

The School Trustee

Minister Marchuk Addresses Spring Assembly

On the heels of the provincial budget announcement in March, Minister of Education Russ Marchuk addressed the SSBA Spring Assembly promoting a budget based on the principle of balanced growth and shared prosperity.

He explained that in the development of the new funding model, the government listened to boards to ensure the enrolment factor was funded based on current enrolment for school divisions to respond to growth pressures. This meant a \$17 million growth factor in the budget that was funded up front rather than midway through the school year as had been done in years past.

“That was a focus of mine going into the budget,” said Marchuk. “We heard that from you, and I took that forward.”

Also in the budget was the announcement of 500 additional



Minister of Education Russ Marchuk

child care spaces and 15 preK programs, as well as the P3 (public-private partnership) approach for capital projects in high growth areas.

“I’ve said this to you before, the expertise is in the field,” asserted Marchuk. “I’m mindful of that and we’re going to capitalize on that. Knowing our boards, knowing our school divisions, knowing our teachers and knowing our students, I know that we will do this; we can make headway on all of our goals.”

He alluded to the goals in the government’s Plan for Growth which sets achievement targets, such as the highest graduation rates in the country and closing the achievement gap between Aboriginal and non-Aboriginal students by 50 percent by 2020.

Another initiative Marchuk mentioned was the student achievement initiative, including the assessment agenda the government is advancing based on recommendations from the Provincial Panel on Student Achievement in 2010.

“We know we need to gather fair, reliable and valid data from across the province,” explained Marchuk. “Fair means we are assessing attainment of the curriculum; what we assess has to be part of student learning. Reliable means we have a consistent measure over time; to measure change, you can’t change

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President's Address at Spring Assembly

The focus of President Janet Foord's address at Spring Assembly was the government's provincial budget.

"We called it a status quo budget at best because that's what it is," said Foord. "Boards got an additional \$40 million. Nearly half of that money, \$17 million, went to address the growing student population and the supports they need, such as English as an Additional Language."

Although it was additional funding that may not have been seen in past provincial budget years, it was money that would've still ended up with boards, explained Foord, midway through the school year instead of up front. The funding is now based on current and projected enrolments, as opposed to the enrolments in September of the current school year.

"It doesn't represent an increased investment in achieving the primary goal for preK-12 education in this province – improved student outcomes," she explained. "It doesn't do anything to help boards move our students from seventh in Canada to sixth or fourth or second – or first, as the government has said is the goal. It allows boards to 'maintain.'"

In the government's Plan for Growth, the goal to close the achievement gap between Aboriginal and non-Aboriginal by 50 percent was supported with



SSBA President Janet Foord

an additional \$3 million of "seed money" for the recommendations of the Joint Task Force on Improving Education and Employment Outcomes for First Nations and Métis People, which equates to 0.16 percent of the total education budget in the province.

"Allow me to share my personal view on the Task Force, if I may," said Foord. "The Task Force consists of three people: Gary Merasty, Don Hoium and Rita Bouvier. All good people. All well intentioned. But where are the trustees on the Task Force?"

The voice of the SSBA and boards as a collective aren't represented on the Task Force. "While **implementation** of the recommendations may be a 'team effort' in school divisions, boards of education will be the ones ultimately **accountable** for accomplishing those tasks and achieving the outcomes which have been set for us – not with us," stated Foord.

The interim report of the Task Force, which was released in December, was written before meeting with the SSBA, Foord explained. "Regardless of how laudable the recommendations of the Task Force might turn out to be, this process just isn't right."

Within the provincial budget, there continues to be the First Nations and Métis Student Achievement Fund

of approximately \$4.8 million provided to school divisions for individual projects, she explained.

"Yes, good work is being done in school divisions. There's no doubt about that," asserted Foord. "But it's being done in silos, in pockets. It's being done in the absence of a strategic plan and vision to ensure that collectively we're achieving the best possible outcomes."

With the achievement fund and the "seed money" for the Task Force the total K-12 funding dedicated to Aboriginal student achievement is \$7.8 million – 0.44 percent of the total education budget.

