



*Ensuring Personal Excellence
For All Students*

Lloydminster Public School Division #99

2014-15 Annual Report

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School Division Contact Information



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Letter of Transmittal



Honourable Don Morgan Q.C.
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 2014-15 annual report. This report outlines activities and accomplishments of the school division and provides audited financial statements for the fiscal year September 1, 2014 to August 31, 2015.

Respectfully submitted

A handwritten signature in blue ink, appearing to read 'David Thompson'. The signature is fluid and cursive.

Signature of Chairperson

Introduction

This annual report presents an overview of Lloydminster Public School Division's activities and results for the fiscal year September 1, 2014 to August 31, 2015.

It provides a snapshot of the division, its governance structures, students, staff, programs, and facilities. It also includes results and analysis of a number of indicators that contribute to student success.

In addition to detailing the school division's activities and performance, this report outlines how the division is implementing its strategic plan, provides a 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.

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 five elementary schools, one kindergarten to grade 9 school, 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 reflects both the Oil industry and Agriculture. There has been significant growth within Lloydminster in recent years.

Division Philosophical Foundation

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.

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.



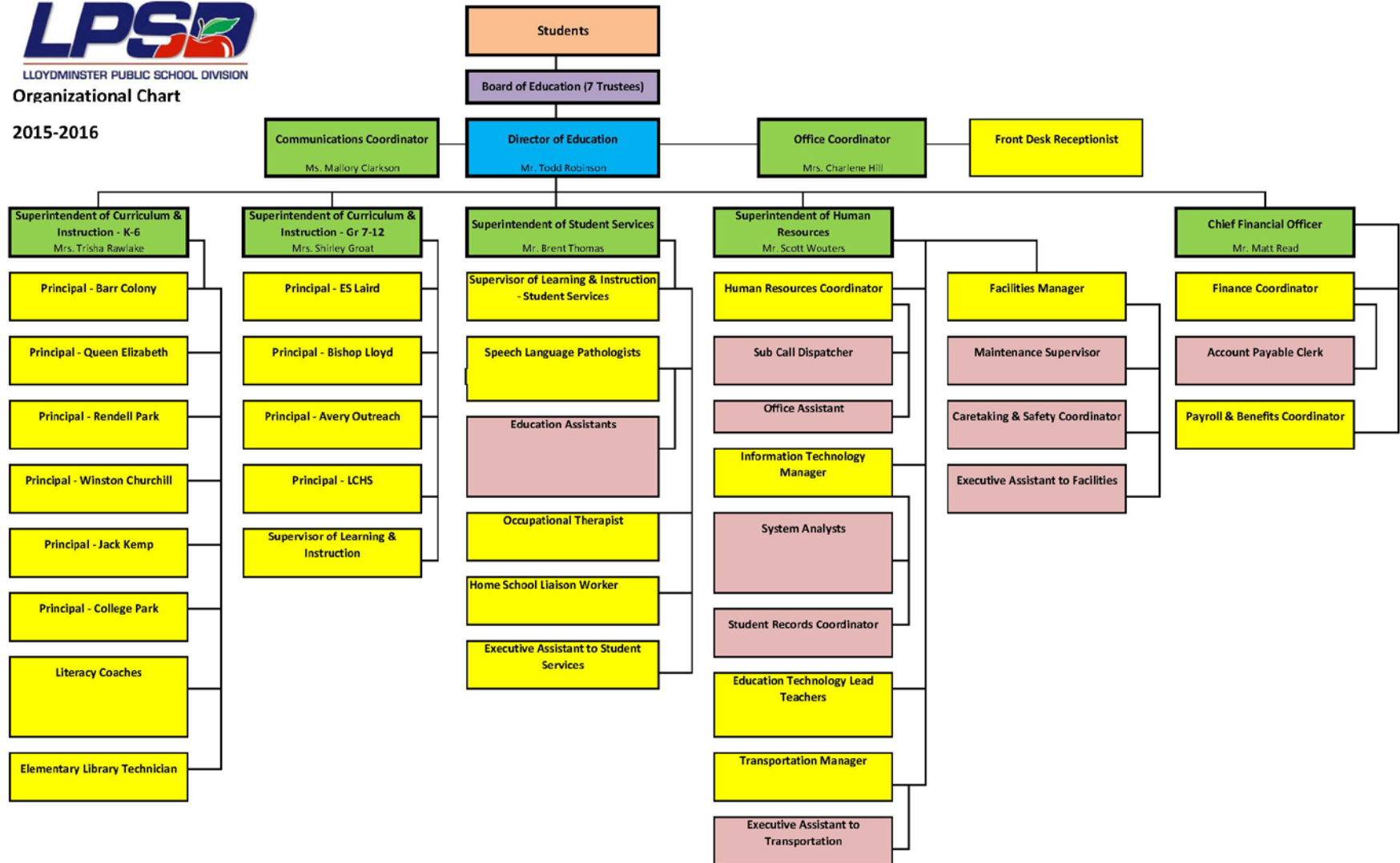
Division Organizational Chart



LLOYDMINSTER PUBLIC SCHOOL DIVISION

Organizational Chart

2015-2016



School List

| School | Grades | Location |
|--|---------------|------------------|
| Avery Outreach School | Grades 10-12 | Lloydminster, SK |
| Barr Colony School | Grades K-6 | Lloydminster, AB |
| Bishop Lloyd Middle School | Grades 7-9 | Lloydminster, AB |
| College Park School | Grades K-9 | Lloydminster, AB |
| E.S. Laird Middle School | Grades 7 -9 | Lloydminster, SK |
| Jack Kemp Community School | Grades K- 6 | Lloydminster, SK |
| Lloydminster Comprehensive High School | Grades 10 -12 | Lloydminster, AB |
| Queen Elizabeth School | Grades K-6 | Lloydminster, AB |
| Rendell Park Elementary School | Grades K-6 | Lloydminster, AB |
| Winston Churchill School | Grades K-6 | Lloydminster, SK |



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
- Community school programming
- Core French instruction
- Distance education
- English as an Additional Language programming
- Technical/Vocational programs
- Hockey Academy
- Music/band programming
- Nutrition programs
- Pre-kindergarten programs
- Technology-enhanced learning

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

