

**Regular Meeting of the Board
Agenda**

Thursday, January 24, 2019

8:00 PM

Board Room

Administration Office

181 Henlow Bay, Winnipeg, MB R3Y 1M7

1. 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 or to ask questions regarding a particular report included in the Information Reports section of the Board Meeting agenda - that needs to be identified BEFORE AGENDA APPROVAL.** Recommended motions from Committees are addressed separately in the agenda.*

2. AGENDA APPROVAL

3. BOARD MINUTES APPROVAL

4. STANDING COMMITTEE REPORTS, SPECIAL COMMITTEE REPORTS AND OTHER REPORTS

1. Standing Committee Reports:

- a. Report of the Committee Meeting of the Whole held on January 10, 2019;
- b. Committee Report of the Buildings, Property and Transportation Committee Meeting held on January 7, 2019;
- c. Committee Report of the Education Committee Meeting held on January 14, 2019.

2. Special Committee Reports:

- a. Minutes of the Pembina Trails Educational Support Fund, Inc. Corporate Board Meeting held on January 10, 2019.

3. Other Reports:

- a. Commendation Report dated January 24, 2019;
- b. Bereavement Report dated January 24, 2019;
- c. Teacher Contracts (Permanent and Term) as listed in the Teacher Contracts Report

dated January 24, 2019;

- d. Teacher Contract Alterations as listed in the Teacher Contract Alterations Report dated October January 24, 2019;
- e. Substitute Teacher Contracts as listed in the 2018-19 Substitute Teacher Contracts Report dated January 24, 2019;
- f. Resignations as listed in the Resignations Report dated January 24, 2019;
- g. Enrolment Report - Month

Purpose:

To consider receiving the Standing Committee Reports, Special Committee Report and Other Reports as information, and

To consider ratifying Teacher Contracts (Permanent and Term) as listed in the Teacher Contracts Report dated January 24, 2019, and

To approve Teacher Contract Alterations as listed in the Teacher Contract Alterations Report dated January 24, 2019, and

To consider ratifying Substitute Teacher Contracts as listed in the 2018-19 Substitute Teacher Contracts Report dated January 24, 2019, and

To consider receiving resignations as listed in the Resignations Report dated January 24, 2019.

5. DELEGATIONS

6. EDUCATIONAL PRESENTATIONS

7. BUSINESS FROM PREVIOUS BOARD MEETINGS

8. BUSINESS FROM PREVIOUS FINANCE COMMITTEE OF THE WHOLE

9. BUSINESS FROM PREVIOUS COMMITTEE MEETING OF THE WHOLE

9.1 Follow-Up MSBA Special General Meeting

Purpose: To receive a report from the Superintendent and consider the draft response to the MSBA.

10. BY-LAWS AND/OR POLICIES

10.1 By-Law No. 131 Trustee Indemnities

Purpose: To consider Committee recommendation.

11. **CORRESPONDENCE FOR DISCUSSION**
12. **STANDING AND SPECIAL/ADVISORY COMMITTEE REPORTS**
 - 12.1 **Buildings, Property and Transportation Committee**
 - 12.2 **Communication and Community Relations Committee**
 - 12.3 **Education Committee**
 - 12.4 **Finance and Planning Committee**
 - 12.5 **Human Resources and Policy Committee**
 - 12.6 **Negotiations Committee**
 - 12.7 **Pembina Trails School Division Educational Support Fund Inc.**
 - 12.8 **Pembina Trails Voices**
 - 12.9 **Council of Presidents**
 - 12.10 **Boards/Association Council on Education (B.A.C.E)**
13. **ADMINISTRATIVE REPORTS**
 - 13.1 **Lease Agreement - Immigrant Partnership Winnipeg**
Purpose: To receive a report from the Secretary-Treasurer.
 - 13.2 **2019-2020 School Calendar**
Purpose: To receive a report from the Superintendent.
 - 13.3 **Yes I Can! Awards**
Purpose: To receive a report from the Assistant Superintendent, Student Services.
14. **NEW BUSINESS**
 - 14.1 **Coalition Report**
Purpose: To consider how the coalitions (Assiniboine South Early Years and Fort Garry/St. Norbert Healthy Child) should be reporting to the Board.
15. **CORRESPONDENCE FOR INFORMATION DISTRIBUTION LIST**
16. **QUESTIONS FROM TRUSTEES**

17. QUESTIONS FROM MEMBERS OF THE PUBLIC IN ATTENDANCE
18. REQUIREMENT FOR A COMMITTEE MEETING OF THE WHOLE
19. ADJOURNMENT

WHISTLEBLOWER POLICIES AND PROCEDURES

School divisions and districts have been included under the provisions of *The Public Interest Disclosure (Whistleblower) Act* (PIDA) since December 1, 2018, which means boards are required to ensure they have appropriate policies and procedures in place. The [Manitoba Ombudsman](#) has advised us that a good source of information for divisions working in this regard are the [procedures](#) and [form](#) that can be found as downloads on the website of the [Manitoba Civil Service Commission](#). The Ombudsman's office worked with the Civil Service Commission to develop these documents, which were posted in December. Additional information on the PIDA section of the Civil Service Commission site, including FAQs and the PIDA responsibilities of various categories of individuals (employees, supervisors, and designated officers) may also be helpful.

