

CARE | COMMITMENT | COURAGE | HONESTY | INCLUSION | INNOVATION | INTEGRITY | MUTUAL RESPECT | TRUST



Annual Report

2010-11



ANNUAL MEETING | MACKLIN SCHOOL | MACKLIN, SK | MAY 16, 2012



Board Chair Report – Ken Arsenault

The completion of the 2010-2011 school year is the fifth full year of operation for Living Sky School Division No. 202. We continue to grow as a division and this growth is a result of the continued hard work and focus of students, staff and board.

In the August Board Advance the twenty-three Board Governance Policies were reviewed and continue to guide our work as a policy-directed board. Transparency was added to the Board's Policy on Guiding Values and Beliefs. This is recognition of how the division functions and gives clarity to what is important in the operations of the division.

The Board's role is to provide effective governance through:

- a) Providing direction
- b) Providing expectations
- c) Resourcing - human and financial
- d) Monitoring results

Division direction is provided by the Operational Plan. This aligns with Provincial Initiatives which in turn gives staff its focus. The Operational Plan is supported by the Effective Practices Framework and the values that the division adheres to.

The budgeting of the division has taken on a new dynamic since the Provincial Government has removed the setting of the property tax mill rate from the board. Property taxes fund a portion of education with the remainder being grant from the government. Funding from the division is not known until budget day in March which is several months into the school year. The 2010 – 2011 division budget was reduced by 1.2 million dollars due to property tax rebalancing by the Ministry of Education. This challenge was met by staff with minimal effects on operations at the school or division level.

Student learning and staff work load is being affected by the introduction of new curricula and assessment. The goal is to enhance learning and achievement for all students. It is not a small undertaking and will change how we view the success for our students. New reports containing data will be used by students, parents and staff for the purpose of strengthening areas of weakness and recognizing areas of strength. The data must be relevant to the curricula and understood by all stakeholders. This will be an ongoing process that will take years to complete and refine. We are in a time of "Learning for All".

Staffing changes are a reality that affects the whole division. The teachers and the government/trustee bargaining team worked on negotiating a new contract. A successful contract was reached after a period of intense negotiation. Ronna Pethick was one of the trustee negotiators.

It is with mixed emotions that the Board received the notice that Ray Kopera – CFO is going to retire December 31, 2011. His contribution to Living Sky School Division is invaluable. His positive, professional and engaging personality will be missed. Thank you Ray and enjoy a well-deserved retirement.

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

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Who We Are

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

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

Currently, thirty-one schools are located in 19 communities. Our schools include PreK-12, elementary, high schools and alternate schools with a student population of approximately 5,600 students. Our diverse school population is reflected in a wide variety of programs that meet the guidelines of Saskatchewan Core curriculum and local needs of the community.

Vision Statement

Growth Without Limits, Learning For All

It is a statement that represents an environment where staff and students flourish. It is what the Living Sky School Division looks like when we follow our belief system.

Quick Facts

- 10 Board Of Education members
- 6 represent rural areas
- 3 represent the City of North Battleford
- 1 represents the Town of Battleford
- 25,229 voters in the district
- 31 schools in 19 communities
- 5,600 students



A KEN ARSENAULT
Board Chair
Subdivision 1
Leoville, Meadow Lake,
Medstead, Spiritwood

B RONNA PETHICK
Board Vice-Chair
Subdivision 4
Cut Knife, Unity,
Hillsvale Colony

C BOB FOREMAN
Board Member
Town of Battleford

D ROY CHALLIS
Board Member
City of North Battleford

E KIM GARTNER
Board Member
Subdivision 5
Macklin

F RON KOWALCHUK
Board Member
Subdivision 2
Hafford, Maymont, Meota

G GARTH LINK
Board Member
City of North Battleford

H TODD MILLER
Board Member
Subdivision 3
Cando, Scott Colony,
Wilkie

I JACK SNELL
Board Member
Subdivision 6
Kerrobert, Luseland,
Major, Lakeview Colony

J GLENN WOUTERS
Board Member
City of North Battleford

K RANDY FOX
Director of Education

L RAY KOPERA
Chief Financial Officer

Director of Education's Report - Randy Fox



Overview

This report outlines activities in Living Sky School Division No. 202 for the period of September 1, 2010 to August 31, 2011.

Operational Plan

Prominent activities within Living Sky School Division No. 202 reflect the Board of Education's Operational Plan.

The Operational Plan for 2009-10 is included for your information.

The four priorities listed: Higher Literacy and Achievement, Equitable Opportunities for Students, Smooth Transition for Students, and System Accountability and Governance align with the four provincial priorities.

Governance

During the period of this report, the Board of Education continued to govern as a policy directed board. The four key areas of responsibility for the Board include the following, according to Policy 2010 Role of the Board:

1. Providing Direction
2. Setting Expectations/Accountability
3. Resourcing, human and financial
4. Monitoring results

Employee Agreements

During this time period, the teachers of Saskatchewan reached a provincial collective bargaining agreement with the Boards of Education and the Government of Saskatchewan. Although there was job action on the part of teachers in the spring of 2011 that resulted in the loss of two instructional days, over-all negotiations were amiable and resulted in a provincial agreement that runs until August 31, 2013.

Moving Forward

Serving our Students: During this period, the Board supported our teachers and other staff members and students in various ways. Staff participated in division-wide professional development. Additional student services staff worked with teachers and students. Technology projects supported student learning. On-line and face-to-face workshops in areas such as literacy, math, career education and technology helped teachers enhance their repertoire of teaching strategies and understanding of teaching and learning.

The period of the report also saw the establishment of an Elders' Council to assist the Board in its efforts to support all students of Living Sky School Division No. 202.

Approved September 30, 2009


Living Sky School Division No. 202
Growth Without Limits, Learning For All
OPERATIONAL PLAN
2009/10 (Alignment), 2010/11, 2011/12

1. Higher Literacy and Achievement - Students and Staff
 - i. Curriculum Implementation - Response to Intervention
 - Math
 - ELA
 - Phys Ed
 - Interim Supports
- ii. Assessment Literacy
- iii. Supports for Student Learning
 - Professional Learning Communities (PLC's)
 - Understanding by Design (UBD)

2. Equitable Opportunities for Students
 - i. Supporting diversity including English as an Additional Language
 - ii. Enhanced student behaviours

3. Smooth Transitions for Students
 - i. Partnership Advancement

4. System Accountability and Governance
 - i. Continuous Improvement Framework 2009-2012 – data building/reporting
 - ii. Operations Rationalization

Hafford School Renovations: Hafford School went through the process of renovation during the time of this report. The Board of Education and senior staff would like to thank the staff at Hafford School and its students for making the best of things during this time of many distractions and changes. Over-all we are very pleased with the results of the project.

Treaty Education: We are pleased to have been able to employ Deanne Kasokeo during this time to lead our efforts in Treaty Education for students and staff. This initiative has resulted in heightened awareness and understanding of treaty as it applies to us in Saskatchewan. Thank you also to Brian Quinn, Superintendent of School Operations/Curriculum & Instruction and Sherron Burns, Learning Consultant – Arts Education, in their support of this initiative.

School Community Councils: School Community Councils continue to perform a valuable role in our schools and communities. School Community Councils support our schools through various ways: ie. helping to advance the educational goals of the school, supporting the school through liaison with the community, fundraising for the school. Living Sky School Division No. 202 once again held its School Community Council Workshop in the fall of 2010. The workshop provides background information for the Councils on their role, and provides ideas for the Councils to pursue in their own school communities. The workshop also provides an opportunity for School Community Council members to communicate directly with the Board of Education.

