



Living Sky School Division No. 202

Annual Report

2009-10

Annual Meeting
Hafford Central School
Hafford, SK
April 19, 2011

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



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.

Board Chair's Report

Ken Arsenault, Board Chair



The completion of the 2009-2010 school year is the fourth full year of operation for Living Sky School Division No. 202. This year brought a change of Board Members and staff. Even with these changes the policies of the Board of Education and procedures of the Division ensured a student focussed direction. This direction is supported by the mission statement which defines the purpose of the School Division. The mission statement for Living Sky is:

SHAPING OUR FUTURE THROUGH THOUGHTFUL SCHOOLS

Thoughtful schools where students and staff have:

1. A commitment to academic learning
2. Learn to respect self, others and property
3. Learn to become full contributing members of society
4. Learn to celebrate success

This Board policy is one part of the division's culture that allows for a smooth transition of people into new roles.

Transition started for the Board as an election was held in October and three new members joined the board. Garth Link and Glenn Wouters were elected to represent North Battleford

and Todd Miller was acclaimed in sub-division 3. Re-elected were Roy Challis representing North Battleford and Bob Foreman representing Battleford. Incumbents' included myself in sub-division 1, Ron Kowalchuk in sub-division 2, Ronna Pethick in sub-division 4, Jack Snell in sub-division 6 and Kim Gartner in sub-division 5 were acclaimed.

In November, the new Board spent two days participating in an Orientation Workshop. This workshop introduced the new members to the role of a board member and gave the returning members an opportunity to continue their ongoing professional development. These two days "set the stage" for a board team that continues to grow and demonstrate their care and commitment to education.

Prior to the election, Director Ron Ford informed the Board his intentions to retire at the end of the 2009-2010 school year. One of the first tasks of the new board was to begin the process of hiring a new Director. In November aided by SELU facilitator Barry Earl, the director search was initiated. Several groups from within the school division were consulted for the qualities they felt were important in the new director. A combination of traits identified by these groups became the criteria used to screen potential candidates. From the group of prospective applicants, two were short listed for interviews by the Board. On January 19, 2010 the day was spent on getting acquainted and interviewing each candidate. Randy Fox was offered and accepted the position of Director effective August 1, 2010.

This school year was the last for the Meota School as it closed as of June 30, 2010. The enrolment had dropped significantly from the projections just one year prior. The School Community contacted the Board and a meeting was held in the Meota School. The Board passed a motion with consent of the School Community Council that the school would close at the end of the 2010 school year. Students from the school attendance area now attend Battleford Central School and St. Vital School in Battleford.

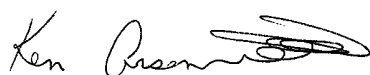
The funding of the education for the 2009-2010 school year was changed with the budget in March of 2009. The Board no longer has the authority to set a mill rate for property tax. The Government has established a provincial wide mill rate. They are as follows:

- Agriculture – 7.08 mills
- Residential – 10.08 mills
- Commercial and Industrial – 12.25 to 18.35 mills

A further reduction of this provincial mill rate was postponed in the March 2010 provincial budget. Funding for the School Division was determined by taking the 2008-2009 expenditures and increasing that amount by 4%. The new funding model to be announced by the province has been postponed to the future. This creates challenges in long term planning but further consultation and input by both school divisions and the Ministry of Education will continue to move the new funding model forward.

Ronna Pethick, Jack Snell, Kim Gartner and myself were board members that were privileged to attend the Canadian School Boards Association meeting in St. John's, Newfoundland. Board members from across Canada were able to exchange information and ideas on how challenges were addressed in their respective school divisions. Student achievement, rural depopulation, programming, governance, school closures and funding were some issues that were common across the country. This opportunity to network with Board Members from across Canada gave us an appreciation for our education system as well as information on how other education authorities are addressing the challenges that we all have in common.

Change is a constant and will continue in the future. Managing this change is met with the foundation set down by policy and procedures. The culture of support, encouragement and empowerment is allowing our division to move forward. 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.




A KEN ARSENAULT

Board Chair
Subdivision 1
Leoville, Meadow Lake,
Medstead, Spiritwood

B RONNA PETHICK

Board Vice-Chair
Subdivision 4
Cut Knife, Unity,
Hillsdale 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

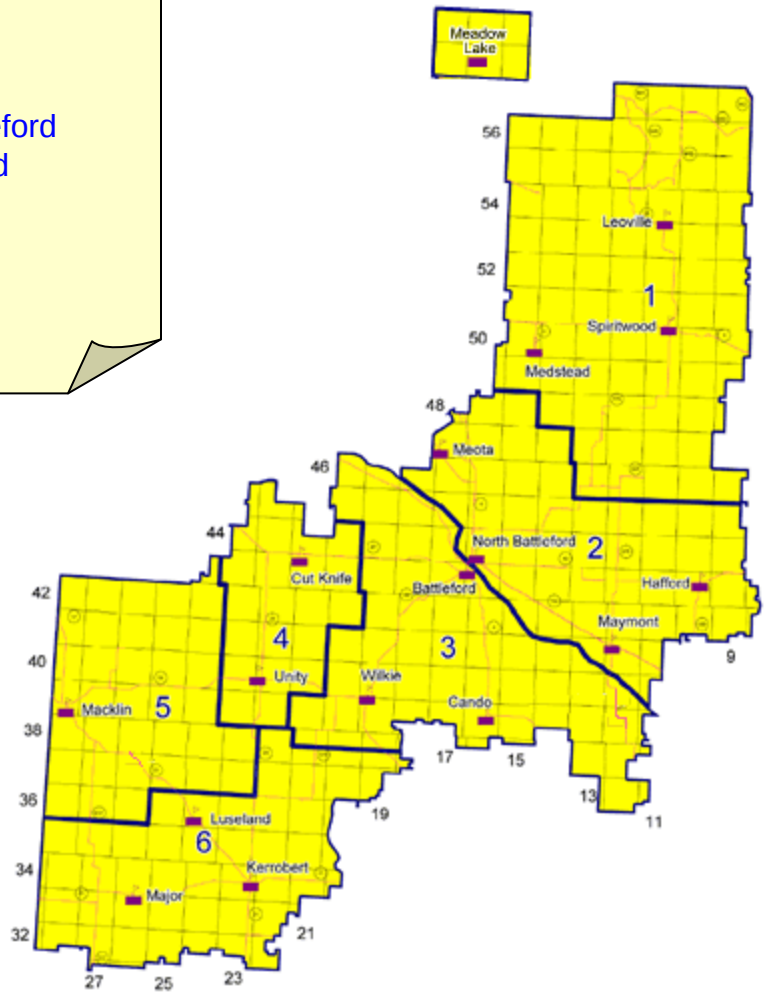
Director of Education

L RAY KOPERA

Chief Financial Officer

QUICK FACTS

- 10 Board of Education members
- 6 represent rural areas
- 3 represent the City of North Battleford
- 1 represents the Town of Battleford
- 25,229 voters in the district
- 32 schools in 20 communities
- 5,600 students



We believe:

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





Director of Education's Report

Randy Fox, Director of Education

Overview

This report outlines activities in Living Sky School Division No. 202 for the period of September 1, 2009 to August 31, 2010. During this time period, Mr. Ron Ford served as Director of Education for the school division.