- Literacy and Technology Coaches
- Educational psychologist services
- English as an Additional Language lead teachers
- Occupational Therapist
- Speech and language pathologists
- Student counsellors
- Targeted Skills Teachers

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

- Early Reading Intervention
- Skills Canada
- Student Leadership
- Soundfield Systems
- Job Safety
- Hockey Academy
- Technology Plan
- Avery Outreach School
- FNM Cultural Activities and Events
- Embedded Music Lessons (FOPA)
- Pre-kindergarten

Strategic Direction and Reporting

Introduction of the Education Sector Strategic Plan

Saskatchewan's PreK-12 education sector has undergone a significant shift in strategic planning. Throughout 2013-14, provincial school divisions and the Ministry of Education collaboratively developed an Education Sector Strategic Plan (ESSP) for 2014-2020. The ESSP aligns the work of all school divisions and the Ministry of Education. The plan was developed using a new planning methodology that integrated priority identification; strategic planning; performance measurement, reporting and review; and, course correction to achieve outcomes. The ESSP identified two one-year, short term priority areas, and five two-to-five year priority areas. The plan is expected to shape a new direction in education for the benefit of all Saskatchewan students. Lloydminster Public School Division's Board of Education approved the strategic plan in 2014, along with the Government of Saskatchewan.

The first cycle of the ESSP was deployed in 2014-15.

Enduring Strategies

As a part of the ESSP, education sector leaders developed enduring strategies. Enduring strategies are an expression of the core beliefs of the education sector. The enduring strategies support a Student First approach by placing the student front and centre and ensuring all students in Saskatchewan have the education and skills needed to succeed when they graduate from high school.

The Enduring Strategies include:

- Culturally relevant and engaging curriculum
- Differentiated, high quality instruction
- Culturally appropriate and authentic assessment
- Targeted and relevant professional learning
- Strong family, school, and community partnerships
- Alignment of human, physical, and fiscal resources

2014-15 One Year Priorities

ESSP One Year Priority Area: *In partnership with First Nations and Métis stakeholders, develop a First Nations and Métis student achievement initiative.*

2014-15 ESSP Actions for the One Year Priority

Actions within this priority area include the establishment of an action research model to inform teachers' professional development in culturally responsive pedagogy, the development of a centralized assessment management and delivery system to measure, track and report student growth, and the development and implementation

of data-sharing protocols that facilitate transition plans for students moving through and between systems.

