

Regular Meeting of the Board January 12, 2017

Thursday, January 12, 2017

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 - December 8, 2016 (2016/12/08)**
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 December 8, 2016;
- b. Committee Report of the Finance and Planning Committee Meeting held on December 1, 2016;
- c. Committee Report of the Finance and Planning Committee Meeting held on December 19, 2016;
- d. Committee Report of the Buildings, Property and Transportation Committee Meeting held on December 5, 2016;
- e. Committee Report of the Education Committee Meeting held on December 12, 2016;
- f. Committee Report of the Negotiations Committee - CUPE 5121 Meeting held on December 21, 2016;
- g. Committee Report of the Communications and Community Relations Committee Meeting held on December 15, 2016.

3. Other Reports:

- a. Commendation Report dated January 12, 2017;
- b. Bereavement Report dated January 12, 2017;
- c. Teacher Contracts (Term) as listed in the Teacher Contracts Report dated January 12, 2017;
- d. Teacher Contract Alterations as listed in the Teacher Contract Alterations Report dated January 12, 2017;
- e. Substitute Teacher Contracts as listed in the 2016-17 Substitute Teacher Contracts Report dated January 12, 2017;
- f. Resignations as listed in the Resignations Report dated January 12, 2017;
- g. Enrolment Report - December 2016;
- h. Disbursements for the period November 1 to 30, 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 January 12, 2017 and,

To approve Teacher Contract Alterations as listed in the Teacher Contract Alterations Report dated January 12, 2017 and,

To consider ratifying Substitute Teacher Contracts as listed in the 2016-17 Substitute Teacher Contracts Report dated January 12, 2017 and,

To consider receiving resignations as listed in the Resignations Report dated January 12, 2017 and,

To consider approving Disbursements for the period November 1 to November 30, 2016.

6. DELEGATIONS

7. EDUCATIONAL PRESENTATIONS

8. BUSINESS FROM PREVIOUS BOARD MEETINGS

9. BUSINESS FROM PREVIOUS FINANCE COMMITTEE OF THE WHOLE

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 second and third reading and passed.

12. CORRESPONDENCE FOR DISCUSSION

13. STANDING AND SPECIAL/ADVISORY COMMITTEE REPORTS

14. BUILDINGS, PROPERTY AND TRANSPORTATION COMMITTEE

14.1. Henry G. Izatt - Practical Arts Building Code Issues

Summary:

Purpose: To consider Committee recommendation.

- 15. **EDUCATION COMMITTEE**
- 16. **COMMUNICATION AND COMMUNITY RELATIONS COMMITTEE**

- 16.1. **Council of Presidents Survey Results**

- Summary:**

- Purpose: To receive a report from the Superintendent.

- 17. **FINANCE AND PLANNING COMMITTEE**
- 18. **HUMAN RESOURCES AND POLICY COMMITTEE**
- 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**

- 24.1. **Treaty 1 Land**

- Summary:**

- Purpose: To receive a report from the Superintendent.

- 24.2. **Pupil Transportation - 2017/18 School Bus Purchase**

- Summary:**

- Purpose: To review correspondence from Manitoba Education and consider recommendation.

- 24.3. **Update on Capital Projects**

- Summary:**

- Purpose: To receive a verbal report from the Assistant Superintendent, Divisional Support Services.

- 25. **NEW BUSINESS**
- 26. **CORRESPONDENCE FOR INFORMATION DISTRIBUTION LIST**

- 26.1. **Correspondence for Information Distribution List**

- Summary:**

- THAT the Correspondence for Information Distribution List dated January 6, 2017, be received as information.

- 26.2. **Follow Up and Future Agenda File**

- Summary:**

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

- 27. **QUESTIONS FROM TRUSTEES**

- 27.1. **Questions from Trustees**

Summary:

Purpose: To receive questions from Trustees.

28. QUESTIONS FROM MEMBERS OF THE PUBLIC IN ATTENDANCE

28.1. Questions from Members of the Public

Summary:

Purpose: To receive 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>

Appendix 1 for 5.1.: Enrolment Report

Pembina Trails School Division Pupils by Grade
As of December 22, 2016

School	FI K	K	FI 01	01	FI 02	02	FI 03	03	FI 04	04	FI 05	05	FI 06	06	FI 07	07	FI 08	08	FI 09	09	FI 10	10	FI 11	11	FI 12	12	FI SE	SE	FI SS	SS	Total		September 2016		Difference	Difference	
																															FI	ENG	FI	English	FI	English	
1104	AA											56		66					145		143										551		542		9		
1138	AC																	211		234											693		674		19		
2304	AH																							4		41					45		39		6		
1958	BA		35		48		63		59		63		58		62																388		382		6		
1676	BE		24		37		28		35		44		37		43																248		241		7		
1754	BL		16		15		17		21		18		28		23																138		137		1		
1263	BO	51	39	40	47	48	49	49	61	26	57																				214	253	212	252	-2	1	
1914	CC		51		58		57		52		73		47		63																	401		398		3	
1896	CH											59		50		66	71	42	92		91										217	254	217	249	0	5	
1608	CR	41		54		47		33		53																					228	0	227		1		
1378	DA		71		48		51		79		79		73		73																	474		468		6	
1511	DI	64		79		63		61		75																					342	0	340		2	-	
1281	FR																					332		388		517					1237		1241		(4)		
1231	GB		17		19		18		22		18		21		19		67		71		60										332		335		(3)		
2132	HG											99		113		97		122		80											511		512		(1)		
1273	LL		21		17		21		19		22		26		18		22		30												196		197		(1)		
2030	LM		30		39		44		58		50		67		56		64		47												455		453		2		
1227	OA		21		30		40		32		33		21		35																212		202		10		
1691	OP																		49		55	147	41	174	59	199				204	520	205	533	-1	(13)		
1975	PJ		24		21		23		36		24		23		25																176		176		-		
1393	RM		22		26		25		24		20		21		16																154		153		1		
1472	RO		27		28		34		37		29		31		36																222		224		(2)		
1202	RW		18		16		22		21		18		24		24		17		19		5										184		185		(1)		
1498	RY		29		19		31		26		36		36		47					5											224		227		(3)		
1638	SA	41		33		62		45		41		40		36																	298	0	299		-1	-	
1114	SH																			150		171		137		163				621		615		6			
2302	SP	44	34	35	48	29	47	22	48	17	53	22	36	17	34	17	47				150		171		137		163				203	347	204	336	-1	11	
1789	TP	19		19		23		20		13		25		15		84		81														134	0	135		-1	-
1262	VA											74		50																	289	0	291		-2	-	
1062	VM																		109		91	296	72	260	72	400					344	956	343	960	1	4	
1976	VW	35	17	45	23	45	19	44	23	40	24	45	27	40	27	41	28	33	25												368	213	368	211	0	2	
1398	WD																68		62		78										208		210		(2)		
1512	WG		14		16		25		11		15		23		21																125		128		(3)		
2065	WR		74		82		101		83		118																					458		455		3	
		295	585	305	637	317	715	274	748	265	796	265	754	208	803	208	833	156	852	158	856	146	946	113	964	131	1,323				2,841	10812	2,841	10,735	-5	70	
																														13,653.00							
																														Grand Total December 2016		Total	September	13,576			

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)



Education and Training

School Programs Division
 Robert Fletcher Building
 307-1181 Portage Avenue
 Winnipeg, Manitoba, Canada R3G 0T3

Bureau de l'éducation française Division
 Robert Fletcher Building
 509-1181 Portage Avenue
 Winnipeg, Manitoba, Canada R3G 0T3

December 2016

To: Superintendents of School Divisions
 Principals of Schools
 Principals of Funded Independent Schools

Dear Colleagues:

Subject: 150th anniversary of Confederation

In recognition of the 150th anniversary of Confederation, Manitoba Education and Training invites you and your students to explore the significance of this celebration and reflect on the past, present, and future of our country. **Canada 150** is an occasion for schools to actively engage in a variety of learning opportunities to deepen connections both locally and nationally. It is also an opportunity to celebrate who we are as a diverse society and where we are headed as a nation.

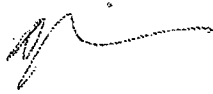
In particular, we encourage you to recognize Manitoba's journey and explore our history and our identity, both pre- and post-Confederation. How has our province evolved over the years? What challenges and opportunities are we facing as a province and a nation? How does our rich diversity continue to define us as Manitobans within the national context? What is our role in shaping Canada in the future?

