

The School Trustee

Aboriginal Youth Entrepreneurship Program Launch

Saskatchewan has become the first jurisdiction in Canada to simultaneously launch the Aboriginal Youth Entrepreneurship Program (AYEP) in 17 schools. Oskayak High School in Saskatoon and Scott Collegiate in Regina were the first to offer the program in Saskatchewan.

The Right Honourable Paul Martin, founder of the Martin Aboriginal Education Initiative that developed AYEP, said school boards should take pride in facilitating this program launch, which he described as "precedent setting" for other associations across Canada.

Funding support was provided



PotashCorp's Director of Aboriginal Strategy Leanne Bellegarde (from left), Aboriginal Affairs and Northern Development Canada's Regional Director General for Saskatchewan Anna Fontaine, SSBA President Janet Foord, Federation of Saskatchewan Indian Nations' Second Vice-Chief Bobby Cameron, Métis Nation – Saskatchewan President Robert Doucette, and The Right Honourable Paul Martin during the symbolic partnership signing.

by Aboriginal Affairs and Northern Development Canada and PotashCorp. There was also consultation with and direction provided by First Nations, Métis, education sector, business and industry organizations.

"The AYEP provides the opportunity now and into the future to implement a proven program

that will be spread across our province to help increase the engagement of First Nations and Métis youth in education and future employment opportunities," said SSBA President Janet Foord during the launch. "This program requires the commitment of non-traditional

partners in education. The expertise and value of business and industry partners in this program is critical to our mutual success not only in education but in employment and in Saskatchewan's growth."

What started as a conversation

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President's Remarks at Members' Council

At the SSBA's Fall Members' Council, President Janet Foord spoke about some major steps taken to improve relationships among education sector partners and projects meant to improve student outcomes.

Too often the SSBA and other partners have expressed concern about the number of requests and decisions made by the Ministry of Education affecting boards of education and administrators.

"Last year at this time we were talking about several important issues," said Foord. "First and foremost, was the government of Saskatchewan's consultation, or lack of consultation, on issues of importance to boards in their quest to improve student achievement."

Over the summer, members of the SSBA Executive met several times with the Minister of Education and Deputy Minister of Education to discuss the relationship between the Ministry of Education and boards of education; the accountability for boards of education; and a shared vision for the education sector.

"Education in this province can't be driven by or be successful with an 'I am in an office in Regina' approach. We shouldn't be told 'I have a plan and I will tell you what you need to do,'" expressed Foord. "Hasn't worked yet and won't work in the future."

In response to this, the Ministry

of Education agreed and together with sector partners a strategic plan for education is being developed.

"How glad was I to hear from the Deputy Minister Dan Florizone at the LEADS Summer Short Course that 'the times, they are a-changing,'" recalled Foord. "How glad was I to hear him say that he was there to respond to our entities because we as boards spoke and the government listened. School boards, through their chairs, are now the

Foord explained. "This was a topic we discussed with editorial boards in the spring and, I must admit, the messages we sent have been repeatedly echoed by the media over the past few months."

Another provincial initiative that boards of education are becoming more knowledgeable in is the government's focus on lean strategic planning and business practices.

"This is one initiative from the government that boards of education, whether they like it or not, are becoming more involved in," said Foord. "Operationally, school boards have benefitted from lean events and many in this room heard that message at the Ministry of Education's Lean Review Day in Saskatoon at the end of August."

Although much of the focus has been at an operational level, the

Ministry of Education is heading more in the direction of strategic planning using lean.

"In whatever way we can, our Association will commit to involving trustees in learning what lean is and encouraging boards of education to have an understanding of what it means," said Foord. "That does not mean getting involved in operations but becoming advocates for staff from the bottom-up to better focus on student outcomes by reducing wasted time and resources through lean business practices."



Trustees (from left) Paula Scott, Lloydminster Catholic Board of Education, Debbie Olesen and Lucy Gehl, Holy Trinity Catholic Board of Education, at Members' Council in September.

first point of contact in developing and implementing the plan as we move forward."

Beyond the meetings with the Minister of Education and Deputy Minister, the government heard about board of education concerns through the media, especially regarding capital funding.

