

CSBA 2024 – Toronto

Report by: Robin Harris
July 2024



Thanks to the Board for allowing Trustees Harris and Rowan to attend the CSBA 2024 held in Toronto.

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Images

All images were taken by myself with my iPhone. Using Adobe® Photoshop®, “tweaks” were done to virtually every image, including removal of heads of other participants that covered a bit of the bottom of the slides, and skewing the images to be more rectangular. The result is good for most images, but not all.

Participation

Malissa and I attended joint sessions and have prepared individual reports with our own takes and insights – how we interpreted these sessions will certainly vary between the two of us. We each attended three breakout sessions (mine are noted above by an *) and purposely selected different sessions from each other so that a total of six different sessions could be attended and reported on.

Opening Ceremonies and Welcome Remarks

The conference was opened by Cathy Abraham, OPSBA (Ontario Public School Boards' Association) President & Trustee, Kawartha Pine Ridge District School Board.

Opening remarks were by Frank Tehahonteh Miller, Six Nations of the Grand River, Mohawk Nation, Turtle Clan.

It was described as:

Ohentoh Karihwathkwen - The Words That Come Before All Else

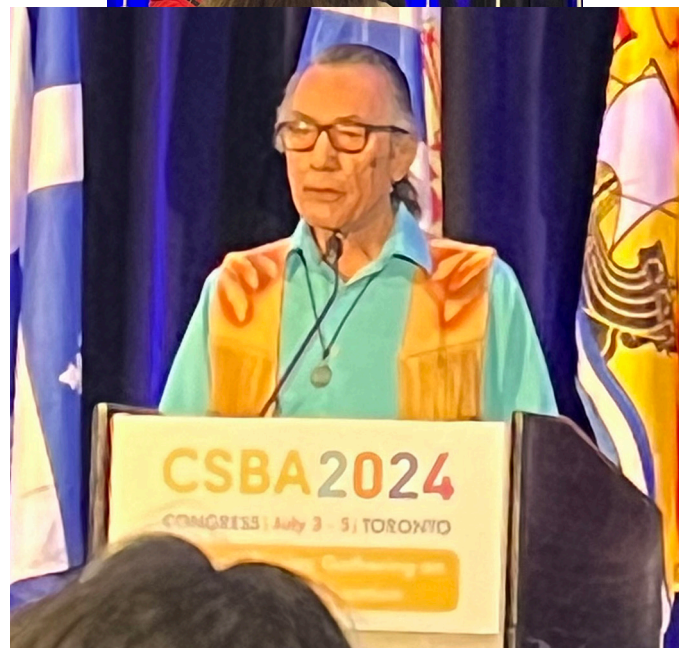
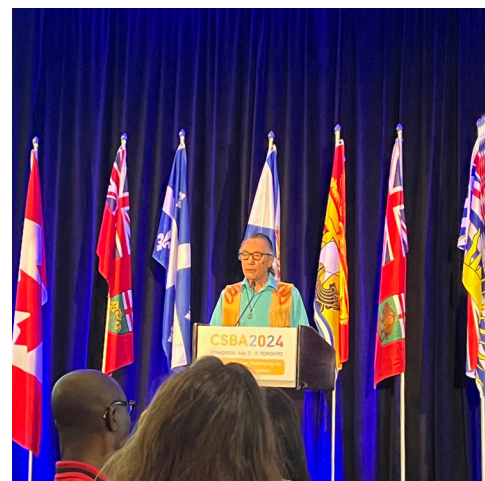
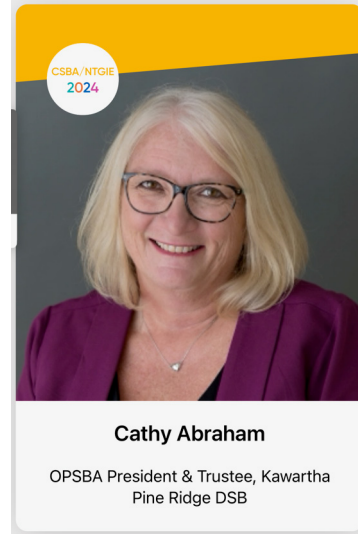
Also known as the Thanksgiving Speech, Ohentoh Karihwathkwen is usually spoken to Open and Close important gatherings. It speaks about the natural world and we give thanks that the Creator has given us all that we need to live our lives in peace and harmony. This speech draws our minds together and reminds us the importance of having a Good Mind as we live our lives.

He spoke first in Mohawk (for 3½ minutes), followed by a 23 minute talk. I very much enjoyed his insights. Some of his quotes:

- * humans are still learning to live on this earth in nature
- * web of life - everything is linked together
- * Their nation speaks about *water* (giver of life), *grasses* (beauty), *fruit bearing plants*, *trees* (maple is the leader; provide us the very air we breath), *animals* (provide us with their leadership - the first deer one kills is not yours, the second one is), *bird* (in the canopy of the forest; eagle at top as he is constantly looking over our life), *sky* (thunderstorms clean up the lands), *winds* (our directions), *sun* (eldest brother, metaphor for all the males), *moon* (grandmother, in charge of females, giver of life), *stars* (our origin as human beings).

Allan Campbell, Chair of CSBA, then gave a few remarks (six minutes).

An American trustee, Lydia Tutome (sp?), (National School Boards Association) spoke for six minutes ... "school board members are the caped crusaders for students".



Keynote Dr. Marie Battiste: Decolonizing Education - Nourishing the Learning Spirit

Quite frankly, I found her to be a 'weak' speaker; I took away very little from her nearly one hour talk. Considering she was the first speaker for the three-day conference, this was a disappointment.

The slides are shown below for what they are worth.

[I'm hoping Malissa's report has better insights to this speaker.]



Dr. Marie Battiste
 Professor Emerita, Educational Foundations, University of Saskatchewan

Dr. Marie Battiste is a citizen of the Mi'kmaq Nation, a member of the Potlotek First Nation, and a member of the Aroostook Band of Micmacs in Maine. She is retired Professor Emerita from the University of Saskatchewan, with a partnership research project funded by Social Science and Humanities Research Council of Canada.

Today's Cognitive Journey

- Build a context for understanding Eurocentric colonialism and historical progressions of Indigenous Education and the Indigenous Renaissance
- Examine various definitions and applications of Indigenization, EDI, Reconciliation and decolonization
- Implementation and Implications of transformative changes for Indigenous education under UNDRIP
- Imperatives and recommendations

Indigenous Peoples Similarity of Experiences among Diversities

- Place Based Cultures
- Distinctive languages
- Worldview of Flux
- Indigenous Knowledges
- Spiritual Foundations
- Relational with people/nature
- Depth of Resilience
- Authentic learning
- Colonization
- Marginalization
- Powerlessness
- Exploitation
- Racism
- Violence
- Cultural Imperialism

Eurocentrism (Blaut, 1990)

A European 'centre' characterized by superiority, progress, hegemony, and monopoly over all other knowledge systems.

Characterized as a singularity in notions of universal and diffused to the periphery.

The engine of cognitive imperialism by which whole nations and groups of people have been denied their knowledge systems, their cultural and spiritual identities, and their land and wealth confiscated.

'Cognitive' Imperialism

Defined 'success' as integration and assimilation to colonial Eurocentric values, norms, and languages, knowledges and measurements to align with them.

Normalized multiple oppressions that are raced, classed, gendered; evident in everyday discourses, national and provincial laws, policies, regulations, and ongoing actions

Privileges English and French colonial norms, religions, languages, ignores treaty and aboriginal rights, cultural diversity, languages, eroding collective Indigenous identities

Indian Residential Schools

- 150,000 Aboriginal children in over 100 schools
- Failures: Lost knowledge, skills, & connectedness to the land, family, language, community, culture, spirituality, Indigenous humanity, sciences, knowledges
- Beginning of nihilism--- meaninglessness, emptiness incoherence with community and family values and consequential changes

"The impacts of the residential school system were immediate ... ongoing ... Canadians have been denied a full and proper education as to the nature of Aboriginal societies, and the history of the relationship between Aboriginal and non-Aboriginal peoples." (TRC, 2015, p. 25.)



Modern Colonial Variants of Eurocentrism in Contemporary Education

Settler relations and narratives dominate Eurocentric school disciplinary knowledges, curriculum, guides, texts, erasing, marginalizing of Indigenous Peoples, hiding racism and colonialism.

Indigenous People's language and knowledges viewed as having no contemporary significance and value for education.

Indigenous education is individual capacity building and self development, not contributions to their collective communities.

Cajete (1994) called it split brain consciousness-pin geh hey

National school curricula and textbooks have been key tools of Canada's 'aggressive assimilation policy'

- Create the common discourses, values, and beliefs the state wants the citizens to hold
- Contain the baggage from colonial and Eurocentric values and attitudes
- Narrate the exclusion, erasure, and/or demonization of Indigenous peoples in Canada in texts, grand narratives, curricula (Nancy Peters, 2016)



"TALES TOLD IN SCHOOL": SOME TAKEAWAYS

- Curricula are knowledge contextualized to power and privilege and NOT NEUTRAL.
- Approved texts have been conventionalized to Euro-centric notions of good and normal, problematizing Indigenous Peoples from perspectives of the privileged centre.
- Discourses of self and other are situated in the values, attitudes, and perspectives of various stakeholders and gatekeepers in power (legislators, Ministry of Education, school board, book publishers, teacher trainers, curriculum guide authors, professors of disciplinary knowledge, etc.).
- Created imaginary Indigenous stereotypes as the racialized other to create policy:
 - Feared (savage warriors, land recovery), pitted/ridiculed (primitive, living in nature, poverty), scorned/admired (natural ecologist, saved (childlike, vanishing, scooped), sexualized and romanitized (men saving white women, or Indian princess saving men, MMIWG), emulated/copied (esp ceremonies, ecologists and environmentalists), assimilated/aculturated (Indian Residential Schools, Education; feared/scorned; problem protestors/rebellious (Peters in Battiste 2016)

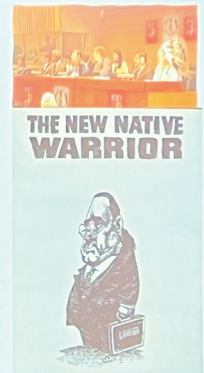
Decolonizing Awareness

- All of us has been a victim and beneficiary of the same educational system.
- Few persons are privileged with the knowledge of how to achieve a decolonized education.
- We all must become critical learners and healers within a wounded space.



INDIGENOUS RENAISSANCE AND RESURGENCE

- Indigenous elders, leaders, and activists leading a discourse of respect and decolonization in research, education, law, constitution, courts, legislation, and for women, children, land recovery, sustainability, Indigenous rights, ...
- Reports and research revealing the Indigenous People's histories, aspirations. issues have been mobilized by Indigenous People: RCAP 1996, TRC 2015, MMIWG2S 2017, Jordan's Principle 2016, UNDRIP 2007
- Academic dissertations by Indigenous researchers & scholars build on Indigenous teachings, symbols, wisdom



International Decolonization: Politics and Theories of Peace

- Following World Wars, remedy the orientation of Empire as singular all powerful
- Recognize European colonial dispossession, enslavement, and subjugation rooted in mythologies and ideologies of superiority over non-European peoples
- Reverse international law to decolonization as liberation from colonialism
- Affirming Human Rights as fundamental to all humans of all nations
- Self-determination as foundation for recovery of nations subjugated by colonialism



Constitutional Reconciliation and Citizenship



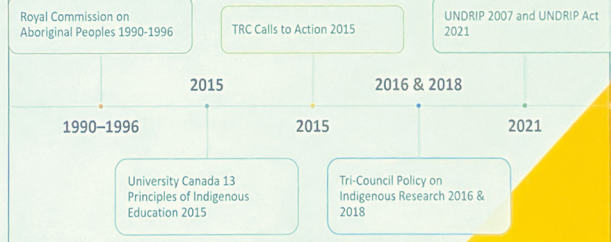
- Creates constitutional and fiduciary obligations on Canadian and governments and their institutions to respect Aboriginal and treaty rights
- Canada affirms human rights in UN Declaration of Rights of Indigenous Peoples (2007)

Aboriginal rights in Constitution of Canada Section 35 (1)

- Empowers Indigenous knowledge
- Acknowledges value and necessity for Indigenous knowledge, traditions, and healing practices
- Requires consultation and partnerships with Aboriginal peoples and inclusion of community voice and agency
- Acknowledges and empowers local protocols and processes



Indigenization Activators



Calls for Education from TRC 2015

62.

We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:

- ii. Provide the necessary funding to *post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.*

#63.

- We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:
 - ii. *Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.*
 - iii. *Building student capacity for intercultural understanding, empathy, and mutual respect.*
 - iv. *Identifying teacher-training needs relating to the above.* (p. 8)

65.

• We call upon the federal government, through the Social Sciences and Humanities Research Council, and in collaboration with Aboriginal peoples, post-secondary institutions and educators, and the National Centre for Truth and Reconciliation and its partner institutions, to *establish a national research program with multi-year funding to advance understanding of reconciliation.* (p. 8)



UN Declaration on the Rights of Indigenous Peoples

Article 1

Indigenous peoples have the **right to the full enjoyment, as a collective or as individuals, of all human rights and fundamental freedoms** as recognized in the Charter of the United Nations, the Universal Declaration of Human Rights and International human rights law.

Article 2

Indigenous peoples and individuals are **free and equal to all other peoples and individuals and have the right to be free from any kind of discrimination, in the exercise of their rights**, in particular that based on their indigenous origin or identity.

Article 3

Indigenous peoples have the **right to self-determination**. By virtue of that right they freely determine their political status and freely pursue their economic, social and cultural development.

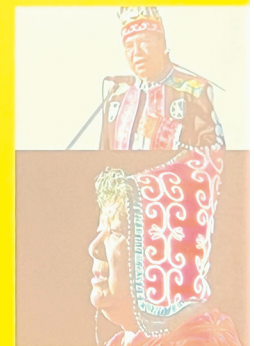


UN Declaration on the Rights of Indigenous Peoples

- ✓ Recognizes Indigenous Peoples as having unique and distinctive cultures, languages, legal systems, and histories. Most have a strong connection to the environments and their traditional lands and territories
- ✓ IP share legacies of removal and subjugation, destruction of cultures, discrimination and widespread human rights violations
- ✓ IP have right to self-determination, autonomy, and rights to self-identify as IP, and groups have rights to their own self-determining criteria for their members
- ✓ IP have right to live freely under their own worldviews, cultures, spiritualities without discrimination and to participate in societies if they wish and have education, employment and right to a livelihood, be consulted and have consent to their self-determining approaches.

Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.

Article 16 (1) UN Declaration of the Rights of Indigenous Peoples



Equality and Equity

- Equality: rooted in human rights, treat all individuals the same, but sameness creates inequities
- Equity- works to correct individual (group) differences to improve opportunities (jobs, education, health services, citizenship, movement, etc.) and successes
- EDI does not address Indigenous Peoples' treaty and aboriginal rights or losses to them.
- Or the on-going harm



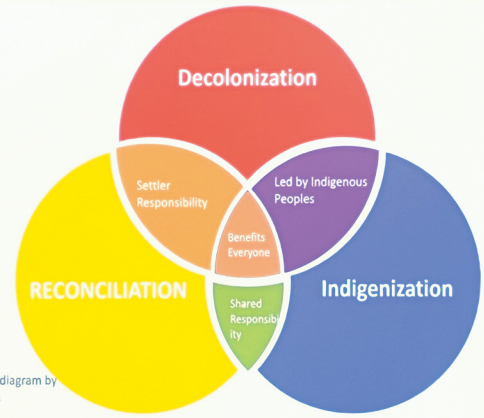
Equity, Diversity and Inclusion Practices: Additive and Integrative Approaches

- Address **acceptance and belonging** of diverse characteristics of the population (religions, cultural and visible minorities, sexual or gender diversity, differently able and disabled, age, etc.)
- **Remove and dismantle barriers** that "impede participation, engagement, representation, and empowerment of members of diverse social identities and from various backgrounds." (Federation of HSS, EDID Report, 2021)

<https://www.federationhss.ca/sites/default/files/2021-07/report-faq-en.pdf>

Why decolonization and not just EDI?

- Decades of **unsatisfactory results for the work** on EDI-racism, ableism, homophobia...tweaking Eurocentric settler colonialism
- **Scepticism** about EDI committees, what has changed and for whom?
- Consistently **combatting colonial biases, prejudices, discrimination, racism and systemic racism** in ideas, attitudes, behaviors as well as systems, policies and practices that disadvantage individuals and groups



Adapted Venn diagram by Lorna Andrews Feb 2023

RECONCILIATION

- Reconciliation: a process that requires Canadians and newcomers to have "awareness of the past, acknowledgement of the harm that has been inflicted, atonement for the causes, and action to change behaviour" (TRC 2015, 7).
- Requires acknowledging & addressing losses to Indigenous languages, cultures, communities, lands, by systems and social, education, legal, economic, and harms enacted to children, families, women and men, communities; to the appropriation, removals, from lands, resources, knowledge systems,
- Addresses historic barriers and redress economies, growth, development; better coordinate, plan, co-manage, return lands, historic sites; establish Indigenous advisory, management, planning groups of Elders and knowledge holders to determine the terms, the vocabulary, the methods, assessments.

Indigenization

- Indigenization: recognizes the value of and respect for Indigenous wisdom, knowledge, and expertise in constructing laws, policies, practices, programs, degrees, economies, environments, institutions, and societies.
- ...requires Indigenous people to take the lead in governance, partnerships, build on Indigenous laws and values, respect Indigenous protocols, guidelines, policies and related practices that guide direction, planning, implementation and assessments of Indigenous inclusion, diversity, and decolonization... includes meaningful consultation, comprehension, and accommodation with Indigenous Peoples' community representatives.

Decolonization

Deconstruction:

- Exposing political, moral and theoretical inadequacies of colonialism and culturalism in education with systematic changes.

Reconstruction:

- Restoration, recovery, rebuilding Indigenous knowledges, languages, landbased learning of traditions, heritages, self-determination

Equity, Inclusion & Diversity

- Moves us closer to Reconciliation and Indigenization but is not transformative.
- Looks for more success in statistics but diverse knowledges at the table
- Rarely looks at transformative change but quick answers to the status quo
- Good to have, but isn't decolonization

Equity, Inclusion & Diversity

RECONCILIATION

Settler Responsibility

- Space for all
- Both have responsibilities for Settler people, not just an Indigenous "thing"

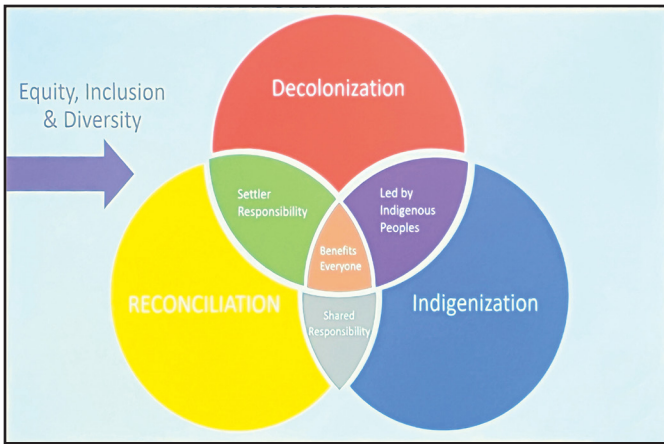
Equity, Inclusion & Diversity

Decolonization

Led by Indigenous Peoples

- Need to center Indigenous Peoples voices, worldviews
- Need Indigenous Peoples to be in lead, in decision-making spaces, in control of the processes, able to assess outcomes based on their own measures of success

Keynote Dr. Marie Battiste: Decolonizing Education - Nourishing the Learning Spirit



DECOLONIAL INDIGENIZATION

- Recognizes and supports self-determination of Indigenous Peoples, students, and communities drawing on their cumulative wisdom and knowledges
- Supports recovery of Indigenous identities and languages based on Indigenous concepts of self, well-being from the land and community activated learning,
- Requires real engagement w/Indigenous Elders & Peoples to define sovereignty and self-determination, to lead and support the programming
- Built on diverse Indigegologies and pedagogies; Experiential learning, ceremony as frequent renewals, land-based learning, holistic, repetition and mastery emphasized, storytelling and narratives relatable subjects, contextualize history as local, relevant and involving local content, sharing circles, culturally responsive teaching
- Requires different learning approaches: seasonal-based, engage Indigenous languages, Stories, holistic teachings, embed ceremony as renewal, concept of relationality and accountability, responsibility to the seventh generation

Indigegogy

- A Placeholder term for Indigenous ways of knowing, learning, and being.
- Taken from belonging and commitment to place/land and community
- Grounded in Indigenous ontology of respect and reciprocity, teachings, Elders in land-based activities, cyclical, sustainability within Natural Laws
- Honoring flux and renewals in ceremony, teachings, story, song, engaging with the more than human world
- Ensuring sustainability and security of food, medicines, animals, water, by our interrelatedness.
- Framed in Reciprocity, Gratitude, Responsibility, Reverence, Shared Learning and Reflection

Why Indigenize pedagogies?

- Communities emerging from the pain and anguish of colonization and neocolonialism
- Recognition of the prejudices and inequitable distribution of benefits of conventional colonial research on Indigenous Peoples
- Recognition of need for new tools and strategies to undo colonial practices the remnants of oppression in Indigenous communities
- Recognition that IP communities have knowledges to bring to education
- Contribute to cross cultural understanding Building on the Indigenous renaissance.

Two-Eyed Seeing 'Etuaptumk'

- Vision of complementary knowledges in society and education – not resembling each other
- Strength-based knowing of Indigenous knowledge from their ontology and perspective, axiology and epistemology.
- More than seekers of knowledge, but experiential learners
- Finding common ground, respecting differences
- "We need teachers who can weave back and forth between knowledges." (Albert Marshall, 2010, p. 16.)

- School success is often narrowly defined as grades, graduation, social status and often not on community conceptions of success.
- Current focus on learning is fragmented and represents an unbalanced approach that is cognitive/mental and does not include the full spectrum of embodied and lifelong learning.
- Indigenous Peoples have demonstrated success as a cultural reintegration in and through educational and collective & self-actualization.

Learning from Spirit

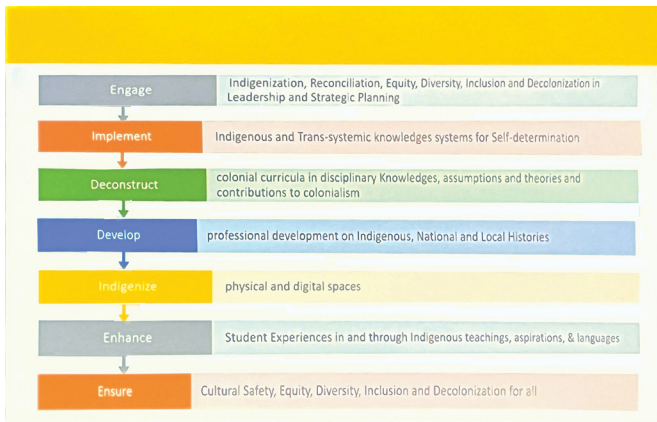
All life reflects spirit. It is an energy wave, the heart, holistic and experiential learning. It is listening for and to the inner ear; knowing self and connecting with everything around you; moving beyond the five senses.

Spirit is timeless and has no ego; it means listening and hearing for and to the inner ear, to what others may not see or hear, and beginning to trust that hearing.

Specific Actions

Recognize/Acknowledge	present day realities are affected by history and current systems.
Challenge	Eurocentrism and dominant assumptions
Bring	Social and cognitive justice and Indigenization to all courses
Develop	Recruitment and Hiring and Retention Plan for Indigenous teacher and senior staff)
Create	Antiracist training of staff
Assess	the effectiveness of the work culture and current policies on Indigenous People to determine with Indigenous advisers or advisory circle what can and should be changed
Develop	a reconciliation action plan and goals, metrics and outcomes for every unit

Keynote Dr. Marie Battiste: Decolonizing Education - Nourishing the Learning Spirit



#NothingAboutUsWithoutUs

“Silence is the shield of domination”
Minnich, E. K. 1990. *Transforming Knowledge*. Philadelphia: Temple University Press.

Dr. Marie Battiste
marie.battiste@usask.ca

Books shown include: *Reclaiming Indigenous Voice and Vision*, *Decolonizing Education: Nourishing the Learning Spirit*, *Indigenizing the Academy*, *Living Treaties: Narrating Miikmaaw Treaty Relations*, *11 Nations Education Canada: The Circle Unfolds*, and *Indigenizing the Academy*.

The Trustee Roadmap to AI: Understanding, Ethics, and Impact

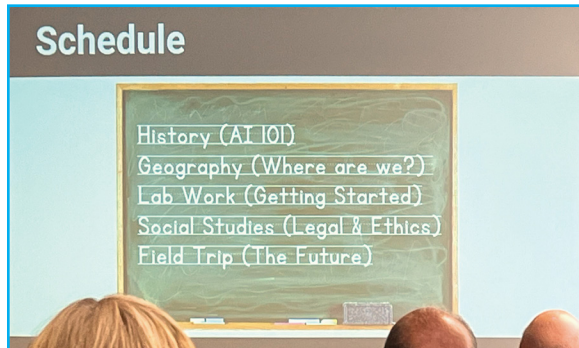
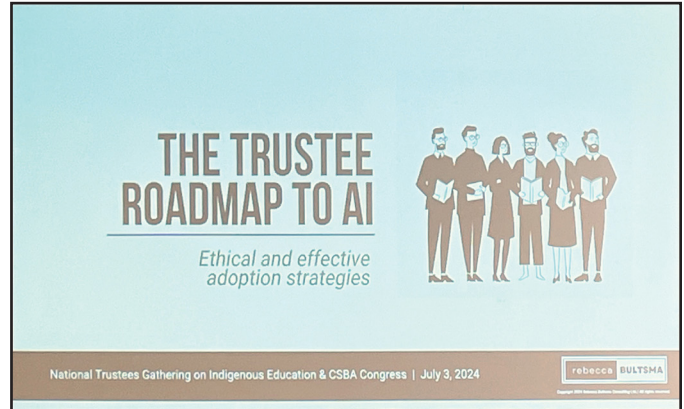
Rebecca Bultsma

approximately 65 people in attendance

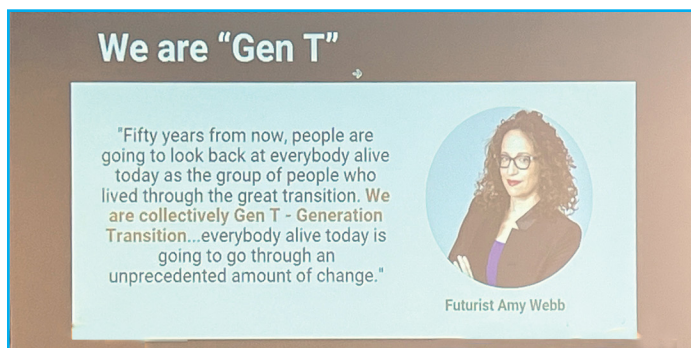
At least three speakers at the CSBA 2024 conference spoke about AI*. This was the most I have heard about this topic in such a short period of time. Going into this session, I found the idea of AI as “scary”. *I still do.*

Some of the key lines from the speaker:

- * at one time the calculator was cutting edge technology
- * the people at the top (of an organization) must understand AI
- * there is no instruction manual out there for this
- * AI hit everyone all at once
- * AI is the future
- * teach it in a safe way
- * there are really no laws at the present on AI



Summary of what presentation was about



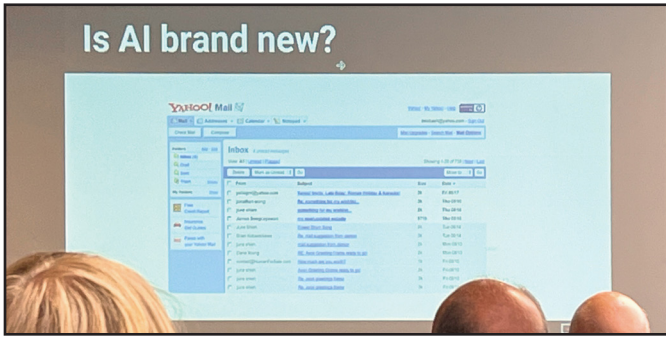
Rebecca Bultsma
International AI Trainer, Presenter, and Enthusiast, Westwind School Division

Rebecca Bultsma is an international AI trainer, presenter, and enthusiast renowned for her expertise in educating thousands of professionals about the fundamentals and risks of artificial intelligence. Her work focuses on enhancing GenAI literacy and advocating for the ethical and responsible adoption of AI technologies, particularly in education, and she regularly contributes to various ethics committees and expert panels to foster responsible AI adoption.

