

The School Trustee

Chinook Board of Education Receives Premier's Award

2013 Premier's Board of Education Award for Innovation and Excellence recipient

If a guiding vision, aligned strategies, well-executed plans and teamwork define leadership then the **Leveled Literacy Intervention** (LLI) program in Chinook School Division exemplifies it.

The board of education developed the vision, administrators aligned staff with that vision, principals and teachers executed the plans, and students, parents and teachers work as a team to produce successful outcomes.

"The board feels that the LLI program at Chinook truly

exemplifies the innovative nature of the award. Our teachers use research-based reading improvement strategies that greatly improve learning at the classroom

are very proud of the results and have seen incredible success. In the first four years, 291 students who were struggling with reading before entering the program were at or above grade level upon completion."

The board of education set the direction for better literacy outcomes after finding that many of the strategies in place weren't producing the desired indicators of student success.

"Until the board came and said this would be the number one priority in our division, we were

trying to accommodate a broad variety of priorities and, as a result, really had no priorities," said



The Chinook Board of Education along with staff members receiving the Premier's Board of Education Award for Innovation and Excellence at the 2013 Fall General Assembly in Saskatoon.

and individual student level, and we have seen the positive impact LLI has had on both teachers and students," said Chinook Board of Education Chair Randy Beler. "We

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President's Address at Fall General Assembly

President Janet Foord's address at Fall General Assembly reflected a year of successes for the SSBA while remaining committed to improvements within the education sector.

"Looking back on the discussions we've had this year many issues have been tackled. And, as you look at your annual report, you'll notice that much progress has been made as we work towards our Vision 2025," said Foord.

Also of note was the focus on the Plan for Growth 2020 targets for which boards of education are accountable. The SSBA played a role ensuring that the sector was heard in developing a plan to realize those targets.

"As your Executive said to the Ministry of Education every chance we had, 'Targets are nothing without a plan to achieve them,'" asserted Foord. "At first, I'll admit, we didn't seem to get any movement towards developing a strategic plan for the education sector – we were told the Plan for Growth had it all in there already. But eventually, with the help of 28 boards of education, we were listened to."

Over the past several months boards of education and directors of education have been working to develop a strategic plan using the Hoshin Kanri methodology.

"It's a positive step to be meaningfully involved in the directions for which boards will ultimately be accountable," explained Foord. "We look forward



SSBA President Janet Foord speaks with the media at the Fall General Assembly

to the roll out of that plan and will keep you updated every step of the way."

Although Foord admitted there has been progress, she explained that there are issues raised in the Education Equity Working Advisory Group's final report for which boards of education will hold the Ministry of Education accountable.

The report had a number of "Actions for Consideration" including proper and sufficient resources to ensure successful implementation of Lean events the government supports; additional audit requirements for school boards as a result of an enhanced relationship with the Office of the Provincial Auditor; and curriculum implementation.

The issue that requires a long-term plan to address is "The Children's Infrastructure," Foord explained. "As I said in the media, there are numerous

issues that require a shared understanding of with regard to capital funding that we must have a conversation about. And with those issues, there are numerous questions," said Foord.

Those questions include:

- What do P3s mean in education? Do they include the design, building, financing or maintenance? Do they include all of the above?
- What is SaskBuilds? And what is its role in education infrastructure?
- Does everyone have the same understanding of what joint-use facilities are and the contracts needed to make them work well?

- What about the use of portables? Where's the local autonomy in deciding where they are built and what the requirements are?
- What about the ongoing maintenance of facilities? What's the process? Is the process transparent? And is there equity in the process?

She explained the SSBA looks forward to working in partnership to develop a shared understanding regarding these questions.

Another successful outcome this past year, Foord said, was the Aboriginal Youth Entrepreneurship Program, which is being launched in 17 Saskatchewan schools, nearly doubling the number of schools offering the program across Canada. This couldn't have been done

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Minister Morgan Fully Supports Elected Boards

Minister of Education Don Morgan had his first opportunity to address the SSBA's membership at the Fall General Assembly – more than a decade ago he was a SSBA member on the Saskatoon Public Board of Education.

