



Living Sky School Division No. 202

Growth Without Limits, Learning For All

Annual Report 2007-08

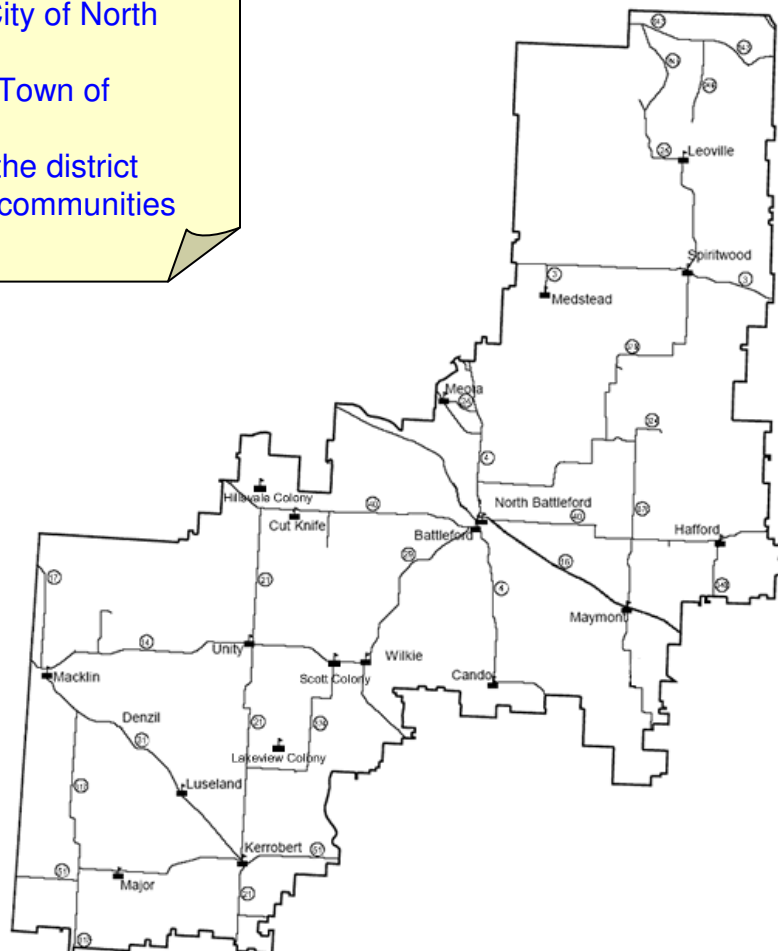
Living Sky School Division is situated in Northwest Central Saskatchewan. It encompasses a wide geographic area including the Battlefords, many communities, villages, first nation communities and hutterite colonies.

We are located in the heart of wheat and oil country. The recreational and outdoor pursuits are plentiful from camping, fishing, hunting, and water sports in the summer to downhill and cross-country skiing, snowmobiling and ice fishing in the winter. The area offers a rich historical and cultural experience that is reminiscent of our past.

Currently, thirty-two schools are located in nineteen communities. Our schools include PreK-12, elementary, high schools and alternate schools with a student population of approximately 5,600 students. Our diverse school population is reflected in a wide variety of programs that exist throughout the schools to meet the guidelines of Saskatchewan Core curriculum and local needs of the community.

QUICK FACTS

- 10 Board of Education members
- 6 represent rural areas
- 3 represent the City of North Battleford
- 1 represents the Town of Battleford
- 25,229 voters in the district
- 32 schools in 19 communities



BOARD OF EDUCATION

Living Sky School Division No. 202



BACK ROW (l to r): Ronna Pethick – Subdivision 4, Jack Snell – Subdivision 6, Jon Sloan – Battleford, Richard Hiebert – North Battleford, Bob Foreman – North Battleford, Ron Kowalchuk – Subdivision 2, Roy Challis – North Battleford

FRONT ROW (l to r): Frances Love – Subdivision 3, Randy Fox – Assistant Director of Education, Ron Ford – Director of Education, Ken Arsenault (Board Chair) – Subdivision 1, Ray Kopera – Chief Financial Officer, Kim Gartner - Subdivision 5

- Subdivision 1:** Leoville, Meadow Lake, Medstead, Spiritwood
- Subdivision 2:** Hafford, Maymont, Meota
- Subdivision 3:** Cando, Scott Colony, Wilkie
- Subdivision 4:** Cut Knife, Unity, Hillsvale Colony
- Subdivision 5:** Macklin
- Subdivision 6:** Kerrobert, Luseland, Major, Lakeview Colony
- Town of Battleford**
- City of North Battleford**

We believe:



1. Student learning is priority number one.
2. Students learn and staff work best in caring, respectful environments.
3. In relevant, responsive, results orientated curriculum.
4. Collaborative, authentic partnerships build strength.
5. Our organization is accountable to students, parents, and community.
6. In prevention and early intervention as most effective practice.
7. Our organization strengthens though shared leadership.

MESSAGE FROM THE BOARD CHAIR



The past year at Living Sky School Division No. 202 has went by quickly. The dedicated people who are a part of Living Sky meet daily work place challenges to provide for an opportunity for improved outcomes for all.

A constant responsibility for the Board is to align the priorities set out by the province with the policies and procedures of Living Sky. The desired results of all partners in education is to see improving outcomes. The Province has provided all school divisions with four renewal priorities to aid in improved student results.

These are:

- 1) Higher level of literacy and achievement
- 2) Equitable opportunities to learn and succeed
- 3) Smooth transitions into and through the system
- 4) Strong system wide accountability and governance

Division priorities, procedures, policies and common sense are a strong foundation.

Challenges are created by deviating this proven method of decision making and action. Not that we feel the job of developing and monitoring these guidelines has stopped. The latest Board/CEO review presented us with a question by which we test what we are doing by asking “What can we do better?”

The Saskatchewan Education Leadership Unit (SELU) completed a review of 17 schools in the division. The Province completed legislation that set out guidelines for a school to come under review and processes to be used in a review. With these guidelines, the division established procedures that are used in a school review within the division. The result is that the school in Meota and Major are currently under review. There are three possible outcomes for these schools:

- 1) No further action is required and the school continues to operate
- 2) There is grade reconfiguration or discontinuance
- 3) The school is closed

The process is underway with the decision by the Board being made before the end of June.

Partnerships are a priority for the division. Administration and staff have many internal and external partnerships as does the Board. First Nations within the boundaries of Living Sky, Light of

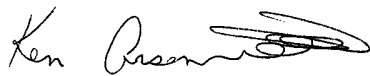
Christ Roman Catholic Separate School Division, the Saskatchewan School Boards Association, Heritage Christian Academy and Meadow Lake Christian Academy are a few of the division's current partners. These partnerships allow us to understand the positions and viewpoints of others. They also provide an opportunity to communicate the Living Sky perspective and an opportunity to discover areas of commonality. Signing the Aboriginal Employment Development Partnership Agreement with the Ministry of First Nations and Metis Relations is a new partnership with the province. This agreement allows for Aboriginal employees to understand and acquire the skills necessary to compete for employment and opportunities for First Nation businesses to compete to supply goods and services to the school division. The division, as the employer and purchaser of these goods and services, is also challenged to make the work place knowledgeable and inviting, remove barriers to long term employment and business contracts whether they be real or perceived. This partnership as with all others at Living Sky, is engaged as an opportunity for both parties to learn and succeed.

