

Regular Meeting of the Board - May 10, 2018

Thursday, May 10, 2018

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. **Board Minutes Approval**
 - 4.1 **Regular Meeting of the Board - April 26, 2018 (2018/04/26)**
 - 4.2 **Special Meeting of the Board - April 30, 2018 (2018/04/30)**
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 April 26, 2018;
- b. Report of the Special Committee Meeting of the Whole held on April 30, 2018.
- c. Committee Report of the Finance and Planning Committee Meeting held on April 16, 2018;
- d. Committee Report of the Communications and Community Relations Committee Meeting held on April 16, 2018.

2. Special Committee Report:

- a. Minutes of the Pembina Trails Educational Support Fund Inc. Corporate Board Meeting held on April 26, 2018.

3. Other Reports:

- a. Commendation Report dated May 10, 2018;
- b. Bereavement Report dated May 10, 2018;
- c. Teacher Contracts (Permanent and Term) as listed in the Teacher Contracts Report dated

- May 10, 2018;
- d. Teacher Contract Alterations as listed in the Teacher Contract Alterations Report dated May 10, 2018;
 - e. Substitute Teacher Contracts as listed in the 2017-18 Substitute Teacher Contracts Report dated May 10, 2018;
 - f. Resignations as listed in the Resignations Report dated May 10, 2018.

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 May 10, 2018 and,
To approve Teacher Contract Alterations as listed in the Teacher Contract Alterations Report dated May 10, 2018 and,
To consider ratifying Substitute Teacher Contracts as listed in the 2017-18 Substitute Teacher Contracts Report dated May 10, 2018 and,
To consider receiving resignations as listed in the Resignations Report dated May 10, 2018.

6. DELEGATIONS

7. EDUCATIONAL PRESENTATIONS

8. BUSINESS FROM PREVIOUS BOARD MEETINGS

8.1. Chapman School and Property

Summary:

Purpose: To continue the discussion with respect to the disposition of Chapman School and property.

9. BUSINESS FROM PREVIOUS FINANCE COMMITTEE OF THE WHOLE

10. BUSINESS FROM PREVIOUS COMMITTEE MEETING OF THE WHOLE

11. BY-LAWS AND/OR POLICIES

12. CORRESPONDENCE FOR DISCUSSION

13. STANDING AND SPECIAL/ADVISORY COMMITTEE REPORTS

13.1. BUILDINGS, PROPERTY AND TRANSPORTATION COMMITTEE

13.2. COMMUNICATION AND COMMUNITY RELATIONS COMMITTEE

13.3. EDUCATION COMMITTEE

13.4. FINANCE AND PLANNING COMMITTEE

13.5. HUMAN RESOURCES AND POLICY COMMITTEE

13.6. NEGOTIATIONS COMMITTEE

13.7. PEMBINA TRAILS SCHOOL DIVISION EDUCATIONAL SUPPORT FUND INC.

13.8. PEMBINA TRAILS VOICES

13.9. COUNCIL OF PRESIDENTS

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

14. ADMINISTRATIVE REPORTS

14.1. Divisional Action Plan 2016-2019

Summary:

Purpose: To receive a report from the Superintendent.

14.2. Ignite 3 Supervisor Salary Schedule 2018-19

Summary:

Purpose: To consider approving the wage rates for the new position of Ignite 3 Supervisor.

14.3. School Administration Appointment General Byng VP

Summary:

Purpose: To receive a report from the Superintendent.

14.4. School Administration Appointment River West Park - Principal

Summary:

Purpose: To receive a report from the Superintendent.

14.5. School Administration Appointment Fort Richmond Collegiate - Principal

Summary:

Purpose: To receive a report from the Superintendent.

14.6. School Administration Appointment Fort Richmond Collegiate - VP

Summary:

Purpose: To receive a report from the Superintendent.

14.7. School Administration Appointment Vincent Massey Collegiate - VP

Summary:

Purpose: To receive a report from the Superintendent.

14.8. School Administration Appointment Laidlaw - Principal

Summary:

Purpose: To receive a report from the Superintendent.

14.9. Assistant Secretary-Treasurer - Contract

Summary:

Purpose: To consider ratifying the contract between the Pembina Trails School Division and the Assistant Secretary-Treasurer.

14.10. Board Meeting Dates

Summary:

Purpose: To receive a report from the Superintendent.

15. NEW BUSINESS

16. CORRESPONDENCE FOR INFORMATION DISTRIBUTION LIST

16.1. Correspondence for Information Distribution List

Summary:

THAT the Correspondence for Information Distribution List dated May 4, 2018, be received as information.