"I fully support elected boards of education. You do great work and I thank you for that," said Morgan. "These are exciting times to be part of education in our province."

Over the past six years, there has been an increase of 9,000 students in Saskatchewan schools as the population of the province has increased.

Due to that growth, the primary focus of Morgan's speech was the need for capital funding. He asserted that "the traditional approach just does not keep up with growing demand. This has challenged us to think outside the box and to look for other options."

These other options, Morgan explained, include the building of nine new joint-use elementary schools in Regina, Saskatoon, Warman and Martensville using the public-private partnership (P3) approach to building new facilities.

He also spoke to the unveiling of a new capital funding priority list in the 2014-2015 budget announcement that will include the need for building new facilities and repairing existing structures.



Minister of Education Don Morgan speaks to the media following his speech at the Fall General Assembly.

Morgan assured the membership that the prioritization list will be transparent and will analyze current utilization rates and enrolment projections.

"There is no doubt we have a huge infrastructure deficit in the province," he admitted. "We need to ensure that our prioritization is reflective of the changing landscape as an education sector."

The education sector plan that is being developed was also touted by Morgan as being the "first time in the history of education in our province that we are working together on the implementation of a shared sector-wide plan."

He referenced media coverage outlining the plan that focused on the presentation by SSBA President Janet Foord and Deputy Minister of Education Dan Florizone the previous day at the Fall General Assembly.

"The Premier stated clearly – we've heard the sector's concerns and we've heard your concerns – there's been too much change, too fast without enough engagement in the sector," explained Morgan.

He recognized that trustees may be struggling to figure out how board of education plans may fit into the sector plan but assured trustees that, "We see this as a full integration. Your local priorities will come together to take

on a provincial perspective to shape the sector plan. And the sector plan then also respects local priorities and local needs."

He also spoke about Student First which is intended to shine a spotlight on the great work being done in Saskatchewan schools that will help inform the education sector plan. It's a process being led by Saskatoon Public Schools Superintendent of Schools Patricia Prowse and recently retired Royal Canadian Mounted Police Assistant Commissioner Russ Mirasty.

The SSBA has also been advocating for a response to the Joint Task Force on First Nations and Métis Education and Employment's final report and recommendations. Morgan said that "in the coming weeks" a response from the government will be provided.

Education Sector Planning and Student First

In an historical move, the Ministry of Education has fully included boards of education and school division staff in education sector planning.

At the Fall General Assembly, Deputy Minister of Education Dan Florizone worked with SSBA President Janet Foord to explain the sector planning process as well as Student First, which will inform the process.

As stated by Foord during her President's Address, "It was refreshing to be involved as trustees in the Ministry of Education's planning process."

Helping guide the process is the synchronous ambitions of the Plan for Growth 2020 targets and the SSBA's Vision 2025. The Plan for Growth aims to lead the country in graduation rates by 2020 while the SSBA's Vision 2025 plans for all Saskatchewan students to achieve at the highest level globally.



Deputy Minister of Education Dan Florizone and SSBA President Janet Foord co-present at the Fall General Assembly.

Over the past few months, board chairs have had the opportunity to participate in the process, meanwhile directors of education participated in a four-day strategic planning process with senior Ministry of Education officials. In December and January there will be "catchball" sessions that allow for more input prior to presenting the plan in February.

Florizone has admitted that it takes time to get used to some of the terminology using the Lean

strategic planning process, such as Hoshin Kanri or catchball. But the key message is that there is input at all levels. Furthermore, any plan that is created must have final approval by boards of education, stated Florizone.

To inform the sector planning process, the government launched, and the SSBA has supported, the Student First initiative to "Shine a Spotlight" on the great work being done across the province to achieve the targets and vision for education in Saskatchewan.

The Ministry of Education has developed a number of videos showcasing the great work being done in the classroom by students with the help of teachers, support staff and administrators. Links to the presentation and videos are available on the [Events page on the SSBA website](#).

'There Were Also Idealists and Champions'

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without working in partnership with the Martin Aboriginal Education Initiative and the funding support from Aboriginal Affairs and Northern Development Canada and PotashCorp.