Funding of education as of March 2009 has changed drastically. The Provincial Government increased the amount of grant from the province to school division. Last year the province funded 51% of the operating costs for pre-kindergarten to grade 12 education. This year the Provincial grant will be 63% of the operating costs and next year that share will increase to 66%. The property tax payer will have a provincial wide mill rate established by the government. They are as follows:

- Agriculture - 7.08 mills
- Residential - 10.08 mills
- Commercial - 12.25 to 18.55 mills

This is a fundamental change for the Ministry of Education and school divisions. Over the next two years through cooperation and consultation the Ministry of Education has committed a new method of funding education. This is another challenge but also an opportunity for Living Sky. To deal with the new reality in day-to-day operations is a challenge. To be a part of the decision making of a new funding formula is an opportunity.

Our students are the reason that Living Sky exists. We believe that all the day-to-day work that is done, is done on their behalf. The job of the Board is easier because of the dedication, hard work and professionalism both in the schools and in central office. The students, parents, staff and communities are what make our school division one we are proud of.



Ken Arsenault
Board Chair

DIRECTOR OF EDUCATION'S REPORT

Submitted by Ron Ford

Overview

This report outlines the activities prominent in Living Sky School Division for the period September 1, 2007 to August 31, 2008. Previous to this period, considerable efforts were taken to bring a sense of identity to this expanded division. These culture building activities continued in this reporting year, along with an increased emphasis on aligning learning priorities. This alignment involved the Ministry, the Central Division through Board direction and individual schools.

The Plan

Early in this reporting year, a committee called The Leadership Coalition was established to help refine the longer term direction for the school division. This committee was composed of approximately twelve administrations, mostly in-school Principals. The focus was on learning and how best to proceed from our current reality to our desired future. To a significant degree, the following Operational Plan developed.



Living Sky School Division No. 202

Operational Plan Overview – 2007-08

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
 - d. Refine and articulate the communication 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

Individual Superintendents as well as managers were responsible for the actions taken to advance the plan. Their reports will follow in this document.

Other accomplishments (September, 2007 – August, 2008)

As I look back through the Board meeting minutes while preparing this report the following accomplishments are noted:

1. SELU was contracted to complete a rationalization study involving 17 schools, some in the city of North Battleford and some in the rural areas. The intent of this study was to obtain stakeholders opinions regarding current program delivery and potential efficiencies. This work will support future direction regarding appropriate usage of facilities.
2. D. Wapass was contracted to study a potential partnership among Mosquito First Nation, Red Pheasant First Nation and Living Sky. This study examined potential governance models, grade configurations and program offerings.
3. The Board signed an agreement with the province to advance the Aboriginal Employment Development Program (AEDP).
4. An additional Pre-Kindergarten program was established in North Battleford.
5. Living Sky Board of Education continued to develop a more formalized monitoring process for the purposes of accountability. This process not only tracked adherence to the Operational Plan, but also paid attention to how the Board advanced their governance processes.
6. The Leadership Coalition was established for the purposes mentioned above.
7. A tuition agreement was signed with Witchekan Lake First Nations for the education of high school students in Spiritwood.
8. Considerable attention was given to behavioral issues. Opinions from senior student were sought. A student leadership forum presented their ideas on this topic to the Board.
9. The Board reviewed their foundational documents at their annual retreat and added the word CARE to their value statements.
10. A number of MLA's attended in June giving Living Sky an opportunity to share successes and voice concerns.

Future Direction

The initiatives outlined in the current Operational Plan will carry into the following year. It is clear we will continue to direct our efforts toward learning, particularly students, but also staff. The alignment I spoke of in the last report, the province, the division and school based initiatives will continue to receive our attention. The provincial priorities are well intentioned and I repeat them here:

1. Higher Literacy and Achievement
2. Equitable Opportunities
3. Smooth Transitions
4. System Accountability and Governance

We now have data from the province called Assessment for Learning (AFL). This data helps inform our future decisions. Although our students are performing reasonably well in Literacy in relation to the province our efforts to advance outcomes in this area continue. The data regarding our Math results demand even more attention.

To help students increase their achievement, curriculum outcomes must be clearly articulated, an ongoing effort. Students must be fully involved in assessment practice so they know at all times where they are on the learning continuum. Assessment needs to be viewed and actualized as part of the learning process. The importance of the teacher in the processes of curriculum articulation and meaningful assessment cannot be over stated. As professionals we need to continue our interdependence through the Learning Community Model. It's strength is derived from shared best practice, outcome clarity and common authentic assessment practice.

Summary

I again thank the staff in our schools, all of them, support workers, teachers and administration. They continue their focus to support student learning in the milieu of constant demands.

I would also like to thank Central Office staff for their commitment to their work. Their role is to consistently support the work of the schools. It is important also to recognize the public, represented by the Board of Living Sky. The Board of Education provides appropriate **Direction, Expectation and Resources** to keep the division strong. They also **Monitor** the outcomes to ensure accountability. This style of governance, one that is vigilant, yet supportive, provides an environment that enhances learning. They live our Vision: *Growth Without Limits, Learning For All.*

Guiding Values and Beliefs

Living Sky School Division adheres to the following values:

- Care
- Commitment
- Courage
- Honesty
- Inclusion
- Innovation
- Integrity
- Mutual Respect
- Trust



ASSISTANT DIRECTOR OF EDUCATION'S REPORT

Submitted by Randy Fox

School Community Councils

School Community Councils are now completing their second year as the model of local parent and community engagement in education in Living Sky School Division. School Community Councils were first elected in the spring of 2007. Councils are now scheduling their annual meetings, most of which will take this spring. At the annual meeting, the School Community Council reports on its activities for the year. As well, elections for the Council positions take place at the annual meeting. During the course of this school year, Councils have been meeting to determine how best to support the work of the schools. For some Councils this has meant conducting activities to support the learning goals of the school. For others, this has meant focusing more on issues of student well-being, such as the school climate. For others still, it has meant inviting guests and speakers to meet with community members, particularly parents, about how to best support their children.

Living Sky School Division staff continues to support School Community Council members in their duties. The School Community Council model is still a new model for all of us, and in some cases, moving from a Local Board of Trustees or a Home and School Association to the School Community Council is still challenge. To help with this transition, a workshop held in early November of 2008 provided Council members with ideas for activities, and access to excellent resource people that they were able to call upon to help them support the school in general and students in particular. A similar conference is planned for next fall. This one will provide ideas and resources as well, but plans are for it to also include networking time for members of various School Community Councils. This will allow for the sharing of ideas among all Councils.



