

Living Sky School Division No. 202

# BOARD PACKAGE

Information for the regular meeting of the Living Sky  
School Division Board of Education on:  
November 26, 2025



Prepared By:  
Christeena Fisher

Prepared For:  
LSKYSD Board of  
Education



[www.livingskysd.ca](http://www.livingskysd.ca)



306-937-7702



## LIVING SKY SCHOOL DIVISION NO. 202

Board of Education Regular Meeting

Date: November 26, 2025 – 4:00 pm

# AGENDA

### A. Call to Order

A.1 Land Acknowledgement & Values

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A.2 Welcome and Introductions

A.3 Declaration of Conflict of Interest

### B. Approval of Agenda

B.1 Agenda

Motion to Approve

### C. Approval of Previous Minutes

### D. Business Arising / Unfinished Business from Previous Meeting

### E. Presentations & Delegations

### F. Business as Usual

### G. Action Items

G.1 Annual Report

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G.2 Audited Financial Statements

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### H. Administrative Reports

### I. Board Reports

### J. Information Items

J.1 Accessibility Plan

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### K. In-Camera

### L. Items Arising from In-Camera

### M. Advocacy

### N. Adjournment





## Land Acknowledgement

In the spirit of truth and reconciliation, we acknowledge, with gratitude and respect, that the land on which we gather is situated within Treaty Six and Treaty Four territories, traditional homelands of the Nehiyawak, Nakawe, Dene, Nakota, Dakota, Lakota and homeland of the Métis Nation. We recognize that we must learn about the rich history of this land to better understand our role as residents, neighbours, partners and stewards.

As a board and leadership team, we acknowledge the roles we play in making truth and reconciliation a priority and commit to deepening our understandings, so that we can support the journey toward building a more just and inclusive community, province and country. We are all treaty people.

## Values

Genuine Relationships are...	Genuine Relationships are not...
<ul style="list-style-type: none"><li>Engaging in healthy conflict over ideas and concepts that drive a discussion toward goals and growth, trusting that we are all committed to the vision and goals of the school division, knowing fully well that it does not impact our interpersonal relationships.</li><li>Acknowledging that we have heard and understood others' points of view.</li><li>Being transparent in our communication, disclosing what we are at liberty to share.</li><li>Demonstrating optimism – noticing what is going well, rather than noticing only what needs to improve.</li><li>Working as a team, everyone striving to do their best.</li></ul>	<ul style="list-style-type: none"><li>Thinking that we don't have to implement decisions that we did not fully support and undermining what the group is trying to accomplish.</li><li>Being aggressive to make a point without listening or honouring others' concerns or views.</li><li>Telling everyone everything. There are legal and professional obligations NOT to share personal information of students and staff.</li><li>Avoiding important conversations, not addressing conflict with others or not acknowledging things that could improve.</li><li>Succumbing to group think.</li></ul>





## LIVING SKY SCHOOL DIVISION NO. 202

Board of Education Action Item

Action Number: G.1

Date: November 26, 2025

# ACTION

**TO:** Board of Trustees

**FROM:** Lisa Palmarin, Superintendent of Business

**SUBJECT:** Annual Report for 2024-25

### BACKGROUND:

The draft of the Annual Report for 2024-25 has been developed using the prescribed template from the Ministry of Education. The Senior Leadership Team provided commentary and analysis for the report, several Specialists assisted in gathering information required, and the report was compiled and formatted by the PR & Advancement Specialist.

### RECOMMENDATION:

That the Board approve the 2024-25 Annual Report as presented by Lisa Palmarin, Superintendent of Business, pending addition of audited financial statements as well as minor changes made after format review and approval received from the Ministry of Education.





**LIVING SKY**  
SCHOOL DIVISION NO. 202

# ANNUAL REPORT

*Growth Without Limits,  
Learning For All.*

**2024-25**



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*\*Cover artwork done by high school students at Cut Knife Community School. The project taught students about Indigenous and Métis art styles and allowed them to artistically express thoughts and learnings about residential schools (orange tiles), missing and murdered Indigenous women and girls (red tiles) and explore Indigenous connections and meaning in art (blue, yellow and white tiles).*



## Contact Information



### **Living Sky School Division No. 202**

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An electronic copy of this report is available at:

<https://www.livingskysd.ca/board-documents>

All board of education annual reports are available on the Government of Saskatchewan website at [Publications Centre Education](#).

## Letter of Transmittal

Honourable Everett Hindley  
Minister of Education



Dear Minister Hindley:

The Board of Education of Living Sky School Division No. 202 is pleased to provide you and the residents of the school division with the 2024-25 annual report. This report presents an overview of Living Sky School Division's goals, activities and results for the fiscal year September 1, 2024 to August 31, 2025. It provides financial statements that have been audited by an independent auditor following the Canadian Generally Accepted Auditing Standards.

Respectfully submitted,



Ronna D. Pethick



## Introduction

This annual report provides information about Living Sky School Division No. 202 for its 2024-25 fiscal year, its governance structures, students, staff, partnerships, strategic activity and progress, infrastructure, and finances. In addition to describing the school division's goals, activities and performance, the report details how the division implemented the provincial education plan in relation to its school division plan and the progress that has been made towards achieving the provincial level targets.

# Governance

## The Board of Education

Living Sky School Division is governed by a 10-person elected Board of Education. *The Education Act, 1995* gives the Board of Education the authority to govern the school division. Living Sky School Division is organized into eight subdivisions for purpose of elections, but once elected, the members of the Board of Education represent all students in the division and are committed to providing the very best education possible for each and every student. The current Board of Education was elected on November 13, 2024 to serve a four-year term.

Board of Education members are:

Subdivision 1	Kelly Schneider
Subdivision 2	Mary Linnell
Subdivision 3	Nicole Kobelsky
Subdivision 4	Ronna D. Pethick, Board Chair
Subdivision 5	Lacey Gartner
Subdivision 6	Bailey Kemery
City of North Battleford	Shaun Weber, Board Vice Chair
	Rocky Omelchenko
	Sarah Connor
Town of Battleford	Glen Leask

## School Community Councils

The Board of Education has established a School Community Council (SCC) for 22 of the 28 schools in Living Sky School Division. The two associate schools and four Hutterian schools are not required to have SCCs and most high schools have a student representative. Schools continue to work on membership and ensuring their SCCs are representative of their school populations.

The Education Regulations, 2019, require SCCs to work with school staff to develop annual school level plans and to recommend these plans to the Board of Education. In the fall, school goals are developed in response to student needs as well as to align with the division's strategic plan. These goals are reviewed and approved at a fall SCC meeting and are discussed and reflected upon by the SCC throughout the year.

The Regulations require school divisions to provide orientation, training, development, and networking opportunities for SCC members. In alignment with the division's goal of responsive programming for emerging needs, SCC members from across the division participated in an interactive presentation by Alec Couros. He explored both the opportunities and cautions associated with technology, particularly artificial intelligence, in schools. His message highlighted the importance of fostering creativity and critical thinking in classrooms, while also addressing the risks and challenges of AI and how educators might adapt their practices. Parents also connected with his insights, as he shared implications for life beyond school. The learning and discussions enriched the capacity of SCCs to support their work in local contexts.

The Board of Education provides equal funding to all SCCs and uses this funding to support the SCC annual workshop. The total amount allocated to SCCs in 2024-25 was \$44,154. SCCs use this funding in a variety of ways, including supporting meeting expenses and promoting parent, caregiver, and student engagement with school goals.

Many successes were experienced by the SCCs in 2024-25. One example involved the SCC members from two different schools who were involved in the reconfiguration of our buildings. We engaged with these SCC members to gather feedback and advice for the change, and they provided us with some valuable advice for redesigning our transportation services to these schools. SCCs in our division support literacy goals through family literacy nights where parents will share stories and encourage families to read books from the library with their children. Others support engagement goals through attendance awards and recognition throughout the year and at awards nights. Mental health guest speakers were also arranged to present to students and families about resiliency.

# School Division Profile

## School Division in Context

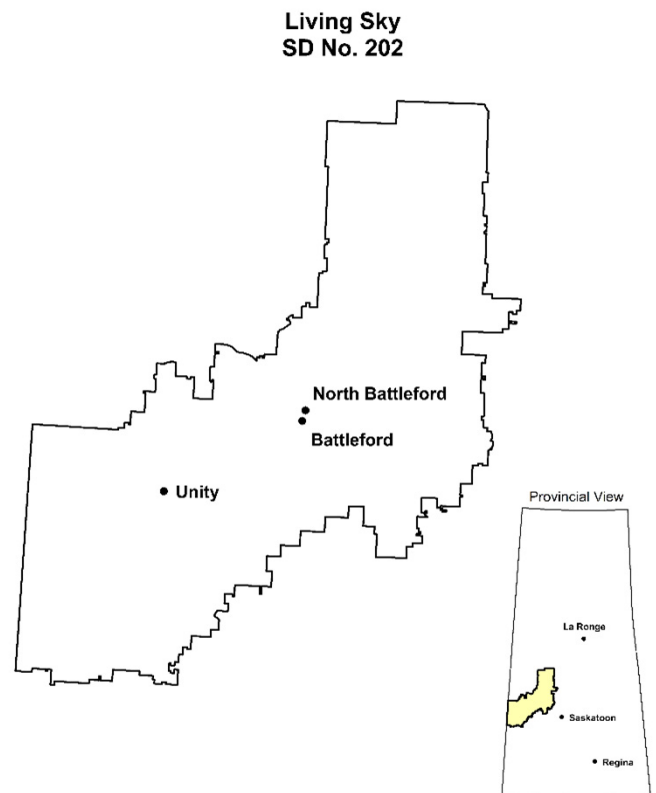
Living Sky School Division is situated in northwest central Saskatchewan and is proudly located in Treaty 6 territory. It encompasses a wide geographic area including the Battlefords, many communities, villages, First Nation communities and Hutterite colonies.

Living Sky School Division is located in the heart of wheat and oil country. The recreational and outdoor pursuits are plentiful and include camping, fishing, hunting, and water sports in the summer, as well as downhill and cross-country skiing, snowmobiling, and ice fishing in the winter. The area offers a rich historical and cultural experience.

Currently, 28 schools are located in 19 communities within the division. The schools include Prekindergarten- Grade 12, elementary, high schools, and alternate schools with a student population of approximately 5,300 students. The diverse school population is reflected in a wide variety of programming that meet the guidelines of Saskatchewan core curricula while supporting the local needs of the community.

Living Sky School Division is divided into eight subdivisions for purposes of board representation. For a more detailed map of the division showing the eight subdivisions, visit:

[Living Sky School Division - Board of Education \(livingskysd.ca\)](https://www.livingskysd.ca)



## **Division Philosophical Foundation**

### **Mission Statement**

*Shaping Our Future Through Thoughtful Schools*

Thoughtful schools are schools where students and staff focus on:

- Commitment to academic learning
- Learning to respect self, others and property
- Learning to become full contributing members of society
- Celebrating success

### **Division Vision Statement**

*Growth Without Limits, Learning For All*

### **Division Guiding Principles**

Living Sky School Division adheres to the following values:

- Genuine Relationships – *Seeing each other as partners*
- Well-Being – *Bringing my best everyday*
- Belonging – *Everyone can play*
- Innovation – *What if we could?*
- Integrity – *Owning everything we do*

## Demographics

Enrollment numbers at Living Sky School Division (LSKYSD) in 2024-25 continued five-year trends. Overall enrollment in 2024-25 is within 1% of the five-year average. Indigenous student enrollment increased both in real numbers and as a proportion of overall enrollment, now at over 30% of the total student population. The same is true for EAL enrollments, now at 6% of the total student population. Additionally, Living Sky saw the continued shift from rural to urban enrollments.

## Students

Grade	2020-21	2021-22	2022-23	2023-24	2024-25
Kindergarten	313	329	310	356	305
1	397	369	362	329	374
2	346	397	382	370	348
3	396	360	417	380	392
4	339	399	363	419	385
5	401	337	425	386	430
6	417	414	344	423	387
7	430	463	477	373	457
8	425	429	478	450	358
9	419	432	466	484	458
10	427	459	458	473	479
11	386	405	401	435	426
12	412	403	423	421	463
<b>Total</b>	<b>5,108</b>	<b>5,196</b>	<b>5,306</b>	<b>5,299</b>	<b>5,262</b>
PreK	162	182	221	166	192

Subpopulation Enrolments	Grades	2020-21	2021-22	2022-23	2023-24	2024-25
Self-Identified First Nations, Métis, or Inuit	K to 3	304	359	349	361	394
	4 to 6	309	316	311	325	329
	7 to 9	383	395	459	401	367
	10 to 12	368	425	456	494	494
	<b>Total</b>	<b>1,364</b>	<b>1,495</b>	<b>1,575</b>	<b>1,581</b>	<b>1,584</b>
English as an Additional Language	1 to 3	76	69	61	70	95
	4 to 6	53	55	65	83	87
	7 to 9	39	32	37	55	70
	10 to 12	17	23	18	30	44
	<b>Total</b>	<b>185</b>	<b>179</b>	<b>181</b>	<b>238</b>	<b>296</b>

Notes:

- Enrolment numbers are based on headcounts from the Student Data System (SDS) as of September 30 for each school year.
- Enrolments include all residency types, all ages, home-based and homebound students, with the exception of English as an Additional Language (EAL) enrolments, which exclude non-Saskatchewan residents, students 22 years and older and home-based students.
- Prekindergarten (PreK) enrolments are the 3- and 4-year-old student enrolments which include those children who occupy the ministry-designated PreK spaces and those in other school division-operated PreK or preschool programs.
- FNMI students are those who choose to self-identify as First Nations, Métis or Inuit/Inuk.

