

The School Trustee

RtI Philosophy Embedded at South East Cornerstone

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

All school divisions want every child to succeed, and the South East Cornerstone Public School Division (SECPSD) has implemented a model that helps ensure supports are available for each student to achieve at his or her highest levels.

The Response to Intervention (RtI) model implemented in SECPSD three years ago has driven a culture change in the way the division operates on a daily basis – a model worthy of the Premier's Board of Education Award for Innovation and Excellence.

"Our number one focus continues to be what's best for kids and student achievement," said SECPSD Board Chair Harold Laich. "Certainly, as a board, we were



The South East Cornerstone Public Board of Education and staff members accepting the award at the SSBA's 2012 Fall General Assembly. There were eight submissions in total for the Premier's Award, each of which will be profiled in The School Trustee throughout the year.

proud of our administrative staff who worked hard to research and implement the program."

The board endorsed the program from day one, explained Director of Education Marc Casavant.

"They were very engaged in understanding why we wanted

to philosophically move in this direction," he asserted. "We wanted to provide support at tiered levels so that we could improve student achievement in our school division."

Over those three years, the statistics haven't lied. For example,

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School Board Member Education and Certification

Taking a proactive approach to trustee professional development, the SSBA has partnered with the Johnson-Shoyama Graduate School of Public Policy and Brown Governance to offer the School Board Member Education and Certification Program.

This voluntary program will benefit school board members by providing professional development to address:

- The skills and competence required to fulfill their roles as board members tailored to the education sector
- An excellent knowledge of the function of corporate governance and how it operates within their business and organizational structure
- A good knowledge of organization finance and the tools and know-how to use financial information appropriately
- A good understanding of their own personal strengths and weaknesses to be able to continually develop their skills to meet future needs

The education portion of the program is comprised of four separate two-day modules. The certification portion includes a comprehensive exam based on the learning from the four modules, which include:

- Module One: Governance and Strategy
- Module Two: Governance and Risk
- Module Three: Governance and People

	2013 Spring	2013 Spring	2013 Fall	2013 Fall	2013 Winter
Module One: Governance and Strategy	Apr. 5-6				
Module Two: Governance and Risk		June 20- 21			
Module Three: Governance and People			Sept. 5-6		
Module Four: Governance and Resources				Nov. 18-19	
Examination: (Online) Following Modules					Dec. 2-18

Voluntary registration for the program consists of participating in the above modules beginning in April 2013 and ending December 2013. Certification consists of an optional exam.

- Module Four: Governance and Resources

The certification portion of the program will be provided by the Johnson-Shoyama Graduate School of Public Policy. In order to maintain certification, board members must complete a minimum of 30 hours of continuing



governance education every three years.

Registration consists of all four modules of the program. The enrolment is limited to 50 board members. The cost of the program will be \$895 per module, which includes the education and certification program, materials, and breakfast and lunch for both days. Participants are responsible for travel, accommodation and other expenditures.

As explained on the Johnson-

Shoyama Graduate School of Public Policy website, the program is built on various adult learning models and techniques. These include:

- Making use of a number of skilled faculty from Brown Governance, University of Regina, University of Saskatchewan, Johnson-Shoyama Graduate School of Public Policy, and others, including “Directors-in-Residence” – experienced chairs, CEOs and board members who will participate in the modules to provide real-life applications, experiences and roundtable dialogue
- Experiential learning in board room behaviour, culture, processes, dynamics, questions and discussions
- Taking the participant through a series of scenarios and decisions that affect the outcome of a proposed problem

For more information, contact Lionel Diederichs at (306) 569-0750 or

ldiederichs@saskschoolboards.ca.

Minimum 950 Hours of Instructional Time

Saskatchewan students are currently ranked seventh out of 10 provinces in the Program for International Student Assessment (PISA).

“We can’t continue to do things in the same way and expect a different result,” said SSBA President Janet Foord. “Here’s the reality: Saskatchewan students currently receive fewer hours of direct academic instruction than their counterparts in other jurisdictions.”

In partnership with the League of Education Administrators, Directors and Superintendents (LEADS), the SSBA submitted a report to the Ministry of Education last school year recommending a minimum of 950 hours of instruction.

“This is a concrete example of how, when we work together in partnership, positive change can happen,” said Foord.

