

The School Trustee

Minister Addresses Spring Assembly

Although there hasn't been a large number of announcements since Minister of Education Donna Harpauer last spoke to the SSBA at Fall General Assembly in November, she used the Spring Assembly as an opportunity to provide delegates with an update on a number of matters going forward.

Harpauer first addressed the changes that have been requested by the SSBA and the League of Educational Administrators, Directors and Superintendents regarding instructional time.

When the government opened up the *Education Act* to legislate the school year calendar to begin after Labour Day, the SSBA and education partners requested other items be discussed, including instructional time for students.



Minister of Education Donna Harpauer

"I'm very much looking forward to the feedback from the SSBA and others that are reviewing the *Education Act*," said Harpauer.

The Budget Day announcement in March included the new funding model that boards had anticipated. Consultations with school divisions

continue to take place to understand the effects of the new funding model.

"I am committed to revisit the model calculations this fall," asserted Harpauer. "And take a look to see if there are some systemic difficulties within the funding formula."

Some efficiencies in terms of data collection was also alluded to as timely collection is "so critical to this formula," she stated.

The transition strategy to mitigate impact on school divisions will continue to be implemented.

"Hopefully, we can have everyone transitioned in a maximum of three years," explained Harpauer.

One of the big picture items the government continues to look at within a number of ministries is

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Minister: 'Students Today Are Competing Globally'

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capital funding – particularly for the education and health sectors.

On Budget Day, the government announced an infrastructure plan that included a shared ownership model. This includes amortizing the cost of new schools over the expected life of the facility rather than expensing the cost in the first year – the same approach government uses for funding highways.

“By expensing these projects over the life of the asset rather than up front, the province can afford to get them started sooner,” said Harpauer. “I think that’s very important to every one of you.”

Six capital projects were approved this year under the new shared ownership model.

The Ministry of Education is also beginning to engage with education partners to understand where the sector as a whole can become more efficient. It’s beginning with a third party review.

“There are many opportunities for school divisions to work collaboratively and, by doing so, realign resources to support our teachers and our students,” explained Harpauer.

She hopes the review will begin in September 2012 with a report presented by February 2013. The SSBA, along with other education partners, will be able to review the document to understand the findings and recommendations of the review.

As part of the process, referred to as **Lean**, the Ministry is offering training to school division leaders who will also be able to access funding to support Lean professional development through the Public Service Commission’s 2012-13 Productivity Fund.

With the work of the Ministry over the last few years focused on the funding model, student achievement is now the topic of most importance – everyone’s top priority.

“Our focus on student achievement will require large scale change...”

“I want to ensure that when a student from Saskatchewan applies to a post-secondary institution or at a workplace anywhere in the province, across Canada or the world, that application rises to the top,” said Harpauer.

She explained that with the shifting efforts towards student achievement the government plans to develop a student achievement strategy to help set direction for boards.

“Our focus on student achievement will require large scale change on how we assess student learning, how we assess the information and how that information will help teachers in the classroom, how we interact with

parents, and how we hold ourselves accountable,” said Harpauer. “Government will be responsible for setting the provincial direction and boards of education will act as the mechanism through which we, as a sector, will reach those goals.”

She added that there will be targets and that boards of education and the Ministry will be held accountable to measure and reach those targets.

“I look forward to that work together. It will be challenging but I think it can be a lot of fun,” asserted Harpauer. “Ultimately, the end result is what we all want which is student achievement for all of our students to succeed.”

Work continues around the pillar of student achievement with particular attention to First Nations and Métis education and accommodating the influx of new Canadians entering Saskatchewan schools. Funding is available outside of the budget to support school divisions in the work around those two important issues – \$4.3 million and \$2.7 million, respectively.

“We are very fortunate in Saskatchewan to have a diverse student demographic. Children today are exposed to so many cultures and languages, and I believe that exposure enriches their lives,” stated Harpauer. “Diversity, however, also poses some challenges for us in the education sector.”

She asserted, “Students today are not just competing with their classmates and neighbours. Students today are competing globally.”

Provincial Budget Response

On March 21, the 2012-13 Provincial Budget was released.

Prior to the release of the budget, the SSBA issued a communiqué to all media outlining our expectations regarding what we felt should be provided to school boards in the budget.

