

# The School Trustee

## Members' Council



The Fall Members' Council was hosted in Saskatoon on September 27-28.

The focus of the discussion during Members' Council was Locally Determined Teacher Benefits (more on the work of the working advisory group on page 3). The discussion was beneficial to participants as it provided an understanding of the differences in the province and why Locally Determined Teacher Benefits are important to boards of education.

Presentations by Saskatchewan Rivers SD and Prairie Spirit SD also focused on the importance of student voice and on programs that support student voice in board and classroom decision making.

An overview of SSBA services was also provided by Employee Relations, Employee Benefits and Legal Services, including an update on *Education Act* legislation changes.



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# SSBA Executive Renews Strategic Plan

In August and September, the SSBA Executive, Aboriginal Council and staff met on separate occasions to discuss the SSBA's Strategic Plan.

The current Strategic Plan covers the time period of October 2010 to October 2012. With the help of consultant Erin Campbell, the Executive has drafted a proposed new Vision and Mission statement, key strategic outcomes and actions to achieve those outcomes.

The draft was shared with participants at the September 27-28 Members' Council and will be presented to the membership at the Fall General Assembly.



The SSBA Executive and senior management (pictured left), and Aboriginal Council met in September to discuss strategic planning.

## SSBA Elections Awareness Campaign

Municipal elections take place October 24, 2012 in Saskatchewan.

In order to increase public awareness of the role of school boards and to encourage citizens to consider running for the position of school board member, a three-week province-wide media campaign was developed and executed beginning on August 25.

The intent was to run the campaign prior to the deadline for filing nomination papers on September 19. The ads were also posted on Twitter, Facebook and **YouTube**.

An advertisement also ran in the *Eagle Feather News* in support of Aboriginal candidates running for locally-elected school boards. The SSBA's goal is to increase Aboriginal representation on school boards by two percent.



An ad was submitted to *Eagle Feather News* (above) which has a monthly distribution of 10,000 copies. An ad was submitted (right) to daily and weekly newspapers in the province, as well as a TV campaign that was also posted on YouTube (below).



# Locally Determined Teacher Benefits WAG

In January of this year, the SSBA Executive formed the Locally Determined Teacher Benefits Working Advisory Group (LDTB WAG). The WAG held its initial meeting on March 30 and presented an interim report and recommendations to the Executive at the April Executive meeting.

The WAG met again on June 11 and presented its final report to the Executive on June 18. At that meeting, the Executive extended and expanded the work of the WAG.

The WAG's Final Report included the following recommendations and observations:

1. That communication be directed to the Ministry indicating the need for joint work to ensure that accurate and complete data is available for decision making;
2. Most boards feel there is great value to local decision making related to teacher working

conditions, but there is also great diversity as to what boards feel is valuable;

3. That the Association put forward a position to the Ministry to reflect the overall view of boards and communicate that more discussion with boards is required to determine what local decision making related to teacher working terms and conditions should include.

On June 20, the Executive met with boards at a special meeting in Saskatoon. At that meeting, boards affirmed that they saw great value in local decision making and that identifying what LDTB should include required more discussion.

In July, Education Minister Marchuk informed boards that he would be seeking input from stakeholders related to LDTB.

In August, the Ministry invited discussion with the SSBA LDTB

WAG to ensure that the best data was available. On September 10, following those discussions, the Ministry circulated another data request to all school divisions. The deadline to return the data is October 9. The Ministry discussed the template and data request with SASBO on September 13 and with directors, CFOs and board chairs on September 19-20. The Ministry will meet again with the WAG on Oct. 17 to review the data collected.

The Association continued discussions with boards at Members' Council on September 28. The information provided by boards will be collated, summarized and available for the Executive on October 18-19. The information, along with Ministry data, can then be circulated to boards before the AGM and prior to submission to the Minister.

## Campaign School

On August 15, a Campaign School for School Board Candidates was held in Saskatoon. The school focused on Roles and Responsibilities of School Board Members, How to Run an Election Campaign, Becoming a Better Public Speaker and Campaign Perspectives from Experienced Candidates (panel).