Changes in Senior Staff: Ms. Brenda Vickers replaced Mrs. Dianne Ford as Superintendent of Human Resources. Mrs. Ford is presently employed on a secondment by the Government of Saskatchewan as Chief of Staff for the Honourable Ken Krawetz. As will be noted later in this report, Ms. Vickers has taken on several very challenging but timely projects, including the development of staffing guidelines and a leadership development program.

Board Recognition: The Board continues to recognize the hard work of its employees and students. The Student Hall of Fame is an evening dedicated to our high school students and serves to recognize their many achievements. We were pleased to have Premier Brad Wall attend this event in the spring of 2011.

The Board also sponsors the Service Recognition supper each spring to honour its employees, particularly those employees retiring from Living Sky School Division No. 202.

I mentioned these two events because each is indicative of the appreciation and pride both the Board and senior staff has for two of its key stakeholders in education.

Board Advocacy: The Board continues to meet with local provincial politicians to advocate for school divisions. This is an important role for the Board. Efforts by the Board have resulted in additional “transition” funding for the school division as the province moves to its new model funding for K-12 Education.

Thank You

I would like to take this opportunity to thank the Board of Education for its ongoing support of our students and staff in Living Sky School Division No. 202. The Board truly lives its Vision *Growth Without Limits, Learning for All*.

I would also like to thank our staff members and volunteers who work diligently to meet the needs of our students. There are no easy jobs in education today, and I am so appreciative of the effort and commitment made to our students.

Curriculum and Instruction Report

Brian Quinn, Superintendent of School Operations/Curriculum & Instruction

Cathy Herrick, Superintendent of Curriculum & Instruction

Jim Shevchuk, Superintendent of Curriculum & Instruction



Curriculum Renewal (update as of March 30, 2012)

The list below indicates the curriculum documents that have been renewed over the past five years. The areas that appear in bold type have been added since January, 2012. All math and English Language Arts curricula have been implemented in classrooms. Curricula in other subject areas are in various stages of implementation as teachers develop new units of study in areas such as Science and Social Studies. Within the next few years teachers in elementary schools and those teaching middle years' students will have completed the implementation process for all subjects.

Kindergarten – Grade 9 (all subject areas)

Math 10 (Apprenticeship, Foundations)

Math 20 (Apprenticeship, Foundations, Pre-Calculus)

Math 30 (Apprenticeship, Foundations, Pre-Calculus)

ELA 10 A & B, **ELA 20**

Welding 10, 20, A30, B30

Communication Media 10, 20, 30

Graphic Arts 20, 30

Photography 10, 20,30

Construction 10, 20, 30



The Ministry has placed a hold on additional curriculum development for high school courses until a review process has been completed.

Making Sense of Curricula Documents

- o “Unwrapping” – Professional Learning Days (October, February, March)
 - Teachers examine and discuss outcomes and indicators and identify key indicators that capture the essence of each outcome. From the outcome and selected indicators teachers determine what it is that students need to know, be able to do, and come to understand.
 - A variety of curriculum documents have been unwrapped: Math, Social Studies, Science, Arts Education, Physical Education, Health
 - The current grade 6-9 Scope and Sequence is being revised to match the key indicators teachers selected and “knows” for each outcome are being added. A Kindergarten to Grade 5 Scope & Sequence is in the development stage. Both scope and sequences highlight what students must know, understand, and be able to do by outcome across grade levels. The new curriculum documents have many gaps in developmental skills which will be addressed in the scope and sequence. The scope & sequences provide, within a context of years, clarification of learning attainment at each grade level when outcomes are similar.
 - New Math 30 curriculum documents, made available at the end of February, have begun to be unwrapped by Math 30 teachers.

- Planning – Understanding by Design Workshops (September & December)
 - Stage 1: clarification of Knows, Dos, Enduring Understandings, & Essential Questions for a unit of study based on one or several curriculum outcomes.
 - Stage 2: evidence of learning collected both formatively (feedback without a grade) and summatively (evaluation of student progress on outcomes)
 - Stage 3: an array of learning activities to assist students in attaining and demonstrating their learning of specified outcomes
 - A backwards planning process and the UbD template provides continuity for planning documents across the school division.
- Assessment
 - Teachers are being encouraged to explore how assessment is going to be different as outcomes based curriculum is implemented.
 - This shift in thinking and practice will take time and support.
 - Teacher questions:
 - How do I collect evidence of student learning by outcome?
 - How do I differentiate my assessment practices?
 - What does it mean to triangulate evidence of student learning?
 - How do behaviours, citizenship, or work habits get reported separately from academics?
 - How will technology help me document formative and summative assessments in a practical way?
 - How will student achievement be reported to parents?
 - Assessing students' level of achievement on specific outcomes leads to the revision of systems that record and report student achievement. As a result an investigation of student data systems took place this year. A tender process to purchase a common system is now underway
 - Saskatchewan Common Assessment Tasks & Tools
 - School divisions working collaboratively have created teacher friendly documents that facilitate the collection of common data across schools
 - Pre and Post tests for every outcome in Math K-9
 - Common Writing Rubrics in English Language Arts Grade 1-10 with student anchors (examples at each achievement level)
 - Teachers are beginning to experiment with these new assessment tools.
 - Testing to generate data to improve student learning:
 - CAT 4
 - Diagnostic Math Assessment
 - Assessment For Learning (AFL – provincial)
 - DRA, Fountas & Pinnell (reading/comprehension)

Supports for Student & Teacher Learning

- o First Steps in Math (Numeracy)
 - Diagnostic: pre-tests to assess skills/knowledge to plan for differentiated instruction
 - Experiential: more than worksheets! Discovery rather than coverage (manipulatives-physical, technological)
 - Authentic: real life problems; performance tasks authentic to student experience/context
 - 2009-10: First Steps in Math Facilitator Training
 - 2010-11: First Steps in Math Teacher Training (all K-9 Math teachers in the division)
 - 2011-12: First Steps in Math Administrator Training
- o Physical Education
 - BrainSport
 - YETE
 - Community Partnerships – UPS
- o Kindergarten
 - Kerrobert Composite School and Bready School each received funds to “makeover” their Kindergarten classrooms to enhance the implementation of the new play based curriculum.
 - All Kindergarten teachers have had the opportunity to participate in workshops throughout the year that provided time for unwrapping new curricula, exploring new assessment practices, and learning about some strategies to make play meaningful within a curricula context. Lots of great sharing!
- o Differentiated Instruction
 - A means to respond to students who have varying backgrounds, learning styles, and interests so that they might be successful in achieving learning outcomes.
 - Building deep understanding for all students by:
 - Scaffolding & enriching curricula content & skills,
 - Continuously assessing,
 - Creating respectful tasks to engage & challenge all students,
 - Purposefully using flexible grouping strategies for specific learning tasks,
 - Creating a supportive learning environment of high challenge and low threat.
 - All teachers have participated in workshops over the past 2 years. Many have documented their learning in a Google Doc to share with others.
- o Treaty Project (on line)
 - 4 sample units at each of the Grade 5-8 levels
 - Integration of curricula outcomes (Social Studies, Arts Education, etc) with treaty knowledge
 - Website of resources, interactive links to support teacher units
- o One to One
 - Really the devices are helping bring the curriculum to life. Owing to the technologies the students are seeing themselves “in the curriculum”. These devices are the conduit for our First Nations Students to be involved in a meaningful and equitable way.
- o Curriculum Connections Website
 - Designed for teachers to easily access curricula and teaching resources. Learning Consultants and Curriculum Superintendents began adding content to this website late last fall. It is still a work in progress.
 - UbD units, unwrapped curricula documents, Differentiated Instruction supports, planning templates, etc. will be housed on this website.