The areas of importance included: sufficient funding for PreK-12 education; mitigation for school boards significantly negatively impacted by the budget and full implementation for those boards who were positively impacted; a continued commitment from the government to address the achievement gap between Aboriginal and non-Aboriginal students; equitable distribution of funding so that all students can achieve at the highest levels, regardless of where they live in the province and their personal circumstances; support for school divisions experiencing rapidly increasing enrolments and for English as an additional language students.

Overall, the SSBA was pleased with the budget that introduced a new formula for the distribution of operating funding to school divisions. This formula has been in the making for the past two years and is intended to provide for greater equity among school divisions in the distribution of operating funding.

On Budget Day, the government committed to providing mitigation for school divisions significantly negatively impacted by the new



President Sandi Urban-Hall addressed the media after the budget announcement in the Saskatchewan Legislative Building.

model. The SSBA will be following up with individual school divisions to assess the impact of the budget.

The budget also provided for an overall 5 percent increase in operating funding, continued support for First Nations and Métis

“We are not prepared to take any commitments on their face value and will be working with boards through their directors and CFOs to assess the impact of this year’s budget.”

education and support for school divisions experiencing increasing enrolments with students who require English language assistance.

As President Sandi Urban-Hall said at the Spring Assembly, “While our initial impression was positive, let me be clear: This is not to say that the Association won’t be looking for the ‘devils in the details.’ We are not prepared to take any commitments on their face value and will be working with boards through their directors and CFOs to assess the impact of this year’s budget.

“The Minister has also promised to meet with boards in September – before any 2013-14 budget decisions are made – to review the consequences of the 2012-13 budget and to prepare for the next one. We want to make sure we have all of our ducks in a row and that accurate, research-based information is the foundation for any arguments we advance to the Minister.”

Instructional Time for Students

During the 2011 provincial election, the SSBA expressed surprise and disappointment at Premier Wall's campaign announcement that if re-elected, the Sask. Party government would amend *The Education Act* to legislate that the school year for all Saskatchewan students would begin after Labour Day and end on June 30.

The SSBA issued a media release in which we said the move to a legislated start day for the school year concerned boards of education who, in consultation with their staff, parents and communities, set their school calendar with the educational needs of students in mind. In Saskatchewan, school divisions are diverse. There is no "one size fits all" when it comes to the school year. Many factors that affect student learning and well being come into play when determining the calendar such as instructional time, transportation, provincial exams, etc.

The SSBA further expressed concern that this campaign promise was made without any consultation with school boards who are closest to home and best understand the impact of the school year on student learning and well being.

However, the SSBA was also determined to take this "lemon" and make some "lemonade." In our media release we went on to say, "The Government of Saskatchewan has stated on many occasions that improved student achievement is their top educational priority. If they are serious about this promise,

How Does Sask. Compare to Our Western Neighbour?

- "...schools are required to ensure that Grade 1 to Grade 9 students have access to a minimum of 950 hours of instruction per year in each grade." (*Guide to Education: ECS to Grade 12, September 2011*)
- "Schools must ensure that students have access to a minimum of 1000 hours of instruction per school year (in Grade 10 to Grade 12)." (*Guide to Education: ECS to Grade 12, September 2011*)

then we would strongly urge that *The Education Act* also be amended to address boards' and parents' concerns about academic learning and instructional time within this newly mandated school year."

School boards are concerned about the instructional time received by students in Saskatchewan. The fact is that Saskatchewan students are not achieving as well as their counterparts in Alberta and are performing below the Canadian average.

To help remedy this situation, and as part of a larger achievement

strategy, the SSBA and the League of Educational Administrators, Directors and Superintendents (LEADS), supported by the Saskatchewan Association of School Business Officials (SASBO) developed and presented to the Minister of Education prior to the provincial election an *Instructional Time Report* which calls for changes to *The Education Act* to ensure a minimum standard of 950 hours of instructional time within each academic year. Currently, Saskatchewan students are receiving approximately 900-925 hours of instruction. This change would ensure students receive an additional 25-50 hours of academic instruction. The report also stressed that each board of education must be given the flexibility to determine how that 950 hour minimum would be achieved within their division.

Upon re-election, the mandated school year promise became a reality. Fortunately, the SSBA, in partnership with LEADS and SASBO was successful in having the government open up *The Education Act* to address student instructional time in Saskatchewan. The SSBA has recommended and provided the government with specific suggested changes to the regulations for the legislation. The legislation will now be much leaner than it was previously with more details being found within the regulations to support board flexibility in ensuring a minimum 950 hours of instruction.

