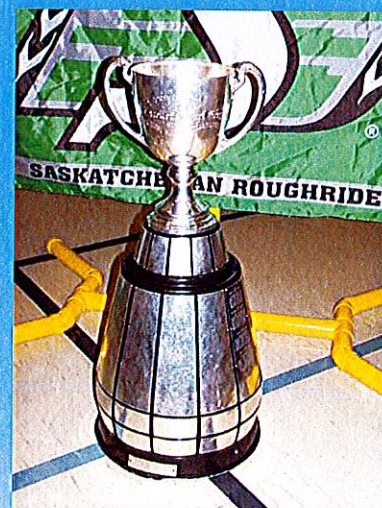




*Growth Without Limits,
Learning For All*





Message from the Board Chair . . .

The past year at Living Sky School Division No. 202 has seen many of the “new things” become part of the day to day operations. Employee contracts, agreements, policy, school community councils, central office and more are parts of the working culture.



KEN ARSENAULT
SUB-DIVISION 1
Leoville, Meadow Lake,
Medstead, Spiritwood

The Board of Education’s responsibilities can be broken down into four categories:

- a) Provide direction
- b) Provide expectations
- c) Provide resources
- d) Monitor results

The Board is seeing how policies are guiding the direction of the division. The past year has been filled with putting to work the planning that was previously done. The vision of “*Growth Without Limits, Learning For All*” is a filter through which decisions are tested.

Providing resources includes the area of staffing, financial and infrastructure needs for the division. The funding of the division is an ongoing process that involves the consideration of many years at one time. Budgeting for the future and maintaining the current year’s budget is complex. Contract provisions, increasing operating expenses and the varying grants from the province are a constant challenge. This leaves the property tax payer to fund a significant portion. A tax mill rate increase of 1.5 was set on April 30th to balance the 07-08 operations. The property tax rebate transfers some of the increase to the province but leaves most individuals an education tax increase on their property.

A facility review is currently underway. A report from the Saskatchewan Education Leadership Unit done by Lawrence Chomos is expected shortly. This information which was gathered from students, parents, staff and the communities will provide one resource in making future decisions. Provincial guidelines and procedures are being drafted along with current legislation that will offer the board more guidance and direction when doing this facility review.

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



DIRECTOR OF EDUCATION'S REPORT

Overview

The intent of this report is to outline the activities of personnel working in Living Sky School Division for the period of September 1, 2006 to August 31, 2007. Living Sky School Division became a legal entity on January 1, 2006 so this reporting period is the first full school year for the division. As outlined in the report last year, the early months were devoted to establishing a new culture with a continued focus on learning. We continued to advance our mission and vision, to establish a sense of identity - that of Living Sky School Division. Existing procedures were utilized while consultations proceeded to develop more appropriate ways for our larger division.

The Longer Term Plan (2006/07/08 and beyond)

Throughout the later months of 2006 and early into 2007 the Board of Education of Living Sky School Division consulted with various stakeholders and adopted its Operational Plan for 2007/08 and beyond. Later in this document, the Superintendents will report on the achievements as they relate to their specific responsibilities within this plan. The main components are:

1. Improve Services to Schools

- a. Implement and support School Community Councils
- b. Develop Administrative Procedures
- c. Develop and implement a division wide technology plan

2. Enhance Student Learning

- a. Structured Professional Learning Communities
- b. Targeted Professional Development
- c. Data Driven decisions – Continuous Improvement Framework
- d. Enhanced Behavioral Program

3. Refine & Articulate the Communication Plan

Shorter Term Accomplishments (September, 2006- August 2007)

In addition to the longer term operational plans outlined above, a number of accomplishments were achieved within this reporting period:

- CUPE (Canadian Union of Public Employees) negotiations commenced in mid September 2006, concluding successfully in December 2006. This contract addresses wages, benefits and

written with specific learning outcomes, coupled with performance indicators. Presently there are a number of assessment tools ranging from international testing instruments to classroom based assessment. It is important to know how our students are improving so a measure of growth over a period of time is appropriate.