"This program will release the entrepreneurial spirit, improve the financial literacy and help develop the life skills of Aboriginal youth as we work towards your Association's desired outcome to eliminate the

Aboriginal student achievement gap," asserted Foord. "When we decided to undertake this huge initiative, there were skeptics and doubters, but there were also idealists and champions who wouldn't take 'no' for an answer."

Finally, on the learning journey each person takes in life, Foord spoke about the success and hope for continued growth of the School Board Member Education Program.

"I took the first module in September and it was one of the

best professional development experiences of my life," said Foord. "There were skeptics but even some of the skeptics participated in the module and became champions of the program moving forward. So I ask you to not just take my word for it – it's my job to promote the program – please ask around the room and find others who participated in September to gather more insight on their experiences."

Summary of Resolutions Results

A summary of resolutions at the 2013 Fall General Assembly:

Carried Resolutions

- **Budget** – Be it resolved that the SSBA’s 2014 annual operating budget of \$2,476,791, funded by membership fees, be approved. (92.8% support)
- **13-01** – Be it resolved that the proposed Position Statement on “Development of Position Statements” be adopted to replace the current “Position Statement 1.1 Development of Position Statements”. (96.2% Support)
- **13-02** – Be it resolved that the proposed Position Statement on “Teaching and Learning with Technology” be adopted to replace the current “Position Statement 2.3 Teaching and Learning with Technology”. (98.3% support)
- **13-03** – Be it resolved that the SSBA urge the Ministry of Education, in consultation with the SSBA and other relevant stakeholders, to lead a process to develop a provincial policy guiding the appropriate policy and procedures to effectively address the needs of students and staff with anaphylactic allergic reactions. (73.9% support)
- **13-04** – Be it resolved that the



Each board of education was provided a framed copy of the federal government's 2008 Statement of Apology to former students of Indian Residential Schools.

SSBA seeks partnership with the Ministry of Education, Ministry of Health, Saskatchewan Teachers’ Federation and other stakeholders to develop and implement a provincial health action plan for children to assist school divisions developing comprehensive health policies. (84.6% support)

- **13-06** – Be it resolved that every publicly funded school in Saskatchewan be encouraged to frame and place in a prominent location the federal government’s 2008 Statement of Apology to former students of Indian Residential Schools. (77.3% support)
- **13-07** – Be it resolved that the Ministry of Education be urged to restore full board decision-making authority regarding the method by which portable classrooms are acquired and installed in school divisions

and, further, that Ministry funding criteria for approved portable projects not be conditional upon board participation in a Ministry mandated bulk purchase program. (91.9% support)

- **13-08** – Be it resolved that the SSBA lobby the Government of Canada to amend the *Excise Tax Act* to rebate 100% of the GST paid by school boards. (96.7% support)

- **13-09** – Be it resolved that the SSBA lobby the Government of Saskatchewan to amend *The PST Act* for an exemption for school boards. (96.9% support)
- **13-11** – Be it resolved that the SSBA undertake a study of the Regulation 20 tuition fee rate Calculation including foreign students and the sale or purchase of services for students in another province. (57.8% support)

Defeated Resolutions

- **13-05** – Be it resolved that the SSBA lobby the Ministry of Education to approve the employer’s option to pay students while they are registered in Work Experience 10, 20 or 30. (22.3% support)
- **13-10** – Be it resolved that the SSBA analyze the actual cost (accounting/services offered) of student support services delivery

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Fall General Assembly Awards

Award of Distinction



President Janet Foord presents the Award of Distinction to Barbara Young.

The **2013 Award of Distinction** was presented to Dr. Barbara Young, past board member for the Regina Public Board of Education.

The Award of Distinction honours school board members who demonstrate outstanding service to public education in Saskatchewan.

Young served as a board member for the Regina Board of Education from 2006 to 2012 and served as board chair from 2008 to 2011.

During her term serving as a board member, Young received the Saskatchewan Order of Merit in 2012 and the Centennial Medal for the Arts in 2006.

Life Membership

Dan Danielson, trustee for Saskatoon Public Board of Education received a SSBA Life Membership at this year's Fall General Assembly. He has been a trustee for more than 14 years and served on the SSBA Executive as the Urban Public Constituency representative.