Responding to Student Needs

In order to put students first in the myriad changes to curriculum, assessment and instruction, the North East SD explained a lot of the great work being done in system alignment and curriculum renewal by asking two big picture questions at Spring Assembly:

- How does a system connect all the work being done, so all partners are empowered to facilitate change and growth?
- How does a system grow renewed knowledge in the context of the daily work of its teachers?

With these questions in mind, a team effort at North East SD has resulted in a number of deliverables to improve assessment and instruction to align with curriculum renewal to benefit students.

Following the board's strategic goals, learning coordinators – Reanne Usselman, Katie White and Mark Jensen – developed a rubric to represent and monitor the work of the division. A website was also developed to help guide teachers through curriculum goals that are tailored to meet the needs of North East SD students. Software program *Skovision* was also implemented to assist in assessment practices.

A process called **Understanding by Design** was undertaken to provide consistency, collaboration and ease of use.

For more information visit the North East SD website's **Curriculum Corner**.

Achieving Results: Managing Performance

Representatives of the firm KPMG maintained at Spring Assembly that there is a need for a common understanding among the education sector regarding the meaning of effective governance and performance management.

Bruce Willis, partner and leader of KPMG's Advisory Services in Saskatchewan, told participants that, "Boards are responsible for managing the performance of their organization. The board approves and drives outcomes or objectives. Management designs the processes, programs and initiatives to achieve the outcomes. The board and management agree on measures and monitor processes to improve the achievement of outcomes."

Willis talked about the importance of performance management as a tool or a "means to an end" in achieving outcomes. "Boards spend a lot of time on 'measures,' but it's important that boards are clear on what they are measuring and why they are measuring. Measurements must be aligned with desired outcomes."

Boards must be much more than fiscally accountable, he said. Boards are responsible for setting the direction for the organization within acceptable risk parameters. They must also ensure control by measuring performance outcomes against the identified parameters and risks.

Spring Assembly presentations are posted on the **Board Development page on the SSBA website**.

Locally Determined Teacher Benefits

For several months, the Minister of Education has stated that the *status quo* regarding Locally Determined Teacher Benefits (LDTB) will not be an option going into the future.

For that reason, the SSBA has established a Locally Determined Teacher Benefits WAG charged with gathering information, listening to opinions and engaging boards in dialogue related to local teacher benefits. The Association wants to make sure that any decisions made by the Ministry are based on

accurate information and recognize boards' local contexts and realities.

The chairs of the WAG – Connie Bailey and Glen Gantfoer – reported to the Executive on April 18 and the SSBA Executive voted in support of the WAG's recommendation to ensure that the Ministry is working from complete, accurate and consistent data.

A letter has been sent from the SSBA to the Minister in which we stated that it is our strong opinion that any decisions based on the current data would not be optimal

and could be problematic.

To ensure the best decisions are made, the SSBA proposed in the letter that a joint Ministry-SSBA working group be struck promptly to assist in ensuring that data is complete and accurate, that efforts to gather data are effective and efficient, and that decisions can be made in a timely manner.

A request will also be sent to all boards asking them to respond to questions related to their ability to address local needs and support student outcomes.

'Most Amazing Time to Be a Learner'

Consider the following multiple choice question from a student's standardized exam:

This Roman emperor changed the official religion of the Roman Empire and moved its capital to Constantinople (today Istanbul):

- A. Ptolemy
- B. Cyrus the Great
- C. Constantine
- D. Jesus

If you asked this to people on the street the answer wouldn't be on the tip of their tongue, nor would the person answering the question rush to the nearest library to find the answer in a book. Most would take out their smartphone, find the nearest computer or simply respond, "Why do I need to know that?"

Yet these and similar questions continue to be asked on standardized tests so students can search their memory to regurgitate the answer (which is Constantine after a quick Google search typing, 'Roman Emperor moved capital to Constantinople').

"First question I have is: 'Why are students being asked this question?'" asks Will Richardson, keynote speaker at Spring Assembly. "Second question I have is: 'Is this really what



Will Richardson (picture is a link to his blog)

we want to know they've learned?"

The learning environment and the on-demand nature of information has been revolutionized by the web.

"School is the only place where students go that Google is illegal," explains Richardson who supports breaking down firewalls to facilitate online learning. "If educators are going to compete with content online, educators are going to lose."

Richardson maintains that we need to adopt a different perspective about what 21st Century education and skills actually mean. "It's not *if* but *who* is going to decide what we change to," asserts Richardson.