Operational Plan

Prominent activities within Living Sky School Division No. 202 reflect the Board of Education's Operational Plan. The Operational Plans for both 2008-2009 and 2009-2010 are included for your information:



Living Sky School Division No. 202
Growth Without Limits, Learning For All

OPERATIONAL PLAN

2008/09 and Beyond

1. **Improve Services to Schools**
 - a. Continue Implementation and Support of School Community Councils
 - b. Operationalize Administrative Procedures
 - c. Continue Implementation of Division-wide Technology Plan
 - Future Upgrades
 - Navision
2. **Enhance Student Learning – 2008/09 and Beyond**
 - a. Professional Learning Communities
 - b. Assessment Literacy – Continuous Improvement Framework
 - c. Curriculum Implementation – Outcomes based
 - d. Enhanced Behavioral Program – Student Respect
3. **Refine & Articulate the Communication Plan**
4. **Facilities Rationalization**

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 EdInterim 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

As one can see, the focus of the Operational Plan shifted somewhat from the process of building Living Sky School Division No. 202 as an entity, to addressing student achievement. This priority, along with the others listed, Equitable Opportunities for Students, Smooth Transitions 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

Several Board policies were revised during the period of this report. These included the following: Policy 2010 Role of the Board: 1.2. Annually set priorities outlined in the Operational Plan replaced “Annually set priorities and outcomes”.

Policy 1030 Mission: “Living to Learn, learning to live” removed from the definition of “Thoughtful Schools”. The mission statement for Living Sky School Division #202 is: 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.

Employee Agreements

Two key employee agreements were ratified. The Local Collective Bargaining agreement between the Board of Education and the Teachers' Local Implementation Negotiation Committee became in effect July 1, 2009 and runs until June 20, 2012.

The Collective Agreement between the Board of Education and the Canadian Union of Public Employees Local #4747 became effective January 1, 2010 and runs until August 31, 2013.

Moving Forward

New Curriculum Documents: During the period of this report, new curriculum documents produced by the Ministry of Education reflected a move from learning objectives to educational outcomes. This will be reported in more detail later in the report. This move has meant reviewing our teaching practices as they relate to instruction and assessment.

Aboriginal Myths and Misconceptions: Many staff participated in professional development aimed at misspelling many of the myths and misconceptions that often exist today relative to Aboriginal people. These workshops have been enlightening, challenging, and enjoyable. Our Human Resources Administrator, Herman Bugler Jr. has taken a lead role in the workshops.

Technology and Learning: Through a technology planning process, goals and key focus areas for technology and learning were developed. The integration of technology and learning continued during the period of this report. One important development was that of the “Digital Citizenship Continuum”. This document guides our students, teachers, and parents in the appropriate use of technology in a changing world.

Board Advocacy: The Board continues to meet with local provincial politicians to advocate for school divisions. This includes joint meetings with Light of Christ Roman Catholic Separate School Division and MLA's Randy Weekes, Denis Allchurch, and Len Taylor.

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; e.g. 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 2009. 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: This reporting period saw the retirement of Mr. Ron Ford, Director of Education. Randy Fox, previously the Assistant Director of Education, began Director duties August 1, 2010. Mr. Jim Shevchuk was recruited as Superintendent of Curriculum and Instruction.

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 of *Growth Without Limit, 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 and Cathy Herrick, Superintendents of Curriculum & Instruction

Curriculum Renewal

Curriculum documents for Kindergarten and all subjects in grades one through five were made available on the Ministry website in the past year. Print documents followed. Teachers now have access to renewed curricula in all subject areas from Kindergarten to Grade 9. High School curricula continue to be developed. Two new Math 10 courses were implemented in the fall of 2010.

Mathematics

There are renewed curricula in Math in all grades, Kindergarten to Grade 10. Teachers responsible for Kindergarten to Grade 8 participated in First Steps Math training as a support to new curricula.

Students in Grade 10 were introduced to two new Math courses beginning in the fall of 2010: Workplace & Apprenticeship 10 and Foundations & Pre-Calculus 10. These courses will be prerequisites for 20 level courses that will be implemented in the fall of 2011. Senior Math teachers have been engaged in a multiyear project to collaboratively design unit plans and common assessment tools to assist with the transition to new courses.

English Language Arts

Teachers have begun to explore and integrate the renewed 6-9 English Language Arts curricula. Workshops reviewing a scope and sequence for middle years have generated teacher supports that include sample planning documents and reference materials. These are available on the website:

http://www.lskysd.ca/programs/english_language_arts.php.

Grades one to five curricula documents have just entered the exploration stage. Senior curriculum documents are beginning to become available from the Ministry, starting with English 10.

Career Development

Each school year, career guidance counsellors meet to collectively establish two or three division goals. Schools vary in their ways of attaining the goals as evidenced through their Career Development Action Plan. Last year's goals are listed below. While not all goals were achieved in one year, students benefitted from the defined focus to promote their career development. The first two goals continue to be priorities for the current school year.

Goal #1:

By June 2010, 95% of students in grade 10 will have begun a portfolio which will include a resume.

Outcome: 63% of our students met goal

Goal #2:

By June 2010, 50% of Grade 10-12 students in Living Sky School Division will have experienced at least one job shadow related to their occupational areas of interest.

Outcome: 31% of our students met goal

Goal #3:

In the 2009 – 2010 school year, 85% of middle years teachers will participate in a workshop on the new curriculum.

Outcome: 86% of our schools participated in the informational session. Of those participating, we had over 100% teacher attendance

Ongoing:

Grade 11 students will complete the CCC testing and parents will attend feedback sessions.

Outcome: Parent participation declined from 91% in 2008-2009 to 79% in 2009-2010

Students continue to access Career Cruising, an online data base that includes thousands of occupations, descriptions, training requirements, salaries, and current trends. Families may access this tool at home to spark discussions about career interests and aspirations.

Living Sky School Division continues to play a key role in the North West Career Development Partnership Committee. With the attainment of two grants, the Partnership created a Speaker Series that reached multiple audiences: high school students, post-secondary students, and business people. The topics addressed current and relevant topics for both students and employers.

- Kristen Cummin: Power of Portfolios; Multi-Generational Workforce
- Kelly Lendsay: Aboriginals in the Workforce
- Albert Jame: Trends & Technology in the Workforce

Professional Development

Elementary and middle years' math teachers have spent the past year engaged in learning more about numeracy from colleagues trained to deliver the First Steps Math program. First Steps is a diagnostic approach to teaching math that focuses on addressing individual gaps and challenges.

