



Living Sky School Division No. 202

Growth Without Limits, Learning For All



www.lskysd.ca

Annual Report 2008-09

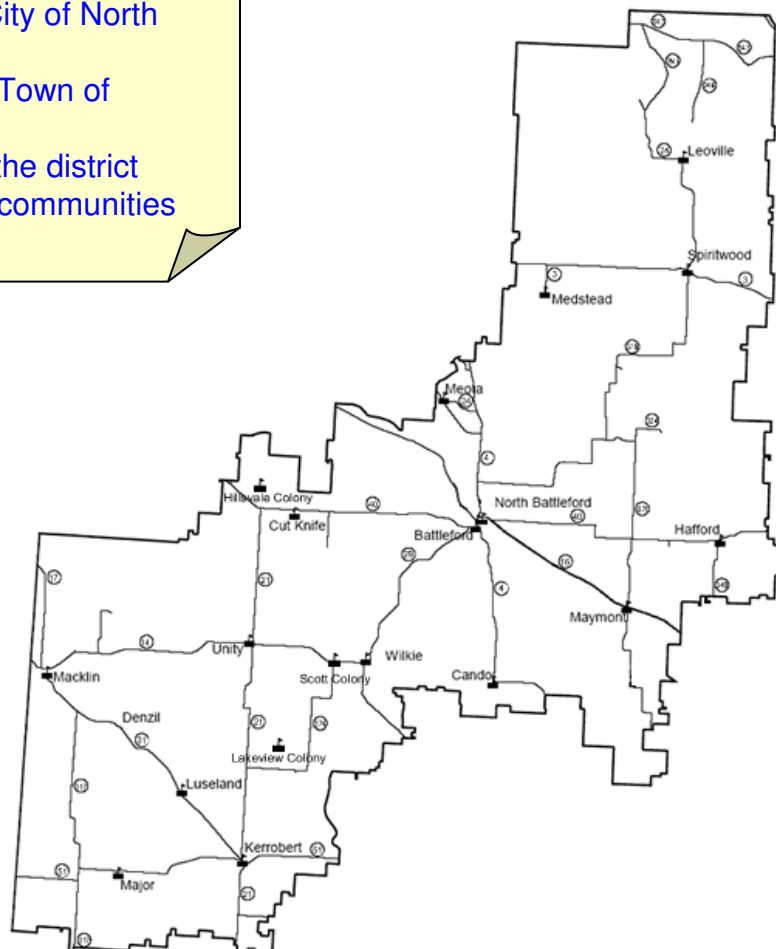
Living Sky School Division is situated in Northwest Central Saskatchewan. It encompasses a wide geographic area including the Battlefords, many communities, villages, first nation communities and hutterite colonies.

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 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 exist throughout the schools to meet the guidelines of Saskatchewan Core curriculum and local needs of the community.

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



BOARD OF EDUCATION

Living Sky School Division No. 202



BACK ROW (l to r): Roy Challis – North Battleford, Bob Foreman – Battleford, Garth Link – North Battleford, Ken Arsenault (Board Chair) – Subdivision 1, Glenn Wouters – North Battleford, Todd Miller – Subdivision 3

FRONT ROW (l to r): Jack Snell – Subdivision 6, Kim Gartner – Subdivision 5, Randy Fox – Assistant Director, Ronna Pethick – Subdivision 4, Ron Ford – Director, Ray Kopera – Chief Financial Officer, Ron Kowalchuk – Subdivision 2

Subdivision 1:	Leoville, Meadow Lake, Medstead, Spiritwood
Subdivision 2:	Hafford, Maymont, Meota
Subdivision 3:	Cando, Scott Colony, Wilkie
Subdivision 4:	Cut Knife, Unity, Hillsvale Colony
Subdivision 5:	Macklin
Subdivision 6:	Kerrobert, Luseland, Major, Lakeview Colony
Town of Battleford	
City of North Battleford	

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.

MESSAGE FROM THE BOARD CHAIR



The completion of the 2008 - 2009 school year is the third full year of operation for the Living Sky School Division No. 202 since its formation in January, 2006. Policies, procedures, operational plan, learning communities and administrators council are a few of the “tools” in place that allow staff and students to meet daily challenges. With this foundation in place, the task of building the division has not stopped. The Board and staff are constantly searching for new ideas and methods that will provide an opportunity for improved outcomes for all.

The Board in an annual advance (retreat) reviews the governance policies to see if they remain relevant guides for the members and the Division. The August 2008 advance reaffirms all policies. The vision of “Growth without Limits, Learning for All” and the mission statement “Shaping Our Future Through Thoughtful Schools” remain. The vision is a statement of our preferred future and the mission defines the purpose of our school division.

Under our mission statement, one definition is learning to celebrate success. An annual Service Recognition Celebration is where staff are acknowledged for their years of service. New in 2009 was the Student Hall of Fame which recognizes the accomplishments of students from Grades 10 -12 in the area of academics, athletics, arts, leadership and special projects. These are two ways which division wide recognition is given.

Individual staff and Board members are taking part in committees at both a local and provincial level. This demonstrates their caring and commitment to education. In January, 2009 the division facilities staff hosted The Council of Educational Facility Planners International - Saskatchewan Chapter. This 3 day conference was a forum for guest speakers (some who were division staff), an exchange of ideas and a trade show. This is one example of the excellence of personnel and operations at work within our division. To list the accomplishments of all staff and board members would be a large task, but their ability to go “above and beyond” is appreciated.



The Ministry of Education, as a partner in education, sets out directions, priorities, guidelines and legislation. A responsibility of the Board is to align these government initiatives with division policies and procedures. The province completed legislation that set out guidelines for a school to come under review and the process used in that review. The division established procedures that are used in a school review.

The schools of Meota and Major were placed under review. The school review committee in each community presented the Board with their findings. A public meeting was held at Meota and the Board received all submissions regarding the school review. A motion was passed that Meota would remain open until July 1, 2011, when enrollment at that time would determine future school operations. The Major school was to continue operating with both the Major and Meota School Community Councils having informational meetings for the following three years.