In a "world of abundance" content and teachers aren't scarce resources but the way literacy is defined is changing so it's a matter of educators facilitating literacy from a 21st Century skills perspective.

Richardson argues that the skills and dispositions we need to become more attuned to in this world of abundance are, respectively:

- Critical thinking and self-direction;
- Problem solving and passion to learn;
- Communication and willingness to connect;
- Literacy and transparency;
- Creativity and patience or grit;
- Collaboration, creation and sharing.

To move from where we are to where we need to be we've got to understand that facilitating learning in the 21st Century has little to do with acquisition of knowledge – that's easy, it's in any number of resources online – and much more to do with application of knowledge in schools. Helping students understand the good from the bad online is imperative as well.

"It's an historic and the most amazing time to be a learner," proclaims Richardson.

Some Online Tools Will Richardson Mentioned

- Massive Online Open Course at mooc.com
- Knewton Personalized Education at knewton.com
- TED Talks speaker series at ted.com
- Khan Academy at khanacademy.org
- MITx online learning at mitx.mit.edu
- Scratch interactive story program at scratch.mit.edu
- Richardson's presentation at bit.ly/sksb412
- Artificial Intelligence at ai-class.com
- Social media such as [Twitter](#), [Facebook](#), [YouTube](#), etc.

Project Greenlight in South East Cornerstone

Lynn Little, Peggy Lawson and Kevin Tonita of the South East Cornerstone SD informed delegates about how the division has collected and used data to inform decisions and action plans in support of student learning.

Using the program *Skopus*, the division has created a data warehouse to store all of the division's data in one location. This data is used by the division to set their baselines and goals. An accompanying program, *Skovision* also uses the data to help monitor progress in achieving goals. Using the traffic light green, yellow and red identification, the division is able to monitor and measure goals all the way from the board and division level to the individual school, classroom and student level.

According to South East Cornerstone board chair Carol Flynn, "This approach lets us constantly track progress on goals and see where improvements can be made. It has absolutely changed the way the board does business."

Improving Student Achievement Through Engagement

How to engage senior high school students? A media project, including coverage of World Junior hockey, provincial volleyball championships and Treaty education, is one place to start.

Ruth Cey, media teacher at Unity Composite High School, was joined by three students – Joshua Lacoursiere, Dustin McAleer and Mark Simbulan – to explain their media projects at Spring Assembly.

The students improve interpersonal communication skills, push the envelope with their ideas, and gain and utilize skills required to work with a variety of equipment and technological tools to engage in their learning opportunities. The results speak for themselves.

"Before we judge something, we step in someone else's shoes," said one of the students. While another student noted that he was forced to "open my eyes to their side of the story."

Some of the work can be found on their [YouTube channel](#) (Google: "UCHSJrGameNews YouTube").

Value of Strategic Human Resource Management

Janice Decelles and Daniel Kosun from MNP explained to trustees and administrators at Spring Assembly the benefits of aligning human resource (HR) goals with organizational goals to ensure effective and efficient business operations – and a happy and healthy workforce!

They spoke from a governance perspective about the role of boards. The need to recognize HR as a multifaceted approach to employee recruitment, retention and motivation is crucial to effectively implement a strategic HR plan to support board goals.

HR is no longer personnel and payroll as it has been viewed in the past. Strategic HR management involves: workplace health and safety; total rewards; employee relations and collective bargaining; HR information systems; job analysis, design and evaluation; employee development and learning; performance management; HR planning, organizational design; and, staffing.

Good Practices and Dispute Resolution

In 2002, a *Good Practices and Dispute Resolution* report was issued by the parties to the Provincial Teacher Collective Bargaining Agreement. The report set a framework for how the parties in the education sector should work together. Since 2002, many changes have occurred in the education sector. Coming out of the latest Provincial Agreement was a recommendation that a committee be struck to review and renew the commitments made within the original report. That committee has now been established.

LAFOIPP Stakeholder Committee

Also as a result of an agreement between the parties at the provincial bargaining table, a *Local Authority Freedom of Information and Protection of Privacy Act* (LAFOIPP) committee has been established to produce resource materials for the education sector with respect to the *Act*. It is expected that over the next 18 months, a variety of educational materials aimed to assist students, staff, parents and board members will be produced along with resources such as sample forms and policies for education sector use.

Urban-Hall President-elect for the Canadian School Boards Association

At the Canadian School Boards Association (CSBA) Board of Directors Spring Meeting in Montreal on April 1, SSBA President Sandi Urban-Hall was unanimously elected as president-elect. Her one-year term is effective July 4, 2012.