The school was very well received by those in attendance and a number of those people have filed nomination papers for the election this year.



# Aboriginal Gathering: Reconciling the Past, Preparing for the Future



Theodore Fontaine

## Draft Agenda

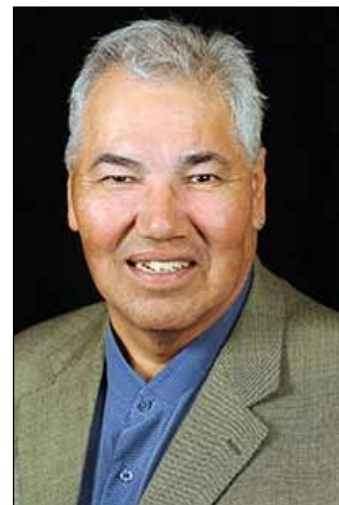
- 7:00 a.m. Pipe Ceremony
- 8:00 a.m. Breakfast provided
- 8:30 a.m. Program begins
- Speakers
- 12:00 p.m. Lunch provided
- 1:00 p.m. Speakers
- 4:15 p.m. Program ends

The SSBA's Aboriginal Council will host a gathering on November 15 in Saskatoon to discuss the impact of residential schools and the role school boards play in paving a path forward.

Justice Murray Sinclair, chair of the **Truth and Reconciliation Commission** (TRC), will speak about the role of the TRC and the steps the education sector needs to take to help eliminate the achievement gap for First Nations and Métis students.

Author Theodore Fontaine, who wrote *Broken Circle: The Dark Legacy of Residential Schools: A Memoir*, will also speak about his experiences and the role he sees the education sector playing in reconciling the past.

Presentations from other organizations, including the Ministry of Education and Office of the Treaty Commissioner, will be made during the gathering. Visit the SSBA website for registration information on the homepage scrolling news.



Murray Sinclair

## Details

**Location:** Radisson Hotel, Saskatoon

**Registration fee:** \$85

An email with information on how to register will be sent.

## Questions or comments?

Contact Jamie Lerat at (306) 569-0750 or [jlerat@saskschoolboards.ca](mailto:jlerat@saskschoolboards.ca)

## Flipping for Kids, Breakfast for Learning Fundraising



The SSBA staff hosted a hot dog and bake sale in September in support of Breakfast for Learning as part of the Flipping for Kids fundraising initiative. Jeff McNaughton, Greg Zaba, Jamie Lerat and Geraldine Knudsen (pictured from left) participated in the pancake flipping competition and even managed to beat the Riders in round one of the competition. The middle picture includes staff members from Prairie Valley SD and, of course, Gainer the Gopher. The SSBA won the award for top corporate sponsor with more than \$1,000 raised.

# Fall General Assembly: Leading for Students

November 13-14, 2012  
Radisson Hotel, Saskatoon

The SSBA's Fall General Assembly is quickly approaching. This year's theme is *Leading for Students* and delegates will have the opportunity to hear about leadership from the perspective of a retired Canadian general and author, as well as from several Saskatchewan students.

## Keynote Speaker: Major-General Lewis MacKenzie

**Retired Major-General Lewis MacKenzie**, a sought after lecturer on leadership and conflict resolution, will share his secrets to leadership success with SSBA delegates on November 14 at the Fall General Assembly.

MacKenzie, who was born in Truro, Nova Scotia, has commanded troops from dozens of countries in some of the world's most dangerous places, including the Gaza Strip,



Lewis MacKenzie

Central America and Vietnam.

Since his retirement in 1993, MacKenzie has penned two books – *Peacekeeper: The Road to Sarajevo* and *Soldiers Make Me Look Good*. An award winning documentary based on his book *Peacekeeper* has aired in more than 60 countries.

He has received many honours including the Order of Canada and the United Nations Medal of Honour.

## Student Panel

Delegates will once again have the opportunity to hear Saskatchewan students share their experiences and challenges in the Saskatchewan school system. Saskatchewan students from Grades 10-12, and a few recent graduates, will talk with delegates about leadership from a student's perspective.