17. QUESTIONS FROM TRUSTEES

18. QUESTIONS FROM MEMBERS OF THE PUBLIC IN ATTENDANCE

19. **REQUIREMENT FOR A COMMITTEE MEETING OF THE WHOLE**

20. **ADJOURNMENT**

Minutes Template:

Meeting adjourned at <currentTime>

Issue Summary Report

16.1. Correspondence for Information Distribution List

#20180426002

Meeting : Regular Meeting of the Board - May 10, 2018

Meeting Type : Board Meeting

Section : CORRESPONDENCE FOR INFORMATION DISTRIBUTION LIST

Meeting Date : 2018/05/10 20:00

Executive Summary

THAT the Correspondence for Information Distribution List dated May 4, 2018, be received as information.

Background

Distribution Date	Document Date	Appendix No.	Sender	Summary of Content
May 4, 2018	April 27, 2018	1	Manitoba School Boards Association	e-News
May 4, 2018	April 27, 2018	2	Manitoba School Boards Association	Mark Dickof Memorial Scholarship
May 4, 2018	April 30, 2018	3	Manitoba School Boards Association	Response to PCAP
May 4, 2018	April 30, 2018	4	Manitoba School Boards Association	Facts on PCAP
May 4, 2018	May 2, 2018	5	Inter-Organizational Indigenous Education Committee	Annual Field Trip
May 4, 2018	May 2, 2018	6	Sunrise School Division	Appointment of Superintendent
May 4, 2018	May 2, 2018	7	Pride Winnipeg	I Have To Be Me Gathering
May 4, 2018	May 2, 2018	8	Manitoba Teachers' Society	Rally for Education

Recommendation

THAT the Correspondence for Information Distribution List dated May 4, 2018, be received as information.

GRADE 5 MENTAL HEALTH SURVEY

[Healthy Child Manitoba](#) recently released the [Grade 5 Mental Health Survey Results 2015-2016](#). The survey measured the mental health and wellbeing status of Grade 5 youth across Manitoba through a Strengths and Difficulties Questionnaire, and self-rated questions on health and mental health. The survey was voluntary, with school divisions, independent schools, and First Nations invited to participate. Thirty-two of Manitoba's 37 school divisions took part.



Healthy Child Manitoba
Putting children and families first

Both Grade 5 students and their teachers completed the survey. Students answered questions about their mental health and wellbeing, and teachers answered questions about their students. The survey looked at five areas of mental health and wellbeing: prosocial behaviour, emotional symptoms, peer relationship problems, conduct problems, and hyperactivity/inattention. Results of the survey will be used to determine ways in which youth mental health and wellbeing can best be supported.

Manitoba



CANADA SERVICE CORPS

Each year, we learn about some of the outstanding young people in Manitoba when we review nominations for our annual Student Citizenship Awards. But did you know that the Government of Canada has a program to recognize and support the work of some of those same students year-round?



The [Canada Service Corps](#) believes that young Canadians want big things for themselves, their communities and their country, so it's building a program that gives youth the opportunity to serve, while learning valuable skills and gaining experience. One important aspect of this program are the [#RISINGYOUTH Community Service Grants](#). These grants come in three different amounts:

- \$250 grants, awarded monthly, for simple ideas like community events or gatherings;
- \$750 grants, awarded bi-monthly, for bigger ideas, such as building a community garden, or distributing care packages; and
- \$1500 grants, awarded quarterly, for projects that involve a larger group of people to drive impact. Projects at this level of funding need a budget and a mentor or community reference to apply.

Projects must be created and led by youth, and applications can be submitted online. To learn more, check out the [#RISINGYOUTH FAQs](#).

TALKING CANNABIS

On April 19, Manitoba School Boards Association Executive Director Josh Watt represented the Canadian School Boards Association before the Standing Senate Committee on Social Affairs, Science and Technology. The topic of discussion was Bill C-45, [The Cannabis Act](#). We've posted a link to the [committee hearing](#) on our advocacy page.



WHY DO YOU SERVE?

School board elections are six months out, and in the next few weeks, we'll be distributing updated resources to school divisions to help them inform potential candidates and the broader community about the role of school boards, and the importance of trustee elections. But in the meantime, we're hoping that you will help us build one of those resources by answering one simple question: why do you serve as a school trustee? Your answer—which can be anywhere from one to three sentences long—will be used to provide a snapshot of the varied backgrounds and motivations of Manitoba's 300+ serving school trustees. And speaking of snapshots... we will be asking featured trustees for a photo to include with their statement. Questions, comments, or a statement for inclusion? E-mail Director of Education and Communication Services [Heather Demetrio](#).



