



Living Sky School Division No. 202

# BOARD PACKAGE

Information for the regular meeting of the Living Sky  
School Division Board of Education on:  
November 12, 2025



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Prepared For:  
LSKYSD Board of  
Education



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306-937-7702



## LIVING SKY SCHOOL DIVISION NO. 202

Board of Education Regular Meeting

Date: November 12, 2025 – 4:00 pm

# AGENDA

### A. Call to Order

- A.1 Land Acknowledgement & Values
- A.2 Welcome and Introductions
- A.3 Declaration of Conflict of Interest

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### B. Approval of Agenda

- B.1 Agenda  
Motion to Approve

### C. Approval of Previous Minutes

- C.1 October 29, 2025  
Motion to Approve

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

### E. Presentations & Delegations

### F. Business as Usual

- F.1 Superintendents BAU (School Goals/SLIP Approval)

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### G. Action Items

- G.1 Accounts
- G.2 Sale of House in Cando

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### H. Administrative Reports

- H.1 Director's Report  
Motion to Receive and File

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### I. Board Reports

- I.1 Board Chair Report – Commitments October  
Motion to Receive and File

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### J. Information Items

- J.1 Continuous Agenda
- J.2 October 31 Enrolments  
Motion to Receive and File

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## **K. In-Camera**

K.1 Motion to Move In-Camera

K.2 Motion to Rise and Report from In-Camera

## **L. Items Arising from In-Camera**

L.1 Motion to Receive and File

## **M. Advocacy**

M.1 Trustee Updates

## **N. Adjournment**





## Land Acknowledgement

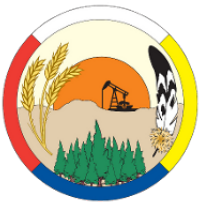
In the spirit of truth and reconciliation, we acknowledge, with gratitude and respect, that the land on which we gather is situated within Treaty Six and Treaty Four territories, traditional homelands of the Nehiyawak, Nakawe, Dene, Nakota, Dakota, Lakota and homeland of the Métis Nation. We recognize 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>





# MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION

Living Sky School Division No. 202

On

Wednesday, October 29, 2025 at 4:00 p.m.

Note: MC motion carried

<b>Present</b>		Trustees: <i>Pethick, Weber, Connor, Gartner, Kemery, Kobelsky, Leask, Linnell, Omelchenko, and Schneider.</i> Also in attendance were: Director of Education, <i>Brenda Vickers</i> and Superintendent of Business, <i>Lisa Palmarin.</i>		
<b>A</b>	<b>Call to Order</b>	Chairman <i>Pethick</i> called the meeting to order at 4:00 p.m.		
	<b>Declaration of Conflict of Interest</b>	Nothing to report.		
<b>B</b>	<b>Agenda</b>	MC	Trustee <i>Weber</i> moved the agenda to be approved as presented.	<b>027-10/29/2025</b>
<b>C</b>	<b>Minutes</b>	MC	Trustee <i>Linnell</i> moved the Board to approve the minutes of the Regular Meeting of September 24, 2025.	<b>028-10/29/2025</b>
<b>D</b>	<b>Business Arising/Unfinished Business from Previous Meeting</b>	Nothing to report.		
<b>E</b>	<b>Presentations &amp; Delegations</b>	Heritage Christian & Meadow Lake Christian School Administrators and Board Members		
<b>F</b>	<b>Business As Usual</b>	MC	Trustee <i>Schneider</i> moved the Board to receive and file the following business as usual reports: Information Technology, Transportation & Human Resources.	<b>029-10/29/2025</b>
<b>G</b>	<b>Action Items</b>	<b>G.1</b>	<b>Accounts</b>	
		MC	Trustee <i>Kobelsky</i> moved the Board to approve payment of accounts as presented.	<b>030-10/29/2025</b>
		<b>G.2</b>	<b>Mosquito Grizzly Bear's Head Lean Man First Nation and Living Sky School Division Urban Reserve Partnership Agreement</b>	
		MC	Trustee <i>Kemery</i> moved the Board to approve in principle the terms of the urban reserve partnership agreement with the Mosquito Grizzly Bear's Head Lean Man First Nation.	<b>031-10/29/2025</b>
		<b>G.3</b>	<b>Innovation Fund Transfer</b>	
		MC	Trustee <i>Gartner</i> moved the Board to approve the transfer of the Living Sky School Division Innovation Fund currently held by the Battlefords and District Community Foundation into the division's bank account where it will be managed, invested and accounted for within the division's financial system.	<b>032-10/29/2025</b>

		MC	Trustee <i>Connor</i> moved the Board move to the in-camera session.	033-10/29/2025
		MC	Trustee <i>Gartner</i> moved the Board to rise and report from the in-camera session.	034-10/29/2025
H	Administrative Reports	H.1	<b>Director's Report</b>	
		H.2	<b>Superintendent of Business Report</b>	
		MC	Trustee <i>Leask</i> moved the Board to receive and file the Director and Superintendent of Business reports as presented.	035-10/29/2025
I	Board Reports	I.1	<b>Board Chair Report – Commitments September</b>	
		I.2	<b>Letter to Witchehan Lake Chief and Council</b>	
		MC	Trustee <i>Omelchenko</i> moved the Board to receive and file the Board Chair Report and Letter to Witchehan Lake Chief and Council as presented.	036-10/29/2025
J	Information Items	J.1	<b>Continuous Agenda</b>	
		MC	Trustee <i>Pethick</i> moved the Board to receive and file the information items as presented.	037-10/29/2025
K	In-Camera	K.1	<b>Move In-Camera</b>	
		MC	Trustee <i>Weber</i> moved the Board move to the in-camera session.	038-10/29/2025
		Trustee <i>Weber</i> declared a conflict of interest moving into the in-camera portion and removed himself from the meeting.		
		K.2	<b>Rise and Report</b>	
		MC	Trustee <i>Pethick</i> moved the Board to rise and report from the in-camera session.	039-10/29/2025
L	Items Arising from In-Camera	L.1	<b>Transportation Service Review</b>	
		MC	Trustee <i>Linnell</i> moved the Board to authorize administration to issue a Request for Proposal (RFP) through SaskTenders for the provision of student transportation services currently operated by Division employees using the Division-owned fleet. Further, that the RFP be structured to: <ul style="list-style-type: none"> <li>• Support continuity of service and student safety;</li> <li>• Ensure fair and transparent treatment of current employees in accordance with applicable labour legislation and collective agreements; and</li> <li>• Promote long-term operational and financial sustainability for the Division.</li> </ul> And that administration report back to the Board with the RFP results and a recommendation for award prior to contract finalization.	040-10/29/2025
K	In-Camera	Trustee <i>Weber</i> returned to the meeting.		
		K.3	<b>Move In-Camera</b>	
		MC	Trustee <i>Schneider</i> moved the Board move to the in-camera session.	041-10/29/2025
		K.2	<b>Rise and Report</b>	
L	Items Arising from In-Camera	MC	Trustee <i>Kobelsky</i> moved the Board to rise and report from the in-camera session.	042-10/29/2025
		L.2	<b>Human Resources Confidential Staffing Report</b>	
		MC	Trustee <i>Kemery</i> moved the Board to receive and file the Confidential HR Board Report as presented.	043-10/29/2025
		L.3	<b>Public Section Horizon Bylaw Amendment/Resolution</b>	
		MC	Trustee <i>Connor</i> moved the Board to formally support	044-10/29/2025

			the Public Section Horizon Bylaw Amendment /Resolution.	
<b>M</b>	<b>Advocacy</b>		Nothing to report at this time	
<b>N</b>	<b>Adjournment</b>	MC	Trustee Gartner moved the Board to adjourn the regular meeting of October 29, 2025 at 9:33 p.m.	<b>045-10/29/2025</b>