"As part of this strategic planning process, we trust the government will listen to our repeated calls for a long-term plan for 'The Children's Infrastructure'. This has been headline news all over the province to begin the school year,"

'I Thought It Was a Very Wonderful Course'

Continued from Page 1...

with the Rt. Hon. Martin at the Canadian School Boards Association Congress in 2011 grew into an opportunity not seen in Canadian education to date. The expansion of the program in Saskatchewan nearly doubles the number of schools offering the program across Canada.

"I can't thank our partners enough, and to the Martin Aboriginal Education Initiative for taking our challenge seriously, to see it as an opportunity and to make it a reality," Foord expressed. "We look forward to seeing it grow along with the students who participate and who will become the leaders of the communities we live in."

Gerald Morin, an Oskayak High School graduate who completed AYEP, said that the program changed the way he thought, not only about business but about life.

"I thought it was a very wonderful course. I didn't know what I was getting myself into at first; entrepreneurship was a big word," laughed Morin. "But the class got me to think of my own circle, we all have our own circle – our own little bubble – and it got me to expand my bubble. When you expand your bubble there's a whole lot of people coming in that bubble, it's not just you anymore."

The purpose of the course is to be inclusive of First Nations and Métis cultures and traditions by embedding traditional knowledge within the curriculum.

"To teach entrepreneurship to high school students in conjunction with their own world view, their own traditions, their own beliefs and for that reason it's been a huge success," said Martin to the media who added it's the teachers and principals who are the drivers of AYEP's success.

For more information on AYEP visit www.maei-ieam.ca. For media coverage of the event visit the Education in the News page at www.saskschoolboards.ca.

Aboriginal Youth Entrepreneurship Program Backgrounder

The following school divisions and First Nations are represented:

- Greater Saskatoon Catholic Schools
- Saskatoon Public Schools
- Ile-a-la Crosse School Division
- North East School Division
- Northern Lights School Division
- Prairie Valley School Division
- Prince Albert Catholic Schools
- Regina Public Schools
- Saskatchewan Rivers School Division
- Onion Lake Cree Nation
- Ahtakakoop Cree Nation
- Sakewew High School, governed by the Battlefords First Nations Joint Board of Education (Living Sky, Light of Christ and Battlefords Tribal Council)

Representatives from the following organizations are involved on the steering committee:

- Martin Aboriginal Education Initiative
- Federation of Saskatchewan Indian Nations
- Métis Nation – Saskatchewan
- Aboriginal Affairs and Northern Development Canada
- Saskatchewan School Boards Association
- Saskatchewan Boards of Education (Prairie Valley, Prairie Spirit, Regina Catholic, Ile-a-la Crosse, Saskatoon Public, Greater Saskatoon Catholic, Northern Lights and Light of Christ)
- Office of the Treaty Commissioner
- Ministry of Education, Government of Saskatchewan
- Saskatchewan Apprenticeship and Trade Certification Commission
- Saskatchewan Chamber of Commerce
- KPMG
- Junior Achievement
- Saskatchewan Teachers' Federation
- First Nations University of Canada
- University of Saskatchewan – Edwards School of Business
- University of Regina – Paul J. Hill School of Business

AYEP Teacher Training: The Drivers of Success

Prior to the launch of the Aboriginal Youth Entrepreneurship Program (AYEP), 46 principals and teachers from the participating schools engaged in a two-day training session on AYEP's curriculum at Wanuskewin Heritage Park near Saskatoon in September.

The nature of the training was unprecedented – much like AYEP's expansion in Saskatchewan – in that there had never been this many participants trained at one time. As The Right Honourable Paul Martin said during the launch, AYEP is dependent on champion principals and teachers in the school who are committed to the success of students.

"Teachers and students of the program speak highly of the benefits and experiences generated throughout the Grade 11 and Grade 12 courses," said Pat Rose, education program coordinator with the Martin Aboriginal Education Initiative (MAEI), who delivered the teacher training along with her colleague Carlana Lindeman, MAEI education program director. "Educational research indicates that the teacher and the principal are integral components of student success. These factors will be the same for the success of AYEP in Saskatchewan."

The training is an intensive, hands-on session, much like the program itself.

"As we went through the program, we started looking at all the components of the program and started doing a few activities. By the end of the second day it was so easy to come up with something creative," said Ladean Park, a teacher from Oskayak High School who participated in the training. "It was really neat to see the change in the confidence of everybody and

positively to every request for their focused attention. It was felt that the group as a whole believed that what they had learned in the session would be of great benefit to the students in their school and community."