## Entertainment: Ovide Pilon and Liverpool

Ovide Pilon and Liverpool are back again this year after a resounding success at the 2011 Fall AGM. Ovide has been the opening act for groups such as Nazareth, Powder Blues Band, Chubby Checker and Billy-Joe Royal, to name a few.

If you missed them last year, you will definitely want to make sure that you stay after the banquet this year to catch their act.

## Fall General Assembly Agenda

### Tuesday, November 13

Registration  
Annual General Meeting  
Budget, Bylaws and Resolutions  
Section Meetings  
Banquet and Awards  
Entertainment

### Wednesday, November 14

Keynote Speaker Major-General Lewis MacKenzie  
Annual General Meeting  
Student Panel  
Elections  
Ministry of Education and Advocacy Session



Back by popular demand this year, Ovide Pilon and Liverpool are pictured here rockin' out at the SSBA Fall General Assembly in November 2011.

# PVSD First Nations and Métis Education Action Plan

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



The differences between business and learning functions in school divisions are vast and varied but all work towards a common goal – student achievement.

With this in mind, the Prairie Valley School Division (PVSD) brought all departments within the division together to help structure a framework for First Nations and Métis education moving forward.

“There are 15 First Nations within our division and a number of First Nations and Métis students in our schools. This presents a great opportunity and challenge for our board – one that we are working hard to address strategically,” said PVSD Board Chair Ed Geall.

In 2009, leadership from all departments began working together on an action plan that could incorporate the knowledge of all departments. The seminar was aptly titled *Wisdom of the Crowd*.

Improving outcomes for First Nations and Métis students is not limited to the learning leaders in the division. “It’s everyone’s business,” said Director of Education Ben Grebinski.

“The action plan provided structure and awareness for all of us,” said Superintendent of Curriculum and Learning Gloria Antifaiff. “*Wisdom of the Crowd* gave us that focus. Everyone understood what the plan was.”

The ability to work with different departments provided the strength

in numbers and perspectives not often shared on a day-to-day basis.

“The most unique part about the plan from a curriculum perspective was the ability to work together with all departments to strengthen the core of the plan,” added Antifaiff.

One of the ideas that exemplifies the benefits of this action plan are the cultural rooms developed in Fort Qu’Appelle and Balcarres, explained First Nations and Métis Coordinator Sandy Pinay-Schindler.

“Some of the opportunities that these rooms provide include Cree-language learning programs, traditional ceremonies, conversations with Elders, other learning resources and artifacts, such as a picture of the Treaty Four signatories,” said Pinay-Schindler. “They are beautiful rooms.”

Another example of a program that has resulted from the plan is the Treaty Education Action Plan that has involved about 30 percent of teachers in at least two days of Treaty education training.

“Initially, many teachers taking the training didn’t know much about the *Indian Act* or the Treaties. They were a little shocked that this was never taught to them,” asserted Pinay-Schindler. “But teachers have been fantastic in supporting Treaty education.”

Although it has become mandated

by the provincial government, PVSD leaders have noticed that the teachers want to learn and have a desire to teach Treaties in the classroom.

Relationship building has been another key ingredient in the success of the action plan to “build bridges between communities,” said Pinay-Schindler.

Whether the partnerships are between First Nations and local schools; professional development opportunities that on-reserve teachers and PVSD teachers share; or building the trust and respect with local traditional knowledge keepers or Elders, the relationships are integral.

“We’re all here for the same reason,” said Pinay-Schindler, who has helped in building and maintaining those relationships.

The rapport created in those relationships are the most rewarding part for Antifaiff.

“Sandy has played a key role in building those relationships. One example is the shared and successful professional development opportunities,” explained Antifaiff.

At the end of the day, Grebinski explained there’s always more to be done.

“We’ve made some advancements that we’re very proud of. But there’s more to do,” he said. “Improving outcomes for First Nations and Métis students is the responsibility of the education sector. Other ministries, such as justice, health and social services, have roles to

Continued on Page 8...

# Responsive to Student Needs

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

Curriculum changes brought forward by the Ministry of Education provided the catalyst for a program at North East School Division (NESD) to become more responsive to student needs through quality curriculum, instruction and assessment.