"Less than one-half percent to address what is perhaps the most pressing issue facing public education in our province today," said Foord. "I'm sure you can sense my frustration."

Foord also offered some "food for thought" to the SSBA membership

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World Economic Outlook and Education

For many people the connection between the world economy and preK to Grade 12 education may not be clearly understood, but it's important to recognize and appreciate this link.

With the unpredictability of traditional markets and the reliance on emerging economies, education in the 21st Century is critical to the continued prosperity of Canada, particularly in Saskatchewan where commodity-based markets require global economies to thrive. This was the message delivered by Spring Assembly keynote speaker Dr. Warren Jestin.

Jestin, the Chief Economist for Scotiabank, explained that markets such as China, India, Brazil and Peru are emerging. However, today's markets are difficult to predict with the uncertainty in mainland Europe and, to a lesser degree, North America.

He said the world economy is no longer structural and predictable.



Scotiabank Chief Economist Dr. Warren Jestin

Instead the economy has become cyclical meaning adaptation, particularly in education, is required.

Some of the anecdotal comments Jestin made regarding education included the debate as to how we should be investing education dollars. "Education in the early years is the basis for success or failure in

the later years," he said.

He also mentioned partnerships with post-secondary technical institutions to provide apprenticeship training in Grades 11 or 12 for students.

In general, he said, "We need to raise the average skills level of our population." However, he conceded, this doesn't always mean skills in math or science. It could mean developing language skills to adapt to a global economy, such as learning Spanish. For example, more than half of Scotiabank's employees' first language is Spanish because of the markets in which they're working.

Admitting that unpredictability poses many challenges, Jestin explained, "The educational system is the foundation... The challenges are where the opportunities are." The ability to adapt to the global economy is at the heart of continued prosperity.

Minister Marchuk: 'There's More To Do'

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the measure. And valid means that we need to ensure we are measuring what we intended to measure."

He noted that boards have probably already heard from students, parents and teachers about this issue and wanted to clear up some misconceptions regarding the government's student assessment plan.

"It's not about ranking individual schools or teachers, and it's certainly not about tying funding

to performance. We want to learn from each other and capitalize on best practice," asserted Marchuk.

Regarding the goal to close the achievement gap between Aboriginal and non-Aboriginal students, the government was anticipating the recommendations of the **Joint Task Force on Improving Education and Employment Outcomes for First Nations and Métis People**, which was released on April 15. An additional \$3 million was set aside in the provincial budget as "seed

money" to follow through on some of the Task Force recommendations.

Concluding his address at the Spring Assembly, Marchuk stated, "I genuinely appreciate the support the Saskatchewan School Boards Association has shown around instructional hours and the student achievement initiative thus far. There's more to do. The advocacy the Association has shown around these topics, to me, really demonstrates the shared role the provincial government has with boards of education."

Spring Assembly Summary

An assortment of presentations were featured at the SSBA Spring Assembly April 11-12 in Regina.

A panel including Regina Public Board of Education member Cindy Anderson, Regina Catholic Schools Director of Education Rob Currie, Saskatchewan Cancer Agency Vice President Dr. Jon Tonita and Ever Active Schools Coordinator Joyce Sunada from Alberta presented on **Active Bodies, Active Minds: Student and Community Wellness**.

SSBA Director of Communications Leslie Anderson explained her learning journey as a “well-educated white woman” in understanding First Nations and Métis histories in a presentation

titled **What You Don't Know Will Hurt You: A First Step in Eliminating the Aboriginal Achievement Gap**.

In a well-attended session, Ministry of Education representatives Joan McConnell and Robyn Mayer presented on **Lean for School Board Members**. As well, a Horizon SD Lean undertaking and a Sun West SD Lean event were highlighted. Directors of Education Marc Danylchuk and Guy Tetrault, respectively.

Dr. Shauneen Pete and Jamie Lerat spoke to developments regarding **First Nations and Métis education achievement** and referenced a document that will be available on the SSBA website in

the coming weeks.