Funding of education as of March, 2009 has changed drastically. The Provincial Government increased the amount of grant from the province to the school division. In 2008 the province funded 51% of the operating costs for pre-kindergarten to grade 12. In 2009 the provincial grant was 63% of the operating costs. The property tax payer will have a provincial wide mill rate established by the government. It is as follows:

Agriculture - 7.08 mills

Residential - 10.08 mills

Commercial and Industrial - 12.25 to 18.35 mills

This was a fundamental change for the Ministry of Education and school divisions. The Ministry has committed to a new funding model within the next two years. This model will be developed through consultation and cooperation. This is another challenge but also an opportunity for Living Sky.

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 we are proud of.



Ken Arsenault
Board Chair

DIRECTOR OF EDUCATION'S REPORT

Submitted by Ron Ford

Overview

This report outlines the activities prominent in Living Sky School Division for the period September 1, 2008 to August 31, 2009.

2008/09 represents the third birthday of Living Sky School Division. The culture is becoming more obvious through Board Policy refinement and staff acceptance of an aligned Operational Plan.

As reported last, the Leadership Coalition, with Board approval, established an operational plan setting longer term direction for the school division. The support continues with general services to schools, but increasingly the focused direction is toward student learning.

The Plan

Early in this reporting year, a committee called The Leadership Coalition was established to help refine the longer term direction for the school division. This committee was composed of approximately twelve administrators, mostly in-school Principals. The focus was on learning and how best to proceed from our current reality to our desired future. To a significant degree, the following Operational Plan developed.



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

The reports of Superintendents and managers directly responsible for the implementation of this plan follow.

Governance

Follow up to August 2008 Board Advance resulted in the following Policy revisions:

- a) Policy 1030 – Mission – ‘Commitment to academic learning’ added
- b) Policy 1040 – ‘Principles’ changed to ‘Values’
- c) Policy 2030 – Code of Conduct – ‘Complaint Resolution Mechanism’ added

Board continued internal monitoring using ‘The most difficult things to learn document’.

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

2008/09 Administrative Advancements

1. Most Living Sky School Division administrators attended AHEAD OF THE CURVE – Improving Learning Results Conference in Regina (Keynotes – Thomas Guskey, Doug Reeves, Larry Ainsworth, Cassandra Erkens, Christopher Spence).
2. Consideration/exploration regarding Potential IB (Primary) at Bready.
3. List of Generative Topics were developed and prioritized to be included in Continuous Agenda (ie. finance, emergency protocols, assessment for learning, facilities rationalization, health and fitness alignment).
4. School Viability Procedure was aligned with suggestions forwarded from the Ministry.
5. First Annual School Community Council Workshop was organized and took place in October (summary report presented with intent for continuous improvement).
6. 360° Review completed – Central Office personnel and departments.
7. Procedure developed to address CUPE identified concerns arising between bargaining sessions.
8. Memorandum of Agreement between Living Sky School Division and North Battleford Heritage Christian School Inc. was amended.
9. Partnership Agreement – First Nations Education Authority Inc. (FNEA), Light of Christ Roman Catholic Separate School Division No. 16 and Living Sky School Division No. 202 was updated to support Sakewew High School.
10. Board/Director Performance Review was facilitated by Barry Bashutski, Saskatchewan School Boards Association.
11. Saskatchewan Education Leadership Unit (SELU) was contracted to facilitate the School Reviews at Major and Meota.

12. Dialogued with Light of Christ Roman Catholic Separate School Division regarding items of common interest (ie. reassessment, mill rates, Sakewew, facility review, MLA meetings and relationship building).
13. Commenced LINC negotiations – the collective bargaining process with teachers.
14. Met with Ministry of Finance officials to advance our budget proposal for the 2009/10 academic year.
15. Met with MLA's and Light of Christ Board to advance items of mutual interest (Denis Allchurch, Rosthern-Shellbrook and Randy Weekes, Biggar).
16. Held annual Board Advance, reviewed policies and set forward the Operational Plan for 2009/10 – Barry Earl helped facilitate.

Delegations to Board Meetings

October 2008	Transportation – Colin Westgard/Jacquie Foster
November 2008	Technology Monitoring report – Michael Blair/Donna DesRoches/ Lonny Darroch/Joel Lloyd
December 2008	Human Resources Monitoring Report – Dianne Ford
January 2009	Assessment Literacy Monitoring Report – Janine Otterson
January 2009	Enhancing Partnerships – Darren McKee, Assistant Deputy Minister
January 2009	Critical Incident Planning – Brian Quinn
February 2009	Communication Monitoring Report – Shelly Janostin
February 2009	Saskatchewan Education Leadership Unity – Norm Dray
February 2009	Student Services Status Report – Kate McHarg
March 2009	Continuous Improvement Framework Status Report – Janine Otterson
March 2009	School Community Council Representatives
March 2009	School Community Council Monitoring Report – Randy Fox
April 2009	Caring/Respectful School Environments Monitoring Report – Brian Quinn
April 2009	Meota School Review Committee Report
April 2009	Admin Council Status Report – Doug English/Murray Wankel
May 2009	Learning Communities Monitoring Report – Cathy Herrick
May 2009	Student Services Status Report follow-up – Kate McHarg/Nancy Schultz
June 2009	MLA's – Denis Allchurch, Rosthern-Shellbrook; Randy Weekes, Biggar
June 2009	Administrative Procedures Monitoring Report – Randy Fox

Future Direction

Our future Operational Plan will align directly with the Ministry's priorities listed below. As suggested in my previous report, our Board and administration supports these fully and is intent on continuing to dedicate our resources and energy on these. Priority #1 is just that, our highest priority.

1. Higher Literacy and Achievement
2. Equitable Opportunities
3. Smooth Transitions
4. System Accountability and Governance

We now have second year Assessment for Learning/AFL data from the province. This data continues to inform our future decisions. Although our students continue to perform reasonably well in Literacy in relation to the province our efforts continue. We have taken direct action to improve our math scores by implementing First Steps Math division-wide. This initiative will be advanced during the coming years.

I continue to emphasize the importance of curriculum outcome clarity. Students must be fully involved in assessment practice so they know at all times where they are on the learning continuum. When assessment practices are authentic they look more like learning and less like testing. The importance of the teacher's role in curriculum articulation and meaningful assessment cannot be over stated. As professionals we need to continue our interdependence through the Learning Community Model. Its strength is derived from shared best practice, outcome clarity and common authentic assessment practice.

