful resource.

Yours sincerely,



Wenda Dickens
Acting Director
Instruction, Curriculum and Assessment Branch

- c. Executive Director of Manitoba School Boards Association (MSBA)
- President of Manitoba Teacher's Society
- Executive Director of Manitoba Association of School Superintendents (MASS)
- President of Student Services Administrators' Association of Manitoba (SSAAM)
- Executive Director of Manitoba Association of School Business Officials (MASBO)
- Chairperson of Council of School Leaders (COSL)
- Executive Director of Manitoba Association of Parent Councils (MAPC)
- Executive Director of Manitoba Federation of Independent Schools (MFIS)
- Executive Director of Manitoba First Nations Education Resource Centre (MFNERC)
- Executive Director of Manitoba School Improvement Program (MSIP)
- John Finch, Coordinator, Learning Support and Technology Unit
- Anne MacDiarmid, Consultant, Learning Support and Technology Unit