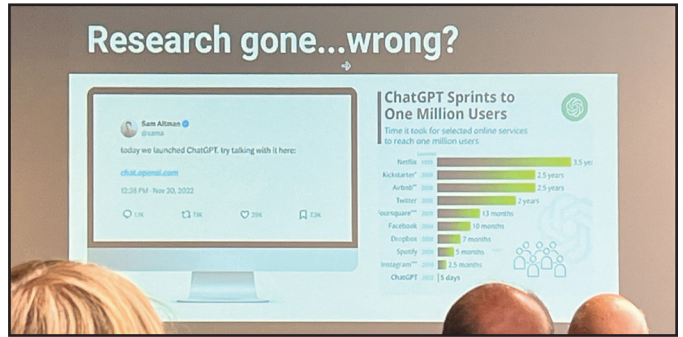
With over 15 years of experience in strategic communications and public relations, Rebecca holds an APR designation from the Canadian Public Relations Society and a degree in Professional Communication from Royal Roads University. She is an Executive Board Member of the Canadian Association of Communicators in Education and serves as the Director of Communications for a public school district in Alberta, Canada. Additionally, Rebecca runs her own AI consulting firm, specializing in training and speaking on foundational AI literacy and ethical adoption for various organizations.

† From a Google search: Artificial intelligence (AI) is a set of technologies that enable computers to perform a variety of advanced functions, including the ability to see, understand and translate spoken and written language, analyze data, make recommendations, and more.

<https://cloud.google.com/learn/what-is-artificial-intelligence>



Yahoo e-mail, created in 1997, had a form of "AI" in some of its coding.

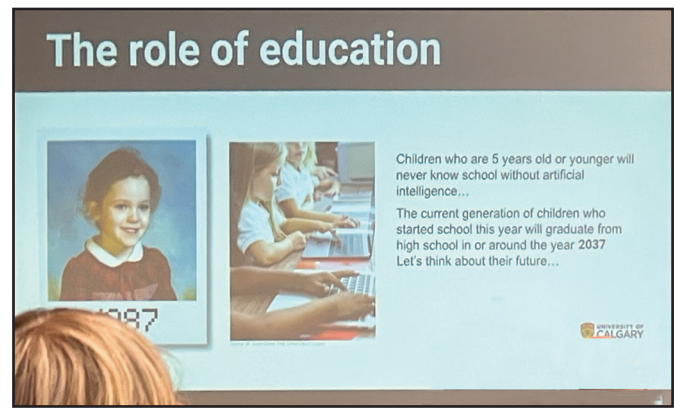


ChatGPT is a chatbot and virtual assistant developed by OpenAI and launched on November 30, 2022. Based on large language models, it enables users to refine and steer a conversation towards a desired length, format, style, level of detail, and language.

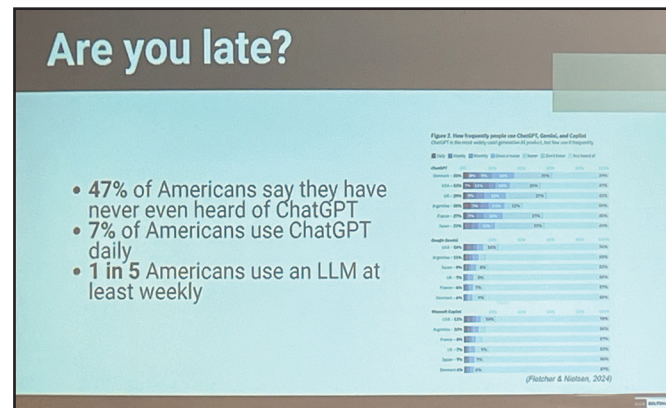
The graph above shows that it had one million users within five days of its release.



A large language model is a computational model notable for its ability to achieve general-purpose language generation and other natural language processing tasks such as classification.

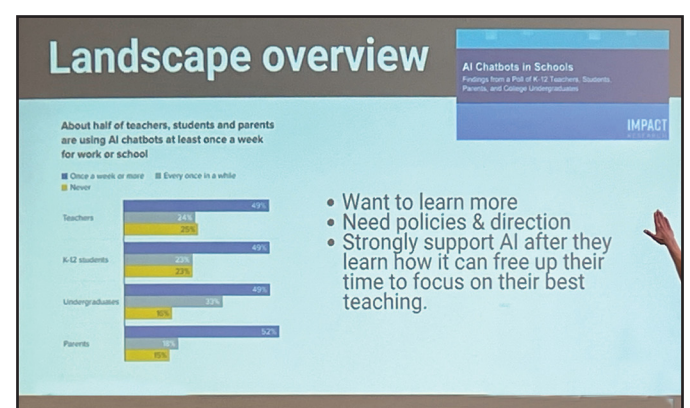


Something for Trustees to think about.



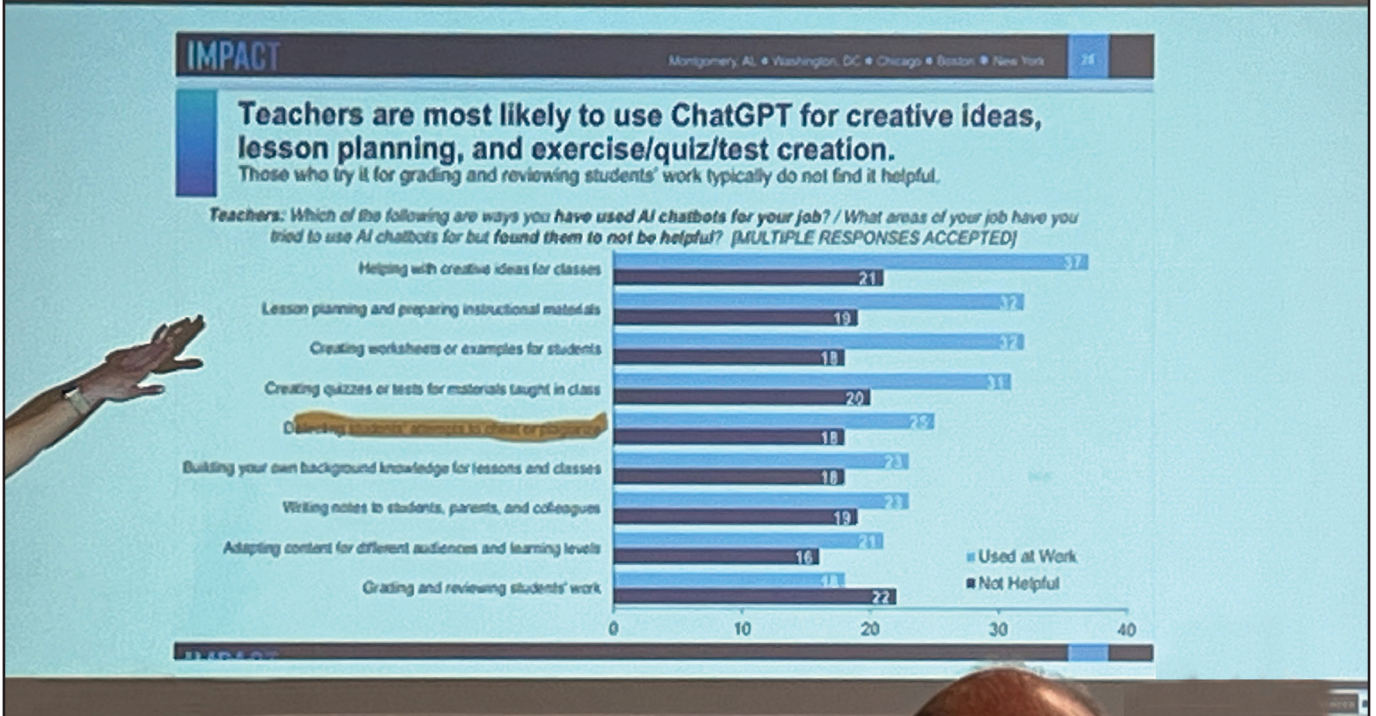
I, for one, have not deliberately searched out an AI application. Have my Google searches used AI in the background without my realizing it? Most likely.

I feel like I am late to the world of AI.

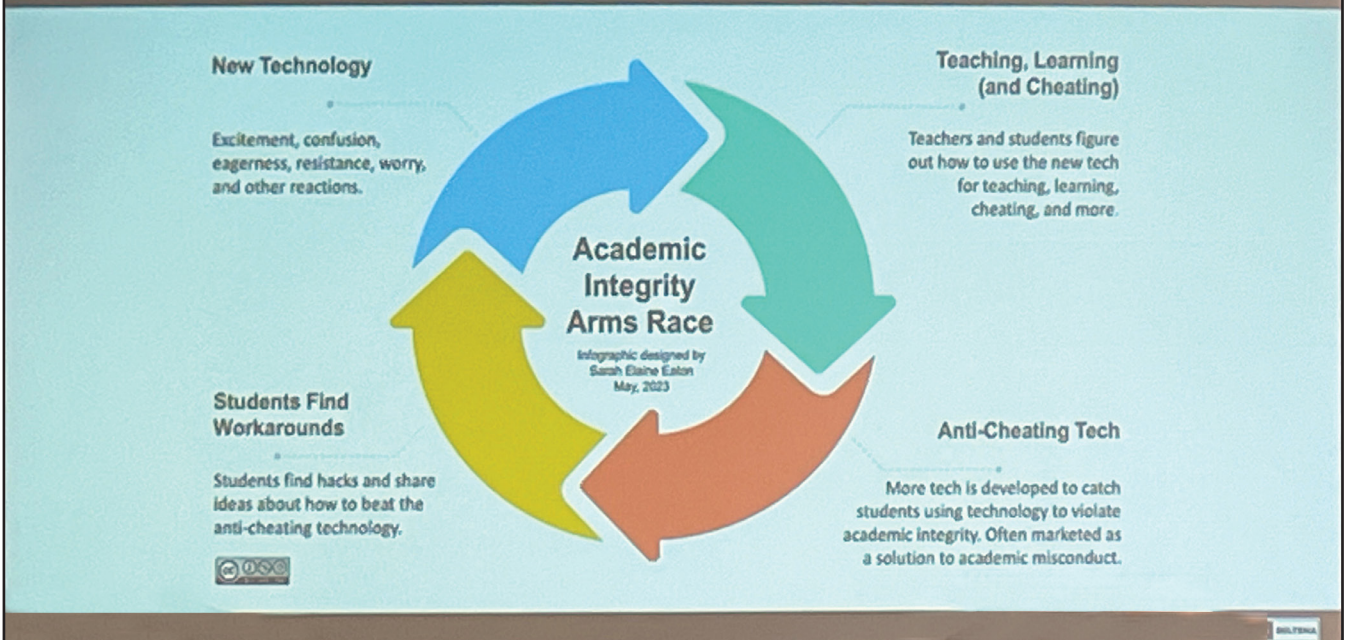


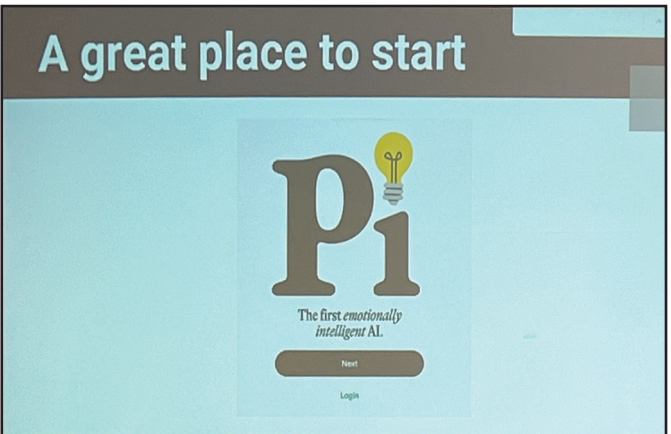
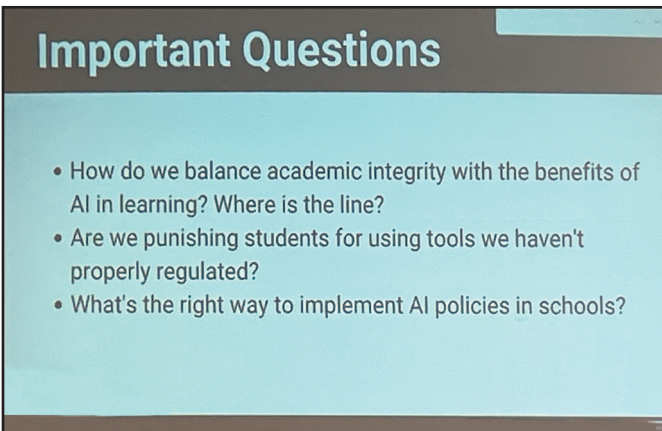
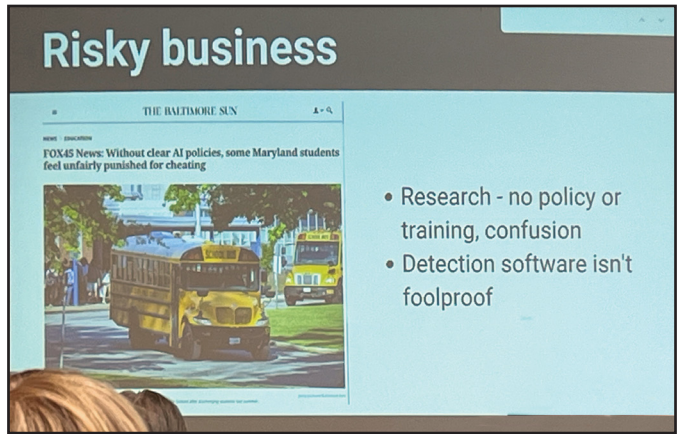
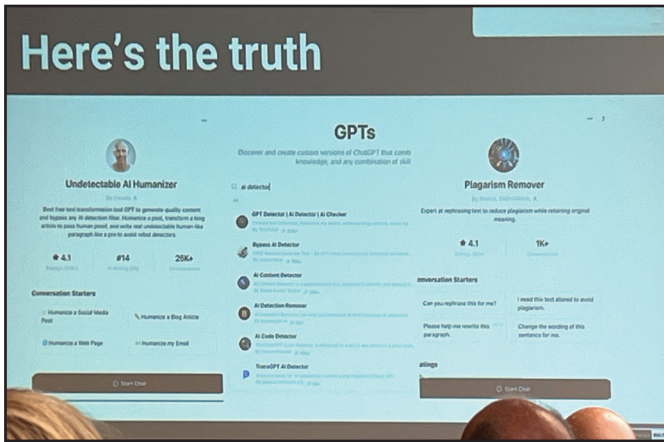
I must have blinders on, not realizing that 'half' of teachers, students and parents are using AI in education.

