

REGULAR MEETING OF THE LOUIS RIEL SCHOOL DIVISION BOARD OF TRUSTEES

Agenda

Tuesday, December 20, 2022, 6:30 p.m.

50 Monterey Road, Winnipeg

Hybrid Meeting

1. CALL TO ORDER

- 1.1 LRSD Land Acknowledgement
- 1.2 Welcome and Announcements
- 1.3 Affirmation of Vision and Mission

2. APPROVAL OF AGENDA AND MINUTES

- 2.1 Approval of Agenda for the Regular Board Meeting – Dec. 20, 2022
- 2.2 Approval of Minutes of the Regular Board Meeting – Dec. 6, 2022

3. LRSD NEWS

- 3.1 News from the Board of Trustees Provided by Francine Champagne
- 3.2 News from the Senior Leadership Team (SLT) Provided by Assistant Superintendent Anderson

4. PRESENTATIONS TO THE BOARD

- 4.1 Polar Bear Research in Churchill Manitoba

5. COMMITTEE REPORTS

- 5.1 Riel-Evate Endowment Fund Committee

6. STAFFING

- 6.1 Personnel Update - Appointment
- 6.2 Personnel Update - Retirement Notice

7. CHAIR INFORMATION

- 7.1 Conversation with City Councillors
- 7.2 School Tours
- 7.3 Parent Advisory Council (PAC) Appreciation Event
- 7.4 Community Review East
- 7.5 Trustee Appointments
- 7.6 Board of Trustees and Members of Senior Leadership Team Discuss the Multi-Year Strategic Plan (MYSP)

8. SLT INFORMATION TO THE BOARD

- 8.1 New School Update - École Sage Creek & Bonavista
- 8.2 Collège Jeanne-Sauvé Renovation and Addition Update
- 8.3 J.H. Bruns Collegiate Renovation and Addition Update
- 8.4 Windsor Park Collegiate Renovation Update
- 8.5 Collège Béliveau Renovation Update

- 8.6 Marion School Renovation and Addition Update
- 8.7 École Varennes Update
- 8.8 State of Equity in Education
- 8.9 Diversity, Equity and Inclusion Flipbook
- 8.10 Manitoba Health and Community Wellness
- 8.11 Leadership Team Meeting - Dec. 14, 2022
- 8.12 Fall Student Absence Rates
- 8.13 Individualized Programing

9. POLICY

- 9.1 Policy Review Committee - First Reading
- 9.2 Policy Review Committee Update -Ratification of Amendment

10. CORRESPONDENCE

- 10.1 School Board Correspondence – Received
- 10.2 School Board Correspondence – Sent
- 10.3 Manitoba School Boards Association (MSBA) Correspondence – Received

11. ACTION ITEMS

- 11.1 Wearing Masks in Schools

12. PUBLIC FORUM

13. ADJOURNMENT

MINUTES OF THE

REGULAR MEETING OF THE LOUIS RIEL SCHOOL DIVISION BOARD OF TRUSTEES

Tuesday, December 6, 2022, 6:30 p.m.
50 Monterey Road, Winnipeg
Hybrid Meeting

BOARD MEMBERS: Sandy Nemeth, Chair
Chris Sigurdson, Vice-Chair
Francine Champagne, Trustee
Darlene Gerrior, Trustee
Pamela Kolochuk, Trustee, virtual
Irene Nordheim, Trustee
Ryan Palmquist, Trustee
Chipalo Simunyola, Trustee

REGRETS: Cindy Turner, Trustee

ALSO IN ATTENDANCE: Christian Michalik, Superintendent & CEO
Jamie Rudnicki, Secretary-Treasurer & CFO
Lisa Aitken, Assistant Superintendent Staff Services
Jeff Anderson, Assistant Superintendent Instructional Services
Amarbeer Bhandari, Director of Facilities, Maintenance and Transportation, virtual
Chaimae Bouamira, Executive Assistant, virtual
Ron Cadez, Divisional Principal, virtual
Clarke Hagan, Director of Information Technology Systems
Michelle Jean-Paul, Divisional Principal
Deneen Madden, Executive Assistant
Marlene Murray, Assistant Superintendent Student Services
Derrick Sheldon, Assistant Director of Staff Services, virtual

1. CALL TO ORDER

The Dec. 6 Regular Board Meeting of the Louis Riel School Division (LRSD) Board of Trustees was called to order by Sandy Nemeth, Chair, LRSD Board of Trustees at 6:31 p.m.

1.1 LRSD Land Acknowledgement

The Louis Riel School Division (LRSD) brings together a community of schools on the traditional land of the Anishinaabek, Ininewak, and Dakota. Our division is located on

the homeland of the Red River Métis. We recognize that Manitoba is also the traditional land of the Anishininwak and Dene.

We respect the treaties made on this land and acknowledge the harms and mistakes of the past and present. We dedicate ourselves to authentic alliances with Indigenous communities in a spirit of reconciliation and cooperation.

The ongoing development of LRSD's land acknowledgement is guided by our Indigenous Council of Grandmothers and Grandfathers, and we thank them for their generosity and collaboration.

1.2 Welcome and Announcements

The Chair welcomed everyone participating in the hybrid meeting and advised that Board meetings are audio recorded for accuracy. Unless approved, photographs, personal recordings, audio, visual or otherwise, are not permitted.

1.3 Affirmation of Vision and Mission

The Chair read the division's Vision and Mission statements.

2. APPROVAL OF AGENDA AND MINUTES

2.1 Approval of Agenda for the Regular Board Meeting – Dec. 6, 2022

2022-034

Moved by Trustee Champagne

Seconded by Trustee Gerrior

THAT the Dec. 6 agenda for the Regular Board Meeting be approved.

CARRIED

2.2 Approval of Minutes of the Regular Board Meeting – Nov. 15, 2022

As there were no changes, the Nov. 15 minutes of the Regular Board Meeting were accepted as distributed.

2.3 Approval of Minutes of the Special Board Meeting - Nov. 22, 2022

As there were no changes, the Nov. 22 minutes of the Special Board Meeting were accepted as distributed.

3. LRSD NEWS

3.1 News from the Board of Trustees Provided by Trustee Turner

The Chair shared news provided by Trustee Turner:

- On Dec. 5, the École Howden Parent Advisory Council (PAC) organized a Christmas Store. This is an annual event where students from École Howden

“shop” for gifts, donated items from our community, for their family members. They also held a 50/50 draw, silent auction, bake sale and chocolate sale.

- On Nov. 26, the Applied Business Management students hosted the Louis Riel Arts & Technology Centre Winter Market. A pancake breakfast, photos with Santa, and entertaining activities for kids were all part of the day. There were booths featuring arts, crafts, and food items from community members.
- Students throughout the division have been practicing and preparing for their winter concerts. Hopefully you will be able to attend some of the upcoming events.

3.2 News from the Senior Leadership Team (SLT) Provided by Assistant Superintendent Murray

Assistant Superintendent Murray highlighted the following:

- On Nov. 16, an information session about the Community-based Aboriginal Teacher Education Program (CATEP) was held. Indigenous Educational Assistants (EA) in LRSD can pursue teaching certification through CATEP while continuing to work in their current role. The division has celebrated four graduates from the CATEP community who have been teaching since 2020. We now have a cohort of an additional 11 EAs currently enrolled in the program.
- A recent spotlight story from Windsor Park Collegiate, *Prioritizing Belonging, On and Off the Ice*, exemplifies the division’s focus of belonging.
- On Nov. 25, school-based staff gathered for a day of professional learning and engaging in work to make connections between the Multi-Year Strategic Plan, lessons learned from the Educators’ and Youth Summit as well as the Overarching Question for 2022-2023. Board Office staff also came together in the afternoon to nurture community. The day was a huge success with many thanks to the organizers and presenters.
- Congratulations to Nevan Brown, a grade 12 student at Dakota Collegiate, on winning the Harry Hood Memorial Award! This award is given to a high school football player who best exemplifies the highest standard in playing ability, school citizenship, fair play and scholastic standing.
- Thanks to the generosity of LRSD employees and school efforts to gather funds for The United Way campaign, we collectively gathered \$75,778.91 as of Dec. 1. Schools organized many events including bake sales, pizza sales and hot chocolate sales.

4. FINANCE AND AUDIT

4.1 Budget 2023/2024 Process and Timeline

Secretary-Treasurer Rudnicki shared an overview of the budget process and communication timeline and answered trustee questions.

5. CHAIR INFORMATION TO THE BOARD

5.1 Manitoba School Boards Association (MSBA) Fall General and Regional Meetings

The Chair and Trustees Simunyola, Sigurdson, Gerrior, and Palmquist were in attendance and shared highlights from the MSBA annual fall general and regional meetings.

5.2 Superintendent Evaluation - Progress Review

The Chair provided a progress report referenced by Policy CBI - Supervision/Evaluation: Superintendent of Schools, regarding conversations with Superintendent Michalik to review the progress of the annual plan and the Board's Multi-Year Strategic Plan.

6. SENIOR LEADERSHIP TEAM INFORMATION TO THE BOARD

6.1 New School Update - École Sage Creek & Bonavista

Assistant Superintendent Anderson shared an update regarding the construction of the new school that will support students enrolled in the French Immersion program, who live in Sage Creek and Bonavista. The province announced the design tender was awarded to Number Ten Architectural Group (Number Ten). On Nov. 29, Number Ten met with SLT and shared a draft schedule and mapped out the process and timeline. The new school is planned to open in January 2025. On Dec. 7, members of the SLT will meet with Number Ten and school administration at École Sage Creek School for a walk-through tour of the school reflecting on lessons learned. The developer requested an extension regarding subdivision of the school site from Nov. 30 to Feb. 15. The request has been approved and will not impact timelines.

6.2 Collège Jeanne-Sauvé Renovation and Addition Update

Assistant Superintendent Anderson shared an update regarding the renovation and addition at Collège Jeanne-Sauvé. At the regular bi-weekly meeting held on Nov. 16, it was confirmed that the project is proceeding on schedule. Beams and structural steel have been installed for the addition. Masonry work in the music room has begun and we anticipate completion of the renovation in the science rooms in mid-January.

Secretary-Treasurer Rudnicki shared that in January, the division will be engaging with the school as to how they would like to see these spaces developed with furniture, technology and manipulatives. Preliminary costs will be presented to the Board for approval.

6.3 J.H. Bruns Collegiate Renovation and Addition Update

Assistant Superintendent Murray shared an update regarding the renovation and addition at J.H. Bruns Collegiate. There was great participation at the open house hosted by the student leadership group on Nov. 16. Feedback was summarized and shared with

Number Ten who are developing a Class D cost estimate for submission to the province. A presentation to the community is planned for Dec. 15 at 7 p.m. at J.H. Bruns Collegiate. Members of the SLT met with administration from the J.H. Bruns Collegiate Family of Schools and will be reaching out for student and parent participation.

6.4 Windsor Park Collegiate Renovation Update

Assistant Superintendent Murray shared an update regarding the renovation at Windsor Park Collegiate (WPC). On Jan. 30, Prairie Architects Inc. will present a high-level block design to the community. During the week of Dec. 12, members of the SLT will meet with PACs from the Windsor Park Collegiate Family of Schools to understand the journey and the pathway for parent involvement.

6.5 Collège Béliveau Renovation Update

Assistant Superintendent Anderson shared an update regarding the renovation at Collège Béliveau. The division is following a parallel process that is happening at WPC with similar timelines. We anticipate block designs before the winter break and will have an opportunity to review the designs with the community on Jan. 31. Members of the SLT meet with the PAC on Dec. 13 and will be looking for opportunities to meet with the PACs for the Collège Béliveau Family of Schools.

6.6 Marion School Renovation and Addition Update

Amarbeer Bhandari, Director of Facilities, Maintenance and Transportation, shared an update regarding the renovation and addition at Marion School. Windows have started to arrive, and the first set has been installed. We have received an updated schedule with a completion date of June 2023. Concrete for the elevator floor pit has been installed and rebar for the concrete walls is in place. Weeping tiles around the elevator pit are also in place and the universal washroom is now complete and available to the school for usage.

6.7 École Varennes Update

Assistant Superintendent Anderson shared an update regarding École Varennes. On Nov. 29, members of the SLT met with Number Ten to review some of the feedback received from students, staff, parents, and community members. Number Ten will be submitting a refined design in January for further review before finalizing for submission to the province. Regarding parking requirements, based on projected staff in the school, the City of Winnipeg advises that 44 parking stalls is the minimum requirement.

6.8 MEECL's Framework for K-12 Continuous Improvement Status Report 2022

Superintendent Michalik shared the slide deck provided by Manitoba Education and Early Childhood Learning (MEECL) sharing the Framework for Continuous Improvement

meetings held from February through May 2022. Conversations with LRSD and MEECL will continue in February 2023.

6.9 Leadership Team Meeting - Nov. 23, 2022

Superintendent Michalik shared the highlights on behalf of Assistant Superintendent Cormack who facilitated the meeting held on Nov. 23 with school administration regarding ongoing conversations about policing and safety in schools. The Board can anticipate new policy and revisions to existing policy in the future.

6.10 Divisional Staff Development Day - Nov. 25, 2022

Superintendent Michalik and the SLT shared the main takeaways and themes collected from the exit survey regarding the divisional day of learning held on Nov. 25, 2022.

7. POLICY

7.1 Policy Review Committee Update - Ratification of Amendment

2022-035

Moved by Trustee Sigurdson

Seconded by Trustee Gerrior

THAT the following list of policies be amended:

- Policy ADD - Safe Schools
- Policy JBA - Appropriate Educational Programming
- Policy JK - Supporting Student Behaviour

CARRIED

8. CORRESPONDENCE

8.1 School Board Correspondence – Received

The following correspondence was received by the Board:

Manitoba Education and Early Childhood Learning (MEECL):

- None

Education Funding Branch:

- None

General:

- (Page 1) Seven Oaks School Division Announcement (Nov. 15, 2022)
- (Page 2) Copied letter to LRTA (Nov. 16, 2022)
- (Page 3) Email from I. Prokipchuk (Nov. 22, 2022)

8.2 School Board Correspondence – Sent

The following correspondence was sent on behalf of the Board:

- Letter to A. Laing (Oct. 31, 2022)

8.3 Manitoba School Boards Association (MSBA) Correspondence – Received

The following MSBA correspondence was received by the Board:

Labour Relations:

- (Page 1) Memo RE: Accessibility Communication Regulation (Nov. 28, 2022)

General MSBA Correspondence:

- (Page 20) e-bulletin (Nov. 16, 2022)
- (Page 21) International Day of Persons with Disabilities
- (Page 23) Winter Maintenance Bulletin (November 2022)
- (Page 25) Memo RE: Call for Committee Volunteers (Nov. 16, 2022)
- (Page 26) Fall General and Regional Agenda Package
- (Page 59) Evaluation Form MSBA Fall Meeting 2022
- (Page 60) Memo RE: Call for Workshop Proposals and Student Performers (Nov. 28, 2022)
- (Page 63) MSBA Policies for Trustees and Administration
- (Page 64) Memo RE: Mitigating Cyberattacks (Dec. 1, 2022)

9. ACTION ITEMS

9.1 Amendment of Procedural Bylaws of the Louis Riel School Division

2022-036

Moved by Trustee Champagne

Seconded by Trustee Simunyola

THAT except by the unanimous consent of the Board, a minimum of two Board meetings shall be required to amend or delete a rule found in the Procedural Bylaws; and,

THAT the amended Procedural Bylaws of the Louis Riel School Division receive first, second and third reading and be adopted.

CARRIED

10. PUBLIC FORUM

The following members of the public were in attendance and had the opportunity to ask questions for information or clarification from items on this evening's agenda:

- Carol Bitchok, virtual
- Jay McGurran
- Maggie Macintosh, virtual
- Marcela Cabezas
- Margaret Whitlaw, virtual
- Michelle Bacon, virtual

- Nicholas Kelly, virtual
- Sharon Sapoznik, virtual
- Sia Erlendson, virtual

11. ADJOURNMENT

The Dec. 6 Regular Meeting adjourned at 7:43 p.m.

Chair

Secretary-Treasurer

DRAFT



Education and Early Childhood Learning
 System Performance and Accountability Division
 Education Funding Branch
 511-1181 Portage Avenue, Winnipeg, Manitoba, Canada R3G 0T3
 T 204-945-6910 F 204-948-2000
 www.edu.gov.mb.ca/k12

November 30, 2022

Jamie Rudnicki
 Secretary-Treasurer
 The Louis Riel School Division
 Jamie.rudnicki@lrsd.net

Dear Jamie Rudnicki:

**Sage Creek / Bonavista – New K-8 French Immersion School
 Authorization to Award to Consultant and Initial Project Support**

The Louis Riel School Division is provided with initial project support for prime consultant fees for design of a major addition and renovation project in Sage Creek/Bonavista, Winnipeg. Authorization is subject to the following:

1. Initial Project Support for preliminary consultant fees is as follows:

<i>Initial Project Support</i>					
Item	Description	Cost (no taxes)	GST (1.6%)	RST/PST	Cost (incl. rst and gst)
Consultant Fees	Initial Prime Consultant Fees for Design Development to the end of March 31, 2023.	\$ 555,000.00	\$ 8,880.00	\$ 11,655.00	\$ 575,535.00
		\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -
Initial Project Support with GST and RST					\$575,535.00

2. The scope of work will be jointly developed by the School Division, Capital Projects Planning & Delivery (CPPD), and the consultant. The design will be based upon CPPD’s standards for Education and Early Childhood Learning (EECL) Schools.
3. The Louis Riel School Division is authorized to award prime consultant duties to Number TEN Architectural Group to build a new K-8 French immersion school in Sage Creek/Bonavista, Winnipeg.
4. Design can start immediately with a potential design completion of May 31, 2022.
5. Key submission and review stages to CPPD shall include:
 - 33% Schematic Design documents
 - 66% Design Development documents
 - 99% Pre-tender Construction Documents
 - Tender Documents (Issued for Construction documents)

6. All submissions shall include hardcopy format, electronic AutoCAD format and PDF format. Cost estimates shall be included with each submission.
7. This project is to be financed by long-term borrowing.

Project No.: **LR SCS MA 2022 1**

Recommended by:

Authorized by:

Greg Cherwonick
Project Manager
Capital Projects Planning and Delivery Division
Department of Labour, Consumer Protection and
Government Services

Tina Choy-Pohl
Director, Education Funding Branch
Department of Education and Early
Childhood Learning

Tina Chakraborty
Director, Project Management Office
Capital Project Planning and Delivery Division
Department of Labour, Consumer Protection and
Government Services

- c. Christian Michalik, Superintendent, The Louis Riel School Division
Amarbeer Bhandari, Operations and Maintenance, The Louis Riel School Division
Henri Peloquin, Project Manager, The Louis Riel School Division
Paulette Monita at paulette.monita@gov.mb.ca
Greg Cherwonick at greg.cherwonick@gov.mb.ca



Labour, Consumer Protection and Government Services

200 – 400 Ellice Avenue, Winnipeg, Manitoba, Canada R3B 3M3

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www.manitoba.ca

Louis Riel School Division New K-8 French Immersion School Sage Creek - Winnipeg, Manitoba 700 Initial Capacity with Core Capacity for 900

Project Description

To provide a design for a gross programme area set at 92,980 sf for a new K-8 school for Louis Riel School Division, including classroom spaces, band room, home economics and industrial arts spaces, physical fitness programme spaces, and ancillary spaces.

In addition, the scope of work will also include design and construction of a new 74 seat child care to be attached to the school campus, and designed generally to meet the requirements illustrated in the August 2017 Child Care Design Guidelines and 74-seat template design. It is to be confirmed through the design process if the child care is to be designed within the main building mass, or as a stand alone facility on the school campus.

The school capacity is initially established at 700 students, although the core capacity of the school shall be designed to accommodate a total of 900 students. Site design and layout of the school will include an alternate design of an additional 10,955 sf (8 classrooms, circulation and ancillary space) to accommodate the full build out of the school capacity to 900 students. This will be developed as an alternate price item with decision to add to the scope of the current construction, to be made at time of tender.

The finalization of the space programme, project elements, and scope of details shall be jointly developed by the School Division, the LCPGS Project Manager, and the Consultant.

Implement an integrated and collaborative design approach. The project will proceed using an Integrated Design Process (IDP). The intent of IDP is to achieve an effective collaborative design process and quantifiable outcomes by engaging multiple design disciplines, as well as owners, users, facility manager, and operational personnel throughout the design process.

The design shall meet the Livability, Sustainability and Durability requirements for Education facilities.

- A Liveable design is age-appropriate and provides ample natural daylight, an ability to evolve with changing technology and pedagogy, is mentally stimulating, supports both active and passive learning, and provides contemplative and acoustically supportive spaces for quiet learning.

- A Durable design is able to meet the Provincial architectural targets for the use of long-lived materials, features efficient and simple to operate systems is designed to support the evolution of the learning environment over time, and accommodates possible future building expansion.
- A Sustainable design is created through the appropriate specification of low VOC interior finishes, provides access to appropriately scaled glazing to suit the programme in achieving good day-lighting and good acoustic controls, and utilizes passive strategies such as appropriate massing and solar orientation to minimize energy use and to connect the building with the site.

In addition, the project falls within the Scope of the Province of Manitoba Green Building Policy, and in accordance with the guidance provided to this project, shall achieve a minimum of a LEED Silver rating using the current version of the LEED Reference Guide, Canada Green Building Council (CaGBC).

P:\D08\Central Capital\PSFB\Schools\LR - Louis Riel\Sage Creek New K-8 French\04 Projects\LR SCS MA 2022 1\00 General\Reports & Approvals\LR SCS MA 2022_ATT 1 Scope & Process_2022-07-06.docx

SUMMARY OF SCOPE AND PROCESS FOR: MAJOR CAPITAL PROJECTS/RENOVATIONS

Please keep handy for reference. Including all the information will help us expedite your projects.

Consultant Scope of Services

1. The consultant's scope of service is to include architectural, structural, mechanical, electrical, civil, landscape architectural, sustainability consultant, and cost estimator, as required by scope. Specialty consultant services not listed above may be considered for additional support if required.
2. The scope of work will be jointly developed between the consultant, school division and the Project Manager. The construction budget will be determined upon finalization of the scope of work. A preliminary scope of work has been identified for reference purposes and has been included in this document.
3. Consulting firms are required to provide professional liability insurance for not less than \$2,000,000 per claim with an aggregate amount payable of not less than \$5,000,000.
4. Project delivery method will be determined in consultation with the School Division and the LCPGS Project Manager. The delivery method (to be determined) will be either a design-bid-build process or Construction Management (CM) process.

Prepare an RAIC "Canadian Standard Form Agreement" between Client and Architect" for signature by the division. The consultant fee is based on 6% for new construction and the results of a Request for Services Procurement Process, issued by the Province on behalf of the school division.

Fee distribution shall be as follows:

15%	Schematic
15%	Design Development
45%	Construction Documents
5%	Tender
20%	Construction Phase and Contract Administration

The consultant shall work with the division to procure and coordinate the required site variances and permits.

5. Facilitate the Integrated Design Process (IDP) Attendance and participation from all consulting disciplines is required at key stages throughout the design process of the project. The number of meetings required of participants is based on what will be required in order to achieve consensus amongst the IDP collaborators for the resolution of the project.
6. The consultant shall adhere to the General Conditions and Procedures for the process and implementation of the project, as follows.

General conditions and procedures

1. Plans and designs shall reflect the intent of the scope and guidelines.
2. Consultants are to ethically make every effort to meet the budget requirements identified for the project.
3. At each design review the consultant shall provide the Project Manager:
 - Up to two (2) sets of hardcopy documents. One (1) full scale hardcopy set and one (1) half scale set.
 - One electronic copy in AutoCAD/Word and PDF formats.
 - Cost Estimate – Class of estimate is consistent with submission detail.
4. The Project Manager will not undertake reviews unless, and until, it has received from the division/district or its architect, a complete package as outlined above.

Project Assessment

1. The school division shall engage the assigned prime consultant.
2. The prime consultant shall:
 - a. Facilitate design meetings (IDP process).
 - b. Undertake a site tour.
 - c. Analyse and assess the project program and budget.
 - d. Review applicable by-laws/codes with 'Authorities Having Jurisdiction'.
 - e. Assist the school division in procuring 3rd party commissioning (CEx) and building envelope commissioning (BECx) agents.
 - f. Lead and coordinate the consultant team and coordinate with 3rd party CEx & BECx
 - g. Provide design options and assess probable costs of options. Provide a preliminary code assessment of each option which identifies building code implications of each proposal.

Schematic Design Submission

1. Schematic Design Submission shall include (if applicable):
 - a) A site plan, floor plans, and elevations. Include a summary of total square footage & area square footage.
 - b) General outline specification.
 - c) Code review and implications on project cost and layout.

- d) Provide a written description / preliminary outline specification of proposed structural building systems.
 - e) Summary of mechanical systems proposed.
 - f) Summary of electrical systems proposed.
 - g) A Class "C" cost estimate.
2. Consultant shall forward copies of the schematic submission to both the school division and the Project Manager for approval prior to proceeding to design development documents.
 3. The school division shall review drawings, make comments and forward comments, and letter of concurrence or non concurrence with the design to the Project Manager.
 4. The Project Manager will review the drawings and budget and either authorize the school division to proceed to design development or request that the drawings be re-submitted. "Review Comments" will be forwarded to the school division for distribution to the consultant. The design comments are to be incorporated into the next submission.
 5. If necessary, the consultant may be required to make changes to meet budget or project objectives. The schematic design submission should be flexible enough to enable discussion and substantive change with a minimal amount of work to the consultant prior to commencing design development.

66% Construction Document Submission

1. 66% Construction Document Submission shall include (if applicable):
 - a) A site plan showing relevant site development and fire lane.
 - b) A dimensioned architectural plan showing key components. Include a summary of total square footage and area square footages.
 - c) Building elevations/ sections showings, heights and connections to the existing school.
 - d) A roof plan showing roof design and drainage. Include roof slopes, and drainage system proposed. Include roof top units and elements expected to be in the final construction documents.
 - e) Structural design showing structural system and proposed sizing and location of main structural components.
 - f) Mechanical drawings to show schematic design, single line duct drawings and equipment layout, and a detailed description of the proposed system.
 - g) Electrical drawings with description of all electrical components and tie-ins to existing fire, communication systems.
 - h) Civil and/or landscape drawings to address site drainage. Include detailed planning for the location selection and coordination of all utilities to be brought to the project

site, including water/sewer and electrical services. Coordinate and seek approvals as required from City of Winnipeg and Manitoba Hydro.

- i) Include copy of geotechnical soils report. The geotechnical drilling must include a sufficient number of test holes to determine site conditions so the construction documents are as complete as possible prior to tender. The geotechnical testing locations should, at minimum, include the school footprint, parking lots, roadways and all other hard surfaces to be built as a part of this project.
 - j) Outline specification.
 - k) Class 'B' cost estimate. Include:
 - The cost of new construction broken down into structural, architectural, mechanical and electrical components. Include cash allowances, 2% contingency and escalation contingency on new construction.
 - Cost of site developments such as drainage, landscaping and fire lanes.
 - Items related to staged construction hoarding and heating.
 - Relocation of existing services when applicable
2. If necessary, the consultant may be required to make changes to meet budget or project objectives. The design development submission should be flexible enough to enable discussion and substantive change with a minimal amount of work to the consultant prior to commencing detailed construction documents.
 3. Consultant shall forward copies of the design development submission to both the school division and Project Manager for approval prior to proceeding to construction documents.
 4. The school division shall review drawings, make comments and forward comments and letter of concurrence or non concurrence with the design to the Project Manager.
 5. The Project Manager will review the drawings and budget and either authorize the school division to proceed, or request that the drawings be re-submitted. "Review Comments" will be forwarded to the school division for distribution to the consultant. The design comments shall be incorporated into the next submission.

Construction Documents Submission

1. The Construction Documents Submission shall include:
 - a) Detailed 99% documents and specifications for review and approval.
 - b) A Class 'A' cost estimate in the same format as the Class 'B' estimate.
2. Consultant shall review detailed designs with the various Authorities Having Jurisdiction.

3. Consultant shall forward copies of the construction document submission to both the school division and Project Manager for approval prior to proceeding to Tender.
4. The school division shall review drawings, make comments and forward comments and letter of concurrence or non concurrence with the design to the Project Manager.
5. The Project Manager will review the drawings and budget and either authorize the school division to proceed to tender or request that the drawings be re-submitted. "Review Comments" will be forwarded to the school division for distribution to the consultant. The design comments are to be incorporated into the tender documents.
6. If the project has unforeseen complexities and/or revised scope the consultant may be requested to re-submit drawings at 99% for school division and Project Manager review.
7. The consultant shall assist the school division with the City of Winnipeg's new two-step permit approval process, first with the development permit application and then with the building permit application. The consultant shall assist with all other applications related to permitting, variances, conditional usage and zoning approvals required by the City of Winnipeg.

NOTE: If Construction Management is the delivery model selected then this item may be assigned to the Construction Manager.

8. The consultant shall prequalify general contractors, mechanical, electrical and masonry sub-trades (if applicable).
9. The consultant shall submit final construction documents in AutoCAD bound, and PDF format. Documents are to be submitted no later than at time of tender.

Design Only Authority ends at this stage. If authorisation is provided to proceed to future phases, the following steps will apply.

Construction Procurement

1. The consultant shall assist the school division in obtaining bids on the approved project.
2. The consultant shall prepare and coordinate addenda.
3. The consultant shall assess bids, advise on award and prepare construction contract. Upon receipt of bids consultants shall review the bids with division and Labour, Consumer Protection and Government Services, and prepare a tender analysis complete with a summary of the list of bidders and all applicable prices (separate, alternate, itemized, etc.).

IN THE EVENT THAT ONLY ONE BID IS RECEIVED PLEASE CONTACT YOUR PROJECT MANAGER BEFORE OPENING.

4. The consultant shall make a recommendation of award of the contract to the division.
5. The division submits a copy of low bidder's tender form, bid bond and consent of surety, and labour and materials bond where applicable (please keep original tenders at your office;

send only copies).

6. Include also the second lowest bidder tender form(s) only when the low bidder(s) request(s) withdrawal or is/are eligible for disqualification (usual grounds are: errors, qualified bids, no bonding, lack of required experience).
7. The consultant shall ensure that the Retail Sales Tax (RST) on mechanical and electrical work is clearly identified and that all tendering has been completed using the 'Provincial Tendering Requirements for Capital Projects'.
8. The consultant is to submit a schedule of prices by trade with applicable RST amounts in tender forms.
9. The division shall submit printing costs for tender documents to Labour, Consumer Protection and Government Services: (exclude check sets and plots of originals), include number of pages and cost per page if possible. Labour, Consumer Protection and Government Services will only authorise support for reasonable printing costs determined by current Winnipeg rates.
10. The consultant shall ensure bidders are in compliance with provincial requirements for safety related program certification and participation in apprenticeship training schemes as appropriate.

Contract Administration / Post Construction

1. Assess/ report on the project progress through periodic site reviews.
2. Review, certify and provide recommendation on contractor progress claims.
3. Undertake final deficiency assessments and process Substantial Completion Certification for occupancy.
4. Provide owner Operation and Maintenance manuals.
5. Complete and coordinate submissions for LEED Silver certification and Efficiency Manitoba Incentives, as applicable.
6. Preparation of as-built and record drawings.
7. Organize/facilitate the 12-month Warranty Review with Division and Consultant team.

END

From: Tom Simms <tomsimms@cedawpg.org>
Sent: Wednesday, November 16, 2022 2:42 PM
To: Christian Michalik <christian.michalik@lrsd.net>
Subject: State of Equity in Education Report - Winnipeg Indigenous Executive Circle (School Divisions)

Hi Christian,

This email is sent on behalf of Heather McCormick, Chairperson of the Education Committee of the Winnipeg Indigenous Executive Circle (WIEC). CEDA is providing research and administrative support for this initiative.

Thank you for your continued participation in the Winnipeg Indigenous Executive Circle's *State of Equity in Education Report*. This Report is issued annually. See attached 2021 Report. It reflects the progress that has been made to address the calls to action over the past year and identifies some further calls to action for the upcoming year.

The State of Equity in Education Report is based on the guiding principle that in order to improve outcomes for Indigenous students, they need to see themselves better reflected in the curriculum and staff working at all levels in the public school system.

In order to prepare our 2022 State of Equity in Education Report, we are asking your school division to complete the 2022 State of Equity in Education survey to obtain student and employee data updates for the 2021/2022 academic year.

Survey link:

WIEC School Division Survey: <https://www.surveymonkey.com/r/2XB7RCH>

We ask that you return the survey by January 16, 2022.

The results of the survey will be publicly released in the spring of 2023.

If you have any questions, please do not hesitate to contact me.

Regards,
Tom Simms



TOM SIMMS | *CO-DIRECTOR*
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STATE OF EQUITY IN EDUCATION REPORT

WINNIPEG INDIGENOUS
EXECUTIVE CIRCLE



2021

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2 WINNIPEG INDIGENOUS EXECUTIVE CIRCLE

1. EXECUTIVE SUMMARY

The purpose of the *State of Equity in Education Report* is to promote evidence-based strategies for the development and implementation of equity-based education policies and programs for the Indigenous students enrolled in the public schools in the city of Winnipeg. A guiding principle of the Report is that to improve educational outcomes for Indigenous students, they need to see themselves better reflected in the curriculum and all staff positions within the public education system.

The Report deliberately focuses on a narrow range of issues, including the underrepresentation of First Nations, Métis, and Inuit peoples on school boards, as staff within public schools, and as students within the faculties of education.

Depth rather than breadth is the strategic approach taken by the Report to best monitor the action and progress made on these critical areas of concern. As documented in the *2020 State of Equity in Education Report*, the history of developing reports on issues of equity-based education has been long on rhetoric and short on achieving measurable outcomes. Concrete and authentic change comes from addressing deeply embedded systemic issues of colonialism and racism, engaging in difficult conversations, and being transparent and accountable to the community.

Concrete and authentic change comes from addressing deeply embedded systemic issues of colonialism and racism, engaging in difficult conversations, and being transparent and accountable to the community.

The *2021 State of Equity in Education Report* was developed based on the themes of the survey response data provided in the fall of 2021 by:

1. The provincial government
2. The six school divisions in the city of Winnipeg:
 - a. Louis Riel School Division (LRSD)
 - b. Pembina Trails School Division (PTSD)
 - c. River East-Transcona School Division (RETSO)
 - d. St. James-Assiniboia School Division (STASD)
 - e. Seven Oaks School Division (SOSD)
 - f. Winnipeg School Division (WSD)
3. The faculties of education at:
 - a. Brandon University (BU)
 - b. The University of Manitoba (U of M)
 - c. The University of Winnipeg (U of W)
 - d. Université de Saint-Boniface (U of SB)

The findings of the Report will be presented to the school divisions, faculties of education, the provincial department of education, and released to the public.

It is important to track the progress that school divisions have made over the past year to begin to implement equity-based education initiatives such as student and workforce surveys, to

acknowledge the important role of independent equity audits, and to make public commitments to support the development and implementation of education equity offices. It is also promising to hear about the interest from the faculties of education to work in partnership with Indigenous organizations, school divisions, and provincial and federal governments to expand the number of Indigenous Bachelor of Education graduates in our community.

The second annual *2021 State of Equity in Education Report* will highlight the extent to which the provincial government, school divisions, and the faculties of education have been listening to community voices based on their institutional responses to date to the Calls to Action in the first annual *2020 State of Equity in Education Report*.

Each *State of Equity in Education Report* is a living document that provides an annual update on how the equity-based education issues identified in the Calls to Action of the previous year are being addressed. A new set of Calls to Action will also be presented in each subsequent annual *State of Equity in Education Report* that is released by the Winnipeg Indigenous Executive Circle.

The Report will be structured in the following manner:

1. Review the response to the Calls to Action of the *2020 State of Equity in Education Report*;
2. Present the results of the 2021 State of Equity in Education Survey of the six school divisions within Winnipeg and the four faculties of education that graduate teachers to work in Winnipeg schools; and
3. Identify Calls to Action for the upcoming year.

2. BACKGROUND OF ORGANIZATION

The Winnipeg Indigenous Executive Circle was formed in 2015 and represents Indigenous Executive Directors of Indigenous-led organizations with a mandate to enhance policies, service delivery, and systems so that they are more responsive to the needs and perspectives of First Nations, Métis, and Inuit peoples in the city of Winnipeg.

The Winnipeg Indigenous Executive Circle has identified four priorities in its strategic plan, including:

- Education, Training, Employment and Economic Development;
- Access to Housing;
- Supporting and Strengthening Families; and
- Health and Well-being

This *State of Equity in Education Report* is guided by the Education Committee of the Winnipeg Indigenous Executive Circle, which is chaired by Heather McCormick of the Centre of Aboriginal Human Resource Development.

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3. INSTITUTIONS' RESPONSE TO THE 2020 STATE OF EQUITY IN EDUCATION REPORT CALLS TO ACTION

In July 2021, a Calls to Action Institution Self-Assessment was sent to the provincial government, school divisions, and the faculties of education for these institutions to report back on the progress that they have made to date to address the 10 Calls to Action identified in the 2020 *State of Equity in Education Report*.

Table 1 provides a summary of the responses from the six Winnipeg school divisions. The response categories in the Calls to Action Institution Self-Assessment include: (1) Implemented; (2) Plan to Implement; and (3) No Plan to Implement.

TABLE 1: CALLS TO ACTION INSTITUTION SELF-ASSESSMENT RESPONSES FROM SCHOOL DIVISIONS

Call To Action	Louis Riel School Division	Pembina Trails School Division	River East Transcona School Division	St. James Assiniboia School Division	Seven Oaks School Division	Winnipeg School Division
1. Designated seats for Indigenous peoples on school boards.	Did Not Respond	No Plan to Implement	No Plan to Implement	No Plan to Implement	Not Participating in Survey	No Plan to Implement
2. Consensus decision-making rather than majority rule decision-making process for school board meetings.	Did Not Respond	No Plan to Implement	No Plan to Implement	No Plan to Implement	Not Participating in Survey	No Plan to Implement
3.1 Implement external equity audit.	Plan to Implement	No Plan to Implement	Plan to Implement	No Plan to Implement	Not Participating in Survey	No Plan to Implement
3.2 Implement workforce self-identification survey.	Implemented	Plan to Implement	Plan to Implement	Implemented	Not Participating in Survey	Implemented
4. Annual release of employment equity reports that are accessible to the public.	Plan to Implement	Plan to Implement	Plan to Implement	Plan to Implement	Not Participating in Survey	Implemented
5. Implement external Employment Systems Review.	Plan to Implement	Plan to Implement	No Plan to Implement	No Plan to Implement	Not Participating in Survey	No Plan to Implement
6. Set employment equity targets proportionate to number of Indigenous students served by school division.	Plan to Implement	No Plan to Implement	Plan to Implement	Plan to Implement	Not Participating in Survey	Implemented
10. Participate in <i>More Indigenous Teachers</i> stakeholder working group.	Plan to Implement	No Plan to Implement	Plan to Implement	Plan to Implement	Not Participating in Survey	Did Not Respond

Table 2 provides a summary of the responses of the four universities that provide Bachelor of Education graduates for schools in the city of Winnipeg.

TABLE 2: CALLS TO ACTION INSTITUTION SELF-ASSESSMENT RESPONSES FROM FACULTIES OF EDUCATION

Call To Action	University of Manitoba	University of Winnipeg	Université de Saint-Boniface	Brandon University
7. Set equity enrollment targets for Indigenous B. Ed. students and release annual Indigenous student equity enrollment/graduation report publicly to promote transparency and accountability.	Implemented	Did Not Respond	Did Not Respond	Did Not Respond
8. Employment equity policy, for not only the university, but broken down to faculty levels. Provide targets for Indigenous faculty and staff; workforce self-identification; survey data by employee categories and survey completion rates; advancement and retention data; and released annually to the public to promote transparency and accountability.	Plan to Implement	Did Not Respond	Did Not Respond	Did Not Respond
10. Participate in <i>More Indigenous Teachers Initiative</i> stakeholder working group.	Plan to Implement	Did Not Respond	Did Not Respond	Did Not Respond

Table 3 provides a summary of the response from the provincial government.

TABLE 3: CALLS TO ACTION INSTITUTION SELF-ASSESSMENT RESPONSE FROM THE PROVINCE OF MANITOBA

Call To Action	Province of Manitoba
1. Establish designated seats for Indigenous peoples on public school governance structures.	Plan to Implement (This response was provided prior to the decision to withdraw Bill 64)
2. Consensus decision-making process rather than majority rule decision-making process at school board meetings	Did Not Respond (Province of Manitoba indicated that school boards have the jurisdiction to make this decision)
9. Publish on a 3-year period basis self-identification and teacher survey data for Indigenous peoples broken down by individual school district.	Implemented
10 Participate in <i>More Indigenous Teachers Initiative</i> stakeholder working group.	Plan to Implement

3.1. CALLS TO ACTION ON SCHOOL GOVERNANCE – REVIEW OF SURVEY RESPONSES

Call to Action #1 involves designated seats for Indigenous peoples on school boards. Four school divisions indicated that they have no plan to implement this Call to Action; one school division did not respond; and one school division decided to not participate formally in the *State of Equity in Education Report*.

Call to Action #2 involves consensus decision-making processes rather than majority rule decision-making processes at school board meetings. Four school divisions indicated that they have no plan to implement this Call to Action; one school division did not respond; and one school division decided to not participate formally in the *State of Equity in Education Report*.

The 2020 *State of Equity in Education Report* indicated that 2 of the 54 school trustees self-identify as Indigenous. These 2 school trustees were elected in one school division, while the other 5 school divisions had no Indigenous representation on their respective school boards.

As presented later in this 2021 *State of Equity in Education Report*, 5 of the 54 school trustees self-identify as Indigenous. Four of these trustees were elected in one school division, one was elected in another school division, and the other 4 school divisions had no Indigenous representation on their respective school boards.

The 2020 *State of Equity in Education Report* identified the underlying colonial dynamic of school governance that does not have the voices of First Nations, Métis, and Inuit peoples at the decision-making tables. Hart and Rowe (2014) define colonialism as:

The evolving process where we, as peoples of this land, face impositions – from genocide to assimilation, to marginalization – of views, beliefs, values and practices, lands and/or resources. It is when we, as peoples of this land, are stopped hindered, cajoled, and/or manipulated from making and enacting decisions about our lives, individually and as a group, because of being a person of the peoples of this land. These decisions include how we are going to be who we are, and how, if at all, we are going to incorporate the ideas, beliefs, values and practices of other peoples (p. 35).