SSBA Director of Insurance, Risk Management and Legal Services Dave Jackson presented on Education Continuity Planning and the board of education's role in developing an Education Continuity Plan in school divisions.

Colin Kelly, the official trustee for Northland SD in Northern Alberta, explained **how and why he became the official trustee** and the process of transition to a new board of education in that region of Alberta.

Finally, for a great wake up call on Friday morning, delegates were treated to a performance by Regina Thom Collegiate Jazz Ensemble – a group of Grades 9-12 students who simply love to sing!



Robyn Mayer (top left; from left) presents “Lean for School Board Members” with Joan McConnell, Guy Tetrault and Marc Danylchuk; Dr. Shauneen Pete (bottom left) and Jamie Lerat explain a SSBA initiative regarding First Nations and Métis education achievement; the Thom Collegiate Jazz Ensemble (top right) rouse the crowd on Friday morning; and Colin Kelly explains the situation in Northland SD in Alberta and how he became the official trustee.



Spring Assembly Photos



Cindy Anderson (left) explains some of the initiatives regarding student and community wellness with fellow presenters Joyce Sunada (from left), Rob Currie and Dr. Jon Tonita.



Holy Trinity board members (left) Joan Schwinghamer, Helene Chenard, Lucy Gehl and North East board member Freeman Reynolds; Creighton board members (left) Janet Clark and Hermeline Fagnan; Holy Trinity board members (right) Mary Jane Benesh and Joann Blazieko; and North East board members (right) Ted Kwiatkowski, Pat Brooks and Marla Walton.



Talking Partners: Developing Oral Language

2012 Premier's Board of Education Award for Innovation and Excellence submission

Ensuring students acquire the proficiency in the language of instruction, English, at a young age can improve their overall outcomes. That was the purpose behind the Talking Partners project at Prince Albert Catholic Separate School Division (PACSSD).

"In Prince Albert Catholic, we have little ones who have not acquired the language of English yet," explained Superintendent of Education H el ene Pr efontaine. "We're not talking about our immigrant population, we're talking about many of our First Nations and M etis students."

About 50 percent of PACSSD students are First Nations or M etis. Furthermore, 26

percent of the division's students are involved in French immersion. So the focus on first language development as well as additional language supports through the Talking Partners project aligns with the programming already in place at PACSSD.

To get the program started, the school division applied for funding through the Ministry of Education's First Nations and M etis Education Achievement fund.

The goals of the Talking Partners project were to:

1. Improve learning outcomes for First Nations and M etis and all students in the language of

instruction: English.

2. Explore ways in which students coming to school with a first language other than English were provided with opportunities to develop in that first language.

The school division initially piloted the project, which included training staff in Talking Partners strategies. One teacher on staff received additional training to become a 'Talking Partner.' Small groups of students identified as not having yet acquired the language of English worked with the Talking Partner over a period of 10 weeks.

"Within a 10-week period, a small group of three students working with a teacher trained

in Talking Partners started off quite gently with simple speaking activities," explained Pr efontaine. "By the end of the 10 weeks, they were engaged in conversation and were making language gains of a year. Gains in reading were also made. Some students who were non-readers reached level six in the Developmental Reading Assessment. It was amazing!"

The Talking Partners strategies were initially developed in Bradford, England to respond to the needs of the immigrant population in that area – and the idea was presented at a French immersion conference Pr efontaine had attended.

Some of the anecdotal responses from staff included a Grade 3 teacher who reported, "I am noticing a difference with shy students who are now willing to stand in front and share stories of what's happening at home."

Annually, the board has been informed about the project during one of its meetings and the response has been overwhelmingly positive from board members.

"When you can see results in a program that is benefitting both staff and students, it's great to see from our board's perspective," said Board Chair George Bolduc. "Especially seeing such positive results in a 10-week timeframe is encouraging and something we can definitely support."

Since the initial pilot the program has been expanded to two more schools. There are hopes to expand

the program further, Pr efontaine explained, because the division is seeing more immigrant students as well as students with a First Nation language as their first language.

