

**Regular Meeting of the Board  
Agenda**

Thursday, May 13, 2021

8:00 PM

Craig M. Stahlke Board Room

Administration Office

181 Henlow Bay, Winnipeg, MB R3Y 1M7

**1. ATTENDANCE**

**2. CALL TO ORDER**

Comments:

The content of the Informational Reports has been reviewed by Trustees prior to the Board Meeting. The reports reflect discussions and activities of the Committees. At Board Meetings, if Trustees wish to speak or to ask questions regarding a particular report included in the Information Reports section of the Board Meeting agenda - that needs to be identified at the time the agenda is amended. Recommended motions from Committees are addressed separately in the agenda.

**3. AGENDA APPROVAL**

**4. BOARD MINUTES APPROVAL**

**5. STANDING COMMITTEE REPORTS, SPECIAL COMMITTEE REPORTS AND OTHER REPORTS**

**1. Standing Committee Reports:**

- a. Report of the Committee Meeting of the Whole held on April 22, 2021.
- b. Committee Report of the Finance and Planning Committee Meeting held on April 19, 2021.

**2. Special Committee Reports:**

- a. Minutes of the Pembina Trails Educational Support Fund, Inc. Corporate Board Meeting held on April 22, 2021.

**3. Other Reports:**

- a. Commendation Reports

- b. Teacher Contracts (Permanent and Term) as listed in the Teacher Contracts Report dated May 13, 2021;
- c. Teacher Contract Alterations as listed in the Teacher Contract Alterations Report dated May 13, 2021;
- d. Substitute Teacher Contracts as listed in the 2020-21 Substitute Teacher Contracts Report dated May 13, 2021;
- e. Resignations as listed in the Resignations Report dated May 13, 2021;
- f. Disbursements List February 18-April 9, 2021.

**Purpose:**

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

To consider ratifying Teacher Contracts (Permanent and Term) as listed in the Teacher Contracts Report dated May 13, 2021, and

To approve Teacher Contract Alterations as listed in the Teacher Contract Alterations Report dated May 13, 2021, and

To consider ratifying Substitute Teacher Contracts as listed in the 2020-21 Substitute Teacher Contracts Report dated May 13, 2021, and

To consider receiving resignations as listed in the Resignations Report dated May 13, 2021, and

To consider approving Disbursements for the period February 18 to April 9, 2021.

**6. DELEGATIONS**

**7. EDUCATIONAL PRESENTATIONS**

**8. BUSINESS FROM PREVIOUS BOARD MEETINGS**

**8.1. H. Hizon Delegation**

Purpose: To consider recommendation.

**9. BUSINESS FROM PREVIOUS FINANCE COMMITTEE OF THE WHOLE**

**10. BUSINESS FROM PREVIOUS COMMITTEE MEETING OF THE WHOLE**

**11. BY-LAWS AND/OR POLICIES**

**11.1. By-Law No. 143 - Procedural Delegations**

THAT By-Law No. 143 - Procedural Delegations, be given first reading.

**12. CORRESPONDENCE FOR DISCUSSION**

**13. STANDING AND SPECIAL/ADVISORY COMMITTEE REPORTS**

**13.1. Buildings, Property and Transportation Committee**

**13.2. Communication and Community Relations Committee**

**13.3. Education Committee**

**13.4. Finance and Planning Committee**

**13.4.1. RFP 2021-004 Printing and Equipment Service**

Purpose: To consider recommendation.

**13.5. Human Resources and Policy Committee**

**13.5.1. Policy FEI - Creative Playground Structures**

THAT Policy FEI - Creative Playground Structures be given first reading.

**13.6. Negotiations Committee**

**13.7. Pembina Trails School Division Educational Support Fund Inc.**

**13.8. Council of Presidents**

**13.9. Boards/Association Council on Education (B.A.C.E)**

**14. ADMINISTRATIVE REPORTS**

**14.1. Divisional Action Plan Progress Report**

Purpose: To receive a report from the Superintendent.

**14.2. COVID-19 Update**

Purpose: To receive a report from the Administration.

**14.3. School Administration Appointments**

Purpose: To receive a report from the Superintendent and consider school administration recommendation for the following appointments:

- Vice-Principal of Ecole Van Walleggem School effective the 2021-22 school year and,
- Vice-Principal of Acadia Junior High School effective the 2021-22 school year and,

- Vice-Principal of Arthur A. Leach School effective the 2021-22 school year and,
- Principal of Ralph Maybank School effective the 2021-22 school year and,
- Principal of Ecole Dieppe effective the 2021-22 school year and,
- Vice-Principal of Bonnycastle School effective the 2021-22 school year.