Iris Young's (1990) concept of non-distributive justice brings further attention to the impact of inclusion and exclusion in the decision-making structures such as local school boards. Young looks at how decision-making structures enact and reproduce their colonial power. Existing justice perspectives that focus on the distribution of rights, opportunities and resources fail to bring issues of decision-making power and representation under evaluation. These non-distributive dynamics causally condition the distribution of resources. Critical questions to ask, therefore, when identifying sources of colonial domination within social relations in society, include: (1) Who is included and why? (2) Who is excluded and why? and (3) What are the barriers to representation involving issues of power, decision-making, and the allocation of rights, opportunities, and resources?

Four of the six school divisions in the city of Winnipeg do not have the representation of Indigenous peoples on their school boards. Based on the lack of response or negative response to the Calls to Action regarding designated Indigenous seats on school boards and the use of consensus decision-making processes at school board meetings, the question needs to be asked:

what are public education leaders going to do to decolonize the governance structures of the public school system that reflect a deeply ingrained history of exclusion of Indigenous voices?

What are public education leaders going to do to decolonize the governance structures of the public school system that reflect a deeply ingrained history of exclusion of Indigenous voices?

3.2. CALLS TO ACTION ON SCHOOL DIVISION EMPLOYMENT EQUITY – REVIEW OF SURVEY RESPONSES

Call to Action #3.1 involves the implementation of an external equity audit. Two school divisions indicated they plan to implement; three school divisions indicated they have no plan to implement; and one school division decided not to formally participate in the *State of Equity in Education Report*.

Call to Action #3.2 involves the implementation of a workforce self-identification survey. Three school divisions indicated they implemented this call to action; two school divisions indicated they plan to implement; and one school division decided not to formally participate in the *State of Equity in Education Report*.

Call to Action #4 involves the annual release of employment equity data that is accessible to the public. One school division indicated they implemented this call to action; four school divisions indicated they plan to implement; and one school division decided not to formally participate in the *State of Equity in Education Report*.

Call to Action #5 involves the implementation of an external systems review. Two school divisions indicated they have no plan to implement this call to action; three school divisions indicated they plan to implement; and one school division decided not to formally participate in the *State of Equity in Education Report*.

Call to Action #6 involves setting employment equity targets proportionate to the number of Indigenous students served by the school division. One school division indicated they have implemented this call to action; three school divisions indicated they plan to implement; one school division has no plan to implement; and one school division decided not to formally participate in the *State of Equity in Education Report*.

The Calls to Action #3 to #6 identify employment equity policies and practices that (1) support school divisions to work towards the development of a workforce that is representative of the students being served; (2) promote accountability; and (3) are transparent. The gap between the number of teachers who are Indigenous or from racialized communities working in public schools in Winnipeg and the student population being served is an issue that is not unique to our community. It is a structural issue faced by school divisions across Canada and the United States.

Equity-based data collection regarding this issue of a representative teacher workforce is not well-documented in Canada. In contrast, the federal department of education in the United States publishes a Characteristics of Public and Private Elementary and Secondary School Teachers

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Report every two years. The most recent report, published in 2020, for the 2017/2018 survey results, indicates that 79% of the teachers are white; 77% of the teachers are female; 7% of the teachers are black; and 2% of the teachers are black males. The report identifies a significant gap between teacher workforce representation in relation to the students being served as 53% of the students are persons of colour.

This structural inequity requires a long-term and sustainable systemic approach. In June 2020, the Ontario provincial government took over running the Peel District School Board (PDSB), the second-largest school division in the country, in response to the school board's inability to address issues of systemic racism identified in the external provincial review of the school district.

The review highlighted the essential role of employment equity policy and programs. The report stated "a detailed Employment Systems Review (ESR) is an irreplaceable best practice used to ferret out barriers to equity in workplace cultures, policies, procedures and practices. Indeed, without a thorough ESR, it is difficult to understand how the Board of Trustees can properly establish accountabilities, goals and timetables necessary to conduct fair and transparent equity hiring."

Third-party independent reviews of the financial operations of non-profit and publicly funded organizations through annual financial audits are standard practices for good governance, accountability, and transparency. Equity audits and Employment Systems Reviews play this same best practice stewardship function for an organization's human resource practices. Without a third-party independent review that develops feedback from various vantage points within and outside the organization, the leadership in governance and senior management will have blind spots—they won't know what they don't know—especially for employment equity-related issues.

A positive development over this past year is the work by several school divisions to undertake or plan to implement workforce self-identification surveys. This is an important first step in being able to strategically plan to develop a workforce that is representative of the students being served by school divisions. However, a more comprehensive equity-based human resource practice is to engage external third-party independent resource groups to conduct equity audits and external system reviews.

Accountability and transparency are two key foundational issues of equity-based employment policy and practice. Along with implementing external equity audits, workforce self-identification surveys, employment systems reviews, and setting employment equity targets proportionate to the Indigenous students being served by school divisions, local school districts must ensure that annual employment equity reports are produced that are accessible to the public. These annual employment equity reports provide parents and citizens of the community an update on the progress being made, the challenges encountered, and plans of action to achieve the identified employment equity program goals and objectives.

Equity Matters, a coalition of Indigenous, newcomer/racialized, and community-based groups that has received endorsements from over 80 organizations for its call to action for the development of an Education Equity Secretariat within the provincial government and Equity Education Offices within school divisions, will be hosting webinars in the upcoming year about the role, practices, and processes of equity audits and Employment System Reviews featuring keynote speakers from experienced resource groups in this field. The purpose of the webinars is for local school divisions

and provincial government officials to gain more awareness, knowledge, and capacity to implement these important equity-based employment practices within their organizations.

3.3. CALL TO ACTION ON THE MORE INDIGENOUS TEACHERS INITIATIVE – A REVIEW OF SURVEY RESPONSES

Call to Action #10 involves establishing a stakeholder working group of representatives from Indigenous organizations, school divisions, faculties of education and the provincial government to develop and implement a strategy to increase the number of Indigenous teachers in schools in the city of Winnipeg. Two school divisions indicated they plan to implement this call to action; three school divisions did not respond; and one school division decided not to formally participate in the *State of Equity in Education Report*.

The Winnipeg Indigenous Executive Circle (WIEC) hosted a stakeholder working group meeting in September 2021 and presented an Indigenous Teacher Education Strategy that focussed on building the pool of Indigenous peoples interested in becoming teachers through a job training program; developing a laddering program for these students to obtain a Bachelor of Education degree upon completion of the job training program; and developing a laddering program for existing Indigenous educational assistants to obtain their Bachelor of Education degree.

A major challenge faced by the faculties of education in their efforts to scale up the number of Indigenous B.Ed. graduates is to build a larger pool of Indigenous peoples in the city of Winnipeg who are interested in becoming teachers. The *2020 State of Equity in Education Report* indicated that there is an underrepresentation of 600 to 700 Indigenous teachers in the city of Winnipeg schools. On average, the faculties of education at the University of Manitoba and University of Winnipeg have graduated 35 Indigenous B. Ed. graduates between these two institutions each year for the past two decades. At this rate, it will take almost 20 years to address the underrepresentation of Indigenous teachers in Winnipeg.

WIEC maintains that the faculties of education will not be able to address this challenge on their own. There needs to be a partnership involving Indigenous organizations, school divisions, faculties of education, and the provincial and federal governments working together in a strategic way to increase the number of Indigenous B. Ed. graduates.

This could include establishing a Bachelor of Education in Indigenous Knowledges (similar to the already existing Masters of Social Work in Indigenous Knowledges program at the University of Manitoba) operated by an existing Indigenous academic organization such as Neeginan College (similar to the precedent set by the Bachelor of Social Work program offered by the Salvation Army's Booth University College).

An additional challenge that needs to be addressed is the absence of student living allowances and tuition bursaries that would enable prospective students to attend Bachelor of Education programs on a full-time basis. This is a challenge faced by students attending the existing Community Aboriginal Teacher Education Program (CATEP) at the University of Winnipeg. Participants of this program work as educational assistants in several Winnipeg school divisions. They attend the CATEP B.Ed. program part-time at night, on weekends, and go on Employment Insurance for the months of May to August to attend the program full-time. This program approach can take a student up to 8 years to graduate, which is very demanding on students who

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are working full-time, raising a family, and going to school. Between 2015 and 2021, an average of 8 students who are Indigenous graduated from CATEP with a Bachelor of Education per year.

A key strategy for WIEC’s proposed Indigenous Teacher Education Strategy is to negotiate with the federal government to provide urban Indigenous organizations with funding for student living allowances and tuition bursaries for students to go to school full-time. The federal government previously provided this type of funding for students attending the Bachelor of Education and Bachelor of Social Work programs at the Winnipeg Education Centre. If the number of Indigenous B.Ed. students are to be scaled up in the city of Winnipeg, similar resources will be required.

The proposed Indigenous Teacher Education Strategy would involve three components, including:

1. The federal government would expand funding to the Centre for Aboriginal Human Resource Development (CAHRD), the local Indigenous Skills and Employment (ISET) federal program holder in Winnipeg, to offer a one-year job training program for 100 participants per year for a five-year period (500 jobs in total) for Indigenous parents and adult learning centre participants to be Community Teacher Service Workers. These participants would be placed in teams of 5 individuals in 20 urban schools that have large numbers of Indigenous students. Program participants would be provided upgrading and transition support, along with work placement experiences in a school setting.
2. Graduates of the Community Teacher Service Worker program would be ladderred into a Bachelor of Education in Indigenous Knowledges program operated by Neeginan College. Federal funding for living allowances and tuition bursaries would be provided to support participants to attend school on a full-time basis. There would be 25 students per year enrolled in the program, and 5 cohorts of the program would be offered over a 9-year period for a total of 125 students.
3. Educational Assistant Laddering Program to Bachelor of Education in Indigenous Knowledges would be operated by Neeginan College for existing Indigenous Educational Assistants who are interested in going to school on a full-time basis. A student living allowance and tuition bursaries would be funded by the federal government. There would be 25 students per year enrolled in the program, and 5 cohorts of the program would be offered over a 9-year period for a total of 125 students.

The *More Indigenous Teachers Initiative* Stakeholder Working Group meeting that was hosted by the Winnipeg Indigenous Executive Circle in September 2021 was asked to provide their feedback and the extent to which they could support this concrete proposal. The general response from the stakeholders, including representatives from school divisions, faculties of education and the provincial government, was that the proposal was innovative, the partnership approach was critical, laddering strategies were important, federal funding support would be welcomed, and that the stakeholders were interested in further working together.

4. DATA COLLECTION FOR THE 2021 STATE OF EQUITY IN EDUCATION REPORT

In January and February 2021, WIEC made presentations to the Board of Trustees of each of the six school divisions in the city of Winnipeg to share the Calls to Action for school divisions identified in the *2020 State of Equity in Education Report*. In March and April 2021, WIEC met

with each of the deans of the faculties of education to review the Calls to Action for faculties of education made in the *2020 State of Equity in Education Report*.

In May 2021, the Education Committee of the Winnipeg Indigenous Executive Circle approved the survey instrument and Calls to Action Institution Self-Assessment form that would be used to collect data for the second annual *State of Equity in Education Report*. The survey instrument for the school divisions was based on the document used for the *2020 State of Equity in Education Report*. One additional section was included in the 2021 survey regarding an overview of student data disaggregated by Indigeneity for student suspensions, student absenteeism, inactive students, graduation, credit accumulation, representation in applied and academic courses, and representation in special education. The 2021 survey instrument for the faculties of education was based on the same document used for the *2020 State of Equity in Education Report*.

The 2021 State of Equity in Education Survey and Calls to Action Institution Self-Assessment were sent out to the superintendents of each of the six school divisions in the city of Winnipeg, the deans of the faculties of education, and the provincial government in June 2021. The surveys and Self-Assessments were completed by five of the six school divisions (one school division decided not to formally participate in the survey), completed by two of the four faculties of education, and by the provincial government by November 2021.

In January 2022, WIEC met with the Metro Superintendents Committee, the Council of Deans of Education in Manitoba, and the Director of the Indigenous Inclusion Directorate of the provincial government to get their feedback on the first draft of the 2021 State of Equity in Education Report. This feedback was incorporated into the final draft of the Report.

5. FINDINGS – SCHOOL DIVISION SURVEY

5.1. SCHOOL TRUSTEE REPRESENTATION

Four of the six school divisions completed the school trustee Indigenous self-identification survey question of the *State of Equity in Education Report*. These school divisions were the Louis Riel School Division, River East-Transcona School Division, St. James-Assiniboia School Division and Winnipeg School Division. The Pembina Trails School Division did not provide a response to the question of school trustee self-identification. The Seven Oaks School Division decided to not formally participate in the State of Equity in Education survey. They did provide documents reflecting the innovative work they have undertaken this past year including their anti-racism policy, workforce census, student survey, Indigenous education policy, Commitment to Equity Policy, and a report called "Seven Oaks by the Numbers" that illustrates the school division's outcomes and disaggregates achievement data.

To supplement the data collection of the school trustee profile representation component of the *State of Equity in Education Report*, a biographical review of each of the 54 school trustees in Winnipeg was undertaken with respect to Indigenous peoples' representation. The *State of Equity in Education Report* looks forward to any further responses from the Seven Oaks School Division to clarify any inaccuracies of the biographical review analysis involving school trustee representation.

TABLE 4: SCHOOL TRUSTEE PROFILE AND REPRESENTATION – 2018 ELECTION

School Division	Number of Trustees	2020 Survey Number of Indigenous Trustees	%	2021 Survey Number of Indigenous Trustees	%
Louis Riel School Division	9	0	0%	0	0%
Pembina Trails School Division	9	0	0%	0	0%
River East Transcona School Division	9	0	0%	0	0%
St. James Assiniboia School Division	9	0	0%	1	11%
Seven Oaks School Division	9	0	0%	0	0%
Winnipeg School Division	9	2	22%	4	44%
Total	54	2	4%	5	9%

The school trustee profile and representation, based on the results of the 2018 school board elections in the city of Winnipeg, indicates Indigenous peoples are underrepresented at the highest level of policy and program decision-making within the public school system in our community. The 2020 State of Equity in Education Survey indicated that only the Winnipeg School Division school board has Indigenous school trustees, and the other five school divisions have no Indigenous representation on their respective school boards. The 2021 State of Equity in Education Survey indicates that the Winnipeg School Division now has 4 school trustees self-identifying as Indigenous and the St. James-Assiniboia School Division has 1 school trustee self-identifying as an Indigenous person.

The underrepresentation of Indigenous peoples on the school boards in the city of Winnipeg continues to be an ongoing issue. Two school divisions have representation of Indigenous school trustees while four school divisions have no Indigenous representation on the school board.

The impact of this issue of underrepresentation means that Indigenous voices are often not present in the deliberation of program and policy decisions. Hart and Rowe (2014) would identify this lack of representation in decision-making structures as a form of colonialism in that Indigenous peoples face the imposition of views, beliefs, and practices of non-Indigenous peoples, which impact the lives of their children and families. The concept of non-distributive justice (Young, 1990) further illustrates how non-representative decision-making structures enact and reproduce their power, which impacts Indigenous communities.

The decision-making process is flawed when voices are missing from the decision-making table. While this may not be the intent of school trustees in decision-making roles who undoubtedly have the best interests of all students in mind, a decolonization perspective is based on the impact of actions, not the intent.

Colonialism is a structure, not an event. The lack of Indigenous representation at decision-making tables impacts the Indigenous community in decisions involving the distribution of rights, resources, opportunities, and the prioritization of issues.

Colonialism is a structure, not an event. The lack of Indigenous representation at decision-making tables impacts the Indigenous community in decisions involving the distribution of rights, resources, opportunities, and the prioritization of issues.

5.2. SHORTAGE OF INDIGENOUS TEACHERS IN THE CITY OF WINNIPEG

The Province of Manitoba has in the past conducted the Manitoba Indigenous Teacher Education Survey (MITES) every three years to collect data about the number of self-identified Indigenous teachers in the province. Unfortunately, the last published MITES report was 2013.

The *State of Equity in Education Report* cross-references the MITES data with the Aboriginal Self-Identification Student Data in Manitoba Schools collected by the Province of Manitoba regarding self-identified students to provide a profile of Indigenous teacher representation in schools in Winnipeg.

A key guiding principle of the *State of Equity in Education Report* is that to improve educational outcomes for Indigenous students, they need to see themselves better reflected in the curriculum and at all staff levels in the public school system. One of the concrete steps that could be taken by local school divisions to meet this objective would be to adopt an employment benchmark approach that seeks to ensure the number of Indigenous teachers working in schools reflects the number of students attending schools in our community. This would serve to be an important step towards better addressing what Putman, Hansen, and Walsh (2016) have identified as the “diversity gap.”

**TABLE 5: DIVERSITY GAP FOR NUMBER OF INDIGENOUS TEACHERS AND ENROLLED STUDENTS 2013/14
MANITOBA INDIGENOUS TEACHER EDUCATION SURVEY REPORT AND 2013/14 ABORIGINAL SELF-
IDENTIFICATION IN MANITOBA SCHOOLS REPORT**

School Division	Students Total	Students Indigenous	Percent	Teachers Total	Teachers Indigenous	Percent
Louis Riel School Division	14,343	1,628	11.4%	973	105	10.8%
Pembina Trails School Division	12,709	783	6.2%	923	59	6.4%
River East-Transcona School Division	16,106	2,461	15.3%	1,161	70	6.0%
St. James-Assiniboia School Division	8,305	1,667	20.1%	619	44	7.1%
Seven Oaks School Division	10,858	1,395	12.8%	762	64	8.4%
Winnipeg School Division	33,176	8,186	24.7%	2,402	244	10.2%
Total	95,497	16,120	16.9%	6,840	586	8.6%

To have an equitable and proportionate representation of Indigenous teachers to better reflect the number of Indigenous students in the city of Winnipeg of 16.9% or a total of 1,156 Indigenous teachers, an additional 570 Indigenous teachers would need to be hired by the school divisions in the city of Winnipeg based on the Province of Manitoba data for 2013/2014.

A major limitation of this analysis is that the data is almost 10 years out of date. It is critical that the Province of Manitoba updates the Manitoba Indigenous Teacher Education Survey so that a more accurate picture of the underrepresentation of Indigenous teachers in Winnipeg can be presented.

5.3. DEVELOPMENT AND IMPLEMENTATION OF EMPLOYMENT EQUITY POLICIES

Of the six school divisions in the city of Winnipeg, only the Winnipeg School Division (WSD) has an employment equity policy, produces an annual report that is presented to its Board of Trustees, and posts the annual employment equity report online. The WSD has been a pioneer and leader in the practice of employment equity since the division initiated its policy and program in 1993.

Table 6 provides an overview of the responses from the six school divisions in the city of Winnipeg regarding their existing commitments to implementing identified employment equity policies and best practices.

TABLE 6: OVERVIEW OF THE SCHOOL DIVISIONS' EMPLOYMENT EQUITY POLICY AND PRACTICE

Employment Equity Initiative	Louis Riel School Division	Pembina Trails School Division	River East Transcona School Division	St. James Assiniboia School Division	Seven Oaks School Division	Winnipeg School Division
Employment Equity Policy and Program	No	No	Yes	No	Not Participating	Yes
Equity Audit by Independent Third Party	No	No	No	No	Not Participating	No
Employment Systems Review by Independent Third Party	No	No	No	No	Not Participating	No
Workforce Survey	Yes	No	Yes	No	Not Participating	Yes
Annual advancement and retention reports for equity seeking groups	No	No	Yes	No	Not Participating	Yes
Set equity employment targets for Indigenous peoples	No	No	No	No	Not Participating	Yes
Provide employment equity policy and program to State of Equity in Education Report	Yes	No	No	No	Not Participating	Yes
Is annual employment equity report accessible to the public?	No	No	No	No	Not Participating	Yes

The key themes that emerge from the responses to the 2021 State of Equity in Education Survey related to the identified best practices employment equity initiatives include:

1. Progress is being made by certain school divisions to undertake workforce surveys. The Winnipeg School Division has implemented and refined its workforce survey for the past two decades; the Louis Riel School Division implemented a workforce survey this past year; both the River East-Transcona School Division and St. James-Assiniboia School Division have indicated an interest in carrying out a workforce survey with their staff members. While the Seven Oaks School Division decided not to formally participate in the 2021 State of Equity in Education Survey, they provided us with their workforce survey document that they implemented this past year.
2. None of the school divisions that responded to the 2021 State of Equity in Education Survey indicated that they plan to implement an external third-party independent equity audit or external systems review. If school divisions are to authentically engage in employment equity best practice, independent equity audits and external systems reviews are foundational components of the process for making system change in employment equity.

It is worth reinforcing the points that were made earlier in this *State of Equity in Education Report*: it would be unacceptable for non-profit or publicly funded organizations not to do independent financial audits of their financial affairs.

It is a well-established fact that good governance requires annual financial audits that are done by an external independent third-party and are made available to the public to promote accountability and transparency. The general acceptance of the role of

ensuring accountability and transparency for the financial operations of a publicly funded organization should be the same standard of expectations of good governance and stewardship for the human resource operations of an organization. Governing bodies such as school boards and senior administrators will not provide the most effective and efficient leadership if they only view their organization from their vantage points; They will have blind spots and will need feedback channels because they won't know what they don't know.

Another benefit of independent equity audits and employment systems review was highlighted by the external review report of the Peel District School Board that was taken over by the Ontario provincial government in June 2020. The review report stated, "a detailed Employment Systems Review (ESR) is an irreplaceable best practice used to ferret out barriers to equity in workplace cultures, policies, procedures and practices. Indeed, without a thorough ESR, it is difficult to understand how the Board of Trustees can properly establish accountabilities, goals, and timetables necessary to conduct fair and transparent equity hiring."

The Turner Consulting Group in Ontario has conducted 47 equity audits to date, including the Peel District School Board, York Region District School Board, Hamilton-Wentworth District School Board, City of Guelph, City of Hamilton, Public Health Agency of Canada, and the United Way Peel Region, to name a few.

According to the Turner Consulting Group, "a workplace equity audit or employment systems review involves the examination of each employment policy, practice and process (both formal and informal), as well as corporate culture and work environment, to determine if they present a barrier to the hiring, advancement or full inclusion of employees who experience persistent and systemic discrimination in employment, namely women, racialized people, Indigenous peoples, persons with disabilities and 2SLGBTQ+."

The Equity Audits regarding employment include the following elements:

- "Examination of written employment policies and procedures;
- Review of any equity-related data and documents, e.g. human rights complaints, diversity training materials, employee engagement survey results;
- Consultation with employees through an online survey and focus groups;
- Consultation with senior leaders, human resources and union representatives;
- Comprehensive examination and identification of barriers; and
- Development of recommendations to address the identified barriers and issues."

The Equity Audits involving programs and services include the following elements:

- "Examination of written program policies and procedures;
- Consultations with employees through an online survey and focus groups;
- Consultation with clients and service users through online surveys and focus groups;
- Where relevant, observations of programs and services;
- Comprehensive examination and identification of barriers to accessing services, equitable treatment and equitable outcomes; and

- Development of recommendations to address the identified barriers and issues.”

It is encouraging to see school divisions making a commitment to develop workforce surveys. However, the deeper commitment to the next steps regarding employment equity best practice will be to undertake independent equity audits and employment service reviews.

3. The Winnipeg School Division was the only school division that responded to the State of Equity in Education Survey indicating that they make annual employment equity reports available to the public. A key foundational principle of employment equity best practice involves a commitment to publicly release equity-based reports on an annual basis to promote transparency and accountability with the public. The community is not able to determine if progress is being made without the public release of reports, data, and information. Public access to information enables the community to play an effective “pressure and support” role in the journey to develop an authentic employment equity policy and program. Support is provided to institutions such as school divisions when equity-based education is moving in a positive direction. Pressure is placed on institutions if they are not moving in a positive direction and to ensure the priorities of the community are being effectively addressed.

5.4. SELECTED STAFF PROFILE

The Winnipeg School Division (WSD) completed the distribution of staff within job categories section of the State of Equity in Education Survey and included a profile of self-identified Indigenous persons in each job category. The Louis Riel School Division (LRSD) and River East-Transcona School Division (RETSD) completed the distribution of staff within the job categories section of the State of Equity in Education Survey, but, because they do not collect self-identification data for their staff, were not able to include a profile of self-identified Indigenous persons in each job category. The Pembina Trails School Division and St. James-Assiniboia School Division (SJASD) did not complete the distribution of staff within the job categories section of the Survey. The Seven Oaks School Division decided not to formally participate in the State of Equity in Education Survey although they did provide their workforce survey document that they completed this past year.

Table 7 provides a response by the six school divisions for data regarding the representation of Indigenous peoples in leadership roles within the respective school divisions for 2018/19. As well, comparative data is provided for 2017/18.

TABLE 7: SELECTED STAFF PROFILE – SENIOR ADMINISTRATION, PRINCIPALS AND VICE-PRINCIPALS

School Division	School Year	Super-intendents/ Senior Administration	Indigenous	Principals	Indigenous	Vice-Principals	Indigenous
Louis Riel School Division	2018/2019	13	Data Not Collected	41	Data Not Collected	40	Data Not Collected
	2017/2018	38	Data Not Collected	40	Data Not Collected	37	Data Not Collected
Pembina Trails School Division	2018/2019	Data Not Provided	Data Not Provided	Data Not Provided	Data Not Provided	Data Not Provided	Data Not Provided
	2017/2018	Data Not Provided	Data Not Provided	Data Not Provided	Data Not Provided	Data Not Provided	Data Not Provided
River East Transcona School Division	2018/2019	6	Data Not Collected	42	Data Not Collected	34	Data Not Collected
	2017/2018	6	Data Not Collected	42	Data Not Collected	32	Data Not Collected
St. James-Assiniboia School Division	2018/2019	9	Data Not Collected	29	Data Not Collected	20	Data Not Collected
	2017/2018	9	Data Not Collected	28	Data Not Collected	14	Data Not Collected
Seven Oaks School Division	2018/2019	Data Not Provided	Data Not Provided	Data Not Provided	Data Not Provided	Data Not Provided	Data Not Provided
	2017/2018	Data Not Provided	Data Not Provided	Data Not Provided	Data Not Provided	Data Not Provided	Data Not Provided
Winnipeg School Division	2018/2019	10	2 (20%)	93	10 (10.8%)	70	7 (10.0%)
	2017/2018	22	2 (9.1%)	91	6 (6.6%)	67	8 (11.9%)

Table 8 and 9 provide the response by the six school divisions for data regarding teachers and educational assistants. Term teachers, substitute teachers, and educational assistants are important potential sources of people to increase the pool of Indigenous teachers through initiatives to transition term teachers to permanent teachers, substitute teaching positions to permanent contract teachers, and educational assistants to become teachers with Bachelor of Education laddering programs.

TABLE 8: SELECTED STAFF PROFILE - TEACHERS

School Division	School Year	Permanent Teachers	Indigenous	Term Teachers	Indigenous	Substitute Teachers	Indigenous
Louis Riel School Division	2018/2019	1,104	Data Not Collected	187	Data Not Collected	513	Data Not Collected
	2017/2018	1,039	Data Not Collected	136	Data Not Collected	632	Data Not Collected
Pembina Trails School Division	2018/2019	Data Not Provided	Data Not Provided	Data Not Provided	Data Not Provided	Data Not Provided	Data Not Provided
	2017/2018	Data Not Provided	Data Not Provided	Data Not Provided	Data Not Provided	Data Not Provided	Data Not Provided
River East Transcona School Division	2018/2019	1,062	Data Not Collected	183	Data Not Collected	313	Data Not Collected
	2017/2018	1,004	Data Not Collected	191	Data Not Collected	524	Data Not Collected
St. James-Assiniboia School Division	2018/2019	630	Data Not Collected	65	Data Not Collected	247	Data Not Collected
	2017/2018	567.5	Data Not Collected	56	Data Not Collected	247	Data Not Collected
Seven Oaks School Division	2018/2019	Data Not Provided	Data Not Provided	Data Not Provided	Data Not Provided	Data Not Provided	Data Not Provided
	2017/2018	Data Not Provided	Data Not Provided	Data Not Provided	Data Not Provided	Data Not Provided	Data Not Provided
Winnipeg School Division	2018/2019	2,513	216 (8.6%)	362	27 (7.5%)	930	46 (4.9%)
	2017/2018	2,534	212 (8.4%)	190	17 (9.7%)	909	52 (5.7%)

TABLE 9: SELECTED STAFF PROFILE – EDUCATIONAL ASSISTANTS

School Division	School Year	Educational Assistants	Indigenous
Louis Riel School Division	2018/2019	661	Data Not Collected
	2017/2018	498	Data Not Collected
Pembina Trails School Division	2018/2019	Data Not Provided	Data Not Provided
	2017/2018	Data Not Provided	Data Not Provided
River East Transcona School Division	2018/2019	529	Data Not Collected
	2017/2018	466	Data Not Collected
St. James-Assiniboia School Division	2018/2019	372	Data Not Collected
	2017/2018	319	Data Not Collected
Seven Oaks School Division	2018/2019	Not Participating	Not Participating
	2017/2018	Data Not Provided	Data Not Provided
Winnipeg School Division	2018/2019	1,404	199 (14.2%)
	2017/2018	1,829	245 (13.3%)

5.5. STUDENT PROFILE – 2018/2019

The Louis Riel School Division, Pembina Trails School Division, River East-Transcona School Division, St. James-Assiniboia School Division, and Winnipeg School Division completed the student profile section of the State of Equity in Education Survey. The Seven Oaks School Division decided it would not formally participate in the survey. The Indigenous student profile data for the River East-Transcona School Division and Seven Oaks School Division for Table 10: Student Profile 2018/19 was obtained from the 2018/2019 Indigenous Self-Identification in Manitoba Schools Report done by the Province of Manitoba and the 2018/19 FRAME Budget Report of the Province of Manitoba.

TABLE 10: STUDENT PROFILE OF INDIGENOUS STUDENTS – 2018/2019

School Division	Total Students	Indigenous Students	Percent
Louis Riel School Division	15,725	2,116	13.5%
Pembina Trails School Division	14,381	1,115	7.8%
River East-Transcona School Division	16,645	2,709	16.3%
St. James-Assiniboia School Division	8,533	1,375	16.1%
Seven Oaks School Division	11,233	1,855	16.5%
Winnipeg School Division	32,281	8,625	26.7%
Total	98,798	17,795	18.0%

TABLE 11: STUDENT PROFILE OF INDIGENOUS STUDENTS – 2017/2018

School Division	Total Students	Indigenous Students	Percent
Louis Riel School Division	15,354	1,998	13.0%
Pembina Trails School Division	14,437	1,127	7.8%
River East-Transcona School Division	15,294	2,666	14.8%
St. James-Assiniboia School Division	8,440	1,433	17.0%
Seven Oaks School Division	11,523	1,642	14.2%
Winnipeg School Division	33,223	9,046	27.2%
Total	98,271	17,512	17.8%

The student profile data provides an important baseline for establishing employment equity targets to address the “diversity gap” identified by Putman, Hansen, and Walsh (2016) for Indigenous teachers in the city of Winnipeg. This reflects a proportionate employment equity target of the number of teachers and the number students served by the respective school divisions in the city of Winnipeg.

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For 2018/2019, the student profile data indicates that 18.0%, or almost 1 in 5 teachers in the city of Winnipeg public schools, would need to be Indigenous if an equitable representation of Indigenous teachers is to reflect the number of Indigenous students attending city of Winnipeg schools. This modernized employment equity target alternative more effectively links the guiding principle of the *State of Equity in Education Report* that identifies the outcomes of Indigenous students will be enhanced when they see themselves more reflected in the curriculum and all staff working in the public school system.

TABLE 12: REQUIRED NUMBER OF TEACHERS IN THE CITY OF WINNIPEG SCHOOLS FOR AN EMPLOYMENT EQUITY TARGET PROPORTIONATE TO THE INDIGENOUS STUDENT POPULATION BASED ON 2018/2019 DATA

School Division	Total Students	Indigenous Students	Percent	Total Teachers	Indigenous Teacher Target	Percent
Louis Riel School Division	15,725	2,116	13.5%	1,104	149	13.5%
Pembina Trails School Division	14,381	1,115	7.8%	972	76	7.8%
River East-Transcona School Division	16,645	2,709	16.3%	1,062	173	16.3%
St. James-Assiniboia School Division	8,553	1,375	16.1%	619	100	16.1%
Seven Oaks School Division	11,233	1,855	16.5%	820	135	16.5%
Winnipeg School Division	32,281	8,625	26.7%	2,001	534	26.7%
Total	98,798	17,795	18.0%	6,578	1,167	18.0%

The teacher data for Pembina Trails, St. James Assiniboia and Seven Oaks school divisions are based on data from the 2018/19 Manitoba FRAME Budget Report of the Province of Manitoba.

5.6. EQUITY-BASED STUDENT DATA

The 2021 State of Equity in Education Survey had an additional section for the school divisions that asked about the extent to which school divisions are collecting equity-based student data. Table 13 provides a summary of the responses for the collection of disaggregated student data for Indigeneity for selected variables including student suspensions, student absenteeism, inactive students, graduation, credit accumulation, representation in applied and academic courses, and representation in special education.

TABLE 13: COLLECTION OF DISAGGREGATED STUDENT DATA BASED ON INDIGENITY

School Division	Student Suspensions	Student Absenteeism	Inactive Students	Graduation	Credit Accumulation	Representation in Applied and Academic Courses	Representation in Special Education
Louis Riel School Division	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Pembina Trails School Division	No	No	No	Yes	Yes	No	No
River East-Transcona School Division	No	No	No	Yes	No	No	No
St. James-Assiniboia School Division	Yes	Yes	No	Yes	Yes	No	No
Seven Oaks School Division	Not Participating	Not Participating	Not Participating	Not Participating	Not Participating	Not Participating	Not Participating
Winnipeg School Division	Yes	Yes	Yes	Yes	Yes	Yes	No

The 2021 State of Equity in Education Survey added the disaggregated student data question to build a profile of the present policy and practice of school divisions regarding their level of awareness and use of equity-based data to inform problem solving, decision-making and programming for Indigenous and racialized students. A key element of the collection of disaggregated data involves the issue of public accessibility to this data to promote transparency and accountability. The community needs to be informed on an annual basis about the progress school divisions are making on issues such as student suspensions, student absenteeism, inactive students, graduation rates, credit accumulation, representation in applied and academic courses, and representation in special education using an equity-based lens to ensure that systemic racism and oppressive colonial practices are being authentically addressed.

The disaggregated data on school suspensions collected by the Toronto District School Board (TDSB), Caring and Safe Schools Report for 2018/19, provides a good illustration of how this type of data can be used to develop a deeper understanding of how Indigenous and racialized students are impacted by colonialism and systemic racism within the policies and practices of the school division.

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Table 14 provides a profile of out of school student suspensions for the Toronto District School Board for the period of 2012 to 2018. The profile presents out of school suspensions declining from 5,321 in 2012/13 to 3,906 in 2018/19, a decrease of 26.6%. This profile would seem to indicate that progress is being made to reduce out of school suspensions of students.

TABLE 14: OUT OF SCHOOL SUSPENSIONS – TORONTO DISTRICT SCHOOL BOARD

Toronto District School Board (TDSB) School Year	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
Total number of in school suspensions	5,321	4,697	4,524	4,725	4,927	4,302	3,906
Percentage of total student population	2.1%	1.9%	1.8%	1.9%	2.0%	1.7%	1.6%

Table 15 provides a profile of out of school student suspensions for the Toronto District School Board disaggregated by race. The profile presents that White students have a lower rate of out of school student suspensions than their percentage representation of the student population, students who are Black are overrepresented in out of school suspensions by a factor of 3 times more than their percentage representation of the student population, Indigenous students are overrepresented in out of school suspensions by a factor of 6 times more than their percentage representation of the student population, and South Asian students have a lower rate of out of school suspensions than their percentage representation of the student population. This profile indicates that the school division needs to acknowledge and do further problem solving on how students who are Black or Indigenous are impacted by out of school suspensions.

TABLE 15: OUT OF SCHOOL SUSPENSIONS DISAGGREGATED BY RACE – TORONTO DISTRICT SCHOOL BOARD FOR 2018/2019

Disaggregated by Race	Representative of Total Student Population	Representative of Students Suspended
White Students	28%	24%
Black Students	11%	33%
Indigenous Students	0.2%	1.2%
South Asian Students	22%	10%

Table 16 further disaggregates out of school suspension data by linking the impact of out of school suspensions to course credit accumulation. The course credit accumulation is broken down by grade groups. Out of school suspensions impact the number of course credits students can accumulate, which in turn influences high school graduation. The overrepresentation of students who are Black or Indigenous regarding out of school suspensions is a factor that will impact their chances of graduating from high school. The disaggregation of data provides evidence to the

school division for focussed problem solving on the policies, practices, and processes of student suspensions, especially in relation to students who are Black or Indigenous.

TABLE 16: OUT OF SCHOOL SUSPENSIONS AND COURSE CREDIT ACCUMULATION – TORONTO DISTRICT SCHOOL BOARD FOR 2018/2019

Grade Level Credit Accumulation Requirements	No Suspension Credit Accumulation Attainment	One Suspension Credit Accumulation Attainment	Two or more Suspensions Credit Accumulation Attainment
Grade 9 (8+ credits)	85%	42%	20%
Grade 10 (16+ credits)	75%	32%	13%
Grade 11 (23+ credits)	73%	36%	15%
Grade 12 (30+ credits)	63%	39%	28%

The TDSB Report identifies how this equity-based data plays a key role in developing structural and systemic strategies to address the overrepresentation of students who are Black or Indigenous in student suspensions. “The foundation of this work is through a commitment to professional learning and supporting staff to examine bias, power and privilege as they relate to the student discipline process and encouraging the application of human rights, anti-racism and anti-oppression principles.”

Additionally, the TDSB Report identifies, “school administrators continue to participate in professional learning that examines bias, power and privilege, and their connection to student discipline. This learning has encouraged principals to better understand the lived experiences of each of their students, which has not only led principals to better exercising their discretion when they have an option not to suspend, but also helped them to identify, confront and remove barriers proactively to create more inclusive and equitable learning cultures” (TDSB 2019).

6. FINDINGS – FACULTIES OF EDUCATION SURVEY

6.1. STUDENT ENROLLMENT EQUITY TARGETS

The faculties of education at the University of Manitoba and University of Winnipeg completed the 2021 State of Equity in Education Survey. The Université de Saint-Boniface and Brandon University did not respond to the Survey. The faculty of education at the University of Manitoba sets enrollment targets of 15% for Indigenous Peoples, including First Nations, Métis, and Inuit peoples. The faculty of education at the University of Winnipeg does not set enrollment targets for Indigenous students.

6.2. OVERVIEW OF STUDENT POPULATION IN BACHELOR OF EDUCATION PROGRAMS

The faculties of education at the University of Winnipeg and University of Manitoba completed the overview of student population of the 2021 State of Equity in Education Survey. The faculties of education at Université de Saint-Boniface and Brandon University did not respond to the 2021 State of Equity in Education Survey.

Table 17 provides an overview of self-identified Indigenous students in Bachelor of Education programs for 2018/2019.

TABLE 17: OVERVIEW OF SELF-IDENTIFIED INDIGENOUS STUDENTS IN B.ED. PROGRAMS 2018/2019

Category	University of Manitoba Registered	University of Manitoba Graduates	University of Winnipeg Registered	University of Winnipeg Graduates	Université de St. Boniface Registered	Université de St. Boniface Graduates	Brandon University Registered	Brandon University Graduates
Total Students	310	153	1,590	225	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond
Indigenous	40 (12.9%)	9 (5.9%)	170 (10.7%)	29 (12.9%)	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond
First Nations	Data Not Provided	Data Not Provided	71	13	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond
Métis	Data Not Provided	Data Not Provided	98	16	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond
Non-Status	Data Not Provided	Data Not Provided	0	0	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond
Inuit	Data Not Provided	Data Not Provided	1	1	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond

The University of Manitoba and University of Winnipeg had 38 self-identified Indigenous Bachelor of Education graduates in 2018/2019. Last year's *State of Equity in Education Report* indicated that the faculties of education at the University of Manitoba had 16 self-identified Indigenous Bachelor of Education graduates and the University of Winnipeg had 22 in 2017/2018. It was also identified in the *2020 State of Equity in Education Report* that for the period of 2002-2015, a mean average of 35 Indigenous Bachelor of Education students graduated each year from these two faculties of education.

The *2020 State of Equity in Education Report* identified that there is an underrepresentation of 600 to 700 Indigenous teachers in the city of Winnipeg school divisions. At the present trendline regarding the number of Indigenous students that are graduating with a Bachelor of Education degree from the University of Manitoba and University of Winnipeg, it will take almost 20 years to address the Indigenous teacher shortage in the city of Winnipeg schools.

6.3. EMPLOYMENT EQUITY INITIATIVES AT THE FACULTIES OF EDUCATION

The faculties of education at the University of Manitoba and University of Winnipeg responded to the employment equity section of the 2021 State of Equity in Education Survey. Both faculties indicated that each of the respective universities has employment equity policies and collects employment equity data, however, this data is not disaggregated for each faculty. The University of Manitoba indicated that the self-identification form completion rates remain quite low, and the university is not releasing this data within the university or for external partners. The faculties of the Université de Saint-Boniface and Brandon University did not respond to the 2021 State of Equity in Education Survey.

Comparative employment equity data indicates that the University of Manitoba and the University of Winnipeg are lagging behind other public institutions with respect to the employment of Indigenous peoples. Table 18 provides a comparative analysis of the most recent publicly accessible employment equity data for the two universities, Province of Manitoba, City of Winnipeg, and Winnipeg Police Service.

TABLE 18: COMPARATIVE EMPLOYMENT EQUITY DATA FOR SELECTED PUBLIC INSTITUTIONS

Institution	Year of Report	Indigenous Persons as a Percentage of the Workforce
University of Manitoba	2018	2.4%
University of Winnipeg	2016	8.9%
Province of Manitoba	2019	14.4%
City of Winnipeg	2019	11.0%
Winnipeg Police Service	2019	11.1%

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Table 19 provides a summary of the responses of the of the faculties of education to the 2021 State of Equity in Education Survey disaggregated by job categories.

TABLE 19: JOB CATEGORIES OF FACULTY OF EDUCATION EMPLOYEES – 2018/2019

Job Category	University of Manitoba Total Number of Employees	University of Manitoba Total Number of Indigenous Employees	University of Winnipeg Total Number of Employees	University of Winnipeg Total Number of Indigenous Employees	Université de St. Boniface Total Number of Employees	Université de St. Boniface Total Number of Indigenous Employees	Brandon University Total Number of Employees	Brandon University Total Number of Indigenous Employees
Faculty Members with Tenure	29	Data Not Provided	14	0	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond
Faculty Members without Tenure	17	Data Not Provided	13	1	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond
Contract Instructors	29	Data Not Provided	59	Data Not Provided	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond
Support Staff	3	Data Not Provided	15	3	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond
Clerical/Admin Staff	22	Data Not Provided	Data Not Provided	Data Not Provided	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond
Total	100	Data Not Provided	101	4	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond

7. 2021 STATE OF EQUITY IN EDUCATION REPORT CALLS TO ACTION

CALL TO ACTION #1:

Educational institutions must make a commitment to public transparency and accountability regarding equity-based reports, collection of data, and policies. The community will be able to monitor progress on equity-based issues for Indigenous peoples, develop knowledge, and provide informed feedback when public schools, universities and the provincial government ensure that this information is accessible to its citizens.