Source: Ministry of Education, 2024

Home School Enrolment Numbers – 2024-25 school year

Total number of students enrolled in Home Schooling		
September 30, 2024	January 31, 2025	May 30, 2025
152	154	158

Source: Living Sky School Division Student Data, 2024-25



## Staff

Job Category	FTEs
<b>Classroom teachers</b>	299.7
<b>Principals, Vice-Principal</b>	47.0
<b>Other Education Staff</b> (positions that support educational programming) - e.g., educational psychologists, educational assistants, school community coordinators, speech language pathologists, resource centre staff, information technology staff and other instructional employees	297.1
<b>Administrative Staff</b> – e.g., chief financial officer, human resource services, payroll, purchasing, accounting, clerical, executive assistants and other administrative employees	15.0
<b>Plant Operations and Maintenance</b> – e.g., caretakers, handypersons, carpenters, plumbers, electricians, gardeners, facilities specialist	51.9
<b>Transportation</b> – e.g., bus drivers, mechanics, part persons, bus cleaners, transportation specialist	59.6
<b>League of Educational Administrators, Directors and Superintendents (LEADS)</b>	8.0
<b>Total Full-Time Equivalent (FTE) Staff</b>	<b>778.3</b>

### Notes:

- The numbers shown above represent full-time equivalents (FTEs). The number of employees may be greater because some people work part-time or seasonally.

Source: Living Sky School Division Human Resources Data, 2024

## Senior Management Team

The Senior Leadership Team consists of the Director of Education, Deputy Director, Chief Financial Officer (replaced by Superintendent of Business position in January 2025), three Superintendents of Learning, and three Service Leads. The Senior Leadership Team works to ensure system effectiveness by actualizing the division's mission, vision, values and strategic plan as outlined by the Board of Education.

Brenda Vickers	Director of Education
Tonya Lehman	Deputy Director of Education
Lonny Darroch	Chief Financial Officer*
Lisa Palmarin	Superintendent of Business
Christine Gibson	Superintendent of Learning
Nancy Schultz	Superintendent of Learning
Ruth Weber	Superintendent of Learning
Douglas Drover	Service Lead
Jennifer Harder	Service Lead
Shannon Lessard	Service Lead

*\*Retired end of December 2024*

## Strategic Direction and Reporting

### Provincial Education Plan

Saskatchewan's provincial education plan represents a commitment to Saskatchewan students and their families. The focus of the plan is to support students for their future, and to ensure students feel safe and supported.

The provincial education plan focuses on the needs of all Prekindergarten to Grade 12 students. It reflects the diversity of the province and ensures the presence and voices of First Nations and Métis education organizations are heard and felt throughout, as part of the journey towards reconciliation in Saskatchewan.

Saskatchewan's education sector is foundational in contributing to the goals of Saskatchewan's *Growth Plan – The Next Decade of Growth 2020-2030* and securing a better quality of life for Saskatchewan people. The provincial education plan actions build resiliency in students and the foundational skills, knowledge and competencies they will need for their future.

Central to the plan are the student-centred goals of the education sector:

- I am learning what I need for my future.
- I feel safe and supported.
- I belong.
- I am valued.
- I can be myself.

## Provincial Education Plan – Priority Actions

Four priority actions are being undertaken in the plan. These actions will be assessed and updated over the course of the plan as the work progresses, and priorities continue to be responsive to the educational experiences and outcomes of Saskatchewan students.

>>Priority Actions			
Learning & Assessment	Indigenous Education	Mental Health & Well-Being	Student Transitions

- Improve student outcomes through effective assessment practices that guide and strengthen responsive instruction.
- Actualize the vision and goals of [\*Inspiring Success: Prek-12 First Nations and Metis Education Policy Framework\*](#).
- Enrich and enhance mental health and well-being capacity in students.
- Foster connections for learners and their families while supporting learners as they enter and progress through school to graduation and determine a life pathway.

## Provincial Education Plan – Provincial-Level Targets

The following are provincial-level targets. Progress toward these targets will measure the impact of the plan over time. For each of these targets, the aim will be to achieve equity in outcomes for Indigenous and non-Indigenous students and to see improvement for all students.

Over the life of the plan:

- Student attendance will improve annually.
- Overall graduation rates will increase annually with a focus on improved outcomes for Indigenous students.
- Upon Kindergarten exit, the percentage of students ready for learning in the primary grades will increase year over year.
- Student literacy and numeracy outcomes will increase year over year.
- All students will have an increased sense of connection and safety in schools.

## Progress in 2024-25: Targets and Measures

Reporting progress towards provincial-level and locally determined targets is an important component in the implementation of the provincial education plan. Knowing how students are doing with respect to key educational outcomes informs the actions needed to ensure more students can achieve desired outcomes each year.

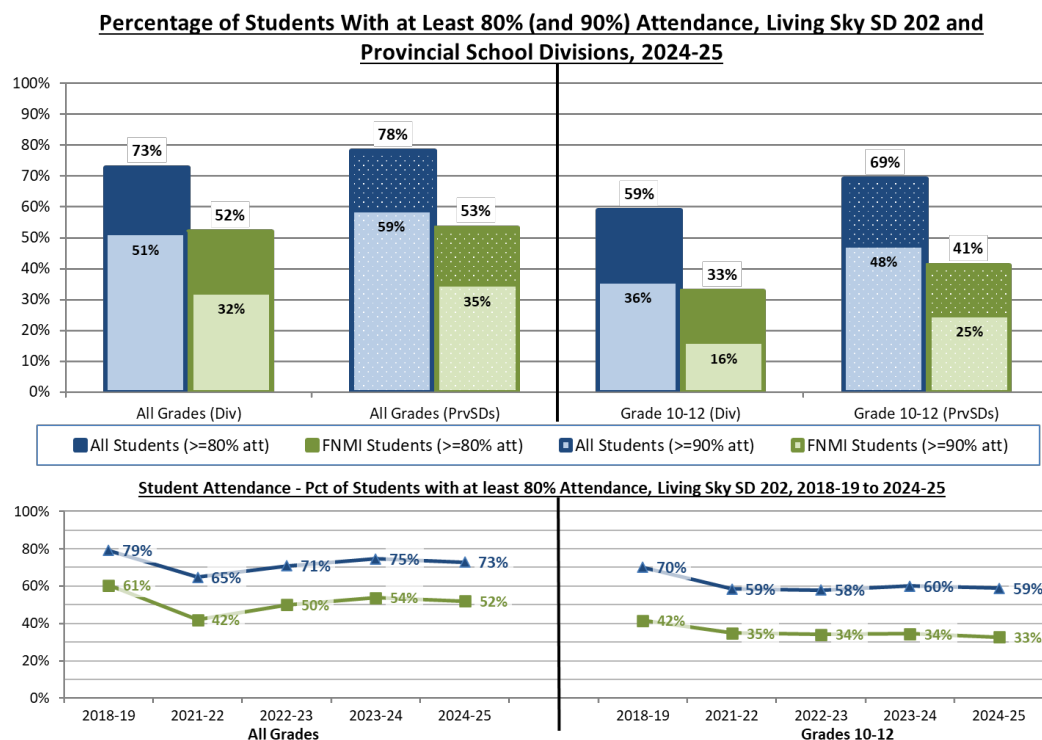
**Target: Student attendance will improve annually.**

**Measures:**

- The percentage of students with at least 80% attendance.
- The percentage of students with at least 90% attendance.

Attendance is an important indicator with a strong correlation to measures of student achievement. Students with at least 80% attendance are much more likely to achieve higher educational outcomes than students with lower than 80% attendance. In general, students with at least 90% attendance have even better educational outcomes.

The following bar graph displays the percentage of students in the school division (all students and the FNMI subpopulation) with at least 80% attendance and with at least 90% attendance, for all grades PreK-12 and grades 10-12, along with provincial results for each category. The line graph shows the percentage of students in the school division in the past five years who have at least 80% attendance for the specified year, with a specific look at grades 10-12.



Notes: Percentages represent all attendance that occurred in the school division in the years reported. This includes all reported attendance for students attending the division during that year, whether or not they are currently enrolled in that division but only includes attendance data while students were enrolled in the school division. Each percentage is a weighted average of the monthly percentages of students enrolled in the division with at least 80% and at least 90% attendance. Results for populations of fewer than ten have not been reported to avoid identifying individuals or very small groups of students. FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk, however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2025

### Analysis of Results – Attendance

- The percentage of students in LSKYSD attending at least 80% has decreased slightly this past year with a 2 percentage point decrease overall and for FNMI students in all grades and a 1 percentage point decrease for students in grades 10-12.
- Referencing the bottom chart, the data continues to show the significant gap in attendance results between all students and FNMI students with over 20% more students overall attending 80% or more.
- LSKYSD continues to be well below the provincial average in grades 10-12 of students, both overall and FNMI students that attend 80% or more.
- LSKYSD recognizes the importance of focussing on attendance with specific attention in grades 10-12.
- Graduation coaches and liaisons focused on supporting attendance and making connections with families and outside agencies such as Saskatchewan Health Authority and First Nations partners to help attendance.

**Target: Overall graduation rates will increase annually with a focus on improved outcomes for Indigenous students.**

#### Measure

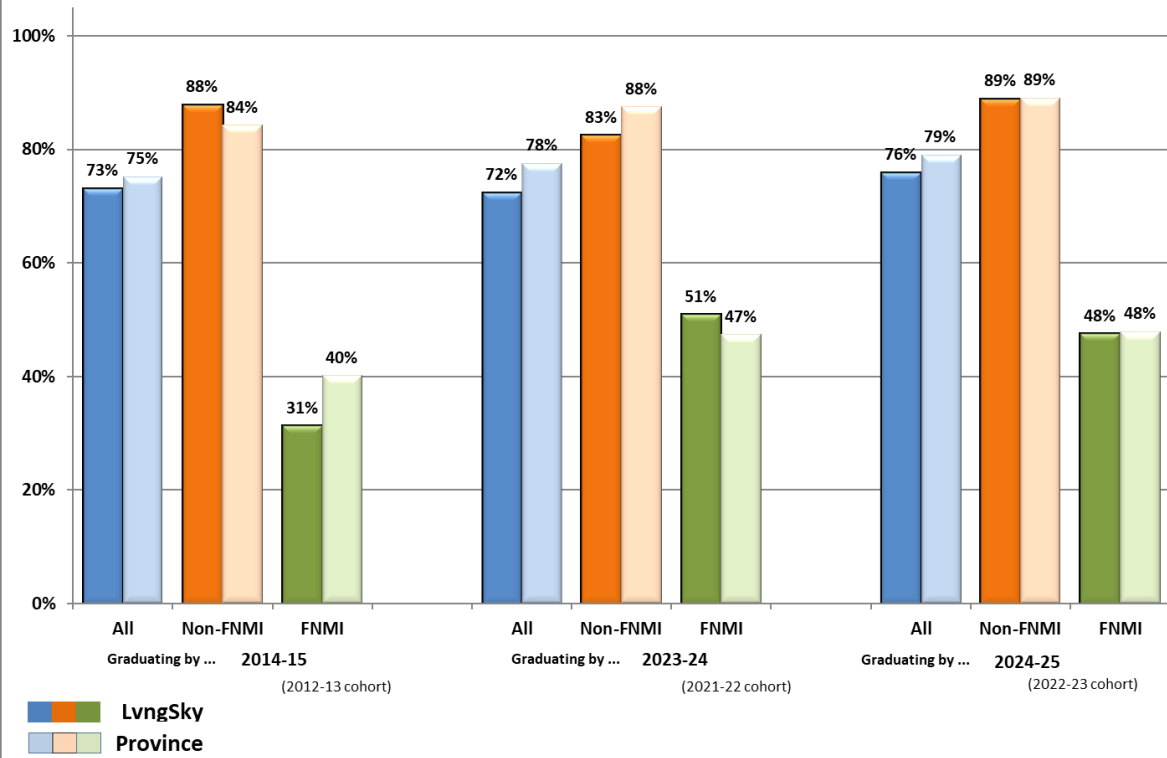
- **The percentage of students who graduate within 3-years of entering Grade 10.**

Generally, students who complete Grade 12 have more opportunities for education and work, and experience better health and well-being. More students graduating contributes to a stronger Saskatchewan through an educated and engaged population and to economic growth through the availability of skilled and knowledgeable entrepreneurs and employees.

To graduate within the typical three-year period after beginning Grade 10, students must accumulate an average of eight credits per year to achieve the minimum requirement of 24 secondary level credits by the end of Grade 12. Three-year graduation rates are one measure of the efficiency of a school system.

The following graph displays the percentage of students (all students, non-FNMI and FNMI) in the school division who graduated within three years of entering Grade 10, along with provincial results in each of these categories.

**'3-year' Graduation Rates, Living Sky SD and Province**  
(Students Completing Grade 12 Within 3 Years of 'starting' Grade 10)



Notes: Three-year graduation rates are calculated as the percentage of students who complete Grade 12 within three years of 'starting' Grade 10. Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students (nr). FNMI students are those who choose to self-identify as First Nations, Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk; however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2025

**Analysis of Results – Three-Year Graduation Rates**

- Overall graduation rates for LSKYSD have increased over past year, from 72% in 2023-24 to 76% in 2024-25, and are currently closer to the provincial average (79%) than the previous year.
- The Non-FNMI graduation rates are at pace with the provincial average and at an all-time high (89%) over the ten-year range shown. The 3-year graduation rate for division FNMI students (48%) is also up markedly over 2014-15 levels.
- The current FNMI 3-year graduation rate is also equal to the provincial FNMI average, although down slightly from last year's rate. At 48%, it is clear there is more work to do to address the difference in graduation rates between Non-FNMI and FNMI students.
- Overall, the Following Their Voices programming in three high schools, including the largest school in the division - North Battleford Comprehensive High School, has positively impacted 3-year graduation rates for FNMI students over the past ten years.