Summary

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.***

On a personal note, I wish all in Living Sky a rewarding future. I know you will continue to give your best effort to advance our number one priority, Student Achievement. The years spent with you have been rich. Thank-you!

ASSISTANT DIRECTOR OF EDUCATION'S REPORT

Submitted by Randy Fox

School Community Councils

School Community Councils are now completing their third year as the model of parent and community engagement in education in Living Sky School Division. School Community Councils were first elected in the spring of 2007. Councils are presently scheduling their annual meetings, most of which will take this spring. At its annual meeting, the School Community Council reports on its activities for the year. As well, elections for the Council positions take place at the annual meeting. During the course of this school year, Councils have been meeting to determine how best to support the work of the schools. For some Councils this has meant conducting activities to support the learning goals of the school. For others, this has meant focusing more on issues of student well-being, such as the school climate. For others still, it has meant inviting guests and speakers to meet with community members, particularly parents, about how to best support their children.

Living Sky School Division staff continues to support School Community Council members in their duties. The School Community Council model is still relatively new. In order to support School Community Councils, the second annual School Community Council workshop was held in October of 2009. The workshop provided Council members with ideas for activities, and access to excellent resource people that Councils have since been calling upon to help them support the school in general and students in particular. The workshop also provided the Board of Education with the opportunity to meet first hand with Council members. A similar conference is planned for next fall. This one will provide ideas and resources as well, but hopefully will also include some School Community Councils serving as resources themselves, as they share their various plans and achievements.

This year also saw a provincially led evaluation of the implementation of School Community Councils in Saskatchewan. The results of the evaluation are as of yet unavailable, but should at some point in time provide us with valuable information regarding the work and role of School Community Councils.

School Division Technology Plan

This past year, Living Sky School Division No. 202 contracted Dr. Richard Schwier, through the Saskatchewan Educational Leadership Unit (SELU) to work with school division personnel to develop a technology plan for the division. With the help of Dr. Schwier, the Technology Committee developed a technology plan. The key areas of the plan include Curriculum/Student Learning, Professional Development, and Implementation/Policy (including infrastructure). As a result of the plan, staff is presently developing curriculum units that include the appropriate use of technology for learning. Teachers have been surveyed to help with the planning of professional development in the use of technology for learning. Technology staff has been working to improve wireless access in our schools in order to support the use of such devices as laptops and netbooks. Individual school plans have resulted in the use of classroom sets of laptops and/or netbooks for student use, as well as the use of interactive whiteboards to assist teachers with instruction and students with learning. Research has demonstrated the benefits of students having access to mobile technology and interactive whiteboards. To support the use of the laptops, our technology staff has

had to work to enhance wireless access in our schools. Special thanks to our technology staff, manager Michael Blair, as well as our Learning Resources Consultant, Donna DesRoches, for the hard work in supporting students and staff as the demands for educational technology continue to grow.

Administrative Procedures

Administrative Procedures have been developed for use in Living Sky School Division. These procedures serve us primarily in the day to day operations of the division, and address such things as School Programs, Decision Making in the Division, Safety and Supervision, Student Welfare, Student Records, Professional Development, Business Administration, and Transportation Services. As we use these procedures we will continue to review their appropriateness and effectiveness, and revise as may be necessary. Recently we revised our Special Projects Credit procedure to match changes made by the Ministry of Education. We will also add procedures as may be called for from time to time. Recently we have added procedures to address school nutrition, and apprenticeship credits.



CURRICULUM AND INSTRUCTION REPORT

Submitted by Brian Quinn and Cathy Herrick

Curriculum Renewal

The Ministry continues to develop new curricula moving from a middle years focus to an elementary focus. All subject areas have now been renewed in grades 6 – 9. Our school division has been focusing on the implementation of Math, English Language Arts, and Physical Education curricula over this school year. This subject emphasis will continue as new Elementary curricula are completed and distributed by the Ministry. All new curricula have fewer student learning outcomes, with a focus on developing greater depths of student understanding. Primary to this is students' greater involvement in their own learning by engaging in inquiry (learning to ask and then answer complex questions), constructivism (learning through discovery, trial & error), and self-assessment (monitoring their goals). Students will be expected to know what it is that they are learning in each class, and how they are progressing in relation to the learning target.

Mathematics

The last of the elementary Math curricula (grades 3, 6, & 9) were introduced this year. Students in Kindergarten through to grade 9 are now learning math in many new ways, all leading to a deeper understanding of numbers, patterns & relations, shape & space and statistics & probability. A series of workshops was held this year to help teachers in Grades 3, 6, & 9 explore the new curricula. As well, twenty three teachers from Living Sky School Division are being trained as facilitators for the First Steps in Math program, which is a diagnostic way of teaching math that focused on task embedded learning and authentic assessment. (Think about the opposite of the 100% worksheet or textbook kind of approach.) They will offer this training to all Math teachers K-8 over four in-service days next fall and winter.

This spring teachers responsible for the instruction of Mathematics 10 courses have been busy working in teams to develop unit plans that will be implemented in the 2010-2011 school year. Students entering grade 10 this fall will have two new math courses: Workplace & Apprenticeship Math 10 and Foundations/Pre-Calculus 10. Students will be encouraged to take both courses in their grade 10 year. Student and parent information sessions will be held at each school to introduce the changes to senior math courses being implemented over the next three years.

English Language Arts

Teachers, consultants, and superintendents have spent much of the past year working with the renewed 6-9 English Language Arts curricula. The resulting product outlines a scope and sequence of knowledge and skills at each grade level for each of the curriculum's 17 outcomes. A collection of exemplars for specific products at each grade level is currently underway. These "samples" will form a basis for the development of common criteria across the school division. The ultimate goal is to assess common student products in each grade that demonstrate student's attainment of specific learning outcomes.

Career Development

A focus on the implementation of the grades 6-9 Career Development curricula was highlighted by Lunch & Learn sessions hosted in each school over the year. At these mini workshops the Career Development consultants shared unit and lesson plans that incorporated the new curricula

outcomes. A variety of new resources were also shared. While a Career Development “grade” may not show up on students’ report cards, the importance of this 30 hour course in each of grades 6 through 9 was emphasized.

