



**EXECUTIVE MEETING AGENDA
FRIDAY, DECEMBER 08, 2017**

9:00 a.m.
Louis Riel Boardroom
900 St. Mary's Road
Winnipeg, Manitoba

1. "BIG IDEA" DISCUSSION

- 1.1 Coalition to save BEF and MASS Collaboration
 - 1.1.1 Letter to Premier re Inquiries from French Education Partners [Page 4](#)
 - 1.1.2 Response to letter by Minister of Education [Page 6](#)
 - 1.1.3 Email from MSBA re Partners in Education [Page 8](#)
 - 1.1.4 Second Letter to Premier re Education Coalition [Page 9](#)
 - 1.1.5 MASS President's email regarding signing letter..... [Page 10](#)
 - 1.1.6 ED Email clarifying MASS involvement to La Liberté [Page 11](#)
 - 1.1.7 MSBA Memo to all School Boards [Page 12](#)
- 1.2 MET
 - 1.2.1 Northforge Innovation Challenge – Letter from Department [Page 13](#)
 - 1.2.2 MSBA Memo to all School Boards re Challenge [Page 17](#)
 - 1.2.2 Literacy and Numeracy Consult – Dec. 5 and January 9-11 [Page 23](#)
 - 1.2.3 Indigenous Teacher Survey – Letter from Helen Robinson Settee..... [Page 24](#)
 - 1.2.4 Indigenous Education Roundtable Invitation [Page 25](#)
- 1.3 1.3.1 MASS Position on Cannabis Legislation [Page 27](#)
- 1.4 1.4.1 Curriculum Committee Name Change/Draft MASS description of quality education

2. APPROVAL OF AGENDA

MOTION:

"That the agenda for the December 8, 2017 Executive meeting be approved."

3. UNFINISHED BUSINESS FROM PREVIOUS MEETINGS

- 3.1 Financial Audit – Ratification by electronic meeting
- 3.2 MASS Executive Restructuring – 2 Year Terms Update
- 3.3 Winnipeg Foundation Scholarship Agreement

MOTION:

"That the Winnipeg Foundation Scholarship Agreement between MASS, MTS and the Winnipeg Foundation be approved."

- 3.4 Letter to Allan Hawkins re Psychologist College..... [Page 28](#)

4. **NEW BUSINESS**

- 4.1 Call for Nominations: Committee Members for Trades Training Advisory Committee ... [Page 30](#)

5. **TABLE OFFICERS' REPORTS AND BUSINESS ARISING**

5.1 **President's Report** (*D.Davidson*)

- 5.1.1 Retirement Letter from Executive Director [Page 31](#)
5.1.2 Upcoming ED Partners Meeting & Meeting with Minister (TBA) [Page 32](#)

5.2 **Past-President's Report** (*B.Lough*)

5.3 **First Vice-President's Report** (*D.Brothers*)

5.4 **Treasurer's Report** (*P.Clarke*)

- 5.4.1 Monthly Budget Report vs Actual at November 30, 2017 [Page 35](#)
5.4.2 Bank Reconciliation for November 2017 [Page 37](#)

5.5 **Executive Director's Report** (*K. Klassen*)

- 5.5.1 Executive Director's Report Oct.16/17 – January 5/18 [Page 38](#)
5.5.2 WB2 Pilot Information [Page 39](#)
5.5.3 MERLIN Board Representation Cut [Page 43](#)
5.5.4 CLB-CYB Initiative [Page 44](#)
5.5.5 Change of Duties – Sharon Curtis for David Yeo
5.5.6 Protection Orders [Page 46](#)
5.5.7 Department Job Shadowing (verbal report)
WE Day 2017 (verbal report)
MASS Move Update (verbal report)

6. **COMMITTEE REPORTS AND BUSINESS ARISING**

Standing Committees

6.1 **Curriculum Committee** (*R.Dueck*)

- 6.1.1 October 19th Meeting Minutes [Page 47](#)

6.2 **Finance and Legislation** (*J.Young*)

No report

6.3 **Leadership Development** (*S.Schmidt*)

- 6.3.1 Verbal Report
6.3.2 Cancellation of January Leadership Development Module [Page 48](#)

6.4 **Professional Learning Committee Report** (*L.Peters*)

- 6.4.1 Committee Report [Page 49](#)
6.4.2 Update on Simon Breakspear Sessions [Page 51](#)

6.5 **Public Relations/Members Services and Policy Committee** (*C. Caetano-Gomes*)

- 6.5.1 November 7th Meeting Minutes [Page 52](#)

Focus Committees

- 6.6** Mental Health and Wellbeing (V.Force)
6.6.1 November 27th Meeting Minutes Page 55
- 6.7** Early Childhood Education Committee (P.Clarke)
6.7.1 September 27th Meeting Minutes Page 57
- 6.8** Indigenous Education Committee (L. Henderson)
6.8.1 November 20th Meeting Minutes Page 58

External Committees

No Reports

7. APPROVAL OF MINUTES

- 7.1** Executive Meeting Minutes October 13, 2017 Page 60
MOTION:
 "That the minutes of the Executive Meeting held October 13, 2017 be approved."

INFORMATION ITEMS

- 8.1** CASSA Discussion Paper on System Leadership in School Mental Health in Canada Page 65
8.2 MRA Meeting Minutes and Next Steps Page 90
8.3 Letter from the Minister re MB's Excellence in Education Awards 17/18 Page100
8.4 Letter to Paul Chappell with Donation Page102
8.5 Thank-You Letter from U of W Foundation Page103
8.6 U of M Notification of MASS Bursary Recipient Page104
8.7 MSBA 2018 Presidents' Council Award Page106
8.8 Letters from MET – Reappointments to Certificate Review Committee Page110
8.9 CASSA Save the Date for 2018 Conference Page114

9. MATERIAL TO BE CIRCULATED AT THE MEETING

- North Forge Manitoba Open Innovation Challenge – Sponsorship Opportunities
- CASSConnection
- Keep In Touch
- Phi Delta Kappan (Sept and Oct Issues)
- Balance
- Canada Education
- Brain in the News
- The Manitoba Teacher
- The Winnipeg Foundation "Vital Signs 2017"

10. UPCOMING MEETINGS

Pre-Conference Members Meet	Delta Hotel	January 31, 2018
DisruptED Conference	Winnipeg Convention Centre	February 1-2, 2018
Executive Meeting	Louis Riel Board Room	February 9, 2018

3 November 2017
Honourable Brian Pallister
Premier
Room 204, Manitoba Legislative Building
450 Broadway
Winnipeg, MB R3C 0V8

Dear Premier Pallister:

We are writing to you on behalf of the undersigned whose overarching mandates include promoting the sustainability and quality of French language education in Manitoba, the full implementation of the French Immersion Program in Manitoba, the successful delivery of French courses in Manitoba and responding to the evolving needs of these programs for the close to 30,000 students who are pursuing French language education either through francophone or French Immersion programs. The purpose of this letter is to express our collective concern regarding recent announcements that seem to have profoundly impacted the Bureau de l'éducation française, under the Provincial Education and Training portfolio ("Bureau").

In recent days several media outlets have highlighted that important and profound decisions have been made by this Government regarding the Bureau, namely:

1. The decision to disestablish the Bureau, with reassignment of staff to new or other units and divisions within Manitoba Education and Training, and,
2. The decision to proceed with amendments in terms of the overall reporting structure and relationships between those employees responsible for French language programming, supports and services and senior administrative personnel at the level of Assistant Deputy Minister ("ADM") and higher.

Since 1974, the Bureau has represented a critical asset in the Province of Manitoba's ability to ensure that the rights of Manitoba's French language minority community are respected and protected. At the same time, the Bureau has helped to further the efforts of partners in public education in their key objective of promoting the cause of bilingualism, as well as cultural and linguistic duality across non-francophone communities— from Kindergarten to career.

As the Government is aware, for the last four decades the Bureau (and indeed the Province as a whole) has benefited from having dedicated senior leadership position, in terms of a francophone ADM for the Bureau. This dedicated francophone ADM position has ensured that the importance of the programs and services offered through the Bureau remain at the forefront of decisions, discussions and planning at the level of the senior management team of the Department.

In addition, this dedicated francophone ADM position has served as an important community liaison in all matters pertaining to French language education and francophone cultural vitality, on the local, national and international stage. Indeed, this ADM position is a hallmark of the Government's commitment to protect the substantive rights of all Manitobans to equal access to French language education. Therefore, the undersigned are of the collective view that the loss of this dedicated francophone ADM position would be a step back from this commitment.

.../2

Given the overall interests and concerns of the undersigned, we would welcome a response from the Government concerning whether such media reports are in indeed accurate and, if so, why such measures have been taken without input and/or consultation from the undersigned.

It is our collective view that in such circumstances open and clear dialogue is imperative in order to understand what are the policy drivers and, indeed, the Government's intentions with respect to this most important institution.

In light of the foregoing, we are requesting a meeting, or response from yourself and/or your cabinet colleagues within the next week (through to November 10). Should our request for a meeting be received positively, we will be certain to prioritize our schedules according to your availability.

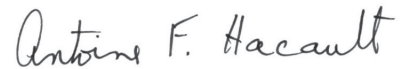
Sincerely,



Bernard Lesage
Président
Division scolaire franco-manitobaine



Christian Monnin
Président
Société de la francophonie manitobaine



Antoine Hacault
Président
Université de Saint-Boniface



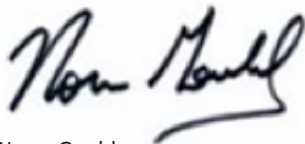
Rena Préfontaine
Président
Canadian Parents for French- Manitoba



Kathi Siatecki
Président
Manitoba Association of School Business Officials



Ken Cameron
Président
Manitoba School Boards Association



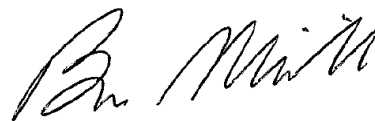
Norm Gould
Président
Manitoba Teachers' Society



Donna Davidson
Président
Manitoba Association of School Superintendents



Sophie Freynet-Agossa
Président
Fédération des Parents du Manitoba



Boris Minkevich
Président
Manitoba Association of Parent Councils

cc Honourable Ian Wishart, Minister, Education and Training
 Honourable Rochelle Squires, Minister responsible for Francophone Affairs
 James Wilson, Deputy Minister, Education and Training
 Teresa Collins, Executive Director, Francophone Affairs Secretariat



**MINISTER
OF EDUCATION AND TRAINING**

Room 168
Legislative Building
Winnipeg, Manitoba, Canada
R3C 0V8

NOV 22 2017

To: Bernard Lesage, Président, Division scolaire franco-manitobaine
Donna Davidson, President, Manitoba Association of School Superintendents
Antoine Hacault, Président, Université de Saint-Boniface
Christian Monnin, Président, Société de la francophonie manitobaine
Rena Préfontaine, President, Canadian Parents for French-Manitoba
Sophie Freynet-Agossa, Présidente, Fédération des Parents du Manitoba

Dear Colleagues:

I am replying to your November 3, 2017 letter regarding le Bureau de l'éducation française (BEF), on behalf of the Honourable Brian Pallister, Premier of Manitoba. Thank you for sharing your concerns. Please be assured that Manitoba Education and Training (MET) and our entire provincial government is deeply committed to French language education and francophone cultural vitality throughout our province.

As Minister of Education and Training, I will provide an update about restructuring within my department that includes changes to BEF. The BEF Assistant Deputy Minister (ADM BEF) position was indeed discontinued (effective October 11, 2017), as part of the October 6, 2016 commitment to streamline 112 senior management positions across government by December 31, 2017. The first phase of senior management streamlining also included the discontinuation of one of the BEF Director positions, following the retirement of the incumbent in June 2017, which I understand BEF communicated to its partners earlier this year.

It is important to note that these changes were made solely in the interest of prudent fiscal management, as part of a cross-government mandate to strengthen the services we provide to Manitobans and do so in a more cost effective way. In fact, the K-12 English division was impacted in the same way as BEF as part of the broader restructuring. These were difficult but necessary decisions and a result of the fiscal challenges we inherited due to the previous government's inability to control government spending. Please be assured that in no way do these changes reflect upon the value of French language education in our province.

I can also confirm the former incumbent in the ADM BEF position has accepted a new Senior Advisor position within MET to address priorities in post-secondary education and workforce development. BEF and our entire department continue to benefit from his expertise, experience and connection to the Franco-Manitoban community.

.../2

As part of the restructuring, all former direct reports to ADM BEF now report to the Senior ADM of Healthy Child Manitoba Office and K-12 Education Division. These officials continue to represent and serve Manitoba's French language education community to the same standard, with the same level of funding.

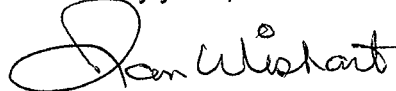
I must emphasize that there has been no reduction in funding to BEF and no BEF positions have been transferred to the English language side of MET. While there are currently two vacant positions within BEF, these continue to be reviewed and filled where needed, as per normal operating practice.

BEF has been an important part of the provincial government since 1974 and the current restructuring within MET presents an opportunity to be constructive and look to the future. We are committed to strengthening our department-wide focus on literacy and numeracy education starting in the early years and this includes re-thinking the way MET is aligned. Since its inception, BEF has focused solely on K-12 education and the current movement within MET towards a more holistic 'cradle to careers' approach provides an opportunity for BEF to broaden its focus. However, as a first step input from Manitoba's French language education community is needed.

As part of our continued commitment to working together collaboratively, an innovative co-creation process with BEF staff and members of the French language education community is proposed, to be co-facilitated by MET and the Francophone Affairs Secretariat. Your input will be welcome and valued as this process develops.

We look forward to receiving your feedback and moving forward in the spirit of partnership. My office will contact some of you in the coming days to arrange an opportunity for further discussion. Thank you again for sharing your concerns.

Sincerely yours,



Ian Wishart
Minister
Education and Training

- c. The Honourable Brian Pallister, Premier of Manitoba
Honourable Rochelle Squires, Minister responsible for Francophone Affairs
James Wilson, Deputy Minister, Education and Training
Teresa Collins, Executive Director, Francophone Affairs Secretariat
Ken Cameron, President, Manitoba School Boards Association
Norm Gould, President, Manitoba Teachers' Society
Kathi Siatecki, President, Manitoba Association of School Business Officials
Boris Minkevich, President, Manitoba Association of Parent Councils

From: Josh Watt <JWatt@mbschoolboards.ca>

Date: November 24, 2017 at 2:28:09 PM CST

To: Alain Laberge <alain.laberge@dsfm.mb.ca>

Cc: KEN CAMERON <kcameron@rrsd.mb.ca>, Bobbi Taillefer <btaillefer@mbteach.org>, "ngould@mbteach.org" <ngould@mbteach.org>, "Brahim Ould Baba (bouldbaba@mbteach.org)" <bouldbaba@mbteach.org>, "tbobby@mymts.net" <tbobby@mymts.net>, "Kathy Siatecki" <ksiatecki@tmsd.mb.ca>, Naomi Kruse <nkruse@mapc.mb.ca>, "minkevich@gmail.com" <minkevich@gmail.com>, Ken Klassen <ken.klassen@mass.mb.ca>, Donna Davidson <ddavidson@mvsd.ca>, Gabor Csepregi <gcsepregi@ustboniface.ca>, "Antoine Hacault (AFH@tdslaw.com)" <AFH@tdslaw.com>, "Daniel Boucher (DanielB@sfm.mb.ca)" <DanielB@sfm.mb.ca>, "Christian Monnin (cmonnin@hillco.mb.ca)" <cmonnin@hillco.mb.ca>, "Catherine Davies (cdavies@cpfmb.com)" <cdavies@cpfmb.com>, "renap@mymts.net" <renap@mymts.net>, 'sophie freynet agossa' <sophie.freynet.agossa@gmail.com>, Bernard Lesage <bernard.lesage@dsfm.mb.ca>, "dg@lafpm.com" <dg@lafpm.com>, Renee Beaudry <RBeaudry@sfm.mb.ca>, 'KRISTYNA BARANOWSKI' <kbaranow@shaw.ca>

Subject: RE: lettre

Allo tout le monde / hello everyone :

Au nom de l'association des commissions scolaires du Manitoba, nous vous souhaitons meilleurs vœux avec vos efforts en suivi du réponse qui a été reçu. Bien que les partenaires en coalition de l'éducation française maintient leur intention de poursuivre des activités qui sont soulignés sur le plan d'action qui a été présenté à la réunion de vendredi le 10 novembre, nous ne pouvons pas vous rejoignez en ajoutant notre appui à la lettre qui vous venez de proposer, bien qu'il sera très difficile à l'avenir pour nos audiences de distinguer entre les activités des cosignataires des correspondances et ceux qui demeurent toujours des membres du coalition « partenaires en éducation française ».

Nous demeurons toujours en appui aux efforts de maintenir une présence francophone dans l'administration des affaires en éducation française au sein du gouvernement. Pour des raisons qui ont été indiqués lors de notre réunion du 10 novembre, ACSM ne pourront pas vous rejoignez au plan proposé.

On behalf of the Manitoba School Boards Association, we would like to wish you well in your efforts to follow-up on the response that was received. As the French education coalition partners maintain their intentions of implementing the activities that are outlined on the action plan that was presented at the meeting of November 10, we cannot join you by adding our support for the letter that you have recently proposed, as it would be very difficult for our audiences to distinguish between the activities undertaken by the co-signors of the letter and those activities that will be undertaken by the coalition members under the name "Partners in French Education".

We remain, as always, supportive of efforts to maintain a francophone presence in the administration of duties relative to French education within the government. For reasons that were indicated by myself during the meeting of November 10, MSBA cannot join in the proposed plan.

Merci pour votre consultation en avance, thank you in advance for your consultation on this matter

Josh Watt
Directeur-Général / Executive Director

November 24, 2017

Honourable Brian Pallister, Premier
Manitoba Legislative Building
Room 204
450 Broadway
Winnipeg MB R3C 0V8

Dear Premier Pallister:

We would first like to thank you for your acknowledgment in response to our letter dated November 3rd. This shows us that education in French is an important issue for you and your government. In this regard, this letter is a follow-up to a possible meeting.

We believe that now is the time to strike while the iron is hot, so we jump at the opportunity Minister Wishart has given us to set a date that we hope is imminent to discuss two issues:

- the Assistant Deputy Minister position in charge of French-language education, and
- the structure and future of the BEF, the Bureau de l'éducation française.

It is important for you to know that these two matters are of real concern to the Francophone educational community and that, in this sense, we would like to discuss them with you and Mr. Wishart, in order to present to you the real impact that the last changes made cause (and will cause) to the education system.

Please note that for us, the position of a Francophone Assistant Deputy Minister, as well as an independent BEF, is evidence of a strong government, which understands the reality of a province that flourishes with French education. There are more than 30,000 students enrolled in the immersion program and the Division scolaire franco-manitobaine, not counting the students attending universities, including the Université de Saint-Boniface. We would also like bring to your attention all anglophone students who take courses in French as a second language, as well as all their parents who for so many years believed in the importance of giving their children a bilingual education.

We therefore reiterate our request for a meeting and since these are issues that are subject to a certain time constraint, we would ask that this meeting to be held before Tuesday, December 5, 2017, simply, because "what lies around gets dusty".

Sincerely,

From: Donna Davidson <ddavidson@mvsd.ca>
Date: November 25, 2017 at 9:07:15 AM CST
To: Alain Laberge <alain.laberge@dsfm.mb.ca>, Ken Klassen <ken.klassen@mass.mb.ca>
Subject: Re: English version of the letter

Good Morning Alain,

Thank you for considering including MASS in your second letter to the Minister. Please know that I would like to consult with the MASS executive prior to signing the letter on behalf of MASS. We have an executive meeting on December 8th. Therefore, I would not be in a position to accept or to respectfully decline the invitation until after the meeting.

If the coalition would prefer to proceed, please do. It is important to note that MASS will continue to advocate for French language programming and will continue to do what it can within its mandate.

Take care,

Donna

From: alain.laberge@dsfm.mb.ca
Sent: November 24, 2017 12:43 PM
To: ddavidson@mvsd.ca; ken.klassen@mass.mb.ca
Subject: English version of the letter

Good afternoon,

As mentioned this morning, here is the English version of the letter. Let us know if MASS would like to join and sign it

Alain

From: ken.klassen@mass.mb.ca
Date: November 27, 2017 at 7:04:21 AM CST
To: redaction@la-liberte.mb.ca
Cc: Donna Davidson <ddavidson@mvsd.ca>
Subject: MASS clarification

Hi Daniel

For the record, although MASS was a signatory to the first letter that was sent to the Premier requesting a meeting to discuss changes to the BEF, we did not attend the press conference nor are we a member of the coalition.

Regards

Ken Klassen
Executive Director
MASS

Sent from my iPhone

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

November 16, 2017

MEMO

TO: All school boards

FROM: Ken Cameron
President

RE: Clarification of MSBA Position re: Bureau de l'Éducation Française

Dear members:

On November 3, 2017, the Manitoba School Boards Association joined with nine other community and education partners, to send a letter to the Premier's Office on the subject of purported changes made to the structure of the Bureau de l'Éducation Française. In particular, reports had been received concerning the dissolution of the BEF by the Government, along with discontinuance of the position of Assistant Deputy Minister for that entity. In order to receive information and to request a meeting with the Government, a joint letter was sent to the Premier's Office to inquire further concerning these purported changes.

MSBA's reason for joining with community and education partners in this endeavor can be attributed to the reality that, since 1974, the BEF has served to promote French language programs and to offer French programming services that have benefitted every school division with a francophone education program, whether Française, French Immersion or basic French. The structure of the BEF within the Education and Training ministry, which reported to an Assistant Deputy Minister position, has assured that priorities for French education are institutionalized as part of Manitoba Education's senior decision-making process. In view of these realities, it was deemed important by MSBA to work alongside of our community and education partners to find out more information regarding the current status of any changes that may have been made. However, such changes, in light of the absence of any communication on the part of the Province of Manitoba, remain unconfirmed to date.