Urban-Hall first began serving students as a board member in 2003 and has been on the SSBA Executive since 2006 where she has served as of Southern Constituency representative, Vice-President and President. Her relationship with the CSBA began when she was appointed chair of the 2008 CSBA Congress in Regina.

Urban-Hall will continue to serve as SSBA President while acting as CSBA President. However, Janet Foord, SSBA Vice-President, will be the Saskatchewan representative on the CSBA Board of Directors when Urban-Hall assumes her new role.

“We look forward to having Sandi lead us through what promises to be a year full of challenges and are confident that her guiding vision of ‘student achievement and opportunity’ will serve the association, its member boards and the youth of Canada well,” said Valerie McLeod, CSBA managing director.

Catherine Fife, Ontario Public School Boards Association, was re-elected as Vice-President of the CSBA.



CSBA Congress

CSBA is pleased to announce upcoming Congress 2012 will be July 5-7 hosted by the Québec English School Boards Association in Québec City, Qué. at **Fairmont Le Chateau Frontenac**. Program and registration information can be accessed at cdnsba.org. Hotel reservations can be made online using the code CSBA0712.

Rockin' Out With the Good Buddies Blues Band

If delegates hadn't had their morning coffee or couldn't quite shake their sleepiness on Friday, April 20 at Spring General Assembly, they got a good dose of energy thanks to the Good Buddies Blues Band from Regina Catholic Schools.

The band played a number of songs to trustees, and even included a couple trustees – Larry Ahenakew, Northern Lights SD and Diane Boyko, Greater Saskatoon Catholic Schools – and staff members – Darren McKee and Leslie Anderson – in the fun.

An extension of the Best Buddies program that creates connections between students with intellectual disabilities and the rest of the student population, the Good Buddies Blues Band rouses students every Tuesday during the school year at Dr. Martin LeBoldus High School in Regina. They also have recorded a CD and use the proceeds to travel as a band.

For more information, a **Regina Leader-Post article** about the band is available online (Google: “good buddies blues band leader post”).



Spring Assembly Photos



Lynn Little, Peggy Lawson and Kevin Tonita of the South East Cornerstone SD informed delegates about how the division has collected and used data to inform decisions and action plans in support of student learning.



Ruth Cey, vice-principal at Unity Composite High School, and students Joshua Lacoursiere, Dustin McAleer and Mark Simbulan presented about the media project in which they have been engaged through their Journalism 20 classes.



To build on the message from keynote speaker Will Richardson, SSBA Executive Director Darren McKee presented on the need for 21st Century skills and boards' roles in facilitating that learning.



Bruce Willis of KPMG spoke to delegates about the role of performance management in effective governance.



Attendees listen to the presentation delivered by representatives of North East SD on the importance of quality instruction and assessment in the delivery of new curriculum.

Universal Teaching Program

2011 Premier's Board of Education Award for Innovation and Excellence submission

For many students in the province long-term educational goals target post-secondary education and beyond. For others the goal may be to attain a Grade 12 diploma.

Both are noble pursuits and for some students the latter goal may seem insurmountable.

Good Spirit SD wants to ensure each child, no matter the situation, has the supports required to achieve a Grade 12 education. With this in mind, the board has supported the Universal Teaching Program (UTP) at Yorkton Regional High School over the past several years.

“Our motto is ‘students come first’ and one of our values is equity so that each student can graduate” said Good Spirit Board Chair Ray Sass. “We knew we had a group of students who were falling through the cracks, so to speak, and we wanted to make sure they had the best opportunity to complete their goal of a Grade 12 education.”

Extra resources were set aside to support the UTP which helps high risk students succeed in the classroom with transitions from Grade 8 to Grade 9 to improve retention.

“With this program we have retained more students than we have in the past and we’re also achieving more credits for these students,” explained Director of Education Dwayne Reeve. “For us, that’s an indicator of success. They are in school and, in all likelihood, we



Behind the Success of the Universal Teaching Program

Evidence of improved student achievement:

- 2008-2009 – six remaining students in June, four of whom were there from the start of the year and four who returned the following fall to re-register.
- 2009-2010 – 11 remaining students in June, a core group of eight students that started the year were remaining in June.
- 2010-2011 – eight remaining students in June; many UTP students taking courses outside the UTP classroom and achieving success.
- 2011-2012 – seven returning students from previous year; one student has been in the program for four years and, although takes primarily mainstream classes, continues to use UTP classroom as home base.

wouldn't have seen as many students stay in school.”