The Canada 150 celebration will provide your students with the opportunity to explore this important milestone from different perspectives. Using an interdisciplinary approach, you may wish to highlight the people who have shaped our local and national communities, such as authors, scientists, athletes, artists, musicians, activists, and entrepreneurs. We also encourage you to consult online resources and explore local landmarks in celebration of this momentous event.

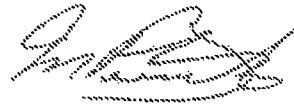
– 2 –

Manitoba Education and Training is launching a webpage at the following address www.edu.gov.mb.ca/k12/canada150/index.html dedicated to Canada 150 to highlight local events and projects and provide you with links to resources and initiatives to share with your students. As you explore these and other resources, you are encouraged to take this opportunity to inspire your students to reflect on our history and envision our country's next 150-PLUS years.

Sincerely,



Darryl Gervais
Acting Assistant Deputy Minister
School Programs Division



Marcel Bérubé
Acting Assistant Deputy Minister
Bureau de l'éducation française Division



LEADERSHIP, ADVOCACY AND SERVICE FOR MANITOBA'S PUBLIC SCHOOL BOARDS

December 8, 2016

The Honourable Ian Wishart
Minister of Education and Training
Room 168-450 Broadway
Winnipeg, MB R3C 0V8

Dear Minister Wishart:

On behalf of Manitoba's public school boards and this association, I would like to thank you for continuing the long-established government partnership with the Business Council of Manitoba in support of the Manitoba Aboriginal Education Awards.

As you know, 2000 awards worth more than \$5 million have been granted since the program's inception in 2001. Each of these awards has undoubtedly had a positive impact in the lives of individual recipients, but they have done much more than that. The awards have inspired Aboriginal youth by making available to them post-secondary educational options that may otherwise have seemed beyond their reach. The awards have had a positive impact on First Nations communities, as many recipients return home to live and practice their chosen professions. The awards have also positively impacted our entire province by drawing on a growing Manitoba demographic to help meet Manitoba's skills and labour market needs, while generally strengthening the provincial economy.

When we support children and youth, we are investing in Manitoba's future. When those supports are intended for historically disadvantaged groups such as the province's Indigenous and Aboriginal peoples, the investment is even more important. So once again, thank you for the investment the government of Manitoba has made through its support of the Aboriginal Education Awards. We hope that such support will continue in future years.

Sincerely yours,

A handwritten signature in blue ink, appearing to read "Ken Cameron".

Ken Cameron
President

KC/hd

cc All Manitoba School Boards

December 14, 2016

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 Follow us on Twitter @MBSchoolBoards

REGIONAL TELECONFERENCES

The dates have now been set for our January regional teleconference meetings. In accordance with [association by-law #5](#), these meetings are being convened to nominate candidates for provincial executive office, and to consider resolutions to be taken forward by the region to the annual convention in March. Dates and times are as follows.



Region 1:	Tuesday, January 24, 5:00 p.m.
Region 2:	Wednesday, January 25, 7:00 p.m.
Region 3:	Thursday, January 26, 5:00 p.m.
Region 4:	Wednesday, January 25, 5:00 p.m.
Region 5/6:	Thursday, January 26, 7:00 p.m.

The deadline for receipt of resolutions to be considered at these meetings is Tuesday, January 3, 2017. Resolutions received after that date will be considered late resolutions, and handled in accordance with the relevant provisions of by-law #5. Resolutions should be sent to Executive Assistant [Andrea Kehler](#). Nominations for executive positions may also be sent to Andrea in advance of the convention; the final call for nominations will be at the call to order on the morning of Friday, March 17, 2017. Full details of the [nominations and resolutions](#) procedures are available on our website.

AWARDS AND RECOGNITION PROGRAMS

The deadline for receipt of nominations for all association awards and recognition programs is January 27, 2017. There are four such programs offered by the association.

- [Student Citizenship Awards](#) (six individual and one group) recognize outstanding young people throughout Manitoba who are active participants in their communities and schools.

- [The Premier Award for School Board Innovation](#) recognizes educational innovations and improvements advanced or directed by boards of education to support and/or enhance student achievement.
- [The Presidents' Council Award](#) celebrates exemplary service and outstanding achievement, innovative thinking and personal initiative, and lasting and pervasive impact in the field of public education.

- [Long Service Trustee Recognition](#) honours individuals with 12, 16 or 20 years of school board service.

Full [details](#) about each of these programs can be found on our website.

NEW ON THE WEB

We've revamped the [trustee education page](#) of our website to make it even easier to find [trustee education that works for you!](#) Whether you are looking to sharpen your skills as an individual trustee, or exploring options on behalf of your entire board, we can help! We have options to fit everyone's schedule and needs, from on-line resources such as videos and webinars, to customized in-person sessions, to provincial and regional workshops. So whether you're wanting to hone your governance skills, keep up-to-date on emerging research and trends, or looking for some guidance or support in policy development, remember—we're here to help.



CONVENTION UPDATE

The Convention Planning Committee is in the process of finalizing details for this year's event, which will run from March 16 to 18 at the Delta Hotel in Winnipeg. The committee has some exciting sessions and speakers lined up to help us explore the theme of The Effectiveness

Equation:

Governing for Student Success.

The full program and registration package will be distributed in late

January, but in the meantime, you can keep abreast of the latest developments by visiting the dedicated [convention page](#) on our website. One document you'll find posted there is the [hotel room booking memo and form](#). Boards must use this form, which was also distributed in late November via divisional email, to access their five guaranteed rooms at the Delta. The initial booking period is now open, and runs until December 22, 2016.



DEADLINE EXTENDED

It's not too late to submit a proposal for a convention workshop. The deadline has been extended to December 23, 2016. For [details and the proposal form](#), visit our website.



CANADIAN SCHOOL BOARDS ASSOCIATION

DECEMBER 2016 NEWSLETTER





MESSAGE FROM THE PRESIDENT'S DESK

The CSBA Board of Directors met in Montreal on October 23-24th. Sleeves were rolled up and we were ready for our short time together to discuss how we can support and learn from each of our jurisdictions. Some of the highlights from the meeting were:

Communications:

- ▶ The CSBA newsletter is published following each board of directors meeting to keep Canadian trustees abreast of what is happening at the association and across the country and to help boards across jurisdictions connect.
- ▶ Follow us on Twitter (@cdnsba), where you will receive notifications of events that may be of interest to you in your role as trustee, some of which may have a national impact.
- ▶ On our website, you can find a "Cross Canada Snapshot" with up to date news from each province.
- ▶ There are several articles we want to make you aware of which highlight what is taking place across the country. One is an article published by [CEA in Education Canada](#) on collaboration between the Martin Aboriginal Education Initiative, Saskatchewan School Boards Association and other partners that has seen tremendous success in entrepreneurship programming in First Nations communities. OPSBA will publish an article in the January issue of *Education Today* that looks into government efforts to reduce the role of school boards.
- ▶ This edition of our newsletter highlights a BC model of community collaboration that has resulted in partnership from different sectors providing original solutions that keep children and their families at the centre.
- ▶ We are in the process of writing a letter in support of Corinne's Quest for changes to section 43 of the Criminal Code pertaining to corporal punishment.

Governance:

A Governance Committee was established in the spring to ensure the Association is operating efficiently. With the change in faces at our board table over the past 2 years, from both retirements and changing of the guard, both the corporate memory and good governance practices need to be addressed. The committee's mandate is to ensure that the necessary policies and or practice for the association are in place.

We are building a reference binder that will serve all board members and allow for better communication and understanding.

We are also reviewing jurisdictional membership at the association and how we can work towards better representation from across the country. The review is based on the following:

- Not every jurisdiction or provincial school board association in Canada is represented
- There are provincial associations interested in joining
- Each jurisdiction is unique in its membership. Some member associations represent a cross-section of Boards including public, English and French language boards as well as Catholic boards. In other jurisdictions each of these have separate associations.
- The Association's Constitution allows for multiple associations from a Province, however we need to ensure we can provide services for additional members.
- A committee was formed to examine some of these issues and to bring recommendation(s) to the Board of Directors by the end of January

Indigenous Education:

We are developing an advocacy campaign for equitable funding for education in indigenous communities. We are also developing strategies that will address the Truth and Reconciliation Commission recommendations regarding education that we, as boards can control or impact.