	Saskatchewan	Alberta
Required Minimum Hours of Instruction	900-925 hours	1,000 hours
Required Minimum Hours for High School Math	80 hours	120 hours
Combined Reading National Ranking	7/10	1/10
Combined Math National Ranking	6/10	2/10
Combined Science National Ranking	7/10	1/10

The amount of direct instructional time for students varies in each division; an increase of up to 50 instructional hours will result from this change.

“Critics argue that it is not about ‘quantity of instruction’ but ‘quality of instruction,’” said Foord. “We say that’s a bogus argument. Why can we not have **more** hours of

quality instruction? The two are not mutually exclusive.”

The Ministry of Education and Government of Saskatchewan agreed with the SSBA/LEADS proposal. Beginning in the 2013/14 school year Saskatchewan students will receive a minimum of 950 hours of instruction.

SSBA Performance Management Initiative

In partnership with KPMG Chartered Accountants, the SSBA has developed a performance management framework for boards of education.

The purpose is to align a board of education’s strategic plan with performance management to ensure proper planning, measurement, reporting and evaluation of the strategic plan’s desired outcomes.

The responsibility of the board to oversee the activities and outcomes within the school division have been broken down into three processes:

1. Measuring organizational performance



2. Measuring director of education performance
 3. Measuring board performance
- More information on this framework will be provided on the

SSBA website. Alternatively, contact Lionel Diederichs at (306) 569-0750 or ldiederichs@saskschoolboards.ca.

The School for Trustees

The SSBA hosted The School for Trustees on January 17-18 in Saskatoon.

With a focus on the various service and advocacy areas of the SSBA, trustees were "schooled" on the following topics:

- Board Member Conduct and Conflict of Interest
- Performance Management
- First Nations and Métis Education
- Risk Management
- Social Media

- Benefits and Employee Insurance Programs
- Stakeholder Engagement
- Strategic Human Resources
- The Legislative Process – Why and How Government and Boards of Education Act in the Context of Public Education

The Deputy Minister of Education Cheryl Senecal also presented on the work of the Ministry of Education.

Dan Perrins, long time

professional civil servant and now director of outreach and training at the Johnson-Shoyama Graduate School of Public Policy, presented on the role of school boards and the relationship with government.

Entertainment was provided on the evening of Jan. 17. Fellow trustee and self-described former “class clown” Darrell Utley from Saskatoon Public Schools provided a comedic presentation from a trustee’s perspective.



Bryan Wilson (left; from left), Garry Hammett and Elwood White from South East Cornerstone Public Board of Education; Jane Ekong (bottom left) from Regina Public Board of Education; Tim McLeod (bottom right; from left), Prairie South Board of Education, Calvin Daigneault, Northern Lights Board of Education, Jeanette Wicinski-Dunn, Saskatchewan Rivers Board of Education, and Luke Perkins, North East Board of Education.





Marla Walton (top left; from left), Ted Kwiatkowski and Freeman Reynolds from North East Board of Education; Michele Rogers (top right; from left), Northwest Board of Education, Melva Desjarlais, Horizon Board of Education, Dwight Guy, Christ the Teacher Board of Education, and Michèle Bossé, Conseil scolaire fransaskois; Rosie Ottenbreit (middle left; from left), North East School Division chief financial officer, and Luke Perkins, North East Board of Education; Darrell Utley (middle right), Saskatoon Public Board of Education; Yvette Daigneault (bottom; from left), Ile-a-la Crosse Board of Education, Calvin Daigneault, Northern Lights Board of Education, and William Caisse and Barbara Flett, Ile-a-la Crosse Board of Education.

Members' Council

Members' Council was held in Regina on February 7-8 at the Regina Travelodge.

On the agenda at this event were representatives from the Ministry of Education to talk about the province's student assessment agenda and to provide an update on School Board Annual Reports/Tabling of Documents.

Bruce Willis from KPMG talked about the SSBA Performance Management Initiative (see page 3).

Finally, representatives from Johnson-Shoyama Graduate School of Public Policy and Brown Governance explained the new School Board Member Education and Certification Program (see page 2).