2014-15 School Division Goals and Actions for the One Year Priority

As outlined in the First Nations and Métis Education Plan (FNMEAP), Lloydminster Public School Division initiated a process to identify First Nations and Métis students in grades 1-3 who required targeted literacy intervention. Lloydminster Public School Division assigned one full time and one part time First Nations Métis Literacy Support Teachers who provided support in three elementary schools. The remaining three LPSD elementary schools utilized existing intervention structures to support First Nations and Métis student literacy development.

The FNM Literacy Support Teachers were provided training and professional development related to the implementation of the Leveled Literacy Intervention Strategy, ERI or pre reading work. The First Nations and Métis Literacy Support Teachers worked with groups of students who required literacy intervention. Ongoing data was collected to monitor student progress. The goals were supported by the funds distributed through the First Nations and Métis Education Achievement Funds (FNMEAF).

ESSP One Year Priority Area: *Identify and implement a unified set of provincial high impact reading assessment, instruction, and intervention strategies in 2014-15.*

2014-15 ESSP Actions for the One Year Priority

Actions within this priority area include the collection of Grade 3 reading levels for all students in Saskatchewan, the development of a sector reading strategy, and the creation of provincial and school division primary grade reading literacy teams.

2014-15 School Division Goals and Actions for One Year Priority

Lloydminster Public School Division has a process in place to ensure Reading is assessed with Grade 1-3 students using Fountas and Pinnell (F&P). During the 2014-15 school year we recorded progress three times a year as a division, for Grades 2-6 students. (Grade 1 is recorded twice a year).

We had a division wide goal to assess 100% of students in Grades 1- 3 using the F&P to inform classroom instruction including individualized goals.

The school division assigned 3 literacy coaches to our Elementary schools who offered professional development on Sask Reads strategies, modelled lessons, supported reading assessment, data collection and RTI (interventions to support tier 1, 2 and 3 reading instruction). We also began to work on our Middle School literacy through F&P assessments and teacher professional development.

In addition to the support of the literacy coaches, each school has a literacy team that works together regularly to provide responsive teaching to students based on data that is collected each week. We have started our own bank of teacher resources that support Sask Reads.

2014-15 Two to Five Year Priorities

ESSP Two to Five Year Priority Area: *By June 2020, 80% of students will be at grade level or above in reading, writing, and math.*

2014-15 ESSP Actions for the Two to Five Year Priority

Actions within this priority area include the purchase of a provincial data system to track student achievement, the development of an instructional practices model for reading, writing, and math, the development of a job-embedded professional learning model, and the development and implementation of division-based common math assessments.

2014-15 ESSP Improvement Targets for the Two to Five Year Priority

By June 2015, at least 78% of Grade 3 students will be reading at or above grade level.

By June 2018, 80% of Grades 5 and 8 students will be proficient on identified numeracy outcomes on the provincial math assessment.

By June 2020, at least 80% of Grades 4, 7, and 10 students will be proficient on the provincial writing assessment.

2014-15 School Division Goals and Actions for the Two to Five Year Priority

LPSD Goals:

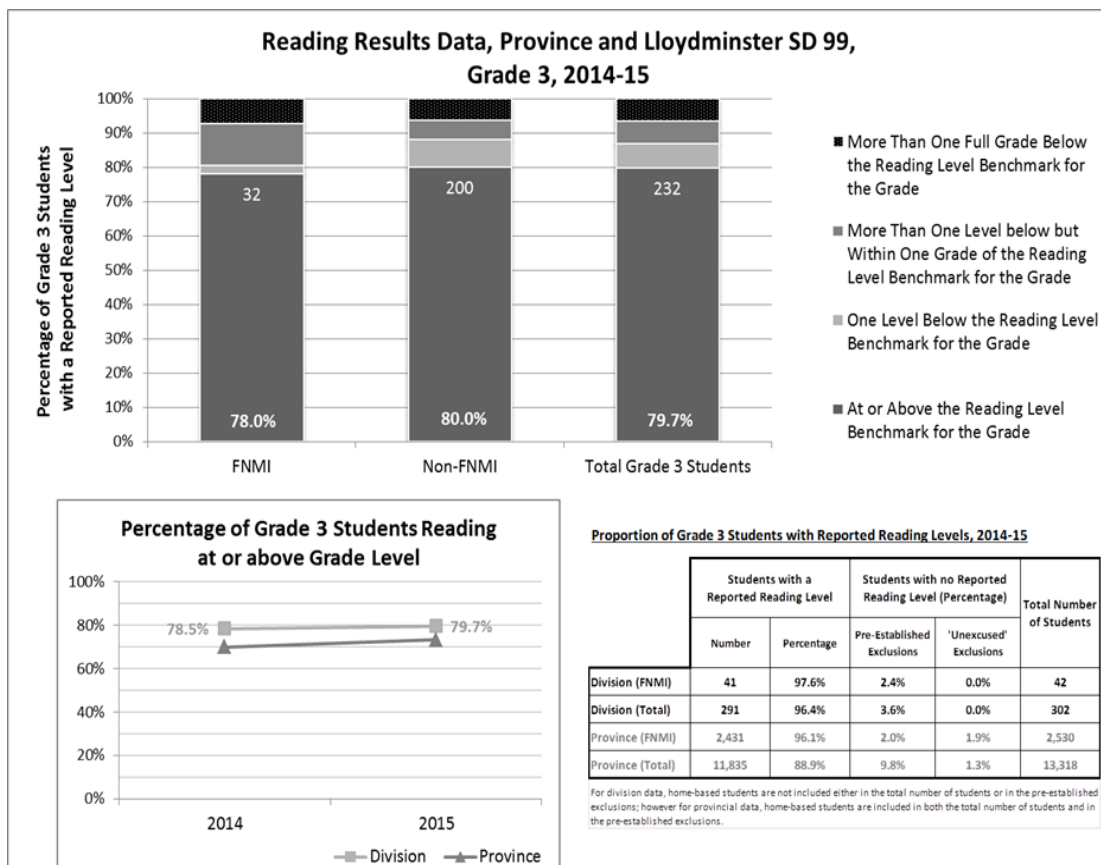
By June 2015, at least 78% of Grade 3 students will be reading at or above grade level.

By June 2020, at least 80% of grade 1-3 students will be reading at or above grade level.

LPSD School Division has been using the Fountas and Pinnell (F&P) to track student reading achievement for grades 1- 6 students for the past 3 years. In 2014-15, 80.75% of Grade 1-6 students were reading at or above grade level. Specifically, 79.9% of students in Grade 3 were reading at or above grade level. Some of our actions for the past year included:

- LPSD used data to drive instruction. Teachers were supported to build capacity to use responsive instruction through school teams and literacy coaches.
- Mentors were provided for new teachers that are master teachers. We built leadership capacity to set up collaboration, and leverage high quality teachers.
- Levelled Literacy Intervention was provided for students in grades 1-6 who were identified as “at risk” readers. Intervention was also embedded at Middle Years Schools for students who were identified as “at risk” readers.
- Reading Benchmarks (F & P) for grades 1-9 were completed with data entered into Students Achieve.
- Data was collected for each math outcome in grades 1-9 determining at or below grade level for every student.
- Teachers collaborated with other teachers to seek best practices based on results of data.
- Lead teachers/coaches shared common instructional practices
- Administrators/Supervisors saw evidence of best practices in each classroom

Measures



Note:

Reading level groupings are based on provincially developed benchmarks. The percentages of students in each of the reading level groupings were found using the number of students with reported reading levels as the denominator in the calculations. Students who were excluded or who did not participate in the reading assessment were not included in the denominator for these calculations.

Results for populations of fewer than 10 students 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, Student Data System (Data run on Nov 5, 2015).

Overall in our division, 79.7% of Grade 3 students are reading at or above the Reading Level Benchmark. When those results are disaggregated, the percentage is slightly lower at 78% of First Nations, Métis and Inuit (FNMI) Grade 3 students reading at or above the Benchmark. The percentage of all students one level below the Reading Level Benchmark is at about 8%, whereas FNMI students are at 2%. There is a greater percentage of FNMI students reading more than one level below the Reading Level Benchmark for Grade 3 but within one grade of the Reading Level Benchmark for Grade 3: 12% for FNMI students compared to 7% overall. At 7%, the percentage of students reading more than one full grade below the Reading Level Benchmark is parallel to the percentage of non-FNMI students at 7%.