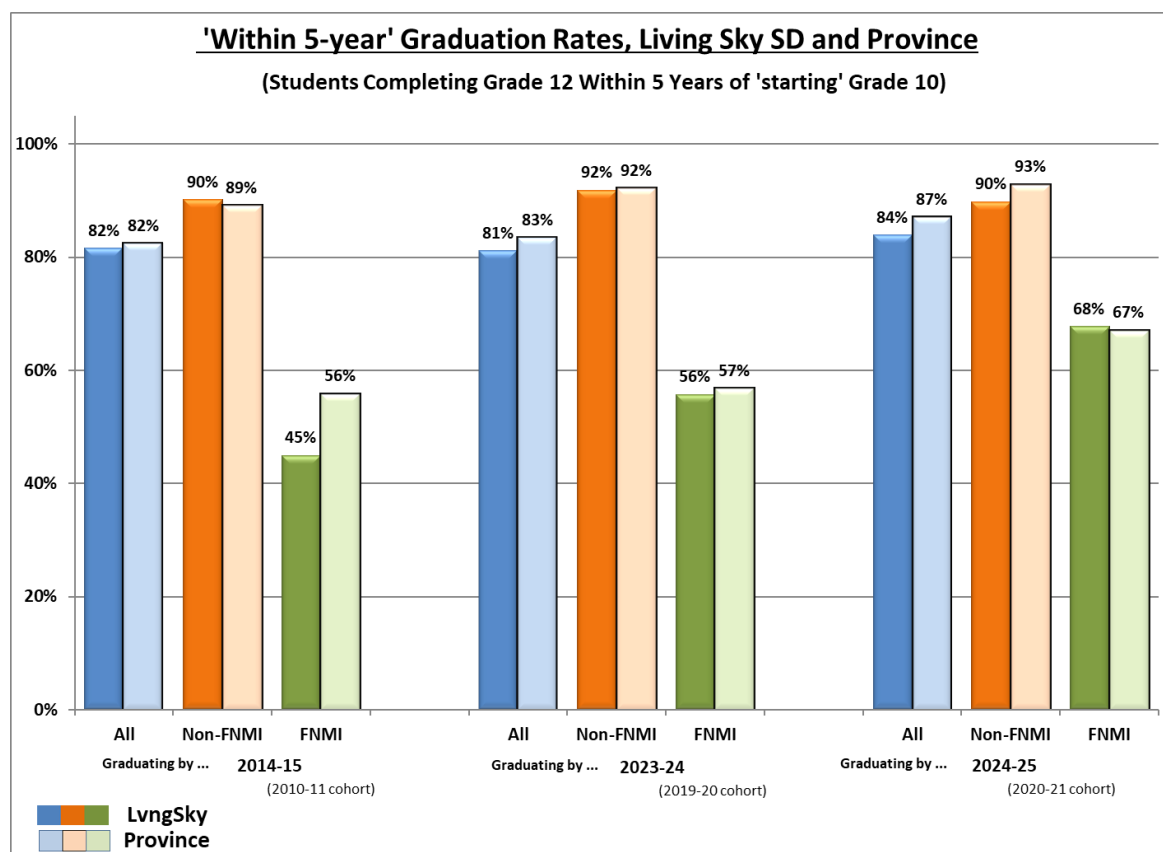


## Measure

- The percentage of students who graduate within 5 years of entering Grade 10.

Some students need more time to complete all the courses necessary to graduate, so they continue in school longer than the typical three years after beginning Grade 10. Graduation rates within five years are one measure of the responsiveness of a school system.

The following graph displays the percentage of students (all students, non-FNMI and FNMI) in the school division who graduated within five years of entering Grade 10, which includes those who graduated within three and four years, along with provincial results in each of these categories.



Notes: Graduation rates within five years are calculated as the percentage of students who complete Grade 12 within five years of 'starting' Grade 10 (and include those who graduate within three or four years). Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students (nr). FNMI students are those who choose to self-identify as First Nations, Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk; however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2025

### Analysis of Results – Graduation Rates Within Five Years

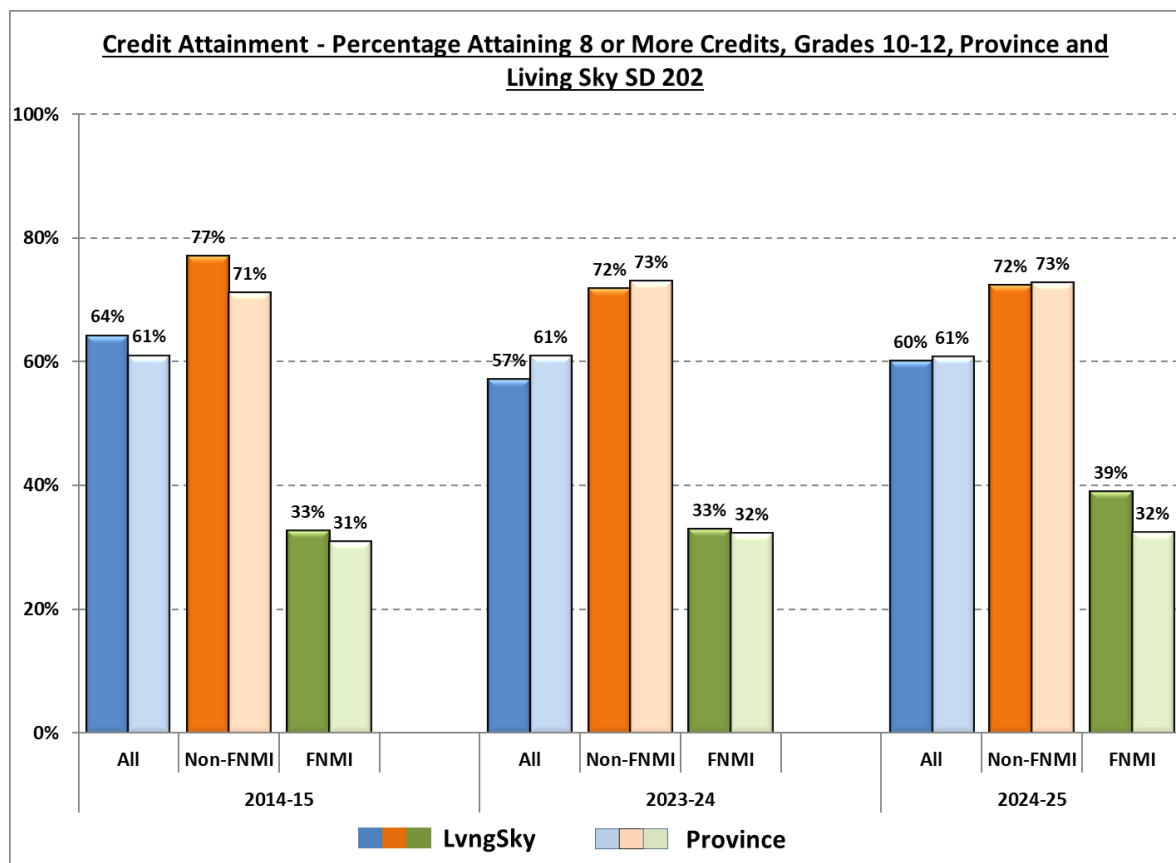
- 5-year graduation rates overall, as well as 5-year graduation rates for Non-FNMI students, have remained fairly stable in the ten-year period shown, and have hovered close to the provincial averages.
- The division is proud to note that 5-year Graduation Rates for FNMI students have risen constantly over the time shown and are now slightly above the provincial average.
- With a high of 68% in 2024-25, LSKYSD understands that there is more work to do to improve 5-year graduation rates for our FNMI students.
- Overall, more flexible graduation planning, the work of graduation coaches and the Following Their Voices programming in three high schools, including the division's largest school - North Battleford Comprehensive High School, has positively impacted the 5-year graduation rate for FNMI students in LSKYSD over the past ten years.

#### Measure

- **The percentage of students attaining 8 or more credits, Grades 10-12.**

Credit attainment provides a strong predictive indicator of a school system's three-year graduation rate. Students receiving eight or more credits per year are more likely to graduate within three years of beginning Grade 10 than those who do not achieve eight or more credits per year.

The following graph displays the credit attainment of secondary students attaining eight or more credits per year for all students, and by non-FNMI and FNMI student subpopulations in the division, along with provincial results for each category.



Notes: Credit attainment measures are calculated as the percentage of students enrolled at the secondary level on September 30 attaining eight or more credits yearly. Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students (nr). FNMI students are those who choose to self-identify as First Nations, Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk; however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2025

### Analysis of Results – Credit Attainment

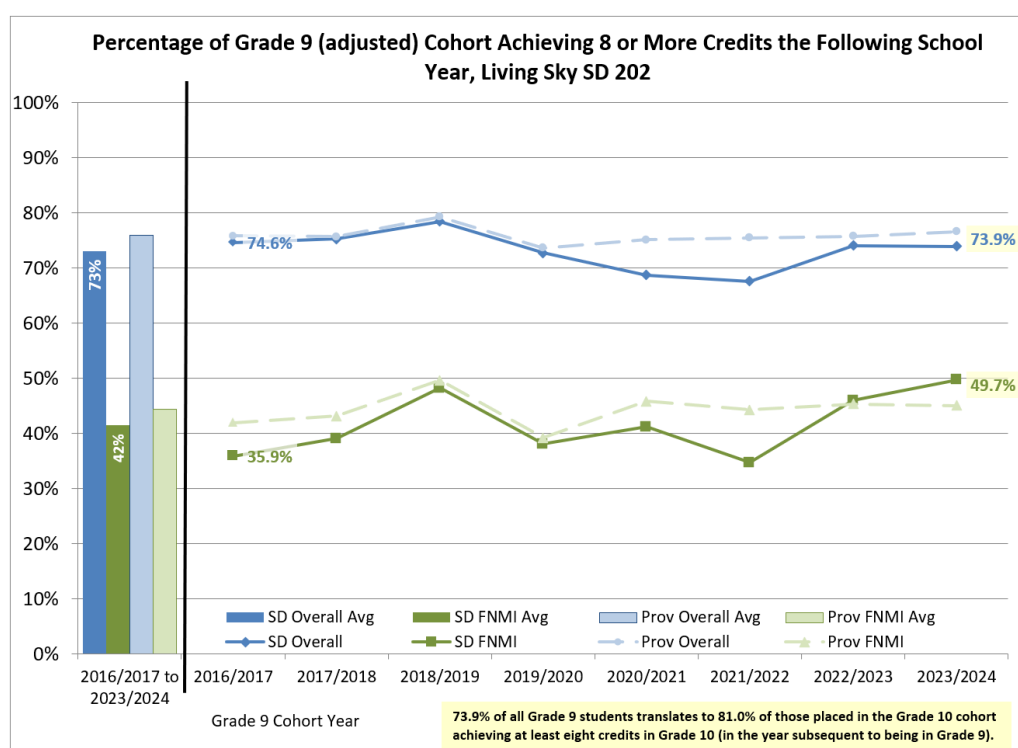
- Credit attainment in LSKYSD has declined slightly from 64% in 2014–15 to 60% in 2024–25, while the provincial rate has remained relatively stable at around 61%.
- Credit attainment remained consistent for non-FNMI students with LSKYSD’s results at 72% across the last two years and closely aligned with provincial averages (73%).
- While there has been some improvement (33% in 2014–15 to 39% in 2024–25), the FNMI rate continues to lag well behind the non-FNMI rates.
- FNMI students in LSKYSD are performing above the provincial FNMI average, 39% versus 32%.
- The improvement in FNMI credit attainment, while encouraging, remains slow, suggesting that further targeted interventions are required.
- Living Sky School Division supports students credit attainment through the work of career counsellors, individual graduation plans, and graduation coaches.
- Continued focus on culturally responsive programming, mentorship, and engagement strategies such as those recommended by Following Their Voices, remains essential to narrowing the achievement gap.

**Measure:**

- The percentage of the Grade 9 cohort achieving 8 or more credits the following school year.

The transition from Grade 9 to 10 can be difficult for some students for many different reasons, including not having reached all outcomes from each subject area in the elementary and middle grades. This measure is intended to show how well Grade 9 students adjust in the transition to Grade 10. Achieving eight or more credits in their Grade 10 year indicates a smooth transition to secondary school and a strong start towards three-year graduation.

The following chart displays the percentage of Grade 9 students (all students and the FNMI subpopulation) in the school division who achieved eight or more credits the following school year, along with provincial results for the past eight years and the eight-year average.



Notes: Grade 9 to 10 transition rates are calculated as the number of students attaining eight or more credits in the year immediately following their Grade 9 year divided by the number of students in the Grade 9 cohort. Results for populations of fewer than five have not been reported to avoid identifying individuals or very small groups of students. FNMI students are those who choose to self-identify as First Nations, Métis or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk; however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2025

### Analysis of Results – Grade 9 to 10 Transition

- After several years of decline in percentage of both overall and FNMI students achieving 8 or more credits, LSKYSD is starting to see numbers recover. Specifically, there were marked gains in the FNMI group from 36.9 percent obtaining 8 or more credits in 2016/17 to 49.7 obtaining 8 or more credits in 2023/24.
- LSKYSD is pleased to see that 2023-24 FNMI students in the division exceed the provincial average of 45% for the same year.
- However, the division would like to show more growth, especially in reference to our FNMI students.
- This analysis reveals that a focus on graduation pathway planning, career counselling, and the role of graduation coaches is yielding positive results.

