



Lloydminster Public

School Division #99

**Annual Report
2012-13**

Table of Contents

Letter of Transmittal	1
Highlights/Accomplishments for 2012-13	2
Introduction	3
School Division Profile	4
<i>About Us</i>	4
<i>Division Mission Statement</i>	4
<i>Division Vision Statement</i>	4
<i>Division Guiding Principles</i>	4
Program Overview	5
School Division Planning	7
<i>Strategic Plan</i>	7
<i>Continuous Improvement and Accountability Framework</i>	7
The School Division in the Community	8
<i>Community and Parent Involvement</i>	8
<i>Community Partnerships</i>	8
Governance	9
<i>The Board of Education</i>	9
<i>School Community Councils</i>	10
Our Students and Staff	11
<i>Students</i>	11
<i>Staff Profile</i>	12
Higher Literacy and Achievement	13
<i>Grade 12 Graduation</i>	13
<i>Average Final Marks</i>	15
Equitable Opportunities	16
<i>Strategies to Meet Needs of Diverse Students</i>	16
Smooth Transitions	16
<i>Grade 7 to 10 Transitions</i>	16
<i>Credit Attainment</i>	17
System Accountability and Governance	18
<i>School Community Councils and Learning Improvement Plans</i>	18
Facilities and Transportation	19
<i>Facilities</i>	19
<i>Student Transportation</i>	19
Financial Overview	22
<i>Budget to Actual Expenditures and Variances</i>	23

Appendix A: Management Report and Audited Financial Statements	24
Appendix B: Organization Chart	62
Appendix C: School List	63
Appendix D: Payee List – 2012-13	63
<i>Board of Education Remuneration</i>	63
<i>Personal Services</i>	64
<i>Supplier Payments</i>	67
Appendix E: Infrastructure Projects – 2012-13	68

List of Figures

Figure 1: Location of Lloydminster Public School Division	4
Figure 2: Enrolment by Grade – September 30	11
Figure 3: School Division Staff – 2012-13	12
Figure 4: Grade 12 Graduation – Students Completing Grade 12 in Three Years	13
Figure 5: Grade 12 Graduation – Students Completing Grade 12 in Five Years	14
Figure 6: Average Final Marks in Selected Secondary Level Courses	15
Figure 7: Student Transitions Between Grades 7 and 10	16
Figure 8: Proportion of Secondary Students Attaining 8 or More Credits per Year	17
Figure 9: Percentage of School Community Councils Involved in Development of Learning Improvement Plans	18
Figure 10: Student Transportation 2012-13	20
Figure 11: Summary of Revenue and Expenses 2012-13	22
Figure 12: Summary of Revenue and Expenditures with Budget to Actual Comparison for the Fiscal Year September 1, 2012 to August 31, 2013	23



Lloydminster Public School Division #99 ***Ensuring Personal Excellence For All Students***

5017 – 46 Street Lloydminster, AB T9V 1R4

Phone: (780)875-5541

Fax: (780) 875-7829

E-mail: firstname.lastname@lpsd.ca

Website: <http://www.lpsd.ca/>

An electronic copy of this report is available on the LPSD website.

Letter of Transmittal

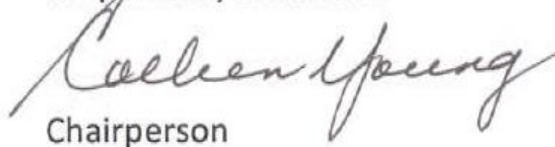


Honourable Don Morgan
Minister of Education

Dear Minister Morgan:

The Board of Education of Lloydminster Public School Division #99 is pleased to provide you and the residents of the School Division with the 2012-13 annual report. This report outlines activities and accomplishments of the School Division and provides audited financial statements for the fiscal year September 1, 2012 to August 31, 2013.

Respectfully submitted

A handwritten signature in black ink, appearing to read 'Colleen Young', written in a cursive style.

Chairperson

Highlights/Accomplishments for 2012-13

Lloydminster Public School Division has a lot to be proud of this year. Our students and staff have helped to create an environment in which “ensuring personal excellence for all” is the central focus. Congratulations to everyone who contributed to our success in 2012-13. Below are some of the 2012-13 highlights:

First Nations, Métis & Inuit (FNMI) Graduation Rates – Lloydminster Public School Division’s graduation rate for self-identified FNMI students is to be celebrated. It has been steadily increasing for the last three years, both among students who graduate three years after entering Grade 10 and among students who graduate within five years of entering Grade 10, and in 2012-13 was above the provincial results. We are very proud. Congratulations to both students and staff.

Treaty Education – Treaty education was a division-wide focus of 2012-13. Teachers, school administrators and central office personnel participated in professional learning about Treaty Essential Learnings and First Nations and Métis cultural awareness. Thank you to the many First Nations leaders and Elders who enriched our learning experience.

Newcomers’ Protocol – In recent years, the schools in Lloydminster Public School Division have welcomed many students who are newcomers from other parts of the world. We anticipate even more newcomers in the years ahead as industries in our part of the province grow. In 2012-13, the Division developed a newcomers’ protocol in order to make those students’ entry into the school system as smooth as possible. The protocol makes provision for English as an Additional Language classes, describes actions teachers can take to make new students feel at home in the classroom, and enables students to act as hosts, mentors and guides for their new classmates. Thanks to all the students and staff who have done so much to make Lloydminster Public School Division a welcoming place for everyone.

Fountas and Pinnell- Lloydminster Public School Division would like to celebrate the reading achievement of FNMI students in the primary grades whose reading achievement improved greatly. Our data also showed that our grade 2 students involved in the LLI program showed significant growth. We are very proud of your accomplishments.

Introduction

This annual report presents an overview of Lloydminster Public School Division's activities and results for the fiscal year September 1, 2012 to August 31, 2013.

This annual report provides a snapshot of Lloydminster Public School Division, its governance structures, students, staff, programs and facilities. It also offers information in the CIAF priorities: higher literacy and achievement, equitable opportunities, smooth transitions, and system accountability and governance.

In addition to detailing the School Division's activities and performance, this report outlines how the Division is implementing its strategic plan, provides a report from management endorsing the financial overview and audited financial statements, and includes appendices such as an organizational chart, school list, and payee list.

Financial statements included in this report have been audited by an independent auditor following the Canadian Generally Accepted Auditing Standards.

College Park School



Construction of the College Park PreK-9 School began in July, 2012 with an anticipated opening of September, 2014.

School Division Profile

About Us

The Lloydminster Public School Division is a very complex organization in that it is both a Saskatchewan and Alberta school division. The Division follows the Saskatchewan curriculum and reports primarily to the Saskatchewan Ministry of Education. It also receives funding from Alberta Education to support a number of student learning and facility initiatives. This complex environment creates an opportunity for the Division to simultaneously glean the best from two provinces however, at the same time the situation presents challenges by requiring the school division to be accountable to two provincial authorities and operating procedures.

Our school division has six elementary schools, two middle schools, one high school and one outreach school. All of our schools offer students a well-rounded education based on curricula provided by the Saskatchewan Ministry of Education. Students who attend our schools not only receive excellent curricular instruction but also benefit from extensive co-curricular and extra-curricular opportunities!

The economy of the Lloydminster area continues to thrive with both the Oil industry and Agriculture. There has been significant growth with an average age of 27 within the population.

Division Mission Statement

"Ensuring Personal Excellence for All Students"

Division Vision Statement

Lloydminster Public School Division has a shared commitment with parents and community to create a safe and caring learning environment in order to prepare students to be inspired learners and productive citizens.

Figure 1: Location of Lloydminster Public School Division



Division Values

- Respect for diversity
- Care for themselves and others
- Respect for authority, property, and the environment
- Continuous Improvement
- Excellence in all they do
- Leadership in making positive choices
- Accountability for their choices and actions
- Collaborative relationships

Division Belief Statements

- We believe all students can achieve personal excellence given sufficient time and the right supports.
- We believe high expectations and early and ongoing interventions are essential.
- We believe all staff can perform to high standards given the right assistance.
- We believe all staff can articulate what they do and why they perform the way they do.

Program Overview

The students in Lloydminster Public School Division are diverse. They vary in age, personal circumstances, learning styles, interests, and individual strengths and needs. In order to provide the best education possible for all our students, Lloydminster Public School Division offers a wide range of programs in the 10 schools of the Division.

Central to the program in every school is the provincially-mandated core curricula, broad areas of learning and cross-curricular competencies. Classroom instruction is designed to incorporate differentiated instruction, First Nations and Métis (FNM) content, perspectives and ways of knowing, and the adaptive dimension.

In addition, each school in the Division offers specialized programming that responds to the needs of its students. The following list identifies programs in operation at one or more of the Division's schools:

- | | |
|---|--------------------------------|
| • Alternative programming for vulnerable students | • Music/band programming |
| • Community school programming | • Nutrition programs |
| • Core French instruction | • Prekindergarten programs |
| • Distance education | • Technology-enhanced learning |
| • English as an Additional Language programming | |
| • Technical/Vocational programs | |
| • Hockey Academy | |

Additional services and supports are offered to students and teachers by specialized School Division staff including:

- | | |
|--|------------------------------------|
| • Instructional Coaches | • Speech and language pathologists |
| • Educational psychologist services | • Student counsellors |
| • English as an Additional Language lead teacher | |
| • Occupational Therapist | |

The School Division has undertaken a number of on-going initiatives which include the following:

Structured Success
Early Reading Intervention
Student Leadership
Job Safety
Technology Plan
Enhanced Learning
Second Steps
Soundfield Systems
Avery Outreach School

Inspiring Learning Projects
Skills Canada
AIS – Alberta Initiatives for School Improvement
Hockey Academy

Programming highlights for 2012-13 included:

Treaty Education – “We are all Treaty people.” Treaty education was a division-wide focus in 2012-13. All members of the school community – students, teachers, parents, and Board of Education – participated in learning about the Treaties that provide for a mutually beneficial relationship between the Treaty partners.

Newcomers’ Protocol – In recent years, the schools in Lloydminster Public School Division have welcomed many students who are newcomers from other parts of the world. In 2012-13, the Division developed a newcomers’ protocol in order to make those students’ entry into the school system as smooth as possible. The protocol provides a general framework which can be adapted to suit the needs of individual students and to incorporate the resources available in particular schools. The protocol makes provision for English as an Additional Language classes, describes actions teachers can take to make new students feel at home in the classroom, and enables students to act as hosts, mentors and guides for their new classmates. All teachers in Lloydminster Public School Division have participated in a two-hour orientation to the newcomers’ protocol. We anticipate even more newcomers in the years ahead as industries in our part of the province grow.

Instructional Strategies – Students’ sense of positive self-efficacy and the level of intellectual engagement experienced as learners has a significant effect on their achievement. Research has shown that the most effective teaching and the most meaningful student learning and intellectual engagement occurs when teachers design the right learning target for the daily lesson and use it along with their students to aim for and assess understanding (Brookhart & Moss, 2012). In 2012-13 Lloydminster Public School Division (LPSD) teachers of grades 3, 6 and 9 designed learning targets and implemented a number of strategies to help students use learning targets to achieve daily learning outcomes. This was a division supported instructional strategy supported by teacher in-service and classroom coaching support.

Grade 3 Reading – Research demonstrates that students who are reading below grade level by the middle of Grade 3 are likely to have difficulty reading for the rest of their school career. In October 2012-13, 29.3% of the Grade 3 students in LPSD were reading below grade level. The School Division has initiated the Fountas and Pinnell Benchmark and Levelled Literacy Intervention program. This year we targeted grade 2 students, however for the 2013-2014 school year we will target all students. This program features:

- **Explicit instruction** – Students are directly taught the steps or processes needed for specific reading tasks.

- **Systematic instruction** – Complex skills are broken down into small manageable components, which are taught in sequence.
- **Opportunities for feedback** – Students have many opportunities to practice and receive teacher feedback.

Improvement of Grade 3 reading results is a priority for the School Division and will be reported upon in future annual reports.

FNM Education – The Ministry of Education requires that each school division create a First Nations and Métis Education Plan that aligns with the Continuous Improvement and Accountability Framework. The highlights of the Lloydminster Public School Division's First Nations and Métis Education Plan appear below. The full plan is available at www.lpsd.ca. The full plan provides detailed information about performance measures, target outcomes, and strategies.

- **Goal #1 – Equitable Outcomes** – 80% of grades 1, 2 and 3 FNM students will perform at grade level using the Fountas and Pinnell Reading Benchmark Assessment System by June 2013.

Strategies to achieve this goal include instructional programs that focus on targeted literacy skills, individual and group Levelled Literacy Intervention, systematic measurement of students' progress, and support for teachers.

- **Goal #2 – Knowledge of First Nations and Métis Contributions** – On the May 2013 Treaty Essential Learnings Survey, Grade 7 students within LPSD will score an average of 60%.

Strategies to achieve this goal include supporting teachers to include First Nations and Métis content, perspectives and ways of knowing in all units and lesson plans and providing teachers and administrators with professional learning based on Treaty Education and FNM cultural awareness.

- **Goal #3 – Data Collection and Reporting** – The School Division will provide appropriate evidence (data) to monitor and plan for the successful achievement of the First Nations Métis Education goals.

Strategies to achieve this goal include designing and implementing a data warehouse with the capability of displaying disaggregated achievement and perceptual data for FNM students.

- **Goal #4 – Shared Management** – The Board of Education and school division staff will explore partnership opportunities with First Nations and Métis organizations.

Strategies for achieving this goal include exploring partnerships with post-secondary institutions and local First Nations and Métis organizations.

School Division Planning

Lloydminster Public School Division has a well-coordinated planning process which enables alignment of School Division priorities with Continuous Improvement and Accountability Framework (CIAF) priorities and alignment of all School Division planning activities.

Strategic Plan

In 2011, the Board of Education of Lloydminster Public School Division approved a three-year (2011-12 to 2013-14) strategic plan. The 2012-13 school year is the midpoint of this plan. The Board's strategic plan for the Division provides overall direction for everything the Division does and serves as an anchor to ensure that all Division planning processes are in alignment with each other and that divisional priorities are aligned with CIAF priorities.

The strategic plan defines Lloydminster Public School Division's mission, vision and guiding principles – provided earlier in this annual report. In addition to these foundational elements, the strategic plan includes strategic directions, Board priorities, and key strategies to achieve board priorities.

Continuous Improvement and Accountability Framework

The Continuous Improvement and Accountability Framework (CIAF) aligns School Division and CIAF priorities. The four priority areas of the CIAF are:

- Higher literacy and achievement
- Equitable opportunities
- Smooth transitions
- System accountability and governance

Lloydminster Public School Division has developed a Continuous Improvement Plan which identifies measurable goals for each priority area and outlines a strategy to collect data relevant to each priority. This plan is available in the documents section of the Lloydminster Public School Division's website.



Bishop Lloyd Students – Tipi Raising

The School Division in the Community

Lloydminster Public School Division is an integral part of community life in west central Saskatchewan. The Division, as a whole, and individual schools are linked to the broader community in a multitude of ways. The Board of Education places strong emphasis on community and parent involvement, and on community partnerships.

Community and Parent Involvement

Research has shown that students achieve at higher levels in school when their parents/guardians and other community members are involved in education. The schools of Lloydminster Public School Division all have programs and initiatives to encourage community and parent involvement. These programs vary from school to school and are unique to each community.

What all the schools of Lloydminster Public School Division have in common is the importance of School Community Councils (SCCs) as a mechanism for connecting community and school. SCCs play a role in governance (described more fully in the next section) and most have established formal processes to foster community and parent involvement.

Community Partnerships

Lloydminster Public School Division and individual schools within the Division have established a range of formal and informal community partnerships in order to promote student learning and ensure that students' school experience is positive and successful.

Schools in the Division use an integrated services model in which they partner with social service agencies to ensure that students' physical, social, and psychological needs are met. This approach recognizes that students who are healthy and happy have greater capacity to learn and to succeed in school and in life.

Several schools in the Division have partnered with local businesses. The purpose of these partnerships is to enrich students' educational experience and to help them connect what they learn at school to the world of work. Typically, the partner business provides job shadowing opportunities for students and sends representatives to the schools to talk about their business or industry.

Governance

The Board of Education provides governance for Lloydminster Public School Division as a whole and School Community Councils provide advice to individual schools.

The Board of Education

Lloydminster Public School Division is governed by an seven-person elected Board of Education. *The Education Act, 1995* gives the Board of Education the authority to “administer and manage the educational affairs of the school division” and to “exercise general supervision and control over the schools in the school division”.

Board members are elected “at large” and reside in the City of Lloydminster. There are no sub-divisions in Lloydminster Public School Division.