Curriculum Connections

- o North West Career Development Partnership
 - Try-A-Trade in North Battleford
 - Entrepreneurship panel at North West Regional College
 - A video entitled "Apprenticeships" created from NWCDP's panel event of local students who have pursued careers in the trades and where they are now.
- o Student Achievement Advisory Committee
 - A committee of teachers, administrators, and Central Office staff has met twice to review information and data relative to making a recommendation for a few division wide goals related to student achievement.
 - The committee has representatives from a variety of grade levels, size of schools, and geographical areas.
 - The focus of a future recommendation will be in the areas of Math and English Language Arts. The aim of the committee is to provide a rationale and a plan of action for each SMART goal suggested.

We believe:

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

Guiding Values and Beliefs

Living Sky School Division adheres to the following values:

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

Technology Report

Donna DesRoches, Learning Consultant – Learning Resources



Infrastructure Management and Support

The 2010-2011 school year was a 'caretaking year' as in the absence of the IT Manager many tasks were accomplished through the joint teamwork of the IT Department, the Learning Resources Consultant and the new Superintendent responsible for technology. Everyone took on a variety of roles to ensure that the school division's technology needs were met. The focus of the Superintendent was on financial stewardship and gaining an understanding of the financial decisions that had been made with regards to technology.

Over the course of the summer several major tasks were undertaken:

- All schools were upgraded to System 7 and Office 2010
- All School servers were upgraded to Server 2008
- Major router and switch upgrades were made in schools across the division
- Labs were upgraded at Kerrobert and Macklin

During the first few months of the school year schools finalized their technology requests as per their technology plan and devices were ordered, imaged and disbursed to the schools. Requests approved for the 2010-2011 school year included netbooks and charging carts, teacher-training netbooks for the one-to-one program, laptops for students and teachers, Smartboards and Apple Multimedia stations.

Two schools, Kerrobert and Bready, asked to revise their technology plans to include a major focus on iOS devices, the iPad and iPod. After submitting new proposals and extended conversations their requests were approved.

Early in the school year renovations at Hafford required the redeployment of their lab and a request was submitted and approved by the board to purchase a cart and classroom set (24) of netbooks.

Planning for the 2011-2012 began in January and administrators were asked to submit a technology plan based on a template provided by the division. They were asked to note what items could be purchased from school-based funding and to itemize the funding support required from the division. Schools were once again asked to indicate if they would be interested in becoming a one-to-one school based on criteria established by the school division. At the close of the school year principals were notified of their budget allotment and the ordering process began. The IT Department spent the summer imaging one of the largest deployments of computing devices in the division.

The primary focus of instructional technology over the course of the 2010-2011 school year was the implementation of teacher-training in the five schools that were chosen for the one-to-one program; North Battleford Comprehensive High School, Spiritwood High School, Luseland School, Major School and Connaught Community School.

Ubiquitous access to digital learning tools creates a 21st Century learning environment that engages and stimulates students

Ubiquitous access to digital learning tools creates changes in teaching and learning that leads to increased student achievement and strengthens skills such as critical thinking and problem-solving.

These activities focused on the changing nature of technology and society, creating a vision for one-to-one specific to each school, the use of social media tools, pedagogical changes required for effective implementation, classroom management strategies and school-wide management of the one-to-one program.



Using a variety of programs and online tools teachers reflected on their current instructional practice, school, school division and Ministry initiatives, research in education and technology and anticipated changes in their pedagogical approach with the implementation of one-to-one.

Based on their acquired understanding of what a one-to-one program should be each school made the final decision to implement a one-to-one program, albeit each in its own way.

Major School

All students were to be provided with a netbook that they could take home. Students would be responsible for charging their own devices.

Luseland School

Each student from grade 3 – grade 12 was to be provided with a netbook that they could take home. Students would be responsible for charging their own devices. The school requested 6 iPads to be used across the primary grades.

Spiritwood High School

Each student would be assigned a netbook that they would pick-up at the beginning of the school day and return to a charging cart before leaving the school.

North Battleford Comprehensive High School

Sufficient netbooks and laptops would be provided to ensure that each grade nine student had immediate access to a device when required. Netbook and laptop carts would be housed in grade nine teacher's classrooms. NBCHS and the Living Sky School Division purchased the devices jointly.

Connaught Community School

Although Connaught teachers had explored the iPad as a possible one-to-one device they decided that iPad 1 would not be an effective one-to-one device for their school. They requested sufficient laptops, netbooks, and iPads to ensure immediate access for each student when required. As the cost of a laptop exceeded the cost of a netbooks or an iPad Connaught agreed to pay the overage. Charge carts would be kept in classrooms and the charging overseen by the classroom teacher.

Once the decision had been made about what the one-to-one implementation would look like each school began the process of creating guidelines and user agreements (based on division recommendations) and finalizing the implementation process details.

Numbers of devices and charging carts were calculated for purchase and the IT departments prepared itself for ordering, imaging and disbursement of the devices.

Instructional Technology: Tech Boot Camps

Two technology boot camps were held with a focus on social media and how it enables conversation, connection and collaboration. The agenda can be found at <http://learningandtechnology.wikispaces.com/BootCamp>.

Presentations given by classroom teachers about how they infuse a variety of technology tools and strategies into their were the most successful part of the agendas. Participants responded favorably to those who are still in the classroom and who so willingly share their knowledge and experiences.



I thank you for including various speakers who are using technology in the classrooms. I find this most helpful.

Teachers responded well to the many tools, programs, and strategies that were offered. They also enjoyed the time to experiment and try a new tool or discuss a strategy with like-minded others.

I feel like today gave me practical ways that I could use it [technology] in all of my classes.



Instructional Technology: Professional Development, Workshops and Support

The Learning Consultant responsible for technology and school libraries provided support in a wide variety of ways:

- School-based presentations for students, teachers and parents about digital citizenship
- Presentations at the School Community Council Conference
 - Digital Citizenship
 - School Libraries
- Facilitating SmartBoard training – Living Sky School Division has 4 certified Smartboard trainers.
- Creating the web site, <http://treaty6education.lskysd.ca/>, and providing training and support for its maintenance
- Workshops on the Adobe suite of programs including *Adobe Premier Elements* and *Photoshop Elements*
- School Web site (*Drupal*) support and workshops
- Support for the initial phase of implementation for the *McKrel* walkthrough software including the use of for iOS devices
- Continued support for the school-based lead technology teachers (iSITS) through meetings, workshops and funding to attend national and international conferences
- Circulation of resources including still and Flip cameras and digital probes and sensors for the science program

Instructional Technology: School Libraries

The School Library Selection Committee met four times over the course of the year with a focus on collection development in an online context. Support for school library collections was provided by the provision of the online database, *Global Issues in Context*. School links and passwords to allow students to access the database off site were provided as well as workshops and training materials.

The last 6 schools were brought into the L4U cataloging program and a day's training was provided as well as ongoing support. (Cut Knife Elementary, McLurg High School, Unity Composite School, Unity Public School, NBCHS and Maymont)



Conclusion

The 2010-2011 school year ended with plans in place to implement one-to-one as envisioned by each school, to include 2 more schools in the one-to-one program, to once again offer Tech Boot Camps and to continue to support school libraries as a key player in 21st Century learning.

