



CSBA—ACCCS 2025
JULY 2-5 | JUILLET 2-5 | WINNIPEG



Welcome | Bienvenue | Boozhou | ᑕᐱᐱᐱ (Tawâw) | Tanyán Yahípi |
Kə'áá da-za'nè | ᑕᐱᐱᐱ (Tunngahugit/Tunngasugit) | Tansi | miywâsin!

WORKSHOPS*

DESCRIPTIONS, BIOS AND SCHEDULE

winnipeg2025.ca

**Subject to change. Preselecting workshop sessions is not required, but please note that availability is subject to room capacity limits.*



CSBA—ACCCS 2025
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**WORKSHOPS
TIMETABLE
JULY 3**



WORKSHOPS 1

JULY 3, 2025 - 10:40 AM TO 11:50 AM

<i>WORKSHOP</i>	<i>PRESENTER</i>	<i>ROOM</i>
Balancing Politics and Governance on School Boards	Kevin Freedman	Charleswood B
Strengthening Family Connections with Community Support	Huber, Massan, Spence & Henderson (School District of Mystery Lake)	Kildonan
Cybersafe from Exploitation	Tiana Sharifi (Exploitation Education)	Assiniboia A
De l'ombre à la lumière (FR)	Gosselin & Boisvert	Assiniboia B
Treaty Education as a Tool for Reconciliation	Ross & Bird (Treaty Relations Commission of Manitoba)	Fort Garry



WORKSHOPS 2

JULY 3, 2025 - 2:00 PM TO 3:00 PM

<i>WORKSHOP</i>	<i>PRESENTER</i>	<i>ROOM</i>
Effective Board Meetings	Todd Brand Consulting	Charleswood A
Connecting Passion to the Education Profession	Radi & Watson (Canadian Mental Health Association)	Charleswood B
Advancing School Food Program Policy and Governance Canada	Amendt & Michnik (SSBA)	Kildonan
L'Article 23 en action, plaider efficacement pour le développement d'un réseau d'écoles francophones fort et équitable. (FR)	Girard & Beaudin (ACEPO)	Assiniboia A
Navigating AI as School Boards in Canada: What you need to know and do	KPMG	Fort Garry
The National High School Ethics Bowl	Lamoureux & Stokke (MARL)	Assiniboia B



FILM SCREENING

OUR PEOPLE WILL BE HEALED, A FILM BY ALANIS OBOMSAWIN, JULY 3, 6:00 PM - BALLROOM



WORKSHOPS 3

JULY 4, 2025 - 11:00 AM TO 12:00 PM

WORKSHOP	PRESENTER	ROOM
Leadership for Success: Prioritizing Staff Well-Being in Trauma-Informed Governance	Gross & Largen (Lester B. Pearson & New Frontiers SD)	Charleswood A
Naturally Healthy School Grounds: Investing Impact on Play, Movement & System-wide Climate Resilience	Campbell & Loebach (Halton District SB)	Charleswood B
Transforming Substance Use Harm Prevention in Canadian Schools - Highlights from a Pan-Canadian School Administrators Survey	Jenkins, Amlani & Moore-Arbour	Kildonan
Putting Data to Work to support French Language Teacher Recruitment and Retention	Zauhar-Hiscock & Pynch-Worthylake	Assiniboia A
La coupe éthique du Canada (FR)	Antoine Cantin-Brault (USB)	Assiniboia B
Commemorating the 80th Anniversary of VE Day: Virtual tour of the “beach and bunkers” from Normandy, France	Juno Beach Centre Representative	Fort Garry



WORKSHOPS 4

JULY 4, 2025 - 1:00 PM TO 2:00 PM

WORKSHOP	PRESENTER	ROOM
Systemness in Action: Governance Structures and the Power of Reflective Practice	Foothills School Board & Superintendent	Charleswood A
Mapping Stories, Healing Lands: Eco-cultural Mapping for Reconciliation & Learning	Georgeson, Ayotte & Williams (Gulf Islands SD & Whiteswan Environmental)	Charleswood B
Trustee Leadership Series - Framework to Enhancing Student Learning	Gordon Li (BCSTA)	Kildonan
The Brant Report: Recommendations to achieve reconciliation across all school boards	Brant, Daniel & Amy	Assiniboia A
OPSBA Equity Council	Donaldson, Stephanie & Rodney-Bartalos, Michelle (OPSBA)	Assiniboia B
Naviguer l’intelligence artificielle en tant que commissions scolaires au Canada: Ce qu’il faut savoir et faire (FR)	KPMG	Fort Garry





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**JULY 3
WORKSHOPS 1**



WORKSHOPS 1

JULY 3, 2025 - 10:40 AM TO 11:50 AM

BALANCING POLITICS AND GOVERNANCE ON SCHOOL BOARDS

Room: Charleswood A

School Trustees face the unique challenge of balancing their roles as elected officials and governance leaders. This session will clarify these distinct responsibilities, help participants identify risks and challenges at the intersection of politics and governance, and provide practical strategies to manage political pressures while fulfilling governance obligations effectively.

This session will be designed specifically for school trustee who are unique in their need to straddle the line between politics and governance. As non-legislatures, non-(explicitly) -partisan bodies, and only small groups, school boards are different from other publicly elected bodies. As elected officials trustees are also quite different than corporate board members. To be effective and successful, trustees need to understand these often competing roles, use both good governance as well as political savvy in their job, and not let one drown out the other.



Kevin Freedman

KEVIN FREEDMAN, the chief board services officer and founder of the Governance Guru, is an internationally recognized governance expert with more than 60 years of cumulative experience sitting on nonprofit, corporate and public boards. For more than a decade, he has provided training, guidance and facilitation services to organizations across Canada and internationally.

A former executive director in the nonprofit sector, Kevin has helped dozens of organizations develop and implement strategic and operational plans, educated thousands of directors and prospective directors, and provided mentorship for executives and board chairs across the country. He is also a long-time instructor in the University of Winnipeg's Faculty of Business and Economics, developing highly-sought-after classes taught to thousands of students.

Kevin is an award-winning leader and social entrepreneur known for starting and leading multiple initiatives in Canada and abroad, including an [international water stewardship project](#) and [ad-hoc aid organization](#). He is a prolific public speaker and has presented to hundreds of schools and community groups on topics like blood donation, voluntarism and environmental issues. In recognition of his work, he has received accolades from the [Mayor of Winnipeg](#), [YMCA Canada](#), [Golden Key International Society](#) and [Governor General of Canada](#).

Kevin is also the developer of [Guru's Rules](#), a comprehensive set of meeting rules made specifically for nonprofits. And he [kinda, sorta, stole a car once](#).