The current Board of Education was elected on October 24, 2012 and will serve a four-year term. Board of Education members are:

Chair	Colleen Young
Vice-Chair	David Thompson
Member	Eric Bloch-Hansen
Member	Cathy Cornet
Member	Karoline Kennedy
Member	Yana Knight
Member	Joy Wareham

A list of the remuneration paid to board members is provided in Appendix D.

Lloydminster Public School Division - Board of Education



Colleen Young
Board Chair



David Thompson
Vice-Chair



Karoline Kennedy



Cathy Cornet



Eric Bloch-Hansen



Yana Knight



Joy Wareham

School Community Councils

The Board of Education has established a School Community Council (SCC) for each of the ten schools in the Lloydminster Public School Division

The Education Regulations, 1986 require school divisions to undertake orientation, training, development and networking opportunities for their SCC members. In 2012-13 Lloydminster Public School Division conducted a forum, for this purpose, for all ten of its SCCs and executives.

The Regulations also require School Community Councils to work with school staff to develop an annual school Learning Improvement Plan (LIP) and to recommend that plan to the Board of Education. The SCC executive signed off on all ten of our school's LIPs. The level of engagement in the "development" varied amongst schools.

School Community Councils are also expected to facilitate parent and community participation in planning and to provide advice to the Board of Education, the school's staff, and other agencies involved in the learning and development of students.

- The advice the SCCs give to the Board of Education encompasses policies, programs, and educational service delivery.
- The advice the SCCs give to the school staff relates to the school's programs.

SCCs enable the community to participate in educational planning and decision making, and promote shared responsibility for learning among community members, students and educators.

All ten of the SCCs in Lloydminster Public School Division are made up of the required number of elected and appointed members, as outlined in *The Education Regulations, 1986*. The actual number of members varies from one SCC to another.



Hockey Academy

Our Students and Staff

The sections that follow provide information about the Lloydminster Public School Division's students and staff.

Students

In 2012-13, 3,923 students (Pre-K to Grade 12) were enrolled with Lloydminster Public School Division. This is compared to 3,867 students in 2011-12 and 3,888 students in 2010-11.

Figure 2: LPSD Enrolment by Grade – September 30

Grade	School Year		
	2010-11	2011-12	2012-13
Kindergarten	284	267	286
1	290	276	296
2	269	285	275
3	262	269	287
4	272	268	263
5	246	282	282
6	281	255	294
7	301	301	263
8	259	294	299
9	290	265	282
10	431	413	350
11	320	321	363
12	309	298	313
Total	3814	3794	3853

PreK Overall	74	73	70
--------------	----	----	----

Note: The table above identifies the actual number of students enrolled in each grade as of September 30 of each year.

Source: Ministry of Education, 2013

Staff

Figure 3 below provides an overview of all Division staff. An organizational chart showing the reporting structure is provided in Appendix B.

Figure 3: LPSD School Division Staff – 2012-13

Job Category	FTEs
Classroom teachers	240.34
Principals, vice-principals	19.17
Other educational staff – e.g., educational psychologists, educational assistants, school community coordinators, speech language pathologists	105
Administrative and financial staff – e.g., clerks, accountants, IT people, administrative assistants	37.55
Plant operations and maintenance – e.g., caretakers, handypersons, carpenters, plumbers, electricians, gardeners, supervisors	38.00
Transportation – e.g., bus drivers, mechanics, parts persons, bus cleaners, supervisors	12.50
Senior management team – e.g. chief financial officer, director of education, superintendents	6.00
Total Full-Time Equivalent (FTE) Staff	458.56

- Notes:
- The number of employees listed above represents full-time equivalents (FTEs). The actual number of employees is greater because some people work part-time or seasonally.
 - Some individuals are counted in more than one category. For example, a teaching principal might be counted 0.4 as a classroom teacher and 0.6 as a principal.
 - Information for all staff is at August 31, 2013.

Source: SRB

Staff Profile – The Lloydminster Public School Division is the second largest employer in the growing city of Lloydminster. We are currently moving towards using SRB Human Resources software to manage our over 450 employees. We are anticipating that this software will allow us to create detailed staffing profiles including years of experience, gender, contract types, etc. We are in the process of building a new PreK-9 school that is scheduled to open in September 2014. We will be completing a detailed staffing profile during the 2013/14 school year to ensure a balance in staff demographics exists for the new school and all schools across the division.

Senior Management Team – The Director of Education, Dr. Michael Diachuk, reports directly to the Board of Education. The other five members of the senior leadership team include:

- Deputy Director of Education – Mr. Todd Robinson
- Superintendent of Administration – Mr. Collin Adams
- Superintendent of Student Services – Mrs. Lois Hardy
- Superintendent of Curriculum and Instruction – Mrs. Trisha Rawlake
- Superintendent of Human Resources – Mr. Scott Wouters

Management Team – the structure of our management team includes:

- Finance Manager – Mr. Matthew Read
- Facilities Manager – Mr. Bernie Gauthier
- Information Technology Manager – Mr. Jason Dunk
- Transportation Manager – Mrs. Pat Bucknell

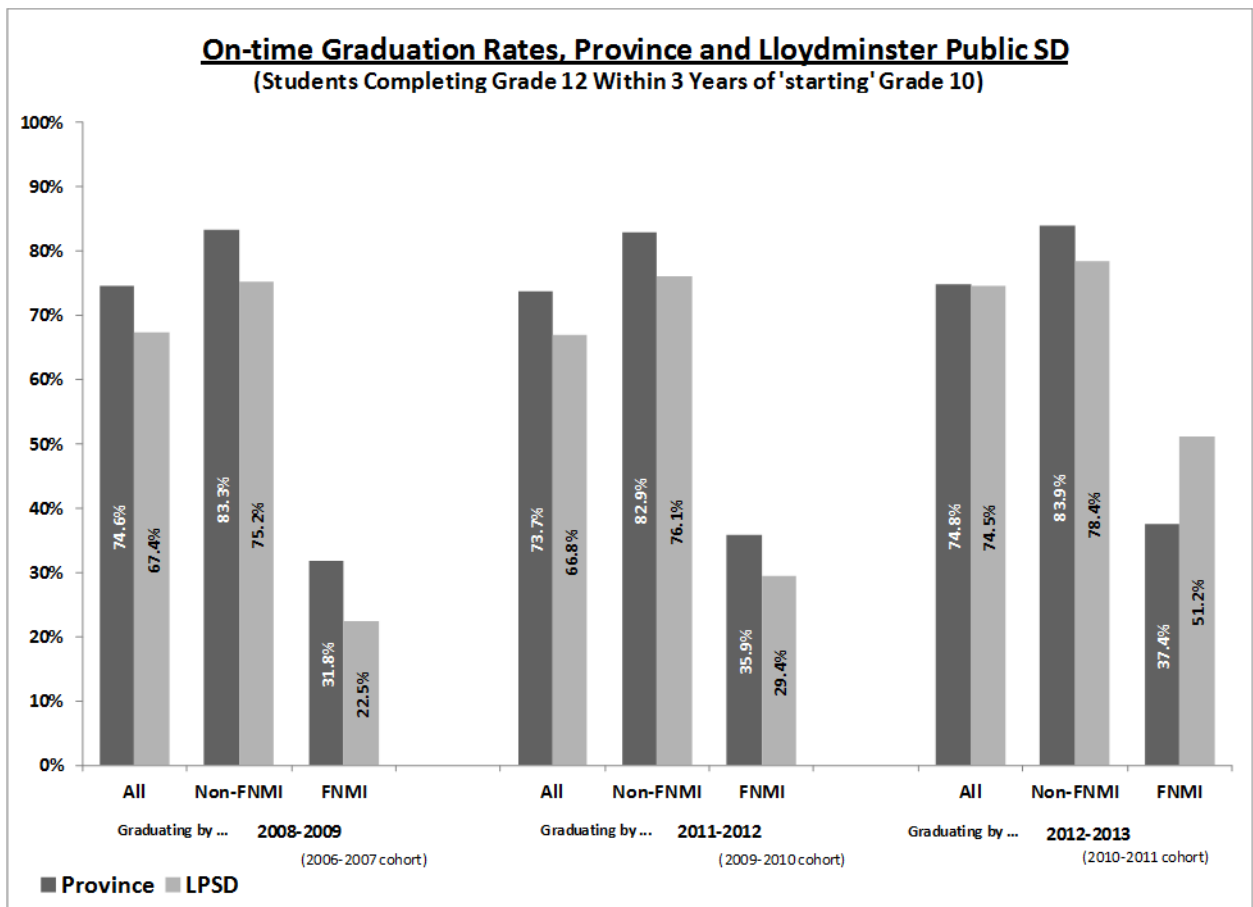
Higher Literacy and Achievement

Increased student literacy and achievement is a priority for Lloydminster Public School Division. The indicators below illustrate student performance as informed by Division and provincial data.

Grade 12 Graduation

Three-Year Graduation Rates – In June 2009, 67.4% of all Lloydminster Public School Division students graduated within three years of entering Grade 10, as did almost 75.2% of non-First Nations, Métis & Inuit/Inuk (FNMI) and 22.5% of self-identified FNMI students. In June 2013, Lloydminster Public's graduation rate was 0.3% below the provincial results for the overall population. Our non-FNMI population was 5.5% below the provincial results and our FNMI population was 13.8% above the province. A comparison with previous years shows that Lloydminster Public School Division's overall graduation rate is increasing, however still below provincial results. There is a large difference between the graduation rate for FNMI students and non-FNMI students. Reducing this difference is one of the Division's most important goals. See Figure 4.

Figure 4: Grade 12 Graduation – Students Completing Grade 12 Within Three Years: Baseline Year with Two Most Recent Years



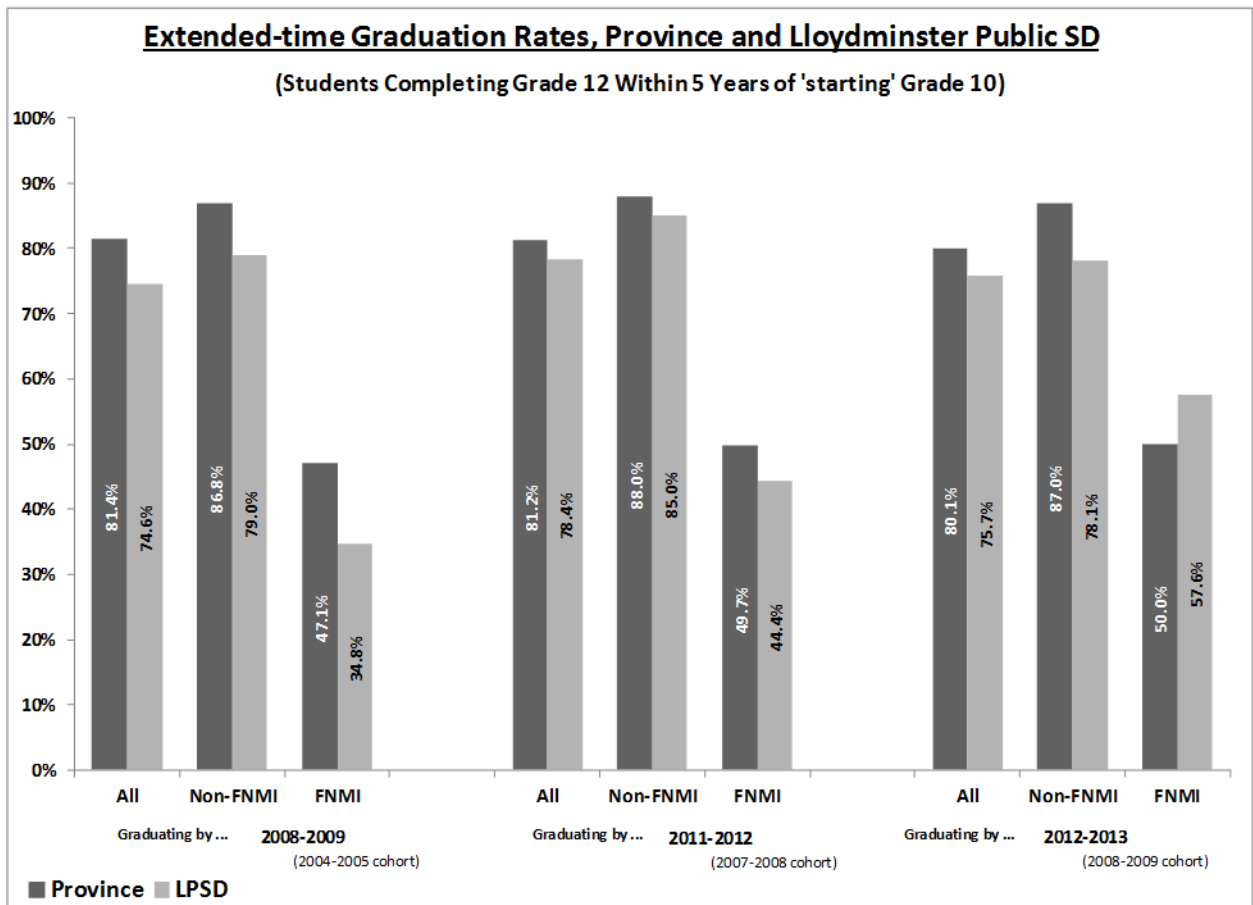
General Notes: On-time graduation rates are calculated as the percentage of students who complete Grade 12 within 3 years of 'starting' Grade 10.

First Nations and Metis (FNM) student results are determined based on student self-identification.

Source: Ministry of Education, Student Data System (Data 'not frozen' run on September 5, 2013)

Five-Year Graduation Rates – Some students need more time to complete all the courses necessary to graduate, and so they continue in school longer than three years after beginning Grade 10. The graduation rate increases when these extra years of schooling are considered. By June 2013, 75.7% of all Lloydminster Public students, 78.1% of non-FNMI students and 57.6% of self-identified FNMI students who had entered Grade 10 five years previously had graduated. The five-year graduation rate for all three groups of students shows a similar pattern as the three-year graduation rate. We continue to be below the provincial results and there remains a considerable difference between FNMI and non-FNMI graduation rates. See Figure 5.

Figure 5: Grade 12 Graduation – Students Completing Grade 12 Within Five Years: Baseline Year with Two Most Recent Years



General Notes: Extended-time graduation rates are calculated as the percentage of students who complete Grade 12 within 5 years of 'starting' Grade 10 (and include those who graduate on-time).

First Nations and Metis (FNM) student results are determined based on student self-identification.

Source: Ministry of Education, Student Data System (Data 'not frozen' run on September 5, 2013)

Average Final Marks

When registering for secondary level courses, students have many opportunities for choice.

In 2012-13, the average final marks for all Lloydminster Public students were equal to or exceeded the provincial results in Science 10 and Math: Workplace and Apprenticeship 10. The average final marks of Lloydminster Public students were below the provincial results in ELA A 10, ELA B 10, Math: Foundations and Pre-Calculus 10, ELA 20, Math: Workplace and Apprenticeship 20 and Math: Foundations 20.

Although average marks of Lloydminster Public self-identified FNMI students were equal to or higher than the provincial results in all but 2 courses, there is still a difference between FNMI and non-FNMI achievement. See Figure 7.

Figure 6: Average Final Marks in Selected Secondary-Level Courses

Average Final Marks in Selected Secondary-Level Courses 2012-13						
Subject	All Students		Non-FNMI		FNMI	
	Province	Lloydminster SD	Province	Lloydminster SD	Province	Lloydminster SD
English Language Arts A 10	71.4	68.9	74.3	69.9	59.4	60.4
English Language Arts B 10	71.6	70.1	74.1	71.3	60.1	62.0
Science 10	70.2	72.5	73.2	73.8	57.1	62.1
Math: Workplace and Apprenticeship 10	70.7	75.2	73.8	75.8	56.9	71.2
Math: Foundations and Pre-calculus 10	69.9	69.8	72.2	70.6	56.8	60.2
English Language Arts 20	72.5	68.8	74.2	70.0	62.5	58.8
Math: Workplace and Apprenticeship 20	66.5	64.0	68.5	64.2	60.4	62.8
Math: Foundations 20	71.7	67.6	73.1	68.9	62.0	55.7

Note: Results for populations of 10 or fewer have not been reported to avoid identifying individuals or very small groups of students (nr).

FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify themselves to be FNMI, and may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2013

Equitable Opportunities

Strategies to Meet the Needs of Diverse Students

Lloydminster Public School Division strives to provide the best education possible for all its students. Each school offers programming that responds to the needs of its students such as: Prekindergarten and alternative programming for vulnerable students; distance education; English as an Additional Language programming; services and supports of educational psychologists and speech and language pathologists. These programs and supports are intended to provide equitable opportunities for equitable outcomes for all students.