"The board recognized that if we want to improve achievement within the new curriculum, then we need to improve and align instruction and assessment," said NESD Board Chair Jack Rowswell.

As part of that goal, the division developed detailed learning plans and rubrics for teachers who engaged in a number of professional development opportunities to better understand the processes.

"Support is provided for our teachers by providing a method of planning for instruction and assessment to meet provincial outcomes in a manner that, if you follow as a teacher you'll have the best possible results for students", said NESD Director of Education Don Rempel. "The rubric we developed basically acts like a road map for teachers – this is what they should be paying attention to."

The rubric has five key learning agendas or goals, including to construct and sustain effective schools, promote new digital media literacy, engage in authentic assessment, respond to individual student needs and create engaging learning experiences through



renewed curricula. All NESD teachers and administrators self-assess progress in meeting these goals through four stages on the rubric – beginning with awareness then exploration, synthesis and refinement.

	Awareness	Exploration	Synthesis	Refinement
Create Engaging Instructional Experiences through Revised Curricula	Review current curricula, standards, and frameworks. Identify areas for improvement.	Apply current curricula, standards, and frameworks to identify areas for improvement.	Apply current curricula, standards, and frameworks to identify areas for improvement.	Apply current curricula, standards, and frameworks to identify areas for improvement.
	Identify areas for improvement.	Identify areas for improvement.	Identify areas for improvement.	Identify areas for improvement.
Ensure Instructional Practices are Effective	Identify areas for improvement.	Identify areas for improvement.	Identify areas for improvement.	Identify areas for improvement.
	Identify areas for improvement.	Identify areas for improvement.	Identify areas for improvement.	Identify areas for improvement.
Ensure Instructional Practices are Effective	Identify areas for improvement.	Identify areas for improvement.	Identify areas for improvement.	Identify areas for improvement.
	Identify areas for improvement.	Identify areas for improvement.	Identify areas for improvement.	Identify areas for improvement.
Ensure Instructional Practices are Effective	Identify areas for improvement.	Identify areas for improvement.	Identify areas for improvement.	Identify areas for improvement.
	Identify areas for improvement.	Identify areas for improvement.	Identify areas for improvement.	Identify areas for improvement.
Ensure Instructional Practices are Effective	Identify areas for improvement.	Identify areas for improvement.	Identify areas for improvement.	Identify areas for improvement.
	Identify areas for improvement.	Identify areas for improvement.	Identify areas for improvement.	Identify areas for improvement.

The rubric used by NESD can be found at [curriculum.nesd.ca](http://curriculum.nesd.ca) or click on the picture if viewing online.

"Teachers can use this rubric to identify where they're at, develop their own professional development plan for the year, and access the workshops we provide our teachers and/or access our system supports such as coordinators and learning

consultants" explained Rempel.

The division utilized the Understanding by Design process to approach curricula and standardized the rubric as part of that process. At first, there was some resistance from teachers wondering why they were limited to this approach of instruction and assessment.

"After a while, there was recognition that we needed to do this work because of the outcomes-based curriculum," said Rempel. "Then we started to see a tipping point where our teachers started to have some 'aha' moments understanding that the reason we were so rigid was so we could develop and sustain a shared vision of the learning process."

All of the information pertaining to the student outcome rubrics and learning plans are posted on the website for access by teachers which has allowed for sharing and collaboration across the school division and the province.

"In the end, it has been a celebration of what we can accomplish when we commit to a common path," said Rempel.

The graduation rates in NESD are 14 percent higher than the provincial average – 88 percent compared to 74 percent – and the system performs significantly higher than the province in all provincial assessments but it's some of the subjective, anecdotal evidence that captures the meaning of this project for NESD.