In the time since that joint letter was signed, several organizations have formed a coalition styled the "Partners for French Education". On November 13, this coalition convened a press conference on many of the same matters that were raised in the correspondence of November 3, 2017. However, given MSBA's overall interests, our association did not take part in this press conference, nor are we a member of the "Partners for French Education" coalition. Media reports following the media conference have mistakenly indicated that MSBA is a part of the coalition and/or that our association took part in the media conference. The fact is that MSBA is not a member of the coalition and our association did not take part in the media conference. MSBA also did not approve of any public release of the November 3 correspondence to the Premier's Office, given that our standing protocol and understanding with the other original co-signors was to wait upon the Government to return to us with further information and/or at such time that a meeting was convened between all interested parties, before the letter would be published.

Our association does maintain an interest in receiving information from the Government of Manitoba regarding the original inquiries that were addressed to the Premier's Office on November 3, 2017. It is our association's perspective that the matters raised under that correspondence remain significant. We are hopeful that an opportunity to hear

from the Government will be received in due time, and according to established protocols as have benefitted both parties in prior years.

Given the sensitivities involved and the potential for our association to have been misrepresented by the media in days past, we felt that perhaps it would be important to clarify our formal position on this important matter, so that our membership is aware and understands MSBA's participation in these matters.

Sincerely,

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

Ken Cameron
President

Good afternoon all,

Rob Santos suggested that I contact you about the Manitoba Open Innovation Challenge for early childhood literacy and numeracy. The Manitoba Government is partnering with North Forge Technology Exchange on the Challenge, which is an open call to all Manitobans to submit innovative ideas to improve early childhood literacy and numeracy (ages 0-5).

I've attached the press release and the Challenge poster. I'm hoping you can send them out to your networks to raise awareness and interest in the Challenge. We are looking to have as many Manitobans as possible participating – a key to innovation is a diversity of perspectives.

Phase 1 of the Challenge launched at the Millennium Library on November 9th. The Challenge website has a timeline, but to highlight key dates in Phase 1:

November 23, 2017: Information and Q&A session

- Registration required to attend: register at WeAreTheSolution.ca.
- The event will be live streamed, as well as recorded and posted to the website if folks are unable to attend

November 24, 2017: Submission portal opens ideas/concepts at WeAreTheSolution.ca.

December 1, 2017: Guided ideation session

- Registration required to attend: register at WeAreTheSolution.ca.
- The event will be live streamed, as well as recorded and posted to the website if folks are unable to attend

January 11, 2017: Final day to submit ideas

January 25, 2017: Up to 10 semi-finalists announced

- Semi-finalists will work with mentors to further refine their ideas

February 15, 2018: Up to 3 finalists selected for field testing

Phase 2: finalists implement and test their ideas in the field. Phase 2 concludes in September 2019 when evaluation results are analyzed and a winner is selected.

We would greatly appreciate your assistance in getting the word out! It's an exciting project – the first of its kind in Manitoba. We are looking forward to seeing Manitobans come together to improve early childhood literacy and numeracy.

Thanks very much,

Erin Penner, PhD

Senior Policy Analyst

Healthy Child Manitoba Office

4th floor, 332 Bannatyne Ave, Winnipeg, MB, R3A 0E2

ph: 204-945-1964

Government of Manitoba

News Release

NORTH FORGE TECHNOLOGY EXCHANGE OPENS CALL FOR INNOVATION TO IMPROVE EARLY CHILDHOOD LITERACY AND NUMERACY

WINNIPEG - November 9, 2017 - North Forge Technology Exchange is putting out a call for innovative ideas to improve early childhood literacy and numeracy in Manitoba.

“We’re ready to put the talent and resources of the Manitoba innovation community to work on an issue that will affect the future of our province,” said Jeff Ryzner, president of North Forge Technology Exchange, which is facilitating the open challenge.

According to the Organization for Economic Co-Operation and Development (OECD), at age 15 Manitoba students lag behind their Canadian peers in literacy and numeracy – ranking eighth and ninth out of 10 provinces respectively. Research shows this starts very early, before age five. Manitoba data also show that in some communities, up to 77 per cent of kindergarten students are not ready for Grade 1 literacy and numeracy curricula.

“The Manitoba government is developing a new plan to improve outcomes in our education system with a focus on literacy and numeracy interventions starting in the early years,” said Education and Training Minister Ian Wishart, who chairs the Healthy Child Committee of Cabinet. “Interventions in early childhood have the largest proportional impact on outcomes compared to school-aged and adult interventions. We are pleased to see such incredible support from the innovation community, the private sector and our post-secondary partners.”

The call from North Forge reflects the Manitoba government’s collaboration with private and community resources to uncover innovative processes to address complex societal challenges, such as early childhood literacy and numeracy, said Wishart.

“The solution to this problem will be found here in Manitoba,” said Ryzner. “It may come from an educator, a parent, a student, an entrepreneur, or any one of the amazing people who live here. The key to innovation is diversity of thought. We need Manitobans to send us their ideas. We have an incredible team of innovators, private-sector partners and post-secondary institutions that are going to help us turn the best ideas into solutions we are going to test.”

- more -

A panel of judges will evaluate the proposals put forward for their use as practical, real-world solutions to enact positive change for improving literacy and numeracy in pre-kindergarten children. The top ideas will move on to prototyping and piloting in the community.

To date, Wawanesa Insurance, TDS Law, MNP, Relish New Brand Experience, Friesens Corporation, InVision Edge, IDFusion Software, National Leasing, Permission Click, Pegboard Hosting and BitSpace Development have all committed to participate in the project.

“We whole-heartedly applaud the Manitoba government and North Forge for spearheading this initiative and are committed to working with all partners in this important endeavor to find a made-in-Manitoba solution that will benefit Manitoba children,” said Al McLeod, Wawanesa’s VP of Research and Innovation. “All of us at Wawanesa are excited by this opportunity to contribute our ideas, energy and resources to help our young people across the province succeed.”

The University of Manitoba is participating through its Game Changer idea competition initiative.

Red River College will contribute its significant expertise on the issue.

“We are pleased to be involved in this initiative as Red River College is the most significant trainer of early childhood educators in Manitoba and is a global leader in research and development of early childhood education,” said Raeann Thibeault, dean of the college’s health science and community services division.

“When academia, the private sector and government collaborate with communities, we can solve anything,” said Ryzner.

Participants are invited to submit solutions at WeAreTheSolution.ca by Jan. 11, 2018.

North Forge Technology Exchange is an innovation-based economic development agency and a powerhouse community to fuel Manitoba’s innovation economy providing entrepreneurs with award-winning mentors, rock star subject matter experts and a two-stage startup program that has helped over 60 companies access over \$180 million in financings and create hundreds of jobs. Learn more at www.northforge.ca.

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

November 16, 2017

MEMO

TO: All school boards

FROM: Ken Cameron
President

RE: North Forge Partnership to Develop Options for Provincial Early Years Literacy/Numeracy Strategy

Dear members:

On November 9, 2017, the Province of Manitoba announced "a call for innovative ideas to improve early childhood literacy and numeracy in Manitoba". Please see the announcement in full, as referenced at the following website: <http://news.gov.mb.ca/news/?item=42511&posted=2017-11-09>

The Manitoba School Boards Association would like to participate in this "open call for innovation" by showcasing the significant work that school divisions across the province have achieved regarding this very important topic. While this call for proposals comes with an established ceiling of \$150,000 for investment in the eventual strategy that will be implemented by the Province of Manitoba, we believe that it is important for us as public education partners to highlight our proven models and expertise as part of this initiative. In sum, to demonstrate our good faith in serving as part of "the solution" towards addressing this particular identified challenge.

To that end, we would invite school boards to identify existing initiatives that you may have already established that have come with marked improvements to early childhood literacy and numeracy for your own local context. To that end, we would solicit board input on the following:

- 1) Name or Brief Description of your Early Years Literacy and/or Numeracy Initiative.
- 2) Quantitative or measurable outcomes that serve to demonstrate the effectiveness of your solution.
- 3) Qualitative or anecdotal outcomes that serve to demonstrate the effectiveness of your solution.
- 4) Estimated overall (total) investment that your division has made toward implementation of this solution.
- 5) Estimated cost per pupil of implementing this solution.
- 6) Estimated number of staff who are required for implementation of this solution.
- 7) Any other suggestions, recommendations or advice that you would offer by way of helping to clarify how divisions have served to prepare early years students for effective performance in literacy and numeracy.

MSBA has registered to participate in the forthcoming information session that will be hosted by the North Forge Technology Exchange in conjunction with this announcement, which will be held on November 23, 2017. If your school division would like to register to participate in this event apart from MSBA, you can do so by visiting the North Forge Technology Exchange website here: <https://wearethesolution.ca/challenge/early-childhood-literacy/>

If we can please request your feedback concerning the above seven questions by December 16, 2017, that would be greatly appreciated. Submission of innovative solutions under the North Forge call will close on January 11, 2018. The one month timeframe requested for submission of your ideas to MSBA will help us to consolidate responses and

prepare a full briefing on your innovative ideas and solutions, while also accounting for the intervening holiday period.

It is important for our members to understand that MSBA does not condone or approve of any political message that might be intended in association with the Province of Manitoba's November 9th announcement, nor does our association necessarily approve of the process that has been established for determining the final strategy that will come forward for the Province's consideration and implementation. MSBA also reserves judgment concerning the total investment ceiling that has been proposed toward the stated objective of this call for innovation. Our membership should also be aware that in the past, MSBA has also certainly provided perspectives and context regarding use of the OECD rankings as a tool for measuring or evaluating student success in Manitoba (our fact sheet from December, 2016 is attached for further information). We would encourage that all data and statistics used for interpreting Manitoba students' academic performance be appropriately contextualized in the same manner.

This said, MSBA does believe that it is important for us as public school boards to demonstrate that we do have valuable expertise and solutions to offer as part of such public consultation processes. It is therefore our intention to help showcase the value that boards can and do provide, as part of the present "call for innovation".

We therefore look forward to including your significant achievements, as part of the above process.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Ken Cameron', with a stylized flourish at the end.

Ken Cameron
President

**THE FACTS ON PISA
(PROGRAMME FOR INTERNATIONAL STUDENT ASSESSMENT)**

WHAT IS PISA?

Every three years, starting in 1997, 15 year old Canadian students participate in a global test that is designed to measure what these students know and can do, in reading, math and science. The test has been created by the Organization for Economic Cooperation and Development (or OECD) and most recently included over 500,000 students across 72 nations.¹ In the latest test, written in 2015, approximately 20,000 Canadian students participated across 726 schools in Canada's ten provinces. The test is not written by students in Canada's northern territories and students enrolled in federally funded First Nations schools do not write the test either.² The major subject tested by PISA in 2015 was science, with other test questions focused on reading and mathematics.³

HOW DID CANADA DO ON THE TEST?

It is important to know that PISA has been designed to test students' overall abilities on a national scale, that is to say, based on the country in which they live. In this respect, it is significant that our students' overall abilities help to place Canada among the top ten nations in the world, in all three of the subject areas that were tested by PISA in 2015. In general, Canada stands beside Singapore, Japan, China (Hong Kong, Macao, and mainland China), Taiwan, Vietnam, Korea, Ireland, Switzerland, Estonia and Finland in the "top ten" across the science, reading and mathematics subjects.⁴

Because Manitoba is one of the ten provinces whose scores are used to determine Canada's overall standing in the world, Manitoba's overall contribution to the 2015 Canadian results is based on our sample size, representing approximately 11.6 per cent of the total number of students in Canada who wrote PISA in 2015.⁵ Because of the sample size, it is also possible to analyze PISA outcomes by province.

HOW DID MANITOBA'S STUDENTS DO ON THE TEST?

In Manitoba, approximately 2,300 students wrote the test, across 85 different schools province-wide.⁶ Manitoba's students' skills and abilities places our province at, above or near the average abilities of all other students worldwide, as based on the OECD average score. The 2015 PISA test shows that this fact

¹ See "PISA 2015 FAQ" (Council of Ministers of Education, Canada), page 3.

² See "Table A.2" in *Measuring up: Canadian results of the OECD PISA study– the performance of Canada's youth in science, reading and mathematics–2015 first results for Canadians aged 15* (Council of Ministers of Education, Canada) page 51.

³ See "PISA 2015 FAQ", page 3.

⁴ See "Figure 1.2" (page 20), "Figure 2.1" (page 33), and "Figure 2.2" (page 34) in *"Measuring up"*.

⁵ See "Table A.2" in *"Measuring up"*, page 51.

⁶ See "Table A.2" in *"Measuring up"*, page 51.

remains true across science, reading and mathematics.⁷ In terms of average score, Manitoba's 15 year olds achieved an average (or "mean") score of 499 in science, a score of 498 in reading, and a score of 489 in mathematics.⁸

These scores tell us about the general level of skill or ability of our students, and explain how much they know and what they can do in each of the tested subject areas. To obtain a better understanding of what each of these scores mean, as defined by the OECD, please consult the OECD report *PISA Results 2015: Volume 1*.⁹

WHAT "GRADE" DID OUR STUDENTS GET ON THE TEST?

The scores obtained by Manitoba students relate to broad categories of general proficiency or ability, on a scale of 1 to 6 (where 3 is the medium or average level of proficiency and 6 is the highest level of proficiency that can be achieved by a student). Using this scale, what PISA 2015 tells us is that in Manitoba, over half (58 per cent) of our students have ability and proficiency that corresponds to Level 3 through to 6, with almost a third (27 per cent) corresponding to Level 5 and 6 in the major subject area, which was science.¹⁰

Unlike most tests, PISA is not based on traditional "grading" scales (for example, letter grade scales based on "A, B, C, D, F", or 100 point scales based on percentages). Instead, the scores achieved by Manitoba's students tend to reflect their overall knowledge and skill. The test is designed to determine how much students "know" and "can do". The test does not determine "how well" they perform, which is what a traditional grade scale tells us. PISA is thus not focused on how well students know the subject or how well they can perform but rather what they know and how they can do. The distinction is slight but is nevertheless very important.

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

HOW DO MANITOBA'S STUDENTS COMPARE TO OTHER STUDENTS?

The results and outcomes that are achieved by Manitoba's students on national and international tests have often been used for a variety of different purposes, one of which involves comparing Manitoba's

⁷ See "Figure 1.2" (page 20), "Figure 2.1" (page 33), and "Figure 2.2" (page 34) in *Measuring up*.

⁸ See "Figure 1.2" (page 20), "Figure 2.1" (page 33), and "Figure 2.2" (page 34) in *Measuring up*.

⁹ See "Figure 1.2.6" (page 60) for science and "Figure 1.4.7" (page 162) for mathematics. For reading scores, please see "Figure 1.2. 12" (page 47) in *PISA 2009 results: what students know and can do- Volume 1* (OECD).

¹⁰ See "Figure 1.1" (page 18) in *Measuring up*.

students with those in other provinces, as well as those in other countries. However, for many different reasons, using the PISA test and its scores to compare one group of students to others is very difficult.

It is important to understand that across all of the nations of the world, the PISA test is written in the specific language of each nation. It is also important to understand that there can be up to four different tests that are used to measure students' abilities in each of the major subject areas (science, mathematics and reading).

In practical terms, what this means is that students writing PISA do not write the exact same test, even in the same subject area. In Canada, even when they do write the same test, this may or may not be in the same language, depending on what program they are taking (whether English and French Immersion who write the test in English, or Francophone who write the test in French).

In many nations and across Canada's many provinces, some students also do not write the PISA test due to their physical or intellectual disabilities. Some students do not write the test due to language abilities (in the case of newcomer or refugee students). How such students are chosen for exemption, and the number of students who do not write the test because of their abilities, is also very different across the many nations and Canadian provinces that participate in the PISA test. In Canada, the total exemption rate in 2015 ranged as high as 14 percent in PEI and as low as 4 percent in Quebec. Manitoba's exemption rate was eight percent.¹¹

When measuring students' abilities, PISA makes every effort to account for such differences. Doing so however, remains a significant challenge.

WHAT ELSE DOES PISA TELL US?

There is a lot of valuable information that PISA 2015 tells us, based on Canada's and also Manitoba's scores in science, mathematics and reading. However, it is important to understand that what it tells us is based on a particular "snapshot in time". PISA was not designed as a traditional benchmark test. Those who do wish to use PISA to compare student proficiency across a select time or period, must take several factors in account.

As a test that is written every three years, it is generally possible to see how the skills and abilities of 15 year olds might change over time, in the same subject areas. However, it is important to understand that the same group of students do not write the test every three years. PISA does not measure how the same group of students' skills and abilities in a certain subject area may have changed by the time they complete high school. Instead, only students who are 15 years of age, every three years, write each test.

It is also important to understand that every three years, PISA focuses on one major subject area and two other minor subject areas, but these do not stay the same. That means that in 2015, most of the test questions were on science, with some questions on reading and mathematics. In previous years

¹¹ Figures rounded. See "Table A.1b" (page 48) in *"Measuring up"*.

however, most of the test questions were on mathematics (2012) and reading (2009). In 2018, PISA will focus on another major subject, while science will become a minor subject focus. The major and minor subject focus of the test changes every three years according to a fixed schedule, so it is not the exact same test that different groups of 15 years olds write every three years.¹²

It is also important to understand that what PISA scores mean does not stay the same from one test to another. According to the OECD itself, the scores are “revisited and updated” and reflect “revisions to the framework” and “new tasks” for each time the test is written.¹³

IN CONCLUSION: THE MANITOBA SCHOOL BOARD ASSOCIATION'S MAJOR OBSERVATIONS ABOUT PISA IN 2015

Our students' overall abilities help to place Canada among the top ten nations in the world, in all three of the subject areas (science, reading and mathematics) that were tested by PISA in 2015. Manitoba's contribution to this result remains important.

In Manitoba, our students' skills and abilities places our province at, above or near the average abilities of all other students worldwide, as based on the OECD average score. The 2015 PISA test shows that this fact remains true across science, reading and mathematics.

It is reasonable to expect that in Canada and in Manitoba, students' abilities in science, mathematics and reading will change across PISA tests. This is because PISA is not intended to serve as a benchmark. The results and outcomes in select subject areas across several years provide some valuable information, but mainly about a select group of students at any given time.

Into the future, additional reports and analyses will be released by the OECD and also by CMEC concerning the 2015 PISA outcomes. Notwithstanding this additional reporting, the observations and facts provided in this fact sheet will remain valid and applicable.

WHERE CAN I GET MORE INFORMATION ABOUT PISA?

All information and references contained in this fact sheet have been cited from or interpreted based on the reports and summaries which are provided at the following websites. For further information, please visit the website of the Organization for Economic Cooperation and Development at:

<https://www.oecd.org/pisa/aboutpisa/>

<https://www.oecd.org/pisa/publications/>

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

[http://www.cmec.ca/508/Programs-and-Initiatives/Assessment/Programme-for-International-Student-Assessment-\(PISA\)/PISA-2015/index.html](http://www.cmec.ca/508/Programs-and-Initiatives/Assessment/Programme-for-International-Student-Assessment-(PISA)/PISA-2015/index.html)

¹² See “PISA 2015 FAQ”, page 7.

¹³ See top of page 147 in *PISA Results 2015: Volume 1*.

From: "Tomy, Janet (MET)" <Janet.Tomy@gov.mb.ca>

Date: November 24, 2017 at 3:18:32 PM CST

To: Beautiful Plains <jyoung@bpsd.mb.ca>, Borderland <curryk@blsd.ca>, "Brad Curtis (bcurtis@rrvsd.ca)" <bcurtis@rrvsd.ca>, Brandon <casavant.marc@bsd.ca>, Bruce Lyons <blyons@pinecreeksd.mb.ca>, DSFM <alain.laberge@dsfm.mb.ca>, Evergreen <roza.gray@esd.ca>, Flin Flon <cmcleese@ffsd.mb.ca>, Fort la Bosse <bpitz@flbsd.mb.ca>, "Frontier, Reg Klassen" <reg.klassen@fsdnet.ca>, Garden Valley <vern.reimer@gvsd.ca>, Hanover <rduECK@hsd.ca>, "Interlake School Division (mward@isd21.mb.ca)" <mward@isd21.mb.ca>, Kelsey <mckayj@ksd.mb.ca>, Lakeshore <martelj@lakeshoresd.mb.ca>, "Lord Selkirk School Division (mpolinuk@lssd.ca)" <mpolinuk@lssd.ca>, Louis Riel <duane.brothers@lrdsd.net>, Mountain View <ddavidson@mvsd.ca>, Mystery Lake <abartlett@mysterynet.mb.ca>, Mystery Lake 2 <lhenderson@mysterynet.mb.ca>, Park West <sdavid@pwsd.ca>, Pembina Trails <tfransen@pembinatrails.ca>, Portage la Prairie <tcuddington@plpsd.mb.ca>, Prairie Rose <tosiowy@prsdmb.ca>, "Prairie Spirit " <kmurray@prspirit.org>, River East Transcona <kbarkman@retsd.mb.ca>, Rolling River <mploshynsky@rrsd.mb.ca>, Seine River <mborgfjord@srsd.ca>, Seven Oaks <brian.oleary@7oaks.org>, Southwest Horizon <carolyncory@shmb.ca>, "St. James Assiniboia" <blough@sjsd.net>, Sunrise <bisaak@sunrisesd.ca>, Swan Valley <tmendel@svsd.ca>, Turtle Mountain <tderuyck@tmsd.mb.ca>, Turtle River <bevs@trsd32.mb.ca>, Western <ssross@westernsd.mb.ca>, Whiteshell <tstef@sdwhiteshell.mb.ca>, Winnipeg <pclarke@wsd1.org>

Cc: "Santos, Rob (MET-HCMO)" <Rob.Santos@gov.mb.ca>, Ken Klassen <ken.klassen@mass.mb.ca>

Subject: Save the Date

Good afternoon,

In response to our governments' commitment to develop a provincial literacy and numeracy strategy, Manitoba Education and Training is planning a two-and-a-half day event January 9th (5:00 – 9:00 pm), the 10th (8:30 – 4:30 pm) and the 11th (8:30 – 3:00 pm) in Winnipeg. As the event will be invitational, we are sending this email so that you can save the dates in your calendars.