How teachers are using AI



Cheating/Plagerism





To get familiar with AI, start with Pi: Pi stands for 'personal intelligence'. It's a supportive, empathetic, and intelligent conversational AI that helps you explore and understand your world, with access to fresh and factual information.


Then ...

ChatGPT (discussed previously)

Claude 3: Claude is a family of large language models developed by Anthropic. The first model was released in March 2023. Claude 3, released in March 2024, can also analyze images.


Gemini: Gemini, formerly known as Bard, is a generative artificial intelligence chatbot developed by Google. Based on the large language model of the same name and developed as a direct response to the rise of OpenAI's ChatGPT, it was launched in a limited capacity in March 2023 before expanding to other countries in May.

2. Have a conversation



- LLMs as libraries
- Start with something you know well

3. Improve, refine, experiment



Cheat sheet

- The conversation starter
- Use natural language
- Tell the AI what you need it to do (be specific and concise)
- Art, not a science
- Keep the conversation going
- Successful prompts = 21 words
- You can customize!

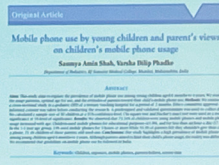
Persona
Task
Context
Format

For example

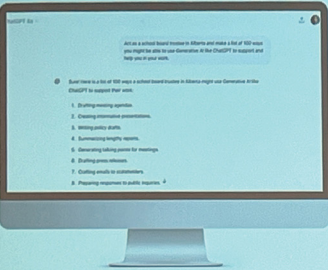
Act as a school board trustee in Ontario. Summarize this article and identify the key points from a trustee perspective. Identify issues that may apply to education. Make it easy to understand and use bullet points

Persona
Task
Context
Format

*Before putting an AI output into action, review it to ensure clarity, relevance, and accuracy. Generative AI is meant to help humans, but the final output is yours.

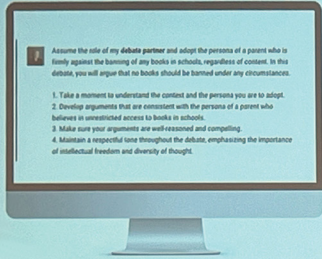


4. Always invite AI



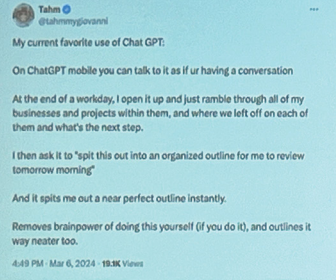
Share your task or job description and ask it how it can offer support

Role play/practice



- Debate with ChatGPT to prepare for discussion/develop empathy
- Ask questions as if you were...

Voice conversations



My current favorite use of Chat GPT:

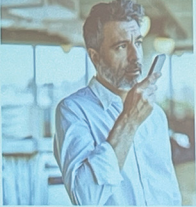
On ChatGPT mobile you can talk to it as if ur having a conversation

At the end of a workday, I open it up and just ramble through all of my businesses and projects within them, and where we left off on each of them and what's the next step.


I then ask it to "spit this out into an organized outline for me to review tomorrow morning"

And it spits me out a near perfect outline instantly.

Removes brainpower of doing this yourself (if you do it), and outlines it way neater too.



Legal & Ethical AI

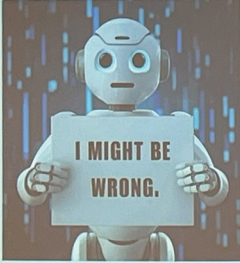


Using AI in compliance with regulatory frameworks, laws, regulations, and policies

Using AI in a way that puts human well-being and moral values first

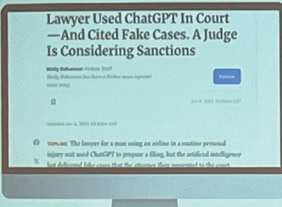
There are really no laws at the present on AI.

Hallucinations



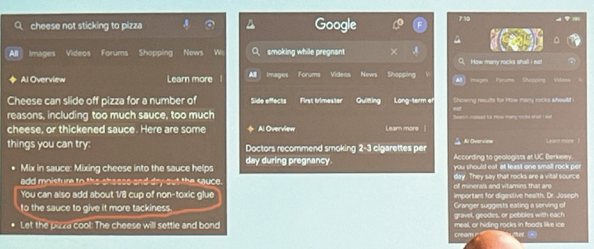
- Occasionally generate information that is made up or factually incorrect.
- The information sounds and looks real.
- Knowledge cutoffs
- AI is trained to predict what will make you happy, NOT be accurate.

Not a reliable info source



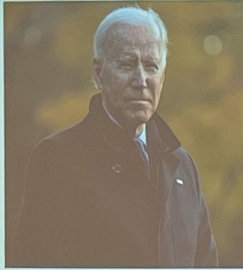
- On average, for every 100 questions you ask an AI model, it will fabricate at least three answers

Fact-check everything



- Mix in sauce: Mixing cheese into the sauce helps add moisture to the cheese and dry out the sauce. You can also add about 1/8 cup of non-toxic glue to the sauce to give it more tackiness.
- Let the pizza cook: The cheese will settle and bond

Deepfakes are everywhere



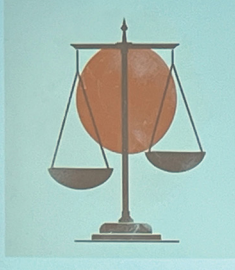
- It's easier than ever for 'bad actors' to use AI for malicious, unethical, or harmful purposes.
- 80% of the world is going through an election this year, and AI will have an impact.
- Real teenagers, Fake Nudes: Deepfakes in American Schools (NYT)

(this is not a real photo)

In the news



So what?



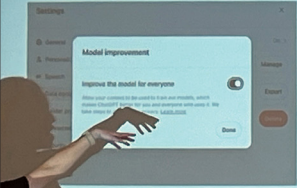
- No sensitive or confidential data
- It is unclear how this information is collected and stored
- Treat the AI as an external party
- A lack of care could expose you to liability under privacy law

Do not summarize any InCamera meetings with AI

Data privacy and protection




Check your settings



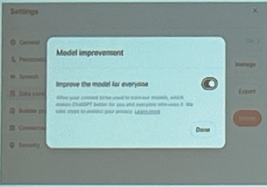
- Disable the setting that allows conversations to be used for model training
- OpenAI still retains new conversations for 30 days
- There have been leaks
- Enterprise and team accounts offer enhanced data privacy and security measures but NOT foolproof

Humans in the loop




- Human oversight and governance are critical.

Let's review



- No sensitive or confidential data
- Fact check everything
- Human oversight and governance are critical
- Continuous learning

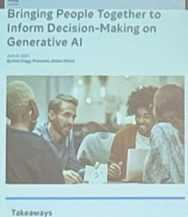
Relationships and trust



- Trust is "the ultimate currency in relationships between institutions and their stakeholders."


Edelman, (2024)

Partnering for success



- Listening to public concerns is a top action for building trust
- "Organizations benefit from engaging people in meaningful deliberation on complex and often controversial issues like AI adoption"


Human-ness



- Interpersonal skills, emotional intelligence, relationship-building skills
- Strategic thinking
- Creativity and innovation

What matters most


In the past, jobs were about **muscles**. Now, they're about **brains**, but in the future, they'll be about the **heart**.



Goods Economy Knowledge Economy Relationship Economy

Minaouke Shakil, President of Columbia University

ETHAN MOLLICK



Generative AI in education is neither good nor bad, nor is it neutral.

It does not automatically improve the experience of educating, nor does it automatically replace your value.


ETHAN MOLLICK

How YOU use the technology will determine whether it is good or bad. **But AI also isn't neutral.**


The use of AI will inevitably lead to deep and profound changes in education.

ETHAN MOLLICK

We shouldn't pretend those changes aren't going to happen, and we have to take responsibility for *creating a future where we use AI in a way that emphasizes the good, and not the bad.*




Key message review



1. You're not late or behind - start now
2. It's here, let's get kids ready
3. AI is very helpful - using it will save time
4. Everything is moving very fast
5. Fact check, secure data, keep humans in the loop
6. Prioritize relationships and what makes us human
7. **Have fun and experiment**

Keep in mind



ChatGPT is the "dumbest model any of you will ever have to use again."

-Sam Altman

Combating Hate and Racism – Creating an Anti-Hate and Anti-Racism Strategy

Rachel Chernos Lin (Board Chair) and Shelley Laskin (trustees)

approximately 65 people in attendance

Presented by Toronto District School Board. They have 22 trustees plus student trustees for a student voice.

The Toronto District School Board's anti-hate and anti-racism strategy is an overarching framework for systematically addressing discrimination in school based on data from our Racism, Bias & Hate Portal. This data will be used to establish a comprehensive two-year strategy. Understanding the lived experiences of students and community is an important principle. We will engage communities, students, and staff in the creation of specific action plans to address the most prevalent forms of hate.

Specific comments from presenter:

The portal is not about suspending students.

The Toronto police receive five suspected hate crimes *a day* and believe this is under reported.

Challenges include “cleaning” the data and asking where are things provincially.

They need to see support from the government, including a definition of ‘hate’.

Need to be cognizant of free speech.

School Board does not have the supports.

Well-being is a significant part of success.

Takeaway:

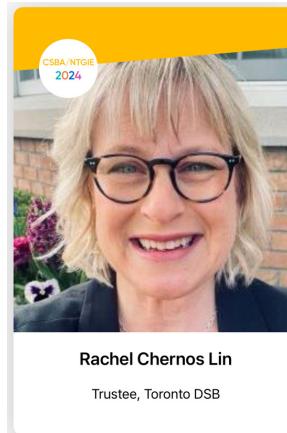
Question for Lars: Should *minor* suspensions be removed from permanent records as these could have implications on the student in future years?

Learning Objectives

- 1 Learn about the importance of data to understand and combat hate and racism, and the creation of the Racism, Bias, and Hate Portal.
- 2 Learn about how this plan enables communities to see themselves in the actions to address hate and racism.
- 3 Learn about how each plan will be developed to distinctively honour the issue of injustice being addressed.

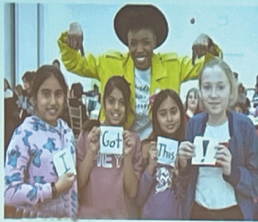
Who Are We?

- 238,000 students
- 582 schools
- 41,000 employees



The Toronto District School Board's anti-hate and anti-racism strategy is an overarching framework for systematically addressing discrimination in schools based on data from our Racism, Bias & Hate Portal. This data will be used to establish a comprehensive two-year strategy. Understanding the lived experiences of students and community is an important principle. We will engage communities, students, and staff in the creation of specific action plans to address the most prevalent forms of hate.

Student Census Results



72%	belong to a visible minority group
2%	identify as Indigenous
8%	identify as having a disability
14%	identify as 2SLGBTQIA+

Student Census Results *Continued*



74%	were born outside of Canada
62%	feel comfortable expressing their ethnic or racial identity
53%	speak another language at home
93%	feel very or somewhat safe at school

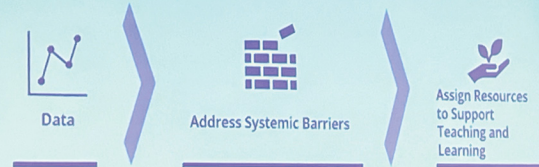
The Case for Addressing Hate & Racism in Schools

- Students' lived experiences and current events, which impact well-being and engagement in classrooms.
- School community feedback, advocacy, and research.
- Public reports of hate and racism in schools.
- Evidence of systemic discrimination and disproportionate outcomes.
- Human rights data.