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**Ronna Pethick**  
CHAIRMAN OF THE BOARD

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**Lisa Palmarin**  
SUPERINTENDENT OF BUSINESS



## LIVING SKY SCHOOL DIVISION NO. 202

Board of Education Regular Meeting

Date: November 12, 2025

BAU

**TO:** Board of Trustees

**FROM:** Superintendents of Learning

**SUBJECT:** School Goals (School Learning Improvement Plans)

**INTENT:** Information

**Background:**

School administration, in consultation with SCC, creates school goals that respond to the needs of their students and align with the Division's Strategic Plan.

The SLIP also connects to teacher learning through professional development and professional learning goals. Time is built into early dismissal and school-based professional development days for teachers to share data, collaborate, and reflect on progress throughout the year. School Learning Improvement Plans are meant to be living documents that change and adjust as needed.

**Current Status:**

Starting in 2025-26, school administrators were asked to envision their goals according to a process provided by Robyn Jackson in her book "Stop Leading, Start Building." Each goal is to be rooted in a 100% vision of where they want their school to be. School staffs have each worked to co-construct their "why" or mission statement, as well as their collective core value or imperatives that will drive their goal forward.

School Learning Improvement goals align with Outcome 1.1, Responsive Programming for Emerging Needs from the Living Sky School Division Strategic Plan.

School administrators will meet with their school superintendents to monitor growth and reflect on challenges and successes. This year, each school will use a OneNote notebook to document their School Learning Improvement Process

School Learning Improvement Plans have been shared with staff and students. School Community Councils have approved school goals. This year's plans are available in the Board of Education Teams folder.







Below is a summary table of each school's focus, showing **what** they seek to accomplish, **why** they are committed to this goal and **how** they see their roles in making it happen.

<b>Battleford Central School</b>
<b>Administrator(s):</b> Jen Kahl & Ashley Bullerwell
<b>100% Goal: BCS-BELONG. GROW. ACHIEVE.</b> Every student will be reading at or above proficiency by the end of Grade three and maintain or improve their proficiency for each subsequent grade thereafter. In addition, every student with specific academic goal(s), will have met or exceeded their individual growth expectations.
<b>Mission</b> because each child deserves a place where they matter, where they can explore their potential, and where success is possible for ALL!
<b>Core Values (Imperatives)</b> <ul style="list-style-type: none"><li>• RELATIONSHIPS-Build a positive team and school community through authentic interactions.</li><li>• CARE-Show genuine interest in students' lives through meaningful conversations.</li><li>• EMPOWER everyone to do their best, understanding it looks different for everyone.</li><li>• CELEBRATE-Meet students where they are and celebrate small successes, recognizing they may be big achievements for them.</li></ul>

<b>Bready Elementary School</b>
<b>Administrator(s):</b> Rhonda Simon & Nancy Fullerton
<b>100% Goal: VALUED. GROWING. SUCCEED.</b> Students will achieve their growth goal in reading, or IIP goal, through strong literacy instruction, with a focus on explicitly teaching structured writing skills daily.
<b>Mission</b> because every student can grow and succeed if they feel safe and they matter and they deserve strong, evidence-based instruction, where every minute matters.
<b>Core Values (Imperatives)</b> <ul style="list-style-type: none"><li>• Every student should feel like they belong, they matter, and we care about them. We do this through building strong relationships, and we must model this through our respect and teamwork among adults.</li><li>• We will meet students where they are at. This speaks to knowing our students academically, developmentally, and emotionally.</li><li>• We strive to provide strong, evidence-based instruction. This means we are always learning how to improve our practice and understand and act with a sense of urgency.</li><li>• We set meaningful goals for students and celebrate their success. This value is important for so many aspects of learning, including both academics and behaviour.</li></ul>



## **Cando Community School**

**Administrator(s):** Angela Robertson

**100% Goal:** 100% of our students will meet or exceed their individual learning goals, showing yearly growth in academic achievement and in their understanding of Indigenous knowledge and culture.

### **Mission**

because we want all students to become confident and culturally grounded individuals who are prepared to lead and thrive in both their communities and the wider world.

### **Core Values (Imperatives)**

- We will set high expectations for every student; provide the support they need to succeed and celebrate their growth.
- We will embed Indigenous knowledge and ways of learning in our teaching with guidance from Elders and Knowledge Keepers.
- We will build safe, welcoming spaces where every student feels valued and represented.
- We will model respect for students, colleagues, families, and the land.
- We will strengthen relationships and engage with families, elders, and community organizations.
- We will model courage by acknowledging mistakes, learning from them, and moving forward with humility.

## **Connaught Elementary School**

**Administrator(s):** Jamie Whitt & Pam Hellofs

**100% Goal:** At Connaught School, by the end of grade 3, 100% of students will reach proficiency in their learning goals.

### **Mission**

because we empower every student to grow academically, socially, and emotionally by meeting them where they are and guiding them toward success.

### **Core Values (Imperatives)**

- Give support and grace.
- Hold high standards – celebrating growth not perfection.
- Show up with positivity and belief – for our students and each other.
- Stand together – especially in challenging times.

## **Cut Knife Community School**

**Administrator(s):** Jeremy Murphy & Anneleise Hampson

**100% Goal:** Over the next 5 years 100% of adults will implement high-impact Tier-1 practices with regularity so that 100% of students demonstrate measurable growth toward at least grade-level expectations and are regulated, ready to learn, and experience high engagement.

### **Mission**

because we believe every student can find success in their life and learning. “Aspiration: Empowering all for success.”

**Core Values (Imperatives)**

- Communication that is clear, honest, and supportive.
- Success is a point of pride and celebration.
- Understanding for all.
- Growth and success for all.
- Collaborate for empowerment.

**Hafford Central School****Administrator(s):** Tara Welsh

**100% Goal:** 100% of students will develop critical thinking skills because we value sharing of Knowledge and value learning excellence. Each student will read at proficiency according to their individual learning goals because we value learning excellence and believe all students can be supported and grow.

**Mission**

- because we believe in increasing reading skills in all students and that all students can learn and grow.
- because every student should feel self-satisfaction in giving their best to their highest potential.

**Core Values (Imperatives)**

- Respectful relationships.
- Create critical thinking opportunities.
- success at individual levels.

**Hartley Clark Elementary School****Administrator(s):** Stacy Hill

**100% Goal:** 100% of our students will be ready to be successful in high school.

**Mission**

because we want to align with the high school's goal that 100% of their kids will graduate and we believe that goals start from the beginning.