**14.4. South Pointe Catchment**

Purpose: To consider recommendation.

**14.5. Daycare Lease Addendum**

Purpose: To consider approving the addendum to the lease agreement between the Pembina Trails School Division and the YMCA-YWCA (Bairdmore).

**15. NEW BUSINESS**

**16. CORRESPONDENCE FOR INFORMATION DISTRIBUTION LIST**

**17. QUESTIONS FROM TRUSTEES**

**18. QUESTIONS FROM MEMBERS OF THE PUBLIC IN ATTENDANCE**

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

**20. ADJOURNMENT**

*Save the date!*

Save the Date for the  
2021 joint CASSA-CSBA  
Indigenous Education Gathering

**EQUITY  
AND  
INCLUSION**

FOR STUDENT WELL-BEING

Wednesday, July 7 – Friday, July 9, 2021



To learn more about the conference,  
thought leaders and more, please visit  
**[www.conference.cassa-acgcs.ca](http://www.conference.cassa-acgcs.ca)**

# e-bulletin

April 21, 2021

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[www.mbschoolboards.ca](http://www.mbschoolboards.ca)

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## BILL 45 - A HUGE LOSS FOR LOCAL COMMUNITIES

On April 14, 2021, The Manitoba Legislative Assembly received presentations from many experts on [Bill 45](#), an Act that will see the interim establishment of provincial bargaining with teachers (pending the introduction of [Bill 64: The Education Modernization Act](#)).



Both laws would see local communities' rights in setting local wages and working conditions with their teachers removed, to now be controlled by a single table located in Winnipeg.

The experts who addressed Bill 45 included the Manitoba School Boards Association, with President Alan Campbell presenting our [brief](#).

To watch the full proceedings (President Campbell is the first presenter) visit the [Legislative Assembly website](#).

## PERSPECTIVE FROM THE PRESIDENT

On March 15, 2021, the Manitoba Government issued tentative plans under Bill 64, The Education Modernization Act, for significant changes to Manitoba's public school system.

The extensive content listed in this complex [309-page bill](#) is overwhelming. To help bring some perspective to the impacts that this bill will have on Manitobans, MSBA President Alan Campbell has provided an ongoing series of timely and relevant short videos to provide background information and historical context of Bill 64. You can view the entire video library [online](#) and keep watching for new content!

1		Perspective from the President - Property Taxation MBSchoolBoards 1:58
2		Perspective from the President - sign up to speak to Bill 64 MBSchoolBoards 1:46
3		Perspective from the President - System changes, no details MBSchoolBoards 0:59
4		Perspective from The President - local accountability MBSchoolBoards 1:21
5		Perspective from the President - Admin costs MBSchoolBoards 1:06
6		Perspective from the President - Bill 64 to be released MBSchoolBoards 1:09
7		Perspective from MSBA President - Release of Bill 64 MBSchoolBoards 1:30

## MARK DICKOF MEMORIAL SCHOLARSHIP

The Mark Dickof Memorial Scholarship Award was established to recognize the important role



of mental health leadership and advocacy among youths aged 14 to 18 in Manitoba. Instituted by Winnipeg City Councillor Brian Mayes, in partnership with the Manitoba School Boards Association and the Canadian Mental Health Association (Manitoba Chapter), the award is presented annually to a student or team of students in the public education system in each of two general categories: urban (Winnipeg) and rural/northern. The winner in each category receives a \$250 prize.

Links to the application package, available in both English and French, can be found on our [awards page](#). Given the emergence of social distancing requirements related to COVID-19, this year's recipients will be invited to a virtual online presentation ceremony with Councillor Mayes, as well as representatives of the Manitoba School Boards Association and Canadian Mental Health Association (Manitoba Chapter). Deadline to apply is May 14, 2021.

## SAVE THE DATE!

The 2021 National Trustees Gathering on Indigenous Education and CSBA Congress will be hosted by the Quebec English School Boards Association (QESBA) virtually on July 7-9, 2021. The [conference website](#) is now online. Check out the [agenda](#) and the full list of sessions and [speaker bios](#). Registration will open soon.



## LEGACY SCHOOLS PROGRAM

Educators - sign up to get a free Legacy School toolkit from the [Gord Downie & Chanie Wenjack Fund](#)! Toolkits include copies of the Secret Path book, educational resources (virtual & in class), a reconciliACTION Guidebook, tote bag, and more. Educators also get access to free virtual resources (K-12) and live engagements with Indigenous and non-Indigenous musicians, artists, scientists, writers and more! Visit [www.LegacySchools.ca](http://www.LegacySchools.ca) to get started.