School Boards Leadership, Service & Advocacy for Kids Learning & Communities

School Trustee Elections - October 24, 2018

WORTH A LOOK!



The Conference Board of Canada®

A new publication by the [Conference Board of Canada](#), [Making the Connection: Growing Collegiality and Collaboration between K-12 and PSE Educators](#), may be of interest to school boards and administrators. This report offers insights into how partnerships and communities of practice can improve the connection between K-12 and PSE educators in the arts, humanities, and social sciences, to the benefit of educational institutions, educators, and students. There is no charge to access this document, but an E-library account is required.

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COUNCILLOR BRIAN MAYES
ST VITAL

MARK DICKOF MEMORIAL SCHOLARSHIP AWARD

General Background

The Mark Dickof Memorial Scholarship Award has been established to recognize the important role of mental health leadership and advocacy among youths aged 14 to 18 at the secondary school level in Manitoba, in terms of action and awareness concerning the de-stigmatization of mental health and/or the promotion of mental wellbeing, either within their school, local or provincial communities.

Instituted by Winnipeg City Councillor Brian Mayes, in partnership with the Manitoba School Boards Association and the Canadian Mental Health Association (Manitoba Chapter), the award will be presented annually to a student or team of students in the public education system according to two general categories: urban (Winnipeg) and rural/northern, with each category qualifying for one (1) \$250.00 prize each year.

Remembering Mark Dickof

The namesake of this award, Mark Dickof, speaks to the very different life circumstances that can be lived by two human beings— one of whom is affected by mental health challenges. Born on the very same day as Winnipeg City Councillor Brian Mayes (March 16, 1962) Mark was a fellow student with many of the same interests and qualities that Brian had: the difference being that Mark regrettably developed early signs of schizophrenia as a student.

Mark participated in chess club, played varsity basketball, graduated with an honors degree in English literature, and had hoped to go to Oxford University to do graduate studies. However, after he developed schizophrenia, his functioning, quality of life and ability to achieve his goals slid away. He ultimately took his life at the age of 30.

Throughout Councillor Mayes' own life pathway, going on to himself become a lawyer, school trustee and municipal councillor, Brian never forgot his childhood friend and fellow student. Given their shared date of birth, that life's pathway can be lived so differently by two kids who started out the same way,

Appendix 2 for 16.1.: Mark Dickof Memorial Scholarship Award

stands as a stark reminder of all too often devastating toll taken by mental illness, on those who must live daily with its effects and consequences.

To honour Mark's memory, this award therefore recognizes young people who have demonstrated significant leadership through advocacy for mental health and wellbeing while still in school, so that persons within their community do not have to experience the same pathway as Mark Dickof. In this way, it is the intention of the award to ensure that Mark's life and experience provides a meaningful legacy for future leadership by students across Manitoba.

Eligibility

The award is open to any student or team of students who can demonstrate positive leadership in addressing mental health and wellbeing through action or raising awareness concerning the de-stigmatization of mental health and/or the promotion of mental wellbeing.

To be considered for the award, a student (or students) must be between the ages of 14 and 18 and enrolled in a public school in Manitoba. To qualify, a student or team of students, meeting the age requirements, must complete an essay of no longer than 500 words. The essay should outline how the applicant or applicants have engaged in actions, or have raised greater awareness and sensitivity for de-stigmatizing mental health challenges, or how they have promoted mental wellbeing. This leadership can be directed either to their school community, their local community or their provincial community.

The essay should be accompanied by a brief letter of reference from a member of the community who can attest to the leadership and advocacy that has been demonstrated by the student or team of students in relation to mental health and wellness.

Deadline for application

Whether applying to receive the prize for either the urban or rural/northern category, the deadline for application to be considered for the award will be April 30th of each year that the prize is offered. Selection of the final recipients will be comprised of an objective panel comprised of Councillor Mayes, as well as the Executive Directors of the Manitoba School Boards Association and the Canadian Mental Health Association (Manitoba Chapter).

Confirmation of award

Once the selection panel has arrived at its decision, the final recipient(s) will be notified of the award being granted to them, no later than May 31st of each year that the prize is offered.

Award ceremony

Students who qualify for the Mark Dickof Memorial Scholarship in the urban category, will be invited to a formal presentation ceremony with Councillor Mayes at City Hall, as well as representatives of the Manitoba School Boards Association and Canadian Mental Health Association (Manitoba Chapter).