Smooth Transitions

Grade 7 to 10 Transitions

There are several critical transition points as students move through the Prekindergarten to Grade 12 education system. The transition from middle to secondary grades is particularly important. Figure 7 below shows that while the great majority of Lloydminster Public students who begin Grade 7 are still in school three years later, the proportion of FNMI students still in school three years later is lower than the proportion of all students. See Figure 7.

Figure 7: Student Transitions Between Grades 7 and 10, Lloydminster Public School Division

Grade 7 to 10 Transitions – Lloydminster Public SD

	Grade 7 Cohort			Progressing from Grade 7 to 10 On-Time			Still In School
	2007-08 Baseline	2008-09	2009-10	2007-08 Cohort	2008-09 Cohort	2009-10 Cohort	2009-10 Cohort
All students	246	263	236	99.6%	98.1%	93.6%	94.5%
Non-FNMI students	na	na	200	na	na	95.0%	95.5%
FNMI students	39	33	36	100.0%	93.9%	86.1%	88.9%

Note:

Students who have not progressed to Grade 10 “on-time” may have remained in a previous grade or were not re-enrolled in subsequent years. “Still in School” is the proportion of students either in Grade 10 or continuing a previous grade.

Results for populations of 10 or fewer have not been reported to avoid identifying individuals or very small groups of students (nr). Categories where results are not available at this time are recorded as (na).

FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify themselves to be FNMI, and may include FNMI students who choose not to self-identify.

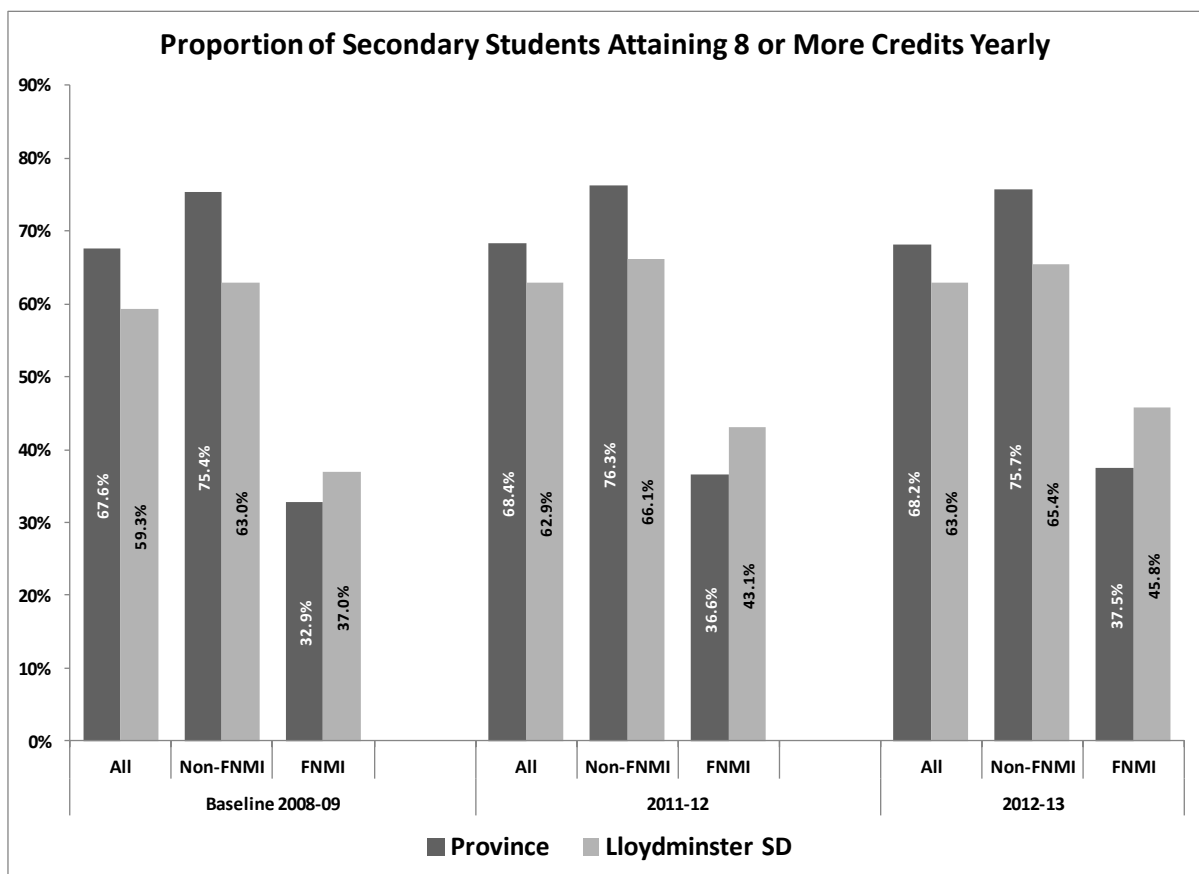
Source: Ministry of Education, 2013

Credit Attainment

Saskatchewan secondary students must accumulate at least 24 secondary-level credits in order to graduate. This means that to graduate within a three-year period after beginning Grade 10, students must accumulate at least eight credits per year. In recent years, the provincial results have been relatively stable at just under 70% of all students attaining 8 or more credits per year.

In 2012-13 a smaller proportion of Lloydminster Public students (63.0%) earned 8 or more credits per year when compared to the provincial results (68.2%). Credit attainment by Lloydminster Public students in comparison to the provincial results has improved in recent years. In 2008-09, the Division's students' credit attainment was 8.3% below provincial results, in 2012-13 it was 5.2% below provincial results. See Figure 8.A smaller proportion of Lloydminster Public non-FNMI students attained 8 or more credits (10.3% lower than the provincial non-FNMI results), but a greater proportion of our self-identified FNMI students earned 8 or more credits when compared to the provincial FNMI results (8.3% more).

Figure 8: Proportion of Secondary Students Attaining 8 or More Credits per Year: Baseline Year with Two Most Recent Years



Note Results for populations of 10 or fewer have not been reported to avoid identifying individuals or very small groups of students.

FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify themselves to be FNMI, and may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2013

System Accountability and Governance

Lloydminster Public School Division is committed to operational effectiveness, transparency and fiscal responsibility, and to the long-term stability of the education system in order to provide a high quality education for all students.

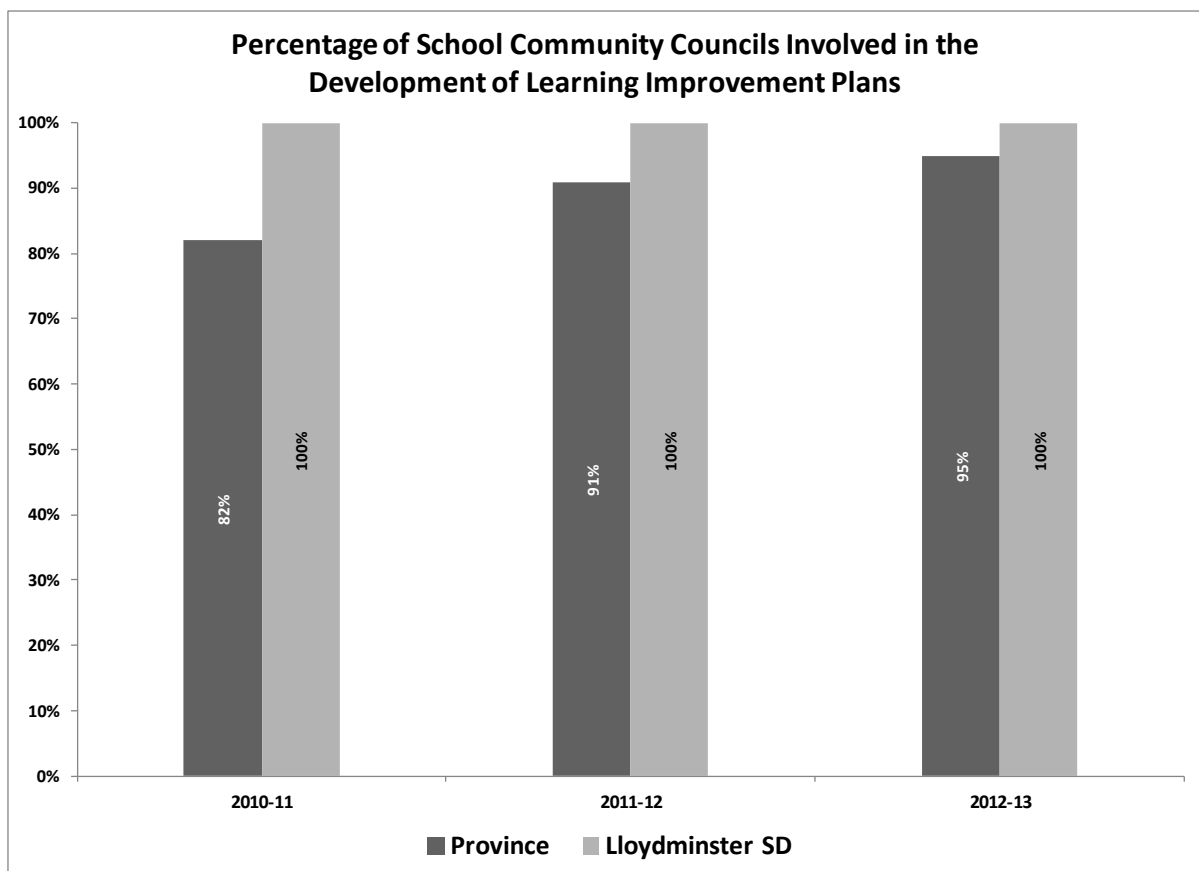
School Community Councils and Learning Improvement Plans

School Community Councils (SCCs) are required by legislation to cooperate with school staff to develop a school Learning Improvement Plan that is in accordance with the school division's strategic plan and to recommend the Learning Improvement Plan to the Board of Education.

During 2012-13, the SCCs in all ten (100%) schools developed LIPs in cooperation with the school staff and the SCC. This is higher than the provincial results of 95%. The level of engagement in developing and supporting LIPs is increasing each year across the division.

The proportion of Lloydminster Public School Division SCCs involved in the development of Learning Improvement Plans has maintained 100% over the past number of years. Schools in the Lloydminster Public School Division have consistently developed Learning Improvement Plans with their association with Alberta Initiative for School Improvement (AISi) prior to 2009. See Figure 9.

Figure 9: Percentage of School Community Councils Involved in Development of Learning Improvement Plans



Source: School Community Councils Survey Results

Ministry of Education, 2013

Facilities and Transportation

Facilities

Lloydminster Public School Division facilities include:

- Ten schools located in the City of Lloydminster. See Appendix C for a list of schools. The average age of these schools is 42 years. The oldest school is 58 years old; the newest is 12 years old.
- The school division head office located in Lloydminster. The main floor is 35 years old; a second floor was added five years ago. The head office building is adequate in size for present needs.
- The maintenance shop is 28 years old and contains caretaking and maintenance supplies, school furniture and equipment. The yard provides parking for the maintenance vehicles and bus fleet.

Lloydminster is a growing city and for this reason, our schools are full. We received approval to construct College Park School, a new PreK-9 School, which is currently under construction and expected to open in September of 2014.

Various upgrades and renovation projects occurred in Lloydminster Public School Division schools during 2012-13. A list of these infrastructure projects appears in Appendix E of this annual report along with the cost of each.

Lloydminster Public School Division pays careful attention to the maintenance of all schools in the Division. Minor repairs are done as needed and a painting schedule ensures that all schools are always fresh looking. All schools are cleaned every day and major cleaning such as washing of walls and shelving takes place during the summer.

Student Transportation

Students are eligible for bussing to their designated school in Lloydminster Public School Division if they live greater than 0.6km from their PreK-6 school, 0.9km from the Grade 7-9 school, or 1.5km from their Grade 10-12 designated school.

Lloydminster Public School Division operates 13 buses that run 3 routes each to schools at staggered start times. In addition there are 3 Structured Success and 6 Second Steps (PreK) routes run every day. Our fleet consists of 13 regular route buses and 8 spare buses, with one bus being replaced every year.

On top of transporting about 2200 students to school every day, there are over 1400 curricular, extra-curricular and sports trips throughout the year. In total regular and extra trips amount to about 200,000 km.

Figure 10: LPSD Student Transportation 2012-13

Transportation Statistics	
Students transported	2,167
In-town students transported (included in above)	2,167
Transportation routes	13
Number of buses	21
Kilometres travelled daily	822
Average age of bus (excludes spares)	6 years
Capacity utilized on buses	70%
Average one-way ride time	12 min.
Longest one-way ride time	20 min.
Number of school trips per year	1400
Kilometres per year travelled on school trips	200,000
Cost per student per year	\$438.02
Cost per kilometre travelled	\$4.75

Source: LPSD Bus Survey & Budget



Financial Overview

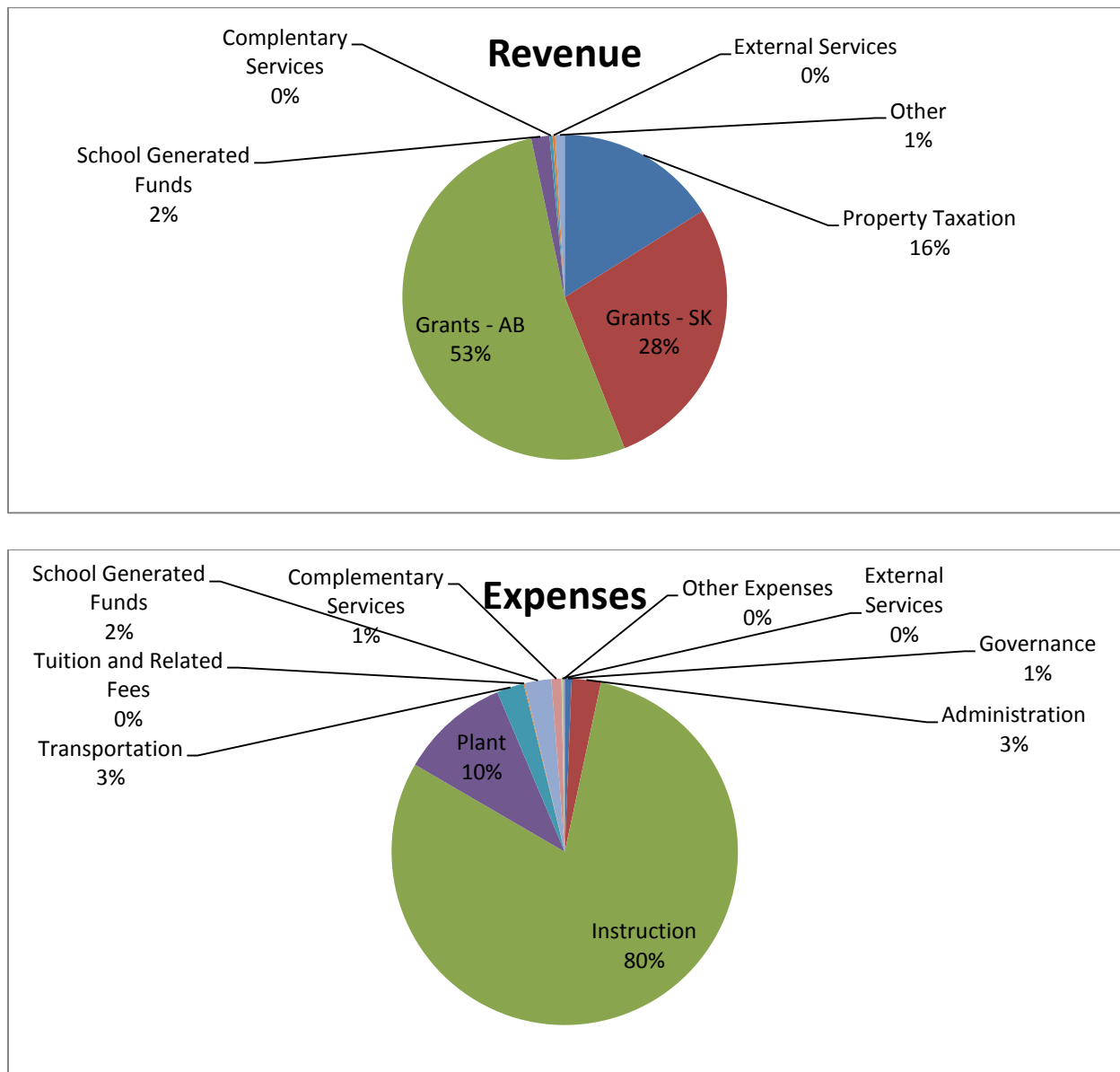
In 2012-13, as in previous years, Lloydminster Public School Division's single largest expense was instruction. Instruction includes salaries and benefits for teachers and other staff who work with students, resource materials and classroom supplies. The second largest expense was physical plant – schools and their upkeep.

The largest single source of revenue was provincial grants, followed by property taxes.