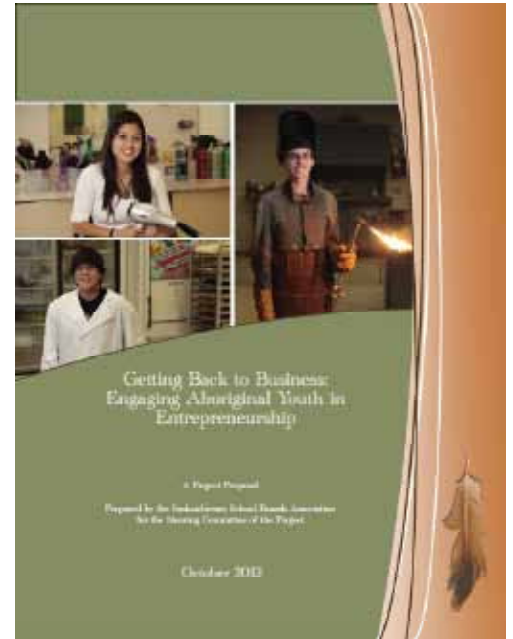
"The conversation has changed

# Getting Back to Business

A project the SSBA's Aboriginal Council has been instrumental in supporting is titled *Getting Back to Business: Engaging Aboriginal Youth in Entrepreneurship*. This project proposes to unite key organizations from the Saskatchewan business and education sectors in a collaborative effort to engage Aboriginal students in entrepreneurship and the opportunities in the Kindergarten to Grade 12 education system.

A number of provincial organizations have shown interest in improving entrepreneurial opportunities for Aboriginal students in Saskatchewan.

- These organizations include:
- Selected Saskatchewan School Boards
  - Selected First Nations Schools
  - Saskatchewan Ministry of Education
  - Saskatchewan Apprenticeship and Trade Certification Commission
  - Saskatchewan Chamber of Commerce
  - Martin Aboriginal Education Initiative
  - KPMG
  - Junior Achievement
  - Saskatchewan Teachers' Federation
  - Federation of Saskatchewan Indian Nations
  - Métis Nation of Saskatchewan.



## 'There's More to Do'

Continued from Page 6...

play but it's truly a responsibility of the education sector."

The board plays an important role in advocacy to support policy and further relationships at a governance level.

"One issue our board is very supportive of and can play a role in through advocacy is equal

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*"One issue our board is very supportive of and can play a role in through advocacy is equal funding opportunities for students on-reserve."*

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funding opportunities for students on-reserve," said Grebinski. "An opportunity exists for the board to work with bands and other politicians to lobby for those opportunities."

Regardless of where the funding is coming from, the board advocates to ensure equitable opportunities for First Nations communities.

## Responsive to Student Needs

Continued from Page 7...

in our classrooms to an expectation that all students will be successful," asserted Rempel. "There is evidence of a lot more student engagement through those authentic teaching and learning practices."

Curriculum renewal started in 2008 and the division has been using the rubric since 2009; the program has been developing over the past

three years and has reached the point where the focus is beginning to shift to positive student behaviour, said Rempel. This shift includes intervention techniques when behaviour is impeding student achievement.

It also helps the division adapt and ensure the legacy work in this project can be sustainable for future changes or trends, for example, when the new high school curriculum is rolled out.

The board monitors progress of the project through a performance management system the division has established.

"At the end of this year, the board will understand where teachers are in the rubric and if teachers say they are not at the 'synthesis' level yet then let's not jump right into new system goals," explained Rempel. "Let's provide the supports and time needed to ensure we've met all of our goals."



# What It's All About at the End of the Day

I just wanted to take a minute to share a story about a student you should be aware of. I just came from one of our schools where I ate the best hotdog I have had in a while.

The lifeskills program was having a party in celebration of “Joey’s” (name changed to protect privacy) graduation – hotdogs, Doritos and apple juice were on the menu, all of his favourites.

Joey is a student from the lifeskills program who joined us at age 18, and has now aged out of the program. He was apprehended by social services at the age of 18 and placed in a group home. He came to us with no language abilities.

In fact when he came to us he had never attended school; yes, Joey grew up in Saskatchewan but due to his home situation he did not attend school or have any education of any sort from what we can tell. He used violence to get his needs met when he first arrived; he had not been exposed to social situations or other people in general.

We were contacted by social services and asked if we could arrange a program – everyone was scared and there were a lot of challenges. In many other situations, he would've been placed in an alternative program and may not have had the opportunity to go to high school.