This is just the first step, however, and the principals and teachers will be applying their learning as the program is implemented in the schools.

"In terms of looking forward to the class and the students, I think



The principals and teachers who participated in AYEP's two-day training and committed their time for the success of the students who will participate in the program.

how we grew. As we went through the program, it was almost like we were the students going through the program."

The growth of the teachers was driven by their willingness to participate and take the training seriously.

"This particular group of educators were passionate about delivering the program for the success of their students," said Rose. "These educators were thoroughly engaged and enthusiastic from the outset. They responded

it's an amazing opportunity that they have here," said Park. "A lot of students might feel intimidated by the business world and feel like they don't belong there. I think through the program, the mentorship and the tours that we're going to do that it's going to make

them feel like, 'I belong here, I have a place here and I can do this if this is what I want to do.'"

At the end of the day, it's about what's best for the students and for their outcomes not only in school but in life outside of school.

"It walks students through step-by-step and gives them a really great formula for being successful," said Park. "That's what we strive to give our students is being successful. Not what we define as successful but what they define as successful."

AYEP Launch Photos



Media conference participants Métis Nation – Saskatchewan President Robert Doucette (from left), the Rt. Hon. Paul Martin, PotashCorp's Leanne Bellegarde, Federation of Saskatchewan Indian Nations' Second Vice-Chief Bobby Cameron and SSBA President Janet Foord.



SSBA President Janet Foord (from left), Minister of Advanced Education Rob Norris, The Rt. Hon. Paul Martin and Minister of Education Don Morgan



Ministry of Education's Lean Review Day

In advance of the 2013-14 school year, the Ministry of Education hosted a Lean Review Day to inspire and educate board members and school division administrators about what's been happening in education and what the plan is to promote lean events.

The new Deputy Minister of Education Dan Florizone, formerly with the Ministry of Health, kicked off the day articulating what is meant by a Student First philosophy using lean management practices.

Utilizing lean as the underpinning for "what we do," Florizone said it's about seeking innovation from those "in the know" who are working with students to foster improvement and creativity using the scientific method.

Representatives from Sun West, South East Cornerstone Public, Northwest and Saskatoon Public school divisions explained lean events that improved processes to allow employees to focus on value-added components of their work.

Maura Davies, president and CEO of Saskatoon Health Region, spoke of the successes of implementing lean in the Saskatchewan health sector. A key message she shared

was that from an administrator's perspective the scariest aspect of implementing lean is that you must recognize your own ignorance when understanding how work is actually done. She said it's a great equalizer of knowledge between management and staff.

Davies explained the four processes that healthcare employees are now engaged in:

- Hoshin Kanri – annual strategic planning process involving hundreds of staff that results in a multi-year plan for the entire system based on accountability locally and provincially through monitoring.
- 3P Lean Design – production, preparation and process methodology. For example, people who are on the frontline involved in the design of new buildings.
- Building Capacity – the healthcare sector committed to certify more than 800 lean leaders in the province, which is mandatory for all managers. There are 56 days of training over an 18 to 24 month span. All employees also participate in one-day training.

- Continuous Improvement – to ensure that no event is over and done. There is oversight to ensure all processes continue to be improved upon.

Other key messages from the school divisions included:

- Input from all levels of the organizations is critical for success.
- Creating an environment during lean events where process concerns are voiced without pointing fingers or placing blame on colleagues.
- A bottom-up, as opposed to top-down, approach to problem solving.
- Board members and management must provide encouragement to and time for employees to think about how to improve processes and participate in lean events.

To share the great work by school divisions in lean events, the SSBA has created a secure site for school divisions to access lean events that have taken place, including close out reports. Furthermore, there are links to lean professional development materials and proposal applications from the government of Saskatchewan.



Privacy and Access in Saskatchewan Schools

After working collaboratively with education sector partners in *The Local Authority Freedom of Information and Protection of Privacy Act* Stakeholder Committee, the Privacy and Access in Saskatchewan Schools website at www.saskschoolsprivacy.com, guide and seminars were officially unveiled in September.

More than 60 people participated in the LAFOIP Boot Camp Workshops in Saskatoon and Regina on Sept. 18 and 20, respectively.