With the intention of providing information on Indigenous Education programs to all trustees, we have been working on a cross county portrait of successful practices taking place across the country, be they board, community or ministry initiatives.

We are successfully lobbying for more communication across institutions with Council of Ministers of Education, Indigenous and Northern Affairs Canada (INAC), Assembly of First Nations and National Truth and Reconciliation Commission (NTRC). This is so we can work to support changes in curriculum where Indigenous history, culture and perspectives are part of the education of every Canadian child.

...continued

CANADIAN STUDENTS Appendix 4 for 26.1: CSBA December 2016 Newsletter PERFORMANCE AMONG THE BEST IN THE WORLD



PRESIDENT'S MESSAGE CONT...

Copyright discussions return:

A review of the Copyright Act will be conducted next year. Since a 2012 Supreme Court ruling, School Boards were exempt from paying tariffs. At the same time, "Fair Dealing Guidelines" were established which we now need to work together to lobby to protect, as the federal government is reviewing the Canadian Copyright Act in 2017. Boards must be diligent in ensuring information about copyright is communicated to teachers on a regular basis (see website <http://copyrightdecisiontool.ca/DecisionTool/>). Key messages have been provided on page 5 of this newsletter.

Partnerships:

CSBA has a number of partner relationships which benefit school boards across the country.

The National School Board Association (NSBA) is a new partner. Tom Gentzel, the Executive Director at NSBA gave a presentation to the Board of Directors on the benefits our board members now enjoy, including opportunities for sharing resources, mutual international support on issues, as well as cross promotion. We have a strong Canadian contingency attending NSBA this year in Denver Colorado and will welcome Mr. Gentzel and some of his members for the first time at our congress in July 2017.

We have partnered with Respect Group to look into advocating for the sharing of information between different agencies related to children and their needs. Information on their training programs which address the prevention of abuse, bullying and harassment is provided in this newsletter.

We continue to participate in discussions on shared agendas and missions with WE, Equitas, the PanCanadian Coalition on Student Health, National Truth and Reconciliation Commission, Canadian Association for School System Administrators, Association of Canadian Deans of Education, Canadian Teachers Federation and of course, the Council of Ministers of Education Canada.



Here is **ANOTHER** reason to be proud to be a Canadian Trustee - When it comes to academic and equitable education standards, we stand among the most successful countries in the world.

The Programme for International Student Assessment (PISA) 2015 reports were released December 6. PISA is an international standardized evaluation of the skills and knowledge of 15-year old students in science, mathematics and reading and is conducted by the Organization of Economic Cooperation and Development (OECD) in 72 countries. In Canada, approximately 20,000 students from 900 schools in all 10 provinces participate.

Some results (from the CMEC summary):

- ➡ According to the results of PISA 2015, Canada remains one of the top-performing countries in **science**. Overall, students achieved a mean score of 528 overall, 35 points above the OECD average, surpassed by students from only three countries.
- ➡ Canada also achieved a strong performance in **mathematics** scoring well above the OECD average and outperformed by only six countries.
- ➡ Canada continues to perform well internationally in **reading**, scoring well above the OECD average and outperformed by only one country.

Equity in education:

As a measure of equity in educational outcomes, PISA considers the difference between the average score of students at the 90th percentile and those at the 10th percentile. In all three domains, the gap between high and low achievers was smaller in Canada than in OECD countries (indicating more equity).

Results from PISA 2015 provide an opportunity to confirm the success of our world-class education systems from a global perspective. Canada remains in the group of top-performing countries and achieves its standing with relatively equitable outcomes.

It is important to both celebrate the successes and address the challenges highlighted in this report. It is essential that our education systems contribute significantly in preparing Canadian youth for full participation in our modern society for generations to come.

For more information, including provincial breakdowns/comparisons within Canada and the rest of the world, go to http://www.cmec.ca/Publications/Lists/Publications/Attachments/365/Book_PISA2015_EN_Dec5.pdf

GOVERNANCE REFERENCE MATERIALS

WE DON'T HAVE TO REINVENT THE WHEEL

CSBA has been working hard to develop a trove of resources that can be shared between school boards across Canada and the US.

1.) Among the items we will be bringing you **professional development modules** that have been developed in several provinces and which provide a strong foundation for their trustees. Items in these modules include such things as policy making, the role of a trustee, conflict management, media training, what makes good governance, running effective meetings, board finance, governing ethically, social media, staff evaluations, etc. The list is long and full of complete and valuable lessons.

2.) In addition, we are now providing our [Cross Country Check In](#) on a monthly basis through our website. Most jurisdictions provide a monthly eNewsletter and some provide magazines written specifically for trustees and addressing current issues. Those publications are now linked to the CSBA website under "Cross Country Snap Shot." Check in at any time to find out what is going on with your colleagues across the country.

3.) We are polling our members so we can provide you with **information about existing programs** in their jurisdictions specific to our Core Issues. Beginning with Indigenous Education, we have almost completed a portrait that includes items such as the structure of Indigenous education in each province/territory, self identification programs, jurisdictional response to the TRC, curriculum, language and significant programs that

have been offered through school boards, ministries of education, etc..

Some of the modules can be studied as is. Some of the modules are actually offered as webcasts. Some have quizzes added at the end so you can test your knowledge.

Links to all of this information are now on our website under [Professional Development](#). We will be doing some updating in January, but in the meantime, take your time and peruse some of the following modules to brush up on your skills:

- ▶ http://cge.ontarioschooltrustees.org/files/en_good-governance_web.pdf
- ▶ <http://modules.ontarioschooltrustees.org/en/>
- ▶ <http://ssbagovernancehandbook.ca>
- ▶ https://dsweb.bcsta.org/docushare/dsweb/Get/Document-7473/Good_Governance_for_Boards_of_Education-Module_01.pdf
- ▶ <http://www.mbschoolboards.ca/divDispatches.php>

Our network for resources now include NSBA materials. If you are interested in something specific, the Executive Directors of each provincial association can use our National connection to submit or ask questions of our American colleagues, who actually share many of our same issues and concerns.

Changes to copyright law have led to a disagreement on the interpretation of “fair dealing” between the Canadian education sector and national associations of publishers, authors and Access Copyright.**There is a significant change to Canada’s copyright law as a result of the 2012 Supreme Court decision that clarified what fair dealing means when teachers communicate or copy short excerpts for their students.**

- The Supreme Court ruled that fair dealing is a user’s right with Parliament identifying education as a stated purpose within the fair dealing provision of the *Copyright Act* as “educational fair dealing supports learning, fosters innovation and drives knowledge creation”.
- Teachers may communicate or copy short excerpts of a copyright-protected work (a single chapter, or 10% of a work) for students in their classes without having to ask for copyright permission or pay copyright royalties.
- As a consequence of the 2012 Supreme Court decision, many educational uses of copyright-protected works no longer require payment of copyright royalties and a recent Copyright Board finding identified 98% of teachers’ copying is fair dealing.

The Canadian education sector implemented the *Fair Dealing Guidelines* in the Fall of 2012 in response to the Supreme Court decision relating to “short excerpts”.

- *Fair Dealing Guidelines* were developed by education sector lawyers to establish a uniform set of guidelines to help educators understand their rights and limits when using copyright-protected works of others based on the Supreme Court of Canada’s decision on fair dealing. These *Guidelines* are an institutional policy describing the uses of copyright-protected works that are permitted without permission from the copyright owner or payment of copyright royalties.
- Fair dealing permits the use of “short excerpts” only (described in the guidelines) for educational purposes.
- The relationship between the K to 12 education sector and Access Copyright changed in January of 2013, when consortium members’ ministries of education across Canada (outside of Quebec) and Ontario school boards ceased payment of Access Copyright tariffs. The years since 2013 have been a transitional period in which the impact of the changes to the law on fair dealing are beginning to be understood.