CALL TO ACTION #2:

The provincial government and locally elected school boards must make a comprehensive commitment to implementing employment equity and student equity policies and programs by establishing an Education Equity Secretariat within the provincial government and Education Equity Offices within school divisions.

The key commitments for school divisions to develop and implement employment equity initiatives will include: (1) Independent Equity Audit; (2) Independent Employment Systems Review; (3) Employment Equity Policy and Plan; (4) Workforce Self-Identification Census; and (5) Annual Employment Equity Report accessible to the public.

The key commitments for school divisions to develop and implement student equity initiatives will include: (1) Regular Student and Parent Survey/Census of the Demographics of the Community Being Served; (2) Collection of Equity-Based Disaggregated Data for student suspensions, absenteeism, graduation rates, credit accumulation, and representation in applied and academic courses.

CALL TO ACTION #3:

Faculties of education, school divisions, the provincial government, and the federal government should work in partnership with Indigenous organizations to: (1) Increase the number of Indigenous peoples interested in becoming teachers by offering a job training program for Indigenous parents and participants in adult education centres to work in schools as community teacher assistants, be provided with transition and upgrading support, and laddering opportunities into a Bachelor of Education program; (2) Establish a Bachelor of Education in Indigenous Knowledge degree program operated by an Indigenous academic institution that would be rooted in Indigenous knowledges and pedagogy, provide living allowances in order that students can attend the program on a full-time basis, student bursaries for tuition and books, and childcare and housing supports; (3) provide access to the Bachelor of Education in Indigenous Knowledges through a laddering program from the community teacher assistant job training program; and (4) provide access to the Bachelor of Education in Indigenous Knowledges through a laddering program for Indigenous peoples presently employed as educational assistants in public schools.

CALL TO ACTION #4:

To address the underrepresentation of Indigenous peoples as trustees on local school boards, the Louis Riel, Pembina Trails, River East-Transcona, St. James-Assiniboia and Seven Oaks school divisions should change their present multi-trustee representation for each ward system to a one trustee/one ward system. This would provide the opportunity to establish ward boundaries that better reflect the diverse socio-economic and cultural communities served by these respective school divisions.

THE FOLLOWING CALLS TO ACTION HAVE BEEN CARRIED FORWARD FROM THE 2020 STATE OF EQUITY IN EDUCATION REPORT AND STILL HAVE NOT BEEN ADDRESSED:

CALL TO ACTION #5:

School boards should adopt a consensus decision-making process rather than a majority rule decision-making process to ensure all voices are authentically included in decisions made by school trustees for their respective school divisions.

CALL TO ACTION #6:

The faculties of education should set equity-based enrollment targets for Indigenous students and publicly release an annual equity-based enrollment and graduation report to promote transparency and accountability.

CALL TO ACTION #7:

The universities should publicly release an annual employment equity report disaggregated or broken down to the faculty level that is readily accessible to the public to promote transparency and accountability.

CALL TO ACTION #8:

The Department of Education and Training of the Manitoba provincial government should publish on a three-year period basis self-identification student and teacher data for Indigenous peoples disaggregated or broken down by individual school divisions. The last published report of the Manitoba Indigenous Teacher Education Survey was 2013.

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From: Tom Simms <tomsimms@cedawpg.org>
Sent: Wednesday, November 16, 2022 10:35 AM
To: Christian Michalik <christian.michalik@lrsd.net>
Subject: State of Equity in Education Report – Newcomers Education Coalition (School Divisions)

Hi Christian,

This email is sent on behalf of Kathleen Vyrauen, Chairperson of the Newcomers Education Coalition (NEC). CEDA is providing research and administrative support for this initiative.

Thank you for your continued participation in the Newcomer Education Coalition's *State of Equity in Education Report*. This Report is issued annually. See attached 2021 Report. It reflects the progress that has been made to address the calls to action over the past year and identifies some further calls to action for the upcoming year.

The State of Equity in Education Report is based on the guiding principle that in order to improve outcomes for newcomer/racialized students, they need to see themselves better reflected in the curriculum and staff working at all levels in the public school system.

In order to prepare our 2022 State of Equity in Education Report, we are asking your school division to complete the 2022 State of Equity in Education survey to obtain student and employee data updates for the 2021/2022 academic year.

Survey link:

NEC School Division Survey: <https://www.surveymonkey.com/r/2XB25MD>

We ask that you return the survey by January 16, 2022.

The results of the survey will be publicly released in the spring of 2023.

If you have any questions, please do not hesitate to contact me.

Regards,
Tom Simms



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STATE OF EQUITY IN EDUCATION REPORT

NEWCOMER EDUCATION
COALITION



2021

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1. EXECUTIVE SUMMARY

The purpose of the *State of Equity in Education Report* is to promote evidence-based strategies for the development and implementation of equity-based education policies and programs for the racialized students enrolled in the public schools in the city of Winnipeg. A guiding principle of the Report is that to improve educational outcomes for racialized students, they need to see themselves better reflected in the curriculum and all staff positions within the public education system.

The Report deliberately focuses on a narrow range of issues, including the underrepresentation of racialized persons on school boards, in staff within public schools, and as students within the faculties of education.

Depth rather than breadth is the strategic approach taken by the Report to best monitor the action and progress made on these critical areas of concern. As documented in the *2020 State of Equity in Education Report*, the history of developing reports on issues of equity-based education has been long on rhetoric and short on achieving measurable outcomes. Concrete and authentic change comes from addressing deeply embedded systemic issues of colonialism and racism, engaging in difficult conversations, and being transparent and accountable to the community.

Concrete and authentic change comes from addressing deeply embedded systemic issues of colonialism and racism, engaging in difficult conversations, and being transparent and accountable to the community.

The *2021 State of Equity in Education Report* was developed from the themes of the survey response data returned in the fall of 2021 by:

1. The provincial government
2. The six school divisions in the city of Winnipeg:
 - a. Louis Riel School Division (LRSD)
 - b. Pembina Trails School Division (PTSD)
 - c. River East-Transcona School Division (RETSO)
 - d. St. James-Assiniboia School Division (STASD)
 - e. Seven Oaks School Division (SOSD)
 - f. Winnipeg School Division (WSD)
3. The faculties of education at:
 - a. Brandon University (BU)
 - b. The University of Manitoba (U of M)
 - c. The University of Winnipeg (U of W)
 - d. Université de Saint-Boniface (U of SB)

The findings of the Report will be presented to the school divisions, faculties of education, the provincial department of education, and released to the public.

It is important to track the progress that school divisions have made over the past year to begin to implement equity-based education initiatives such as student and workforce surveys, to

acknowledge the important role of independent equity audits, and to make public commitments to support the development and implementation of education equity offices. It is also promising to hear about the interest from the faculties of education to work in partnership with newcomer, refugee, and immigrant-serving organizations, as well as school divisions, and provincial and federal governments to expand the number of racialized Bachelor of Education graduates in our community.

The second annual *2021 State of Equity in Education Report* will highlight the extent to which the provincial government, school divisions, and the faculties of education have been listening to community voices based on their institutional responses to date to the Calls to Action in the first annual *2020 State of Equity in Education Report*.

Each *State of Equity in Education Report* is a living document that provides an annual update on how the equity-based education issues identified in the Calls to Action of the previous year are being addressed. A new set of Calls to Action will also be presented in each subsequent annual *State of Equity in Education Report* that is released by the Newcomer Education Coalition.

The Report will be structured in the following manner:

1. Review the response to the Calls to Action of the *2020 State of Equity in Education Report*;
2. Present the results of the 2021 State of Equity in Education Survey of the six school divisions within Winnipeg and the four faculties of education that graduate teachers to work in Winnipeg schools; and
3. Identify Calls to Action for the upcoming year.

2. BACKGROUND OF ORGANIZATION

The Newcomer Education Coalition (NEC) was formed in 2014 to promote culturally and socially inclusive learning environments for immigrant and refugee students, with a focus on addressing the unique needs of newcomer K to 12 students in Manitoba.

NEC is a community-based coalition that draws its membership from various ethno-cultural communities, community development organizations, settlement agencies, academic institutions, school divisions, and government departments.

Based on consultations with community leaders, newcomer students and refugee/immigrant parents, NEC has identified four priority areas to focus on, including:

- Teacher training;
- Parental engagement;
- Mental health supports; and
- Appropriate models for older newcomer youth with interrupted schooling.

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3. COMMUNITY WORKING GROUP RESPONSE TO THE 2020 STATE OF EQUITY IN EDUCATION'S CALLS TO ACTION

Table 1 provides a summary of the responses from community-based organizations regarding the term visible minority—which is commonly used in employment equity and human resource practice—and recommendations about the population groups that should be used for the collection of equity-based data for racialized newcomer, refugee and immigrant students and teachers.

TABLE 1: COMMUNITY WORKING GROUP RESPONSE ON TERMINOLOGY AND EQUITY-BASED DATA COLLECTION APPROACHES

Call To Action	Community Response
1.1 Community working group recommends terminology to identify racialized newcomers, refugees and immigrants within employment equity policy and practice.	Implemented
1.2 Community working group recommends how to collect population groups data for racialized newcomers, refugees, and immigrants.	Implemented

The Newcomer Education Coalition developed a Racialized Newcomer Data Collection Report that included a literature review on (1) the use of the term “visible minority” in employment equity policy and practice; and (2) the population group approaches used to collect equity-based demographic data for racialized newcomers, refugees, and immigrants.

The report identified the historical context for the use of the term “visible minority,” which was first used by Justice Rosalie Abella, the Chair of the 1984 Royal Commission on Equality and Employment. The Abella Commission provided the foundation for establishing the 1986 federal Employment Equity Act. Since 1996, as required by the Employment Equity Act, the census has included a question on visible minority.

Statistics Canada’s visible minority category includes the following population groups: (1) Chinese; (2) South Asian; (3) Black; (4) Filipino; (5) Latin American; (6) Southeast Asian; (7) Arab; (8) West Asian; (9) Korean; (10) Japanese; (11) Visible Minority, n.i.e. (not included elsewhere); and (12) Multiple Visible Minority.

In 2007, the United Nations Committee for the Elimination of Racial Discrimination charged Canada’s use of the term visible minority in legislation as potentially discriminatory. In 2011, Stephen Harper’s government told the UN Committee “it had no plans of changing its standard usage of the term visible minority.” In 2015, the Canadian Race Relations Foundation Report recommended that “Canada move to discontinue the term visible minority and to use the term racialized individual(s)/groups.”

The Newcomer Education Coalition Racialized Newcomer Data Collection Report identified that the Anti-Racism Directorate of the Province of Ontario has established Data Standards for the Identification and Monitoring of Systemic Racism. The population group categories in the Data Standards document includes:

1. Black: African, Afro-Caribbean, African-Canadian descent
2. East/Southeast Asian: Chinese, Korean, Japanese, Taiwanese descent; Filipino, Vietnamese, Cambodian, Thai, Indonesian, other Southeast Asian descent; optional, may collect as two separate categories: East Asian and Southeast Asian
3. Latino: Latin American, Hispanic descent
4. Middle Eastern – Arab, Persian, West Asian descent, e.g. Afghan, Egyptian, Iranian, Lebanese, Turkish, Kurdish
5. South Asian – South Asian descent, e.g. East Indian, Pakistani, Bangladeshi, Sri Lankan, Indo-Caribbean
6. Indigenous: First Nations, Métis, and Inuit
7. White: European descent
8. Another Race Category: Another race category: optional – allow a write-in response

The Newcomer Education Coalition held a meeting with community leaders within the racialized newcomer, refugee, and immigrant communities to get feedback and recommendations regarding the Racialized Newcomer Data Collection Report. There was a wide range of views expressed about terminology and population groups that should be used for equity-based demographic data collection. The community leaders felt there were various strengths and limitations regarding the alternative terms for visible minority and data collection methods. The consensus was to recommend that the term racialized individual(s)/group be used to replace the term visible minority, and the population groups identified by the Data Standards for the Identification and Monitoring of Systemic Racism developed by the Anti-Racist Directorate of the Province of Ontario be adopted as an approach for equity-based demographic data collection.

The community leaders felt that the categories identified by the Ontario Data Standards were a good starting point, however, the listing of population groups within the population group category framework should be expanded to name a broader range of country-of-origin descriptors.

4. INSTITUTIONS RESPONSE TO THE 2020 STATE OF EQUITY IN EDUCATION REPORT'S CALLS TO ACTION

In July 2021, a Calls to Action Institution Self-Assessment was sent to the provincial government, school divisions, and the faculties of education for these institutions to report back on the progress that they have made to date to address the 10 Calls to Action identified in the *2020 State of Equity in Education Report*.

Table 2 provides a summary of the responses from the six Winnipeg school divisions. The response categories in the Calls to Action Institution Self-Assessment include: (1) Implemented; (2) Plan to Implement; and (3) No Plan to Implement.

TABLE 2: CALLS TO ACTION INSTITUTION SELF-ASSESSMENT RESPONSES FROM SCHOOL DIVISIONS

Call To Action	Louis Riel School Division	Pembina Trails School Division	River East Transcona School Division	St. James Assiniboia School Division	Seven Oaks School Division	Winnipeg School Division
2.1 Implement external equity audit.	Plan to Implement	No Plan to Implement	Plan to Implement	No Plan to Implement	Not Participating in Survey	No Plan to Implement
2.2 Implement workforce self-identification survey.	Implemented	Plan to Implement	Plan to Implement	Implemented	Not Participating in Survey	Implemented
3. Annual release of employment equity reports that are accessible to the public.	Plan to Implement	Plan to Implement	Plan to Implement	Plan to Implement	Not Participating in Survey	Implemented
4. Implement external Employment Systems Review.	Plan to Implement	No Plan to Implement	No Plan to Implement	No Plan to Implement	Not Participating in Survey	No Plan to Implement
5. Set employment equity targets proportionate to number of Indigenous students served by school division.	Plan to Implement	No Plan to Implement	Plan to Implement	Plan to Implement	Not Participating in Survey	Implemented
11. Participate in <i>More Racialized Teachers Initiative</i> stakeholder working group.	Plan to Implement	No Plan to Implement	Plan to Implement	Plan to Implement	Not Participating in Survey	Did Not Respond

Table 3 provides a summary of the responses of the four universities that provide Bachelor of Education graduates for schools in the city of Winnipeg.

TABLE 3: CALLS TO ACTION INSTITUTION SELF-ASSESSMENT RESPONSES FROM FACULTIES OF EDUCATION

Call To Action	University of Manitoba	University of Winnipeg	Université de Saint-Boniface	Brandon University
6. Set equity enrollment targets for racialized B. Ed. students and release annual racialized student equity enrollment/graduation report publicly to promote transparency and accountability.	Implemented	Did Not Respond	Did Not Respond	Did Not Respond
7. Employment equity policy, for not only the university, but broken down to faculty levels. Provide targets for Indigenous faculty and staff; workforce self-identification; survey data by employee categories and survey completion rates; advancement and retention data; and released annually to the public to promote transparency and accountability.	Plan to Implement	Did Not Respond	Did Not Respond	Did Not Respond
11. Participate in <i>More Racialized Teachers Initiative</i> stakeholder working group.	Plan to Implement	Did Not Respond	Did Not Respond	Did Not Respond

Table 4 provides a summary of the response from the provincial government.

TABLE 4: CALLS TO ACTION INSTITUTION SELF-ASSESSMENT RESPONSE FROM THE PROVINCE OF MANITOBA

Call To Action	Province of Manitoba
8. Establish designated seats for racialized/newcomer peoples on public school governance structures.	No Plan to Implement
9. Consensus decision-making process rather than majority rule decision-making process at school board meetings	No Plan to Implement
10. Publish on a 3-year period basis self-identification student and teacher survey data for racialized peoples broken down by individual school district.	No Plan to Implement
11. Participate in <i>More Racialized Teachers Initiative</i> stakeholder working group.	Plan to Implement

4.1. CALLS TO ACTION ON SCHOOL DIVISION EMPLOYMENT EQUITY – REVIEW OF SURVEY RESPONSES

Call to Action #2.1 involves the implementation of an external equity audit. Two school divisions indicated they plan to implement; three school divisions indicated they have no plan to implement; and one school division decided not to formally participate in the *State of Equity in Education Report*.

Call to Action #2.2 involves the implementation of a workforce self-identification survey. Three school divisions indicated they implemented this call to action; two school divisions indicated they plan to implement; and one school division decided not to formally participate in the *State of Equity in Education Report*.

Call to Action #3 involves the annual release of employment equity data that is accessible to the public. One school division indicated they implemented this call to action; four school divisions indicated they plan to implement; and one school division decided not to formally participate in the *State of Equity in Education Report*.

Call to Action #4 involves the implementation of an external systems review. Three school divisions indicated they have no plan to implement this call to action; two school divisions indicated they plan to implement; and one school division decided not to formally participate in the *State of Equity in Education Report*.

Call to Action #5 involves setting employment equity targets proportionate to the number of racialized students served by the school division. One school division indicated they have implemented this call to action; three school divisions indicated they plan to implement; one school division has no plan to implement; and one school division decided not to formally participate in the *State of Equity in Education Report*.

Calls to Action #2 to #5 identify employment equity policies and practices that (1) support school divisions to work towards the development of a workforce that is representative of the students being served; (2) promote accountability; and (3) are transparent. The gap between the number of teachers who are Indigenous or from racialized communities working in public schools in Winnipeg compared to the student population being served is an issue that is not unique to our community. It is a structural issue faced by school divisions across Canada and the United States.

Equity-based data collection regarding this issue of a representative teacher workforce is not well-documented in Canada. In contrast, the federal department of education in the United States publishes a Characteristics of Public and Private Elementary and Secondary School Teachers Report every two years. The most recent report, published in 2020, for the 2017/2018 survey results, indicates that 79% of the teachers are white; 77% of the teachers are female; 7% of the teachers are black; and 2% of the teachers are black males. The report identifies a significant gap between teacher workforce representation in relation to the students being served as 53% of the students are persons of colour.

This structural inequity requires a long-term and sustainable systemic approach. In June 2020, the Ontario provincial government took over running the Peel District School Board (PDSB), the second-largest school division in the country, in response to the school board's inability to address issues of systemic racism identified in the external provincial review of the school district.

The review highlighted the essential role of employment equity policy and programs. The report stated “a detailed Employment Systems Review (ESR) is an irreplaceable best practice used to ferret out barriers to equity in workplace cultures, policies, procedures and practices. Indeed, without a thorough ESR, it is difficult to understand how the Board of Trustees can properly establish accountabilities, goals and timetables necessary to conduct fair and transparent equity hiring.”

Third-party independent reviews of the financial operations of non-profit and publicly funded organizations through annual financial audits are standard practices for good governance, accountability, and transparency. Equity audits and Employment Systems Reviews play this same best practice stewardship function for an organization’s human resource practices. Without a third-party independent review that develops feedback from various vantage points within and outside the organization, the leadership in governance and senior management will have blind spots—they won’t know what they don’t know—especially for employment equity-related issues.

A positive development over this past year is the work by several school divisions to undertake or plan to implement workforce self-identification surveys. This is an important first step in being able to strategically plan to develop a workforce that is representative of the students being served by school divisions. However, a more comprehensive equity-based human resource practice is to engage external third-party independent resource groups to conduct equity audits and external system reviews.

Accountability and transparency are two key foundational issues of equity-based employment policy and practice. Along with implementing external equity audits, workforce self-identification surveys, employment systems reviews, and setting employment equity targets proportionate to the racialized/newcomer student population being served by school divisions, local school districts must ensure that annual employment equity reports are produced that are accessible to the public. These annual employment equity reports provide parents and citizens of the community an update on the progress being made, the challenges encountered, and plans of action to achieve the identified employment equity program goals and objectives.

Equity Matters, a coalition of Indigenous, newcomer/racialized, and community-based groups that has received endorsements from over 80 organizations for its call to action for the development of an Education Equity Secretariat within the provincial government and Equity Education Offices within school divisions, will be hosting webinars in the upcoming year about the role, practices, and processes of equity audits and Employment System Reviews featuring keynote speakers from experienced resource groups in this field. The purpose of the webinars is for local school divisions and provincial government officials to gain more awareness, knowledge, and capacity to implement these important equity-based employment practices within their organizations.

4.2. CALLS TO ACTION ON THE MORE RACIALIZED TEACHERS INITIATIVE – REVIEW OF SURVEY RESPONSES

Call to Action #11 involves establishing a stakeholder working group of representatives from newcomer organizations, school divisions, faculties of education and the provincial government to develop and implement a strategy to increase the number of racialized teachers in schools in the city of Winnipeg. Three school divisions indicated they plan to implement this call to action; one

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school division did not respond; one school division has no plan to implement, and one school division decided not to formally participate in the *State of Equity in Education Report*. One faculty of education indicated they plan to implement this call to action; three faculties of education did not respond. The provincial government plans to implement the Call to Action regarding the *More Racialized Teachers Initiative*.

The Newcomer Education Coalition (NEC) hosted a stakeholder working group meeting in September 2021 and presented a proposal for a *Racialized Newcomer Teacher Transition Support Initiative* that is based on the University of Manitoba's 2006 Internationally Educated Teachers Pilot Project.

As identified in the *2020 State of Equity in Education Report*, Schmidt, Young and Mandzuk (2010) document the challenges of Internationally Educated Teachers (IET) in Manitoba and the structural issues involved in developing and implementing initiatives to address the "diversity gap." They identify the need to "challenge the dominance of a mainly white, middle class, monocultural, monolingual teaching force in educational settings comprised of students and families from a wide range of socioeconomic, linguistic, cultural, and ethnic backgrounds" (p. 440). The need to have a teaching force that better reflects the diversity of school student populations has also been identified as a concern of the Canadian Teachers Federation (2006).

Schmidt (2007) identifies that immigrant teachers comprise a disproportionately low number of permanent teaching staff in urban schools in Winnipeg. This concern was also raised in the Kindergarten to Grade 12 Ethnocultural Equity Action Plan for Manitoba (2006). The Ontario College of Teachers (2007) also documented that immigrant teachers had much lower rates of job success than Canadian-born graduates. Whereas 41% of Ontario teacher education graduates were in regular teaching positions by spring of their first teaching year, only 8% of newly certified teachers who completed their teacher education outside the country were able to secure similar contracts.

The University of Manitoba developed an Internationally Educated Teachers (IET) Pilot Project in 2006 to begin to bridge the "diversity gap" in the teaching workforce in Manitoba. According to Schmidt, Young and Mandzuk (2010), the IET Pilot Project was based on a set of three inter-related components:

1. An advocacy and advisory component related to credential assessment and anti-discriminatory work at the systemic level, a curriculum component related to the Manitoba/Canadian educational context, a school experience component, a mentorship and employment search component, and a language component focussing both on academic and professional language skills as well as tools for addressing linguistic discrimination in the workplace;
2. A collaborative approach involving Manitoba Education, the Professional Certification Branch, the university, one or more school divisions to provide the practical settings in which teachers could demonstrate their abilities and receive supportive mentoring, and provincial department of immigration funding to support the program, including student tuition, student living allowances, childcare, and program staff; and
3. That for the program to be effective it needed to be flexible, that internationally educated teachers came to the program with a broad range of backgrounds and skills,

and that effectively meeting these needs would necessitate tailoring the program to the participants' unique circumstances. (p. 445)

Unfortunately, once the pilot project funding expired from the provincial government, the IET initiative was not able to secure sustainable support from the university and the Province of Manitoba to continue. Schmidt, Young, and Mandzuk (2010) reflect that these types of programs are "challenging to establish and sustain, faced as they are by reluctance from some faculties to add such programs into an already well-established set of teacher preparation programs, resistance from some parts of the school system to value the unique characteristics of the IETs, and from government departments to fund and support the integration of teachers into the Canadian workforce" (p. 450).

Schmidt, Young, and Mandzuk further conclude, "the kind of collaboration that underpins the IET Pilot Project, with its emphasis not simply on certification requirements and becoming employment ready, but on challenging the systemic discrimination that bars immigrant teachers from their profession, could usefully inform collaborative projects between immigration and education sectors. Working across sectors could better ensure that economic and equity agendas complement rather than exclude one another" (p. 450).

The Newcomer Education Coalition's *Racialized Newcomer Teacher Transition Support Initiative* would build on the important learning that was gained from the 2006 pilot project. The proposed initiative would be based on partnerships with newcomer settlement and community-based organizations, school divisions, faculties of education, and the provincial government to establish a Transition Centre that would be jointly operated by the partners. The Transition Centre would target three groups of persons who are interested in becoming permanent teachers, including: a cohort of internationally educated teachers (IETs); a cohort of racialized newcomer, refugee, and immigrant teachers who are presently on term contracts that would be building a path to transition to permanent teacher contracts; and a cohort of racialized newcomer, refugee and immigrant teachers who are presently substitute teachers that would be also building a path to transition to permanent teacher contracts.

The key program elements of the Transition Centre would include:

- Advocacy and Advisory – credential assessment and employment support services;
- Deepening Understanding of the Manitoba Curriculum – context knowledge development;
- Academic and Professional Language Skills Enhancement;
- School Experience – internship and mentorship opportunities with school divisions; and
- Funding Support – tuition, living allowances and childcare.

The Newcomer Education Coalition will reconvene the *More Racialized Teachers Initiative Working Group* to develop and implement an action plan for the *Racialized Newcomer Teacher Transition Support Initiative*.

5. DATA COLLECTION FOR THE 2021 STATE OF EQUITY IN EDUCATION REPORT

In June 2021, the Newcomer Education Coalition approved the survey instrument and Calls to Action Institution Self-Assessment form that would be used to collect data for the second annual

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State of Equity in Education Report. The survey instrument for the school divisions was based on the document used for the *2020 State of Equity in Education Report*. One additional section was included in the 2021 survey regarding an overview of student data disaggregated by Indigeneity for student suspensions, student absenteeism, inactive students, graduation, credit accumulation, representation in applied and academic courses, and representation in special education. The 2021 survey instrument for the faculties of education was based on the same document used for the *2020 State of Equity in Education Report*.

The 2021 State of Equity in Education Survey and Calls to Action Institution Self-Assessment were sent out to the superintendents of each of the six school divisions in the city of Winnipeg, the deans of the faculties of education, and the provincial government in July 2021. The surveys and self-assessments were completed by five of the six school divisions (one school division decided not to formally participate in the survey), two of the four faculties of education, and by the provincial government by November 2021.

6. FINDINGS – SCHOOL DIVISION SURVEY

6.1. SCHOOL TRUSTEE REPRESENTATION

Five of the six school divisions completed the school trustee self-identification survey question of the *State of Equity in Education Report*. These included the Louis Riel School Division, Pembina Trails School Division; River East-Transcona School Division, St. James-Assiniboia School Division and Winnipeg School Division. The Seven Oaks School Division decided to not formally participate in the *State of Equity in Education Report* survey. They did provide documents reflecting the innovative work they have undertaken this past year including their anti-racism policy, workforce census, student survey, Commitment to Equity Policy, and “Seven Oaks by the Numbers” which illustrates the school division’s outcomes and disaggregates achievement data.

To supplement the data collection of the school trustee profile representation component of the *State of Equity in Education Report*, a biographical review of each of the 54 school trustees in Winnipeg was undertaken with respect to racialized peoples’ representation. The *State of Equity in Education Report* looks forward to any further responses from the Seven Oaks School Division to clarify any inaccuracies of the biographical review analysis involving school trustee representation.

TABLE 5: SCHOOL TRUSTEE PROFILE AND REPRESENTATION – 2018 ELECTION

School Division	Number of Trustees	2020 Survey Number of Racialized Trustees	Percent	2021 Survey Number of Racialized Trustees	Percent
Louis Riel School Division	9	0	0%	0	0%
Pembina Trails School Division	9	0	0%	0	0%
River East Transcona School Division	9	0	0%	0	0%
St. James Assiniboia School Division	9	0	0%	0	0%
Seven Oaks School Division	9	2	22%	2	22%
Winnipeg School Division	9	1	11%	1	11%
Total	54	3	6%	3	6%

The school trustee profile and representation, based on the results of the 2018 school board elections in the city of Winnipeg, indicates racialized persons are underrepresented at the highest level of policy and program decision-making within the public school system in our community. Both the 2020 and 2021 State of Equity in Education Surveys indicated that only the Winnipeg School Division and Seven Oaks school boards have racialized school trustees, and the other four school divisions have no racialized trustee representation on their respective school boards.

The underrepresentation of racialized peoples on the school boards in the city of Winnipeg continues to be an ongoing issue. Two school divisions have representation of racialized school trustees while four school divisions have no racialized trustee representation on the school board.

The impact of this issue of underrepresentation means that racialized persons are often not present in the deliberation of program and policy decisions. Sefa-Dei (2013) would identify this lack of representation in decision-making structures as a form of systemic racism in that the policy development process is not neutral and is a product of unbalanced power and social relations. The concept of non-distributive justice (Young, 1990) further illustrates how the issue of representation impacts decision-making structures, which enact and reproduce their power with respect to issues that relate to the racialized community.

Systemic racism is a structure, not an event. The lack of racialized trustee representation at decision-making tables impacts the racialized community through decisions involving the distribution of rights, resources, opportunities, and the prioritization of issues.

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The decision-making process is flawed when voices are missing from the decision-making table. While this may not be the intent of school trustees in decision-making roles who undoubtedly have the best interests of all students in mind, an anti-racist perspective is based on the impact of actions, not the intent.

Systemic racism is a structure, not an event. The lack of racialized trustee representation at decision-making tables impacts the racialized community through decisions involving the distribution of rights, resources, opportunities, and the prioritization of issues.

6.2. DEVELOPMENT AND IMPLEMENTATION OF EMPLOYMENT EQUITY POLICIES

Of the six school divisions in the city of Winnipeg, only the Winnipeg School Division (WSD) has an employment equity policy, produces an annual report that is presented to its Board of Trustees, and posts the annual employment equity report online. The WSD has been a pioneer and leader in the practice of employment equity since the division initiated its policy and program in 1993.

Table 6 provides an overview of the responses from the six school divisions in the city of Winnipeg regarding their existing commitments to implementing identified employment equity policies and best practices.

TABLE 6: OVERVIEW OF THE SCHOOL DIVISIONS' EMPLOYMENT EQUITY POLICY AND PRACTICE

Employment Equity Initiative	Louis Riel School Division	Pembina Trails School Division	River East Transcona School Division	St. James-Assiniboia School Division	Seven Oaks School Division	Winnipeg School. Division
Employment Equity Policy and Program	No	No	Yes	No	Not Participating	Yes
Equity Audit by Independent Third Party	No	No	No	No	Not Participating	No
Employment Systems Review by Independent Third Party	No	No	No	No	Not Participating	No
Workforce Survey	Yes	No	Yes	No	Not Participating	Yes
Annual advancement and retention reports for equity seeking groups	No	No	Yes	No	Not Participating	Yes
Set equity employment targets for racialized peoples	No	No	No	No	Not Participating	Yes
Provide employment equity policy and program to <i>State of Equity in Education Report</i>	Yes	No	No	No	Not Participating	Yes
Annual employment equity report accessible to the public	No	No	No	No	Not Participating	Yes

The key themes that emerge from the responses to the 2021 State of Equity in Education Survey related to the identified best practices employment equity initiatives, include:

1. Progress is being made by certain school divisions to undertake workforce surveys. The Winnipeg School Division has implemented and refined its workforce survey for the past two decades; the Louis Riel School Division implemented a workforce survey this past year; both the River East-Transcona School Division and St. James-Assiniboia School Division have indicated an interest in doing a workforce survey with their staff members. While the Seven Oaks School Division decided not to formally participate in the 2021 State of Equity in Education Survey, they provided us with their workforce survey document which they implemented this past year.
2. None of the school divisions that responded to the 2021 State of Equity in Education Survey indicated that they plan to implement an external third-party independent equity audit or external systems review. If school divisions are to authentically engage in employment equity best practice, independent equity audits and external systems reviews are foundational components of this process for making system change in employment equity.

It is worth reinforcing the points that were made earlier in this *State of Equity in Education Report*: it would be unacceptable for non-profit or publicly funded organizations not to do independent financial audits of their financial affairs. It is a well-established fact that good governance requires annual financial audits that are done by an external independent third-party and are made available to the public to promote accountability and transparency. The general acceptance of the role of ensuring accountability and transparency for the financial operations of a publicly funded organization should be the same standard of expectations of good governance and stewardship for the human resource operations of an organization. Governing bodies such as school boards and senior administrators will not provide the most effective and efficient leadership if they only view their organization from their vantage points; They will have blind spots and will need feedback channels because they won't know what they don't know.

Another benefit of independent equity audits and employment systems review was highlighted by the external review report of the Peel District School Board that was taken over by the Ontario provincial government in June 2020. The review report stated, "a detailed Employment Systems Review (ESR) is an irreplaceable best practice used to ferret out barriers to equity in workplace cultures, policies, procedures and practices. Indeed, without a thorough ESR, it is difficult to understand how the Board of Trustees can properly establish accountabilities, goals and timetables necessary to conduct fair and transparent equity hiring."

The Turner Consulting Group in Ontario has conducted 47 equity audits to date, including the Peel District School Board, York Region District School Board, Hamilton-Wentworth District School Board, City of Guelph, City of Hamilton, Public Health Agency of Canada, and the United Way Peel Region, to name a few.

According to the Turner Consulting Group, “a workplace equity audit or employment systems review involves the examination of each employment policy, practice and process (both formal and informal), as well as corporate culture and work environment, to determine if they present a barrier to the hiring, advancement or full inclusion of employees who experience persistent and systemic discrimination in employment, namely women, racialized people, Indigenous peoples, persons with disabilities and 2SLGBTQ+.”

The Equity Audits regarding employment include the following elements:

- “Examination of written employment policies and procedures;
- Review of any equity-related data and documents, e.g. human rights complaints, diversity training materials, employee engagement survey results;
- Consultation with employees through an online survey and focus groups;
- Consultation with senior leaders, human resources and union representatives;
- Comprehensive examination and identification of barriers; and
- Development of recommendations to address the identified barriers and issue.”

The Equity Audits involving programs and services include the following elements:

- “Examination of written program policies and procedures;
- Consultations with employees through an online survey and focus groups;
- Consultation with clients and service users through online surveys and focus groups;
- Where relevant, observations of programs and services;
- Comprehensive examination and identification of barriers to accessing services, equitable treatment and equitable outcomes; and
- Development of recommendations to address the identified barriers and issues.”

It is encouraging to see school divisions making a commitment to develop workforce surveys. However, the deeper commitment to the next steps regarding employment equity best practice will be to undertake independent equity audits and employment service reviews.

3. The Winnipeg School Division was the only school division that responded to the State of Equity in Education Survey indicating that they make annual employment equity reports available to the public. A key foundational principle of employment equity best practice involves a commitment to publicly release equity-based reports on an annual basis to promote transparency and accountability with the public. The community is not able to determine if progress is being made without the public release of reports, data, and information. Public access to information enables the community to play an effective “pressure and support” role in the journey to develop an authentic employment equity policy and program. Support is provided to institutions such as school divisions when equity-based education is moving in a positive direction. Pressure is placed on institutions if they are not moving in a positive direction and to ensure the priorities of the community are being effectively addressed.

6.3. SELECTED STAFF PROFILE

The Winnipeg School Division (WSD) completed the distribution of staff within job categories section of the State of Equity in Education Survey. The Louis Riel School Division (LRSD) and River East-Transcona School Division (RETSO) completed the distribution of staff within the job categories section of the State of Equity in Education Survey, but, because they do not collect self-identification data for their staff, were not able to include a profile of self-identified racialized/newcomers in each job category. The Pembina Trails School Division and St. James-Assiniboia School Division (SJASD) did not complete the distribution of staff within the job categories section of the Survey. The Seven Oaks School Division decided not to formally participate in the State of Equity in Education Survey although they did provide their workforce survey document that they completed this past year.

Table 7 provides a response by the six school divisions for data regarding the representation of racialized peoples in leadership roles within the respective school divisions for 2018/19. As well, comparative data is provided for 2017/18.

TABLE 7: SELECTED STAFF PROFILE – SENIOR ADMINISTRATION, PRINCIPALS AND VICE-PRINCIPALS

School Division	School Year	Super-intendents/ Senior Administration	Racialized/ Visible Minority	Principals	Racialized/ Visible Minority	Vice-Principals	Racialized/ Visible Minority
Louis Riel School Division	2018/2019	13	Data Not Collected	41	Data Not Collected	40	Data Not Collected
	2017/2018	38	Data Not Collected	40	Data Not Collected	37	Data Not Collected
Pembina Trails School Division	2018/2019	Data Not Provided	Data Not Provided	Data Not Provided	Data Not Provided	Data Not Provided	Data Not Provided
	2017/2018	Data Not Provided	Data Not Provided	Data Not Provided	Data Not Provided	Data Not Provided	Data Not Provided
River East Transcona School Division	2018/2019	6	Data Not Collected	42	Data Not Collected	34	Data Not Collected
	2017/2018	6	Data Not Collected	42	Data Not Collected	32	Data Not Collected
St. James-Assiniboia School Division	2018/2019	9	Data Not Collected	29	Data Not Collected	20	Data Not Collected
	2017/2018	9	Data Not Collected	28	Data Not Collected	14	Data Not Collected
Seven Oaks School Division	2018/2019	Not Participating	Not Participating	Not Participating	Not Participating	Not Participating	Not Participating
	2017/2018	Not Participating	Not Participating	Not Participating	Not Participating	Not Participating	Not Participating
Winnipeg School Division	2018/2019	10	1 (10.0%)	93	7 (7.5%)	70	8 (11.4%)
	2017/2018	22	0 (0.0%)	91	6 (6.6%)	67	10 (14.9%)

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Tables 8 and 9 provide the response by the six school divisions for data regarding teachers and educational assistants. Term teachers, substitute teachers, and educational assistants are important potential sources of people to increase the pool of racialized teachers through initiatives to transition term teachers to permanent teachers, substitute teaching positions to permanent contract teachers, and educational assistants to become teachers with Bachelor of Education laddering programs.

TABLE 8: SELECTED STAFF PROFILE - TEACHERS

School Division	School Year	Permanent Teachers	Racialized/ Visible Minority	Term Teachers	Racialized/ Visible Minority	Substitute Teachers	Racialized/ Visible Minority
Louis Riel School Division	2018/2019	1,104	Data Not Collected	187	Data Not Collected	513	Data Not Collected
	2017/2018	1,039	Data Not Collected	136	Data Not Collected	632	Data Not Collected
Pembina Trails School Division	2018/2019	Data Not Provided	Data Not Provided	Data Not Provided	Data Not Provided	Data Not Provided	Data Not Provided
	2017/2018	Data Not Provided	Data Not Provided	Data Not Provided	Data Not Provided	Data Not Provided	Data Not Provided
River East Transcona School Division	2018/2019	1,062	Data Not Collected	183	Data Not Collected	313	Data Not Collected
	2017/2018	1,004	Data Not Collected	191	Data Not Collected	524	Data Not Collected
St. James-Assiniboia School Division	2018/2019	630	Data Not Collected	65	Data Not Collected	247	Data Not Collected
	2017/2018	567.5	Data Not Collected	56	Data Not Collected	247	Data Not Collected
Seven Oaks School Division	2018/2019	Not Participating	Not Participating	Not Participating	Not Participating	Not Participating	Not Participating
	2017/2018	Not Participating	Not Participating	Not Participating	Not Participating	Not Participating	Not Participating
Winnipeg School Division	2018/2019	2,513	298 (11.9%)	362	79 (21.8%)	930	170 (18.3%)
	2017/2018	2,534	259 (10.2%)	190	45 (25.7%)	909	183 (20.1%)

TABLE 9: SELECTED STAFF PROFILE – EDUCATIONAL ASSISTANTS

School Division	School Year	Educational Assistants	Racialized/ Visible Minority
Louis Riel School Division	2018/2019	661	Data Not Collected
	2017/2018	498	Data Not Collected
Pembina Trails School Division	2018/2019	Data Not Provided	Data Not Provided
	2017/2018	Data Not Provided	Data Not Provided
River East Transcona School Division	2018/2019	529	Data Not Collected
	2017/2018	466	Data Not Collected
St. James-Assiniboia School Division	2018/2019	372	Data Not Collected
	2017/2018	319	Data Not Collected
Seven Oaks School Division	2018/2019	Not Participating	Not Participating
	2017/2018	Data Not Provided	Data Not Provided
Winnipeg School Division	2018/2019	1,404	469 (33.4%)
	2017/2018	1,829	446 (24.3%)

6.4. STUDENT PROFILE – 2018/2019

The Louis Riel School Division and Winnipeg School Division completed the student profile section of the State of Equity in Education Survey. The Pembina Trails School Division, River East-Transcona School Division, and St. James-Assiniboia School Division completed the student profile section of the survey but did not respond to the number of racialized students' component of this section of the survey. The Seven Oaks School Division decided it would not formally participate in the survey. The student data for Seven Oaks School Division was obtained from the 2018/2019 FRAME Report published by the Province of Manitoba.

TABLE 10: STUDENT PROFILE OF RACIALIZED STUDENTS – 2018/2019

School Division	Total Students	Racialized/ Visible Minority Students	Percent
Louis Riel School Division	15,725	4,826	30.1%
Pembina Trails School Division	14,381	Did Not Respond	
River East Transcona School Division	16,645	Did Not Respond	
St. James-Assiniboia School Division	8,533	Did Not Respond	
Seven Oaks School Division	11,233	Not Participating	
Winnipeg School Division	32,281	10,976	34.0%
Total	98,798		

TABLE 11: STUDENT PROFILE OF RACIALIZED STUDENTS – 2017/2018

School Division	Total Students	Racialized/ Visible Minority Students	Percent
Louis Riel School Division	15,354	Did Not Respond	
Pembina Trails School Division	14,437	Did Not Respond	
River East Transcona School Division	15,294	Did Not Respond	
St. James-Assiniboia School Division	8,440	Did Not Respond	
Seven Oaks School Division	11,523	Did Not Respond	
Winnipeg School Division	33,223	Did Not Respond	
Total	98,271		

6.5. EQUITY-BASED STUDENT DATA

The 2021 State of Equity in Education Survey had an additional section for the school divisions that asked about the extent to which school divisions are collecting equity-based student data. Table 12 provides a summary of the responses for the collection of disaggregated student data for race for selected variables including student suspensions, student absenteeism, inactive students,

graduation, credit accumulation, representation in applied and academic courses, and representation in special education.