**Target: Student literacy and numeracy outcomes will increase year over year.**

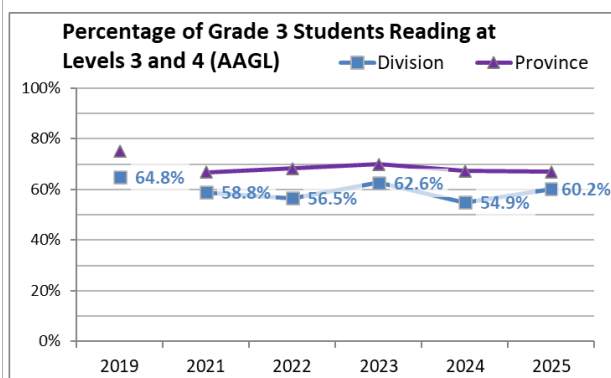
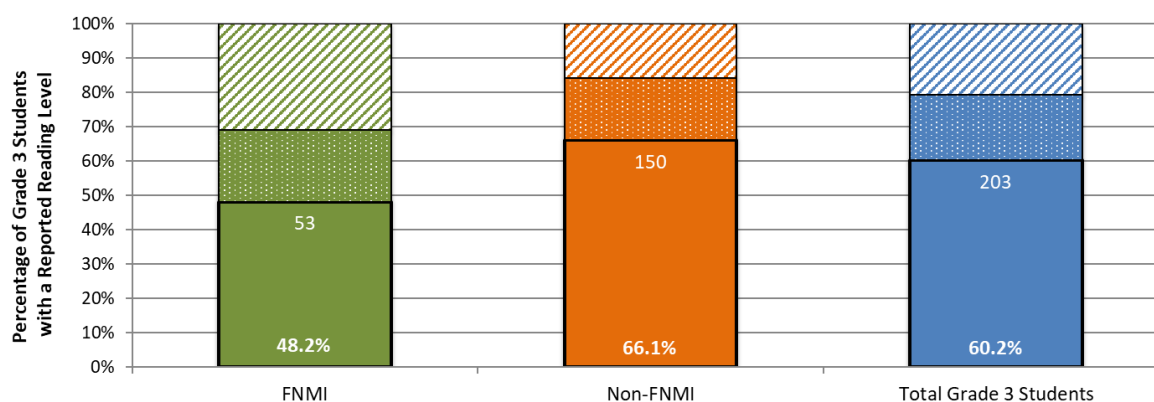
**Measure:**

- **The percentage of Grade 3 students reading at or above grade level.**

Grade 3 reading levels are considered a leading indicator of future student performance. A high proportion of students reading at or above grade level in Grade 3 means that more students are ready to learn in Grade 4 and beyond. Longitudinal data for Saskatchewan shows students' early-grade good reading proficiency provides continued benefit at least through to Grade 10 credit attainment results. Saskatchewan students who read at or above the benchmark in Grade 3 had a 24-percentage point advantage in achieving eight or more credits in Grade 10 over those who read below the benchmark.

The following bar graph displays the percentage of Grade 3 students (FNMI, non-FNMI, all) by reading level. The chart below the graph shows the percentage of Grade 3 students reading at or above grade level relative to the province for the five most recent years. The table shows the proportion of Grade 3 students with reported reading levels. As a result of the COVID-19 pandemic response, June 2020 reading data is unavailable.

### Reading Results Data, Living Sky SD 202, Grade 3, 2024-25



Proportion of Grade 3 Students with Reported Reading Levels, 2024-25

	Students with a Reported Reading Level		Students with no Reported Reading Level (Percentage)		Total Number of Students
	Number	Percentage	Pre-Established Exclusions	'Unexcused' Exclusions	
Division (FNMI)	110	96.5%	3.5%	0.0%	114
Division (Total)	337	88.5%	11.5%	0.0%	381
PrvSDs** (FNMI)	2,168	86.1%	9.4%	4.5%	2,519
PrvSDs** (Total)	12,628	82.4%	16.3%	1.3%	15,331

Notes: Reading levels are reported based on provincially developed benchmarks. The percentage of students at each reading level was determined as a proportion of those students with a 'valid' reading score (excluded or non-participant students were not included in these calculations). Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students. FNMI students are those who choose to self-identify as First Nations, Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk; however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2025

### Analysis of Results – Proportion of Grade 3 Students Reading At or Above Grade Level

- LSKYSD has seen an increase in Grade 3 reading results, with 60.2% of students reading at or above grade level, up from 54.9% last year. While division results remain below the provincial average, the gap has narrowed significantly.
- A gap persists between results for FNMI and non-FNMI students. Among FNMI students, 48.2% are reading at or above grade level (up from 36.4% last year), compared to 66.1% of non-FNMI students (up from 61.4% last year).
- The division continues to prioritize universal instructional expectations and strategies to strengthen reading outcomes. Consultants focus on deepening teachers' understanding of early reading development and consistent use of locally developed scope and sequence. This work supports progress toward a common understanding of reading development and strong universal practices across classrooms.

- To further this work, LSKYSD developed a literacy handbook for administrators and teachers, as well as a companion intervention handbook to guide targeted supports. The division was pleased to see results improve with a strong focus on reading.
- Transition to the new provincial screener tool has LSKYSD looking forward to establishing updated baseline data to further inform and improve instructional practices.

**Target: All students will have an increased sense of connection and safety in schools.**

**Measure:**

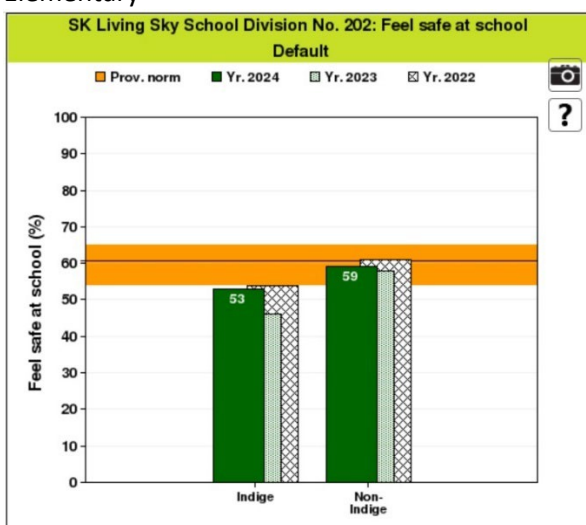
- **The percentage of students reporting a sense of connection and safety in schools through a student perceptual survey.**

When students feel connected to and safe in school, they will be more engaged in learning. Monitoring and responding to student perception and experiences helps school divisions to improve school environments to support learning, engagement, and mental health and well-being.

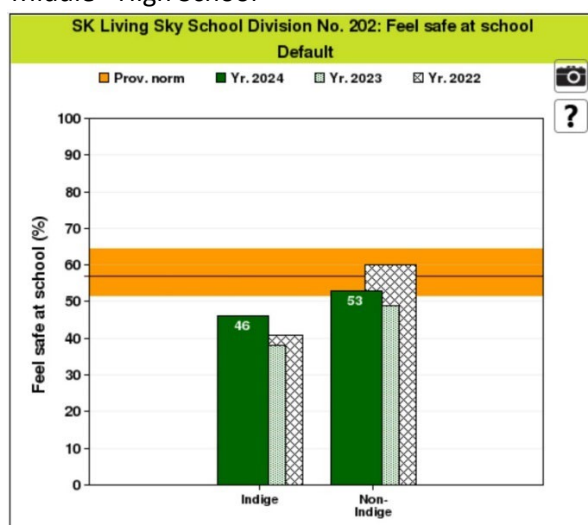
The following charts display the percentage of students (Indigenous and non-Indigenous) in the school division who feel safe at school and have a strong sense of belonging for three school years, along with provincial comparator. Elementary results are grades 4-6 and Middle – High School are grades 7-12.

**School Division Selected Measure for Monitoring Sense of Connection and Safety in Schools**

**Elementary**

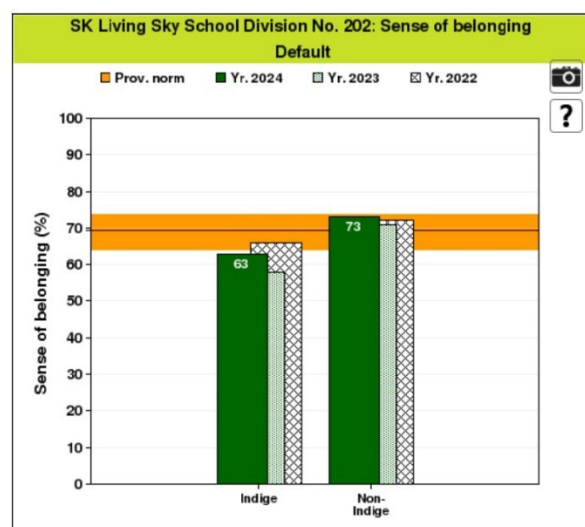


**Middle - High School**

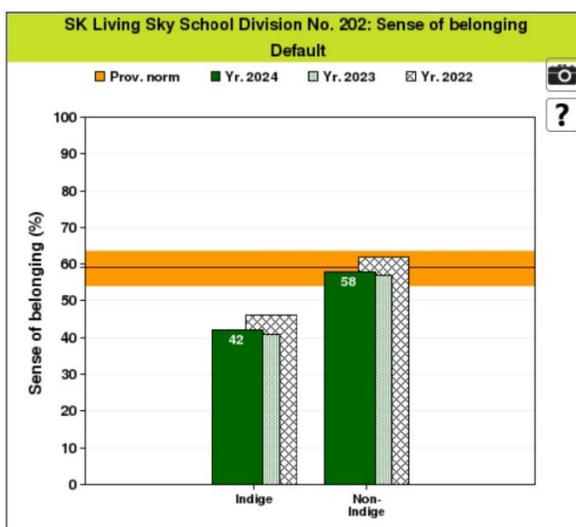




## Elementary



## Middle - High School



## Analysis of Results

- Results from the OurSCHOOL survey indicate an overall improvement across the division in year-over-year data. The findings show encouraging progress in elementary students' sense of belonging and safety—particularly among Indigenous learners. While division results remain below the provincial average in many of these areas, these trends reinforce LSKYSD's ongoing commitment to creating inclusive, supportive learning environments for all students.
- SKYSD continues to support both staff and students in reducing the stigma surrounding mental health within school communities.
- Mental Health Capacity Building programs were implemented at North Battleford Comprehensive High School and Battleford Central School, where targeted lessons were developed to strengthen students' sense of belonging and promote mental wellness through classroom learning, community events, and school-wide initiatives.
- Mental health training was provided to school-based staff to enhance their capacity to support youth experiencing mental health challenges.
- Mental health course offerings included a course for Grade 10 and 11 students in LSKYSD high schools, building students' understanding of mental health, coping strategies, and help-seeking behaviours.

**Target: Upon Kindergarten exit, the percentage of students ready for learning in the primary grades will increase year over year**

**Measures: The percentage of students at Kindergarten exit ready for learning in the primary grades (Tier 1)**

- **The percentage of fall-identified Tier 2 students leaving Kindergarten at Tier 1.**
- **The percentage of fall-identified Tier 3 students leaving Kindergarten at Tier 2.**
- **The percentage of fall-identified Tier 3 student leaving Kindergarten at Tier 1.**

Student readiness for learning by the end of Kindergarten sets the foundation for future learning and success in school.

The Early Years Evaluation-Teacher Assessment (EYE-TA) is a readiness-screening tool that provides information about each child's development and learning with a focus on reading readiness skills. Results from the EYE-TA allow educators and school-based interdisciplinary teams to quickly identify the students most likely to require extra support during the Kindergarten year, based on their levels of skill development in five key domains at school entry. In addition to results for specific domains, children are also assigned a comprehensive score known as a Responsive Tiered Instruction (RTI) level. RTI is a preventive approach that allows educators, school teams and divisions to allocate resources early and continuously, rather than waiting until a student experiences failure before providing a response.

Kindergarten EYE is a statistically significant leading indicator of a student's likelihood of reading at grade-level in Grade 3. Longitudinal analyses in the province show children who begin Kindergarten with good skills (Tier 1) in key areas, or who develop good levels of skill during their Kindergarten year, are far more likely to become grade-level readers by the end of Grade 3 in comparison to students who leave Kindergarten programs with lower levels of assessed skills.

The following charts display the percentage of students (all, non-FNMI and FNMI) who were assessed as Tier 1 at Kindergarten entry and after the Kindergarten year at exit for the school division and the province. The chart below the graph shows the percentage of Kindergarten students assessed as Tier 1 relative to the province since the baseline (2014-15). Due to school closures in response to the COVID-19 pandemic, there are no Kindergarten exit results for the 2019-20 school year.

**2022-23 EYE-TA results** displays the percentage of students (all, non-FNMI and FNMI) by their responsive instruction tier (1, 2 or 3) at Kindergarten entry (left side) and after the Kindergarten year at exit (right side) for the school division and the province (all divisions).

**Effectiveness metrics** show the percentage of Fall-identified Tier 2 and 3 students who improved to Tier 1, as well as the percentage of fall-identified Tier 3 students who improved to Tier 2 during the Kindergarten year. Effectiveness metrics are shown for both the province (all divisions) and the school division for the previous school year (left side columns) and the current school year (right side columns).

**Students (%) assessed as Tier 1 at Kindergarten entry / exit** charts the share of students assessed as Tier 1 at both Kindergarten entry and exit for the school division (Δ) relative to the province (all divisions) (□) for the baseline (2014-15), as well as the most recent five cycles. Due to school closures in response to the COVID-19 pandemic, there are no Kindergarten exit results for the 2019-20 (\*) school year.

