



ANNUAL MEETING OF ELECTORS

May 30, 2007

7:00 p.m.

St. Vital Catholic School

332-23rd Street, BATTLEFORD

AGENDA

1. CALL TO ORDER & WELCOME

2. ELECTION OF CHAIRPERSON FOR MEETING

3. ELECTION OF RECORDING SECRETARY FOR MEETING

4. MINUTES OF THE ANNUAL MEETING OF ELECTORS:

- **October 18, 2006**

5. CHAIRPERSON OF THE BOARD OF EDUCATION – Remarks

Daryl Bradley

6. REPORT OF THE DIRECTOR OF EDUCATION

Ron Ford

7. REPORT OF THE CHIEF FINANCIAL OFFICER

Ray Kopera

8. DISCUSSION PERIOD

ADJOURNMENT



**MINUTES OF THE ANNUAL MEETING
OF ELECTORS
OCTOBER 18, 2006
7:00 P.M.**

The meeting was held at the Unity Comprehensive High School, 3rd Avenue East, Unity, Saskatchewan and was attended by approximately 25 people including Board members, staff and electors.

CALL TO ORDER

Director of Education, Ron Ford, welcomed everyone and called the meeting to order at 7:00 P.M.

ELECTION OF CHAIRMAN

Jack Snell nominated Frances Love as Chairman for the meeting.

Second call for nominations – none

Third call for nominations – none

Jon Sloan moved that nominations cease and Mrs. Love was declared Chairman for the meeting.

ELECTION OF RECORDING SECRETARY

Ronna Pethick nominated Ray Kopera as recording secretary for the meeting.

Second call for nominations – none

Third call for nominations – none

Ron Kowalchuk moved that nominations cease and Mr. Kopera was declared recording secretary for the meeting.

MINUTES

Ronna Pethick moved the minutes of the Landswest School Division No. 123, Annual Meeting of Electors of April 12, 2005 be adopted as presented.

Carried

Bob Foreman moved the minutes of the Battlefords School Division No. 118, Annual Meeting of Electors of October 24, 2005 be adopted as presented.

Carried

REPORT OF THE BOARD OF EDUCATION

Frances Love presented the Chairman of the Board of Education report on behalf of Daryl Bradley.

REPORT OF THE DIRECTOR OF EDUCATION

Ron Ford, Director of Education, noted the purpose of his report was to highlight activities of the Living Sky School Division No. 202 for the calendar year 2005. He presented a brief overview of the restructuring process for the period November 2004 to January 1, 2006. He also commented on the current and future strategic direction set by the Board.

REPORT OF THE CHIEF FINANCIAL OFFICER

Raymond Kopera, Chief Financial Officer, presented the financial highlights for the Landswest School Division No. 123, Battlefords School Division No. 118 and Living Sky School Division No. 202 for the period ending December 31, 2005.

DISCUSSION

Chairman Love introduced the Division Board members present at the meeting and noted that Kim Gartner and Jack Snell are two new members to the Board. Chairman Love opened the meeting for general discussions and questions.

- A comment was made expressing concern about the amount of taxes and the increased mill rate. It was noted as being unfair for municipalities because the Provincial Government negotiates many items including amalgamation and then downloads the costs to local governments.
- A concern of the Board is communication which was identified in the SELU reports. The Board is trying many ways to increase communication and needs feedback from the stakeholders to ensure that they are informed. Part of the process involves the building of trust between the various constituents which is being developed.
- The new local school structure of School Community Councils was outlined. It was noted that representation on these new councils is needed and is a concern because these councils provide support for school initiatives.
- A question was raised about bussing costs being higher for contracted bussing in comparison to Division owned busses? It was explained that contract bussing is higher due to the increased number of students and distance traveled by contractors over Division owned busses.

ADJOURNMENT

Doug English moved that the meeting be adjourned at 8:30 P.M.

CHAIRPERSON

SECRETARY



CHAIRPERSON OF THE BOARD OF EDUCATION REPORT TO THE ANNUAL MEETING

Wednesday, May 30, 2007
St. Vital Catholic School

Living Sky School Division 202 has been a very busy place. The melding of LINC and CUPE agreements, new policy development, new administrative procedures, a new central office location, new community school councils and local governance models and new Navision software has indeed made this year a time of transition.

In the daily rush it is very easy to forget just how much planning and work the amalgamation process required and how much has been accomplished. Congratulations and thank you to every staff member. Your hard work and dedication have kept the operations of this division flowing as smoothly as possible and ensured that with the passage of each day Living Sky is closer to accomplishing the goals each department has set.

The size of our division dictates certain actions and economies and it was disappointing to be faced with a mill-rate increase. Declining enrollment and an increased computational mill rate factor by the provincial government left no alternative. These two items coupled with other transfers of provincial funding caused a \$4.5 million shortfall (approximately 10% of our operating budget). Without a mill rate increase a 10% cut of our budget would have caused the discontinuance of most, if not all, student services.

It is interesting that, subsequent to similar rate increases around the province, the provincial government announced a 10% discount to the ratepayer rather than directly fund school divisions. The board continues to lobby the provincial government to review and renew the Foundation Operating Grant to properly reflect the costs of education in Saskatchewan.

In a further attempt to combat costs, the board has undertaken a review of all facilities. This effort will ascertain if improvements can be made to economize human and facility resources while preserving and perhaps enhancing programming to a very diverse student population in a vast and, in places, sparsely populated division.

I am pleased that the board remains true to its' desire that the human and material resources of the division be focused on student learning. The coming year will show our desire and ability to offer the best education possible and preserve responsible use of the public purse.

DARYL BRADLEY,
Chairperson of the Board of Education



Director's Report to Ratepayers Living Sky School Division May 20, 2007

Overview

The intent of this report is to outline the activities of personnel working in Living Sky School Division for the period of January 1, 2006 to August 31, 2006. Living Sky School Division became a legal entity on January 1, 2006. The ensuing months were devoted to establishing a new culture with a continued focus on learning. There was a deliberate attempt to give life to our Vision; **Growth without limits, learning for all**. As the division was in this early childhood stage, with all the bumps and bruises, it was important that student learning continue in as seamless way possible. With this intent, the existing policies and procedures from legacy divisions continued to be the norm in various geographical areas of this new entity.

Initial steps to build culture in the newly amalgamated division.

There is a saying that failing to plan is planning to fail. It is also prudent that planning for the future requires careful analysis of the present. Culture, in very concrete terms, can be described as... 'the way things are done here'. As we proceed along this path of culture building, both opportunities and challenges presented themselves.

Opportunities:

- Best Practice. It is appropriate to adopt what worked best for students in each of the legacy divisions.
- Student Services. Sharing the work of student services and curriculum consultant personnel with the entire new division.
- Professional sharing. A broader networking opportunity for teachers and administrators was presented through amalgamation.