WORKSHOPS 1 (CONTINUED)

JULY 3, 2025 - 10:40 AM TO 11:50 AM

STRENGTHENING FAMILY CONNECTIONS WITH COMMUNITY SUPPORT

Room: Kildonan

We will share our district story of the importance of community, family and schools through planned programming and activities throughout the entire year. Year-round programming is important to maintain relationships and provide opportunities for families that may not have access to a variety of recreation and supports. Activities include working with multiple organizations, both public and private sectors. Activities are family based and build on community relationships.

MICHAEL SPENCE grew up in Rivers, Winnipeg, and Cross Lake, and is a member of Pimicikamak Cree Nation. He has been in the helping profession for over 25 years, and currently works as a Family Outreach Coordinator for the School District of Mystery Lake. He is a self-taught visual artist, a fluent Cree speaker, a proud father of 8 children and a loving grandpa.



Michael Spence

LYLE MASSAN is originally from Gillam, Manitoba, and has been employed with the School District of Mystery Lake in Thompson since 2020 as a Family Outreach Coordinator. He has over 25 years of experience in the child welfare field, and sees the value in proactively connecting with students and their families. He received his Bachelor of Social Worker from the University of Manitoba in 2012, and is an advocate of life-long learning. Mystery Lake. He is a self-taught visual artist, a fluent Cree speaker, a proud father of 8 children and a loving grandpa.



Lyle Massan

SHAWNA HUBER was born and raised in Winnipeg, but spent most of her holidays and summers in Cross Lake, where she is a member of Pimicikamak Cree Nation. She began her education career as a Cree Immersion teacher at Wapanohk Community School in Thompson until recently becoming the Cree Language and Indigenous Perspectives Consultant for the School District of Mystery Lake. Shawna became an educator because she saw that Indigenous students were struggling in our current school system, and she felt that Indigenous kids needed to see themselves being represented. She is the proud mother to four beautiful children.



Shawna Huber

LORIE HENDERSON is the Superintendent of Educational Services and Programming with the School District of Mystery Lake. Lorie has been a student, teacher, vice-principal, principal, and assistant superintendent in the district. Her professional journey with the district began in 1998. Academic and social success is a priority for Lorie and she has been involved in a cultural proficiency journey with the district for the last 15 years. Lorie's interests lie in people's stories, families, and creating equity for all people. Indigenous education and community connection have been a priority for her.



Lorie Henderson



WORKSHOPS 1 (CONTINUED)

JULY 3, 2025 - 10:40 AM TO 11:50 AM

CYBERSAFE FROM EXPLOITATION

Room: Assiniboia A

“Cybersafe from Exploitation” is currently taught in British Columbia’s schools from grades 6-12. The program provides students with a fun, interactive and kid-oriented presentation, with accompanying curriculum, on how to stay safe while using the internet. Join Tiana for this session where you will be introduced to the program and learn more about how you can partner with Cybersafe from Exploitation to have this one of a kind program offered in your schools.



Tiana Sharifi

TIANA SHARIFI (Exploitation Education) is a recognized leader in the prevention of sexual exploitation, with a reach that spans over 100,000 youth, parents, educators, and frontline professionals across Canada and internationally. As the founder of Exploitation Education Institute, she has developed a research-based, dynamic approach to tackling both in-person and digital forms of exploitation. With a background in Psychology and Counseling, Tiana has combined frontline experience with education to address the root causes of trafficking, grooming, sextortion, intimate image abuse, and systemic vulnerabilities. Her expertise has positioned Exploitation Education Institute as a leading force in the field, sought after for research, keynote presentations, international conferences, law enforcement training, and non-profit consulting.

DE L’OMBRE À LA LUMIÈRE (FR)

Room: Assiniboia B

La transmission du savoir ne se fait pas seulement par l’enseignement traditionnel et le conte devient un outil puissant de réconciliation. Les élus pourront élargir leur connaissance par l’entremise d’une écoute active. Une écoute pour comprendre et non pas pour répondre à une question. Par l’entremise du conte, cet atelier permet aux jeunes de se familiariser avec cette forme d’expression orale qui fait partie des traditions de transmission du savoir des Métis auprès des jeunes. C’est la sagesse des métis à travers le conte. research, keynote presentations, international conferences, law enforcement training, and non-profit consulting.



Dolorès Gosselin

DOLORÈS GOSSELIN - Elle est métisse de la Rivière-Rouge, citoyenne de la Nation Métisse de l’Île de la Tortue. Elle fait de l’enseignement, des cérémonies et de la réconciliation avec ses tambours. Elle veut ramener les femmes et les enfants autour du gros tambour. Pour elle, le tambour, c’est comme le battement du coeur de notre Mère, la Terre. Elle enseigne un cours, Perspectives Autochtones, à l’Université de Saint-Boniface. À travers ce cours, elle veut surtout transmettre la beauté de la culture et des traditions des Peuples Autochtones. Elle est conteuse et se promène un peu partout au Manitoba pour partager ses histoires.



Joëlle Boisvert

JOËLLE BOISVERT - Fidèle à ses racines francophones et engagée dans sa communauté, Joëlle est reconnue pour son habileté naturelle à créer de solides relations partout où elle va. Au cours des 20 dernières années, elle a travaillé au sein d’organismes francophones tels la Société de la francophonie manitobaine (SFM), l’Université de Saint-Boniface (USB) et le World Trade Centre Winnipeg (WTC).

Joelle détient un Baccalauréat ès arts de l’Université de Saint-Boniface avec une variété de certifications et d’expériences en gestion des ressources humaines, développement du leadership, santé mentale en milieu de travail, politiques et procédures en lien avec la diversité.



WORKSHOPS 1 (CONTINUED)

JULY 3, 2025 - 10:40 AM TO 11:50 AM

TREATY EDUCATION AS A TOOL FOR RECONCILIATION

Room: Fort Garry

In this exciting session, the Treaty Relations Commission of Manitoba (TRCM) will present on why it is important to teach about Treaties and Treaty education in schools as a vital step toward fostering understanding and good relations among all students in Canadian education systems. The presentation will highlight the historical and contemporary context of Treaties, the importance of understanding the enduring Treaty relationship, and the role that School Boards could have in advancing the integration of Treaty education across the curriculum in all schools through division wide policies and identifying resources for instructional supports for teachers. Treaty education is an act of reconciliation that can have a lasting impact on laying groundwork for future generations of leaders and citizens. It takes leadership at all levels to support this important work.

TREATY COMMISSIONER LORETTA ROSS is a member of the Hollow Water First Nation, Treaty 5. She holds a degree in law from Queen's University and has been a practicing lawyer for over 25 years providing legal counsel to numerous First Nation people, governments, and organizations. She was appointed Treaty Commissioner in 2017 and then reappointed to a second term. At an early age, she received lifelong teachings from her grandfather George Barker who served forty-four years as Chief of Hollow Water. It was through his teachings she became aware that she would always carry the responsibility of advocating and educating on behalf of First Nation people. Today, she embraces her leadership role as Treaty Commissioner of Manitoba and the work she can contribute to building strong respectful relationships between and among all peoples.