Appendix 2 for 16.1.: Mark Dickof Memorial Scholarship Award

Students who qualify for the award in the rural/northern category will be presented with the award by their local school board.

Applications

All applications for consideration of the award should be sent according to the form that is attached, and accompanied by the applicants' 500 word essay and one letter of reference in support of the application. Applications may be sent by email to: webmaster@mbschoolboards.ca

Applications may also be faxed to: (204) 231-1356

Applications can also be mailed to:

The Executive Director
Manitoba School Boards Association
191 Provencher Boulevard
Winnipeg, MB R2H 0G4

We would like to thank all who apply for this scholarship, in recognition of your efforts and initiative to promote mental health and wellbeing for the betterment of Manitobans.

MARK DICKOF MEMORIAL SCHOLARSHIP AWARD APPLICATION FORM

Name of Applicant(s): _____

Grade Level of Applicant(s): _____

School in which applicant(s) are enrolled: _____

Contact Information for Applicant(s):

- Telephone (including area code): (_____) _____
- Email: _____
- Address (including postal code): _____

Brief description of leadership or advocacy demonstrated by applicant:

Name of Reference: _____

Contact Information for Reference:

- Telephone (including area code): (_____) _____
- Email: _____
- Address (including postal code): _____

Once completed, all applications should be accompanied by the applicant(s)' 500 word essay describing how they have demonstrated actions, raised awareness, or fostered greater sensitivity and/or de-stigmatization in relation to mental health and wellbeing, along with a brief letter of reference from a member of the community who can attest to the leadership and advocacy that has been demonstrated by the student or team of students in relation to mental health and wellness. Applications may be sent by email to: webmaster@mbschoolboards.ca or faxed to: (204) 231-1356. Applications can also be mailed to: The Executive Director, Manitoba School Boards Association, 191 Provencher Boulevard, Winnipeg, MB, R2H 0G4. We would like to thank all who apply for this scholarship, in recognition of your efforts and initiative to promote mental health and wellbeing for the betterment of Manitobans.



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

Manitoba Students Actually Do Make the Grade

Our Response to the Report of the 2016 Pan-Canadian Assessment Program (PCAP) April 30, 2018

For many years, Manitobans have been told that our students are the lowest performing in the country. Whether in reading, math or science, they have heard they are “in last place”. Critics have responded in varied ways: by attacking investments in public education as misplaced or ill-conceived; by embarking on fault-finding missions, with school boards, teachers, and parents among the preferred targets; and even by heaping blame on the universities from which our teachers graduate.

Today's release of scores from the 2016 Pan-Canadian Assessment Program (PCAP) should provide these critics with some additional food for thought. Designed by Canada's Ministers of Education, PCAP is a skills-based test written nationwide, every three years, by randomly selected students in Grade 8. According to PCAP 2016, Manitoba students have, over time, shown positive change in reading, math and science. For Manitoba, there have been gains in overall reading and science achievement, along with significant improvements in mathematics.

PCAP 2016 also confirms a long-standing trend: like every other Canadian jurisdiction, eight out of ten Manitoba students perform at or above the national standard in these subjects. While much ado can be made concerning the mean scores for each subject province by province, PCAP 2016 also has something important to say about this: no province scored above the Canadian mean across all three of the subject areas and only Quebec, Ontario and PEI scored at or above the Canadian mean when these subject areas are reviewed independently from one another.

The final message: when looking at PCAP, it is important for us to keep calm and carry on. From coast to coast, we all have a lot of work to do. Here in Manitoba, we are improving our outcomes over time but in so doing, it is important to recognize at all times that we remain global leaders in offering quality education. Whether we achieve an 18 or 24 karat standard compared to our next nearest neighbours in Canada, gold remains gold. This is an important truth long understood by Manitoba's education community.

All Manitobans need to take stock of these results, and recognize what's behind them. We need to celebrate our teachers, who help students of every background, language, and ability overcome whatever challenges and obstacles they face. We salute our parents and caregivers, whose love and commitment at home make success at school possible. We gratefully acknowledge the citizens of Manitoba, who continue to invest in our kids and their education. Manitoba's progress under PCAP 2016 reflects Manitobans working together to ensure that our students have what they need as they work their way to the very top.

The 2016 PCAP results should also put to rest another myth: that our current provincial government inherited a broken education system that needed to be fixed. At the same time that citizens were casting their ballots during the spring 2016 election, our students were writing the same test that

Appendix 3 for 16.1.: MSBA Response to PCAP

would show how far they had come since PCAP 2010 and 2013. With the latest results now coming two years after the provincial elections, what is clear is that Manitoba remains on the right track. Reaching for the top continues to be our foremost priority.