Revenue and Expenses

Figure 11 below summarizes Lloydminster Public School Division's main categories of revenues and expenditures in 2012-13.

Figure 11: Summary of Revenue and Expenses – 2012-13



Budget to Actual Expenditures and Variances

Figure 12 below summarizes Lloydminster Public School Division's main categories of revenues and expenditures in 2012-13.

Figure 12: Summary of Revenue and Expenditures with Budget to Actual Comparison for the Fiscal Year September 1, 2012 to August 31, 2013

	2011-12	2012-13	2012-13	Budget to Actual Variance	Budget to Actual %	
	Actual	Actual	Budget	Over / (Under)	Variance	Note
REVENUES						
Property Taxation	9,708,636	10,372,460	9,770,444	602,016	6.16%	1
Grants - SK	11,866,006	17,954,631	13,321,844	4,632,787	34.78%	2
Grants - AB	17,820,520	33,943,142	25,009,962	8,933,180	35.72%	3
School Generated Funds	1,257,188	1,165,265	1,150,000	15,265	1.33%	
Complementary Services*	138,120	192,432	192,435	-3	0%	
External Services**	91,860	171,508	90,000	81,508	90.56%	4
Other	488,423	604,552	435,543	169,009	38.80%	5
Total Revenues	41,370,753	64,403,990	49,970,228	14,433,762	28.88%	
EXPENSES						
Governance	228,476	260,202	204,000	56,202	27.55%	6
Administration	896,549	1,101,653	938,603	163,050	17.37%	7
Instruction	30,714,232	32,445,174	32,250,871	194,303	0.60%	
Plant	4,697,548	4,157,138	4,045,349	111,789	2.76%	
Transportation	954,284	1,030,871	949,172	81,699	8.61%	8
Tuition and Related Fees	29,931	37,521	42,680	-5,159	-12.09%	9
School Generated Funds	1,304,885	1,008,877	1,150,000	-141,123	-12.27%	10
Complementary Services*	335,487	379,487	397,107	-17,620	-4.44%	
External Services**	72,688	73,815	73,100	715	0.98%	
Other Expenses	16,621	50,217	14,750	35,467	240.45%	11
Total Expenses	39,250,701	40,544,955	40,065,632	479,323	1.20%	
Surplus (Deficit) for the Year	2,120,052	23,859,035	9,904,596	13,954,439	140.89%	

* Complementary services are services and programs where the primary purpose is other than K-12 learning/learning support, but which have the specific objective of enhancing the School Division's ability to successfully deliver its K-12 curriculum/learning programs. For example, Pre-kindergarten, Community School and Breakfast programs.

** External services are services and programs that are outside of the School Division's learning/learning support and complementary programs. These services have no direct link to the delivery of the School Division's K-12 program nor do they directly enhance the School Division's ability to deliver its K-12 programs. For example, fees paid to the Kids First Service Providers in Lloydminster, and Cafeteria Services over the noon hour.

Explanation for Variances

- 1 Actual property value assessments and city growth increased by more than was estimated at the time of budget.
- 2 As per PSAB standards, once a government transfer is authorized and has met eligibility criteria, the recipient is required to record it as income. Under this new standard, the division was required to record an additional \$4.4M in capital grant revenue and \$109,000 in preventative maintenance revenue that was not accounted for in the original budget
- 3 See note 2 – The division was required to record an additional \$9M in capital grant revenue that was not in the original budget
- 4 The division received the 13/14 Kids First funding prior to the end of the year. As per PSAB standards, the division could not defer this funding (\$75,385) to the following year, and was required to record it as income in the year it was received.
- 5 City of Lloydminster contribution to LCHS Track Upgrades (\$32,000), LCHS Contribution to bus purchase (\$11,000), Interest earned on Capital Grants received (\$104,000)
- 6 Additional Board participation in Professional Development. Additional Public Relations Expense to support a review of the division's communication plan.
- 7 Increased amortization and non-capital technology expenses over budget related to final year of the Technology Evergreening cycle.
- 8 Increase in Contracted transportation over original estimates and additional repairs and maintenance required for aging fleet.
- 9 Less students than budgeted taking academic upgrading courses at Lakeland College.
- 10 School Generated Funds expense variance is offset by the School Generated Funds revenue, and any surpluses are carried forward into the future year.
- 11 During the year, the division received capital loans for two projects. The interest expenses for these loans was not budgeted. The interest amount totaled approx.. \$60,000. In addition the division reduced the amount it had recorded in its Allowance for Doubtful accounts by \$25,000, thereby reducing the bad debt expense by the same amount.

Appendix A: Management Report and Audited Financial Statements

August 31, 2013

Lloydminster Public School Division #99
Report of Management

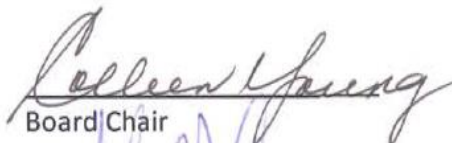
The School Division's management is responsible for the preparation of the financial statements in accordance with Canadian public sector accounting standards and the format specified in the *2012-13 Financial Reporting Manual for School Divisions* issued by the Ministry of Education. The preparation of financial statements necessarily involves the use of estimates based on management's judgment, particularly when transactions affecting the current accounting period cannot be finalized, with certainty, until future periods.

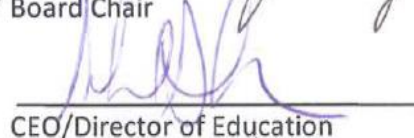
The school division's management maintains a system of accounting and administrative controls to ensure that accurate and reliable financial statements are prepared and to provide reasonable assurance that transactions are authorized, assets are safeguarded, and financial records are properly maintained to provide reliable information for the preparation of financial statements.

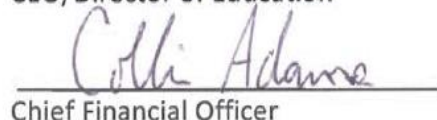
The Board of Education is composed of elected officials who are not employees of the School Division. The Board is responsible for ensuring that management fulfills its responsibilities for financial reporting, and internal control, and for approving the financial statements. The Board is also responsible for the appointment of the School Division's external auditors.

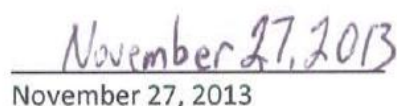
The external auditors (*Wilkinson, Livingston, Stevens, LLP*) conduct an independent examination in accordance with Canadian auditing standards and express their opinion on the financial statements. The accompanying Auditors' Report outlines their responsibilities, the scope of their examination and their opinion on the School Division's financial statements. The external auditors have full and free access to, and meet periodically and separately with, both the Board and management to discuss their audit findings.

On behalf of Lloydminster Public School Division #99


Board Chair


CEO/Director of Education


Chief Financial Officer


November 27, 2013

Audited financial statements for the 2012-13 fiscal year will follow the Management Report.

Auditor's Report and Financial Statement

Of the Lloydminster Public School Division No. 99
School Division No. 6050000

For the Period Ending: August 31, 2013

Collin Adams, BComm, CGA
Chief Financial Officer

Wilkinson Livingston Stevens LLP, Chartered Accountants
Auditor

Note - Copy to be sent to Ministry of Education, Regina

LLOYDMINSTER PUBLIC SCHOOL DIVISION NO. 99

INDEX TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED AUGUST 31, 2013

	PAGE
Management's Responsibility for the Financial Statements	
Auditor's Report	
Statement of Financial Position	1
Statement of Operations and Accumulated Surplus	2
Statement of Changes in Net Financial Assets	3
Statement of Cash Flows	4
Schedule A: Supplementary Details of Revenue	5-7
Schedule B: Supplementary Details of Expenses	8-10
Schedule C - Supplementary Details of Tangible Capital Assets	11
Schedule D: Non-Cash Items Included in Surplus	12
Schedule E: Net Change in Non-Cash Operating Activities	12
Notes to the Financial Statements	13-33

Management's Responsibility for the Financial Statements

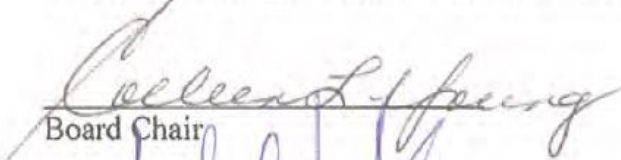
The school division's management is responsible for the preparation of the financial statements in accordance with Canadian public sector accounting standards and the format specified in the Financial Reporting Manual issued by the Ministry of Education. The preparation of financial statements necessarily involves the use of estimates based on management's judgment, particularly when transactions affecting the current accounting period cannot be finalized with certainty until future periods.

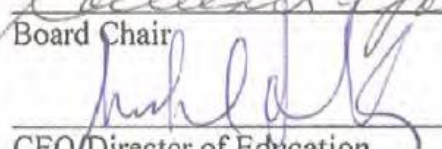
The school division's management maintains a system of accounting and administrative controls to ensure that accurate and reliable financial statements are prepared and to provide reasonable assurance that transactions are authorized, assets are safeguarded, and financial records are properly maintained to provide reliable information for the preparation of financial statements.

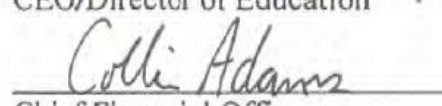
The Board of Education is composed of elected officials who are not employees of the school division. The Board is responsible for ensuring that management fulfills its responsibilities for financial reporting and internal control, and for approving the financial statements. The Board is also responsible for the appointment of the school division's external auditors.

The external auditors, Wilkinson Livingston Stevens LLP, conduct an independent examination in accordance with Canadian auditing standards and express their opinion on the financial statements. The accompanying Auditors' Report outlines their responsibilities, the scope of their examination and their opinion on the school division's financial statements. The external auditors have full and free access to, and meet periodically and separately with, both the Board and management to discuss their audit findings.

On behalf of the Lloydminster Public School Division No. 99:


Board Chair


CEO/Director of Education


Chief Financial Officer

November 27, 2013



Box 10350, The Atrium Centre
Lloydminster, Alberta T9V 3A5
Phone: (780) 875-9144
Fax: (780) 875-6056
Email: wlsca@wlsca.com
Web: www.wlsca.com

INDEPENDENT AUDITOR'S REPORT

The Board of Directors
Lloydminster Public School Division No. 99
Lloydminster, Saskatchewan

We have audited the accompanying financial statements of the Lloydminster Public School Division No. 99, which comprise the statement of financial position as at August 31, 2013, and the statement of operations and accumulated surplus, changes in net financial assets and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian generally accepted accounting principles established by the Public Sector Accounting Board of the Canadian Institute of Chartered Accountants, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements present fairly, in all material respects, the financial position of the Lloydminster Public School Division No. 99 as at August 31, 2013, and the results of its operations and changes in net financial assets and cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Willkinson Livingston Steyers LLP

Lloydminster, Alberta
November 27, 2013

Chartered Accountants

Lloydminster Public School Division No. 99
Statement of Financial Position
as at August 31, 2013

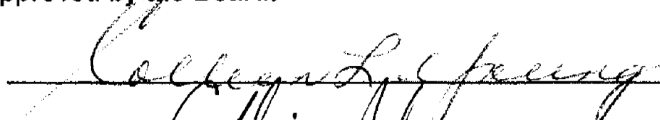
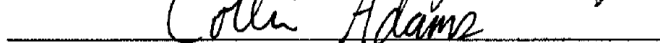
	2013	2012
Financial Assets		
Cash and Cash Equivalents	21,025,739	5,801,785
Accounts Receivable (Note 8)	9,306,177	1,313,477
Portfolio Investments (Note 4)	136,477	6,222,349
Total Financial Assets	30,468,393	13,337,611
Liabilities		
Accounts Payable and Accrued Liabilities (Note 9)	4,901,222	3,114,057
Long Term Debt (Note 10)	2,470,554	-
Liability for Employee Future Benefits (Note 6)	453,300	425,900
Deferred Revenue (Note 11)	2,268,476	1,668,665
Total Liabilities	10,093,552	5,208,622
Net Financial Assets	20,374,841	8,128,989
Non-Financial Assets		
Tangible Capital Assets (Schedule C)	50,114,903	38,440,765
Inventory of Supplies for Consumption	203,177	309,940
Prepaid Expenses	327,976	282,168
Total Non-Financial Assets	50,646,056	39,032,873
Accumulated Surplus (Note 14)	71,020,897	47,161,862
Accumulated Surplus is comprised of:		
Accumulated surplus from operations	71,020,897	47,161,862
Accumulated remeasurement gains and losses	-	-
Total Accumulated Surplus (Note 14)	71,020,897	47,161,862

Contingent Liabilities (Note 18)

Contractual Obligations and Commitments (Note 19)

The accompanying notes and schedules are an integral part of these statements

Approved by the Board:

Chairperson

Chief Financial Officer

Lloydminster Public School Division No. 99
Statement of Operations and Accumulated Surplus from Operations
for the year ended August 31, 2013

	2013 Budget	2013 Actual	2012 Actual
	(Note 15)		
REVENUES			
Property Taxation	9,770,444	10,372,460	9,708,636
Grants	38,331,806	51,897,773	29,686,526
Tuition and Related Fees	9,843	33,605	9,509
School Generated Funds	1,150,000	1,165,265	1,257,188
Complementary Services (Note 12)	192,435	192,432	138,120
External Services (Note 13)	90,000	171,508	91,860
Other	425,700	570,947	478,914
Total Revenues (Schedule A)	49,970,228	64,403,990	41,370,753
EXPENSES			
Governance	204,000	260,202	228,476
Administration	938,603	1,101,653	896,549
Instruction	32,250,871	32,445,174	30,714,232
Plant	4,045,349	4,157,138	4,697,548
Transportation	949,172	1,030,871	954,284
Tuition and Related Fees	42,680	37,521	29,931
School Generated Funds	1,150,000	1,008,877	1,304,885
Complementary Services (Note 12)	397,107	379,487	335,487
External Services (Note 13)	73,100	73,815	72,688
Other Expenses	14,750	50,217	16,621
Total Expenses (Schedule B)	40,065,632	40,544,955	39,250,701
Operating Surplus for the Year	9,904,596	23,859,035	2,120,052
Accumulated Surplus from Operations, Beginning of Year	47,161,862	47,161,862	45,041,810
Accumulated Surplus from Operations, End of Year	57,066,458	71,020,897	47,161,862

The accompanying notes and schedules are an integral part of these statements

Lloydminster Public School Division No. 99

Statement of Changes in Net Financial Assets for the year ended August 31, 2013

	2013 Budget	2013 Actual	2012 Actual
	(Note 15)		
Net Financial Assets, Beginning of Year	8,128,989	8,128,989	7,758,819
Changes During the Year:			
Operating Surplus for the Year	9,904,596	23,859,035	2,120,052
Acquisition of Tangible Capital Assets (Schedule C)	13,690,513	(13,681,914)	(3,650,689)
Proceeds on Disposal of Tangible Capital Assets (Schedule C)	-	1,800	120,200
Net Loss (Gain) on Disposal of Capital Assets (Schedule C)	-	(1,800)	2,920
Amortization of Tangible Capital Assets (Schedule C)	1,992,430	2,007,776	1,824,227
Net Acquisition of Inventory of Supplies	-	106,763	5,331
Net Change in Other Non-Financial Assets	-	(45,808)	(51,871)
	25,587,539	12,245,852	370,170
Net Remeasurement Gains	-	-	-
Change in Net Financial Assets	25,587,539	12,245,852	370,170
Net Financial Assets, End of Year	33,716,528	20,374,841	8,128,989

The accompanying notes and schedules are an integral part of these statements

Lloydminster Public School Division No. 99

Statement of Cash Flows for the year ended August 31, 2013

	2013	2012
OPERATING ACTIVITIES		
Operating Surplus for the Year	23,859,035	2,120,052
Add Non-Cash Items Included in Surplus (Schedule D)	2,005,976	1,827,147
Net Change in Non-Cash Operating Activities (Schedule E)	(5,517,369)	956,337
Cash Provided by Operating Activities	20,347,642	4,903,536
CAPITAL ACTIVITIES		
Cash Used to Acquire Tangible Capital Assets	(13,681,914)	(3,650,689)
Proceeds on Disposal of Tangible Capital Assets	1,800	120,200
Cash Used by Capital Activities	(13,680,114)	(3,530,489)
INVESTING ACTIVITIES		
Cash Used to Acquire Portfolio Investments	(7,856)	(134,050)
Proceeds on Disposal of Portfolio Investments	6,093,728	32,805
Cash Provided by Investing Activities	6,085,872	(101,245)
FINANCING ACTIVITIES		
Proceeds from Issuance of Long Term Debt	2,521,316	-
Repayment of Long Term Debt	(50,762)	-
Cash Provided by Financing Activities	2,470,554	-
INCREASE IN CASH AND CASH EQUIVALENTS	15,223,954	1,271,802
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	5,801,785	4,529,983
CASH AND CASH EQUIVALENTS, END OF YEAR	21,025,739	5,801,785
REPRESENTED ON THE FINANCIAL STATEMENTS BY:		
Cash and Cash Equivalents	21,025,739	5,801,785
CASH AND CASH EQUIVALENTS, END OF YEAR	21,025,739	5,801,785