Mission

Shaping Our Future Through Thoughtful Schools

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

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

Human Resources Report

Brenda Vickers, Superintendent of Human Resources



As one of the strategic partners in the organization, the Human Resources (HR) Department contributes to the creation and accomplishment of Living Sky School Division's goals.

HR helps to design work positions, recruit for both professional and support vacancies, implement effective hiring practices, develop performance appraisal systems, plan for career and succession planning and offer employees professional development.

In harmony with the belief that humans are an organization's greatest resource, HR strives to create work environments in which every employee can reach his or her potential and to ensure opportunities for professional growth.

HR has been working on several key projects:

1. Support Staffing Guidelines

In the spring of 2011, Human Resources, in consultation with school-based administrators, developed professional staffing guidelines to help ensure the equitable placement of teachers in the division's thirty-one schools.

Next year, the focus will be on creating guidelines for support staff. The guidelines will help ensure that our support resources (library technicians/assistants, secretaries, caretakers and educational assistants) are being deployed in a manner that is equitable, acceptable and sustainable.

2. Organizational Review

It is good practice for organizations to undergo periodic reviews aimed at discovering how well they are currently functioning and where they could potentially improve for the future. Commonly, an organization will examine its structure, operational efficiency, compensation practices, space allocation, etc. to make sure they are meeting its needs.

In the fall of 2011, Human Resources plans to undertake a review of the Central Office structure to ensure there are positions in place that will help the organization function effectively and actualize the division's vision, mission and goals.

Toward this end, the department will gather helpful data to analyze through two projects: a position ratio study and a job evaluation exercise.

The goal of the study is to collect data to compare Living Sky School Division's staffing compliments in various employee categories to those of several other Saskatchewan school divisions of similar sizes and student demographics. At this time, the information gathered is still being sorted and analyzed.

The job evaluation exercise will provide good information for organizational analysis, succession planning, performance management and compensation.

3. Leadership Development

Work is currently in progress on a leadership development program for teachers and school-based administrators. The program will be implemented in September, 2012; some information follows:

Program Rationale

There are several good reasons to implement a leadership development program. Two key considerations follow:

- To build leadership capacity throughout the division
- To develop a group of potential candidates for future administrative positions

Program Intentions

The program is intended to serve as a PD opportunity for all new administrators, teachers with five or more years of experience and current school based and senior administrators.

The content is designed to enhance leadership knowledge, skills and abilities in five core competency areas.

The program is not a substitute for post-graduate education. We encourage potential administrators to pursue masters' degrees.

Program Design

The course will require two years to complete:

- Six modules (three per year)
- Module introductions (supper sessions from 4:00 to 7:00)
- Module days (three per year)
- The goal is always to have at least one current administrator present at sessions to talk about each topic from a practical perspective.

Participants will be required to reflect on their learning following module presentations and share their ideas with the group.

In consultation with the principal, each participant will identify a challenge at the school and develop a leadership action plan designed to address the issue. Every participant will be granted five days (not necessarily consecutive) of release time to be able to work/consult on the challenge with a practicing in-school administrator. New principals may decide to work with either another school based administrator or a superintendent.

Each participant will present a summary of his/her project to a small group of administrators at the final Administrative Council meeting of the year. The presentation should include the following information:

- The reason for the project
- The process followed
- Roadblocks and how they were overcome
- Results

Exams and essays are not part of this program; however, every participant will be expected to complete all of the readings, participate in discussions, attend module sessions and provide a summary of learning at the end of each (of two) school years.

Program Competency Areas

The competency areas on which module content is based are included in the Leadership Framework (LSSD'S FIVE): A principal/vice-principal...

L: Leads Instruction

S: Sets Vision and Provides Direction

S: Secures Accountability

D: Develops a Safe and Respectful School Culture

'S: Strengthens the Educational Community

The competency areas incorporate the *Six Effective Practices* and practices that have been proven to lead to increased student outcomes as identified by educational researcher, Ken Leithwood.

Program Resources

The content of each module will be structured to fit within one of the competency areas and will come from a variety of sources:

- The Ontario Institute for Studies in Education (OISE)
- Various provincial resources
- Local practices, procedures and priorities

The first module session is tentatively scheduled for September 20, 2012.

4. Staffing Information (2010-2011)

During the 2010/2011 school year, we filled 111 temporary and permanent support positions and 125 temporary and continuing teaching positions. Sixteen support staff members and five teachers retired.



Research and Data Report

Janine Otterson, Superintendent of Research and Data



Responsibilities:

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

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

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

The components of the model require that school divisions write a bi-annual CIF Plan and make it available to the Ministry of Education. This plan becomes the basis for discussion at a bi-annual conference where the components (planning; reporting) are discussed. The Living Sky School Division has its bi-annual conferences with representatives from the Ministry of Education; the next conference is scheduled for the Spring of 2013.

A copy of the Continuous Improvement Framework Planning Document 2010/11 (of the 2009 – 2012 Planning Cycle) can be found on the Living Sky School Division website.

The Assessment For Learning is a provincial testing program that assesses student achievement in Mathematics, Reading, Writing, and Science. For 2012, assessments for student achievement will be completed in Writing. The Assessment For Learning results for the Living Sky School Division can be found on the Living Sky School Division website.

The movement towards accountability and reporting of Outcomes has required inservice and support for the school division. The PIM Rubric (Planning, Implementing and Monitoring) rubric was created by the Ministry of Education and members of LEADS. The processes defined by this rubric set the benchmarks that school divisions are required to reach and report on. The PIM Rubric was introduced to all staff. In addition, inservice support was provided to the teaching staff of the school division by facilitators contracted from the Leadership and Learning Unit.



Student Services Report

Kate McHarg, Superintendent of Student Services



Personnel:

Coordinator	1.0 FTE (1 staff member)
Speech and Language Pathologists	4.8 FTE (5 staff members)
Psychologists	3.5 FTE (4 staff members)
Occupational Therapists	1.6 FTE (2 staff members)
Early Learning Consultant	.8 FTE (1 staff member)
Counselors	6.0 FTE itinerant (6 staff members)
	8.0 FTE school-based
School Liaison Workers	8.0 FTE school-based

We have a total of 20 staff members in Student Services based out of Central Office, including the Superintendent position.

In September 2011 the Student and Family Support Worker for our division resigned as she was relocating to Saskatoon.

In October we hired an Early Learning Consultant, a new position in our division. She has years of experience in both early childhood education and in special education, and is working hard to support our Pre-Kindergarten programs as well as those children 3 and 4 years old who have Intensive Needs.

Students with Intensive Needs:

This year we have Personal Program Plans for 242 students identified with Intensive Needs under the Provincial system, up from 172 last year. One of the major reasons our Personal Program Plan (PPP) numbers have increased is including students with challenging behaviors. Now when teachers identify a student with severe behavioral issues, they begin the process of writing a PPP for the child. Not only does this help with individual goal setting and planning, it also helps us identify more precisely the number of students in our division with behavior concerns, what if any patterns emerge, etc. and what types of instructional strategies need to be put into place.

We also have 25 students designated as having Special Needs with PPP's under federal funding (Indian and Northern Affairs Canada), 5 at Level 1 and 3 at Level 2, and 17 as Targeted Behavior.