Challenges:

- Culture building. The legacy school divisions are more different than first realized it seems.
- Time. Trust is developed through action and attention to the small details. A new division is not 'built in a day'!
- Geography. From Major to Leoville may require a map.

Amalgamation has been more difficult than many expected. People have been moved from their comfort zones. Many had to relocate or now have to travel to and from work, not to mention altered job descriptions. Much energy has gone into team building and there were times when we stalled. Amalgamation is expensive. Most things are bargained to the highest level of the three legacy school division.



It takes time to understand each other. We must keep an open mind, try and understand others points of view, empathize. Change does bring challenges, but it will also bring rewards if we adopt a positive approach toward it. In the end, using our increased capacity to focus on increased learning opportunities for students will keep all our efforts well intentioned.

Accomplishments (specific to this reporting period)

- A strategic direction was developed, using the effective practices as the model. This strategic direction is the big picture, it frames our Mission and Vision. It is the path by which we continually improve, long term. It is the focus for our resources, our energy, our activity. This, coupled with our belief and value system, helps us filter appropriate resolution to a myriad of issues.
- Governance policies in place
- Collective agreements with the Teachers' Local Implementation and Negotiation Committee (LINC) and the Canadian Union of Public Employees Local #4747 (CUPE). Wages, benefits and entitlements package completed for Central office staff.
- One division office, central.
- Creation of a Research and Data Management position to support the accountability movement. A Human Resources department was also established.
- Saskatchewan Education Leadership Unit (SELU) school reviews. These reviews are used as primary planning documents, along with Assessment for Learning data, for the purpose of increased student learning.

Present and Future initiatives

School Divisions face multiple demands from their many publics. Once again, if student learning is our reason for existing, prioritization is essential. There are many initiatives, some provincially directed, some locally directed that need to be aligned. If there is this alignment, students will benefit. Some call this Systems Thinking.

Provincial

The province has stated 4 target areas and has expectations school divisions will incorporate these into their strategic and operational plans.

- Higher Literacy and Achievement
- Equitable Opportunities
- Smooth Transitions
- System Accountability and Governance



Division based

Just recently (early 2007) the Board of Education of Living Sky School Division adopted its operational plan for 2007/08 and beyond. The main components are:

1. Improve Services to Schools
 - a. Implement and support School Community Councils
 - b. Develop Administrative Procedures
 - c. Develop and implement a division wide technology plan
2. Enhance Student Learning
 - a. Structured Professional Learning Communities
 - b. Targeted Professional Development
 - c. Data Driven decisions – Continuous Improvement Framework
 - d. Enhanced Behavioral Program
3. Refine & Articulate the Communication Plan (in progress)

Summary

Change both reveals and builds character. I particularly want to thank the staff in our schools, all of them, support workers, teachers and administration. They were asked pre-amalgamation to continue their focus to help students learn even though the landscape was changing. They did that.

I would also like to thank Central Office staff for their patience. That change takes time is more than a cliché. Many of these people had their personal and professional lives altered. It is important also to recognize the public, represented by the Board of Living Sky. You have provided direction and support, so necessary for the wellbeing of our school system. We continue to strengthen because of this support, to grow without limitations, providing opportunities for all to learn.

In closing, I would like to thank the Superintendents and Communications Coordinator for their contributions to this report.



ASR OFFICIAL REVIEW SEPTEMBER 2006

School Name Pre-K high cost Pre-K full-time K 1 2 3 4 5 6 7 8 9 10 11 12 Other Sept30/06 Official TOTALS

BCS		17	51	47	40	57	47	55	68	57	45						484
BREADY			22	13	25	25	10	21	27	25	18						186
CANDO		14	10	9	6	9	14	8	5	4	5	17	57	21	26	44	249
CONNAUGHT	1	27	22	21	27	18	21	28	29	21	22						237
CKES			13	19	18	19	18	22	21								130
CKHS										26	18	26	26	20	24		140
HAFFORD			17	13	18	11	13	10	9	5	12	17	9	11	10		155
HARTLEY CLARKE			10	13	13	16	16	11	9								88
HERITAGE		5	5	3	1	6	6	3	5	8	4	6	3	4	2		61
HILLSVALE			0	2	0	3	4	0	1	0	1	0	0	0	0	0	11
KERROBERT			18	21	20	23	16	19	17	21	21	22	17	23	20		258
LAKEVIEW			4	5	0	3	3	1	4	2	0	0	0	0	0	0	22
LAWRENCE	1		21	29	21	19	27	21	19	22	28						208
LEOVILLE			9	13	16	9	7	15	12	9	15	21	15	8	17		166
LUSELAND			9	10	15	13	18	12	19	15	15	14	13	18	13		184
MACKLIN			34	30	45	33	40	35	35	24	38	26	35	39	30		444
MAJOR			5	5	5	8	1	1	4	6	4	7	4	7	6		63
MANACOWIN													3	1	8		12
MAYMONT'			12	11	18	10	15	10	11	14	10	23	17	15	17	0	183
MCKITRICK		32	15	28	15	21	17	18	17	18	18						199
MCLURG										33	18	23	26	39	40		179
MEDSTEAD			14	5	13	7	11	9	13	12	17	21	10	13	21	0	166
MEOTA			3	2	3	5											13
NORMAN CARTER			13	12	15	13	5	15	21								94
NBCHS												188	208	184	211	1	792
PHOENIX counted fr sending schools - 17																	0
SCOTT			1	3	4	2	4	3	1	2	2						22
S'WOOD HIGH										35	34	35	41	30	21		196
ST. VITAL			20	20	20	18	23	20	31	29	24						205
UCHS										18	40	42	49	50	50		249
UPS			15	13	18	15	23	21	18								123
																	0
	2	95	343	347	376	363	359	358	396	406	409	488	533	483	508	53	5519
HOME-BASED	0	0	5	9	11	7	7	7	8	6	7	9	8	6	7		97
	2	95	348	356	387	370	366	365	404	412	416	497	541	489	515	53	5616

Strategic Direction - Board of Education - Working Document



To Advance **Learning**, shaping Our Future through thoughtful schools

WHY (do we exist?)

Mission

WHAT (advances learning?)

Effective Practices

1. Caring & Respectful School Environment	2. Responsive Curriculum & Instruction	3. Assessment for Learning	4. Comprehensive Prevention & Early Intervention	5. Authentic Partnerships	6. Adaptive Leadership
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WHERE (are we regarding effectiveness?)

**SELU
Reviews
(2006/07/08)**

- used to establish base-line data, school by school for each of the effective practices
- are serving as planning documents for school improvement in individual schools.
(School Community Councils, once established will support this process)

HOW (will we act to advance learning?)