Regarding the seminar, one participant said, "Enjoyed all aspects of the seminar. Very informative and I have been looking for some training on this subject for a while. I don't know what else would be

Privacy and Access in Saskatchewan Schools

helpful at this point, have a lot of work to do."

Regarding the resources, one participant said, "Will certainly refer to the website and guide. A great resource! Thank you for the work you are doing in this area. The guide and site are most helpful – workshop is crucial to raise awareness. Workshop should be annual event."

There will be webinars presented to school-based staff and for more general information to central office staff and board members.

The information presented in the webinars will be recorded and stored on the website for future reference.

Many participants indicated that the information should be broken up specific to different functional groups within a school division. For example, information specific to board members, information technologies, human resources, principals, teachers, etc. much like the website is currently arranged.

Committee members from the SSBA, STF, LEADS, SASBO and the Ministry of Education provided leadership and direction for the development of resources, seminars and future learning opportunities.

Education Equity Actions for Consideration

The Education Equity Working Advisory Group's final report, *Funding Model Equity? A Perspective of Saskatchewan School Divisions*, was approved by the SSBA Executive in September. It was then submitted to the Minister of Education for review.

The WAG had been reestablished as an accountability measure to evaluate the new funding model and its impact on school operations and student achievement. When the new funding model was implemented, the government committed that the Ministry of Education will revisit the calculations to ensure equity across the province.

In the report, it states that, "School divisions are of the opinion that the distribution model is a work in progress."

There are a number of "Actions for Consideration" directed at the Ministry of Education, the SSBA and other education partners.

One example for the Ministry of Education is that initiatives driven by the Ministry must be accompanied with resources to properly implement them. The report points to additional audit requirements, curriculum implementation and lean that were imposed on school divisions but were not accompanied with the required start up costs from the Ministry of Education.

A second example is the need for consistency and a long-term plan for "The Children's Infrastructure", including capital, operating funding and operational deficiencies.

The report calls for the SSBA to

continue to advocate for a long-term capital asset plan and for operational needs. It also calls for the SSBA to continue to develop best practices to facilitate the process of achieving equity in the distribution of education resources.

Other education partners are asked to continually review issues with facilities funding and the distribution model to ensure the concerns raised in the report remain valid.

Although the "Actions for Consideration" are directed at different entities, the report expects education sector partners to work collaboratively on each of these actions to ensure progress.

The report can be found in the scrolling news at www.saskschoolboards.ca.

Welcoming the World: Newcomer Student Centre

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

Much of Saskatchewan's population boom has been driven by an increasing number of newcomers to the province. It's a good problem to have but it does add pressure to the education sector to assist with the transition to school life in new surroundings.

To respond to those pressures, Saskatoon Public Schools developed the Newcomer Student Centre (NSC) in 2011 to provide supports to students new to the system.

"Given the rapid growth in the number of English as an additional language (EAL) students in our division we recognized the pressures that it was creating at the school level," said

Board Chair Ray Morrison. "We took the opportunity to rethink our processes and how we could best support these students and our schools. A decision was made to coordinate this work at our central office location in downtown Saskatoon close to the Open Door Society and other agencies. As a board, we are committed to the ongoing support of these students."

The diversity of students welcomed by the NSC is vast – from

well-educated students arriving due to parents seizing job opportunities to students who are refugees from war torn nations with no formal education that arrive as a result of government sponsorship. However, despite the variance of supports needed there is a lot each newcomer student can offer in the classroom.

"Often people assume that

about the value of education especially if a student didn't have the privilege of formal or public education prior to arriving.

"Some students have great stories of how 'we weren't able to go to school everyday but our dad taught us math and he knew that would be important,'" explained Anderson.

"They're so enthusiastic about going to school."

The NSC has a partnership with the Open Door Society which employs settlement support workers in schools who provide outreach and services to newcomer students to become accustomed to school life in Saskatoon. The partnership with the Open Door Society includes Greater Saskatoon Catholic Schools and the Conseil des écoles franciskoises.

"We're constantly building relationships

and communicating about things that are and aren't working to try to build a better a program," said Shauna Tilbury, coordinator of EAL. "The Open Door Society's support has been really helpful to us for getting things off the ground."