TABLE 12: COLLECTION OF DISAGGREGATED STUDENT DATA BASED ON RACE

School Division	Student Suspensions	Student Absenteeism	Inactive Students	Graduation	Credit Accumulation	Representation in Applied and Academic Courses	Representation in Special Education
Louis Riel School Division	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Pembina Trails School Division	No	Yes	Yes	Yes	Yes	No	No
River East-Transcona School Division	No	No	No	No	No	No	No
St. James-Assiniboia School Division	No	No	No	No	No	No	No
Seven Oaks School Division	Not Participating	Not Participating	Not Participating	Not Participating	Not Participating	Not Participating	Not Participating
Winnipeg School Division	Yes	Yes	Yes	Yes	Yes	Yes	Yes

The 2021 State of Equity in Education Survey added the disaggregated student data question to build a profile of the present policy and practice of school divisions regarding their level of awareness and use of equity-based data to inform problem solving, decision-making and programming for Indigenous and racialized students. A key element of the collection of disaggregated data involves the issue of public accessibility to this data to promote transparency and accountability. The community needs to be informed on an annual basis about the progress school divisions are making on issues such as student suspensions, student absenteeism, inactive students, graduation rates, credit accumulation, representation in applied and academic courses, and representation in special education using an equity-based lens to ensure that systemic racism and oppressive colonial practises are being authentically addressed.

The disaggregated data on school suspensions collected by the Toronto District School Board (TDSB) Caring and Safe Schools Report for 2018/19, provides a good illustration of how this type of data can be used to develop a deeper understanding of how Indigenous and racialized

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students are impacted by colonialism and systemic racism within the policies and practices of the school division.

Table 13 provides a profile of out of school student suspensions for the Toronto District School Board for the period of 2012 to 2018. The profile presents out of school suspensions declining from 5,321 in 2012/13 to 3,906 in 2018/19, a decrease of 26.6%. This profile would seem to indicate that progress is being made to reduce out of school suspensions of students in TDSB.

TABLE 13: OUT OF SCHOOL SUSPENSIONS – TORONTO DISTRICT SCHOOL BOARD

Toronto District School Board (TDSB) School Year	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
Total number of school suspensions	5,321	4,697	4,524	4,725	4,927	4,302	3,906
Percentage of total student population	2.1%	1.9%	1.8%	1.9%	2.0%	1.7%	1.6%

Table 14 provides a profile of out of school student suspensions for the Toronto District School Board disaggregated by race. The profile presents that White students have a lower rate of out of school student suspensions than their percentage representation of the student population; Black students are overrepresented in out of school suspensions by a factor of 3 times more than their percentage representation of the student population; Indigenous students are overrepresented in out of school suspensions by a factor of 6 times more than their percentage representation of the student population; and South Asian students have a lower rate representation than their percentage representation of the student population. This profile indicates that the school division needs to acknowledge and do further problem solving on how students who are Black or Indigenous are impacted by out of school suspensions

TABLE 14: OUT OF SCHOOL SUSPENSIONS DISAGGREGATED BY RACE – TORONTO DISTRICT SCHOOL BOARD FOR 2018/2019

Disaggregated by Race	Representative of Total Student Population	Representative of Students Suspended
White Students	28%	24%
Black Students	11%	33%
Indigenous Students	0.2%	1.2%
South Asian Students	22%	10%

Table 15 further disaggregates out of school suspension data by linking the impact of out of school suspensions to course credit accumulation. The course credit accumulation is broken down by grade groups. Out of school suspensions impact the number of course credits students can accumulate, which in turn influences high school graduation. The overrepresentation of students

who are Black or Indigenous in out of school suspensions is a factor that will impact their chances of graduating from high school. The disaggregation of data provides evidence to the school division for focussed problem solving on the policies, practices, and processes of student suspensions, especially in relation to students who are Black or Indigenous.

TABLE 15: OUT OF SCHOOL SUSPENSIONS AND COURSE CREDIT ACCUMULATION – TORONTO DISTRICT SCHOOL BOARD FOR 2018/2019

Grade Level Credit Accumulation Requirements	No Suspension Credit Accumulation Attainment	One Suspension Credit Accumulation Attainment	Two or more Suspensions Credit Accumulation Attainment
Grade 9 (8+ credits)	85%	42%	20%
Grade 10 (16+ credits)	75%	32%	13%
Grade 11 (23+ credits)	73%	36%	15%
Grade 12 (30+ credits)	63%	39%	28%

The TDSB Report identifies how this equity-based data plays a key role in developing structural and systemic strategies to address the overrepresentation of students who are Black or Indigenous in student suspensions. “The foundation of this work is through a commitment to professional learning and supporting staff to examine bias, power and privilege as they relate to the student discipline process and encouraging the application of human rights, anti-racism and anti-oppression principles.”

Additionally, the TDSB Report identifies, “school administrators continue to participate in professional learning that examines bias, power and privilege, and their connection to student discipline. This learning has encouraged principals to better understand the lived experiences of each of their students, which has not only led principals to better exercising their discretion when they have an option not to suspend, but also helped them to identify, confront and remove barriers proactively to create more inclusive and equitable learning cultures.”

7. FINDINGS – FACULTIES OF EDUCATION SURVEY

7.1. STUDENT ENROLLMENT EQUITY TARGETS

The faculty of education at the University of Manitoba completed the 2021 State of Equity in Education Survey. The University of Winnipeg, Université de Saint-Boniface, and Brandon University did not respond to the Survey. The faculty of education at the University of Manitoba sets enrollment targets of 7.5% for racialized persons.

7.2. OVERVIEW OF STUDENT POPULATION IN BACHELOR OF EDUCATION PROGRAMS

The faculty of education at the University of Manitoba completed the overview of student population of the 2021 State of Equity in Education Survey. The faculties of education at the University of Winnipeg, Université de Saint-Boniface and Brandon University did not respond to the 2021 State of Equity in Education Survey.

Table 16 provides an overview of self-identified racialized students in Bachelor of Education programs for 2018/2019.

TABLE 16: OVERVIEW OF SELF-IDENTIFIED RACIALIZED STUDENTS IN B.ED. PROGRAMS 2018/2019

Category	University of Manitoba Registered	University of Manitoba Graduates	University of Winnipeg Registered	University of Winnipeg Graduates	Université de St. Boniface Registered	Université de St. Boniface Graduates	Brandon University Registered	Brandon University Graduates
Total Students	310	153	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond
Racialized Students	24 (7.7%)	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond

7.3. EMPLOYMENT EQUITY INITIATIVES AT THE FACULTIES OF EDUCATION

The faculty of education at the University of Manitoba responded to the employment equity section of the 2021 State of Equity in Education Survey. The University of Manitoba indicated that the university has an employment equity policy and collects employment equity data, however, this data is not disaggregated for each faculty. The University of Manitoba also indicated that the self-identification form completion rates remain quite low, and the university is not releasing this data within the university or for external partners. The faculties of education at the University of Winnipeg, Université de Saint-Boniface, and Brandon University did not respond to the 2021 State of Equity in Education Survey.

Comparative employment equity data indicates that the University of Manitoba is lagging behind other public institutions with respect to the employment of Indigenous peoples. Table 17 provides a comparative analysis of the most recent publicly accessible employment equity data for the two universities, Province of Manitoba, City of Winnipeg, and Winnipeg Police Service.

TABLE 17: COMPARATIVE EMPLOYMENT EQUITY DATA FOR SELECTED PUBLIC INSTITUTIONS

Institution	Year of Report	Racialized Persons as a Percentage of the Workforce
University of Manitoba	2018	7.2 %
University of Winnipeg	2016	16.5%
Province of Manitoba	2019	14.2%
City of Winnipeg	2019	16.0%
Winnipeg Police Service	2019	7.3%

Table 18 provides a summary of the responses of the of the faculties of education to the 2021 State of Equity in Education Survey disaggregated by job categories.

TABLE 18: JOB CATEGORIES OF FACULTY OF EDUCATION EMPLOYEES – 2018/2019

Job Category	University of Manitoba Total Number of Employees	University of Manitoba Total Number of Racialized Employees	University of Winnipeg Total Number of Employees	University of Winnipeg Total Number of Racialized Employees	Université de St. Boniface Total Number of Employees	Université de St. Boniface Total Number of Racialized Employees	Brandon University Total Number of Employees	Brandon University Total Number of Racialized Employees
Faculty Members with Tenure	29	Data Not Provided	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond
Faculty Members without Tenure	17	Data Not Provided	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond
Contract Instructors	29	Data Not Provided	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond
Support Staff	3	Data Not Provided	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond
Clerical/Admin Staff	22	Data Not Provided	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond
Total	100	Data Not Provided	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond	Did Not Respond

8. 2021 STATE OF EQUITY IN EDUCATION REPORT CALLS TO ACTION

CALL TO ACTION #1:

Educational institutions must make a commitment to public transparency and accountability regarding equity-based reports, collection of data, and policies. The community will be able to monitor progress on equity-based issues for racialized peoples, develop knowledge, and provide informed feedback when public schools, universities, and the provincial government ensure that this information is accessible to its citizens.

CALL TO ACTION #2:

The provincial government and locally elected school boards must make a comprehensive commitment to implementing employment equity and student equity policies and programs by establishing an Education Equity Secretariat within the provincial government and Education Equity Offices within school divisions.

The key commitments for school divisions to develop and implement employment equity initiatives will include: (1) Independent Equity Audit; (2) Independent Employment Systems Review; (3) Employment Equity Policy and Plan; (4) Workforce Self-Identification Census; and (5) Annual Employment Equity Report accessible to the public.

The key commitments for school divisions to develop and implement student equity initiatives will include: (1) Regular Student and Parent Survey/Census of the Demographics of the Community Being Served; (2) Collection of Equity-Based Disaggregated Data for student suspensions, absenteeism, graduation rates, credit accumulation, and representation in applied and academic courses.

CALL TO ACTION #3:

The faculties of education, school divisions, and the provincial government should work in partnership with newcomer, refugee, and immigrant-serving organizations to increase the number of racialized peoples pursuing a career as a teacher by establishing a *Racialized Newcomer Teacher Transition Support Initiative* that would target: (1) Internationally Educated Teachers; (2) racialized newcomer term contract teachers who want to become permanent contract teachers; and (3) racialized newcomer substitute teachers who want to become permanent contract teachers. The Initiative would focus on establishing a Transition Centre that would include the following program elements: (1) Advocacy and Advisory – credential assessment and employment support services; (2) Deepening Understanding of Manitoba Curriculum – context knowledge development; (3) Academic and Professional Language Skills Enhancement; (4) School Experience – internships and mentorships in school divisions; and (5) Funding Support – tuition, living allowances and childcare.

CALL TO ACTION #4:

To address the underrepresentation of racialized/newcomer peoples as trustees on local school boards, the Louis Riel, Pembina Trails, River East-Transcona, St. James-Assiniboia, and Seven Oaks school divisions should change their present multi-trustee representation for each ward system to a one trustee/one ward system. This would provide the opportunity

to establish ward boundaries that better reflect the diverse socio-economic and cultural communities served by these respective school divisions.

CALL TO ACTION #5:

The term racialized individual(s)/group should be used to replace the term visible minority for equity-based demographic data collection. Disaggregated data collection should be based on racialized population groups identified by the Data Standards for the Identification and Monitoring of Systemic Racism developed by the Anti-Racist Directorate of the province of Ontario.

THE FOLLOWING CALLS TO ACTION HAVE BEEN CARRIED FORWARD FROM THE 2020 STATE OF EQUITY IN EDUCATION REPORT AND STILL HAVE NOT BEEN ADDRESSED:

CALL TO ACTION #6:

The faculties of education should set equity-based enrollment targets for racialized students and publicly release an annual equity-based enrollment and graduation report to promote transparency and accountability.

CALL TO ACTION #7:

The universities should publicly release an annual employment equity report disaggregated or broken down to the faculty level that is readily accessible to the public to promote transparency and accountability.

CALL TO ACTION #8:

The Department of Education and Training of the Manitoba provincial government should publish on a three-year period basis self-identification student and teacher data for racialized peoples disaggregated or broken down by individual school divisions, with data collection strategies and approaches made in consultation with racialized newcomer, refugee, and immigrant community organizations.

REFERENCES

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Mental Health and Community Wellness

Presentation to Manitoba Association of School Superintendents
December 6, 2022
Vicki Toews, Director, Health Promotion and Wellness, MHCW

Overview

- Manitoba Context
- A Pathway to Mental Health and Community Wellness: A Roadmap for Manitoba
- Year 1 Roadmap Priorities to Support and Invest in Child and Youth Development
- Healthy Schools Initiatives Review
- Future State

Manitoba Statistics: Children and Youth

- The *Mental Health Commission of Canada* reported that youth aged 16 - 24 years were most likely to report mental health and substance use concerns and less ability to handle pandemic stress
 - Almost 45% of youth reported moderate to severe anxiety symptoms
 - About 40% of youth who use alcohol, cannabis, or both reported increased use
- Demand for Kid's Help Phone (KHP) services in Manitoba has significantly increased from 2019. Young people in Manitoba reached out 70,000 times in 2021, a 5% increase from 2020 and an 89% increase from 2019
- The most frequent topics of these contacts are anxiety and stress, relationships, depression, suicide, and isolation
- KHP Text Services:
 - 21% were 5-13 year-olds
 - 49.8% were 14-17 year-olds*
 - 54%: were children/youth living in rural or medium-sized cities
 - 58% identified as 2SLGBTQ+
 - 27% identified as Indigenous

A New Manitoba Ministry

- The Department of Mental Health and Community Wellness was created in response to the increased prevalence and complexity of mental health and addictions issues, and increasing demand for services and supports that will be required to recover from the COVID-19 pandemic
- MHCW received a mandate to lead a whole-of-government approach to improve Manitoba's mental health, substance use and addiction system as well as broader wellness and health promotion programs
- In February 2022, MHCW announced the five-year plan, *A Pathway to Mental Health and Community Wellness: A Roadmap for Manitoba* which shapes the strategic priorities, direction, and action items for the new department

Informing the Roadmap

- MHCW engaged with Manitobans from across the province, including front-line service providers, people with lived experience, system leaders and Indigenous governments and rights-holding organizations
- Over 3,000 Manitobans were engaged through a mix of surveys, interviews, focus groups and submissions
- MHCW also incorporated feedback and recommendations from previous reports and studies including the VIRGO Report, reports from the Manitoba Advocate for Children and Youth, and the findings of the Illicit Drug Task Force
- The Roadmap was also designed to align with broader plans for health system transformation including the Clinical and Preventive Services Plan

What we Heard

- Make it easier to access and navigate services, especially for vulnerable and marginalized populations
- Ensure services are high quality, evidence-based and recovery-oriented
- Increase the capacity of supports and services for clients and their families/caregivers
- Reduce the stigma around seeking help for mental health and addictions challenges
- Better support Indigenous health and wellness
- Focus more on health promotion, chronic disease prevention and early intervention activities, especially for children and youth

Our Plan

- **Vision:** Manitobans experience physical, mental, social, cultural and spiritual well-being across their lifespan.
- **Mission:** To create an integrated, responsive, and accessible system of wellness, mental health, substance use and recovery services and supports that meets the needs of Manitobans.



System Principles

Accountability • Reconciliation • Culturally Relevant • Evidence Based Person and Family Centred • Recovery Oriented • Trauma Informed

Five Strategic Pillars

- **Equitable Access and Coordination:** all Manitobans can access mental health, substance use and addictions services and wellness programs where and when they need them
- **Governance and Accountability:** a whole-of-government approach to coordinating planning, funding, and oversight in a more integrated and evidence-based way
- **Indigenous Partnerships and Wellness:** listening to, learning from and working with Indigenous governments, rights-holders and Indigenous-led organizations to support the mental health and well-being of Indigenous peoples in Manitoba

Five Strategic Pillars

- **Quality and Innovation:** Supporting and investing in our front-line workforce and providing them access to best practices and clear quality standards
- **Mental Well-Being and Chronic Disease Prevention:** Supporting the mental well-being and physical health of our population:
 - *Advance chronic disease prevention*
 - *Promote mental well-being*
 - *Support and invest in child and youth development*

Working Together

The effective implementation of the roadmap will require collective effort

MHCW's role is to support, connect and enable all partners who have a role in achieving the Roadmap's vision and mission, including other government departments and service delivery partners

We will be creating governance and advisory structures to ensure people with lived/living experience, Indigenous Peoples, service providers and government partners have a voice

Support and Invest in Child and Youth Development

- Complete a scan of existing mental health services and programs and enhance services for children and youth including: the Strongest Families Institute and expansion of Huddle
- Conduct a review of Manitoba's Healthy Schools Initiative and identify upstream preventive measures
- Establish health promoting school standards
- Support cross-departmental efforts to increase student attendance
- Increase the number of publicly funded psychology and psychiatry positions
- Build out a coordinated program for the prevention of suicide among children, youth and Indigenous populations
- Strengthen School Nourishment programs to address current gaps in service delivery and wait lists

Healthy Schools Initiative Review

Manitoba's school health initiative designed to promote the physical, emotional, and social health of school communities.

The HSI includes:

- 1) providing financial support to all schools in Manitoba through the Healthy Schools Grant;
- 2) developing health promotion resources and overseeing the provincial healthy schools website;
- 3) supporting the implementation of child and youth health surveillance tools like the Health Behaviours in School-aged Children survey (HBSC);
- 4) participation on Joint Consortium of School Health; and
- 5) policy oversight of school and community-based health promotion and early intervention programming for children and youth.

Healthy Schools Grant

School divisions and First Nation, funded independent, and non-funded independent schools are eligible to receive a grant.

- Physical activity (31 - 41%)
 - Mental health promotion (26 - 31%)
 - Safety and injury prevention (16 - 18%)
 - Healthy eating (12 - 15%)
 - Substance use and addictions (3 - 5%)
 - Healthy sexuality (1 - 2%)
- In 2021/22, 37 school divisions and 142 schools received between \$154.00 and over \$60K in funding.
 - Mental health tool-kits, meditation and body image workshops; healthy snacks and the creation of a multi-cultural healthy eating recipe booklet; recess equipment, snowshoes and learn to swim programs; safety and injury prevention training; and peer support training.

Health Behaviours of School- aged Children Survey

- The HBSC Research Network collects, interprets, and reports on the health behaviours of students, including data on health, well-being, and social environments (schools)
- EECL recently received approval to conduct a census-level HBSC for grade 6 - 10 students in provincially-funded schools
- Data collection will take place between January and February 2023. Individual school and school division reports will be disseminated in June 2023
- The implementation of a census-level HBSC survey will provide a baseline of youth health with a particular focus on mental health, connectedness to school, and the health behaviors of youth

Pan-Canadian Joint Consortium of School Health

In 2005, provincial and territorial ministers of Education and Health and the federal Minister of Health established the JCSH to facilitate a comprehensive and coordinated approach to health promotion in the school setting.

- Currently developing *Health Promoting School Standards*
- The current mandate (2020 – 2025) is focused on building upstream preventive responses to the following priorities:
 - Problematic substance use, with a strong initial focus on vaping
 - Mental well-being, including social-emotional learning, resiliency, anxiety, protective factors and disruptive behaviours
 - School food environment, including the alignment of healthy eating school food policies and priorities through the comprehensive school health approach

Child and Youth Health Promotion Programs

School-based Programs:

- Thrival Kits
- Project 11
- Families and Schools Together (F&ST)

Community-based Programs/Services:

- Strongest Families Institute
- Pax Dream Makers
- Kids Help Phone (CITC and counselling)
- Gilbert Park Going Places
- Preventing Solvent Abuse
- West End 24 Hour Safe Space

A Vision for Child and Youth Mental Health

Aligned with the MASS Mental Health Framework we have identified the following potential actions to share responsibility and ensure a coordinated and accessible response to child and youth mental health:

- regular meetings with EECL and MHCW to ensure collaboration and alignment on departmental initiatives
- annual consultation with Shared Health, MASS, and MFNERC
- implement a communication protocol between partners, including developing common language
- support mental health professionals to regularly collaborate with school communities to plan and ensure delivery of programming, supports, and services
- suicide crisis response will include collaboration with schools to review suicide warning signs and procedures for referring students who present with increased risk

Future State Questions

1. How can we best work with School Divisions to ensure the best support for children and youth?
2. How do we strengthen the relationship between the education system, community-based supports, and the healthcare system to support the mental health needs of children and youth?
3. What would your vision be of a well-functioning, responsive system for children and youth?

Questions?



Healthy Development Resources and Healthy Schools Website

- [MHCW Roadmap](#)
- [Manitoba's Healthy Schools](#)
- [JCSH](#)
- [Growing Up Okay!](#) provides a general overview of puberty, gender, hygiene, personal safety, feelings and relationships

For more information on Healthy Schools Initiatives or information in this presentation, please contact:

Jackie Van Drunen, Policy Analyst, Health Promotion and Wellness

Jaclyn.vandrunen@gov.mb.ca

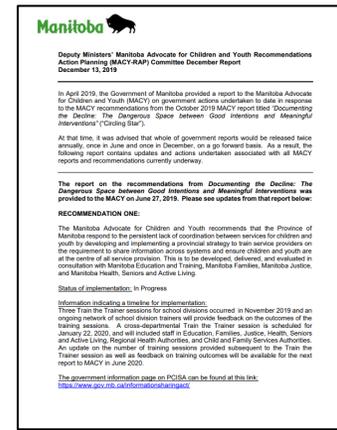
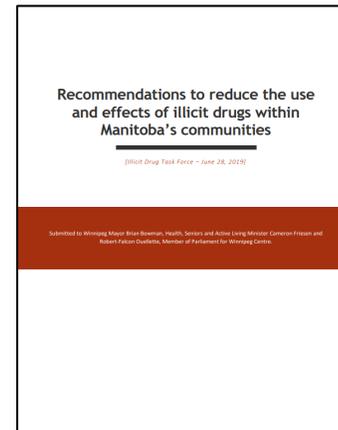
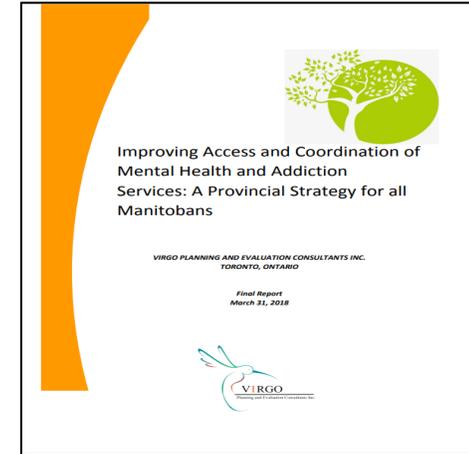
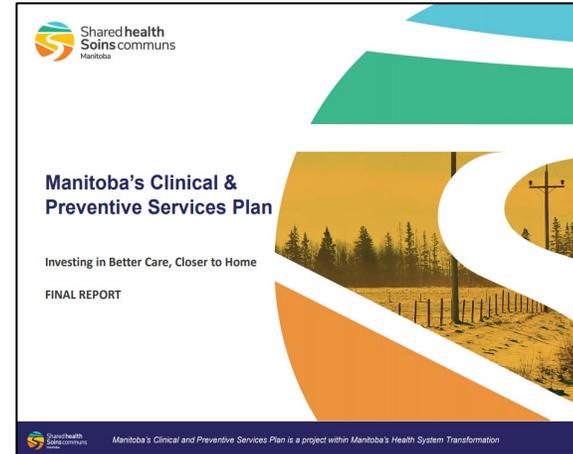
Key Definitions



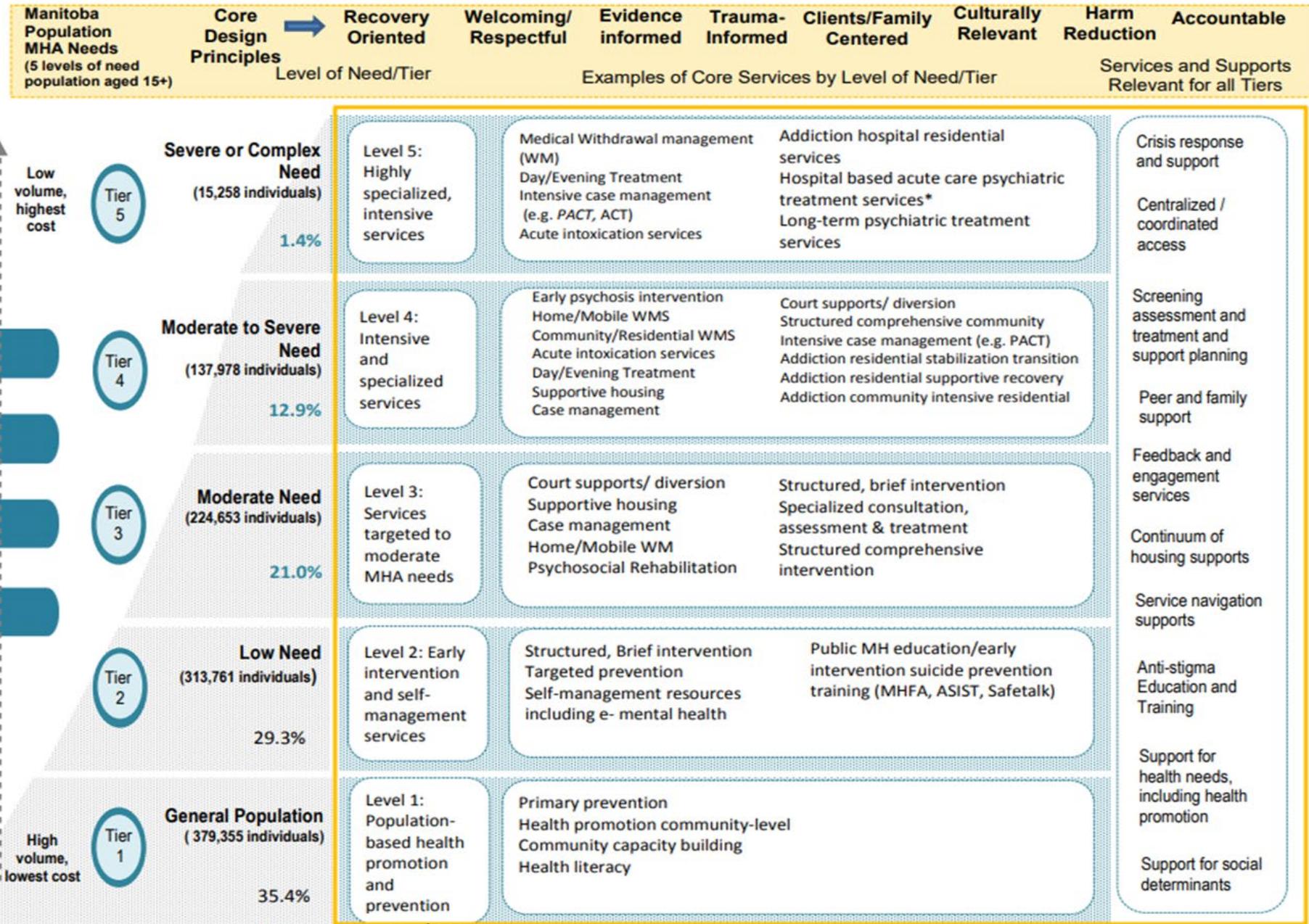
- **Mental Illness** refers to a psychiatric disease or diagnosis (e.g. Schizophrenia, Addiction, Clinical Depression, Anxiety Disorder)
20% of Manitobans have a mental illness
- **Mental Health** is a term that refers to each and every one of us and relates to one's emotional and psychological well-being
Mental Health affects 100% of Manitobans
- **Mental Health Promotion** is about creating environments that promote and sustain positive mental health for everyone; it includes actions that promote mental well-being for the whole population, prevent mental health problems and illnesses, and improve the quality of life and support recovery for people living with a mental illness.

Important Reports and Recommendations

- Manitoba's Clinical and Preventive Service Plan
- Improving Access of Coordination of Mental Health and Addiction Services: A Provincial Strategy (Virgo Report)
- Provincial Clinical and Preventive Services Planning for Manitoba
- Recommendations to Reduce the Use and Effects of Illicit Drugs within Manitoba's Communities
- The Deputy Minister's Manitoba Advocate for Children and Youth (MACY-RAP) Committee Recommendations



Mental Health and Substance Use/ Addiction Treatment System Framework for Manitoba



Level 3 -5
Mental Illness and Addictions/ Recovery

Level 1-2
Wellness, Health Promotion and Mental Health

* Disorder-specific settings may focus on specific psychotic disorders, mood and anxiety and/or eating disorders.

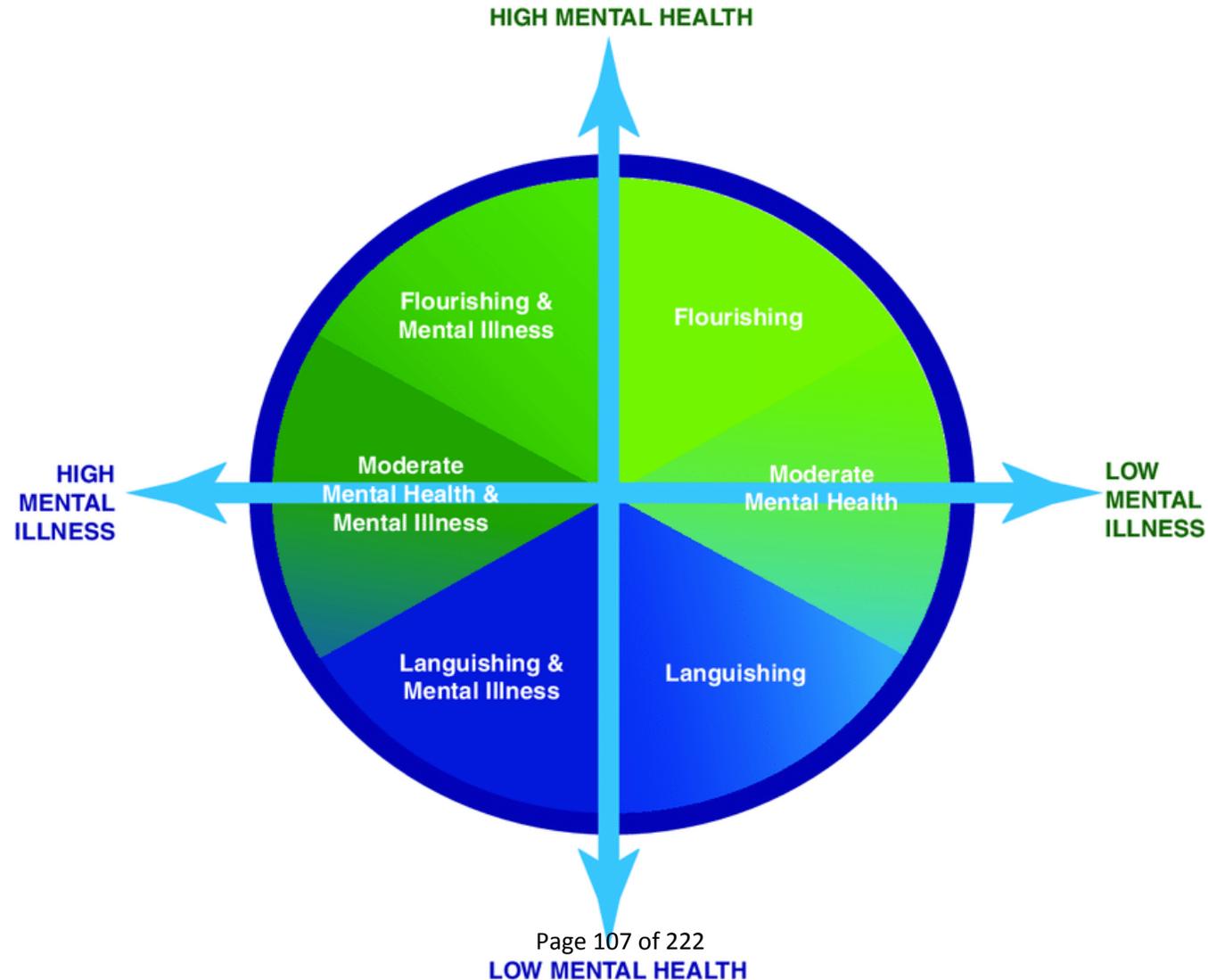
5 T's for Mental Health Education in Schools

<p>1 TALKING about mental health</p>  <p>Students need open and ongoing conversations to help decrease the stigma surrounding mental health. The earlier these conversations start the better, since around 50% of all mental health illness begins before the age of 14, and many cases go undetected and untreated. School-wide strategies to increase awareness, such as providing mental health and well-being tips in the morning announcements or assemblies, can go a long way in promoting productive conversations.</p>	<p>Providing appropriate 2 TRAINING for teachers and staff</p>  <p>Educators need training to appropriately identify and respond to signs of mental health issues. Teachers are often the first adults that students turn to in times of distress or crisis, but many report feeling unprepared to support students directly or refer out for additional services. Schools need resources to provide in-depth training and on-site mental health support services to comprehensively and effectively address student needs.</p>	<p>3 Incorporating mental health into TEACHING</p>  <p>Mental health education can be integrated into academics and classwork in a way that doesn't overly burden teachers. For example, a Social Studies lesson may identify and discuss mental health topics (e.g., trauma, stigma) in books that students are reading. Younger students may learn about how to identify, describe, and manage emotions, while older students may learn about and discuss social implications of different mental health issues.</p>	<p>4 Providing helpful TOOLS for students</p>  <p>School counselors play a central role in providing direct services to students in need. However, the average student-to-school-counselor ratio is 482:1, nearly double the 250:1 ratio recommended by the American School Counselor Association. Without easy access to a counselor, educators might consider other mental-health building tools that can be incorporated into the school day, such as:</p> <ul style="list-style-type: none">• Mindfulness• Relaxation techniques• Physical exercise• Art (visual arts, theater, music)• "Break" or "Time Out" space	<p>5 TAKING CARE of teachers</p>  <p>In addition to addressing students' mental health needs, schools also need to make sure to support educators' mental health needs. Teachers experience high levels of daily stress, which also has a negative impact on students' social adjustment and academic performance. Various organizational and/or individual-level programs, including workplace wellness programs, teacher mentoring, and practices like mindfulness can help.</p>
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The five strategies can be used by administrators and educators to guide actions and decisions within every step or level of support provided to students in their schools:

- Universal / health promotion / low intensity / steps 1 - 4
- Targeted / early intervention / medium intensity / steps 5 - 7
- Intensive / intervention / high intensity / steps 8 - 9

Resources for all. At every step. In every school.



Leadership Meeting

December 14, 2022



DIVISION SCOLAIRE
LOUIS RIEL
SCHOOL DIVISION





Land Acknowledgement

The Louis Riel School Division (LRSD) brings together a community of schools on the traditional land of the Anishinaabek, Ininewak, and Dakota. Our division is located on the homeland of the Red River Métis. We recognize that Manitoba is also the traditional land of the Anishininwak and Dene.

We respect the treaties made on this land and acknowledge the harms and mistakes of the past and present. We dedicate ourselves to authentic alliances with Indigenous communities in a spirit of reconciliation and cooperation.

The ongoing development of LRSD's land acknowledgement is guided by our Indigenous Council of Grandmothers and Grandfathers, and we thank them for their generosity and collaboration.

Expectations & Commitments



- Overview
- Summaries
- Wordcloud
- Thoughts
- Differences
- Tiles
- Bars
- Heatmaps
- Theme
- Reports
- Moderate
- Manage
- Connections

SUMMARIES

Summaries are snapshots of what participants said in your Exchange. They generate automatically and update daily in Exchanges with active participation.

Overview

Summary of the overall Exchange.

Students who struggle to follow routines and often out of the classroom hard to manage without regular EA support are worried about admin and SS covering frequently. Staff absences Fail to fills are becoming more frequent for both teachers and educational assistants.

Keyword themes

Rating

Sentiment

Related thoughts for Overview

This is a selection of the thoughts used to calculate this summary.

Discussion around EA use and allotment important. Would like to keep discussing which students warrant EA support and whether the SIS captures this. Example: students who struggle to follow routines and frequently out of the classroom hard to manage without regular EA support.

★ 4.1 Avg rating
12 Ratings

Glad to hear we will be talking about student absences. Will this also lead to a discussion about staff absences? Failed to fills are once again having an impact, and we are worried about admin and SS covering frequently.

★ 4.1 Avg rating
11 Ratings

Staff absences Fail to fills are becoming more frequent for both teachers and Educational Assistants.

★ 4 Avg rating
9 Ratings

I am interested in the outcome of the

★ 3.9 Avg rating

Agenda/Ordre du jour

1. Professional Learning Budget for Principals and Vice-Principals
2. Meetings in January and February
3. Expectations & Commitments
4. Learning Conversation
5. The Fall Student Absence Rates: An Analysis of Absences in the Context of a Pandemic
6. Educational Assistants: Trying to Better Measure and Respond to Needs



Agenda/Ordre du jour

1. Topics for the Meeting on January 18, 2023: Diversity, Equity, and Inclusion
2. Topics for the Meeting on February 15, 2023: Multi-Year Strategic Planning and Budget 2023-2024



The Learning Conversations Protocol



- Moving from “Great Discussions” to Focused Learning.
- Leadership Learning Teams will need to schedule another conversation before our next leadership meeting on December 14.
- Send your breakfast, lunch or snack bills to Christian and Lexi.

The Learning Conversations Protocol

An Intentional Interruption Strategy
for Enhanced Collaborative Learning



In this monograph, we have invited educational psychologists Steven Katz and Lisa Ain Dack to share the Learning Conversations Protocol, a strategy – if implemented correctly – to turn “great discussions” into successful professional learning.

“The problem with ‘great discussions’ is that analysis, debate and challenge – which are necessary for true (permanent) learning – are often absent.”

– Steven Katz and Lisa Ain Dack

The default practices of “great discussions”

Professional learning – the kind that has the goal of changing teacher or leader understanding in a way that leads to permanent changes in practice (Katz & Dack, 2013) – often occurs in a collaborative setting. When groups of people get together to “learn” in this way, the experience tends to be characterized by significant discussion. People often leave a meeting and comment to themselves or to others, “That was a great discussion!”. The problem with “great discussions”, however, is that the components of “joint work” (Little, 1990) that are necessary for true (permanent) learning, such as analysis, debate and challenge, are often absent.

Take the notion of groupthink, for example, which refers to the stifling of individuality that occurs in a collective context. The idea behind groupthink is that if you put a group of people together and allow for a free-flowing discussion, the group tends to settle on content for which there is already high agreement among group members. Essentially, being in a group leads to a lack of variability in perspectives (Katz, Earl & Ben Jaafar, 2009). And so the “great discussion” may involve a significant amount of talking, but with few differences in opinions being purposefully shared. This is problematic for “real” learning, which relies on diversity of opinion (Katz & Dack, 2013).

The Capacity Building Series is produced by the Ministry of Education to support leadership and instructional effectiveness in Ontario schools. The series is posted at: www.edu.gov.on.ca/eng/literacynumeracy/inspire/. For information: studentachievement@ontario.ca

Setting the Stage (2 minutes)

- Follow the steps
- No placing blame
- Collaboration
- Tolerating discomfort in the process
- Leader presenter to take his/her own notes
- Everyone else to keep a “parking lot” for personal connections

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Step 1: Introduction (5 minutes)

- The facilitator reviews “the why” behind this step.
- The leader presenter briefly explains where s/he is in the process of his/her leadership inquiry, what learning moves have been undertaken and what specifically has been learned.

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Step 2: Introduction (5 minutes)

- The facilitator reviews “the why” behind this step.
- The group asks clarifying questions to fill in any gaps.
- No judgments or interpretations are to be made about what the leader was doing, and no suggestions.
- The leader presenter answers specific questions in a crisp and precise manner.

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Step 3: Interpreting the Leader’s Work (8 minutes)

- The facilitator reviews “the why” behind this step.
- The group tries to understand the leadership inquiry and/or latest learning move(s) at a deeper level.
- Each individual puts forward how they are conceptualizing or representing what they’ve heard.
- Avoid any push to consensus; table as many different ways of thinking about the inquiry as possible.
- No suggestions!

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Take the notion of groupthink, for example, which refers to the stifling of individuality that occurs in a collective context. The idea behind groupthink is that if you put a group of people together and allow for a free-flowing discussion, the group tends to settle on content for which there is already high agreement among group members. Essentially, being in a group leads to a lack of variability in perspectives (Katz, Earl & Ben Jaafar, 2009). And so the “great discussion” may involve a significant amount of talking, but with few differences in opinions being purposefully shared. This is problematic for “real” learning, which relies on diversity of opinion (Katz & Dack, 2013).

The Capacity Building Series is produced by the Ministry of Education to support leadership and instructional effectiveness in Ontario schools. The series is posted at: www.edu.gov.on.ca/eng/literacynumeracy/inspire/. For information: studentachievement@ontario.ca

Step 4: Quick Clarification (2 minutes)

- The facilitator reviews “the why” behind this step.
- The group tries to understand the leadership inquiry and/or latest learning move(s) at a deeper level.
- Each individual puts forward how they are conceptualizing or representing what they’ve heard.
- Avoid any push to consensus; table as many different ways of thinking about the inquiry as possible.
- No suggestions!

The Learning Conversations Protocol

An Intentional Interruption Strategy
for Enhanced Collaborative Learning



In this monograph, we have invited educational psychologists Steven Katz and Lisa Ain Dack to share the Learning Conversations Protocol, a strategy – if implemented correctly – to turn “great discussions” into successful professional learning.

“The problem with ‘great discussions’ is that analysis, debate and challenge – which are necessary for true (permanent) learning – are often absent.”

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Step 5: Implications for Thinking (and Practice) (8 minutes)

- The facilitator reviews “the why” behind this step.
- The groups discuss the implications for the leader presenter’s learning or where the leader presenter should go next in his/her thinking based on what they’ve heard and discussed.

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Step 6: Consolidate Thinking and Plan Next Steps (5 minutes)

- The facilitator reviews “the why” behind this step.
- The leader presenter refers to his/her notes and summarizes what s/he is thinking (with input from the group). What resonates?
- If possible, s/he talks about the Next Best Learning Move.