Today, the interpretation of “*Fair Dealing*” is before the courts.**Educational publishers, writers and Access Copyright are conducting a coordinated lobby to reverse the Supreme Court and Copyright Board decisions on fair dealing in the 2017 review of the *Copyright Act*.****The decline in educational publishers’ textbook sales are mostly likely a result of many factors unrelated to teachers’ copying.** (e.g. decrease in enrolment, the longer lifespan of textbooks, increased use of the Internet and other electronic tools, and more resource-based learning, resources provided by their ministries or school boards, sharing of resources among teachers, and open educational resources. Text books are not longer the sole resource for education.**The *Fair Dealing Guidelines* correctly interpret the Canadian law.**

- They provide teachers with a description of “short excerpts” based on decisions of the Supreme Court of Canada and the Copyright Board.
- They are based international standards and commonly accepted practices around the world where copying a single chapter or up to 10% of a work for educational purposes is considered to be “fair.”
- They do not allow the copying of a whole copyright-protected work, only a “short excerpt.”
- They place Canadian students and their access to learning materials on the same playing field as other students around the world.
- The most recent Copyright Board K to 12 tariff decision made an evidence-based decision finding that the vast majority (98%) of copying by teachers is fair dealing and does not require payment of copyright royalties.

For more information on this text or other copyright issues,
please visit Copyright Matters at www.CMEC.ca





A BRITISH COLUMBIA COMMUNITY WORKS TOGETHER, PUTTING KIDS AND FAMILIES FIRST

BOUNDARY SCHOOL DISTRICT FINDS SOME INNOVATIVE SOLUTIONS TO ADDRESS A SCHOOL CLOSING AND COMMUNITY NEEDS FOR A HEALTH CENTRE.

The Boundary is home to approximately 12,000 residents spread across 7000 square kilometres between the Okanagan Valley and the West Kootenays on the Canada/US border. They have a long history of collaboration, Integrated Case Management having existed as a standard of practice since the 70's. Proof of that collaborative spirit has been demonstrated through some very innovative community collaborations over the past decade.

In 2001, a downturn in the local economy led to significant job loss and many families moved, leading to diminishing population in the schools. At the same time, the provincial government was examining alternative solutions for how services for children and families could be delivered and managed in BC.

In reaction to the circumstances they were facing, the **Boundary Integrated Services Model (BISM)** committee was established, to look at pooling resources and maximize services for children and families. The partners included the School District, the Ministry of Children and Family Development, Interior Health Public Health Nursing Family / Individual Services Society and Child Care Resource and Referral.

The Superintendent of Schools along with partner agencies established a four-day school week in an effort to keep all schools open in an environment of declining student enrolment.

Early in 2003, BISM began making plans for integration of services in the outlying rural communities of the Boundary. Unused classrooms were renovated into "Family Centres" in six other elementary schools in the District. Family Centres provided space for partner agencies to deliver programs and services. There was a lengthy consultation process with staffs, school communities, and the community-at-large but in spite of mixed reaction to the idea of Family Centres in the elementary schools, the Committee was able to show

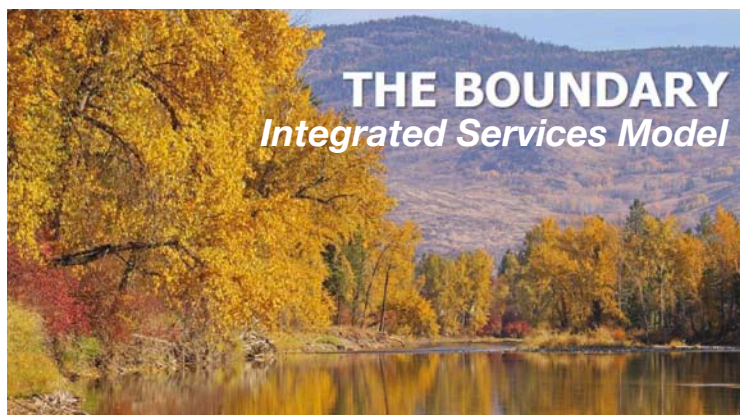
the stakeholders that the Family Centres would bring many benefits to the children and families of the Boundary communities.

Eighteen months after the initial challenge to integrate services, Family Centres were opened in three elementary schools, followed by a fourth quickly thereafter. By 2007, there were Family Centres in each of the seven elementary schools. Each Family Centre was equipped with a kitchen, group facilitation space, private meeting space, direct access from the outside and a separate security system.

The community response to the opening of the Family Centres was very positive. One young mom, originally a child in care, explained that whenever she had a family or health-related problem, there was someone at the Glanville Family Centre to talk to; with children all around and the school playground; "It's got family written all over it."

BISM and the Family Centre Network Today

BISM recognizes that it is the community families who have breathed life into the Family Centres. In 2014-15, there were more than 4700 attendances by children and 2200 attendances by adults. In addition, there were 5000 child attendances and 3800 adult attendances at Strong Start and Family Centre Programs. Examples of programming and services offered today include infant and toddler groups, parenting groups, child, youth and family supports, public health services, and services provided by the Ministry of Children and Family Development. The Family Centres provide a neutral space within which to build a sense of community and relationships with other families and children.



PURPOSE

Between 2003 and 2014, the BISM committee received \$143,000 in rebate money from School District #51 Boundary; \$74,000 of that was turned into direct services for children, youth and families, with \$47,000 retained as of 2015. Services made possible through the rental rebates include counseling services for families, funding for the Family Attachment Matters Program, a group for youth accessing the alternate school program, Integrated Case Management training, start-up funding for an Options for Sexual Health Clinic, and start-up funding for a Gay-Straight-Alliance for youth.

Through the Family Centre Network, BISM has laid the foundation for a strong and vibrant social, health and learning network that is able to engage children, youth, families and community. Today, the BISM partners continue to meet on a monthly basis, to further their ability to collaborate and expand the capacity of services.

Boundary Integrated Services partners include the School District # 51 Boundary, the Ministry of Children and Family Development, Interior Health Public Health Nursing, Boundary Family and Individual Services Society and Sunshine Valley Child Care Society. Many other partners contribute to the BISM initiatives, including Boundary Child Care Resource and Referral, Boundary Regional RCMP Victim/Witness Services, Freedom Quest Regional Youth Services, Columbia Basin Alliance for Literacy, Selkirk College Grand Forks, Blessings Boutique, Circle of Indigenous Nations, Boundary All Nations Aboriginal Council, Boundary Metis Association, Kootenay Family Place, Kootenay Boundary Community Services Cooperative, Kootenay Kids, and Peer Mentors.

In collaboration, the Boundary Integrated Services partners function as catalysts to bring new and creative opportunities to respond to social, health and educational issues that are not addressed within individual mandates. We seek to unite with community citizens to provide leadership in promoting healthy children, youth and families in the Boundary community. We believe that Together we are stronger and that as collaborative partners we achieve more and are better able to respond to the needs of children youth and families in the Boundary.

More information is available at http://www.phecanada.ca/sites/default/files/2b_boundary_sd_51.pdf.

Our thanks to Teresa Rezansoff, President of BCSTA and Chairwoman of the Boundary School District 51, for providing this article.



YOU CAN...

- Inspire a shared vision
- Believe
- Trust
- Listen
- Encourage dialogue
- Challenge assumptions
- Look for opportunities
- Be adaptable
- Lead courageously



CSBA 2017 IN BEAUTIFUL WHISTLER, BC JULY 6-8, 2017



PLANS ARE COMING TOGETHER! WHAT TO EXPECT

- ▶ Great Speakers
- ▶ Inspiration
- ▶ NetWorking
- ▶ Lessons
- ▶ Knowledge
- ▶ Experience
- ▶ Contacts
- ▶ Fun



DAVID ALBURY

Consultant for Implementing Strategies and Policies for Transformation and Innovation



MOHAMED FAHMY

Award-winning journalist imprisoned in Egypt for two years



DAVID KING

Former Alberta Minister of Education and Chairman of Council of Ministers of



YONG ZHAO

Distinguished professor and international speaker on innovation within education

Go to: [CSBA2017](#)

NATIONAL TRUSTEE GATHERING ON ABORIGINAL EDUCATION, JULY 5-6

This event takes place immediately before the CSBA congress. It has been growing each year and it has never been more pertinent as we are called to respond to the recommendations put forth in the TRC report.

Join us to learn more about what you and your board can do to help your students heal a nation and discover part of their history through education. Speakers to be confirmed in January.