Components of the UTP include personalized academic plans, nutrition, fitness and wellness, cultural knowledge, work experience, and life skills teachings.

“Part of the success also has to do with the low pupil-teacher ratio including a homeroom environment for students to connect daily and feel comfortable in the school,” said Superintendent of Schools Withman Jaigobin. “They feel like it’s a safe place to come, to be and an environment where they are learning.”

The program features a 15:1 pupil-teacher ratio and also involves many community supports from which the students benefit to succeed in school. The program involves an elder, addictions

counselor, mental health worker and youth justice worker.

“We had community partnerships in place that we have built on to act as a bridge between the school and community,” explained Jaigobin. “One of the other key aspects is the parents and guardians who are present at the student intake meetings and are made well aware of all aspects of the program so they see the value of their children staying in school.”

All aspects of the program do require significant resources that the board has been supportive of committing.

“We had the opportunity before a board meeting to tour the program and talk to individuals participating in the program. We found that the

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School Health Improvement Project

2011 Premier's Board of Education Award for Innovation and Excellence submission

Paving the way for community partnerships, the Safe School Healthy Improvement Project (SHIP) at St. Luke School of Greater Saskatoon Catholic Schools continues to be a beacon relationship for the division.

Involving University of Saskatchewan fourth year nursing students, the Safe SHIP brings nursing intervention into the school environment – and has been doing so since 2002.

“When you realize you have a program that’s been working as well as it has, it drives itself,” asserted Board Chair Diane Boyko. “I think a big part of what the board has done is visiting the school, engaging in the program and celebrating the successes of it.”

Boyko explained, “It focuses on the health of the students to improve awareness and perception to foster change in the school community through the actualization of the program.”

Currently, as part of the board’s strategic plan, a priority for the division is to build relationships and partnerships and programs such as Safe SHIP have guided those efforts.

“This program speaks to our mandate of working with students through mind, body and spirit,” explained Superintendent of Education Darryl Bazylak. “The impetus for it was to address the needs of students.”

The project focuses on health



Behind the Success of the Safe SHIP

- Since 2002, more than 500 baccalaureates and one Masters nursing student have provided direct nursing service to the St. Luke School community.
- Cost of program is covered by the Greater Saskatoon Catholic Board of Education as well as annual donations of \$500 from the St. Luke School Community Council and \$400 from the Greater Saskatoon Catholic Schools Foundation.
- Professional and personal support of approximately 20-25 hours per week is also provided by the nursing students’ supervisor, in addition to the professional and personal support from the nursing students.

education, health promotion and community development for students, staff and families.

As one student explained, “There are many different programs at schools all over the city to help students when they have an ‘owee’ or a ‘boo-boo,’ but here at St. Luke, the Safe SHIP nurses do more than just help our ‘owees’ and ‘boo-boos.’”

It’s not only a holistic approach to student learning; it’s an innovative program.

“At the time, it was a pretty novel idea to bring partners from outside of the school staff and school community,” said Director of Education Bev Hanson. “It was an innovative thought to bring those medical services, through the College of the Nursing, into the school and deliver those services at a school base.”

The partnership was formed at a grassroots level by engaging in

discussions and brainstorming ideas through which both the College of Nursing and Greater Saskatoon Catholic Schools could benefit.

“It was at a time prior to all the partnerships we see now in schools. It was at a time when this type of partnership was relatively new,” said Bazylak. “From there the partnership has grown and has become much more formalized with the College of Nursing.”

The board has been informed over the years of the progress of the partnership and its impact on the school community.

Hanson explained presentations by nursing students, the instructor and school principal have been made to the board in the past. “There are also updates provided to the board by the Greater Saskatoon Catholic Schools Foundation about the activities of the group, what

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Tim Wise Reflects on Racism

Renowned anti-racism educator and author Tim Wise completed a speaker series in Saskatchewan where he presented 11 lectures in Regina, Saskatoon and Prince Albert in March and April.

The SSBA was a co-sponsor of the speaker series that brought Wise to the province to share insights about his research that helps clarify how institutionalized systemic racism is prevalent in organizations throughout North America.