The critics will however, choose to narrowly point out that Manitoba's mean scores in reading, math and science remain lower than any other province. If these are truly the only measures that count, and they most certainly are not, what then can help to fix these scores, as we reach for the top? In Manitoba, we have long known that poverty is an important factor in student success. Manitoba's children continue to hold the regrettable distinction of being those who are most in poverty nationwide. We also know that most of those students who do not meet or exceed PCAP's national standards come from homes where parents struggle to make ends meet, where having any money left at the end of the month is an exception, not the rule. And what we do know is that such home-front realities for our kids can influence test scores between provinces by up to 40 percent.

It is therefore always true that, when national test scores are adjusted to account for household income, Manitoba rises even closer to the top. In such a context, we therefore cannot take our students' test results for granted. Manitoba has work to be done, both within but especially beyond the classroom, if all students are to have an equal opportunity to excel. Poverty is a factor that we must all address. In this respect, that our children can continue to rise above such a challenge is the result of our concerted efforts, continued investment, and concrete faith in the children of this province. But we have to stay the course.

Staying the course means maintaining or expanding funding and resources. PCAP 2016 comes just as our classrooms received the lowest Provincial budget commitment in nearly two decades. As contingency supports for newcomer and refugee students have been adjusted by just \$40,000 province-wide. As we learn that \$60 million in spending on education is to disappear, cent by cent over the next six years, from those school boards who need this support the most. In this context, staying the course will become increasingly difficult.

Staying the course also means taking time for reflection. As Manitoba waits for the launch of an "education review" by the provincial government, PCAP 2016 shows what can happen when we do work together. It clearly demonstrates that ours is not a broken school system in need of repair or reform. Instead, PCAP 2016 results should encourage all Manitobans to continue to partner with their public education system for even greater improvements, and to remain focused on meeting the needs of our kids. Now more than ever, we cannot allow an education review to rearrange and restack the jenga blocks of our public school system. To do so may risk future progress, because we know what can happen when even one of those blocks is removed.

PCAP 2016 shows that the public's continued investment in education pays dividends. PCAP 2016 also proves that neither our students nor those who provide for their education deserve our collective criticism. Across this province, trustees and superintendents are striving to create the right conditions for improved academic success. Teachers are helping students to face their challenges face forward and to succeed. Parents and caregivers are providing that extra support needed beyond the classroom, helping our kids rise towards the very top. And as the end result, our students truly are making the grade.



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

THE FACTS ON PCAP (THE PAN-CANADIAN ASSESSMENT PROGRAM)

WHAT IS PCAP?

Every three years, starting in 2007, Canadian students in Grade 8 participate in writing paper-based national test that is designed to measure how these students perform, in reading, math and science. The total time required to complete the test is 90 minutes for the cognitive or performance-based subject matter questions, with an additional 30 minutes for additional questions that help to provide information concerning their background context. The test has been created by the Council of Ministers of Education, Canada (or CMEC) and is written by students across Canada's ten provinces in both majority and minority language schools (English and French).

For the latest test, written in spring, 2016, approximately 27,000 Grade 8 students participated across 1,500 schools nationwide. The test is not written by students in Canada's northern territories and students enrolled in federally funded First Nations schools do not write the test either. The major focus subject tested by PCAP in 2016 was reading, with minor subject focus on science and mathematics. Every three years, the major and minor focus areas rotate among these three subject matters. A weblink to which is provided at the end of this document.

HOW DID MANITOBA'S STUDENTS DO ON THE TEST?