The Manitoba Ombudsman may be able to assist divisions with questions about the content of their policies, or possibly review and provide feedback on the content of policies and procedures. Additionally, an updated version the PIDA session presented at our fall trustee education event will be included among our convention workshop offerings.

THE LEADERSHIP MANDATE

You asked, we answered! On February 6 (Victoria Inn, Brandon) and February 8 (Norwood Hotel, Winnipeg), we will be holding a one-day workshop on **The Leadership Mandate**. This session is designed to assist school board chairs and vice-chairs, both new and experienced, fulfill this important and sometimes challenging role. As such, registration for this session will be limited to those currently serving as chair or vice-chair, or their designates.

Topics to be covered include building the team, focusing the work, managing relationships, growing governing capacity, and representing the school division. The day will conclude with an opportunity for participants to learn from each other, by sharing their own experiences, challenges and successes. Registration opens at 8:30 a.m., and the day will wrap up by 4:00 p.m. Program details and the registration form were distributed in today's divisional email.

HAVE YOUR SAY

Have you participated in our brief (as in only five questions brief) [survey](#) about the scheduling and format of future association meetings? If not, please do so, and help us plan events that best meet the needs of the majority of school trustees. The survey is asking



for feedback on the format and length of possible future fall events such as the one held in November, as well as a possible change in the scheduling of our convention from March to April.

And while you're in a survey state of mind, and if you haven't already done so, please take a few more minutes to complete our [member profile survey](#). Responses to this survey are anonymous, but collectively, they paint a picture of school trustees in Manitoba that is critically important to our advocacy efforts.

CONVENTION UPDATE AND PENDING DEADLINES

The program and registration forms for Convention 2019 will be distributed by the end of January, but until then, here a few updates and reminders.



- Our opening keynote speaker on Thursday morning is [Mike Lipkin](#), founder and president of Envirionics/Lipkin. Thursday's program will be rounded out by three banks of concurrent workshops, and a concluding student panel. Our traditional board chairs meeting with the Minister (yet to be confirmed) is tentatively scheduled for 4:30 p.m.
- The deadline for receipt of all nominations for association [awards and recognition](#) (student citizenship, Presidents' Council, and trustee long service) is February 6, 2019.
- Friday, February 15 is the final date that guest rooms booked within our block at The Delta Hotel can be cancelled without penalty. Any cancellations after that date will incur a penalty of one night's room charge.
- This year's recipient of raffle proceeds will be [The Sunshine Fund](#) of the Manitoba Camping Association. Boards can support this cause by making a [raffle donation](#).

For regular convention updates, visit our [convention page](#).



Leadership, Service and Advocacy:
Local Voices, Local Choices

Convention 2019, March 14 - 15, Delta Winnipeg, 350 St. Mary Avenue

follow us [@MBSchoolboards](https://twitter.com/MBSchoolboards)





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

January 9, 2019

TO: All School Board Chairs and Vice-Chairs

FROM: Heather Demetriooff, Director, Education and Communication Services
Janis Arnold, Board Development Consultant

RE: *The Leadership Mandate: A Workshop for School Board Chairs and Vice-Chairs*
February 6 (Victoria Inn Brandon) and February 8 (Norwood Hotel Winnipeg)

Further to our memo of December 12, 2018, please find attached the registration form for our upcoming workshop on **The Leadership Mandate**. This session is designed to assist school board chairs and vice-chairs, both new and experienced, fulfill this important and sometimes challenging role. As such, registration will be limited to those currently serving in either of these capacities, or their designates.

Program Overview

This workshop will be offered on two occasions: February 6, 2019, at the Victoria Inn in Brandon, and February 8, 2019, at the Norwood Hotel in Winnipeg. The day's agenda for both of these sessions will be as follows.

8:30 a.m.	Registration; refreshments available
9:00 a.m.	Welcome and introductions Building the team Focusing the work
10:30 a.m.	Break
10:45 a.m.	Managing relationships
12:00 noon	Lunch (provided)
1:00 p.m.	Growing governing capacity Representing the school division
2:30 p.m.	Break
2:45 p.m.	Learning together: an open discussion on experiences, challenges and successes among all participants
4:00 p.m. (approx.)	Adjournment

To register, please complete the attached form and submit it to Jennifer Esau (jesau@mbschoolboards.ca) no later than February 1 (for those attending the Brandon session) or February 4 (for those attending the Winnipeg session).