School Division Technology Plan

The role of the Technology Committee in Living Sky School Division is to develop a technology plan for the division. The key target areas of the Committee include Student Learning, Infrastructure, Professional Development, Applications, and Communications Services. As reported last year, a great deal of work took place in 2007 and 2008 to develop reliable infrastructure for our technology. This called for moving our schools to a common platform in order to enhance digital communication and student learning. The Technology Committee continues to focus on Student Learning. Important goals are to help our students 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. As part of the Student Learning Plan, we provided schools with fifteen laptop computers for student use. Many schools have found the laptops to be beneficial to student learning, and have purchased additional laptops as well as interactive whiteboards (often referred to as Smart Boards) from their school-based budgets. Research has demonstrated the benefits of students having access to mobile technology and interactive whiteboards. To support the use of the laptops, our technology staff has had to work to enhance wireless access in our schools. This has not been without its challenges, but we are definitely making progress. Special thanks to our technology staff, as well as our Learning Resources Consultant, Donna DesRoches, for the hard work in supporting students and staff as the demands for educational technology continue to grow.

Administrative Procedures

Administrative Procedures have been developed for use in Living Sky School Division. These procedures 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, Student Records, Professional Development, Business Administration, and Transportation Services. As we use these procedures will continue to review their appropriateness and effectiveness, and revise as may be necessary. We will also add procedures as may be needed from time to time. Currently, Section 9- Facilities and Grounds, and Section 7-Business Administration have been moved from “Draft” to “Board Approved”.

Mission Statement

Shaping Our Future Through Thoughtful Schools.

Thoughtful schools are schools where Students and Staff focus on Learning.

- Learning to respect people and property.
- Learning to become full contributing members of society.
- Learning to celebrate success.
- Living to learn, learning to live. A commitment to learning.

CURRICULUM AND INSTRUCTION REPORT

Submitted by Brian Quinn and Cathy Herrick

Math

There is a new Math curriculum in Grades K,1,2,4,5,7,8, with the new curriculum in Grades 3 & 6 expected next year. The new curriculum is a significant departure from the old one, and focuses on teaching for deep understanding. It limits over-reliance on drill and repetition, and tries instead to go deeper into the students' thinking process. This involves using multiple ways to represent Mathematical understanding, a main feature of which is the use of manipulatives. Math manipulatives are simple objects that appeal to several senses which a student is able to touch, handle, move, and arrange to illustrate abstract concepts and processes. Many teachers are seeing students achieve as never before using this approach.

A survey of Math teachers in Living Sky that was just completed shows their desire for more in-service training, greater access to manipulative kits, and increased involvement in Professional Learning Communities, both at the school and division level.

Teacher Visits

Superintendents have visited numerous classrooms during 2008-2009 under a working draft procedure on Teacher Supervision, which is currently being revised for the 2009-2010 school year. These visits focused on planning, instruction, assessment, relationships, and classroom management. It provided a very useful snapshot of our school division in this most vital area. Overall, it is clear that the quality of our teachers continues to be one of our most significant strengths.

Student Respect/Anti-bullying

All schools in Living Sky School Division have active Student Respect/ Anti-Bullying programs in operation. What needs further attention, however, is an efficient and reliable mechanism to monitor progress in this area. A committee of Living Sky In-School Administrators and Superintendents has developed an anonymous on-line survey for students, allowing them to tell us about what is really going in this area. It will be piloted later this spring, and be available to all schools on a voluntary basis in the fall of 2009.

Curriculum Renewal

Attached is a chart showing the status of each subject's curriculum renewal. It's clear that we are part way through a very ambitious cycle of curriculum change, similar to the Core Curriculum movement of more than 20 years ago. This provides an opportunity to revisit all of what we do to make it more focused on educational outcomes and improved student achievement.

English Language Arts

Renewed curricula for grades 6-9 is currently under review by teachers and Central Office staff to specify grade expectations within Ministry outcomes. The goal is to articulate and assess the same product outcomes within a grade across the school division. This will continue to generate much discussion, and some piloting of new tools and assessment strategies over the next year by teachers in grades 6-9.

Over the past year a group of grades 3-5 teachers have been working together to create model English Language Arts Inquiry units to be shared with other teachers via the Living Sky website. Inquiry is a strategy that is being embedded in all renewed curricula and requires that students ask and answer meaningful questions using a guided process. Though teachers have found this work rewarding, they have also found it difficult to make some significant shifts in their own thinking, planning, and assessing of student learning. These new Inquiry units will be added to ones created last year for grades 6-9.

Career Development

Renewed middle years curricula were received by teachers in the fall and a curriculum implementation workshop followed in North Battleford as a part of the Saskatchewan Career and Work Experience Conference. Students in grade 11 across the division continue to partake in COPES testing and follow-up meetings with their parents. A division wide goal this year was to target Grade 11 and 12 students to complete at least one job shadow so that they might experience different occupations on “site” while also making some meaningful contacts to assist them in the future. Through community partnerships and a Ministry of Education grant, job shadowing will continue to be a targeted area for growth in the upcoming year.



Professional Learning Communities (PLC's)

Dr. Anthony Muhammad, former principal, now author and presenter, addressed all teachers in March on the importance of developing a collaborative culture in their schools as a precursor to some of the technical changes required for effective Professional Learning Communities. Teachers all received a print resource in the fall: *PLC's: Learning by Doing or Getting Started* to guide and facilitate the development of PLC's within their schools. To date, schools are in various stages of developing a collaborative culture that provides opportunities for articulating key student outcomes, reviewing data on these outcomes, and doing active research to enhance student achievements.