In high schools, students in grade 11 continue to participate in COPES testing with follow-up parent sessions. Guidance counselors at the school level took over this role this year with supports for new counselors provided by the consultants. Last spring’s survey of grade 12 students indicated that Job Shadows were one of the most useful tools in helping students gather information about prospective work interests. Both the student surveys and focus groups gave the clear message that job shadow opportunities be mandatory and supported by school career guidance counselors. As a result, one of the goals included in the division’s Career Development Action Plan is that at least 50% of students in grades 10 to 12 experience at least one job shadow related to their occupational area of interest in the 2009-10 school year.

Living Sky School Division also played a key role in the North West Career Development Partnership Committee. Utilizing Ministry grant dollars, a Portfolio Liaison Coordinator was hired in November to promote the use of portfolios by students and businesses. An additional role of the coordinator was to create an updated list of work sites available to facilitate work placements, job shadows, and student exploratory interviews. Schools are working toward the goal of having 95% of grade 10 students beginning a portfolio by the end of the 2009-10 school year.

Teacher Visits

Superintendents visited numerous classrooms during 2008-2009 under a draft procedure on Teacher Supervision, which has been revised for the 2009-2010 school year. These visits, which are ongoing, look at planning, instruction, assessment, relationships, and classroom management. They provide a very useful snapshot of our school division in this most vital area. Because there has been a special emphasis on our first and second year teachers, it has proven to be a useful tool in achieving a more consistent focus on best practices in teaching. Overall, it is clear that the quality of our teachers continues to be one of our most significant strengths.

Student Respect/Anti-bullying

All schools in Living Sky School Division have active Student Respect/ Anti-Bullying programs in operation. What needed further attention, however, was an efficient and reliable mechanism to monitor progress in this area. A committee of Living Sky In-School Administrators and Superintendents developed an anonymous on-line survey for students, allowing them to tell us about what is really going in this area. It was piloted in the fall of 2009, and given to all schools in January-February of 2010. Each school is now working with their results and using it to inform their practice in this vital area.

Professional Development

Teachers have continued on their learning journeys to improve instructional practices and student learning by utilizing professional learning communities, strengthening their personal, professional learning plans, and participating in regional professional development days. Teachers have been encouraged to collaborate with their colleagues, both within and outside of their schools, as new curricula moves to implementation. Continued awareness in the areas of differentiated instruction, assessment, and backwards design took place throughout the year.

Lock Down

School Lockdown Procedures:

Each school conducts an annual lockdown drill with students and staff, to be prepared in the event of an armed intruder, in accordance with a school division planning template. While each school has its own unique plan, they all share the common aim of providing students with a place to be that is locked from hallways and common areas, and out of line of sight of any windows or doorways, when there is a possibility of injury from an armed intruder. In addition, a multi-year program to replace and upgrade intercom systems was completed in several schools. The goal is to have the ability to communicate with all instructional areas by the end of the 2009-2010 school year in all schools. It appears that despite having to change intercom vendors, Living Sky is on track to realize that goal. In addition, our Facilities Department has provided RCMP with electronic copies of floor plans for each of our schools to facilitate their response in the event of an incident.



HUMAN RESOURCES REPORT

Submitted by Dianne Ford

In the spring of 2009, we successfully negotiated a 3 year LINC Agreement effective July 1, 2009 to June 30, 2012. We use the Interest Based Bargaining process which builds and enhances relationships while working towards common interests. The LINC Chair and I continue to meet and liaise throughout the year to discuss issues arising from the Agreement. One of the issues that arose from the LINC Agreement was the changes to the Noon Supervision clause and the implications for non teaching staff.

The LINC Committee assists with the deployment of Division Based Professional Development funds in accordance with the guidelines outlined in the LINC Agreement. We have been very successful in supporting all staff requests that comply with the criteria and are able to provide reimbursement to staff for 100% of the tuition costs incurred. This support enhances teacher's credentials and the students benefit with the increased knowledge base. It supports our recruitment and retention strategy by providing staff with the required credentials to apply for In School Administration and Central Office positions providing the opportunity to promote staff from within our organization.

Our relationship is critical with the STF and this year a new rep was assigned to this area. We have met several times to discuss issues and build relationships. It is vital that we have good working relationships with the STF, CUPE and staff as we continue to place emphasis on the Supervision and Evaluation Procedure for all staff.

. We meet approximately 3 times a year with the CUPE Executive to discuss issues as they arise. These meetings provide an opportunity to address issues before the grievance process and also build and enhance working relationships. We will be starting negotiations on a new contract with CUPE in the fall. The Procedure for Addressing CUPE related concerns has been very effective in addressing issues and has resulted in a Grievance free workplace.

Extended Compassionate leave continues to be an area where we provide support when staff encounter extenuating circumstances. This support is very much appreciated and reflects our guiding values and beliefs.

Other agencies that play an integral role in the supports we provide to our staff are the RCMP and the SSBA Legal team. We value their input and guidance when addressing concerns or providing supports.

Provincially we participate in surveys and sharing information to enhance knowledge and provide comparative analysis. One such activity has resulted in a Provincial PTR document being created. This information helps guide our decisions when determining the appropriate staffing levels each year.

The following statistics provide a brief snapshot of the activities in the hiring process:

September 2008 – August 2009 Positions Advertised

- Teachers – 78
- Support Staff/Central Office – 89

September 2009 – October 15, 2009

- Teachers – 7
- Support Staff/Central Office – 11

Retirements

- 2008/09 – 6 teaching staff of which 3 accessed transition to retirement; 7 support staff
- 2009/10 – 7 teaching staff are currently accessing transition to retirement

The Payroll and HR Administrator Roles continue to evolve as we tap into people's strengths. We continue to work on HR updates in Navision which should enhance the services we provide to staff. Our existing and historical payroll files have now been included in Navision. We have expanded the Aboriginal Employment Development Coordinator's role to include HR functions with the goal of ensuring a consistent, focused approach in the hiring process.

The selection of Professional Development Opportunities and planning for the division wide inservice and central office continue to be important functions which continue throughout the year. Various Administration duties are required to provide the necessary guidance and support to all staff.