Initially, the NSC only assessed and provided supports for EAL students but this year began to provide transitional supports for



Shauna Tilbury (left) and Laurie Anderson in front of the Newcomer Student Centre's map at the Saskatoon Public Schools office. The map is littered with pins and tacks signifying the numerous locations worldwide where students who visit the Centre originate from.

when you have a refugee family coming in, they're coming in with nothing," said Laurie Anderson, lead assessment teacher at the NSC. "What we try to do at the centre is to find out the strengths that the students bring in. It's not a blank slate. They might not come in with great English language skills, but they come in with many other strengths."

There are also many inspirational stories heard from the students

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Staying the Course

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

In a 2005 Gallup poll, students were asked what subject they had the most difficulty with. Not surprisingly, the number one response to that poll was mathematics.

Turns out that finding just the right recipe for teaching math can be equally difficult but, when you find it, all the research and work pays off.

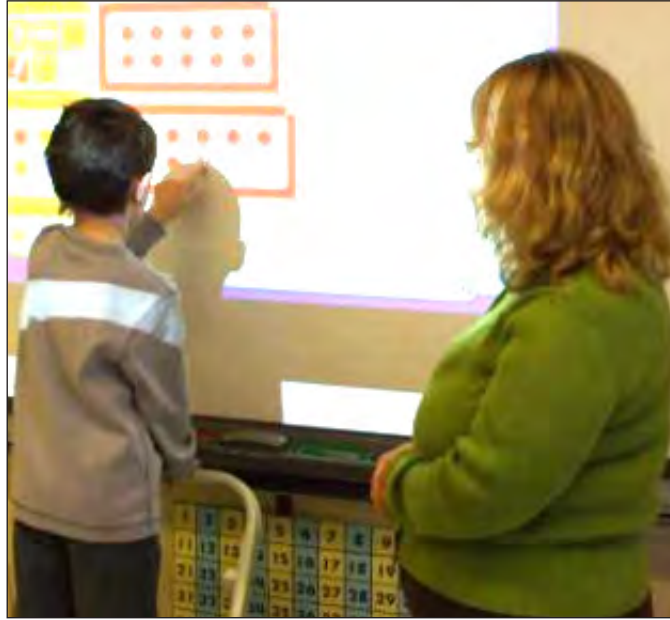
This was the case with Greater Saskatoon Catholic Schools (GSCS). The division's innovative approach to teaching mathematics is highlighted in its 2012 Premier's Award submission

Staying the Course – A Plan for Improving Student Achievement in Mathematics.

Math is a subject that requires patience, persistence, and a lot of time and energy. GSCS knew their students were not doing as well as they could be doing in math and they were determined to solve this problem, Assistant Superintendent of Learning Services Cindy Coffin explained.

"When we did the Canadian Achievement Test before the provincial Assessment for Learning (AFL) we could see the students who were doing well in reading and writing but were not doing as well in mathematics," Coffin said. "We believed if they were capable in one area, they should be capable in another."

Students weren't doing poorly but teachers and administrators knew they could be doing so much more for the students, which is a difficult stance to take. Sometimes it's easier to fix something that's broken, but that wasn't the case here.



Source: Greater Saskatoon Catholic Schools

"When we started doing AFL which was piloted in 2005, we saw that we were able to achieve the provincial standard but we wanted our students to be proficient, not just adequate," Coffin said.

In assessing mathematics they could see that there was a shift in pedagogy research and as the school division started pulling all those pieces together it became clear that they needed to be better at both teaching and learning mathematics. So GSCS began searching for the solution to their mathematics problem.

They began exploring various resources and doing a lot of the pre-implementation work. After making an evidence-based decision,

by 2007 the program was being implemented.

It was found that most of the elementary staff who taught mathematics learned the old way – strong in memorization of facts and weak in conceptual understanding. Improving student achievement in math would require a new direction in how math was taught and the division would be asking teachers to learn how to teach math a new way – much different from how they had learned math themselves.

To ensure teachers remained on board the division made sure that supports and resources were put in place for them. Professional opportunities were made available to teachers to help them through the change process.

The administration also supported this new teaching approach. There were sessions targeted at instructional leadership in mathematics and many of the administrators took the same professional learning that teachers did and worked alongside each other.