**Learning
Communities
(Smart Goals)**

1. What do we want students to learn?
2. How do we know they have learned?
3. What do we do if they haven't?

Examples

1. Caring & Respectful School Environment
- positive behavior interventions supports
- various anti-bullying programs
- Nutrition
- Cultural sensitivity development
- RCMP Liaison/School Security
- Career Counselling
- Youth Counselling
- Inclusion
- Blueprint

2. Responsive Curriculum & Instruction
- ELA 6-9 renewal
- Arts Ed 1-5 renewal
- Curriculum Consultants
- Arts Ed
- Lang/Lit
K curriculum renewal
- Teacher support/supervision

3. Assessment for Learning
- Math 2007 (Gr. 5, 8, 11)
- Reading – 2007 (Gr. 4,7,10)
- Early Development Instrument
- EDI - 2006
- CUISR research–full K(Nov 06)
- SELU reviews – base-line data for all effective practices
- K-12 Continuous Improvement Framework
- Provincial targets
- Division targets
- School goals
- Policy development

4. Comprehensive Prevention & Early Intervention
- Gr. 1 Super Start- established
- K full-time Project – 3 rd year
- Pre-K (now 4)
- CAT

5. Authentic Partnerships
- Aboriginal Education
- Grant Writer-on contract
- In Motion
- Human Services Network
- School Community Councils

6. Adaptive Leadership
- Central Office position alignment
- SELU suggestions
- admin
- prof staff
- support staff
- students
- School-based administration development learning pods

Notes:

*System Wide Strategic Targets – Longer Term (2006-2010....)
Provincial/Division/Schools*

1. Higher literacy & achievement
2. Equitable opportunities
3. Smooth transitions
4. System accountability & governance

WHEN (continuous)

(September, 2006)

**Projects/Initiatives
(align with effective Practices)**

Continuous Improvement Cycle

- Sask Learning -
- Boards of Education -
- School Community Councils -

Targeted Learner Outcomes 2006-08:

- Improved learner outcomes in reading, writing, mathematics and science
- Improved outcomes for First Nations & Métis students.
- Improved social skills
- Improved student transitions within Pre-K -12 and to post-secondary education and/or employment

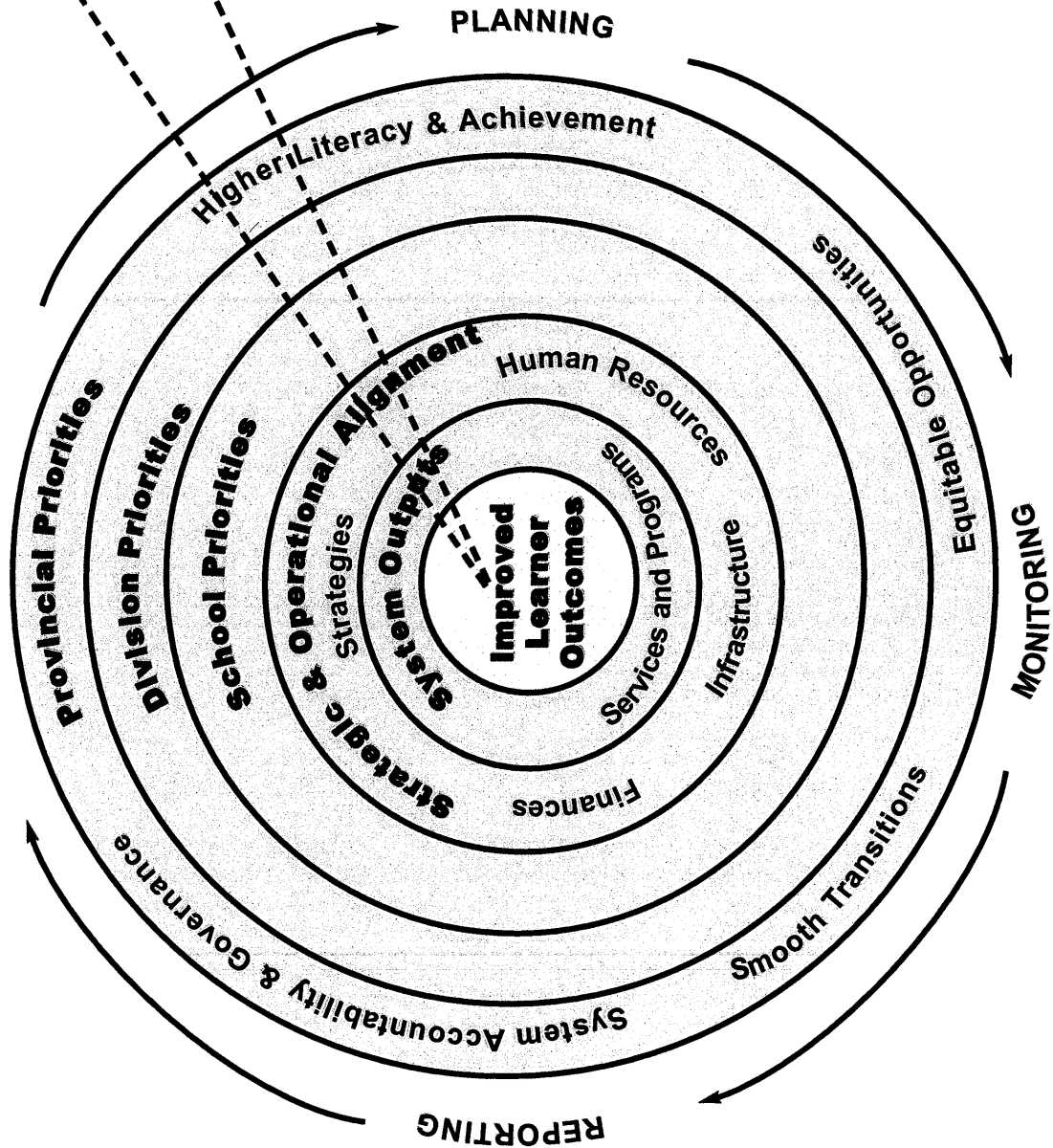


Diagram 3



CONTINUOUS IMPROVEMENT FRAMEWORK ASSESSMENT FOR LEARNING

Janine Otterson - Superintendent of Research and Data Management

The Continuous Improvement Framework is a strategic planning process with a focus on outcomes and accountability. The primary objective of this model is to improve student achievement (learner outcomes). Progress in student achievement is being measured provincially through the Assessment for Learning program that tests students in Mathematics, Reading, Writing, and Science. A Social Skills assessment will be added in the future. The student achievement component will also be integrated into the Learning Improvement Plans that are to be developed by the School Community Councils. The Continuous Improvement Framework includes reporting on all elements of school division operations including facilities, transportation, and technology. The Continuous Improvement Framework model sets an expectation for outcomes-based reporting and requires the alignment of provincial goals, school division goals, and school goals. Reporting on goals/outcomes will include a shift to data collection and data-driven decision making.