Curriculum Design and Implementation Schedule

Updated March 12, 2009

Phase	2007-08	2008-09	2009-2010	2010-2011	2011-2012
<p>Design</p> <p>Kindergarten (resource) Grades 2, 5, 8 Mathematics Grades 6-9 Science 6-9 English Language Arts 6-9 Arts Education 6-9 Physical Education 6-9 Social Studies 6-9 Health Education 6-9 Career Education</p>	<p>Grades 3, 6, 9 Mathematics K-5 Science K-5 English Language Arts K-5 Arts Education K-5 Physical Education K-5 Social Studies K-5 Health Education</p>	<p>Mathematics 10 (workplace & apprenticeship) Mathematics 10 (pre-calculus and foundations) Practical and Applied Arts (CPT, Life Transitions, Photography & Graphic Arts, Welding) Secondary Level courses (TBD) in arts ed, ELA, health ed, physics ed, social sciences, and sciences</p>	<p>Mathematics 20 (workplace and apprenticeship) Mathematics 20 (foundations) Secondary Level courses (TBD) in arts ed, ELA, social sciences, sciences, and PAA</p> <p>Online support materials for K-12 (various)</p>	<p>Mathematics 30 (workplace and apprenticeship) Mathematics 30 (foundations) Mathematics 30 (pre-calculus) Secondary Level courses (TBD) in arts ed, ELA, social sciences, sciences, and PAA</p> <p>Online support materials for K-12 (various)</p>	<p>Mathematics 30 (workplace and apprenticeship) Mathematics 30 (foundations) Mathematics 30 (pre-calculus) Secondary Level courses (TBD) in arts ed, ELA, social sciences, sciences, and PAA</p> <p>Online support materials for K-12 (various)</p>
<p>Implementation</p> <p>Refer to <i>Classroom Curriculum Connections</i> (2001) pages 80 – 81 for stages in the Implementation Process: Awareness (A) Exploration (E) Synthesis (S) Refinement (R).</p> <p>The Implementation Process is recursive; for example, as teachers explore, new aspects may be noticed (Awareness).</p>	<p>K, 1, 4, 7 Mathematics (A)</p>	<p>Kindergarten (resource) (A) Grades 2, 5, 8 Mathematics (A) Grades 6-9 Science (A) 6-9 English Language Arts (A) 6-9 Arts Education (A) 6-9 Physical Education (A) 6-9 Social Studies (A) 6-9 Health Education (A) 6-9 Career Education (A) K, 1, 4, 7 Mathematics (E)</p>	<p>Grades 3, 6, 9 Mathematics (A) K-5 Science (A) K-5 English Language Arts (A) K-5 Arts Education (A) K-5 Physical Education (A) K-5 Social Studies (A) K-5 Health Education (A) Grades 2, 5, 8 Mathematics (E) Grades 6-9 Science (E) 6-9 English Language Arts (E) 6-9 Arts Education (E)</p>	<p>Mathematics 10 (workplace & apprenticeship) (A) Mathematics 10 (pre-calculus and foundations) (A) Practical and Applied Arts (CPT, Life Transitions, Photography & Graphic Arts, Welding) (A) Secondary Level courses (TBD) in arts ed, ELA, health ed, physics ed, social sciences, and sciences (A) Grades 3, 6, 9 Mathematics (E) K-5 Science (E) K-5 English Language Arts (E) K-5 Arts Education (E) K-5 Physical Education (E) K-5 Social Studies (E) K-5 Health Education (E) Grades 2, 5, 8 Math (E, A, S) Grades 6-9 Science (E, A, S) 6-9 English Language Arts (E, A, S) 6-9 Arts Education (E, A, S) 6-9 Physical Education (E, A, S) 6-9 Social Studies (E, A, S) 6-9 Health Education (E, A, S) 6-9 Career Education (E, A, S) K, 1, 4, 7 Math (E, A, S, R)</p>	<p>Mathematics 20 (workplace and apprenticeship) (A) Mathematics 20 (foundations) (A) Mathematics 20 (pre-calculus) (A) Secondary Level courses (TBD) in arts ed, ELA, social sciences, sciences, and PAA (A) Mathematics 10 (both courses) (E) Practical and Applied Arts (CPT, Life Transitions, Photography & Graphic Arts, Welding) (E) Grades 3, 6, 9 Math (E, A, S) K-5 Science (E, A, S) K-5 English Lang Arts (E, A, S) K-5 Arts Education (E, A, S) K-5 Physical Education (E, A, S) K-5 Social Studies (E, A, S) K-5 Health Education (E, A, S) Grades 6-9 Science (E, A, S, R) 6-9 English Lang Arts (E, A, S, R) 6-9 Arts Education (E, A, S, R) 6-9 Physical Education (E, A, S, R) 6-9 Social Studies (E, A, S, R) 6-9 Health Education (E, A, S, R) 6-9 Career Education (E, A, S, R) K, 1, 2, 4, 5, 7, 8 Math (E, A, S, R) Online support materials for K-12 (various)</p>

HUMAN RESOURCES REPORT

Submitted by Dianne Ford

Partnerships

Through the North West Regional College we continue to investigate partnerships which would facilitate distance educational opportunities for staff. The areas we're working on are: distance learning for specialties in the EA field (OT therapies & Speech & Language) as well as Library Tech/Assistant training

We have entered into an Agreement with the First Nations and Métis Relations to participate in the Aboriginal Employment Development Program and have received a grant to facilitate this process. This program will form a portion of the portfolio of responsibilities of Herman Bugler Jr. Through this program the Living Sky School Division will gain a better understanding of the Aboriginal culture with a view to enhancing our recruitment and retention strategies as they pertain to Aboriginal staff members. We believe the successful implementation of this program will enhance the education of all students within Living Sky School Division.

This year we have chosen to host a SIAST Co-op Education Student with a Business Admin/HR Specialty Diploma. The main focus of this person will be to work with the HR department to ensure all historical personnel data is entered into our HR computerized database (Navision).



Professional Development

We continue to assist with planning a Division Wide In-service day for Support Staff. This opportunity brings all staff across the school division together to participate in effective Professional

Development. There is also an opportunity for networking and team building in role alike positions.

As a member of the Professional Awards Committee, attend to all teacher requests for Bursaries and continuing Educational Leave. As a result we have been able to support and assist many staff further their education and obtain their Masters Degree or Specialty Certification.

Labor Relations

Attend annual meetings with both the LINC and CUPE Negotiating Committees to discuss areas of mutual interest and continue to build trust and positive staff relations. Negotiations will commence to update the LINC Contract in April 2009 and CUPE Negotiations will be conducted in early fall 2009.

Staffing

Staffing continues to be a major focus of Human Resources. In 2008/09 we updated the Organizational Chart and created the companion Responsibility Chart. A Student Services Coordinator position was created and as well as new classifications for the Tradesperson and Journeyman Tradesperson Categories. From September 2007 to October 2008 we advertised for 122 teaching positions and 167 support staff positions. We bid farewell to 17 teaching staff and 4 support staff who retired from the school division in June 2008.

Software

We continue to work with the Navision Program which holds our data base and enables us to process HR and Payroll information and cheques. We are continuing to work on enhancements to Navision in HR.

Ongoing Initiatives

As the Human Resources role continues to evolve more time and energy is spent supporting staff with team building activities. As greater emphasis is placed on Supervision and evaluation of all staff, assistance is provided regarding Job Improvement plans and legal compliance. We continue to review and revise HR Procedures as well as create new ones to ensure best practices are followed.

RESEARCH AND DATA REPORT

Submitted by Janine Otterson

Responsibilities: Superintendent of Research and Data

- **Continuous Improvement Framework (CIF)**
- **Assessment (Assessment For Learning)**

The Continuous Improvement Framework is a strategic planning process with a focus on outcomes and accountability. The Ministry of Education summarizes the CIF goals as follows:

- The ultimate goal is to improve student outcomes through focused and aligned system operations.
- The CIF is a province-wide strategic planning model which focuses on key priorities and strategies.
- The CIF provides an accountability system for boards of education and school community councils to advance provincial and local priorities.