Loretta Ross

CYNTHIA BIRD (Wabi Benais Mistatim Equay) of Peguis First Nation, Treaty 1, is a long-time educator whose most recent work has been with the TRCM's Treaty Education K-12. In recognition of her accomplishments and contributions to education, she was honoured with the Aboriginal Circle of Educators' Research and Curriculum Development Award in 2011, and the TRCM's Treaty Advocacy Award in 2014. Cynthia was the principal writer for the Treaty Education K-12 teacher resources and is currently the Treaty Education Advisor at TRCM. Today she is semi-retired, living at Matheson Island on Lake Winnipeg, where she enjoys her connection to the land and water.



Cynthia Bird

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WORKSHOPS 2

JULY 3, 2025 - 2:00 PM TO 3:00 PM

EFFECTIVE BOARD MEETINGS

Room: Charleswood A

As a seasoned school board member, you know that ninety per cent of school board work occurs in meetings. Making meetings better and more effective is critical to school district success! Join Todd and explore principles of effective meetings, the art of chairing, and board member tips and tools for effective meetings. Learn more about basic parliamentary procedure principles and how these can help to support you in making the best decision!

TODD BRAND, M.A., CP, PRP (Todd Brand Consulting) is a third-term school board trustee with Rocky View Schools in Alberta. Todd has served as both Chair & Vice-Chair of the Board. He is also a Professional Registered Parliamentarian and a Certified Parliamentarian - Teacher. Through his business, Todd Brand Consulting, Todd works with many clients to improve their meeting effectiveness. His passion is helping organizations conduct highly effective meetings leading to the best possible decisions.



Todd Brand

CONNECTING PASSION TO THE EDUCATION PROFESSION: CARE FOR ALL IN EDUCATION

Room: Charleswood B

As educational leaders, trustees have a responsibility to support and promote positive mental health and well-being approaches so that all who serve students in the school system are flourishing. Through the allocation of resources and supports, trustees can provide tangible supports to create a flourishing school system.

This interactive workshop will provide participants with a deeper understanding of the current trends in education with regard to Psychological Health and Safety, with a focus on mental health and well-being. Current research and a Manitoba made response to support all in education will be shared.

ELVERA WATSON, MSW, RSW is passionate about mental health promotion and wellness. Her past work in supporting mental health awareness, creating mentally healthy schools, and child and adolescent psychiatry brings an abundance of knowledge and experience that informs her role as Supervisor of the Care for All in Education's team of Wellness Support Specialists.

DEB RADI is an educator with classroom and administrative experience. She brings a wealth of experience in K-12 school and university settings supporting educators and youth to flourish with their mental health. Deb engages participants in a variety of ways and promotes a safe and inclusive atmosphere in which to learn. Her sessions offer a good mix of activity, discussion, and humour to engage participants.



Elvera Watson



Deb Radi



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JULY 3
WORKSHOPS 2



WORKSHOPS 2 (CONTINUED)

JULY 3, 2025 - 2:00 PM TO 3:00 PM

ADVANCING SCHOOL FOOD PROGRAM POLICY AND GOVERNANCE IN CANADA

Room: Kildonan

Advocacy for the development of a healthy, universal, cost-shared school food program funded by the federal and provincial governments is a shared commitment among the CSBA and its member organizations across Canada. This session will explore practical tools, research and strategies that support elected school board members in this vital role.

This session will introduce the new national school food program for Canada and provide guidance and discussion towards effective school food program governance. In this session, participants will learn about how the Saskatchewan School Boards Association has been implementing its member boards' call to action for healthy food programming in support of students.

KAYLEE MICHNIK is Registered Dietitian and PhD Candidate at the University of Saskatchewan with ten years of Canadian public health experience working with health authorities and various levels of government. She holds a Masters in Natural Resources Management from the University of Manitoba. Kaylee has extensive experience in school food program evaluation including leading a two year process evaluation of universal lunch programs in Saskatchewan and the evaluation of fifteen promising school meal programs across Canada. She currently holds a PhD CIHR Health Systems Impact award to work with the Saskatchewan School Boards Association toward school food development. Her work supports the advancement and translation of school food programs and food systems research through evaluation, partnership, knowledge exchange, and advocacy.



Kaylee Michnik

DR. TED AMENDT has been working in Saskatchewan's provincial K-12 and post-secondary education systems for nearly 30 years. Ted's leadership includes areas of community education, Indigenous education, program evaluation, policy development, and board governance. In 2013, Ted joined the Saskatchewan School Boards Association where he currently is Director of Board Development & Indigenous Education. Ted's research is in the areas of family and community engagement in schools, and School Community Councils. Ted is proudly Métis and has an adult son, Joel.



Ted Amendt

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L'ARTICLE 23 EN ACTION, PLAIDER EFFICACEMENT POUR LE DÉVELOPPEMENT D'UN RÉSEAU D'ÉCOLES FRANCOPHONES FORT ET ÉQUITABLE. (FR) Room: Assiniboia A

Cet atelier propose une présentation détaillée d'un grand projet de planification immobilière mené par l'ACÉPO. Il mettra en lumière la stratégie adoptée, les objectifs visés, la méthodologie employée ainsi que les résultats obtenus dans l'élaboration de données probantes. L'objectif principal de cette démarche est d'outiller les conseillers scolaires en leur fournissant des arguments solides, basés sur des données factuelles, afin de défendre le droit des élèves francophones en milieu minoritaire à des infrastructures scolaires équivalentes à celles des élèves des écoles de la majorité linguistique.

ARTICLE 23 IN ACTION: ADVOCATING EFFECTIVELY FOR THE DEVELOPMENT OF STRONG AND EQUITABLE NETWORK OF FRANCOPHONE SCHOOLS

This workshop offers a presentation of a major school infrastructure planning project led by ACÉPO. It will highlight the adopted strategy, the targeted objectives, the methodology used, and the results obtained in the development of evidence-based data. The primary goal of this initiative is to equip school trustees with strong, fact-based arguments to advocate for the right of Francophone students in minority settings to school infrastructure that is equivalent to that of students in majority-language schools.

ISABELLE GIRARD est directrice générale de l'Association des conseils scolaires des écoles publiques de l'Ontario (ACÉPO) depuis la fin de l'année 2017. Titulaire d'un MBA, elle a amorcé sa carrière dans le secteur privé, où elle a occupé divers postes de gestion, notamment chez Mars Canada. Elle a ensuite œuvré pendant une dizaine d'années dans le domaine de la santé à titre de directrice adjointe, puis de directrice générale de Centres d'Accueil Héritage, où elle a perfectionné son expertise en gestion des ressources humaines et financières, en gouvernance et en planification stratégique.

Depuis son arrivée à l'ACÉPO, Madame Girard a mis l'accent sur le développement de relations solides avec les partenaires institutionnels, communautaires et gouvernementaux. Elle s'est engagée à faire rayonner le modèle exceptionnel que représente l'éducation publique de langue française en Ontario, en valorisant ses réussites et son impact concret dans la vie des élèves, des familles et des communautés francophones.