- **Partnership enhancement.** We continue our work with a potential partnership with Red Pheasant and Mosquito First Nations regarding the operations of Cando School. In addition to that, the agreement with Sakewew will be reviewed to determine what changes will enhance student success. A number of other partnerships will also be maintained and as necessary, strengthened.

Provincial

The province, even with a change of government, continues to advance their 4 target areas. There is an expectation school divisions will incorporate these into their strategic and operational plans. All our division-based initiatives fit within the umbrella of these targeted areas.

- Higher Literacy and Achievement
- Equitable Opportunities
- Smooth Transitions
- System Accountability and Governance

Summary

We continue to grow as a division. The references to “the way it used to be” are becoming less, but still surface from time to time, mostly in positive context. I again thank the staff in our schools, all of them, support workers, teachers and administration. They continue their focus to support student learning in the milieu of constant demands.

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

Guiding Principles and Beliefs:

Living Sky School Division adheres to the following principles:

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

Mission Statement

*Shaping Our Future
Through Thoughtful Schools.*

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

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



CURRICULUM AND INSTRUCTION REPORT

SELU Reviews

The last of the school studies conducted by the Saskatchewan Educational Leadership Unit took place before the end of the 2006-2007 school year, concluding a three year process begun in each of the legacy school divisions before amalgamation. These studies, which took place in all but our Colony Schools, serve as primary planning documents for school improvement. They draw on input from students, parents, teachers, and staff, and the results are organized in terms of the Six Effective Practices of Saskatchewan Education. School goals are developed in each school on an annual basis, and draw on the results of the SELU studies.

Emergency Response Manual

An Emergency Response Manual and Armed Intruder Procedure were implemented throughout the Living Sky School Division. This work was informed by the three documents used in the legacy divisions, along with recent work in the area received from the Saskatchewan Safe Schools Conference which takes place in April of each year. Schools used these documents to tailor their safety procedures and practices to their particular situation.

Admin Pods

Sixteen Principals and Vice Principals took part in a peer visitation program called “Admin Pods”. They spent time in each others’ schools, sharing their SELU studies, their school goals, and their most successful programs under the Six Effective Practices. It proved to be a valuable professional development experience, as well as a collegial way to establish working relationships in schools recently brought together through school division amalgamation.

Sports and Extra-Curricular Activities

One of the remaining opportunities resulting from amalgamation was to develop a common funding formula for financial support for sports and extra-curricular activities. In consultation with the Living Sky School Division Athletic Committee and with input from our finance and transportation departments, a fund was established to support student travel to approved athletic events and other extra-curricular activities. Because the three legacy divisions had widely divergent ways of handling this issue, coming to a workable agreement was a significant step in building a new culture in Living Sky School Division.

Renewed Curricula

Over the next three to five years the Ministry of Education will be renewing all K-12 curricula. New curricula will be outcomes based with indicators that give teachers the depth and breadth of a learning outcome. Teachers who are used to working with hundreds of objectives will shift to fewer outcomes per grade and to students attaining a deeper understanding of the concepts in each subject area.

New outcomes based curricula was introduced in the fall of 2007 in the area of mathematics for Kindergarten, grades 1, 4, and 7. This will be followed, in the fall of 2008, by new math curricula in grades 2, 5, and 8 and new curricula in all subject areas for grades 6 – 9.



HUMAN RESOURCES REPORT

As you may be aware, Human Resources encompasses much more than hiring. I've highlighted several aspects of this Department for the 2006/07 fiscal year.

Partnerships

We have worked at enhancing relationships with the Regional College which will hopefully lead to enhanced course offerings for current and potential staff both within and outside the Battlefords.

We are working diligently with the First Nations and Métis Relations to enter into an Agreement to participate in the Aboriginal Employment Development Program. To help facilitate the success of this agreement, we are in the process of recruiting an Aboriginal Employment Development Coordinator. Through this process, we will gain a better understanding of the aboriginal culture and recruit and retain aboriginal staff members to enhance the education of all students within Living Sky School Division.

Professional Development

Through the work with the Regional College, we have been able to facilitate training to our managers in-house, focusing on Leadership and Supervision which will enhance the transition from previous roles and assist in meeting the expectations of managers within Living Sky School Division.