*Ministry of Education
Assistant Director of Assessment
Unit Kevin Tonita*



*Ministry of Education Director of Planning
and Accountability Heather Balfour*



*Johnson-Shoyama Graduate School of Public
Policy Executive Director Michael Atkinson*



Brown Governance CEO Debra Brown



Delegates gathered in Regina on February 8 to hear from representatives from Johnson-Shoyama Graduate School of Public Policy and Brown Governance talk about the new School Board Member Education and Certification Program.

We Day Saskatchewan

For the first time, We Day is coming to Saskatchewan on February 27 at the Credit Union Centre in Saskatoon.

Hosted by Free the Children with sponsorship from PotashCorp, RBC and Telus, “We Day is more than just one day of celebration and inspiration. We Day is the movement of our time – a movement of young people leading local and global change,” says the We Day website.



Speakers and performers at We Day Saskatchewan include Free the Children founders Marc and Craig Kielburger, Martin Sheen, Hedley, Mia Farrow, among many others.

Tickets can't be bought to attend We Day, they are acquired through students' social action and volunteerism.

Volunteers are also needed for the event. Please visit weday.com or Google “We Day Saskatchewan” for more information or to see how you can assist at this inspiring event and movement.

Canada Day Challenge 2013

Be original. Be creative. Be part of the new Canada Day Challenge!

If you're between 8 and 18 years old and live in Canada, you're invited to express what Canada means to you by submitting an original poster design, a digital photograph, or a piece of creative writing inspired by the theme Canada: Strong and Free. You could win some really great prizes, including a VIP invitation to attend Canada Day 2013 events on Parliament Hill!

Entries will be accepted from February 1 to March 22, 2013.

Be sure to check out the Canadian Heritage (www.pch.gc.ca) website to learn more about this year's exciting contest! Here, you'll find details on the three categories, the rules, the technical requirements and how to submit your entry.

Rural Congress

The 18th Annual National Congress on Rural Education is happening March 17-19 at TCU Place in Saskatoon.

The theme for this year's Congress is *Rural Schools: Making a Difference*.

According to the website, the theme is “in recognition of what schools and school districts are doing to make a difference in the lives of children and youth that attend schools in rural settings. This Congress focuses attention on the many and varied innovative practices that support learning for rural students. Although there are many challenges facing rural schools that need to be overcome including geographic and demographic issues, rural schools tend to have met these challenges by developing creative solutions to recruitment and retention, programming, instruction, resourcing and partnerships.”

The keynote speaker for the event will be former Olympian Mark Tewksbury. There are more than 40 concurrent sessions on rural education issues and solutions.

For more information Google “National Rural Congress” or visit usask.ca/education/ruraled. A link is also available at saskschoolboards.ca.

Défi de la fête du Canada 2013

Sois original. Sois créatif. Relève le Défi de la fête du Canada!

Si tu as entre 8 et 18 ans et que tu habites au Canada, tu es invité à exprimer ce que le Canada signifie pour toi en soumettant une affiche, une photo numérique ou une création littéraire originales, en t'inspirant du thème Des plus brillants exploits. Tu peux gagner des prix formidables, incluant une invitation VIP pour participer aux événements de la fête du Canada 2013 sur la Colline du Parlement.

Les œuvres seront acceptées du 1^{er} février au 22 mars 2013.

Assure-toi de visiter le site web de Patrimoine canadien (www.pch.gc.ca) pour en apprendre davantage sur le Défi de cette année. Tu y trouveras tous les détails sur les trois catégories, les règlements, les exigences techniques et comment soumettre ton œuvre.

Exploring Opportunities for Dialogue with Sask. Mining Assoc.

President Janet Foord was provided the opportunity to present at the Saskatchewan Mining Association's annual general meeting on February 8 in Saskatoon.

"How fitting that this presentation is located in the 'Untapped Resources' section of your meeting," said Foord. "It reminds me of an old saying in the education world and beyond. The saying is, 'Children are our most precious resource.' Some think of this as a platitude or cliché, but as I look around me, I know it is anything but."

Focusing on our potential as a province, she also admitted to some challenges that are present in order to fulfill that potential.

"The fact is that education is, and has always been, the key to success in any country and any economy," asserted Foord. "But another stark fact is that Saskatchewan students rank seventh out of 10 provinces when it comes to student achievement."