Thank you.
HD/JA

The Leadership Mandate: A Workshop for School Board Chairs and Vice-Chairs (February 2019)

February 6 – Brandon | February 8 - Winnipeg

To Register:

Please return this completed form to the association office by February 1 (Brandon) or February 4 (Winnipeg). Please fax to the attention of **Jennifer Esau** (231-1356) or by email to: jesau@mbschoolboards.ca. Forms can also be mailed to: 191 Provencher Blvd., Winnipeg, MB R2H 0G4



A one-day workshop designed to help board chairs fulfill this important and sometimes challenging role.

Wednesday, February 6, 2019
Victoria Inn, Brandon
3550 Victoria Avenue, Brandon

Friday, February 8, 2019
Norwood Hotel, Winnipeg
112 Marion Street, Winnipeg

Cancellation Policy:

Full refunds will be given if notice of cancellation is received by February 1 (Brandon) and February 4 (Winnipeg). Refunds, less a \$25 per person administration fee, will be issued if notice of cancellation is received after these dates, but prior to the start of a workshop. No refunds will be available for cancellations received after the start of a workshop, but substitutions will be allowed.

Things to Note:

- Registration for this session is limited to the board chair, vice-chair or their designate.
- Registration (refreshments available) opens at 8:30 a.m.
- Registration fee for this one-day workshop is \$110 per person plus GST. Fee includes all materials, lunch and refreshment breaks.
- Contact **Jennifer** at the association office should you have specific food *allergies* or dietary restrictions.
- Registration deadline is February 1 (Brandon) and February 4 (Winnipeg).

(Please Print)

Division/District:

Name	Position	Brandon	Winnipeg

Total Fees	\$	+ GST (5%)	\$	Total Payable	\$
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Cheque enclosed: _____ Please invoice: _____



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

January 9, 2019

TO: The Board Chair, Superintendent and Secretary-Treasurer, All Divisions and Districts

FROM: Heather Demetriooff, Director, Education and Communication Services

RE: **Development of Divisional Policies under *The Public Interest Disclosure (Whistleblower) Act***

As you will know, school divisions and districts have been included under the provisions of *The Public Interest Disclosure (Whistleblower) Act* (PIDA) since December 1, 2018. With this change, school boards are required to develop their own policies and procedures concerning whistleblower protections, if they have not already done so.

The Manitoba Ombudsman has advised us that a good source of information for divisions working in this regard are the procedures and form that can be found as downloads on the website of the Manitoba Civil Service Commission. The Ombudsman office worked with the Civil Service Commission to develop these documents, which were posted in December. Additional information on the PIDA section of the Civil Service Commission site, including FAQs and the PIDA responsibilities of various categories of individuals (employees, supervisors, and designated officers) may also be helpful.

The relevant links are as follows:

- Manitoba Civil Service Commission PIDA page: <https://www.gov.mb.ca/csc/whistle/>
- Manitoba Civil Service Commission PIDA procedure: <https://www.gov.mb.ca/csc/whistle/pdf/pida-procedures.pdf>
- Manitoba Civil Service Commission Disclosure of Wrongdoing Form: https://www.gov.mb.ca/csc/whistle/pdf/disclosure_of_wrongdoing_form.pdf
- Manitoba Ombudsman website: <https://www.ombudsman.mb.ca/>

Additionally, Lori Roberts, Manager of Public Interest Disclosure Investigations with the Manitoba Ombudsman, will be offering an updated version of her November 29 presentation to trustees on March 14, in conjunction with our convention. She has also indicated that the Manitoba Ombudsman may be able to assist divisions with questions about the content of their policies, or possibly review and provide feedback on the content of policies and procedures.

Thank you for your attention to this important matter.

:hd

Cc Provincial Executive

UNIVERSITY
OF MANITOBA



SUPERINTENDENT OF SCHOOLS/CEO BLACK GOLD REGIONAL DIVISION No. 18

Due to the impending retirement of our current Superintendent, the Board of Trustees invites applications for the position of Superintendent/CEO for Black Gold Regional Schools. Duties will commence July 1, 2019 or as mutually agreed.

The Division

Here in Black Gold, our core purpose is to inspire success, and our core values are student-focused learning, relationships, supportive environment, passion, and managing resources responsibly.

Approximately 11,500 students from kindergarten to grade twelve and approximately 400 children in pre-kindergarten are enrolled in 28 community schools, 2 outreach locations, 1 home-based school and 1 Hutterite Colony school. Quality instruction is delivered by approximately 705 teachers with assistance from 525 support staff.

The Division, directly south of Edmonton, extends from the New Sarepta area in the east to the Warburg area in the west. It is growing quickly in population and includes the municipalities of Beaumont, Calmar, City of Leduc, Leduc County, Devon, Thorsby and Warburg. The Division Office is located in Nisku.

The seven-member Board is committed to participative decision-making and a collaborative approach to system operation and policy/procedure development. Stakeholder groups are actively involved in contributing to the operation of the Division.