In an effort to provide In School Administration and the leaders in the organization with conflict resolution skills, we have provided 2 workshops on Crucial Conversations. This process has provided a tool kit of resources to individuals to use when holding difficult conversations. The training results have been positive and cost effective by providing the training in house. We will continue to offer this program to the remaining In School Administration with a view to making it available to other staff in the future.

Partnerships continue to be an important piece in carrying out the activities of the school division. The Board participated in signing another Aboriginal Employment Development Program Agreement with Community and Aboriginal members. It is hoped these partnerships will enhance how we recruit and support Aboriginal employees.

Some of the other activities that occurred over the past year, providing value to our organization are as follows:

- 1) The employment of a SIAST Co-op Education Student with a Business Admin/HR Specialty Diploma
- 2) H1N1 planning with partner school divisions
- 3) Offering support for up to 4 staff members to take the Certificate in Teaching English as a Second Language (CERTSEL) Training

RESEARCH AND DATA REPORT

Submitted by Janine Otterson

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 ultimate 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 Report and make it available to the Ministry of Education. This report becomes the basis for discussion at a bi-annual conference where the components (planning; reporting) are discussed. The Living Sky School Division completed its bi-annual conference with representatives from the Ministry of Education in March 2009.

A copy of the Continuous Improvement Framework Planning Document 2008/2009 can be found on the Living Sky School Division website. http://www.lskysd.ca/programs/cif_documents.php.

The Assessment For Learning is a provincial testing program that assesses student achievement in Mathematics, Reading, Writing, and Science. For 2008, assessments for student achievement were completed in Writing. In April and May of 2009, assessments will be completed for Math (Grades 5, 8, and Math 20) and Reading (Grades 4, 7, and ELA 10). 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/programs/assessment.php>.

Guiding Values and Beliefs

Living Sky School Division adheres to the following values:

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

STUDENT SERVICES REPORT

Submitted by Kate McHarg

Service Delivery:

Student Services in Saskatchewan, under the direction and guidance of the Ministry of Education, are evolving toward a systemic change within the service delivery model.

This new service delivery model, **Response to Intervention (RtI)** is a three tiered model of support and intervention that encourages professionals to meet the needs of students in the classroom rather than with a pull-out method. The Universal (or green) level, offers high-quality instructional and behavioral supports for all children to reach proficiency in general education. The teacher assesses whether or not the child is meeting grade-level expectations, and differentiates instruction to try and help the child learn. If the child is still having difficulties, he or she will move into the Targeted, or yellow tier. At this level more targeted specific prevention or remediation interventions are put into place for students whose academic performance or behavior lag behind the norm for proficiency in their grade and educational setting. If the child continues to make limited progress he or she will move to the Intensive or red level. At this level there are intensive individualized interventions for students who have an insufficient response to evidence-based interventions in the first 2 tiers. Once the child can adequately demonstrate the necessary skills they will move back down into the yellow or green level. This is a very fluid and inclusive model that relies on a teacher's ability to differentiate instruction and the support of professionals to help with planning and programming.

As the system changes and the new service delivery model, RtI, is adapted into our schools, there is a natural impact on the roles of school based team members (administrators, classroom and student services teachers, EA's) as well as professional support roles such as Educational Psychologists, Speech/Language Pathologists and Occupational Therapists. The need to work collaboratively as well as differently is embedded within this service delivery model.

Currently our Central Office Student Services personnel consist of:

Student Services Coordinator -	1.0 FTE (1 staff member) (same as last year)
Speech and Language Pathologists -	3.3 FTE (4 staff members) (-.1 from last year)
Educational Psychologists -	3.0 FTE (4 staff members, 1 contracted professional) (+1.2 from last year)
Educational Consultants -	1.0 FTE (1 staff member) (same as last year)
Occupational Therapists -	1.25 FTE (1 staff member, 1 contracted professional) (same as last year)
Counselors -	3.4 FTE (4 staff members) (+.4 from last year)
Student and Family Support Worker -	1.0 FTE (1 staff member) (same as last year)

This year 3 counselors were dedicated to specific schools – Connaught, McKittrick and Cut Knife. We continue to get requests for more counseling services in many of our schools.

The Ministry has developed a guideline as to the number of professionals they feel need to be in place to support the change to the RtI service delivery model. We hope to get closer to the recommended numbers, particularly in Speech and Language, Occupational Therapy and

Educational Psychology personnel, so we can offer teachers the support they need to program and instruct all children in the classroom.

Intensive Needs:

This year we identified 150 students as having Intensive Needs, 14 of them at Level 2. This is an increase of 11 from last year.

Early Learning and Literacy:

All our Kindergarten teachers again this year completed the Early Development Instrument (EDI) as part of the Ministry's provincial initiative. This survey measures a child's readiness to come to school in areas such as their communication, physical abilities, social skills, etc. Feedback gives us not only our own school division's results but also a comparison as to how our children fare compared to those in the province and across Canada. Last year's results indicated that many of our children are below average in their communication skills.



Behavior programs:

We piloted the ECLIPSE Judo program in a few of our schools this year, in partnership with the Battlefords' Judo Club. ECLIPSE stands for Education and Cooperation Through Essential Learning and Inspiration, a Personal Self-Change Experience. The program targets students 12 to 15 who need assistance developing skills to handle conflicts and power imbalances with peers, family, teachers, and community members. It was an unqualified success, resulting in some life-changing experiences for some of the participants, one of whom went on to win a gold medal in the Saskatchewan Winter Games.

Partnerships:

We formed an interagency group that focused on Response to Intervention and how each agency represented fit into the model. Representatives from Social Services, Mental Health, Health, BTC, Light of Christ School Division, Justice, etc., worked through the model to understand when and how their agency could be involved with students and families at each level.

What's Next?

We will continue to focus on educating staff in the division about the Response to Intervention initiative and how our service delivery model and teacher roles will be changing to fit within it. We will also play a supportive role in helping teachers learn how to differentiate their instruction as part of the RtI model by providing classroom interventions and strategies, and programming and planning ideas. We are also developing more partnerships to augment our services to students.

COMMUNICATIONS REPORT

Submitted by Shelly Janostin

As part of advancing the key priorities of Living Sky School Division we strive to communicate effectively to all stakeholders. Highlights from a communication perspective in the 2008-09 school year include the following:

Multimedia Production

Final video production was completed in December, 2008. It can be viewed on the website under **About Us**.