The high percentage of FNMI students that scored more than one full grade level below the reading benchmark (7%), and the percentage of FNMI students reading one level below the benchmark (12%) is an indication that additional supports are needed in schools with high FNMI student populations. We are committed to providing the supports needed to ensure that the reading results for FNMI students are equitable to non FNMI students. At 79.7% overall, our division results for the percentage of Grade 3 students reading at or above grade level are above the provincial results of 70%.

We met our goal of assessing 100% of eligible students in grades 1-6. We need to ensure that this is coded correctly. This is a goal we will continue to meet.

ESSP Two to Five Year Priority Area: *By June 2020, collaboration between First Nations and Métis and non- First Nations and Métis partners will result in significant improvement in First Nations and Métis achievement and graduation rates.*

2014-15 ESSP Actions for the Two to Five Year Priority

Actions within this priority area include the engagement of First Nations and Métis leaders to develop partnerships and plans to increase student achievement and graduation rates, the identification or development of instruments to measure student progress, the facilitation of student transition plans, and the development of First Nations language programming.

2014-15 ESSP Improvement Target for the Two to Five Year Priority

Achieve an increase 5% increase in the First Nations and Métis graduation rate per year.

2014-15 School Division Goals and Actions for the Two to Five Year Priority

LPSD Goals:

The Graduation Rate achievement gap between FNMI and non-FNMI students in LPSD will decrease by at least 5% per year for the next 5 years.

At least 90% of FNMI students will report feeling connected to others in school by 2019, as measured by the TTFM survey.

Teachers will increase their knowledge, skill, and positive mindset toward FNMI students and FNMI cultures as measured by a self-report survey and focus-group reports.

LPSD School Division has been committed to developing First Nations and Métis partnerships and programing to support First Nations and Métis graduation rates. Some of our actions for the past year included:

- Lloydminster Comprehensive High School formed a partnership with Thunderchild First Nations School. The partnership focused on the development of a cross-curricular project (ELA 30 and Native Studies 30) that was implemented in both high schools. Students and teachers from both schools met at various times throughout the semester to collaborate, work with Elders and share cultural experiences.
- Winston Churchill Elementary School met with the Lloydminster Native Friendship Centre and identified the parameters of a partnership project.

Lloydminster Native Friendship Centre (LNFC) staff led cultural activities in the elementary schools and the schools connected families to the LNFC.

- Lloydminster Public School Division implemented an Aboriginal student success Program at the high school level. The program included activities for First Nations Métis students, parents and teachers which promoted a sense of belonging and connected students and families to the school. A data wall was created; First Nations Métis high school student achievement was tracked and monitored.

Measures

| Average Final Marks in Selected Secondary-Level Courses 2014-15 | | | | | | |
|---|--------------|-----------------|----------|-----------------|----------|-----------------|
| Subject | All Students | | Non-FNMI | | FNMI | |
| | Province | Lloydminster SD | Province | Lloydminster SD | Province | Lloydminster SD |
| English Language Arts A 10 | 72.4 | 71.4 | 75.1 | 72.6 | 61.5 | 62.3 |
| English Language Arts B 10 | 72.7 | 72.2 | 75.2 | 73.4 | 61.7 | 63.9 |
| Science 10 | 71.2 | 77.1 | 74.1 | 78.0 | 59.7 | 69.7 |
| Math: Workplace and Apprenticeship 10 | 71.3 | 69.3 | 74.6 | 70.8 | 59.2 | 63.3 |
| Math: Foundations and Pre-calculus 10 | 71.3 | 70.1 | 73.2 | 71.4 | 60.5 | 59.0 |
| English Language Arts 20 | 73.4 | 69.3 | 75.1 | 70.8 | 64.4 | 57.0 |
| Math: Workplace and Apprenticeship 20 | 67.2 | 66.9 | 69.3 | 68.7 | 62.0 | 59.0 |
| Math: Foundations 20 | 72.3 | 73.0 | 73.8 | 74.0 | 64.4 | 60.2 |

Note:

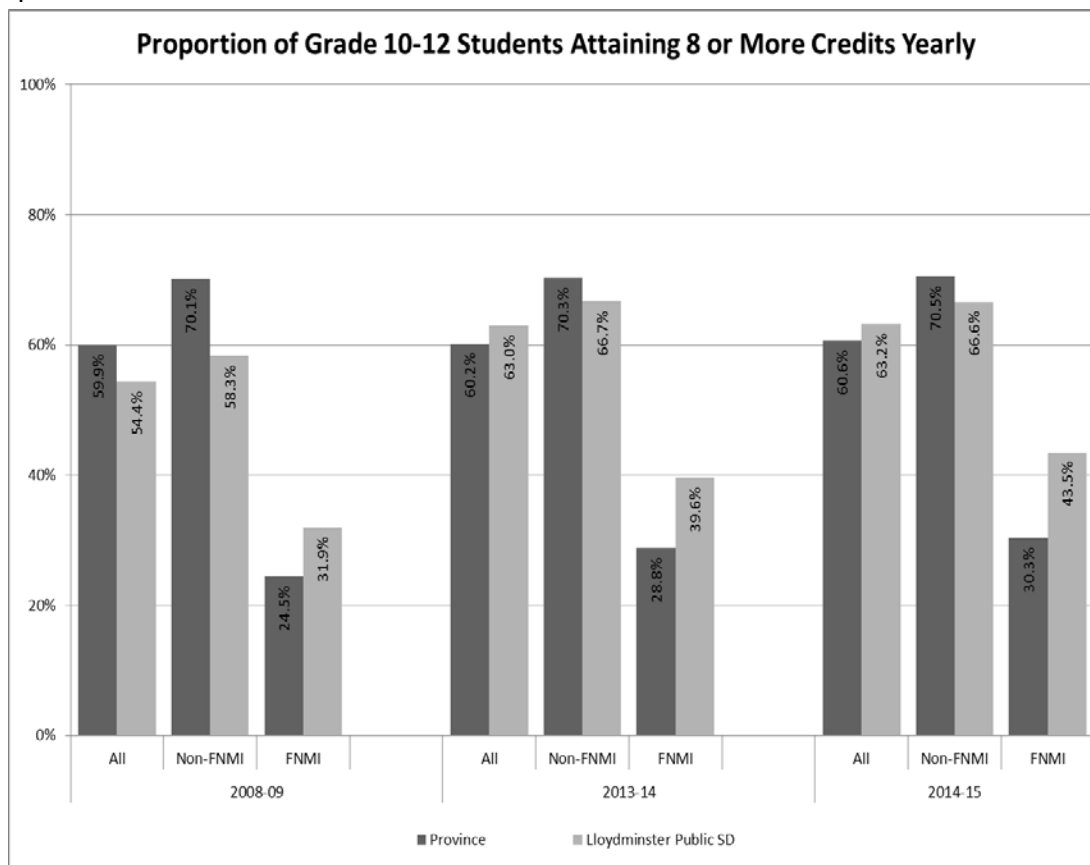
Results for populations of 10 or fewer have not been reported to avoid identifying individuals or very small groups of students (nr).

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, 2015

Average Final Marks – Lloydminster Public School Division is proud to continue to celebrate the academic accomplishments of its students. In 2014-15, the average final marks for all LPSD students exceeded the provincial results in Science 10 and Math: Foundations 20 identified in the *Average Final Mark for Select Subject areas* data set. Average marks of Lloydminster Public School Division's self-identified FNMI students were above the FNMI provincial results in ELA A 10, ELA B 10, Science 10 and Math: Workplace and Apprenticeship 10. There is still a difference between FNMI and non-FNMI achievement in the range of 7.5% to 13.8%. The LPSD School Division celebrates the fact that the achievement gap between FNMI students and non-FNMI is closing. Even though the gap is closing, we recognize the need to continually focus on this indicator, especially with mathematics. We will

continue to foster partnerships with neighbouring First Nations as we believe this promotes increased attendance and credit attainment.



Note:

Proportions are calculated as the percentage of students enrolled at the secondary level on September 30 attaining eight of more credits yearly.

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, 2015

Credit Attainment - Credit attainment provides a strong predictive indicator of school system's on-time graduation rate. Students receiving eight or more credits per year are more likely to graduate within three years of beginning Grade 10. Overall, Lloydminster Public School Division has had a slight increase in credit attainment rates from 63% of students receiving 8 or more credits per year in 2013-14 to 63.2% in 2014-15. The same is true for FNMI students, with 43.5% of

students receiving eight or more credits in 2014-15, up from 39.6% in 2013-14. Our non-FNMI population stayed almost the same with our 2014-15 results being 66.6% and our 2013-14 results at 66.7%.