Another challenge that the education sector cannot overcome alone is eliminating the achievement gap between Aboriginal and non-Aboriginal students in Saskatchewan.

"By 2016, 45 percent of students entering kindergarten in this province will be of Aboriginal ancestry," said Foord. "We all want continued growth and prosperity, but if this is going to be realized, something's gotta give. Things have to change."

She mentioned some of the programs school boards are taking the lead on, including the *Getting*

Back to Business: Engaging Aboriginal Youth in Entrepreneurship project based upon the proven success of the Paul Martin Aboriginal Education Initiative. A program

"We know that school boards, government, business and industry are all working to address these issues, but we're doing it in isolation. Cameco has a program. SaskEnergy has a program. School boards have programs. The Ministry of Education has programs. We all have programs, but we're working in pockets that aren't connected."

- Janet Foord

that will not be successful without participation from the education sector along with business and industry partners.

"We know that school boards, government, business and industry are all working to address these issues, but we're doing it in isolation," explained Foord.

"Cameco has a program. SaskEnergy has a program. School boards have programs. The Ministry of

Education has programs. We all have programs, but we're working in pockets that aren't connected."

As one person commented, the statistics are "horrid" in comparison to Alberta student achievement and there was general agreement that an increase in direct academic instruction for students is a step in the right direction but more needs to be done.

"As an industry, we need highly skilled people," said one person from the floor.

The SMA has worked with the Ministry of Education to help with lesson plans. As an example, providing support on learning about potash in science lessons.

A couple people on the floor began their education in Saskatchewan and completed in Alberta and were shocked to see the numbers. "When did Saskatchewan lose its step in comparison to other provinces?" asked one individual.

Complacency may be one answer, said Foord, but the need is to now look forward to see how we can all work together to ensure industry is supported in its work through high quality education delivery – and recognizing where there are opportunities to support each other through partnerships.

"What does success look like for you? Schools need your help in supporting this most important social endeavour," asserted Foord. "I want to hear from you and engage in this important dialogue. Questions? Observations? Ideas? Let's talk!"

It's All About Lean But What's Lean All About?

Many school divisions in the province have been participating in Lean training offered by the Ministry of Education. But what exactly is Lean?

As one of the Lean trainers said, Lean is a bit of a misnomer because people assume that it means reducing the workforce to do the same amount of work. But, in fact, it's about ensuring processes minimize wasted time and resources in order for employees to focus on value-added components for their clients – who could be students, parents, colleagues, etc. from an education perspective.

As defined in the training offered by the Ministry of Education, Lean processes deliver to clients:

- Exactly what they need
- When they need it
- In the quantity they need
- In the right sequence
- Without defects
- At the lowest possible cost

Over the past year, the Ministry of Education has offered one, two and three day sessions on Lean processes.

At the most recent one-day training session, Regina Public Schools superintendent Bruce Baldwin and Prairie South School Division human resources manager Rory Griffith presented on Lean projects that have been undertaken in their divisions.

By focusing on what is needed by eliminating waste, the teacher

hiring process at Regina Public Schools consumed approximately a combined 3,700 hours of employee time. Leaning the process resulted in approximately 800 hours of employee time, allowing many who were involved in the process to focus on items that provide more value to the organization, as an example.

The SSBA has had staff participate in training and the Employee Benefits Plan will be undertaking a Lean project in the coming months to ensure time is best spent catering to clients with value-added work rather than being consumed by parts of processes that may not be necessary from a client's perspective.

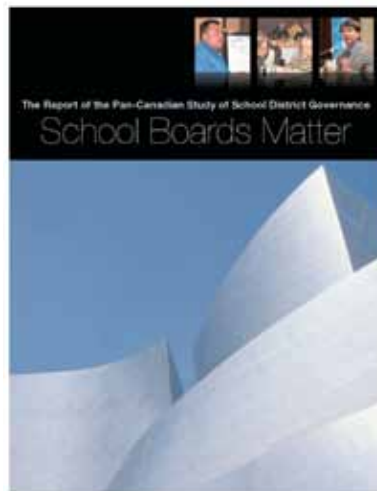
School Boards Matter

A report commissioned by the Canadian School Boards Association was released in January and states that, "Strong and effective boards are essential to maintaining a meaningful and sustainable public school system."