Profondément engagée dans sa communauté, Isabelle siège à plusieurs conseils d'administration d'organismes francophones et est la fière maman de deux filles de 17 ans.



Isabelle Girard

ALEXANDRE BEAUDIN est chargé de projets et participe au développement de l'intelligence collective de l'Association des conseils scolaires des écoles publiques de l'Ontario (ACÉPO) et de ses membres depuis août 2022.

Urbaniste de formation, il a commencé sa carrière en planification scolaire dans un conseil scolaire francophone du Grand Toronto. C'est ensuite au ministère de l'Éducation de l'Ontario qu'Alexandre a continué à parfaire pendant une quinzaine d'années ses connaissances dans le domaine du développement et du financement des politiques et des programmes d'immobilisations en tant qu'analyste principal en immobilisations, puis chargé de direction et conseiller spécial et, finalement, en tant que gestionnaire d'équipe.

Depuis bientôt 3 ans, Alexandre met au service de l'ACÉPO, de ses collègues, des intervenants du milieu et de la communauté scolaire franco-ontarienne, ses compétences techniques, organisationnelles et de gestion de projet. Grâce à sa motivation, son énergie, sa méthode de travail et son approche collaborative, il résout efficacement les défis se présentant à lui.

Dans ces temps libres, Alexandre peut être aperçu avec son conjoint et son chien Nanook, dans les rues, les parcs et sur les terrasses de la ville reine.



Alexandre Beaudin



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**JULY 3
WORKSHOPS 2**



WORKSHOPS 2 (CONTINUED)

JULY 3, 2025 - 2:00 PM TO 3:00 PM

NAVIGATING AI AS SCHOOL BOARDS IN CANADA: WHAT YOU NEED TO KNOW AND DO

Room: Fort Garry

Workshop Description coming soon!

VICTORIA DUNN is a coach and trainer in Generative AI Advisor, data and artificial intelligence with KPMG.



Victoria Dunn

THE NATIONAL HIGH SCHOOL ETHICS BOWL

Room: Assiniboia B

The Ethics Bowl, born in Manitoba, is a competition in which high school and university students across Canada participate. It allows for the development of critical thinking and civic discussion in a fun setting that breaks with the traditional debate model. This Ethics Bowl workshop will provide an opportunity to explain the origins of this annual event, how it works, and will allow participants the opportunity to attend a match between Manitoba students who have already participated in the experience. Testimonials will demonstrate the impact of the Ethics Bowl on the students' journey and the teachers who support them.

MARIT STOKKE is studying politics and philosophy at the University of Manitoba. Having previously worked as a Parliamentary Page at the House of Commons, she is currently working as a tour guide at the Manitoba Legislative Building. During her time at Kelvin High School she competed in numerous Ethics Bowl events, placing first in the National competition alongside her team in 2018. She has moderated and judged in regional and national competitions.

ESTELLE LAMOUREUX is the former principal of Collège Pierre-Elliott-Trudeau and chair of Education for CCUNESCO. She is the founder of the High School Ethics Bowl which is modelled, in part on the USA High School Ethics Bowl. She is currently a director of Ethics Bowl Canada, co-chair of the Youth Nuclear Peace Summits and chair of the Rotary Elementary Peace Walks and other events. Her mandate is to encourage students to think critically, learn to navigate bureaucratic and political systems and to acquire leadership skills needed for positive change in our communities.



Marit Stokke



Estelle Lamoureux

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OUR PEOPLE WILL BE HEALED

**FILM
SCREENING**
JULY 3
6:00 pm
BALLROOM

A BRIGHTER FUTURE THROUGH EDUCATION, CULTURE AND TRADITION

A film by Alanis Obomsawin

Transforming the School
Experience for the Advancement
of Indigenous Excellence



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WORKSHOPS 3

JULY 4, 2025 - 11:00 AM TO 12:00 PM

LEADERSHIP FOR SUCCESS: PRIORITIZING STAFF WELL-BEING IN TRAUMA-INFORMED GOVERNANCE

Room: Charleswood A

This workshop will allow school board members to gain a better understanding of how to lead with compassion & equity in policy decisions, to create safe & inclusive school environments through governance, prioritize staff well-being, thereby having a positive impact on attraction, retention, success rates, & overall safety of staff & students.

The goal of this workshop is to equip school boards with a deeper understanding of trauma, its impacts on education, and how integrating trauma-informed principles into school board policies and practices, especially as they relate to staff, will ultimately yield tremendous benefits for both employees and students.

ALAINA GROSS, M.S.W., P.S.W., A.F.M. is a clinical social worker with over two decades of experience in Quebec’s public health and social services system. She currently works for the West Island Health and Social Services Department as a pediatric specialist and consultant within the Directorate of Multidisciplinary Services, where she supports professional practice across youth and family services.

Over her 22-year career with the Quebec Health and Social Services department, she has worked in a wide range of settings, including the Department of Youth Protection, pediatric emergency rooms, outpatient pediatric psychiatry clinics, schools, early childhood centres, and perinatal teams. In her current role, she contributes to the development and delivery of psychosocial services at both the local and provincial levels, and supports the professional development of social workers, human relations agents, and clinical supervisors.

In addition to her public service, she has maintained a private practice for the past 16 years, offering psychosocial support, family mediation services, clinical supervision, and training for social workers and accredited family mediators. Her early career also included work as an emergency medical technician in Montreal, which laid the foundation for her longstanding commitment to frontline care. She holds a Master’s degree in Social Work, with a thesis focused on the intricacies of adolescent bereavement.

Alaina currently serves as a school board commissioner for the Lester B. Pearson School Board and has been actively involved in school governance and education advocacy in various volunteer leadership capacities for more than 12 years. She is deeply committed to safeguarding Quebec’s English public education system and advocates for environments that are safe, inclusive, and equitable—places where every member of the school community feels a strong sense of belonging and can thrive. Passionate about promoting bilingualism and academic excellence, she believes in building a stronger educational landscape that prepares future leaders for success. Her advocacy includes defending minority language rights and protecting the integrity of the school board system. She is also a strong voice for the attraction and retention of quality teachers and support staff, championing a culture that truly recognizes and invests in their personal and professional well-being.

Alaina is the proud mother of three remarkable daughters—ages 17, 15, and 10—and their beloved dog, Rolo.



Alaina Gross

JENNIFER LARGAN is a dedicated professional in the field of special care counseling, having completed her Diploma of College Studies (DEC) in Special Care Counseling in 2004. Shortly after, she began her career at Batshaw Youth and Family Centres in October 2004, where she has made significant contributions to youth support and education.