During this same timeframe, the FNMI subpopulation increased slightly from 9.7% of our secondary level students to 10%. We will continue to focus on the FNMI subpopulation to keep this positive trend going.

ESSP Two to Five Year Priority Area: *Saskatchewan's graduation rate will be 85% by 2020.*

2014-15 ESSP Actions for the Two to Five Year Priority

Actions within this priority area include a review of provincial high school graduation requirements, the development of a Grade 9 transition from high school plan, and support for embedded professional development for teachers.

2014-15 ESSP Improvement Targets for the Two to Five Year Priority

Achieve a 3% total increase in the provincial graduation rate per year.

The graduation rate will increase from the current rate of 74.5% to 85% by the year 2020.

In addition, the FNM graduation rate will increase from the current 51.2% by the year 2020.

2014-15 School Division Goals and Actions for the Two Five Year Priority

Graduation is a key step in helping young people realize healthy and fulfilling lives. Our school division's goals aligned with the ESSP graduation outcome include:

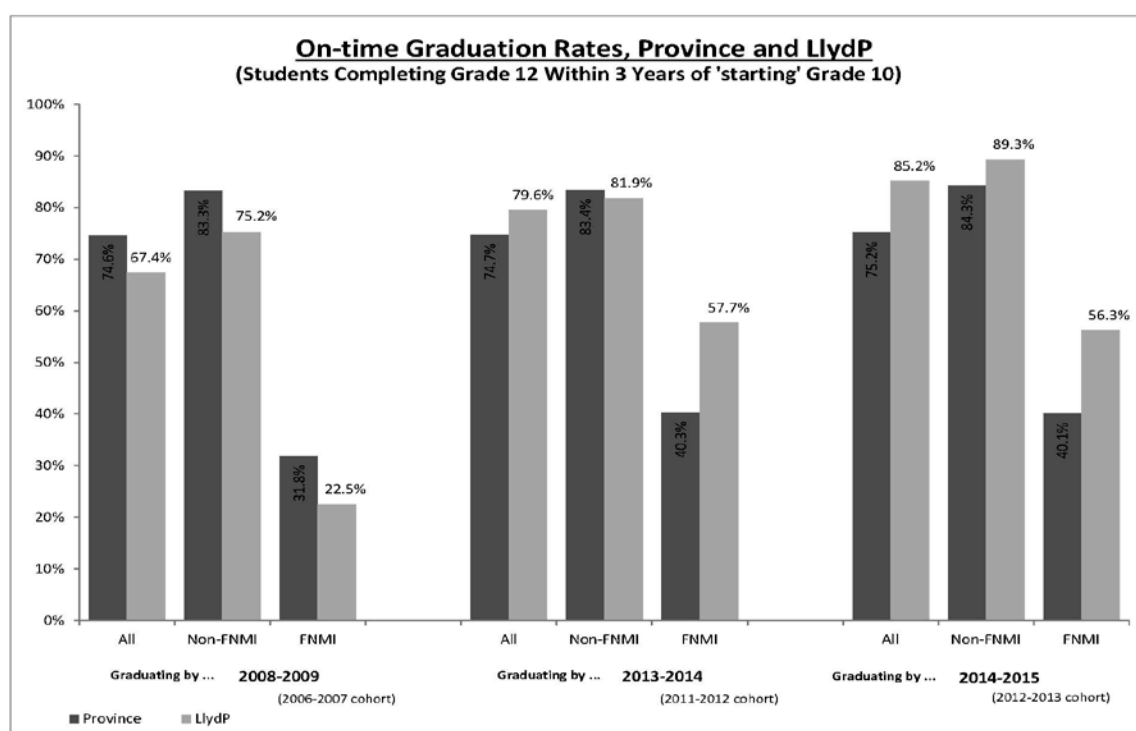
- Improving our three year graduation rate from 79.6% for all students to 85%
- Improving our graduation rate of 57.7% for FNMI students to 65%,
- Engagement and attendance will be improved, as will student achievement results, leading to the successful attainment of secondary credits and ultimately to an increase in "on-time" and extended time graduation rates (e.g. 3, 4 and 5 years after beginning Grade 10). This will be achieved as teachers receive support in implementing effective, differentiated, and culturally appropriate instructional and assessment strategies through embedded professional development opportunities. An enhanced knowledge of these strategies will lead to stronger relationships and student engagement.
- Improving our students intellectual engagement as measured by Tell Them From Me (TTFM).