**Core Values (Imperatives)**

- Kids will feel connected, engaged, and motivated.
- Teachers value relationships, engaging instruction, and connectedness.

**Heritage Christian School****Administrator(s):** Gerald Weibe

**100% Goal:** By the end of the 2025-2026 school year, 100% of students at HCS will be proficient in all math skills and understanding at their cognitive level of understanding.



## Hillsvale Colony School

**Administrator(s):** Debbie Hampson

**100% Goal:** By June 2026, 100% of our students will improve their grade appropriate math fluency skills.

**Mission:**

because our mission is to provide culturally appropriate education to develop our students into functional and respectful members of their communities.

**Core Values (Imperatives)**

- Respectful relationships.
- Maintaining a cultural identity.
- Continuing academic achievement.

## Kerrobert Composite School

**Administrator(s):** Candice Kraft and Sheila Murphy

**100% Goal:** By June 2026, 100% of our students will be on track to graduate with a clearly defined goal for a career path or further education pathway.

**Mission**

because we believe in empowering every student to graduate ready for their next steps in life—equipped with academic skills, positive work habits, a strong sense of self, and the capacity to be an engaged citizen and lifelong learner with a clear pathway toward career or further education.

**Core Values (Imperatives)**

- We believe in nurturing **lifelong learners**.
- Through our beliefs, we value empowering our students to apply learning to the real world by being open to learning and improving our teaching and learning practices.
- We value that everyone has the potential to succeed. As part of our teaching, using differentiation and adaptations, we will keep learning relevant, ensuring success for all.
- We value having empathy and building connections with our students. At our school, we commit to treating others the way we want to be treated.
- Through our trauma informed training, we value the importance of relationships, and we commit to making connections with each and every student in our school.

## Lakeview Colony School

**Administrator(s):** Michelle Brown-McLean

**100% Goal:**

All students will demonstrate strong reading comprehension skills appropriate to their grade level, so that they can read with confidence, accuracy and purpose in daily life and spiritual study.

**Mission**

because we believe that reading is central to learning, communication and their faith. We will provide each student with the opportunity, support, and encouragement to become a confident, thoughtful reader.



### **Core Values (Imperatives)**

- **Community and Cooperation**
  - We learn together and support one another.
  - Every child's success is shared success for the whole colony- no one is left behind.
- **Purposeful Literacy**
  - Reading is more than a school skill- it is a tool for daily life, faith, and communication within our community.

## **Lawrence Elementary School**

**Administrator(s):** Stacey Nunweiler & Brian Hargreaves

**100% Goal:** At Lawrence School, 100% of our students will achieve their personal learning goal in literacy by the end of the 2025-26 school year, regardless of their level of programming, grade or starting point.

### **Mission**

because Lawrence School promotes belonging and success through joyful experiences.

### **Core Values (Imperatives)**

- We will support every student in becoming a confident member of our school community.
- Every member of our school community will demonstrate a caring attitude towards others.
- We will support every member of our school community to feel competent in all that they do each day.

## **Leoville Central School**

**Administrator(s):** Candice Benson & Michele Purdy

**100% Goal:** At Leoville Central School, 100% of our students will graduate with an actionable plan for the future. This means that:

- 100% of our students at grade 3 will be proficient in reading.
- 100% of our middle years' students will have a bank of strategies for their future success.
- 100% of our grade 10-12 students will have completed a graduation plan.
- 100% of our students will have significant staff connections and interests.

### **Mission**

because we are a staff that is focused on Learning, values Caring connections, and wants every student to achieve personal success.

### **Core Values (Imperatives)**

- Create safe spaces.
- Give of our time by noticing the unnoticed, initiating the conversations, and listening.
- Include student choice of interests in and out of the classroom.

## **Luseland District School**

**Administrator(s):** Elliott Roellchen-Pfohl & Alicia Gardeski

**100% Goal:** 100% of students in Luseland District School will graduate Grade 12 with the skills required to join the workforce or continue their education through post-secondary.

**Mission:**

because we believe in advancing the learning of staff and students while fostering productive community members.

**Core Values (Imperatives)**

Because we believe knowledge is power, we promise to:

- Be prepared with relevant and engagement lessons,
- Model critical thinking and a love of learning,
- Adapt and modify lessons and assignments and listen to students.
- Be available to our students.

**Macklin School**

**Administrator(s):** Eldon Germann & Natalie Lozinski

**100% Goal:** 100% of our students will have the competencies needed to be successful in their future.

**Mission**

because competencies are the foundation for every opportunity. Our mission is to provide every child with a strong foundation so they can meaningfully serve themselves and their community. We are committed to ensuring that 100% of our students develop the skills, knowledge, and character to become full contributing members of society.

**Core Values (Imperatives)**

- Compassion and Belonging – we commit to being trauma informed and focused on connection. Students learn and staff work best in a caring, respectful environment.
- Purpose and Integrity - we commit to making student learning a priority by ensuring every moment matters.
- Pride and Genuine Relationships – we commit to building genuine relationships to develop mutual trust, respect, and pride.

**Maymont Central School**

**Administrator(s):** Kandice Walker & Tessa Fry

**100% Goal:** 100% of our students will be supported to achieve measurable growth in literacy and numeracy based on their individualized learning goals.

**Mission**

because our aspiration is to grow together, achieve success (for all), and show respect for all.

**Core Values (Imperatives)**

- Commitment
- Open-Minded
- Understanding
- Growth
- Accountability
- Responsibility
- Success



## McKittrick Community School

**Administrator(s):** Helen Germann & Troy Doucette

**100% Goal:**

Wellness goal: we will learn and work together in a safe environment.

Reading achievement goal: 100% of students will show reading growth that will meet or exceed individual growth expectations for the year.

**Mission**

because as we learn and build relationships, we respond to student need with respect and hope.

**Core Values (Imperatives)**

- Genuine relationships and Integrity.

## McLurg High School

**Administrator(s):** Kirsten Nett & Sarah L'Hoir

**100% Goal:**

By June 2026, 100% of teachers in Grades 7–12 will implement evidence-based instructional strategies that explicitly develop student critical thinking, meaningful knowledge construction, and real-world application.

**Mission**

because we empower students to discover their passions and find purpose.

**Core Values (Imperatives)**

- We will empower students to take ownership in driving their learning.
- We will provide meaningful learning opportunities for students that allow for real life connections.
- We will be mindful of our assessments and differentiate to allow for high level thinking.

## Meadow Lake Christian Academy

**Administrator(s):** LaShonda Hildebrand

**100% Goal:**

By June 2026, 100% of students will show growth in their writing skills.

**Mission**

because we aspire for each student to thrive within a supportive educational environment with the goal of fostering lifelong learning, innovation, compassion and interpersonal skills.

**Core Values (Imperatives)**

- We give our best effort as we work towards success.
- We leave everything better than we found it.
- We treat others with respect and kindness.



## Medstead Central School

**Administrator(s):** Greg Knot & Rae Short

**100% Goal:**

100% of our students will graduate with an actionable plan for the future.

**Mission**

because our school is already graduating close to 100% of students. We want to make sure that they are not just going out into the world, but with the skills needed to be successful in the areas that they choose.