Dan Danielson, Saskatoon Public Board of Education trustee, received a SSBA Life Membership.

Premier's Board of Education Award

The Chinook Board of Education received the 2013 Award for their Leveled Literacy Intervention Program. Read more about this program on Page 1.

SSBA Scholarship Recipients

At the Fall General Assembly Banquet the SSBA recognized two students who received the SSBA's education scholarships.

Anessa Eckert from the Regina Public School Division received the SSBA 2013 University Scholarship. Anessa is now enrolled in the business administration program at the University of Regina.

Alexandria Slough from the Horizon School Division received the SSBA 2013 Applied Science and Technology Scholarship and is currently enrolled in the business program at SIAST – Palliser Campus in Moose Jaw.



Anessa Eckert



Alexandria Slough

Wilson Describes Truth and Reconciliation

Dr. Marie Wilson, commissioner with the Truth and Reconciliation Commission (TRC) of Canada, explained the TRC's role to uncover the story of Canada's "collective thought blindspot" about the residential school experience.

"The TRC is not a national project of blame or shame. It's taking stock of where are we; it's an opportunity for us to learn something we did not know," asserted Wilson at the SSBA's Fall General Assembly. "And to bring today's values to how do we tackle that problem together in a way that is worthy of the values we hold as Canadians."

She explained there were 140 recognized residential schools in the TRC's mandate, including approximately 80,000 survivors at the time of legal claim who received "Common Experience Payments," 37,000 claims of serious injury and 150,000 intergenerational survivors. However, she said there were many contentions to the number of schools recognized through the Indian Residential Schools legal settlement.

Regarding the history of residential schools, many Canadians have had "this refrain of 'I had no idea,'" explained Wilson, as the TRC has publicly exposed the injustices many residential school survivors endured.

"What can school systems in Canada do to share this history?" asked Wilson.

In 2012, the TRC met with the Council of Ministers of Education, Canada and challenged that all

Canadian jurisdictions should implement mandatory learning about residential school history for students.

Wilson explained that one of the themes students would learn is the feeling of incarceration many survivors of residential schools have shared during TRC events. Many survivors have spoken about their experience as "time served" in a residential school. Survivors have



Dr. Marie Wilson

also explained images of barbed wire surrounding residential schools and, in the absence of playgrounds, there were cemeteries at many residential schools for the more than 4,000 children which the TRC has confirmed never returned home from residential schools.

Another message told by survivors at TRC events were the feelings long after their residential school experience. Wilson explained that for the first 15 years of marriage, her husband wouldn't disclose what happened to him at residential school. "There's so much shame associated and as little children when we are told, 'If you tell anyone, you're going to go to

hell.' Or, 'If you tell anyone, no one will believe you.' Or, 'I tried to tell someone and I got punished for telling,'" said Wilson. "People internalize that and begin to think it really was their fault."

Due to this shame many residential school survivors have internalized, Wilson explained, many have not told their children or families about their experiences.

There are also the lasting effects on family life that residential school survivors have voiced at TRC events.

"My biggest regret is the way I raised my own children," Wilson echoed what she heard from residential school survivors. "But there is always a turning where they say, 'My greatest hope is the way I'm thinking of my own healing; the way I've started to make things be with my own grandchildren.'"

She explained many residential school survivors have felt they were "caught in between" the white man's world and their traditional lifestyles – not enough education on one-hand to succeed in mainstream society and had limited knowledge of traditional values and heritage.

The mandate of the TRC was recently extended to six years but Wilson recognizes reconciliation takes a lot longer and is for everyone who has a stake – families of survivors, people who worked at residential schools, the government, churches and the people of Canada.

For more information visit trc.ca or the [Events page on the SSBA website](#) for the presentation and video Wilson shared at Fall General Assembly.

Fall General Assembly Photos



Fall General Assembly Photos



Lafond Shares Views on Trust, Social Capital

Treaty Commissioner George E. Lafond spoke at the Fall General Assembly about a number of topics including the role of social capital and trust in the education of Aboriginal students.