Researchers from Memorial University and the University of Manitoba collaborated to produce the report.

"They conclude that school boards are successful because they manage the ambiguities that arise as a result of outside pressures such as government mandates, monitor district progress, and hold individual schools accountable for student learning," it says in the report.

The study was conducted over



an 18-month period between December 2010 and June 2012. A survey was sent to school board members and superintendents. As well, focus group and interview sessions were conducted.

The report counters media and research that have questioned the relevance of school boards

by referencing research that says, "Trustees have the potential to improve the public's perception of the legitimacy and relevance of school boards through demonstrated excellence in the execution of their governance responsibilities."

Some items the report notes as priorities for school board work in Canada includes local representation, communicating with constituents through emerging technologies, school board meetings and the Internet, priorities and perspectives on student learning, decision-making, professional development, and school board relevance.

Access the report on the scrolling news of SSBA website at saskschoolboards.ca

PVSD First Nations and Métis Leadership Literacy Project

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

Finding a winning formula for inspiring students to try to achieve great things isn't always an easy task but Prairie Valley School Division (PVSD) seems to have hit the mark with their PVSD First Nations/Métis Leadership Literacy Project 2011-2012.

This project stems from PVSD's First Nations and Métis Education Action Plan. The goal of this particular project was to improve reading and writing proficiencies at the Grade 10 level.

The strategies outlined in their 2012 submission focused on the following areas and were designed to improve reading and writing strategies:

- Reading/Writing Proficiency
- Recognition of Aboriginal Traditional Knowledge
- Active School and Community Engagement
- Shared Professional Development
- Student Mentorship and Role Models
- Culturally Relevant Materials and Instructional Resource Supports

PVSD First Nations/Métis Coordinator Sandy Pinay-Schindler and Superintendent of Curriculum and Education Gloria Antifaiff explained the process behind this project.

"It wasn't by accident that we highlighted these areas or developed the procedures we used throughout this project," said Pinay-Schindler. "We used research based strategies



Student mentors (from left) Lesley Farley, digital artist and photographer and Michelle Hugli Brass, journalist mentor; Andrew Starblanket (right), a youth leader at the celebration event and book launch.

and culturally relevant materials so we could tie the results to our curriculum."

Five schools participated in this project including three First Nations schools and two PVSD schools. The students were charged with the task of interviewing and photographing Aboriginal leaders in their community and this required a number of steps.

First, they needed to find out who the Aboriginal leaders in their communities were. The leaders they found included veterans, elders, Chiefs and councillors, community leaders, educators, business and political leaders, journalists, artists, and future leaders.

"For the students to find out who the Aboriginal leaders in their communities were was a real eye opener for them," shared Pinay-Schindler. "For the non-Aboriginal students they had no clue how many incredible Aboriginal leaders there were. This project alone generated over 50 community leaders."

Next, they needed to learn the skills necessary to pull the project together. Digital photography

and interviewing and transcribing skills were required. In addition they needed to learn the cultural protocols required for approaching many of the Elders in their communities. A First Nations journalist and a professional digital artist were chosen to mentor the students in the writing, editing and photographic processes. It was a big project but the students at all five schools proved they were more than up to the task.

To help the students, the teachers involved in this project were provided with CRISS (Creating Independence Through Student-Owned Strategies) training, which is a program that focuses on teaching reading and writing strategies to students.

The students and teachers worked together and the result was a resource book called *Kitoskâyiminawak Pîkiskwêwak: Our Young People Speak: The Leadership Edition*. This publication was showcased at a celebration event at the Treaty 4 Governance Centre

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Education Continuity Planning: What Is It?

Recently, the Saskatchewan School Boards Association in partnership with Saskatoon Public Schools hosted an Education Continuity Planning Workshop in Regina. However, a common question prior to the event from many people was, “What is Education Continuity Planning?”

Education Continuity Planning is linked to all operations of a school and central office in response to any event that may cause a disruption in delivering education.

It has links to Emergency Preparedness Planning. In response to an emergency, are there plans in place to ensure safety and the continuation of daily operations as soon as possible? And who makes those decisions in a time of crisis?