**Core Values (Imperatives)**

- Attendance (minimum home contacts).
- Relationships with students and home.
- Regulation.
- Use classroom 180 training, POD groups to share what is working and ensure consistency.
- Executive Functioning.
- Using PD to train staff based on SLIP plan for long term skill building.

## Newmark Colony School

**Administrator(s):** Karalyn Brown

**100% Goal:** 100% of students will demonstrate improved decoding, vocabulary, fluency, and comprehension skills as measured by a variety of assessments, with specific attention to language development in EAL learners.

**Mission**

because we believe every child deserves a strong start in reading and learning, built on the strength of our community and culture. We want our students to grow in skill, knowledge, and character so they can take part in colony life, succeed in school, and carry on the values of service and hard work.

**Core Values (Imperatives)**

- **Community and Belonging** – We learn and grow together. We build real connections with our students and families, so everyone feels they belong.
- **Service and Contribution** – We help students use their talents and learning to serve their colony, their families, and the world around them.

## Norman Carter Elementary School

**Administrator(s):** Jim Shevchuk

**100% Goal:** By June 2026, 100% of our students will achieve their reading goals in literacy, as measured by classroom assessments, division benchmarks, and provincial standards. We will accomplish this by ensuring that every student receives daily access to high-quality instruction, targeted intervention and enrichment, and consistent feedback that accelerates individual growth. This competency will be evident in their reading skills in all subjects.

**Mission**

because we strive to **bring out the best in every student and staff member** by fostering creativity, collaboration, and a lifelong love of learning.”

**Core Values (Imperatives)**





- We collaborate regularly to maintain & build relationship.
- We use evidence-based reading practices for data to show us how to improve.
- We use targeted interventions for every student, (Disruption), so no one is left behind.

### North Battleford Comprehensive High School

**Administrator(s):** Jennifer Larocque, Paul Sarsons & Renee Storgard

**100% Goal:** 100% of Students graduating will be ready for life after graduation.

**Mission**

because we want all students to contribute to improving our community.

**Core Values (Imperatives)**

- Plan Together with Intention.
- Make Learning Visible.
- Give & Use Feedback.
- Support Each Other.
- Keep Students at the Center.

### Scott Colony School

**Administrator(s):** Janette Downing

**100% Goal:**

100% of students will demonstrate improved reading comprehension, vocabulary and understanding of text through explicit teaching and meaningful practice. Growth will be measured using a variety of formative and summative assessments, with attention to language development for all learners.

**Mission**

because we believe that every child deserves a strong foundation in reading for understanding. Through shared reading, discussion, and reflection, students learn to connect what they read to their daily lives, faith, and responsibilities within the colony community.

**Core Values (Imperatives)**

- **Community and Belonging-** We learn and grow together through shared readings and conversations, building trust and connections across our classrooms and colony.
- **Purposeful Reading-** Meaningful reading that allows our students to understand and contribute to the colony community and families.

### Spiritwood High School

**Administrator(s):** Susan Fry & Scott Haggarty

**100% Goal:** 100% of our students will advance in their learning and achieve their credits on their graduation plans and be ready for the next level of learning.

**Mission**

Because we believe in the value of “every Student, every day, no matter what.”

**Core Values (Imperatives)**

- Using high impact strategies to meet kids where they are at.
- Help students learn in ways that connect to real life, use their strengths, work together, solve problems, and learn from mistakes
- When you come to this building, you should expect that every person cares about you.



## St. Vital Catholic School

**Administrator(s):** Natasha Nichol & Lisa Cowell

**100% Goal:** Every student will reach 100% success with their Numeracy Goal because..... we dedicated to providing opportunity for each child to grow as a beloved child of God, ready to take his or her place in helping to build a better world.

### **Mission**

because at St. Vital School, our mission is to create lifelong learners who feel safe, cared for, and supported. We help students believe in themselves, find joy in learning, and experience success through positive, meaningful connections with others.

### **Core Values (Imperatives)**

- We value belonging, connection, and collaboration.
- We meet students where they are at, build strong relationships, and make learning fun.
- Together, we work as a team — supporting one another with consistency, open-mindedness, and encouragement — for the greater good of our school.
- We celebrate growth, share successes, and lift each other up.

## Unity Comprehensive High School

**Administrator(s):** Graeme Gieni & Ken Parker

**100% Goal:** Every UCHS student will have opportunities to grow their self-worth and achievement through immersion & inclusion in active engagement experiences.

### **Mission**

because we believe in building contributing empathetic citizens.

### **Core Values (Imperatives)**

- **Engagement-**Together, we will create classrooms that spark enthusiasm, foster collaboration, and empower students to take an active role in their success.
- **Achievement-** Through intentional planning, assessment, and feedback, we commit to recognizing the unique strengths, needs, and aspirations of every student.
- **Responsibility-** We commit to presenting opportunities for students to lead, decide, and grow, in building character and citizenship to thrive beyond the classroom.
- **Self-Worth and Pride-** We commit to nurturing confidence, pride, and a sense of belonging, so every student knows they matter and can achieve their true potential.



## Unity Public School

**Administrator(s):** Natalie LeBlanc & Rob Cey

**100% Goal:** We are building a school where 100% of our K–6 students can meet their reading goals, equipped with comprehension, fluency, and confidence to apply their reading skills across all subject areas.

### **Mission**

because every child deserves the opportunity to unlock their full potential through literacy — the foundational skill that empowers learning in all subjects and lifelong success.

### **Core Values (Imperatives)**

- We **collaborate regularly** to identify and respond to student needs in real time.
- We use **evidence-based reading practices** with fidelity across all grade levels.
- We ensure early, **targeted interventions** for any student not on track.
- We recognize and **address barriers**, including learning differences, language, trauma, and poverty.



## LIVING SKY SCHOOL DIVISION NO. 202

Board of Education Action Item

Action Number: G.1

Date: November 12, 2025

# ACTION

**TO:** Board of Trustees

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

**SUBJECT:** Payment of Accounts

### BACKGROUND:

Accounts as listed in the November 12 Board Package:

Date	Item	Total
Nov 4, 2025	#PJ00623 (online payment)	517,237.79
Nov 7, 2025	#DD094916 – DD094991 (direct deposit)	14,587.97
Nov 7, 2025	#DD094992 – DD095084 (direct deposit)	1,045,071.96
Nov 7, 2025	#088323 – 088339	363,627.38
		<b>\$1,940,525.10</b>

### RECOMMENDATION:

That the Board of Education approve the payment of accounts as presented.





## LIVING SKY SCHOOL DIVISION NO. 202

Board of Education Action Item

Action Number: G.2

Date: November 12, 2025

# ACTION

**TO:** Board of Trustees

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

**SUBJECT:** Sale of 102 7<sup>th</sup> Street, Cando

**BACKGROUND:**

The Board of Education owns a property at 102 7<sup>th</sup> Street in Cando. This property has most recently been used as a daycare. It is now vacant and has been vacant for approximately eight years. In the last 6 months, two separate individuals have inquired about whether the Board would like to sell the property.

While sitting unoccupied, the utilities have cost \$6,830 and property taxes have been approximately \$1,700 per year. There is also ongoing caretaking costs associated with grass cutting and building maintenance.

A market evaluation was conducted by Dream Realty.