The accompanying notes and schedules are an integral part of these statements

Lloydminster Public School Division No. 99
Schedule A: Supplementary Details of Revenue
for the year ended August 31, 2013

	2013 Budget	2013 Actual	2012 Actual
Property Taxation Revenue			
Tax Levy Revenue:			
Property Tax Levy Revenue	9,675,944	10,278,450	9,769,589
Total Property Tax Revenue	9,675,944	10,278,450	9,769,589
Grants in Lieu of Taxes:			
Federal Government	3,500	3,475	2,712
Provincial Government	60,000	59,116	45,431
Other	20,000	20,273	30,005
Total Grants in Lieu of Taxes	83,500	82,864	78,148
Other Tax Revenues:			
House Trailer Fees	24,000	23,814	21,154
Total Other Tax Revenues	24,000	23,814	21,154
Additions to Levy:			
Penalties	66,000	66,206	60,647
Total Additions to Levy	66,000	66,206	60,647
Deletions from Levy:			
Discounts	(62,000)	(61,966)	(216,683)
Cancellations	(13,000)	(13,120)	(3,522)
Other Deletions	(4,000)	(3,788)	(697)
Total Deletions from Levy	(79,000)	(78,874)	(220,902)
Total Property Taxation Revenue	9,770,444	10,372,460	9,708,636
Grants:			
Operating Grants			
Ministry of Education Grants:			
K-12 Operating Grant	10,011,636	10,077,133	10,815,225
Other Ministry Grants	-	199,893	184,393
Total Ministry Grants	10,011,636	10,277,026	10,999,618
Other Provincial Grants	262,500	281,771	86,100
Grants from Others	17,176,624	16,800,809	16,231,664
Total Operating Grants	27,450,760	27,359,606	27,317,382
Capital Grants			
Ministry of Education Capital Grants	3,047,708	7,395,834	780,288
Other Capital Grants	7,833,338	17,142,333	1,588,856
Total Capital Grants	10,881,046	24,538,167	2,369,144
Total Grants	38,331,806	51,897,773	29,686,526

Lloydminster Public School Division No. 99
Schedule A: Supplementary Details of Revenue
for the year ended August 31, 2013

	2013 Budget	2013 Actual	2012 Actual
Tuition and Related Fees Revenue			
Operating Fees:			
Tuition Fees:			
Federal Government and First Nations	-	29,652	-
Individuals and Other	9,843	3,953	9,509
Total Tuition Fees	9,843	33,605	9,509
Total Tuition and Related Fees Revenue	9,843	33,605	9,509
School Generated Funds Revenue			
Curricular Fees:			
Student Fees	185,000	183,091	336,613
Total Curricular Fees	185,000	183,091	336,613
Non-Curricular Fees:			
Commercial Sales - Non-GST	270,000	268,818	246,554
Fundraising	80,000	99,528	125,567
Grants and Partnerships	-	-	606
Students Fees	200,000	201,854	212,454
Other	415,000	411,974	335,394
Total Non-Curricular Fees	965,000	982,174	920,575
Total School Generated Funds Revenue	1,150,000	1,165,265	1,257,188
Complementary Services			
Operating Grants:			
Ministry of Education Operating Grants:			
Ministry of Education-Foundation Operating Grant	192,435	192,432	138,120
Total Operating Grants	192,435	192,432	138,120
Total Complementary Services Revenue	192,435	192,432	138,120

Lloydminster Public School Division No. 99
Schedule A: Supplementary Details of Revenue
for the year ended August 31, 2013

	2013 Budget	2013 Actual	2012 Actual
External Services			
Operating Grants:			
Ministry of Education Operating Grants:			
Ministry of Education Grants-Other	74,000	150,150	73,588
Total Operating Grants	74,000	150,150	73,588
Fees and Other Revenue			
Other Revenue	16,000	21,358	18,272
Total Fees and Other Revenue	16,000	21,358	18,272
Total External Services Revenue	90,000	171,508	91,860
Other Revenue			
Miscellaneous Revenue	242,500	300,425	265,298
Sales & Rentals	28,100	30,040	23,685
Investments	153,100	238,682	189,931
Gain on Disposal of Capital Assets	2,000	1,800	-
Total Other Revenue	425,700	570,947	478,914
TOTAL REVENUE FOR THE YEAR	49,970,228	64,403,990	41,370,753

Lloydminster Public School Division No. 99
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2013

	2013 Budget	2013 Actual	2012 Actual
Governance Expense			
Board Members Expense	47,000	59,806	63,044
Professional Development- Board Members	15,000	25,712	18,328
Advisory Committees	2,500	1,114	248
Elections	7,500	9,868	-
Other Governance Expenses	132,000	163,702	146,856
Total Governance Expense	204,000	260,202	228,476
Administration Expense			
Salaries	492,773	488,758	436,636
Benefits	76,111	73,433	62,203
Supplies & Services	93,200	171,535	92,694
Non-Capital Furniture & Equipment	65,000	64,693	62,581
Building Operating Expenses	48,250	48,829	51,822
Communications	34,500	48,437	61,741
Travel	5,000	8,706	2,047
Professional Development	10,000	7,238	10,858
Amortization of Tangible Capital Assets	113,769	190,024	115,967
Total Administration Expense	938,603	1,101,653	896,549
Instruction Expense			
Instructional (Teacher & LEADS Contract) Salaries	21,113,126	21,531,537	20,525,538
Instructional (Teacher & LEADS Contract) Benefits	1,101,426	1,156,110	1,179,737
Program Support (Non-Teacher Contract) Salaries	4,758,242	4,739,600	4,337,955
Program Support (Non-Teacher Contract) Benefits	746,528	664,569	620,592
Instructional Aids	992,575	848,109	768,462
Supplies & Services	807,710	862,146	723,145
Non-Capital Furniture & Equipment	190,200	210,734	273,430
Communications	277,253	263,503	307,051
Travel	33,500	46,163	36,680
Professional Development	436,678	374,856	359,000
Student Related Expense	95,850	105,473	92,692
Amortization of Tangible Capital Assets	1,697,783	1,642,374	1,489,950
Total Instruction Expense	32,250,871	32,445,174	30,714,232

Lloydminster Public School Division No. 99
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2013

	2013 Budget	2013 Actual	2012 Actual
Plant Operation & Maintenance Expense			
Salaries	1,898,449	1,849,698	1,760,287
Benefits	307,333	274,885	252,213
Supplies & Services	1,500	3,799	1,449
Non-Capital Furniture & Equipment	14,000	17,345	12,410
Building Operating Expenses	1,707,620	1,877,607	2,532,081
Communications	10,000	20,493	6,862
Travel	41,000	40,993	51,167
Professional Development	13,000	16,247	11,211
Amortization of Tangible Capital Assets	52,447	56,071	69,868
Total Plant Operation & Maintenance Expense	4,045,349	4,157,138	4,697,548
Student Transportation Expense			
Salaries	457,997	478,886	444,135
Benefits	73,794	73,672	67,772
Supplies & Services	124,750	134,968	132,193
Non-Capital Furniture & Equipment	81,500	101,447	87,435
Communications	1,000	1,131	948
Travel	2,000	3,574	2,322
Professional Development	4,000	5,747	7,797
Contracted Transportation	75,700	112,139	63,240
Amortization of Tangible Capital Assets	128,431	119,307	148,442
Total Student Transportation Expense	949,172	1,030,871	954,284
Tuition and Related Fees Expense			
Tuition Fees	42,680	37,521	29,931
Total Tuition and Related Fees Expense	42,680	37,521	29,931
School Generated Funds Expense			
Cost of Sales	37,305	248,414	245,894
School Fund Expenses	1,112,695	760,463	1,058,991
Total School Generated Funds Expense	1,150,000	1,008,877	1,304,885

Lloydminster Public School Division No. 99
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2013

	2013 Budget	2013 Actual	2012 Actual
Complementary Services Expense			
Instructional (Teacher & LEADS Contract) Salaries & Benefits	151,886	154,873	123,538
Program Support (Non-Teacher Contract) Salaries & Benefits	197,581	166,496	165,171
Supplies & Services	4,500	1,120	1,579
Travel	950	440	197
Professional Development (Non-Salary Costs)	2,850	1,315	(343)
Student Related Expenses	39,340	55,243	45,345
Total Complementary Services Expense	397,107	379,487	335,487
External Service Expense			
Other Fees	73,100	73,815	72,688
Total External Services Expense	73,100	73,815	72,688
Other Expense			
Interest and Bank Charges:			
Current Interest and Bank Charges	14,750	14,592	13,701
School Facilities	-	60,625	-
Total Interest and Bank Charges	14,750	75,217	13,701
Loss on Disposal of Tangible Capital Assets	-	-	2,920
Provision for Uncollectable Taxes	-	(25,000)	-
Total Other Expense	14,750	50,217	16,621
TOTAL EXPENSES FOR THE YEAR	40,065,632	40,544,955	39,250,701

Lloydminster Public School Division No. 99

**Schedule C - Supplementary Details of Tangible Capital Assets
for the year ended August 31, 2013**

	Land	Land Improvements	Buildings	Buildings Short term	School Buses	Other Vehicles	Furniture and Equipment	Computer Hardware and Audio Equipment	Computer Software	Work-in- Progress	2013	2012
Tangible Capital Assets - at Cost:												
Opening Balance as of September 1	577,580	857,707	44,487,506	2,593,912	1,721,657	374,230	2,579,215	1,934,882	76,760	2,477,873	57,681,322	54,775,241
Additions/Purchases	-	-	-	14,381	73,670	45,998	336,539	1,035,378	190,985	11,984,963	13,681,914	3,650,689
Disposals	-	-	-	-	(78,378)	(26,497)	(288,944)	(181,429)	-	-	(575,248)	(744,608)
Closing Balance as of August 31	577,580	857,707	44,487,506	2,608,293	1,716,949	393,731	2,626,810	2,788,831	267,745	14,462,836	70,787,988	57,681,322
Tangible Capital Assets - Amortization:												
Opening Balance as of September 1	-	511,031	14,158,305	759,964	1,033,687	258,743	1,425,943	1,042,790	50,094	-	19,240,557	18,037,818
Amortization of the Period	-	42,885	842,759	118,300	116,127	29,370	251,757	557,766	48,812	-	2,007,776	1,824,227
Disposals	-	-	-	-	(78,378)	(26,497)	(288,944)	(181,429)	-	-	(575,248)	(621,488)
Closing Balance as of August 31	N/A	553,916	15,001,064	878,264	1,071,436	261,616	1,388,756	1,419,127	98,906	N/A	20,673,085	19,240,557
Net Book Value:												
Opening Balance as of September 1	577,580	346,676	30,329,201	1,833,948	687,970	115,487	1,153,272	892,092	26,666	2,477,873	38,440,765	36,737,423
Closing Balance as of August 31	577,580	303,791	29,486,442	1,730,029	645,513	132,115	1,238,054	1,369,704	168,839	14,462,836	50,114,903	38,440,765
Change in Net Book Value	-	(42,885)	(842,759)	(103,919)	(42,457)	16,628	84,782	477,612	142,173	11,984,963	11,674,138	1,703,342
Disposals:												
Historical Cost	-	-	-	-	78,378	26,497	288,944	181,429	-	-	575,248	744,608
Accumulated Amortization	-	-	-	-	78,378	26,497	288,944	181,429	-	-	575,248	621,488
Net Cost	-	-	-	-	-	-	-	-	-	-	-	123,120
Price of Sale	-	-	-	-	300	1,500	-	-	-	-	1,800	120,200
Gain/loss on Disposal	-	-	-	-	300	1,500	-	-	-	-	1,800	(2,920)

Lloydminster Public School Division No. 99
Schedule D: Non-Cash Items Included in Surplus
for the year ended August 31, 2013

	2013	2012
Non-Cash Items Included in Surplus:		
Amortization of Tangible Capital Assets (Schedule C)	2,007,776	1,824,227
Net (Gain) Loss on Disposal of Tangible Capital Assets	(1,800)	2,920
Total Non-Cash Items Included in Surplus	2,005,976	1,827,147

Lloydminster Public School Division No. 99
Schedule E: Net Change in Non-Cash Operating Activities
for the year ended August 31, 2013

	2013	2012
Net Change in Non-Cash Operating Activities:		
Decrease (Increase) in Accounts Receivable	(7,992,700)	377,442
Increase (Decrease) In Accounts Payable and Accrued Liabilities	1,787,165	1,046,656
Increase (Decrease) in Liability for Employee Future Benefits	27,400	124,100
Increase (Decrease) in Deferred Revenue	599,811	(545,321)
Decrease (Increase) in Inventory of Supplies for Consumption	106,763	5,331
Decrease (Increase) in Prepaid Expenses	(45,808)	(51,871)
Total Net Change in Non-Cash Operating Activities	(5,517,369)	956,337

LLOYDMINSTER PUBLIC SCHOOL DIVISION NO. 99
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2013

1. AUTHORITY AND PURPOSE

The school division operates under the authority of *The Education Act, 1995* of Saskatchewan as a corporation under the name of “The Board of Education of the Lloydminster Public School Division No. 99” and operates as “the Lloydminster Public School Division No. 99”. The school division provides education services to residents within its geographic region and is governed by an elected board of trustees.

The school division is funded mainly by grants from the Governments of Saskatchewan and Alberta and a levy on the property assessment included in the school division’s boundaries at mill rates determined by the provincial government. The school division is exempt from income tax and is a registered charity under the *Income Tax Act*.

2. SIGNIFICANT ACCOUNTING POLICIES

These financial statements have been prepared in accordance with Canadian public sector accounting standards for other government organizations as established by the Public Sector Accounting Board (PSAB) and as published by the Canadian Institute of Chartered Accountants (CICA).

Significant aspects of the accounting policies adopted by the school division are as follows:

a) Adoption of New Public Sector Accounting (PSA) Standards

In 2013, the school division adopted the new PSA standards PS1201 Financial Statement Presentation, PS3041 Portfolio Investments, PS3410 Government Transfers and PS3450 Financial Instruments.

Detailed information on the impact of the adoption of these new PSA standards is provided in Note 20 Accounting Changes.

b) Reporting Entity

The financial statements include all of the assets, liabilities, revenues and expenses of the school division reporting entity.

c) Trust Funds

Trust funds are properties assigned to the school division (trustee) under a trust agreement or statute to be administered for the benefit of the trust beneficiaries. As trustee, the school division merely administers the terms and conditions embodied in the agreements and has no unilateral authority to change the conditions set out in the trust indenture.

Trust funds are not included in the financial statements as they are not controlled by the school division. Note 17 includes details of the trust funds managed by the school division.

d) Basis of Accounting

The financial statements are prepared using the accrual basis of accounting. The accrual basis of accounting recognizes revenues as they are earned and measurable; expenses are recognized as they are incurred and measurable as a result of the receipt of goods or services and the creation of a legal obligation to pay. Expenses also include the amortization of tangible capital assets.

e) Measurement Uncertainty and the Use of Estimates

The preparation of financial statements in conformity with Canadian public sector accounting standards requires management to make estimates and assumptions that affect the reported amount of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenues and expenses during the year.

Measurement uncertainty that may be material to these financial statements exists for:

- the liability for employee future benefits of \$453,300 (2012 - \$425,900) because actual experience may differ significantly from actuarial estimations.
- property taxation revenue of \$10,372,460 (2012 - \$9,708,636) because final tax assessments may differ from initial estimates,
- uncollectible taxes of \$50,000 (2012 - \$75,000) because actual collectability may differ from initial estimates.
- useful lives of capital assets and related amortization for buildings, vehicles and equipment because these assets may become obsolete prior to the end of their estimated useful lives,
- prior years tangible capital asset historical costs and related amortization for buildings, vehicles and equipment because these assets may become obsolete prior to the end of their estimated useful lives.

These estimates and assumptions are reviewed periodically and, as adjustments become necessary, they are reported in earnings in the periods in which they become known.

While best estimates are used for reporting items subject to measurement uncertainty, it is reasonably possible that changes in future conditions, occurring within one fiscal year, could require a material change in the amounts recognized or disclosed.

f) Financial Instruments

Financial instruments are any contracts that give rise to financial assets of one entity and financial liabilities or equity instruments of another entity. A contract establishing a financial instrument creates, at its inception, rights and obligations to receive or deliver economic benefits. The school division recognizes a financial instrument when it becomes a party to a financial instrument. The financial assets and financial liabilities portray these rights and obligations in financial statements. Financial instruments of the school division include cash and cash equivalents, accounts receivable, portfolio investments, accounts payable and accrued liabilities and long term debt.