The components of the model require that school divisions write an annual CIF Report and make it available to the Ministry of Education. This report becomes the basis for discussion at a bi-annual conference where the components (planning; reporting) are discussed. The Living Sky School Division completed its bi-annual conference with representatives from the Ministry of Education in March 2009.

A copy of the Continuous Improvement Framework Planning Document 2008/2009 can be found on the Living Sky School Division website.

http://www.lskysd.ca/departments/research_data_management/ .

The Assessment For Learning is a provincial testing program that assesses student achievement in Mathematics, Reading, Writing, and Science. For 2008, assessments for student achievement were completed in Writing. In April and May of 2009, assessments will be completed for Math (Grades 5, 8, and Math 20) and Reading (Grades 4, 7, and ELA 10). The Assessment For Learning results for the Living Sky School Division can be found on the Living Sky School Division website at http://www.lskysd.ca/departments/research_data_management/ .

STUDENT SERVICES REPORT

Submitted by Kate McHarg

Personnel:

Speech and Language Pathologists -	3.4 FTE (3 staff members, 2 contracted professionals)
Educational Psychologists -	1.8 FTE (3 staff members, 1 contracted professional)
Educational Consultants -	1.0 FTE
Occupational Therapists -	1.25 FTE (1 staff member, 1 contracted professional)
Counselors -	3.8 FTE (4 staff members)
Student and Family Support Worker	-1.0 FTE (formerly our Wellness Coordinator)

“Special Education” teachers are now referred to as “Student Services Teachers (SST’s)”. This name change is in alignment with the name change used by the Ministry of Learning. It is in recognition of the work these teachers do to support all students.

The next focus for all of us is learning about, understanding and then working with school staff to help them understand the Response to Intervention model and Differentiated Instruction. These models are directives from the Ministry of Education on what instruction and intervention will look like in our schools, and we were told that “failure is not an option”! These initiatives must be imbedded in curriculum and instruction as well, and we look forward to working with the other departments in this division as we learn together.

Intensive Needs:

This year we have 139 students identified with Intensive Needs, 14 of them at Level 2.

In an attempt to resurrect School Plus (now called Interprofessional Collaboration or IPC), students must have some involvement or interaction with another agency to qualify for Intensive Needs funding. This is very difficult for many reasons, especially in rural locations.

Early Learning and Literacy:

Again this year we have 3 new Pre-Kindergarten programs open in our division. There is a second program at Lawrence School, a morning program at St. Vital and an afternoon program at Unity Public School. We were asked by the Ministry to share the program in Unity with the Catholic division.

All our Kindergarten teachers completed the Early Development Instrument (EDI) in February as part of a provincial initiative. Our division has used this survey 3 times already (04, 05, 06) and found the information very helpful in planning services such as full time K. The EDI measures how ready children are to start school.

Behavior Programs:

Our Structured Success programs are focusing on academic achievement through differentiated instruction. The teachers are also learning how to use technology for instruction. Students have laptops and a Smart Board in the classroom.

We have trained one of our EA's in the Integrated Wraparound process (IWrap), and she is working with families of students in Phoenix and Manacowin. Historically it has been difficult for students to reintegrate back to their schools and families and we are hoping this strength-based family-centered approach will help that process.

We have several students in this division whose mental health needs are beyond what we can presently support. They need medical and psychiatric interventions, and a program at school with people trained to work with these extreme needs.

Partnerships:

The Ministry of Education is strongly promoting partnerships. Herb Sutton from LOC and I have met with Ruth Seime from Social Services and Glennys Uzelman from PNRHA to initiate some movement in this area. We also attended a Regional Intersectoral Committee forum on March 30th to promote some ideas we have of ways we can work together with community agencies.

What's Next?

We will be focusing on educating staff in the division about the Response to Intervention initiative and how our service delivery model and teacher roles will be changing to fit within it. We also hope to play a supportive role in helping teachers learn how to differentiate their instruction as part of the RTI model.



COMMUNICATIONS REPORT

Submitted by Shelly Janostin

Communicating with stakeholders continues to be an integral part of advancing student learning within Living Sky School Division. As the Communication Plan is part of our operational plan it continues to be a priority.

Operational Plan highlights through the reporting period include:

1. Administrative procedures have been developed in the area of School Crisis and Emergency Operations, Media Relations and Website Maintenance.
2. Communication templates have been created for central office staff and are used in all communication from central office.
3. Use of key messages, especially with the vision statement “Growth Without Limits, Learning For All” has been used in all formats of communication and continues to brand the identity of Living Sky School Division.
4. Departments continue to provide information to stakeholders through publications (Transportation, Research and Data, Curriculum and Student Services)
5. Website continues to provide a vehicle for internal and external stakeholders to find information. New additions include policies, procedures and forms.
6. Communication Coordinator continues to work with schools to ensure the Release Form protocol is followed to comply with media procedure.
7. Communication tools have been incorporated for School Community Councils.
8. Shared advertising with partnerships (Light of Christ).
9. Newsletter distribution to 3 communities for a trial period.
10. Media messages are measured to observe the balance of the coverage received.
11. Planning and delivery of division wide events continues to brand the image, and communicating the key messages to stakeholders.
12. Continue to liaise with focus groups, senior admin, managers, admin council, as well as other committees ensuring the communication plan is functioning at an optimum level.

Projects

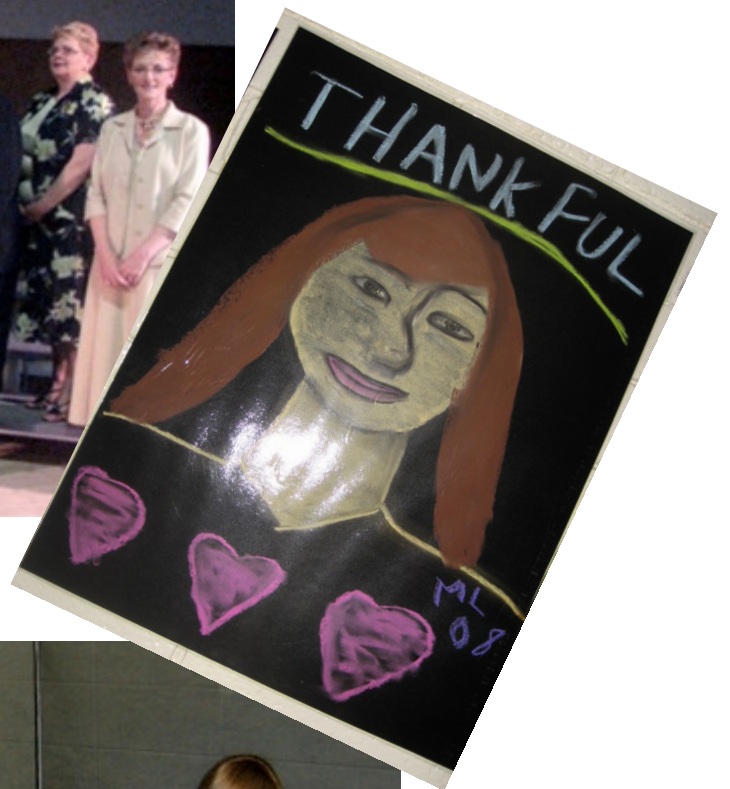
Began the 2007-08 but were completed into the 2008-09 school year.