Dismantling racism was one of the topics of a presentation made in Regina in which Wise provided details on how to recognize systemic racism that limits opportunities for many people of colour:

1. A passive approach to recruitment can be problematic if it doesn't let everyone know that everyone is welcome. Too often organizations rely on networking-based hiring which is typically advantageous to traditionally dominant social groups based on race, class, sexual preference or gender.
2. Critically evaluate tools that help form hiring/promotion decisions. Organizations often assume their evaluation tools are objective but research on this topic suggests otherwise. Make sure individuals who are part of the screening and recruitment process are aware of the research around implicit biases based on race, gender, body type, disability, etc.
3. Understand stereotype vulnerabilities. In other words, recognize in interviews that the fear of confirming negative stereotypes will affect the performance of some individuals. For instance, research has indicated that dominant groups – the most dominant being Caucasian males – in high-pressure situations don't have negative results because there is no fear of living up to a negative stereotype in those situations. The exact opposite occurs in research for historically marginalized populations where negative results occur in high pressure situations compared to little or no pressure situations.

But what can organizations do about these vulnerabilities in the evaluation of potential or current employees?



More than 3,500 people attended the TimWise lectures in Regina, Saskatoon and Prince Albert (picture is a link to his website).

Wise suggests a few ideas:

1. Make note of the research in these areas, specifically be aware of people's implicit biases. It has been noted that when people are aware of their implicit biases, they take necessary steps to mitigate the influence of these biases when making decisions.
2. Add evaluation tools to those already being used that could assist in the objectivity in evaluation processes. For example, use non-cognitive variables to understand personal history dealing with adversity or to understand leadership in communities that often go unnoticed in a resume or cover letter but are valuable assets to an organization.
3. Mentor individuals equally to provide support and constructive feedback regardless of race, gender, disability, etc. Too often supervisors don't want to be overtly supportive or negative to particular employees for fear of being regarded as racist. If provided properly, the employee will understand that feedback is meant to improve career outcomes and will be less likely to receive the feedback negatively.
4. Don't subscribe to the notion that there aren't enough "quality people" to fill the position. If this is being used as an excuse, constructively analyze procedures to understand if the organization can play a role in growing the talent pool to increase representation of marginalized groups of people.

Universal Teaching Program: ‘Whatever It Takes Attitude’

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students are excited about their lives,” said Sass. “This leads to them being excited to come to school and the students become their own supports.”

The support beyond parents and community members has been from staff in the division.

“The success of a program like this is dependent upon the qualities of the individuals delivering the program. We have people who have vested interests in the well-being of these children,” Reeve recognized. “It’s sometimes easy to give up on students in this program, but the group of people who are involved in this at Yorkton Regional High School have a strong commitment to the

success of students.”

The sentiments Reeve stated were

“It’s sometimes easy to give up on students in this program, but the group of people who are involved in this at Yorkton Regional High School have a strong commitment to the success of students.”

echoed by Jaigobin, “In visiting the program, I’ve noticed the teacher and the educational assistant we

have in the classroom, the way I put it, they both have a ‘whatever it takes’ attitude to never give up on the students.”

As one principal in the division said, “The students have gone from children who didn’t want to be in school... to young men and women who came back to our school to volunteer with pride and confidence. They’ve hit a few bumps along the way, but they have an amazing support team and keep getting back on the road to success!”

Sister programs have also sprouted in smaller locations in the division, including Kamsack Comprehensive Institute and Esterhazy High School.

School Health Improvement Project: ‘Win-Win Situation’

Continued from Page 11...

the monitoring is, how they are evaluating the program and how they want to see the program move forward.”

The board has set a priority to develop partnerships and with this program it’s a “win-win situation for everybody,” asserted Bazylak. “Our board has also had that support for other programs across our school division.”

An example of another partnership that has received continued support is between the College of Medicine and Nursing, among others, with St. Mary Community School that received a Premier’s Board of Education Award for Innovation and Excellence in

2008 for its Wellness and Education Centre (it was recently reported about in **The Globe and Mail**).

The approach, not dissimilar to Safe SHIP, for the St. Mary Wellness

“I think you’d be hard pressed to find anyone who wouldn’t find any value in it.”

and Education Centre recognizes that “it takes a community to raise a child,” said Bazylak.

And the school community has responded favourably to the efforts

put forth.

“I think you’d be hard pressed to find anyone who wouldn’t find any value in it – from the school staff, to the principal, to parents’ feedback, to the nursing students – I would say it has received overwhelming support,” said Bazylak.