**Percentage of students with valid EYE result at Kindergarten entry / exit** compares the percentage of enrolled students who were validly assessed with EYE-TA at both Kindergarten entry and exit for the school division with the percentages for the province (all divisions). The EYE-TA has been used as a universal assessment for learning (every student, every classroom) in provincial Kindergarten programs

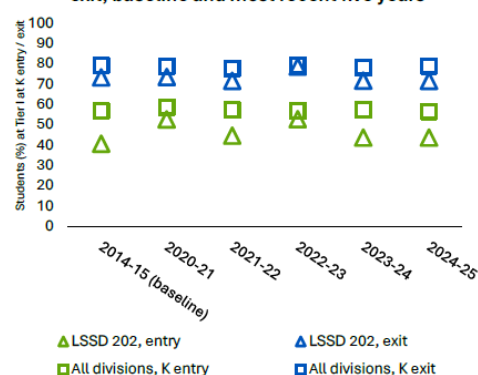
since 2014-15. These figures are the percentage of students validly assessed against September 30<sup>th</sup> Official & Reconciled Kindergarten Enrolments (\*).

#### 2024-25 EYE-TA results – Living Sky SD 202 (LSSD 202)

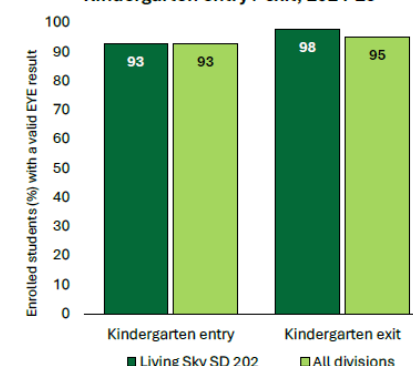
Fall 2024 (Kindergarten entry)			Spring 2025 (Kindergarten exit)		
All students	All divisions	56.5 25.9 17.6	All divisions	78.8 12.9 8.3	
	LSSD 202	43.7 33.8 22.5	LSSD 202	71.6 17.1 11.4	
Self-declared FNMI students	All divisions	31.4 31.0 37.5	All divisions	57.7 22.0 20.3	
	LSSD 202	28.4 39.8 31.8	LSSD 202	61.6 20.2 18.2	
Non-declared students	All divisions	60.9 25.0 14.1	All divisions	82.6 11.2 6.2	
	LSSD 202	50.5 31.1 18.4	LSSD 202	76.5 15.5 8.0	
Tier I – Students (%) complete developmental tasks without difficulty			Tier II – Students (%) experience some difficulty completing developmental tasks		
			Tier III – Students (%) experience significant difficulty completing developmental tasks		

Effectiveness metrics	2023-24 (previous year)		2024-25 (latest)	
	LSSD 202	All divisions	LSSD 202	All divisions
Fall-identified Tier 2 students (%) who improved to Tier I	73%	72%	72%	74%
Fall-identified Tier 3 students (%) who improved to Tier 2	50%	37%	31%	36%
Fall-identified Tier 3 students (%) who improved to Tier I	26%	22%	26%	24%

Students (%) assessed as Tier I at Kindergarten entry / exit, baseline and most recent five years



Percentage of students\* with a valid EYE result at Kindergarten entry / exit, 2024-25



\*against official, reconciled September 30<sup>th</sup> 2024 Kindergarten Enrollment

Notes: Research shows that early identification followed by a responsive, tiered approach to instruction from Kindergarten to Grade 3 can substantially reduce the prevalence of reading challenges. The primary role of EYE is to help inform educational practice. EYE screening at Kindergarten entry is used by classroom teachers and school divisions to identify children who experience difficulties with important skills when they arrive in Kindergarten, and who may need closer monitoring or further assessment during the year. Children who have difficulty with important skills at Kindergarten entry are also re-assessed before the end of the Kindergarten year, allowing school divisions to measure the impact of their supports and responses. Children assigned Tier I RTIs can complete developmental tasks without difficulty. These children have a high probability of reading at grade level by Grade 3 - an important predictor of school success, including Grade 12 graduation.

**2024-25 EYE-TA results** figures show results for self-declared First Nations, Métis or Inuit/Inuk children (FNMI) and for those who do not identify as FNMI (non-FNMI), provided both comparison groups consist of a minimum of 10 children. It should be noted that the non-FNMI group may include FNMI students who choose not to self-identify, or who have yet to self-identify.

Source: Ministry of Education, Early Years Branch, 2025

### Analysis of Results – Early Years Evaluation

- 2024–25 EYE-TA entry data shows that 43.7% of students entering Kindergarten in LSKYSD were ready to learn (able to complete developmental tasks without difficulty). This is identical to the 2023–24 entry result (43.7%) but notably lower than the 2022–23 result of 53.0%
- By the end of Kindergarten, 71.6% of students were ready to learn. While this is below the provincial result of 78.8%, it is important to note that the division demonstrated stronger growth from entry to exit compared to the province.
- Similar to provincial results, fewer FNMI students were ready to learn at both entry and exit. However, LSKYSD is encouraged by the significant growth of FNMI students across the Kindergarten year: readiness increased from 28.4% at entry to 61.6% at exit, up from 57.6% last year. Although fewer FNMI students entered Kindergarten ready to learn, exit results for FNMI students in LSKYSD exceeded provincial outcomes.
- Overall growth for both First Nation Metis Inuit and Non-First Nation Metis Inuit students is also evident in Response to Intervention movement (from tier to tier). Among Tier 2 students in the fall, 72% moved to Tier 1 by spring. Of the fall-identified Tier 3 students, 31% improved to Tier 2 (compared to the provincial average of 36%), representing a significant decline from last year’s 50%. Encouragingly, 26% of fall-identified Tier 3 students improved directly to Tier 1, surpassing the provincial average of 24%. At year’s end, a smaller percentage of LSKYSD FNMI students remained in Tier 3 compared to the provincial results (18.2% versus 20.3%). Strategies that contributed to these results would be division-funded full-time kindergarten programs in targeted schools, SLP involvement at Tier 1, 2, and 3, support from our Early Years Consultant, Ministry –funded Prekindergarten programs at specific schools, Metis Nation Saskatchewan-funded Michif Prekindergarten program, and ensuring alignment and consistency by providing access to common resources such as Heggerty. Battlefords Early Childhood Intervention Program continued to provide transitional support to their clients entering kindergarten and the Battlefords Early Childhood Community Planning Network continued to plan and provide events such as the Teddy Bear Clinic in June, which provides information, connection and support to our schools and families.
- LSKYSD has a target of 70% of our Kindergarten students exiting Kindergarten ready to learn, according to the EYE Assessment. The division is proud to say that over the last several years this target has been met. Our most effective strategy is our division funded full-time kindergarten programs in targeted schools.

## ***Progress in 2024-25: School Division Strategic Activity in support of the Provincial Education Plan Priority Actions***

**Priority Action: Foster connections for learners and their families while supporting learners as they enter and progress through school to graduation and determine a life pathway.**

**The following key actions were undertaken by the school division during the 2024-25 school year in support of this priority action.**

- Family engagement in LSKYSD is addressed in a variety of ways. Our Prekindergarten (PreK) programs keep family engagement at the forefront and ensure events are planned regularly throughout the year. The division also entered the second year of partnership with Métis Nation Saskatchewan who support the Michif Prekindergarten program at St. Vital Catholic School. The program has a strong focus on family and community connection through events and culturally relevant programming. In 2024-25, the program worked with a Métis Local group to find a community Elder and language keeper to regularly spend time in the classroom.
- The division also continued to work on improving the structure of our School Community Councils (SCCs) by better informing the administration teams and providing them with resources and structures to improve work with SCCs at the school level.
- The Battlefords Early Childhood Intervention Program (BECIP) supports families prior to their entrance into school. BECIP advised the school division on families who would benefit from a PreK placement, whether in a regular spot or through Early Learning Intensive Supports (ELIS). BECIP played a key role in securing placements for the families they supported. LSKYSD is represented on the BECIP board. Work is done to maintain strong connections with BECIP by inviting them to PreK meetings, professional development sessions, family events, as well as including them in June admission meetings. LSKYSD also maintains a close relationship with KidsFirst in North Battleford and collaborated with them to transition children from their caseloads into PreK programs. KidsFirst North Battleford is also represented at division admission meetings and have a senior leadership member sit on their board.
- LSKYSD's community mapping team worked closely with BECIP's Executive Director, representatives from Light of Christ Catholic School Division, and Northwest School Division to complete the community mapping project and strengthen transitions for families in communities served by these divisions.
- Unity Composite High School participated in the provincial student engagement pilot project, using Clarify Ed with students in grades 7 and 8.
- Students in select courses in LSKYSD migrated to the myBlueprint platform in 2024-25, where they completed career awareness quizzes and used the Portfolio feature to record reflections about job shadows and community-based project work.
- Students in grades 10-12 received CAPS, COPES AND COPS Career testing.
- Students were given opportunities to attend provincial and/or local career fairs and post-secondary presentations.

**Priority Action: Enrich and enhance mental health and well-being capacity in students.**

**The following key actions were undertaken by the school division during the 2024-25 school year in support of this priority action.**

The division continues to advance its commitment to fostering student and staff wellness through comprehensive training, capacity building, and the implementation of evidence-based mental health supports. These initiatives have resulted in increased staff confidence, improved early intervention capacity, and enhanced trauma-informed practice across schools.

- SafeTalk Training: Delivered suicide alertness training to 246 Grade 10 Wellness students and 55 staff members across the division. Participants reported increased confidence in recognizing and supporting individuals who may be thinking about suicide, strengthening the division's capacity for early intervention.
- Mental Health Course Offerings: Offered a Mental Health course to Grade 10 and 11 students in LSKYSD high schools, building students' understanding of mental health, coping strategies, and help-seeking behaviours.
- Trauma-Informed Practices: Continued expansion of trauma-informed approaches through the integration of social-emotional learning programs like *Everyday Speech* and specialized professional development, including *Therapeutic Crisis Intervention (TCI)* and *Classroom 180*. As a result, classrooms are increasingly incorporating proactive, relationship-centered strategies that support emotional regulation and student engagement.
- Specialized Classroom Support: Provided targeted funding to train and assist a classroom teacher in developing advanced strategies for supporting students demonstrating complex and challenging behaviours, leading to more inclusive and responsive learning environments.
- Mental Health Capacity Building Program: Implemented the *Mental Health Capacity Building Program* at North Battleford Comprehensive High School and Battleford Central School. This initiative enhanced universal classroom supports, promoted collaborative wellness planning, and expanded access to early intervention resources for both students and staff.
- Staff Training and Professional Development:
  - Nonviolent Crisis Intervention (NVCI): Trained 65 staff members in the two-day *Nonviolent Crisis Intervention* program in fall 2024. This training improved staff confidence in de-escalation techniques and contributed to safer, more supportive learning environments.
  - Mental Health First Aid: Continued to deliver Mental Health First Aid training to school staff, equipping participants with practical tools to identify and respond to youth experiencing mental health challenges. Post-training feedback indicated an increase in staff ability to provide immediate support and referrals to appropriate services.

- Therapeutic Crisis Intervention (TCI) Training: Conducted TCI training sessions for staff at McKittrick Community and Connaught Elementary Schools, strengthening trauma-informed responses to behavioural challenges. Additionally, division representatives facilitated training in Saskatoon involving 60 participants from multiple divisions, including Saskatoon Public Schools, contributing to provincial collaboration and capacity building.



**Priority Action: Actualize the vision and goals of Inspiring Success: Prek-12 First Nations and Métis Education Policy Framework.**

**The following key actions were undertaken by the school division during the 2024-25 school year in support of this priority action.**

The five goals of *Inspiring Success* are:

1. First Nations and Métis languages and cultures are valued and supported.
  2. Equitable opportunities and outcomes for First Nations and Métis learners.
  3. Shared management of the provincial education system by ensuring respectful relationships and equitable partnerships with First Nations and Métis peoples at the provincial and local level.
  4. Culturally appropriate and authentic assessment measures that foster improved educational opportunities and outcomes.
  5. All learners demonstrate knowledge and understanding of the worldviews and historical impact of First Nations and the Métis Nation.
- Under *First Nations and Métis languages and cultures are valued and supported*, LSKYSD launched *The Land is My Teacher* – land-based learning trailer, a project designed to ensure that all students have the opportunity to learn from the land in the communities where they live. A trailer equipped with a wide range of teaching tools and resources traveled to schools across the division, giving students hands-on opportunities to learn outdoors in their own communities. In addition to the resources, knowledge keepers and Elders partnered with students and staff, sharing teachings rooted in the land and local traditions. This project supported both student learning and staff professional development, creating meaningful connections between education, culture, and the environment. (First Nations and Métis languages and cultures are valued and supported. All learners demonstrate knowledge and understanding of the worldviews and historical impact of First Nations and the Métis Nation)
  - Also, under *First Nations and Métis languages and cultures are valued and supported*, LSKYSD introduced a Michif Prekindergarten program that provided 3- and 4-year-olds with a language- and culturally-rich learning environment. The program created opportunities for young learners to explore Métis culture and engage with the Michif language through play, stories, and cultural experiences. To support this learning, resources were purchased and a language keeper worked alongside the teacher and educational assistant. Together, the program nurtured language development while strengthening cultural identity from an early age. First Nations and Métis languages and cultures are valued and supported
  - Under *Shared management of the provincial education system by ensuring respectful relationships and equitable partnerships with First Nations and Métis peoples at the provincial and local level*, LSKYSD assigned a service lead position to guide Indigenous Services with a focus on fostering and establishing bi-lateral partnerships with local First Nations and Métis organizations. Embedded in these partnerships is a commitment to ongoing collaboration.