- Living Sky School Division Glossary was developed over the summer months and distributed in September, 2008. It was shared schools, staff and is a document that is easily referenced on our website.
- Multimedia production began in June, 2008. Filming at various locations began to incorporate many of our school communities to continue to share our message, “Growth Without Limits, Learning For All. Final product was released in December, 2008.

Events

- Division Wide In-Service - September, 2008
- Teacher/Staff Appreciation - February 2008
- 2008 Service Recognition Celebration - May 25, 2008
- Appreciation Afternoon for Suppliers/Vendors - June, 2008

Living Sky School Division communication strategy will continue to seek ways to provide effective, timely communication to all stakeholders. Stakeholder relations and community engagement continue to strive forward to enhance student learning across the division.



BUSINESS REPORT

Submitted by Ray Kopera and Lonny Darroch

Accounting / Finance

The accounting / finance department continued with the implementation and enhancements to the accounting system. Public Sector Accounting Board standards are being implemented and several committees were set up to deal with issues and get feedback. School based funds and accounting for these transactions have to be included in the Division yearend financial statements. An accounting package to handle school based funds was selected and will be implemented starting in the 2008-09 school year. A committee to discuss school based budgets was established and processes were developed to address school based budgets. The School Division recorded a small deficit \$212,617 for the year ended August 31, 2008.

Facilities

The department continues to provide support to schools for maintenance and small renovation jobs. Several positions were added to the department one being a journeyman plumber plus 4 tradespersons positions were formalized. The main emphasis this past year has been dealing with heating, ventilation, and air conditioning (HVAC) issues in the schools. Many furnaces have been replaced and other mechanical systems installed. Some of the more major projects include:

- new HVAC systems for the gymnasiums at Kerrobert and Cut Knife High School
- new rooftop HVAC systems for potable classrooms at Bready and Lawrence Schools
- new air conditioning system at North Battleford Comprehensive High School (NBCHS)
- new roof rain water leaders and storm drainage systems at NBCHS
- completion of the Macklin gymnasium project
- construction of new pre-kindergarten program areas at Phoenix (Lawrence) School and Battleford Central School

A facilities rationalization study was performed and presented to the Board. Part of the study included a mapping of all the schools to identify area sizes and function.

Transportation

The transportation department initiated a new transportation software program "Versatrans". The program recognizes where students reside and designs bus routes based on several parameters such as pick-up and drop-off times, route distances, route travel times, etc. In 2007-08 the Division purchased 10 new and used busses to continue with the bus replacement program.

During the year routes were adjusted and changes were made to enhance student access to services and compliance with administrative procedures. As the enrollment in rural areas declines additional changes to attendance areas and bus routes will be considered, while ensuring student safety and welfare, to maintain operational efficiency.



FINANCIAL REPORT

BALANCE SHEET

... page 1

Living Sky School Division No. 202
Statement of Financial Position
as at August 31, 2008

	Operating Fund	Capital Fund	Other Funds	Current Yr Total	Prior Yr Total
Financial Assets					
Cash	1,559,447	-	71,580	1,631,027	944,591
Short Term Investments	-	-	94,214	94,214	100,614
Taxes Receivable	15,632,173				
Less Allowance	(291,407)			15,340,766	17,023,188
Provincial Grants Receivable	303,602	-		303,602	4,776,756
Other Receivables	1,349,955	-	-	1,349,955	2,631,074
Inventories for sale	-			-	-
Long Term Investments	50,111	128,203	-	178,314	174,301
Other Assets	-	-	-	-	-
Interfund Debt Receivable	-	1,273,547	20,035		
Total Financial Assets	18,603,881	1,401,750	185,829	18,897,878	25,650,524
Liabilities					
Bank Indebtedness	829,331	-	-	829,331	8,233,134
Provincial Grant Overpayment	85,336	-		85,336	-
Other Payables	3,997,948	-	-	3,997,948	2,925,520
Short Term Loans	-	-		-	-
Debentures		-		-	-
Capital Loans		1,000,000		1,000,000	202,300
Other Long Term Debt		-		-	-
Other Liabilities	832,597	-	-	832,597	1,094,061
Interfund Debt Payable	1,293,582	-	-		
Total Liabilities	7,038,794	1,000,000	-	6,745,212	12,455,015
Net Financial Assets (Debt)	11,565,087	401,750	185,829	12,152,666	13,195,509
Non Financial Assets					
Physical assets		95,298,596		95,298,596	93,955,010
Inventory of supplies	-	-	-	-	-
Prepaid Items	32,526	-	-	32,526	-
Total Non Financial Assets	32,526	95,298,596	-	95,331,122	93,955,010
Net Assets	11,597,613	95,700,345	185,829	107,483,788	107,150,519
Equity in Physical Assets		94,298,596		94,298,596	93,752,710
Fund Balances	11,597,613	1,401,750	185,829	13,185,192	13,397,809
School Position	11,597,613	95,700,345	185,829	107,483,788	107,150,519