Print Advertising and Radio Advertising

Print advertising has been used for celebration weeks, such as Education Week, and Teacher/Staff Appreciation Week. We also use advertising for notices and event awareness, such as the Annual Meeting, Notices of Motion and School Calendars. Advertising takes place in 9 weekly papers. The school calendar joint advertising campaign continues to be done in conjunction with Light of Christ School Division. This continues to be an effective communication tool in our local communities. Radio advertising focused on Teacher Staff Appreciation Week and Back to School.

School Community Engagement

The annual **Service Recognition Celebration** is an event that recognizes the years of service and retirees each year. The event was held on Friday, June 5th, 2009.

The first **Student Hall of Fame** was held on June 10th, 2009. The student event drew approximately 700 students and staff from 15 schools across the division. Students were recognized for their accomplishments in academics, athletics, arts, leadership and special projects. Awards were given to each student in each category. A dinner was served to all guests followed by the awards presentations with the Board of Education. Both events celebrate the success of both students and staff in Living Sky School Division.

Community Engagement

A **School Community Council Workshop** was held on November 4th, 2008. It brought together SCC members across the division to learn and move forward with new engagement and learning ideas. The ideas were then shared with each of the local SCC's. School Community Council Annual Meetings and Board of Education Annual meetings are ways we will continue to reach stakeholders at the community level. Continued dialogue will take place with Board of Education, School Community Council members to gauge public perceptions on the understanding of the vision, mission and guiding principles.

Promotion and Signage

Ongoing promotional items or collateral are used to continue to create awareness of our [vision "Growth Without Limits, Learning For All"](#). Promotional items are used at various division events. In addition we use banners, displays and other materials.

Media

Living Sky School Division shares stories with local media (9 weekly papers and 2 local radio stations). At times provincial media will pick up on our stories that are unique or have a provincial perspective.

Other Communication

Monthly newsletters continue to be used as a communication tool to share messages with internal and external stakeholders. The newsletter is sent out as an e-file only to all staff and community partners.

Sharing our key messages is a priority and research continues into new communication tools that will effectively serve our school division and education partners.



BUSINESS REPORT

Submitted by Ray Kopera and Lonny Darroch

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. A new accounting package was introduced to the schools and school based funds and accounting for these transactions were included in the Division yearend financial statements dated August 31, 2009. Accounting for Tangible Capital Assets will be incorporated in the August 31, 2010 yearend financial statements. The School Division recorded a surplus of \$3,318,081 for the year ended August 31, 2009. The surplus was in part a result of the change in funding provided to school divisions that was announced in the 2009 provincial budget where divisions received funding over the calendar year instead of the school year (12 months as opposed to 10).

Facilities

The department continues to provide support to schools for maintenance and small renovation jobs. During the year the Department received about 1,800 service requests and completed about 1,700 of these requests.

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

- new HVAC system for the gymnasium at Medstead School
- new HVAC system for the gymnasium and classroom furnaces at Leoville School
- furnace replacements at Hartley Clark School and Spiritwood High School
- completion of renovations to the Kerrobert School gymnasium
- completion of renovations to the Cando School gymnasium and classrooms
- construction of new pre-kindergarten program areas at Unity Public School

A facilities rationalization study was performed and presented to the Board. Part of the study included a mapping of all the schools to identify area sizes and function. Also, data was collected on mechanical systems in each school and all school grounds were mapped.

As part of a Provincial initiative all facilities in the Division have undergone an audit to identify the condition of various building components such as foundations, floors, walls, ceilings, roofs, mechanical and electrical components.

The Division started 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 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 2008-09 the Division purchased 11 new and used busses to continue with the bus replacement program.

During the year routes were adjusted and changes were made to enhance student access to services and compliance with administrative procedures. As the enrollment in rural areas declines additional changes to attendance areas and bus routes will be considered, while ensuring student safety and welfare, to maintain operational efficiency.

Starting in January 2009 the Division established 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 has started 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 Statement of Financial Position as at August 31, 2009

	Operating Fund	Capital Fund	Other Funds	Current Yr Total	Prior Yr Total
Financial Assets					
Cash	8,660,208	-	68,700	8,728,908	1,631,027
Short Term Investments	-	-	88,600	88,600	94,214
Taxes Receivable 12,567,150					
Less Allowance (341,408)	12,225,742			12,225,742	15,340,766
Provincial Grants Receivable	-	-	-	-	303,602
Other Receivables	1,087,749	-	-	1,087,749	1,349,955
Inventories for sale	-	-	-	-	-
Long Term Investments	72,314	129,375	-	201,689	178,314
Other Assets	-	-	-	-	-
Interfund Debt Receivable	-	1,401,243	11,503		
Total Financial Assets	22,046,013	1,530,618	168,803	22,332,688	18,897,878
Liabilities					
Bank Indebtedness	-	-	-	-	829,331
Provincial Grant Overpayment	327,139	-		327,139	85,336
Other Payables	3,522,410	-	-	3,522,410	3,997,948
Short Term Loans	-	-		-	-
Debentures		-		-	-
Capital Loans		900,000		900,000	1,000,000
Other Long Term Debt		-		-	-
Accrued Employee Future					
Benefits	553,200			553,200	-
Other Liabilities	1,454,331	-	-	1,454,331	832,597
Interfund Debt Payable	1,412,746	-	-		
Total Liabilities	7,269,826	900,000	-	6,757,080	6,745,212
Net Financial Assets (Debt)	14,776,187	630,618	168,803	15,575,608	12,152,666
Non Financial Assets					
Physical assets		96,223,883		96,223,883	95,298,596
Inventory of supplies	-	-	-	-	-
Prepaid Items	27,665	-	-	27,665	32,526
Total Non Financial Assets	27,665	96,223,883	-	96,251,548	95,331,122
Net Assets	14,803,852	96,854,501	168,803	111,827,156	107,483,788
Equity in Physical Assets		95,323,883		95,323,883	94,298,596
Fund Balances	14,803,852	1,530,618	168,803	16,503,273	13,185,192
School Position	14,803,852	96,854,501	168,803	111,827,156	107,483,788