**RECOMMENDATION:**

That the Board of Education sells the property located at 102 7<sup>th</sup> Street, Cando, SK. And that the list price be set based on the October 21, 2025 market evaluation conducted by Dream Realty.





## LIVING SKY SCHOOL DIVISION NO. 202

Board of Education Regular Meeting

Date: November 12, 2025

# ADMIN

**TO:** Board of Trustees

**FROM:** Brenda Vickers, Director of Education

**SUBJECT:** Director's Report

**INTENT:** Information

### 1. Deck the Halls

This year we begin celebrating the Christmas season with the 4<sup>th</sup> annual Deck the Halls event! On November 25<sup>th</sup> and 27<sup>th</sup>, we will host students from Cut Knife, Hafford and Battleford Central schools. The office will be decorated, and Central Services staff will lead activities for the students. If we're lucky, Ginger the gingerbread man will be available to welcome everyone, and we may even be able to talk the Grinch into making an appearance!

- Workshop Room – board games and Christmas activities
- Reception – Deck the Halls with Disco Balls (polaroid pictures)
- Staff Room – The North Pole (books with Brenda)
- Learning Services – Cozy Cabin Christmas (crafts)
- Pod Hallway – Santa's Sunken Treasure
- Payroll – Harry Potter Christmas (Quidditch)
- IT – Hair Metal Christmas
- Employee Services – Christmas Theater (short Christmas film and popcorn)

After school's out, we'll welcome the children of Central Services staff, who will take part in cookie decorating while they enjoy a cup of hot chocolate. I love that this event has become part of our office culture!

### 2. Saskatchewan Student Assessment Program

The practice assessments for Mathematics 5 and 9 and English Language Arts (ELA) 7 are now available.

These assessments are intended to provide teachers, students and parents/caregivers with the opportunity to become familiar with the online platform on which students will complete them. The practice assessments also reflect the structure, format, and types of questions students can expect to respond to on the field tests in spring 2026.

A PDF version of the assessments, as well as additional supports for teachers and principals, will be provided in the upcoming months.

### 3. Audit

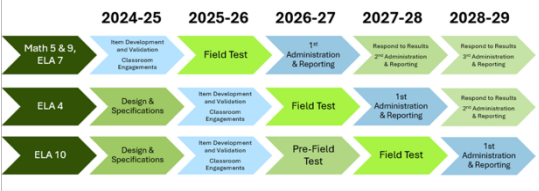
Jen will provide an update regarding the audit of providing interventions to high school students with mental health concerns.



#### 4. Provincial Education Plan – Update

Tonya will share some highlights from the last PEPIT meeting, and Doug will share the data.

Priority	Targets and Measures	Milestone	Update – October 2025
<b>Student Transitions</b> <i>Enhance opportunities for learners and their families.</i> <i>Support transitions as learners enter and progress through school to graduation and determine a life pathway.</i>	<b>Provincial Targets</b> <ul style="list-style-type: none"> <li>Student attendance will improve annually.</li> <li>Overall graduation rates will improve annually with a focus on decreasing the gap in achievement between Indigenous and non-Indigenous students by 2030.</li> <li>Upon exiting kindergarten, the percentage of students ready for learning in the primary grades will increase year over year.</li> </ul> <b>Potential Measures</b> <ul style="list-style-type: none"> <li>Percentage of PreK-12 students below 80% attendance in the previous year achieving 80% or higher attendance in the current year</li> <li>Percentage of PreK-12 students below 60%</li> <li>Percentage of students in a cohort earning the minimum credits required for three-year graduation by the end of grades 10, 11, and 12</li> <li>Percentage of students who can accurately self-assess their learning progress as reported through the student engagement field test</li> </ul>	<b>Milestone 1</b> Establish a provincial understanding of family engagement approaches in PreK to 12 education: <ul style="list-style-type: none"> <li>Develop a common understanding of terminology.</li> <li>Provide professional development for teachers and administrators.</li> <li>Determine benchmarks.</li> <li>Develop additional tools for measurement.</li> </ul>	Document: <i>The Share Framework – Family Engagement in Saskatchewan</i>  The final version has been completed and is now with the ministry for final approval. It will soon be available to use in school divisions.  Next Steps: <ul style="list-style-type: none"> <li>Develop Playbook with actions to support <i>The Share Framework – Family Engagement in SK</i>.</li> <li>Send <i>expression of interest</i> process to support development of the Playbook to school divisions.</li> <li>Start Playbook development in early 2026.</li> </ul>
		<b>Milestone 2</b> Partner with families and providers of early learning, childcare and intervention programming (e.g. Headstart, Early Childhood Intervention Program, PreK) to identify and provide support to young children and their families as they enter school.  Develop high quality transitions for children 0-6, working toward a goal that all students will have a transition plan as they enter school.	School divisions have completed community mapping.  Next Steps: <ul style="list-style-type: none"> <li>Map early learning programs and services across the province.</li> <li>Design a transition process from home to school.</li> <li>Embed Indigenous and newcomer knowledge and perspectives.</li> </ul>
		<b>Milestone 3</b> Identify and support student engagement at key transition points as students progress through school.	This is year two of piloting the engagement tool for grades 6-8. The tool gives teachers immediate feedback on student engagement and learning.  2025-26 field testing is underway. This year Unity (year 2) and McLurg (year 1) are part of the pilot.
		<b>Milestone 4</b> Identify and extend opportunities that assist students to prepare for diverse career and life pathways through partnerships with post-secondary education and training, business, and industry.	Work has just begun.  A provincial survey is being created to gather voice on student choice and flexibility, career life pathways, and strong partnerships. Voices will be sought from the following stakeholders: <ul style="list-style-type: none"> <li>Students (middle years, high school, recent graduates) – the direct beneficiaries.</li> <li>Parents and Caregivers – perspectives on flexibility, pathways, and partnerships.</li> </ul>

			<ul style="list-style-type: none"> <li>Teachers and School Staff – insight into what’s working and barriers to implementation.</li> <li>School Leaders – system-level constraints and opportunities.</li> <li>Post-Secondary Partners – universities, colleges, and trades training providers.</li> <li>Industry and Employers – local businesses, agriculture, trades, and professional sectors.</li> <li>Community Partners – Indigenous organizations, cultural associations, non-profits.</li> </ul> <p>This ensures voice from those in the classroom and those who receive graduates into the workforce and further study.</p>
Priority	Targets and Measures	Milestone	Update – October 2025
<b>Student Learning and Assessment</b>  <i>Improve student outcomes through effective assessment practices that guide and strengthen responsive instruction.</i>	<b>Provincial Targets</b> <ul style="list-style-type: none"> <li>Student literacy and numeracy will increase year over year.</li> <li>Upon kindergarten exit, the percentage of students ready for the primary grades will increase year over year.</li> </ul> <b>Provincial Measures</b> <ul style="list-style-type: none"> <li>Percentage of students reading at or above grade level in grade 3</li> <li>Percentage of students ready for learning in the primary grades upon kindergarten exit</li> </ul>	<b>Milestone 1</b> Develop a provincial assessment plan: <ul style="list-style-type: none"> <li>Establish the purpose of the plan; review and critique current tools and practices (including provincial examinations).</li> <li>Determine areas to be assessed province-wide, and define what success looks like.</li> <li>Develop a schedule for assessment development/renewal, piloting, field testing and implementation.</li> </ul>	 <p><b>Actions to Improve the Literacy Plan:</b></p> <p><b>Reading Screener:</b> The ministry will procure provincial licensing for screeners and approve additional screeners that school divisions may use. The request for proposals (screeners) has closed, and currently an evaluation of proponents is in progress.</p> <p><b>Resources and Support:</b> Training and resources will be made available to teachers to support instruction and to build expertise in structured literacy and the use of a screener.</p> <p><b>Curriculum Renewal:</b> Renewed grades 1 to 3 ELA and kindergarten curricula now contain the draft reading scope and sequence.</p> <p>Given that school divisions will be at different points in the transition process, for the 2025-26 school year, school organizations will report reading data using the 1 to 4 scale or using the scale of previously approved assessments (F&amp;P, DRA, GB+). No kindergarten reading reporting is required for 2025-26.</p> <p>As school organizations transition to the use of a screener during the 2025-26 school year, the ministry will work with the sector to determine</p>