Last fall the majority of teachers participated in a series of four workshops that focussed on differentiating instruction. Much of this time was spent considering the mindset that would be helpful in guiding instruction to respond to students of varying backgrounds, learning styles, and interests so that they might be successful in achieving specific learning outcomes. Teachers explored how they might build deep understanding for all students by:

- o Scaffolding & enriching curricula content & skills
- o Continuously assessing
- o Creating respectful tasks to engage & challenge all students
- o Purposefully using flexible grouping strategies for specific learning tasks
- o Creating supportive learning environments of high challenge and low threat.

Differentiated instruction within the context of regular classrooms supports Tier One of the Ministry's Response to Intervention mandate.

First Steps in Math

Twenty three teachers in Living Sky School Division received training to be First Steps in Math Facilitators in the 2009-2010 School Year, and subsequently trained all Math teachers, K – 8, in First Steps Math in 2010-11. This represents a significant commitment to increasing our students' achievement in Math, which the AFL data indicates is slightly below the Provincial Average.

First Steps Math is built around three central ideas. It is *diagnostic*, which means that teachers determine through testing and observation what gaps exist in the students' Math skills. It's in addressing those specific gaps, rather than through drill and repetition alone, that students advance in their abilities. It is **experiential**, which means that it tries to engage the student's senses as well as they are thinking. Through the use of manipulatives and other devices, students

experience the world of numbers in a more direct way than worksheets alone. And it is *authentic*, with every skill reflected in real-life problem solving. As well, assessment of student achievement tries to draw on life tasks, not abstract computations.

This promising approach is being used by a number of other School Divisions, such as our sister School Division, Light of Christ. They continue to share their experiences in this area with us, which is appreciated.

Bullying/Student Behaviour

Our Board's Operational Plan includes enhanced student behaviours as a goal, along with improved student achievement in Math, English Language Arts, and Physical Education.

To that end, each school has programs to support students in learning positive, respectful, caring behaviours. Moral Intelligences (Bourba), the Virtues Program, Lions Quest, and a variety of other approaches are used at the school level. In the 2009-10 school year students completed an anti-bullying survey (which will be repeated in the 2012-12 school year). It shows that schools experiencing an increase in students who treat each other with respect outnumbered those declining in that area by a ratio of 2:1. While this is very encouraging, the focus on student behaviour remains an ongoing priority for Living Sky.

EAL

In the 2009-10 school year Living Sky continued to receive our share of new Canadians. It is interesting to note that no less than 9% of the total immigration to Saskatchewan took place in communities in Living Sky. (People tend to assume that immigration only takes place in our major centers.) Their learning was supported in three ways by our school division. Firstly, bursaries to take CERTESL training (teaching English as a second language) continue to be offered by Living Sky to all staff. Secondly, software is available to all EAL learners (Rosetta Stone in 2009-2010, Tell Me More in the 2010-11 school year). And thirdly, in-service is available through the Ministry of Education's pod-casts. This area will receive further attention for many years to come.

Physical Education

Physical Education is one of the subjects identified for more intensive attention in the Operational Plan. In the 2009-10 school year the focus was on in-servicing teachers in the new Physical Education curriculum in Grades K-8. There is no doubt that as society is becoming less active schools are asked to do more in this area. (In the 2010-11 school year, all SCCs were or soon will be visited to acquaint them with the Inspiring Movement initiative undertaken by three Ministries, including Education. It calls for a half hour of moderate to vigorous physical activity for all students and staff, in addition to regular Phys Ed classes and extra-curricular programs. It will be our mandate for the next several years.)

Guiding Values and Beliefs

Living Sky School Division adheres to the following values:

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



Technology Report

Donna DesRoches, Learning Resources Consultant

Technology Planning Document

The focus of instructional technology over the course of the 2009 – 2010 school year was based on a planning document created by a division-wide committee led by Rick Schwier from SELU.

These items included the following that will be addressed in greater detail within the report:

- define technology competencies for teachers
- support time for lead technology teachers
- a digital personal learning network (PLN) for new teachers
- using technology to improve the learning outcomes of students
- school-based technology plans
- awareness of the technology advisory committee
- technology as part of teachers professional learning plan
- provide parent workshops at each school
- establish the data needs of the division across all categories
- provide a technology infrastructure that is reliable, predictable and dependable

Teacher Competencies

A survey was developed and responded to by approximately 90% of the teachers across the division. The results of the survey indicate that Living Sky School Division teachers are comfortable and competent users of productivity software (Word, Excel and PowerPoint), the internet, and email. The survey also indicated that teachers are not yet completely comfortable with the integration of technology into their instructional practice. We also found that despite the rapid rise of social media our teachers are not yet using it personally or for teaching.

Lead Technology Teachers

Our lead technology teachers have acquired the acronym, iSITS (in-School Instructional Technology Support). The technology plan indicated a need for more scheduled time for iSITS teachers to provide instructional support and discussions were undertaken with Human Resources.

Professional Development for New Teachers

Although part of the SELU plan, the specific Personal Learning Network (PLN) for new teachers was not developed. Instead plans were made to incorporate training and information within the 2 days of new teacher training to take place in the fall. The training was to include information about the communication networks currently in place e.g. Yammer, the division's Facebook and Twitter pages, and the NetVibes Learning Resources Collection.

Technology and Student Outcomes

The iSITS committee undertook the task of writing units using the *Understanding by Design* (UBD) format to illustrate how technology could be used to meet specific Saskatchewan Curricular Outcomes. Professional learning opportunities about the UBD format was provided by Living Sky School Division Consultants and over the course of several months teachers worked on their units. They were completed in the fall of 2010 and can be found at <http://learningandtechnology.wikispaces.com/Technology+UBD+Units>

School-based Technology Plans

Each principal submitted a plan indicating the school's technology needs. The plan outlined the direction the school wanted to move with regards to technology and the items that would be paid for from the school's operation budget and the support it would need from the division. At

the end of June each school was contacted and told what the division would be able to support. For most schools this was 10 laptops or netbooks or SMARTboards.

One-to-one Initiative

Schools were also asked to submit a letter of intent if they were interested in participating in the division's one-to-one initiative. Five schools were selected: NBCHS (grade 9 only), Spiritwood High School, Connaught, Luseland and Major. The selected schools were informed that at the beginning of the 2010 school year each teacher would receive a netbook and over the course of that school year they would learn, experiment and participate in professional development activities that would lead to a school-based decision about how they would implement one-to-one in their school.

Technology Advisory Committee

The Communications Manager ensured that the minutes of each committee meeting were posted on the Committee's page on the division website. Committee members are listed and the role of the committee is outlined on the web page.

Technology and Professional Development

Teachers were encouraged via their principals and the Curriculum and Instruction Superintendents to include technology as part of their professional growth plans. As well, over the course of the year several opportunities for professional learning were offered including: SMARTboard workshops, integrating technology in primary classrooms, the new science curriculum, Assessment for the 21st Century, and Senior Math, Technology and Assessment.

Parent Workshops

At least two presentations on technology were presented at the School Community Council Workshop.

Establish Data Needs Across the School Division

Both formal and informal discussions took place over the course of the year. At the close of the 2009 -2010 school year no decisions regarding data management had been made.