We continue to assist with planning the Division Wide In-service day. This opportunity brings all staff across the school division together to participate in effective Professional Development. There is also an opportunity for networking and team building in role-alike positions.

A considerable amount of grant money from the Ministry has been accessed for our Professional Staff. This money assists us in providing additional support to staff as they continue on their journey of life long learning. In the 2006/07 fiscal year, \$74,488.63 was accessed from grant and the division budget which supported 19 individuals in furthering their formal education. Staff received assistance with Masters Programs, second language programs; special education certification and one Educational leave for the full year.

Labor Relations

Both the LINC and CUPE contracts were negotiated and finalized in 2006. The 2006/07 fiscal year was the first year of both collective agreements for the amalgamated school division. The year was spent in collaboration as we worked with our staff to interpret the Agreements, assist in the transition from previous agreements to Living Sky and continue to build trust and relationships.

Staffing

Staffing continues to be a major focus of Human Resources. In 2006/07 80 teaching positions and 130 Support Staff and Central Office positions were advertised. During this year we said



RESEARCH AND DATA REPORT

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 that encompasses PreKindergarten to Grade 12. The Ministry of Education summarizes the CIF goals in three areas.

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

The components of the model require that school divisions write an annual CIF Report and make it available to the Ministry of Education. This report becomes basis for discussion at a Bi-Annual Conference where the components (planning; reporting) are discussed. For school divisions in the province who went through an amalgamation process, the Bi-Annual Conference process begins in 2008/2009.

A copy of the Continuous Improvement Framework Planning Document 2007/2008 can be found on the Living Sky School Division website at:
http://www.lskysd.ca/departments/research_data_management/.

The Assessment For Learning is a provincial testing program that assesses student achievement in Mathematics, Reading, Writing, and Science. For 2007/2008, assessments for student achievement were completed in Mathematics (Grades, 5, 8, Math 20) and for Reading (Grades 4, 7, and 10). Performance in Mathematics was weaker than performance in Reading. The Assessment For Learning results for the Living Sky School Division can be found on the Living Sky School Division website at
http://www.lskysd.ca/departments/research_data_management/.

the students in our communities. It is researched-based, and so far we are seeing good results for our students.

Fast Forward is in its second year of a pilot project at Battleford Central School. Cathy Richardson has been the driving force behind this computer-based language program, which focuses on language acquisition in the early grades. Last year's results were very encouraging and we are expecting the same or better this year.

Behavior Programs

We are making some major changes to the mission, vision and goals of Phoenix and Manacowin Schools. The management team, made up of representatives from Social Services, Mental Health, Light of Christ School Division and Corrections and Public Safety, as well as all the staff from both programs, is making plans to change the way we deliver services to our students. We are looking at developing a locally based curriculum that will better meet the needs of the students we see in these programs. We have a wood-working shop up and running, and hope to someday offer other vocational training either in-house or at another facility. Sometime in the future we hope to perhaps have parents coming to school as well to learn a trade along with their child.

Nancy Schultz and Joanne Kasper are working with the Structured Success staff on ways to use new and different instructional techniques with students in these classes. They will model and team teach using Direct Instruction techniques, and we will re-assess the students after a few months

Partnerships

We are supporting the Battlefords Community Inclusion Association (BCIA) in any way we can. This is an association of parents whose children have Intensive Needs and are finishing high school with no place to go and nothing to do. This group is working towards supported housing for their children as well as day programming and post secondary training opportunities. We have given Career Connections (post-secondary training) a room to use at NBCHS, and provided bussing for students to attend. We have worked with the Community Living Division of Social Services to support a day program at Battlefords Education and Training Centre. We have attended meetings with the Chamber of Commerce and other community agencies to get the ball rolling on housing. The parents are working hard for their children and it is exciting and gratifying to see the great progress they have made.

The Snoezelen Room opened at the Comp this winter. It is there as part of the programming for our students but it is also available to adults in the community with sensory needs.

We have membership on many community committees – Education of Youth in Custody, Youth Justice, ECIP Admissions and Dismissals, Cognitive Disability Strategy, Concern for Youth, Bridges for Children, to name a few.

focus in external and internal communication. You will continue to find the vision statement on print and radio ads, promotional items, letterhead and reports.