Through assessment for learning data, they have seen a trend in PACSSD. "The longer the students are with us, generally, they catch up by Grade 7 or 8 in language development, reading, writing and math," asserted Pr efontaine. "Even in the short-term, we are seeing the impact on our reading and writing results. Providing the Talking Partners program supports students in making gains earlier on."



PRINCE ALBERT
ROMAN CATHOLIC Est. 1887
SEPARATE SCHOOL DIVISION No.6
Learning for life through Catholic Education

Duty to Accommodate

If there was a motto for the Duty to Accommodate Collaborative Project it could be “Working Together is Better.”

The Saskatchewan Teachers’ Federation and Saskatchewan School Boards Association, as a result of the last provincial collective bargaining agreement, collaborated on developing the *Duty to Accommodate: Guide for School Divisions and Saskatchewan Teachers’ Federation Members*.

The guide outlines the principles of Duty to Accommodate, explains the legal foundation, defines medical restrictions, provides various roles and responsibilities in the process, and answers some frequently asked



Approximately 90 delegates gathered in Regina to discuss Duty to Accommodate on April 9.

questions.

On April 9, approximately 90 board members, human resource professionals and teachers gathered to discuss the guide and better understand the obligations under Duty to Accommodate. Interestingly, although there is a legal framework for disability there

aren’t legal guidelines for Duty to Accommodate, yet there are obligations employers and employees must abide by.

Staff support from the SSBA included Lorna Selinger, Greg Zaba and Geraldine Knudsen who collaborated with STF staff members Leanne White, Laurel Irving Piot and Kit Loewen.

The **guide is available on the SSBA website**.

In addition, the sessions were recorded and those recordings will be made available to boards of education and school division personnel to review on the SSBA website, particularly for individuals who were unable to attend. An email will be sent when that information has been posted.

Privacy in Saskatchewan Schools

The work of *The Local Authority Freedom of Information and Protection of Privacy (LAFOIPP)* Stakeholder Committee continues.

At the most recent meeting in March, committee members –representing SSBA, LEADS, SASBO, STF and Ministry of Education – were provided a glimpse of the website, which is currently in development.

The website targets the primary stakeholders



This is a screenshot of the Privacy in Saskatchewan Schools website. Items shown here are subject to change.

in education, including students, parents, teachers, support staff, principals, central administration, LAFOIPP administrators, and board members.

Seminars and webinars are also in development to be presented this fall. These sessions will support employers and employees in meeting the obligations contained in LAFOIPP legislation. More information will be provided in the coming months.

Saskatchewan's Outstanding Principal: Starla Grebinski

If a school wants to make a difference in a child's life all that is needed are few simple ingredients: The willingness to take chances; a strong belief in your students; and a commitment to do whatever it takes to accomplish your goals. In short, a leader with vision and passion is needed.

At Sacred Heart School in Regina those ingredients have been found in Principal Starla Grebinski. Her vision and passion is exactly what landed her in Toronto in February of this year to accept an award as one of Canada's Outstanding Principals.

The Learning Partnership, a group dedicated to championing a strong public education system in Canada, chose to add Grebinski's name to the 2013 list of Canada's top principals. Their program, Canada's Outstanding Principals, provides recognition of the unique and crucial contributions of principals in publicly funded schools. This year, Grebinski was one of 51 principals chosen to receive this honour.

Grebinski, who has been at Sacred Heart for seven years, was happy to talk about her award and about the school and students that she has come to love. The award acknowledged the improvements in behaviour, academics and attendance that have resulted since Grebinski took over the helm at Sacred Heart, but the discussion focused on the reading program that has become so successful at this school.

Grebinski shared how it was the school's "Parent Nights" that have made such a huge impact on the



*Sacred Heart Community School
Principal Starla Grebinski*

reading program. About once a month, parents with children who are in preK to Grade 5 are invited to the school in the evening to read with their children. This has become a huge success and is always a full-house. The school serves cookies and coffee to the parents who come to read with their children and there are usually 14 staff members who are also in attendance to help out on these nights.