Financial instruments of the school division are measured at cost. Transaction costs are a component of cost for financial instruments measured using cost. Impairment losses such as write-downs or write-offs are reported in the statement of operations. Gains and losses on

financial instruments measured at cost are recognized in the statement of operations in the period the gain or loss occurs.

g) **Financial Assets**

Financial assets are assets that could be used to discharge existing liabilities or finance future operations and are not for consumption in the normal course of operations. Valuation allowances are used where considered necessary to reduce the amounts reported for financial assets to their net realizable value.

Cash and Cash Equivalents consist of cash, bank deposits and highly liquid investments with initial maturity terms of three months or less and held for the purpose of meeting short-term operating cash commitments rather than for investing purposes.

Accounts Receivable include taxes receivable, provincial grants receivable and other receivables.

Taxes receivable represent education property taxes assessed or estimated owing to the end of the fiscal period but not yet received. The allowance for uncollected taxes is a valuation allowance used to reduce the amount reported for taxes receivable to the estimated net recoverable amount. The allowance represents management's estimate of the amount of taxes that will not be collected taking into consideration prior years' tax collections and information provided by municipalities regarding collectability of outstanding balances.

Provincial grants receivable represent operating, capital and other grants earned but not received at the end of the fiscal year, provided reasonable estimates of the amounts can be made. Grants are earned when the events giving rise to the grant have occurred, the grant is authorized and any eligibility criteria have been met.

Other receivables are recorded at cost less valuation allowances. These allowances are recorded where collectability is considered doubtful.

Portfolio Investments consist of equity common shares in various bank accounts, which are carried at cost. The school division values its portfolio investments in accordance with its policy for financial instruments, as described in Note 2 (f).

h) **Non-Financial Assets**

Non-financial assets are assets held for consumption in the provision of services. These assets do not normally provide resources to discharge the liabilities of the school division unless they are sold.

Tangible Capital Assets have useful lives extending beyond the accounting period, are used by the school division to provide services to the public and are not intended for sale in the ordinary course of operations. Tangible capital assets include land, buildings, school buses, other vehicles, furniture and equipment, computer hardware and software, audio visual equipment, and assets under construction. Tangible capital assets are recorded at cost (or estimated cost when the actual cost is unknown) and include all costs directly attributable to the acquisition, design, construction, development, installation and betterment of the tangible capital asset. The school division does not capitalize interest incurred while a tangible capital asset is under construction.

The cost of depreciable tangible capital assets, net of any residual value, is amortized on a straight line basis over their estimated useful lives as follows:

Land improvements (pavement, fencing, lighting, etc.)	20 years
Buildings	75 years
Buildings – short-term (portables, storage sheds, outbuildings, garages)	20 years
School buses	12 years
Other vehicles – passenger	5 years
Other vehicles – heavy (graders, 1 ton truck, etc.)	10 years
Furniture and equipment	10 years
Computer hardware and audio visual equipment	5 years
Computer software	5 years

Assets that have a historical or cultural significance, such as works of art, monuments and other cultural artifacts, are not recognized as tangible capital assets because a reasonable estimate of future benefits associated with these properties cannot be made.

Inventory of Supplies for Consumption consists of supplies held for consumption by the school division in the course of normal operations and are recorded at the lower of cost and replacement cost.

Prepaid Expenses are prepaid amounts for goods or services such as insurance premiums, Saskatchewan School Boards Association membership fees, other membership fees, software licenses, Workers' Compensation premiums, vehicle licensing and copier leases which will provide economic benefits in one or more future periods.

i) **Liabilities**

Liabilities are present obligations arising from transactions and events occurring prior to year-end, which will be satisfied in the future through the use of assets or another form of economic settlement.

Accounts Payable and Accrued Liabilities include accounts payable and accrued liabilities owing to third parties and employees for work performed, goods supplied and services rendered, but not yet paid, at the end of the fiscal period. Amounts are payable within one year.

Long-Term Debt is comprised of capital loans with initial maturities of more than one year and are incurred for the purpose of financing capital expenses in accordance with the provisions of *The Education Act, 1995*.

Liability for Employee Future Benefits represent post-employment and compensated absence benefits that accrue to the school division's employees. The cost of these benefits is recorded as the benefits are earned by employees. The liability relating to these benefits is actuarially determined using the projected benefit method pro-rated on service and management's best estimate of expected discount rate, inflation, salary escalation, termination and retirement rates and mortality. Actuarial gains and losses are amortized on a straight line basis over the expected average remaining service life of the related employee groups. Actuarial valuations are performed periodically. An actuary extrapolates these valuations when a valuation is not done in the current fiscal year.

Recognition of employee future benefits obligations commenced on September 1, 2008. The school division recorded the full value of the obligation related to these benefits for employees' past service at this time.

Deferred revenue from non-government sources represents fees or payments for services received in advance of the fee being earned or the services being performed, and other contributions for which the contributor has placed restrictions on the use of the resources. Revenue from tuition and related fees is recognized as the course is delivered and revenue from other contributions is recognized in the fiscal year in which the resources are used for the purpose specified by the contributor.

j) Employee Pension Plans

Employees of the school division participate in the following pension plans:

Multi-Employer Defined Benefit Plans

The school division's employees participate in one of the following multi-employer defined benefit plans:

- i) Teachers participate in the retirement plan of the Saskatchewan Teachers' Retirement Plan (STRP), the Saskatchewan Teachers' Superannuation Plan (STSP), or the Alberta Teachers' Retirement Fund (ATRF). The school division's obligation for these plans is limited to collecting and remitting contributions of the employees at rates determined by the plans.
- ii) Three employees participate in the Municipal Employees' Pension Plan (MEPP). In accordance with PSAB, the plan is accounted for as a defined contribution plan whereby the school division's contributions are expensed when due.

Defined Contribution Plans

The school division's support staff, excluding three support staff who participate in MEPP above participate in a defined contribution pension plan. The school division's contributions to the plan are expensed when due.

k) Revenue Recognition

Revenues are recorded on the accrual basis. Revenues are recognized in the period in which the transactions or events occurred that gave rise to the revenues, provided the amount to be received can be reasonably estimated and collection is reasonably assured.

Restricted revenues are amounts received pursuant to legislation, regulation or agreements with external parties that may only be used in the conduct of certain programs or in the delivery of specific services and transactions. Restricted revenues are initially recorded as deferred revenue and subsequently recognized as revenue in the fiscal year the related expenses are incurred or services are performed.

The school division's sources of revenues include the following:

i) Government Transfers (Grants):

Grants from governments are considered to be government transfers. In accordance with the new PS3410 standard, government transfers are recognized as revenues when the

transfer is authorized, all eligibility criteria have been met, the amount can be estimated and collection is reasonably assured except when, and to the extent, stipulations by the transferor give rise to an obligation that meets the definition of a liability. Eligibility criteria are criteria that the school division has to meet in order to receive the transfer. Stipulations describe how the school division must use the transfer or the actions it must perform in order to keep the transfer.

Government transfers with eligibility criteria but without stipulations are recognized as revenue when the transfer is authorized and all eligibility criteria have been met.

Government transfers with or without eligibility criteria but with stipulations are recognized as revenue in the period the transfer is authorized and all eligibility criteria have been met, except when and to the extent that the stipulations give rise to a liability. Restricted transfers are recognized as deferred revenue when transfer stipulations give rise to a liability. Stipulations by the transferor may require that the funds only be used for providing specific services or the acquisition of tangible capital assets. For transfers with stipulations, revenue is recognized in the statement of operations as the stipulation liabilities are settled.

ii) Property taxation:

Property tax is levied and collected on a calendar year basis. Uniform education property tax mill rates are set by the Government of Saskatchewan. Tax revenues are recognized on the basis of time with 1/12th of estimated total tax revenue recorded in each month of the school division's fiscal year. The tax revenue for the September to December portion of the fiscal year is based on the actual amounts reported by the municipalities for the calendar taxation year. For the January to August portion of its fiscal year, the school division estimates tax revenue based on estimate information provided by municipalities who levy and collect the property tax on behalf of the school division. The final annual taxation amounts are reported to the division by each municipality following the conclusion of each calendar taxation year, and any difference between final amounts and the school division's estimates is recorded as an adjustment to revenue in the next fiscal year.

iii) Fees and Services

Revenues from tuition fees and other fees and services are recognized in the year they are earned. Amounts that are restricted pursuant to legislation, regulation or agreements with external parties that may only be used in the conduct of certain programs or in the delivery of specific services and transactions are initially recorded as deferred revenue and subsequently recognized as revenue in the fiscal year the related expenses are incurred or services are performed.

iv) Interest Income

Interest is recognized on an accrual basis when it is earned.

v) Other (Non-Government Transfer) Contributions

Unrestricted contributions are recognized as revenue in the year received or in the year the funds are committed to the school division if the amount can be reasonably estimated and collection is reasonably assured. Externally restricted contributions are contributions for which the contributor has placed restrictions on the use of the resources. Externally

restricted contributions that are not held in perpetuity are deferred until the resources are used for the purpose specified, at which time the contributions are recognized as revenue. In-kind contributions are recorded at their fair value when they are received.

(l) Statement of Remeasurement Gain and Losses

The school division has not presented a Statement of Remeasurement Gains or Losses because it does not have financial instruments that give rise to the remeasurement gains or losses.

3. SHORT-TERM BORROWINGS

The school division has available a demand operating line of credit with a maximum borrowing limit of \$7,000,000 that bears interest at bank prime rate less 0.5% per annum. This line of credit is authorized by a borrowing resolution by the Board of Education and is secured by an overdraft protection agreement and borrowing resolution. This line of credit was approved by the Minister of Education on January

22, 2013. The balance drawn on the line of credit at August 31, 2013 was \$0 (August 31, 2012 - \$0).

4. PORTFOLIO INVESTMENTS

Portfolio investments are comprised of the following:

	2013	2012
Portfolio investments in the cost and amortized cost category:	Cost	Cost
Term deposit @ 2.35%; matured 06/03/2013	\$ -	\$ 6,000,000
Term deposit @ 1.30%; matured 11/25/2013	-	93,728
Equity common shares at Servus Credit Union & Co-op	136,477	128,621
Total portfolio investments	\$ 136,477	\$ 6,222,349

5. EXPENSES BY FUNCTION AND ECONOMIC CLASSIFICATION

Function	Salaries & Benefits	Goods & Services	Debt Service	Amortization of TCA	2013 Budget	2013 Actual	2012 Actual
Governance	\$ 55,763	\$ 204,439	\$ -	\$ -	\$ 204,000	\$ 260,202	\$ 228,476
Administration	\$ 562,191	\$ 349,438	\$ -	\$ 190,024	\$ 938,603	\$ 1,101,653	896,549
Instruction	\$ 28,091,816	\$ 2,710,984	\$ -	\$ 1,642,374	\$ 32,250,871	\$ 32,445,174	30,714,232
Plant	\$ 2,124,583	\$ 1,976,484	\$ -	\$ 56,071	\$ 4,045,349	\$ 4,157,138	4,697,548
Transportation	\$ 552,558	\$ 359,006	\$ -	\$ 119,307	\$ 949,172	\$ 1,030,871	954,284
Tuition and Related Fees	\$ -	\$ 37,521	\$ -	\$ -	\$ 42,680	\$ 37,521	29,931
School Generated Funds	\$ 42,622	\$ 966,255	\$ -	\$ -	\$ 1,150,000	\$ 1,008,877	1,304,885
Complementary Services	\$ 321,369	\$ 58,118	\$ -	\$ -	\$ 397,107	\$ 379,487	335,487
External Services	\$ -	\$ 73,815	\$ -	\$ -	\$ 73,100	\$ 73,815	72,688
Other	\$ -	\$ (25,000)	\$ 75,217	\$ -	\$ 14,750	\$ 50,217	16,621
TOTAL	\$ 31,750,902	\$ 6,711,060	\$ 75,217	\$ 2,007,776	\$ 40,065,632	\$ 40,544,955	\$ 39,250,701

6. EMPLOYEE FUTURE BENEFITS

The school division provides certain post-employment, compensated absence and termination benefits to its employees. These benefits include accumulating non-vested sick leave, severance benefits, retirement gratuity and vacation banks. Significant assumptions include discount rate, inflation and salary scale. The liability associated with these benefits is calculated as the present value of expected future payments pro-rated for service and is recorded as Liability for Employee Future Benefits in the Statement of Financial Position.

Details of the employee future benefits are as follows:

	2013	2012
	August 31, 2013	August 31, 2012
Actuarial valuation date		
Long-term assumptions used:		
Salary escalation rate - teachers	1.00%	3.25%
Salary escalation rate - non teachers	1.00%	3.25%
Discount rate	3.50%	2.70%
Inflation rate	2.25%	2.25%
Expected average remaining service life (years)	16	16

Liability for Employee Future Benefits	2013	2012
Accrued Benefit Obligation - beginning of year	\$ 425,900	\$ 314,800
Current period benefit cost	42,500	29,700
Interest cost	12,300	11,300
Benefit payments	(27,400)	(25,300)
Actuarial (gains) / losses	(37,600)	(31,800)
Plan amendments	-	127,200
Accrued Benefit Obligation - end of year	415,700	425,900
Unamortized Net Actuarial Gains / (Losses)	37,600	
Liability for Employee Future Benefits	\$ 453,300	\$ 425,900

Employee Future Benefits Expense	2013	2012
Current period benefit cost	\$ 42,500	\$ 29,700
Amortization of net actuarial (gain) / loss	-	1,200
Plan amendments	-	107,200
Benefit cost	42,500	138,100
Interest cost on unfunded employee future benefits obligation	12,300	11,300
Total Employee Future Benefits Expense	\$ 54,800	\$ 149,400

7. PENSION PLANS

Multi-Employer Defined Benefit Plans

Information on the multi-employer pension plans to which the school division contributes is as follows:

- i) Saskatchewan Teachers' Retirement Plan (STRP), Saskatchewan Teachers' Superannuation Plan (STSP) or Alberta Teachers' Retirement Fund (ATRF):

The STRP, STSP and ATRF provide retirement benefits based on length of service and pensionable earnings.

The STRP, STSP and ATRF are funded by contributions by the participating employee members and the Government of Saskatchewan or Alberta. The school division's obligation to the STRP, STSP and ATRF is limited to collecting and remitting contributions of the employees at rates determined by the plans. Accordingly, these financial statements do not include any expense for employer contributions to these plans. Net pension assets or liabilities for these plans are not reflected in these financial statements as ultimate

responsibility for retirement benefits rests with the Saskatchewan Teachers' Federation for the STRP, with the Government of Saskatchewan for the STSP and the Government of Alberta for the ATRF.

Details of the contributions to these plans for the school division's employees are as follows:

	2013				2012
	STRP	STSP	ATRF	TOTAL	TOTAL
Number of active School Division members	216	5	52	273	285
Member contribution rate (up to CPP amount)	7.80%	6.05%	9.60%		
Member contribution rate (above CPP amount)	10.00%	7.85%	13.72%		
Member contributions for the year	\$ 1,378,494	\$ 30,627	\$ 405,351	\$ 1,814,472	\$ 1,737,793

ii) Municipal Employees' Pension Plan (MEPP)

The MEPP provides retirement benefits based on length of service and pensionable earnings.

The MEPP is funded by employer and employee contributions at rates set by the Municipal Employees' Pension Commission.

Every three years, an actuarial valuation is performed to assess the financial position of the plan and the adequacy of plan funding. Any actuarially determined deficiency is the responsibility of the participating employers and employees which could affect future contribution rates and/or benefits.

The contributions to the MEPP by the participating employers are not segregated in separate accounts or restricted to provide benefits to the employees of a particular employer. As a result, individual employers are not able to identify their share of the underlying assets and liabilities, and the net pension assets or liabilities for this plan are not recognized in these financial statements. In accordance with PSAB requirements, the plan is accounted for as a defined contribution plan whereby the school division's contributions are expensed when due.

Details of the MEPP are as follows:

	2013	2012
Number of active School Division members	3	2
Member contribution rate (percentage of salary)	8.15%	7.40%
School Division contribution rate (percentage of salary)	8.15%	7.40%
Member contributions for the year	\$ 20,794	\$ 18,499
School Division contributions for the year	\$ 20,794	\$ 18,499
Actuarial valuation date: December 31		
	2012	2011
Plan Assets (in thousands)	\$ 1,578,536	\$ 1,395,109
Plan Liabilities (in thousands)	\$ (1,420,319)	\$ (1,627,865)
Plan Surplus (Deficit) (in thousands)	\$ 158,217	\$ (232,756)

Defined Contribution Plans

The Manulife Pension Plan is funded by the school division making required payments to match the contributions made by employees for current services. Pension benefits are based on accumulated contributions and investment earnings. Under the defined contribution plan, the school division's obligations are limited to its contributions.