FINANCIAL REPORT

REVENUES and EXPENSES

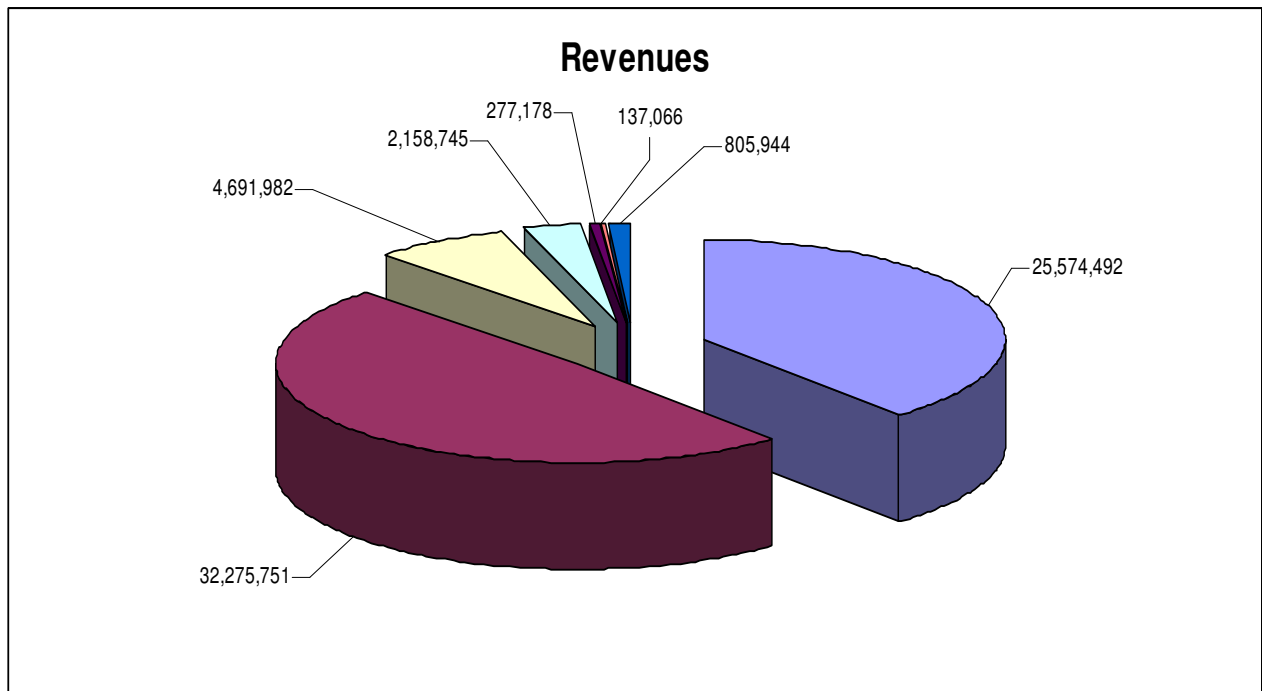
Living Sky School Division No. 202 Statement of Financial Activities and Fund Balances for the period ending August 31, 2009

	Operating Fund	Capital Fund	Other Funds	Current Yr Consolidated	Current Yr Budget	Prior Yr Consolidated
REVENUES						
Property Taxation	25,574,492		-	25,574,492	30,912,424	29,630,640
Grants	32,275,751	-		32,275,751	27,018,618	23,822,745
Tuition and Related Fees	4,534,842	157,140		4,691,982	3,896,000	4,608,837
School Generated Funds	2,158,745			2,158,745	-	-
Complementary Services	276,007	1,171		277,178	180,500	167,097
External Services	124,466	12,600		137,066	101,000	196,952
Other	802,705	3,239	-	805,944	370,000	575,713
Total Revenues	65,747,008	174,150	-	65,921,158	62,478,542	59,001,984
EXPENDITURES						
Governance	421,415	-		421,415	404,950	318,522
Administration	1,274,489	-		1,274,489	1,326,196	1,179,650
Instruction	43,506,969	-		43,506,969	43,675,502	41,350,923
Plant	6,926,737	31,980		6,958,717	10,357,091	9,693,857
Transportation	5,046,359	828,939		5,875,298	6,739,722	5,920,410
Tuition and Related Fees	249,179	-		249,179	190,000	338,793
School Generated Funds	2,158,745			2,158,745	-	-
Complementary Services	1,572,154	-		1,572,154	4,700,106	1,099,967
External Services	365,818	64,368		430,186	443,617	221,683
Interest and Bank Charges	(46)	55,971	-	55,925	65,000	90,796
Total Expenditures	61,521,819	981,258	-	62,503,077	67,902,184	60,214,601
Excess (Deficiency) of Revenue over Expenditure	4,225,189	(807,108)	-	3,418,081	(5,423,642)	(1,212,617)
Interfund Transfers to (from)						
for Capital Expenditures	(880,005)	880,005	-			
for Debt Repayment	(155,971)	155,971	-			
for Reserves	17,026	-	(17,026)			
Excess (Deficiency) after Interfund Transfers	3,206,239	228,868	(17,026)	3,418,081	(5,423,642)	(1,212,617)
Long Term Capital Debt Issued		-		-	3,000,000	1,000,000
Long Term Capital Debt Repaid		(100,000)		(100,000)	(100,000)	-
Surplus (Deficit) for the Year	3,206,239	128,868	(17,026)	3,318,081	(2,523,642)	(212,617)
Opening Fund Balances, as Previously Reported	11,597,613	1,401,750	185,829	13,185,192	13,185,192	13,397,809
Change in Accrued Employee Future Benefits	-	-	-	-	-	-
Opening Fund Balances, as Restated	11,597,613	1,401,750	185,829	13,185,192	13,185,192	13,397,809
Closing Fund Balances	14,803,852	1,530,618	168,803	16,503,273	10,661,550	13,185,192