Too often, he explained, in education we are speaking about the differences between First Nations and non-First Nations education. Lafond advocated that the discussion needs to shift to focus on how we are all the same in the pursuit for better student achievement to ensure all students "write their own story."



In order for students to write their own story, Lafond spoke about a political studies academic who said Saskatchewan must build "social capital" between the settler society and First Nations people. He described social capital as the social distance between groups of people.

Lafond explained that when developing any relationship, people are building social capital which leads to trust. Any relationship is based on trust, he asserted.

"What is trust?" asked Lafond. "If you have trust in a relationship, you have joy."

The importance of this concept, Lafond explained, is that people in Saskatchewan must be able to deal with issues now and into the future when times get tough. He added that trustees, as elected officials, play an important role in building social capital by developing priorities and making decisions that positively impact communities.

Daschuk Explains Indigenous Health History

Exposing the tragic history in the deterioration of health among North American Indigenous peoples has garnered much attention for Dr. James Daschuk, a history professor in the Faculty of Kinesiology at the University of Regina. His research is captured in the book *Clearing the Plains: Disease, Politics of Starvation, and the Loss of Aboriginal Life*.

Daschuk spoke at the Fall General Assembly about his book, which examines the health of Indigenous peoples from pre-historic times to 1891. It exemplifies another part of history in the truth and reconciliation for all Canadians.



He explained various events in history, such as the "Virgin Soil Epidemic" which saw the exposure of Indigenous groups to smallpox where there was a 75 percent mortality rate within communities. He also explained the "peace offering" of blankets laced with smallpox by General Amherst during the Battle of the Plains of Abraham in the "Seven Years War" which was meant to decimate communities who were protecting their land.

Among other stories, Daschuk shared the facts about the forced famine by the Canadian government on First Nations reserves after the buffalo had disappeared from the prairies, and the immoral and unethical behaviours of political and historical figures, such as John A. MacDonald and Edward Dewdney.

Governance Review: Starting the Conversation

Over the past year, the SSBA Executive has initiated the steps to review the governance structure of the SSBA.

The Johnson-Shoyama Graduate School of Public Policy was contracted to review the SSBA structure and to recommend alternatives that will align with best governance practices based upon similar organizations.

Dan Perrins, director of policy and outreach for Johnson-Shoyama Graduate School of Public Policy, provided an analysis of the report at the Fall General Assembly to begin a conversation among SSBA members of how best to structure the organization in the future. Initially, the review examined school boards associations across Canada but the report found that the Saskatchewan Urban Municipalities Association had the recommended structure for the SSBA to emulate.

Having said that, the presentation provided three alternatives for the SSBA to consider. A copy is on the [Events page on the SSBA website](#).

Option 1: Retain Current Structure and Responsibilities

- The Executive structure and elections would remain the same;
- Individual members would approve the Executive's budget and proposed bylaw amendments;
- The Executive would continue to operate without explicit authority to hire the executive director;
- The challenges are that approximately 255 members are required to vote on budget and other changes, slightly less than



Dan Perrins

the 308 representatives in the House of Commons, and there is difficulty to immediately respond to unique circumstances; and

- The strengths are that this is a very democratic option with a high potential for membership engagement.

Option 2: Modify the Structure of the Executive and Increase Its Authority

- The Executive structure would remain the same but would have additional representation from any school board with more than 15,000 students;
- This option would modify bylaws to explicitly provide authority to the Executive to hire the executive director;
- This option would allow the Executive to approve the budget but the membership would have the authority to approve the financial statements;

- The challenge is that there is a high degree of change to the Executive structure; and
- The strengths are that the Executive would become more representative of student enrolment numbers and the Executive would more easily be able to respond to challenges to be consistent with best governance practice, meanwhile the membership would retain authority through elections.

Option 3: Increase the Authority of the Executive

- The Executive structure and elections would remain the same;
- This option would modify bylaws to explicitly provide authority to the Executive to hire the executive director;
- This option would allow the Executive to approve the budget but the membership would have the authority to approve the financial statements;
- The membership would retain authority to decide membership fees and modify or create bylaws;
- The challenge would be that the membership may not be willing to cede authority to the Executive by amending bylaws; and
- The strengths are that the Executive would be able to more effectively respond to challenges, meanwhile the membership would retain authority over changing bylaws and would hold the Executive accountable through elections.