The operating budget for the seventh largest school authority in the province for 2018/19 is approximately \$135,750,000.

The Region

Ready access to the international airport and the City of Edmonton and surrounding areas makes Nisku an especially attractive location. The area is renowned for its hosting of sporting and cultural events. Opportunities for educational, recreational and artistic pursuits throughout the year abound in the region!

Farm, acreage and city living provide diversity and options. It is an area with a colourful history and a very promising future.

The Candidate

The Board seeks an individual with broad educational leadership experience and demonstrated strong system/school leadership and classroom proficiency.

This position will be of interest to a highly skilled individual who demonstrates personal and professional integrity, is a student-centered, dynamic, innovative and visionary leader who can build on current Division strengths, can lead meaningful engagement with communities, and can work collaboratively with Alberta Education and other stakeholders and partners.

This highly ethical, politically astute educator will be firmly committed to student achievement and success, have a unique capability to develop leadership potential and will possess an ability to nurture a Division climate marked by staff wellness and positive working relationships.

This individual will highly value an involved Board, will support the leadership development of individual Board members and will demonstrate exceptional management skills.

The successful candidate must qualify for Alberta teaching certification, hold a Master's degree in education or a related area as a minimum, and have broad-based leadership experience.

More Information

www.blackgold.ca

This competition will remain open until a suitable candidate is found. Applications received prior to January 27, 2019 are assured careful consideration.

Applications

Email by January 27, 2019, a cover letter, curriculum vitae, most recent evaluation, and a list of at least five education references in a single PDF file to:

Mr. Terry Gunderson
Alberta School Boards Association
E: tgunderson@asba.ab.ca P: 780.451.7116



BLACK GOLD REGIONAL SCHOOLS
SUPERINTENDENT OF SCHOOLS/CEO SEARCH
IDEAL CANDIDATE PROFILE

Qualifications/Experience

- ♦ Master's degree in Education, or related area, as a minimum
- ♦ Must qualify for or hold teaching certification in the province of Alberta
- ♦ Knowledge of current legislation, educational research, issues, and trends
- ♦ Significant, successful, broad-based educational leadership experience (including work as a system and school-based administrator)
- ♦ Possesses direct supervisory experience, including knowledge of current classroom conditions
- ♦ Demonstrates strong school leadership and classroom experience
- ♦ Knowledgeable and supportive of rural and urban education differences and issues
- ♦ Familiar with various system-wide and site-based decision-making models
- ♦ French language skills considered an asset

Student Focus

- ♦ Ensures that each student is provided with a quality education within a welcoming, respectful, safe, caring and inclusive learning environment that fosters and maintains respectful and responsible behaviours
- ♦ Devoted to meeting student needs first
- ♦ Committed to student achievement and success in all curricular areas as characterized by outstanding leadership, exemplary staff performance, and learning excellence
- ♦ Promotes positive mental health, social-emotional learning, and healthy relationships within schools and community
- ♦ Advocates passionately for public education, recognizing the importance of a diverse student population

Leadership Style

- ♦ Demonstrates a high degree of both personal and professional integrity: is honest, sincere, humble, dependable, trustworthy, consistent, and ethical
- ♦ Committed to a collaborative, transparent approach to decision-making, balanced with the strength to make necessary difficult decisions
- ♦ Committed to building strong working relationships within the Division
- ♦ Establishes a positive, healthy and safe work culture
- ♦ Sets high standards and holds her/himself and others accountable for meeting those standards
- ♦ Committed to continuous improvement of self, others, and the organization
- ♦ Proven ability to effectively work with administrators, staff, parents, and school councils
- ♦ Establishes positive relationships with community-based agencies for the mutual benefit of students
- ♦ Possesses excellent verbal and written communication skills, as well as active listening skills
- ♦ Positive ambassador within and for the Division
- ♦ Models a healthy balance between career and personal life

Board Relations

- ♦ Values working with the Board, supporting and respecting Board decisions and working to achieve Board-approved goals
- ♦ Assists the Board in the development of a vision and in its short- and long-term planning
- ♦ Advises the Board of opportunities as well as risks, challenges or threats in a timely manner
- ♦ Imparts options and alternatives, along with their implications, to the Board
- ♦ Provides balanced and candid reports to the Board on issues and outcomes
- ♦ Completes tasks requested by the Board in a timely and efficient manner
- ♦ Fosters and supports the leadership development of Board members
- ♦ Supports the Board's direction in generative governance and community engagement

Management Skills

- ♦ Maintains a positive, solution-oriented climate
- ♦ Respectfully plans for Division improvement in a forward-looking and visionary manner
- ♦ Utilizes a well-developed annual planning cycle
- ♦ Exceptional skills in planning, time management, delegation of duties, and ensuring successful completion of tasks
- ♦ Employs effective change processes; looks at issues from diverse perspectives and considers alternatives
- ♦ Gives recommendations and judgments based on sound rationale
- ♦ Involves stakeholders in a meaningful way
- ♦ Maintains effective Human Resources processes, including hiring and staff evaluations
- ♦ Ensures effectiveness of administrative systems
- ♦ Supervises and evaluates Division schools, programs, and services
- ♦ Ensures the fiscal and physical assets of the Division are well managed
- ♦ Ensures quality and timely reporting is completed as required by Alberta Education
- ♦ Provides timely notice for, and makes judicious use of, administration meetings and committee structures