"The commitment they showed was incredible," Coffin explained. "Many of our principals actually started teaching mathematics even though that wasn't a part of their job description. Some of them would take on a group of students to teach either full units or, in some cases,

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Members' Council



At Members' Council in late September, there were a number of sessions including a review of Hoshin Kanri strategic planning processes by the Ministry of Education's Karen Schmidt Henderson (top right). Prairie South Schools' Superintendent of Learning Lori Meyer (top left) led a workshop on Equity in Education. Deputy Minister of Education Dan Florizone (bottom right) discussed the education sector strategic planning process. Education Equity Working Advisory Group co-chairs Scott Sander and Janet Kotylak (bottom left) and author of the final report Dennis Moniuk presented their findings and "Actions for Consideration." SSBA Executive member Élizabéth Perreault and staff member Geraldine Knudsen presented on the Privacy and Access in Saskatchewan Schools materials. Finally, there was a proposed budget question and answer session.



'A Big Learning Curve for Us at the Centre'

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English speaking students from English speaking nations or other provinces.

"We marketed it as widely as we could and got a lot of support from the Open Door Society," said Tilbury. "But what we found in talking to other centres in other provinces and Regina, which had a centre before us, was that word of mouth helped other families understand that they should come to us first rather than going directly to the schools."

When it first opened, Tilbury and Anderson explained they were not sure what to expect in terms of the

number of students who would visit the NSC but they found it was busy from the get-go.

In the first year, the Centre welcomed 800 students, in the second year there were 700 students, and in the first four weeks of this year there were more than 300 students.

This year, the countries where the most students originated from were Pakistan, Philippines, China and Bangladesh. There are some examples, however, where students are coming from nations many people in Saskatchewan know little about such as the Soloman Islands northeast of Australia or Mauritius which is a small island east of

Madagascar.

"Certainly, as an EAL teacher, the understanding of immigration policy and trends is new to me," said Anderson. "Before I didn't know about work permits, study permits or permanent residency – the legal part of it – which has been a big learning curve for us at the centre."

For more information on the Newcomer Student Centre, visit www.spsd.sk.ca. Or view the Premier's Award submission under About Us > Awards on the [SSBA website](#).

Workplace Essential Skills Program

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

Education is the only thing that is going to break the cycle of poverty. People with little education are especially vulnerable to poverty and St. Mary Community School, part of Light of Christ Catholic Schools, saw this first hand.

St. Mary Community School teaches pre-Kindergarten to Grade 7 with a student population of more than 250 – 80 percent of whom are First Nations or Métis.

Many of these students struggle with their learning and have parents who struggle helping them. School administrators were determined to solve this problem.

In order to help the students, it was necessary to reach out to help those who are the most important support systems for students – their parents.

Michelle Sarenco, principal at St. Mary Community School, was working as special education teacher when she became aware that many of the students' parents had low academic skills because they had dropped out of school due to a variety of factors.

Parents began confiding in Sarenco that they wished they could improve their own academic skills to help their children and to broaden their own employment opportunities. Many were requesting tutoring or help finding other sources where they might be able to get their general equivalency diploma (GED).



Source: Light of Christ Catholic Schools

Participants in the Workplace Essential Skills Program, partnership between Light of Christ Catholic Schools and Northwest Regional College, work to improve their education and, by extension, their children's education.

"We watched the struggles the parents were going through," Sarenco said. "They had a great GED program at Northwest Regional College (NWRC) but they didn't have a program specific for these parents to enhance their skills."

The idea for the *Workplace Essential Skills Program* came about as a direct result of these requests from the parents. It was just an idea but the seed had been planted.

After Sarenco moved into administration she started looking at different ways to engage the families.

"It's so important for the children to have their parents engaged in their education," Sarenco shared. "We started looking at the regional college to see if we could partner with them to help these parents."

The NWRC was definitely interested so the next step was to ensure there was sufficient interest

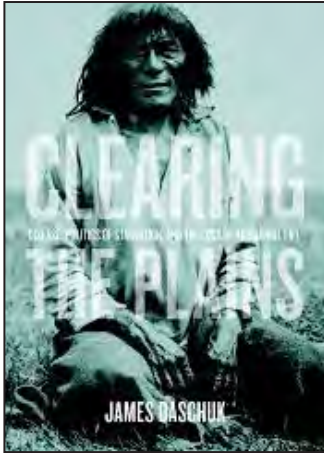
for such a program. A survey was sent out to parents and out of 77 families, 41 indicated they would be interested. The goal was to assure that the participants would receive the highest quality of programming possible so that upon completion they would have the skills needed to successfully obtain and maintain employment and be able to help their children with their schooling.