			reporting requirements for 2026-27 and establish a provincial standard.
Priority	Targets and Measures	Milestone	Update – October 2025
<b>Inspiring Success</b> <i>This action plan outlines provincial steps and deliverables needed to achieve the priority actions and milestones that were developed by PEPIT, and endorsed by the Provincial Education Council and 27 boards of education.</i>  <i>Provincial level actions are achieved through collaboration among PEPIT member organizations – school divisions, participating First Nations and Métis Education organizations and STF-PL.</i>	<b>Provincial Targets</b> <ul style="list-style-type: none"> <li>Student attendance will improve annually.</li> <li>By 2030, overall graduation rates will increase annually with a focus on decreasing the gap in achievement between Indigenous and non-Indigenous students.</li> <li>All students will have an increased sense of connection and safety in schools.</li> </ul> <b>Potential Measures</b> <ul style="list-style-type: none"> <li>Number and type of Indigenous language courses and programs offered in school systems</li> <li>Number of school systems including land-based learning in division level plans</li> <li>The ratio of self-declared Indigenous staff as a percentage of all staff compared to the percentage of self-declared Indigenous students as a percentage of all students, disaggregated for school-based professional and support staff, division staff and out of scope personnel.</li> <li>Indigenous educator representation in the workforce</li> </ul>	<b>Milestone 1</b> Assess and ensure that the policy goals of <i>Inspiring Success</i> are being implemented: <ul style="list-style-type: none"> <li>Develop a common understanding of terminology.</li> <li>Use the Indigenous Education Responsibility Framework for assessment and to create local action at the school system level.</li> <li>Provide professional development to teachers and administrators.</li> <li>Develop additional tools for measurement of progress toward the five goals of <i>Inspiring Success</i>.</li> </ul>	Develop a common understanding of terminology used to guide the implementation of the goals of <i>Inspiring Success</i> .  Next Steps: A terminology sub-committee has been established and will begin the work of this deliverable.
		<b>Milestone 2</b> Create and implement an inclusive workforce strategy at all levels in the education sector.	Develop an inclusive strategy to recruit and retain staff in the education sector in all roles.  Next Steps: Establish a sub-committee and hire a facilitator to support the work.
		<b>Milestone 3</b> Continue to include Indigenous voices in curriculum resource development by engage Métis and First Nations communities, elders, and knowledge keepers.	Provide information about the Indigenous voices that have been included in current curriculum to strengthen understanding of current processes and identify the need for additional voices or processes.
Priority	Targets and Measures	Milestone	Update – October 2025
<b>Mental Health and Well-being</b> <i>Enrich and enhance mental health and well-being capacity in students.</i>	<b>Provincial Targets</b> <ul style="list-style-type: none"> <li>Student attendance will improve annually.</li> <li>All students will have an increased sense of</li> </ul>	<b>Milestone 1</b> Create shared understanding for students, families, parents, teachers, administrators and others:	Share the importance of using proper language related to mental health and well-being: <ul style="list-style-type: none"> <li>Create and share a document about why language matters with accompanying professional resources that support professional development and understanding.</li> </ul>

	<p>connection and safety in schools.</p> <p><b>Provincial Measures</b></p> <ul style="list-style-type: none"> <li>Percentage of students who attend at least 80% of the time</li> <li>Percentage of students who report feeling safe at school</li> <li>Percentage of students reporting a positive sense of belonging</li> <li>Percentage of students who report bullying or exclusion</li> <li>Percentage of students who report positive student-teacher relations</li> </ul>	<ul style="list-style-type: none"> <li>Develop common definitions of key terms of concepts.</li> <li>Provide professional development to teachers and administrators.</li> </ul>	<ul style="list-style-type: none"> <li>Offer professional development (e.g. lunch and learns) about the importance of language related to mental health and well-being.</li> </ul> <p>Continue to work with the sub-committee to review curriculum alignment and develop a summary of common social and emotional learning resources.</p>
		<p><b>Milestone 2</b></p> <p>Explore an inter-agency mechanism, locally and provincially, to support access to mental health supports for urban and rural school systems.</p>	<p>Work with the Ministry of Health:</p> <ul style="list-style-type: none"> <li>Determine how we can partner to support children and youth access to services across the province.</li> <li>Encourage consistent connections and communication among provincial government ministries, local organizations, and school systems.</li> <li>Continue collaborating with the Mental Health Capacity Building (MHCB) initiative.</li> </ul> <p>Collaborate with the Centre for Trauma Informed Practices (CTIP) to create a provincial protocol or set of guidelines for threat response assessments in schools.</p> <p>Partner with individual institutions regarding teacher education programs:</p> <ul style="list-style-type: none"> <li>Explore what resources teachers receive regarding trauma-informed care and social-emotional learning.</li> <li>Consult with the Saskatchewan Teachers' Federation Professional Learning branch (STF-PL).</li> </ul> <p>Complete a scan of mental health resources available specifically for newcomer families. Share back with the sector once complete.</p>
		<p><b>Milestone 3</b></p> <p>Identify and extend high-quality and culturally responsive programs and practices.</p>	<p>Work with Northern Lights School Division's mental health and well-being team to identify and recommend relevant, equitable, and recent trauma-informed mental health and well-being practices and provide training.</p>
		<p><b>Milestone 4</b></p> <p>Create a self-reflection tool for school systems that can help to assess plans and progress at the system level.</p>	<p>Develop a wholistic assessment tool (rubric) for school systems to reference as they review their mental health and well-being plans and to create local action at the school system-level.</p> <p>Review the OurSCHOOL Survey tool:</p> <ul style="list-style-type: none"> <li>Look at the language that does not align with Mental Health Literacy and suggest updated language to The Learning Bar.</li> <li>Consider what other data collection tools could be used to collect additional data to enhance a division's understanding of the impact they are having on enriching and enhancing mental health and well-being</li> </ul>