Infrastructure Planning

Decisions were made to undertake major infrastructure upgrades over the summer of 2010. Switches were upgraded, the system upgraded to Windows 7, Microsoft Office Suite upgraded to 2010 and major changes were made to the telephones system.

Other Initiatives

Digital Citizenship Continuum

One of the major undertakings of the iSITS Committee in 2008-2009 was the development of a Digital Citizenship Continuum. The document was launched in the fall of the 2009 and the iSITS teachers shared the document with staff and students. The Learning Resources Consultant made several presentations to parents both at the School Community Council's workshop and at individual schools when requested. The Continuum was formally presented to teachers across the province at the IT Summit.

School Libraries

As school libraries as seen as a major point of information a formal audit of the majority of school libraries was completed to determine their capacity to meet the needs of the new Middle Year's curricula. It was found that they were not and several recommendations were put in place to ensure equitable access to information: library technicians were provided with training to set up and maintain a school library web page, training was provided for both teachers and library staff on the newspaper and magazine databases available from the ministry, a collection of resources

was created to direct teachers and students to quality sites, and budget was requested to purchase the *Global Issues in Context* Database to support the new curricula.

Six school libraries were added to the school division's unified library catalog, L4U. Some major issues occurred and some libraries were re-configured as stand-alone entities until bandwidth and program issues could be resolved.

Circulation of Resources

The circulation collection of the Learning Resources Consultant expanded beyond still and FLIP cameras to include a wide variety of digital probes and sensors to support the Middle Year's Science Curriculum.

Conclusion

The 2009-2010 school year ended with plans in place to implement teacher-training and teacher netbook disbursement for the one-to-one program, to refocus the iSITS meeting days with a broader focus to meet the needs of the classroom teachers with technology boot camps and to continue to support the growth of the virtual school library as a key point of school-based information.





Human Resources Report

Brenda Vickers, Superintendent of Human Resources

General Information

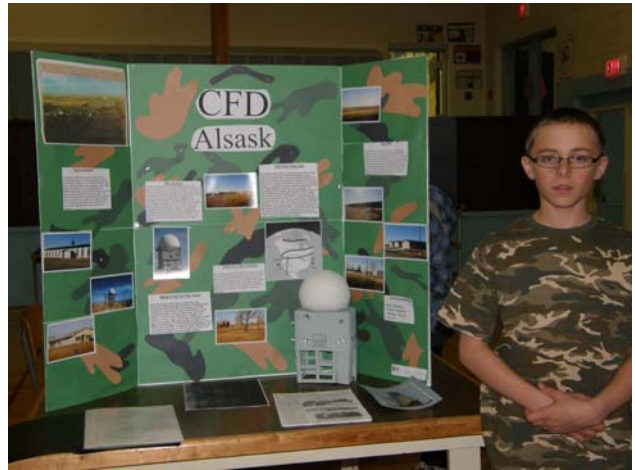
The Human Resources department strives to recruit and retain the best employees for available positions within the division. Advertisements for vacancies are currently placed in all weekly newspapers including *Macklin Mirror*, *Cut Knife Courier*, *Wilkie Press*, *Unity Herald*, *Kerrobert Citizen*, *Crossroads*, *News Optimist*, *Regional Optimist* and *Spiritwood Herald*. Some positions are advertised in the *Saskatoon Star Phoenix* and *Eagle Feather News*. In addition, we send job postings to appropriate Band offices and to both of Saskatchewan's universities. In an attempt to increase applicant pools, we advertise on various websites including our own and *Education Canada*; we are also using the social networking services *Twitter* and *Facebook*.

Human Resources staff maintains positive relationships with the STF through its representative for our area, Kevin Schmidt. We also meet regularly with the CUPE executive: Rona Tyson, Darlene Roth, Brenda Cubbon, Pat Boire, Linda Davisson and Bernice Chasse; the LINC chairperson, Lynn Brisebois, and the Tri-West Teachers' Association president, Andrew Sneddon.

In February, 2010, we reached an agreement with CUPE that will be in place until August 31, 2013.

In an effort to establish an inclusive culture and a workforce that reflects our broader community, we arranged for our support staff, members of the Administrative Council, Central Office staff and Board members to attend the SSBA's *Myths and Misconceptions* workshop. There, participants learned about the rich and distinct Aboriginal history and customs.

We also submitted a proposal for a *Treaty Website Project* that the Ministry subsequently approved. The Living Sky School Division's Treaty 6 website will be an online resource for students, parents, teachers, staff and our communities. It will include an interactive educational game, an online database for digital/print resources and unit plans that will integrate First Nations and Métis knowledge/teachings and treaty information into the provincial curriculum. The website is being



developed in response to educators' calls for resources matched to the provincial curriculum. It also serves as an opportunity to celebrate the diversity of our division.

This spring we are busy preparing to staff our schools. In addition, we have received several inquiries from teachers about accessing our Transition to Retirement program. The plan allows teachers time to gradually shift their focus from work to retirement and to really celebrate their final year of teaching. It also helps Human Resources recruit new teachers to fill anticipated vacancies in a timely fashion.

During 2009/2010, we advertised for about 138 non-teaching and 118 teaching positions. So far for 2010/2011, we have posted 53 non-teaching and 41 teaching positions. There are nine teachers who have confirmed that they will be retiring on June 30 of this year. We also have eight teachers who plan to transition for a year beginning in the fall.

Staffing Guidelines

One of the most important processes we developed for this spring was a transparent, consistent and equitable way to determine professional staffing allotments for our schools. The staffing guidelines include formulas used to determine each school's base staffing, Administrative time and Student Services Teacher allocations. In addition, the guidelines allow for adjusting teacher allotments in order to provide programming in small elementary and high schools. All schools with Library Technicians receive an amount of time based on student population to have a teacher work with the support staff member to assist him or her in ordering teaching resources. Every school also has some time allotted to assign a teacher to respond to technology-related issues. All of our high schools have time built into the formula to ensure students in grades ten, eleven and twelve receive Career Guidance Counseling to help ensure smooth transitions into post-secondary institutions or the workforce. Finally, a diversity factor was created to help meet the professional staffing needs of schools with particularly complex student populations.

Recruitment

HR is working with other departments to create a comprehensive recruitment strategy to assist in finding the best possible candidates to fill both teaching and non-teaching vacancies in the division. The approach will take the school division's planned growth and development into consideration. It will utilize a variety of recruitment techniques, including but not limited to online recruiting, attending career fairs, visiting students enrolled in ITEP programs, *growing our own* employees, enhancing our relationships with First Nations communities, organizations and political entities and developing strategies to distinguish Living Sky from other school divisions. This will help the organization meet its staffing goals and carry out its mission and vision. The plan is an essential tool for finding specialist teachers and teachers for hard-to-fill positions. It will also help the division establish a representative workforce.

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



Research and Data Report

Janine Otterson, Superintendent of Research and Data

Responsibilities: Superintendent of Research and Data

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

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

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

The components of the model require that school divisions write an annual CIF 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 Spring 2011.