"The whole school is opened up. You can find parents with their children reading throughout the school," Grebinski shared. "It's exciting to see so many parents want to come and help their kids become better readers and they are the reason why this program is so successful."

The students come and read and are tested on what they read using the Accelerated Reader Program. This program works on a collection of points and Grebinski proudly shared that Sacred Heart School probably have more points than any other school in Regina.

"Our children do a lot of reading and the goal is to get to 100 points – which is a huge accomplishment," Grebinski said. "Last year 200 students met that goal and this year we hope to have 300 children with 100 points."

To accomplish these goals each student is required to take a computerized test after every book they read. This test, which consists of a number of questions, determines the child's level of understanding of the book. While other schools may consider 100 tests taken on any given reading night a success, Sacred Heart has them all beat. At this school it isn't uncommon to have over 300 tests taken during a reading night. This kind of volume speaks loud and clear about the kind of parent involvement happening at Sacred Heart.

The reading program has really helped improve both the academics and attendance at Sacred Heart and while there is still plenty of room for improvement, Grebinski is proud of her students.

"I knew that if the children could read and feel good about themselves then improvements in academics and attendance would naturally follow," Grebinski explained. "The kids like to come to the school – it's a safe place, they have food, they can read and they can feel good about themselves."

Grebinski talked about the complicated neighbourhood – the transiency, the poverty and the

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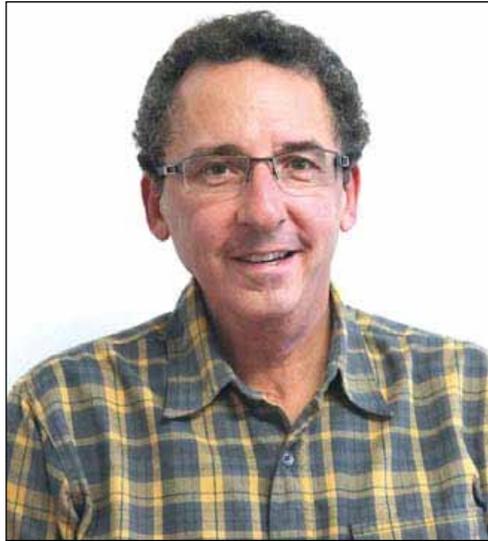
Saskatchewan's Outstanding Principal: Jeff St. Onge

Teamwork and leadership led Jeff St. Onge from McNaughton School in Moosomin to be selected in February as one of Canada's Outstanding Principals – one of two from Saskatchewan.

"If you're looking for the smoking gun that got me nominated, I'm not positive I could provide you with one particular thing that we're doing," explained St. Onge. "We're doing lots of interesting things here."

The nomination process is extensive, and was initiated by South East Cornerstone Public SD Superintendent Velda Wetherald. The nomination was supported by teachers in the school, the editor of the local paper, the School Community Council chair and a student, among others.

"They nominated me without



*McNaughton High School
Principal Jeff St. Onge*

telling me, it was unbeknownst to me. I received an email in February saying I was nominated but I thought it was spam and deleted it without reading it fully," said St. Onge with a laugh. "So when I found out, it wasn't that I was nominated, it was that I had won. It

was pretty overwhelming."

At the heart of the discussion, he spoke highly of the staff, students and parents that helped him receive this distinction.

"Here's the way I look at it. Winning this award is like winning the coach of the year award. You don't win the coach of the year award because you're really good on offence or defence. You have to have all of your ducks in a row," said St. Onge. "More important than that though, you have to have good players on your team."

Often in education, as in most professions, St. Onge said people don't often feel appreciated in their work life. "But this got me thinking, we get lots of thanks. It's all the little pieces of thanks we get in a day. Like the kids who have a smile

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Saskatchewan's Outstanding Principal: Starla Grebinski

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violence that affects the students at her school.

"There is no magic bullet here to fix the problems but the staff are experienced and fabulous," Grebinski shared. "The people who work here really love our kids – it's a passion for us."

Seasoned, experienced teachers have asked to work at Sacred Heart because they realize they have an opportunity to make a huge difference in the lives of the children who attend this school.