Throughout her career, Jennifer has predominantly worked in open units at the Dorval campus, gaining valuable experience in crisis intervention. In September 2013, she expanded her role by joining the staff at the LBPSB alternative school, Dawson, where she ensured a safe and effective learning environment for youth in crisis as well as taught a specialty class focused on girl empowerment. This initiative reflects her commitment to fostering resilience and confidence among children.

In 2019, Jennifer transitioned to the intake department at Batshaw, marking a new chapter in her career. In this role, she works directly with families facing challenges related to educational neglect, behavioural disturbances, and various other issues, providing critical support and guidance.

On a personal front, 2019 was a notable year for Jennifer as her children began Kindergarten in the New Frontiers School Board (NFSB). In 2020, she became actively involved in the Governing Board and quickly joined the Parents Committee, where she has served as Chair for the past three years. Her commitment to parent advocacy led to her being sworn in for her first term as a Parent Commissioner in 2022, a role she continues to fulfill.

Jennifer Largan’s career is characterized by her passion for education, advocacy, and her unwavering dedication to supporting families and youth in need.



Jennifer Largan



WORKSHOPS 3 (CONTINUED)

JULY 4, 2025 - 11:00 AM TO 12:00 PM

NATURALLY HEALTHY SCHOOL GROUNDS: INVESTING IMPACT ON PLAY, MOVEMENT AND SYSTEM-WIDE CLIMATE RESILIENCE

Room: Charleswood B

Providing research-based insights that can inform school board decision-making in several key areas, this session will explore how to set policies that shape school environments. The session will provide evidence on how naturalizing school grounds can enhance play, learning, health, and climate resilience, helping to inform policies that support student well-being. Learn how naturalized school grounds promote diverse and inclusive play while protecting children from extreme weather conditions and found out how you can support the case for prioritizing school ground naturalization in district and divisional capital planning.

Through collaboration with municipalities, parents, and community partners, this session also highlights the role of partnerships in supporting school ground transformation and offers insights to guide community-driven initiatives. School board members will gain the knowledge needed to advocate for, plan, and implement evidence-based improvements to school environments that benefit children's development, health, and well-being.

Since 2010, **HEIDI CAMPBELL** has served as a Senior Design Consultant for Evergreen, developing and delivering design services for the improvement of children's outdoor play and learning environments across Canada. Heidi is the 2003 recipient of the Chanasyk Graduate Medal for Professionalism, awarded annually to the graduating student in the master of landscape architecture program who, in the view of faculty, is deemed to be the most promising professional practitioner. In 2006, Heidi along with the Toronto District School Board, were presented with The Canadian Dermatology Association's Public Education Award for their Designing for Shade and Energy Conservation program



Heidi Campbell

DR. JANET LOEBACH is the Evalyn Edwards Milman Assistant Professor in Child Development in the Department of Human Centered Design, and the Director of the DECA Lab (Design Environments with|for Children & Adolescents). Dr. Loebach received a Bachelor degree in Civil Engineering & Society from McMaster University (Canada), a Master of Environmental Design from the School of Architecture and Planning at Dalhousie University (Canada), and a PhD in Children's, Urban and Health Geographies from the Department of Geography at Western University (Canada).



Janet Loebach

She was awarded Post-Doctoral Fellowships at both the Young Lives Research Laboratory at the University of PEI, and the Centre for Addiction and Mental Health's Institute for Mental Health Policy Research. She is a registered Professional Engineer (Ontario) and the Principal Consultant for Thrive Design Consulting. Dr. Loebach currently serves as the Chair of the Children, Youth & Environments Network of the Environmental Design Research Association (EDRA), and sits on several international steering committees focusing on children's active, outdoor play. She also sits on the Editorial Board of the journals: *Children, Youth & Environments*; *Landscape & Urban Planning*, *PsyEcology*; and *Cities & Health*. Dr. Loebach was the lead editor on the [2020 Routledge Handbook of Designing Public Places for Young People: Processes, Practices and Policies for Youth Inclusion](#).



WORKSHOPS 3 (CONTINUED)

JULY 4, 2025 - 2:00 PM TO 3:00 PM

TRANSFORMING SUBSTANCE USE HARM PREVENTION IN CANADIAN SCHOOLS - HIGHLIGHTS FROM A PAN-CANADIAN SCHOOL ADMINISTRATORS SURVEY

Room: Kildonan

This presentation will summarise key findings from the first-ever Canada-wide survey of K-12 school administrators about substance use in schools conducted by Wellstream: the Canadian Centre for Innovation in Child and Youth Mental Health and Substance Use / Bienamont: Centre canadien pour l'innovation en santé mentale et consommation de substances chez les enfants et les jeunes. The results from the Substance Use and Canadian Schools: A National Examination of School Administrators' Experiences and Perspectives survey will help school trustees across Canada understand current substance use prevention practices in schools and key practical challenges faced by school administrators in the context of youth substance use. The presentation will highlight findings addressing all four components of a comprehensive school health approach: school climate, teaching and learning, school policy as well as partnerships and services. The presentation will offer actionable recommendations to inform trustees' work in their respective communities.

The survey findings highlight the urgent need for the development of evidence-based, pan-Canadian standards to prevent, delay and reduce youth substance use harms. The presentation will include a brief update on the work Wellstream is doing to respond to this need and provide opportunities for trustees to provide their input on the resources that they would like to see for their own professional development.

DR. EMILY JENKINS is a Registered Nurse and Associate Professor in the School of Nursing at the University of British Columbia. She is the Scientific Director of Wellstream and holds a Canada Research Chair in Population Health Approaches to Mental Health and Substance Use. Emily is at the forefront of youth- and community-engaged mental health and substance use scholarship. Her work has informed substantial policy and practice impacts promoting mental health and preventing substance use harms among youth and their communities, including invited testimony to the Senate of Canada during the study of Bill C-45 (the Cannabis Act) and serving as a special advisor to a provincial inter-ministerial committee working to reduce the harms of substance use among youth. She also contributes international leadership, including through her role with the International Union for Health Promotion and Education – Global Working Group on Mental Health Promotion.



Emily Jenkins



Ashraf (Ash) Amlani



Sherri Moore-Arbour

ASHRAF (ASH) AMLANI is a co-founder and Principal of BUNYAAD Public Affairs, an award-winning strategic communications and public affairs firm. Since 2021, BUNYAAD has led the ABCs of Youth Substance Use, a K-12 knowledge mobilization initiative funded by the BC Ministry of Health to promote comprehensive school health and evidence-based approaches to youth substance use across the province. Partnering with Wellstream for Schools, Ash leads the Knowledge Mobilization and Implementation Strategy. She brings over 15 years of experience working with communities, governments, and civil society organizations to improve people's quality of life. As the former harm reduction epidemiologist at the BC Centre for Disease Control, she has worked closely with public sector partners and regulatory bodies across the country to expand access to take-home naloxone for opioid overdose response.