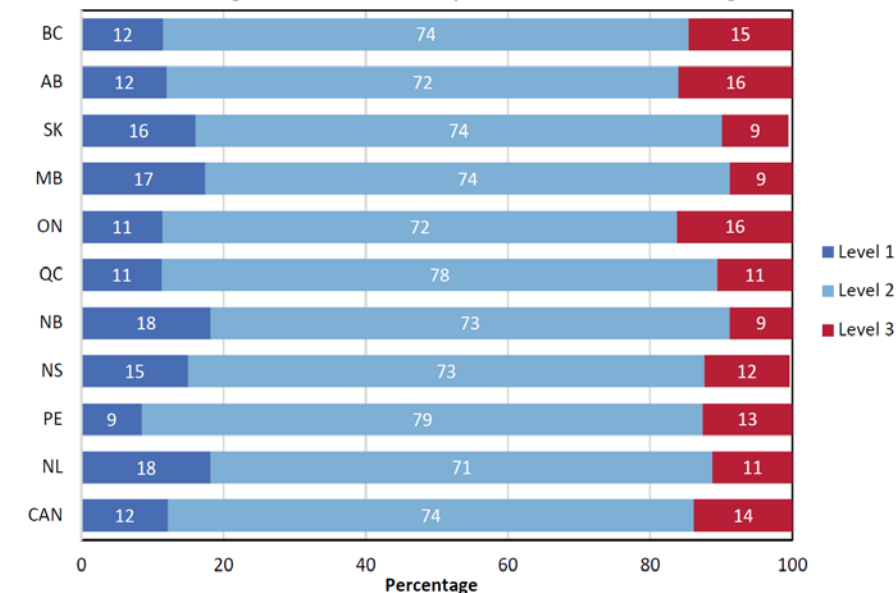
In Manitoba, 2,600 Grade 8 students (out of an approximate total of 13,000 students) in 163 schools participated in writing the test. Manitoba's students' overall test performance places our province in close proximity to the average abilities of all other students nationwide, as based on the CMEC "mean" or average score. The 2016 PCAP test shows that this fact remains true across reading, science, and mathematics. In terms of average score, Manitoba's Grade 8 students achieved an overall average (or "mean") score of 487 in reading, a score of 479 in mathematics, and a score of 491 in science.

These scores tell us about the general level of skill or ability of our students, and explain how much they know and what they can do in each of the tested subject areas. Each score indicates that on average, Manitoba students are able to perform according to Level 2 or 3. This further indicates that they are able to achieve at the expected level of achievement for their grade level in a certain subject area. PCAP also tells us that in terms of the major focus area (reading): 83 percent or over eight out of ten Manitoba students, perform at or above the normally expected level of proficiency for this subject matter (see Figure 1.2 on the next page, as reproduced from page 18 of the PCAP Report). This overall result tends to reflect the situation across all of Canada, with minor variance between Levels 2 and 3 achievement.

To obtain a better understanding of what each of the reading scores mean as defined by the CMEC, please consult Tables 1.2, 1.3 and 1.4 on page of the Report (interpretation of reading scores). Definition of scores for mathematics and science can be found across the 2007, 2010, and 2013 PCAP Reports, which are accessible at: [https://www.cmec.ca/240/Pan-Canadian_Assessment_Program_\(PCAP\).html](https://www.cmec.ca/240/Pan-Canadian_Assessment_Program_(PCAP).html)



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FIGURE 1.2 Percentage of students at each performance level in reading

WHAT “GRADE” DID OUR STUDENTS GET ON THE TEST?

Unlike most tests, PCAP is not based on traditional “grading” scales (for example, letter grade scales based on “A, B, C, D, F”, or 100 point scales based on percentages). Instead, the scores achieved by Manitoba’s students tend to reflect their overall knowledge and skill. Therefore, PCAP addresses positive or negative differences in proficiency and achievement over time, as compared to earlier test results.

Put another way, there are no “right” or “wrong” scores on PCAP tests. The way that students answer questions on the test show us how much a student knows or what they can do, according to their overall level of ability or proficiency. The scores also show us where we need to focus so that, as a public school system, we can help students build upon their existing skills and proficiency by the time they graduate from high school.

Finally, because PCAP serves as a benchmark for us to measure outcomes in subject matter areas over the span of time, we can learn whether our achievement reflects positive differences over time, steady results, or negative change. This then in turn helps us as a school system to know where to increase classroom efforts for even greater achievement in the future.

In these respects, according to the Report of PCAP, a positive change in reading overall was found in British Columbia, Manitoba, Quebec, New Brunswick, Nova Scotia and PEI, while in mathematics, significant improvements in achievement between 2010 and 2016 occurred overall in Canada and in all provinces except Ontario, where results remained stable over time. Finally, in the PCAP 2016 Science



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Assessment, Canadian students registered higher scores over time, compared to the baseline year of 2013. Manitoba, Quebec, and New Brunswick showed gains in science in both the anglophone and francophone school systems, and more than half of the provinces showed gains for girls. Achievement improved over time for boys in Manitoba, Quebec, New Brunswick, and Prince Edward Island. Please see page 151 and 152 of the 2016 PCAP Report for these and other concluding observations.

HOW DO MANITOBA'S STUDENTS COMPARE TO OTHER STUDENTS?