Political Skills

- ♦ Demonstrates political acuity and works effectively with Alberta Education and other Ministerial partners
- ♦ Understands and manages political situations
- ♦ Exercises common sense in consideration of various internal and external stakeholder perspectives

Communication/Community Engagement

- Strong community engagement in a manner which strategically advances the interests of the Division, including exploring opportunities for collaborative partnerships at local, provincial, and national levels
- Clearly articulates and inspires a shared vision throughout the Division
- Demonstrates strong communication and facilitation skills, including networking and public engagement
- Is approachable and has the capability to work effectively with administrators, staff, parents, and school councils within the community context

ROLE OF THE SUPERINTENDENT

The Superintendent is the Chief Executive Officer of the Board and the Chief Education Officer of the Division, reporting directly to the corporate Board, and is accountable to the Board for the conduct and operation of the Division. All Board authority delegated to the staff of the Division is delegated through the Superintendent.

Specific Areas of Responsibility

1. Student Welfare
 - 1.1 Ensures that each student is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.
 - 1.2 Ensures the safety and welfare of students while participating in school programs or while being transported to or from school programs on transportation provided by the Division.
 - 1.3 Ensures the facilities adequately accommodate Division students.
 - 1.4 Acts as, or designates, the attendance officer for the Division.
2. Educational Leadership
 - 2.1 Provides leadership in all matters relating to education in the Division.
 - 2.2 Provides leadership in fostering conditions which promote the improvement of educational opportunities for all students.
 - 2.3 Ensures students in the Division have the opportunity to meet or exceed the standards of education set by the Minister.
 - 2.4 Implements education policies established by the Minister and the Board.
3. Fiscal Responsibility
 - 3.1 Ensures the fiscal management of the Division by the Associate Superintendent, Business and Finance is in accordance with the terms or conditions of any funding received by the Board under the School Act or any other applicable Act or regulation.
 - 3.2 Ensures the Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures.
 - 3.3 Directs the development of and monitors the budget for the Division.<Insert Text>
4. Personnel Management

- 4.1 Has overall authority and responsibility for all personnel-related matters, except the development of mandates for collective bargaining and those personnel matters precluded by legislation, collective agreements or Board policy.
- 4.2 Ensures the coordination and integration of human resources within the Division.
- 4.3 Monitors and improves the performance of all staff.<Insert Text>
- 5. Policy/Administrative Procedures
 - 5.1 Provides leadership in the planning, development, implementation and evaluation of Board policies.
 - 5.2 Implements Board policy with integrity.
 - 5.3 Develops and keeps current an Administrative Procedures Manual that is consistent with Board policy and provincial policies, regulations and procedures.
- 6. Superintendent/Board Relations
 - 6.1 Establishes and maintains positive, professional working relations with the Board.
 - 6.2 Respects and honours the Board's role and responsibilities, and facilitates the implementation of that role as defined in Board policy.
 - 6.3 Provides the information which the Board requires to perform its role in a timely manner.
- 7. Strategic Planning and Reporting
 - 7.1 Ensures the strategic planning process is developed for:
 - 7.1.1 Three Year Education Plan;
 - 7.1.2 Division goals;
 - 7.1.3 Budget;
 - 7.1.4 Facilities plans;
 - 7.1.5 Technology plans; and
 - 7.1.6 Transportation plans.
 - 7.2 Implements plans as approved.
 - 7.3 Involves the Board appropriately.
 - 7.4 Reports regularly on results achieved.<Insert Text>
- 8. Organizational Management
 - 8.1 Demonstrates effective organization skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines.
 - 8.2 Reports to the Minister with respect to matters identified in and required by the School Act.

- 8.3 Builds an organizational structure and promotes a Division culture which facilitates positive results, effectively handles emergencies and deals with crisis situations in a team-oriented, collaborative and cohesive fashion.

9. Communications and Community Relations

- 9.1 Takes appropriate actions to ensure open, transparent, positive internal and external communications are developed and maintained.
- 9.2 Keeps the Board informed through the provision of appropriate accountability reports.
- 9.3 Ensures parents have a high level of satisfaction with the services provided and the responsiveness of the Division.
- 9.4 Participates actively in school-based activities in order to enhance and support the Division's core purpose.
- 9.5 Acts as, or designates, the head of the organization for the purposes of the Freedom of Information and Protection of Privacy (FOIP) Act.<Insert Text>

10. Leadership Practices

- 10.1 Practices leadership in a manner that is viewed positively in carrying out the directives of the Board and the Minister.
- 10.2 Develops and maintains positive and effective relationships with provincial and regional government departments and external agencies.
- 10.3 Works collaboratively with the corporate Board, staff, students, parents, School Councils and community members in establishing a positive and innovative culture and sense of pride in the Division.