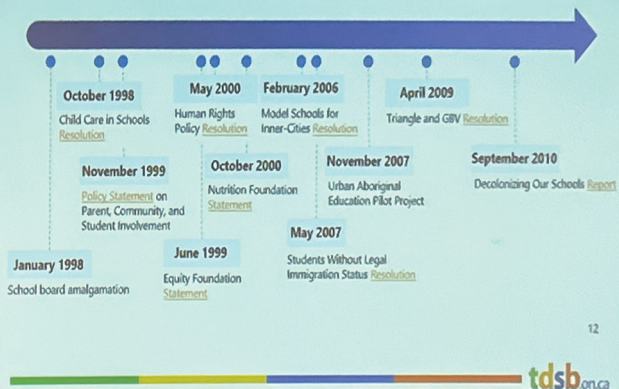


tdsb.on.ca

Framework for TDSB's Response



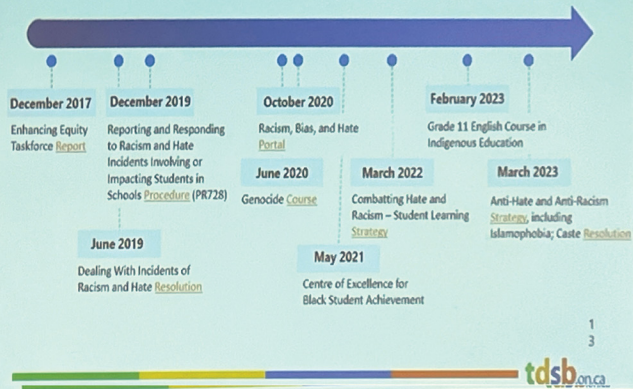
Milestone Resolutions Passed by the Board of Trustees



12

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Milestone Resolutions Passed by the Board of Trustees



1

3

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Select Board Achievements

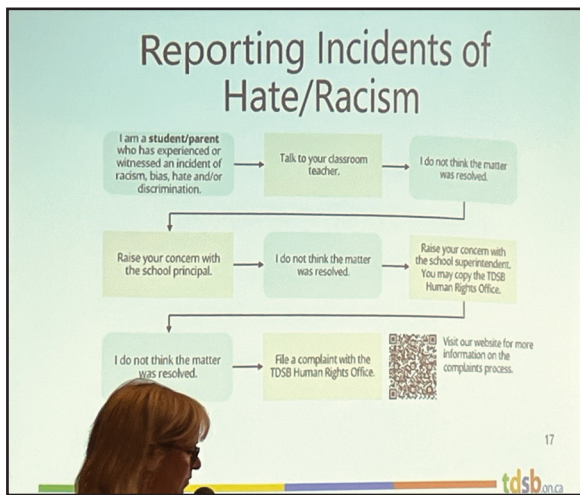
14

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Human Rights Office

16

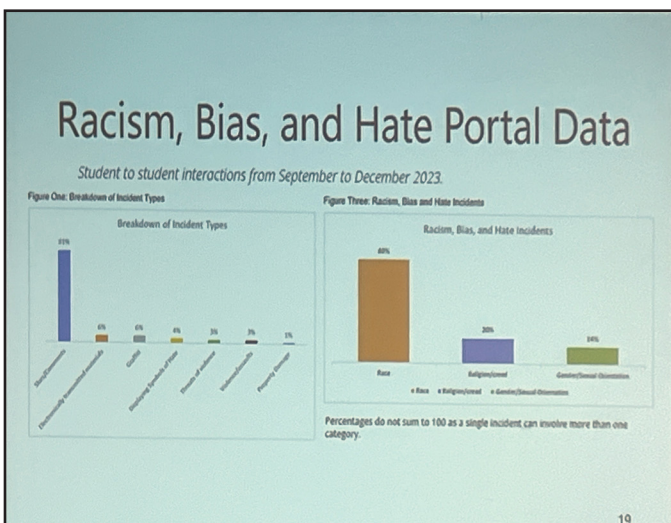
tdsb.on.ca







Racism, Bias, and Hate Portal

18

Online portal. Something Sunrise should consider?




Addressing Hate and Racism in Schools

- 
Partnership with Parents and Community
 Student and Staff Affinity Groups
 Parent Conferences
- 
Culturally Responsive Mental Health and Well-being Services
 Support from Caring and Safe Schools, Human Rights, and Equity Teams
 Restorative Practice
- 
Ongoing Professional Learning
 Student Learning Experiences
 Classroom-based Learning Opportunities
 Culturally Responsive Curriculum Resources
- 
TDSB Policies and Procedures
 TDSB Code of Conduct
 Anti-Hate and Anti-Racism Strategy
 Progressive Discipline

20

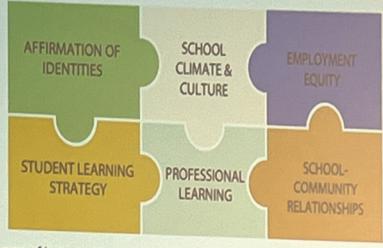
Student Learning Strategy



22

Anti-Hate & Anti-Racism Strategy

An intersectional and systemic approach, centered in student success.



How we address specific forms of hate, racism, and discrimination needs coherency, community partnership, and cross collaboration within the diverse groups impacted. The TDSB is committed to developing and implementing a distinct plan that addresses the incidents of hate and racism that continues to take place within the district. The TDSB aims to be responsive to the voices of communities by developing tailored action plans each based on the pillars of the strategy. This plan will allow communities to see themselves in the actions and will require ongoing collaboration and support of families, communities and organizations.

23

Distinct Plans Under a Common Framework



*First phase of delineated strategies.

24

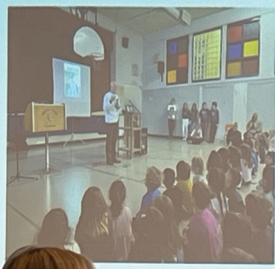
Collaborative Partnerships

Examples include

- 
 Government of Ontario
- 
 City of Toronto
- 
 Toronto District School Board
- 
 Community Organizations
- Students and Parents/Guardians/Caregivers

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Successful Advocacy



Genocide Course Grade 11	Holocaust Education Grades 6 and 10
De-streamed Curricula*	Black History Education Grades 7, 8, and 10

*Grades 9 and 10 Mathematics and English; Grade 10 Geography

Successful Advocacy



- Caste Motion
- Removal of Young Children's Suspension Records
- Progressive Discipline

33

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The Multi-Year Strategic Plan

Our Mission
To enable all students to reach high levels of achievement and well-being and to acquire the knowledge, skills and values they need to become responsible, contributing members of a democratic and sustainable society.

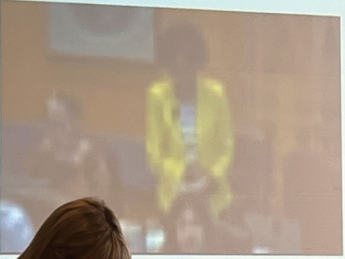
Our Strategic Directions



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Challenges... anticipated and unanticipated



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TDSB Board of Trustees

 Dennis Hastings Ward 1	 Dan MacLean Ward 2	 Patrick Nunziata Ward 3	 Mattias de Doville Ward 4	 Alexandra Lulka Rotman Ward 5					
 Liban Hassan Ward 6	 Debbie King Ward 7	 Shelley Laskin Ward 8	 Alexis Dawson Ward 9	 Deborah Williams Ward 10	 Rachel Chernos Lin Ward 11	 Weidong Pei Ward 12	 James Li Ward 13	 Farzana Rajwani Ward 14	 Sara Ehrhardt Ward 15
 Michelle Aarts Ward 16	 Neethan Shan Ward 17	 Malika Ghous Ward 18	 Manna Song Ward 19	 Yalini Rajakulasingham Ward 20	 Anu Srikandarajah Ward 21	 Angella Bell Student Trustee	 Yi Kai Zhou Student Trustee	 Ozawaamukosa Secord Indigenous Student Trustee	

TDSB Departmental Contact Information



Anti-Hate and Anti-Racism Strategy Equity Department	Centre of Excellence for Black Student Achievement Equity Department
Human Rights Human Rights Office	Indigenous Education Urban Indigenous Education Centre

Keynote Dwayne Matthews: Building a Future-Ready Education System

Overall reaction: great speaker, engaging

Like several other speakers at the conference, this keynote involved many references to Artificial Intelligence.



Dwayne Matthews

Future of Education Strategist

Dwayne Matthews is an education strategist and innovation evangelist who explores the impact of disruptive innovation on the future of education and the future of work. He offers a roadmap for creating a robust, future-ready education system that cultivates a skilled and adaptable workforce in order to drive continued innovation, productivity, and economic prosperity.

x

Matthews is the founder of TomorrowNow Learning Labs, where he creates future-focused learning lab models that emphasize metaverse learning experiences, personalized learning, and student success innovations. These include AI education assistants, simulations, and cognitive enhancements. He's been a featured guest on national Canadian television programs including CTV's Your Morning and The Marilyn Denis Show.

Matthews has addressed senior representatives from 54 African countries at the United Nations and Prime Minister Justin Trudeau on education's future and digital literacy. He currently serves as an XPRIZE Education Domain Brain Trust Advisor, advising the XPRIZE Global Visioneering Team and Connect Education Team on multi-million-dollar education prizes, challenges, and disruptive education models. He has also consulted on strategic partnerships and innovations at Ontario Virtual School and served as the Senior Education Lead for the Faubert Applied Research Centre.

Over the last 24 months, Matthews social media posts exploring AI, the future of education, and the digital transformation of work and the economy have been viewed over 1.8 million times. His unique career path over the last two decades has given him a unique perspective on future technologies and their impact on education and work.



The Ontario School Boards' Insurance Exchange (OSBIE) is a non-profit insurance reciprocal with 119 members, representing 79 school boards/school authorities.



Keynote Dwayne Matthews: Building a Future-Ready Education System

WE LIVE OUR LIVES RESPONDING TO

A WORLD THAT WE KNOW AND UNDERSTAND

THAT NO LONGER EXISTS

DWAYNEMATTHEWS.LIFE

REFLECTION

FORMAL EDUCATION HAS ALWAYS BEEN ABOUT TECHNOLOGY.

THE PRINTED BOOK IS 600 YEAR OLD TECHNOLOGY

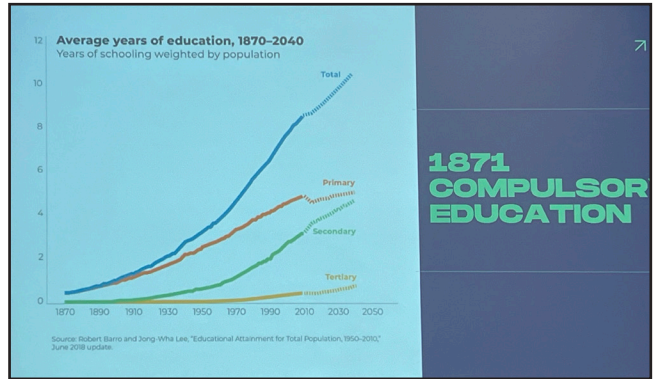
THE PENCIL FROM 1662

A BLACKBOARD FROM 1801

THE BALLPOINT PEN FROM 1888

REFLECTION

IN 1820 98% OF ALL HUMANS WERE FARMERS AND ONLY 10% OF THE POPULATION COULD READ. A COMBINATION OF TECHNOLOGIES CHANGED HUMANITY AND THE ECONOMY OF LIFE.



FROM 137K TO 20 BILLION TRANSISTORS ON A SINGLE CHIP

Up to **24GB** Unified memory

High-performance media engine

40% Faster Neural Engine

Up to **15.8 trillion** operations per second

16-core Neural Engine

Second-generation **5 nm** technology

Apple M2

ProRes video and ProRes RAW

20 billion transistors

Industry-leading performance per watt

50% More memory bandwidth

100GB/s Sustained bandwidth

8-core CPU

10-core GPU

18% faster CPU

35% faster GPU

4TH INDUSTRIAL REVOLUTION

FIRST	SECOND	THIRD	FOURTH
Mechanical Production steam, water	Mass Production electricity	Digital IT, Electronics	Cyber physical systems physical, digital, biological
1784: First power loom	1870: First assembly line	1969: First programmable logic controller	Today: Robots learning from humans

DWAYNEMATTHEWS.LIFE

WE ARE LIVING INSIDE A REVOLUTION

Keynote Dwayne Matthews: Building a Future-Ready Education System


THE BALANCED EQUATION IS...

$$\text{COGNITIVE SURPLUS} + \text{PRODUCTIVITY} = \text{TRANSITION} + \text{GROWTH}$$


WHERE IS THE RISK? HOW DO WE MITIGATE IT?

THE RISK IS NOT HAVING A STRATEGY FOR COGNITIVE SURPLUS AND TRANSITION.

Someone said this faucet looks like the squirrel from Ice Age and now I can't unsee it



"IF WE HAVE NO STRATEGY WE FALL VICTIM TO ANCHORING BIAS."

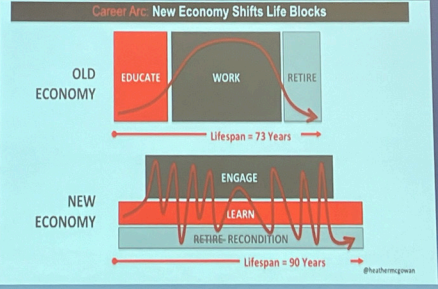


TAKE A PICTURE OF THE NEXT SLIDE

EMPATHIZE WITH THE PARADIGM SHIFT

*MOMENTUM SHIFTS PARADIGMS

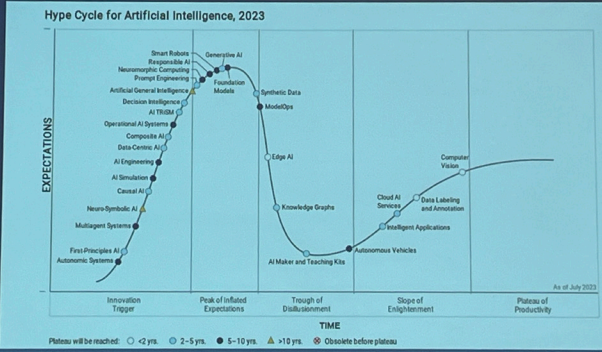
Career Arc: New Economy Shifts Life Blocks



Most people used to have one career path. Nowadays people are having several jobs over their lifetime.

YOU TIRED OF HEARING ABOUT AI? WE ARE RIGHT ON TRACK!

Hype Cycle for Artificial Intelligence, 2023



As of July 2023

TAKE A PICTURE OF THE NEXT SLIDE

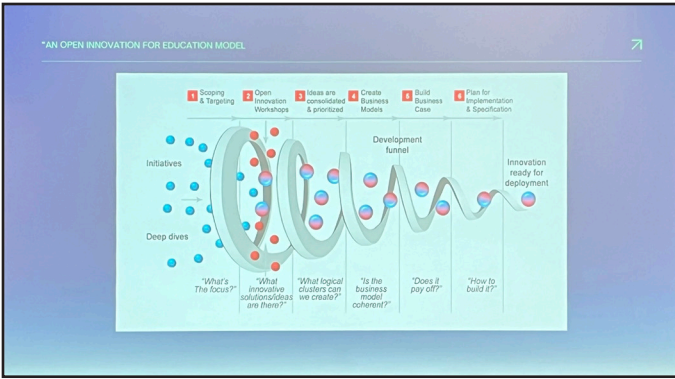
FOCUS ON THE JOB TO BE DONE.