The biggest challenge that exists is a shift in thinking as goals must now be achieved with an equal emphasis on both processes and results. Historically, education has tended to focus on the use of processes (inputs). The shift to results (outputs) requires the setting and measuring through defined goals and targets through data collection and analysis.



SCHOOL COMMUNITY COUNCILS

Randy Fox – Assistant Director of Education

School Community Councils are now the model of local parent and community engagement in education in Saskatchewan. In Living Sky School Division, we have begun the process of implementing School Community Councils. Elections for Council members took place on March 29, and since that time, Councils have been meeting to begin their work in support of the school learning improvement plan. Workshops to assist the Councils with their duties have taken place during the month of May, in Unity, Spiritwood, and North Battleford. The workshops, which have been very well attended, have assisted the councils by providing information, ideas, and discussion opportunities regarding such topics as communication, roles, operating processes such as group norms, and the school learning improvement plan.

School Division Technology Plan

A Technology Planning Committee has been working to develop a division wide technology plan. The key target areas of the Committee include Student Learning, Infrastructure, Professional Development, Applications, and Communications Services. The Committee has focused primarily on a Student Learning plan up until this time. One of the key goals for our students is to help them think creatively, construct knowledge, and develop innovative products using technology. Another key goal for students is to have them use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate technology tools. An initial aspect of the overall plan is to work towards an effective infrastructure that will support the innovative use of technology in our schools.

Administrative/Operational Procedures

The work continues towards the development of Administrative/Operational Procedures specific to Living Sky School Division. These procedures will serve us primarily in the day to day operations of the division, and address such things as Decision Making in the Division, Safety and Supervision, Student Welfare, Fire Safety, Student Records, Professional Development, Home-Based Education, Business Administration, and Transportation Services. Our goal is to have these procedures prepared for school start-up in August. Until that time, we continue to rely on previous school division board policy to guide us.



CURRICULUM & INSTRUCTION INITIATIVES

Brian Quinn – Superintendent of Curriculum & Instruction

SELU School Reviews

Each of the three legacy school divisions had embarked on a process of school reviews at the time of amalgamation. These reviews were contracted through the Saskatchewan Educational Leadership Unit of the University of Saskatchewan. They use a process which analyzes input from students, parents, teachers, and staff in terms of the Effective Practices of Education in Saskatchewan.

Many of the reviews were conducted and completed during calendar 2006. They are currently used as primary planning documents, along side the Assessment for Learning data on student achievement for each school. Public meetings have been held with each school community to share the results of the study, and the school goals which resulted from the studies.

Emergency Response Manual

An Emergency Response Manual for Living Sky School Division was developed, using the three legacy Emergency Response Manuals as a starting point. Included in the Manual and accompanying documentation is a procedure for School Lock Down in the event of armed or dangerous intruders. At this time each school has met with their local RCMP detachment, shared current floor plans, and taken their staff through at least one drill that simulates what would be likely to happen should such an event occur. The evolution of the Emergency Response Manual and related procedures is the subject of ongoing attention by school administrators in Living Sky School Division



CURRICULUM & INSTRUCTION INITIATIVES

Cathy Herrick, Superintendent of Curriculum & Instruction

English Language Arts

Over the course of this year every Middle level English Language Arts teacher has implemented the new curricula by teaching one model unit, and then networking with colleagues and Central Office staff about key issues, paradigm shifts, and needs for future professional learning. These discussions have been summarized and posted on the Language and Literacy page of the Living Sky website as a means of sharing all teachers' experiences.

Writer in Residence

Students across the school division had a unique opportunity to work with a Writer in Residence over the winter. SkyBlue Morin, a First Nations writer, provided workshops, edited student work, encouraged revisions, and selected, with teachers' assistance, student writing to be published in an anthology entitled *The Medicine Wheel*. Every student author and school within the division will receive a copy of the anthology at the Book Launch Celebration event held at the end of May.

Career Development

Development has been a primary focus for the year. Close to 100 teachers discovered how to effectively incorporate and highlight key career development ideas within their current teaching areas by attending a BluePrint for Life/Work seminar in the fall. Every school now has access to Career Cruising, an internet based program that allows students and families to explore career options, current job markets across Canada, and educational opportunities. A Career Education blog has also been linked to the Living Sky website providing critical post-secondary information and scholarship opportunities. The most successful aspect of the year was that the majority of the 95% plus Grade 11 students who completed the COPES aptitude test rated it as useful in helping them to identify and explore potential career paths and to make future decisions. Attendance by parents at follow-up meetings was 85% with an overwhelmingly 98% of parents stating that they found this meeting was time very well spent!



CURRICULUM & INSTRUCTION INITIATIVES

Anne-Marie Merle – Superintendent of Curriculum & Instruction

Early Learning

Probably the most significant progress related to my area of responsibility has been the increased recognition given to the importance of the early years in setting the stage for a child's overall success in school. The Early Development Instrument has provided us with a profile of our division and children's readiness for learning when they enter the school system. We have responded to the results of this data with varied programs and supports including the Full Time Kindergarten Pilot Project, Professional Development activities especially for PreKindergarten to Grade 2 teachers, the Grade One Super Start program and the services of the Language and Literacy consultant.

Arts Ed

The Board of Education has a history of support for Arts Education by providing funding for specialized teachers and for resources to support music, band, visual art and drama programs. To the best of our knowledge, no other school division in Saskatchewan has a full time Arts Education consultant. Our consultant's work supports both classroom instruction and extra curricular arts programs.

Professional Expertise

Teachers across Living Sky School division are well qualified and many take on leadership roles in local, provincial and national education associations. We receive the most positive feedback on those professional development days in which our own teachers are the facilitators. A challenge is finding the right balance between instructional time with students and professional development time needed to meet the learning needs of teachers.



BUSINESS OPERATIONS

Lonny Darroch - Superintendent of Business Operations

Accounting/Finance

The main thrust of the accounting/finance department since January 1, 2006 has been the introduction of the Navision Software package, a Microsoft Business Application. It is a fully-integrated business application that contains financials, accounts payables, accounts receivables, purchasing, payroll and human resources. Living Sky School Division was one of the few implementing divisions that went “live” in January 2006 with both financials (including accounts payables) and payroll. Since that time we have rolled out the purchasing component of the software, which operates off a web portal. As well, the schools, other departments, superintendents and managers are able to access financial information on their budget areas off the web portal.