SHERRI MOORE-ARBOUR is a co-founder and Principal of BUNYAAD Public Affairs. Partnering with Wellstream for Schools, she leads K-12 Partnerships and Outreach. She is an award-winning communications expert with extensive experience in the K-12 education systems in British Columbia and Ontario. A former elected school trustee, Board of Education Vice-Chair, and Director of Communication for the BC School Trustees Association, Sherri has worked closely with education professionals and brings a nuanced understanding of change management in this sector. Sherri is a proud member of Métis Nation and is fluently bilingual in English and French.



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**JULY 4
 WORKSHOPS 3**



WORKSHOPS 3 (CONTINUED)

JULY 4, 2025 - 11:00 AM TO 12:00 PM

PUTTING DATA TO WORK TO SUPPORT FRENCH LANGUAGE TEACHER RECRUITMENT AND RETENTION

Room: Assiniboia A

Educational partners across Canada acknowledge the pressing need for quantitative data on the Francophone and French language teacher shortage. They emphasize collaboration in supporting a data-driven approach to address its impacts.

This session will examine CSBA’s involvement in the development of a nationwide web platform designed to integrate data from all school systems. We will highlight the role of trustees in recent and future project advancements and include a platform demonstration, table talk, and Q&A period.

MARY-ANN ZAUHAR-HISCOCK is the Project Manager for the Canada-wide initiative, Putting Data to Work, working closely with several national educational associations. She is an educational consultant in the field of Teaching and Learning who has served more than 40 years in francophone, French Immersion, and FSL education as a teacher and administrator. Her work has spanned the fields of French language curriculum development, leadership and administration, as well as literacy and numeracy research for best practices in Early French Immersion. She is a strong voice for inclusion and access to quality French education for all learners.

NANCY PYNCH-WORTHYLAKE is the CSBA Executive Director. Nancy provides leadership and support to the Board of Directors and to all committees of the association. She is an experienced educator with extensive education and experience in Minority and Second language education. She has served as superintendent of schools, senior executive director for the NS Department of Education and Early Childhood Development, and Executive Director of the NS School Boards Association. Nancy is a staunch supporter of First Voice and democratically elected leadership, and a champion for equitable and effective governance. Nancy lives and works from her home office in Nova Scotia.

NANCY PYNCH-WORTHYLAKE est la directrice exécutive du CSBA. Nancy assure la direction et l’appui au Conseil d’administration et à tous les comités de l’association. Elle est une éducatrice chevronnée qui possède une formation et une expérience approfondies dans le domaine de l’éducation des minorités et de l’enseignement des langues secondes. Son expérience compte de nombreux rôles entant que directrice générale de conseils scolaires, directrice générale au ministère de l’Éducation et du développement de la petite enfance de la Nouvelle-Écosse et directrice générale de l’Association des conseils scolaires de la Nouvelle-Écosse. Nancy est une fervente partisane de Première voix et du leadership démocratiquement élu, et une championne de la gouvernance équitable et efficace. Nancy vit et travaille de son bureau en Nouvelle-Écosse.



Mary-Ann
Zauhar-Hiscock



Nancy
Pynch-Worthylake





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**JULY 4
WORKSHOPS 3**



WORKSHOPS 3 (CONTINUED)

JULY 4, 2025 - 11:00 AM TO 12:00 PM

LA COUPE ETHIQUE DU CANADA (FR)

Room: Assiniboia B

La Coupe éthique, née au Manitoba, est une compétition à laquelle prennent part des élèves du secondaire et des étudiant/es universitaires partout au Canada. Elle permet de développer la pensée critique ainsi que la discussion citoyenne, dans un cadre ludique qui casse avec le modèle du débat. L'atelier de la Coupe éthique sera l'occasion d'expliquer sa naissance et son fonctionnement, et d'assister à un match entre élèves du Manitoba qui ont déjà participé à l'expérience. Des témoignages permettront de montrer l'impact de la Coupe éthique sur le parcours des élèves et des enseignants qui les accompagnent.

Dr. Antoine Cantin-Brault est professeur titulaire de philosophie à l'Université de Saint-Boniface. Il y enseigne une grande variété de cours depuis 2013, a publié plusieurs travaux et a reçu le prix d'excellence en enseignement en 2023. Il est le vice-président d'Ethics Bowl Canada/Coupe éthique du Canada, et l'organisateur principal de la Coupe éthique des écoles secondaires manitobaines.



Antoine Cantin-Brault

COMMEMORATING THE 80TH ANNIVERSARY OF VE DAY: VIRTUAL TOUR OF THE "BEACH AND BUNKERS" FROM NORMANDY, FRANCE Room: Fort Garry

The Juno Beach Centre is Canada's Second World War museum and cultural centre located in Normandy, France. The Centre pays homage to the 45,000 Canadians who lost their lives during the War, of which 5,500 were killed during the Battle of Normandy and 381 on D-Day. Opened in 2003 by veterans and volunteers with a vision to create a permanent memorial to all Canadians who served during the Second World War, the Centre's mandate is to preserve this legacy for future generations through education and remembrance. Join staff of the Centre for a 40 minute live virtual tour from the beach and bunkers, with accompanying presentation of the centre's activities and outreach for students of all ages.



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SYSTEMNESS IN ACTION: GOVERNANCE STRUCTURES AND THE POWER OF REFLECTIVE PRACTICE Room: Charleswood A

As a democratically elected governing board, we must consider the needs of the ‘whole’ system if we are to ensure an education system where students are able to succeed and flourish. Connecting all that we do as trustees – the decisions we make, the actions we take - to our purpose, is critical. Intentionally challenging our perceptions about governance in partnership with our Superintendent and Executive Team has strengthened governance coherence as we guide our division into the future.

Utilizing a ‘world café’ model, the Foothills School Division Board of Trustees will explore with participants, their journey into good governance practices by examining how systems thinking has become the cornerstone of our learning organization, helping to build a shared vision.

Supported by Superintendent Dr. Christopher Fuzessy, the Foothills School Board (Phil Irwin, Lisa Penzo, Chris Fuzessy, Chair Theresa Letendre, Jack Molyneux, Sharon Nichols, John Evans) is located in the community of High River, Alberta and believes it is a shared responsibility to create a safe, caring, respectful, and welcoming culture, with education at the centre of a flourishing community.



L to R: Phil Irwin, Lisa Penzo, Chris Fuzessy, Theresa Letendre, Jack Molyneux, Sharon Nichols, John Evans

TERESA LETENDRE has served as a Trustee with Foothills School Division since 2017 and is currently in her fourth year as Board Chair. She is a strong advocate for public education and the role of locally elected school boards in building responsive, community-centered systems. Through her time on the Board, Theresa has seen firsthand how strong and informed leadership can positively impact student growth, achievement, and well-being. She is committed to lifelong learning and continues to deepen her understanding of governance to lead with purpose and contribute to meaningful, system-wide change.