As key stakeholders in this process, we will also be hosting an information meeting for superintendents within the next couple of weeks at our offices at 1181 Portage Avenue. As soon as we are able to confirm the date and time, a meeting invitation will be extended. We are also arranging a web-based platform for participation for those who may not be able to travel to Winnipeg.

We hope that you will be able to join us. If you have any questions prior to our information meeting, please do not hesitate in contacting me.

Janet Tomy
Coordinator
Student Achievement, Support and Innovation
Manitoba Education and Training
1181 Portage Ave.
Janet.Tomy@gov.mb.ca
Tel: 204-945-2809
Cell: 204-792-7744





Education and Training

Indigenous Inclusion Directorate
510 Selkirk Avenue, Winnipeg, Manitoba, Canada R2W 2M7
T 204-945-7886 F 204-948-2010

To: Superintendents of School Divisions
Principals of Public Schools

Dear Colleagues:

SUBJECT: 2017 MANITOBA TEACHERS' SURVEY ON INDIGENOUS EDUCATION (MTSIE)

A key priority for Manitoba Education and Training is Indigenous education. To support this priority, the department is distributing a survey to help determine the number of Indigenous teachers in the K-12 education system and other pertinent issues surrounding Indigenous education in Manitoba. This survey will be distributed to all certified administrative and/or instructional personnel (superintendents, teachers, principals, clinicians, supervisors, exchange teachers, teachers on Limited Teaching Permits, etc.).

As in 2013 (previously called the Aboriginal Teachers' Questionnaire), data collected in 2017 will:

- Provide statistical information and analysis on the number and location of Indigenous teachers throughout the province, currently, and comparatively to the 2013 data.
- Provide information on the number and regional distribution of Indigenous language speakers and instructors.
- Help determine professional development interests and needs concerning Indigenous education.
- Help determine appropriate research activities regarding Indigenous education projects and programs.

The information collected is vital to many branches within the department, school divisions, First Nation schools, and other educational stakeholders. The accuracy and comprehensiveness of this information helps to ensure the quality and value of research activities and the subsequent reports based on these activities.

In November 2017, MTSIE surveys bundled by schools will be sent to school division offices to be distributed to schools in their division. Please have principals distribute the individualized (teacher name on left hand corner) surveys to all certified administrative and/or instructional personnel (teachers, principals, clinicians, supervisors, exchange teachers, teachers on Limited Teaching Permits, etc.) in your schools at a suitable time to complete the surveys (please note there are surveys for the school division office personnel to complete as well). Please ensure all completed surveys are sent back to the division office where they can be collated and returned to: Indigenous Inclusion Directorate, 510 Selkirk Avenue, Winnipeg MB, R2W 2M7 by December 8th, 2017.

If you have any questions or concerns, please contact Richard Perrault at 1-800-282-8069 ext. 1416 or 204-945-1416.

Your cooperation and response to this initiative is greatly appreciated.

Yours sincerely,

Helen Robinson-Settee
Director

Attachment

c. James Wilson, Deputy Minister, Manitoba Education and Training



Education and Training

Deputy Minister

Room 162, Legislative Building, Winnipeg Manitoba, Canada R3C 0V8

November 30, 2017

Ken Klassen
Executive Director
Manitoba Association of School Superintendents
ken.klassen@7oaks.org

Dear Mr. Klassen:

Re: Indigenous Education Roundtables – Invitation to Participate

The Indigenous Inclusion Directorate (IID) at Manitoba Education and Training (MET) is hosting a series of two-day Indigenous Education Roundtables aimed at strengthening educational outcomes for First Nations, Métis and Inuit children, youth and adults in Manitoba. In addition to influencing collaborative dialogue, the primary intent of the roundtable discussions is to produce specific and concrete action-oriented recommendations to address Indigenous education, training and employment priorities.

The roundtable discussions will focus on three major themes:

- Student and Family Wellbeing
- Transitions: Early Childhood Development and K-12 Education
- Transitions: Adult Learning, Post-Secondary and the Workplace

Participants in each roundtable discussion will include representatives from a variety of stakeholder groups, including parents, early childhood educators, educators, health care professionals, community-based organizations, and others with a vested interest in the education and employment outcomes of Indigenous families and communities in Manitoba. Parking information for the day is enclosed.

.../2

Mr. Klassen

Page 2

You have been identified by the Indigenous Education Roundtables Working Group for inclusion as a participant in the following roundtable discussion:

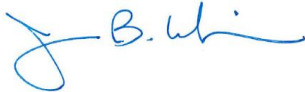
Date: **December 19, 2017**
Theme: **2: Transitions: Early Childhood Development & K-12 Education**
Location: **1567 Dublin Avenue**
Time: **8:30 a.m. – 4:30 p.m.**

The Indigenous Education Roundtable Working Group greatly welcomes you or an alternate representative from your organization to join us for participation in the above-noted roundtable discussion.

Please RSVP to Wanda Spence at wanda.spence@gov.mb.ca or 204-945-4653 by December 8, 2017 at 4:00 p.m.

We look forward to your participation. Thank you.

Sincerely,



James Wilson
Deputy Minister
Education and Training

Attachment

- c. Jan Forster, Assistant Deputy Minister, Post-Secondary Education and Workforce Development
- Rob Santos, Assistant Deputy Minister, Healthy Child Manitoba Office and K-12 Education Division
- Helen Robinson-Settee, Director, Indigenous Inclusion Directorate
- Wanda Spence, Consultant, Indigenous Inclusion Directorate

From: Ken Klassen
Sent: December 4, 2017 9:07 AM
To: 'Cabel, Ethan' <Ethan.Cabel@leg.gov.mb.ca>
Cc: 'Donna Davidson' <ddavidson@mvsd.ca>; Karen Wohlgemuth <karen.wohlgemuth@mass.mb.ca>
Subject: RE: Government of Manitoba - Cannabis

Hi Ethan

Sorry I was not able to contact you on Friday.

We are having an executive meeting on Friday Dec 8 where I will bring this forward as a discussion point.

Sincerely,

Ken Klassen

From: Cabel, Ethan [<mailto:Ethan.Cabel@leg.gov.mb.ca>]
Sent: December 1, 2017 1:16 PM
To: Ken Klassen <ken.klassen@mass.mb.ca>
Cc: Karen Wohlgemuth <karen.wohlgemuth@mass.mb.ca>
Subject: Government of Manitoba - Cannabis

Hi Mr. Klassen,

I'm the executive assistant for Minister of Justice and Attorney General Heather Stefanson. As you know, the provincial government has been doing some significant work preparing for cannabis legalization with a focus on public health and safety (particularly for children and youth).

Next week we're making an announcement related to cannabis and I would like to speak with you at some point today if possible to gauge the Manitoba Association of School Superintendents' views on various issues related to cannabis legalization. I can be reached at 204-945-4773.

Thank you for your time and consideration of this request.

Ethan Cabel
Executive Assistant to the Hon. Heather Stefanson
Minister of Justice and Attorney General
Government of Manitoba
Office: 204-945-4773
Cell: 204-795-6315



October 16, 2017

Allan Hawkins
Department of Education and Training

Dear Allan

Thanks for attending the MASS Members' Meeting on October 6 to be part of the discussion of the proposed participation of school psychologists in an inclusive college of psychologists.

This letter is in response to your request for a written response from MASS.

After a full follow-up discussion at the MASS Executive Meeting on October 13, 2017, below are some of our concerns with the proposal.

First and foremost, MASS believes that any changes to the status of school psychologist should result in enhanced care and better access to services for our children. Based on what was presented we are not certain that this change would result in enhanced care and better access.

As members of an inclusive college of psychologists, school psychologists would have the opportunity to practice privately, which may negatively impact their employment with a school division by placing an increase demand on their time. Many of our smaller rural school divisions report that they are already struggling with providing these services – being required to vie for and pay for contract time from part-time private providers. The concern is that with the private practice option, some of the psychologists currently serving schools may opt to designate a greater percentage of their time to private practice.

Another major concern is the large increase in supervision/mentorship time required for college membership. Again, many of our smaller divisions report that they are already facing difficulty and real costs in providing supervision under the current regulations. Should existing staff be required to provide supervision for the much higher number of hours over an additional two years, the concern is that time will be taken away from services to children and/or supervision/mentoring time outside of school hours may need to be compensated financially.

There was also a fair bit of confusion on our part regarding the differences between supervision and mentorship and what would meet the formal requirements of the legislation.



Another area of concern is the requirement for new members to take examinations after four years of supervision with the possibility of not being successful – resulting in prolonged need for supervision from certified staff.

MASS believes that there are many clarifications required before it is evident that participation of school psychologists in an inclusive college of phycologists would provide enhanced service or better access to our children. We are concerned that such a move could in fact reduce time spent with children at increased cost to divisions.

Thank you once again for participation during the discussion.

Sincerely,

Donna Davidson
President
Manitoba Association of School Superintendents

cc.

From: Poirier, Kim (MET) [<mailto:Kim.Poirier@gov.mb.ca>]

Sent: December 6, 2017 9:23 AM

To: Ken Klassen <ken.klassen@mass.mb.ca>

Subject: FW: Call for Nominations: Committee Members for Trades Training Advisory Committee (TTAC)

Importance: High

Hello Ken,

I hope things are well with you? Wishing you and your family a very happy holiday season!

I am contacting you today as follow up to the Call for Nomination letter that was sent to your office on November 22nd. Apprenticeship Manitoba and ICAB are working together to build the Trades Training Advisory Committee. As the letter outlines, we are asking for representation from MASS to participate in this committee. Once we receive your nomination, we can forward information on the first meeting to your representative. Thank you for taking the time to consider this request. I also left you a phone message but feel free to contact me by phone or email if you have any further questions.

Best Regards,

Kim Poirier

Consultant, Technical-Vocational Education

Learning Support and Technology Unit
Instruction, Curriculum and Assessment Branch
Manitoba Education and Training
1567 Dublin Ave.
Winnipeg, Manitoba, R3E 3J5
Phone:(204)945-7947
Fax:(204)948-2344
Email: Kim.Poirier@gov.mb.ca

Donna Davidson
President
Manitoba Association of School Superintendents

December 8, 2017

Dear Donna,

Please accept this letter as written notice that I will be retiring from my position as MASS Executive Director, as of July 31, 2018.

I have very much enjoyed the challenge of this position and working with my wonderful colleagues in MASS.

My hope is that MASS as an organization will continue to thrive long into the future as it provides strong leadership for public education in Manitoba.

Sincerely,

A handwritten signature in blue ink, appearing to read 'K/K' followed by a stylized flourish.

Ken Klassen

c. Wayne Shimizu

From: Norm Gould <ngould@mbteach.org>

Date: November 28, 2017 at 6:39:56 PM CST

To: Bobbi Taillefer <btaillefer@mbteach.org>, KEN CAMERON <kcameron@rrsd.mb.ca>, Floyd Martens <fmartens@mvsd.ca>, Sandy Nemeth <sandy.nemeth@lrsd.net>, Allan Campbell <acampbell@isd21.mb.ca>, "Duane Brothers" <duane.brothers@lrsd.net>, Tom Bobby <tbobby@mymts.net>, "Kathy Siatecki" <ksiatecki@tmsd.mb.ca>, Anita Werbowski <awerbowski@retsd.mb.ca>, Donna Davidson <ddavidson@mvsd.ca>, Ken Klassen <ken.klassen@mass.mb.ca>, Naomi Kruse <nkruse@mapc.mb.ca>

Cc: "Boris Minkevich" (minkevich@gmail.com) <minkevich@gmail.com>, "Josh Watt" (JWatt@mbschoolboards.ca) <jwatt@mbschoolboards.ca>

Subject: RE: Response for our request to meet

I am confused with your request, Naomi. Is MAPC not comfortable advocating for French language services in relation to the shortage of french teachers in light of the decision not to participate in the coalition to advocate for the full reinstatement of the BEF?

I don't think a discussion of the dismantling of the BEF will take place, unless initiated by the Minister himself.

However, I do believe we should strategize as to how to approach the possibility of the Minister raising the issue now that MAPC, MSBA, MASS and MASBO have bailed from the coalition.

The way in which this group responds will likely have an impact on the success / failure of the efforts of the coalition to protect French Language services in the province.

I look forward to meeting as a group to discuss this and the topics agreed to previously.

Norm

Norman R. Gould
President
The Manitoba Teachers' Society
191 Harcourt Street
Winnipeg, Manitoba
(204) 888-7961

On Tue, Nov 28, 2017 at 2:34 PM -0600, "Naomi Kruse" <nkruse@mapc.mb.ca> wrote:

Hi all!

Thanks for the heads up, Bobbi, and for continuing to organize the meeting!

A question –

I know we had agreed that MAPC would represent the concerns regarding the French teacher recruitment and support, as MAPC had a resolution developed by its membership about the need for recruitment and retention strategies for qualified personnel for French Immersion programs in Manitoba which, I believe, is a commonly held concern by the partners. However, organizationally we have chosen to step back from the coalition/BEF discussions for the time being, so don't want to tread into waters which may result in a more involved discussion than MAPC is prepared to participate in.

Given the recent activities (which albeit are related, but not the same) involving the established coalition – is the group still comfortable with MAPC speaking to this piece from this perspective only OR should this topic still be included on the agenda?

Sharing your thoughts would be greatly appreciated, as I (and Boris) can then ensure that our understanding is the same as all parties in this context. Having a meeting before the meeting would be great.

Thanks so much and have a great afternoon!

Nk

PS...noticed that Josh and Boris were missing, so added them as a cc 😊

From: Bobbi Taillefer [<mailto:btaillefer@mbteach.org>]

Sent: Tuesday, November 28, 2017 11:50 AM

To: KEN CAMERON; Floyd Martens; Sandy Nemeth; Allan Campbell; Duane Brothers; Tom Bobby; 'Kathy Siatecki'; Anita Werbowski; Donna Davidson; Norm Gould; Bobbi Taillefer; Naomi Kruse; Ken Klassen

Subject: Response for our request to meet

Importance: High

Hello All,

I have received a voicemail message from Kim Topham, Minister Wishart's scheduling assistant and I just returned the call. She is looking to schedule us for our meeting request after the house has finished sitting which will be after Dec 7th. I have asked her to give us two different dates and then we'll pick the one where most people can attend.

She has asked me to send an agenda of items for discussion by the end of today.

In looking at the notes from our last meeting (Oct 24 and attached) I have proposed an agenda below- please send you amendments by the end of the day. The Executive Director's also met Nov 2 - I have attached my notes from that day as well.

I am suggesting that we try and have a brief meeting before the meeting with the Minister to ensure that we are prepared.

Proposed Agenda

Comprehensive Review of Education Plan - Consultation & Collaboration

French teacher recruitment and support

Community safety/ Bill 8

Funding of Public Schools

Indigenous Education

Many thanks,

Bobbi Taillefer

General Secretary

Secrétaire générale

The Manitoba Teachers' Society

From: Bobbi Taillefer

Sent: Thursday, October 26, 2017 2:49 PM

To: KEN CAMERON <kcameron@rrsd.mb.ca>; Floyd Martens <fmartens@mvsd.ca>; Sandy Nemeth <sandy.nemeth@lrsd.net>; Allan Campbell <acampbell@isd21.mb.ca>; Duane Brothers <duane.brothers@lrsd.net>; Tom Bobby <tbobby@mymts.net>; 'Kathy Siatecki ' <ksiatecki@tmsd.mb.ca>; Anita Werbowski <awerbowski@retsd.mb.ca>; Donna Davidson <ddavidson@mvsd.ca>; Norm Gould <ngould@mbteach.org>; Bobbi Taillefer <btaillefer@mbteach.org>; Naomi Kruse <nkruse@mapc.mb.ca>; Ken Klassen <ken.klassen@mass.mb.ca>

Subject: meeting Notes and Letter to the Minister

Thanks to all for the meeting this week. I have sent the letter to the Minister today on our behalf - it is attached. I have also attached my notes - in the unlikely event that they may be of some help.

Our next meetings are scheduled for the following:

- 1) Executive Directors - Nov 29 a.m. MSBA offices - drafting of common message
- 2) Educational Partners meeting - Jan 15 Louis Riel School Division 9- noon

Regards,

Bobbi Taillefer

General Secretary

Secrétaire générale

The Manitoba Teachers' Society

191 Harcourt Street

Winnipeg, MB R3J 3H2

Telephone (204)831-3065 / 1-800-262-8803 ext 232

Fax (204) 831-0877 / 1-866-799-5784

M.A.S.S. Accounts
Profit & Loss Budget vs. Actual
 July 2017 through June 2018

	<u>Jul '17 - Jun 18</u>	<u>Budget</u>	<u>\$ Over Budget</u>
Ordinary Income/Expense			
Income			
3020 · AGM Income	0.00	10,000.00	(10,000.00)
3022 · February Conference	0.00	17,000.00	(17,000.00)
3170 · Ethical Leadership Cohort Inc.	7,000.00	3,000.00	4,000.00
3250 · Summer Institute Income	135.00	65,000.00	(64,865.00)
3251 · Pre-Summer Institute Session	0.00	20,000.00	(20,000.00)
3320 · Book Club Income	0.00	7,500.00	(7,500.00)
3325 · Leadership Development Inc	0.00	8,000.00	(8,000.00)
3326 · Members Sessions Income	12,550.00	7,500.00	5,050.00
3330 · Mentorship Program	0.00	10,000.00	(10,000.00)
3350 · Membership Fees	0.00	143,000.00	(143,000.00)
3400 · Uncategorized Income	183.85	2,000.00	(1,816.15)
Total Income	<u>19,868.85</u>	<u>293,000.00</u>	<u>(273,131.15)</u>
Gross Profit	19,868.85	293,000.00	(273,131.15)
Expense			
5120 · AGM Expense	105.58	12,000.00	(11,894.42)
5122 · February Conference Exp	0.00	8,000.00	(8,000.00)
5135 · Legal Fund	2,729.94	2,000.00	729.94
5140 · Interorganizational	773.37	2,000.00	(1,226.63)
5150 · Audit	0.00	2,500.00	(2,500.00)
5200 · Bank Charges	71.81	700.00	(628.19)
5201 · Amortization	0.00	300.00	(300.00)
5205 · Book Club Expense	0.00	7,500.00	(7,500.00)
5206 · CASSA Membership	5,650.00	6,000.00	(350.00)
5210 · Committee Expense	1,552.46	1,200.00	352.46
5211 · MASS Public Relations	0.00	5,000.00	(5,000.00)
5420 · Executive Committee Exp.	1,848.44	14,000.00	(12,151.56)
5425 · Executive Director Exp.	646.71	1,000.00	(353.29)
5440 · Ethical Leadership Cohort Exp	2,265.19	3,000.00	(734.81)
5445 · Leadership Development Exp	0.00	8,000.00	(8,000.00)
5461 · Members Session Expense	0.00	7,500.00	(7,500.00)
5462 · Membership Recognition Exp.	0.00	1,500.00	(1,500.00)
5610 · Office Equipment	318.47	1,000.00	(681.53)
5630 · Office Operations	1,806.75	10,000.00	(8,193.25)
5720 · P.D. Executive Director	391.98	6,000.00	(5,608.02)
5721 · Publishing & Printing	0.00	1,000.00	(1,000.00)
5840 · Mentorship Expense	3,622.14	10,000.00	(6,377.86)
5860 · Salaries & Benefits	63,373.24	134,000.00	(70,626.76)
5910 · Summer Institute Expense	43,839.91	47,500.00	(3,660.09)
5911 · Pre-Summer Institute Sessio...	0.00	12,000.00	(12,000.00)
5915 · Writing Contract Exp.	0.00	2,500.00	(2,500.00)
5940 · MASS Directed Travel	6,038.34	10,000.00	(3,961.66)
5941 · ED Travel to Regional Meetin...	0.00	1,500.00	(1,500.00)
5985 · Uncategorized Expenses	1,475.06	300.00	1,175.06
Total Expense	<u>136,509.39</u>	<u>318,000.00</u>	<u>(181,490.61)</u>
Net Ordinary Income	<u>(116,640.54)</u>	<u>(25,000.00)</u>	<u>(91,640.54)</u>

	<u>Jul '17 - Jun 18</u>	<u>Budget</u>	<u>\$ Over Budget</u>
Net Income	<u>(116,640.54)</u>	<u>(25,000.00)</u>	<u>(91,640.54)</u>

M.A.S.S. Accounts
Reconciliation Summary
 1030 · M.A.S.S. Bank Account, Period Ending 2017-11-30

	30 Nov 17
Beginning Balance	76,293.36
Cleared Transactions	
Cheques and Payments - 15 ite...	(16,379.75)
Deposits and Credits - 14 items	6,915.73
Total Cleared Transactions	(9,464.02)
Cleared Balance	<u>66,829.34</u>
Uncleared Transactions	
Cheques and Payments - 17 ite...	(8,370.25)
Total Uncleared Transactions	(8,370.25)
Register Balance as of 2017-11-30	<u>58,459.09</u>
New Transactions	
Cheques and Payments - 1 item	(9,429.55)
Deposits and Credits - 2 items	551.25
Total New Transactions	(8,878.30)
Ending Balance	<u><u>49,580.79</u></u>

Executive Director's Report
October 16, 2017 – January 5, 2018
Submitted by: Ken Klassen

Monday	Oct 16	CASSA conference call
	16	Ernie Bart - ArtBeat
	16	Peace Literacy Meet and Greet
	19	CLB / CYB Consultation – Department
	19	Ethical Leadership Session – Hanover SD
Monday	23	Conference calls, Thomas Falkenberg, CASSA
	24	Wpg Foundation – MTS/MASS
	24	WE Day
	24	Ed Partners Meeting
	25	Rob Santos and team
	25	EFA 2020 Executive Meeting
	26	ISD Principals Certification Course meeting
	26	Terry Price Retirement
	27	Rob Santos and WB2 Support Team
	31	Indigenous Ed Interorganizational Committee
	31	Visions of Reconciliation
November	1	Ed Partners EDs
	2	WB2 Pilot Group
	3	MERN - Brandon
Monday	6	David Holm – ONYX/RBC call
	7	BEF Coalition
	7	TRAF
	7	MASS PR/MS and Policy Committee
	9	Northforge Innovation Challenge Launch
	10	mRlc
	16	Mental Health symposium
	17	Mental Health symposium
Monday	20	MASS Indigenous Ed Cmt – Urban Circle
	20	IID – Gerri Crilly
	23	DSFM course setup
	23	Meeting re: Principals Cert Course – Reg Klassen
	24	LRSD MASS Payroll meeting
Monday	27	Meeting with member
	27	MASS mental Health Committee
	28	EFA PPG / EFA Exec
	30	Mentorship conference call
Saturday	Dec 2	Staff Appreciation Christmas
Monday	4	Western EDs conference call
	4	Conference call – MASS Pres / ED
	5	Consultation at MET – re: Jan 9 - 11
	8	MASS Executive Meeting
Monday	11	Interorganizational Indigenous Ed Mtg
	12	MASS Policy Review Sub Committee
Monday	18	Indigenous Education Round Table, CASSA Call

I will be on vacation from December 19 – January 8.