Anti-Bullying Report: The Role of Schools

In November, the government released *Saskatchewan's Action Plan to Address Bullying and Cyberbullying* during a media event at Arcola Community School in Regina.

The anticipated report was released with much publicity after months of consultations by MLA Jennifer

Campeau, legislative secretary to the Minister of Education, who was responsible for the anti-bullying initiative. The report was presented to Minister of Education Don Morgan who acknowledged the work and dedication of Campeau to this initiative.

Morgan also acknowledged the in-person and online feedback from students, parents, teachers and other community members



announcement today, school divisions are already doing great work to address bullying across the province,” Foord said. “The safety, well-being and success of all Saskatchewan students are the highest priorities of every school board.”

Among the recommendations,

in the development of the report. “Without your input, we wouldn't be here today,” he said during the media launch.

SSBA President Janet Foord supported the government's work and explained that boards of education look forward to working in partnership with education sector partners to implement the recommendations of the report and to address this complex issue.

“As Minister Morgan said in his

the government will analyze the implications for Saskatchewan of federal cyberbullying legislation; the Ministry of Education will work with sector partners to develop resources in the classroom and consistent policies and procedures; and will provide online resource support and will partner with SaskTel's "I Am Stronger" campaign to build upon current strategies.

Resolutions Results

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provided by the school boards. (32.4% support)

- **13-12** – Be it resolved that the SSBA lobby the Government of Saskatchewan to provide transition funding to those school divisions who are negatively impacted by funding levels for locally determined terms and

conditions of employment of teachers that are significantly below the provincial average. (32.4% support)

- **13-13** – Be it resolved that the SSBA lobby the Ministry of Education and the Ministry of Government Relations to amend the Lloydminster Charter to include the Conseil scolaire fransaskois. (33.1% support)

- **13-14** – Be it resolved that the SSBA work jointly with the Ministry of Education and the provincial government to initiate changes to legislation that will allow for student representation on the school boards of the province and that the authority of these student trustees be established and granted by legislation. (8.8% support)

'Speaks to the Leadership from the Board'

Continued from Page 1...

Chinook's Director of Education Liam Choo-Foo.

The recommendation to prioritize literacy in the division came from a literacy committee who felt it would make the biggest difference for the greatest number of students across multiple subject areas, explained Choo-Foo.

To improve student outcomes, the board of education provided financial and human resources to support the program, including a coordinator to lead the program and literacy coaches to directly assist teachers and students in the classroom.

After the Balanced Literacy Initiative had been implemented for two years, the teachers were finding that there were still some students who were struggling. The LLI program began as a way to support those students, to provide a short-term intervention and to bring them up to grade level.

Kathy Robson, curriculum coordinator with Chinook School

Division, explained the impact the board's support and direction for the LLI program has had on student learning, parent engagement and teacher development.

"This program provided teachers with a way to be successful in reaching students who weren't quite meeting expectations. For students, it was huge for their confidence to go back into the classroom and be reading at the same level as the other kids in the class," said Robson. "The parents are hugely important in terms of that practice piece at home. Parents were excited because their kids were excited; they were seeing the growth and the positive spin-offs of that growth."

The number of schools offering the program has increased each year since it was implemented in 2009. Initially it was targeted at Grade One and Two students but now the program is being rolled out in the division to Grades Three, Four and Five.

"I'm hoping that as we continue to roll this out to older students in more schools that we're going

to see the same level of results," said Robson, who added that the time and focus required with each student increases as the students age.

With the student achievement results, the program is no longer considered an initiative but simply how reading is now taught in the division, said Choo-Foo. It's also become a point of pride division-wide.

"This program really speaks to the leadership from the board being in place, and the skill and talent of our teachers who implement that direction," said Choo-Foo. "I can't speak highly enough about how impressed I've been with the creativity, commitment and success that our teachers are displaying in the classroom."

To keep the progress going, the division has undertaken a new initiative with direction from the board called Math Momentum while continuing to improve the LLI program within the context of the overall Balanced Literacy Initiative in Chinook.