LISA PENZO has served on the FSD Board of Trustees since 2020 and is the current Vice-Chair. Lisa is committed to working on a balanced board that is transparent and accountable to its many prospective-holders. She is a strong voice for the students, teachers, parents and the greater Foothills School community and brings her unique perspective to the work of the ‘Lead Team’. Her valuable experience in working with children and families across multiple platforms has inspired Lisa to become a strong advocate for mental health, wellness and alternative programming. Lisa is committed to decision-making that is always in the best interest of Foothills students.

PHIL IRWIN joined the Board of Trustees for Foothills School Division in the fall of 2021 following a lengthy career in education. Before becoming a trustee, Phil had been a student, teacher, vice principal, and principal within the division. Over the past three and a half years, Phil has embraced the personal challenge of transitioning from having an operational mindset as a school administrator to being more governance-minded as a trustee. He credits the Board’s focus on and commitment to systems thinking and reflective practice for the significant growth both he and the Board has experienced during his time as a trustee.

JOHN EVANS is a first term Foothills School Division Trustee in the County of Foothills, Alberta serving a rural/urban riding and school division also serving for 2 years as Vice-Chair. John is passionate about responsible governance and advocacy for his constituents, including equity for rural education. He is active in the community he lives in, not only serving as Trustee but, Community President, Community Recreation Board Vice-Chair, and volunteering for a variety of local events. John has an entrepreneurial background, including owning a very successful business in Calgary for 15 years. He keeps busy with his family and in his spare time running, curling, lawn bowling and hiking in beautiful Alberta.

JACK MOLYNEUX has served as Trustee for the High Country since 2018 and is a long-term resident within the boundaries of Foothills School Division (FSD). Prior to being elected to the Board, Jack was both a teacher and a student of FSD. This history, the experiences and the relationships that have come from his time at FSD continue to provide Jack with a unique perspective when looking through a governance lens. As well, Jack is a huge advocate for public education. He believes in the importance of education at the centre of a flourishing community for all learners.

SHARON NICHOLS is serving in her second term as a Foothills School Division Trustee for Ward 4. She is committed to ensuring access to consistent, high-quality education for all learners in safe, caring, inclusive and welcoming learning environments. Sharon brings to her role as a trustee, experience from a career in public education in Alberta, British Columbia and Alberta. She is a sessional instructor at the University of Calgary, Werklund School of Education, where she teaches pre-service education students.

DR. CHRISTOPHER FUZESSY brings a uniquely comprehensive perspective to education, having served in nearly every role within the system — from bus driver, educational assistant, and classroom teacher to office support, custodial work, and system leadership. His lived experience across these diverse roles continues to shape his leadership today. With a PhD from the University of Toronto’s Ontario Institute for Studies in Education, he is currently honoured to serve as Superintendent of Schools with The Foothills School Division in southern Alberta.

MAPPING STORIES, HEALING LANDS: ECOCULTURAL MAPPING FOR RECONCILIATION & LEARNING**Room: Charleswood B**

This session helps school board members support Indigenous education and elected public school board members in Canada: reconciliation by integrating ecocultural mapping into curricula. It highlights how policy can foster land-based learning and partnerships with Indigenous communities, promoting culturally responsive education.

Participants will learn how ecocultural mapping integrates Indigenous knowledge and Western science to support language revitalization, environmental stewardship, and culturally responsive education. Participants will learn how digital story mapping can enhance curricula, promote reconciliation, and engage students in place-based learning.

Hailing from the Gulf Islands School District of British Columbia (Salt Spring, Pender, Galiano, Mayne, and Saturna islands), **Jeannine Georgeson** will be joined by **Dana Ayotte** (IMERSS) and **Kusemmaat Shirley Williams** (Whiteswan Environmental) from the Lummi Territory in north-western Washington State.

JEANNINE GEORGESON (Galiano Island) is of Coast Salish, Sahtu Dene, Irish, and Scottish descent. Like many generations before her, she has called Galiano home for most of her life. Like those before her, she has been fortunate to raise her children here in this community.

After a career shift from the service industry, Jeannine began working with [IMERSS](#), a local non-profit, on an eco-cultural mapping project and as a liaison with their partner organization, Whiteswan Environmental, in Lummi territory. This connection and the work inspired Jeannine to direct her career toward biodiversity, language, cultural preservation, and community engagement. In the Spring of 2022, after working with her mother and matriarchs (aunties) from Galiano and throughout the Salish Sea, Jeannine learned more about her Grandmother Sophie's roots and her family's connections to the land and waters they have called home for many generations. Combined with this knowledge, the work she was doing on the mapping project, and her role with Whiteswan, Jeannine was inspired to enrol in hul'q'umi'num' language classes at SFU. She will graduate from the certificate program this June and is already working on her diploma in the hul'q'umi'num' language. Jeannine is always looking for ways to incorporate her language into her daily life and looks forward to sharing the language with her family and her community.

Jeannine occasionally has some spare time which she likes to spend at some of her favourite spots on Galiano or in suneymuhw with her granddaughter.

DANA AYOTTE is a Senior Inclusive Designer at the [Inclusive Design Research Centre](#) at OCAD University, where she collaborates with a team of designers, developers and others working to make digital technology more inclusive, equitable and accessible to all. After many visits to Galiano Island the natural beauty drew her in and she decided to stay for a while, during which time she volunteered with the Galiano Conservancy and was involved with the Biodiversity Galiano project. Learning about the local biodiversity fuelled her passion for ecological protection and restoration and so began her work on the [Xetthecum Digital Ecocultural Mapping project](#) where she contributes to the design of the mapping tool. Dana is an artist with a practice that often addresses themes of nature and the environment. Her work is interdisciplinary and includes printmaking, textiles, drawing and installation, with a focus on using repurposed materials and Earth-sustaining practices. Dana is grateful to live and work on the unceded territory of the Coast Salish peoples also known as Vancouver, BC. Most days she can be found walking her dog in the forest. She is honoured to be a part of the IMERSS community!

KU SE MAAT ~ SHIRLEY WILLIAMS, RN is Co-Founder and Executive Director of the Native-led 501(3) Whiteswan Environmental, WE. WE has been partnering with Western Washington University's Center of Community Learning since 2018. Their co-sponsored events include three community forums focused on Indigenous Truth and Reconciliation in Washington State and three place-based "Learning Together in the Salish Sea" retreats (San Juan Island, Tacoma, Galiano Island.) Since 2019-2020, they have been co-leading the Nexw Xwelemi Tengexw Cohort of Community Engagement Fellows meetings at Northwest Indian College and online.

Ku se maat believes the collaboration with Community Engagement Fellows is in alignment with Whiteswan Environmental's mission and vision for community healing in the Salish Sea Region. She believes it is very meaningful to work with a team who are willing to bridge indigenous-settler educational divides by weaving indigenous and western methods and mindsets into the meeting facilitation and hosting methods; supporting venues for indigenous voices, histories and present-day environmental and socio-cultural challenges to be heard; and especially empowering indigenous youth as educators.