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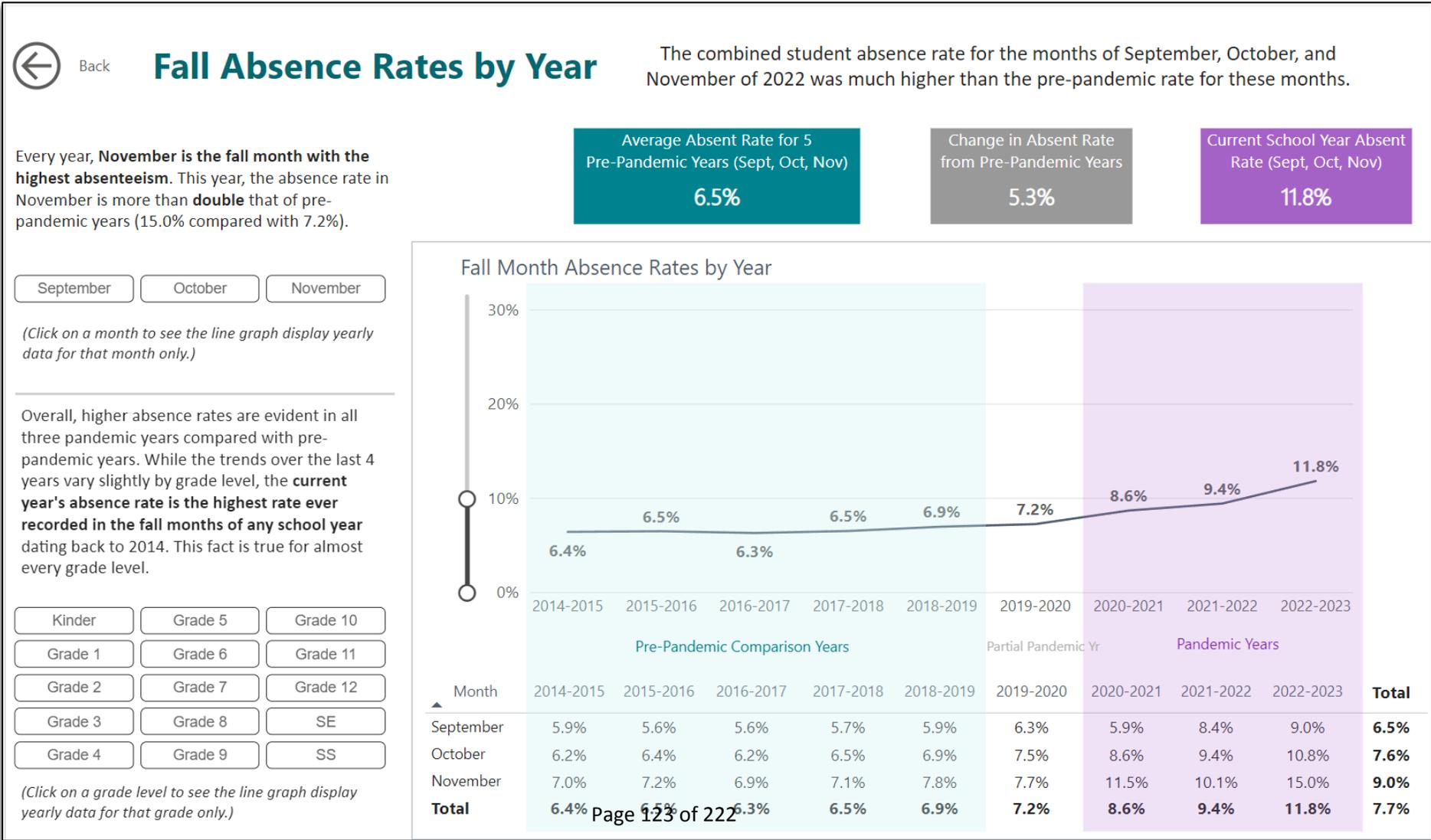
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Step 7: Reflections on the Process (5 minutes)

- The whole group reflects on the process of using the protocol (what did/didn't work well in terms of the intended “learning conversation” objective).
- The leader presenter reflects on his/her learning from the collaborative analysis, by being asked: How did we push your thinking and add value because we were together?
- Each member of the group shares one thing that was put in their “parking lot” of personal connections.

The Fall Student Absence Rates: An Analysis of Absences in the Context of a Pandemic

Click on screenshot to open this Power BI report



Now analyze YOUR SCHOOL's absences in the context of a pandemic

Click on screenshot to open this document

LRSD Fall Student Attendance Data Story School-Level Questions																																									
Question	Divisional Screenshot	Link																																							
1. What was my school's average absent rate in the fall months of pre-pandemic years? What is it this year?	<p>The combined student absence rate for the months of September, October, and November of 2022 was much higher than the pre-pandemic rate for these months.</p>	Fall 2022 Student Attendance Story – Internal: Fall Absence Rates by Year																																							
2. Across the division, the absence rate this November is more than double that of pre-pandemic years. Is that also true for my school?	<p>Fall Absence Rates by Year</p> <p>The combined student absence rate for the months of September, October, and November of 2022 was much higher than the pre-pandemic rate for these months.</p>	Fall 2022 Student Attendance Story – Internal: Fall Absence Rates by Year																																							
3. In which grade level has the change in absence rates been greatest in my school (current year to pre-pandemic years)?	<p>Fall Absence Rates by Grade</p> <p>The pandemic years are in green, pandemic years are in purple. The line and column group show the Absent Rate Variance (difference) between the pre-pandemic rates and the pandemic rates.</p>	Fall 2022 Student Attendance Story – Internal: Fall Absence Rates by Grade																																							
4. Across the division, 43% (7195) of students have been chronically absent already this school year, compared with 23% in pre-pandemic years. What is the rate and number in my school?	<p>Chronically Absent Variance from Pre-Pandemic Years</p> <p>2019-2020: 23.3% 2020-2021: 5.22% 2021-2022: 14.75% 2022-2023: 20.37%</p>	Fall 2022 Student Attendance Story – Internal: Trends in Chronic Absenteeism																																							
5. How many students were severely chronically absent in my school last year? How many in the fall months of this year?	<p>Number of Chronically Absent and Severely Chronically Absent Students by Year</p> <table border="1"> <thead> <tr> <th>Divisional Absenteeism</th> <th>2019-2020</th> <th>2020-2021</th> <th>2021-2022</th> <th>2022-2023</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Chronically Absent</td> <td>2141</td> <td>2863</td> <td>2027</td> <td>2396</td> <td>2884</td> <td>2597</td> <td>2475</td> <td>1736</td> <td>4614</td> <td>7884</td> </tr> <tr> <td>Severely Chronically Absent</td> <td>1270</td> <td>1838</td> <td>1444</td> <td>1426</td> <td>1534</td> <td>1510</td> <td>2015</td> <td>2450</td> <td>2279</td> <td>4972</td> </tr> <tr> <td>Total</td> <td>3410</td> <td>4702</td> <td>3471</td> <td>3822</td> <td>4418</td> <td>4607</td> <td>4490</td> <td>4935</td> <td>7193</td> <td>12856</td> </tr> </tbody> </table>	Divisional Absenteeism	2019-2020	2020-2021	2021-2022	2022-2023	Total	Chronically Absent	2141	2863	2027	2396	2884	2597	2475	1736	4614	7884	Severely Chronically Absent	1270	1838	1444	1426	1534	1510	2015	2450	2279	4972	Total	3410	4702	3471	3822	4418	4607	4490	4935	7193	12856	Fall 2022 Student Attendance Story – Internal: Trends in Chronic Absenteeism
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6. Using the various demographic slicers in the filter pane, determine which group of students has seen the greatest change in absence rates since pre-pandemic years. (I.e., Is it Indigenous students? Is it boys who identify as IBPOC?)																																									

Possible Next Steps: Absence Data Deep-Dive

Deep dive into **daily trends**:

1. How would I describe the absence trend this school year?
2. Have changes been slow and gradual, or sudden?
3. When did absences peak?
4. How many students were away at that time?
5. How long did the peak last?
6. What was the predominate reason for the absences?
7. Has it been a similar trend across all grade levels?

Deep dive into **chronically absent students**:

1. Who are the severely chronically absent students?
2. For each student, has this absence rate been consistent?
3. For how many years has the student been chronically absent?
4. Are there certain times of the year during which they miss more school?
5. What are the student's most common reasons for missing school?

Answers to these questions are available in the existing Power BI [Attendance Report](#) and [Attendance Trend Analysis Report](#)

Take-Away: Our Ongoing Journey in the New Year

- What impact is the trend in absence rates having on students' achievement and well-being?
- How are we responding? Is our response working?
- What are some *successes* we're having responding to the chronic absences?
- What are the *challenges* we're having responding to the chronic absences?



Educational Assistants: Trying to Better Measure and Respond to Needs

1. Why?
 - View PBI Report
2. What?
3. How?
 - Spreadsheet (FOR NOW)
 - Training: Dec 15th; Dec 19th; Jan 6th
4. When?
 - Submit to James Larmour by Jan 13th
5. How often?

School	EA Name (First Name Last Name)	EA Total Assigned Hours (HR)	Type of Support I (Individual) G (Group) C (Class) GS (General Supervision)	Student Number(s)	Student Name(s)	Course-Section Selection: Class	Days per 6 Day Cycle	Minutes per Day 5.5 EA = 330 mins 6.5 EA = 390 mins 2.75 EA = 165 mins	Minutes per 6 Day Cycle 5.5 EA = 1980 mins 6.5 EA = 2340 mins 2.75 EA = 990 mins
002	Clarke Hagan	6.5	I	001051111	James Larmour		6	300	1800
002	Clarke Hagan	6.5	I	001052222	Dolores Stupak		6	90	540
002	Jeff Anderson	2.75	G	001041111,00104222 2,001043333	James Larmour, Steven Howes, Reid Crampton		3	45	135
002	Jeff Anderson	2.75	G	001034444,00103555 5,001036666	Dolores Stupak, Marnie Wilson, Gary Komadowski		6	60	360
002	Jeff Anderson	2.75	G	001047777,00104888 8,001049999	Mike Chartier, Gregg Hartness, Greg Sawkey		6	60	360
002	Jeff Anderson	2.75	G	001051111,00105222 2,001053333,001054	Nick Pele, Rob Cantafio, Paul Douglas		3	45	135
002	Darcy Cormack	5.5	I	001053333	Marnie Wilson		6	300	1800
002	Marlene Murray	5.5	C			E10F-1	6	66	396
002	Marlene Murray	5.5	C			M10F-1	6	66	396
002	Marlene Murray	5.5	C			SC20F-1	6	66	396
002	Marlene Murray	5.5	C			SS30F-3	6	66	396
002	Marlene Murray	5.5	C			PE40F-5	6	66	396
002	Lisa Aitken	5.5	C			ATT-AM-12	6	330	1980
002	Darcy Cormack	5.5	GS				6	30	180

Creating a Culture of Diversity, Equity, Inclusion and Anti-Racism

IN THE LOUIS RIEL SCHOOL DIVISION



LOUIS RIEL SCHOOL DIVISION
**Diversity, Equity, Inclusion
and Anti-Racism Services**

School division report raises alarm over surging student absence rate

By: Maggie Macintosh

Posted: 7:00 PM CST Tuesday, Dec. 13, 2022

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“Chronically absent” kindergarten and Grade 1 students now outnumber those who attend classes regularly in one Winnipeg school division.

The Louis Riel School Division published a new report that outlines the alarming toll COVID-19 and other respiratory viruses continue to have on Manitoba’s K-12 buildings this week.

The interactive project, which showcases current and historical fall student absence rates, shows overall non-attendance has surged beyond record-breaking levels in 2020 and 2021.

While the number of students who miss partial or entire school days on a regular basis is up across all grades, there are particularly stark trends amongst the division’s youngest pupils.



“So often, an absence, absences — it can all get away from you,” said superintendent Christian Michalik, who oversees the education of about 15,500 public school students.

“The longer you’re away, the more difficult it is to find one’s way back into community, one’s way back to the learning journey everyone else is on. It requires tremendous work and a tremendous collective effort (to break these patterns).”

“The longer you’re away, the more difficult it is to find one’s way back into community, one’s way back to the learning journey everyone else is on.”

–Christian Michalik

Michalik said this reality warrants significant investments in public education to ensure small class sizes, adequate staffing levels and other resources can support consistent learning in the coming year and beyond.

So far this year, the overall absence rate — which accounts for the period of September, October and November — is 12 per cent. The average autumn absence rate for the five academic years predating the COVID-19 pandemic was less than seven per cent.

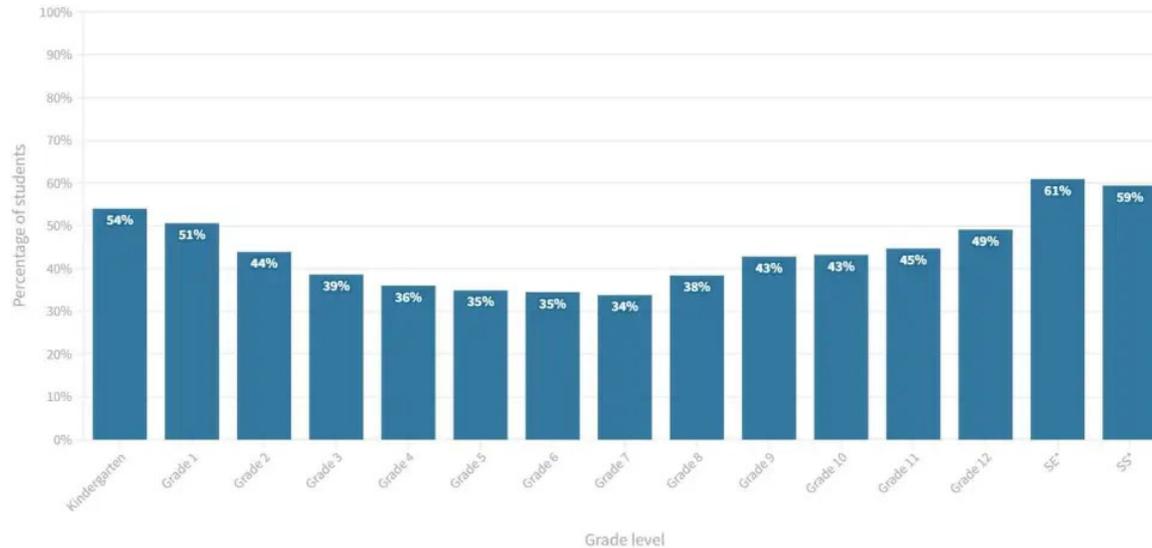
Chronic absenteeism is defined as non-attendance for 10 per cent. Across Louis Riel’s 40 schools, the number of students who have missed more than that percentage of the academic year to date is up 15 per cent from pre-pandemic periods.

If a student misses upwards of 20 per cent of all instructional days, they are considered “severely chronically absent.”



Chronic absenteeism in Louis Riel School Division

Percentage of students in each grade missing 10% or more of the 2022/23 school year



*SE students are in individualized programming in elementary and middle school. SS students are in individualized programming in senior years.
Source: Louis Riel School Division

Winnipeg Free Press

The former is the equivalent of missing about a month of the 2022-23 academic year, given the province has allotted 193 days on the calendar. The latter is the equivalent of being absent for two full cumulative months of instruction.

While teachers monitor attendance daily, these thresholds prompt a further probe into why a child is not at school, exploration of strategies to re-engage them in traditional schooling, if need be, and possible contact with community services.

The president of the Louis Riel Teachers' Association said significant student and staff non-attendance, much of it tied to illness, is contributing to workloads that have skyrocketed since March 2020.

"An absent student requires special considerations. Multiple absent students impact learning plans for the class as a whole," union leader Marcela Cabezas said.

About 23 per cent of all kindergartners missed enough instructional time to be classified as chronically or severely chronically absent between 2014-15 and 2018-19. To date in 2022-23,



“An absent student requires special considerations. Multiple absent students impact learning plans for the class as a whole.”

–Marcela Cabezas

that figure is 54 per cent.

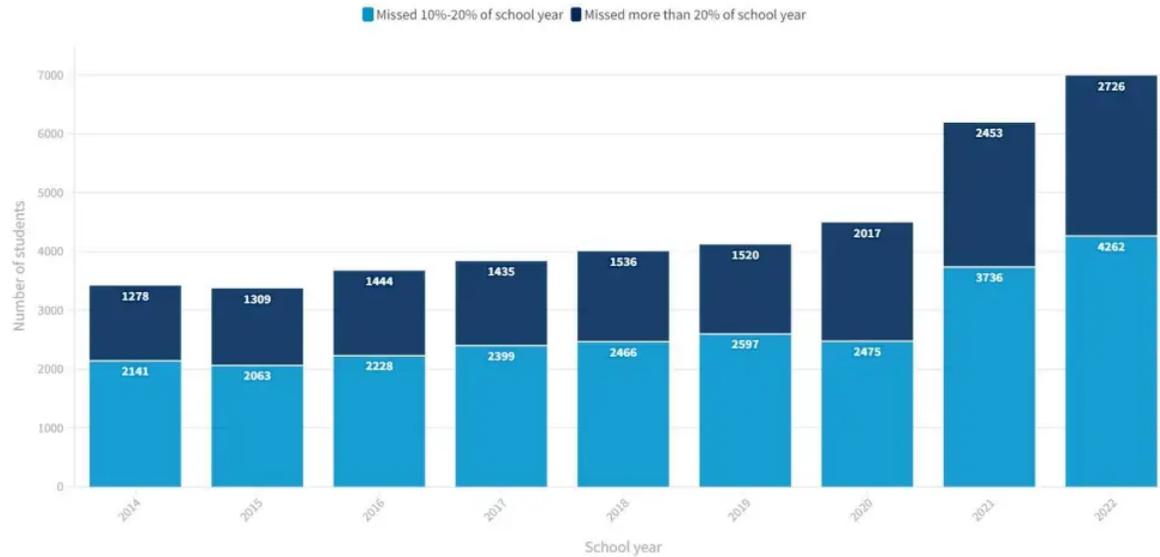
The chronic absence rate spiked 31 per cent among Grade 1 children during that time, followed by increases of 27 and 23 per cent among their peers in grades 2 and 3, respectively.

Chronic attendance problems have worsened in communities that have struggled the most throughout the pandemic due to socioeconomic factors, according to the superintendent.

Michalik also acknowledged older students have typically missed more school than their younger peers in the past, which is why there is likely such a drastic surge in absenteeism in K-3 classrooms.



Chronic absences in the Louis Riel School Division



Source: Louis Riel School Division

Winnipeg Free Press

While noting he is far from a virologist, Michalik said the illnesses circulating have also likely affected elementary students' young immune systems more than others.

Analyzing the data and sharing it with community members was the first step, Michalik added, noting it's now time to investigate the proper pedagogical response and ensure schools are being flexible, offering personalized learning, and maintaining welcoming environments for students to return to.

Young students, in particular, are missing out on curriculum content and socialization opportunities — the results of which will “reverberate for years,” said Cabezas, a high school Spanish and English teacher.

At the same time, the union leader said low morale and burnout are serious worries in staff rooms, as teams grapple with recovery learning in all areas while education funding fails to keep up with inflation.

A spokesperson for Manitoba Education said the department continues to work closely with public health officials to monitor seasonal respiratory illness rates and encourage school community members to get immunized and stay home when symptomatic.



“School officials know their communities best. Those with increased rates of absenteeism among students and staff are encouraged to reach out to their local public health office,” the spokesperson wrote in an email.

The province recently stopped reporting school outbreaks, following the discontinuation of its dashboard of active COVID-19 cases in K-12 communities.

Asked about whether the division will reintroduce a mask mandate, Michalik said LRSD would not have the power to enforce such a measure if it is not backed by a public health order. The school division leader said senior administrators will be discussing a renewed emphasis on strongly recommending masks in the coming days.

Louis Riel is the sole district that publicly reports its absenteeism rates.

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Maggie Macintosh

Reporter

Maggie Macintosh reports on education for the Winnipeg Free Press. Funding for the Free Press education reporter comes from the Government of Canada through the [Local Journalism Initiative](#).

[Read full biography](#)

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POLICIES, GUIDELINES AND PROCEDURES

SUBJECT	N.E.P.N. CODE
APPROPRIATE EDUCATIONAL PROGRAMMING: PROVISION OF IN-SCHOOL SUPPORT TO STUDENTS BY EXTERNAL PRACTITIONERS	JBC

I. POLICY

The Louis Riel School Division (Division) is committed to advancing equitable opportunities for success for all students (see [Policy AD – Educational Philosophy: Divisional Vision, Mission, Values & Motto, Appendix A](#)). The Division upholds its duties under [The Public Schools Act](#) to provide adequate school accommodation and appropriate educational programming for the resident persons who have the right to attend school (Section 41(1)(a) & 41(1)(a.1)) and, to this end, endorses the student-specific planning process, detailed in [Policy JBA – Appropriate Educational Programming](#), through which members of student support teams, including educators and parents/guardians, collaborate to meet the unique needs of individuals.

Bearing these principles in mind, the Division recognizes that, in exceptional situations, circumstances may impede or prevent a student’s ability to access required external specialized supports. To overcome such barriers, the Board authorizes external clinical service providers to deliver programming in schools during the school day, subject to the **GUIDELINES** and **PROCEDURES** below.

II. GUIDELINES

A. Consistent with [Policy JBA – Appropriate Educational Programming](#):

1. The Division addresses student needs through a continuum of supports and services and makes available a range of personnel, programming, and placement options to address the diverse needs of students.
2. The Division will provide schools access to the supports necessary to provide consultation, planning and problem solving related to appropriate educational programming for all students.
3. Principals are responsible for ensuring that a Student-Specific Plan (SSP) is prepared for a student in specific circumstances, that it is developed, implemented, monitored, evaluated and updated with the assistance of the student’s teacher(s) and other members of the School Support Team, and that the student’s parents/guardians and the student, if appropriate, are given the opportunity to participate in each phase of the process.

Adopted:	December 6, 2022 – 1 st Reading PENDING	Legal References: Public Schools Act (Manitoba) , Appropriate Educational Programming Regulation 155/2005
Revised:		

	APPROPRIATE EDUCATIONAL PROGRAMMING: PROVISION OF IN-SCHOOL SUPPORT TO STUDENTS BY EXTERNAL PRACTITIONERS	N.E.P.N. CODE:	JBC

- B. During the planning process outlined in **GUIDELINE A**, the School Support Team may conclude that in order for the student to access the curriculum or attain the outcomes in their SSP, the student would significantly benefit from a specific type of specialized support, but the specific support is either:
1. not provided by the school division; or
 2. the school division cannot provide enough of the specific support to meet the student's immediate needs.

III. PROCEDURES

- A. If either of the conditions of **GUIDELINE B** is met, the School Principal may consider the provision of in-school support by an external practitioner, provided that:
1. The parent/guardian agrees to cover the costs associated with the external specialized support or have made arrangements for the costs to be covered by an outside agency.
 2. The parent/guardian and the school have determined that there is no viable option for external specialized support to be delivered outside of school hours.
 3. The external service provider has agreed to work in collaboration with the school team so that their goals are aligned with the student's goals established by the team.
 4. Programming must be delivered by a qualified practitioner, having the necessary education, training and experience to ensure that the program is delivered in a competent and appropriate manner. Individuals delivering programming will comply with Appropriate Educational Programming in Manitoba, Standards for Student Services (Manitoba Education and Early Childhood Learning, 2022) and the standards and guidelines set by their professional organization.
 5. The school principal has confirmed that a suitable space is available in the school at the times required by the support service.
 6. A consent to exchange information form has been signed by the parent/guardian authorizing the school to communicate with the service provider.
 7. The parent/guardian signs a release form stating that the service provider is allowed to be alone with the student when providing the service in the school.
 8. The external service provider accepts the terms of space use agreement.
 9. The external service provider provides a certificate of insurance.
- B. If satisfied that the conditions of **PROCEDURE A** can be met, the School Principal may request authorization to proceed from the Superintendent of Schools (or designate).
- C. The School Principal is responsible to ensure that regular communication occurs between the school, service provider, and family.

Adopted:	December 6, 2022 – 1 st Reading PENDING	Legal References: Public Schools Act (Manitoba) , Appropriate Educational Programming Regulation 155/2005
Revised:		

POLICIES, GUIDELINES AND PROCEDURES

SUBJECT	N.E.P.N. CODE
REVIEW OF CONTRACTED AUDIT SERVICES	DIE-3

I. POLICY

The Louis Riel School Board believes that due diligence must guide the selection of contracted services for all areas of divisional financial management structures.

Accordingly, it believes that the schedule for review of service contracts must permit the Board the necessary latitude to select, and on occasion, alter the firms contracted for audit service in the important aspect of financial management and responsibility.

II. GUIDELINES

- A. An audit firm shall be contracted annually by the Division to provide the following audit services:
- audit services for each school year ending on June 30;
 - audit services for the of the Public Compensation Disclosure report, for each calendar year ended December 31; and
 - audit services for the verification of the Division's enrolment each September 30.
- B. A review of audit firms to provide annual audit services shall occur at least once during each four-year mandate.

III. PROCEDURES

- A. The Board's Standing Committee on Finance & Audit shall recommend the audit firm annually to the Board for approval.
- B. The Superintendent of Schools and the Secretary-Treasurer shall recommend, to the Board, a process for the selection of the firm.

Adopted:	October 10, 2006	Legal References: Public Schools Act (Manitoba) , Section 41(8)
Revised:	June 16, 2020; December 20, 2022 PENDING	

POLICIES, GUIDELINES AND PROCEDURES

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- B. A review of audit firms to provide annual audit services shall occur at least once during each four-year mandate.

III. PROCEDURES

- A. The Board's Standing Committee on Finance & Audit shall recommend the audit firm annually to the Board for approval.
- B. The Superintendent of Schools and the Secretary-Treasurer shall ~~collaborate with the Board Standing Committee on Finance & Audit to~~ recommend, to the Board, a process for the ~~review of the~~ selection of the firm.

Adopted:	October 10, 2006	Legal References: Public Schools Act (Manitoba) , Section 41(8)
Revised:	June 16, 2020; December 20, 2022 PENDING	

GENERAL Correspondence – Dec. 20, 2022

Manitoba Education and Early Childhood Learning (MEECL):

- (Page 1) Letter from Janet Tomy, Assistant Deputy Minister, RE: Early Development instrument (Nov. 25, 2022)
- (Page 3) Email from J. Faulder, Director, Education Administration Services RE: Enhanced Protections for Students (Dec. 15, 2022)

Education Funding Branch:

- (Page 9) Letter RE: Sage Creek/Bonavista – New K-8 French Immersion School (Nov. 30, 2022)
- (Page 19) Letter RE: Marion School Major Addition and Renovation Project (Dec. 9, 2022)

General:

- (Page 21) Email from I. Prokipchuk (Dec. 5, 2022)
- (Page 24) Email from A. Nello. MLA for Transcona (Dec. 12, 2022)
- (Page 25) Copied letter to F. Shibley, Director, Business Support Services Branch (Dec. 14, 2022)



Education and Early Childhood Learning

Student Achievement and Inclusion Division
 307–1181 Portage Avenue, Winnipeg, Manitoba, Canada R3G 0T3
 T 204-945-0435 F 204-945-8303
www.edu.gov.mb.ca

November 25, 2022

To: Superintendents of School Divisions
 Directors of First Nations Education Authorities and Tribal Councils

Dear Colleagues:

Re: Early Development Instrument (EDI) 2022/2023—For Action

As communicated in July 2022, Manitoba Education and Early Childhood Learning is resuming the collection of data measuring Kindergarten children’s “school readiness” using the Early Development Instrument (EDI). Kindergarten teachers in all public school divisions will participate in the EDI data collection in February/March 2023. First Nations schools are invited to participate. Following nearly three years of responding to the COVID-19 pandemic, the information collected through this instrument will provide a picture of the impact on our youngest learners and opportunities for targeted responses to strengthen student learning including early learning and child care as well as the K to 12 education system.

The EDI is a 103-item questionnaire developed by Dr. Dan Offord and Dr. Magdalena Janus at the Offord Centre for Child Studies (OCCS) at McMaster University. The questionnaire is completed by Kindergarten teachers for individual students and takes approximately 10 to 20 minutes per questionnaire.

The EDI measures “school readiness” in five areas (domains) of early childhood development: physical health and well-being; social competence; emotional maturity; language and cognitive development; and communication skills and general knowledge. The EDI can help identify the strengths and needs of groups of children at a school level and can be a predictor of how children will do in later school years. Note that EDI results are never used for the assessment of individual students. For more information about the EDI, visit <https://edi.offordcentre.com/about/what-is-the-edi>.

After data collection and analysis, OCCS and Manitoba Education and Early Childhood Learning will provide EDI reports. At least seven completed and valid questionnaires from each school are required to produce a school-level report.

Once EDI implementation is complete, each school division or participating First Nations school will receive \$132.00 for general administration and \$11.00 per completed questionnaire.

.../2

Early Development Instrument (EDI) 2022/2023
Page 2

Each school division or participating First Nations school must identify a local EDI coordinator. Local EDI coordinators will be the first point of contact for their schools and teachers. The local EDI coordinator will work closely with the OCCS EDI coordinator and the department's provincial EDI coordinator, Carol Chabbert. Local EDI coordinators will be responsible for

- sending out EDI information documents to school administrators, teachers, and parents
- collecting and submitting class lists and student information in a secure manner
- ensuring that teachers have received EDI training
- ensuring that the EDI questionnaires are completed by Kindergarten teachers for each student
- helping with any logistical issues

Please email the following information by December 7, 2022, to Carol Chabbert, provincial EDI Coordinator, at Carol.Chabbert@gov.mb.ca.

- name, position, email address, and phone number of the local EDI coordinator for your school division or First Nations school

If you have any questions, please contact Carol Chabbert.

Thank you for participating in the EDI this school year and for your continued efforts in learning more about and improving the developmental health of children across Manitoba.

Sincerely,



Janet Tomy
Assistant Deputy Minister
Student Achievement and Inclusion

c. Chairs of School Boards

- Principals of First Nations Schools (Kindergarten)
- Manitoba School Boards Association
- The Manitoba Teachers' Society
- Manitoba Association of School Superintendents
- Manitoba First Nations Education Resource Centre
- Manitoba First Nations School System
- Allison Potter, Acting Director, Continuous Improvement Branch
- Helen Robinson-Settee, Director, Indigenous Inclusion Directorate
- Rhonda Shaw, Acting Executive Director, Learning and Outcomes Branch
- Kassy Assié, Executive Director, Bureau de l'éducation française
- Patricia Raso, Early Development Instrument Coordinator, Offord Centre for Child Studies
- Carol Chabbert, Provincial EDI Coordinator, Continuous Improvement Branch

Enhancing Protections for Students Questions and Answers – Updated December 2022

RESPECT IN SPORT

Q: Who do schools/school divisions need to ensure have completed Respect in Sport?

- All coaches of Sport Manitoba recognized sports (see appended list).
- Other volunteer coaches of sports that are not recognized by Sport Manitoba (e.g. dodgeball), if the coach is not required to complete Respect in School as school personnel.

NOTE: Hockey Manitoba and Football Manitoba already require it of all high school coaches.

Q: What is the timeline for the requirement to complete Respect in Sport?

- Effective September 2022, coaches should be certified before they begin coaching or shortly thereafter.

Q: Are coaches required to complete Respect in Sport every year?

- Coaches will be required to complete Respect in Sport every 5 years or less, depending on the sport, consistent with the requirements set by Sport Manitoba.

Q: If someone coaches multiple sports, are they required to complete Respect in Sport for each sport?

- No, Respect in Sport is completed for one sport and the certification can then be imported to the different sports.

Q: Are coaches of Sport Manitoba recognized sports who are also school/school division employees required to complete both Respect in Sport and Respect in School?

- Yes.

Q: Who is responsible for ensuring volunteer coaches who are not employees of the division complete Respect in Sport?

- It is the responsibility of the school/division.

Q: How will Respect in Sport and Respect in School be administered?

- Each school/division will need to identify an administrator(s) to be trained by Respect Group to administer the program.
- Administrators will have access to information regarding staff completion of the programs. You may wish to have one or more divisional staff with administrator status and/or a staff member at each school with administrator status.
- Once your Administrators have registered for the Respect program(s), please email info@respectgroupinc.com with their names in order to be granted Admin Access and include your school or division. Administrators can be added and removed at any time.

Q: Do other adults involved in supporting a school sports team, such as athletic therapists, team managers, or others also need to take Respect in Sport?

- If there are other adults involved in working directly with children/youth, they would be required to complete either Respect in School or Respect in Sport, whichever is more appropriate to their role.

RESPECT IN SCHOOL

Q: Can schools have personnel complete other related training, such as Commit to Kids?

- MEECL has a contract with Respect Group to provide the Respect in School training.
- The Commit to Kids program offered by the Canadian Centre for Child Protection is another high quality training program and can be completed as an alternative to Respect in School. We have recently learned that Commit to Kids is also available at no cost to schools and school divisions in Manitoba. For more information about Commit to Kids training, please email education@protectchildren.ca.

Q: Who is required to complete the Respect in School training? I.e. does “all school personnel” include bus drivers, custodians, clerical staff, EAs, and substitute teachers?

- The intention is for all school personnel who have the potential to have interactions with children to complete the training. The training is designed, in part, to empower bystanders to have the tools to identify and act on concerning behaviours.
- It could be especially important for non-teaching staff who can have fewer opportunities for professional development and training.
- It takes 90 minutes to complete the training.

Q: Will the department cover costs for staff release time?

- No. School divisions and schools should incorporate this training within their regular training plans and in the onboarding/orientation for new staff.
- Professional development days and/or admin days can be used for this training.

Q: Are volunteers required to complete Respect in School?

- MEECL recommends that this training be offered to volunteers but schools/divisions have the discretion to determine if it should be required for some/all volunteers.

Q: Who is responsible for ensuring all staff complete Respect in School?

- It is the responsibility of the school/division.

Q: How often is retraining in Respect in School required?

- The requirement from MEECL is to complete Respect in School once every four years.

Q: Are there alternative formats for locations with poor internet service?

- Respect in School and Respect in Sport can be downloaded on an app and then taken offline. Participants can also complete the program in short sessions when they have access to the internet.
- In both scenarios, participants can stop and start the program at any time and the program will remember where they left off.

Q: If staff recently completed Respect in School training, would they be required to repeat the training again by February with the new curriculum? Or would the refresh timeline apply (i.e. four years)?

- The requirement from MEECL is to complete Respect in School once every four years, including for those who completed it prior to the 2022/23 school year. This means that by February 28, 2023, all staff will need to have completed the training sometime within in past four years.
- The new curriculum includes updated content on trauma and grooming as well as more information on racism, unconscious bias, micro-aggressions, technology and social media. If school administrators or staff wish to complete the new Respect in School curriculum prior to the four year renewal date, that is an option.

Q: If a staff member who has completed the training moves to another division, would they need to repeat the training?

- No, a staff member who has completed the training can present proof (certificate of completion) of having successfully completed their training and the Principal can verify the information.

Q: Is there support available from Respect Group to troubleshoot issues such as logging in/training etc.?

- Yes, the Respect Group helpdesk is available for such questions and can be reached at info@respectgroupinc.com.

Q: What are the reporting requirements to MEECL regarding staff completion of training?

- MEECL requires all school divisions and funded independent schools to report training completion rates to the department by October 14, 2022 in the format included in the email sent September 16, 2022.
- Subsequent updates will be due on December 15, 2022, and March 15, 2023.
- Following this initial implementation, reports will be required on an annual basis. More information on annual reporting requirements will be provided at a future date.

PROFESSIONAL BOUNDARIES POLICY REQUIREMENTS

Q: Does the “rule of two” apply to all interactions with students and staff? (For example: homework help after school; activities requiring a chaperone)

- The “rule of two” should be emphasized in planning for one-on-one interactions with students outside of school by ensuring two or more responsible adults are present. Staff should minimize and avoid, to the greatest extent possible, being alone in a room with a student beyond the visibility or earshot of others (for example, with the door closed and/or if other barriers block a clear public view of the room).
- In situations where that is not practical or feasible, planning should address alternative measures to improve safety such as having another young person present; meeting in a public space; leaving doors open; etc.
- Please visit the Coaching Association of Canada – “Rule of Two” webpage for additional resources:
 - English: <https://coach.ca/rule-of-two>
 - Français: <https://coach.ca/fr/regle-de-deux>

Q: Will teachers who have children that are friends with K-12 students require written permission from the school principal to have these children to their home?

- The intention of prohibiting school staff from having students to their homes was to ensure there are clear professional boundaries between staff and students, and that school staff are not inviting students directly to their home for the purpose of developing inappropriate friendships or for grooming purposes.
- The department received positive feedback overall from education stakeholders regarding the need to continue to implement measures to improve student safety. However, significant concern was raised by stakeholders with the feasibility of requiring principals to provide written permission to school staff to have students to their homes in reasonable circumstances.
- The department understands there are many reasonable circumstances for school staff to have students in their homes including that the students could be extended family members, friends of the staff member's children, or close family friends.
- The Manitoba School Boards Association has developed and distributed resource guides and materials on Staff-Pupil Interactions, Trafficking and Exploitation that help further promote safe and healthy learning environments for both staff and pupils.
- These resource guides and materials provide clear examples of appropriate and inappropriate boundaries with regard to staff and student interactions, and provides advice regarding scenarios when a staff member should provide advance written notice to their supervisor/principal regarding interactions with a student outside of school and when a staff member should receive written permission from the parent/guardian of the student.

Q: Will a policy template be made available for all divisions?

- As noted above, the Manitoba School Boards Association has released resource guides and materials on Staff-Pupil Interactions, Tracking and Exploitation.
- While these guides and materials are not policy templates, the department recommends using these tools to support the development or amendment of school or school division policies to meet the Ministerial direction to have updated Professional Boundaries Policies in place.

**SPORT MANITOBA
RECOGNIZED ORGANIZATIONS – 2022/2023**

PROVINCIAL SPORT ORGANIZATIONS

1. Archers & Bowhunters Association of Manitoba Inc.
2. Manitoba Track & Field Association Inc. (Athletics Manitoba)
3. Manitoba Badminton Association Inc.
4. Manitoba Ball Hockey Association Inc.
5. Manitoba Baseball Association Inc.
6. Manitoba Amateur Basketball Association Inc. (Basketball Manitoba)
7. Manitoba Baton Twirling Sportive Association Inc.
8. Biathlon Association of Manitoba Inc. (Biathlon Manitoba)
9. Manitoba Blind Sport Association Inc.
10. Manitoba Five Pin Bowling Federation Inc.
11. Manitoba Tenpin Federation Inc.
12. Bowls Manitoba Inc.
13. Manitoba Amateur Boxing Association Inc.
14. Manitoba Amateur Broomball Association Inc.
15. Manitoba Cerebral Palsy Sport Association Inc.
16. Cheer Manitoba Inc.
17. Manitoba Cricket Association Inc.
18. Manitoba Curling Association Inc. (Curl Manitoba)
19. Manitoba Cycling Association Inc.
20. Manitoba Darts Association Inc.
21. Manitoba Deaf Sport Association Inc.
22. Manitoba Organization of Disc Sports Inc.
23. Canadian Amateur Diving Association (Manitoba Section) Inc.
24. Manitoba Fencing Association Inc.
25. Skate Canada – Manitoba Inc.
26. Manitoba Amateur Football Association Inc. (Football Manitoba)
27. Golf Manitoba Inc.
28. Manitoba Gymnastics Association Inc.
29. Rhythmic Gymnastics Manitoba Inc.
30. Manitoba Handball Association Inc.
31. Manitoba Provincial Handgun Association Inc.
32. Manitoba Hang Gliding Association Inc.
33. Manitoba Amateur Hockey Association Inc. (Hockey Manitoba)
34. Manitoba Horse Council Inc.
35. Manitoba Horseshoe Player's Association Inc.
36. Manitoba Black Belt Association Inc. (Judo Manitoba)
37. Karate Manitoba Inc.
38. Manitoba Lacrosse Association Inc.

39. Manitoba Orienteering Association Inc.
40. Manitoba Paddling Association Inc.
41. Manitoba Sport Parachute Association Inc.
42. Racquetball Manitoba Inc.
43. Manitoba Provincial Rifle Association Inc.
44. Ringette Manitoba Inc.
45. Manitoba Rowing Association Inc.
46. Rugby Manitoba Inc.
47. Manitoba Sailing Association Inc.
48. Manitoba Skeet Shooting Association Inc.
49. Manitoba Alpine Ski Division Inc.
50. Cross Country Ski Association of Manitoba Inc.
51. Manitoba Freestyle Ski Association Inc.
52. Manitoba Slopestyle Snowboard Association Inc.
53. Manitoba Soccer Association Inc.
54. Manitoba Softball Association Inc.
55. Special Olympics Manitoba Inc.
56. Manitoba Speed Skating Association Inc.
57. Squash Manitoba Inc.
58. Swim/Natation Manitoba Inc. (Swim Manitoba)
59. Synchro Swim Manitoba Inc.
60. Manitoba Table Tennis Association Inc.
61. Taekwondo Manitoba Inc.
62. Manitoba Tennis Association Inc. (Tennis Manitoba)
63. Manitoba Trap Shooting Association Inc.
64. Triathlon Manitoba Inc.
65. Manitoba Underwater Council Inc.
66. Manitoba Volleyball Association Inc.
67. Manitoba Water Polo Association Inc.
68. Water Ski – Wakeboard Manitoba Inc.
69. Manitoba Weightlifting Association Inc.
70. Manitoba Wheelchair Sport Association Inc.
71. Manitoba Amateur Wrestling Association Inc.



Education and Early Childhood Learning
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November 30, 2022

Jamie Rudnicki
 Secretary-Treasurer
 The Louis Riel School Division
 Jamie.rudnicki@lrsd.net

Dear Jamie Rudnicki:

**Sage Creek / Bonavista – New K-8 French Immersion School
 Authorization to Award to Consultant and Initial Project Support**

The Louis Riel School Division is provided with initial project support for prime consultant fees for design of a major addition and renovation project in Sage Creek/Bonavista, Winnipeg. Authorization is subject to the following:

1. Initial Project Support for preliminary consultant fees is as follows:

<i>Initial Project Support</i>					
Item	Description	Cost (no taxes)	GST (1.6%)	RST/PST	Cost (incl. rst and gst)
Consultant Fees	Initial Prime Consultant Fees for Design Development to the end of March 31, 2023.	\$ 555,000.00	\$ 8,880.00	\$ 11,655.00	\$ 575,535.00
		\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -
Initial Project Support with GST and RST					\$575,535.00

2. The scope of work will be jointly developed by the School Division, Capital Projects Planning & Delivery (CPPD), and the consultant. The design will be based upon CPPD's standards for Education and Early Childhood Learning (EECL) Schools.
3. The Louis Riel School Division is authorized to award prime consultant duties to Number TEN Architectural Group to build a new K-8 French immersion school in Sage Creek/Bonavista, Winnipeg.
4. Design can start immediately with a potential design completion of May 31, 2022.
5. Key submission and review stages to CPPD shall include:
 - 33% Schematic Design documents
 - 66% Design Development documents
 - 99% Pre-tender Construction Documents
 - Tender Documents (Issued for Construction documents)

- 6. All submissions shall include hardcopy format, electronic AutoCAD format and PDF format. Cost estimates shall be included with each submission.
- 7. This project is to be financed by long-term borrowing.