Legal Reference: Section 14, 45, 60, 61, 113, 114, 115 School Act
Freedom of Information and Protection of Privacy Act



January 2, 2019

Governance of public education should rest with the public

In some areas of the country there is an increasing erosion of the fundamental rights of Canadians with regard to local democratic voice in public education. Governance of the education of children and youth in Canada has been entrusted to locally elected trustees across the country for decades. Protecting *Local Voices* to ensure *Local Choices* is the responsibility of citizens.

Local education governance requires regular focused attention by trustees close to the community. Education is a significantly funded portfolio, and the governance provided by locally elected school boards helps to ensure a transparent and accountable system. Adding public education to the long list of responsibilities already held by MLAs or MPPs is untenable and is a loss of responsive local voice when questions or concerns at the grassroots arise. This can be seen in ill-informed decisions at the provincial level to make cuts to education and programming that will have drastic effects on students at the local level. Without an understanding of community needs, decisions made at a higher level can be devastating. No two communities are alike, and the needs of one education district can differ from those of another. School boards, accountable to their local constituents, ensure that decisions reflect the needs and priorities of their community.

While School Advisory/Planning Councils play an important role in providing advice to local schools, it is essential to understand that councils are advisory and do not take the place of democratically elected school boards, nor are they accountable to their broader communities. Citizens are encouraged to connect with their local school board trustees to discuss the role they play and gain a better understanding of their work.

Any erosion of democratic representation in the governance of public education must be a concern to all Canadians, regardless of whether their first language is French or English, and whether or not they have school-aged children. The Canadian Charter of Rights and Freedoms guarantees the right of minority language parents to govern the education of their children. However, we should all be concerned when majority French and English parents are losing their right to have a local democratic voice in the education of their children.

In areas where school boards have been eliminated, communities, media, and education partners have felt the loss of transparency in public education. Democratically elected school boards and trustees have one portfolio on which to focus – public education. They meet and make decisions in open meetings, ensuring the public and media have access to debate and insight into how taxpayer money is allocated. This influence is at risk where locally elected school boards are eliminated or when their authority is reduced.

It is incredibly concerning that Canadians are increasingly placed in situations where we must fight to maintain the vital right to be democratically involved in public education. Centralization of control is, by definition, an erosion of local voice and greatly affects the education of children and youth.

In provinces where governing school boards, their provincial associations, and the provincial ministry enjoy a positive, productive co-governance relationship, great things are happening. This is not about power and control – this is about being responsive and responsible to communities and citizens to ensure the success of future generations of students.

We therefore call upon all Canadians to contact their MPP or MLA to express support for locally elected trustees and school boards. At the end of the day, supporting elected school boards is support for public education and the future. As Canadians we have a right to Local Voices, Local Choices.

Laurie French, President
Canadian School Boards Association



2 janvier 2019

La gouvernance de l'éducation publique devrait relever du public

Dans certaines régions du pays, il y a une érosion croissante des droits fondamentaux des Canadiens à l'égard d'une voix démocratique locale en matière d'éducation publique. Dans tout le Canada depuis des décennies, la gouvernance de l'éducation des enfants et des adolescents a été confiée à des commissaires élus à l'échelle locale. Il appartient aux citoyens de protéger les *Voix locales* en vue d'assurer des *Choix locaux*.

La gouvernance locale de l'éducation exige une attention régulière et ciblée de la part de commissaires dans la communauté. L'éducation est un dossier hautement financé, et la gouvernance assurée par les commissions scolaires élues à l'échelle locale contribue à l'assurance d'un système transparent et responsable. Ajouter l'éducation publique à la longue liste des responsabilités actuelles des députés provinciaux ou fédéraux est intenable et représente la perte d'une voix réceptive locale lorsque des questions ou des préoccupations surgissent au niveau communautaire. Cela se voit dans les décisions malavisées au niveau provincial de faire des coupures dans le domaine de l'éducation et des programmes qui auront des conséquences dramatiques sur les élèves à l'échelle locale. En l'absence d'une compréhension des besoins de la communauté, les décisions prises à un niveau supérieur peuvent s'avérer dévastatrices. Il n'y a pas deux collectivités identiques, et les besoins peuvent différer d'un district scolaire à l'autre. Responsables devant leurs électeurs locaux, les commissions scolaires veillent à ce que les décisions reflètent les besoins et les priorités de leur communauté.