The local media across the division has acted as a conduit and allowed for the division to share information with our stakeholders. Weekly papers and local radio stations continue to be an effective way to share information. The division is covered by eight weekly papers, one online paper, and 5 radio stations. Information has been shared through media releases (news stories) and paid advertising.

Division wide newsletters are shared with all internal stakeholders, media and community partners. The newsletters provide information on a monthly basis that share stories of students and staff accomplishments across the division. Each month four staff members are profiled including principals, teachers, support staff and central office.

Internal communication tools include email/website which has been an effective way to share information across the division to internal stakeholders. Email removes the geographic limitations and provides timely messaging to all staff. Current information that is accessible to staff will continue to be a goal of the division website.

Living Sky School Division communications strategy will continue to seek ways to provide effective timely communication. Stakeholder relations and community engagement continue to be the part of our communication plan.





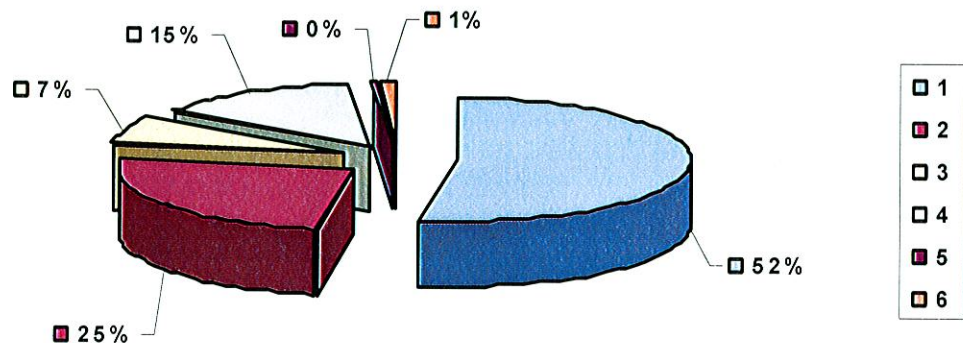
FINANCIAL REPORT – BALANCE SHEET

Living Sky School Division No. 202 Statement of Financial Position as at August 31, 2007					
	Operating Fund	Capital Fund	Other Funds	Current Yr Total	Prior Period Total
Financial Assets					
Cash	878,291	-	66,300	944,591	929,664
Short Term Investments	-	-	100,614	100,614	110,889
Taxes Receivable 17,314,595					
Less Allowance (291,407)	17,023,188	-	-	17,023,188	15,178,601
Provincial Grants Receivable	4,776,756	-	-	4,776,756	123,162
Other Receivables	2,631,074	-	-	2,631,074	1,307,561
Prepaid Items	-	-	-	-	-
Inventories	-	-	-	-	-
Long Term Investments	50,111	124,190	-	174,301	170,398
Other Assets	-	-	-	-	-
Interfund Debt Receivable	-	1,551,737	20,340		
Total Financial Assets	25,359,420	1,675,927	187,254	25,650,524	17,820,275
Liabilities					
Bank Indebtedness	8,233,134	-	-	8,233,134	1,321,905
Provincial Grant Overpayment	-	-	-	-	-
Other Payables	2,925,520	-	-	2,925,520	2,286,997
Short Term Loans	-	-	-	-	-
Debentures	-	-	-	-	-
Capital Loans Note 3	-	202,300	-	202,300	404,600
Other Long Term Debt	-	-	-	-	-
Other Liabilities	1,094,061	-	-	1,094,061	1,268,870
Interfund Debt Payable	1,572,077	-	-		
Total Liabilities	13,824,792	202,300	-	12,455,015	5,282,372
Net Financial Assets	11,534,628	1,473,627	187,254	13,195,509	12,537,903
Physical Assets		93,955,010		93,955,010	97,377,450
Net Assets	11,534,628	95,428,637	187,254	107,150,519	109,915,353
Equity in Physical Assets		93,752,710		93,752,710	96,972,849
Fund Balances Note 9	11,534,628	1,675,927	187,254	13,397,809	12,942,504
School Position	11,534,628	95,428,637	187,254	107,150,519	109,915,353