- Under *All learners demonstrate knowledge and understanding of the worldviews and historical impact of First Nations and the Métis Nation*, LSKYSD launched a new program for staff learning called *Stepping Stones*. The program was developed by a team of FNMI and non-FNMI staff with input from local FNMI leadership. It introduces a requirement that all staff commit to annual learning about FNMI cultures, worldviews, history, and current realities, and staff are provided up to eight hours of paid time to engage in this learning.
- In support of any area of *Inspiring Success*, LSKYSD developed internal “Reconciliation Rubrics” aligned with the Saskatchewan School Boards Association’s *Indigenous Education Responsibility Framework*. These documents provide concrete actions that schools and office teams can take to actualize the goals of *Inspiring Success*, and offer tools for reflection and planning.

**Priority Action: Improve student outcomes through effective assessment practices that guide and strengthen responsive instruction.**

**The following key actions were undertaken by the school division during the 2024-25 school year in support of this priority action.**

- In the 2024-25 school year, LSKYSD initiated a process of assessment renewal for grades 10-12. The focus of this initial year's work was to gather a small group of lead teachers and:
  - Review the Living Sky Assessment Handbook for areas of revision and clarification
  - Introduce *Supporting Student Assessment in Saskatchewan*
  - Gather feedback from the teacher group toward a renewal framework
  - Determine priorities for 3-5 years in the area of High School Assessment
- In addition to this committee work, teachers from Spiritwood High School, Unity Composite High School, and Cut Knife Community school joined the staff of North Battleford Comprehensive High School for a professional development day on the topic of assessment, featuring Katie White from Solution Tree.
- The school division continued to implement early reading screeners for students in Grades 1 through 3. These screeners are administered in September and January each year to identify students' progress in developing the foundational building blocks of reading. The purpose of this assessment process is to determine which students are developing reading skills "on time" and which are experiencing challenges requiring targeted support.
  - Reading screener data was analyzed at the classroom, school, and division levels. Teachers used this information to guide and differentiate their classroom instruction, form small, skill-based reading groups, and identify students requiring additional intervention. The data also informed the work of the division's support staff, including speech-language pathologists and educational psychologists, ensuring that early literacy interventions were timely and collaborative.
- During the previous school year, the division piloted the Acadience Reading Screener with a small group of teachers. The purpose of this pilot was to determine whether Acadience provided more precise and actionable data than the screeners previously in use. At the conclusion of the pilot, the division determined that while the Acadience tool showed promise, we deferred any large-scale changes to our current screening process until the Ministry of Education finalized and released the provincial reading screener. This decision ensured consistency and alignment with emerging provincial assessment frameworks.
- The division's current early reading screener remained an essential and effective component of the literacy strategy. It provided timely, actionable data that drove instruction, supported early intervention, and fostered collaboration across school-based and specialized teams. Maintaining this process allowed for continuity in monitoring student progress while remaining responsive to provincial developments in early literacy assessment.

## Infrastructure and Transportation

School	Grades	Location
Battleford Central School	Prekindergarten-6	Battleford
Bready Elementary School	K-6	North Battleford
Cando Community School	Prekindergarten-12	Cando
Connaught Elementary School	Prekindergarten-3	North Battleford
Cut Knife Community School	Prekindergarten-12	Cut Knife
Hafford Central School	K-12	Hafford
Hartley Clark Elementary School	K-6	Spiritwood
Heritage Christian School	K-9	Battleford
Hillsvale Colony School	K-9	Cut Knife
Kerrobert Composite School	K-12	Kerrobert
Lakeview Colony School	K-9	Unity
Lawrence Elementary School	Prekindergarten-6	North Battleford
Leoville Central School	Prekindergarten-12	Leoville
Luseland School	K-12	Luseland
Macklin School	Prekindergarten-12	Macklin
Maymont Central School	K-12	Maymont
McKittrick Community School	4-6	North Battleford
McLurg High School	7-12	Wilkie
Meadow Lake Christian Academy	K-12	Meadow Lake
Medstead Central School	K-12	Medstead
Newmark Colony School	K-9	Rockhaven
Norman Carter School	K-6	Wilkie
North Battleford Comprehensive High School	7-12	North Battleford
Scott Colony School	K-7	Unity
Spiritwood High School	7-12	Spiritwood
St. Vital Catholic School	Prekindergarten-7	Battleford
Unity Composite High School	7-12	Unity
Unity Public School	Prekindergarten-6	Unity

## Infrastructure Projects

Infrastructure Projects			
School	Project	Details	2024-25 Cost
Medstead Central School	Minor Capital School Renovation, including gym	School facelift, new HVAC, gym overhaul.	\$ 2,348,203.26
Unity Public School	Roof replacement	Replacement of roof over section #3 and #4	\$ 610,641.31
Kerrobert Composite School	Rooftop AHU replacement	Central hallway & Admin roof heating/cooling unit replacement	\$ 145,629.78
North Battleford Comprehensive High School	Washroom Renovation	Overhaul of the washrooms on the main floor -skylight lobby	\$ 388,838.14
<b>Total</b>			<b>\$ 3,493,312.49</b>

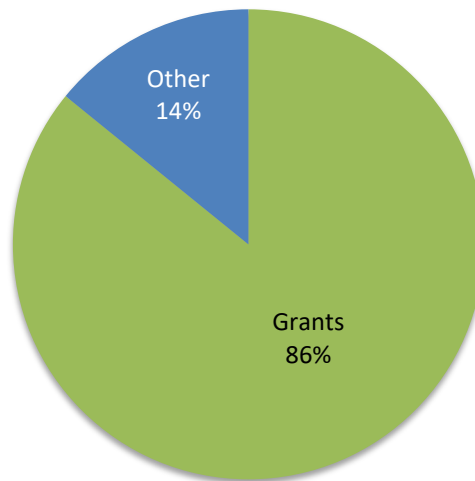
## Transportation

Number of Routes	113
Prekindergarten Students Rural	44
Prekindergarten Students Urban	26
K to 12 Students Rural	2170
K to 12 Students Urban	391
Families receiving travel allowance (must drive to meet bus)	6
Federal Students	62
K to 12 Transported to Another Community	332
Students Transported for Another School Division	312
Students Requiring Intensive Supports	5
<b>Total Funded Students</b>	<b>2587</b>

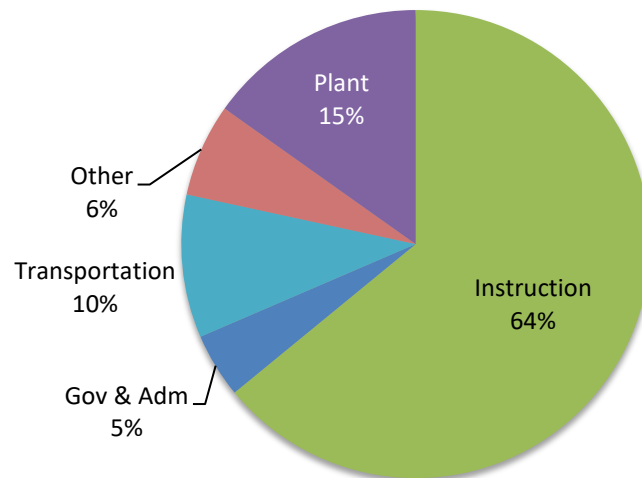
## Financial Overview

### Summary of Revenue and Expenses

**Revenue 2024-25**



**Expense 2024-25**



## Budget to Actual Revenue, Expenses and Variances

	2025	2025	2024	Budget to Actual Variance	Budget to Actual %	
	Budget	Actual	Actual	Over / (Under)	Variance	Note
<b>REVENUES</b>						
Grants	68,819,115	77,266,517	67,690,987	8,447,402	12%	1
Tuition and Related Fees	5,356,200	5,899,513	5,614,923	543,313	10%	2
School Generated Funds	2,070,000	2,276,274	2,098,740	206,274	10%	3
Complementary Services	1,485,406	1,577,272	1,467,447	91,866	6%	4
External Services	1,420,638	1,437,445	1,218,306	16,807	1%	
Other	1,390,000	1,532,118	1,736,015	142,118	10%	5
<b>Total Revenues</b>	<b>80,541,359</b>	<b>89,989,139</b>	<b>79,826,418</b>	<b>9,447,780</b>	<b>12%</b>	
<b>EXPENSES</b>						
Governance	412,128	419,047	377,343	6,919	2%	
Administration	3,500,326	3,527,274	3,292,677	26,948	1%	
Instruction	53,372,594	56,678,905	52,442,205	3,306,311	6%	6
Plant	13,776,589	13,418,620	10,971,540	(357,969)	-3%	
Transportation	9,415,116	8,746,696	8,521,855	(668,420)	-7%	7
Tuition and Related Fees	385,444	221,140	376,592	(164,304)	-43%	8
School Generated Funds	2,070,000	2,141,582	1,995,538	71,582	3%	
Complementary Services	1,501,549	1,526,159	1,501,466	24,610	2%	
External Services	1,383,279	1,792,569	1,606,659	409,290	30%	9
Other Expenses	2,177	6,210	11,704	4,033	185%	10
<b>Total Expenses</b>	<b>85,819,202</b>	<b>88,478,202</b>	<b>81,097,579</b>	<b>2,659,000</b>	<b>3%</b>	
<b>Surplus (Deficit) for the Year</b>	<b>(5,277,843)</b>	<b>1,510,937</b>	<b>(1,271,161)</b>			

### Explanation for Variances (All variances that are greater than positive or negative 5% must be explained)

Note	Explanation
1	PMR grant higher than budgeted; JP funding not budgeted; capital grant not budgeted
2	First Nations tuition higher than budgeted due to higher number of students
3	School generated funds activities higher than anticipated
4	Fees and other revenue higher than budgeted
5	Donations and reimbursements are higher than budgeted
6	Higher than budgeted salary costs - Jordan's Principle costs not budgeted
7	Lower than budgeted wages & benefits, fuel costs, r&m, amortization, actual excludes \$984k of bus purchases
8	3FTE students attending NW college in 24/25 vs 16 FT in 23/24 - budget was based on historical knowledge
9	High costs for associated schools due to wages for teachers; high than budget driver training costs; cafeteria sales higher than
10	Interest and bank charges were high than budgeted

## Appendix A – Payee List

### Board Remuneration

The following lists all payments made to and on behalf of board of education members.

Name	Remuneration	Travel *		Professional Development		Other	Total
		In Province	Out of Province	In Province **	Out of Province		
ARSENAULT, KEN	3,690	-	-	-	-	-	3,690
CONNOR, SARAH	13,250	-	-	1,537	1,193	-	15,980
GARTNER, KIM	1,033	-	-	-	-	-	1,033
GARTNER, LACEY	13,903	997	-	4,269	-	-	19,169
HEINTZ, BERNADETTE	3,552	811	-	98	-	-	4,461
KEMERY, BAILEY	13,802	1,118	-	1,857	-	-	16,777
KOBELSKY, NICOLE M.	17,796	2,427	-	2,913	1,120	-	24,255
LEASK, GLEN	16,156	-	-	973	-	-	17,129
LINNELL, MARY	16,133	1,116	-	2,872	-	-	20,121
OMELCHENKO, ROCKY	17,391	957	-	4,071	-	-	22,419
PETHICK, RONNA D*	25,897	3,134	-	4,505	508	-	34,044
SCHNEIDER, KELLY	13,098	1,190	-	4,915	508	-	19,711
WEBER, SHAUN**	14,950	-	-	1,391	-	-	16,341
* Board Chair **Vice-Chair							

### Personal Services

Listed are payees who received payments for salaries, wages, honorariums, etc. which total \$50,000 or more. *Available upon request.*



## Transfers

Listed below are payees who received transfers of \$50,000 or more.

Name	Amount
MEADOW LAKE CHRISTIAN ACADEMY	135,653
PRAIRIE LAND REGIONAL DIVISION	173,914

Name	Amount
WITCHEKAN LAKE FIRST NATION	92,280

## Supplier Payments

Listed are payees who received a total of \$50,000 or more for the provision of goods and services.

Name	Amount
ADA ARCHITECTURE	375,953
AON CANADA INC.	695,207
BIG HORN ELECTRIC LTD.	90,933
BILLY'S PLUMBING	141,108
BMO PURCHASE CARDS	3,777,360
BOYD'S GARAGE	84,299
BRIDGES CHEVROLET	69,791
CHOICE ELECTRICAL SUPPLY LTD	88,332
CISCO SYSTEMS CAPITAL	427,773
CITY OF NORTH BATTLEFORD	160,831
CJV THE CARPET PEOPLE	60,653
COMMISSIONAIRES (NORTH SK)	72,513
CONCENTRA EQUIPMENT FINANCE	104,453
CONCEPT3 BUSINESS INTERIORS	63,617

Name	Amount
CUSTOM MILLWRIGHT SERVICES LTD.	54,299
DELCO AUTOMATION INC.	72,622
DELTA CO-OP ASSOCIATION LTD	418,181
DISCOVERY CO-OPERATIVE	240,027
ECKART, EMILY	59,775
EECOL ELECTRIC	50,021
ENHANCE DRIVER EDUCATION	124,602
ERNIES SERVICE 2001 LTD.	54,387
FIRSTCANADA ULC	4,280,431
GORDON FOOD SERVICE	136,465
HAID ROOFING LTD.	55,731
HRO CHARTERED ACCOUNTANTS	50,100
IMPERIAL DADE CANADA INC.	55,590

Name	Amount
INLAND AUDIO VISUAL	51,619
KAL TIRE	54,810
LAKE COUNTRY CO-OP ASSN	98,380
NAVARRO MASONRY- OSCAR NAVARRO	173,826
NORTHEND WAREHOUSING LTD.	107,561
OPTIMUM ROOFING	607,435
PC CORP INC.	106,500
POWERSCHOOL CANADA ULC	332,451
RCAP LEASING	77,780
RIVER CITY PLG. & HTG.	130,044
RMIS	280,292
S.L. CONTRACTORS LTD.	106,283
SASKATCHEWAN DISTANCE LEARNING	576,400
SASKENERGY	537,488
SASKPOWER CORP	1,032,393
SCHOOL SPECIALTY CANADA	51,898

Name	Amount
SOFTCHOICE LP	79,587
SPACES INC.	67,529
SPTRB	54,306
SYSCO SERCA FOOD SERVICES WEST	117,806
TECH ELECTRIC LIMITED	93,492
TREVOR'S DRIVING SCHOOL	137,368
ULINE CANADA CORPORATION	71,467
VALLEY FORD SALES	69,383
VCM CONSTRUCTION LTD.	2,089,085
VISTA TOWING	57,249
WARNER BUS INDUSTRIES LTD.	339,428
WARNER INDUSTRIES SASKATOON	52,034
WARNER TRUCK INDUSTRIES LTD.	736,765
WBM TECHNOLOGIES INC.	299,835

## Other Expenditures

Listed are payees who received a total of \$50,000 or more and are not included in the above categories.