This is where Education Continuity Planning kicks in. The essential categories to consider in education continuity planning are:

- Communication (external and internal)
- Relocation (temporary and permanent)
- Wellness (student and staff safety and health)
- Salvage and restoration (school facility and equipment)
- Resources and supplies for support (school administration, learning and programs, special programs and extracurricular)
- Transportation (students)

The SSBA and Saskatoon Public Schools have developed **templates** to assist in Education Continuity Planning. A research report titled *A Guide for School Board Education Continuity Planning* has also been



Dave Jackson (from left), SSBA director of insurance and risk management, with the Saskatoon Public Schools Education Continuity Planning team Donna Douglas-Elliot, Daryl Koroluk, Patricia Prowse and Dave Arnott.

prepared.

The key message for boards is that even if there isn't a plan developed, conversations about leadership and accountability in this area should take place. It doesn't matter if the first draft of an Education Continuity Plan is written on the back of a napkin, the main thing

The key message for boards is that even if there isn't a plan developed, conversations about leadership and accountability in this area should take place.

is to have the conversations and recognize that this is important. Much like insurance, it's not a matter of “if” but “when” it will be needed.

Although much of the focus of the templates is on the operational side of school divisions, from a governance perspective the duty to provide a safe environment for

staff and students requires board oversight to ensure decisions are made in the best interests of safety and education delivery.

Poor response to a crisis and delays in getting operations back to a sense of normalcy, or the “new normal,” can cripple a school division's reputation and could become costly from many perspectives.

In 2011, the Business Continuity Institute recognized Saskatoon Public Schools as the business continuity team of the year in North America for the work they've done around Education Continuity Planning.

A second workshop is planned for Saskatoon later in this school year. An email invitation will be sent when the date and location have been determined. A presentation on this topic will also be made at the Spring Assembly in April.

To access the resources that have been developed please visit sakschoolboards.ca and search under “Services > Insurance > Risk Management > Education Continuity Planning”.

Election Coverage Enhances Profile of Board Members

Ensuring people were informed about the 2012 school board election, about the candidates running and ensuring that in our world of instant information results were provided as soon as possible were the three leading reasons Prairie South School Division (PSSD) went all out in its school board election coverage.

“Not to mention, it was fun,” said executive assistant Heather Boese who was part of the PSSD election team.

“Our concept was that we wanted people to be informed about what was going on with the election,” said Chief Financial Officer Bernie Girardin. “We wanted to be as open, transparent and informative as possible.”

In a division that covers more than 32,000 km² communication can be a challenge and “being open and transparent is a challenge,” explained Communications Coordinator Darby Briggs.

“The nice thing from our point of view is the variety of tools we have available with Twitter, Facebook and our website. We figured the election was a great way to utilize those tools,” she said.

In 2009, the division undertook a similar project by completing candidate profiles pre-election. However, social media wasn’t leveraged in the way it was used in 2012.

“Having exposure on the website and social media brought awareness to the fact that there are school board elections,” said Business Assistant Kristin Dyck. “I think a lot



of people forget that school boards are part of municipal elections.”

Another purpose is to bring awareness to what a trustee does and who a trustee is, explained Briggs.

“A trustee doesn’t have to be a parent or doesn’t have to be a business person – it could anyone

“It kind of felt like we were in the West Wing. We had the radio going, laptops, two cellphones, iPads – it was great.”

-Darby Briggs

with an interest in public education who wants to run,” she asserted. “It opens it up and makes it more accessible.”

For trustees, the candidate profiles compiled pre-election provided an opportunity to share their background.

“Some were shy at first, and they didn’t know how it would affect them but it really ended up working in their favour,” explained Briggs. “Everyone knows each other in the smaller communities and

even Moose Jaw can be considered a small town. But there’s still background information about people running that others don’t know. As a voter, you know they’re a good person but you didn’t know they volunteered on a School Community Council for five years, for example.”

PSSD posted the candidate profiles online and also in the division office which spurred interest from staff and board members who wanted to know who was running in their own area or in some of the other areas of the division.

Along with Boese, Girardin, Briggs and Dyck, Business Manager Ron Purdy was also part of the election team – a team that was as eager as the public in wanting to know the election results.

The team gathered at “election headquarters,” a.k.a. the division office, on election night and coordinated results through the various communication mediums at their disposal.

“It kind of felt like we were in the West Wing,” joked Briggs. “We had the radio going, laptops, two cellphones, iPads – it was great.”