			<p>capacity in schools (i.e., adapt the MHCBSchool Staff Survey questions).</p> <ul style="list-style-type: none"><li>• Organize professional learning sessions on diving deeper into OurSCHOOL survey data.</li></ul>
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School/Staff Visits and Meetings July 1, 2025 – June 30, 2026		
School	Date	Purpose
Battleford Central School		
Bready Elementary School		
Cando Community School		
Connaught Elementary School		
Cut Knife Community School		
Hafford Central School		
Hartley Clark Elementary School	October 2, 2025	School Visit
Heritage Christian School		
Hillsvale Colony School		
Kerrobert Composite School	November 14, 2025	School Visit
Lakeview Colony School		
Lawrence Elementary School		
Leoville Central School	November 28, 2025	School Visit
Luseland District School		
Macklin School	September 18, 2025 October 10, 2025	Check-in Meeting with Admn
Maymont Central School		
McKittrick Community School		
McLurg High School		
Meadow Lake Christian Academy		
Medstead Central School	September 12, 2025	Check-in on renovation
Newmark Colony School		
Norman Carter Elementary School		
NBCHS	November 7, 2025	Remembrance Day ceremony
Scott Colony School		
Spiritwood High School		
St. Vital Catholic School		
Unity Composite High School		
Unity Public School		
Central Services	October 28, 2025	PD Day/Staff Meeting
SLT	Meetings every Wednesday	
Other	August 4 to 8, 2025 August 11 and 12, 2025 August 20 and 21, 2025 September 10, 2025 September 15, 2025 September 16, 2025 September 18, 2025 September 24, 2025 October 4, 2025 October 6, 2025 October 7, 2025 October 14, 2025 October 20, 2025 October 23, 2025 October 29, 2025 October 30, 2025 November 3, 2025 November 13, 2025	LEADS Summer Short Course Board Advance Administrators' Advance Board Meeting Directors' Meeting Meeting with Southland Bussing Business Administrators' Meeting Board Meeting Innovation Fun Run Directors' Meeting – Saskatoon PEPIT Meeting – Saskatoon Meeting with Cupe President Meeting with CUPE Preseident Administrators' Council Board Meeting Public Section Meetings with Mechanics/Bus Drivers Meeting with North West College





	November 15-18, 2025	SSBA Fall Assembly
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## BOARD CHAIR COMMITMENTS FOR OCTOBER, 2025

- October 1 - Meeting with Light of Christ Director, CFO, Board Chair, Brenda, and Lisa
- October 3 - Education Relations Board (ERB) Meeting in Saskatoon
- October 7 - SSBA Employee Benefits Plan Committee Meeting in Regina
- October 7 - Charitable Acts: What Every Not-For-Profit Board Member Needs to Know About Bylaws, Policies, and Protocols – Webinar
- October 14 – SSBA Board Development Committee Meeting
- October 14 – The Governance Solutions Podcast with David Brown – Webinar
- October 15 – Teacher Education and Certification Committee (TECC) Meeting
- October 16 – Sakewew Board Meeting
- October 20 – Board Chairs Council Meeting
- October 20 – SSBA Board Development Meeting with Sask Rivers School Division
- October 20 – Unity Comprehensive High School SCC Meeting
- October 21 – It Adds Up: Taking Your Financial Literacy to the Next Level – Webinar
- October 21 – Board Agenda Planning Meeting
- October 23 – SSBA Executive Meeting in Regina
- October 24 – SSBA Executive Meeting in Regina
- October 28 – Governance in the Headlines #Strategy #Lululemon – Webinar
- October 29 – Board Meeting
- October 30 – Public Section Executive Meeting



# Information Items





# CONTINUOUS AGENDA 2025-2026

## Strategic Priorities

**Strategic Mandate:** to enhance student learning, well-being, transitions and equity

Strategic Priority	Outcome Areas	Reporting Periods
Students (Stakeholders)	Responsive Programming for Emerging Needs Affirming Environments	Plan Overview – SEP 24  Four Updates: <ul style="list-style-type: none"> <li>• Update #1 – DEC 10</li> <li>• Update #2 – MAR 25</li> <li>• Update #3 – JUN 17</li> </ul>
Internal Processes	Deepen Redesign Reconciliation in Processes	
Staff Capacity (Learning & Growth)	Staff Development Staff Well-being Reconciliation	
Finances	Strategic Budgeting Optimal Staffing	

## Business as Usual (BAU) Reports

- In addition to strategic work, BAU reports will be presented as listed here:
  - PR/Advancement BAU – Nov & Mar
  - Transportation BAU – Oct & Mar
  - Information Technology BAU – Oct & Feb
  - Facilities BAU – Jan & May
  - Accounting/Payroll BAU – Nov & Jun
  - Procurement – Dec & Jun
  - Service Leads – included in strategic plan reporting
  - Superintendent of Business BAU – every meeting
  - Superintendent BAU – as required
- Director's Reports
  - Presented at each meeting
    - Local and provincial updates
    - Log of school visits/meetings
- Data Reports
  - Presented with strategic updates
- School Visits – TBD
  - Three scheduled visits
- Board Working Sessions – TBD



<b>September Board Notes:</b> SEP 17 – SSBA Executive Meeting SEP 18 – SSBA Board Chair Council – 1:00 – 4:00 (Regina) SEP 18 – Public Section Executive (Board) – 9:00 to 10:30 (Zoom)		
<b>SEP 10/25</b>	<b>SSBA Board Engagement</b>	
<b>SEP 24/25</b>	<b>Strategic Plan Overview (Actions, Outcomes and Metrics)</b>  <b>Extra-Curricular Committee and Maymont Joint-Use Facility Update</b>	Brenda Vickers, Director  Mary Linnell, Trustee
<b>October Board Notes:</b> OCT 16 and 17 – SSBA Executive Meeting OCT 20 – Board Chair Council – 8:30 to 9:30 (Virtual?)		
<b>OCT 29/25</b>	<b>Heritage Christian &amp; Meadow Lake Christian Board &amp; Admin</b>  <b>Human Resources (HR) BAU (Fall Staffing and Enrolments)</b>  <b>Information Technology (IT) BAU</b>  <b>Transportation BAU</b>	Aaron Melnyk, HR Administrator Rae McLenaghan, HR Administrator  Ryan Kobelsky, IT Specialist  Karen Weber, Transportation Specialist
<b>November Board Notes:</b> NOV 16 – Board Chair Council (Regina Delta) NOV 16, 17 & 18 – Fall General Assembly (Regina Delta) NOV 16 or 17 – Public Section Annual Meeting (Regina Delta)		
<b>NOV 12/25</b>	<b>Organizational Meeting (review and sign Code of Conduct)</b>  <b>Superintendents BAU (School Goals/SLIP Approval)</b>	Superintendents of Learning
<b>NOV 26/25</b> <b>(virtual meeting)</b>	<b>Year End Financial Statements – BAU</b>  <b>Annual Report – BAU</b>  <b>PR/Advancement BAU</b>  <b>Accounting/Payroll BAU</b>	Lisa Palmarin, Superintendent of Business  Senior Leadership Team Kelsie Valliere, PR/Advancement Specialist  Kelsie Valliere, PR/Advancement Specialist  Kristy Gray, Accounting/Payroll Specialist
<b>December Board Notes:</b> DEC 4 and 5 – SSBA Executive Meeting (Location TBD)		
<b>DEC 10/25</b>	<b>Strategic Update #1 (Data)</b>  <b>Procurement BAU</b>	Senior Leadership Team  Dan Coe, Procurement Administrator