FINANCIAL REPORT

REVENUES and EXPENSES

... page 2

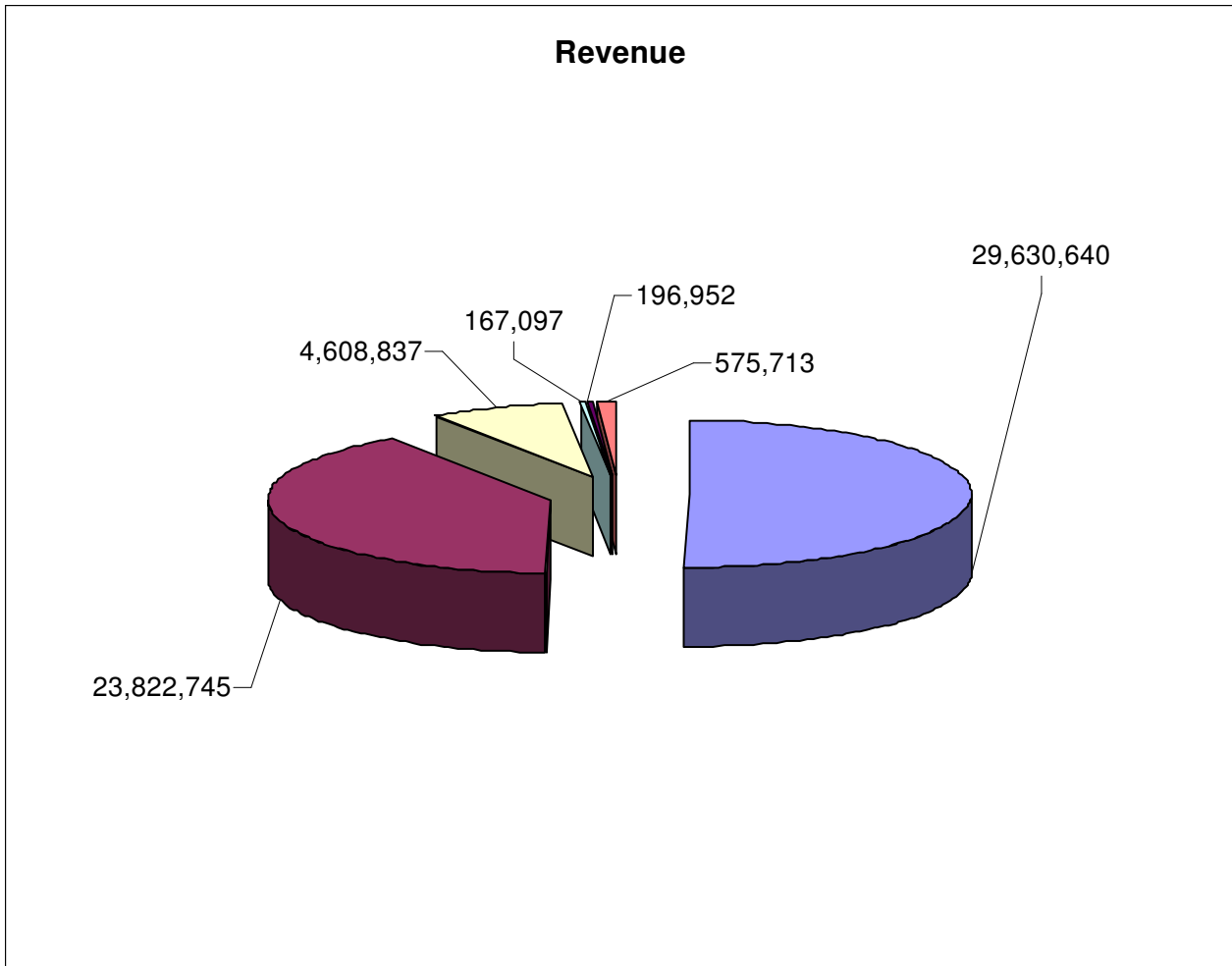
Living Sky School Division No. 202
Statement of Financial Activities and Fund Balances
for the period ending August 31, 2008

	Operating Fund	Capital Fund	Other Funds	Current Yr Consolidated	Current Yr Budget	Prior Yr Consolidated
REVENUES						
Property Taxation	29,630,640		-	29,630,640	30,330,129	29,334,439
Grants	23,422,745	400,000		23,822,745	22,082,975	20,715,906
Tuition and Related Fees	4,476,243	132,594		4,608,837	3,460,000	3,764,632
Supplementary Services	-			-	-	-
Complementary Services	167,097	-		167,097	165,730	1,239,773
External Services	185,482	11,470		196,952	145,000	180,006
Other	536,274	40,860	(1,421)	575,713	350,000	563,613
Total Revenues	58,418,481	584,924	(1,421)	59,001,984	56,533,834	55,798,369
EXPENDITURES						
Governance	318,522	-		318,522	402,250	306,114
Administration	1,179,650	-		1,179,650	1,314,120	1,342,863
Instruction	41,350,923	-		41,350,923	41,035,768	39,120,680
Plant	8,461,370	1,232,487		9,693,857	10,186,749	7,386,560
Transportation	5,123,419	796,991		5,920,410	6,732,880	5,675,074
Tuition and Related Fees	338,793	-		338,793	115,000	50,924
Supplementary Services	-	-	-	-	-	-
Complementary Services	1,099,967	-		1,099,967	939,080	726,196
External Services	221,683	-		221,683	273,950	673,324
Interest and Bank Charges	61,612	29,180	4	90,796	30,000	61,329
Total Expenditures	58,155,939	2,058,658	4	60,214,601	61,029,797	55,343,064
Excess (Deficiency) of Revenue over Expenditure	262,542	(1,473,734)	(1,425)	(1,212,617)	(4,495,963)	455,305
Interfund Transfers to (from)						
for Capital Expenditures	(199,557)	199,557	-			
for Debt Repayment	-	-	-			
for Reserves	-	-	-			
Excess (Deficiency) after Interfund Transfers	62,985	(1,274,177)	(1,425)	(1,212,617)	(4,495,963)	455,305
Long Term Capital Debt Issued		1,000,000		1,000,000	1,000,000	-
Long Term Capital Debt Repaid		-		-	-	-
Surplus (Deficit) for the Year	62,985	(274,177)	(1,425)	(212,617)	(3,495,963)	455,305
Opening Fund Balances	11,534,628	1,675,927	187,254	13,397,809	13,397,809	12,942,504
Closing Fund Balances	11,597,613	1,401,750	185,829	13,185,192	9,901,846	13,397,809