FINANCIAL REPORT

REVENUES

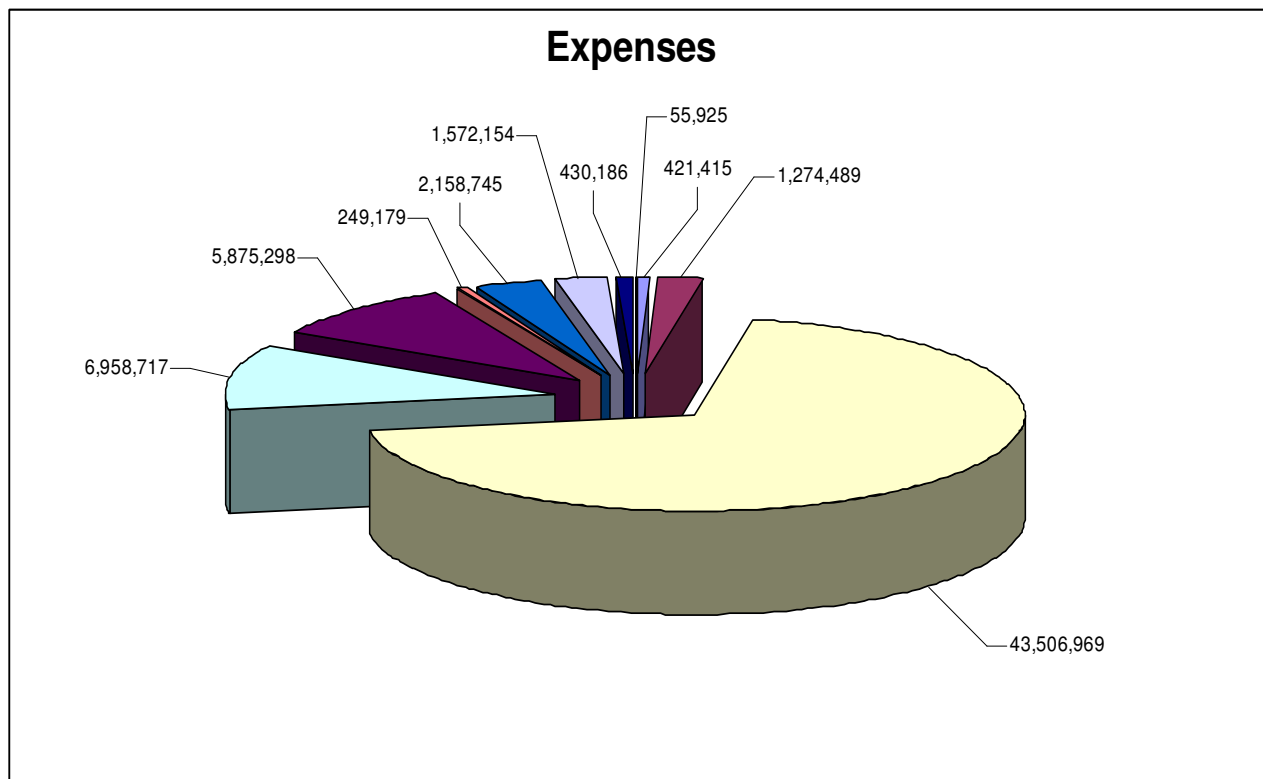
Revenues	Dollars	%
Property Taxes	25,574,492	50.22%
Grants	32,275,751	40.38%
Tuition		
Fees	4,691,982	7.81%
School Generated Funds	2,158,745	0.28%
Complimentary Services	277,178	0.28%
External Services	137,066	0.33%
Other	805,944	0.98%
	<u>65,921,158</u>	



FINANCIAL REPORT

EXPENSES

Expenditures	Dollars	%
Governance	421,415	0.53%
Administration	1,274,489	1.96%
Instructional	43,506,969	68.67%
Plant	6,958,717	16.10%
Transportation	5,875,298	9.83%
Tuition & Related Fees	249,179	0.56%
School Generated Funds	2,158,745	1.83%
Complimentary Services	1,572,154	1.83%
External Services	430,186	0.37%
Interest & Bank Charges	55,925	0.15%
	<u>62,503,077</u>	



Living Sky School Division No. 202
2008 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	2008 Total Enrolments
Battleford Central Elementary	15	53	47	56	53	42	65	60	54	60						505
Bready Elementary		23	22	27	16	26	26	19	19	23						201
Cando Community	19	4	7	9	6	3	3	10	8	12	11	72	25	21	48	258
Connaught Community	32	18	22	16	18	20	19	14	23	23						205
Cut Knife Elementary		19	15	18	19	18	22	22								133
Cut Knife High									36	24	32	21	16	26		155
Hafford Central		19	10	17	14	19	14	11	13	9	4	12	11	10		163
Hartley Clark Elementary		11	12	16	12	12	16	15								94
Heritage Christian	2	5	7	7	2	2	6	6	3	6	7	4	6	6	1	70
Hillsvale Colony		1	5	1	1	0	3	4	0	1						16
Kerrobert Composite		15	26	20	19	22	24	17	17	16	23	21	20	14	1	255
Lakeview Colony		1	2	4	5	0	3	3	1	3						22
Lawrence Elementary	23	22	32	33	27	27	16	34	23	26						263
Leoville Central		10	10	10	18	16	8	11	16	15	12	18	22	10		176
Luseland		3	11	9	10	17	15	19	11	20	14	13	11	11		164
Macklin		35	30	38	29	42	33	41	34	34	25	43	26	35		445
Major		2	7	5	5	6	7	1	2	3	6	4	6	3		57
Manacowin									1		1	6	1	1		10
Maymont Central		8	9	14	5	17	10	19	12	11	15	11	23	16		170
McKittrick Community	30	23	25	18	21	15	19	21	17	18						207
McLurg High									18	23	38	25	34	26		164
Meadow Lake Christian Academy		2		1	1	6	3	2	4	0	5					24
Medstead Central		13	9	16	5	16	10	11	10	14	12	14	19	9		158
Meota Elementary		4	4	3	3											14
Norman Carter		17	16	17	14	15	13	8								100
North Battleford Comprehensive High											156	227	220	193	2	798
Phoenix (counted in home schools)																0
Scott Colony		4	2	3	4	2	4	3	1	2						25
Spiritwood High									34	21	56	47	37	34		229
St. Vital	6	11	15	17	24	25	22	28	24	21						193
Unity Composite High									40	34	31	41	43	54		243
Unity Public	4	21	25	14	15	17	14	27								137
	131	344	370	389	346	385	375	406	421	419	448	579	520	469	52	5654

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

Meota

Meota Elementary School
(306) 892-2033

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

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



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