## BILL 71 - THE EDUCATION PROPERTY TAX REDUCTION ACT

The Manitoba Government has introduced a bill to begin phasing out education tax from property tax bills, though it is not guaranteed to pass before the end of the spring session.



Bill 71 will allow for a 25% reduction of school tax through a rebate on farm and residential properties and 10% on other properties. In future years government may increase these tax percentages by regulation.

School divisions will receive a \$22 million grant to offset the drop in revenue. However, the Manitoba Government has not said how they will permanently replace school funding or sustain it.

Even with a substantial provincial budget deficit forecasted, the government is following through with the promise on this tax despite the impact of the pandemic, which resulted in a record \$2 billion deficit this year, and another \$1.6 billion deficit forecasted for next year.

The Manitoba School Boards Association has registered to speak on this bill during the committee hearings which are happening on **MONDAY, MAY 10, at 6:00 p.m.** Boards and individuals can register to speak to Bill 71 by visiting the [Legislative Assembly website](https://www.legis.gov.mb.ca/legislation/bills/71).

## SAVE THE DATE!

The Manitoba School Boards Association Fall PD and General Meeting is set to take place virtually on Friday, November 5, 2021. Keep your eye on our [website](https://www.mbschoolboards.ca) for updates.



## GET READY TO #GETREAL

From May 3-9, 2021, #GetReal about how you feel and celebrate CMHA's 70th annual Mental Health Week.

The objective of Mental Health Week is to shift societal beliefs and perceptions about mental health. It helps promote behaviours and attitudes that foster well-being, support good mental health and create a culture of understanding and acceptance.

Visit [www.mentalhealthweek.ca](http://www.mentalhealthweek.ca) for information, helpful articles and free downloadable communications tools to help you celebrate CMHA Mental Health Week.



## CANADIAN HEALTHY SCHOOLS ALLIANCE NEW WEBSITE


The Canadian Healthy Schools Alliance is a Canada-wide network of organizations (including the Canadian School Boards Association), promoting health and well-being in school communities to improve learning and set students up for lifelong success.



## BILL 64 TOOLKIT


The Bill 64 toolkit is now available online for all school divisions, districts and school boards in Manitoba. We have many resources for several different communication mediums (social media, virtual presentations, print media, speaking points) that can be customized to fit your audience and division. For details on how to access this online resource page, please check in with your board chair or [email](mailto:Janis.Arnold@mbschoolboards.ca) Janis Arnold at the Manitoba School Boards Association for further information.





**FACT:**

Education is the second largest investment made in Manitoba. The central government will solely control access to money that flows to our schools and local communities under Bill 64.



Because schools belong to communities

#LocalVoicesLocalChoices #SignUpFor64 localvoices.ca

Equipped with a more comprehensive approach to well-being, their goal is to help every school in Canada tend to their community's individual and collective health so that each and every student gets a fair chance at success.

Visit their [website](https://www.healthy-schools.ca) to discover support in building and maintaining healthy school communities at the district, school or classroom level.

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





## SUPERINTENDENT/CEO

The Board of Swan Valley School Division invites applications for the above term position. Duties will commence August 1, 2021, or as mutually agreed

### The Division

The Swan Valley School Division comprises a geographic area of approximately 80 x 120 kilometers situated within Manitoba's scenic northwest Parkland Region. The Division enrolment of 1,404 students is served by a Teaching and Support Staff of approximately 300 working within one Grade K-5 school; one Grade K-6 school; four K-8 schools (one housing French Immersion) and a Regional Secondary School, Grades 9-12, which offers a wide range of academic and technology/vocational programs. The central office is located in the Town of Swan River. The School Division budget is approximately \$21.4 million.

The Division has a commitment to supporting lifelong learning within our area through partnership arrangements with licensed daycares in most of our schools; post secondary institutions and the local Adult Education Center. A University College of the North (UCN) Regional classroom center is located on the Regional Secondary School grounds.

### The Position

The Superintendent of Schools, as Chief Executive Officer shall:

- Report and be accountable to the Board of Trustees for managing the schools in accordance with its policies and direction;
- Provide leadership in developing, achieving and maintaining educational programs and services;
- Bring a sense of pride and ownership to our system and be passionate about the growth and achievements of students and staff, while ensuring that the highest quality of programs and services are delivered in the most cost-effective environment.