The office will be closed for just over 2 weeks starting on Dec 19th and reopening January 8th.
Karen will check emails on a daily basis during the week to ensure matters are taken care of.

The Wellbeing and Wellbecoming Working Group (WB2)

Thursday, November 2, 2017

12:00 – 3:30 p.m.

MASS Offices - Louis Riel School Division 900 St. Mary's Road

Agenda:

12:00 p.m. – 12:30 p.m.	Sandwiches available
12:30 p.m.	Welcome / The Big Picture
	<div>MASS U of M Research Group MET / HCMO</div> <div>Ken Klassen Thomas Falkenberg Rob Santos</div>
12:45 – 1:30 p.m.	SD Team Presentations (5 - 7 Minutes per team)
	<div>Team Member introductions Brief Summary of SD / School WB2 Initiatives (could include brief mention of policy, programs, data sources)</div>
1:30 – 2:30 p.m.	The WB2 Pilot Project
	<div>Structure, Timelines Goals Process Expected Outcomes</div> <div>Ken Klassen Thomas Falkenberg / Rob Santos Thomas Falkenberg Thomas Falkenberg / Rob Santos</div>
2:30 – 3:00 p.m.	A Wellbeing/Wellbecoming Framework Thomas Falkenberg
3:00 – 3:30 p.m.	Table Discussion

Take Away Task for Teams:

Consider Data Sources already available – Provincial, divisional, school based
Choose component of Wellbeing/Wellbecoming Framework to be piloted
Choose Middle school grade(s) /Classroom(s) – Grade 7 or 8 preferred
Decide on: who will use the data to be collected in what way (utilization-focused)
Possibly engaging in further process steps during the first 6 – 8 weeks
(e.g., developing data collection tool(s); collecting data)

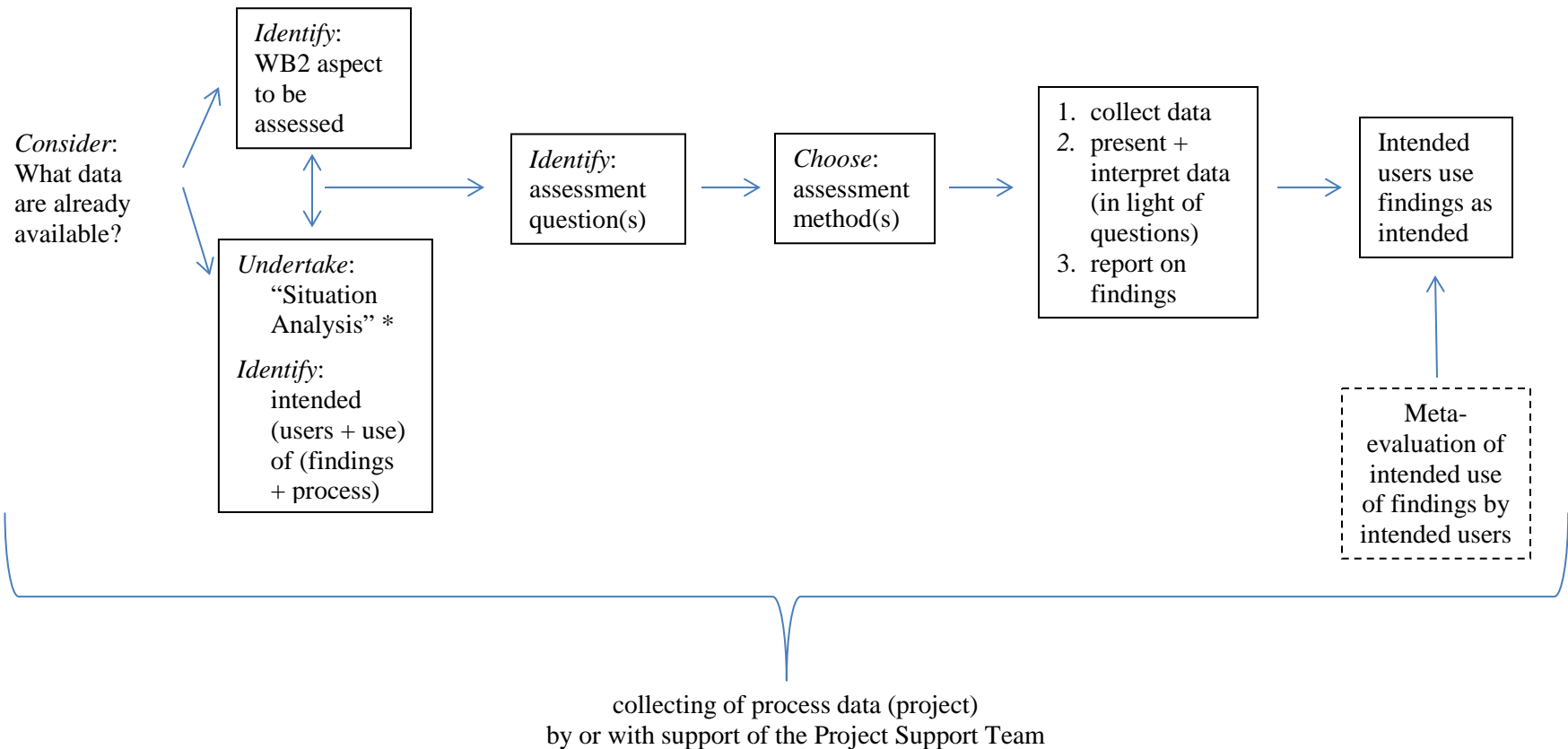
Next Meeting (TBA – mid-January)

Teams will be given a longer reporting time to share their pilot project and give a status report on the first 6-8 weeks. This is an opportunity to share learnings, to “troubleshoot” with others and to determine next moves.

Thomas and members of the support group will be available between meetings to assist.

WELLBEING AND WELLBECOMING WORKING GROUP

Process Flow Chart for Project (Year 1)



* *Situation Analysis:*

for instance,

- link to other priorities
- link to other projects
- Force Field Analysis of use of findings
- ...

Framework for Conceptualizing Well-Being
(Falkenberg, in prep; slightly modified)

	inner aspect		outer aspect
“life-chances”/ “freedom”	having capabilities linked to fundamental human needs		having opportunities to engage one’s capabilities
“life-results”/ “achievement”	enjoying life	living a meaningful life	having positive personal and communal connections relationship

Fundamental Human Needs (Max-Neef, 1991):

- subsistence
- protection
- affection
- understanding
- participation
- idleness
- creation
- identity
- freedom

The list of fundamental human needs corresponds well to the list of general capabilities identified by Biggeri, Libanora, Mariani, & Menchini (2006) as part of a study inquiring into children and youth’s (11-17 years old) conceptualization of capabilities relevant to all children to live well/to live a flourishing life.

Wellbeing and Wellbecoming Working Group (WB2)

Teams	Members	Positions	
Pembina Trails	Jane Friesen	Director, Clinical and Extended Services	
	Shannon Tipping	Principal, Ecole Viscount Alexander	
	Colleen Roberts	Vice-Principal, Vincent Massey Collegiate	
WSD	Julie Millar	Director of Student Services	
	Jón Olafson,	Student Services Consultant	
	Susan Anderson	Principal, Grant Park Collegiate	
Frontier	Robert Chartrand	Area 2 Superintendent	
	Cindy Searle	Division Student Services Coordinator	
	Laurie Fourre	Vice-Principal, Grand Rapids School	
Turtle Mountain	Tim De Ruyck	Superintendent	
	Grant Wiesner	Assistant Superintendent Student Services	
	Giselle Beaupre	Vice Principal, Killarney School	
Evergreen	Roza Grey	Superintendent	
	Scott Hill	Assistant Superintendent	
	James Gibbs	Principal, Dr. George Johnson Middle School Gimli.	
Prairie Rose	Terry Osiowy	Superintendent/CEO	
	Louise Duncan	Director of Student Services	
	Jeff Latimer	Principal, Carman Collegiate	
Support Team	Members	Positions	
MASS *	Ken Klassen	Executive Director	
MASS	Verland Force	MASS Mental Health and Wellbeing Chair	
U of M *	Thomas Falkenberg	Head Researcher	
U of M	Grace Ukasoanya	Researcher	
MET– HCMO *	Rob Santos	Senior Assistant Deputy Minister MET-HCMO	
MET– HCMO	Janet Tomy	Student Achievement Support and Innovation Coordinator	
MET– HCMO	Sandra Drzystet	Liaison Officer French as Second Language	
MET– HCMO	Teresa Jones-Dukes	Senior Advisor Innovation to DM and HCMO	
MET– HCMO	Cheryl Chorneyko	Student Mental Health Consultant PSSB	

* Co-chairs – MASS, U of M Research Group and MET-HCMO are co-chairing this collaborative working group.

From: Kiley Bender [<mailto:kbender@merlin.mb.ca>]
Sent: November 7, 2017 8:50 AM
To: Ken Klassen <ken.klassen@mass.mb.ca>
Subject: MERLIN's Advisory Board Membership Update (MASS reps)

Good Morning,

In May 2017, we contacted your organization requesting that you provide us with recommendations for replacing two MASS representatives whose terms were expiring on June 30th, 2017. These two representatives were:

1. Ted Fransen; and
2. Krista Curry

The recommendations we received from MASS were to reappoint Ted Fransen and Krista Curry for an additional term.

As you are aware, appointments and reappointments to MERLIN's Advisory Board are done via Ministerial appointment. We forwarded MASS's recommendations to the Minister of Finance for his approval.

We have just been advised that the Minister will not reappoint or appoint members to MERLIN's Advisory Board at this time. Please note that Stephen Ross will continue to represent MASS until June 30, 2018.

I have attached the 2017-18 Advisory Board Membership List for your information. I would like to take this opportunity to thank MASS for their continued support and commitment to the MERLIN organization. If you have any questions, please feel free to contact me.

Regards,
Kiley

Kiley Bender
A/Chief Operating Officer



100 - 135 Innovation Drive
Winnipeg, MB, R3T 6A8
(204) 977-6819 or 1-800-430-6404 (MB only)
kbender@merlin.mb.ca
www.merlin.mb.ca

From: Ken Klassen
Sent: November 21, 2017 12:45 PM
To: 'Mclachlan, Sarah (MET-HCMO)' <Sarah.McLachlan@gov.mb.ca>
Subject: RE: October 19 CLB meeting follow up

Hi Sarah

I have been able to look this over and have paid special attention to the “School Touch Points” section, in which I am named a number of times.

I would prefer the following wording to reflect the way I would work with school divisions:

Every School Division will be encouraged by MASS to make Educations Savings Incentives information available to all students – Ken Klassen, Executive Director

Grade 9 pilot – please remove my name from this as this would be a divisional initiative

The following could all be assigned to me as Ken Klassen – ED of MASS:

Raise awareness with School Divisions of the uptake rate in their divisions and establish a base line with on going tracking of improved uptake rates.

Highlight better replicable practices in this area, across the province.

Help in the distribution of promotional and informational materials to school divisions

Not sure about education of frontline staff at MB Finance – certainly would not be a role that I would be taking on – so please separate out and assign to appropriate person(s)

Encourage school divisions to have Canada Learning Bonds information available to all families of K students – Brian O’Leary, Pauline Clarke, Ken Klassen – ED of MASS

Also, I attended a session at Open Circle Training Centre yesterday and they were describing a money management course they give all students – I asked if CLB – CYB was part of it –many students involved are single or young parents – they were not sure – so maybe we could add somewhere that all of this kind of program include this.

Regards

ken

From: Mclachlan, Sarah (MET-HCMO) [<mailto:Sarah.McLachlan@gov.mb.ca>]

Sent: November 19, 2017 2:41 PM

To: Santos, Rob (MET-HCMO) <Rob.Santos@gov.mb.ca>; Rattray, Jennifer (FAM)

<Jennifer.Rattray@gov.mb.ca>; Groen, Richard (FIN) <Richard.Groen@gov.mb.ca>; Sinclair, Scott (FIN)

<Scott.Sinclair@gov.mb.ca>; Gates, Catherine (FAM) <Catherine.Gates@gov.mb.ca>; Lukes, Alena (JUS)

<Alena.Lukes@gov.mb.ca>; Perron, Jill (MHRC) <Jill.Perron@gov.mb.ca>; 'Noralou Roos'

<Noralou_Roos@cpe.umanitoba.ca>; 'Marni Brownell' <Marni_Brownell@cpe.umanitoba.ca>; 'Ken

Klassen' <ken.klassen@7oaks.org>; 'sharon_macdonald@umanitoba.ca'

<sharon_macdonald@umanitoba.ca>; 'davshar@mymts.net' <davshar@mymts.net>; Gordon, Guy (FIN)

<Guy.Gordon@gov.mb.ca>; Sharon Macdonald <Sharon.Macdonald@umanitoba.ca>; Lorentz, Pam

(JUS) <Pam.Lorentz@gov.mb.ca>; 'brianoleary@7oaks.org' <brianoleary@7oaks.org>; Jones-Dukes,

Teresa (MET-HCMO) <Teresa.Jones-Dukes@gov.mb.ca>; 'brian.oleary@7oaks.org' <brian.oleary@7oaks.org>; 'pclarke@wsd1.org' <pclarke@wsd1.org>; 'david.moore@hrsdc-rhdcc.gc.ca' <david.moore@hrsdc-rhdcc.gc.ca>; 'alexis.conrad@hrsdc-rhdcc.gc.ca' <alexis.conrad@hrsdc-rhdcc.gc.ca>; 'jessica.kerr@hrsdc-rhdcc.gc.ca' <jessica.kerr@hrsdc-rhdcc.gc.ca>; 'teresa.bellefontaine@hrsdc-rhdcc.gc.ca' <teresa.bellefontaine@hrsdc-rhdcc.gc.ca>; 'christine.nagy@hrsdc-rhdcc.gc.ca' <christine.nagy@hrsdc-rhdcc.gc.ca>; robert.allen@servicecanada.gc.ca; Ken Klassen <ken.klassen@mass.mb.ca>; Tomy, Janet (MET) <Janet.Tomy@gov.mb.ca>; Drzystek, Sandra (MET) <Sandra.Drzystek@gov.mb.ca>; heather.a.macdonald@hrsdc-rhdcc.gc.ca; Addaway, Nicole (MHRC) <Nicole.Addaway@gov.mb.ca>; Samchek, Brenda (JUS) <Brenda.Samchek@gov.mb.ca>; Davidson, Stephen (FIN) <Stephen.Davidson@gov.mb.ca>; 'leah.desjardins@hrsdc-rhdcc.gc.ca' <leah.desjardins@hrsdc-rhdcc.gc.ca>

Subject: October 19 CLB meeting follow up

Sent on behalf of Rob Santos

Hi everyone - thanks again for your incredible contributions to our October 19th CLB meeting: as discussed, we've only just begun! Attached courtesy of Teresa J-D, following Teresa B's wonderful co-creation facilitation with all of us as a group, is a first draft summary of our next steps, with key names attached to each.

Can each of you please

- (a) review
- (b) suggest edits to the steps, and
- (c) suggest any additional names (including your own) to help us move forward on each. I know several of you have already acted on our discussions, so please include these updates too...we can make this a living document to track our progress and elaborate the work ahead.

Please send your edits and additional names to sarah.mclachlan@gov.mb.ca by Monday December 4th.

Thanks -Rob-

P.S. Minister Wishart is meeting with Mayor Bowman re: Winnipeg Promise. I will also be meeting with the Breakwater Group re: the two Winnipeg Promise pilot projects (hospital and school).

From: Curtis, Sharon (MET) [<mailto:Sharon.Curtis@gov.mb.ca>]
Sent: November 23, 2017 10:00 AM
To: Ken Klassen <ken.klassen@mass.mb.ca>
Subject: PROTECTION ORDERS AGAINST STUDENTS

Good Morning Ken,

Just wanted to let you know that we have been referred to a colleague in the Department of Justice, Prosecutions, who we have not yet heard back from. We will follow-up with that contact shortly if we do not hear and will get back to you after we have been able to meet with them on the issue.

Regards,

Sharon

*Sharon Curtis
Acting Director
Education Administration Services
Manitoba Education and Training
Room 507 - 1181 Portage Avenue
Winnipeg MB R3G 0T3
Phone: 945-4044
Sharon.Curtis@gov.mb.ca*

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MASS CURRICULUM COMMITTEE – MEETING NOTES

9:00 – 12:00 OCTOBER 19, 2017

St James Assiniboine School Division

1. Welcome and introductions
 - a. New members – Karen Boyd, Darren Skog, Barb Isaak
2. Curriculum Committee Terms of Reference review
 - a. *The Curriculum Committee considers concerns and issues related to Manitoba curriculum, including impacts on teaching, learning, reporting and assessing. MASS looks to this committee to inform and advise the Executive and the membership on important implications for us and to develop clear MASS positions on which to base our advocacy and action in the best interest of our students. This committee would connect with Manitoba Education and Training to provide input from MASS on implementation in areas of curriculum and assessment.*
3. MASS Planning Guide 2017-2018 - reviewed
4. MASS Organizational Action Areas 2016-2017 - reviewed
5. MASS Priorities 2017-2018 - reviewed
6. MASS Quality Education statement
 - a. Reviewed the work by the previous MASS Curriculum Committee to date
 - b. Review the statement and updated the draft – it is now ready to bring to the MASS membership for discussion.
 - c. Discussed a process to engage MASS members in the conversation.
 - i. Aiming for the spring MASS members meeting – or earlier if opportunity permits
7. Curriculum Committee name change
 - a. Changing the name from MASS Curriculum Committee to MASS Student Learning Committee with an emphasis on instruction, curriculum, assessment, and reporting.
 - b. Do we need MASS Exec approval to change the name?
8. External appointments
 - a. ICAC – Karen Boyd
 - b. Manitoba ASCD – Darren Kuropatwa
 - c. U of M Undergraduate Program – Barb Isaak
9. Manitoba Education and Training
 - a. Extend an invitation to Janet Tomy of SASI (Student Achievement Support and Innovation) to attend the next MASS Student Learning Committee meeting to introduce herself and to discuss her role and how we might work together.
10. Next meeting
 - a. Thursday, December 7, 9:00 – 12:00
 - b. St James Assiniboia School Division
 - i. Review a few MASS documents that have our committee name in them for possible rewrite and suggestions on some other documentation (terms of reference and action areas)
 - ii. Discuss ELA curriculum implementation support
 - iii. Invite Janet Tomy of SASI

November 23, 2017

This is a notice to all MASS members that the Leadership Module planned for January 11/12, 2018 will be moved to the April dates we had reserved – April 19/20. Those January dates have been cancelled.

Please note that the Pre-Conference event on January 31 is still planned and taking registrations.

The reason for the change is recent notice that MET is now planning a 2.5 day consultation on literacy and numeracy to run in that time slot – mid-January.

This will be a MET sponsored event – MASS has not been involved in the planning – but we felt it was better to remove at least one of our events from the calendar so that those interested could attend the MET event.

I have few details – I only know that it will be a large scale event and will include “stakeholders” from every sector, including education.

When consulted on this event, I did represent MASS by voicing some longstanding concerns:

- Short Notice – very short notice for what will be a big commitment and expense for boards choosing to attend – I have been told that MET will call an informational meeting shortly and also send out invitations shortly. I asked that if an information event is held in December that they provide Skype for divisions that do not wish to drive in for that meeting.
- Timing mid- January – Boards doing budgeting, teachers invigilating exams, student writing exams, etc.
- Interference with events already in the calendar – sic MASS events – one being cancelled now.
- Cost to boards – I have been told they will provide transportation grants, but I brought up the cost of two nights in a hotel for a divisional team.
- Big picture concerns regarding process of consultation

I have been assured that this event will be invitational rather than prescribed – allowing boards to send the number of people and in the roles they feel would be best suited to the consultation.

So you know MASS is trying to help mitigate some of the concerns – and the invitation with more details should come from MET shortly.

Regards

Ken

MASS Professional Learning Committee Report – Dec. 8, 2017

Oct. 6 Members' Day Feedback

Total Responses n=19

1. How would you rate the Early Childhood session? 90% Excellent or Good
2. How would you rate the book graze? 94% Excellent or Good
 - The presenters of the book study always offer great insight.
 - I was especially appreciative of the fact that I was welcomed into the book talk without having read the book. It definitely provided me with a taste for the books and they are already on my book list!
 - Very interesting books that we looked at
 - Worthwhile
3. How would you rate the presentation from the Indigenous Education Committee - Poster Session? 88% Excellent or Good
4. Please add any additional comments about the Members' Day.
 - enjoyed hearing from the SADM and the DM. These are valuable connections for us. the collegiality is critical
 - Thank you for all the hard work that goes into planning these sessions. Our focus on professional learning is a must.
 - The day flew by. It would have been nice to have more time with the Deputy Minister. Thanks for another great day!
 - I found KL's presentation to be fairly unhelpful. His anecdotes and stories were very narrow in lens and don't necessarily reflect the entire political spectrum, which I acknowledge is a difficult task.
 - The psychologist's session was interesting to learn the complications in both rural and urban settings. Did not really get a great deal of concrete information from the new deputy minister but to be fair, he has just started.
 - had to leave after the early childhood session as I had a commitment at my division.
5. Please add suggestions for future MASS Professional Learning sessions.
 - Human rights
 - Variety is excellent and needed for a full day.
 - Appreciated hearing from the DM.