March 25-27, 2017



THE CONFERENCE FOR PUBLIC EDUCATION LEADERS

NSBA 2017

On **March 25-27, 2017**, the NSBA hopes to welcome more Canadian trustees than ever. One of the largest conferences in education, register now, book your hotel and look forward to speakers such as Captain Scott Kelly, Arianna Huffington and Wes Moore.

WHAT CAN YOU DO? PLENTY.

ORANGE SHIRT DAY

School boards across the country participate and share the story.

Phyllis Webstad was 6 years old when she chose a sparkly new orange shirt to wear on her first day of school at St. Joseph's Residential School in B.C. It was taken from her as soon as she arrived. While many assume these events happened in a very distant past, this event actually took place in the early '70s. Phyllis was already the third generation of her family to attend a residential school (www.orangeshirtday.org).

Over the past century, the Canadian education system espoused this method designed to strip all cultural identity from indigenous people through residential schools. From the 1880s until only 20 years ago, this school system forced approximately 150,000 First Nations,

Inuit and Metis children to attend church-run facilities that aimed specifically to "take the Indian out of the child." The students often suffered horrific neglect, abuse and sometimes death. Generations of children and parents were separated and placed in situations that were far from anything familiar or loving.

This heart breaking part of our Canadian history was examined by the Truth and Reconciliation Commission (TRC). The final report released this past year, provided 94 recommendations, several of which are specific to education. The impact of actions taken this past century will last for decade to come. Today, many indigenous children still leave their homes and culture behind to attend high school. Make sure your school board is working towards changes that will renew historical partnerships and ensure a bright future going forward together. For information on how you can help our youth be part of healing a nation through education visit www.trc.ca



PARTNER ACTIVITIES

CSBA OUT AND ABOUT



Horatio Alger Association

CSBA is a partner of this incredible scholarship program initially set up in the United States and now expanded into Canada to provide post secondary education funding for Canadian high school students in difficult circumstances. CSBA was proud to be present at the announcement of the \$10-million endowment for the national expansion of the Horatio Alger Canadian Scholarship Program who's board members and



supporters include astronaut Chris Hadfield, Toronto Mayor John Tory, Brian Mulroney, Isadore Sharpe, Jim Patterson and Wayne Gretzky.

EQUITAS: Human Rights Education

Children and youth play an important role in building an society based on respect, equality and full participation of all its members. Kids who are aware of the importance of inclusion, non-discrimination, human rights and who practice peaceful conflict resolution, will influence their peers, their families and ultimately shape their community.

Since 2004, Equitas has been developing innovative human rights educational, cross curriculum tools and programs for teachers that develop awareness and encourage participation of children and youth. They have reached over 700,000 children, working with school boards, community partners and indigenous communities across Canada.



In honour of International Day of the Child and the 25th anniversary of Canada adopting the UN Convention on Rights of the Child, Equitas held a celebration in the Senate for children. CSBA was honoured to participate.

Celebrate Canada's 150th Birthday on National Canadian Film Day 150 with REEL CANADA

It's hard to know how best to celebrate Canada's 150th birthday. But if you mark April 19th, 2017, as National Canadian Film Day 150, students at your board can engage in a conversation about what it actually means to be Canadian.

REEL CANADA has been introducing high school students across Canada to Canadian film for 12 years and is proud to present **RCtv**, an innovative livestream event featuring interactive Q&As with Canadian stars and filmmakers, and lots of online fun exploring Canadian identity, culture and storytelling. Best of all, it's **free of charge!**

Classes across the country will watch a great Canadian film, and engage in an online Q&A with actors and lots of surprise filmmaker guests. Students can see videos they submit and they can compete with other schools on a national level.



REEL CANADA provides **lesson plans** to help teachers easily tie in the event cross curriculum; a Screening Party Kit packed with goodies, games and fun giveaways and a free copy of the film the students screen. All that's required is an internet connection, a screen display and sound — and enthusiasm. Groups can range in size from a single class to an entire school.

We hope you'll join in the excitement on April 19th, 2017, and help share Canadian stories — our stories — with our students, on National Canadian Film Day 150.

Interested? Just email contactus@reelcanada.ca with the subject heading "RCtv, your school name and your city" or call [1-855-733-5709](tel:1-855-733-5709).



Respect in School is Canada's only on-line bullying, abuse, harassment and neglect prevention program for all school-based leaders. This program is ideal for any adult or student leader in a position of authority and trust and has been crafted to be completed by all school personnel including; Teachers, Administrators, Team Coaches, Councillors, Custodians, School Bus Drivers, Parent Volunteers or any school leader who may interact with students.

Several provincial ministries and school board associations, as well as many individual school boards already offer the Respect in Schools program to great success. In some provinces ministries of health and/or education are considering making it mandatory for adults working with children.

CSBA has recently resolved:

- ▶ That we agree to become a supporting organization of the *Respect in Schools* program, listing it as a valuable resource and counted among best practices.
- ▶ That the Respect in Schools Program is added to the agenda to discuss with CMEC and (when formed) the "national education leadership group" to collaborate on developing a national strategy.
- ▶ That the Student Health and Wellness committee evaluate if and how it would be appropriate to assist Respect Group to lobby for legislation for information sharing between provinces and agencies that could help support caring for abused children.

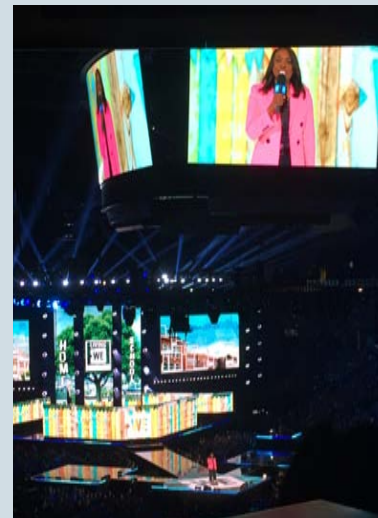
We look forward to working more closely with them over the coming year. Contact <http://respectinschool.com> for more information.

With state of the art tools to make it easier, we.org provides full kits to help teachers help their students discover the importance of becoming global citizens and engaging in their communities. They provide examples, project management plans and tools to help students organizing events/fundraisers, contribute locally or globally and measure their contributions of service. Students in WE Schools volunteered over 4,000,000 hours for local and global causes, and WE Schools students raised over \$11,750,000 in support of 3,950 organizations. They are in 5675 Canadian schools, and are now expanding into the US and Europe.

Ontario Minister of Education Mitzie Hunter at We Day, Toronto.

Their events have provided incredible opportunities to hear from role models like Malala, Chelsea Clinton, Waneek Horn Miller, Chris Hadfield, Rick Hansen, the Dalai Lama, Robert Kennedy Jr., Prime Minister Justin Trudeau, etc. The We Stand Together program addresses several of the recommendations from the TRC report. They can provide you with the research that clearly shows how a student's mental health is positively impacted by the kind of activities they support for all kids.

Their work crosses all lines, all barriers with one common goal of making the world a better place for all. WE Day is fun for the kids, but inspiration to serve one's community is what gives this organization its real value. Contact we.org.



"Our goal in implementing the Respect Programs throughout our entire school division is to help create and sustain a culture that promotes the kind of behaviours and values we want to see in our teachers, support staff, coaches, and volunteers." Stacey Meyer - Assistant Superintendent Foothills School Division



Launch of the nomination period for the 2016–17 Prime Minister's Awards

In his October 5 [statement on World Teachers' Day](#), Prime Minister Justin Trudeau announced the launch of the 2016–17 Prime Minister's Awards. This prestigious program honours innovative and outstanding elementary and secondary school teachers and early childhood educators who are helping Canadian youth prepare for the challenges of tomorrow. CSBA is proud to be part of the Selection Committee the past 4 years.

Do you know a terrific teacher or early childhood educator? Consider nominating them for a 2016–17 Prime Minister's Award! The nomination packages are available at www.pma.gc.ca.

Looking for inspiration? Check out some of the previous [teaching](#) award recipients.