A copy of the Continuous Improvement Framework Planning Document 2008-2009 (of the 2009 – 2012 Planning Cycle) can be found on the Living Sky School Division website.

Assessment For Learning is a provincial testing program that assesses student achievement in Mathematics, Reading, Writing, and Science. For 2011, assessments for student achievement will be completed in Reading and Math. The Assessment For Learning results for the Living Sky School Division can be found on the Living Sky School Division website.

The move towards data-based decision making requires that a common assessment instrument be used across schools. The Living Sky School Division has purchased Diagnostic Math Assessments that is being used on a pilot basis in eight schools.





Student Services Report

Kate McHarg, Superintendent of Student Services

Central Office Student Services Personnel:

Superintendent -	1.0 FTE (1 staff member)
Coordinator -	1.0 FTE (1 staff member)
Speech and Language Pathologists -	4.4 FTE (5 staff members)
Psychologists -	2.1 FTE (3 staff members, .2 contracted)
	1.0 FTE (unfilled and currently advertised)
Occupational Therapists -	1.6 FTE (2 staff members)
Counselors -	5.0 FTE (6 staff members)
	8.0 FTE school based
Behavior Intervention Counselor -	1.0 FTE (1 staff member)** <i>new position</i>
Student and Family Support -	1.0 FTE (1 staff member)
School Liaison Workers -	8.0 FTE school based

Our department's service delivery is changing to support the Response to Intervention model and Differentiated Instruction, initiatives from the Ministry of Education. Our job as Student Services (SS) personnel is now to work 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. This is a marked difference from the old model which was based on teacher referrals, pull-out assessments and written reports.

Each school is now expected to have a Student Services Team, consisting of but not limited to, an administrator, Student Services teacher, a few classroom teachers and EA's, central office Student Services personnel, parents, outside agencies. The idea is that these teams are fluid, and membership is based on teachers that want some support with a student they are working with and those that know the child and may be able to offer guidance.

The focus of RtI and DI is to keep students in the regular classroom as much as possible rather than pulling them out. However, if the child continues to struggle despite appropriate classroom interventions, they will be referred to the Student Services teacher for further and more intensive assessments and intervention planning, and then to the appropriate SS personnel in Central office.

Students with Intensive Needs:

This year we have 172 students identified with Intensive Needs under the Provincial system. We also have 19 students designated as having Special Needs under Indian and Northern Affairs Canada (INAC). As well, 32 students qualified for Targeted Behavior funding support from INAC.

What is missing in the provincial overview is the number of students in our division with challenging behaviors. These students demand teacher time and attention, innovative strategies, and cooperative planning with families and outside agencies. We are asking that when teachers identify a student with severe behavioral issues, they begin the process of writing a Personal Program Plan (PPP) for the child. Not only will this help with individual goal setting and planning, it will also help us identify more precisely the number of students in our division with behavior concerns, what if any patterns emerge, etc. In turn this will help us plan the best kinds of supports for all our children and our schools.

Early Learning and Literacy:

We continue to offer 10 Pre-Kindergarten programs in 7 of our schools. The Ministry is considering expanding the number of Pre-K's in the province and has indicated that our school division may be targeted for more.

Our Kindergarten teachers completed the Early Development Instrument (EDI) again this year. We will have our results late in the spring. The EDI measures 5 Domains of readiness – Physical Health and Well-Being, Social Competence, Emotional Maturity, Language and Cognitive Development, and Communication Skill and General Knowledge.

Last year, students in Living Sky School Division scored lower than the Normative on all 5 domains measured. (Normative is the most recent calculation of the norms of Kindergarten children across Canada.)

Last year's provincial results indicated that approximately **30% of children in Saskatchewan come to Kindergarten not ready to learn**. This statistic is similar to the number of students in Grades 2 and 3 that are "held back", and also to the number of students that do not graduate from high school.

In response to the EDI results, the new curriculum for both Pre-Kindergarten and Kindergarten is focused on Play and Exploration. Play is a natural mode of learning and vitally important for healthy development. Children learn how to establish relationships, use language and social skills, cooperate, be imaginative, develop small and large motor skills, and generally make sense of their world. Play offers multiple opportunities for and is responsive to children with diverse cultural and linguistic backgrounds as well as differing abilities. We are working with our teachers to understand and "unwrap" this new curriculum, and to provide the support needed to make appropriate changes to the classroom environment.

Some Highlights!

- 1) *Teentalk* is a website developed by one of our counselors, providing youth in Grade 7 and up with the opportunity to "talk". Many students may wish to see a counselor but be too shy or too uncomfortable to leave class to do so. *Teentalk* provides these students with another avenue, a private and confidential opportunity to ask for assistance. Students can directly email the counselor with private concerns. They can also post comments to be read and responded to by other teens. *Teentalk* is linked to all LSSD school sites as well as the division website. To date there have been more than 3000 hits on the website, and students are finding it to be a very valuable resource and support for them.
- 2) ECLIPSE (Education and Cooperation through Learning and Inspiration, a Personal Self-Change Experience) is a school-based prevention program that combines group counseling and basic judo techniques. The program was developed by Judo Canada, and the objectives are to help students 12 to 15 years old cope with the challenges of life by promoting self-awareness and alternative options for dealing with feelings of anger, and empowering them to make positive choices and enhance their problem solving skills. We completed our third very successful session in December, with students from Phoenix, Manacowin, Connaught and Lawrence Schools taking part.
- 3) We have partnered with Light of Christ School Division and Prairie North Health Region to hire a Speech and Language Pathologist who works only with our Pre-Kindergarten children. It has been a very successful project so far, providing a necessary service that was not available before. We have been told it is the first time in the province that Health has partnered with Education in this way!
- 4) We have partnered with Light of Christ School Division to provide educational support to the students living at Eagles Nest Youth Ranch.



Communications Report

Shelly Janostin, Communications Manager

Living Sky School Division communications have focused on delivering strategic communication to all stakeholders. We have used various means and tools to communicate our messages. Highlights from the 2009-10 school year will be included in this report.

School - Community Engagement

Service Recognition Celebration

This event is hosted by the Board of Education and recognizes the milestone years of service of all staff. Retirees are also recognized on this evening for their contributions in education. The Service Recognition was held on **Friday, May 28th, 2010**.



Student Hall of Fame

The second Student Hall Fame was held on **Thursday, June 10th, 2010**. The event drew approximately 700 students and parents from across the division. Students from fifteen high schools were honored in the area of academics, athletics, arts, leadership and special projects. The event was hosted by the Board of Education.

School Community Council Workshop –Annual Meetings

The annual School Community Council Workshop was held on October 28th in North Battleford and hosted a number of council members from across the division. The event was facilitated by a number of central office staff and is intended to be a learning opportunity for all SCC members.

School Community Councils also host annual meetings each year to share the progress of their council with parents and members of the community.