Si les conseils consultatifs/de planification des écoles jouent un rôle important en prodiguant conseils aux écoles locales, il est essentiel de comprendre qu'ils sont consultatifs et qu'ils ne sauraient remplacer les commissions scolaires élues démocratiquement, ni ne sont-ils responsables devant l'ensemble de la collectivité. Les citoyens sont encouragés à communiquer avec leurs commissaires scolaires locaux pour discuter du rôle qu'ils jouent et ainsi avoir une meilleure compréhension du travail qu'ils font.

L'érosion de la représentation démocratique dans la gouvernance de l'éducation publique doit préoccuper tous les Canadiens, que leur langue maternelle soit le français ou l'anglais et qu'ils aient ou non des enfants d'âge scolaire. La Charte canadienne des droits et libertés garantit le droit des parents de communautés linguistiques minoritaires de gouverner l'éducation de leurs enfants. Or, nous devrions tous être inquiets lorsque les parents de la communauté francophone majoritaire et de la communauté anglophone perdent leur droit d'exercer une voix démocratique locale en matière de l'éducation de leurs enfants.

Dans les régions où les commissions scolaires ont été éliminées, les communautés, les médias et les partenaires de l'éducation ont ressenti la perte de transparence de l'éducation publique. Les commissions scolaires et les commissaires élus démocratiquement ont un dossier sur lequel concentrer leurs efforts : l'éducation publique. Ils se ren-

contrent et prennent des décisions durant des réunions à portes ouvertes, de sorte que le public et les médias ont accès aux débats et un aperçu de l'affectation de l'argent des contribuables. Cette influence est compromise lorsque les commissions scolaires élues localement sont éliminées ou lorsque leur autorité est réduite.

Il est extrêmement inquiétant que les Canadiens soient de plus en plus souvent placés dans des situations où ils doivent lutter pour préserver le droit essentiel de participer démocratiquement dans l'éducation publique. Par définition, la centralisation du contrôle est une érosion de la voix locale et influe grandement sur l'éducation des enfants et des adolescents.

Dans les provinces où les commissions scolaires, leurs associations provinciales et le ministère provincial jouissent d'une relation de cogouvernance positive et productive, de grandes choses se produisent. Il ne s'agit pas de pouvoir et de contrôle mais plutôt d'être réceptifs et responsables devant les communautés et les citoyens afin d'assurer la réussite des futures générations d'élèves.

Nous demandons donc à tous les Canadiens de communiquer avec leur député provincial ou fédéral pour exprimer leur soutien envers les commissaires et les commissions scolaires élus à l'échelle locale. Au final, appuyer les commissions scolaires élues, c'est appuyer l'éducation publique et l'avenir. En tant que Canadiens, nous avons droit à des Voix locales et des Choix locaux.

Laurie French, Présidente
L'Association canadienne des commissions/conseils scolaires



EIGHTEENTH ANNUAL HOLOCAUST SYMPOSIUM

March 13, 2019 | 9:30 AM TO 2:30 PM
University of Winnipeg Duckworth Centre



KEYNOTE SPEAKERS

Max Eisen & Amy Komus

survivor speaking
on the Holocaust

speaking on the
Roma Genocide



FREEMAN FAMILY FOUNDATION
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For more info email: HOLOCAUSTSYMPOSIUM2011@GMAIL.COM



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EIGHTEENTH ANNUAL HOLOCAUST SYMPOSIUM

Dear Educator,

The Freeman Family Foundation Holocaust Education Centre of the Jewish Heritage Centre of Western Canada is presenting its 17th Annual Holocaust Symposium for grade 9-12 students on **WEDNESDAY, MARCH 13TH 2019** at the University of Winnipeg's Duckworth Centre.

Why teach about the Holocaust when other crimes against humanity are being perpetrated today and so many other stories of mass suffering abound throughout history? Education can play a key role in preventing genocide by providing a forum to address past violence while promoting the knowledge, skills, values and attitudes that can help prevent current day group-targeted violence. The United Nations General Assembly Resolution 60/7 (2005) and the UNESCO General Conference Resolution 34C/61 on Holocaust Remembrance emphasize the historical significance of the Holocaust and outline the importance of teaching this event as a contribution to the prevention of genocide and atrocity crimes. According to UNESCO, it is "a means to foster the knowledge, skills and behaviours that will help learners become critical thinkers, responsible and active global citizens who value human dignity and respect for all, reject antisemitism, racism and other forms of prejudice that can lead to group-targeted violence and genocide."

We are very fortunate to have among us Holocaust survivors who are willing and able to share their stories with students in their quest to combat hate and racism and promote human rights.