The results and outcomes that are achieved by Manitoba's students on PCAP tests have often been used for a variety of different purposes, one of which involves comparing Manitoba's students with those in other provinces. While mean scores can be rank-ordered in such manner as to categorize results in ascending or descending order, from the highest to lowest score achieved, doing so also deserves greater contextualization, in terms of how many students within each jurisdiction meet or exceed the expected level of performance for their grade level, and other important background factors, such as socioeconomic status. The latter factor can influence test score outcomes by a factor of up to 40 percent. This increases to 60 percent difference when both family background (including socioeconomic status) and school context are considered when calculating each province's outcome.

PCAP 2016 Achievement scores by province

Province	Reading	Math	Science
British Columbia	509	494	505
Alberta	510	505	518
Saskatchewan	491	483	491
Manitoba	487	479	491
Ontario	512	508	510
Quebec	503	541	507
New Brunswick	489	498	500
Nova Scotia	498	497	499
Prince Edward Island	513	503	516
Newfoundland and Labrador	491	490	501
Canada	507	511	508

PLEASE NOTE: Results in this Table are referenced from analyses (including greater detail and context) contained in Tables 1.9, 2.1 and 3.1 on pages 23, 36 and 45 of the 2016 PCAP Report.

Situated in the context of how many Manitoba students perform according to Level 2 and expectations in reading, mathematics and science (viewed longitudinally across PCAP tests), it remains true that over eight out of ten students continue to meet or exceed these standards, again reflecting a national trend.



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WHAT ELSE DOES PCAP TELL US?

There is a lot of valuable information that PCAP 2016 tells us, based on Canada's and also Manitoba's scores in reading, mathematics and science. Results are further analysed in terms of gender and also by enrolment of students in majority or minority language schools. As the major subject focus for the 2016 test was reading, it is also possible to review results in terms of four critical proficiencies related to this subject area, including understanding, interpreting, and responding (personally and critically) to texts. For information on Manitoba specific results under PCAP 2016, please see pages 81-90 of the Report.

IN CONCLUSION: THE MANITOBA SCHOOL BOARD ASSOCIATION'S MAJOR OBSERVATIONS ABOUT PCAP 2016

Our students' overall abilities help to place Manitoba Grade 8 students on a competitive standing with their national peers, in all three of the subject areas (reading, mathematics and science) that were tested by PCAP in 2016. While Manitoba remains below the Canadian average in all three subject areas according to the mean scores set by PCAP, the overall margin of difference between the top performing and last performing jurisdiction remains insignificant, when situated in the context of our students' performance according to standard expectations at Level 2 and 3 proficiency.

It is reasonable to expect that across Canada and in Manitoba, our students' abilities in reading, mathematics and science will change across PCAP tests. Where positive differences are noted, this reflects improvement between one test and another and generally reflects positive changes to each province's school system in terms of teaching and learning. In this respect, PCAP concludes that Manitoba has experienced positive change over time in terms of reading, mathematics and science (see Tables 1.19, 2.6 and 3.6 on pages 32, 41 and 49 in the PCAP 2016 Report).

Additional reports and analyses will be released in late 2018 by CMEC, concerning the 2016 PCAP outcomes. These will include contextual and technical reports with additional details concerning the administration of the test and provincial performance. Notwithstanding this additional reporting, the observations and facts provided in this fact sheet will remain valid and applicable.

WHERE CAN I GET MORE INFORMATION ABOUT PCAP?

Please visit the website and webpages of the Council of Ministers of Education, Canada at:

English Overview:

<https://www.cmec.ca/536/Overview.html>

French Overview:

<https://www.cmec.ca/552/Aper%C3%A7u.html>

English Report:

<https://www.cmec.ca/Publications/Lists/Publications/Attachments/381/PCAP-2016-Public-Report-EN.pdf>

French Report:

<https://www.cmec.ca/Publications/Lists/Publications/Attachments/381/PCAP-2016-Public-Report-FR.pdf>

Inter-organizational Indigenous Education Committee

Annual Field Trip

May 11, 2018

6:45 **Bus Pick Up:** Douglas Mennonite Church
1517 Rothesay Street

Venue: Charles Sinclair School: Fisher River, Manitoba

9:30-9:45 Morning Prayer and Elder Comments

9:45-10:45 Opening Remarks-Davin Dumas, Education Director
Program Descriptions and Student Presentations

10:45-11:00	BREAK
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11:00-11:30 Presentation by Chief David Crate on Community Economic Development Initiatives

11:30-12:30 Inter-organizational Committee meeting

12:30-1:15 **LUNCH**

Venue: Warrior Lodge, Peguis, Manitoba

1:30 Cultural Teachings –Floyd and Fayleen Sutherland at Sundance Site/Warrior Lodge

3:30 Closing Prayer/ Depart to Winnipeg



Media Release

For Immediate Release
May 2, 2018

Sunrise School Division Announces Appointment of Superintendent

Beausejour, Manitoba: The Board of Trustees is pleased to announce the appointment of Cathy Tymko as the Superintendent/CEO of Sunrise School Division effective August 1, 2018.