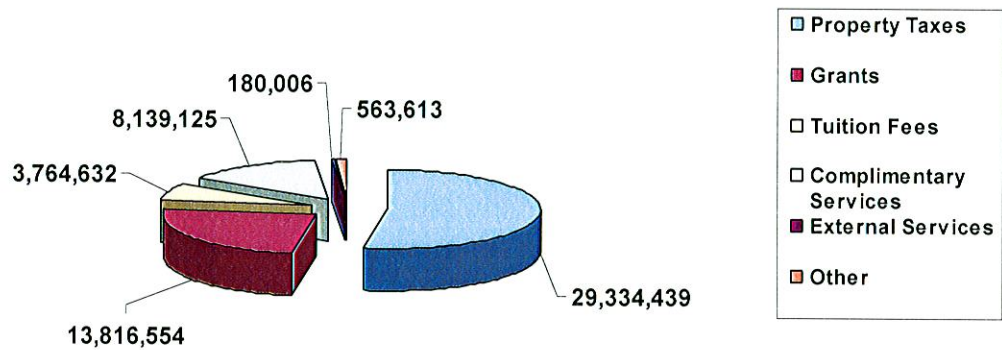


FINANCIAL REPORT - REVENUES

2006-2007 Revenues Percentages



2006-2007 Revenues Dollars



Living Sky School Division No. 202 Official PSSR Enrolment 2007

	PREK	K	1	2	3	4	5	6	7	8	9	10	11	12	Grade: Age 22+	Secondary (Special)	Total w/PK	2006
Battleford Central Elementary	15	53	54	54	48	64	59	51	64	56							518	484
Bready Elementary		23	26	15	26	23	13	18	28	22							194	186
Cando Community	17	2	15	4	3	7	11	9	10	8	12	58	24	34	38		252	248
Connaught Elementary	25	26	21	19	18	18	17	22	16	13							195	237
Curt Knife Elementary		11	15	18	16	22	21	29									132	130
Curt Knife High									25	31	18	26	28	20			148	140
Hafford Central		10	18	15	20	12	12	14	12	4	12	12	8	12			161	155
Hartley Clark Elementary		11	14	11	15	17	14	11									93	88
Heritage Christian	5	7	6	2	2	6	4	5	4	7	6	6	3	6			69	61
Hillsville Colony		5	1	1	0	3	4	0	1	0	1						16	11
Kerrobert Composite		26	20	19	21	24	17	16	18	22	22	27	17	19			268	258
Lakeview Colony		2	4	5	0	3	3	2	3	2							24	22
Lawrence Elementary		30	29	24	18	16	27	17	19	24							204	208
Leoville Central		8	12	14	19	14	9	16	16	11	18	25	17	6			185	166
Luseland		9	9	10	16	14	20	13	19	15	16	13	11	18			183	184
Macklin		27	37	27	42	33	40	34	36	25	38	27	35	40			441	444
Major		6	5	6	5	9	1	1	4	6	4	7	3	8			65	63
Manacowin															11		11	12
Maymont Central		8	11	8	18	12	18	9	13	16	11	25	17	13	1		180	183
McKittrick Community	32	25	23	27	15	21	29	25	18	19							234	199
McLurg High									24	35	20	35	24	38			176	179
Meadow Lake Christian Academy				1	4	3	1	4	1	4							18	
Medstead Central		9	13	5	14	9	13	9	15	11	18	20	10	16			162	166
Meota Elementary		4	3	2	3												12	13
Norman Carter Elementary		16	15	15	15	14	8	18									101	94
NBCHS											171	246	180	212	5		814	792
Phoenix																		
Scott Colony		1	4	4	2	4	3	1	2	2							23	22
Spiritwood High									21	32	41	52	33	37			216	196
St. Vital Catholic		12	17	23	19	22	25	25	31	27							201	205
UCHS									38	31	40	45	48	52			254	249
Unity Public		27	14	15	19	13	27	19									134	123
TOTAL	94	358	386	344	378	383	396	368	438	423	448	624	458	531	44	11	5684	5518