This year, we are honoured to feature **Max Eisen** of Toronto as our keynote speaker. Born in Czechoslovakia in 1929, Mr. Eisen is, in fact, the only member of his large orthodox Jewish family to survive the Holocaust. Mr. Eisen survived slave labour in Auschwitz, Mauthausen, Melk and Ebensee Camps and was forced to go on a Death March in January of 1945 where thousands died from exposure to severe weather conditions and malnutrition. He was liberated from the Ebensee concentration camp in Austria in 1945 as an orphaned teenager. After his arrival in Toronto in 1949, he studied English and worked a variety of jobs before launching his own manufacturing company in 1964. Considered a respected pioneer in his industry, Mr. Eisen retired in 1992. As a first-hand witness and a survivor, Mr. Eisen has been long devoted to educating others about the Holocaust, encouraging understanding, and teaching about the dangers of hatred and discrimination in society. A survivor of a forced death march during the Holocaust, Mr. Eisen participates annually in the International March of the Living between the Auschwitz and Birkenau concentration camps held on Holocaust Remembrance Day. Mr. Eisen has received many acknowledgments and awards for his tireless efforts including most recently, an Honorary Doctorate from Trenton University. His autobiography, *By Chance Alone: A Remarkable True Story of Courage and Survival at Auschwitz*, was published in 2016.

The book will be available for purchase the day of the Symposium, but pre-ordering is necessary so that Mr. Eisen knows how many books to ship. More information to follow.

In the afternoon, we are very proud to announce that Amy Komus will be speaking about the Roma Genocide. The subject is particularly timely, as the genocide was officially recognized by the Canadian government in 2018. It is estimated that between 220,000 and 500,000 European Roma and Sinti were murdered during the period of the Holocaust - victims of racist persecution by the German Nazis and their fascist allies. But this genocide is still largely unknown. Roma and Sinti were murdered in extermination camps and died of hunger and disease in forced labour and concentration camps. Many more were deported and exploited as forced labour on farms, construction sites and in industry. For decades after the war the survivors were not recognised as victims of the Nazi persecution and received little or no compensation or restitution for their lost property.

Amy Komus is a high school teacher at Collège Garden City Collegiate who often advocates for child welfare reform by speaking on her own history as a youth from care. Her Hungarian Roma birth family was forcibly assimilated to Canadian culture and Amy was placed in various foster homes. Amy has aimed to reclaim her

Roma identity by helping others to understand who the Roma are and what they have experienced, including the devastation they faced in the Holocaust and oppression they still receive today.

We encourage you to consult the online resources on the Roma Genocide and many other important topics to help prepare your students for the Symposium. They may be found on our new website:

<https://fffholocausteducationcentre.org/online-resources/>

You have the option of attending either the morning program with our keynote speaker or both the morning and afternoon sessions. Registration is on a first-come first served basis.

The fee is \$7.00 per student, to cover the costs of the program. There will be a reduced fee of \$5 for those attending in the morning only. Please register early to ensure your students' participation.

Registration has filled up for the morning for the last few years and we have had to turn people away.

If you have any questions, please contact **Belle Jarniewski, Director**, bjarniewski@jhcwc.org or **Roberta Malam, Holocaust Symposium Coordinator** at 4777460 or by email:

holocaustsymposium2011@gmail.com

Sincerely,

Belle Jarniewski
Director, Freeman Family Foundation
Holocaust Education Centre of the Jewish
Heritage Centre of Western Canada

Roberta Malam
Holocaust Symposium Coordinator

THE FREEMAN FAMILY FOUNDATION HOLOCAUST EDUCATION CENTRE
OF THE JEWISH HERITAGE CENTRE OF WESTERN CANADA
PRESENTS
THE 18th ANNUAL HOLOCAUST SYMPOSIUM
WITH KEYNOTE SPEAKER MAX EISEN

REGISTRATION FORM

Please note you have the option of attending either the morning program with our keynote speaker or both the morning and afternoon sessions at which we are pleased to present Amy Komus. Since space is limited, we will fill our spaces on a first come, first served basis. There will be a reduced fee of \$5 for those attending in the morning only.

Please note that no registration fees will be refunded for cancellations that we receive from schools after February 25, 2019.

_____ Yes, my school will attend the Holocaust Symposium on
Wednesday, March 13, 2019 at the University of Winnipeg Duckworth Centre.

*Morning & afternoon _____ Morning only _____

The following number of students will attend:

Grade 9 _____ Grade 10 _____ Grade 11 _____ Grade 12 _____

Please list the names of teachers who will be accompanying the students:

Contact name (s): _____

School: _____

Address: _____

Telephone: _____ E-mail address: _____

Both sessions: Amount enclosed: \$ 7.00 X _____ (no. of students)= _____

Morning only: Amount enclosed: \$ 5.00 X _____ (no. of students)= _____

Please make cheque payable to: Jewish Heritage Centre of Western Canada

Please mail by February 25, 2018 to:

Holocaust Symposium 2019,
c/o Jewish Heritage Centre of Western Canada
C140-123 Doncaster Street Winnipeg, MB. R3N 2B2

Upon receipt of this form and the registration fees you will receive notice of confirmation.
For further information please contact Belle Jarniewski bjarniewski@jhcwc.org or Roberta Malam holocaustsymposium2011@gmail.com or call the Jewish Heritage Centre at
204-477-7460.