Project No.: **LR SCS MA 2022 1**

Recommended by:

Authorized by:

 Digitally signed by Greg
Cherwonick
Date: 2022.11.30 14:43:52
-06'00'

Greg Cherwonick
Project Manager
Capital Projects Planning and Delivery Division
Department of Labour, Consumer Protection and
Government Services

 Digitally signed by Tina
Choy-Pohl
Date: 2022.12.06 12:04:05
-06'00'

Tina Choy-Pohl
Director, Education Funding Branch
Department of Education and Early
Childhood Learning

 Digitally signed by Tina
Chakraborty
Date: 2022.11.30 15:29:31
-06'00'

Tina Chakraborty
Director, Project Management Office
Capital Project Planning and Delivery Division
Department of Labour, Consumer Protection and
Government Services

- c. Christian Michalik, Superintendent, The Louis Riel School Division
Amarbeer Bhandari, Operations and Maintenance, The Louis Riel School Division
Henri Peloquin, Project Manager, The Louis Riel School Division
Paulette Monita at paulette.monita@gov.mb.ca
Greg Cherwonick at greg.cherwonick@gov.mb.ca



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Louis Riel School Division New K-8 French Immersion School Sage Creek - Winnipeg, Manitoba 700 Initial Capacity with Core Capacity for 900

Project Description

To provide a design for a gross programme area set at 92,980 sf for a new K-8 school for Louis Riel School Division, including classroom spaces, band room, home economics and industrial arts spaces, physical fitness programme spaces, and ancillary spaces.

In addition, the scope of work will also include design and construction of a new 74 seat child care to be attached to the school campus, and designed generally to meet the requirements illustrated in the August 2017 Child Care Design Guidelines and 74-seat template design. It is to be confirmed through the design process if the child care is to be designed within the main building mass, or as a stand alone facility on the school campus.

The school capacity is initially established at 700 students, although the core capacity of the school shall be designed to accommodate a total of 900 students. Site design and layout of the school will include an alternate design of an additional 10,955 sf (8 classrooms, circulation and ancillary space) to accommodate the full build out of the school capacity to 900 students. This will be developed as an alternate price item with decision to add to the scope of the current construction, to be made at time of tender.

The finalization of the space programme, project elements, and scope of details shall be jointly developed by the School Division, the LCPGS Project Manager, and the Consultant.

Implement an integrated and collaborative design approach. The project will proceed using an Integrated Design Process (IDP). The intent of IDP is to achieve an effective collaborative design process and quantifiable outcomes by engaging multiple design disciplines, as well as owners, users, facility manager, and operational personnel throughout the design process.

The design shall meet the Livability, Sustainability and Durability requirements for Education facilities.

- A Liveable design is age-appropriate and provides ample natural daylight, an ability to evolve with changing technology and pedagogy, is mentally stimulating, supports both active and passive learning, and provides contemplative and acoustically supportive spaces for quiet learning.

- A Durable design is able to meet the Provincial architectural targets for the use of long-lived materials, features efficient and simple to operate systems is designed to support the evolution of the learning environment over time, and accommodates possible future building expansion.
- A Sustainable design is created through the appropriate specification of low VOC interior finishes, provides access to appropriately scaled glazing to suit the programme in achieving good day-lighting and good acoustic controls, and utilizes passive strategies such as appropriate massing and solar orientation to minimize energy use and to connect the building with the site.

In addition, the project falls within the Scope of the Province of Manitoba Green Building Policy, and in accordance with the guidance provided to this project, shall achieve a minimum of a LEED Silver rating using the current version of the LEED Reference Guide, Canada Green Building Council (CaGBC).

P:\D08\Central Capital\PSFB\Schools\LR - Louis Riel\Sage Creek New K-8 French\04 Projects\LR SCS MA 2022 1\00 General\Reports & Approvals\LR SCS MA 2022_ATT 1 Scope & Process_2022-07-06.docx

SUMMARY OF SCOPE AND PROCESS FOR: MAJOR CAPITAL PROJECTS/RENOVATIONS

Please keep handy for reference. Including all the information will help us expedite your projects.

Consultant Scope of Services

1. The consultant's scope of service is to include architectural, structural, mechanical, electrical, civil, landscape architectural, sustainability consultant, and cost estimator, as required by scope. Specialty consultant services not listed above may be considered for additional support if required.
2. The scope of work will be jointly developed between the consultant, school division and the Project Manager. The construction budget will be determined upon finalization of the scope of work. A preliminary scope of work has been identified for reference purposes and has been included in this document.
3. Consulting firms are required to provide professional liability insurance for not less than \$2,000,000 per claim with an aggregate amount payable of not less than \$5,000,000.
4. Project delivery method will be determined in consultation with the School Division and the LCPGS Project Manager. The delivery method (to be determined) will be either a design-bid-build process or Construction Management (CM) process.

Prepare an RAIC "Canadian Standard Form Agreement" between Client and Architect" for signature by the division. The consultant fee is based on 6% for new construction and the results of a Request for Services Procurement Process, issued by the Province on behalf of the school division.

Fee distribution shall be as follows:

15%	Schematic
15%	Design Development
45%	Construction Documents
5%	Tender
20%	Construction Phase and Contract Administration

The consultant shall work with the division to procure and coordinate the required site variances and permits.

5. Facilitate the Integrated Design Process (IDP) Attendance and participation from all consulting disciplines is required at key stages throughout the design process of the project. The number of meetings required of participants is based on what will be required in order to achieve consensus amongst the IDP collaborators for the resolution of the project.
6. The consultant shall adhere to the General Conditions and Procedures for the process and implementation of the project, as follows.

General conditions and procedures

1. Plans and designs shall reflect the intent of the scope and guidelines.
2. Consultants are to ethically make every effort to meet the budget requirements identified for the project.
3. At each design review the consultant shall provide the Project Manager:
 - Up to two (2) sets of hardcopy documents. One (1) full scale hardcopy set and one (1) half scale set.
 - One electronic copy in AutoCAD/Word and PDF formats.
 - Cost Estimate – Class of estimate is consistent with submission detail.
4. The Project Manager will not undertake reviews unless, and until, it has received from the division/district or its architect, a complete package as outlined above.

Project Assessment

1. The school division shall engage the assigned prime consultant.
2. The prime consultant shall:
 - a. Facilitate design meetings (IDP process).
 - b. Undertake a site tour.
 - c. Analyse and assess the project program and budget.
 - d. Review applicable by-laws/codes with 'Authorities Having Jurisdiction'.
 - e. Assist the school division in procuring 3rd party commissioning (CEx) and building envelope commissioning (BECx) agents.
 - f. Lead and coordinate the consultant team and coordinate with 3rd party CEx & BECx
 - g. Provide design options and assess probable costs of options. Provide a preliminary code assessment of each option which identifies building code implications of each proposal.

Schematic Design Submission

1. Schematic Design Submission shall include (if applicable):
 - a) A site plan, floor plans, and elevations. Include a summary of total square footage & area square footage.
 - b) General outline specification.
 - c) Code review and implications on project cost and layout.

- d) Provide a written description / preliminary outline specification of proposed structural building systems.
 - e) Summary of mechanical systems proposed.
 - f) Summary of electrical systems proposed.
 - g) A Class "C" cost estimate.
2. Consultant shall forward copies of the schematic submission to both the school division and the Project Manager for approval prior to proceeding to design development documents.
 3. The school division shall review drawings, make comments and forward comments, and letter of concurrence or non concurrence with the design to the Project Manager.
 4. The Project Manager will review the drawings and budget and either authorize the school division to proceed to design development or request that the drawings be re-submitted. "Review Comments" will be forwarded to the school division for distribution to the consultant. The design comments are to be incorporated into the next submission.
 5. If necessary, the consultant may be required to make changes to meet budget or project objectives. The schematic design submission should be flexible enough to enable discussion and substantive change with a minimal amount of work to the consultant prior to commencing design development.

66% Construction Document Submission

1. 66% Construction Document Submission shall include (if applicable):
 - a) A site plan showing relevant site development and fire lane.
 - b) A dimensioned architectural plan showing key components. Include a summary of total square footage and area square footages.
 - c) Building elevations/ sections showings, heights and connections to the existing school.
 - d) A roof plan showing roof design and drainage. Include roof slopes, and drainage system proposed. Include roof top units and elements expected to be in the final construction documents.
 - e) Structural design showing structural system and proposed sizing and location of main structural components.
 - f) Mechanical drawings to show schematic design, single line duct drawings and equipment layout, and a detailed description of the proposed system.
 - g) Electrical drawings with description of all electrical components and tie-ins to existing fire, communication systems.
 - h) Civil and/or landscape drawings to address site drainage. Include detailed planning for the location selection and coordination of all utilities to be brought to the project

site, including water/sewer and electrical services. Coordinate and seek approvals as required from City of Winnipeg and Manitoba Hydro.

- i) Include copy of geotechnical soils report. The geotechnical drilling must include a sufficient number of test holes to determine site conditions so the construction documents are as complete as possible prior to tender. The geotechnical testing locations should, at minimum, include the school footprint, parking lots, roadways and all other hard surfaces to be built as a part of this project.
 - j) Outline specification.
 - k) Class 'B' cost estimate. Include:
 - The cost of new construction broken down into structural, architectural, mechanical and electrical components. Include cash allowances, 2% contingency and escalation contingency on new construction.
 - Cost of site developments such as drainage, landscaping and fire lanes.
 - Items related to staged construction hoarding and heating.
 - Relocation of existing services when applicable
2. If necessary, the consultant may be required to make changes to meet budget or project objectives. The design development submission should be flexible enough to enable discussion and substantive change with a minimal amount of work to the consultant prior to commencing detailed construction documents.
 3. Consultant shall forward copies of the design development submission to both the school division and Project Manager for approval prior to proceeding to construction documents.
 4. The school division shall review drawings, make comments and forward comments and letter of concurrence or non concurrence with the design to the Project Manager.
 5. The Project Manager will review the drawings and budget and either authorize the school division to proceed, or request that the drawings be re-submitted. "Review Comments" will be forwarded to the school division for distribution to the consultant. The design comments shall be incorporated into the next submission.

Construction Documents Submission

1. The Construction Documents Submission shall include:
 - a) Detailed 99% documents and specifications for review and approval.
 - b) A Class 'A' cost estimate in the same format as the Class 'B' estimate.
2. Consultant shall review detailed designs with the various Authorities Having Jurisdiction.

3. Consultant shall forward copies of the construction document submission to both the school division and Project Manager for approval prior to proceeding to Tender.
4. The school division shall review drawings, make comments and forward comments and letter of concurrence or non concurrence with the design to the Project Manager.
5. The Project Manager will review the drawings and budget and either authorize the school division to proceed to tender or request that the drawings be re-submitted. "Review Comments" will be forwarded to the school division for distribution to the consultant. The design comments are to be incorporated into the tender documents.
6. If the project has unforeseen complexities and/or revised scope the consultant may be requested to re-submit drawings at 99% for school division and Project Manager review.
7. The consultant shall assist the school division with the City of Winnipeg's new two-step permit approval process, first with the development permit application and then with the building permit application. The consultant shall assist with all other applications related to permitting, variances, conditional usage and zoning approvals required by the City of Winnipeg.

NOTE: If Construction Management is the delivery model selected then this item may be assigned to the Construction Manager.

8. The consultant shall prequalify general contractors, mechanical, electrical and masonry sub-trades (if applicable).
9. The consultant shall submit final construction documents in AutoCAD bound, and PDF format. Documents are to be submitted no later than at time of tender.

Design Only Authority ends at this stage. If authorisation is provided to proceed to future phases, the following steps will apply.

Construction Procurement

1. The consultant shall assist the school division in obtaining bids on the approved project.
2. The consultant shall prepare and coordinate addenda.
3. The consultant shall assess bids, advise on award and prepare construction contract. Upon receipt of bids consultants shall review the bids with division and Labour, Consumer Protection and Government Services, and prepare a tender analysis complete with a summary of the list of bidders and all applicable prices (separate, alternate, itemized, etc.).

IN THE EVENT THAT ONLY ONE BID IS RECEIVED PLEASE CONTACT YOUR PROJECT MANAGER BEFORE OPENING.

4. The consultant shall make a recommendation of award of the contract to the division.
5. The division submits a copy of low bidder's tender form, bid bond and consent of surety, and labour and materials bond where applicable (please keep original tenders at your office;

send only copies).

6. Include also the second lowest bidder tender form(s) only when the low bidder(s) request(s) withdrawal or is/are eligible for disqualification (usual grounds are: errors, qualified bids, no bonding, lack of required experience).
7. The consultant shall ensure that the Retail Sales Tax (RST) on mechanical and electrical work is clearly identified and that all tendering has been completed using the 'Provincial Tendering Requirements for Capital Projects'.
8. The consultant is to submit a schedule of prices by trade with applicable RST amounts in tender forms.
9. The division shall submit printing costs for tender documents to Labour, Consumer Protection and Government Services: (exclude check sets and plots of originals), include number of pages and cost per page if possible. Labour, Consumer Protection and Government Services will only authorise support for reasonable printing costs determined by current Winnipeg rates.
10. The consultant shall ensure bidders are in compliance with provincial requirements for safety related program certification and participation in apprenticeship training schemes as appropriate.

Contract Administration / Post Construction

1. Assess/ report on the project progress through periodic site reviews.
2. Review, certify and provide recommendation on contractor progress claims.
3. Undertake final deficiency assessments and process Substantial Completion Certification for occupancy.
4. Provide owner Operation and Maintenance manuals.
5. Complete and coordinate submissions for LEED Silver certification and Efficiency Manitoba Incentives, as applicable.
6. Preparation of as-built and record drawings.
7. Organize/facilitate the 12-month Warranty Review with Division and Consultant team.

END



Education and Early Childhood Learning
 System Performance and Accountability Division
 Education Funding Branch
 511-1181 Portage Avenue, Winnipeg, Manitoba, Canada R3G 0T3
 T 204-945-6910 F 204-948-2000
 www.edu.gov.mb.ca/k12

December 09, 2022

Jamie Rudnicki
 Secretary-Treasurer
 The Louis Riel School Division
jamie.rudnicki@lrsd.net

Dear Jamie Rudnicki:

**Marion School
 Major Addition and Renovation Project
 Initial Project Support Letter**

The Louis Riel School Division is authorized to proceed with a major addition and renovation project at Marion School, as a design only project. Approval is subject to the following:

1. The Louis Riel School Division is provided with initial project support for prime consultant fees for design of a major addition and renovation project in Marion School, 619 Des Meurons St, Winnipeg, Manitoba.
2. Initial Project Support for preliminary consultant fees is as follows:

Initial Project Support		Amount
Consultant Fees - Design Only Authorization		\$ 400,000.00
RST	2.1%	\$ 8,400.00
GST	1.6%	\$ 6,400.00
Preliminary Funding from LCPGS Major Capital		\$ 414,800.00

3. The scope of work will be jointly developed by the School Division, Capital Project Planning and Delivery (CPPD) and the consultant. The design will be based upon CPPD's standards for Education and Early Childhood Learning (EECL) Schools.
4. The Louis Riel School Division is authorized to award prime consultant duties to Prairie Architects Inc. to design the addition and renovation of Marion School, 619 Des Meurons St, Winnipeg, Manitoba.
5. Design can start immediately with a potential design completion of July 31, 2023.

.../2

Page 2

- 6. Key submission and review stages to CPPD shall include:
 - 33% Schematic Design documents
 - 66% Design Development documents
 - 99% Pre-tender Construction Documents
 - Tender Documents (Issued for Construction documents)
- 7. All submissions shall include hardcopy format, electronic AutoCAD format and PDF format. Cost estimates shall be included with each submission.
- 8. This project is to be financed by long-term borrowing.

Project No.: LR MAR AR 2022 1

Recommended by:

Authorized by:

Digitally signed by Ola
Fadumiye
Date: 2022.12.09
14:10:06 -06'00'

Ola Fadumiye MSc, PMP, CMC, EIT
Project Manager
Capital Project Planning and Delivery
Department of Labour, Consumer Protection and
Government Services

Digitally signed by Tina
Choy-Pohl
Date: 2022.12.13
13:22:39 -06'00'

Tina Choy-Pohl
Director, Education Funding Branch
Department of Education and Early
Childhood Learning

Digitally signed by Tina
Chakraborty
Date: 2022.12.09
14:29:02 -06'00'

Tina Chakraborty
Director, Project Management Office
Capital Project Planning and Delivery
Department of Labour, Consumer Protection and
Government Services

- c. Christian Michalik, Superintendent, The Louis Riel School Division
- Amarbeer Bhandari, Operations and Maintenance, The Louis Riel School Division

From: INA PROKIPCHUK <iprokipchuk@shaw.ca>

Sent: Monday, December 5, 2022 8:54:23 PM

To: Irene Nordheim <Irene.Nordheim2@lrsd.net>; Darlene Gerrior <Darlene.Gerrior@lrsd.net>; Ryan Palmquist <Ryan.Palmquist@lrsd.net>; Francine Champagne <Francine.Champagne@lrsd.net>; Chipalo Simunyola <Chipalo.Simunyola@lrsd.net>

Cc: Sandy Nemeth <sandy.nemeth@lrsd.net>; Chris Sigurdson <Chris.Sigurdson@lrsd.net>; Cindy Turner <Cindy.Turner@lrsd.net>; Pamela Kolochuk <Pamela.Kolochuk@lrsd.net>; sdeebeer <sdeebeer@gmail.com>

Subject: Fwd: To our Trustees

To our new Trustees:

With her permission, I am sharing a letter written by Sandra Beer May 26 to our Board.

Note: I see from the distribution list that Trustee Sigurdson was not included in the original distribution so he may now be reading this piece for the first time.

Sincerely,

Ina Prokipchuk

From: Sandra-Dee Beer <sdeebeer@gmail.com>

Date: May 26, 2022 at 11:16:43 AM CDT

To: Cindy Turner <cindy.turner@lrsd.net>, Neil.Vadeboncoeur@lrsd.net, Pamela Kolochuk <Pamela.Kolochuk@lrsd.net>, robert.page@lrsd.net, Tom Parker <tom.parker@lrsd.net>, josie.landry@lrsd.net, "louise. johnston" <louise.johnston@lrsd.net>, sandy.nemeth@lrsd.net

Subject: To our Trustees

With more conversations requested by Trustees at the May 17th Board meeting, regarding the motion and notice of motion proposals for addressing enrollment issues in southeast LRSD, I'm reaching out.

It would be ideal to have a meeting with you, a true dialogue of concerns from parents and community members. Allowing you to hear firsthand where we may see discrepancies, concerns, and possible solutions. While I appreciate any of those items would need to be addressed by the Senior Leadership Team, it is important that you, as our elected representatives, hear from parents and the community directly.

I don't know what the further consultation or conversations will look like with parents and community members and I am going to be out of town on business until the day before the next Board Meeting. I would have liked the opportunity to speak with each of you in-person but I am doubtful that can happen with my schedule and the short time frame before the next Board meeting. I am going to attempt to share some of my thoughts and concerns in writing but would welcome a conversation with any of you when we're mutually available.

I am asking for you to defeat the motions to change the catchment for Shamrock School to include residents from Sage Creek in grade 7 in the 2022-2023 school year and grades 7 and 8 students in the 2023-2024 school year. While this decision is being posed as going hand-in-hand with the proposal to change the catchment for Sage Creek students in high school, and switching the staff and students

between Windsor Park Collegiate and Collège Béliveau in 2024 - that is an incorrect narrative. What many parents asked for was a decision to be made. In fact, I was one of the parents that reached out to Trustees back in the Fall of 2021, when I feel these discussions should have already been taking place. It was the Division's decision to hold off discussions and the behind the scenes conversations and scenarios with select groups of parents have left parents with little voice and limited choice.

I had written a proposal with a school of choice option for the Division to promote to families. It would have allowed for a viable grade 7 program at WPC and best scenarios for families currently at Shamrock, where it may have suited their family situation better to be at Shamrock in grade 7 and/or 8. It wasn't addressed until after the deadline for school of choice applications. That was a missed opportunity for the SLT and Board to hear parents' concerns and acknowledge a potential solution that included thorough parental engagement. Instead it highlights the unfortunate scenario where Sage Creek families have students in two families of schools right now with little information being shared about program options or limitations for those students currently at Shamrock and École Sage Creek School in the English program. The grade 6 students should have had a welcoming orientation to the opportunities at WPC earlier this year, instead we have multiple motions possible and outstanding that could change that direction in JUNE!

A notice of motion was made at the May 17th Board meeting to change the building assignments of Windsor Park Collegiate and Collège Béliveau effective 2024-2025. When that motion is presented, I ask for you to defeat it.

This proposal purposefully reduces the population of a high school, while increasing the population of another (that is currently already over capacity), while asking for trust that funding will be approved for services and programs that in some cases already exist!

I have heard promises made that programs and services currently at WPC will be made available to students if/when they switch buildings over to the Collège Béliveau building. This also coincides with the Division's decision to start using square footage of buildings instead of capacity to highlight the need for capital funds to our provincial government. However, it hasn't been made clear to families that a good portion of that square footage isn't classroom space. Consideration must be given to the dressing rooms, wider hallways, and a second gymnasium that are accessible for some of our most vulnerable students in the Skills for Living and Individual Programs. This proposal and its promises are recreating something (only partially, because I'm quite certain an additional gymnasium isn't being considered) that already exists - with taxpayers dollars!

It is the governance responsibility of the Board to plan for optimal utilization of Divisional resources.

I'm opposed to the use of taxpayers' dollars to recreate programming and opportunities for students in order to maintain LRSD's preference for single-track French Immersion. To expand on that statement: there would be far less cost and disruption to students if the Board considered dual-track French Immersion as an option. It has consistently been turned down when suggested to our Senior Leadership Team. To be clear it's a Divisional guideline not a mandate, that may be great for language acquisition. But, at what cost?

The provincial funding model does not support it - the Public Schools Finance Board continues to request that facilities are used optimally, as they should be. It's the Division's guidelines that are using both the Divisional budget and capital requests to the province to support it.

Where there are limited to no enrolment issues, at WPC or JH Bruns. They are being created by the proposal, which directly affects programming and students' sense of belonging and well-being. It would create two imbalanced English high schools (one with over 1000 students and the other with less than 500) at a great financial cost, as well as the cost to students' program opportunities both in classroom and extracurricular.

There are other opportunities and we need to be fiscally responsible while doing our best to support all students. Dual track is an obvious solution. Be creative, look into a campus environment where College Beliveau remains 100% French Immersion but some courses are taught at WPC. Look at allowing certain courses to be taken at WPC facilities - a French Immersion student needs 14 of their 30 credits to be in French for graduation. Although the preference for language acquisition would be all courses in French: it is a preference, not a requirement. What opportunities may be made available to students if they had the option to take an elective that is close by but only offered in English?

Having conversations is important and the rationale is important, having plans and opportunities discounted because of the preference for single-track French Immersion needs to be acknowledged and addressed. In the end, a decision needs to be made in the best interest of the whole community with the best use of taxpayers' dollars - not based on a language program.

I request that the review of potential solutions for enrolment issues in LRSD be completed with dual track French Immersion as an option and the findings shared for public review.

Then let us continue the conversations. Parents and community members want to be part of finding a solution, not to be told what's best or to have a concern discounted individually. Together we can learn and understand more of the issues and concerns that are affecting us all separately but also as a whole.

I'd encourage the Board to facilitate a conversation with Parent Councils, or parent representatives, to have open dialogue about the proposals and truly engage with parents and hope that I can be a part of it.

Thank you for your consideration.

Sandra-Dee Beer

From: Altomare, Nello (NDP) <nello.altomare@mbleg.ca>

Sent: Monday, December 12, 2022 1:10 PM

To: Sandy Nemeth <sandy.nemeth@lrsd.net>; Jamie.Moses@leg.gov.mb.ca

Cc: Francine Champagne <Francine.Champagne@lrsd.net>; Darlene Gerrior <Darlene.Gerrior@lrsd.net>; Pamela Kolochuk <Pamela.Kolochuk@lrsd.net>; Irene Nordheim <Irene.Nordheim2@lrsd.net>; Ryan Palmquist <Ryan.Palmquist@lrsd.net>; Chris Sigurdson <chris.sigurdson@lrsd.net>; Chipalo Simunyola <Chipalo.Simunyola@lrsd.net>; Cindy Turner <cindy.turner@lrsd.net>; Christian Michalik <christian.michalik@lrsd.net>; Deneen Madden <deneen.madden@lrsd.net>

Subject: Re: Increased student absenteeism in Louis Riel School Division

Good afternoon Sandy,

Thank you for making Jamie and I aware of this comprehensive study of student attendance rates in LRSD.

Information like this can help us plan for making schools safer during these uncertain times and allows School Boards to make informed decisions regarding which policies to implement- like strongly recommending masks in learning spaces when students return after Winter Break.

I continue to look forward to strengthening our relationship with the Louis Riel School Division.

Wishing you all the best during the upcoming holiday season.

Talk soon,

Nello

Nello Altomare

MLA for Transcona

NDP Critic K-12 Education

127 Regent Ave. West

Winnipeg MB R2C-1R1

Nello.Altomare@Yourmanitoba.ca

NelloAltomare.ca

December 14, 2022

Faisal Shibley, Director – Business Support Services Branch
Manitoba Education and Early Childhood Learning
506-1180 Portage Ave.
Winnipeg, MB R3G 0T3
Faisal.Shibley@gov.mb.ca

Good day Faisal,

Thank you for meeting on November 16, 2022 with myself, David (from RETSD) and Clarke (from LRSD). We truly appreciate the time that you and your team have given us.

We would like to begin by sharing the sentiment that we ended with in our meeting; RETSD and LRSD are both very committed to the success of this provincial initiative. Our intention, as stated, is not to be obstructionist. Rather, we are sharing our thoughts and concerns to ensure success. Given that our SIS has a hard stop, outside of MEEC, we doubt that anyone is more invested in the success of this project than LRSD and RETSD.

As a summary of our conversation, we are providing the notes below:

- Clarification was offered in regard to the use of the term professional development (PD). In the RETSD submission, the use of the term PD is directly connected to the PD needs related to the SIS and not to system PD needs unrelated to the SIS.
 - We shared that in considering PD, it would be critical for MEEC to consider:
 - The frequency and cyclical nature of PD that will be required
 - PD will be required each year to accommodate:
 - New staff
 - Refresh understanding and practice for existing staff
 - Reflect ongoing changes to the application
 - The critical importance of local culture and context

- Related to this is the acknowledgement that often PD materials provided by the vendor will not be sufficient or responsive to the local context
 - Vendor materials, in our shared experiences, are by their very nature generic and require significant local modification to be relatable/accessible to the various users
- PD will be needed that is related to the various role functions:
 - Teachers,
 - School and division-based student services staff,
 - Clinical staff,
 - Administrators,
 - Clerks and
 - Parents (portal access), to name but a few
- In the overall SIS, depending on what is provided centrally and what is a local element of the SIS, there will need to be support (i.e., funding) to meet local needs
- As well, providing that there are no fundamental changes in the pedagogical underpinnings of assessment, evaluation and reporting, we acknowledge the incredible scope of learning that will need to take place across the system to support a successful SIS implementation. If there are changes to any of the pedagogy that drives assessment, evaluation and reporting, we are deeply concerned that the PD needs and shifts in practice that will be required will result in significant negative backlash, jeopardizing the project in its entirety.
- Additionally, it will be important to have a timeline that allows all stakeholders to learn and apply the SIS PD, while also being engaged in whatever other PD/training is necessary in the school/division. While the SIS will be a priority, it will not, nor should it, be the only learning.
- While we appreciate that funding was beyond the scope of what Faisal and his team could respond to, both RETSD and LRSD felt that it was of the utmost importance for us to indicate that robust funding by the province for a successful implementation will be foundational. We believe that to ensure a successful implementation, the province must not only fund the central elements of the SIS, but there must also be funding provided for the local level elements. This local funding will be critical to meeting the PD needs and ensuring a successful implementation on the front lines (where it matters the most).
 - Related to funding, we also shared that the current model, as we understand it, will have a “base provincial SIS” and an opportunity for divisions to have local “add-ons”. We appreciate this flexibility in that it will meet local needs. Of concern to both RETSD and LRSD is that neither division is clear on the extent to which the local “add-ons” will be funded. We share the opinion that the move to a provincial SIS should not be a move

to a lesser level of service than currently exists and that MEEC would fully fund local “add-ons” to ensure continuity of service for front line users – staff and parents.

- As was shared in our meeting, LRSD and RETSD expressed concern about the perceived slipping/shifting provincial timelines:
 - The implications on the need for both LRSD and RETSD to possibly purchase an interim SIS given that our current provider has a hard stop of September 2024. In relation to the above points on funding, the divisions share the concern that the current local budgetary realities do not leave either of us in a position to purchase this interim option. If it were required, would MEEC fund this (the interim SIS and the related PD needs)?
 - Should the divisions need to proceed with an interim SIS, it will be important for MEEC to recall, as was shared in the meeting, that it would be our understanding that both RETSD and LRSD would be in the latest possible on-boarding stage of the provincial SIS (so as to mitigate the frequency of data migrations and change).
 - The implications, on our divisional teams to manage an SIS migration, with changing timelines, amongst other on-going and related projects.
 - While the conversation indicated that, based on field research, it is the expectation of the MEEC team that the selected vendor should be able to conduct a successful migration/transition and the related PD in 6-9 months, both RETSD and LRSD *strongly assert* that this is not realistic. *Both divisions hold that a successful activation is profoundly different than a successful migration/transition that is inclusive of PD.*
 - Early conversations with providers by RETSD indicated that a 12-month migration was doable, however it would be tight. Considering this, we are not confident in a 6–9-month process.
 - Additionally, the most recent migration experience in RETSD has illustrated that 6-9 months is not an attainable time. The migration will involve data matching and verification, manual entry, and field comparisons for many fields. This will be an extensive and iterative process that will require testing before data confirmation and migration.
 - Both RETSD and LRSD feel it will be very important to have a series of discussions to set the norms on what Implementation means. As noted above, activation or the setting up of a platform and distributing user access does not equate to successful implementation. Implementation will require access, varied training (as noted above), data verification, and migration, as well as backend hookup to other related and required operational systems, etc.
 - Part of the norm setting discussion will also need to include MEEC partnering with the divisions to conduct an audit of the time and financial resources it will take to fully integrate the new SIS into our existing systems. This also includes the vast library of SIS reports that will likely become obsolete due to the change to a new system.

- If the goal, as stated is to start the transition in September 2023, with RETSD and LRSD as initial adopters, we believe that a timeline whereby the vendor is selected and communicated in March 2023 could be very challenging.
- Lastly, as was shared in our conversation, we have learned some troubling feedback from colleagues in another Canadian jurisdiction about their provincial SIS experience. We shared this as information as your team may not have heard from front line divisional and technology leaders. The challenges have resulted in divisions in this jurisdiction having to purchase (at their own expense) additional external applications to support attendance and report cards. We were shocked to hear this from our colleagues, as any SIS should be able to perform these two tasks effectively and efficiently. As you can appreciate, if this were to come to pass in Manitoba, many divisions would not have the financial resources to implement this work around, nor should we.

To be clear, as was shared in the meeting, RETSD and LRSD are both very committed to the success of this provincial initiative. We are deeply and genuinely appreciative of the opportunity to talk with your team, share our thoughts, and hear from you. The opportunity for us to inform the work moving forward is valued, without question. Both LRSD and RETSD are willing to be active participants, as much as can be done considering the processes governing MEEC, to ensure the success of the provincial SIS.

We look forward to hearing from you and continuing to collaborate on this important work.

With thanks,

Jason Drysdale
Assistant Superintendent of
Educational Services and Planning
River East Transcona School Division

Clarke Hagan
Director of Information Technology Systems
Louis Riel School Division

CC. Christian Michalik, Superintendent/CEO – Louis Riel School Division
Sandra Herbst, Superintendent/CEO – River East Transcona School Division

From: Sandy Nemeth <sandy.nemeth@lrsd.net>

Sent: Monday, December 12, 2022 11:23 AM

To: minsch@leg.gov.mb.ca; minfs@leg.gov.mb.ca; Janice.Morley-Lecomte@leg.gov.mb.ca; minhealth@leg.gov.mb.ca

Cc: Francine Champagne <Francine.Champagne@lrsd.net>; Darlene Gerrior <Darlene.Gerrior@lrsd.net>; Pamela Kolochuk <Pamela.Kolochuk@lrsd.net>; Irene Nordheim <Irene.Nordheim2@lrsd.net>; Ryan Palmquist <Ryan.Palmquist@lrsd.net>; Chris Sigurdson <chris.sigurdson@lrsd.net>; Chipalo Simunyola <Chipalo.Simunyola@lrsd.net>; Cindy Turner <cindy.turner@lrsd.net>; Christian Michalik <christian.michalik@lrsd.net>; Deneen Madden <deneen.madden@lrsd.net>

Subject: Increased student absenteeism in Louis Riel School Division

Good morning Andrew, Rochelle, Janice and Audrey; on behalf of the Louis Riel School Board, I hope this finds you and your families well.

I wanted to make you aware that a [spotlight story](#) with relevant data and an analysis of student absences focused on the first 3 months of the 2022-2023 school year has been published on the LRSD website. The board wants to ensure you remain current with the data Superintendent Christian Michalik and his team have gathered, analyzed, and are sharing, along with the conversations it is compelling us to have as a board.

As always, our ongoing dialogue and actions are motivated by ensuring the needs of our community are responded to in a timely and effective manner. I'm happy to answer any questions and would encourage you to contact Christian if you have questions related to the data specifically.

Have a wonderful holiday season and a Happy New Year; we look forward to continued conversations in 2023.

Sandy

Sandy Nemeth

Chair; Board of Trustees
Louis Riel School division
PH (204) 230-6475

sandy.nemeth@lrsd.net



From: Sandy Nemeth <sandy.nemeth@lrsd.net>

Sent: Monday, December 12, 2022 11:10 AM

To: Nello.Altomare@mbleg.ca; Jamie.Moses@leg.gov.mb.ca

Cc: Francine Champagne <Francine.Champagne@lrsd.net>; Darlene Gerrior <Darlene.Gerrior@lrsd.net>; Pamela Kolochuk <Pamela.Kolochuk@lrsd.net>; Irene Nordheim <Irene.Nordheim2@lrsd.net>; Ryan Palmquist <Ryan.Palmquist@lrsd.net>; Chris Sigurdson <chris.sigurdson@lrsd.net>; Chipalo Simunyola <Chipalo.Simunyola@lrsd.net>; Cindy Turner <cindy.turner@lrsd.net>; Christian Michalik <christian.michalik@lrsd.net>; Deneen Madden <deneen.madden@lrsd.net>

Subject: Increased student absenteeism in Louis Riel School Division

Good morning Jamie and Nello; on behalf of the Louis Riel School Board, I hope this finds you and your families well.

I wanted to make you aware that a [spotlight story](#) with relevant data and an analysis of student absences focused on the first 3 months of the 2022-2023 school year has been published on the LRSD website. The board wants to ensure you remain current with the data Superintendent Christian Michalik and his team have gathered, analyzed, and are sharing, along with the conversations it is compelling us to have as a board.

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Sandy

Sandy Nemeth

Chair; Board of Trustees

Louis Riel School Division

Ph (204) 230-6475

sandy.nemeth@lrsd.net

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[Twitter](#) | [Facebook](#) | [Instagram](#)

From: Sandy Nemeth <sandy.nemeth@lrsd.net>

Sent: Monday, December 12, 2022 11:13 AM

To: Dougald.Lamont@leg.gov.mb.ca

Cc: Francine Champagne <Francine.Champagne@lrsd.net>; Darlene Gerrior <Darlene.Gerrior@lrsd.net>; Pamela Kolochuk <Pamela.Kolochuk@lrsd.net>; Irene Nordheim <Irene.Nordheim2@lrsd.net>; Ryan Palmquist <Ryan.Palmquist@lrsd.net>; Chris Sigurdson <chris.sigurdson@lrsd.net>; Chipalo Simunyola <Chipalo.Simunyola@lrsd.net>; Cindy Turner <cindy.turner@lrsd.net>; Christian Michalik <christian.michalik@lrsd.net>; Deneen Madden <deneen.madden@lrsd.net>

Subject: Increased student absenteeism in Louis Riel School Division

Good morning Dougald: on behalf of the Louis Riel School Board, I hope this finds you and your family well.

I wanted to make you aware that a [spotlight story](#) with relevant data and an analysis of student absences focused on the first 3 months of the 2022-2023 school year has been published on the LRSD website. The board wants to ensure you remain current with the data Superintendent Christian Michalik and his team have gathered, analyzed, and are sharing, along with the conversations it is compelling us to have as a board.

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Have a wonderful holiday season and a Happy New Year; we look forward to continued conversations in 2023.

Sandy

Sandy Nemeth

Chair; Board of Trustees
Louis Riel School division

PH (204) 230-6475

sandy.nemeth@lrsd.net





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

FOR INFORMATION ONLY

December 7, 2022

TO: School Boards, Superintendents, Secretary-Treasurers

FROM: Janis Arnold, Director, Governance & PD Services

RE: MSBA Services

Please find attached for information, infographics highlighting the services and benefits of MSBA membership, in particular, the cost savings for member boards. The intention is to provide all trustees with the attached details but in particular, add to the orientation of new trustees.

The association looks forward to serving its member boards throughout this term.

JA/

The Manitoba School Boards Association is an organization of voluntary membership for public school boards in Manitoba. Its mission is to enhance the work of locally elected school boards through leadership, advocacy and service, and to champion the cause of public education for all students in Manitoba. The association offers a wide range of direct services to member boards, and provides a strong voice for the expression of their views and concerns.

SERVICES



- [Labour relations](#) and the [executive](#) board's mandate
- [Human resources and provincial bargaining](#)
- [Risk management](#)
- Trustee [professional development](#)
- Employee [benefits](#) plans
- [Pension plan](#) for non-teaching employees in Manitoba
- Property and liability [insurance](#)
- [Governance](#) and policy development

RESOURCES



- [Guide to School Boards and Trusteeship](#)
- [School Board Member Handbook](#)
- Quick [facts](#) about school boards
- [Leading Together](#), a Resource Guide for School Boards, Superintendents and Secretary-Treasurers
- [E-bulletin](#)
- Resolutions [primer](#) for school boards
- Social media presence including [Twitter](#), [Facebook](#), [YouTube](#) and [Instagram](#)

GOVERNANCE



- [Provincial Executive](#), including President, Vice- President (+6000 students), Vice-President (<6000 students), and directors for Regions 1 through 6
- School board [elections](#)
- Annual [convention](#), executive meetings, [fall and regional meetings](#)
- [Public Schools Act](#)
- [The Manitoba School Boards Association Act](#)



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School boards are stronger together.

The Manitoba School Boards Association is a voluntary membership association of Manitoba's public school boards. The annual membership fee provides access to the Association's services and programs. When all membership fees are pooled, school divisions SAVE MONEY.

191

MANITOBA
School Boards
ASSOCIATION

- ✓ The MUST Fund has covered legal fees related to union grievances of approximately \$6.8 Million 
- ✓ Human Resource (HR) Services assists divisions with executive recruitment. Search firms charge up to \$30k depending on the level of position
- ✓ HR Services offers divisional compensation reviews which can save divisions up to \$50k
- ✓ With MSBA as the employer representative for provincial teacher bargaining, rather than third party legal counsel, the cost savings to bargain a provincial collective agreement plus potential costs of interest arbitration could save divisions up to \$500k. 
- ✓ As the employer representative for provincial teacher bargaining leading the interest arbitration process, MSBA will potentially save the education system up to \$200k
- ✓ HR services provides research on third party vendors to achieve consortium price savings for school divisions 
- ✓ Using MSBA Governance Services for prep work and 2 days of facilitation to develop a new multi-year strategic plan can save a school board up to \$8k
- ✓ Governance Services can oversee a transition to a new board governance model and policy manual resulting in a savings of up to \$40k in consulting fees payable to a private vendor 
- ✓ Outsourcing professional development (PD) for individual board training, workshops or seminars can cost from \$1.5k - \$2k/day. MSBA provides PD in the areas of HR, governance, labour relations, strategic planning, communications, evaluations, decision-making, effective meetings, community engagement, change management and more. All PD is customized and tailored to a board's specific needs 
- ✓ The spring convention and fall meeting PD, if outsourced can cost up to \$1k/day/person
- ✓ Governance consultation and counsel provided on:
 - > Governance practices
 - > Code of conduct and conflict of interest issues
 - > Meeting processes, motions, resolutions
 - > Legislation (*Public Schools Act, Education Administration Act, Municipal Councils and School Boards Elections Act*)
 - > Policy development, legislative changes and trends

A governance professional or legal counsel could cost between \$200 - \$400/hr or /inquiry 
- ✓ Labour Relations (LR) Consultants each spend over 2,000 hrs/yr providing counsel on:
 - > Collective agreement interpretation and application, such as transfers, layoffs, seniority, leaves of absence, postings
 - > Individual employee discipline and/or performance management issues up to and including termination
 - > Individual employee sick leave situations, including what medical information an employer is entitled to and assisting in attendance management and/or the accommodation process
 - > Following receipt of a labour board award, amendments to legislation, legal opinions, and grievance arbitrations
 - > Individual or policy grievances, ensuring only required issues proceed to arbitration
 - > Handling unionized and non-unionized employee issues as they arise for a total of 10,400 hrs of service to school divisions. Legal counsel at this level would cost on average \$400/hr 

- ✓ For the flat fee of \$2k per round / collective agreement of negotiations, MSBA provides:
 - > A LR Consultant who is experienced, trained and the expert lead negotiator/ spokesperson for negotiations of collective agreements
 - > A LR Consultant assigned to a specific division who works under the direction of the Board's negotiations committee and within the mandate provided by that school board
 - > Collective bargaining including all negotiation services of preparation, meetings prior to the negotiation table, all meetings with the union and concurrent meetings with the board committee
 - > Conciliation, mediation, arbitration and/or strike/lockout work



VERSUS other jurisdictions, using a LR professional or lawyer, who may charge approximately \$28k for each round of bargaining plus expenses

- ✓ By being part of the MSBA Non-Teaching pension, (a Defined Contribution pension plan) members have received an average annual return of 6%. Over 2,500 former employees maintain their benefit within the plan
- ✓ As part of the larger group accessing the MSI insurance program, individual school divisions have bargaining power, with premiums costing less than through individual plans
- ✓ As part of the membership fee, MSBA's Risk Manager provides the following:
 - > New Driver Safety training support
 - > Workplace Safety & Health (WSH) presentations to school division WSH Officers
 - > Playground Equipment inspections and safety training
 - > An average of 10,000 incident reports reviewed annually
 - > Risk Portal - awaiting costs from HUB for this hosting
 - > Insurance claim reviews
 - > MB Physical Safety in Schools (MPASS) – value of over \$15k per year for IT-support and unlimited access for all school divisions



The market cost for this service is \$750-\$1,000/hr (min 3 hrs) = \$37 - \$50k/yr

- ✓ The MSI insurance program covers:
 - > **Property** - MSBA group insurance provides premiums that can cost up to half those quoted for individual contracts through other insurers
 - > **Liability** – premiums in MSI offered average 72% less than market comparison.
 - > **Crime** – an average savings of 67% to market premiums on individual contracts
 - > **Cyber** – coverage offered to school divisions belonging to MSI, at approximately ¼ of the market pricing
 - > **Community Use** – MSBA provides outside-users of school division owned properties, insurance premiums at a below-industry cost
 - > **Safe Grad** – MSBA provides \$40 Million liability coverage at a level that cannot be obtained elsewhere for all approved Safe Grad committees - at no cost



Annual refunds are issued to divisions for unused loss pool contributions for each year of coverage.