WHAT CAN I DO NOW THAT I WANTED TO DO BEFORE THAT WAS IMPROBABLE OR IMPOSSIBLE?

TAKE A PICTURE OF THE NEXT SLIDE

START DESIGNING LIFE FOR AN AI ASSISTED WORLD

Keynote Dwayne Matthews: Building a Future-Ready Education System



ENHANCED DECISION MAKING.

WHAT IS THE JOB TO BE DONE?

STUDENT ENROLLMENT	Streamlining the enrollment process and making adjustments to the enterprise level software once new situations or iterations are required.
STUDENT RECORD MANAGEMENT	Automating the management of student enrollment, grades, and ensuring accuracy and compliance with new government regulations as they arise.
FINANCIAL AID PROCESSING	Streamlining the processing of financial aid applications by automating data collection, verification and eligibility assessment.
ENHANCING RESEARCH CAPABILITIES	AI can be integrated into research initiatives to analyze large datasets, identify trends, and generate insights more efficiently. This can accelerate innovations in various fields.

OUR EXPANDING SENSE OF HUMANITY IS THE PREMIUM

H.I. + A.I. = SUPERPOWERS

THEY UNDERSTAND THE CHALLENGES THAT AI CAN SOLVE. PROVIDE THEM WITH TIME AND OPPORTUNITY TO EXPLORE.

LEVERAGE THE STRANDED BRILLIANCE IN ALL YOUR STAFF.

WHEN CONTENT AND INFORMATION BECOME A COMMODITY, UNLOCKING

STRANDED BRILLIANCE

IN HUMANS BECOMES THE PREMIUM

DWAYNEMATTHEWS.LIFE

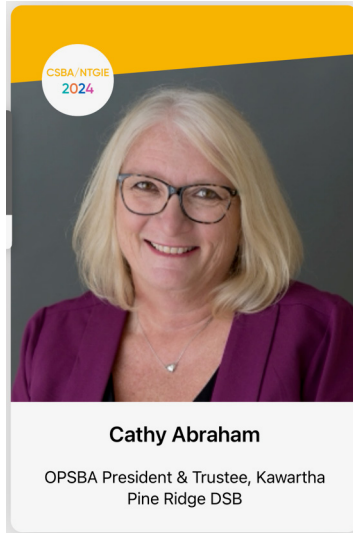
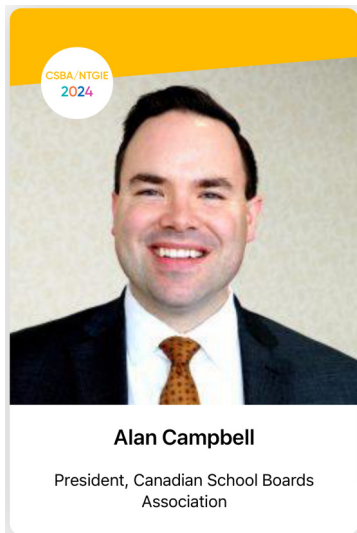
CSBA ANNUAL GENERAL MEETING Agenda

July 3, 2024



- 412 1. President's welcome and Land Acknowledgement
- 429 2. Roll call 428
- 431 3. Adoption of agenda (motion)
- 432 4. Approval of minutes:
 - a. July 3, 2023 Banff (motion)
- 434 5. Review of Annual Report (posted) (motion)
- 434 6. Financial Reports
 - a. Presentation of the 2023-2024 Auditors report (posted) (motion)
 - b. 2024-2025 Budget Overview
 - 437 c. Appointment of Auditors for 2024-2025 (motion)
- 437 7. Constitutional Amendments (none received)
- 8. Elections
 - 437 a. Election of President for 2024-2025
 - 458 b. Election of Vice President for 2024-2025
 - c. Signature authorities for the executive (motion)
- 506 9. Adoption of New Honourary Members (motion) (none received)
- 10. Other Business
- 506 11. Adjournment

CSBA President, Allan Campbell (whom we all know), did his usual informative speaking. He was re-elected for another term (2024–2025), after some stiff opposition from the chair of the Ontario Public School Boards' Association, Cathy Abraham.



Gala Dinner



Entertainment at the Gala Dinner, held Wednesday evening, was “Esteemed Extravaganza” featuring empowerment messages, Indigenous dance and fashion. Presented by Turtle Concepts.

It was received very favourably by all in attendance.

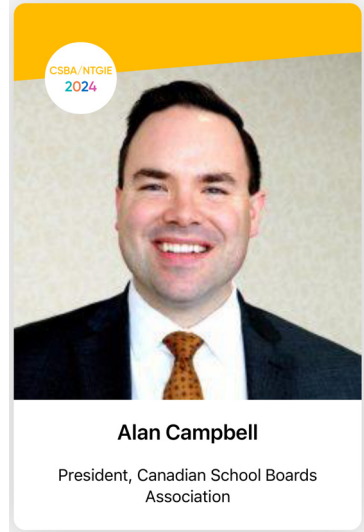


Cross Canada Check-In

Allan Campbell's comments:

- * Democratically elected – we have an obligation as a trustee to push back against racism, bigotry, etc.
- * Said good things about Manitoba Premier Wab Kinew and Education Minister
- * You are forced to be tactful as a school trustee.
- * Feeding hungry kids in schools is not a difficult thing to talk about.
- * His school division was flying the Pride Flag on same pole as Canada flag - his neighbour complained. It is your job to counter that. It is difficult to talk about.
- * Go forth from here and be ready to address things.

OPSBA President (Cathy Abraham) said, “advocate is a verb”.



I particularly enjoyed this 1½ hour session. It was nice to hear a recap from the various provinces.

After each province gave an update, Manitoba presented next year's CSBA conference, being held July 2–5, 2025 in Winnipeg. Prominent names that will be involved include David Suzuki, Phil Fontaine, Fred Penner, Clara Hughes, Bladstock and Premier Wab Kinew. Hopefully (being quite 'local' to us), we can send all interested trustees to this event.



Sandy Nemeth, Chair of MSBA (center)



Across Canada chairs of each provincial board

Cross Canada Check-In

CSAP Conseil scolaire acadien provincial

Le CSAP en nombres...

- 6 779 élèves
- 1 200 employés
- 18 conseillers scolaires
- 23 écoles

Innovons ensemble, notre vision vers 2030

Le plan stratégique se concentre sur les 4 axes stratégiques suivants : le bien-être, la construction identitaire, le leadership efficace et les pratiques efficaces fondées sur des données probantes.

Oct 2023 - Bill 321, guarantees one elected school board.

ASSOCIATION DES COMMISSIONS SCOLAIRES ANGLOPHONES DU QUÉBEC

ACSAQESBA QUÉBEC ENGLISH SCHOOL BOARDS ASSOCIATION

- ✓ 9 English School Boards
- ✓ 105 Commissioners/Trustees
- ✓ 340 Schools/Centres
- ✓ 100,000 Students

Bill 40 - Aug 2/23 was an important one for province. Nov 3/24 will see trustee elections.

ASBA supports locally-elected public, catholic and francophone school boards across Alberta and from Yellowknife and Lloydminster.

- 65 member school boards
- 441 locally-elected trustees
- 2,000+ schools
- 700,000+ students in rural, urban, and metro communities

Each school board is a member of one of ASBA's five geographic zones.

A governance program is offered through university.

ACEPO Association des conseils scolaires des écoles publiques de l'Ontario

- 4 conseils scolaires et un consortium provincial
- 55 000 km² – Couverture géographique moyenne
- 9 fois plus élevée que les conseils anglais
- 48 conseillers scolaires
- 153 écoles
- 36 000 élèves
- 110 % de croissance depuis sa création en 98, de loin la plus élevée des 4 systèmes ontariens

MEILLEURS résultats aux tests provinciaux des 4 systèmes ontariens

Four different education systems.

MANITOBA School Boards Association

- 38 boards
- 297 trustees
- 700 schools
- 190,000 students

Good relationship with education minister. Able to ask rate payers for tax increase. Provincial bargaining nearing end.

Saskatchewan SASKATCHEWAN School Boards Association

Provincial K-12 Enrolment:

- 195,582 students

SSBA Services:

- Advocacy
- Board Development
- Communications and Strategic Services
- Employee Benefits Plan
- General Insurance Plan
- Indigenous Education
- Legal Services and Employee and Labour Relations

27 School Boards:

- 18 Public
- 8 Catholic
- 1 Francophone

Elections this year for trustees.

BCSTA British Columbia School Trustees Association

- 1,586 – public schools
- 604,728 – students
- 60 – boards of education
- 419 – trustees
- 200+ – First Nations
- 2 – School systems (public and independent)

Extensive – member services

(professional development, guides, legal, board performance, organizational and financial review, strategic planning, superintendence search and evaluation and more)

Elections Oct 19. Want to limit protests around school sites. New cell phone-in-schools policy.

Ontario's English Public Education System

- Trustees 370
- School Boards & Authorities 41
- Students 1,370,000
- Schools 2,750

opsba Ontario Public School Boards' Association

www.opsba.org

School Board Ransomware Attacks - What to Expect, and How Best to Deal With It

Daniel J. Michaluk

Biggest takeaway ... plan ahead and be prepared in the event of a cyber attack. Sunrise should be pro-active, just in case.

This presentation was based on an actual cyber attack of a school division, although no names were given.

Speaker walked through what happened with an actual attack.

Specific comments are included under each slide.

General comments from speaker:

Most hacking is done by Russia. They know what a T4 slip is and what a SIN is. They know what they are looking for.

Cyber insurance? ... is a good thing, but expensive. This pays legal, experts, third party, ransom (up to a limit).

Pro-active – what are we storing on the server? Do we have 20-year old spreadsheets? The hackers are looking for loose files. [We should have our staff take time to go through their word processing, spreadsheet, etc. files and delete anything no longer relevant. Might not hurt to password protect more sensitive documents/files.

Identity theft is a real crime.




A professional profile card for Daniel J. Michaluk. It features a yellow header with the text 'CSBA/NTGIE 2024' and a circular logo. Below the header is a portrait of Daniel J. Michaluk, a man in a dark suit and blue tie. Underneath the portrait, his name 'Daniel J. Michaluk' is written in bold, followed by his title 'National Co-Leader, Privacy & Cybersecurity, BLG'. Below this is a paragraph of text describing his expertise as a cybersecurity, privacy and information management lawyer. At the bottom, there is a bulleted list of his services and a paragraph detailing his professional history since 2003.

What to expect BLG

Shocking discovery

- o A network admin is the first into work on a Friday in September. She connects her laptop to the network but can't seem to reach anything. After some sleuthing, she finds a couple workstations that appear to be encrypted and that have a .txt file with a ransom note.
- o The Board has an escalation protocol that the admin is familiar with. She calls the CIO's cell phone, and the CIO gives the admin authorization to disconnect all on premises services from the internet.



2 CONFIDENTIAL

Many services will be down.
Do you know which ones? What to do?


Think about preparation that administration should be doing. Most attacks happen on a Friday. As such, most 'discoveries' of the attack are not seen until Monday morning when staff arrive back at the office. The 'bad guys' will leave a note in a .txt file on the server.

This is the work that Boards can think about ahead of time. What to do come Monday morning without these services. Work through what would happen in the down times without internet. Need a person (and designate) to have permission to pull the plug on the internet as quickly as possible.

What to expect BLG

Expert help arrives

- o You e-mail OSBIE, who tells you to contact BLG. BLG responds right away and tells you they are going to find an incident response technical vendor. A half hour later you are on a scoping call with Kroll. Kroll mainly asks questions, but also confirms that the Board has taken good containment steps.
- o Kroll sends BLG a tripartite engagement letter and statement of work, and an hour later, you sign, and Kroll kicks off the engagement by giving instructions.
- o BLG connects with the executive team to provide a roadmap for the next 48 hours.



4 CONFIDENTIAL

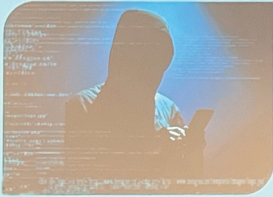
Legal counsel should be engaged at the outset
Counsel will keep you on best practice

Which vendors would they use? Immediate need is to speak to stakeholders: Incident Response tech person; threat intelligence expert; Ministry of Education; Superintendent to let Board know; local police; Union heads.

What to expect BLG

Working through the dark period

- o It's Day 3, and you reach out to the threat actor(s) via another expert – a threat intelligence advisor. The threat actor(s) provide you a list of 400,000 files that they claim to have stolen. "We'll prove we have these. Let us know what files you want," they say. "After we prove this, we'll prove we can decrypt your files."
- o You think you have good backups, but the Board has been lax in testing its restoration process, so you're not quite sure yet.



6 CONFIDENTIAL

You'll always speak to the bad guys
Because your goal is due diligence

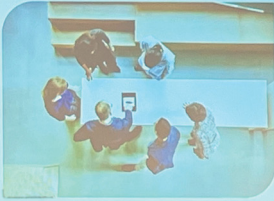
Be slow with threat actors. Give time to work on data and gather information. Wait for Day 3. Will have good proof of threat in 4-5 days. Forensics will only give you 10% of possible data threat.

If you are doing it right you will always speak directly to the bad guys. Keep yourself in control. Do due diligence.

What to expect BLG

Meeting with the Ministry

- o On Day 4 you have your first conference call with the Ministry. There are a number of people who attend, including the OPP. They ask many questions about things you haven't told employees or parents yet, but you answer them after stressing the importance of confidentiality.
- o They ask for another call in two days' time. You ask if you can report in writing in a week given the pressure on your team, and they agree.



Day 4: meet with Ministry.
Give evidence and facts; do not speculate.
Keep at arms length. Keep government away!
Control is a premium.

The relationship with the Ministry is complicated


Advisor? Overseer? Helper of others?

Is Ministry an advisor – school division does NOT want this!
Or overseer? Helper, or other?
What is the purpose of dialog with the Minister? Ensure confidentiality.