With the support of Dr. John Wiens, the Board commenced a superintendent recruitment after receiving a retirement notice from their current superintendent, Barb Isaak.

"Ms Tymko is highly regarded for her deep commitment to our communities, her passion for educational leadership and her demonstrated dedication to all our student learners," says Trustee Barnard, Chair.

Ms Tymko has served most of her educational career as assistant principal, principal and assistant superintendent in the Sunrise School Division. Over the coming months, Superintendent Isaak will work closely with Ms Tymko to ensure an effective and seamless transition.

"The Board is excited for this opportunity for Ms Tymko to continue leading our divisional journey of improvement, innovation and accountability with our schools and communities," Trustee Barnard says.

Recruitment for an assistant superintendent to fill the vacancy created from Ms Tymko's promotion will commence shortly.

"Please join the Board of Trustees in congratulating Ms Tymko on this recent appointment," adds Trustee Barnard.

-30-

Paul Barnard, Chair, Board of Trustees
Trustee.Barnard@sunrisesd.ca



A MANITOBA GSA GATHERING

I HAVE TO BE ME!

Exploring the Human Rights Stories
of LGBTTQ* Newcomers & Refugees

May 31st 2018 | 9:30AM-3:00PM
Canadian Museum for Human Rights

Be all that you can be! Join us as we explore intersecting human rights stories through the eyes of LGBTTQ* individuals and newcomer and refugee communities. Beginning with our local Indigenous ways of knowing, we will move through the local context to the national and international. We will take action for inclusion and change in our schools and beyond.

Participants will come away with school-based action plans, resources for support, and creative art projects representing this important issue.

\$100 registration fee per school

To register, please email connect@marl.mb.ca to receive registration forms.



I Have to Be Me: A Manitoba Student GSA Gathering

Exploring the Human Rights Stories of LGBTTTQ Newcomers & Refugees*

Be all that you can be! Join us as we explore intersecting human rights stories through the eyes of LGBTTTQ* individuals and newcomer and refugee communities. Beginning with local Indigenous ways of knowing, we will move through the local context to the national and international. We will take action for inclusion and change in our schools and beyond. Participants will come away with school-based action plans, resources for support, and creative art projects representing this important issue.

Open to all high school GSAs or equivalent group members, interested students in Grades 9-12 and their teachers – sign up today!

When: May 31, 2018 | 9:30-3:00pm

Where: Canadian Museum for Human Rights MTS classrooms

First deadline to register is April 30, 2018. Registration fee of \$100 per school.

Agenda*

- 9:30-9:40** Introductions
- 9:40-10:10** Welcome and Teaching from Elder Albert McLeod, Two-Spirit People of Manitoba
- 10:10-10:50** Stories of Resiliency: Panel featuring Newcomer LGBTTTQ* voices
- 10:50-11:00** *Health Break (snack provided)*
- 11:00-11:45** **Session 1** | Students will be divided into two groups, participating in smaller workshops
 - Student Workshop 1: Understanding the International situation for LGBTTTQ* persons*
 - Student Workshop 2: Building our Local Community*
 - Teacher Workshop: LGBTTTQ* tour of Canadian Museum for Human Rights*
- 11:45-12:30** **Session 2**
 - Students will participate in second workshop.*
 - Teacher Workshop: STAR Activity*
- 12:30-1:00** Lunch (bag lunch – bring your own)
- 1:00-1:45** Bannermaking with ArtsJunktion
- 1:45-2:30** PATH Activity: Taking Action and Building Solidarity
- 2:30-3:00** Closing Words
Evaluation

*Agenda subject to changes

RALLY FOR PUBLIC EDUCATION

**JOIN YOUR COLLEAGUES
TO SHOW THAT PUBLIC
EDUCATION IS OUR PRIORITY**

Inadequate public education funding is resulting in cuts across the province. Teachers and principals are concerned that the quality of education will be severely affected.



The
Manitoba
Teachers'
Society

FRIDAY, MAY 25, 2018
4:30 - 5:00 PM AT THE MANITOBA LEGISLATURE