Although the division doesn’t have an exact replica of the Safe SHIP in other schools, “What it really did was pave the way for partnership development in other schools,” explained Hanson. “What the program did for our board and our school principals was to help them begin to think about how to form those partnerships to meet the unique needs of each school community.”

Know Your Neighbour

Chinook

The division has identified math as a learning priority. *Math Momentum* is the program being launched with the goal targeting 25 percent more students meeting or exceeding Chinook's expectations in math by June 2014 by evaluating cohorts in Grades 3, 6 and 9. For more information visit the website at chinooksd.ca.

Christ the Teacher

The School Community Council at St. Alphonsus School in Yorkton purchased a copy of *Charlotte's Web* for each student with accompanying educational and entertaining activities to support reading. Read more at christtheteacher.ca.



Source: www.christtheteacher.ca

Good Spirit

Staff at Macdonald School in Stockholm were recognized as Canadian Down Syndrome 2012 Heroes. "Everyone needs to learn to look beyond physical and intellectual disabilities to discover the person inside..." Read more at gssd.ca.

Horizon

The University of Saskatchewan has adopted the **Treaty Education** video produced by the division in 2010 to support its efforts educating faculty and staff at the U of S. Check out what else is happening at hzsd.ca.

Greater Saskatoon Catholic

PotashCorp gave \$175,000 to the division to support breakfast, lunch and snack programs. For more information visit scs.sk.ca.

Holy Trinity

Discovery Education Canada hosted a special screening in March of the Discovery Channel and BBC's coproduction of a new series *Frozen Planet* that was four years in the making. Staff and students were able to celebrate the partnership between Discovery Education Canada and the division as they work together to integrate technology into student learning. Visit htcsd.ca for more information on this and other exciting events.

Lloydminster Public

Check out the new College Park School development plans and background information on the website at lpsd.ca.

While there, view the academic success programs [video](#) highlighting the efforts to make sure each student at Lloydminster Comprehensive High School graduates.

North East

Check out the new look website at nesd.ca.



Source: www.nwsd.ca

Northwest

Lots of news in the division including a neat story about the Loon Lake Sureshots biathlon team. Read more at nwsd.ca.

Prairie Valley

To engage the public in the development of renewal plans for a high school facility, a public consultation was held at Greenall High School. Learn more at pvsd.ca.

Regina Public

Check out the website's new look at rbe.sk.ca.

Prairie South

Nine students from Prairie South covered the National Congress on Rural Education as the e-journalism "Geek Squad" team. They posted on their blog at yourgeeksquad.wordpress.com and also on their Twitter feed [@yourgeeksquad](https://twitter.com/yourgeeksquad). More information can be found at prairiesouth.ca.

Living Sky

The Northwest Regional Science Fair was held in Macklin in March. There were 29 projects on display. Check out what else is happening at lskysd.ca.

Prince Albert Catholic

A fire at Turgeon Catholic Community School interrupted operations. For more information visit cec.pacsd6.sk.ca.

“To serve and provide leadership as the voice for elected boards of education, who are the accountable stewards of publicly funded education in Saskatchewan.”

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Saskatchewan School Boards Association

400-2222 13th Avenue

Regina, Sask.

S4P 3M7

Phone: (306) 569-0750

Fax: (306) 352-9633

Email: admin@saskschoolboards.ca

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



MARK YOUR CALENDAR!

EVENTS

TRUSTEE ACADEMY

June 13-15, 2012

Waskesiu, Sask.

NATIONAL ABORIGINAL TRUSTEES GATHERING

June 13-15, 2012

Winnipeg, Man.

CANADIAN SCHOOL BOARDS ASSOCIATION CONGRESS 2012

July 4-7, 2012

Québec City, Qué.

Saskatoon Public Schools Recognized for Business Continuity Excellence

At the inaugural Business Continuity Institute (BCI) – North America Awards ceremony, the education continuity plan team at Saskatoon Public Schools (SPS) was named the Business Continuity Team of the Year.

“We are very pleased and excited to have the hard work of our school division recognized by BCI with this award,” said Daryl Koroluk, SPS’ chief technology officer and education continuity management team leader.

The learning team leader, Superintendent Patricia Prowse, stated, “Education continuity management provided the framework that our school division needed to better understand the process of risk assessment and management.”

BCI is the leading institute on business continuity worldwide. The inaugural BCI – North America Awards were held recently in Orlando, Fla.

SSBA Director of Insurance and Risk Management Dave Jackson played an integral role supporting the SPS education continuity team and wanted to congratulate and recognize this worthy accomplishment.