Details of the Manulife Pension Plan are as follows:

	2013	2012
Number of active School Division members	203	207
Member contribution rate (percentage of salary)	6.00%	6.00%
School Division contribution rate (percentage of salary)	6.00%	6.00%
Member contributions for the year	\$ 377,264	\$ 357,819
School Division contributions for the year	\$ 355,243	\$ 347,383

8. ACCOUNTS RECEIVABLE

All accounts receivable presented on the Statement of Financial Position are net of any valuation allowances for doubtful accounts. Details of account receivable balances and allowances are as follows:

	2013			2012		
	Total Receivable	Valuation Allowance	Net of Allowance	Total Receivable	Valuation Allowance	Net of Allowance
Taxes Receivable	\$ 539,780	\$ 50,000	\$ 489,780	\$ 723,591	\$ 75,000	\$ 648,591
Provincial Grants Receivable	8,074,941	-	8,074,941	586,269	-	586,269
Other Receivables	741,456	-	741,456	78,617	-	78,617
Total Accounts Receivable	\$ 9,356,177	\$ 50,000	\$ 9,306,177	\$ 1,388,477	\$ 75,000	\$ 1,313,477

9. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

Details of account payable and accrued liabilities are as follows:

	2013	2012
Accrued Salaries and Benefits	\$ 2,728	\$ 67,455
Supplier Payments	4,898,494	3,046,602
Total Accounts Payable and Accrued Liabilities	\$ 4,901,222	\$ 3,114,057

10. LONG-TERM DEBT

Details of long-term-term debt are as follows:

	2013	2012
Capital Loans:		
(1) Monthly payments of principal and interest combined of \$15,004.61, interest rate of 4.20%; due on the 28th day of each month through to January 2033 (BMO - College Park School Construction)	\$ 2,388,207	\$ -
(2) Monthly payments of principal and interest combined of \$1,588.62, interest rate of 3.30%; due on the last day of each month through to April 2018 (BMO - Replacement of Bishop Lloyd School Boiler)	82,347	-
	2,470,554	-
Total Long Term Debt	\$ 2,470,554	\$ -

Principal repayments over the next 5 years are estimated as follows:			
	Capital Loans	Total	
2014	\$ 98,460	\$	98,460
2015	101,961		101,961
2016	106,167		106,167
2017	110,547		110,547
2018	108,730		108,730
Thereafter	1,944,689		1,944,689
Total	\$ 2,470,554	\$	2,470,554

Principal and interest payments on the long-term debt are as follows:				
	Capital Loans	2013	2012	
Principal	\$ 50,762	\$ 50,762	\$	-
Interest	60,625	60,625		-
Total	\$ 111,387	\$ 111,387	\$	-

11. DEFERRED REVENUE

Details of deferred revenues are as follows:

	Balance as at Aug. 31, 2012	Additions during the Year	Revenue recognized in the Year	Balance as at Aug. 31, 2013
Capital projects:				
Other deferred capital project revenue - College Park donations	\$ -	\$ 147,752	\$ -	\$ 147,752
Total capital projects deferred revenue	-	147,752	-	147,752
Other deferred revenue:				
Ministry of Education - Kids First grant	74,765	-	74,765	-
Property Taxes	1,563,100	2,055,344	1,563,100	2,055,344
Tuition Fees	-	9,884	-	9,884
Other	30,800	55,496	30,800	55,496
Total other deferred revenue	1,668,665	2,120,724	1,668,665	2,120,724
Total Deferred Revenue	\$ 1,668,665	\$ 2,268,476	\$ 1,668,665	\$ 2,268,476

12. COMPLEMENTARY SERVICES

Complementary services represent those services and programs where the primary purpose is other than K-12 learning/learning support, but which have the specific objective of enhancing the school division's ability to successfully deliver its K-12 curriculum/learning programs.

Following is a summary of the revenue and expenses of the Complementary Services programs operated by the school division in 2013 and 2012:

Summary of Complementary Services Revenues and Expenses, by Program	Pre-K Programs	Other Programs	2013	2012
Revenue:				
Operating Grants	\$ 192,435	\$ -	\$ 192,435	\$ 138,120
Total Revenue	192,435	-	192,435	138,120
Expenses:				
Salaries & Benefits	199,386	121,983	321,369	288,709
Supplies and Services	-	1,120	1,120	1,579
Travel	-	440	440	197
Professional Development (Non-Salary Costs)	-	1,315	1,315	1,292
Student Related Expenses	4,218	51,025	55,243	43,710
Total Expenses	203,604	175,883	379,487	335,487
Excess (Deficiency) of Revenue over Expenses	\$ (11,169)	\$ (175,883)	\$ (187,052)	\$ (197,367)

The purpose and nature of each Complementary Services program is as follows:

- i) Pre-Kindergarten is a comprehensive initiative targeting children who may benefit from additional supports such as speech language and social development programming and is limited to children who are three and four years of age.
- ii) Other programs represent Community Schools and Breakfast Programs, where the diverse learning needs of children and youth are met by incorporating a comprehensive range of effective educational practices. One of these practices includes providing nutritional meal options to students.

13. EXTERNAL SERVICES

External services represent those services and programs that are outside of the school division's learning/learning support and complementary programs. These services have no direct link to the delivery of the school division's K-12 programs nor do they directly enhance the school division's ability to deliver its K-12 programs.

Following is a summary of the revenue and expenses of the External Services programs operated by the school division in 2013 and 2012:

Summary of External Services Revenues and Expenses, by Program	Cafeteria	Other Programs	2013	2012
Revenue:				
Operating Grants	\$ -	\$ 150,150	\$ 150,150	\$ 73,588
Fees and Other Revenue	21,358	-	21,358	18,272
Total Revenue	21,358	150,150	171,508	91,860
Expenses:				
Tuition Fees	-	73,815	73,815	72,688
Total Expenses	-	73,815	73,815	72,688
Excess (Deficiency) of Revenue over Expenses	\$ 21,358	\$ 76,335	\$ 97,693	\$ 19,172

The purpose and nature of each External Services program is as follows:

- i) The Cafeteria provides food services for students over the noon hour, as well as for special events that are occurring within the school division throughout the year.
- ii) Other programs represent the Kids First program which helps vulnerable families to become the best parents they can by enhancing knowledge, providing support and building on family strengths.

14. ACCUMULATED SURPLUS

Accumulated Surplus represents the financial assets and non-financial assets of the school division less liabilities. This represents the accumulated balance of net surplus arising from the operations of the school division including school generated funds.

Accumulated surplus is comprised of accumulated surplus from operations, which represents the accumulated balance of net surplus arising from the operations of the school division and school generated funds as detailed in the table below.

Certain amounts of the accumulated surplus from operations, as approved by the board of education, have been designated for specific future purposes such as school generated funds, incomplete budgets, community track and technology evergreening. These internally restricted amounts are included in the accumulated surplus from operations presented in the Statement of Financial Position. The school division does not maintain separate bank accounts for the internally restricted amounts.

Details of accumulated surplus from operations are as follows:

	August 31 2012	Additions during the year	Reductions during the year	August 31 2013
Invested in Tangible Capital Assets:				
Net Book Value of Tangible Capital Assets	\$ 38,440,765	\$ 13,681,914	\$ (2,007,776)	\$ 50,114,903
Less: Debt owing on Tangible Capital Assets	-	2,521,316	(50,762)	\$ 2,470,554
	38,440,765	11,160,598	(1,957,014)	47,644,349
S.286 pre-April 2009 capital reserves (1)	1,584,620	-	(1,584,620)	-
PMR maintenance project allocations (2)	-	108,982	-	108,982
Internally Restricted Surplus:				
Capital projects:				
Designated for tangible capital asset expenditures	-	17,128,362	-	17,128,362
Recognized Rental Revenue	1,008	-	(1,008)	-
Board Rental	7,500	-	(7,500)	-
Future Capital	-	80,000	-	80,000
	8,508	17,208,362	(8,508)	17,208,362
Other:				
School generated funds	232,872	389,260	(232,872)	389,260
Revolving Fund	500,000	-	-	500,000
School budget carryovers	184,697	64,815	(184,697)	64,815
Incomplete Budgets	391,442	85,982	(391,442)	85,982
Municipal School	101,996	-	-	101,996
Parkland Proceeds	97,394	1,350	-	98,744
Community Track	48,601	-	(48,601)	-
Technology Evergreening	932,425	335,625	(942,019)	326,031
Bus Purchase	-	95,000	-	95,000
Maintenance Vehicle Purchase	-	20,000	-	20,000
Kids First Program	-	75,385	-	75,385
Other	836	-	-	836
	2,490,263	1,067,417	(1,799,631)	1,758,049
Unrestricted Surplus	4,637,706	23,642,575	(23,979,126)	4,301,155
Total Accumulated Surplus from Operations	\$ 47,161,862	\$ 53,187,934	\$ (29,328,899)	\$ 71,020,897

- (1) **S.286 pre-April 2009 Capital Reserves** represent capital reserves that were created by pre-April 2009 board of education motions that designated certain prior years' operating surpluses to be set aside for the purpose of future capital expenditures. Pursuant to S.286 of *The Education Act, 1995*, the school division is required to hold these reserves as a special fund for the purpose of constructing or acquiring any capital works that may be approved by the minister.

During the 2013 year, these funds were used to support the construction of the new K – 9 College Park School.

- (2) **PMR Maintenance Project Allocations** represent transfers received from the Ministry of Education as funding support for maintenance projects on the school division's approved 3 year capital maintenance plans. Unspent funds at the end of a fiscal year are designated for future approved capital plan maintenance project expenditures.

The purpose and nature of each Internally Restricted Surplus amount is as follows:

- i) The Designated for tangible capital asset reserve is monies received through government grants, loans, and internal resources set aside to be used for the construction of the new K – 9 College Park School.
- ii) The Recognized rental revenue and Board rental funds are monies that are to be used for future capital expenditures. During the 2013 year these funds were used to support the construction of the new K – 9 College Park School.
- iii) The Future capital fund will be used to fund capital projects in future fiscal years.
- iv) School generated funds are accumulated surpluses from the various extracurricular activities that are to support future operating costs of these activities
- v) The revolving fund is accessible by schools for larger projects that cannot be supported through school budgets. These monies must be repaid back to the school division over a predetermined period.
- vi) School budget carryovers are unspent school budgets from the current year that are to be spent in the upcoming fiscal year.
- vii) Incomplete budgets are unspent funds on various projects that are to be completed in the upcoming fiscal year.
- viii) The municipal school fund is proceeds from the sale of land from a previous school site that is to be used for facility enhancements.
- ix) The Parkland proceeds fund is to be used to purchase specialized equipment to support the program for intensive needs children.
- x) The Community track fund is to be used to enhance the track and field area at the Lloydminster Comprehensive High School.
- xi) The technology evergreening fund will be used to refresh computers and other technology over a predetermined period of time.
- xii) The Bus purchase fund is to be used for the purchase of school busses in the future.
- xiii) The Maintenance vehicle purchases fund is to be used for the purchase of maintenance vehicles in the future.
- xiv) The Kids First program represents a transfer received from the Ministry of Education as funding to support the Kids First program in the upcoming fiscal year.

15. BUDGET FIGURES

Budget figures included in the financial statements were approved by the board of education on June 13, 2012 and the Minister of Education on August 10, 2012.

16. RELATED PARTIES

These financial statements include transactions with related parties. The school division is related to all Government of Saskatchewan ministries, agencies, boards, school divisions, health authorities, colleges, and crown corporations under the common control of the Government of Saskatchewan. The school division is also related to non-Crown enterprises that the Government jointly controls or significantly influences. In addition, the school division is related to other non-Government organizations by virtue of its economic interest in these organizations.

Related Party Transactions:

Transactions with these related parties are in the normal course of operations. Amounts due to or from and the recorded amounts of transactions resulting from these transactions are included in the financial statements and the table below. They are recorded at exchange amounts which approximate prevailing market rates charged by those organizations and are settled on normal trade terms.

	2013	2012
Revenues:		
Lloydminster RCSSD #89	\$ 3,940	\$ 1,800
Ministry of Education	18,016,855	11,992,853
Prairie North Health Region	290	600
SaskTel	-	250
Saskatchewan WCB	140	-
SGL	280,211	86,100
University of Saskatchewan	2,436	-
	\$ 18,303,872	\$ 12,081,603
Expenses:		
Chinook School Division #221	\$ 1,563	\$ -
Good Spirit School Division #204	5,631	9,225
Holy Trinity RCSSD #22	-	105
Lloydminster RCSSD #89	100	702
Minister of Finance	49,860	1,124
Ministry of Education	50	-
Prairie North Health Region	100	2,578
Prairie South School Division #210	1,000	1,050
Regina RCCSD#81	9,000	-
Regina School Division #4	9,230	7,155
Saskatchewan MEPP	41,588	36,998
Saskatchewan TSC - Group Life Insurance	48,898	45,879
Saskatchewan Teachers' Superannuation Plan	30,627	34,745
Saskatchewan Rivers School Division #119	350	-
Saskatchewan WCB	48,390	46,067
Saskatoon School Division #13	908	-
SaskPower	13,768	29,779
SaskTel	12,025	18,144
SGL - Auto Fund Division	18,972	7,700
St. Paul's RCSSD #20	1,805	530
Sun West School Division #207	7,000	1,500
University of Regina	-	3,675
University of Saskatchewan	825	622
Western Development Museum	-	459
	\$ 301,690	\$ 248,037
Accounts Receivable:		
Ministry of Education	\$ 4,432,447	\$ 193,468
	\$ 4,432,447	\$ 193,468
Prepaid Expenses:		
Saskatchewan WCB	\$ 24,197	\$ 23,034
SGL - Auto Fund Division	10,632	8,651
	\$ 34,829	\$ 31,685
Deferred Revenue:		
Ministry of Education	\$ -	\$ 74,765
Prairie North Health Region	-	400
	\$ -	\$ 75,165
Accounts Payable		
SGL	\$ 19,092	\$ -
	\$ 19,092	\$ -

In addition, the school division pays Provincial Sales Tax to the Saskatchewan Ministry of Finance on all its taxable purchases and customer sales on items that are deemed taxable. Taxes paid are recorded as part of the cost of those purchases.

A portion of the revenue from the Ministry of Education includes funding allocated to principal and interest repayments on some school board loans.

Other transactions with related parties and amounts due to/from them are described separately in the financial statements or notes thereto.

17. TRUSTS

The school division, as the trustee, administers trust funds for legacy scholarships. The trust assets and transactions are not included in the financial statements.

Information about these trusts is as follows:

	2013				Total	Total
	Craig	Hawkins	Jones	Other	2013	2012
Cash and short-term investments	\$ 452	\$ -	\$ -	\$ 15,094	\$ 15,546	\$ 180,291
Portfolio investments	80,971	55,565	49,263	258,974	444,773	284,344
Total Assets	\$ 81,423	\$ 55,565	\$ 49,263	\$ 274,068	\$ 460,319	\$ 464,635
Revenues						
Contributions and donations	\$ -	\$ -	\$ -	\$ 11,250	\$ 11,250	\$ 43,850
Interest on investments	469	656	508	10,861	12,494	11,733
	469	656	508	22,111	23,744	55,583
Expenses						
Awards to Students	4,000	1,500	2,000	20,560	28,060	28,660
	4,000	1,500	2,000	20,560	28,060	28,660
Excess of Revenue over Expenses	(3,531)	(844)	(1,492)	1,551	(4,316)	26,923
Trust Fund Balance, Beginning of Year	84,954	56,409	50,755	272,517	464,635	437,712
Trust Fund Balance, End of Year	\$ 81,423	\$ 55,565	\$ 49,263	\$ 274,068	\$ 460,319	\$ 464,635

18. CONTINGENT LIABILITIES

Litigation:

The school division has been named as a defendant in certain legal actions in which damages have been sought. The estimated amount claimed is \$78,280. The outcome of these actions is not determinable as at the date of reporting, and accordingly no provision has been made in these financial statements for any liability that may result. The school division's share of settlement, if any, will be charged to expenses in the year in which the related litigation is settled.