Annual Meeting of the Board of Education

This event is held once a year in order for the Board of Education to report the activities of the Board. This event reaches stakeholders at the community level. Each year a different school hosts the annual meeting.



Communication

Living Sky School Division Website

This has been the main communication tool intended to reach all stakeholders. We have continued to share information with parents, students, employees and community members. The website hosts feature stories that highlight events or people across the division. The website is located at www.lskysd.ca

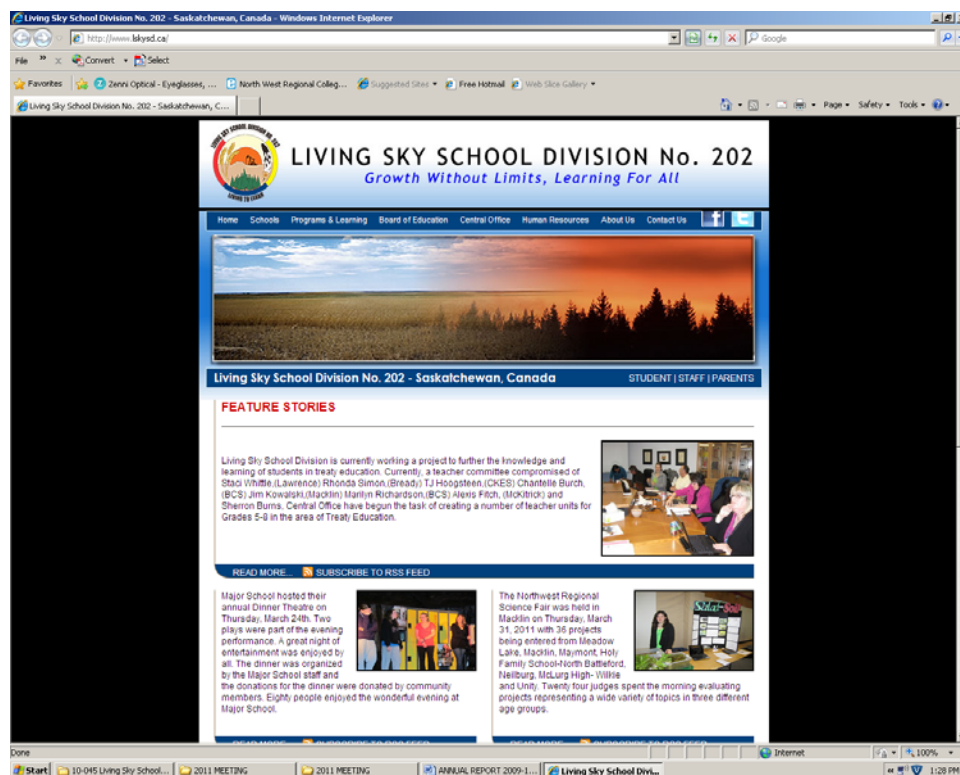
Media

Living Sky School Division works with local and provincial media to share stories and information. Nine weekly newspapers, one online paper and two radio stations cover the school division. Provincially our stories may be found in the Saskatoon Star Phoenix, CTV, CBC or Global TV. Education based publications often cover our stories and include; *The School Trustee* and the *STF Bulletin*.

Other Communication

Social Media tools such as Facebook and Twitter have been incorporated into the Living Sky School Division website. They are seen as another tool to communicate messages. The division newsletter is published several times a year and is shared with many in an electronic format. School Newsletters are ongoing at the school level and provide school and division information. They continue to be the main conduit for sharing information from the school to the community.

Print and radio advertising continue as the need arises. Joint advertising campaigns are done in conjunction with Light of Christ School Division in relation to the school year calendar and Kindergarten registration. Education Week and Teacher Staff Appreciation Week are celebratory weeks in education that we advertise the public. Other advertising is targeted by departments such as Transportation and Human Resources. Promotion and signage continue to be part of sharing our brand and promoting our vision, "*Growth Without Limits, Learning For All*" through many promotional items.





Business Report

Ray Kopera, Chief Financial Officer
Lonny Darroch, Superintendent of Business

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. Accounting for Tangible Capital Assets was incorporated in the August 31, 2010 yearend financial statements. As well, the format of the Audited Financial Statements was changed to include the Statement of Changes in Net Financial Assets (Net Debt) and the Statement of Cash Flows. The School Division recorded a surplus of \$5,610,805 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:

- Spiritwood High School - area of roof replaced and furnaces
- Leoville School - area of roof replaced and furnaces
- Luseland School - Daycare facility incorporated into the school facility
- 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
- Design work for bus garage, maintenance shops

The Division spent approximately \$3,900,000 in the fiscal year on minor repairs and renovations of facilities. 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 work on the new transportation software program "Versatrans". The program recognizes where students reside and designs bus routes based on several parameters such as pick-up and drop-off times, route distances, route travel times, etc. On a daily basis the Division transports 3,100 students on 124 routes and travels 20,000 kilometers. In 2009-10 the Division purchased 13 new and used busses to continue with the bus replacement program currently set at 10 years for rural routes.

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 2009-10 the Division continues to review and operate 3 urban routes in the Town of Battleford. These routes were requested and considered because of distance from the schools and potential hazardous crossings based on the neighborhood locations in the Town of Battleford.

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 informational newsletter sent to both Division and contracted drivers. This newsletter is sent out four times per 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, 2010

	2010	2009 (Restated)
Financial Assets		
Cash	9,918,570	8,728,908
Short Term Investments	88,600	88,600
Accounts Receivable	17,304,224	13,313,491
Long Term Investments	187,795	201,689
Total Financial Assets	27,499,189	22,332,688
Liabilities		
Provincial Grant Overpayment	-	327,139
Accounts Payable and Accrued Liabilities	4,056,285	2,869,530
Long Term Debt	800,000	900,000
Liability for Employee Future Benefits	593,400	553,200
Deferred Revenue	500,155	1,655,677
Other Liabilities	67,000	67,000
Total Liabilities	6,016,840	6,372,546
Net Financial Assets (Net Debt)	21,482,349	15,960,142
Non-Financial Assets		
Tangible Capital Assets	30,570,237	30,496,509
Inventory of Supplies for Consumption	-	-
Prepaid Expenses	42,535	27,665
Total Non-Financial Assets	30,612,772	30,524,174
Accumulated Surplus (Deficit)	52,095,121	46,484,316