Sarenco worked with Light of Christ Catholic Schools' Director of Education Herb Sutton who, in turn, worked with the board to get the program going. Sarenco started working with Melanie Roberts and Jennifer Rook from the NWRC. Roberts and Rook wrote the grant proposal to receive funding through the Ministry of Advanced Education's employment program. In addition, the NWRC also

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2013 Fall General Assembly: Growth Plan 2020 – Making It a Reality

The 2013 Fall General Assembly is just around the corner and the SSBA is busy preparing for an exciting lineup of events for assembly delegates. The event takes place November 11-13.



Pre-Fall General Assembly Session: James Daschuk

Author James Daschuk, who wrote *Clearing the Plains: Disease, Politics of Starvation, and the Loss of Aboriginal Life*, will speak to delegates about the roles that old world diseases, climate and politics played in the deaths and suppression of thousands of Aboriginal people in the realization of Sir John A. MacDonald's "National Dream."

Delegates who attend this session will receive a signed copy of the book.

Monday Evening Keynote Presenter: Treaty Commissioner George Lafond

George Lafond is a member of the Muskeg Lake Cree Nation in Saskatchewan and is an experienced business and social development advisor known for successfully leading strategic initiatives requiring First Nation engagement. He has



George Lafond

worked successfully with First Nation bands, national, regional and local governments, universities, corporations, and business associations and organizations.

In May 2012 George Lafond was appointed Treaty Commissioner of the Office of the Treaty Commissioner for Saskatchewan.

Wednesday Keynote Presenter: Marie Wilson, Commissioner – Truth and Reconciliation Commission of Canada

Marie Wilson has more than 30 years of professional experience as an award-winning journalist, trainer and senior executive manager.

Marie was the recipient of a CBC North Award for Lifetime Achievement, the Northerner of the Year Award, and various awards and recognitions for journalism, writing excellence, and workplace safety initiatives.



Marie Wilson

Monday, Nov. 11

Pre-Fall Assembly Session:

Author James Daschuk

Registration Desk Opens

Keynote: Mr. George Lafond

Cash Bar Reception

Tuesday, Nov. 12

Education Sector

Planning and Q&A

Annual General Meeting

Section Meetings

Banquet and Awards

Entertainment

(Games/Karaoke)

Wednesday, Nov. 13

Ministry of Education

Keynote: Marie Wilson

Elections

Annual General Meeting

Hoshin Kanri Strategic Planning

Since the beginning of the school year, boards of education and senior administrators have been engaging with Ministry of Education officials regarding the education sector planning process using Hoshin Kanri. But what is Hoshin Kanri?

Hoshin Kanri is the process executive management engages in

using the lean business philosophy. As stated on the Government of Saskatchewan's Think Lean website (thinklean.gov.sk.ca), Hoshin Kanri is, "Goals (with targets) and the means for achieving them in order to address business priorities to move the organization to a new level of performance; variable from year-to-year; could also be multi-

year; and is developed by executive management."

The Ministry of Education will continue to consult with boards of education and other sector partners to develop a collaborative plan by the end of 2013, as opposed to a sector plan developed exclusively by the Ministry of Education.

Parent Engagement is Important

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assigned a teacher to the program. St. Mary Community School offered an educational assistant, transportation for the parents and a facility to use. The school had an extra classroom and the board agreed to let it be used for this program.

The program was ready to take form — all that was needed were the participants. Letters were sent home to see who was willing to participate in the program. In the first year, there were 27 participants with 10 completing the program. In year two, there were 18 participants with 12 completing the program.

In addition to providing the participants with an academic portion to the program, they were also offered driver education. Many of the participants had dropped out of school in Grade 8 and did not complete a driver education course so, consequently, they never got a driver's license.

The program couldn't succeed

without the leadership in the classroom to help these parents connect with the school. Trudy Bullerwell, instructor with the NWRC, and Dawna Halter, education assistant from St. Mary

their presence was appreciated. She really drew them back into the school life."