19. CONTRACTUAL OBLIGATIONS AND COMMITMENTS

Significant contractual obligations and commitments of the school division are as follows:

- construction contract for College Park School in the amount of \$17,128,362 over 1 year,
- contract for the replacement of the boiler at Bishop Lloyd Middle School in the amount of \$344,889 over the next 3 months,
- Operating lease obligations, as follows:

	Operating Leases	
	Copier Leases	Total Operating
Future minimum lease payments:		
2014	\$ 103,803	\$ 103,803
2015	51,182	51,182
2016	51,182	51,182
Interest and executory costs	\$ 206,167	\$ 206,167
	-	-
Total Lease Obligations	\$ 206,167	\$ 206,167

20. ACCOUNTING CHANGES

The school division adopted the following new/revised Public Sector Accounting (PSA) Standards in 2013:

PS1201 Financial Statement Presentation

The school division adopted the new PS1201 Financial Statement Presentation standard in 2013. PS1201 establishes general reporting principles and standards for the disclosure of information in financial statements. This standard is applicable to the fiscal year in which the new PS3450 Financial Instruments standard is adopted. These standards are adopted on a prospective basis, without restatement of prior period comparative amounts.

The adoption of the new PS1201 standard has not impacted the school division's financial statements, as the school division had no remeasurement gains or losses to report in 2013; therefore as noted in 2(l), the school division has not prepared this statement.

PS3041 Portfolio Investments

The school division adopted the new PS3041 Portfolio Investments standard in 2013. This new standard establishes standards on how to account for and report portfolio investments, and replaces the previous PS3030 Temporary Investments and PS3040 Portfolio Investments standards and is applicable to the fiscal year in which the PS3450 Financial Instruments standard is adopted. The PS3041 standard refers to PS3450 for recognition and measurement of investments and is adopted on a prospective basis, without restatement of prior period comparative amounts. Accordingly, the 2012 comparative amounts were not restated and have been presented in these financial statements in accordance with the accounting policies applied by the school division immediately preceding its adoption of the revised standard.

The adoption of the new PS3041 standard has not resulted in any changes to the measurement and recognition of portfolio investments by the school division.

PS3450 Financial Instruments

The school division adopted the new PS3450 Financial Instruments standard in 2013. This new standard provides guidance for the recognition, measurement and disclosure of financial instruments. The new PS3450 Financial Instruments standard is adopted on a prospective basis, without restatement of prior period comparative amounts. In accordance with the transition provisions provided in PS3450:

- (a) the recognition, derecognition and measurement policies for financial instruments followed by the school division in financial statements for periods prior to the 2013 are not reversed and, therefore, the financial statements of prior periods, including 2012 comparative amounts, have not been restated.
- (b) at the beginning of the 2012-13 fiscal year, the school division:
 - (i) recognized all financial assets and financial liabilities on its statement of financial position and classified items in accordance with PS3450 standards; and
 - (ii) applied the criteria in PS3450 in identifying those financial assets and financial liabilities to be measured at fair value.

The adoption of the new PS3450 standard has not resulted in any changes to the measurement and recognition of the school division's financial instruments other than additional disclosures which include the school division's risk management practices.

PS3410 Government Transfers

The school division adopted the revised PS3410 Government Transfers standard in 2013. This revised standard establishes standards on how to account for and report government transfers (grants), with the most significant impact to the school division pertaining to the criteria for recognition of revenue for the government transfers it receives. The revised standard allows for either prospective or retroactive implementation. The school division has elected to apply the requirements of the revised standard on a prospective basis. Accordingly, the adoption of this revised standard did not have an impact on the school division's comparative figures but did require additional disclosures in the notes.

Previously, government transfers (grants) that restricted how those resources were to be used were deferred and recognized in revenue as the related expenses or expenditures were incurred. The adoption of the new PS3410 required that the school division assess government transfers (grants) received to determine if they meet the requirement for deferral as a liability, in accordance with the new standard. The impact to the school division resulting from the adoption of the new PS3410 standard is as follows:

In prior years, under the former standard, the division recognized revenue to match the "percentage completed" of a project, with funds received in excess of this amount being reported as deferred revenue. Under the new standard, transfers (grants) were reassessed, and in no instances were the stipulations and/or restrictions on the transfer (grants) strong enough to indicate a liability that required a deferral, requiring the division to record the full amount of the grant as revenue. This new standard has primarily impacted two transfers (grants) from government. Below is a comparison of how the transfers would be treated under the two standards.

Kids First Funding

- Pre-2013 - \$75,385 would be recorded as a deferred revenue liability until the following fiscal year to match to the corresponding expenses relating to the expenditures.
- Post-2013 - \$75,385 was recognized as revenue in the period it was authorized and the eligibility criteria were met, and recorded as Accumulated Surplus.

Capital Grants

- Pre-2013 – The revenue would have been recorded on the percentage of completion basis. Given that the related project is now 50% complete, \$12,105,642 would have been recorded as revenue, and \$12,105,642 would have been recorded as a deferred revenue liability.
- Post-2013 - \$24,211,283 was recognized as revenue in the period the transfer was authorized and the eligibility criteria were met and recorded in Accumulated Surplus

21. COMPARATIVE INFORMATION

Certain comparative figures have been reclassified to conform to the current year's presentation.

22. RISK MANAGEMENT

The school division is exposed to financial risks from its financial assets and liabilities. These risks include credit risk, liquidity risk and market risk (consisting of interest rate risk).

i) Credit Risk

Credit risk is the risk to the school division from potential non-payment of accounts receivable. The credit risk related to the school division's receivables from the provincial government, federal government and their agencies are considered to be minimal. For other receivables, the school division has adopted credit policies which include the close monitoring of overdue accounts. The school division does not have a significant exposure to any individual customer. Management reviews accounts receivable on a case by case basis to determine if a valuation allowance is necessary to reflect an impairment in collectability.

The aging of accounts receivable at August 31, 2013 and August 31, 2012 was:

	August 31, 2013		August 31, 2012	
	Accounts Receivable	Allowance of Doubtful Accounts	Accounts Receivable	Allowance of Doubtful Accounts
Current	\$ 8,353,278	\$ -	\$ 664,886	\$ -
0-30 days	-	-	-	-
30-60 days	-	-	-	-
60-90 days	-	-	-	-
Over 90 days	463,119	-	-	-
Total	\$ 8,816,397	\$ -	\$ 664,886	\$ -
Net		\$ 8,816,397		\$ 664,886

ii) Liquidity Risk

Liquidity risk is the risk that the school division will not be able to meet its financial obligations as they come due. The school division manages liquidity risk by maintaining adequate cash balances and through its budget practices and monitoring. The following table sets out the contractual maturities of the school division's financial liabilities:

	August 31, 2013			
	Within 6 months	6 months to 1 year	1 to 5 years	> 5 years
Accounts payable and accrued liabilities	3,817,473	1,083,749	-	-
Long term debt	99,559	99,559	790,121	2,595,798
Total	\$ 3,917,032	\$ 1,183,308	\$ 790,121	\$ 2,595,798

iii) Market Risk

The school division is exposed to market risks with respect to interest rates as follows:

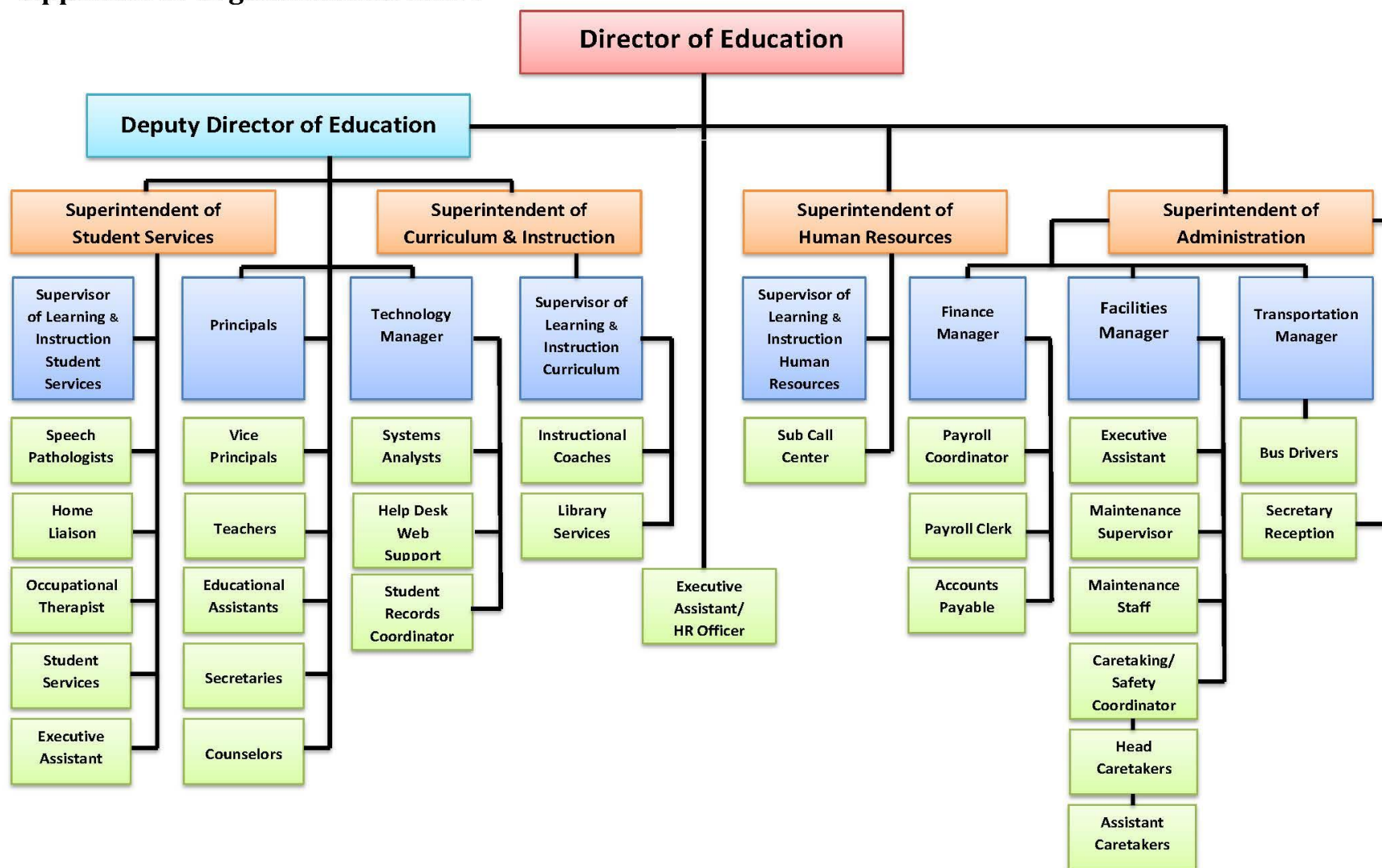
Interest Rate Risk:

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market interest rates. The school division's interest rate exposure relates to cash and cash equivalents, portfolio investments and bank indebtedness. The school division also has an authorized bank line of credit of \$7,000,000 with interest payable monthly at a rate of prime less 0.5%. Changes in the bank's prime rate can cause fluctuation in interest payments and cash flows. There was no balance outstanding on this credit facility as of August 31, 2013.

The school division minimizes these risks by:

- holding cash in an account at a Canadian bank, denominated in Canadian currency,
- investing in GICs and term deposits for short terms at fixed interest rates,
- managing cash flows to minimize utilization of its bank line of credit,
- managing its interest rate risk on long-term debt through the exclusive use of fixed rate terms for its long-term debt.

Appendix B: Organizational Chart



AP 420 Appendix A
Lloydminster Public School Division

Appendix C: School List

There are 10 schools in Lloydminster Public School Division all located within Lloydminster.

Schools	Grades	Location
Barr Colony	K-6	Lloydminster, AB
Martin Browne	K-3	Lloydminster, AB
Queen Elizabeth	K-6	Lloydminster, AB
Rendell Park	K-6	Lloydminster, AB
Winston Churchill	K-6	Lloydminster, SK
Jack Kemp	PreK-6	Lloydminster, SK
Bishop Lloyd	7-9	Lloydminster, AB
E. S. Laird	7-9	Lloydminster, SK
LCHS	10-12	Lloydminster, AB
Avery Outreach	10-12	Lloydminster, SK

Appendix D: Payee List – 2012-13

Lloydminster Public School Division Payee Disclosure List for the Fiscal Year September 1, 2012 to August 31, 2013

As part of government's commitment to accountability and transparency, the Ministry of Education and Saskatchewan school divisions disclose payments that total \$50,000 or greater made to individuals, businesses and other organizations during the fiscal year. These payments include salaries, contracts, transfers, purchases of goods and services, and other expenditures.

Board of Education Remuneration

Board Remuneration					
Name	Remuneration	Expenses	Travel	Professional Development **	Total
Colleen Young*	\$ 19,267	\$ 225	\$ 1,217	\$ 4,785	\$25,494
David Thompson	\$ 7,799	\$ 225	\$ 1,429	\$ 1,771	\$11,224
Eric Bloch-Hansen	\$ 7,089	\$ 225	\$ 389	\$ 3,354	\$11,057
Cathy Cornet	\$ 5,028	\$ 225	\$ 0	\$ 0	\$5,253
Karoline Kennedy	\$ 6,099	\$ 225	\$ 378	\$ 3,174	\$9,876
Yana Knight	\$ 4,117	\$ 225	\$ 378	\$ 122	\$4,842
Joy Wareham***	\$ 5,138	\$ 225	\$ 0	\$ 3,640	\$9,003
Cheryl Ross ***	\$ 1,227	\$ 0	\$ 0	\$ 0	\$1,227
Total	\$ 55,764	\$1,575	\$ 3,791	\$ 16,846	\$ 77,976

* Board Chair

** Professional development includes education, training and conferences.

*** Joy Wareham became a trustee and Cheryl Ross ceased to be a trustee in October, 2012

Personal Services

A list of individuals who received payments for salaries, wages, honorariums, etc. which total \$50,000 or more is available upon request to the Superintendent of Administration at 780-875-5541.

Supplier Payments

Listed are payees who received a total of \$50,000 or more for the provision of goods and services.

<u>Vendor</u>	<u>Amount</u>		
AB Teachers Retirement Fund	\$ 405,147	Marsh Canada Ltd.	102,610
Alberta WCB	54,202	Marshall-Lee Construction Corp.	9,780,490
AODBT	258,259	Metafore	823,587
Apple Canada Inc.	65,549	Midwest Floor Covering	73,306
AXIA Supernet	145,358	Outreach Support Services Inc.	76,975
Blue Imp-1594981 AB Ltd.	97,979	Pinnacle Distribution Inc.	53,420
Brite Images	76,241	Real Canadian Superstore	71,500
City of Lloydminster	137,464	Receiver General	7,717,810
Cooper Concrete Construction Ltd.	54,180	RFS Canada	122,869
Dowland Contracting	66,969	Ricoh	51,716
Gas Alberta Energy	212,716	Saskatchewan School Boards Association	389,144
Gateway Mechanical Services	249,632	Sask. Teachers' Federation	1,912,340
High Grade Truck Driving	180,408	Saskatchewan WCB	72,590
IBM Canada Ltd.	111,388	Sharp's Audio Visual	54,231
Learning Resource Centre	127,061	Sobeys	81,037
Lloydminster & District Co-op	144,919	Spicers Canada Limited	61,817
Lloydminster Exhibition Association	62,050	SRB Education	272,334
Lloydminster Handivan Service	58,081	Sylogist Ltd.	113,359
Macpherson Engineering Inc.	59,112	Telus Advanced Communications	58,275
Management Information Group	54,002	Tomko Sports Systems	124,892
Manulife Financial	778,494	TransAlta Energy Marketing	611,035
		Unisource	96,116
		WR Psychological & Educational	101,725
		Your Hockey Inc.	166,525

Appendix E: Infrastructure Projects – 2012-13

School	Project	Details	2012-13 Cost
LCHS *	Track Renovations	<ul style="list-style-type: none"> • Repaired damaged areas of substructure patch areas • Apply a two part coating and UV protection • Apply line striping 	\$ 117,563
Barr Colony, Rendell Park, ES Laird	Gym Floors	<ul style="list-style-type: none"> • Remove & Replace corner of gym • Resand with 4 coats of Bona 350 • Replace Logo 	\$ 55,012
Queen Elizabeth	Playground	<ul style="list-style-type: none"> • Remove and dispose of all aging playground • Replace with new Structure • Fill with playground play sand 	\$ 109,114
Avery, Jack Kemp, Rendell Park, LCHS, Winston Churchill, Queen Elizabeth, Martin Browne, ESL Laird, Central Office	Parking Lot Repairs	<ul style="list-style-type: none"> • Sweep Parking Lot • Paving, Sealing & Crack Repairs • Line Painting 	\$ 25,598
Maintenance Shop	Replace Culvert & Repave Entrance	<ul style="list-style-type: none"> • Widen Approach • Install new culvert • Install new asphalt surface 	\$ 24,847
Total			\$ 332,134

* This project was cost shared with the City of Lloydminster.