- ✓ MSI also funds the Safety Data Sheet (SDS) program, which is available to all divisions at a discounted cost of close to \$78k/yr. SDS programs are a requirement for all users of chemicals to ensure safety and compliance and were costing individual boards tens of thousands of dollars to maintain individually.



Fascinating Figures about



32

The typical number of new cases referred each year to the Manitoba School Boards Association (MSBA) Universal Standards Trust (MUST) Fund. The objective of the MUST Fund is to assist participating members by covering the legal costs (excluding damages) related to labour relations issues between school boards and their employees that are slated to go rights/interest arbitrations or to other judicial bodies.

46,103

The total number of user sessions on [MSBA's website](#) in 2020, with top site visits being our [k12careers.ca](#) and [localvoices.ca](#) information pages. With an additional 4,386 users on our [Twitter](#) account and over 72,000 people reached through our [Facebook](#) posts during one month alone in 2020, information from MSBA remains in high demand. Throughout the year, be certain to check out our bi-weekly [e-bulletin](#) for the latest news and events affecting school boards.

546

The total number of financial transactions, representing over \$2 million in grants, that MSBA pays annually on behalf of the Child Nutrition Council. These nutrition grants go to 250 schools and other education providers province-wide for breakfast, lunch and dietary programs, so that students in need can rightly focus on learning during class-time.

18,323

The number of divisional employees and their families, active and retired in 2020, who subscribe to the joint extended health insurance and benefits program that is co-administered by MSBA with the Manitoba Teachers' Society. Our association also partners with members in offering important benefits through the joint dental (11,046 subscribers) and group life insurance plans (27,000 subscribers) as well.

50,000

The average number of kilometres travelled each year by the MSBA team, in order to provide hands-on direct support to members. This support includes counsel on labour relations, risk management and governance issues, contract administration, customized PD, facilitation for strategic plan development, assistance with grievances, conducting collective bargaining, site inspections, WHS training, Safe Grad parent meetings, new driver safety sessions with MPI, and more.

44

The number of years that MSBA's Safe Grad program has served graduating high school students province-wide, ensuring a safe and harm-free rite of passage from high school to the world beyond! Combined with the Teens Against Distracted Driving Program (TADD) run jointly with Manitoba Public Insurance since 1986, MSBA serves to educate thousands of high school students every year on the importance of road safety.

120

The total number of collective agreements for which MSBA provides members with labour relations support. Since the passing of Bill 45, 37 teacher agreements will be consolidated into one provincial agreement leaving 84 agreements. MSBA continues to work with and represents member boards as lead spokesperson for support staff collective agreements when requested.

500+

The number of registrants who attended MSBA hosted in-person and online professional development events in 2020, including MSBA's annual convention and AGM and Fall PD Day. Additional customized workshops were presented to members and online training resources were viewed 100s of times by trustees and members of the public seeking good information on school governance. MSBA's Governance & PD Services stands at the ready to provide hands-on support and service to all members in all matters of board governance, professional and policy development, and strategic planning.

7,100,000

The total annual dollar amount that school divisions have paid to support ongoing claims and fees through the MSBA administered loss pool under the Manitoba Schools Insurance Program. The MSIP also protects members through individual claims liability insurance for all incidents relating to persons and property, at bulk purchase rates that significantly lower costs for our members. Annual site inspections and risk management updates help to ensure safe school environments for all students, staff and community members.

11,944

The total number of members enrolled in MSBA's defined contribution pension plan for non-teaching employees, which has served 34 participating school divisions since 1974. MSBA's pension plan has helped save our members millions of dollars in retirement expenses and planning service and proved its reliance during this pandemic, with a strategy that continues to see substantial gains on the current asset balance of over \$834,000,000 as of Dec, 2021.

123

The total number of projects approved in 2019/20 under the Climate Action Incentive Fund. Advocated for by MSBA, CAIF returned \$5.4 million in federal carbon pricing revenues to Manitoba school divisions for climate focused initiatives. This initiative represented the very first time that federal funding flowed directly to school boards in Manitoba's 150 year history. All investments and projects were completed by March 31, 2021.



TOGETHER WE ARE STRONGER

38

Number of members representing ALL Manitoba School Divisions/Districts



MSBA is independent and funded solely by its members

1907

The year MSBA began representing local voices

The Association enhances the work of locally elected school boards through leadership, advocacy and service, and champions the cause of public education for all students



Working For You!

- ✓ Bill 64 – withdrawal of the bill that would diminish local voice
- ✓ Climate Action Incentive Fund - returned \$5.4 million to school divisions
- ✓ MUST Fund has covered \$6.8 million in legal fees
- ✓ MB Schools Insurance (MSI) program oversees \$13 Billion value in property and contents



Advocating for Manitoba's Public Schools

- ✓ A majority representative on the Manitoba Government's Education Funding Review Committee
- ✓ Representation on the Provincial School Leadership Framework Advisory Team
- ✓ Representation on strengthening French immersion programming

- ✓ A respected and influential voice for public education in Manitoba
- ✓ A leader on the national stage
- ✓ A valued and effective advocate for local education governance

TOGETHER WE ARE STRONGER



Board Training

- ✓ Human Resources
- ✓ Governance
- ✓ Labour Relations
- ✓ Strategic planning
- ✓ Communications
- ✓ Evaluations
- ✓ Decision-making
- ✓ Effective meetings
- ✓ Community engagement
- ✓ Change management

1 hour to 3-day workshops



In-School Services

- ✓ New driver safety
- ✓ Safe Grad/TADD
- ✓ Workplace safety and health
- ✓ Playground equipment inspections
- ✓ Risk Management review of 10,000 incident reports annually
- ✓ Manitoba Physical Safety in Schools

MPASS

\$35-\$50k/yr

**\$7.1
MILLION**

The total amount school divisions have paid to support ongoing claims and fees through the MSBA administered loss pool under the MSI Program

The MSIP also protects members through individual claims liability insurance for all incidents relating to persons and property, at bulk purchase rates that significantly lower costs for our members

TOGETHER WE ARE STRONGER

\$0.5 MILLION

Projected savings with MSBA as employer representative for teacher bargaining. Combined bargaining for a collective agreement + potential costs of interest arbitration



mbschoolboards.ca



Membership =

- ✓ Non-teaching pension – annual return of avg. 6%
- ✓ MSI programs
- ✓ MPASS
- ✓ Loss prevention program
- ✓ Safety data sheet program
- ✓ Extended health insurance and benefits program
- ✓ 5 LR consultants = 10k hours annual service
- ✓ Value-added HR services
- ✓ LR employee matters

46,103

The total number of user sessions on MSBA's website in one year

4,386

Number of current active followers on MSBA's Twitter account

72,000

Number of individuals reached through MSBA's Facebook posts in one month

FOLLOW US @mbschoolboards





CSBA President's Bulletin

Fall 2022



Featured Photo

In November, members of the CSBA Board of Directors visited Nova Scotia and New Brunswick to meet with education partners and leaders. One of those meetings was with members of the Delmore "Buddy" Daye Learning Institute (DBDLI).

The DBDLI is dedicated to creating educational change and genuine opportunities for learners and communities of African ancestry to reach their full potential in Nova Scotia.

They work to inform policymakers, educators, parents and the general public on how to best improve educational opportunities and outcomes for Nova Scotian learners of African descent.

Learn more at www.dbdli.ca

Social Media

Do you like us on Facebook?
Do you follow us on Twitter?

Be sure to like, follow and share our social media accounts for news, information and updates from our organization and other education partners.



@cdnsba



@cdnsba



Message from the President



I am pleased to be writing my first *Message from the President* for the CSBA President's Bulletin. Thank you for your confidence in me to serve in this role for 2022-2023. I would like to thank Laurie French for her many years of dedicated service as President. She, along with the Board of Directors, made tremendous advances in multiple portfolios, including Indigenous Education, anti-racism, mental health, and advocacy for local democratic voice.

It will be very nice to work with Carolyn Broady as Vice President. Having a returning member of the executive provides a level of continuity that benefits the Association. I am looking forward to working with our Board of Directors to support public education throughout Canada.

Since being elected in July, I have worked with Carolyn and Nancy Pynch-Worthylake, our Executive Director, to become more familiar with the business of the association. I greatly appreciate the work and ongoing leadership both Carolyn and Nancy provide.

Earlier in November we had the opportunity to come together as a board for meetings in Halifax, Nova Scotia and Fredericton, New Brunswick. While in Atlantic Canada we met with various groups and government officials to discuss public education and democratic representation. When in Nova Scotia I was very pleased to meet with representatives of the Conseil scolaire acadien provincial, the Delmore Buddy Daye Learning Institute, Mi'kmaw Kina'matnewey, and the Deputy Minister and Associate Deputy Minister of Education and Early Childhood Development. In New Brunswick we had meetings with the Minister and Deputy Minister of Education and Early Childhood Development, the Three Nations Education Group, Inc., and la Fédération des conseils d'éducation du Nouveau-Brunswick. Learning about and from the incredible work of Indigenous leaders is an important aspect of CSBA's Indigenous Education priority. We very much appreciate the opportunity to discuss common concerns and areas for collaboration.

Member associations have extended invitations to attend Annual General Meetings across the country, and we look forward to having a presence at your events. Either myself or Carolyn will attend, or we will provide written and video remarks if we are unable to be there in person. It will be an honour to represent the Board of Directors and membership at the events. I am looking forward to meeting more of you and learning about the priorities of our member organizations.

As a board member with CSBA, I have served on various committees and very much enjoyed the work and progress made. Committee updates are found within this bulletin, and I would like to thank all of the committee members for their work. We are fortunate to collaborate with professionals and partners to support public education.

Committees and work teams have identified goals, actions and measures for each of the key priority areas for the Strategic Plan 2022-2025. Thank you to Cathy Abraham and the Strategic Planning Committee for pulling the plan together and for the regular monitoring of progress.

There have been trustee elections recently in multiple provinces, and some are coming within the year. The CSBA continues to encourage diversity and inclusion and will support provinces with outreach and engagement. It is important that the governing bodies for public education reflect the communities they serve.

The next few weeks will be busy as we head into 2023. I am looking forward to the work and continuing to support students through public education governance.

I hope you enjoy this issue of the President's Bulletin.

Regards,

Alan



Special Project Updates

University of Regina – Anti-Racism Strategy

Three areas of focus guided Phase II of the CSBA's anti-racism strategy:

- Review policy recommendations from the Phase 1 report,
- Revise CSBA policies accordingly, and
- Develop an action plan for the implementation of the policy changes.

At the conclusion of Phase II, the research committee found the work to date by the CSBA in supporting anti-racism and equity, diversity and inclusion to be commendable and significant. It is understood the CSBA is in varying stages of implementation of this anti-racism strategy, from emerging and developing to transforming.

The researchers recommend a review of CSBA structures and policies through an equity, diversity and inclusion, and anti-racism lens. This is how these considerations will become part of the core practices of the Association. The CSBA will need strong leadership to find opportunities to increase racialized voices in governance and decision making, both at their own table and around the country.

The work being done by the researchers and the CSBA supports the goals to address achievement gaps between students of European descent and racialized students, and for the development of equitable, diverse, and inclusive school boards across Canada.

Putting Data to Work

[The Putting Data to Work](#) initiative is progressing well. In July CSBA with FNCSF, CASSA and RNDGE received funding from Canadian Heritage to continue the work over the next two years. This funding will allow the initiative to continue researching, develop and execute a social media plan, and attend conferences and events to raise awareness.

An exciting milestone is on the horizon as the first set of data from the Francophone pilot systems will be completed in December. Pilot projects for English systems are planned for Spring, 2023.

Through CASSA and RNDGE, the initiative has been shared with provincial superintendent associations. A virtual presentation was given to the Executive at their September meeting.

They have also presented to the Executive Director for the Council of Ontario Directors of Education. This meeting was to raise awareness of the value of the project for school systems and to determine how best to inform all Ontario directors of education, and human resources and program directors of the work being done.

Putting Data to Work - Faisons parler les données



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Committee & Work Team Updates

Advocacy Committee

The Advocacy Committee met and reviewed what worked well during the events and meetings held in Ottawa with political leaders in May 2022. In November the Board of Directors met in Atlantic Canada to hold more advocacy meetings with educators and government officials.

The Committee and Board of Directors have held advocacy events and meetings like these for a couple of years. Through review and discussion, areas for improvement were identified. The Board of Directors approved a motion brought forward by the Committee to hold an advocacy event and meetings in the fall of 2023.



TOP: CSBA with members of the Conseil scolaire acadien provincial in Dartmouth, NS

BOTTOM: CSBA with members of Mi'kmaw Kina'matnewey in Halifax, NS



Indigenous Education Committee

Daniel Brant and Associates provided a detailed review on the Indigenous Education Leadership deliverables. The team has held its initial meetings to discuss issues and gather information that will support their research and recommendations. They presented a comprehensive report on the history of education and colonialism in Canada. This included a review of the residential school system, and the differences in pedagogy between colonial and Indigenous education.

The main deliverables will focus on how governing school boards can support the Truth and Reconciliation Calls to Action through public education. The CSBA is very much looking forward to providing professional development and materials to governing boards across the country.

Final details are being completed for the Indigenous Leadership Award, the first of which will be awarded at the 2023 National Gathering on Indigenous Education and CSBA Congress in Banff. The Committee and Board of Directors are very excited about the recognition opportunity this award will provide, and look forward to finalizing the details for nominations.

Governance Work Team

The Governance Work Team most recently met in October and discussed a number of topics. They are undertaking a review of CSBA membership categories, criteria, and priorities stemming from recommendations by the Emergent Issues Work Team. At this time, they do not recommend amendments to the constitution where membership and affiliate memberships are clearly outlined.

In jurisdictions where there is no provincial association, individual school boards, including French minority language boards are eligible to join CSBA. For example, the Conseil scolaire acadien provincial in Nova Scotia. The Board of Directors held meetings in Nova Scotia and New Brunswick where membership was discussed with public education representatives in those provinces. Representation looks different in the Atlantic provinces, but the CSBA is interested in finding ways to work with these groups to support public education.

Terminology was also discussed, specifically what “publicly-funded public education” means. It is important to consider how charter and independent schools are funded fully or partially in certain jurisdictions. The Alberta School Boards Association is also looking into this and will suggest some language to the Work Team for consideration.

The Work Team is interested in the work being done York University on the privatization of education. The Team is exploring options to collaborate with the university on future studies, and has invited Sue Winton to attend the next meeting.

The research initiative with Dr. Katina Pollock and her team at the University of Western Ontario is in the data-generation phase. Interviews and focus groups are underway with people from each of the jurisdictions involved in the study.



Comprehensive School Health Work Team

The Comprehensive School Health Work Team met in October.

Meetings were held with the Public Health Agency of Canada, but as of right now there is no program funding available for a large initiative. Funding may be available to support an event, which will be further explored. Representatives from the Public Health Agency of Canada have been invited to meet with the Board of Directors to discuss future opportunities.

Sue Stevenson continues to update the resources on the CSBA website following the guidelines and processes established by the Work Team.

The Canadian School Mental Health Leadership Network is funded for one more year. While it is encouraging that the program will continue for another year, not all provinces and territories have trustee representation.

The CSBA was invited to an invitation-only meeting with Minister Karina Gould to discuss a Pan-Canadian School Food Policy. The online meeting focused on school food programs and discussing what the priorities and considerations should be for a pan-Canadian school food program. The CSBA spoke to the importance of engaging governing school boards when developing policies and programs to aid in implementation. School boards need to be involved in planning from the beginning as they provide community-based support and drive the initiatives on the ground.

Emergent Issues Work Team

The Emergent Issues Work Team is recommending connectivity to be a priority for partners through the National Advisory Council on Education. Throughout the pandemic, educators and education partners saw the importance of connectivity for equitable access to public education across the country.

Work continues with the Transport Canada Pupil Transportation Advisory Committee with a priority being seat belt pilots. The shortage of bus drivers and other staff is also a concern throughout the country for both the Advisory Committee and the Work Team. This will continue to be monitored.



Anti-Racism Work Team

The Anti-Racism Work Team met in October. Their work continues under the leadership and support of the Centre for Educational Research, Collaboration, & Development (CERCD), Faculty of Education, University of Regina. The CERCD recently welcomed Dr. Mark Spooner as their new Director, and the Work Team is looking forward to working with him.

The CERCD team has recommended new wording for the CSBA vision and mission, which will be considered by the Strategic Planning Committee.

There are concerns with recent lobbying by right wing organizations to elect specific individuals as trustees. This would directly counter the work being done by the CSBA to encourage candidates from under-represented communities to diversity public education governance. This situation will continue to be monitored by the Work Team.

Strategic Planning Committee

The Strategic Planning Committee reviewed the vision and mission in collaboration with the researchers from the University of Regina. The Board of Directors discussed revisions at their meeting in November and has provided feedback to the committee.

The committee reviewed feedback from member organizations pertaining to the work of CSBA committees and work teams. It is recommended that the related committees and work teams consider the input at their upcoming meetings. We appreciate feedback from our members and associations as it helps propel our work forward.

National Trustee Gathering on Indigenous Education & CSBA Congress, 2023



The Alberta School Boards Association is pleased to host the 2023 National Trustee Gathering on Indigenous Education and CSBA Annual Congress, *Leading the Path Forward*, in Banff, Alberta from July 3-5, 2023.

Accommodations

Accommodations at the [Banff Centre for Arts and Creativity](#) are fully booked; however, ample availability remains at hotels through the [Banff Lodging Company](#). Alternative accommodation options include [bed & breakfasts](#), [hostels](#), and [campgrounds](#). We encourage you to book as soon as possible given the high demand in Banff, particularly during the summer season.

Call for Presentation Proposals

ASBA is seeking presentation proposals for up to six in-person concurrent sessions, each 75 minutes in length. Further details are available in the Call for Presentation Proposals, available on [ASBA's website](#) in both English and French. Submissions are due by December 19, 2022, to: csperling@asba.ab.ca. Please use the subject line: 2023 CSBA Congress Submission. Those with successful submissions will be notified by January 16, 2023.

Registration and schedule of events

ASBA looks forward to sharing the schedule of events in addition to early-bird registration information in February 2023!



National Trustee Gathering on Indigenous Education & CSBA Congress, 2022 – A Review

The 2022 conference, held in Saskatoon and hosted by the Saskatchewan School Boards Association, was very well attended and received overall positive feedback. Survey results indicate attendees were satisfied with the content, with special mentions of the smudging ceremonies and having elders at the event. All feedback provided to the CSBA will be shared with the Planning Committee for the 2023 conference in Banff.



ENCOURAGEZ VOS JEUNES À
CÉLÉBRER LE TEMPS DES
FÊTES EN FRANÇAIS!



BOURSES
D'ÉTUDES
POSTSECONDAIRES
EN FRANÇAIS
LANGUE SECONDE



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TO CELEBRATE THE HOLIDAY
SEASON IN FRENCH!



BURSARIES
FOR POSTSECONDARY
STUDIES
IN FRENCH
AS A SECOND LANGUAGE



ACUFC

Canada



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

December 7, 2022

TO: School Boards, Superintendents, Secretary-Treasurers

FROM: Janis Arnold, Director, Governance & PDServices

RE: 2022 Fall Meeting Resources

After two years of virtual Fall General and Regional Meetings, Association members and MSBA's Executive were pleased to see the very well attended Fall General and Regional Meetings. There is anticipation that the March 2023 Annual General Meeting will see the same interest.

As follow-up to the meetings, presentations have been posted to the MSBA website, along with the Strategic Plan report and other resources. All can be found in the drop-down menu from the "About" tab, under "Fall General Meeting" or at [this link](#).

/JA

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December 7, 2022

FALL GENERAL MEETINGS FOLLOW UP

Are you looking for the presentations and resources that were shared at the Fall General and Regional Meetings held on December 1 and 2 in Winnipeg? We've posted many of the presentations on our [website](#). Topics covered at the meetings included "[What it Means to Govern](#)," "[The Role of the Board as an Employer](#)," and an [overview of the MSI program](#).

In addition, if you are looking for a comprehensive cheat sheet which provides an overview of the Manitoba School Boards Association and its programs, services and personnel, check it out [online](#). Finally, if you attended the fall meetings, please take a few minutes to complete the online [evaluation](#) survey. Your feedback is valuable and will help make next year's meetings even more successful! Thank you!

EXECUTIVE BY-ELECTIONS

Congratulations to Timothy Davis from Flin Flon S.D., and Greg McFarlane, from Seven Oaks S.D., the two newest members of the Manitoba School Boards Association provincial executive. Timothy was acclaimed Region 4 Director, and Greg was acclaimed Region 5 Director. Both new members assumed their seats at our November 30 executive meeting.

NOMINATIONS UPDATE

Speaking of elections, to date, eight nominations have been received for positions to be elected at the association's [Annual Convention](#) in March. Floyd Martens, Mountain View S.D. and Sandy Nemeth, Louis Riel S.D. have been nominated for the position of President. Leah Klassen, Garden Valley S.D. and Lena Kublick, Lord Selkirk S.D. have been nominated for Vice-President (fewer than 6,000 students). Deana Wilson, Garden Valley S.D. and Ashley Lachance, Prairie Rose S.D. have been nominated for Region 2 Director. Lindsay Anderson, School District of Mystery Lake has been nominated for Region 4 Director, and Greg McFarlane, Seven Oaks S.D. has been nominated for Region 5 Director.

Incumbents in the positions of Vice-President (greater than 6,000 students), Regions 1, 3 and 5 are in the first year of a two-year term; these positions will be up for election in 2024.

The first call for nominations was made in writing. The second call was made on Friday December 2, at the association's Fall General Meeting, while the third and final call will come at the call to order of the Annual Convention, on March 16, 2023. Keep an eye on our [website](#) for the most current slate of candidates. Nominations may also be made at any time by submitting them by [email](#) to the Nominating Committee, c/o Andrea Kehler.

NOMINATIONS


CSBA PRESIDENT'S BULLETIN

The Canadian School Boards Association Board of Directors meet four times a year to discuss topics that range from initiatives in certain jurisdictions, advocacy efforts on shared national issues, as well as other methods of potential collaboration among provincial associations. Much of what is discussed can be found in the latest "President's Bulletin", including a message from CSBA and MSBA's president, Alan Campbell. You can read the latest [bulletin](#) on the CSBA [website](#).



THE VIMY PILGRIMAGE AWARD

The Vimy Foundation created the Vimy Pilgrimage Award to recognize the actions of young people who demonstrate an outstanding commitment to their communities through volunteer work, positive contributions or notable deeds that benefit their peers, school, province, or country.

[The Vimy Pilgrimage Award](#)

consists of a fully funded week-long educational program in Belgium and France to study First World War history in the places where it happened. The program is scheduled for April 2023 and features daily visits to important First World War sites including museums, monuments, and historic battlefields. Youth engage with their peers from across the country and learn about key themes such as the participation of diverse peoples; the impact on the environment; mental health during the war, among many others. A total of 22 students will be selected for the 2023 program.

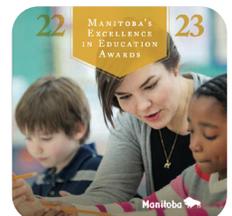


Applications are open until December 20, 2022, 11:59 PM. Please visit the [website](#) to review the terms and conditions and to view the application form and criteria.

AWARD DEADLINE EXTENDED

Do you know an outstanding educator? The deadline to nominate a teacher for Manitoba's Excellence in Education Awards has been extended to December 20!

Details on the award and information on how to nominate someone is available [online](#).


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Executive Highlights

Wednesday, November 30, 2022

Alan Campbell

President

president@mbschoolboards.ca

Sandy Lethbridge

Vice-President

(6,000 students or more)

sandra.lethbridge@sjasd.ca

Floyd Martens

Vice-President

(fewer than 6,000 students)

fmartens@mvsd.ca

Vacant

Past President

Charlene Gulak

Director Region 1

charlene.gulak@mvsd.ca

Leah Klassen

Director Region 2

leah.klassen@gvsd.ca

Paul Magnan

Director Region 3

trustee.magnan@sunrisesd.ca

Timothy Davis

Director Region 4

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Director Region 6

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Alan Campbell opened the meeting with the land and treaty acknowledgment.

1. Ted Fransen, Provincial Lead, Remote Learning and Sonya Penner, Assistant Deputy Minister with Manitoba Education and Early Childhood Learning consulted with Executive on a proposed new online high school.
2. Zach Fleisher, Campaigns Coordinator with the Manitoba Organization of Faculty Associations provided an overview of the proposed performance-based funding model for Manitoba Universities and Colleges, and their opposition to it.
3. The following committee appointments were approved. Theresa Bergson, Seine River S.D. and Liefia Misko, Mountain View S.D. to the Convention Planning Committee. Keith Morrison, River East Transcona S.D. and Irene Nordheim, Louis Riel S.D. to Manitoba Public School Employees Benefits Trust Committee. Nicole Chaske, Fort La Bosse S.D. to the Aboriginal & Indigenous Education Action Planning Committee. Jack Bogaski, Lord Selkirk S.D. to the Resolutions & Policy Committee. Darlene Gerior, Louis Riel S.D. to the Student Services/Inclusive Education Consultation Committee. Craig Stahlke, Pembina Trails S.D. to the Non-Teaching Pension Plan Committee. Yolande Dupuis, DSFM was re-appointed to the Manitoba Schools Insurance Committee.
4. Executive reviewed the revised Fall General and Regional Meeting agendas.
5. At its September meeting, the Executive received a presentation from Equity Matters and that group is following up on the request made during that presentation. Executive postponed this matter to its January 9, 2023 meeting.

JW/ak

Questions about the items above? Contact any member of the MSBA Executive or Josh Watt, Executive Director.



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

December 7, 2022

MEMO

TO: Board Chairs
Superintendents
Secretary-Treasurers

FROM: Josh Watt
Executive Director

RE: PERFORMANCE-BASED FUNDING FOR MANITOBA UNIVERSITIES AND COLLEGES

Last Thursday, MSBA Provincial Executive welcomed a delegation from the Manitoba Organization of Faculty Associations (MOFA) to present to us, in respect of the Government's recent proposal to develop and implement a performance-based funding model for universities and colleges across Manitoba.

Members may recall that MOFA emerged as a key community voice in opposition to Bill 64. Given that the Government is embarking on a funding reform package for post-secondary education, MOFA is seeking to raise awareness among all school boards around this issue and to solicit potential joint advocacy of our members on this matter. Given our shared interest in providing all pupils with fair and equitable access to post-secondary education following graduation from our secondary schools (and where applicable, Adult Learning Centres), MSBA agreed to help raise awareness of the issues by forwarding information for your review and deliberations.

Based on a review of what has been proposed, we are of the perspective that our members should at the very least become aware of this development and at most consider extending formal support to MOFA in its efforts to avoid the potentially negative or disadvantageous impacts arising from similar models of performance-based funding in other jurisdictions.

To that end, please consult MOFA's brief on this issue at the link provided. There are also two recent articles on the topic provided. While it appears that the Government has opted to "step back" from its plans to proceed with implementation of the proposal (in the short term), it remains clear that this is not a withdrawal of the plan. Rather it is a delay. During this reconsideration period, school boards province-wide may weigh-in to express concerns (if you find that locally, what is proposed does speak to the interests of your situation). Consider writing to Minister Jon Reyes and also to your local MLA with your concerns. It is evident that time remains of the essence on this item and to that end, if school boards are to write a letter to the Government, it is likely best to do so as soon as possible.

Thank you in advance for your attention to this info package! Contact info for Minister Reyes (MLA for Waverley) and your local MLA can be found at: https://www.gov.mb.ca/legislature/members/mla_list_constituency.html.

Attachments

JW/ak

Manitoba Organization of Faculty Associations Advocacy Site

<https://mofa-fapum.mb.ca/mofa-brief-on-performance-based-funding/>

Manitoba explores U.S.-style university funding

By: Maggie Macintosh

Posted: 7:00 PM CDT Thursday, Nov. 3, 2022

Last Modified: 8:18 AM CDT Friday, Nov. 4, 2022

Manitoba appears set to radically change the way universities and colleges are funded, by switching to a popular model in the U.S. that requires schools to report achievement data and meet specific goals in exchange for operating dollars.

Consultations about “performance benchmarks” remain underway, but school leaders, faculty members and student groups are again raising concerns about the Tory government’s plan to update traditional lump-sum funding.

“Developing and implementing a set of performance benchmarks is intended to ensure greater financial oversight and accountability for public funding,” states an excerpt from a consultation guide recently put out by the advanced education department.

The guide, sent to stakeholders in late September, details how the province is collecting feedback to create its so-called post-secondary accountability framework. Data on student admission and progression, graduate outcomes, and institutional efficiency and effectiveness are all under consideration as the province searches for metrics to measure.

The Progressive Conservatives have long touted the importance of improving oversight of taxpayer dollars on post-secondary programs and tailoring courses to more closely meet workforce needs.

The contents of a 2017 KPMG review and 2020 report from the auditor general — both of which critique a lack of provincial post-secondary supervision — are repeatedly cited as reasons to modernize the system.

Consultations on how the province should achieve its goals began in the spring.

In response to a June 17 meeting, the University of Manitoba’s leader penned a letter outlining extensive reporting and accountability measures already in place.

President Michael Benarroch requested the province refrain from tying funding to data because he said it is not necessary to motivate schools to make progress. “Tied funding generates unintended consequences; making progress on specific metrics for example can come at a cost to other priorities, such as accessibility,” he wrote in the Aug. 2 letter.

Benarroch noted statistics such as graduate employment and earnings are out of a school’s control. He indicated a successful framework will rely on the government communicating a “clear vision and objectives” for the post-secondary system.

Former premier Brian Pallister expressed an interest in adapting Tennessee’s approach; the state’s funding formula takes into account how many research dollars an institution brings in annually and the number of credits and degrees obtained in any given year, among other line items.



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University of Manitoba President Michael Benarroch requested the province refrain from tying funding to data because he said it is not necessary to motivate schools to make progress.

The Manitoba Organization of Faculty Associations — composed of about 1,600 academics from the U of M, University of Winnipeg, Brandon University and Université de Saint-Boniface — is a vocal opponent of the U.S. model.

“We don’t object to more oversight at all. In fact, we think more financial transparency would be a good thing. Where the argument falls down is (accountability) doesn’t rest upon performance-based funding. That’s a non-sequitur,” said MOFA president Scott Forbes.

As far as Forbes is concerned, the province already has the ability to inspect finances because it can appoint the majority of a school’s board of governors, the body that oversees financial accounts.

Forbes said study after study on the outcomes-based model suggest it does not improve graduation rates. At the same time, it incentivizes grade inflation and encourages schools to spend the least amount of money possible to get a student through the system, in turn raising barriers to applicants in marginalized groups, he said.

“When the government of Manitoba proposes their plans for (performance-based funding) as an ‘accountability effort,’ this is their code for cutting funds,” said Marie Paule Ehousou, chairwoman of the Canadian Federation of Students’ Manitoba chapter. “One only has to look at the government’s track record.”



MIKAELA MACKENZIE / WINNIPEG FREE PRESS FILES

The Manitoba Organization of Faculty Associations — composed of about 1,600 academics from the U of M, University of Winnipeg, Brandon University and Université de Saint-Boniface — is a vocal opponent of the U.S. model.

The formula will inevitably set up differentiated tuition and result in higher fees for arts and humanities degrees, Ehousou added in an email statement.

The U of M Students’ Union has voiced similar concerns and expressed frustration the province seems to have made up its mind despite ongoing consultations.

UMSU president Jaron Rykiss said institutions and learners alike would only benefit if the province created a performance-based system that was tied to bonus funding rather than operational money. “The consultation that they invited us to over the summer felt more like a presentation... It seems very, very obvious – at least to us, that the province is looking to go forward with this whether people like it or not,” Rykiss said.

Advanced Education Minister Jon Reyes was not available for an interview Thursday due to a busy schedule on the last day of the current legislative session, his press secretary said.

Last month, when asked repeatedly if he supports performance-based funding by the NDP’s post-secondary education critic, Reyes said no funding decisions have been made.

“This is an accountability framework exercise, and we’re looking to develop accountability framework metrics that will satisfy everyone involved and, most importantly, for the Manitoba taxpayer,” Reyes said on Oct. 6.

“This is an accountability framework exercise, and we’re looking to develop accountability framework metrics that will satisfy everyone involved and, most importantly, for the Manitoba taxpayer.”

–Advanced Education Minister Jon Reyes

NDP MLA Jamie Moses responded by saying students should be the main priority in building a new framework.

During a phone call Thursday, the Tennessee Higher Education Commission’s chief policy officer said what works for his state may not work for another jurisdiction.

The commission made that clear to Manitoba when it gave officials a presentation two and a half years ago, said Steven Gentile.

Gentile, however, stands by the model in Tennessee as an effective one in his state and said criticism of it illustrate the need for continuous improvement.

“This helps everyone, from the state down to the administration at institutions and faculty and staff to understand what the (post-secondary completion) goal is,” he said.

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Province takes step back from proposed post-secondary funding formula

By: Maggie Macintosh

Posted: 8:09 PM CST Tuesday, Nov. 15, 2022

The provincial government is pausing plans to roll out a controversial new funding formula for universities and colleges that would require metrics — for instance, specific graduation rates and other achievement benchmarks — be met in exchange for dollars.

Manitoba has long-funded post-secondary institutes with annual block grants. In recent years, however, the Progressive Conservatives have set their sights on Tennessee’s performance-based funding model. The proposed formula, which is popular across the United States, has been met with widespread criticism from local school leaders, faculty associations and student groups.

Manitoba has long-funded post-secondary institutes with annual block grants, but recently, the Progressive Conservatives have set their sights on a performance-based funding model. (Mikaela MacKenzie / Winnipeg Free Press files)

“We need to take a bit of a step back, look at those institutions and say: ‘What is going to keep them going right now?’” Premier Heather Stefanson told reporters Tuesday, following the release of a throne speech that made no mention of metric-based funding.

“I’m always in favour of performance measures, but I think, through COVID, as we’ve come through COVID, there’s been some challenges (for schools).”

Advanced Education Minister Jon Reyes will continue to meet with stakeholders to figure out what is best for the sector and work towards tailoring programs to better meet labour market needs, according to the premier.

The throne speech touted collaboration between schools and businesses, addressed the growing importance of offering micro credentials, and indicated the province is “considering all post-secondary program proposals that will help address labour shortages and foster economic growth.”

It also states the government is taking a “close look” at ensuring equitable funding across institutions. Since the spring, the advanced education department has been seeking feedback on the province’s so-called post-secondary accountability framework. The framework was born in response to a 2017 KPMG review and the auditor general’s 2020 report, both of which criticize the government’s limited oversight of post-secondary institutions.

The Manitoba Organization of Faculty Association has been one of the most vocal critics of the Tories’ plan to reform how it pays for higher education, citing existing accountability mechanisms that academics claim are underutilized by the province.

Among its examples, the association’s leaders have repeatedly cited the province’s powers to appoint the majority of the board of governors — the body that oversees school finances — at the University of Manitoba.

“I think it’s become clear, as people have learned more about the Tennessee model, that it’s not a good choice,” said Michael Shaw, a senior instructor of biology at the U of M who is a member of the MOFA executive.

“All it is is a disguise so that governments who want to reduce their funding have an excuse and mechanism to do so.”

Shaw indicated there is oversight built into boards of governors, transfers between institutions and the province, and frequent correspondence between the partners. He expressed relief after the premier confirmed plans to “step back” from a radical funding formula change Tuesday.

“For now, students will be very relieved to hear about (Stefanson’s remarks), but I’m not going to say completely happy because stepping back doesn’t mean we are cancelling something. Stepping back means we are pausing, we are trying to think, we are trying to discuss,” said Marie Paule Ehoussou, chairwoman of the Canadian Federation of Students chapter in Manitoba.

Ehoussou said student groups are united in their opposition to performance-based funding because the model could allow the province to favour certain higher-education programs over others based on employment outcomes and as a result, arts and humanities programming may suffer.

Before it was dissolved in 2015, the Council on Post-Secondary Education oversaw post-secondary operations as an arm’s length agency of the government. The now-defunct council compiled student demographics, funding sources and other university and college statistics in its annual reports.

Overview of the Manitoba School Boards Association and its Programs, Services and Personnel

What is MSBA? For over a century, the Manitoba School Boards Association and its predecessor organizations have represented the collective voice of Manitoba's public school boards. With a legislative mandate to promote the cause of public education in Manitoba, and with universal membership of all 38 public school boards in our province, MSBA serves to provide leadership, advocacy and services in support of our members.

What programs and services are provided to school boards as an MSBA member?

As members of MSBA, public school boards are able to access a variety of important services, including:

- **Advocacy:** with dedicated capacity for monitoring emerging trends and developments in the policy, legal and political environments of public education in Manitoba and across Canada, MSBA develops a variety of responses, position papers, government briefs and other advocacy resources to promote the best interests of our members. As an example of such products, MSBA recently engaged with school boards across the province as they led the way with a successful campaign against the Bill 64 legislation that was bound for implementation July 2022.



MSBA also meets annually with members of all provincial political parties, a variety of external stakeholder groups, and educational partners. On behalf of its membership, the Association is represented on a variety of task groups and committees with mandates to develop or advance public education. In addition, MSBA convenes regional meetings and an annual convention for its membership each year. Through these venues, MSBA regularly dialogues with its members and with its partners, to ensure the timely communication of items of significance or impact to our members. In turn, MSBA also communicates our membership's requirements and concerns to relevant partners and audiences by way of engaging more broadly in advocacy on behalf of our membership.

- **Governance and Professional Development:** equipped with expertise in the area of education and communications services, MSBA offers several meaningful board development, governance and professional development (PD) opportunities for public school boards. MSBA responds to regional or individual member needs by offering standing PD workshops each year, while also offering one on one governance seminars and workshops to boards through our full-time board governance services Director. MSBA also offers support to members in the areas of strategic planning, policy development and implementation, and effective and efficient governance, in keeping with our membership's specific authorities under the public education legislative framework of Manitoba. MSBA's website provides members with a repository of board policy manuals and online information that aims to promote excellence in member responsibilities and communications.



- **Labour Relations:** every member of MSBA is assigned with a dedicated labour relations expert who is available on an as-needed basis for responding to inquiries in the area of employer relations with employees. The MSBA labour relations team serves to coordinate collective bargaining processes across all employee locals. Availability of labour relations capacity and expertise through MSBA signifies that individual members avoid unnecessary expenses involved with development or duplication of the same labour relations capacity, while also creating the advantage of member access to a central repository of resources, publications and counsel related to the highly specialized and important board role of serving as an employing authority for teaching and non-teaching personnel.



- Provincial Teacher Bargaining and Human Resources Services:** In 2022, the Manitoba Government proclaimed Bill 45, effectively establishing a single provincial bargaining table for teachers. MSBA, named as agent on behalf of 37 of the 38 public school divisions, has operationalized this agency role by establishing a table team and Provincial Bargaining Advisory Group that is broadly representative of school board interests in teacher bargaining province-wide. Additionally, the establishment of this unit gave rise to opportunities for the Association to expand the scope of its services to include Human Resources support. Under this service mandate, MSBA is able to provide coaching and networking for HR administrators province-wide, while also supporting divisions with executive and employee search, recruitment and contracting.


- The Manitoba School Insurance Program (MSIP)** was established in 1978 and serves to insure all physical assets owned by, and to protect against any potential liabilities that might be incurred by MSBA members. Premiums are rendered more affordable for members due to the collective purchase of insurance (through HUB International Inc.) for all public school boards. MSIP provides **Financial Loss Pools** that serves to offset the adjustment expenses and deductibles that would otherwise be required in the event of repair or replacement of an asset that has been damaged or destroyed, or in the case of a liability claim against the school board. MSIP also guarantees the availability of risk management capacity in support of MSBA members, including access to the latest expertise and guidelines for best practice in the minimization of risk and liability, as well as on-site inspections and workshops related to risk management, as well as workplace health and safety.


- The Pension Plan for Non-Teaching Employees** was established in 1974 as a defined contribution pension option for participating members. Under The Public Schools Act (section 50) all public school boards are required to establish a pension plan for non-teaching employees. Under the MSBA non-teaching plan, employers and employees contribute to a diversified investment portfolio that serves to promote competitive market returns for all non-teaching employees who have reached the age of retirement. While most defined benefit plans guarantee retirees a fixed monthly income following their retirement, thereby creating an ongoing financial liability for the employer, defined contribution plans provide for retirees to access their accumulated contributions upon retirement through Income Funds or purchase of an annuity. Following release of the employee account, the employer is no longer liable for maintaining any contributions in support of their pensioners' post-retirement income. The Pension Plan for Non-Teaching Employees is overseen by a trust committee comprised of representatives from MSBA, employing school boards, employee groups and a MASBO representative. **The Pension Administration Fund** as established, covers all plan expenses and is funded by school divisions as an added benefit to the plan's membership.


- The Manitoba Universal Standards Trust (MUST) Fund** is a collective financial pool that provides school divisions access to funds to cover certain legal costs associated with labour relations challenges from employees and or Unions. The purpose of the (MUST) Fund is to assist school divisions in protecting and maintaining management rights in the area of labour relations, when those rights are challenged or disputed. Such challenges or disputes have the potential to impact on the rights of other school divisions within their region, or province wide. It is the objective of the MUST Fund to assist participating member school divisions by covering the legal costs (excluding damages) related to labour relations issues between the employer and employees or their union/association/legal representation. The MUST Fund will cover legal fees arising from: grievances and rights grievance arbitrations, interest arbitrations, union certification, labour issues or complaints that go to judicial bodies such as the courts, Manitoba Labour Board, or Manitoba Human Rights Commission, other employee/labour matters of provincial or regional implication.