Early Learning and Literacy:

We now have 11 Pre-Kindergarten programs running in 7 of our schools, as we added a morning program in Unity. We are hopeful that the Pre-K programs in Macklin will be open in the next school year.

The Ministry of Education – Early Learning Branch, has written “Essential Learning Experiences” (which are similar to Kindergarten outcomes) for Pre-Kindergarten classrooms. These essential learning experiences (ELE) assess 4 domains of learning which include Social –Emotional, Intellectual, Physical and Spiritual. These ELE's clarify Big Ideas and learning outcomes for Pre-K teachers. The Ministry has requested that these ELE's be implemented in the 2012/13 school year.

Our Pre-K teachers along with the Early Learning Consultant have developed a new method of documenting a student's growth, a “developmental profile”, to be used instead of a “report card”. It will be piloted in March and June of this year. Parents, administrators and teachers will be asked for feedback before the profile is finalized. This profile includes assessment and documentation of the ELE's outlined by the Ministry.

Service Delivery:

For the past few years we have been talking about and moving towards change in how we provide services to students and teachers. This fall we put it into practice. We concentrated our service delivery more on classroom based support. Our Student Services personnel are working more directly in the classroom with the teachers and students, observing, offering intervention ideas, support such as co-teaching and modeling, much more follow-up, etc.

Student Services Teams have been established in many of our schools. These teams are fluid, and membership is based on teachers that want some support with a student they are working with and others (teachers, EA's, Central Office professionals, outside agency representatives, etc.) that know the child and may be able to offer guidance. We have targeted 8 schools in particular and have focused on regular team meetings with solution-based outcomes.

The referral process to Student Services has changed to support this Response to Intervention model. We are asking schools to provide details of what their team has put into place to support the student and what data they have collected on the success of these interventions before we enter into the assessment phase.

In the fall of the 2012 school year we plan to train all our Student Services staff (school based and central office) in the Woodcock Johnson Reading Mastery test. This will give us a common assessment tool to provide meaningful data across the division.

I would like to share some "highlights" from members of our department on what they did differently this year with more classroom based interactions, and the responses they received:

Occupational Therapy Highlights:

- Kindergarten gross motor and fine motor boxes: the boxes are made up of a variety of gross motor and fine motor play activities that develop the muscles and skills that are needed to be successful in school (e.g., core strength, balance, bilateral hand use, forearm rotation). Items were carefully selected to coordinate with the new kindergarten curriculum plan, with the focus on creative play opportunities. The activities provided also facilitate differentiated instruction allowing children to play with the items at beginner, intermediate and mastery skill levels. This program was met with positive feedback from the kindergarten teachers involved.
- The Alert Program® (also known as the "How Does your Engine Run?" Alert Program® for Self-Regulation): This program has been introduced into various classrooms, primarily grade 3 to 6 as a Tier 1 Universal strategy. This self-regulation program teaches students to identify how awake and alert they feel by using an engine analogy. Children learn "if your body is like a car engine, sometimes it runs too fast (over active, difficulty sitting still, etc.), sometimes it runs too slow (tired, lethargic), and sometimes it runs just right (calm, focused, etc.)". The OT introduces the concepts to the class and discusses various methods to help students achieve and maintain a "just right" level that is necessary to learn. Various tools are provided to the classroom for all students to try, such as teacher led movement breaks, moving sit cushions, weighted lap pads, hand fidgets, sound reducing headphones, ball chairs, etc. This program has received positive feedback from both students and teachers.

Counseling Highlight:

I have found that the biggest difference in my job this year is the increased time I spend at Battleford Central School and having an office there. I have done more classroom presentations as well which has increased my "presence" at the school. Over the past 7 months it seems as though almost every student at the school has learned my name and knows how I can support them. As I walk down the hallway every student I pass says "Hi Jessica!" I often have students (who are not on my case load) come to me with small problems or when upset, bring friends to meet me who they are concerned about or students who just come to "hang out". Of course, with more students aware of how I can support them I become busier and busier but feel that my time at the school is so beneficial for all the students at BCS.

Psychology Highlight:

Something different for me this year is I am working directly with two groups of students and two classrooms (a gr 7/8 and will begin a grade 3 class) on attention training and anxiety reduction through mindfulness strategies, leading to increased self-awareness and general wellbeing, which fits in perfectly with the grade 3 Health curriculum, for example.

In terms of success, I don't know results yet, but anecdotally, 2 gr. 5 females seem to be experiencing benefits from the training allowing them to be able to "let all else go"/decrease anxiety so they can fall asleep.

Early Learning Highlight:

Our School Division is supporting the intense needs of six children in our communities that are three-four years of age. These six children are attending preschools, daycare centers, family day homes, prekindergarten classrooms or in one case a kindergarten program (Lakeview Colony). We have provided these children with supports and early intervention which will assist them when they enter a kindergarten program in our School Division. We are developing positive relationships with agencies in our communities and working together to meet the needs of each individual. Each child has a Personal Program Plan that has been developed with the parents and an inter-agency team. This Personal Program Plan is monitored, reviewed with the team and will be shared with the upcoming kindergarten teacher. These children are all steadily developing their skills and in most cases, we have observed amazing growth.

Parents are also working on Personal Program Plan goals at home. They are purchasing toys and materials to help their child. They have a clearer picture of how they can support their child's particular needs at home. Parents are gaining more information and a better understanding of their children's strengths and needs. Families have expressed their appreciation for this assistance from our Division.

Coordinator Highlights:

We have focused on co-teaching this year as a way Student Services Teachers (SST's) can work with teachers in the classroom to support learning. Nancy Schultz (Coordinator of Student Services) and JoAnne Kasper (Language and Literacy Consultant) facilitated a group consisting of classroom and SST's. The teachers planned, taught and assessed together and found the experiences to be very positive. Data such as increases in reading scores gave positive feedback as to how well this approach can work. Students expressed how much they liked having 2 teachers in the class – more individual help, opportunities for small group work, less behavior concerns, etc. We will continue to focus on this approach again next year.



Communications Report

Shelly Janostin, Communications Manager



Living Sky School Division communications continues to focus on delivering strategic communication to all stakeholders. As the school division grows, it is imperative that we provide effective communication using the most up-to-date tools and services. Highlights from the 2010-11 school year are included in this report.

School – Community Engagement

Living Sky School Division has coordinated a number of activities that engages the school and community.

Service Recognition Celebration

The annual event is hosted by the Board of Education and recognizes the contributions of Living Sky employees. Milestone years of service and retirees are recognized. The event was held on Friday, May 27th at the Western Development Museum in North Battleford.

Student Hall of Fame

The third annual Student Hall of Fame was held on Thursday, June 9th. The event recognizes the achievements of students in Grade 10, 11, and 12. Each year students who receive an award are invited to attend the celebration with their parents/guardians. Premier Brad Wall was the special guest and delivered the keynote address. Approximately 700 people attended the event.

School Community Council Annual Workshop

The annual School Community Council Workshop was held on October 27th in North Battleford. SCC members attended from 25 School Community Councils. A number of sessions were offered to the participants. The event continues to be a professional development opportunity to SCC members.

Annual Meeting of the Board of Education

The AGM is held once a year in order for the Board to report on activities during the year. Meeting locations change each year and the 2011 AGM was held at Hafford Central School.

Communication

Online Communication

Living Sky School Division Website

The website serves as the main communication tool and reaches internal and external stakeholders. The website continues to share current stories that highlight events, people and current topics in education. In addition, we link to various websites such as newly formed Treaty 6 and Curriculum Connections websites.