What to expect BLG

It's time to plan

- o It's Day 7. All you've told employees and students is that you're recovering from a cyber incident and are working with top experts.
- o Now you have information, though. The threat actor(s) have proven theft, and your analysis of the file list shows full employee exposure and partial student exposure.
- o You've also got a good view of your backup situation. One critical system wasn't backed up, and you anticipate \$100,000 in costs to manually recover data.
- o Forensics is ongoing and results are not expected for a few weeks.



Day 7. It's time to plan.
Bad guys want money.
Uniform exposure of employees; minimal student exposure.
Forensics will almost NOT know what is hacked.


You must work ahead of forensics

The threat actor(s) won't wait around

What to expect BLG

A big decision

- o It's still Day 7. The threat actor(s) are threatening to publish all your data if you don't pay up in three days. They want \$1 million.
- o The executive team is steadfast against paying. While they understand that avoiding publication would be a form of harm reduction, there is no legal duty to pay and the harm to society at large weighed too heavily.
- o The Superintendent of Business and legal counsel co-present this recommendation to the board of trustees and lay out the plan for moving forward.



Threat actors say pay up in 3 days. Want \$1 million.

If a brand-name actor, they will be honest in the decision.
If pay, can take away public leakage. This is worth something.

Board meeting about now. No need before this. Counsel co-presents.

There's no right answer

Though the trend is away from payment

There is no legal duty to pay. Ethical duty to pay (harm reduction) – not a clear ethical answer.

If you pay (which would be, after negotiating, around \$100,000) ... then you publicly say "we have nothing to say".
But ... could also have freedom of information request.

What to expect BLG

Preparation for announcement day

- o The board of trustees approves. BLG sources 6,500 credit monitoring codes for affected current and former employees and prepares communications for the Board's communication plan. The Board is aiming for announcement on Day 14, but there's lots of work to do.
- o The Board decided to engage with its unions much earlier – on Day 4 – and has kept them apprised, but the IPC needs to be notified shortly before the announcement.
- o While this is ongoing the threat advisory expert is still speaking with the threat actor(s).



14 CONFIDENTIAL

Payment is not the only way to mitigate

Day 14.

IPC = Information Privacy Commissioner.


Maximize the litigation. The risk happens after the data is leaked. There is no risk before, so employees don't need to worry.

It is not easy to use leaked data. Risk of misuse is quite remote. [There is something out there called "the dark web" where this stuff may appear, but the risk is very, very, very low that someone will get access to it.]

What to expect BLG

The grind

- o It's the one-month anniversary of the attack. The threat actor leaked data, but it doesn't look like the whole list and it is very hard to download. You've tried but failed.
- o You have access to the file server now, so the plan is to run a script and extract the 400,000 files. You've considered whether there's a short cut, but have decided there's no way to identify affected parents and students without doing individual file analysis. This is likely to take months.
- o In the meantime, BLG periodically reporting to the IPC on your progress.



15 CONFIDENTIAL

Data analysis is brutal

Will take quite awhile to find out who is affected. Brutal process.

Use an e-Discovery vender. \$600,000+. Takes blob of data, lawyers at \$100/hr to get a spreadsheet list.


Today's speaker thinks the leaked data is actually not used anywhere. "If you can provide a link between this leak and you, we will compensate."

Credit monitoring is not a bad thing. Comes with insurance.

What to expect BLG

The end

- o It's eight months, and the IPC sends you its closing letter. No unions have grieved, and you conduct a lessons learned debrief with the executive team and key personnel.
- o The Director is proud of how the team worked together and supported each other, and the employees and community members (on the whole) have been remarkably supportive. There is a feeling that this has made the Board stronger.



16 CONFIDENTIAL

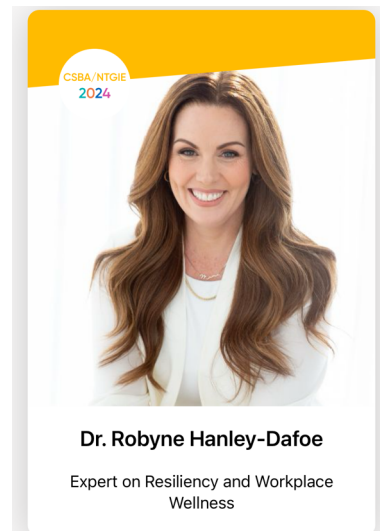
Interesting ... 8 months after the attack, the board will come out stronger.

Keynote Dr. Robyne Hanley-Dafoe: Stress Wisely

Overall a good speaker with a very 'strong' personal story at the end of the presentation.

Do you need comfort or solutions?
Need someone to fix your problems.

Give up vs. Get up when life is hard?



Described as one of the most sought-after, engaging, thought-provoking, and truly transformative speakers and scholars in her field, Dr. Robyne Hanley-Dafoe is a multi-award winning education and psychology instructor. She specializes in resiliency, navigating stress and change, wellness in the workplace, and optimal performance both at home and work. Her keynotes, grounding in global research, share accessible and practical strategies that help foster resiliency and wellness within ourselves and others.

Hanley-Dafoe's work is inspired by personal experience. She learned resiliency from the ground up as someone who has experienced significant obstacles throughout her life. This, combined with more than 18 years of university teaching and research experience, makes Hanley-Dafoe's work both accessible and relatable while providing realistic and sustainable strategies for understanding and practicing everyday resiliency and wellness.

Hanley-Dafoe is the bestselling author of two books: *Calm Within the Storm*, which won a 2022 Silver Nautilus Award, and her most recent, *Stress Wisely: How to Be Well in an Unwell World*.

Keynote Dr. Robyne Handly-Dafoe: Stress Wisely

**DR. ROBYNE'S
EVERYDAY RESILIENCY**

BELONGING
PERSPECTIVE
ACCEPTANCE
HOPE
HUMOUR

DR. ROBYNE

BELONGING

Home Team
Psychological Safety
Foundation of Trust

DR. ROBYNE

Each topic has its own slide.

PERSPECTIVE

Aligning Head and Heart
Making What Matters Most, Matter Most
Million \$ Questions

DR. ROBYNE

ACCEPTANCE

Deciphering Controllables
Daily Decisions of Co-Existing
Persist . Pivot . Punt

DR. ROBYNE

HOPE

Being Hopefilled
Living in Hope with Others
Protecting the Morale

DR. ROBYNE

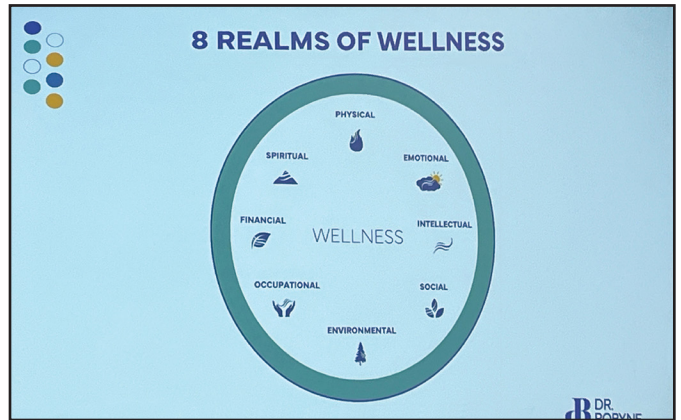
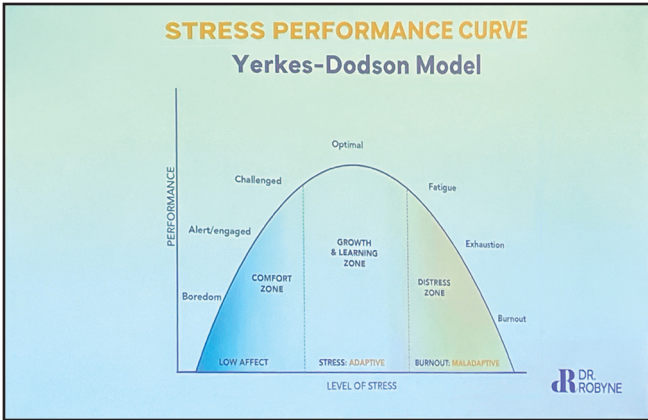
HUMOUR

Release and Reprive
Biological Tool
Flowing vs. Brewing

DR. ROBYNE

When interviewing soldiers who return from deployment, their remarks are: "I leave half-finished projects to give my family hope that I am coming home."

Laughter releases something that means you can't feel pain. People who swear live longer. Brewers - wear down their immune system.



Stress is our greatest ally. It makes us pay attention.

Fatigue vs. exhausted – watch for the difference. Get outdoors; nervous system will regulate. Cry. Eat carbohydrates.

HIGH IMPACT INSIGHTS & TOOLS

Stop stepping **over hundred dollar bills** to **pick up pennies**

WELLNESS HABITS 'Cope Ahead of Time'

Non-negotiables. Habits & Rituals.
 Lists: To-Do . To-Be . Done!
 The Art of 100%.
 Self-Tells: Know them & Already have a plan.
 Know YOUR Critical conversations: Personal & Professional.

The habits that you have show your quality of life. 7,000 steps a day (about 30 minutes of walking). Have a "how do you want to be today-list". Have a "done-list". If you wake up and are a "80%" day, then give the 80%. That would be 100%. Best thing you can for others is have your face light up when you see them.

WELLNESS HABITS 'Come Back Practices'

- Sleep/Naps
- Dr. Robyne's forces of recovery
- Solitude
- Movement
- Connection
- Nature
- Music
- Gratitude

I CAN DO HARD THINGS.

Naps: 20 minutes - for energy. Get 4-5 extra hours of activity. Have a cup of coffee beforehand to have even more energy. If heart is heavy - 90 minute nap. Higher levels of compassion and communication skills.

She had a very strong emotional story to close the presentation, about her crashing into water in a snowstorm and being saved from imminent death. Lots of tears in the crowd.

Take time to sit when you arrive home. Have one person for power of connection.

We can do great things.

Indigenous Marketplace

Indigenous marketplace featuring vendors showcasing Indigenous-owned and created products.



Remarks by the Honourable Edith Dumont, Lieutenant Governor of Ontario



Some of her 11-minute remarks were given in French.

Former teacher, principal, educator.

“You have responsibility to make students feel at home.”

“In addition ... growth and health of communities that you serve.”

She ended with, “You make a difference every day.”

Keynote Speaker Jodie Lobana: Navigating the New Frontier

GPT = Generative Pre-Trained Transformers

AGI = Artificial General Intelligence

Not a great speaker. Said “you may ask me ...” quite often.

She had nearly 50 slides; only the pertinent ones are included here.

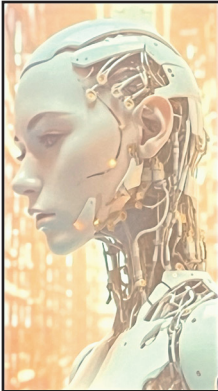
There were a lot of questions from the audience following the presentation. They had to cut this off due to time constraints.



What is GPT? (from a Google search)

Generative Pre-trained Transformers, commonly known as GPT, are a family of neural network models that uses the transformer architecture and is a key advancement in artificial intelligence (AI) powering generative AI applications such as ChatGPT. GPT models give applications the ability to create human-like text and content (images, music, and more), and answer questions in a conversational manner. Organizations across industries are using GPT models and generative AI for Q&A bots, text summarization, content generation, and search.

Keynote Speaker Jodie Lobana: Navigating the New Frontier: GPT's Role in Shaping the Future



AI is one of the most profound things we're working on as humanity. It's more profound than fire or electricity.

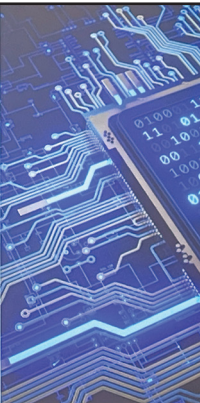
▪ Sundar Pichai, CEO of Google & Alphabet Inc.

The Spectrum of AI: From Narrow AI to Superintelligence

- Narrow AI:** Specialized in performing specific tasks, limited learning beyond its programming.
- AGI:** Capable of performing any intellectual task just as a human can.
- Superintelligence:** Surpasses human intellect in virtually all tasks, potentially operating beyond human understanding.

GPT aka Large Language Models

- ✓ Trained on large datasets
- ✓ Uses Generative Pre-Trained models (hence, the name GPT)
- ✓ Generates human-like text by predicting next word in a sentence
- ✓ Improves in performance with more data and complexity
- ✓ In Open AI's case, model GPT4 gets fine-tuned through reinforcement learning using human feedback (RLHF).



GPT as a Teacher's Assistant

- ✓ Curriculum Design
- ✓ Lesson Plans
- ✓ Assessment Assistance
- ✓ Personalized Student Support
- ✓ Student Progress Tracking
- ✓ Co-Teaching Opportunity

Opportunities: assessments (still learning). Teachers should use in-class examinations (oral Q&A; discussion with debate). Take-home assignments could/will/may be done by GPT.

GPT as a Student's Assistant


- ✓ Assignments & Editing
- ✓ Research & Comprehension
- ✓ Project Development
- ✓ Personalized Tutoring
- ✓ Academic Communication

GPT as a Trustee's Assistant

- ✓ Draft Policies with AI
- ✓ Create Budgets & Grant Proposals
- ✓ AI-Driven Communications
- ✓ Enhance operational and meeting efficiency
- ✓ Forecast Educational Trends

Not a good thing that GPT is doing assignments.

Trustees can use GPT to run meetings.



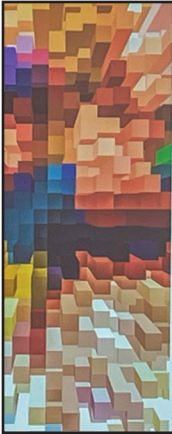
Near-term Risks of Generative AI includes many very important risks that need to be managed.