Name	Amount
BATTLEFORDS FIRST NATIONS JOINT BOARD OF EDUCATION	1,961,470
CANADA REVENUE AGENCY	16,162,024
CUPE LOCAL # 4747	213,081
MUNICIPAL EMPLOYEES PENSION PLAN	2,842,631
SASKATCHEWAN SCHOOL BOARDS ASSOCIATION	1,466,872

Name	Amount
SASKATCHEWAN TEACHERS FEDERATION	4,451,045
SASKATCHEWAN WORKERS' COMPENSATION BOARD	177,164
TEACHERS SUPERANNUATION COMM	61,277
TRI-WEST TEACHERS' ASSOCIATION	65,872

## Appendix B – Multi-year Funding Agreement and Classroom Support Resources

Through the multi-year funding agreement (MFA), the Government of Saskatchewan committed a minimum of \$356.6 million annually for classroom supports for a four-year period starting in 2024-25.

The Minister of Education, the Saskatchewan School Boards Association and the Saskatchewan Teachers Federation have recognized the importance of transparent allocation and reporting of the classroom supports as outlined in the MFA. As stated in the 2023-2026 Provincial Collective Bargaining Agreement, Appendix G, clause 1.3, they have agreed to the following:

In a separate schedule to their Annual Report, school divisions will report on the use of the classroom support resources provided for through the MFA.

Classroom Supports Categories	2024-25 Funding Allocation (\$000s)	Description of how the MFA classroom support resources were used in 2024-25
Targeted Supports	\$878,061	<ul style="list-style-type: none"> <li>School Liaisons 6.0 FTE</li> <li>Occupational Therapist 2.0 FTE</li> <li>Speech and Language 1.7 FTE</li> </ul>
Specialized Support Classrooms	\$300,000	<ul style="list-style-type: none"> <li>Specialized Classroom Coordinator 1.0 FTE</li> <li>Occupational Therapist 0.5 FTE</li> <li>School Counsellor 0.2 FTE</li> <li>Therapeutic Crisis Intervention Training</li> <li>Non-Violent Crisis Training</li> </ul>
Teacher Innovation Support Fund	\$0	<ul style="list-style-type: none"> <li>None received in this fiscal year</li> </ul>
Supports for Learning	\$9,929,359	<ul style="list-style-type: none"> <li>Learning Services staff to support students with intensive needs</li> </ul>

## **Appendix C – Management Report and Audited Financial Statements**

The final PDF version of the annual report is created by combining a PDF of this annual report populated template (including this Appendix C heading page) with the final PDF copy of the signed audited financial statements.

It is not necessary to try and fit the contents of the audited financial statements into the format of this annual report template. The signed audited financial statements can simply be an appended document with its own page numbers (i.e., no footers required).



## LIVING SKY SCHOOL DIVISION NO. 202

Board of Education Action Item

Action Number: G.2

Date: November 26, 2025

# ACTION

**TO:** Board of Trustees

**FROM:** Lisa Palmarin, Superintendent of Business

**SUBJECT:** Audited Financial Statements

### BACKGROUND:

The annual audit of the school division's financial statements for the year ended August 31, 2025, has been completed in accordance with the Education Act, 1995, and Public Sector Accounting Standards (PSAS). The external auditors have completed their fieldwork, and the draft audited financial statements are complete. The Ministry of Education has also conducted its preliminary review of the financial statements.

As part of the provincial reporting process, minor adjustments may still be required pending final confirmation from the Ministry of Education and the Provincial Comptroller's Office, who complete a standardized format and compliance review of all school division financial statements in the province.

The Audit Committee will meet prior to the Board meeting to review the draft audited financial statements, discuss the audit results with the external auditors, and provide its recommendation to the Board. The financial statements are now presented to the Board of Education for approval, subject to any minor revisions arising from these final review steps.

### RECOMMENDATION:

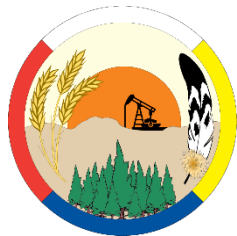
That the Board of Education approve the Audited Financial Statements for the fiscal year ended August 31, 2025, as presented by Lisa Palmarin, Superintendent of Business pending minor changes made from the Ministry of Education and after Provincial Comptroller's Office format and review approval.





# Information Items





Living Sky School Division No. 202

# Accessibility Plan

2025-2028



# Land Acknowledgement

Living Sky School Division acknowledges that we live, learn, and work on Treaty 6 Territory, the traditional lands of the Nêhiyawak, Nakawe, Dene, Lakota, Nakota, Dakota, and Métis peoples. We honour the spirit and intent of our sacred treaty relationship and recognize the deep connections Indigenous peoples have to this land. As we move forward with our 2025–2028 Accessibility Plan, we commit to creating spaces where every person feels valued, respected, and included.

Accessibility is a shared responsibility, and we draw inspiration from the teachings of the land and the wisdom of those who have cared for it since time immemorial. Together, we strive for reconciliation through action—by listening, learning, and ensuring that our schools and Central Services are welcoming for all.

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*This report is available in alternate format upon request.*

# Alternate Formats and How to Request Them

Living Sky School Division is committed to ensuring all individuals can access our reports and documents. Alternate formats may include:

- Large print
- Audio recording
- Accessible electronic text (screen-reader friendly PDF, Word, or HTML)
- Plain language summary
- Captioned video

## **To request an alternate format:**

Please contact us by:

- Email: [office@lskysd.ca](mailto:office@lskysd.ca)
- Phone: 306-937-7902
- Mail: 509 Pioneer Avenue, North Battleford, S9A 4A5

## **When making a request, please specify:**

- The preferred format
- Any additional details that will help us meet your needs

We will work with you to provide the requested format as quickly as possible.

# Message From the Director and Board Chair

We are pleased to present Living Sky School Division's 2025-2028 Accessibility Plan. This is our collective commitment to building a school division where every student, staff member, family, and community member can participate fully, safely, and with dignity.

This plan reflects the voices, insights, and experiences of people across our school division. It aligns with *The Accessible Saskatchewan Act* and represents an important step forward in ensuring that accessibility and inclusion are not only priorities, but fundamental expectations across all schools, services, and workplaces within LSKYSD.

Our goals focus on five core areas: strengthening a culture of inclusion and belonging; improving the accessibility of buildings and physical environments; ensuring equitable access to programs, services, and digital platforms; supporting a diverse and inclusive workforce; and providing strong leadership that sustains accessibility across the organization. Together, these goals outline a division-wide approach to identifying, removing, and preventing barriers so that everyone we serve is valued, represented, and supported.

We recognize that accessibility is an ongoing journey—one that requires collaboration, reflection, and continued learning. As a school division, we are committed to leading this work with transparency and accountability, and to creating environments where all individuals can thrive.

Thank you to the students, families, staff, community partners, and accessibility advocates who have contributed to this plan. Your perspectives guide us and strengthen our resolve to build a more inclusive future.

With appreciation,

**Ronna Pethick**  
*Board Chair*  
LSKYSD Board of Education

**Brenda Vickers**  
*Director of Education*  
Living Sky School Division

# Living Sky at a Glance



**5300**  
Students

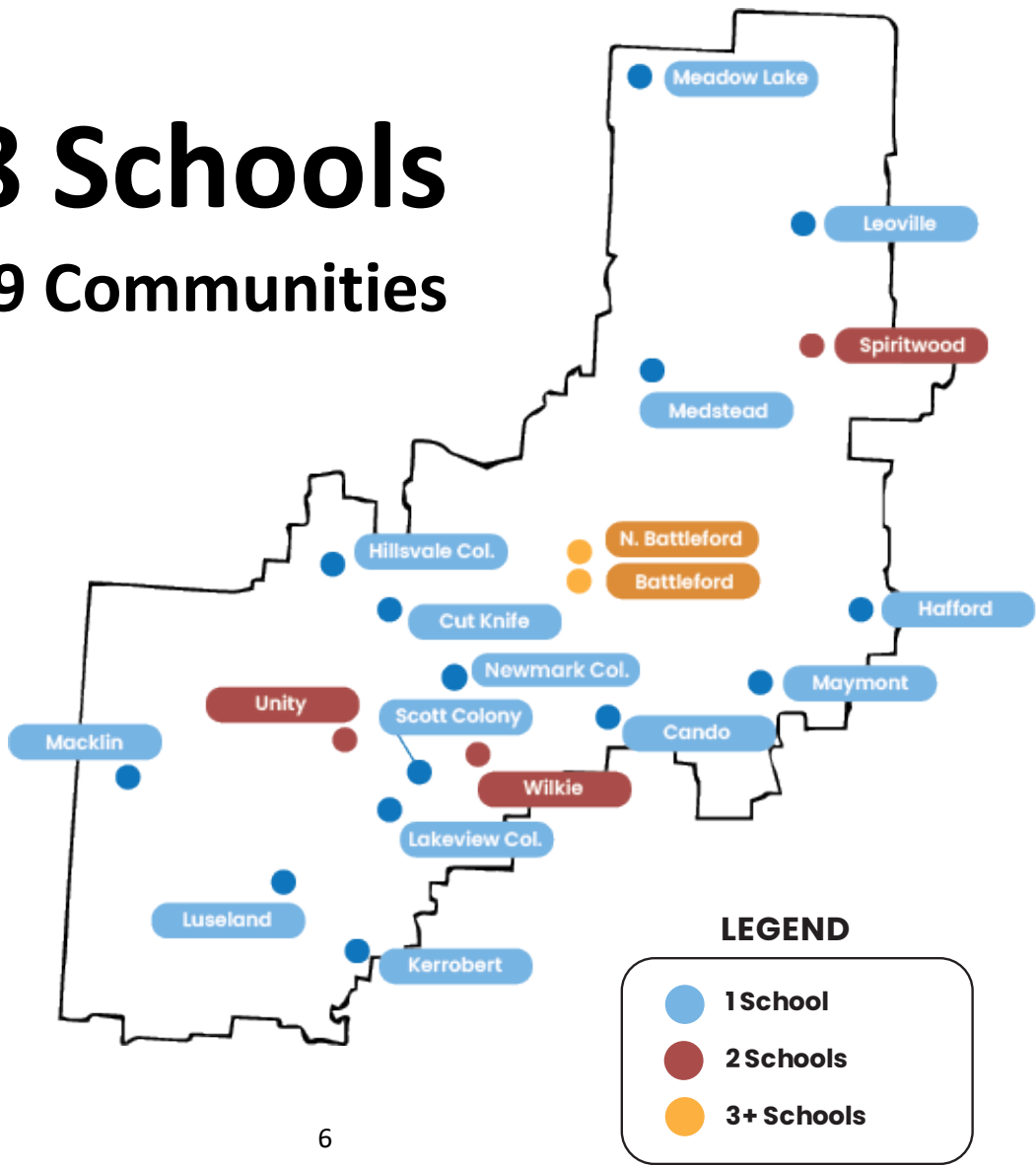


**800+**  
Staff



**28 Schools**  
in 19 Communities

**VISION:**  
Growth  
Without  
Limits,  
Learning  
For All



# Introduction

Living Sky School Division (LSKYSD) is committed to creating an inclusive environment where everyone—students, staff, families, and visitors—can learn, work, and participate with dignity. Accessibility benefits everyone, and we believe that removing barriers strengthens our entire school community.

## Why This Plan Matters

On December 3, 2023, the Government of Saskatchewan enacted The Accessible Saskatchewan Act, requiring organizations to identify, remove, and prevent accessibility barriers. In response, Living Sky School Division has developed this accessibility plan to guide our efforts over the next three years. This plan outlines actions to improve access to facilities, programs, and services for persons with disabilities and others who face mobility, communication, cognitive, or health-related challenges.

## Our work is guided by:

- The Saskatchewan Human Rights Code
- The Canadian Charter of Rights and Freedoms
- The United Nations Convention on the Rights of the Child
- The Calls to Action of the Truth and Reconciliation Commission, ensuring culturally responsive solutions.

## Our Commitment

We believe every child deserves a quality education and that all members of our school communities have the right to participate in safe, inclusive, and discrimination-free environments—regardless of race, culture, religion, gender, identity, ability, or background. This commitment reflects our core value of belonging and our steadfast belief that accessibility is good for everyone.

## How We Developed This Plan

The LSKYSD Accessibility Team designed and distributed a survey, reviewed feedback, and examined existing programs and services. We consulted with caregivers, students, staff, and persons with disabilities to identify barriers and shape practical solutions. We are grateful for the thoughtful input and strong community engagement that informed this plan.

## What We Learned

Survey responses revealed that accessibility is multifaceted. Key themes included:

- **Physical barriers:** Limited wheelchair access, inaccessible playgrounds, uneven or icy walkways, and insufficient accessible parking.
- **Information and communication barriers:** Confusing navigation on technology platforms, inconsistent messaging, and formats incompatible with screen readers.
- **Attitudinal barriers:** Limited awareness of disabilities, assumptions about ability, and inconsistent application of accommodations.
- **Technological limitations:** Outdated or unavailable assistive devices and funding gaps.