WINNERS OF THE 2016 PRIME MINISTERS AWARDS FOR EXCELLENCE IN TEACHING

ALBERTA

NICOLE BLAIS, ST. MARY'S SCHOOL, LLOYDMINSTER
SCOTT ONUCZKO, SPRUCE GROVE SCHOOL, SPRUCE GROVE

BRITISH COLUMBIA

EMMANUEL ESCUETA, ECOLE IRVINE, PORT COQUITLAM
MONICA LEE, DAVID LIVINGSTON SCHOOL IN VANCOUVER

MANITOBA

CHARLES BAZILEWICH, SISLER HIGH SCHOOL WINNIPEG

NEW BRUNSWICK

ARMAND DOUCET, RIVERVIEW SCHOOL, RIVERVIEW

ONTARIO

JEAN PAUL DUPONT, HOLY CROSS CATHOLIC IN STE CATHERINES
ANAND MAHADEVAN, UNIVERSITY OF TORONTO SCHOOLS, TORONTO
STEVE REVINGTON, EMILY CARR SCHOOL IN LONDON

QUEBEC

YVAN GIROUARD, ECOLE ETCHEMINS, LÉVIS

FOR AN ADDITIONAL 25 CERTIFICATE OF ACHIEVEMENT WINNERS AND MORE INFORMATION ON THEIR EXTRAORDINARY ACCOMPLISHMENTS, VISIT THE [PMA awards site](#).

There were 180 attendees at the National Gathering and 260 attendees at the Annual CSBA Conference in July this year. Seventy two percent of attendees rated the congress as “excellent”, the highlights being the 5 keynote speakers, with honourable mention going to a documentary on racial tensions experienced by a ground breaking school trustee in North Caroline, during desegregation and the civil rights movement, still seemingly relevant today. For the CSBA board of directors, important congress activities included the approval of the 2016-2019 Strategic Plan, elections of the new executive, and presenting to all delegates at the Cross Country Check In on major issues and accomplishments in all jurisdictions. Suggestions for future topics included practical guides for governance, student health and inclusion in a diverse world. “Learning from other colleagues” still ranks as the most valuable part of a CSBA conference. Next stop is Whistler BC. Then we are off to the east coast and Halifax in 2018. OUR THANKS TO THE MANITOBA SCHOOL BOARDS ASSOCIATION FOR THE EXCELLENT PROGRAM AND THEIR OUTSTANDING WORK.

“If your actions inspire others to dream more, learn more, do more and become more...you are a leader”.

John Quincy Adams

New Leadership at CSBA



Floyd Martens
President, CSBA



Goronwy Price
VP CSBA, Pres. NLSBA

Thank you!



Janet Foord, SK
Past President, CSBA



Connie Bailey
Past President, SSBA



Scott McCormack
Past Exec. Dir. ASBA

Welcome



Hank Middleton
President, NSSBA



Suzanne Polkosnik
Exec. Director ASBA



Shawn Davidson
President, SSBA



May the peace
and love of the
holidays be with
you now and
throughout
2017.

Thank you for
the work you do
on behalf of
Canadian
children.



Education and Training

School Programs Division
Instruction, Curriculum and Assessment Branch
1567 Dublin Avenue
Winnipeg, Manitoba, Canada R3E 3J5

Bureau de l'éducation française Division
Curriculum Development and Implementation Branch
Robert Fletcher Building
509–1181 Portage Avenue
Winnipeg, Manitoba, Canada R3G 0T3

December 2016

To: Chairs of School Boards
Superintendents of School Divisions
Principals of Schools (Kindergarten to Grade 12)

Dear Colleagues:

Re: New Edition of *Copyright Matters* and other Copyright Materials

Manitoba Education and Training, in partnership with the Council of Ministers of Education, Canada (CMEC), is pleased to provide schools with copies of the newly revised bilingual booklet, *Copyright Matters! Key Questions & Answers for Teachers* as well as other related copyright materials. Please have these materials distributed per the directions below. Additional copies will be included for distribution to teachers new to the school division over the next few years.

Several documents will be included for distribution to your schools including:

- *Copyright Matters! Key Questions & Answers for Teachers 4th Edition* - one per teacher
- Consumables Posters - to be posted by photocopiers and printers in each school
- Copyright Checklists - to be posted in all staff rooms
- Updated Fair Dealing Guidelines Posters - to be posted by photocopiers and printers in each school
- Fair Dealing Guideline Posters - to be posted in each classroom

Delivery of these documents to your school division will occur over the next few weeks.

These documents are also available on the CMEC website at www.cmec.ca/copyrightinfo.

For further information, please contact John Finch at 204-945-0151 or 1-800-282-8069, extension 0151, or john.finch@gov.mb.ca.

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Copyright Matters
Page 2

We hope that you will find these materials to be useful in increasing teacher awareness of rights and obligations in using copyright-protected materials for teaching and learning.

Yours sincerely,

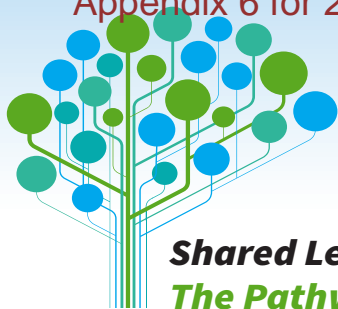


Darryl Gervais
Director
School Programs Division



Gilbert Michaud
Director
Bureau de l'éducation française Division

c. John Finch, Manitoba Education and Training



SAFE SCHOOLS
MANITOBA

Safe Schools Manitoba Conference
Friday, February 10, 2017
Victoria Inn Hotel and Convention Centre
1808 Wellington Avenue,
Winnipeg, Manitoba

Shared Leadership: **The Pathway to Mental Health and Well-Being**

Student mental health and well-being are priorities for educators, but there is an increasing recognition that schools alone cannot meet all the needs of students. A collaborative approach is needed. It is imperative for stakeholders in education to work with partners at the community, provincial and national levels to ensure the coordination of support, services and resources for all children and youth. When this approach to mental health promotion extends beyond the K-12 school system to post-secondary institutions, we are providing a continuum of support and care into adulthood.

The conference will bring together representatives from the K-12 and post-secondary systems, provincial education associations, government, regional health authorities, community agencies, business, and most importantly, students.

KEYNOTE SPEAKER: DR. SHELLEY HYMEL

Social-Emotional Learning and Mental Well-Being: A Critical Focus in Schools



Dr. Hymel's keynote will focus on an outstanding, unique online resource that she has recently created. The SEL Resource Finder includes a wealth of resources that contribute to our understanding of Social-Emotional Learning, Mental Health and Well-Being. In addition to specific resources, the site provides a comprehensive list of sources of support for children, youth and adults who are experiencing mental health difficulties. The LEARN section of the website provides resources for promoting mental health literacy, including learning about mental well-being, as well as the mental health disorders that some children and youth face. The SUPPORT section emphasizes that all adults play a key role in supporting students who experience mental health difficulties, ultimately... "creating contexts and classrooms in which children feel safe seeking help when needed and in which biases and stigmas are reduced, enhancing their feelings of acceptance, belonging and well-being".

Biography:

As part of the Faculty of Education at the University of British Columbia, **Dr. Hymel** holds the Edith Lando Professorship in Social-Emotional Learning (SEL). She has established SEL specializations at the Masters level and in teacher education. Recently, Shelley has created a unique online resource for educators www.selresources.com. She serves on several research advisory boards, including UBC's *Human Early Learning Partnership* www.earlylearning.ubc.ca, Alberta's *Life Synergy for Youth Program* <http://lifesynergy4youth.com/> and Seattle's *Committee for Children* www.cfchildren.org. She is also a member of the Board of Directors for the BC Crisis Centre. Dr. Hymel is team leader for PREVNet, Canada's national organization for "Promoting Relationships and Eliminating Violence". Her *Bullying Research Network* <http://brnet.unl.edu/> links over 125 researchers globally. Shelley publishes extensively on social development and peer relations and works regularly with students experiencing social difficulties, as well school divisions that want to address the social side of education.

KEYNOTE SPEAKER: ANDREA PAQUETTE

Stigma Free Zone



Andrea's presentation showcases examples of mental illness stigma to encourage the audience to evaluate their own perspectives. She shares her personal story of struggle and triumph since her bipolar disorder diagnosis in 2005. It is through her story that she is able to share her personal views and opinions with both youth and adults on mental health and various societal stigmas. Andrea also shares the stories of many champions in her community who have overcome great obstacles in the face of adversity. Their stories contribute to the goal of the *Stigma-Free Zone: Superheroes Program*. Its goal is to open up the conversation around various stigmas and consider how negative judgements affect those facing their own personal challenges.