Simon Breakspear (Agile Schools) – follow up

- Email went out to members about the plan to invite Simon's team back in 2018-2019

Summer Institute 2018 - follow up

- Carol Campbell (OISE) for summer 2018 - did not respond to our request
- Tentatively booked Steven Katz for Summer Institute 2018

MASS Professional Learning Committee Report – Dec. 8, 2017

Upcoming Events

- **MASS Members Pre-Conference Meeting – Wed., Jan. 31, 2018**
- **Members' Meet from 3:00 p.m.-5:00 p.m. followed by dinner and a keynote (Joel Semeniuk)**
- **DisruptED – Feb. 1 – 2, 2018, Convention Centre, Winnipeg / ASCD Feb 1 Judy Halbert/Linda Kaser**

Registration is out

Hotel - Delta Winnipeg

- **MASS AGM and Recognition Banquet – May 17, 2018 – Victoria Inn, Winnipeg**
- **August 14th – 17th, 2018 – Summer Institute, Lakeview, Hecla Resort**

Respectfully Submitted: Leanne Peters

Simon Breakspear follow up:

Following the Summer Institute, there was general interest from school divisions about continuing to work with Simon and/or his team in the upcoming months. At a subsequent MASS Executive meeting, it was decided that perhaps having Simon come for three sessions in the current 2017-2018 school year was not practical in part because budgets have been allocated and dates have been set by divisions to do their own ongoing work. Further, there was some discussion about already having access to videos and tools which would allow any interested school division to implement "Learning Sprints" in ways that work within divisional priorities and culture. Ultimately, the idea of bringing Simon Breakspear back to Manitoba was referred to the Professional Learning Committee for further consideration.

Manitoba Education is also keenly interested in the work of continuous improvement and Breakspear's Agile Schools.

A tentative plan is in place to bring Simon Breakspear back for the 2018-2019 school year as follows:

November – two days as part of our fall conference. One day would be specific to MASS members and the second day would be work with school teams.

February/March – one day to work with school teams

April/May – one day to work with school teams.

Divisions would define their school teams but the model includes a divisional leader, a principal and a teacher.

In the meantime, there are divisions across the province who are engaging in Learning Sprints in various capacities in this school year. The Professional Learning Committee would like to spend at least some of our time at the morning of our May AGM looking at and sharing the work that is being done in school divisions including strengths, challenges and next steps.

Thanks,

Leanne Peters
MASS Professional Learning Committee Chair

MASS Public Relations/Policy Committee

Meeting Minutes – November 7, 2017

Attendees: Celia Caetano-Gomes, Tim De Ruyck, Ken Klassen, Kelly Barkman, Constance McLeece

Regrets: Michele Polinuk, Dan Ward, Cyndy Kutzner, Chris Penner

1. Terms of Reference

- Committee reviewed the terms of reference.

2. Mentorship Program

- Constance shared appreciation for the mentor's support in providing the Manitoba context.
- Mentorship program supports onboarding into MASS.
- Ken reported that a proposal for funding has gone forward to the Department Education for 2017-2018.
- This year the mentorship program will provide one-on-one support and mentoring, as well as 4 tele-conferences. There are five new members this year.
- New members are encouraged to participate in the MASS Leadership Development Modules.
- Mentorship program will cost \$10,000 in expenses.

3. MASS Members Survey Feedback and Next Steps

- Committee thanked Tim and Cyndy for their presentation at the MASS AGM.
- Discussion on planning the follow up session from the Members Survey.
- Discussed identifying recommendations for Superintendents' contracts.
 - For example: term clauses, termination clauses, amalgamation clauses, and other recommendations.
 - Committee to organize the samples by good, better and best.
 - Committee to collect samples which could be used as the focus for an evening session with members.
 - Sub-committee (Ken, Tim and Constance) will meet to draft the follow up survey.
- Alberta and Ontario have legal insurance to support members.
 - Ken to bring more information to the next meeting.
- MASS is seeking another lawyer to refer to members.
 - Ken to follow up on recommendations.

4. MASS Journal

- a) Fall Journal celebrated student leadership.
- b) Spring Journal
 - Possible theme: Well-being and Well-becoming
 - Timing would fit with the new position paper being developed by the MASS Mental Health Committee.
 - Ken to explore lead article such as Thomas Falkenberg
 - Possible articles:
 - Well-becoming pilot
 - MASS organization's role in supporting members.
 - Staff/employee well-being and mindfulness.
 - Consider a Canadian perspective on employee well-being/well-becoming.

5. Social Media Strategy

- Discussion on the use of the MASS video across school divisions.
- Damon collected 8 hours of footage that can be repurposed for new videos.
- It will be important to follow up on use with members at regional meetings:
 - How have you used the MASS videos?
 - What are your suggestions for future themes for MASS videos as part of our social media strategy?
 - Ken to post on the MASS website with number tracking capability.
 - Ken to send request to regional meeting chairs.

6. Proposal from Executive – Bylaw Changes (Table Officers only)

- The proposed bylaw changes have been sent to the MASS regions.
- The Bylaw supports consistency and transitions.
- The MASS President will need to share responsibilities by the Vice-President.
- MASS President could have local role while Vice-President would have more active role with national forums.
- Treasurer position has an open ended term.
 - Feedback to the executive on the proposed change to the bylaw.
 - Define the term for the Treasurer position.
- If passed, the MASS Public Relations/Member Services/Policy Committee would have to draft the bylaw.
 - Sub-Committee to develop a draft policy for the executive by February.
 - Members to vote and ratify the policy prior to AGM.
- Other non-table officer positions on the proposal will be defined in 2018-2019.

7. Legal Expense Insurance

- Deferred

8. Book Club 2018-2019

- Deferred

9. Upcoming meeting dates:

January 30, 2018	1:30 p.m.
March 7, 2018	1:30 p.m. (Revised)
April 24, 2018	1:30 p.m. (Revised)

MASS MENTAL HEALTH AND WELL-BEING COMMITTEE

NOVEMBER 27TH, 2017

MINUTES

Present; Roza Gray, Jane Friesen, Gwen Birse, Trish Glass, Geri Robson, Doreen Prasak, Joan Trubyk, Steven Lowrie, Ken Klassen, Verland Force

Regrets: Julie Miller

1. Welcomes and introductions.
2. Michelle Kowalchuk was unable to make our meeting. Presentation has been rescheduled for our February 26th meeting.
3. Thomas Falkenberg and Grace Ukasoanya shared the position paper working document.
 - Met in small groups and provided feedback to Thomas and Grace.
 - Decision was made to leave the first paper as an archive and to write a second position paper with an education focus (tier I and II). Emphasis will be placed on community partnerships.
 - A first draft will be sent to the subcommittee (Steve, Geri, Verland, Jane).
 - Subcommittee will meet on January 23rd from 1:00 – 3:00 p.m. with Thomas and Grace.
 - A second draft will be brought to the committee as a whole at our February 26th, 2018 (1:00 – 4:00 p.m.) meeting.
4. Thomas and Grace will include recommendations drawn from discussion.
5. Sustainable Well-Being Research Group update. (Ken)
 - Six Divisions are participating in the first phase of the pilot project; Winnipeg 1, Pembina Trails, Evergreen, Frontier, Prairie Rose, Turtle Mountain.
 - Province has provided a small amount of monies (\$2,000) to divisions for teacher release time as well as some rural division transportation costs.
 - Support team: Thomas Falkenberg, Grace Ukasoanya, Ken Klassen, Rob Santos, Janet Tomy (Student Achievement Support and Innovation), Sandra Drzystet (Liaison Officer French as a Second Language), Teresa Jones-Dukes (Senior Advisor Innovation to DM and HCMO), Cheryl Chorneyko (Student Mental Health Consultant).

- Teams will meet every 6-8 weeks as a whole group.
- Phase II will include more interested Divisions (year two)
- Phase III will include a report and recommendations (year three).

6. Updates (Ken)

- Attended a conference in Montreal on Staff Well-Being.
- March Journal will be on Well-Being. A wide variety of articles being published, many from Division participating in the pilot project.

***Please note change in committee dates

Subcommittee meeting **January 23rd, 2018 1:00 – 3:00 p.m.** at 7 Oaks Board Office

MASS Mental Health and Well-Being committee meeting held on **February 26th, 2018 1:00 – 4:00 p.m.** at 7 Oaks Board Office.

MASS EARLY CHILDHOOD EDUCATION COMMITTEE

Wednesday, September 27th, 2017

2:00 p.m.

Centre de formation (East wing of École Roméo-Dallaire) 18 Quail Ridge Rd, Winnipeg o
Salle A

Notes

Present: Pauline Clarke, Elaine Lochhead, René Déquier

Regrets : Christian Michalik, Marg Jansen, Carolyn Cory, Greg Maladrewicz

Topic	Discussion	Action/Follow-up	Action Required by
1. Welcome and introductions	List of committee members	Verification of interest of Julie Smerchanski	Pauline
2. Fall members meet – October 6 th	Contact of Rob Santos Topics for conversation at October 6 th members meet	Ask rob to speak to : Calls to action to work with MASS What assessment related to ECE would be. Format of meeting	René
3. ECE Terms of reference	To be reviewed at next meeting		René
4. MASS ECE Priority items. - ECE Position statement paper	To be reviewed at next meeting		
5. Next Steps	Invite ECE members to next meeting dates	Choose date November 3 rd 13h30 Or November 10 th 13h30 <i>November 10th chosen</i>	René

Meeting location – Centre de formation (East wing of École Roméo-Dallaire) 18 Quail Ridge rd, Winnipeg o Salle A

Parking available o Alongside the East side of the administration building,
o Identified LIBRE green signs

MASS Indigenous Education Committee
November 20 @ 10:00 -1:30
Urban Circle Training Centre, 519 Selkirk Ave, Winnipeg

Present: Lorie Henderson (chair), April Krahm, Jonathan Toews, Rob Riel, Christian Michalik, Cathy Tymko and Ken Klassen

Regrets: Dave Swanson

Notes:

1. Tour and Presentation of the Urban Circle – Haven Stumpf, Director

Patti Wandowich (Intake Coordinator) and Haven Stumpf (Director) provided comprehensive introduction to the work and history of Urban Circle and told very moving and compelling personal stories of how Urban Circle has been restorative and empowering for themselves, personally and for many others who attend each year. There is a progression of educational opportunities for their students in cooperation with RRCC, UM, UW and Apprenticeship.

The group then toured the Urban Circle site and the attached daycare.

MASS provided lunch for MASS and the staff and also contributed \$100 to Urban Circle that will be used for the Circle's graduation ceremonies.

2. MASS fall meeting and survey results – to be discussed at the next meeting.
Very few surveys returned – 10.

3. Report from the Inter-organizational meeting held on October 31, 2017 – Ken Klassen and David Swanson attended: (MASS discussion Nov 20 in red)

- There was discussion of making clause 4 and 5 of UNDRIP a common resolution for Ed Partners for next AGM. Ken will bring these clauses to the next meeting for discussion.
- MALS: Helen Settee Robinson gave a brief report on MALS – mentioned the focus groups on teacher recruitment in Thompson, Brandon, Interlake and soon Winnipeg – and the research they are doing in order to be able to apply for NIB grant again. She also mentioned MALS website with resources, reports, etc.
- Winnipeg Accord – MTS has signed on, as have our Metro divisions – there was discussion on whether MASS should join them? Consensus was that we should encourage all school divisions to either join local

accords or collaborate on developing such in their regions – but not to join the Winnipeg Accord where we are already represented by Metro divisions.

- Terry Price shared info on Healing Forest project – there will be a Terry Price and Friends bench – we have raised almost 1500 for that in honour of her retirement.
- Materials – Ken mentioned some Nelson materials picked up at WE, Gerri shared Plain Talks materials s from AFM, Stranger – David Robertson’s latest book, and the recently released Anti-Racism document, Sara shared Gladys’s Story from BCTF. Jonathan Toews brought a copy of Aqueduct for consideration.
- Romeo Saganach is coming on Jan 31 to present to MTS on Bill 262 (UNDRIP) – Sarah is checking if MASS could get him for an hour before our Jan 31 event – to follow up on Kevin Lamoureux presentation. Ken will try to get him for lunch and session on Jan 31.
- Visions of Reconciliation meeting followed – agreed to consider a facilitated session in the future with our group and indigenous partners – with representation from Winnipeg Indigenous Executive Circle – they were at the meeting on October 31.
- Next Interorganizational meeting at LRSD on Dec. 11 at 1:00 p.m.
- Next joint field trip planned – Peguis, May 11, 2018. MASS will participate.

4. Next Meeting

Delta Hotel – January 31, 11:00 a.m. to 2:00 p.m. – possibly with Romeo Saganash



CONFIDENTIAL
EXECUTIVE MEETING MINUTES
Friday, October 13, 2017

In Attendance:	Donna Davidson	President
	Brett Lough	Past President
	Duane Brothers	1 st Vice President
	Cyndy Kutzner	2 nd Vice President
	Verland Force	Director, Metro
	Jason Young	Director, Southwestern
	Keith Murray	Director, South Central
	Julia McKay	Director, North
	Leanne Peters	Director, At-large
Regrets:	Pauline Clarke	Treasurer
	Celia Caetano-Gomes	Director, At-large
	Randy Dueck	Director, South East Interlake
	Susan Schmidt	Director, Metro
In Attendance:	Ken Klassen	Executive Director
	Karen Wohlgemuth	Executive Assistant, Recording Secretary

ITEM	DISCUSSION	ACTION
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CALL TO ORDER

The President called the meeting to order at 9:00 AM and welcomed all present.

1. "BIG IDEA" DISCUSSION (In Camera)

1.1 Feedback and Discussion on October 6th Fall Members Session

1.1.1 General

1.1.2 Rob Santos – Opening words and Early Childhood response

1.1.3 Barry Mallin – Presentation and Alan Hawkins request for written response. The Executive Director will draft a letter for the President to sign.

KEN KLASSEN

MOTION: Duane Brothers moved that MASS submit a letter to Allan Hawkins indicating concern of certification of school psychologists to status of psychiatrist as presented at the Fall Mass Members Session. Seconded by Brett Lough.

CARRIED

- 1.1.4 Kevin Lamoureux – UNDRIP
- 1.1.5 Jamie Wilson – Closing remarks
- 1.1.6 KPMG Report

1.2 Restructuring of MASS Executive

MOTION: Jason (Young or Drysdale?!) moved that MASS By-Laws be amended to two-year terms for President and Vice-President beginning at elections at the Annual General Meeting in May 2018, and the Policy Committee work out details prior to the event. Seconded by Cyndy Kutzner.

CARRIED

2. APPROVAL OF AGENDA

2.1 The President advised there were two additions to the agenda:

- (i) Item 1.1.6 KPGM Report
- (ii) Item 5.5.5 Mentorship Program Update/Protection Orders

MOTION: Julia McKay moved to accept the amended agenda for the October 13, 2017 executive meeting. Seconded by Leanne Peters.

CARRIED

3. ACTION/DECISION ITEMS

- 3.1 The Executive Director (ED) advised the organization “Peace of Mind” has put in a request for a donation. He advised the organization has been given honorarium cheques for presenting at MASS events, but cautioned that as a sponsor, the MASS logo could be used on documentation we do not necessarily endorse. There was consensus to provide Peace of Mind support, but not to be a sponsor at this time.
- 3.2 A request for support by signing a petition on behalf of Strong Accessible Education Standard in Manitoba has been received. The ED advised he had provided a response indicating our support for current standards, and that we would not be adding the MASS signature to it. It was agreed the response was acceptable and no further action is required.

4. UNFINISHED BUSINESS FROM PREVIOUS MEETINGS

- 4.1 The President advised the MASS 2017-18 Priorities have been approved and have been posted to the MASS website for use and sharing.
- 4.2 The President noted the MASS Committee Terms of Reference were included in the meeting package for review by Directors.

5. TABLE OFFICERS' REPORTS and BUSINESS ARISING

5.1 President's Report *(D. Davidson)*

- 5.1.1 The President provided a brief report on the education partners meeting which followed the September 8th Executive meeting. Discussion included future dates and strategy for a meeting with the Minister. She advised the next meeting will be held October 24th and to let her know if there are any items to bring to the meeting for discussion.

5.2 Past-President's Report *(B. Lough)*

- 5.2.1 The Past-President reported nine responses were received to a request for participation in a MASS/Post- Secondary working group. He advised two rural representatives and one from the metro region will be contacted to sit on the working group. A suggestion was made to invite Red River College to get involved. Brett will confirm names of the committee to the Executive Assistant.

5.3 First Vice-President's Report *(D. Brothers)*

- 5.3.1 The First Vice-President advised there is a need for MASS to be more vocal and assertive about its position as advocates when working with other partners in matters such as amalgamations, wastefulness in education administration and who we are as educators.

5.4 Treasurer's Report *(P. Clarke)*

- 5.4.1 The following reports were submitted with the agenda:
- (i) P&L Report as at September 30, 2017
 - (ii) Preliminary Balance Sheet at June 30, 2017
 - (iii) Fall Members Sessional Financial Support

The Executive Director advised the auditor is still working on year end statements and when the audited statement becomes available, it will need ratification.

MOTION: Jason Young moved that the Financial reports be accepted as presented.
Seconded by Duane Brothers.

CARRIED

5.5 Executive Director's Report

- 5.5.1 A copy of the Executive Director's report at October 13th was distributed with the agenda.
- 5.5.2 The Executive Director provided a brief update regarding the CEA Conference and Symposium he attended. He participated in a cross-Canada session for ED's and President's together with Brett Lough, and Duane Brothers joined them for the council meeting as an advisory group to the executive.
- 5.5.3 The Executive was informed that MASS was invited as stakeholder in a Mental Health and Addictions Plan/Multi-Stakeholder validation exercise being conducted by a company called VIRGO Consultants. The ED feels confident the results of the survey will present some real

challenges i.e. a very strong case was made that Child and Youth Mental Health must be front and foremost to the government.

5.5.4 The Executive Director provided updates on the following:

5.5.4.1 MASS will set up the MASS/MTS Scholarship. MTS will put in put in entire MTS share from the 2020 EFA Conference.

5.5.4.2 A CLB/CYB Meeting has been set up with the Province on October 19th which he will be attending.

5.5.4.3 Invitations have been sent out to potential participant of the Wellbecoming working group. There was good response, and now in the selection process working together with the Department and the University.

5.5.4.5 The reception and launch for the Peace Literacy Skills and Leadership workshop with Paul Chappell is taking place on the 18th of October. Information for the DisruptED Conference was sent out the first week in October.

6. COMMITTEE REPORTS AND BUSINESS ARISING

6.1 Standing Committees

6.1.1 **Curriculum Committee** (*R.Dueck*)

The Committee Chair advised a meeting is scheduled for October 19, 2017.

6.1.2 **Finance and Legislation** (*J.Young*)

Minutes from the September 27, 2017 meeting were distributed with the agenda. The Committee Chair advised workplace safety and health inspections are up to date. He also reported the legal advice sought for regarding amalgamation clauses has still not been received.

6.1.3 **Leadership Development** (*S.Schmidt*)

Minutes from the September 29, 2017 meeting were distributed with the agenda. Leadership Development Sessions have been planned and a "Save the Date" memo has been sent out to all members.

6.1.4 **Professional Learning Committee Report** (*L.Peters*)

The Committee report dated October 6, 2017 was reviewed. Discussion followed regarding future work with Simon Breakspear. Consensus was reached to continue working on plans, but to delay action until 2018-19.

6.1.5 **Public Relations/Membership Services Committee** (*C. Caetano-Gomes*)

A meeting is scheduled for November 7, 2017.

6.2 Focus Committees

6.2.1 Mental Health and Wellbeing Committee (*V. Force*)

The Committee Chair reviewed minutes from the September 26, 2017 meeting which were distributed with the agenda.

6.2.2 Early Childhood Education Committee (*P. Clarke*)

There was no report from the Committee for this meeting.

6.2.3 Indigenous Education Committee (*L. Henderson*)

Minutes from the September 11, 2017 meeting were distributed with the agenda.

7.3 External Committees

No reports

8. APPROVAL of MINUTES

The minutes for the Executive Meeting of September 8, 2017 were distributed with the agenda.

MOTION: Julia McKay moved the minutes of the Executive meeting held on September 8, 2017 be approved. Seconded by Cyndy Kutzer. CARRIED

11:30 - 12:00 pm Presentation by Chad Falk, MHSSA

9. INFORMATION ITEMS

The following information items were distributed with the agenda:

- Letter of Appreciation from Jamie Wilson

10. MATERIAL CIRCULATED AT THE MEETING

- Asper Executive Education Program Guide
- Manitoba Chambers of Commerce MBiz Magazine
- MTS Teacher Magazine
- Manitoba Child Care Association Magazine "Child Care Bridges"
- "Parler Cannabis" Magazine
- Thank you card from Anders Boulanger

11. FUTURE MEETINGS

The next executive meeting will be held at 9:00 am on Friday, December 8, 2017 at the Louis Riel Board Office.

12. ADJOURNMENT

The Executive meeting was adjourned at 12 noon.