School Websites

Most of our schools have a school website and continue to use this online communication to share information with parents and others of the general community.

Facebook

Updates from events are shared on the Facebook site. Friends of Living Sky are able to post and share photos and comments as well. This is one form of social media, which is intended to reach larger audiences.

Twitter

Twitter continues to be another form of social media that we use to share congratulatory or information type messages. They are short and under 140 characters. Other followers will often re-tweet our messages and therefore sharing our news to a larger mass. We follow a number of news and education organizations on twitter.

Sharepoint

This is a new tool, which has been developed for the use of Central Office. It is considered an intranet or internal website. A number of forms, information, and other internal websites are accessed from this site. It has proved to be very effective as it is a one-stop location to access internal information for Central Office staff.

Traditional Communication

Division Newsletters – continue to be a traditional way to share information; however, with the ability to share information on the website in a more timely way the newsletter was distributed with less frequency this past year.

School Newsletters - continue to be a forum to share school information and news. Each school distributes their newsletters in different time cycles, weekly, monthly or quarterly. Most schools continue to distribute in hard copy with a few schools distributing electronically.

Advertising

Print and radio advertising are used to share key messages and information. The advertising is designed to reach both internal and external audiences. Joint advertising campaigns continue with Light of Christ Catholic School Division for Kindergarten and the School Year Calendar. Education Week and Teacher Staff Appreciation Week are celebratory weeks in education that we promote and share with the public. Human Resources continue to advertise in our weekly newspapers as well as Transportation and the Facility Departments as required.

Promotional

Signage and promotional items continued to be used throughout the school division at various events, meetings, career fairs and partner events. Promotion and signage continue to part of sharing our brand and promoting our vision, *Growth Without Limits, Learning For All*.



Business Report

Lonny Darroch, Chief Financial Officer



Accounting / Finance

The accounting / finance department continued with the implementation and enhancements to the accounting system. Public Sector Accounting Board standards continue to be implemented. The August 31, 2011 audit marked the second year of the involvement of the Office of the Provincial Auditor in the audit process. School division financial information is now included in the Summary Financial Statements for the Province. The School Division recorded a surplus of \$3,848,461 for the year ended August 31, 2010. The surplus was in part due to an increase in tuition fee revenue and the deferral of a number of renovation/construction projects.

Facilities

The department continues to provide support to schools for maintenance and small renovation jobs. During the year the department received about 1,900 service requests and completed about 1,800 of these requests.

The main emphasis this past year continues to be dealing with heating, ventilation, and air conditioning (HVAC) issues in the schools. Many HVAC systems have been replaced and other mechanical systems installed. Some of the more major projects include:

- Hafford School – renovations and demolition of old wing
- North Battleford Comprehensive High School – HVAC system in the practical and applied arts section and electrical site safety
- Unity Comprehensive High School – new boiler and gym floor layout
- Tender awarded for construction of bus garage and maintenance shops
- Design work on PreK's for Lawrence, Macklin, and McKitrick
- St. Vital – area of roof replacement
- McKitrick – area of roof replacement
- Hartley Clark – area of roof replacement
- Design work on daycares for McKitrick and Hartley Clark

The Division spent approximately \$3,700,000 in the fiscal year on minor repairs and renovations of facilities. A total of 144 projects were completed. A facilities audit has been completed to identify the condition of various building components such as foundations, floors, walls ceilings, roofs, mechanical and electrical components. Roof Management Services was contracted to review the roofs on all facilities and develop a maintenance and replacement plan. This information will be used to prioritize projects and develop future repair and maintenance budgets.

The Division continues with a program to connect intrusion and fire alarm systems into one central location to provide continuous monitoring and enhanced safety.

Transportation

The transportation department continues to use "Versatrans", a transportation software program, to help in transporting an estimated 3,200 students daily using 121 bus routes traveling an estimated 20,000 kilometers each day. Of the 121 bus routes, 12 are urban bus routes with 109 rural bus routes. The Division purchased 13 new IC buses in 2010-11. This is in keeping with the Division objective to have all rural route buses no older than 10 years old.

During the year, routes were adjusted and changes were made to enhance student access to services and compliance with administrative procedures. Additional changes to attendance areas and bus routes will be considered to maintain operational efficiency while considering the transportation needs of students and ensuring student safety and welfare.

In May of 2011, the Division passed a motion to have a central bus garage and maintenance shop built as part of the Division office in North Battleford. The new garage will allow the Division to better service the bus fleet by having technician staff trained on the new technology incorporated in the new buses.

The department continues with several initiatives emphasizing driver education and communication plus improved student safety and bus awareness. A publication called, "Bus Buzz", is an informal newsletter sent to both Division and contracted drivers. This newsletter is sent out four times a year and keeps drivers informed about new regulations, procedures, messages from the department, and provides enlightening stories pertaining to student transportation. First Rider is a program that covers basic bus rules and safety and is presented to students in Kindergarten to Grade 3. Smart Rider is another program focusing on students' roles and responsibilities pertaining to bus safety and is presented to students in Grades 4 to 6. Resources used in both these programs consist of videos, power point presentations, and fun group activities.



Financial Report – Balance Sheet

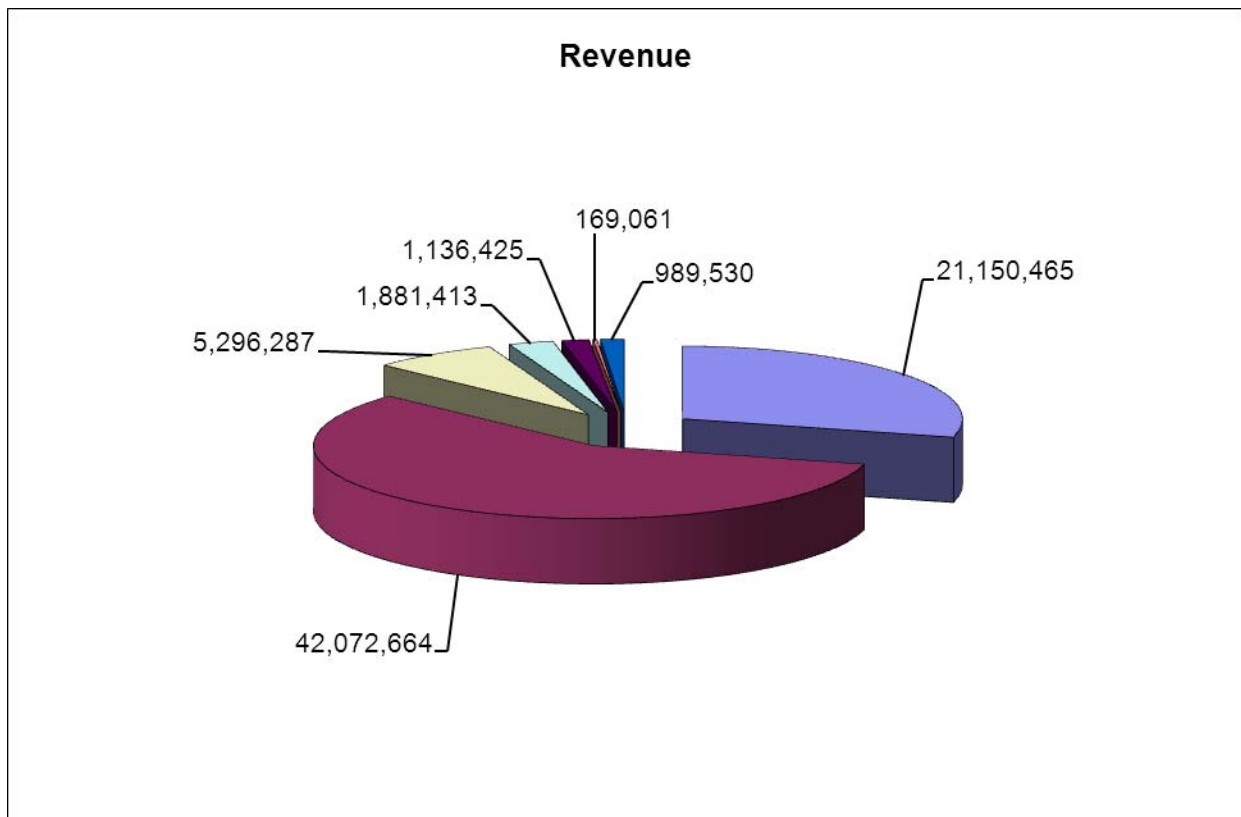
Living Sky School Division No. 202		
Consolidated Statement of Financial Position		
as at August 31, 2011		
	2011	2010
Financial Assets		
Cash	18,118,017	9,918,570
Short Term Investments	88,600	88,600
Accounts Receivable	12,148,088	17,304,224
Long Term Investments	185,111	187,795
Total Financial Assets	30,539,816	27,499,189
Liabilities		
Accounts Payable and Accrued Liabilities	3,829,068	2,833,130
Long Term Debt	700,000	800,000
Liability for Employee Future Benefits	659,000	593,400
Deferred Revenue	1,800,666	1,723,310
Other Liabilities		67,000
Total Liabilities	6,988,734	6,016,840
Net Financial Assets (Net Debt)	23,551,082	21,482,349
Non-Financial Assets		
Tangible Capital Assets	32,215,392	30,570,237
Prepaid Expenses	177,108	42,535
Total Non-Financial Assets	32,392,500	30,612,772
Accumulated Surplus (Deficit)	55,943,582	52,095,121