Biography:

Andrea Paquette is the Executive Director of the *Stigma-Free Society*. She is passionate about educating today's youth on stigmas that negatively affect people's perceptions of themselves and others. In 5 short years, she has presented her story to over 150 schools, workplaces and community events reaching over 12,000 people. She has been showcased by numerous media outlets in British Columbia and nationally. The Canadian Alliance on Mental Illness and Mental Health (CAMIMH) recently selected Andrea as one of the four Canadians for its 2016 Annual Faces of Mental Illness campaign. Throughout the course of the year, she will be involved in events to educate Canadians about the realities of living with mental illness and its effects on all of us. The Faces of Mental Illness campaign is sponsored by *Bell Let's Talk*. Andrea is participating in a national media outreach campaign, as well as mini-documentaries which were shared with federal policymakers at a marquee event on Parliament Hill during *Mental Illness Awareness Week*.



Register online at: safeschoolsmanitoba.ca

For further information contact: Elena Gagliardi, Planners Plus tel: 204-255-7006 or email: elena@plannersplus.ca

Workshops

A1: Service and Leadership for Well-Being in an Intercultural Community School

A

Presenter: Vinh Huynh, Hugh John Macdonald School

John Macdonald School is a Grade 7-9 Intercultural Community School in Winnipeg School Division. The school's identity is reflected in its strong focus on both cultural interaction and community. Its students and staff are a reflection of the intercultural community of learners dedicated to strengthening the many relationships that are essential to the health and well-being of the community and its diverse members in both personal and communal spheres. Within this context, diversity in all forms of human expression is seen as a source of strength. Individuals and groups within the community are mutually encouraged to cultivate a strong sense of identity and, working from this position of strength and well-being, to share and influence one another. In the process, members are transformed, thus creating new ways of being, understanding, living, and learning through time spent working with one another. It is this active interchange and intersection of cultures that is the source of resiliency for our leadership work in reconciliation, growth, and hope in circumstances which are both promising and challenging. This workshop will emphasize that an essential part of this work is contingent upon shared leadership with our students, families, staff, and community members where success and significance rest on multi-faceted, meaningful relationships to nurture the circle of courage, learning and care.

Biography:

Vinh Huynh has been the principal of Hugh John Macdonald School for 10 years, and taught in inner-city schools for 23 years. His passion for service and leadership to the community is reflected in his work as a board member with non-profit organizations such as Mennonite Central Committee of Manitoba, Central Neighbourhoods Development Corporation, and the Premier's Advisory Council on Education, Poverty and Citizenship, among others. Vinh's vision of Hugh John Macdonald as an intercultural community school is predicated on the assumption that the institution is not simply a school in a community, but a community school whose existence and well-being are inextricably linked to the wider neighbourhood it serves.

A2: Mile 5 – Mental Illness Literacy Education

Presenters: Bill Burrows and Taylor Demetriooff, Canadian Mental Health Association, Winnipeg/Manitoba

The Canadian Mental Health Association, Winnipeg and Manitoba has delivered the MILE 5 program in the St. James-Assiniboia School Division for the past three years. MILE 5 seeks to promote mental health literacy and decrease stigmatizing attitudes in young people. In so doing this program helps youth feel comfortable to reach out for help, and seeks to change the social stigma around mental illness so that youth who do reach out do so within supportive, empathetic and educated communities. It involves activities, videos and speakers talking about and taking questions on their lived experience of mental illness in their youth and their journey of recovery. This session will share the history, implementation, evaluation and ongoing delivery of the MILE 5 program.

Biographies:

Bill Burrows is a Registered Social Worker and the Manager of Information and Education Services at the Canadian Mental Health Association, Winnipeg and Manitoba. The CMHA's Information and Education Services include mental health promotion activities (youth and general) public mental health courses, volunteer opportunities and Bounce Back, a supported self-management cognitive-behavioural therapy program.

Taylor Demetriooff has taken his experience as a teen struggling with mental health issues and turned it into a positive by helping teens in our community. After working over five years in the field, he is now the Youth Mental Health Promotion Worker at the Canadian Mental Health Association, Winnipeg and Manitoba. He continues to run youth programs and gives presentations and workshops for high school and middle school students.

A3: Healthy Schools Initiative and the Healthy School Planner

Presenter: Jennifer Wood, Manitoba Health, Seniors and Active Living

Find out more about the provincial *Healthy Schools Initiative*. This session will explore examples of innovative collaboration between schools/school divisions and community partners in developing healthy school plans. Jennifer will provide an overview of the *Healthy School Planner*, a free tool that schools across Canada can use to assess the overall health of their school. Participants will learn how the planner can help schools:

- Evaluate current conditions.
- Validate untapped resources within the community.
- Organize increased support for change.
- Lead the decision-making process to determine action steps.
- Visualize outcomes through shared success stories.
- Evaluate progress over time.

Biography:

Jennifer Wood is the consultant for the Manitoba Healthy Schools, and Healthy Together Now – Chronic Disease Prevention Initiatives, Department of Health, Seniors and Active Living. Previously, she worked for the Winnipeg Regional Health Authority as Mental Health Promotion Facilitator and the Healthy Child Manitoba Office as the Provincial Coordinator for the Communities that Care. She is a proud Indigenous woman who has strong roots in community development with over 10 years of experience in diverse communities across Manitoba.

Appendix 6 for 26.1.: Safe Schools Manitoba Conference Program

B1: Voices: Manitoba's Youth in Care Network

Presenter: Marie Christian, Voices

Voices: Manitoba's Youth in Care Network provides support, encouragement and advocacy to young people in and from care in Manitoba. Members of the team accompany youth while they are in care, as they transition to in(ter)dependence, and as they grow into adults pursuing their goals. VOICES is youth-driven and youth-focused. Its program and activities are available to all youth in and from care (12-30 years old). Membership is comprised of diverse cultures and ethnicities that reside in Manitoba.

The workshop will raise awareness of the challenges youth-in-care face; while focusing on the need for child welfare professionals to collaborate with others in order to create a better system of care in Manitoba. Committed to the notion of "village", Marie will emphasize the need for foster parents, professionals, volunteers and alumni of care to draw on their unique perspectives and life experiences to the benefit of youth seeking help and guidance.

Biography:

Marie Christian has been the Program Director of VOICES for 11 years. A passionate advocate for young people in care of the child welfare system in Manitoba, she is involved in numerous programs that promote the role of youth in social change initiatives. Marie is the coordinator for the *Girls of Grace, Speaking Rights, Young Women Speak Up!* program; member of the Manitoba Task Force on Educational Outcomes of Children in Care; and the Equitas Winnipeg Coordinator of *Young Women Young Leaders* program. Along with her involvement in several provincial and national associations, she works closely with the General Child and Family Services Authority. Marie has been honoured with the 2016 YMCA-YWCA *Women of Distinction Award*.

B2: Sharing Leadership in Post-Secondary Campus Mental Health

Presenter: Dr. Don Stewart, University of Manitoba

In 2014 the University of Manitoba approved an inclusive mental health strategy, *Success Through Wellness*, that represented a call to action for the entire university community (students, staff, faculty, and administration) to view the promotion and support of mental health as everyone's responsibility. In his role as Co-chair of the University of Manitoba 'Champions for Mental Health' group, Don is actively involved in the implementation of the campus mental health strategy with partners across campus and in the community. This workshop will summarize the rationale, philosophy, development, and implementation of the UM campus mental health strategy with a focus on shared leadership among stakeholders, prioritization strategies, and developing a support network.

Biography:

Dr. Don Stewart is an Associate Professor and Clinical Psychologist at the University of Manitoba. Prior to his current appointment as Executive Director, Student Support, he worked as the Director of the UM Student Counselling Centre (2002-2011) and as the Director of the Psychological Service Centre (2011-13). In addition to these administrative roles, Don has over 20 years of experience in clinical practice, clinical training and supervision, and professional regulation of psychologists. Don has conducted research, published articles, and offered workshops in diverse areas, including ethics and supervision, disability assessment and

accommodations, post-secondary student mental health service delivery, and responding to campus violence. His current research focuses on young adult mental health help-seeking. Don is also a founding member of his institution's Student Threat Assessment Triage, Intervention, and Support (STATIS) team, on which he continues to serve.