Financial Report

Revenues and Expenses

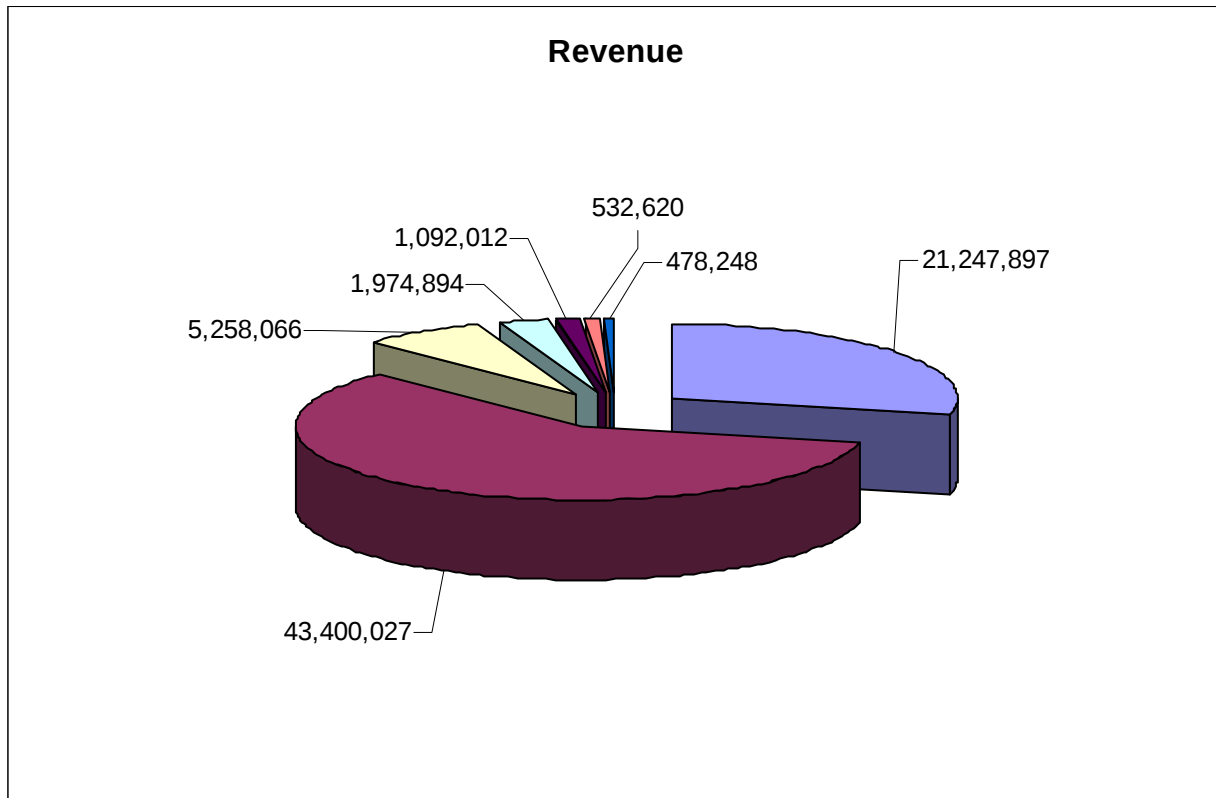
Living Sky School Division No. 202
Consolidated Statement of Operations and Accumulated Surplus (Deficit)
for the year ended August 31, 2010

	2010 Budget (Note 16)	2010 Actual	2009 Actual (Restated)
REVENUES			
Property Taxation	22,978,776	21,247,897	25,574,492
Grants	42,659,961	43,400,027	31,352,437
Tuition and Related Fees	3,896,000	5,258,066	4,534,842
School Generated Funds	-	1,974,894	2,158,745
Complementary Services	1,050,747	1,092,012	1,200,492
External Services	101,000	532,620	137,066
Other	370,000	478,248	802,705
Total Revenues	71,056,484	73,983,764	65,760,779
EXPENSES			
Governance	481,198	433,338	421,415
Administration	1,458,545	1,397,569	1,290,284
Instruction	48,741,501	46,844,405	45,382,293
Plant	12,456,314	10,228,676	6,952,343
Transportation	6,199,022	5,539,916	5,489,798
Tuition and Related Fees	185,000	374,781	249,179
School Generated Funds	-	1,803,358	2,158,745
Complementary Services	1,253,825	1,219,595	1,304,445
External Services	439,752	471,409	365,818
Other Expenses	65,000	59,912	55,925
Total Expenses	71,280,157	68,372,959	63,670,245
Surplus (Deficit) for the Year	(223,673)	5,610,805	2,090,534
Accumulated Surplus (Deficit), Beginning of Year	-	46,484,316	44,393,782
Accumulated Surplus (Deficit), End of Year	(223,673)	52,095,121	46,484,316

Financial Report

Revenues

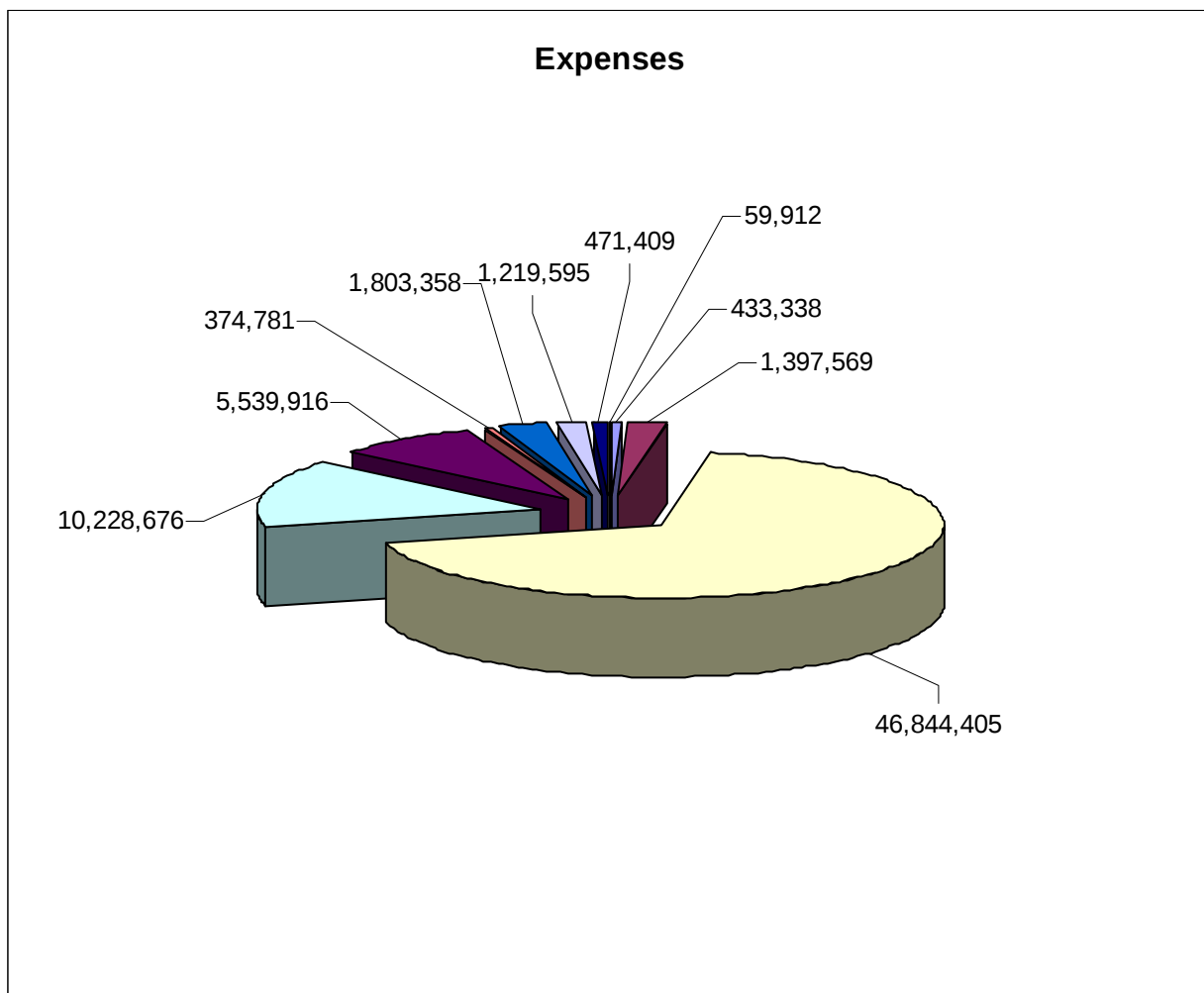
Revenues	Dollars	%
Property Taxes	21,247,897	28.72%
Grants	43,400,027	58.66%
Tuition Fees	5,258,066	7.11%
School Generated Funds	1,974,894	2.67%
Complementary Services	1,092,012	1.48%
External Services	532,620	0.72%
Other	478,248	0.65%
	<u>73,983,764</u>	