Grebinski notes that the word has spread about their reading program.

The North Central Agency Family Centre tells her that the kids come there and talk to them about what they're currently reading. She was told about a bus driver who drove the kids to Saskatoon and the driver could tell the kids were from Sacred Heart because they were talking about their books.

Even in their daily assemblies they talk about their books. Grebinski and other staff at the school are also a part of the reading program and they share with the students what books they are currently reading. Everyone is reading. Sacred Heart has become a culture of reading.

After Grebinski won the award

she said it wasn't the confirmation by her peers that told her she was a success. The confirmation came from the parents of her students.

"After I won the award I was so moved by the parents who congratulated me with hugs," Grebinski said. "We have the best school in the city with the best principal' is what they proudly told me."

"Sacred Heart has always been a good school." Grebinski shared. "The reading has just made the school a better place."



Assistive Technology: Creating Student Voice

2012 Premier's Board of Education Award for Innovation and Excellence submission

As parents, we send our children off to school with high hopes. Hope that our children will receive the best education possible; hope that our children will be treated with dignity and respect by their elders and peers; and of course hope that our children will be able to reach their true potential.

Parents of children with disabilities take an even greater leap of faith when they place their children in the hands of someone else and Lloydminster Public School Division (LPSD) has taken that leap of faith to heart. Through their Assistive Technology (AT) initiative they have given a voice to all students ensuring that all are able to physically communicate and participate with their peers by working to remove the barriers that might keep them from accessing their school's curriculum.

Students who enter the public school system with limited capacity to move physically and limited communication and participation skills are at a clear disadvantage and this disadvantage is being addressed at LPSD through the use of an AT initiative.

"A strong focus on assistive technology has been going on at Lloydminster Public for about seven years," said Lois Hardy, Superintendent of Student Services at LPSD. "This program allows us to put all students on a more level

playing field."

LPSD started an official AT budget about five years ago after taking a global look at the various needs of the students in their division. A mix of different kinds of technology was something that was developed as a result of student need and the list of supports and tools continues to grow and expand with the rapid growth of technology. Prior to acquiring any of the AT tools they regularly consider the recommendations of professionals who have sufficient knowledge to recommend certain items for certain needs.

The staff who are directly related to the program are very positive



about the program and what it has allowed these students to do. There is a lot of celebrating going on but along with the celebrations come the words "more, more, more." Once the staff see what these tools can do for the students they are continually asking, "What more can we do?"

The peers of these students are also excited about what these tools can do and are more than happy to assist their fellow students. Autumn, a young student who is blind, is often surrounded by other students who are fascinated watching her use her Braille machine. They love to see her

create text in Braille. It also helps them develop a sense of empathy towards those who don't have it so easy.

Hardy shared that the Board of Education and the administration at LPSD are very committed to students who require intensive supports.

"Ensuring all students receive the best education possible is the goal of Lloydminster Public School Division," said Colleen Young, Chair of Lloydminster Board of Education. "The use of assistive technology provides another opportunity for students to engage in their learning in a way that creates success and achievement."

One of biggest obstacles to the success of the AT initiative is the ongoing training of staff. Technology changes so quickly that it is sometimes difficult to keep up. Another obstacle is keeping pace with the installs, licensing, and version changes of the different products we use.

"There are lots of glitzy tools out there that aren't necessarily the best tool for the job," Hardy said. "When we get a request we take into consideration what tools are being requested and what is the best tool for this particular child."

When asked if the program has reached its full potential, Hardy was quick to answer, "The AT initiative is not even close to reaching its full potential. This is just the tip of the iceberg when it comes to technology. It's just going to get bigger and bigger."

President's Address: 'Food for Thought'

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regarding a governance review that the Executive has undertaken. Dan Perrins, director of outreach and training for the Johnson-Shoyama Graduate School of Public Policy, was asked to provide research and analysis on the structure and effectiveness of the SSBA Executive.