Jeannine Georgeson



Dana Ayotte

Ku se maat ~
Shirley Williams

**TRUSTEE LEADERSHIP SERIES -
FRAMEWORK TO ENHANCING STUDENT LEARNING****Room: Kildonan**

The Leadership Series invites trustees to reflect on their governance and over-sight roles, and encourage them to seek available data and evidence to guide their decision making. This session will share a framework that trustees can use along with other BCSTA-developed resources. The presenter will also examine the opportunities this collaboration with government and other partner agency has opened for BCSTA and its member school boards.

The Leadership Series is one-way BCSTA provides professional learning for school trustees in their communities. The recent series focuses on the Framework for Enhancing Student Learning, which dives into the success of Indigenous students and students in care. The series was provided in collaboration with the BC First Nations Education Steering Committee and the BC Representative for Children & Youth, illustrating the potential of such partnerships.

GORDON LI, A professional of many experiences, Gordon Li has served as Director of Education Services for the British Columbia School Trustees Association (BCSTA) since 2019. Previously, he was Director of Learning Technology with the British Columbia Ministry of Education, President of the BC Principals and Vice-Principals Association and served as a high school principal from 1999 to 2014, in Burnaby School District.



Gordon Li

**THE BRANT REPORT: RECOMMENDATIONS TO ACHIEVE
RECONCILIATION ACROSS ALL SCHOOL BOARDS****Room: Assiniboia A**

Commissioned by the Canadian School Boards Association in 2022, the “Brant Report” was approved by the CSBA Board of Directors in 2024. Across four distinct sections, the report provided an overview of education and colonialism; posited recommendations and strategies for engagement and communication between CSBA, its member associations and their member school boards with Indigenous communities and organizations; provided an overview of survey results collected from school boards to inform this work; and listed many useful resources for CSBA and its members to use in future work.



DANIEL J BRANT, PhD MASc MPA CAFM is a member of the Mohawks of the Bay of Quinte and has been operating as a consultant for 40 years. His consulting experience in his own firm includes an associate relationship with Coopers & Lybrand prior to their amalgamation with Price Waterhouse Coopers. Most recently, he served as the CAO of his home community for nearly 5 years and was involved in the heart of community issues. He has also served as CEO with several First Nations organizations including the Assembly of First Nations, National Aboriginal Capital Corporation Association and the Dreamcatcher Charitable Foundation, and held senior leadership positions within First Nations communities. He completed his PhD in the department of Education from Nipissing University and holds two Masters degrees, one in Engineering and the other in Public Administration. The combination of his experience and academic work were an asset to the authorship of the report and recommendations submitted to CSBA.

AMY BRANT is from the Mohawk Nation at Kéhnteke. She has been passionate about the story of her community from a young age and has great concern for the rights and interests of First Nations people. She has been a lifelong learner of the history of Kéhnteke and has chosen to pursue this as a career. She is a graduate of the Justice Studies (Paralegal) Program at Loyalist College and holds a Bachelor of Arts in Sociology and Indigenous studies at Queens University.

For eight years, Amy worked in Research for the Mohawks of the Bay of Quinte (MBQ). During this time, she gained valued experience in historical research and First Nations administration and policy. While she worked with MBQ, she was on the negotiation team for the Culbertson Tract Claim, carried through the Turton Penn Loss of Use Claim, and worked alongside legal counsel to develop and support additional claims for submission. Amy was also actively involved in the Iroquois Caucus Harvesting Working Group and frequently called to support and assist Council in their decision-making processes through information and analysis.

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WORKSHOPS 4 (CONTINUED)

JULY 4, 2025 - 1:00 PM TO 2:00 PM

OPSBA EQUITY COUNCIL

Room: Assiniboia B

Sharing OPSBA’s work on addressing anti-black racism in education.

KATHLEEN WOODCOCK elected to the position of OPSBA President in July 2024, is a six-term trustee on the Waterloo Region District School Board (WRDSB). Prior to becoming OPSBA president, Kathleen served as First Vice-President and before that, as Second Vice-President. She has been involved in many leadership positions at her home board including chair, vice-chair, past chair and member/chair of many statutory and ad hoc committees.

President Woodcock holds a Master of Social Work degree and a Bachelor of Arts degree, both from Wilfrid Laurier University. A strong believer in life-long learning, Kathleen attained her MSW while working full-time at WLU and to move her professional career forward to the next level.

Kathleen retired from the City of Kitchener’s Community Services Department in 2020. Together with her experience and education in community development, community engagement and policy development and her 20+ years as a locally elected trustee, Kathleen works from a strengths perspective in her advocacy for a strong public education system with access for all students, regardless of their background.



Kathleen Woodcock

STEPHANIE DONALDSON has served as OPSBA’s Executive Director since 2022.

As a former elected school board trustee with the Toronto DSB, a member of OPSBA’s Executive Council, and Vice-Chair of the Toronto Board of Health, Stephanie works to safeguard and enhance the education and well-being of young people and their families and communities. Prior to becoming a trustee, she held executive roles in the Ontario Public Service, including at the Ministry of Education where she led the transformation of the education sector’s collective bargaining system. She is a graduate of the Rotman Public Service Leadership Institute and holds a Master’s degree from the National University of Ireland. Whether it is advocating for a stronger and more equitable education system, re-imagining public policy and delivery, or working towards more healthy, liveable and just communities, she leads with heart and a trusted voice.



Stephanie Donaldson

MICHELLE RODNEY BARTALOS is a veteran educator and a strong advocate for an inclusive public education system. She has been with OPSBA since 2023, initially serving as Liaison to the Black Trustee Caucus and currently as Director of Education Equity. In this role, she ensures that human rights and equity remain a consistent and integrated lens for consultations, stakeholder engagement, programs, policy development, and advocacy.

Her prior experience includes serving as Principal in both the Toronto District School Board (TDSB) and the Hamilton-Wentworth District School Board (HWDSB), where she focused on school improvement initiatives and building collaborative relationships with stakeholders. Michelle has also gained valuable expertise in leadership and adult learning models through her experiences in the USA and Australia. She holds a Certificate in Human Rights for Education Professionals in addition to her other educational credentials, and is a member of OPC and OCT.



Michelle Rodney Bartalos

Prior to joining OPSBA, she was the System Principal of Equity for HWDSB and currently consults on EDI while also serving on the Board of Directors for two local non-profit organizations.



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**JULY 4
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WORKSHOPS 4 (CONTINUED)

JULY 4, 2025 - 1:00 PM TO 2:00 PM

**NAVIGUER L'INTELLIGENCE ARTIFICIELLE EN TANT QUE COMMISSIONS SCOLAIRES AU CANADA :
CE QU'IL FAUT SAVOIR ET FAIRE (FR) Room: Fort Garry**

Workshop description coming soon!

VICTORIA DUNN est coach et formatrice en Générative AI Advisor, données et intelligence artificielle chez KPMG.



Victoria Dunn

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