From: Ken Bain [mailto:ken_bain@cassa-acgcs.ca]

Sent: November 8, 2017 7:51 AM

To: Claire Guy <cguy@bcssa.org>; Veronique Marin <vmarin@lbpsb.qc.ca>; Craig Caldwell <craig.caldwell@gnb.ca>; Anne O'Brien <anne.o'brien@dcdsb.ca>; Ken Klassen <ken.klassen@mass.mb.ca>; Gary Adams <adamsgs@ccrsb.ca>; Ken Bain <ken_bain@cassa-acgcs.ca>; Karen Edgar <k.edgar@tvdsb.on.ca>; Joy Badder <joy@opsoa.org>; Deb Crawford <deb.crawford@st-clair.net>; Curtis Brown <cbrown@ssdec.nt.ca>; Anne Bernard-Bourgeois <abernardbourgeois@gov.pe.ca>; John Kostoff <johnkostoff@ocsoa.ca>; Bill Cooper <bcooper@gov.nu.ca>; Penny Prysuk <penny.prysuk@gov.yk.ca>; Cindy Finn <cfinn@lbpsb.qc.ca>; Colleen Symyrozum-Watt <symwatt.colleen@gmail.com>; Darryl Bazylak <dbazylak@gscs.sk.ca>; Michael Chechile <mchechile@lbpsb.qc.ca>; Mike Borgfjord <mborgfjord@srsd.ca>; Margo Tait <margotait21@gmail.com>; Bronson Collins <bronsoncollins@nlesd.ca>; Brett Lough <blough@sjd.net>; Laura Tonkovic <lauratonkovic@ocsoa.ca>; Metro Huculak <metro.huculak@yk1.nt.ca>; Christopher Fuzessy <cfuzessy@lbpsb.qc.ca>; Darrell Paproski <darrell.paproski@horizonsd.ca>; Barry Litun <barry.litun@cass.ab.ca>; Bill Cooke <executivedirector@saskleads.ca>; Reg Klassen <reg.klassen@fsdnet.ca>; Kevin Kaardal <Kevin.Kaardal@sd23.bc.ca>; Gerald Buffett <geraldbuffett@bellaliant.net>; Monique Boudreau <Monique.Boudreau2@gnb.ca>; Roger Paul <rpaul.fncsf@bellnet.ca>

Subject: CASSA Discussion Paper on Mental Health

Good Morning,

Attached is the final version of the CASSA Discussion Paper entitled "System Leadership in School Mental Health in Canada".

Thank you to the CASSA board for your work and commitment over the past two years as we moved from concept to a final document which I know will be a valuable resource for school system leaders across Canada.

Special thanks to Cindy Finn for her contributions to the paper along with her final edits after its approval at the October board meeting.

Of course, we would like you to send this out to your networks and ask that you encourage its further distribution as appropriate beyond those networks.

Thank you

Ken

Ken Bain
Executive Director
Canadian Association of School System Administrators

ken_bain@cassa-acgcs.ca
#CASSACan

System Leadership in School Mental Health in Canada

Kathy H. Short

School Mental Health ASSIST

Cindy Finn

Centre of Excellence for Mental Health

Lester B. Pearson School Board

H. Bruce Ferguson

Hospital for Sick Children

Our Collective Challenge...

Schools provide an excellent venue for enhancing the social-emotional skills and well-being of Canadian children and youth, and for identifying and supporting the 20% of students who struggle with a mental health problem. Moreover, the school mental health literature is clear in terms of both (1) **what** is needed to support student mental health, and (2) **how** these efforts must be initiated in order to bring evidence-based practices to scale in a sustainable manner across a province, territory or nation.

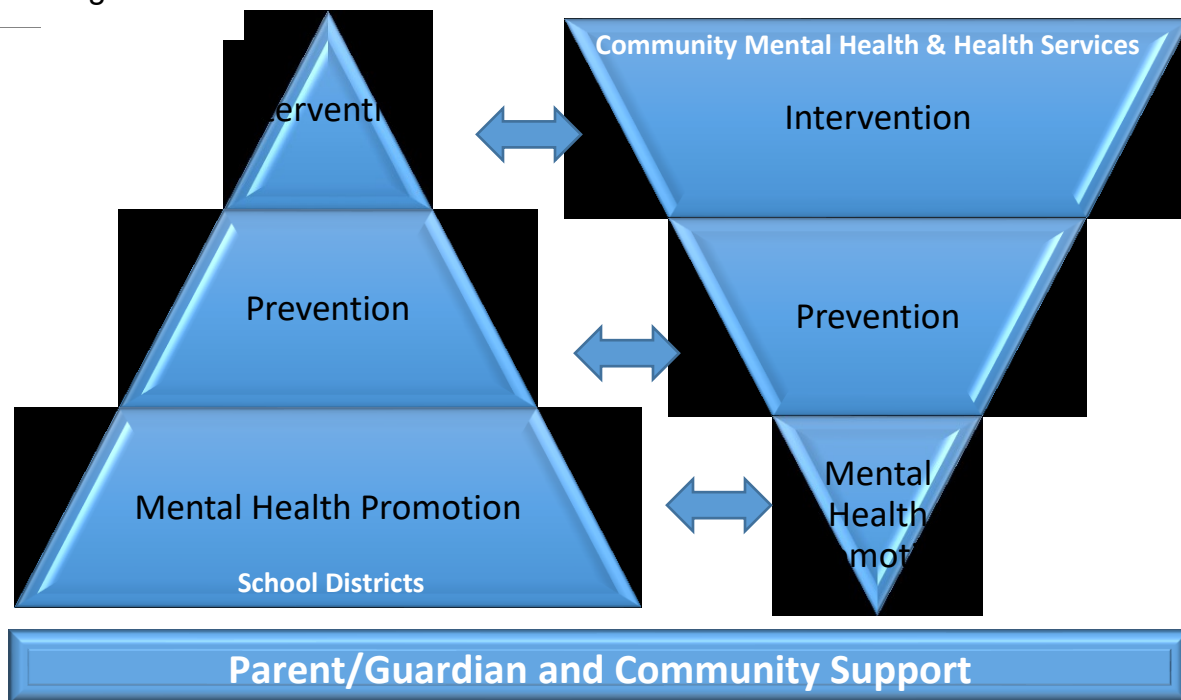
However, research has identified systemic, knowledge, and implementation barriers that prevent the promise of school mental health from reaching fruition in Canada. School system leadership has been identified as a critical mediating influence for addressing these challenges. While there is increasing interest and effort in building educator mental health literacy at the classroom level, less attention has been given to preparing and supporting school and system leaders for their important role in leading mentally healthy schools. In this discussion paper, the Canadian Association of School System Administrators (CASSA) asserts the need for concerted and coordinated support for system leadership in school mental health, and invites input from members and others towards the development of a collaborative capacity-building plan.

A. The Promise of School Mental Health

Mental health is a personal resource that can help individuals to grow and flourish, and to be resilient in times of difficulty. Within the First Nations Mental Wellness Continuum Framework (Assembly of First Nations and Health Canada, 2015), mental health has been associated with hope, purpose, meaning and belonging and is rooted in culture and community. Mental illness, on the other hand, can interrupt well-being and, like physical illness, can arise in response to a variety of biological and social-environmental factors. In Canada, estimates suggest that **one in five** students will struggle with a mental health problem that is serious enough to interfere with their academic and social functioning (Waddell, 2003). Just like physical health, to sustain and optimize mental health requires personal attention and self-care within a broader system of coordinated support.

Schools have an important role to play within this comprehensive system of support, in terms of (1) nurturing the skills, attitudes, knowledge and habits that promote positive mental health, (2) identifying signs of difficulty for students with social/emotional needs, and (3) supporting students to, from, and through mental health care when necessary (Short, 2016). Multi-tiered systems of support that are focused on simultaneously promoting positive mental health for all students, preventing social-emotional difficulties for students at risk, and supporting interventions for those experiencing significant mental health distress have been identified as the most promising model for school-based mental health services (Kutash, Duchnowski, & Lynn, 2006; Stephan, Sugai, Lever & Connors, 2015). To ensure that students receive the right level of service at the right time, these school-based multi-tiered systems must be nested within a broader system of care that includes community partners, as depicted in Figure 1. That is, the role of schools focuses primarily on promotion, prevention, and brief intervention services. Working closely alongside community and health care organizations ensures support for students who need more intensive clinical services (Short, 2016).

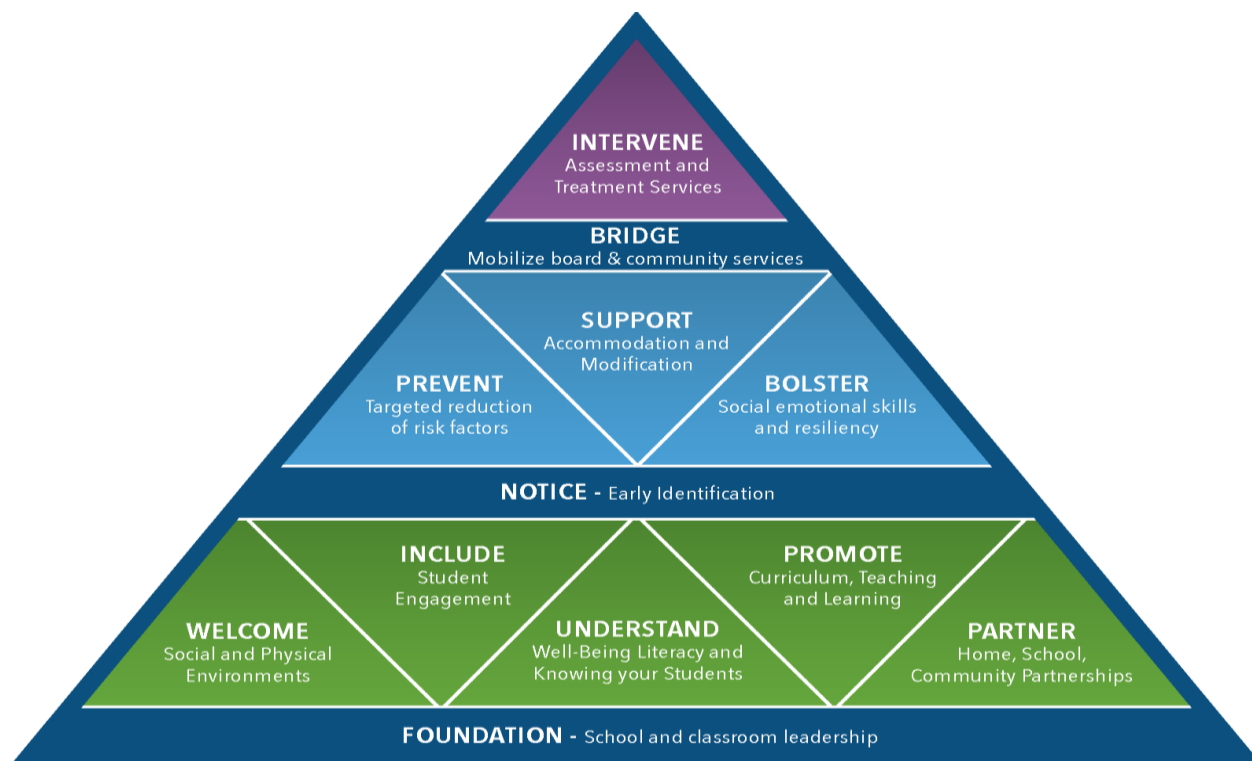
Figure 1.



To further elaborate the role of school and school districts in the system of care, the multi-tiered model outlined in Figure 2 is provided. This model highlights the ways in which schools can promote positive mental health at **Tier 1** (e.g., through creating welcoming and supportive school and classroom environments, engaging student voice and leadership, building understanding about mental health and reducing related stigma), prevent problems from escalating at **Tier 2** (e.g., by working to enhance protective factors and reduce risk factors in classrooms every day and through targeted preventive services led by school mental health professionals), and provide specialized brief assessment and intervention services at **Tier 3** (e.g., psychological and social work services, specialized support programs). This model echoes a comprehensive school health approach at Tier 1 (Joint Consortium for School Health, 2013), but extends this to include evidence-based prevention and intervention services for students at greater risk.

Figure 2.

Multi-Tiered System of Support in Schools



Models depicting multi-tiered systems of support are rooted in a strong evidence base. There is a rich literature on “what works” in school mental health (SBMHSA Consortium, 2013). For example, at Tier 1, recent systematic reviews have pointed to the important role of social emotional learning (SEL) for enhancing psychological and academic outcomes (Durlak et al., 2011). Systematic skills instruction for enhancing social relationships, coping with stress, and regulating behavior has also been shown to yield a substantial return-on-investment, with estimates from the United Kingdom suggesting that for every 1£ spent, an 86 £ yield can be expected (Knapp, McDaid, & Parsonage, 2011; Roberts & Grimes, 2011). Explicit SEL instruction is a key part of Tier 1 programming in support of student mental health and wellbeing.

In a similar manner, school-based prevention and intervention services at Tier 2 and 3 have received considerable research attention. Approaches that favour targeted cognitive-behavioral skill development have been shown to address mild to moderate internalizing and externalizing problems at school (SBMHSA Consortium, 2013; Santor, Ferguson & Short, 2010). There are many evidence-based programs available and in use across Canada to support prevention and intervention in schools (SBMHSA Consortium, 2013). Several research groups are engaged in studies related to assessing the impact of programs designed to build skills and reduce risk behaviors amongst Canadian students (e.g., Burke & Loeber, 2014; Crooks et al., 2015; Leadbeater & Sukhawathanakul, 2011; Schonert-Reichl et al., 2015). In addition, there are several intermediary groups that provide support to assist schools and school districts as they work towards bringing this aspirational multi-tiered model to life. Overall, Canada has a wealth of resource in the area of school mental health, and is increasingly being recognized as a leader in this work (Weist, Short, McDaniel, & Bode, 2016; Weist et al., in press).

Listing of Intermediary Groups and Related Resources

The following Canadian groups can be a resource for school system leaders:

The Joint Consortium for School Health has created a number of high quality resources that are focused on Tier 1 supports for enhancing positive mental health (e.g., [Positive Mental Health Toolkit](#)). Similarly, PHE Canada and Western University have recently launched a national on-line resource, [Teach Resiliency](#), to help to enhance teacher knowledge related to supporting mental health at school. Another on-line repository, the [Social and Emotional Learning Resource Finder](#) from the University of British Columbia, provides an excellent listing of Tier 1 resources for educators. Groups like [TeenMentalHealth.org](#), The [ABCs of Mental Health](#), [Centre for Addiction and Mental Health](#), and [About Kids Health](#) provide resources related to mental health and mental illness for educators and parents. There are also several intermediaries working in innovative and meaningful ways with young people to enhance mental health awareness (e.g., [jack.org](#), [The New Mentality](#), [MindyourMind](#), Registered Nurses Association of Ontario [Youth Mental Health Champion Toolkit](#), [Joint Consortium for School Health Youth Engagement Toolkit](#), and [Kids Help Phone](#)). Two provinces have also created implementation support teams to help school boards to design and enact comprehensive strategies for enhancing student mental health. In Ontario, [School Mental Health ASSIST](#) provides leadership, resources, implementation coaching, and a community of practice in an effort to build coherent and sustainable systems for evidence-based school mental health across the provinces 72 school districts. Similarly, the [Centre of Excellence for Mental Health](#) within Lester B. Pearson School Board was created to develop capacity among the ten English school boards across Quebec, assisting schools in the implementation of best practice approaches in prevention, intervention and research in the field of mental health. Finally, [WellAhead](#), an initiative of The J.W. McConnell Family Foundation, works to identify and mobilize best practices in well-being promotion in Canada. This organization tests innovations using social lab technology, and creates platforms for learning and exchange to advance excellence school-based well-being promotion. WellAhead has outlined key learnings from its first phase of work in British Columbia that can be instructive for other Canadian jurisdictions.

B. The Challenges We Share

In spite of this growth and momentum in school mental health in Canada, a national commitment and coordinated plan of action has been lacking. In the absence of a clear pan-Canadian strategy and systematic supports, it is difficult to leverage the pockets of excellence to ensure equal access of high-quality evidence-based school mental health promotion and prevention programming across all jurisdictions. Unfortunately, alongside the valuable contributions noted above, there are also many programs, resources, and services presented to Canadian schools that are not rooted in evidence (Manion, Short, & Ferguson, 2013; Short, Ferguson, & Santor, 2009). Purveyors routinely approach school boards and schools with products and speakers and it is difficult for busy education professionals to discern and select appropriate high-quality supports in this complex area of work. In addition, even when excellent evidence-based programs are selected, these are difficult to embed, scale-up, and sustain for a number of reasons. A national survey of schools and school boards revealed that there are specific impediments preventing the wide uptake and maintenance of school mental health promotion and prevention programming (Manion, Short, & Ferguson, 2013). These challenges fall into three main categories:

1. **Systemic Challenges** – insufficient organizational architecture to provide the necessary foundations for effective practices in school mental health at the district or school level (e.g., lack of common language, protocols, role clarity, leadership teams, strategy alignment, cross-sectoral collaboration).
2. **Knowledge Challenges** – shortcomings in mental health literacy and capacity within school boards across Canada (e.g., lack of educator knowledge, skills, and confidence related to identifying student concerns, providing ongoing support and/or offering student instruction related to mental health as part of curriculum).
3. **Implementation Challenges** – limitations related to access, alignment, and logistics that interfere with seamless uptake of evidence-based practices (e.g., as evidence-based manualized programs are costly to adopt, adapt, and implement with fidelity, they are rarely offered to scale in a sustainable manner).

To make a collective impact on these areas of challenge requires coordinated and systematic effort within and across districts and provinces. School system leaders have a critical role in supporting this work, but to date there has been a lack of national leadership and related resource development in this regard. As the Canadian organization representing school system leaders, the Canadian Association of School System Administrators (CASSA) is well-positioned to take a central role in assisting school board leaders to address the challenges that hinder the promise of school mental health in Canada.

C. The Role of the School System Leader

With the assistance of targeted resources and tools, school system leaders can develop the capacity for addressing systemic, knowledge, and implementation challenges in their district so that school mental health practices can be used optimally to reach every student. In response to systemic challenges, the school system leader has a critical role in establishing the **organizational conditions** that are foundational for effective practices in school mental health. A list of these conditions can be found in Figure 3, and more information about each of these elements can be found [here](#). A reflection tool is offered in Appendix A, to allow for self-assessment of each of these conditions.

Figure 3.

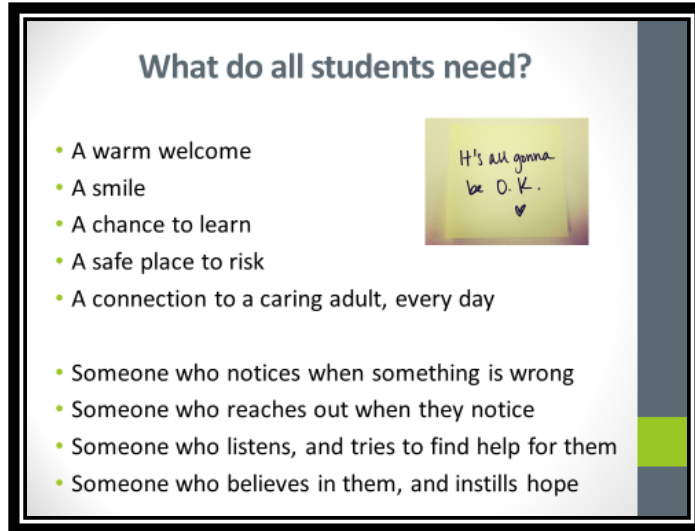
List of Organizational Conditions Foundational to Effective School Mental Health

1. **Commitment**
2. **Mental Health Leadership Team**
3. **Clear and Focused Vision**
4. **Communication and Shared Language**
5. **Assessment of Need and Capacity**
6. **Standard Processes**
7. **Systematic Professional Learning**
8. **Mental Health Strategy and Action Plan**
9. **Broad Collaboration**
10. **Ongoing Quality Monitoring**

All members of the district executive team can support the development and maintenance of these conditions, and can demonstrate their commitment to this agenda in their public discourse, support to school teams, professional development offerings, and school visit monitoring cycles. In many ways, this mirrors the facilitative and instructional leadership that is now recognized as essential for creating cultures for ambitious learning (Bryk et al., 2010; Fullan, 2015). As the thoughtful introduction of school mental health into academic life in many cases involves change and growth, systemic thinking, and systemic leadership, is critical for ensuring success for all schools, for all students (American Association of School Administrators, 2008; Fullan, 2006). Moreover, mechanisms for change uptake identified within the implementation science literature can be applied fruitfully to leadership in school mental health (Fixsen et al., 2005).

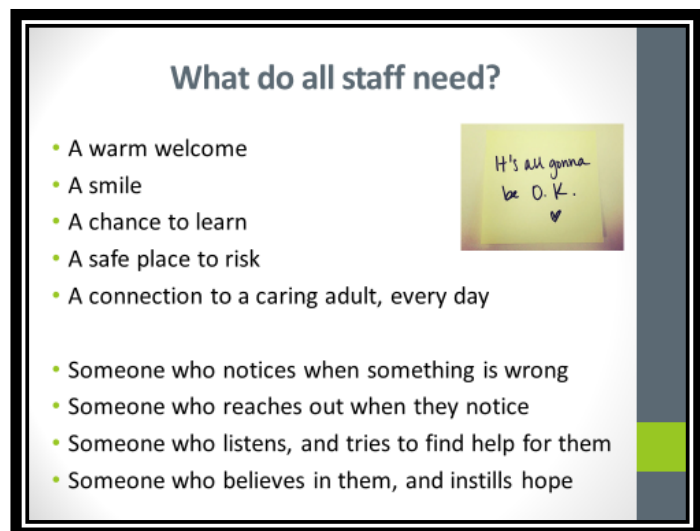
Applying this transformational leadership approach to school mental health is a natural step, but because many of the fundamental structures and processes for effective practice in this area are not consistently well-developed in Canadian schools and school districts, this may reach beyond the current expertise and comfort of system and school leaders. Further, while the organizational conditions outlined above are rooted in familiar constructs, there are nuances and essential elements that require special consideration (e.g., development of a district suicide prevention, intervention, and postvention protocol and related communication and training to ensure that all staff are adequately prepared if faced with a situation involving suicidal behavior). Mental health and mental illness are complex topics and while most education leaders recognize the importance of mental well-being to the achievement agenda, many feel ill-prepared to provide support and leadership in this area (Intercamhs and International Confederation of Principals, 2008).