### The Candidate:

#### Preferred Qualifications and Experience:

- Qualify for a Manitoba teaching certificate;
- Master's Degree in Education or a combination of school and system level administrative experience;
- A minimum of five years' experience in educational administration;
- Experience in educational finance;
- A working knowledge of current curriculum and educational methodology;
- Experience with Indigenous Education;
- Effective interpersonal, team building and communication skills;

Please direct questions to the email noted below

### Applications

Please send a cover letter & resume by noon on May 14, 2021 to:

Superintendent Search  
c/o Board Chair  
**Email: [SuptSearch@svsd.ca](mailto:SuptSearch@svsd.ca)**

*Employment will be subject to satisfactory criminal record, vulnerable sector and child abuse registry checks. We will confirm receipt of all applicants received by Email, however only those selected for follow-up will be contacted. We thank all applicants for their interest.*



# **Teaching Math Effectively in Rural Manitoba isn't Rocket Science, or is it?**

mRLC Spring 2021

Rural students in Manitoba can do math and they are getting better at it all the time. That statement might seem counterintuitive given what you have heard recently about Manitoba's poor success rate on international tests, but it is time to stop painting all students and educators in the province with the same brush. There are success stories when it comes to learning math and rural Manitobans need to be aware of the excellent teaching and learning happening in their own backyards. An improvement of 18% - 39% on students' math scores over a couple of years is worth examining further.

We know that students benefit if their teachers continue to improve their skills over their careers. Quality professional learning can make a difference. In 2011, the Manitoba Rural Learning Consortium (mRLC) was established as a cooperative to support rural school divisions in providing such a service. Being a small organization, the mRLC proved that it had the flexibility to be responsive and innovative when it came to best educational practices. Five years later when rural Manitobans became aware of an intensive professional learning program in Prince Edward Island (PEI) that was having success improving students' math skills; it was logical that they would ask how such a program could be adapted to the Manitoba context. As a result, many rural school divisions partnered with the mRLC to create the Numeracy Achievement Program (NAP).

Rural Manitoba's program has been carefully constructed based on lessons learned in PEI and by having Manitoba educators develop materials using existing Manitoba curricula. Current mathematics research is at the heart of the classroom delivery and common assessments are used to track progress. Local divisional facilitators lead this professional learning, frequently working with networks of teachers over a period of years. Principals are involved and support the classroom work back in their schools.

By the end of the first year of the program, student achievement gains were so dramatic that the school divisions pushed for more teachers to be involved. In the last five years, the program has expanded to Grades Four to Nine. To date (spring 2021) over 600 educators in 180 schools will have been part of the NAP, as well as their students.

You have to go back to the data to determine how well the program has worked. In the beginning before the program began, large cross-sections of rural students were given baseline assessments on the full Manitoba math curriculum for each grade level involved. In subsequent years, similar assessments were given at the end of each school year allowing comparison of the scores of students with teachers in the program to those initial baselines. The following numbers are based on the most recent report for all students in the program (2019), pre-COVID. After teachers had been in the program for two years, their students increased their scores by 39% in Grade 6 and 20% for Grade 9. Grade 7 and 8 teachers had only been in the program for one year at that point, but their students demonstrated improvement as well (29% for Grade 7 and 18% for Grade 8). Likewise, the program narrowed the gap between those who could not do math and those who could. More students were ready for the next grade level. In addition, the mRLC looked at the demand for the program and how effective NAP has been in continuing to build educator capacity. Many teachers state that being part of the program has been the most impactful professional learning of their careers.

Why does the program work? Few rural teachers have the luxury of exclusively being the math teacher. They are also the language arts teacher, the science teacher, the physical education teacher, etc., and they must keep up-to-date in every area. That amount of professional learning is no small feat if you want to minimize the amount of time that teachers are out of the classroom. The program is successful because teachers and coaches have made a commitment to prioritize learning new math pedagogy for the duration, believing that what they are learning is valuable. That value comes from the fact that the program's structure is not based simply on a one-day workshop. There is time to grow with excellent materials and learning, useful evidence to act upon, and follow-up between sessions. Those educators repeatedly practice,

analyze, and improve, with the opportunity to take risks. They are to be commended for their commitment, but student success is the ultimate reward.

Teaching math effectively may not be as complex as rocket science, but it may be just as challenging. There are no shortcuts when implementing a successful math program. Instead, many demands are put upon students, teachers, and their support systems. It is important to emphasize what an active role students have in our program. Not only are they doing math; they are learning how to determine which steps they need to improve on and how to do so. Those analysis skills will serve them well in the future. Only programs that really help students *learn math*, as well as *do math*, end up surviving.