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Know Your Neighbour

Education Week

During the week of Oct. 7-11, Saskatchewan schools celebrated student achievement in a variety of ways!

Christ the Teacher and Good Spirit

On Nov. 13, these divisions joined with Parkland College to host the largest education and career fair for students in East-Central Saskatchewan. Approximately 2,000 students were in attendance. Find out more at christtheteacher.ca.

Lloydminster Public

The division has a video on its website updating the construction progress of the College Park School. Visit lpsd.ca to view the video.

Prince Albert Catholic

The division has posted a message for parents and guardians on its website regarding its new Student Progress Reports. The message is accompanied by a number of links to frequently asked questions for various grades. Also, an "Understanding the Changes" brochure was developed. Visit the website at pacsd.ca for more details.

Sun West

To show support for the Terry Fox Walk event, a student in Kenaston challenged her school to raise more than \$3,800 – the total amount the school raised last year. To motivate schoolmates, the student said she would shave her head if the amount was exceeded. Check out the story and more at swsd-public.sharepoint.com.

Regina Catholic

The division has a graduate student survey on its website to get feedback "about your life after graduation," according to the website. Visit rcsd.ca to view the survey questions.

Chinook

The division joined social media networks Facebook and Twitter to connect more directly with "our people," it says on the website at chinooksd.ca. Check out the Twitter feed at twitter.com/ChinookSD or Facebook account at facebook.com/chinookschooldiv.

Saskatchewan Rivers

The division celebrated National Child Day on Nov. 20 and encouraged people to wear blue to let people know "I support children's rights." For more information visit the website at srsd119.ca.

Horizon

Winston High School reporter Sarah Davidson from Watrous provided the school's November update including a summary of events at We Day with the message that "we are the change and only we can make it happen... simple words with extraordinary results." For more information visit hzsd.ca.

Prairie Valley

According to the website, "In late October, the students of the PVSD Trades and Skills Construction Apprenticeship Program (TASCAP) received Fall Protection Training from the Saskatchewan Construction Safety Association... This training is industry standard that will certify the students for the next three years. The training was graciously sponsored by the Fort Qu'Appelle branch of the Conexus Credit Union." Find out more at pvsd.ca.

Prairie South

The division celebrated the accomplishment of the Generosity Club at Westmount Elementary School for collecting \$260 and 180 kg of pet food as a donation to the Moose Jaw Humane Society's Paws for Pledges Radiothon. For more information visit prairiesouth.ca.

“The mission of the SSBA is to provide leadership, coordination and services to member boards of education to support student achievement.”

President: Janet Foord

Vice-President: Connie Bailey

Northern Constituency: Janine Boucher

Aboriginal Constituency: Duane Favel

Conseil scolaire fransaskois Constituency:
Élizabeth Perreault

Urban Public Constituency: Kevin Waugh

Catholic Constituency: Glen Gantfoer

Central Constituency: Ronna Pethick

Southern Constituency: Janet Kotylak

Executive Director: Darren McKee

School Board Development Services and Strategic Human Resources:
Ted Amendt

Communications Services: Leslie Anderson

Insurance, Risk Management and Legal Services:
Dave Jackson

Employee Benefits Plan: Jeff McNaughton

First Nations and Métis Education:
Jamie Lerat

Corporate Services: Yanyan Han

The School Trustee is published approximately five times per year (September - June).

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If you would prefer to receive *The School Trustee* by email, rather than by hardcopy, please contact the Association at the email address above.

Calendar Update



UPCOMING EVENTS

Members' Council

February 6-7

Travelodge Hotel, Regina

Board Member Education Program: Governance and People

January 28-29

Sheraton Hotel, Regina

2013-2014 SSBA Executive



The SSBA Executive (from left) Aboriginal Constituency representative Duane Favel, Northern Constituency representative Janine Boucher, Central Constituency representative Ronna Pethick, Vice-President Connie Bailey, President Janet Foord, Urban Public Constituency representative Kevin Waugh, Southern Constituency representative Janet Kotylak, Conseil scolaire Fransaskois representative Élizabeth Perreault and Catholic Constituency representative Glen Gantfoer.