- Manitoba School Employees Benefit Plans:** In partnership with the Manitoba Teachers' Society, MSBA maintains a combination of health and dental benefit plans (through Manitoba Blue Cross), as well as group life and disability insurance (through Canada Life and The Co-operators) for the advantage of employees of public school boards. Purchased collectively, the benefits that are secured under this partnership are rendered more affordable for MSBA members and staff than would be true if individual school boards were to purchase comparable benefit plans on their own, to serve the needs of their employees.



Key personalities at the Association (December, 2022)

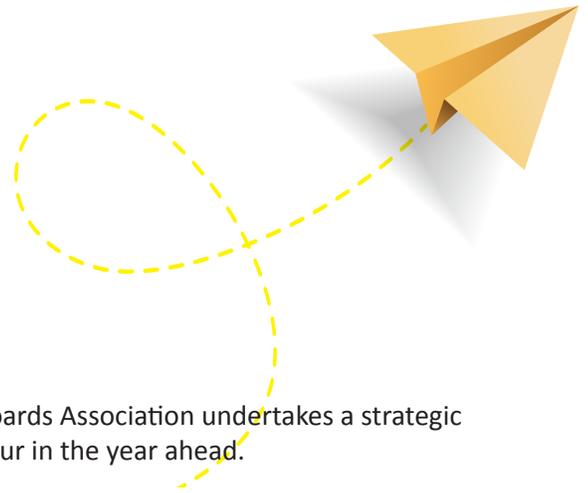
- **Janis Arnold** – As Director, Governance and Professional Development Services. Janis serves as the main point of contact for all items directed by you, our members, to the association in respect of board governance practices and policy, interpretation of legal and regulatory frameworks pertaining to board operations, and requests for one-on-one and/or customized training, facilitation of strategic planning and professional development as needed. jarnold@mbschoolboards.ca
- **Morgan Whiteway** – As Director, Labour Relations Services, Morgan serves as the point of contact for daily labour relations issues management, including interpretation of collective agreements, discipline/review, operationalization of board policy in LR matters, leading non-instructional bargaining, retaining general oversight of the non-teaching pension trust and joint health and dental benefits programs. Morgan also exercises principal responsibilities for informing pandemic response, workforce planning and other subcommittees. mwhiteway@mbschoolboards.ca
- **Labour Relations Consultant Team** – enhances the association’s capacity to respond to membership needs and requirements related to labour relations and human resources. The team’s service to members serves to promote quality and accessibility to real-time labour relations support and counsel for all divisions. **Alison Bourrier** abourrier@mbschoolboards.ca; **Chris Huppe** chuppe@mbschoolboards.ca; **Elizabeth Mitchell** emitchell@mbschoolboards.ca; **Tripat Pachu** tpachu@mbschoolboards.ca
- **Cindy Hluszok** – As Research Analyst for Labour Relations and the Human Resource Services & Provincial Bargaining departments, Cindy serves as the critical research analyst and statistician in support of the core mandates of those units. She also coordinates a variety of surveys to school divisions such as the Board Office Compensation Survey. chluszok@mbschoolboards.ca
- **Justin Rempel** – As Director, Human Resources Services & Provincial Bargaining, Justin is the point of contact for daily human resource services, including search, recruitment and information sharing through the provincial HR network. Justin coordinates the Provincial Teacher Bargaining Table under Bill 45 and serves as lead negotiator at that table. He also exercises general oversight of the Manitoba Universal Standards Trust (MUST Fund). **Jodie Taylor**, the Senior HR Leader, provides key support to boards in the new service area of Human Resources Services and Support. jrempel@mbschoolboards.ca; jtaylor@mbschoolboards.ca
- **Robyn Winters** – As Chief Financial Officer, Robyn exercises responsibility for financial administration and management of MSBA’s operations (including those of the Child Nutrition Council of Manitoba), including disbursement of funding and rebates under the Manitoba Schools Insurance, Loss Pools, Pension Trust, etc. She is the point of contact for external grant disbursement. **Tara Alexander** serves as Finance Assistant in support of financial administration responsibilities at the Association. Robyn is also responsible for general oversight of the Manitoba Schools Insurance program, with **Darren Thomas** reporting to Robyn in his role as the association’s Risk Manager. Darren’s scope of service to our members is focused on risk management and insurance services, with coordination of safety inspections, workplace safety and health workshops, and management of the Safe Grad and TADD programs. rwinters@mbschoolboards.ca; dthomas@mbschoolboards.ca; talexander@mbschoolboards.ca
- **Josh Watt** – As Executive Director, Josh exercises general oversight of the Association’s administration and operations with major responsibility for all advocacy and communications. In concert with **Karen Harrington** and **Jennifer Esau**, he maintains a viable web and social media presence on behalf of the Association, while overseeing communications services. Together, the Executive Office is generally responsible for both convention planning and the association’s annual policy and resolutions development process. Karen and Jennifer’s services are marked by high degrees of autonomy internally to the association, in respect of communications products and webmaster services. Through the Executive Office, the association is happy to continue reviewing draft communications produced by members, should any division wish to receive a set of “third eyes” or “second thought” on any public interface or messaging you may wish to convey to your communities or stakeholders. [Josh Watt jwatt@mbschoolboards.ca](mailto:jwatt@mbschoolboards.ca); Karen Harrington kharrington@mbschoolboards.ca; Jennifer Esau jesau@mbschoolboards.ca
- **Andrea Kehler** – serves as both Executive Assistant to the Executive Office while also providing administrative support to Darren Thomas as Risk Manager. akehler@mbschoolboards.ca
- **Heather Hallatt**– provides administrative assistance exclusively to the Director of Labour Relations and the Director of Human Resources Services & Provincial Bargaining and their teams. hhallatt@mbschoolboards.ca

BEYOND 2020

Renewing Direction for our Future



A report to our membership from the June, 2022
MSBA Executive Strategic Planning Retreat



Introduction

Every spring, the Provincial Executive of the Manitoba School Boards Association undertakes a strategic planning retreat to set direction for major priorities that will occur in the year ahead.

This year was of signature importance for the Association following the significant investment of time and energy in addressing both ongoing pandemic response and also proposed and implemented structural amendments to the public education system (Bill 45, Bill 64, Bill 71, K-12 Review Commission Final Report) between 2020 and 2021.

While many strategic priorities were placed on hold during this period, your Association continued to serve its membership as it always has: with innovative ideas, continued services, bold responses and strengthened advocacy on behalf of Manitoba's public school boards.

It was therefore with renewed vision and purpose that members of Provincial Executive convened to look at where we have come from and where we are headed, as we seize hold of new opportunities in the years ahead.

Particular thanks goes to MSBA President Alan Campbell, Vice-President (>6,000 enrolment) Sandy Lethbridge, Vice-President (<6,000 enrolment) Floyd Martens, Region 1 Director Charlene Gulak, Region 2 Director Leah Klassen, Region 3 Director Paul Magnan, Region 4 Director Murray Skeavington, Region 5 Directors Sandy Nemeth and Julie Fisher and Region 6 Director Jamie Dumont, for dedicating their time and efforts to crafting this year's strategic plan.

Members of Provincial Executive were also joined by Executive Director Josh Watt, Director of Education and Professional Development Services Janis Arnold, Director of Labour Relations Morgan Whiteway, Director of Provincial Bargaining and Human Resource Services Justin Rempel, Chief Financial Officer Robyn Winters, Risk Manager Darren Thomas and Executive Assistant Andrea Kehler— the first such strategic planning session involving all members of the Association's senior administration team.

Together, we reflected on our strengths, took stock of areas for improvement, discussed the legion of opportunities before the Association and calculated the biggest challenges on our near horizon. The report that follows outlines the broad contours of our planning session.

Taking Stock of Our Strengths

As part of the strategic planning sessions, Provincial Executive specifically looked at what is working well when it comes to our Association and achieving its mandate.

Public and Community Engagement

- Given the pandemic and modernization proposals, the Association demonstrated its ability and capacity to engage the public on the vital work of our association and its core work via its social media channels and also through increased mainstream media and community events participation profile. Over the previous two years, hundreds of thousands of engagements took place between the Association and members of the public through Facebook and Twitter. Manitoba School Boards Association can proudly boast of enjoying the highest per capita level of engagement with its citizens over any other provincial, national or state school board association in North America. President Alan Campbell and Executive Director Josh Watt were invited to participate in countless community town halls and planning sessions hosted by citizens, community groups and education partners and the Association received gratis media coverage throughout the pandemic and education modernization period to the tune of numerous articles, op-eds, live interviews (television and radio) and also through spin-off features involving local opinion leaders on topics covering a wide range of educational interests.

During the Local Voices, Local Choices campaign, through the “Getting Your Message Out” series of webinars, and the production of its revised Municipal Engagement Guide (to name a few examples), the Association also remains ready and available to its member boards to help create engagement strategies and provide meaningful support and assistance where needed and required. This is a definite strength that our association must continue build and capitalize going forward.

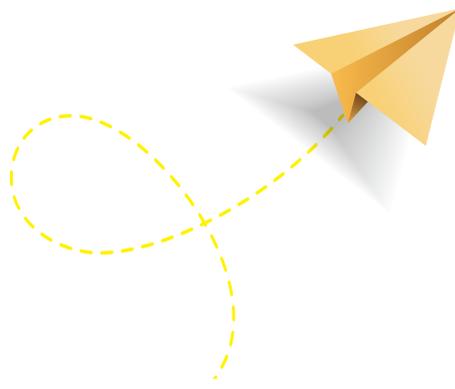
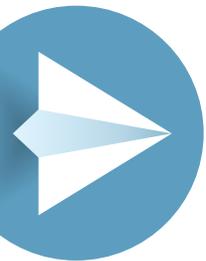


Recognition of the Association and its mandate by the provincial government

- There was and continues to be, recognition by Government of the role of MSBA and its mandate relative to labour relations and risk management in particular, and to voluntarily delegate tasks and assignments to MSBA when the situation or context so calls. Following the close of immediate pandemic response planning efforts, MSBA continues to be an active contributor to workforce planning, school safety, and governance/policy conversations on everything from operationalization of post-election protocols and procedures to staff-pupil interactions and anti-trafficking and exploitation, through to Francophone teacher and staffing recruitment and retention and renewal of the French Immersion program in Manitoba.

MSBA is able to distinguish between items where it must remain in position to advocate for the best interests of its membership by remaining “on the sidelines” during provincial discussions, while on other files, it can make active and meaningful contributions to advancing progress by producing resource manuals, guiding and leading vital task forces, and lending voice to inform consultations and other initiatives undertaken by the provincial government— at the 36,000 foot level on behalf of all members.

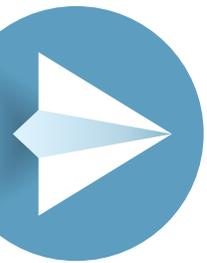
Executive also noted that since the withdrawal of Bill 64 in August, 2021, the Association’s work has resulted in greater appreciation of the nexus between provincial and local authority in matters pertaining to education. With school boards “here to stay”, recognizing where local autonomy begins and provincial jurisdiction ends (and vice-versa) is important for defining the future of our relationship with the provincial government. The Association’s advocacy for the establishment of a co-governance framework for future cooperation will be an important further contribution to ensuring that roles and responsibilities are articulated and understood moving into the future.



Stakeholder Relations

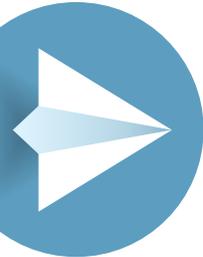
- In Manitoba, in juxtaposition to most other Canadian jurisdictions, relationships between our Association and education partners remains positive and productive, even while the Association continues to build increased profile with variety of stakeholders outside of, or ancillary to the formal public education sector. From Indigenous organizations to industry and commerce representatives, through to agricultural producers and even the non-profit sector, our linkages and liaison with formal advocates for each sector remain strong. MSBA is careful to distinguish between its role as an advocate and service organization at the provincial level and specific agendas or items that may speak to particular roles and interests of select member boards.

On the national and international scene, the work of your local association and its presence at events of the Canadian and National School Boards Associations promotes critical sharing of information between provincial, territorial and state school board associations, while better leveraging our own local capacity to identify best and promising practices for further consideration here in Manitoba. Our ability to work with our partners here and abroad serves to build a strong network of relationships that serves to underpin the key work of school boards continent-wide. Manitoba punches well above its weight, recently serving as Chair on several national committees even while the expertise of our staff has been solicited by counterparts with consistency and frequency. That we have built a reputation for “delivering on promises” and “getting things done” are hallmarks of our service on the national and international stage. Manitoba helped to create the successful partnership between CSBA and the Canadian Association of School System Administrators around pandemic response planning and briefings, Manitoba led the way on CSBA’s work in Indigenous Education and School Health and Wellness mandates and also benefited from the experiences of our partners when organizing the Local Voices, Local Choices campaign and all of the advocacy that book-ended the K-12 Education Review and Bill 64 challenges. Executive recognizes that we are better when we are “connected”!



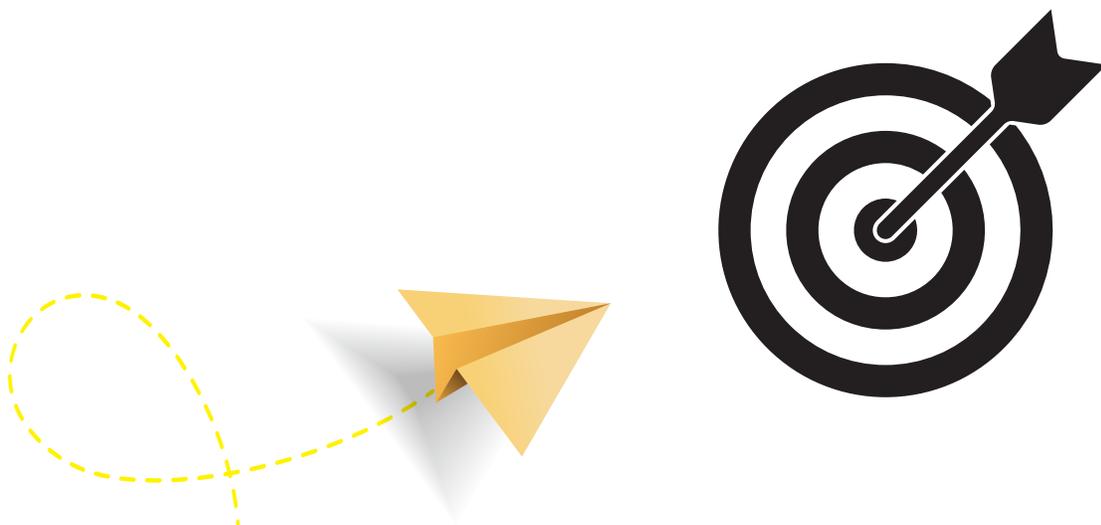
Clarity on roles and responsibilities

- With its clearly defined legal mandate under the *MSBA Act*, the Association benefits from a solid mandate that speaks to how it relates to its members, the Department of Education and external entities that have vested interests in the cause of public education. During the Bill 64 package of reforms, Executive took special account of the role of the *Act* and is planning for a formal review of the *Act* and whether amendments are required in future to promote the best interests of the Association and its members. This is a long-term horizon initiative but one that will nonetheless prove vital to ensuring that the legal “person” and independence of the association are assured in future years. This said, that our mandate remains clear under the *Act* and that the Association regularly polls its members to determine delivery of sustainable programming and services to meet the needs of its member boards, remains crucial to promoting alignment between member satisfaction and the overall mandate of the Association.



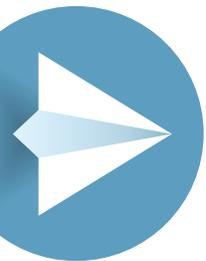
In the past, the Association has been able to address potential mission creep and avoid diffusion of efforts by ensuring that programming and services remain sustainable and subject to available funding. Provincial Executive remains committed to these principles. During the course of this year’s strategic planning session, we asked ourselves whether there was a place for external funding to support enhancement to the Association’s mandate. In prior years, most notable under the recent \$5.4M investment by the Federal Government in school boards through the Climate Action Incentive Fund, the Association served to meet needs by facilitating the negotiation and brokerage of these funds on behalf of its member boards. On the near horizon, the Association will continue to look for such opportunities as a value-added feature of the services it is able to provide. In terms of receiving funding to establish specific programs or services however, the Association remains wedded to its longstanding independence.

In April, 2022, the launch by the provincial government of a new K-12 Education Action Plan, which contains a roadmap for future initiatives designed to modernize education, provides greater clarity on what will be undertaken by government, when, and by whom. Executive agreed that being able to identify where the association stands on each item will be important for achieving synergy or divergence through to the end of 2023, when the next provincial general election is scheduled to occur. One of the specific items proposed under the Action Plan speaks to the establishment of a new framework for building capacity of the trusteeship in essentials and foundations towards enhanced governance. The Association’s staff are already undertaking work to define what this framework might involve and to promote non-duplication between the Association’s own efforts to enhance professional development for its members while also building greater capacity in this area.



Organizational capital and capacity

- To say that the Association succeeds because of the broad range and representativeness of the Provincial Executive itself, as well as the technical expertise of our staff, goes without saying. That member boards continue to nominate the best voices to contribute to our provincial table is evident in the cohesion, capacity, and expertise that serves us well. Under the auspices of the association, the regional network is essential and productive. Throughout the pandemic and Local Voices, Local Choices advocacy campaign, the ability of the Association to foster greater interaction with member boards led to heightened awareness not only of the issues and challenges that required solution locally, but also promoted greater awareness among our members of their association's mandates and responsibilities. On both the near and longer term horizons, Provincial Executive intends to build upon this raised profile of the association – among government, among the public, and also among member boards, in highlighting what we can do and achieve on behalf of public education.



The Association's ability to meet more frequently with board chairs helped enhance relationship and connectedness, increased frequency of contact and communication and helped orient us much better to the needs of those seeking association counsel and advisement according to our programming and services mandates.

It was particularly noted by Provincial Executive that the Association as a conduit for provincial perspective helps connect urban and rural/northern communities and member boards operating in those contexts, promoting diversity but also recognizing important differences under the common umbrella of what are collectively known as "school boards". By retaining structures and platforms for regular sharing coming out of the pandemic, such as the monthly Board Chairs meetings, the Association can help build opportunities and integration between boards for common cause— without waiting for annual general meetings, regional meetings and convention to do so.

In terms of capital and capacity, recent work undertaken by the Association to augment its longstanding candidate information sessions by bolstering citizen participation as candidates and promoting representativeness of boards (Building Capacity For the Future or BCF2) and to promote and build awareness among incumbent trustees to refocus on their role and mandate, with opportunities to strengthen community collaboration and partnership.

Finally, Provincial Executive certainly recognized and appreciated strengths emerging from the virtual environment and context that has dominated much of the last two years. The ability to convene meetings and liaise with members, partners and stakeholders locally, nationally and internationally has opened all new vistas for delivering on our programming and services in what is now a fully connected environment. We feel that this has been pivotal for building presence and increasing the Association's reach and scope. Executive is therefore keen to continue to capitalize upon our virtual connectedness with each other, our members, partners, stakeholders and communities.



Reviewing Areas for Future Improvement

Provincial Executive also examined what can be improved towards better achieving our mandate.

Promoting our services

- It is a time honoured principle of any service-driven and membership focused association that resting on laurels is never the final status quo! To that end, Executive observed that there always remains room for continuous improvement and engagement with our members. Executive asked itself “why MSBA matters” to the individual school division, and how MSBA “works for you” our members?

The answers that we produced were particularly valid when it comes to raising the association’s profile among its own membership, and promoting member awareness of the many benefits and programs the association offers to its members. It is a little known fact, for instance, that members receive net benefits amounting to nearly half of the fees they pay in to MSBA programs and services. In years where special initiatives such as the \$5.4 million Federal CAIF investment is coordinated on behalf of our members, this ratio of net benefit to total cost exceeds the total fees our members pay significantly. It is also very important for members to be aware of the bulk purchase rates obtained on their behalf through our insurance services, which are much more affordable than what members could purchase on their own from the open market. If ever that insurance is required to replace a loss, school divisions that have experienced the same can readily testify that the amount that is paid year over year does not come close to the benefit received, if and when replacement is required. While investments under the Manitoba Universal Standards Trust (MUST) fund are growing each year, that the MUST Fund obtains relevant legal counsel on labour relations and human resource matters affecting all school divisions, means that this counsel is obtained literally “once and for all” rather than 38 separate times– for every single division. This saves our members thousands of dollars every year on legal expenses, beyond the bulletins and circulars that our staff distribute to help inform policy and provide direction throughout the year on developments of consequential legal impact. The Association has often provided such facts and figures to individual members upon request but concedes that promoting a better understanding of the net benefits that all members receive is a worthy objective.

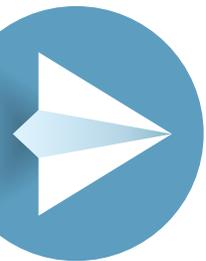
Beyond questions of return on investment and value-added from the Association’s programs and services, Executive realizes the importance of ensuring that new trustees and administrators are made aware of the plethora of services that are available to them. While we know that some boards pay thousands of dollars for strategic planning facilitation, are these boards aware that they can obtain these services through their association? Do they know that they can seek advisement from the association on communiqués and other public relations materials designed to inform their public and communities as a helpful set of “second eyes” that comes with recommendations based on best practices used locally, nationally and even internationally? These are some of the services that have always remained available to members, that the Association must better promote into the future.



Strengthening our base

- With projected estimates for high turnover among the trusteeship coming out of the October 2022 school board elections, Executive recognizes that there are important requirements for promoting cohesiveness of boards into the near future, while fostering unity of cause and purpose. Promoting critical and key understanding of the role of the individual trustee in context of how each board functions as a team must occur the day after the election. The Association has the expertise and capacity to help newly elected trustees understand their mandate while working with incumbents to strengthen their governance capacity.

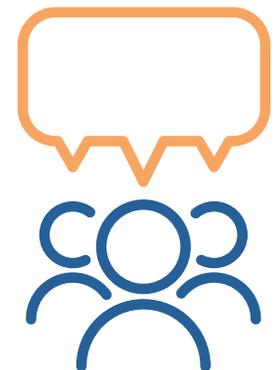
We know that into the future, there will be occasions where conflicts emerge. To that end, the Association must perfect how it works with boards to strengthen the way trustees collaborate and function as a team, to achieve student and community-focused goals under the current governance structure. To this end, the Association can enhance and formalize its “mediation” role relative to members when requested to do so by member boards. The Association must remain ever ready to respond to conflict situations that occur within boards with highest sensitivity to internal and external dynamics around those circumstances. In the past, MSBA has used a “good offices” approach to convene parties in constructive dialogue and solutions-oriented outcomes. Ensuring that all members know that they have dedicated capacity at their association for neutral, fair and objective intervention, when needed, is so vital to ensuring that external responses to such situations does not become necessary.



Redefining the Association’s presence

- As with any association, member engagement is fundamental to what our organization is all about. Sustaining interest in serving on committees, as part of Provincial Executive and even the Presidency of the association, must continue to be one of our main objectives. To this end, the Association must continue to be aware of urban, rural and northern relationships and respond to needs across the province to help promote both individual trustee as well as school board participation and involvement. It is so equally important that the association not expect too much or too little from its volunteers. Supporting appropriate work-life-volunteer balance is important for fostering the next generation of association representatives and leaders. The Association must recognize those who serve its cause and identify those who have a willingness to serve. Shoulder tapping those who might be interested in serving is a sure fire strategy that the Association should and can use going forward to help sustain its network of committees and bolster its external representation.

Many regional directors observed that there remains disconnect between the membership and the regional directors’ own important role and responsibilities as liaison between boards in their region and the Provincial Executive. To that end, the Association will strive to better define meaningful activities for the directors and will promote awareness of the same among members. In past, regional directors have received funding from the Association to convene regional networking opportunities as well as to meet with each member board in their region at least once per election cycle. Some have maintained effective communication by regional listserv to engage with board chairs on a frequent basis. Strengthening these outreach models– subject to available time on the part of directors themselves and our member boards– will help redefine the association’s presence province-wide.



For every challenge, an opportunity

The strategic planning session also looked at the manifold opportunities that have presented themselves to the Association coming out of recent trends, structural changes and the Bill 64 experience itself. Building upon our earlier focus on strengths and areas for improvement, many of the same themes emerged but many additional opportunities were also identified.

Within the association's formal structures

- While one of the most significant opportunities was vested in redefining and strengthening the role of the regional directors (as described above under “redefining the association’s presence”), clarifying who does what and individual roles and responsibilities at MSBA (Provincial Executive and staff) would certainly support more ready identification across membership of who they should contact under what context.

Much thought was also extended to the successful board chairs engagement model, with monthly meetings convened between the Provincial Executive and staff of the Association and Board Chairs. Going forward, the Association will formalize monthly board chairs meetings as part of its formal structure even while Executive considered promoting the establishment of similar networks for e.g. board finance committee chairs, to help foster the same connectedness and networking opportunities beyond the senior-most level of school board governance.

Raising awareness of how and why MSBA provides support to senior administration teams so that boards better understand the full array of services delivered by the association, was viewed as essential to the overall work of the association and recognition by boards of the value of their association.



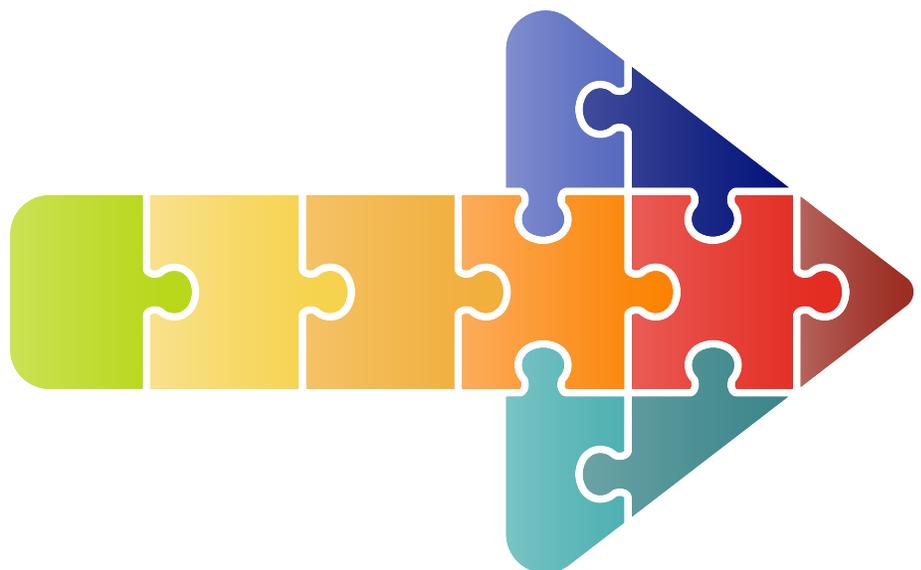
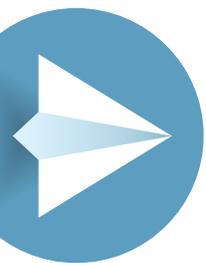
Post-2022 school board elections

- Provincial Executive recommended that MSBA can and should engage with candidates once the nomination period closes, to provide all candidates with information leading in to the election phase (such information may include an “Introduction to MSBA” refreshed school board member handbook, link to board policies, and an overview of the *Public Schools Act* and *Education Administration Act*). Perhaps a brief on differences between boards in terms of practices and processes would also prove useful.

Promoting greater or even universal participation of new trustees and including board chairs in the new trustee orientation sessions in December 2022 was deemed the best way forward for ensuring that each board starts their new mandate on the right foot. The information and content presented during the orientation sessions should be made accessible to those unable to attend or participate and following from the first year after the election, the Association might revert back to stand-alone new trustees orientation sessions in future years to help build two separate streams for novice and incumbent trustees to perfect the craft of governance. We observed in this respect that appealing to trustees who are acclaimed as well as elected by contest might also take specialized strategies, in order to ensure that tools and skills are made available across all contexts of the trusteeship.

Building upon one-on-one sessions in the post-election period, or even establishing an “ambassador program” (involving staff or regional directors) with individual members was suggested as one way to help promote continuity across boards and to build “institutional capacity and memory” while helping boards navigate through any transition period that might occur following elections where boards with majority of new trustees might have need for such support. We also observed that establishing a mentorship or outreach program where new trustees can be partnered with other trustees post-election could yield benefits, by way of building a resource network for trustees to reach out with questions or seek information.

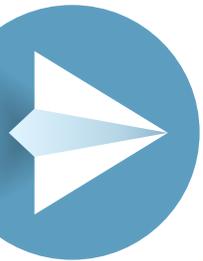
Provincial Executive also felt that developing a session involving a strategic division of board members into different discussion tables, focused on building greater awareness of regional differences and with focus on provincial perspective, would be helpful.



Enhancing and expanding services

- As highlighted under “promoting our services”, much opportunity lies in raising awareness among members of the programs and supports that they can draw from in their daily operations. Starting in January, 2022, a new MSBA operational structure was defined to help promote programs and services according to our internal capacity and strengths. With the creation of a new Provincial Bargaining and Human Resources Services Unit, it is recommended that there is a prime opportunity to provide more HR services to member boards. By doing so, we will further enhance the scope of services provided to them, while also raising greater member awareness of MSBA at large.

Provincial Executive also saw the K-12 Education Action Plan roadmap, and in particular, the focus on school board professional development, as an important opportunity for addressing dedicated PD resources for disadvantaged and under-served boards. In the short term, association staff will review options around supporting boards in keeping with the essentials and foundations highlighted under the Action Plan itself.



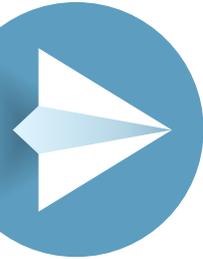
Strengthening internal relationships

- Finally, in terms of communications, building relationships with new senior administrators and staff/trustees following from the pandemic and Bill 64 experience could help bolster MASS and MASBO’s status as affiliate members of our association, while rejuvenating perspectives and presence among these important partners. Among boards themselves, issuing a reminder to all boards that, if they have not already done so, building a standing agenda item at each board meeting to discuss MSBA communiqués and circulars would also help to ensure that important information is received in a timely manner. It would also help to promote awareness among new and incumbent trustees of the work and services of their association. Lastly, Provincial Executive opined that when we meet together as members, every opportunity should be looked at to promote the concept of “local voices, local choices”, beyond the immediate context for which that motto was developed. The more boards appreciate their role in service to communities and schools from the perspective of “voice” and “choice”, the more this will strengthen the role of boards province-wide.



Public communications

- In keeping with the above focus on internal communications, externally focused promotions were deemed by Provincial Executive to be just as essential to consolidating public and community engagement in a post-Bill 64 world. Renewing the “Perspectives from the President” campaign, targeted at the broader community, comes with promise and potential for emphasis on school board issues in the post-64 context, post-pandemic messaging and general communications. Such frequent and regular communications remain paramount to fulfilling our legal mandate to promote the cause of public education and raise public interest in educational affairs. Executive noted that in few other circumstances might this be more applicable and relevant than the final outcomes of the K-12 education funding review. Ensuring that the public, which traditionally supports funding for schools, is abreast of the impacts of the review on their local communities, is an extension of the work boards themselves undertake in this respect.



Implementation of the K-12 Action Plan roadmap recommendations and our association’s perspectives (informed by membership) around these recommendations must be communicated effectively to promote public awareness. Showcasing why and how inter-board collaboration and cooperation does not give rise to a context for amalgamation was also suggested as a key strategic priority amidst a future provincial election cycle. It was equally noted that progress on provincial teacher bargaining may raise the profile of the association further, and we should capitalize upon our ‘agent’ role to successfully engage with the communities and members around what this transition means and why it matters for the success of local schools. Each of these three themes represented strong content focus for potential communications by the association into the future.

Strengthening external relationships

- The external world is evolving and so too, must school boards and their association. Empowering boards to grow and develop partnerships in new areas and across new sectors that have never before been bridged, is a service that the Association can support by, among other initiatives, producing community assets identification and system maps on behalf of our members. With the addition of Early Learning and Child Care under the K-12 portfolio in government, there are many opportunities to connect with this sector to promote seamlessness and continuum between early, middle and senior years of education. Other sectors of considerable relevance identified by Provincial Executive include: post-secondary institutions and providers, industries, agriculture, other economic sectors of activity, crime prevention and social services, health services, poverty advocates, and support providers focused on responding to the needs of vulnerable persons. As part and parcel of this work on identifying and cultivating new relationships, the association can also identify silos and work towards breaking down those silos for greater capitalization.

If there is one daunting challenge in a post-pandemic environment, it is the social divisions that continue to surface repeatedly across communities. Implementing specialized Professional Development for trustees on “how to bridge communities’ divides” (through, among other initiatives, an “adaptive leadership toolkit” for instance) would help boards to navigate through many of the current challenges that endanger opportunity for community collaboration and promotion.

For every opportunity, a challenge

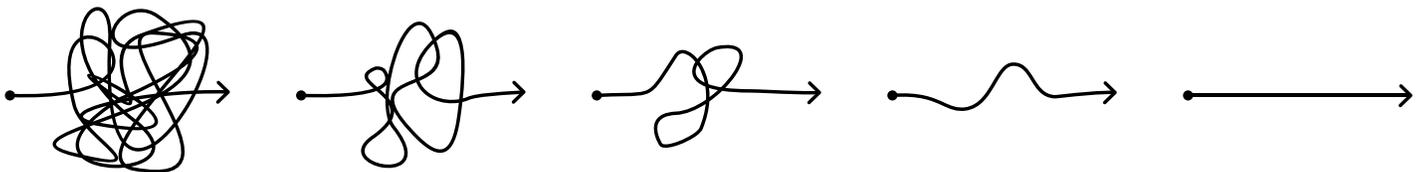
Grounded in a real appreciation of the pragmatic context in which school divisions operate and boards govern, Provincial Executive also reviewed and identified some of the major risks that, as an association, MSBA can help to address. In this respect, while perhaps the most significant challenge was represented by Bill 64 and initiatives that run counterintuitive to meaningful education reform as presented during the 2020/21 and 2021/22 school year, MSBA understands that there is no room for complacency following from that experience. Taxation reform; a shift to provincial as opposed to local bargaining with teachers; the mandated reduction of senior administration by 15 percent along with need for special permissions from the provincial government to replace vacant positions; and a comprehensive funding review focused on rearranging existing funding while sidestepping the larger question of inflationary impacts, sufficiency and adequacy; are each in turn specific challenges that deserve measured responses on the part of our association.

Within this larger and broader context, Provincial Executive observed some ongoing key relationships and communications that are necessary to seize hold of opportunities amidst such significant challenges.

Internal

- If the 2022 elections result in significant turnover in the trusteeship, this points to need for strengthened orientation for new and novice trustees and for special steps to promote unity and consolidate progress made by boards locally and provincially based on the recent past. Further, being positioned and readied as an association to address and respond to intra-board conflicts will help ensure that the broad public support gained during the “Local Voices, Local Choices” campaign remains viable into the future.

There is equivocal need to renew and refocus the education partners on meaningful cooperation and collaboration to promote unity of focus and effort. Manitoba has long remained the envy of the nation when it comes to the degree of relationship and respect between and among these partners for one another. We cannot allow any frictions arising from the pandemic and Bill 64 experience to detract from such a strong foundation. We must also strive to recognize and appreciate each other’s specific roles and responsibilities, internally and externally. One of the major and most significant challenges we must therefore confront is the creation of silos along with potential deterioration of relationships as we move forward in the world beyond the year 2020.



External

- As referenced under “strengthening external relationships” above, we must remain ever cognizant that there are very real community divides and cleavages that challenge unity and mutual cooperation. By practicing adaptive leadership, boards can work towards areas for agreement and even consensus, without losing the important distinctions that may surface from time to time based on community and individual identities, structures, values, beliefs and systems. The limits of social cohesion are important for all boards to recognize, knowing how to promote dialogue and remain focused on the important work at the centre of their mandate will be critical to the future of school board success.

By the same token that demonstrating collaboration and cooperation between boards must be an opportunity to address why amalgamation is not appropriate for the future, Provincial Executive also recognizes that among some external parties, this collaboration and cooperation can also give rise to an exact perception of a context ripe for amalgamation. This may be a significant challenge moving forward and must be one that is continuously reoriented by MSBA under the opportunity to showcase collaboration as an ingredient for the advancement of local autonomy and democracy, not a detriment to the same.

Finally, one of the major challenges in any context following breakdown of relationships and communication focuses on trust. Provincial Executive identified that this is a major challenge in the post-Bill 64 context when it comes to relationship and communication between boards and the Government of Manitoba, as well as between our members and Departments of government mandated with portfolios of intersection with the work. As an association, MSBA must continue to overcome these dynamics in order to work in synergy with government entities without fear of threats to the future integrity of boards. In this respect, one of the most palpable challenges identified by the Executive was the need on the part of the association to reinforce the relationship between our association and member’s senior administration and government administration, and between elected boards and elected Members of the Legislative Assembly and Cabinet. By defining clarity in reporting and relationships, this can restore appropriate relationship-building and trust-building going forward. Another major challenge centres on communications. By implementing many of the externally focused communications strategies identified in this report, it is intended that many if not most of these challenges can be properly addressed.



Getting our message out

The final portion of this year’s strategic planning retreat then focused on the very last question identified above. If we know what tools and strategies we want to use to both communicate internally and externally with partners and stakeholders, then what should the content of those messages involve? To this end, we asked three “big picture” questions. The bullet-points that follow represent important “scatterplot style” ideas that Provincial Executive and staff used to answer each in kind:

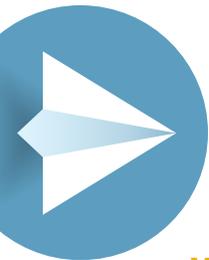
What do we want the public to know about school boards and public education?

- Poverty as correlation factor of influence on student performance and achievement
- Proportion of children in care and trauma-informed practice
- Responsibility of boards in providing vital and critical services in support of impoverished and trauma-impacted communities and students
- Clinical service delivery to support students as a fundamental support provided by boards
- Refocus on how well Manitoba students perform based on our situated and lived context
- Define what boards can and cannot do and the overall accountability and shared responsibility of school boards for system governance and direction
- Refer to need to define trustees roles and responsibilities for candidates and incumbents through PD
- Emphasis on the post-64, post-pandemic messaging and communications
- Memory and remembrance of what was overcome in Bill 64, what was at stake. Need to work with public and across political parties to maintain public awareness to promote community ownership and to underscore the importance of democratically elected local voice and local choice
- Help boards celebrate accomplishments and achievements province-wide
- Make certain the role of boards as employers is understood among relevant audiences; it’s not just about education in the classroom but the human resources that make classroom education a success
- Explain class sizes
- What is at stake once local revenues and funding are entirely repealed? Why should school boards retain a share of autonomous funding? It is important for the public to understand what happens under single source revenues
- Communicate what boards do with local revenues: the services and supports, programs provided for the benefit of local communities
- Education revenues are “community” revenues, with real impacts on everyday Manitobans, including property owners that do not have school-aged children
- Population and demographic realities (graduation outcomes, school populations tied to collapse of rural Manitoba and urbanization, aging provincial population)
- Showcase local economic development opportunities achieved because of or through school divisions



What do we want the Province to know about school boards and public education?

- Explain class sizes
- Population and demographic shift, need funding in acknowledgment of existing capacity and constraints
- Need stable, multi-year funding, to support forecasting and accommodation of community needs
- Build a co-governance partnership model emphasizing shared accountability and responsibility built on trust
- Build understanding of the full spectrum of ancillary services, supports and programs provided by school boards, beyond the basic educational mandate?
- What does spending “per-pupil” really mean? Locally and in a national context (when local realities such as lunch and meal programs, clinician services, health services, social services, summer programming, continuous learning, Kindergarten programming are all factored).
- Debunk the false relationship between expenditure and outcome
- Communicate the full extent of what recovery learning must involve, resourcing, student population needs, how to communicate it in a “one stop” dataset that brings the full provincial perspective
- Diversity, Equity and Inclusion – what it means in practice
- Indigenous inclusion and fostering Aboriginal and Indigenous student success and achievement. We need greater resources in support of the Truth and Reconciliation Commission of Canada’s Calls to Action, and for their adoption and implementation



What do we want our educational partners to know about school boards and public education?

- We seek to work with partners in openness and transparency
- We’re all here for the same purpose
- We’re all on the same team
- You can’t spell “team” without authentic partnership, collaboration and building on one another’s strength and mandates
- Can we move forward to establish a Charter of Shared Principles and Values?



Operational Workplan for 2022/23

Every strategic planning retreat at the Manitoba School Boards Association concludes with a validation exercise. While Provincial Executive identify many initiatives and actions that require operationalization by staff in the year ahead, staff also propose items that they feel warrant consideration by Executive towards providing a robust menu of programs and services in support of our member school boards. To that end, Provincial Executive reviewed the 2022 Operational Plan proposed by staff for 2022/23.



Featuring more than one hundred separate actions and initiatives, this year's workplan goes well beyond that proposed by staff in any other year. With the recent operational restructuring undertaken by the association in early 2022, and recognizing that there are many opportunities and strengths that can be played to our members' advantage and benefit on the near horizon, Provincial Executive continues to monitor progress achieved by staff on implementation of the 2022 workplan to ensure that the Association is able to meet all interests on time and on budget!

As the workplan contains several items that are strictly confidential and/or sensitive in nature, we would encourage any board that, if they wish to see the workplan for themselves, to reach out to Association Executive Director Josh Watt at jwatt@mbschoolboards.ca to arrange for a private meeting to review the plan.



Conclusion

In 2019, as part of our association's submission to the K-12 Education Review Commission, we posited two guiding questions to inform our work at that time. What is education for? Are we worthy of our students? These two stars must be the constellation we use to maintain compass and direction for the future. We encourage all trustees and all boards to ask themselves those questions on a frequent basis over the next four years. While the answers you conceive together as a full board may be very different depending upon your experience, community context and resources, that they will provide for meaningful engagement and dialogue towards the end of creating a shared vision for the future can certainly emerge. One based on the utmost strategic focus!

We hope that our members found this year's strategic planning report to be of interest. If you have any questions or wish to seek clarity on any item that has been presented, please do not hesitate to reach out to MSBA's President president@mbschoolboards.ca or Executive Director jwatt@mbschoolboards.ca for further information.

2022 is an exciting year for our member boards. With many new faces at boardroom tables province-wide, along with the institutional memory and capacity returned to those tables by re-elected incumbents, we hope that your experience serving on school boards or in service to school boards is fulfilling and meaningful. In partnership with your communities and external partners, senior administration teams, and the schools and school staff who depend upon your leadership and dedication, there is a great promise that each board must fulfil on behalf of the present and future of our great province. Seize hold of that promise and know that you have the power and the authority to make a big difference. Let's make it a positive difference for the future. If there is anything that the Association can do to help, please do not hesitate to reach out to the above contacts!