The best part of the program was seeing how their futures could change. One of the parents went

on to take university classes at the NWRC. Another parent improved math skills to attain a GED and is now in the electrician program at NWRC.

"This was an awesome program for the school and it has made such a difference for the parents and students in the school," said Light of Christ Catholic Schools Board Chair Glen Gantefoer. "Attendance has gone up and this has had a positive impact for many families and their livelihood."

Unfortunately, this year St.

Mary Community School didn't receive the grant to continue the program, despite it receiving the 2013 Lieutenant Governor Saskatchewan Literacy Award of Merit. However, the success of this program is what will drive the school to continue to apply for the grant.



Source: Light of Christ Catholic Schools

Community School, helped develop the relationships for parents at the school.

"Dawna always made sure the parents knew what was going on in the school," Sarenco said. "If there was something coming up that was happening in the school she really made the parents know how much

Know Your Neighbour

LEADS

The League of Administrators, Directors and Superintendents launched a new look to its website. Check it out at saskleads.ca.



Source: lskysd.ca

Living Sky

Approximately 200 Grades 1-7 students took part in Word in the Park, an event organized by the division's curriculum consultants in June to celebrate student writing. Find out more at lskysd.ca.

CÉF

Stacie Poirier, who graduated this past spring from École de Bellegarde, was one of four recipients of the 2013 Junior Citizen of the Year Award presented by the Saskatchewan Weekly Newspapers Association and SaskPower. The award includes a \$3,000 scholarship. Read more at cefsk.ca.

Light of Christ

The division has a vibrant new look to its website. Check it out at lccsd.ca.

North East

The division changed its school attendance area boundaries. Find out more at nesd.ca.

Northwest

Northwest unveiled a new website for the division and all of its schools. Check it out at nwsd.ca.

Saskatoon Public

Saskatoon Public Schools overhauled the look to its website and the websites for all 53 schools in the division. Check out the division's website at spsd.sk.ca.

Good Spirit

Students Bo and Jayden and their coach, Kevin Chiasson, earned medals of excellence at the World Robotics Championships in Leipzig, Germany. For more information visit gssd.ca.

Christ the Teacher

Over the summer, a new gymnasium floor at St. Alphonsus Elementary School was among the renovations that took place in the division. Find out more at christtheteacher.ca.

Lloydminster Catholic

The division has a revamped website. Find out more about the division at lcsd.ca.

Horizon

In June, the school division announced its renewal of the organizational structure after a review that responds to the voices of stakeholders. Visit hzsd.ca to find out more.

Holy Trinity

If you're on the htcsd.ca website it won't take you long to find its annual report, financial statements, continuous improvement and assessment framework or learning improvement plans. Visit the website to find out why.

"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

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Aboriginal Constituency: Duane Favel

Conseil scolaire fransaskois Constituency:
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Legal Services:**
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Employee Benefits Plan: Jeff McNaughton

First Nations and Métis Education:
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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

Fall General Assembly

November 11-13, 2013

Radisson Hotel, Saskatoon

Board Member Education Program: Governance and Risk

November 18-19, 2013

Sheraton Hotel, Saskatoon

'Committed to Our Students'

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full grades."

Support was also provided to parents to ensure they were comfortable with the changes that were taking place. Blogs and "Math Nights" were some of the ways that administrators and teachers could help parents understand the changes that were taking place. Both of these initiatives were well-received by parents.

The board of education has also provided their full support to the program and has been active in monitoring the program as well as requiring the reporting of student achievement results in mathematics.

"The board of education understands quite clearly that this level of change can takes years to realize," said Board Chair Diane Boyko. "We are committed to our students' success in this new approach to mathematics and to providing the necessary supports to our teachers and administrators."

As part of a monitoring process, board members toured the elementary schools and visited the classes that were specifically teaching mathematics so they could observe how the math classes are now taught. This also allowed them to see first-hand how the new method of teaching math improved students' collaboration and strategization with one other.

This new approach to teaching mathematics has provided multiple rewards: student achievement measures creeping in a positive direction; a narrowing gap between First Nations and Métis students and other students; and seeing an increased level of teamwork and persistence in how students solve problems – if it doesn't work out, students are now equipped to find other ways of making it work.