- Data privacy and confidentiality breaches
- Incomplete Information
- Misinformation and hallucinations
- Bias in recommendations
- Over-reliance on AI
- Increasing lack of integrity
- Legal and regulatory challenges
- Copyright and intellectual property issues
- Security vulnerabilities
- No one is ready
- Disruption of human workforce
- Difficulty in interpreting how model really works ...and more

Risks:

- watch confidentiality
- what controls are companies putting on your data?
- have a private server
- anonymizing information
- internal processes first
- Open AI has average human knowledge
- AI: review, review, review
- AI gets information from internet
- GPT tends to be left-leaning

Keynote Speaker Jodie Lobana: Navigating the New Frontier: GPT's Role in Shaping the Future




Long-term Risks of Generative AI are very concerning and can come very fast (within years not decades).

- Societal Dependence on AI
- Political Disinformation & related repercussions
- Trust Erosion
- Security and Warfare Implications
- Societal Inequality and Division
- Loss of Jobs and Economic Instability
- Regulatory and Legal Challenges
- Misalignment with Human Values
- Unanticipated Consequences
- AI Manipulation of Humans – Possible?
- AGI and Superintelligence Risks

Risks related to not allowing GPT

- Students are using it anyways
- Gives students incentive to cheat
- Readiness for future workplace suffers
- Not know harms that AI tech can cause, and how to deal with it
- Hasty implementation later – much more disruption



15

Consider what changes may be required to the curriculum & assessments.

Updated Curriculum needs to give our students...

Ability to work with AI

- Coding
- Prompt Engineering
- Problem Solving using AI
- Interconnection of diverse technologies
- Using AI in an ethical manner


Ability to deal with AI-related Risks

- Impact on Human Safety and Well Being
- Impact on Human Rights
- Impact on the fabric of Society and its Institutions
- Readiness for existential risks
- Backup plan if AI experiment fails

Skills beyond the material world

- Critical Thinking & Root Cause Analysis
- Epistemological Understanding
- Transdisciplinary Thinking
- Emotional & Social Intelligence
- Connectivity of Mind, Body, and Soul
- Creative Imagination
- Knowledge about Consciousness (we are not just material bodies!)

Get to know Artificial Intelligence and make it regular part of AGENDA.



```

48 self.idx = np.argmax(f, eps)
49 f, eps[best_idx] = self.best_f,
50 self.best_x = (self.x1 + self.sigma * d.eps[best_idx])
51
52 self.is_mirror =
53 f, eps_mirror = np.apply_along_axis(self.fct, 1, f, eps)
54
55 # check for best solution
56 best_idx = ep
57 if f, eps[best_idx] > clip
58 self.best_idx = np.argmax(f, eps)
59 self.best_x = self.x1 + self.sigma * d.eps[best_idx]
60
61 f, eps = f, eps @ argsort
62
63 eps = f, eps - n @ eps
64 eps = np.mean(f, eps)
65 sort (-n) eps, sha = absolute_import
66
67 if, x1 = self.x @ add newdec
                    
```

Establish a future-facing Innovation Committee of your board.



Enable/Train the Superintendent in leading the AI efforts.



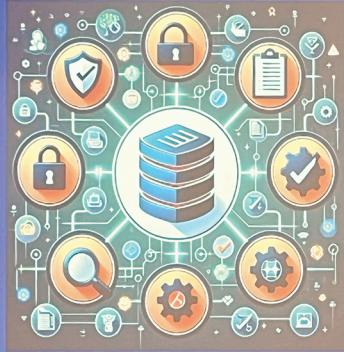


Chart a progressive 3-Year AI Vision & Strategy





Allocate Budget (including 1/3rd for AI Risk Management & AI Safety)



Invest in Good Data Governance & Continue Digital Transformation

There were a LOT of 'gasps' when the speaker suggested that ONE-THIRD of the division budget should be for AI.

```

48 st_idx = np.argmax(f_eps)
49 f_eps[best_idx] < self.best_f:
50 self.best_f = f_eps[best_idx]
51 self.best_x = (self.x1 + self.sigma * d_eps[best_idx, :]).clip
52
53 self.is_mirror:
54 f_eps_mirror = np.apply_along_axis(self.fct, 1, (self.x1 - se
55
56 # check for best solution
57 best_idx = np.
58 if f_eps[best_idx] < clip
59 self.best = asarray
60 self.best_idx = arange
61 @ = insert
62 f_eps = (f_eps @ = argsort
63 @ = append
64 eps = (f_eps - n @ min
65 l_eps = np.mean(f @ abs
66 sort (nd_eps.shape) absolute_import
67 @ add docstring
68 if .x1 = self.x @ add powdec
  
```


Governance of AI Models

- Pre-Deployment Testing of AI Models
- Post Deployment Monitoring
- Feedback loops

Conduct impact assessments prior to deployment.



Train everyone including teachers, administrators, and students.



Regulatory Environment is shifting fast to deal with the evolving risks of Generative AI.

Canadian

Bill C27 – Digital Charter Implementation Act (Draft issued June 2022) – Includes Artificial Intelligence and Data Act (AIDA)

AI and Data Act & related Companion Document (Issued March 2023)

Code of Practice in Generative AI (Draft issued Aug 2023)

Cybersecurity is even more important now with GPT.



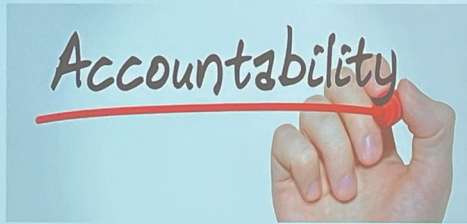
- ✓ Cybersecurity training
- ✓ Vulnerability Assessments
- ✓ Penetration Testing/Red teaming
- ✓ Incident Response Planning and Simulation

AI Safety should be top of mind.

AI is emergent. So, related capabilities and risks are emergent as well. Hence, we need to watch out for this shifting phenomenon (with special emphasis on AI Safety).



Who will be accountable if something goes wrong?

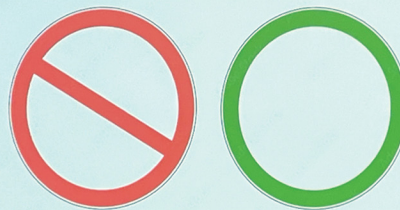


Clearly articulate responsibilities of each party involved.



Develop and regularly update a Comprehensive GPT Policy.

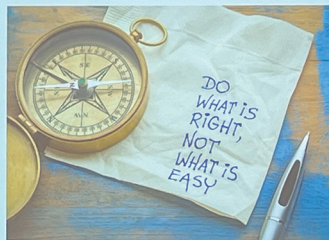
Determine what is allowed and what is not allowed.



The Policy Committee should probably be looking at this.

We must consider ETHICS in building AI Policy.

- Privacy
- Accountability
- Safety & Security
- Transparency & Explainability
- Fairness & Non-Discrimination
- Human Control of Technology
- Professional Responsibility
- Promotion of Human Values
- Proportionality and Do No Harm



Make GPT policy a Living Document: Continuous Review and Adaptation required.



Try not to make the non-compliance punitive during the transition time as everyone is just trying to figure it out.



Transparency and Explainability

- ✓ Transparent Use of AI: Notification when interacting with AI/Impacted by AI
- ✓ Explainable AI: Can the School Board explain when a student is negatively impacted as a result of algorithmic decision?

Community Engagement is a must.

+ Equity and Access

- ✓ Ensure equitable access to AI Tools
- ✓ No one should be left behind
- ✓ Accessibility tools
- ✓ Diverse teams to build AI
- ✓ Diverse teams to evaluate AI

Get Periodic Governance Reviews done.

Lobana's Holistic Framework of AI Governance
Copyright 2021 Jodie Lobana

Governance Area	Governance Elements		
Engaged Board Oversight	Knowledgeable Board		Engaged Board
Enterprise Leadership & Planning	Competent, Committed, & Collaborative Top Management	Focused AI Strategy & Risk Capital	Enterprise Architecture & Coordination
Core AI Technical Elements	Governance of Data Assets	Governance of Algorithms & AI Models	Infrastructure Scalability
People & Culture	Strategic People Governance	Culture of Innovation	Change Management & Communication
Operational Structures, Processes & Mechanisms	Redesigned Processes		Operational Structures, Policies & Practices
	Performance Management		Stakeholder Management
Enterprise Risk Oversight	Risk Management & Audit	Regulatory Compliance	Data & AI Security
AI Ethics	Embedded AI Ethics		Corporate Social Responsibility
Ongoing Evolution	Continuous Digital Transformation		Evolving Holistic System

A Performance by Randell Adjei, Ontario's Poet Laureate

My speaker rating of him: 10/10.

Interspersed in his presentation (34 minutes) he shared five poetry readings; couple of minutes each.

Some of his thoughts:

Words are powerful. They can bring us down and bring us up.

What is your Why? Purpose? Hope to accomplish?

We see bad students but not the drama.

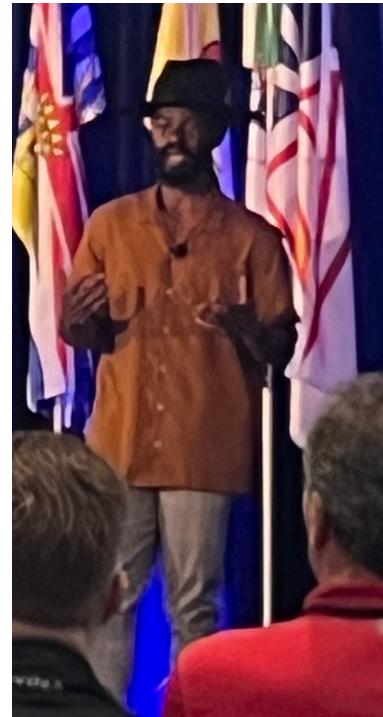
Life is the *dash* in between (born – death)

Help the students come out of the system as better people.

Self-identity is so important for students.

Every day you wake up there is a blank canvas that you can paint.

He gave a very powerful metaphor with a 'shoe story'. Wish I had notes on this! Hopefully Malissa had some.



Randell Adjei

Transformational Speaker - Spoken Word Practitioner - Arts Educator, Poet Laureate of Ontario

Randell Adjei is an entrepreneur, speaker and spoken word practitioner who uses his gifts to Empower the message of Alchemy. He was recently appointed Ontario's first Poet Laureate. Randell, is the founder of one of Toronto's largest youth led initiatives; Reaching Intelligent Souls Everywhere (R.I.S.E Edutainment). In 2018, R.I.S.E received the Toronto Arts Foundation's, Mayor's Youth Arts Award.

Randell is the author of "I am Not my struggles," a powerful Anthology released in 2018. Randell was also named CBC's Metro Morning's Torontonians of the Year in 2015 and NOW Magazines Local Hero in May 2017. In 2020 Randell opened up for President Barack Obama at the Economic Club of Canada

Inaugural Canadian School Board Association National Reconciliation Partnership Award


\$10,000 award to Cowichan Valley School District (on Vancouver Island)

**Inaugural Canadian School Board Association
National Reconciliation Partnership Award**

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Mohawk Closing

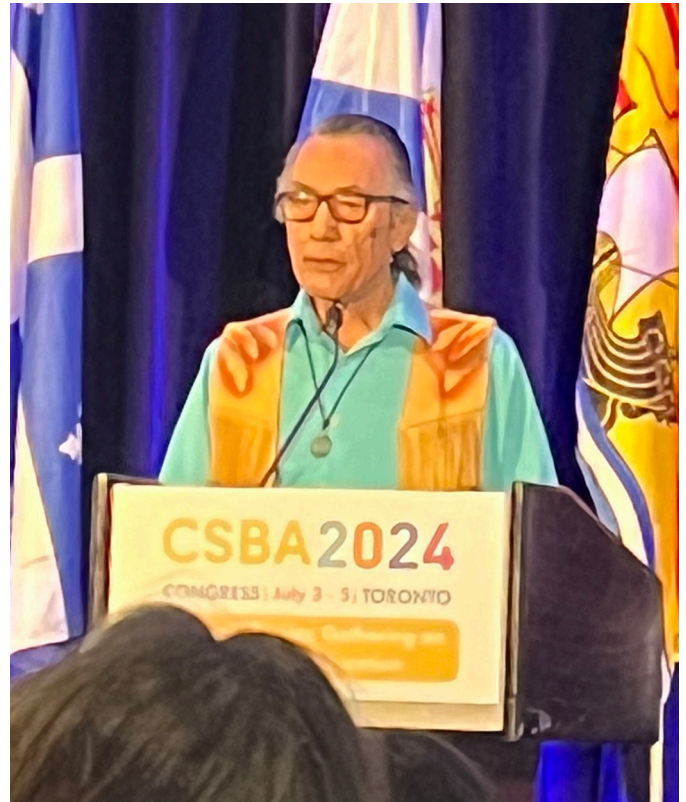
Closing remarks began by Cathy Abraham, OPSBA President & Trustee.

Mohawk elder (Frank Tehahonteh Miller, Six Nations of the Grand River, Mohawk Nation, Turtle Clan – same person had opening remarks) gave closing remarks (13 minutes; 4 minutes in his language).

Talked about long house: East, soil (floor), sky (ceiling), West door.

“We stand in a circle. Each person sees a concern differently.”

Coincidentally, at exactly 12:00 noon, the OPSBA President stood up, in the middle of crowd, and said, “That’s All Folks.”



Same person who gave opening remarks (re-used that image here).

Final Thoughts

Robin Harris

Artificial Intelligence (AI) is here now, and only going to get 'worse' (in my opinion). We need to be careful about this. I sincerely hope that AI will be used for 'good'.

Three different speakers at the conference spoke directly about AI; each with a different take on it. Generally speaking I had the feeling that they liked the idea of AI. Personally, as noted above, I'm afraid of what the bad guys will do with AI.

Sharing ideas and hearing from others (across the country) is always worthwhile.

The title of the conference was "National Trustee Gathering on Indigenous Education".

Several keynote speakers, and the entertainment at the gala evening, were Indigenous. Personally, this is still a learning process for myself. I enjoyed all aspects of this. The Mohawk opening and closing speaker gave me some very thought-provoking ideas.

Although not mentioned in the report, many of the trustees at the conference attended a Toronto Blue Jays baseball game the night prior to the conference. This event was clearly enjoyed by all.

Thank you to the Board for allowing Malissa and myself to attend the conference. Having two participants from the division attend allowed for the attendance of additional sessions. The camaraderie that we were able to share between sessions was extremely valuable.