<b>January Board Notes:</b> JAN ? – SSBA Executive Meeting JAN ? – SSBA School for New Trustee Academy (location?)		
<b>JAN 28/26</b> (virtual meeting)	<b>Superintendents BAU (Supervision/Curriculum Update)</b>  <b>Catholic Advisory Committee Update</b>  <b>Facilities BAU</b>	Superintendents of Learning  Glen Leask, Trustee Kelly Schneider, Trustee  Wilma Peek, Facilities Specialist
<b>February Board Notes:</b> FEB 12 – Public Section Executive Meeting (Board Chairs & Directors) – 1:00 – 2:30 (Zoom)		
<b>FEB 25/26</b> (virtual meeting)	<b>Information Technology (IT) BAU</b>	Ryan Kobelsky, IT Specialist
<b>March Board Notes:</b> MAR ? – SSBAExecutive Meeting MAR 9 to 11 – LEADS APC (Regina)		
<b>MAR 25/26</b>	<b>Strategic Update #2 (Data)</b>  <b>School Year Calendar Approval</b>  <b>Hutterian Committee Update</b>  <b>Heat Map Presentation</b>  <b>Transportation BAU</b>  <b>PR/Advancement BAU</b>	Senior Leadership Team  Ruth Weber, Superintendent of Learning  Ronna Pethick, Trustee Nicole Kobelsky, Trustee Bailey Kemery, Trustee  SLT and Specialists  Karen Weber, Transportation Specialist  Kelsie Valliere, PR/Advancement Specialist
<b>MAR 31/26</b> Tuesday (virtual meeting)	<b>After Budget Work Session</b>	Lisa Palmarin, Superintendent of Business
<b>April Board Notes:</b> APR ?? – SSBA Executive Meeting APR ?? – SSBA Board Chairs Council APR ?? – 2025 SSBA Spring Assembly (Saskatoon Sheraton) Apr 3 to 10 – Easter Break APR 16 or 17 – Public Section Executive Meeting (Saskatoon Sheraton) APR 22 to 24 – SASBO (Regina)		
<b>APR 29/26</b>	<b>LOC Joint Board Meeting (our turn to host)</b>  <b>Budget Process Presentation</b>	Brenda Vickers, Director

**May Board Notes:**

MAY ?? – SSBA Executive Meeting

MAY ?? – SSBA Board Chair Council – 8:30 to 9:30 (virtual)

**MAY 27/26****Budget**Brenda Vickers, Director  
Lisa Palmarin, Superintendent of Business**Associated School Committee Update**Glen Leask, Trustee  
Kelly Schneider, Trustee**Facilities BAU**

Wilma Peek, Facilities Specialist

**Human Resources (HR) BAU**Aaron Melnyk, HR Administrator  
Rae McLenaghan, HR Administrator**June Board Notes:**

JUN 4 and 5 – Public Section General Meeting and PD (Location TBD)

**JUN 17/26****Strategic Update #3 (Data)**

Senior Leadership Team

**Accounting/Payroll BAU**

Kristy Gray, Accounting/Payroll Specialist

**Procurement BAU**

Dan Coe, Procurement Administrator

**AUG/SEPT 2026****Board Advance**

- Governance/Director Review
- Professional Learning
- Policy Review

Board/Senior Leadership Team

**Living Sky School Division No. 202**  
**2025-2026 Enrolments - October 31, 2025**

School	Grades														2025-2026 Info				2024-25 Info	
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	OCT 31 2025	SEP 30 2025	Var	Teacher FTE	OCT 31 2024	Var 2024
Battleford Central School	17	30	34	38	47	53	48	56							323	320	3	21.00	356	-33
Bready School		29	36	46	36	37	52	45							281	280	1	18.00	286	-5
Cando Community School		1	3	5	6	10	3	5	6	12	25	12	16	21	125	117	8	8.50	93	32
Connaught School	36	35	36	34	27										168	167	1	12.50	187	-19
Cut Knife Community	13	8	8	14	12	14	19	13	11	13	11	22	8	15	181	181	0	15.00	210	-29
Hafford Central School		8	6	14	9	12	8	8	17	5	5	13	7	15	127	130	-3	9.00	128	-1
Hartley Clark School		11	12	20	11	14	14	12							94	94	0	7.00	93	1
Heritage Christian School		2	5	7	1	3	5	3	3	3	1				33	33	0	2.00	34	-1
Hillsvale Colony School		1	7	1	3	0	3	3	4	2					24	24	0	2.00	24	0
Home Based		16	12	17	18	20	15	23	16	11	10	13	7	4	182	180	2		153	29
Kerrobert Composite School		9	18	11	14	14	8	21	14	10	11	17	14	15	176	175	1	12.50	190	-14
Lakeview Colony School		3	3	1	6	0	0	2	1	2					18	18	0	1.10	16	2
Lawrence School	34	14	26	19	27	25	28	32							205	209	-4	13.00	208	-3
Leoville Central School	7	8	7	11	3	9	8	12	7	19	11	11	10	13	136	137	-1	10.50	135	1
Luseland School		8	11	13	17	25	18	17	8	21	10	13	16	14	191	191	0	13.50	196	-5
Macklin School	13	8	27	23	21	16	24	30	34	27	16	25	16	21	301	299	2	20.50	316	-15
Maymont Central School	12	8	6	6	14	8	10	14	6	15	4	8	10	12	133	133	0	11.00	144	-11
McKittrick Community						35	36	40							111	113	-2	10.00	129	-18
McLurg High School									18	22	18	16	18	18	110	114	-4	11.90	131	-21
Meadow Lake Christian		6	5	3	3	1	6	5	4	6	2	1	1	0	43	42	1	2.00	38	5
Medstead Central School	7	10	5	13	8	9	12	17	6	15	7	3	13	3	128	127	1	9.50	125	3
Newmark Colony School		1	1	1	1	2	2	0	1						9	9	0	1.10	9	0
Norman Carter School		19	24	20	14	18	21	24							140	140	0	9.50	144	-4
North Battleford Comprehensive High School									165	176	158	189	221	209	1118	1123	-5	59.00	1115	3
Scott Colony School		4	2	3	1	3	3	4	2	4					26	26	0	1.60	23	3
Spiritwood High School									27	23	40	45	40	51	226	234	-8	16.50	234	-8
St. Vital Catholic School	44	21	19	28	16	18	23	23	20						212	215	-3	11.20	177	35
Unity Composite High School									48	65	50	56	42	52	313	318	-5	19.13	321	-8
Unity Public School	34	32	21	35	34	42	30	27							255	252	3	13.75	234	21
<b>Total</b>	<b>217</b>	<b>292</b>	<b>334</b>	<b>383</b>	<b>349</b>	<b>388</b>	<b>396</b>	<b>436</b>	<b>418</b>	<b>451</b>	<b>379</b>	<b>444</b>	<b>439</b>	<b>463</b>	<b>5389</b>	<b>5401</b>	<b>-12</b>	<b>342.28</b>	<b>5449</b>	<b>-60</b>