There have been many challenges in rolling out the software package:

- The software provider was not in a position to provide as much support as needed as nearly all of the newly amalgamated divisions opted to phase in at least part of the Navision package in January 2006.
- Issues arose when converting the databases of the legacy divisions over to Navision.
- Staff turnover hindered us on providing the proper level of support to the schools when we introduced the purchase orders and financials using the web portal.
- The biggest challenge has been the different technology platforms that operate within the division. At some locations the software package operates as it should while at other locations it is practically impossible to operate the software. The development of a division-wide technology plan will help us to overcome these issues.

Facilities

The facilities department has focused on providing for the day-to-day needs of the schools as well as managing some of the larger projects that have taken place. Some of the larger projects that have taken place are: installation of sprinklers at North Battleford Comprehensive High School (NBCHS); renovation for the developmental centre at NBCHS; renovation of a kitchen area and computer lab at Cando Community School; roof replacement at Cando; renovation of a computer lab at Kerrobert; and the purchase and renovation of the new division office located on Pioneer Avenue. A major focus currently is the construction of a new gymnasium at Macklin. This project, as well as others are cost-shared with the provincial government.



SPECIAL EDUCATION AND STUDENT SERVICES

Kate McHarg - Superintendent of Student Services

Our move to a more inclusive educational setting for all our students took a giant step forward in June 2006 as Centennial Park Education Center closed its doors and the students enrolled in their neighborhood schools. NBCHS welcomed all the students 14 years and older, and the younger students enrolled in Bready, Battleford Central and St. Vital. In a touching graduation ceremony, each student was greeted by the school they were going to and presented with a school t-shirt. There continue to be growing pains as school staff and students learn about each other, but over all there is very positive feedback from parents, students and staff.

Special Education teachers have worked together on a variety of committees, to create new documents that reflect the amalgamated division. This committee work has also aided in team building, as teachers from all over the division worked together. We now have updated Educational Assistant evaluation forms, a new IEP format, a revised Support Staff handbook, a supervision model for Special Education teachers, and we are in the process of compiling all this and more into the Special Education Binder or Master Plan.

Saskatchewan Learning has made wide scale changes to its funding process, and we are striving to learn the new systems. The decisions regarding designations and technical aids now rest with the school division rather than with the Regional Office, and the focus is on programming needs rather than a medical diagnosis.

Our Student Services team has grown to try and meet some of the needs the schools indicated to us. We added another counselor who works mostly in the southern schools. We also added more Occupational Therapy time. We have not been successful in recruiting another Speech and Language Pathologist, but continue to advertise and hope! We also continue to look for another Educational Psychologist.

Our partnerships continue to flourish. We sit on several committees, including the Youth Justice committee, Education of Youth in Custody, Bridges for Children, Concern for Youth, Cognitive Disability Strategy, and Early Childhood Community Planning Network to name a few. We also work with agencies such as Early Childhood Intervention Program (ECIP) and Community Living to promote smooth transitions for our students into and out of school.



COMMUNICATIONS

Shelly Janostin – Communications Coordinator

Communication has been an important link to the overall operations of Living Sky School Division No. 202. Communication occurs at many different levels throughout the organization and key messages have been communicated to internal and external audiences. Communicating the message of Living Sky Board of Education through its mission, vision and guiding principles has been a priority. The message has been incorporated through a variety of media including our website, internal and external publications, as well as print and radio advertising.

Living Sky School Division No. 202 name and logo was officially in place for January 1, 2006. The logo and name has been used in all internal and external communication media. The logo has been a visual symbol for recognition of Living Sky School Division.

In 2006, the Living Sky School Division website was formed. The website became operational in June, 2006. It has been maintained by the Communications Coordinator and a Computer Technician. Some of the highlights include Board information, Human Resources job postings, a Division Calendar of all events, and email access for all staff. Teachers are able to access resources through the Curriculum and Instruction pages. The website continues to grow with new pages and links continually being added. The website has been designed to be a communication tool for the Board of Education, Staff, Students, School Community Councils and the general public.

Publications such as the Living Sky School Division View book, Curriculum Consultants pamphlet and Student Services pamphlet were created as information pieces for staff, parents and the general public. Promotional material has been designed to assist with branding a new identity of the school division.

Events throughout the year were also a focal point of branding a new identity and culture of Living Sky School Division. School Community Councils Elections, Teacher/Staff Appreciation Week, Division Wide In-Services, Central Office Open House, and the Service Recognition Celebration are events which took place this past school year.

As we progress forward in 2007, a communication plan has been coordinated to communicate the overall strategic plan. It will incorporate issues, publics, key messages and different media. The communication plan will focus on communicating the goals of Living Sky School Division.



Living Sky School Division No. 202

Financial Presentation - For The Period January 01, 2006 to August 31, 2006

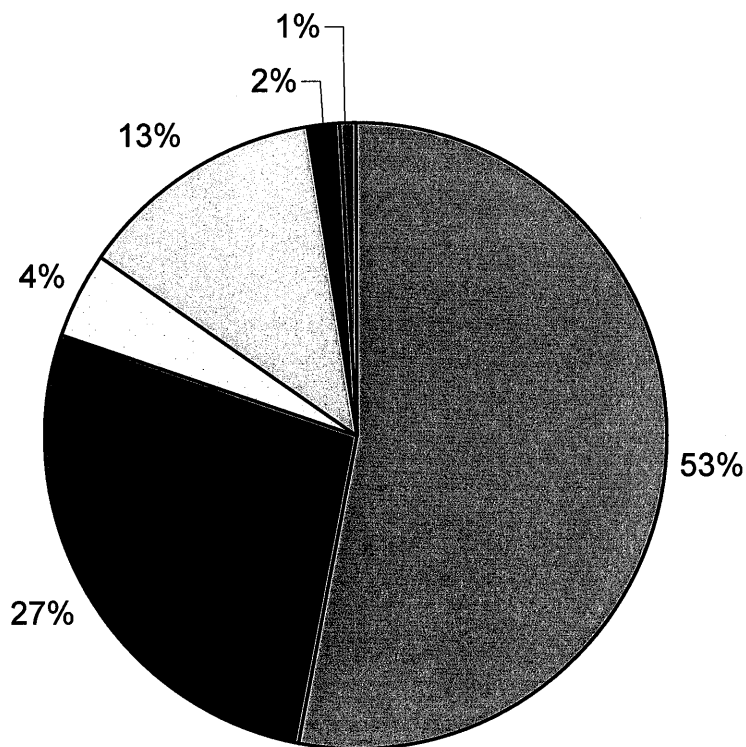
Presented at Annual Public Meeting - May 30, 2007 - St. Vital School, Battleford SK.