FINANCIAL REPORT

REVENUES

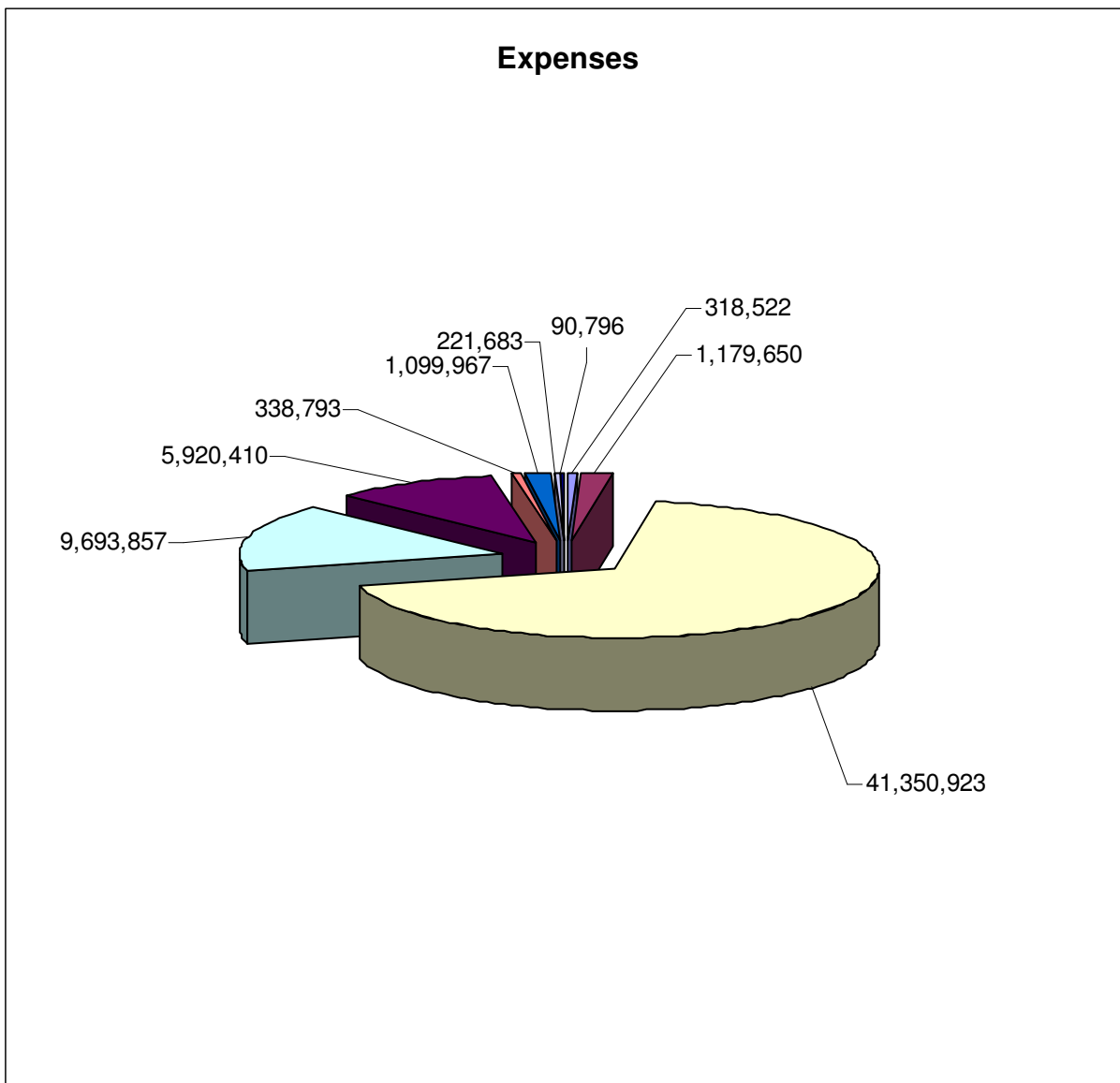
Revenues	Dollars	%
Property Taxes	29,630,640	50.22%
Grants	23,822,745	40.38%
Tuition Fees	4,608,837	7.81%
Complimentary Services	167,097	0.28%
External Services	196,952	0.33%
Other	575,713	0.98%
	<u>59,001,984</u>	



FINANCIAL REPORT

EXPENSES

Expenditures	Dollars	%
Governance	318,522	0.53%
Administration	1,179,650	1.96%
Instructional	41,350,923	68.67%
Plant	9,693,857	16.10%
Transportation	5,920,410	9.83%
Tuition & Related Fees	338,793	0.56%
Complimentary Services	1,099,967	1.83%
External Services	221,683	0.37%
Interest & Bank Charges	90,796	0.15%
	<u>60,214,601</u>	



Living Sky School Division No. 202
2008 September 30th Enrolments

School	Pre K	K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12	Other	2008 Total Enrolments
Battleford Central Elementary	15	53	47	56	53	42	65	60	54	60						505
Bready Elementary		23	22	27	16	26	26	19	19	23						201
Cando Community	19	4	7	9	6	3	3	10	8	12	11	72	25	21	48	258
Connaught Community	32	18	22	16	18	20	19	14	23	23						205
Cut Knife Elementary		19	15	18	19	18	22	22								133
Cut Knife High									36	24	32	21	16	26		155
Hafford Central		19	10	17	14	19	14	11	13	9	4	12	11	10		163
Hartley Clark Elementary		11	12	16	12	12	16	15								94
Heritage Christian	2	5	7	7	2	2	6	6	3	6	7	4	6	6	1	70
Hillsvale Colony		1	5	1	1	0	3	4	0	1						16
Kerrobert Composite		15	26	20	19	22	24	17	17	16	23	21	20	14	1	255
Lakeview Colony		1	2	4	5	0	3	3	1	3						22
Lawrence Elementary	23	22	32	33	27	27	16	34	23	26						263
Leoville Central		10	10	10	18	16	8	11	16	15	12	18	22	10		176
Luseland		3	11	9	10	17	15	19	11	20	14	13	11	11		164
Macklin		35	30	38	29	42	33	41	34	34	25	43	26	35		445
Major		2	7	5	5	6	7	1	2	3	6	4	6	3		57
Manacowin									1		1	6	1	1		10
Maymont Central		8	9	14	5	17	10	19	12	11	15	11	23	16		170
McKitrick Community	30	23	25	18	21	15	19	21	17	18						207
McLurg High									18	23	38	25	34	26		164
Meadow Lake Christian Academy		2		1	1	6	3	2	4	0	5					24
Medstead Central		13	9	16	5	16	10	11	10	14	12	14	19	9		158
Meota Elementary		4	4	3	3											14
Norman Carter		17	16	17	14	15	13	8								100
North Battleford Comprehensive High											156	227	220	193	2	798
Phoenix (counted in home schools)																0
Scott Colony		4	2	3	4	2	4	3	1	2						25
Spiritwood High									34	21	56	47	37	34		229
St. Vital	6	11	15	17	24	25	22	28	24	21						193
Unity Composite High									40	34	31	41	43	54		243
Unity Public	4	21	25	14	15	17	14	27								137
	131	344	370	389	346	385	375	406	421	419	448	579	520	469	52	5654

Battleford

Battleford Central School
(306) 937-2112
Heritage Christian School
(306) 446-3188
St. Vital Catholic School
(306) 937-2233

Cando

Cando Community School
(306) 937-3934

Cut Knife

Cut Knife Elementary School
(306) 398-4911
Cut Knife High School
(306) 398-2333

Hafford

Hafford Central School
(306) 549-2212

Kerrobot

Kerrobot Composite School
(306) 834-2444

Leoville

Leoville Central School
(306) 984-2241

Luseland

Luseland School
(306) 372-4222

Macklin

Macklin School
(306) 753-2375

Major

Major School
(306) 834-5464

Maymont

Maymont Central School
(306) 389-2045

Meadow Lake

Meadow Lake Christian Academy
(306) 236-5262

Medstead

Medstead Central School
(306) 342-4600

Meota

Meota Elementary School
(306) 892-2033

North Battleford

Bready Elementary School
(306) 445-4954
Connaught Elementary School
(306) 445-3661
Lawrence Elementary School
(306) 445-4944
Manacowin School
(306) 446-2644
McKittrick Community School
(306) 445-38541
North Battleford
Comprehensive High School
(306) 445-6101
Phoenix School
(306) 445-3939

Spiritwood

Hartley Clark Elementary School
(306) 883-2143
Spiritwood High School
(306) 883-2282

Unity

Unity Composite High School
(306) 228-2657
Unity Public School
(306) 228-4177

Wilkie

Norman Carter Elementary School
(306) 843-2675
McLurg High School
(306) 843-2288

Colony Schools

Hillsvale Colony School
(306) 398-2944
Lakeview Colony School
(306) 247-2050
Scott Colony School
(306) 247-4800



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