Tomorrow morning, Joey will sit on the stage with his classmates – the “regular” kids at school – he will hear his name called and will walk across the stage to be congratulated by his principal on



*As this story illustrates – and the SSBA advocates – all students, no matter where they live or their personal circumstances, should have the opportunity to succeed.*

his accomplishments in high school. He does not have the language to express that he knows what is going on but you can see it in his eyes.

Joey does not have a “family” that will attend his grad tomorrow as he is a ward of the province but you can bet his school community family will be there cheering him on. Next week he will start his job at diversified services and will make the contribution to society he is meant to make – we all have a purpose!

The reason I share this with you is that sometimes I would guess it's hard for you to draw the direct line from your job to Joey's grad and it's times like this that I think we need to make sure we are drawing those lines.

I can think of ways that each person in our division has contributed to Joey's success – there have been transportation challenges that were overcome, staffing needs regarding educational

assistant and teacher support, oodles of accounting things to be put through in order to support his programming, IT support for technology he accesses, submission of information to the Ministry to ensure finances are arranged to support his needs, safe and caring facilities that allow him to fully take part in what we offer, and the list goes on.

You should all take a minute to be proud of your contribution to Joey's success. Without the teamwork and belief that every student has a contribution to make and a right to an education in the most inclusive environment possible that is part of who we are in Prairie South, Joey's story wouldn't have such a happy ending and I wouldn't have enjoyed the hot dog nearly as much!

*Thank you to the folks at Prairie South SD for sending this story which was written by Lori Meyer, a division superintendent.*

# Learning Facilitators Support Student Achievement

Walk into any school in Holy Family RCSSD and you will see a learning facilitator buzzing around the school supporting classroom teachers helping ensure all students succeed.

With the change in philosophy of the new curricula released by the Ministry of Education and the division focus on student achievement, the Holy Family Board of Education decided to conduct a needs assessment of their teachers in January 2011.

This assessment signaled the beginning of change in the school division. Through discussions with classroom teachers, it became evident that teachers needed professional development on new initiatives, the opportunity to see those initiatives in action, and support in making those initiatives come to life in their own classrooms. As a result, the concept of the learning facilitator was born.

Learning facilitators were put in place in every school at the start of the 2011-2012 school year. The traditional special education positions were revamped and extra time was created to support the learning facilitator position.

Learning facilitators fulfill three main roles at the school level. They play a key role in the response to intervention (RTI) process at their respective schools, provide monthly professional development to their teachers, and support teachers both in and out of the classrooms.

All schools have an established RTI team that meets on a regular

basis.

RTI teams consist of in-school administrators, learning facilitators, counselors, speech and language pathologists and classroom teachers, as needed.

Standard to the meetings are the goals that are set for the students.

Short-term SMART goals of six to eight weeks are created based on pre-assessment data. Students are regularly assessed as the interventions are put into place.

Central to the RTI process is a universal screening practice in which students are benchmarked and their progress is tracked. Each student who is not achieving at the division target is looked at individually by the RTI team. The RTI team then determines the students who require additional support at the classroom level (tier 1), in small groups (tier 2), or one-on-one (tier 3).

Each month the learning facilitators gather together to work through a division created module that focuses on some aspect of differentiated instruction. At the end of the month, the teachers complete a reflection sheet that looks at how the strategy affected student achievement and what the teachers would do differently if they used the strategy again.

At the start of the school year, schedules were created in which the learning facilitators met with every classroom teacher in their school at least once in a six-day cycle.

All teachers in Holy Family have moved forward in their quest for

student-centred education. As we differentiate this process for our teachers, we fully expect them to be at different places along their student-centered journey.

What is central, though, is all our teachers are moving forward on this journey. The learning facilitators provide support to each teacher individually and help them move forward to an ultimate goal of differentiating instruction.

A key to the success of the learning facilitator positions is the accountability practices put into place by administrators.

In-school administrators conducted three-minute walkthroughs to observe teachers interacting with students and using the various differentiated strategies that were presented in the monthly modules. They also discussed teacher direction during meetings around their professional growth plans. At the central office, the director and assistant director monitored teacher growth through the teacher supervision process.