Presented By: Ray Kopera, B.Comm., C.A., Chief Financial Officer

The attached information has been taken from the accounts of the Living Sky School Division No. 202 for the period January 1, 2006 to August 31, 2006. A complete set of audited Financial Statements can be obtained by contacting the office of the School Division at 509 Pioneer Avenue, North Battleford, SK S9A - 4A5 (306-937-7702)

Consolidated Financial Information

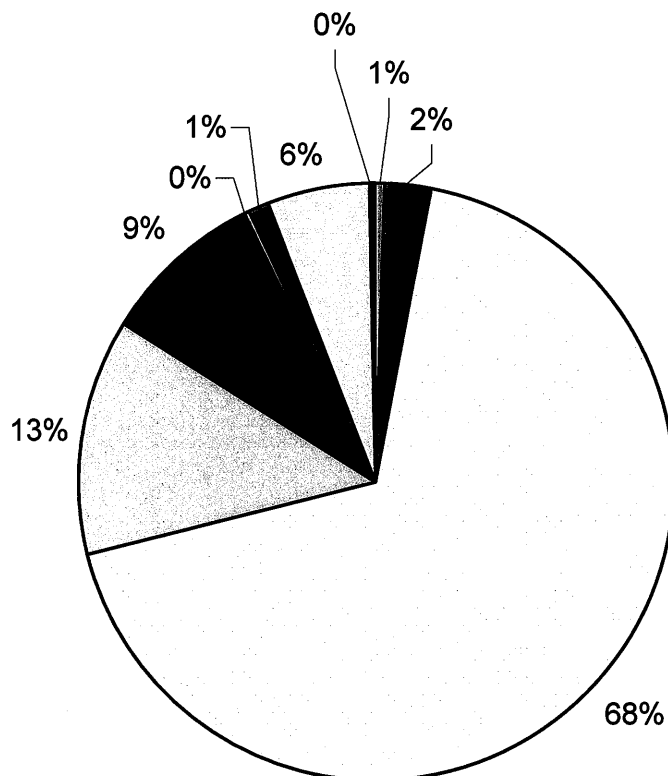
	Fiscal Period Actual		Fiscal Period Budget	
	Jan. 01/06 to Aug. 31/06		Jan. 01/6 to Aug. 31/06	
	Amount	Percentage	Amount	Percentage
Revenues				
Property Taxation	\$ 17,770,308	- 53.00%	18,293,974	54.05%
Grants	\$ 9,170,341	- 27.35%	8,298,415	24.52%
Tuition & Related Fees	\$ 1,467,033	- 4.38%	2,289,461	6.76%
Complementary Services	\$ 4,277,980	- 12.76%	4,172,754	12.33%
External Services	\$ 541,898	- 1.62%	333,456	0.99%
Other	\$ 302,576	- 0.90%	456,720	1.35%
Total Revenue	33,530,136	100.00%	33,844,780	100.00%

Revenues Actual

- Property Taxation
\$ 17,770,308 - 53.00%
- Grants
\$ 9,170,341 - 27.35%
- Tuition & Related Fees
\$ 1,467,033 - 4.38%
- Complementary Services
\$ 4,277,980 - 12.76%
- External Services
\$ 541,898 - 1.62%
- Other \$ 302,576 - 0.90%

Consolidated Financial Information

	Fiscal Period Actual		Fiscal Period Budget	
	Jan. 01/06 to Aug. 31/06		Jan. 01/-6 to Aug. 31/06	
	Amount	Percentage	Amount	Percentage
Expenditures				
Governance	\$ 215,842 -	0.64%	225,857	0.64%
Administration	\$ 831,081 -	2.45%	890,795	2.52%
Instruction	\$ 23,126,240 -	68.12%	23,742,320	67.08%
Plant	\$ 4,269,237 -	12.58%	6,602,295	18.65%
Transportation	\$ 3,068,547 -	9.04%	3,214,901	9.08%
Tuition & Related Fees	\$ 53,755 -	0.16%	33,000	0.09%
Complementary Services	\$ 392,729 -	1.16%	234,588	0.66%
External Services	\$ 1,935,572 -	5.70%	410,070	1.16%
Interest & Bank Charges	\$ 57,073 -	0.17%	40,848	0.12%
Total Expenditures	33,950,076	100.00%	35,394,674	100.00%
Repayment of Long Term Debt	136,815		91,209	

Expenditures Actual

■	Governance	\$ 215,842 - 0.64%
■	Administration	\$ 831,081 - 2.45%
□	Instruction	\$ 23,126,240 - 68.12%
□	Plant	\$ 4,269,237 - 12.58%
■	Transportation	\$ 3,068,547 - 9.04%
■	Tuition & Related Fees	\$ 53,755 - 0.16%
■	Complementary Services	\$ 392,729 - 1.16%
□	External Services	\$ 1,935,572 - 5.70%
■	Interest & Bank Charges	\$ 57,073 - 0.17%

Consolidated Financial Information					Operating Fund	Capital Fund	Other Funds	Current Yr Total
Financial Assets								
	Cash				873,376	0	56,288	929,664
	Short Term Investments				0	0	110,889	110,889
	Taxes Receivable	15,470,008						0
	Less Allowance	(291,407)			15,178,601	0	0	15,178,601
	Provincial Grants Receivable				123,162	0	0	123,162
	Other Receivables				811,471	496,090	0	1,307,561
	Prepaid Items				0	0	0	0
	Inventories				0	0	0	0
	Long Term Investments				50,111	120,287	0	170,398
	Other Assets				0	0	0	0
	Interfund Debt Receivable				0	745,017	1,786	
Total Financial Assets					17,036,721	1,361,394	168,963	17,820,275
Liabilities								
	Bank Indebtedness				1,321,905	0	0	1,321,905
	Provincial Grant Overpayment				0	0	0	0
	Other Payables				2,286,997	0	0	2,286,997
	Short Term Loans				0	0	0	0
	Debentures				0	0	0	0
	Capital Loans				0	404,600	0	404,600
	Other Long Term Debt				0	0	0	0
	Other Liabilities				1,268,870	0	0	1,268,870
	Interfund Debt Payable				746,803	0	0	
Total Liabilities					5,624,575	404,600	0	5,282,372
Net Financial Assets					11,412,146	956,794	168,963	12,537,903
	Physical Assets				0	97,377,450	0	97,377,450
Net Assets					11,412,146	98,334,244	168,963	109,915,353
Equity in Physical Assets					0	96,911,865	0	96,911,865
Fund Balances					11,412,146	1,422,379	168,963	13,003,488
School Position					11,412,146	98,334,244	168,963	109,915,353