Financial Report

Expenses

Expenditures	Dollars	%
Governance	433,338	0.63%
Administration	1,397,569	2.04%
Instruction	46,844,405	68.51%
Plant	10,228,676	14.96%
Transportation	5,539,916	8.10%
Tuition and Related Fees	374,781	0.55%
School Generated Funds	1,803,358	2.64%
Complementary Services	1,219,595	1.78%
External Services	471,409	0.69%
Interest and Bank Charges	59,912	0.09%
	<u>68,372,959</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, 2010

	2010 Budget	2010 Actual	2009 Actual
	(Note 16)		(Restated)
Net Financial Assets (Net Debt), Beginning of Year	15,960,142	15,960,142	12,697,579
Changes During the Year:			
Surplus (Deficit) for the Year	(223,673)	5,610,805	2,090,534
Acquisition of Tangible Capital Assets (Schedule C)	(4,570,000)	(2,216,749)	(925,287)
Proceeds on Disposal of Tangible Capital Assets (Schedule C)	0	79,611	0
Net Loss (Gain) on Disposal of Capital Assets (Schedule C)	0	(9,660)	0
Write-Down of Tangible Capital Assets (Schedule C)	0	0	0
Amortization of Tangible Capital Assets (Schedule C)	2,073,070	2,073,070	2,092,455
Net Acquisition of Inventory of Supplies	0	0	0
Net Acquisition of Prepaid Expenses	0	(14,870)	4,861
Change in Net Financial Assets / Net Debt	(2,720,603)	5,522,207	3,262,563
Net Financial Assets (Net Debt), End of Year	13,239,540	21,482,349	15,960,142

Financial Report

Cash Flows

Living Sky School Division No. 202 Consolidated Statement of Cash Flows for the year ended August 31, 2010

	2010	2009 (Restated)
OPERATING ACTIVITIES		
Surplus (Deficit) for the Year	5,610,805	2,090,534
Add (Deduct) Non-Cash Items Included in Surplus / Deficit (Schedule D)	2,063,410	2,092,455
Net Change in Non-Cash Operating Activities (Schedule E)	(4,261,308)	4,787,271
Cash Provided (Used) by Operating Activities	3,412,907	8,970,260
CAPITAL ACTIVITIES		
Cash Used to Acquire Tangible Capital Assets	(2,216,749)	(925,287)
Proceeds on Disposal of Tangible Capital Assets	79,611	0
Cash Provided (Used) by Capital Activities	(2,137,138)	(925,287)
INVESTING ACTIVITIES		
Cash Used to Acquire Long Term Investments	0	(23,375)
Proceeds on Disposal of Long Term Investments	13,894	0
Cash Provided (Used) by Investing Activities	13,894	(23,375)
FINANCING ACTIVITIES		
Proceeds from Issuance of Long Term Debt	0	0
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	1,189,662	7,921,598
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	8,817,508	895,910
CASH AND CASH EQUIVALENTS, END OF YEAR	10,007,170	8,817,508
REPRESENTED ON THE FINANCIAL STATEMENTS BY:		
Cash	9,918,570	8,728,908
Short Term Investments	88,600	88,600
CASH AND CASH EQUIVALENTS, END OF YEAR	10,007,170	8,817,508

Living Sky School Division No. 202

2009 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	2009 Total Enrolments
Battleford Central Elementary	15	41	57	53	56	63	48	62	54	51						500
Bready Elementary		30	25	23	27	16	30	30	18	15						214
Cando Community	14	6	6	8	9	2	10	6	13	14	23	49	19	40	31	250
Connaught Community	32	24	22	18	17	19	23	15	15	25						210
Cut Knife Elementary		14	20	14	21	16	19	23								127
Cut Knife High									37	33	20	32	19	16		157
Hafford Central		12	15	11	20	16	21	13	14	13	11	7	10	11	2	176
Hartley Clark Elementary		15	11	6	18	12	12	16								90
Heritage Christian	2	6	5	7	7	3	5	7	13	3	4	7	4	2		75
Hillsvale Colony		3	6	0	1	1	0	3	4	0	0					18
Kerrobert Composite		10	16	26	18	19	22	24	17	17	16	19	20	21		245
Lakeview Colony		2	3	0	4	5	0	3	3	1	3					24
Lawrence Elementary	23	27	19	27	28	28	23	20	34	31						260
Leoville Central		10	10	9	10	20	18	14	17	18	15	13	15	18		187
Luseland		9	4	11	9	9	16	15	18	12	19	18	14	10		164
Macklin		22	35	27	38	30	40	33	41	35	39	29	39	28		436
Major		3	2	6	5	5	5	8	2	2	3	6	2	4		53
Manacowin															9	9
Maymont Central		5	9	9	15	5	17	13	19	14	10	15	9	23		163
McKittrick Community	30	27	25	29	19	20	18	24	23	15						230
McLurg High									8	20	25	46	25	35		159
Meadow Lake Christian Academy		1	3	2	3	2	5	4	3	3						26
Medstead Central		12	11	10	16	8	19	11	13	13	15	11	11	19		169
Meota Elementary		0	4	3	4											11
Norman Carter		19	13	12	16	15	13	12								100
North Battleford Comprehensive High											176	242	185	220		823
Phoenix (counted in home schools)																0
Scott Colony		3	5	1	3	4	2	4	3	1	1					27
Spiritwood High									36	40	29	51	36	40		232
St. Vital	16	19	13	14	19	28	23	24	21	21						198
Unity Composite High									38	37	32	33	40	48		228
Unity Public	13	19	23	25	14	17	16	18								145
	145	339	362	351	397	363	405	402	464	434	441	578	448	535	42	5706



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

Kerrobert

Kerrobert 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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