In response to such knowledge challenges, there is a need to build system and school leader **capacity** for leading mentally healthy schools and districts. This includes (1) building basic mental health literacy, so that leaders can serve as a resource to staff on



this topic. Understanding ways to support student mental health, to recognize signs of difficulty, and to provide support to vulnerable students is essential for ensuring high-quality practices in schools. School system leaders need to have fundamental knowledge in this area so they can support effective decision-making at the system and school level.

This basic knowledge can also help system leaders to model and promote self-care and well-being amongst staff. There is data to suggest that school leaders are under considerable stress in their role, and that they are frequently inattentive to their own well-being (Riley, 2014). When system leaders signal a norm towards collective well-being, and model self-care and resiliency in their own practice, this can contribute to school leader wellness and their own modeling of self-care for school staff.



In addition, school system leader capacity involves (2) demonstration of a set of leadership skills that are particular to supporting board and school-level organizational conditions for effective practices in school mental health. This skillset draws upon foundational leadership capacities related to vision-setting, team-building, communication, strategic planning, systemic professional learning, and progress monitoring. In addition however the school system leader is called upon to provide specific organizational guidance related to, for example:

- alignment of the mental health and well-being strategy with the overall board plan,
- integration with other provincial initiatives,
- role and team structures,
- meaningful collaboration with local community and health partners,
- evidence-based mental health investments, and
- progress monitoring, reporting and accountability.

At times, because families sometimes approach district leaders with concerns and questions, system leadership also extends to supporting parents and caregivers with high-quality information about mental health, mental illness, and related board and community services. Ensuring that the school and district pathways to, from, and through services is clearly articulated for staff and students and their families is a key part of the school system leader role. In summary, system leader capacity includes the development of a leadership skillset that facilitates effective school mental health practices, including deep knowledge of the organizational conditions and how best to tailor and implement these within the local context.

Further, in cascading fashion, system leaders have responsibility for ensuring access to similar levels of professional learning in this area for school leaders, to ensure basic mental health literacy across schools, and to support the strong foundation of conditions at the school level. School leaders are instrumental in establishing welcoming and inclusive school climates that are conducive to student social emotional learning and development and contribute to their sense of safety and belonging. They promote staff well-being and capacity, and often play a significant role in mobilizing supports for

students exhibiting a mental health problem. Ongoing professional learning for principals and vice-principals to support this foundational work ensures a confident and skilled school leader workforce.

It should not be presumed that system and school leaders have existing capacity related to mental health leadership. Professional learning opportunities are needed to ensure that all Canadian system and school leaders have access to high-quality training and coaching on basic mental health literacy and on mental health leadership skill development. Intermediary organizations with expertise in school mental health and system change can play a supportive role in ensuring consistency and coherence in the development of organizational conditions across Canadian school districts (Short, 2016). Resources like [Leading Mentally Healthy Schools](#) can offer a starting place towards leadership capacity-building.

Finally, in addition to supporting the development of conditions and capacity, school system leaders have a role in facilitating the **ongoing implementation** of effective school mental health practices. This may involve providing technical, policy, or financial assistance to support the uptake of evidence-based mental health promotion and prevention programming and services that are initiated by the district mental health and well-being leadership team. The school system leader with responsibility for mental health is well-positioned to oversee the initial assessment of needs and resources across schools, to become familiar with evidence-based, implementation-sensitive programming, and to determine the best places for investment to ensure that schools offer universal mental health foundations, and specific preventive supports for those students showing signs of difficulty. Adequate training and ongoing coaching to ensure implementation of high-yield programming to good levels of fidelity also falls within the portfolio of the school system leader. In some boards, leadership, capacity-building and ongoing coaching/supervision may require the use of technology and web-based supports because of a large geography. At the district level, monitoring and reporting progress is part of the continuous quality improvement cycle led by the system leader.

D. CASSA Review and Analysis

Recognition that schools can play a critical role in supporting student mental health requires that consideration be paid to how larger organizational structures such as school boards or districts can facilitate the delivery of mental health services.

Increasingly, school-based mental health has become an issue of national importance for school system leaders. In late 2015, CASSA identified school-based mental health as a national priority item and began to take steps to address this pressing need.

In February 2016, the CASSA Board of Directors met to discuss the current state of school mental health in Canada. The goals of this working session were to (1) gain an understanding of school mental health initiatives in progress in each province and territory; (2) learn about the system conditions for effective school mental health practice by studying the work done in one province to date (Ontario); (3) reflect on the implications of system leadership with regards to mental health and (4) create a series of recommendations for further action. Over the course of a day and a half, school system leaders from seven provinces and two territories shared ways in which school boards and districts are tackling matters related to youth mental health. At the close of these meetings, it was agreed that school mental health would continue to be a high priority item for CASSA.

In July 2017, CASSA's annual conference featured the theme: *Healthy Schools, Healthy, Communities, Healthy Future*. A key feature of the conference was a panel discussion on the state of school mental health in Canada. This session provided an opportunity for system leaders from Prince Edward Island, Quebec, Ontario, Manitoba, Saskatchewan, Alberta, and the Northwest Territories to share what policies, plans, and practices are in place in various jurisdictions.

From these discussions, a national portrait emerged to indicate that while it is clear that mental health is a stated priority in most provinces and territories, there are significant variations in the ways in which this issue is being addressed among children and youth in Canada. In some jurisdictions, there has been considerable attention paid to the

development of strategic approaches to bringing mental health services into the schools, such as the School Mental Health ASSIST initiative in Ontario and the position paper of the Manitoba Association of School Superintendents (2015) calling for the development of a comprehensive mental health framework for students. It was also clear from the dialogue that in many places across Canada, departments or ministries of education are joining forces with other departments or ministries overseeing health, social services, families and early child development services to create initiatives that respond to the mental health needs of youth. Consequently, at the moment there exists a patchwork of policies, strategies, and action plans that vary among and between Canadian provinces and territories.

CASSA has made a commitment to draw attention to these disparities and to begin a process that will build capacity throughout the country by focusing on what school systems can do to realize the promise of school-based mental health services. CASSA's next steps are to further define the scope of this work and create an action in this regard.

E. Summary

School mental health is a burgeoning area of emphasis in schools across Canada, and increasingly, school system leaders are asked to provide guidance and coherence to enhance student and staff well-being. There is, however, a gap in support for capacity building in this area. CASSA is interested in exploring how, as a national organization supporting school system leaders, it might offer related information and resources. This discussion paper was intended to stimulate a national dialogue and invite input so that system leaders can move forward in better responding to the collective challenge.

Appendix A.

A. Organizational Conditions for Effective School Mental Health

*In 2011, School Mental Health ASSIST introduced the notion of **organizational conditions** for effective practices in school mental health and addictions. That is, there are certain system-level elements that, when in place, serve to accelerate high-quality work related to student mental health (e.g., having a board mental health leadership team, a clear and shared vision, protocols for supporting vulnerable students). Using the scale below, you may wish to reflect on your board's current stage of implementation within each of the ten domains listed.*

- 0 **Awareness / Contemplation** (e.g., no work in the area, board may be considering action)
- 1 **Exploration** (e.g., reviewing the literature, scanning the work of others, considering options)
- 2 **Installation** (e.g., mobilizing people, getting approvals, vetting drafts)
- 3 **Initial Implementation** (e.g., piloting in a few places, trying out parts of the activity)
- 4 **Partial Implementation** (e.g., revising based on initial feedback, enhanced piloting)
- 5 **Full Implementation** (e.g., scaling up to board level, final versions, broad communication)
- 6 **Sustainability** (e.g., embedded in a district culture, extended to specific populations)

Note: The “fit” of the scale may not be perfect for each item. As a guide, a rating of 0 indicates that no work or activity in this area has taken place; 1 or 2 indicate initial stages of planning; 3 or 4 indicate that you are starting to put the ideas into effect in this area; 5 or 6 indicate that the area is well underway, has had some evaluation and is a practice integrated into the regular work of the Board.



As a School Board we...		0	1	2	3	4	5	6
Commitment	have a senior administration team that understands and enacts their role in supporting organizational conditions for effective school mental health practices							
	have a senior administration team that brings alignment and coherence to mental health and well-being initiatives so that these pursuits integrate well with other board priorities							
	have a senior administration team that understands the wider community mental health system and can articulate the role of the school board, and school board professionals, within the system of care							
	have at least one senior administrator with dedicated responsibility for mental health and addictions							
	have at least one senior administrator that consistently attends mental health leadership meetings and community mental health planning meetings							
Mental Health Leadership Team	have a multidisciplinary, multi-layered district-level mental health leadership team that is focused on student mental health and addictions							
	have established and adhere to a clear terms of reference for the board mental health leadership team							
	have all of the right people at the board mental health leadership table (in terms of expertise, influence, relationships, representation)							
	meaningfully engage family and youth voice at the leadership team level							
	have meaningful liaison with board approved community partners							

As a School Board we...		0	1	2	3	4	5	6
Clear and Focused Vision	collaboratively created a vision for student mental health, in consultation with key stakeholders within the board and community							
	have kept the vision aspirational, but also focused, contextualized, and the basis for decision-making about student mental health in the board (i.e., when we aren't sure what to do, we remind ourselves of our vision)							
	have senior administration team and trustee endorsement of the vision for mental health							
	have a vision for student mental health that is explicitly aligned with the Board Improvement Plan							
	have a plan for re-visiting the vision as part of the Strategy development process, every three years, to ensure it remains relevant							
Shared Language	have a consistent communication plan related to student mental health and addictions							
	communicate the Board's vision and strategy for school mental health across departments and schools							
	communicate the Board's vision and strategy for school mental health across the wider community, respecting diversity and knowledge needs							
	provide opportunities for input related to the board's directions for student mental health							
	resolve differences in use of terminology with schools and community partners in respectful ways							

As a School Board we...		0	1	2	3	4	5	6
Assessment of Capacity and Resources	have collected school by school resource mapping data to inform the district mental health strategy							
	have consulted with a range of board stakeholders to hear different perspectives about strengths, needs, and priorities in the area of student mental health and addictions (including youth and families)							
	have consulted with a range of community stakeholders to hear different perspectives about strengths, needs, and priorities in the area of student mental health and addictions within the community							
	have reviewed board, community, and provincial data to help to identify areas of focus (e.g., Safe Schools/School Climate Survey)							
	have updated initial assessment data (resource mapping, consultation, etc.) to inform refinements to the district mental health strategy and action plan							
Standard Processes	have clear descriptions of roles and services available within the school board re: student mental health and addictions							
	have clear pathways for vulnerable students to, from, and through care that are understood by staff, students, families and community partners							
	have up-to-date protocols for life promotion/suicide prevention, risk management intervention, and postvention							
	have protocols in place for the selection of mental health promotion and prevention programming in schools							
	have protocols in place for the selection of youth and family engagement / mental health literacy strategies							

As a School Board we...		0	1	2	3	4	5	6
Professional Learning	cascade professional learning in ways that ensure that all levels of the system are supported with knowledge about mental health and addictions							
	ensure that content provided in workshops, written materials, recommended websites, etc. is based on current research-informed knowledge and is appropriate and respectful of diversity in our community							
	Include emphasis on staff well-being and self-care in professional learning, and through ongoing support							
	avoid one-off presentations from outside experts as the sole vehicle for knowledge sharing							
	support board mental health professionals who serve our most vulnerable students with expertise level training							
Mental Health Strategy / Action Plan	have a written 3-year district mental health strategy, and a written mental health action plan for the current year							
	have the full support of the mental health leadership team, senior administration council, and the Board of Trustees for the written strategy and action plan							
	have a limited number of specific and achievable priority areas per implementation cycle							
	focus first on organizational conditions, then staff capacity building, then on selection of mental health promotion and prevention programming							
	consider the needs of specific vulnerable populations in our community in our mental health strategy and action plan							

As a School Board we...		0	1	2	3	4	5	6
Collaboration	build respectful and trusting relationships within the school board for collaborative discussions amongst staff							
	build respectful and trusting relationships for mental health specific conversations with students and families							
	build respectful and trusting relationships with community partners, including those who serve specific populations							
	use a co-creation and decision-making model that includes inviting key stakeholders into conversations about resources and services that affect them							
	have done our part in supporting system coordination by assessing internal strengths, needs, and roles and contributing to the community planning process							
Ongoing Quality Improvement	share findings of the board mental health surveys with the mental health leadership team and other key stakeholders to assist with decision-making about priorities and goals in the area of student mental health and well-being							
	review and share findings from other board, local, and provincial datasets that may be helpful in understanding student voice in the area of mental health and addictions							
	include progress indicators in the annual action plan and within implementation cycles so we know the degree to which we are reaching our goals							
	use sound measurement tools to monitor staff/student outcomes							
	understand and use ethical guidelines for data collection at school							

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Begin forwarded message:

From: Jess Klassen <jess@policyalternatives.ca>

Date: November 23, 2017 at 2:53:23 PM CST

Subject: MRA Meeting Minutes and Next Steps

Hello,

This past Monday we had a great meeting with community partners about the Manitoba Research Alliance's upcoming grant application to SSHRC. Thanks to those of you who were able to attend and participate! The minutes of the meeting are attached. We ran out of time to hear back from all of the table discussions, so you can read about these discussions in the minutes.

If you have any further ideas for research directions, please let us know and we'll do our best to incorporate them into the grant application. This is a Partnership Grant, meaning a collaboration between academics and community organizations. We want to hear from you!

Next Steps:

- **By January 15, 2018: If organizations and academics are interested in being involved in the MRA's upcoming [Partnership Grant Letter of Intent](#), please contact Jess Klassen (jess@policyalternatives.ca). A SSHRC link will be sent to you via email, where you can input basic information on your organization / academic faculty, and upload a letter of support.**

- Stage 1 - February 15, 2018: Partnership Grant Letter of Intent due. Applying for \$20,000 to prepare Formal Application.

- June 2018: Receive results.

- Stage 2 - November 2018: If successful in stage 1, the MRA will submit a Formal Application for a Partnership Grant. Applying for \$2.5 million over 7 years.

Thank you for your work and continued support! We look forward to hearing from you.

Jess Klassen
Administrator - Manitoba Research Alliance

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Manitoba Research Alliance
Partners Meeting Minutes – November 20, 2017
WestEnd Commons 9-11am

Attendees:

1. Matt McLean – CUPE 500
2. Jesse Hajer – CCPA Research Associate, UofM sessional instructor
3. Wendy McNab – First Nations Health and Social Secretariat of Manitoba
4. Karen Schlichting – CCPA Manitoba
5. Jesse Gair – Daniel MacIntyre/St. Matthew's Community Association
6. Sara Atnikov – CCPA Manitoba
7. Greg MacPherson – West Broadway Development Organization
8. Terra Johnston – Canadian Mental Health Association
9. Sarah Leeson-Klym – Canadian CED Network
10. Jim Silver – University of Winnipeg Department of Urban and Inner City Studies, MRA research stream head
11. Shereen Denetto – Immigrant and Refugee Community Organization of Manitoba
12. Jill Bucklaschuk – Post-Doctoral Fellow at University of Guelph, CCPA Research Associate
13. Benjamin Simcoe – Spence Neighbourhood Association
14. Sue Mukwa - Ojijiita Pimatiswin Kinamatwin
15. Bobbette Shoffner – Mount Carmel Clinic
16. Andrew Woolford – University of Manitoba, Department of Sociology
17. Vicki Sinclair – Manitoba Association of Newcomer Serving Agencies
18. Stephanie Ross – North End Women's Centre
19. Jamie Koshyk – Red River College
20. Rachel Cherette - United Way
21. Elyssa Warketin – University of Manitoba, Research Facilitator
22. Ee-Seul Yoon – University of Manitoba Faculty of Education
23. Scott McCollough – Institute of Urban Studies, University of Winnipeg
24. Marleny Bonnycastle – University of Manitoba, Faculty of Social Work
25. Benita Cohen – University of Manitoba, Faculty of Nursing
26. Art Ladd- BUILD
27. Elizabeth Comack – University of Manitoba, Department of Sociology, MRA research stream head
28. Mel Hiebert – Food Matters Manitoba
29. Josh Brandon – Social Planning Council of Winnipeg
30. Chantal Fiola – University of Winnipeg, Department of Urban and Inner City Studies
31. Shauna MacKinnon - University of Winnipeg, Department of Urban and Inner City Studies, MRA research stream head
32. Lynne Fernandez – MRA Project Coordinator, CCPA Manitoba – Errol Black Chair in Labour and Acting Director

33. Denisa Gavan-Koop – Here and Now: The Winnipeg Plan to End Youth Homelessness
34. Owen Toews – University of Alberta Post-Doctoral Fellow, CCPA Research Associate
35. John Loxley – University of Manitoba Department of Economics, MRA Principal Investigator and research stream head
36. Jess Klassen – MRA Administrator
37. Irene Nordheim – Louis Riel School Division
38. Darcy Cormack – Louis Riel School Division

Minutes:

History on MRA and SSHRC grants – John Loxley and Lynne Fernandez

The Manitoba Research Alliance has held 3 SSHRC grants

1. CED and the New Economy
2. CURA – geared toward cooperation between academics and community groups
3. Partnership Grant – current grant, ending February 28, 2019

Structure and Functioning of the MRA

- The MRA is hosted at CCPA Manitoba, with MRA reports largely being published through CCPA dissemination channels. Other knowledge mobilization occurs through: public presentations, academic journal articles and conferences, documentaries and videos, and opinion editorials.
- The Research Committee is the administrative body of the MRA and meets monthly; this group makes funding decisions on behalf of the MRA.
- Members of the Research Committee include the Principal Investigator, the four research stream heads, MRA staff members, CCPA Executive Director, academics, and community representatives.
- The four research streams headed by academics are:
 - o Housing and Neighbourhood Revitalization – Jim Silver
 - o CED – John Loxley
 - o Education, Training, and Capacity Building – Shauna MacKinnon
 - o Justice, Safety, and Security – Elizabeth Comack

Benefits to Partners – Shereen Denetto, IRCOM

- IRCOM is approached on a monthly basis to conduct research, and there is a lot of interest in research at IRCOM. With the MRA, board and staff are able to meet with the researcher, inform the research questions based on trends in the field, and receive documentation on IRCOM's history and work.
- Benefits to IRCOM – hard data to attach to funding proposals, non-profits do not have the capacity to collect this data; this research supports IRCOM's goal as a learning organization, helps to improve service delivery; research assistants were hired within the community; IRCOM

now has a written comprehensive history of the organization; the reports are user-friendly; the research supports IRCOM in policy development and change; the partnership has been effortless and smooth.

Direction of the Future Grant – John Loxley

The MRA has met with academics to provide a general framework for the research direction of the Letter of Intent due February 2018. This direction builds on the work of previous grants, and is malleable depending on the input and feedback from community organizations.

Potential research questions:

- Why is complex, racialized poverty so persistent?
- How does public policy affect low-income communities, and how can social and political power be better accessed and used by those communities to produce positive change?
- How can the effective, community-based solutions we have identified and theorized be scaled-up and implemented more broadly?
- How is this possible in a political context shaped by settler colonialism and racism, when a deep commitment to neoliberalism and austerity prevails?

Description of Research Streams – History and Future Directions

1. *Education, Training, and Capacity Building – Shauna MacKinnon*
 - Measurement and evaluation is an ongoing issue for CBO's, and has been a focus of this research stream – work done with CLOUT, continuing on with Indigenous Learning Circle, current provincial government is having an impact in this regard (eg. NPO strategy, value for money)
 - ATEC (MRA research committee member) is a training hub in Nelson House that has developed a CED model up north. A longitudinal research project with this partner is ongoing.
 - CCPA's annual State of the Inner City reports funded through this stream
2. *Justice, Safety, and Security – Elizabeth Comack*
 - Study the impact of navigating multiple systems in peoples' lives
 - Have researched the challenges of criminalized men and women in reintegrating into society from prison
 - Multiple student theses and dissertations have been funded through this stream (eg. *Street Gangs in Winnipeg: Inner-city Youth Prevention Programs as Sites of Resistance?*)
 - The role of child welfare in the justice system needs to be further explored
 - TRC call to action to reduce over-incarceration of Indigenous people needs to be central to further work
3. *Housing and Neighbourhood Revitalization – Jim Silver*

- Many neighbourhood-focused research projects have been organized and funded through this stream - examining problems, strategies, and what CBOs are doing
 - Community researchers continually hired, which is beneficial to community members by providing training and wages
 - A lot of good research on Manitoba Housing – Lord Selkirk Park is a key example. Check out the new documentary called [A Good Place to Live](#)
 - A new project with Louis Riel School Division highlights that many students live in Manitoba Housing in dire living conditions
 - 3 longitudinal housing projects ongoing with WestEnd Commons, IRCOM, Welcome Place
 - Poor Housing: A Silent Crisis – a book edited by Jim Silver and Josh Brandon that compiled 15 MRA projects into chapters on low-income housing
 - Going forward – a focus is needed on the private market – most low-income people live here
4. *Community Economic Development – John Loxley*
- This stream has sponsored over 40 projects
 - [Preserving the History of Aboriginal Institutional Development in Winnipeg](#) – recorded histories of Indigenous institutions in Winnipeg.
 - Research has focused on: living wage; off-reserve poverty trends; food security and food sovereignty in relation both to newcomers and Indigenous communities; hydro development and impacts on Indigenous communities; Northern Manitoban economies, financial inclusion and Indigenous people; gambling on First Nations; Social Impact Bonds
 - Recent major report - [Cost of Doing Nothing: Missing and Murdered Indigenous Women and Girls](#), published with AMC
 - Major set of research projects being planned in Thompson focusing on Indigenousization of Thompson in various ways
 - Future grant: how CED organizations are adjusting to the new political reality in Manitoba; urban reserves and local social enterprises run by Indigenous groups; look at link between Indigenous and non-Indigenous economies, there are migratory links which are strong but varied, flows of human resources and capital, impact of migration on both receiving and home communities; incidence of poverty and its effects; newcomer settlement; reducing the number of Indigenous children in care – over 11,000 currently.

Table Discussions with Community Partners

1. Housing and Neighbourhood Revitalization

(Jim Silver – research stream head, Stephanie Ross, Shereen Denetto, Scott McCollough, Jill Bucklaschuk, Benjamin Simcoe, Josh Brandon, Denisa Gavan-Koop, Owen Toews, Jess Klassen)

- Research possibilities on private market housing
 - o Who owns this housing?