- **Other concerns:** Limited mental health supports and access to counselling or therapy services, especially in rural areas.

Despite these challenges, respondents praised inclusive practices already in place, such as accessible entrances, functional lifts, and dedicated staff who foster a culture of care. Programs and supports like Student Services Teachers, inclusive classrooms, and literacy interventions (e.g., Barton) were highlighted as strengths. Our Supports for Independence Committee continues to provide leadership and advocacy for individualized student needs.

## **Looking Ahead**

Living Sky School Division will focus on five key goals to advance accessibility and inclusion:

1. **Build an Inclusive School Division Culture Through Accessibility Awareness and Celebration**

We will foster a culture of accessibility and belonging by increasing awareness, celebrating disability culture, and embedding accessibility principles in communication and practice.

2. **Increase Accessibility in School Division Buildings and Properties**

We will identify, remove, and prevent physical barriers in schools, grounds, and public spaces to ensure full and dignified participation for all.

3. **Enhance Accessibility of Programs, Services, and Digital Platforms**

We will strengthen equitable access to learning and communication by removing physical, informational, and digital barriers across programs and services.



#### **4. Support a Diverse and Inclusive Workforce**

We will build an inclusive, equitable, and accessible workplace by removing barriers in recruitment, retention, and daily operations, ensuring all employees can participate fully.

#### **5. Provide Leadership to Promote and Sustain Accessibility and Inclusion**

We will embed accessibility in strategic planning, decision-making, and operations, aligning with The Accessible Saskatchewan Act and leading proactive implementation of emerging standards.

Our goal is to meet—and exceed—the requirements of the Accessible Saskatchewan Act. Together, we are building a school division where everyone can thrive.

## **Definitions:**

### **Accessibility Barriers**

The Accessible Saskatchewan Act defines a barrier as anything that hinders or challenges the full and equal participation in society of persons with disabilities.

There are many types of barriers that persons with disabilities may experience, including physical barriers, information and communications barriers, and attitudinal barriers. Definitions and examples of each barrier type are outlined below to help people understand the experiences of people with disabilities.

### **Physical Barriers**

Physical barriers exist when spaces are designed in ways that prevent or limit mobility or access.

For example:

- Hosting public events at a venue that is only accessible by stairs.
- Parking lots with no curb cuts that make it difficult to access sidewalks.
- Washrooms that lack accessible stalls or automatic door openers.

## **Information and Communications Barriers**

Information and communications barriers exist when information or material is shared in a way that is not accessible to all people.

For example:

- Using small print that is hard to read.
- Websites and documents that are not accessible for screen readers or convert text to multiple languages.
- Videos that do not have closed captioning.

## **Attitudinal barriers**

Attitudinal barriers exist when people act or think based on false assumptions.

For example:

- Not including persons with disabilities in decisions that impact them.
- Making assumptions about a person's ability to communicate or do things for themselves.
- Avoiding a person with a disability for fear of offending them.

# Accessibility Goals and Actions

Living Sky School Division has taken important steps to improve accessibility across its facilities, programs, and services. We recognize that this work is ongoing as we strive to create a more inclusive environment. This plan outlines the actions we will prioritize over the next three years to remove barriers and promote accessibility for persons with disabilities. Our staff will collaborate to implement these actions and raise awareness, ensuring that everyone in our school communities can participate fully.

## **Goal 1 – Build an Inclusive School Division Culture Through Accessibility Awareness and Celebration**

LSKYSD is committed to fostering a culture of accessibility, inclusion, and belonging. By increasing awareness, celebrating disability culture, and embedding accessibility principles in communication and practice, the division will strengthen a community where all students, staff, and families feel respected, represented, and valued.

### **Achievements to Date**

- Work completed with Learning Services on preferred disability language.
- Communications and website teams are becoming familiar with accessibility legislation and standards (e.g., WCAG 2.2, Accessible Canada Act, Accessible Saskatchewan Act).
- Early work underway to identify accessibility features within division communication tools (websites, PDFs, intranet, Edsby) and to create and implement accessibility tool checklists.

## **Actions for 2025–28**

### **1. Accessibility Awareness and Communication**

Staff across all schools and departments demonstrate understanding and an emerging application of accessibility and inclusion communication practices.

All public-facing digital and print materials meet or exceed WCAG 2.2 Level AA standards, supported by accessible templates and checklists.

- Develop and implement a coordinated communication strategy defining key concepts (disability, accessibility, barrier, ableism, inclusion).
- Share division-wide resources for staff meetings, newsletters, SCCs, and social media.
- Adopt and distribute accessibility checklists for digital and print communications.
- Develop an online training resource on accessibility awareness and inclusive communication.
- Enhance and maintain a division accessibility webpage that includes:
  - Definitions, resources, and supports
  - A feedback form for anonymous input
  - Progress updates and celebrations
  - Inclusive imagery and stories from across the division

### **2. Celebrate Disability Culture and Promote Visibility**

Accessibility and disability culture are celebrated through visible, division-wide initiatives that strengthen belonging. Students, staff, and community

members report feeling welcomed, represented, and respected in communications and events.

- Create and share an annual **Accessibility and Disability Awareness Calendar** with resources for key dates (e.g., National AccessAbility Week, World Autism Awareness Day, International Day of Persons with Disabilities).
- Highlight stories and initiatives through school newsletters, social media, and the division website.

### **3. Transparency and Continuous Improvement**

Accessibility progress is shared publicly each year, and feedback directly informs division planning and improvement.

- Publish an **annual Accessibility Progress Update** detailing actions taken, improvements made, and next steps.
- Collect and analyze feedback through the accessibility webpage to inform professional learning priorities and resource development.

## **Goal 2 – Increase Accessibility in School Division Buildings and Properties**

LSKYSD recognizes that accessible buildings and environments are essential to ensuring full and dignified participation for all students, staff, families, and community members. The division will continue to identify, remove, and prevent physical barriers in schools, grounds, and public spaces so that everyone can engage equitably in school life.

## Achievements to Date

- Collecting baseline information to inform future upgrades and renovations.
- Renovated barrier-free, gender-inclusive washrooms at Leoville School, Medstead School, and North Battleford Comprehensive High School.
- Upgraded washroom accessibility at Unity Public School.
- Added ramps to improve building access at Cando School.

## Actions for 2025–28

### 1. Site Accessibility Assessment and Planning

A division-wide inventory of barriers informs ongoing, prioritized upgrades and annual reporting.

- Continue to collect and maintain a centralized inventory of accessibility issues across division properties, including:
  - Entrances, ramps, and automatic doors
  - Washrooms and changerooms
  - Parking lots and drop-off/pick-up zones
  - Hallways, signage, lighting, and flooring
  - Gymnasiums, libraries, and outdoor play spaces
- Engage staff, students, and community members to gather feedback and guide priorities for improvements.
- Develop a multi-year, transparent, and phased **Accessibility Improvement Plan** based on assessment findings.

## **2. Facility Design, Renovation, and Construction**

New construction and renovation projects meet recognized accessibility and universal design standards. Accessibility planning is embedded within the division's facility strategy, budgeting, and long-term capital investments.

Students, staff, and visitors begin to experience noticeable improvements in physical access and usability across division buildings and grounds.

- Embed universal design and accessibility standards in all new builds and major renovations.
- Complete prioritized improvements such as:
  - Ensuring every school has at least one accessible parking stall with appropriate signage.
  - Providing School Community Councils with guidance and resources for selecting accessible play structures during playground fundraising and installations.
  - Improving maintenance of gravel parking lots to enhance safe, barrier-free access.
  - Installing a chair lift into Kerrobert Central School's gym.

## **Goal 3 – Enhance Accessibility of Programs, Services, and Digital Platforms**

Living Sky School Division (LSKYSD) is committed to ensuring that all students, staff, and community members can fully access and participate in its programs, services, and digital environments. By identifying and removing physical, informational, and digital barriers, the division will strengthen equitable access to learning, communication, and participation for all.

## **Achievements to Date**

- Introduced adjustable furniture and desks in classrooms to support mobility and comfort.
- Established the Supports for Independence (SFI) Committee to provide timely access to assistive technology and tools such as communication apps, adaptive readers, and text-to-speech software.
- Initiated an accessibility audit of division and school websites to identify improvements and explore digital accessibility tools.

## **Actions for 2025–28**

### **1. Accessible Communication and Information**

Employees understand and apply accessibility practices in their daily work.

- Review and revise key division documents and websites to ensure they are clear, easy to navigate, and compatible with assistive technologies.
- Develop accessible templates and standards for PDFs, communications, and online content.
- Provide staff with information and resources to create accessible communications for students, families, and the public.

### **2. Digital Access and Assistive Technology**

Students have equitable access to essential assistive technologies and adaptive equipment that support participation and learning.



- Collaborate with vendors and the SFI Committee to ensure devices, software, and learning tools meet accessibility standards.
- Develop a centralized repository of accessibility tools and training resources for staff and students.
- Expand access to assistive technologies (e.g., laptops, iPads, microphones, and sound systems) and explore low-cost options for students requiring additional support.

### **3. Inclusive Infrastructure and Continuous Improvement**

Division websites, portals, and communications meet accessibility standards and are easy to read, understand, and navigate. Accessibility principles are embedded in communication and procurement processes across the division.

- Implement accessibility requirements in procurement and project evaluations.
- Conduct digital accessibility testing and update the school division website, forms and platforms for mobile responsiveness.
- Track progress through a division-wide accessibility workplan and report improvements annually.

## **Goal 4 – Support a Diverse and Inclusive Workforce**

Living Sky School Division (LSKYSD) is committed to building an inclusive, equitable, and accessible workplace that reflects the diversity of its communities. A workforce representing varied backgrounds, identities, and abilities strengthens schools, enriches learning, and improves outcomes for students.

By removing barriers and embedding inclusion in every stage of employment—from recruitment to retention—LSKYSD ensures that all employees can participate fully and with dignity.

## **Actions for 2025–28**

### **1. Inclusive Policies and Processes**

Recruitment and onboarding are inclusive, consistent, and accessible.

- Audit recruitment and onboarding practices to identify and remove barriers.
- Apply accessibility standards to all hiring tools and materials.
- Review accommodation and self-disclosure processes to promote trust and equity.

### **2. Inclusive Recruitment and Outreach**

Job postings and workplace practices visibly reflect LSKYSD’s equity and accessibility commitments.

- Clearly communicate available accommodations in all postings and candidate communications.
- Use inclusive language that signals belonging from first contact.

### **3. Training and Capacity Building**

Staff and leaders understand how to support accessibility and inclusion.

- Provide training for hiring teams on accessibility, bias reduction, and inclusive interviewing.

#### **4. Feedback and Continuous Improvement**

Employees report feeling valued, supported, and able to succeed.

- Gather feedback from candidates and new hires on accessibility and inclusion.
- Track progress through reviews and satisfaction metrics.

### **Goal 5 – Provide Leadership to Promote and Sustain Accessibility and Inclusion**

Living Sky School Division is committed to building and sustaining system-level leadership that prioritizes accessibility and inclusion across all areas of the organization. By aligning with The Accessible Saskatchewan Act and its accompanying regulations, the division will ensure that accessibility is embedded in strategic planning, decision-making, and daily operations. As new standards emerge, LSKYSD will lead proactive implementation across departments and sites, fostering a culture of shared responsibility and continuous improvement.

#### **Achievements to Date**

- Established a broad-based school division committee of leaders—including representatives from Human Resources, Facilities, Communications, Learning and Student Services to guide planning and implementation of accessibility

initiatives, in response to the accessibility survey conducted in the spring of 2025.

- Conducting accessibility scans of key policies, procedures, and physical spaces to identify foundational barriers.
- Increased leadership awareness of accessibility legislation and inclusive education principles through targeted professional learning sessions.

## **Actions for 2025–28**

### **1. Embed Accessibility into Division-Wide Planning**

Leaders across the division promote accessibility and inclusion, demonstrating a collective commitment to removing barriers and fostering equitable environments.

- Integrate accessibility goals into strategic and department action plans.

### **2. Establish Accessible Practice Guidelines**

A strong culture of accessibility is evident in leadership practices, school climates, staff engagement, and student experiences, contributing to a more inclusive and welcoming division.

- Create a Guide to Hosting Accessible Events with clear steps for inclusive communication, physical accessibility, dietary accommodations, and sensory-sensitive considerations.
- Create a Checklist for Accessible Meetings and Professional Learning, including hybrid and virtual formats.

### **4. Ensure Inclusive Procurement and Investment**

Accessibility is embedded in planning, procurement, and operational practices, with consistent application of inclusive standards across all departments and sites.

- Provide procurement staff and decision-makers with information on accessibility standards and universal design.
- Embed accessibility requirements into procurement and tendering processes to ensure goods and services meet inclusive standards.

## Conclusion

Living Sky School Division remains deeply committed to advancing accessibility across our schools, facilities, communications, and operational processes. This Accessibility Plan outlines a multi-year strategy to identify, remove, and prevent barriers that impact students, staff, families, and community members—particularly those with disabilities.

To ensure continued relevance and impact, the division will review and update this plan every three years, with annual progress monitoring to assess effectiveness and guide improvements. As we move forward, we recognize that meaningful change requires ongoing dialogue. We invite and encourage feedback from our community to help us better understand and address the barriers that affect access, inclusion, and participation.

Together, we will build a more accessible, inclusive, and equitable school division—one where everyone belongs and thrives.

**Contact us:**

We value your feedback and welcome members of the public to submit comments about our accessibility plan using the form and contact information below. [2025-2028 Living Sky School Division Accessibility Plan Feedback Survey](#)

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