B3: "I have strong hopes for the future": Fostering Resilience and Mental Health among Indigenous Youth in Canadian Contexts

Presenter: Dr. Andrew Hatala, University of Manitoba

This workshop will explore the mental health and well-being of various Canadian Indigenous communities, drawing primarily on a two-year research project working with Indigenous youth within inner-city contexts of Saskatoon. To better understand the current mental health needs and perspectives of Indigenous communities, the workshop will review the historical and contemporary processes of colonization as a primary determinant of health, and at the same time explore the Truth and Reconciliation Commission's Call to Action to help address the historical challenges and move toward positive mental health and well-being. The majority of the workshop will therefore explore the concept of resilience and the existing strengths within many Indigenous communities, including their connections to cultural traditions, spirituality, and community systems of support that foster resilience processes and greater mental health outcomes.

Biography:

Dr. Hatala is a medical and psychological anthropologist with interest in cultural psychiatry and health psychology and currently an Assistant Professor in the Department of Community Health Sciences at the University of Manitoba. His previous research explores the therapeutic practices for and conceptions of mental illnesses and disorders in both Canadian and Belizean Indigenous contexts. His published works focus on Indigenous healing and epistemology; Indigenous nosology of mental illness and disorder; culture and spirituality; and resilience and well-being among Indigenous youth populations.

NEW!

C1: Key Issues and Resources to Support Mental Health and Resilience in 2SLGBTQ+ Children and Youth

Presenters: Dr. Catherine Taylor and Dr. Tracey Peter The University of Winnipeg

This workshop will review key learnings and best practices identified in the research on the mental health and resilience in Two Spirit, lesbian, gay, bisexual, trans, queer, and questioning (2SLGBTQ) children and youth in Canada, who are often stigmatized in their families, schools, and communities. Topics will include stressors and mental health impacts, along with teaching, counselling, and school system interventions in support of 2SLGBTQ wellbeing. Online and print resources that address the situations of Two Spirit youth; refugee youth; youth facing religious condemnation; and trans and transitioning youth will be highlighted as well as information to aid in making appropriate referrals.

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Biographies:

Dr. Catherine Taylor is Professor and Director of Academic Programs in the Faculty of Education at The University of Winnipeg. As Director of the RISE research program on 2SLGBTQ-inclusive education, Catherine has led several large-scale research projects that have been actively supported by virtually all national, provincial and territorial schools system organizations in Canada: the First National Climate Survey on Homophobia, Biphobia and Transphobia in Canadian Schools in partnership with Egale Canada Human Rights Trust, the Every Teacher Project on LGBTQ inclusive education in partnership with The Manitoba Teachers Society, and the National Inventory in partnership with Manitoba Association of School Superintendents.

Dr. Tracey Peter is Associate Professor of Sociology at the University of Manitoba where she specializes in statistical research methods and has published widely in the area of risk and protective factors among 2SLGBTQ youth and other marginalized populations. As Catherine's longstanding research partner, Tracey is lead statistical analyst for the RISE research program. Their multi-faceted research approach — involving students, educators, school division superintendents and Education professors — has resulted in many publications and presentations reaching scholars, educators, and government officials, and has directly informed policy and law development across the country. See uwinnipeg.ca/rise

C2: Project 11

Presenters: Suzi Friesen and Dwayne Green, Winnipeg Jets True North Foundation

PROJECT 11 was created in memory and honour of former Winnipeg Jets player Rick Rypien, #11. It is an engaging cross-curricular preventative program targeting Manitoba's English Language Arts and Physical Education/Health Education outcomes. Weekly lessons and daily activities have been designed to help support students and teachers with mental wellness practices. The program's lessons and videos provide mindful strategies for students to learn positive coping skills and build a greater sense of self-awareness. When piloting the program, teachers have noticed that the various concepts including focusing the mind, increasing self-awareness and building positive relationships have strengthened students' ability to connect with one another, created empathy and enhanced students' motivation to succeed in their overall academic performance.

Biographies:

Suzi Friesen is the Director of Educational Programs of the Winnipeg Jets True North Foundation, facilitating the development of programs such as Project 11 and the Future Goals Program. A former respite worker, teacher and coach in Winnipeg's inner city, her commitment to helping children reach their full potential and ability to create opportunities for success of her students has always been a priority. She is passionate about nurturing the problem solving ability, inner strengths and resiliency of all children.

Dwayne Green has 12 years of teaching experience in at-risk schools, where he implemented numerous programs for youth who otherwise might not get the opportunity. He has an extensive background in hockey programming, working as a program coordinator for a national hockey academy, and growing a Winnipeg hockey academy from just over a dozen students to over 250. As the Executive Director of the Winnipeg Jets True North Foundation (WJTNTF), Dwayne works closely

with the chairman and board of directors. He leverages his educational background as a former vice-principal to create and develop community connections and opportunities that are making a significant academic impact for the kids in foundation programming.

C3: Their Voice, their Power: Indigenous Student Leadership at Maples Collegiate

Presenters: Reuben Boulette and Ryan Cook, Maples Collegiate

Maples Collegiate Aboriginal Student Leadership (ASL) is a group of students striving to celebrate Indigenous people and culture within the school community and larger community of Seven Oaks School Division. As a group of young leaders, with the support of caring, dedicated teachers, they are working to revitalize and re-claim their cultural heritage, and share it with their school community. The students range from Grades 9-12 and come from various communities all over Manitoba. They add a much needed and important Indigenous voice to the multicultural mosaic of Maples Collegiate. The students' stories will bring the Aboriginal perspective of mental health and well-being to the conference.

The workshop will provide a platform for the students to share the effect that ASL has had on their strong sense of belonging and feelings of pride for who they are, where they come from, as well as their impact on others. The teachers and students will share success of the Aboriginal Student Leadership group at Maples Collegiate; and ways to implement the initiative in their own school communities. Participants in the session will have an opportunity to pose questions to the students and staff.

Biographies:

Reuben Boulette is from Little Black First Nation in Manitoba. He is an Anishinaabe teacher working at Maples Collegiate helping to facilitate the Aboriginal Student Leadership group. Reuben has worked with Indigenous youth in many capacities as both a mentor and an educator. Reuben uses his understanding of fine art, history, and Indigenous studies to help students and teachers understand the Indigenous history of Canada.

Ryan Cook grew up in Winnipeg, Manitoba. He has family roots in Misipawistik Cree Nation and Matheson Island, Manitoba. He builds strong relationships with the students at Maples through his understanding of First Nations history, rural life, and a strong passion for hockey. Ryan strives to help students from northern communities understand their history, and cope with the struggles they face moving to the city.

C4: Schools as a Key Setting for Promoting Positive Mental Health: A Collaborative Approach

Presenters: Laurie McPherson, Winnipeg Regional Health Authority and Mary Markesteyn, Louis Riel School Division

This workshop will highlight best practices and approaches for supporting positive mental health and well-being in the school setting using tools and resources from the Positive Mental Health Toolkit (Joint Consortium for School Health). The session will offer insights and learning from the partnership between Louis Riel School Division and Winnipeg Regional Health Authority, Mental Health Promotion. Laurie and Mary will share the program, as well as the process of using a comprehensive school health approach in developing a mental health promotion plan at the school level.

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Biographies:

Laurie McPherson is currently Manager of the Mental Health Promotion program with Winnipeg Regional Health Authority. The program works in partnership with other WRHA programs, government, community agencies and education settings to build capacity for mental health promotion across the lifespan and in multiple settings including school divisions.

Mary Markesteyn is the Supervisor of Psychology in the Louis Riel School Division. She has been involved in collaborations between Louis Riel School Division (LRSD) and the Winnipeg Regional Health Authority (WRHA) for the past 10 years. As Supervisor of Psychology, she is currently co-leading the development of a Mental Health Framework in LRSD which includes the implementation of school-based mental health promotion planning.



Shared Leadership:

The Pathway to Mental Health and Well-Being



SAFE SCHOOLS
MANITOBA

Safe Schools Manitoba Conference
Friday, February 10, 2017
Victoria Inn Hotel and Convention Centre
1808 Wellington Avenue,
Winnipeg, Manitoba

Register online at: safeschoolsmanitoba.ca

For further information contact: Elena Gagliardi, Planners Plus tel: 204-255-7006 or email: elena@plannersplus.ca