Financial Report – Revenues and Expenses

Living Sky School Division No. 202			
Consolidated Statement of Operations and Accumulated Surplus (Deficit)			
for the year ended August 31, 2011			
	2011	2011	2010
	Budget	Actual	Actual
REVENUES	(Note 19)		
Property Taxation	24,411,574	21,150,465	21,247,897
Grants	41,270,103	42,072,664	43,400,027
Tuition and Related Fees	4,150,000	5,296,287	5,258,066
School Generated Funds	2,158,745	1,881,413	1,974,894
Complementary Services	1,022,654	1,136,425	1,092,012
External Services	101,000	169,061	532,620
Other	370,000	989,530	478,248
Total Revenues	73,484,076	72,695,845	73,983,764
EXPENSES			
Governance	488,874	383,360	433,338
Administration	1,601,859	1,418,314	1,397,569
Instruction	46,043,149	44,986,578	46,844,405
Plant	13,051,192	11,228,743	10,228,676
Transportation	6,291,582	5,986,233	5,539,916
Tuition and Related Fees	325,000	272,824	374,781
School Generated Funds	2,158,745	1,867,992	1,803,358
Complementary Services	2,003,724	2,292,171	1,219,595
External Services	449,571	315,665	471,409
Other Expenses	65,000	95,504	59,912
Total Expenses	72,478,696	68,847,384	68,372,959
Surplus (Deficit) for the Year	1,005,380	3,848,461	5,610,805
Accumulated Surplus (Deficit), Beginning of Year	52,095,121	52,095,121	46,484,316
Accumulated Surplus (Deficit), End of Year	53,100,501	55,943,582	52,095,121

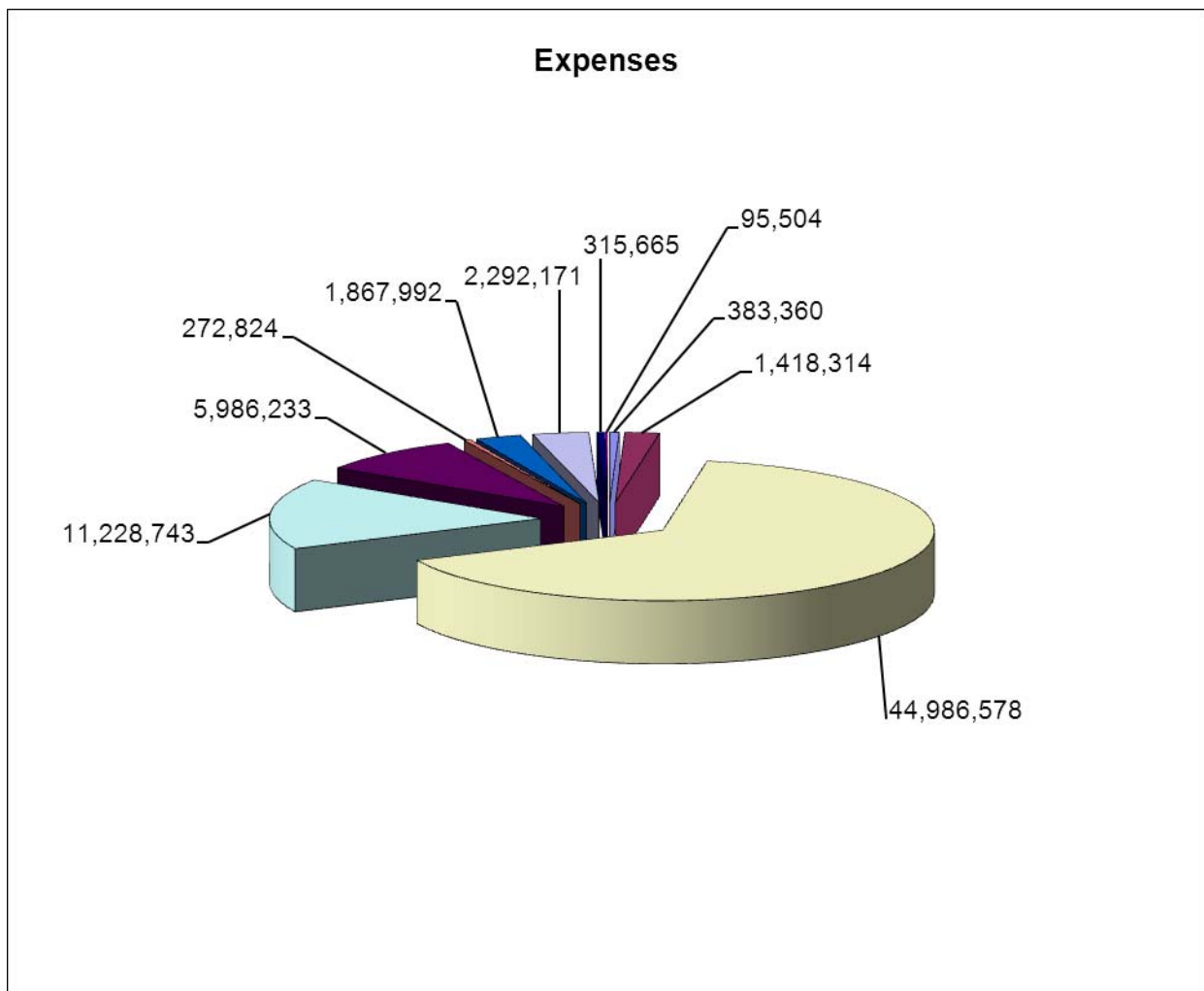
Financial Report – Revenues

Revenues	Dollars	%
Property Taxes	21,150,465	29.09%
Grants	42,072,664	57.87%
Tuition Fees	5,296,287	7.29%
School Generated Funds	1,881,413	2.59%
Complementary Services	1,136,425	1.56%
External Services	169,061	0.23%
Other	989,530	1.36%
	<u>72,695,845</u>	