As evidence of the public’s eagerness for results, Purdy reminisced about one of the mediums they were trying to access. “We were trying to watch results on the City of Moose Jaw website but it was overloaded and crashed.”

According to the team, the information on election night

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Support for Both Students and Staff in RtI

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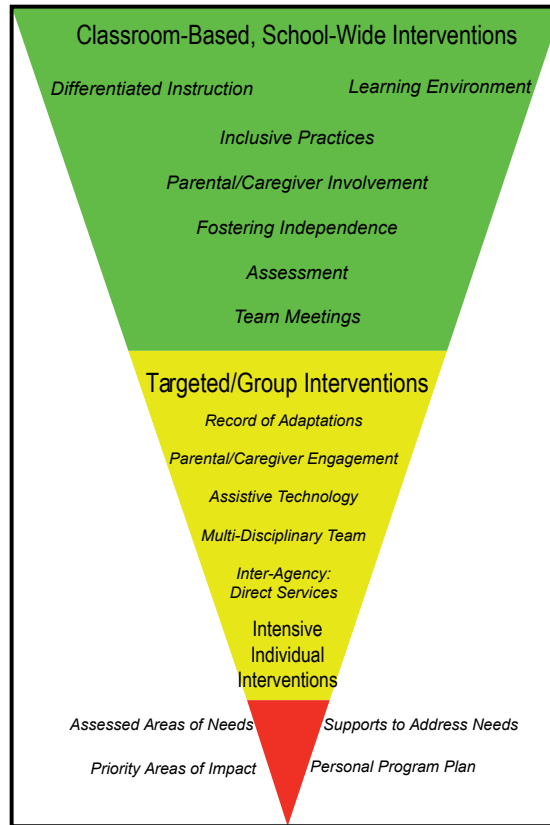
82 percent of students requiring moderate to intensive supports (Tier 2 and 3 in the model) met or approached their learning goals in Classroom Intervention Plans in a 4-6 week period.

Furthermore, the number of students requiring intensive supports (Tier 3) has decreased slightly year over year – 391 in 2010/11 compared to 356 in 2012/13.

But the success of the program goes beyond that as staff have benefitted greatly from the program.

“I spent quite a few years as a teacher and principal and, at the time, when we had students with learning challenges most of the load would fall on the special education teacher,” explained Laich. “What we have now are clearly defined roles for support staff in the classroom. No longer is the burden on one individual to find the solution for each student.”

The division has special education teachers, learning support teachers



This image provides a general outline of the three tiers of support in the RtI model.

and teacher-coaches who come together to develop Classroom Intervention Plans and work directly with students.

The division was also encouraged by the Ministry of Education to utilize the AIMSweb software

system to track student progress through the RtI model, said Casavant.

“After winning the award, there are school divisions in the province now asking a lot more questions,” asserted Casavant. “I think it could gain some traction with the Ministry of Education and other school divisions as we move forward.”

In terms of the program moving forward, it has already become a part of the way the board improves student outcomes and will continue to do so in responding to student needs.

“One of the common issues I heard as a principal and now as a board member is there weren’t sufficient supports for teachers in the classroom who have to deal with all the different learning needs of their kids,” said Laich. “When the board sees evidence that a program will provide those supports, we’re going to continue to free up resources to support that program.”

‘Excited Throughout the Entire Process’

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couldn’t come in fast enough.

“I don’t like waiting until the last minute,” laughed Boese. “I was just excited throughout the entire process.”

By midnight, the team had received all of the results and the information had been posted online.

Prior to the election, Dyck was responsible for working with deputy returning officers at the polls to ensure there were as many avenues as possible to submit results to the PSSD election team on election night.