"The first words out of Dan's mouth were, 'The relationship between the SSBA Executive and membership does not reflect best practice.' And that, 'The capacity of the Executive doesn't make any sense,'" explained Foord. "He also said that he wasn't able to find any examples of a governance model like ours in any other educational jurisdiction."

Unlike governments who vote along party lines and other school boards association's in Canada who

vote with the board, the SSBA is an association of boards "yet we vote as individuals. Anonymously," said Foord, which doesn't reflect best practice.

"It's about the ability of your Executive to act swiftly and decisively and to show leadership," said Foord. "It's about the confidence you place in the people you elect to represent you on the Executive."

Perrins in his analysis noted that the Saskatchewan Urban Municipalities Association used to work this way but they changed it because it became "untenable."

Another development Foord spoke about was the re-establishment of the SSBA's Education Equity Working Advisory Group.

"Last year we gathered data from boards about the new

funding model and transition funding," explained Foord. "Two major concerns surfaced: One, is there enough money in the pot to support student services? And two, boards need certainty when it comes to the funding of capital and transportation."

The WAG is tasked with developing a report with help from school division personnel that will be submitted to the Provincial Cabinet and Treasury Board in September or October as that is when provincial budget decisions are being made.

Finally, Foord announced to the SSBA membership that in November 2014 the inaugural Joint Education Conference of the SSBA, LEADS and SASBO will take place in Saskatoon.



SSBA Executive Meeting

Prior to Spring Assembly, the SSBA Executive met in Regina. At this meeting the Executive discussed the financial audit with Bob Milton of Milton and Associates and also met with a delegation of CUPE representatives.

Milton explained that the audit is not difficult to complete thanks to the work of the SSBA staff in keeping documentation organized and easy to review. A summary of the audited financial statements will be sent in the coming weeks to board members.

Dave Stevenson, CUPE



CUPE representatives Dave Stevenson (from left), Earl Booth, Jackie Christianson, Marie Moore and Tamara Bailey.

Saskatchewan representative, Earl Booth, from Holy Trinity RCSSD and Education Workers Steering Committee Vice-Chair, Jackie Christianson, from Regina Public SD and Education Workers Steering

Committee Chair, Marie Moore, Horizon SD, and Tamara Bailey, Regina Public SD, made up the CUPE delegation that met with the Executive to discuss a variety of issues including:

- **Bill 85**, an *Act respecting Employment Standards, Occupational Health and Safety, Labour Relations and Related Matters*;
- How the instructional hours and school year change affects support staff; and
- CUPE membership increasing 300 members this past year.

“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: Joe Daigneault

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: Patti Blackburn

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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

Trustee Academy

June 12 (golf and BBQ) and 13-14, 2013
Northern Greens Resort and Conference Centre, Nipawin

CSBA Congress

July 4-6, 2013

Vancouver, B.C.

Jeff St. Onge

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on their face because they got something accomplished when you were there for them. Or the student who comes back and states appreciation because they didn't realize how good they had it during their school years.”

Although there isn't one particular program that he highlighted, St. Onge spoke highly of the work the division has done around assessment (i.e. the SECPSD Board of Education won the 2012 Premier's Award for its Response to Intervention Initiative that was highlighted in the **February edition of *The School Trustee***).

“The reason I want to talk about assessment is because it affects absolutely everybody,” said St. Onge. “I could talk about some of the pieces of our physical education or arts programs but assessment is something everyone is involved in.”

As part of winning the award, St. Onge acknowledged the leadership program that he and other Outstanding Principals' Award recipients completed in February.

“Much of the professional development we're typically involved in has to do with good teaching practices,” explained St. Onge. “But this opportunity was all about leadership and management, so it was professional development that we're rarely involved in as principals.”

The professional development took place at the Rotman School of Management at the University of Toronto. There was also a gala event during the week to honour the principals selected for the distinction as Canada's Outstanding Principals.

“I couldn't say enough about how good it was. It was such high calibre,” asserted St. Onge. “Everyday you had things that you'd take away. At the end of the day if you said, ‘Well, what do I know now that I didn't know before?’ You'd fill up a sheet of paper.”