Financial Report – Expenses

Expenditures	Dollars	%
Governance	383,360	0.56%
Administration	1,418,314	2.06%
Instruction	44,986,578	65.34%
Plant	11,228,743	16.31%
Transportation	5,986,233	8.69%
Tuition and Related Fees	272,824	0.40%
School Generated Funds	1,867,992	2.71%
Complementary Services	2,292,171	3.33%
External Services	315,665	0.46%
Interest and Bank Charges	95,504	0.14%
	<u>68,847,384</u>	



Financial Report – Net Financial Assets

Living Sky School Division No. 202				
Consolidated Statement of Changes in Net Financial Assets (Net Debt)				
for the year ended August 31, 2011				
	2011 Budget	2011 Actual	2010 Actual	
	(Note 19)			
Net Financial Assets (Net Debt), Beginning of Year	21,482,349	21,482,349	15,960,142	
Changes During the Year:				
Surplus (Deficit) for the Year	1,005,380	3,848,461	5,610,805	
Acquisition of Tangible Capital Assets (Schedule C)	(6,162,000)	(3,829,032)	(2,216,749)	
Proceeds on Disposal of Tangible Capital Assets (Schedule C)	-	16,094	79,611	
Net Loss (Gain) on Disposal of Capital Assets (Schedule C)	-	33,056	(9,660)	
Amortization of Tangible Capital Assets (Schedule C)	2,310,338	2,134,727	2,073,070	
Net Acquisition of Prepaid Expenses	-	(134,573)	(14,870)	
Change in Net Financial Assets / Net Debt	(2,846,282)	2,068,733	5,522,207	
Net Financial Assets (Net Debt), End of Year	18,636,067	23,551,082	21,482,349	

Financial Report – Cash Flows

Living Sky School Division No. 202			
Consolidated Statement of Cash Flows			
for the year ended August 31, 2011			
		2011	2010
OPERATING ACTIVITIES			
Surplus (Deficit) for the Year		3,848,461	5,610,805
Add (Deduct) Non-Cash Items Included in Surplus / Deficit (Schedule D)		2,167,783	2,063,410
Net Change in Non-Cash Operating Activities (Schedule E)		6,093,457	(4,261,309)
Cash Provided (Used) by Operating Activities		12,109,701	3,412,906
CAPITAL ACTIVITIES			
Cash Used to Acquire Tangible Capital Assets		(3,829,032)	(2,216,749)
Proceeds on Disposal of Tangible Capital Assets		16,094	79,611
Cash Provided (Used) by Capital Activities		(3,812,938)	(2,137,138)
INVESTING ACTIVITIES			
Proceeds on Disposal of Long Term Investments		2,684	13,894
Cash Provided (Used) by Investing Activities		2,684	13,894
FINANCING ACTIVITIES			
Repayment of Long Term Debt		(100,000)	(100,000)
Cash Provided (Used) by Financing Activities		(100,000)	(100,000)
INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS		8,199,447	1,189,662
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR		9,918,570	8,728,908
CASH AND CASH EQUIVALENTS, END OF YEAR		18,118,017	9,918,570
REPRESENTED ON THE FINANCIAL STATEMENTS BY:			
Cash and Cash Equivalents		18,118,017	9,918,570
CASH AND CASH EQUIVALENTS, END OF YEAR		18,118,017	9,918,570

Living Sky School Division No. 202
2010 September 30th Enrolments

School	Pre K	K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12	Other	2010 Total Enrolments	2009 Total Enrolments	2011 Total Enrolments
Battleford Central Elementary	15	56	43	55	51	56	63	56	63	49						507	500	510
Bready Elementary	22	31	29	25	27	22	40	25	18							239	214	270
Cando Community	14	4	7	4	7	12	3	9	7	17	23	56	18	45		226	250	207
Connaught Community	31	29	28	25	26	20	18	16	15	12					3	223	210	243
Cut Knife Elementary	20	17	17	17	12	19	20	18								123	127	143
Cut Knife High																		
Hafford Central		12	13	16	12	19	17	20	13	14	13	13	5	7		132	157	131
Hartley Clark Elementary		10	14	10	8	21	14	14								174	176	178
Heritage Christian	8	3	5	3	6	2	3	9	5	11	1	1	4	6		91	90	84
Hillsdale Colony	2	4	4	5	0	1	1	0	3	4						67	75	56
Kerobert Composite	0	16	11	13	27	17	17	21	23	18	19	16	19	17	2	20	20	19
Lakeview Colony		3	2	3	0	4	5	0	3	3	2					236	245	226
Lawrence Elementary	26	18	26	18	26	30	25	22	18	31						25	24	28
Leoville Central		7	10	11	6	11	20	16	12	11	14	14	9	11		240	260	224
Luseland		9	9	5	12	9	11	16	13	18	12	19	16	14		152	187	147
Macklin		41	22	33	25	39	29	40	35	41	32	38	23	40		163	164	166
Major		4	3	2	6	5	5	5	8	2	2	4	6	2		438	436	417
Manacowin															10	54	53	49
Maymont Central		8	7	11	9	17	6	17	13	21	13	12	16	9		10	9	5
McKittrick Community	25	27	21	24	24	23	19	18	23	17					8	159	163	167
McLurg High																229	230	255
Meadow Lake Christian Academy		0	1	5	2	3	2	5	5	1	24	32	40	25		146	159	141
Medstead Central		6	14	11	10	16	7	18	9	12	11	15	9	7		27	26	20
Mecta Elementary																145	169	155
Norman Carter		18	19	14	12	16	16	14								0	11	0
North Battleford Comprehensive High																109	100	108
Phoenix (counted in home schools)											152	260	177	205	25	819	823	794
Scott Colony		1	7	1	1	3	4	2	4	3						0	0	14
Spiritwood High																26	27	26
St. Vital	16	17	17	16	15	22	25	20	17	17	48	33	46	38		237	232	210
Unity Composite High																182	198	177
Unity Public	11	18	20	25	24	14	17	20	36	39	41	36	35	35	10	232	228	241
	146	351	351	356	346	406	369	416	424	431	437	571	444	474	58	5580	5706	5584
Home Schoolers		5	12	3	6	8	11	8	14	8	6	4	4	10		99		90
TOTAL SEPTEMBER 30TH ENROLMENTS																5679		5674

Battleford

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

Cando

Cando Community School
(306) 937-3934

Cut Knife

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

Hafford

Hafford Central School
(306) 549-2212

Kerrobot

Kerrobot Composite School
(306) 834-2444

Leoville

Leoville Central School
(306) 984-2241

Luseland

Luseland School
(306) 372-4222

Macklin

Macklin School
(306) 753-2375

Major

Major School
(306) 834-5464

Maymont

Maymont Central School
(306) 389-2045

Meadow Lake

Meadow Lake Christian Academy
(306) 236-5262

Medstead

Medstead Central School
(306) 342-4600

North Battleford

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

Spiritwood

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

Unity

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

Wilkie

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

Colony Schools

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



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