Our focus for 2012-2013 is assessment. The same model using learning facilitators to support teacher growth and student achievement will be used. Learning facilitators have proven to be a vital support as we strive to bring about change in the Holy Family RCSSD.

*Thank you to Holy Family Learning Coordinator Natalie Regier for submitting this article on behalf of the school division.*

# Know Your Neighbour

## South East Cornerstone

The division played host to the Canadian Student Leadership Conference 2012 in Weyburn Sept. 25-29. Many speakers presented throughout the week, including former CFL star Michael “Pinball” Clemons who now operates a foundation in support of a variety of charities. Check out [cslc.ca](http://cslc.ca) for more information on the festivities.

## PA Catholic

Unveiled a new look to its website. Check it out at [cec.pacsd6.sk.ca](http://cec.pacsd6.sk.ca).

## Chinook and Holy Trinity

A tender was approved by the Ministry of Education for a joint school project. As stated in a press release, “École Centennial School, a dual track French immersion and English school, and All Saints Catholic School will reside in a facility with a unique integrative and modern design that will include shared space.” Find out more at [chinooksd.ca](http://chinooksd.ca) or [htcsd.ca](http://htcsd.ca).



Source: [www.lskysd.ca](http://www.lskysd.ca)

## Christ the Teacher

*The Sacred Heart Beat* was selected as best overall newspaper in the high school newspaper competition sponsored by the STF, *Regina Leader-Post* and *Saskatoon StarPhoenix*. Sacred Heart High School is located in Yorkton. Read more at [christtheteacher.ca](http://christtheteacher.ca).

## Living Sky

The division has introduced the One-to-One Learning Program in a number of schools, most recently Unity and Cutknife. The purpose is for each student to have the tools, in this case an iPad, to more effectively engage in learning and improve digital literacy. *The Battlefords News-Optimist* recently featured the program. You can also find more information at [lskysd.ca](http://lskysd.ca).

## CÉF

Saskatchewan’s Court of Queen’s Bench ordered the Saskatchewan government to reimburse renovations undertaken by the school board for École Sans-Frontières in Lloydminster. Read more at [cefsk.ca](http://cefsk.ca).

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

**President:** Sandi Urban-Hall

**Vice-President:** Janet Foord

**Northern Constituency:** Joe Daigneault

**Aboriginal Constituency:** Duane Favel

**Conseil scolaire fransaskois Constituency:**

Élizabeth Perreault

**Urban Public Constituency:**

Dan Danielson

**Catholic Constituency:**

Glen Gantefoer

**Central Constituency:**

Eldon Van Den Bossche

**Southern Constituency:** Connie Bailey

**Executive Director:**

Darren McKee

**School Board Development Services:**

Lionel Diederichs, Director

**Legal and Employee Relations Services**

**Communications Services:**

Leslie Anderson, Director

**Insurance and Risk Management:**

Dave Jackson, Director

**Employee Benefits Plan:**

Jeff McNaughton, Director

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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



### **MARK YOUR CALENDAR!**

#### **EVENTS**

#### **SCHOOL BOARD ELECTIONS**

October 24, 2012

#### **FALL GENERAL ASSEMBLY**

November 13-14, 2012

Radisson Hotel, Saskatoon

#### **RECONCILING THE PAST, PREPARING FOR THE FUTURE**

November 15, 2012

Radisson Hotel, Saskatoon

## Staff Update

Maureen Jickling joined the SSBA as a lawyer in July 2012. Originally from Saskatoon, Maureen attended the University of Ottawa prior to attending the University of Saskatchewan law school.

Some of her work experience includes practicing family and criminal law with the Saskatchewan Legal Aid Commission in North Battleford and Regina City Legal Aid Office. Maureen has worked with Saskatchewan Highways and Transportation as a senior policy advisor, SaskPower as inhouse litigation counsel, Miller Thomson practicing family and immigration law, and policy advisor to Prairie Farm Rehabilitation Administration in relation to its First Nations' specific claims process in the Qu'Appelle region. She has also been a sessional lecturer with the University of Regina and has assisted the Law Society of Saskatchewan's Library in maintaining the *Queen's Bench Rules Annotated* and its Case-Law Digest.