Living Sky School Division No. 202 - Grant Information					
				2006-2007	2007-2008
				Grant	Grant
				Allocation	Allocation
Enrollments				5,578	5,379
Recognized Expenditure					
Basic Program Recognized				32,834,039	33,767,023
Transportation				4,446,652	4,650,720
Targeted Funding Support				2,288,070	3,215,364
Additional Recognition				1,641,570	1,740,276
Other Recognized				912,384	1,029,393
Total Recognized Expenditures				42,122,715	A 44,402,776
Recognized Revenues					
Taxation				26,909,873	28,831,181
Tuition Fees				2,444,249	2,540,370
Treaty Land Entitlement				313,203	278,469
Other Recognized Local Revenue				72,339	2,027
Total Recognized Revenue				29,739,664	B 31,652,047
Grant Funding	A - B = C			12,383,051	C 12,750,729
Grant Adjustments				466,074	0
SSBA Fees				(87,057)	0
				379,017	0
Net Grant Funding				12,762,068	12,750,729
Taxation					
Taxable Assessment				1,629,242,351	1,645,534,791
Derived Assessment - Grants-in-lieu				31,860,943	30,696,642
Recognized Assessment				1,661,103,294	1,676,231,433
Equalization Factor				16.20	17.20
Local Recognized Taxation				26,909,873	28,831,181

Provincial Grant Information Enrollment and Financial Impact					
	2006-07	2007-08			Estimated
	Student	Student	Enrollment	% percentage	Financial
School Division	Enrollment	Enrollment	Difference	Change	Impact
North East	5,581	5,366	-215	-3.9%	-1,440,500
Sask Rivers	9,200	9,005	-195	-2.1%	-1,306,500
Living Sky	5,578	5,379	-199	-3.6%	-1,333,300
Northwest	4,910	4,891	-19	-0.4%	-127,300
Good Spirit	6,083	5,891	-192	-3.2%	-1,286,400
Horizon	6,992	6,779	-213	-3.0%	-1,427,100
Prairie Spirit	8,787	8,815	28	0.3%	187,600
Sun West	4,990	4,765	-225	-4.5%	-1,507,500
Prairie Valley	8,292	8,036	-256	-3.1%	-1,715,200
South East	7,975	7,841	-134	-1.7%	-897,800
Prairie South	7,737	7,300	-437	-5.6%	-2,927,900
Chinook	6,329	6,233	-96	-1.5%	-643,200
Lloydminster	1,273	1,266	-7	-0.5%	-46,900
Regina	20,678	20,294	-384	-1.9%	-2,572,800
Saskatoon	20,306	20,023	-283	-1.4%	-1,896,100
Englefeld	107	101	-6	-5.6%	-40,200
Holy Family RCSSD	981	984	3	0.3%	20,100
Holy Trinity RCSSD	2,097	2,040	-57	-2.7%	-381,900
Lloydminster RCSSD	579	556	-23	-4.0%	-154,100
Northwest RCSSD	1,974	2,012	38	1.9%	254,600
Prince Albert RCSSD	3,121	2,960	-161	-5.2%	-1,078,700
Regina RCSSD	10,026	9,770	-256	-2.6%	-1,715,200
St. Paul's RCSSD	15,293	14,962	-331	-2.2%	-2,217,700
Christ the Teacher RC	1,775	1,785	10	0.6%	67,000
Creighton	394	459	65	16.5%	435,500
Ile a la Crosse	469	446	-23	-4.9%	-154,100
Northern Lights	4,259	4,239	-20	-0.5%	-134,000
D.S. francophone	1,095	1,113	18	1.6%	120,600
Total	166,881	163,311	-3,570	-2.1%	-23,919,000

Provincial Grant Information Assessment and Financial Impact					
				Impact of	
		Estimated		Increasing	Average
	2006-07	2007-08	Dollar	Equalization	Assessment
School Division	Assessment	Assessment	Difference	Factor by 1.0	Per Pupil
North East	1,228,301,125	1,238,950,620	10,649,495	1,238,951	220,086
Sask Rivers	1,723,636,238	1,733,527,220	9,890,982	1,733,527	187,352
Living Sky	1,661,103,294	1,676,231,433	15,128,139	1,676,231	297,795
Northwest	1,561,232,245	1,573,895,083	12,662,838	1,573,895	317,970
Good Spirit	1,595,680,462	1,608,851,288	13,170,826	1,608,851	262,318
Horizon	1,889,993,467	1,906,809,165	16,815,698	1,906,809	270,308
Prairie Spirit	1,853,163,212	1,871,206,570	18,043,358	1,871,207	210,898
Sun West	2,083,788,326	2,101,313,171	17,524,845	2,101,313	417,593
Prairie Valley	2,615,231,596	2,637,677,931	22,446,335	2,637,678	315,392
South East	3,144,392,151	3,094,366,693	-50,025,458	3,094,367	394,281
Prairie South	2,401,743,817	2,416,101,979	14,358,162	2,416,102	310,423
Chinook	2,763,192,296	2,778,947,058	15,754,762	2,778,947	436,592
Lloydminster	258,117,091	260,252,000	2,134,909	260,252	202,763
Regina	4,445,476,266	4,481,096,672	35,620,406	4,481,097	214,986
Saskatoon	5,612,662,250	5,661,602,080	48,939,830	5,661,602	276,404
Englefeld	17,012,896	17,183,025	170,129	17,183	158,999
Holy Family RCSSD	265,245,804	335,098,767	69,852,963	335,099	270,383
Holy Trinity RCSSD	272,516,218	274,911,621	2,395,403	274,912	131,017
Lloydminster RCSSD	57,325,707	57,797,710	472,003	57,798	99,008
Northwest RCSSD	161,822,716	162,972,215	1,149,499	162,972	72,729
Prince Albert RCSSD	371,325,985	373,494,688	2,168,703	373,495	118,977
Regina RCSSD	1,951,564,226	1,967,293,714	15,729,488	1,967,294	194,650
St. Paul's RCSSD	2,986,741,849	3,011,529,944	24,788,095	3,011,530	195,301
Christ the Teacher RCSSD	205,632,565	207,612,282	1,979,717	207,612	115,849
Creighton	72,470,359	73,180,014	709,655	73,180	183,935
Ile a la Crosse	15,266,433	15,413,557	147,124	15,414	32,551
Northern Lights	407,596,528	411,483,926	3,887,398	411,484	95,702
D.S. francophone	0	0	0	0	0
Total	41,622,235,122	41,948,800,426	326,565,304	41,948,800	251,018