Similar challenges exist in the division’s rural areas as in other rural parts of the province in trying

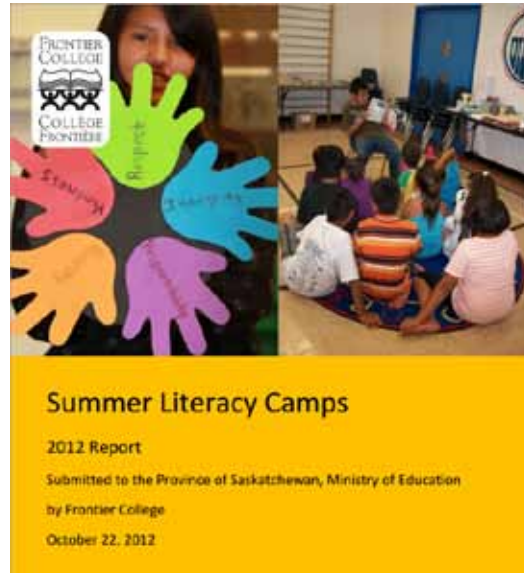
to align polls for school boards with those for rural and/or urban municipality polls.

All in all, it was a success for the team and to some degree there was a sadness associated with the fact that they will only be able to do this every four years instead of three from now on – the team is already looking forward to 2016.

Know Your Neighbour

Regina Public Schools

The division has added a news page to the website to keep you up-to-date with what's happening. Check it out at rbe.sk.ca.



Northern Lights

The division has posted the Summer Literacy Camps report submitted to the Ministry of Education by Frontier College. Students from Northern Lights, Praire Valley, Ile-a-la-Crosse, Creighton, Light of Christ and Living Sky school divisions participated in the camps. Check out the report at nlsd113.com.

Horizon

The *Horizon News Network* keeps you informed about all the happenings at Horizon schools. Check it out at hzsd.ca.

Lloydminster Catholic

The division is now offering online registration for enrolment, bussing and the newsletter. Check it out at lcsd.ca.

Light of Christ

An article posted on the website titled *Light of Christ division puts faith into action* was written by Yvette Loehndorf, Religious Coordinator for Light of Christ, and published in the *Prairie Messenger Catholic Journal*. Find the link at loccsd.ca.

Good Spirit

Acronym overload? Everyone can agree on that, it's safe to assume. Good Spirit is helping you out with a list of education acronyms (some are Good Spirit inspired). Check it out at gssd.ca. Also, Good Spirit recently joined the Twitterverse @GSSD204

Holy Family

The division recently introduced an awesome new website and introductory video. Check it out at holyfamilyrcssd.ca.

Christ the Teacher

In honour of Family Literacy Day, St. Mary's school hosted a Family Literacy Evening on January 28. The event reminded families that practicing literacy together for just 15 minutes per day benefits both children and parents. Check out the website at christtheteacher.ca or follow Christ the Teacher on Twitter @CTTCS_212.



Lloydminster Public

In November, the division partnered with the Friends of Performing Arts (FOPA) in Lloydminster to offer private music lessons during the school day. More information is at lpsd.ca.

Holy Trinity

Grade 5 and 6 students at Sacred Heart School in Moose Jaw participated in a *Guinness Book of World Records* event by joining 13,686 other students from 88 locations across Canada in the Largest Practical Science Lessons at Multiple Venues. Check out htcsd.ca for more information.

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

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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

Spring Assembly

April 11-12, 2013

Ramada Hotel, Regina

PVSD Leadership Literacy Project

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in Fort Qu'Appelle, which included media, family members and many of the leaders highlighted in the book.

“For the students who participated in the project they were really surprised as it was the first time they saw the professional quality of the book they helped to create,” said Pinay-Schindler. “For the Kohkums and Moshums it was a revelation because they never realized the impact they had on these students’ lives.”

An electronic version has been posted on PVSD’s internal website with links to topics that are relevant and closely tied to the Aboriginal curriculum being taught in Saskatchewan. An educator handbook is also in the works.

“We have to celebrate the successful outcome of this project,” said Superintendent of Curriculum and Learning Gloria Antifaiff. “This is an answer to a lot of media that is not positive about First Nations or Métis people and an opportunity to be able to put another positive resource into our teachers’ hands.”

This project has been an inspiration to all of the students who participated. For two students in particular this project has been a life changing experience as it has provided them with a reason to stay in school when they didn’t have one before. It has inspired them with a vision for a positive and successful future.

“PVSD believes that a focus on improving learning options will naturally result in improved student achievement,” said PVSD Director of Education Ben Grebinski. “To ensure success we require that our programming engages students.”

If this project isn’t proof of a winning formula then no one knows what is – and it isn’t over yet. A new project planned for this spring sounds just as exciting and will also be a wonderful learning opportunity for PVSD students.