- Community-based orgs are good conduits for connecting with people in private housing
 - What challenges are tenants experiencing? What challenges are landlords experiencing?
- Structural discrimination around private housing – both refugee families and Indigenous families. IRCOM hears from Indigenous families that refugees are getting the housing. Shereen suggests talking to New Journey Housing - they have a good handle on private market housing, have mentioned at the MANSO conference that more research is needed in the private market.
- SNA is grappling with putting people in inadequate housing that is run by exploitative landlords.
- IUS has done research on rooming houses, in partnership with MRA – there are structural factors that stop landlords from improving their locations (zoning, fire regulations). It is so expensive to do improvement that the landlords won't do it; some landlords want to provide better housing but it wouldn't be financially feasible.
- SPCW is involved with a tenant's association starting in West Broadway. Most people in this group are in private housing. Main themes they're hearing are: above guideline rent increases, poor maintenance, and continuous problems with pest infestations.
- Above guideline rent increases – there are ways that landlords can raise rents above guidelines any time they want (if they own fewer than 3 units they're not subject to these guidelines, so landlords break up their properties into a number of corporations). Complaint backlog at RTB is over 1,700(?) files. IUS is doing MNPH's guideline for end of operating agreements.
- RentAssist – how does this fit into the housing landscape? It's geared toward private market. WestEnd Commons research project has documented the tenuous balance between Median Market Rent suites and access to Rent Assist. Due to the restrictions to Rent Assist introduced in July 2017, one tenant no longer qualified for Rent Assist. This tenant was forced to quit full-time post-secondary and move up North with family. Real implications from policy decisions.
- Conversions of apartment buildings into condos to flip them is starting to affect the availability of apartments (Corydon eg.). Landlords flip and make all the profit at once, reducing numbers of affordable units. New Stats Can data tells how many units have been flipped. Where is this money being invested?
- Cost of youth homelessness deserves further research attention. If there is investment up front through prevention, it's much cheaper than when youth are entrenched in the streets. A Winnipeg based study on the cost of youth homelessness could focus on costs to services; costs to Ray, costs of implementing prevention in schools; costs of housing.
- Precarious housing needs to be a research focus – a lot of work (and HPS funding) focuses on chronically and episodically homeless people. This is

a relatively small number of people, compared to those in precarious housing that is barely affordable.

- Inclusionary Zoning – IUS is getting calls from around the country to see if they're doing work on this. The MRA has a paper coming out on IZ.
- Research needed on the total cost of poverty in Manitoba
- "Prevention" is the key word that encapsulates all of the other systems that contribute to housing precarity and homelessness
- HPS's official stance is to 'end' homelessness – can this really happen?
- Universal housing – we have universal healthcare, how did we get there? We could learn from the structure of how universal healthcare works – federally funded, provincially run. Universal healthcare was a massive anti-poverty initiative.
- National Housing Strategy will be released on Wednesday.
- Research on the history of tenant organizing committees in Winnipeg. Why does it seem hopeless that we can organize on the grassroots level to resist privatization? Perhaps focusing solely on investments of government has shifted focus away from grassroots organizing and weakened this capacity. Communities Not Cuts group is a good opportunity.

2. Education, Training, and Capacity Building

(Shauna MacKinnon – research stream head, Chantal Fiola, Jamie Koshyk, Marleny Bonnycastle, Bobbette Shoffner, Ee-Seul Yoon, Art Ladd, Terra Johnston, Mel Hiebert, Karen Schlichting)

- Inner city schools affected by 'schools of choice' – Ee-Seul Yoon looking at Winnipeg, Toronto, Vancouver.
- More broadly interested in neoliberalization of education and the impact on vulnerable communities.
- RRC interested in looking at early years education and the importance for school readiness.
- CMHA – mental health through an equity lens. How do we present health in a way that fits with SSHRC's mandate? CMHA's Future Forward program - helps kids who have lived in foster care as they transition to education etc. without supports.
- Look at the impact of changing policy (25 from 21). Why this is important from a long-term education, employment perspective? (this relates to the issues we have been looking at more generally re: transitions to education/employment for multi-barriered and in particular indigenous youth/adults who have been 'marginalized')
- Challenges re: 'health label'. We need to use terminology that allows for Mount Carmel, CMHA and others that provide 'health services' in a broader context. Service 'teams'.
- *Check with SSHRC re. social determinants of health focus
- Chantal interested in Metis specific re: self determination/ explosion of self identifying Metis and the impact this is having on resources.

- Cultural reconnection and effects on self esteem. Who funds the cultural reconnection? (this relates to work we have done in the past re. importance of cultural reclamation)
- Barriers to post-secondary education – Marleny’s research will continue to focus on the North. Thompson as the hub of the North but remote communities have continued challenges re: mobility and migration to the south. Focus on youth and all of the areas that effect youth. How do we work more collaboratively south/north? How can northern residents access higher education (master, PHD) in the south?
- Organizations continue to struggle with the issue of ‘transition’ supports. We need more research on transition that will lead to action.
- Interconnection across areas (justice, training, education,) to make the wrap around approach a ‘real” wrap around approach. What does this really look like? How do we make it happen? How do we ensure it is funded? Everyone is talking about ‘wrap-around supports’ but nobody is really doing it because they can’t get the supports they need to do it.
- Concern re: issues around evaluation and performance measures.
- Food Matters is interested in partnering on further research around food security.

3. *Justice, Safety, and Security*

(Elizabeth Comack – research stream head, Sara Atnikov, Sue Mukwa, Greg MacPherson, Wendy McNab, Andrew Woolford)

- Sue from OPK

- With all the kids being apprehended -- this is the new residential schools – what is the effect of this on identity, mental health etc.?
- What are the lasting impacts
- Mental health issues are still taboo and it seems more so for kids in care

- Greg from WBCO

- Municipal police budget is grossly overinflated compared to after-school drop ins etc. Money could be better spent.
- Indigenous population in West Broadway has shrunk by 20% while newcomer has risen
- It seems like all efforts have been a response, not prevention. We’re reactive instead of proactive
- Need to find ways for women/people to stay in community

- Wendy from FNHSSM

- Kids aging out of care
- Mental health stigma for people coming out of incarceration
- When there is an emphasis placed on Indigenous/First Nations culture, mental health is taken care of
- The system looks at mental health issues as one thing – it lumps them together and often gives one label – when it is in fact multi-layered.
- Mental wellness plan – what does that mean?
- Stigma around cannabis

- Andrew Woolford from UofM

- Residential schools vs. incarceration – prison is similar to residential schools in that it strips the person of all identity
- Language around justice
- We need to look at family differently, not just blood relation
- We're currently dealing with symptoms of colonisation, when we need to look at prevention

4. *Community Economic Development*

(John Loxley – research stream head, Lynne Fernandez, Jesse Hajer, Matt McLean, Sarah Leeson-Klym, Vicki Sinclair, Jesse Gair)

- Settlement services – feds pushing for pay for performance and many organizations don't have the capacity to do the evaluating and reporting required. This often means that smaller orgs. that are doing the really important work get left out of the funding process.
- Creation of alternate businesses – a Quebec and Manitoba comparison could provide ideas on how to deal with the provincial shift. Quebec's model is more comprehensive and better able to survive political change – a stronger financial structure.
- Neighbourhoods Alive! – there are limitations of this model in creating economic development. A critical analysis of NRCs and NA! is needed, keeping in mind that there are challenges in not being able to speak out; how do we criticize without putting funding at risk?; Need to highlight how difficult it is to manage the ebb and flow funding from various departments and levels of government, and balance multiple funding streams.
- P3s and SIBS research of interest for unions. The Niverville model for P3s – will they replicate model with community groups?
- Health care coalition will provide opportunity to explore the Niverville model and watch for its possible replication in other areas of healthcare and even outside healthcare.
- Are there research possibilities looking at community/union coalitions: what is their role in responding to community concerns? Are there examples of successful coalitions? How can we build a successful coalition in Manitoba? How would a successful coalition help unions expand?
- Need to pass on the positive aspects of CBOs providing health care – at same time: having CBOs provide healthcare is not necessarily a bad thing: current community clinics are unionized and staff is paid well with adequate benefits; we need to maintain those conditions. This idea is connected to the concerns about the Niverville model where we fear workers will lose ground.
- Link between Building Trades, BUILD, Aki Energy, etc – role for unions to help with trainee transition from these SEs to the private sector
- Community sector – Union hall model in the building trades– if it worked in the building sector, why? Not in other sectors?
- CED in high schools – Children of the Earth co-op program. Meaningful employment before they graduate.

Next Steps

- **By January 15, 2018: If organizations and academics are interested in being involved in the MRA's upcoming Partnership Grant Letter of Intent, please contact Jess Klassen (jess@policyalternatives.ca). A SSHRC link will be sent via email, where you can input basic information on your organization and upload a letter of support.**
- Stage 1 - February 15, 2018: Partnership Grant Letter of Intent due. Applying for \$20,000 to prepare Formal Application.
- June 2018: Receive results.
- Stage 2 - November 2018: If successful in stage 1, the MRA will submit a Formal Application for a Partnership Grant. Applying for \$2.5 million over 7 years.



**MINISTER
OF EDUCATION AND TRAINING**

Room 168
Legislative Building
Winnipeg, Manitoba, Canada
R3C 0V8

October 2017

To: Chairs of School Boards
Superintendents of School Divisions
Principals of Schools (Kindergarten to Grade 12)
Presidents of Advisory Councils for School Leadership/Parent Councils

Dear Colleagues:

Subject: Manitoba's Excellence in Education Awards, 2017/2018

Manitoba Education and Training is pleased to launch Manitoba's Excellence in Education Awards to celebrate outstanding teachers and school administrators who go above and beyond to benefit students. The awards highlight the remarkable contribution of educators whose stimulating educational practices have a profound impact on both student learning and engagement.

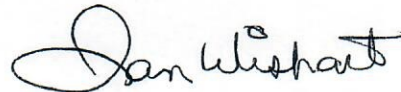
School trustees, superintendents, principals, teacher colleagues, students and parents are encouraged to take this opportunity to nominate the exceptional educators in their community who are deserving of such recognition. The award categories are as follows: *Teaching Excellence*, *Outstanding New Teacher*, *Outstanding Team Collaboration*, *Outstanding School Leader*, and the *Premier's Award for Excellence in Education*. Each award recipient will receive a certificate and a \$500 cash award.

Please share the enclosed brochures with your school community. You may also download and print posters from the website www.edu.gov.mb.ca/k12/excellence/. Complete information on these awards and the nomination process is also available online. The submission deadline for nominations is December 1, 2017.

.../2

Manitoba's educators make exemplary contributions that enhance student learning and achievement every day. My hope is that this initiative, Manitoba's Excellence in Education Awards, inspires each and every one of you to take the time to recognize and praise the great individuals working in your school community, and more specifically, to submit nominations for the 2017/2018 school year.

Sincerely,



Ian Wishart
Minister
Education and Training

Enclosures

- c. The Honourable Brian Pallister, Premier of Manitoba
Manitoba School Boards Association
Manitoba Teachers' Society
Manitoba Association of School Superintendents
Manitoba Association of School Business Officials
Council of School Leaders
Manitoba Association of Parent Councils
Manitoba Federation of Independent Schools



November 9, 2017

Mr. Paul K. Chappell
Peace Leadership Director
Nuclear Age Peace Foundation
PMB 121 1187 Coast Road, Suite 1
Santa Barbara, CA 93108-2794

Dear Paul,

Thank you for attending and presenting at the Peace Literacy Skills and Leadership Meet and Greet on October 18th in Winnipeg.

Enclosed is a donation of \$2000 CDN on behalf of the Manitoba Social Justice Coalition.

We look forward to a successful two-day workshop in April 2018!

Sincerely,

Ken Klassen
Executive Director
Manitoba Association of School Superintendents (MASS)
On behalf of the Manitoba Social Justice Coalition

BOARD
OF DIRECTORS

November 21, 2017

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Sherri Walsh

PRESIDENT and CEO

Brian L.C. Daly

Ms Pauline Clarke
 Treasurer
 Manitoba Association of School Superintendents
 900 St. Mary's Road
 Winnipeg MB R2M 3R3

Dear Ms Clarke,

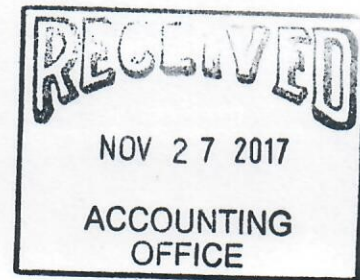
Thank you for forwarding the generous gift to The University of Winnipeg Foundation designated to The Miina Lamoureux Fund for Indigenous Expressions of Wellness, Safety and Education at The University of Winnipeg. Thanks to donor support UWinnipeg continues to be a leader in academic excellence.

Through donations like this, The University continues to grow and expand with state-of-the-art facilities, innovative research, and a strong student award program that encourages higher learning and the pursuit of career aspirations. Ongoing support from alumni, faculty, staff, and community donors enhances the post-secondary experience for all UWinnipeg students.

Thank you again.

Sincerely yours,
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Brian Lawrence Daly, B.A., M.B.A.
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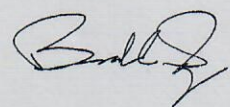
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 President and C.E.O.

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Fax (204) 474-7543
awards@umanitoba.ca

Manitoba Association of School Superintendents
Mr. Ken Klassen
Executive Director
375 Jefferson Avenue
Winnipeg, Manitoba R2V 0N3

November 1, 2017

Dear Mr. Klassen,

I am pleased to inform you that the University of Manitoba has offered the **Manitoba Association of School Superintendents Bursary** for the Fall 2017 and Winter 2018 Session. The selection committee is pleased to provide you with the attached recipient listing.

Should you require additional information about your award, please contact our Award Establishment Coordinators at 204-474-9261 or 204-474-7095.

Thank you, on behalf of the University and our students, for your continuing support of our awards program.

Yours truly,

Jane Lastra, Director
Financial Aid and Awards

Award Number: 24957
Fund Number : 250582 330001 771001 5000

Aid Period: Fall 2017 and Winter 2018 Session
Award Number: 24957 Manitoba Association of School Superintendents Bursary
Donor: Manitoba Association of School Superintendents

AWARD RECIPIENT(S)

Roque Lacroix
211-2945 Pembina Hwy
Winnipeg, Manitoba, Canada, R3T3R1

\$400.00
Faculty of Education
Education-Senior Years



IMPORTANT
CHANGES
IN 2018

Recognition and Award Programs Information and Forms

Nomination deadline for all recognition and award programs is January 26, 2018.

www.mbschoolboards.ca

Recognition and Award Programs

Background

Each year at its annual convention, the Manitoba School Boards Association recognizes exemplary programs, educators and students through its award programs. Through its long-service trustee awards, the association also recognizes individuals who have devoted many years to serving the interests of public education.

An overview of each award, along with the criteria for eligibility and the selection process, can be found in this Recognition and Award Programs package. Nomination forms for each category can be found at the end of this information package or on the association [website](#).

Awards

Long-Service Trustee Recognition
Presidents' Council Award
Premier Award for School Board Innovation
Student Citizenship and George Harbottle Memorial Award

At-a-Glance Deadlines and Contact Information

Recognition or Award	Staff contact	Email
Long-Service Trustee Recognition	Andrea Kehler	akehler@mbschoolboards.ca
Presidents' Council Award	Andrea Kehler	akehler@mbschoolboards.ca
Premier Award for School Board Innovation	Karen Harrington	kharrington@mbschoolboards.ca
Student Citizenship and George Harbottle Memorial Award	Heather Demetrio	hdemetrio@mbschoolboards.ca

Nomination deadline for all recognition and award programs is January 26, 2018.



Presidents' Council Award



Premier Award
for School Board Innovation



Student
Citizenship
Award



191 Provencher Boulevard, Winnipeg, Manitoba R2H 0G4
Phone: 204-233-1595 | Toll Free: 1-800-262-8836 | Fax: 204-231-1356
website: www.mbschoolboards.ca twitter: [@MBSchoolboards](https://twitter.com/MBSchoolboards)

Presidents' Council Award

The Presidents' Council Award recognizes exemplary service and outstanding achievement, innovative thinking, personal initiative, and lasting and pervasive impact in the field of public education.



Presidents' Council Award

Professional educators, support staff and community members all contribute to successful student learning. Each year, on an alternating basis, nominations for this award will be accepted in one of two categories:

- Professional educators: teachers (classroom, resource, itinerant specialist teachers) or administrators (principals, divisional coordinators, senior administrators); or
- Support staff and community members: support staff (educational assistants, bus drivers, clerical, custodial and maintenance personnel) or community members (volunteers, parents, trustees, post-secondary and civil service personnel).

In 2018, nominations will be accepted in the category of support staff and community members.

Nominations for the Presidents' Council Award are evaluated and ranked by a selection committee. The selection committee consists of the association's president and vice-presidents, along with the three most recent (active) past presidents.



In 2018, the Presidents' Council Award will be presented at the President's Banquet on the evening of Friday, March 16.

The deadline for Presidents' Council Award nominations is January 26, 2018. Nomination forms can be found at the end of this package or on the association website.

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MINISTER
OF EDUCATION AND TRAINING

Room 168
Legislative Building
Winnipeg, Manitoba, Canada
R3C 0V8

NOV 23 2017

Mr. Ted Fransen
Superintendent
The Pembina Trails School Division
181 Henlow Bay
Winnipeg MB R3Y 1M7

Dear Mr. Fransen:

I am pleased to confirm your re-appointment to the Certificate Review Committee as a representative of The Manitoba Association of School Superintendents (MASS) for a term of office expiring June 30, 2019.

The mandate of the Committee is to investigate, report and recommend actions, if any, to the Minister of Education and Training respecting the suitability of a Manitoba certified teacher to continue to hold a teaching certificate when such cases are referred to the Committee at the discretion of the Minister.

Please also be advised that all persons appointed to a government committee must attend an orientation session. For this committee, the session will focus on the roles and responsibilities of administrative tribunals and their members, essential elements of the hearing process and post-hearing deliberations, and decision-making. Once the schedule of offerings is available for this one-day session, you will be contacted by my department to make arrangements for your attendance.

Thank you for agreeing to continue to serve in this capacity and to contribute to the work of this important Committee.

Sincerely,

ORIGINAL SIGNED BY
IAN WISHART

Ian Wishart

- c. Ken Klassen, Executive Director, MASS
Connie Lehky, Secretary, Certificate Review Committee



MINISTER
OF EDUCATION AND TRAINING

Room 168
Legislative Building
Winnipeg, Manitoba, Canada
R3C 0V8

NOV 23 2017

Mr. Jason Young
Superintendent
The Beautiful Plains School Division
Box 700
Neepawa MB R0J 1H0

Dear Mr. Young:

I am pleased to confirm your re-appointment to the Certificate Review Committee as a representative of The Manitoba Association of School Superintendents (MASS) for a term of office expiring June 30, 2019.

The mandate of the Committee is to investigate, report and recommend actions, if any, to the Minister of Education and Training respecting the suitability of a Manitoba certified teacher to continue to hold a teaching certificate when such cases are referred to the Committee at the discretion of the Minister.

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Thank you for agreeing to continue to serve in this capacity and to contribute to the work of this important Committee.

Sincerely,

ORIGINAL SIGNED BY
IAN WISHART

Ian Wishart

- c. Ken Klassen, Executive Director, MASS
Connie Lecky, Secretary, Certificate Review Committee



MINISTRE
DE L'ÉDUCATION ET DE LA FORMATION

Bureau 168
Palais législatif
Winnipeg (Manitoba) Canada
R3C 0V8

NOV 23 2017

Monsieur Marco Ratté
Directeur général adjoint
Division scolaire franco-manitobaine
Bureau divisionnaire, salle 206
C. P. 204
1263, chemin Dawson
Lorette (Manitoba) R0A 0Y0

Monsieur,

J'ai le plaisir de confirmer votre nomination à la Commission de révision des brevets à titre de représentant suppléant de la Manitoba Association of School Superintendents (MASS) pour un mandat qui se terminera le 30 juin 2018.

Le mandat de la Commission consiste à enquêter, à faire rapport et à recommander des mesures, le cas échéant, au ministère de l'Éducation et de la Formation sur l'admissibilité d'un enseignant breveté du Manitoba de continuer à être titulaire d'un brevet d'enseignement lorsque le ministre juge opportun le renvoi d'une affaire de cette nature devant la Commission.

Vous trouverez ci-joint un formulaire d'assermentation professionnelle à dûment remplir et signer en présence d'un commissaire à l'assermentation avant d'assumer vos responsabilités en tant que membre de la Commission. Veuillez renvoyer l'original signé aux Services d'administration scolaire, 1181, avenue Portage, bureau 507, Winnipeg (Manitoba) R3G 0T3. Pour de l'aide à remplir le formulaire, vous pouvez vous adresser à M^{me} Sharon Curtis, directrice par intérim des Services d'administration scolaire, au 204 945-4044.

Veuillez également noter que toute personne sélectionnée pour siéger à un comité gouvernemental doit assister à une séance d'orientation. Dans le cadre de cette commission, la séance d'une journée portera principalement sur les rôles et les responsabilités des tribunaux administratifs et de leurs membres, et sur les éléments essentiels du processus d'audience, des délibérations et de la prise de décision. Quand le calendrier des séances sera disponible, le personnel du Ministère communiquera avec vous pour convenir des modalités de votre participation.

.../2

M. Ratté
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Je vous remercie d'avoir bien voulu accepter cette nomination et de contribuer au travail important de la Commission.

Veuillez agréer, Monsieur, l'expression de mes meilleurs sentiments.

Le ministre de l'Éducation et de
la Formation,

ORIGINAL SIGNED BY
IAN WISHART

Ian Wishart

p. j.

- c. Ken Klassen, directeur général, Manitoba Association of School Superintendents
Connie Lehky, secrétaire, Commissions de révision des brevets



Executive Meeting December 8, 2017





Supporting *each* Student



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