Provincial Grant Information and Financial Impact				
	2006-07	2007-08		
	Adjusted	Estimated	Dollar	Percentage
School Division	Grants	Grants	Difference	Difference
North East	21,779,198	22,060,590	281,392	1.29%
Sask Rivers	37,944,999	40,847,609	2,902,610	7.65%
Living Sky	12,411,026	12,750,728	339,702	2.74%
Northwest	11,353,789	12,487,002	1,133,213	9.98%
Good Spirit	18,184,463	18,251,902	67,439	0.37%
Horizon	17,376,856	17,122,490	-254,366	-1.46%
Prairie Spirit	34,604,225	38,029,310	3,425,085	9.90%
Sun West	6,349,760	4,738,618	-1,611,142	-25.37%
Prairie Valley	17,469,922	18,037,491	567,569	3.25%
South East	5,796,160	5,453,538	-342,622	-5.91%
Prairie South	20,267,152	18,137,010	-2,130,142	-10.51%
Chinook	6,133,096	5,403,594	-729,502	-11.89%
Lloydminster	3,193,834	3,318,676	124,842	3.91%
Regina	65,563,782	69,968,493	4,404,711	6.72%
Saskatoon	47,954,997	54,235,489	6,280,492	13.10%
Englefeld	654,394	646,795	-7,599	-1.16%
Holy Family RCSSD	2,368,160	2,710,322	342,162	14.45%
Holy Trinity RCSSD	10,454,713	11,017,252	562,539	5.38%
Lloydminster RCSSD	2,678,368	2,703,291	24,923	0.93%
Northwest RCSSD	10,639,585	11,770,347	1,130,762	10.63%
Prince Albert RCSSD	15,905,162	16,164,065	258,903	1.63%
Regina RCSSD	35,100,354	37,315,084	2,214,730	6.31%
St. Paul's RCSSD	57,263,688	62,205,869	4,942,181	8.63%
Christ the Teacher RC	8,819,327	10,381,698	1,562,371	17.72%
Creighton	3,164,238	3,599,372	435,134	13.75%
Ile a la Crosse	4,277,184	4,468,170	190,986	4.47%
Northern Lights	35,901,251	38,305,196	2,403,945	6.70%
D.S. francophone	13,783,578	14,904,191	1,120,613	8.13%
Total	527,393,261	557,034,192	29,640,931	5.62%

Living Sky School Division No. 202

Consolidated Financial Information			Fiscal Period	Fiscal Period	Fiscal Period	Fiscal Period
			Actual	Budget	Budget	Projections
			Jan. 1/06	Jan. 1/06	Sep. 1/06	Sep. 1/07
			Aug. 31/06	Aug. 31/06	Aug. 31/07	Aug. 31/08
Revenues						
Property Taxation			17,770,308	18,293,974	26,722,225	26,722,225
Grants			9,170,341	8,298,415	14,603,215	12,750,729
Tuition & Related Fees			1,467,033	2,289,461	3,785,455	3,535,455
Supplementary Services			0	0	0	0
Complementary Services			4,277,980	4,172,754	6,191,571	6,191,571
External Services			541,898	333,456	145,000	145,000
Other			302,576	456,720	258,500	258,500
Total Revenue			33,530,136	33,844,780	51,705,966	49,603,480
Expenditures						
Governance			215,842	225,857	406,002	408,922
Administration			831,081	890,795	1,203,116	1,206,378
Instruction			23,126,240	23,742,320	38,463,222	38,622,489
Plant			4,269,237	6,602,295	9,160,928	6,728,357
Transportation			3,068,547	3,214,901	5,978,261	6,097,826
Tuition & Related Fees			53,755	33,000	56,100	56,100
Complementary Services			392,729	234,588	667,081	680,423
External Services			1,935,572	410,070	263,761	269,036
Interest & Bank Charges			57,073	40,848	42,235	97,235
Total Expenditures			33,950,076	35,394,674	56,240,706	54,166,766
Excess (Deficit)			(419,940)	(1,549,894)	(4,534,740)	(4,563,286)
Long Term Debt to be Issued					1,000,000	
Repayment of Long Term Debt			136,815	91,209	46,517	246,517
Net Debt Transactions			(136,815)	(91,209)	953,483	(246,517)
Surplus (Deficit)			(556,755)	(1,641,103)	(3,581,257)	(4,809,803)
Reserves & Surplus Allocation			0	0	1,000,000	0
Operating Surplus (Deficit)			(556,755)	(1,641,103)	(2,581,257)	(4,809,803)
Opening Fund Balance			13,560,244	13,560,244	13,560,244	9,978,987
Reserve & Surplus Allocation			0	0	(1,000,000)	0
Closing Fund Balance			13,003,489	11,919,141	9,978,987	5,169,184
Projected Operating Surplus (Deficit)			(556,755)	(1,641,103)	(2,581,257)	(4,809,803)
Mill Rate Increase			0	0	2,768,505	4,152,758
Revised Projected Operating Surplus (			(556,755)	(1,641,103)	187,248	(657,045)

Statistical Data

Enrollment at September 30, 2005 **5,690**

Number of Students Transported Daily **3,200**

Number of Kilometers Traveled Yearly **4,000,000**

Estimated Annual Fuel Consumption **1,000,000 litres**

Number of Schools **33**

Smallest School Area **2,000 square feet**

Largest School Area **256,000 square feet**

Distance Across the School Division **300 kilometers**

Total Staff (part-time & full-time) **1,190**

Number of Board Members **10**

	Agricultural	Residential	Commercial	Total
Fair Value Assessment - Rural	1,215,759,936	95,245,507	490,215,334	1,801,220,777
Fair Value Assessment - Urban	2,732,582	523,676,849	101,285,589	627,695,019
Total Fair Value Assessment	1,218,492,518	618,922,356	591,500,923	2,428,915,796
Percentage by Classification	50.17%	25.48%	24.35%	100.00%
Taxable Assessment - Rural	646,323,223	66,671,855	443,820,241	1,156,815,319
Taxable Assessment - Urban	1,482,040	366,573,794	97,217,253	465,273,087
Total Taxable Assessment	647,805,263	433,245,649	541,037,494	1,622,088,406
Percentage by Classification	39.94%	26.71%	33.35%	100.00%
Taxation - Rural	12,029,517	1,528,295	9,868,223	23,426,034
Taxation - Urban	28,580	7,140,959	2,252,004	9,421,542
Total Taxation	12,058,097	8,669,253	12,120,227	32,847,576
Percentage by Classification	36.71%	26.39%	36.90%	100.00%
Total Taxation	12,058,097	8,669,253	12,120,227	32,847,577
Property Tax Credit	4,648,604	682,695	807,819	6,139,118
Net Property Taxation Paid	7,409,493	7,986,558	11,312,408	26,708,459
Percentage by Classification	27.74%	29.90%	42.36%	100.00%
Percentage of Taxes Paid on FVA	0.61%	1.29%	1.91%	1.10%