Some of the actions we have taken over the past year to achieve our goals included:

- Provided teacher professional development to allow teachers to respond to student needs by using appropriate research proven instructional and assessment strategies (Assessment Guiding Document for LPSP);

- Examined school and division practices and policy to ensure they are not barriers to student graduation (such as credit attainment and suspension guidelines); and
- Developed an identification - tracking system and plan for vulnerable youth (at risk for drop out) in middle years and high school.
- Absentee rates, were more than twice as high for self-declared students as for students who have not self-declared as First Nations or Métis, we have improved as a direct result of improved student engagement. Students were present more often at school to take full advantage of the learning program, multiple pathways to graduation and strengthened relationships with staff.

Measures



Note:

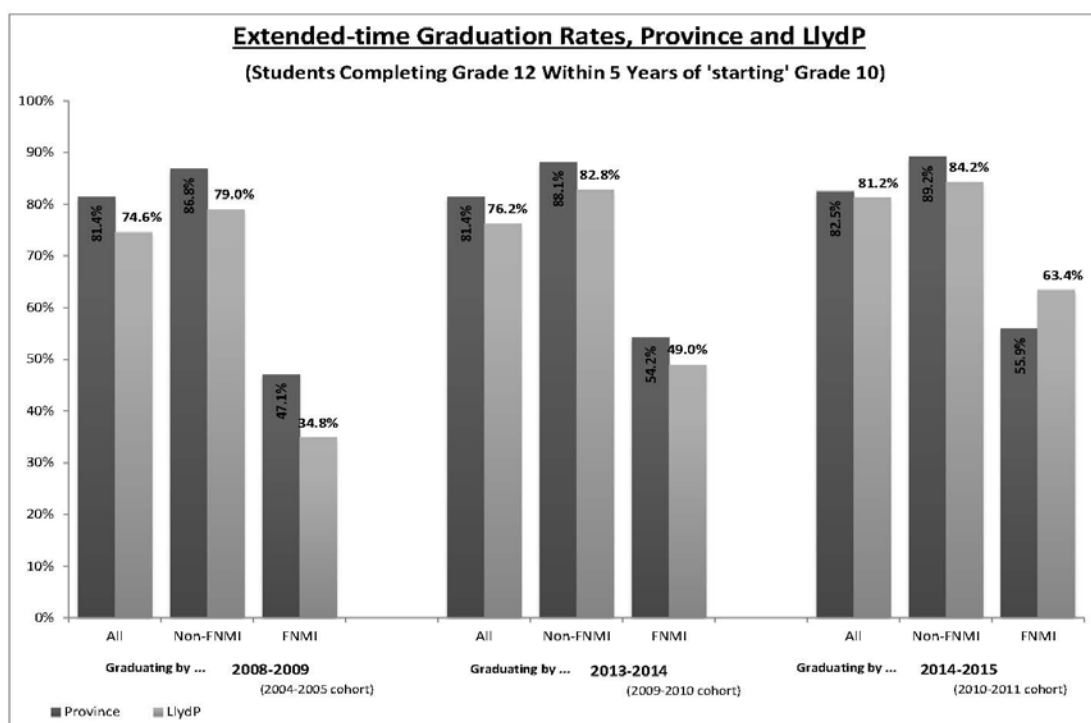
On-time graduation rates are calculated as the percentage of students who complete Grade 12 within 3 years of 'starting' Grade 10.

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, 2015

Three-Year Graduation Rates - In June 2009, 67.4% of Lloydminster Public School Division's students graduated within three years of entering Grade 10 in 2006-07, with 75.2% of non-FNMI students and 22.5% of FNMI students graduating within the three-year window. In June 2015, LPSD's graduation rate for all students was significantly higher at 85.2% (and higher than the province at 75.2%). The graduation rate for non-FNMI students saw a considerable improvement of 14.1% between 2009 and 2015 (from 75.2% to 89.3%). Non-FNMI students for the province were at 89.3% in June 2015. During that same time period, the graduation rate for FNMI students improved tremendously from 22.5% in 2009 to 56.3% in 2015 (compared to the province at 40.1%). While we are pleased with these results, we acknowledge much work remains. We have learned a great deal from our examination of school and division practices and policy this year, and have identified changes that can be made within our system to reduce barriers to student graduation.



Note:

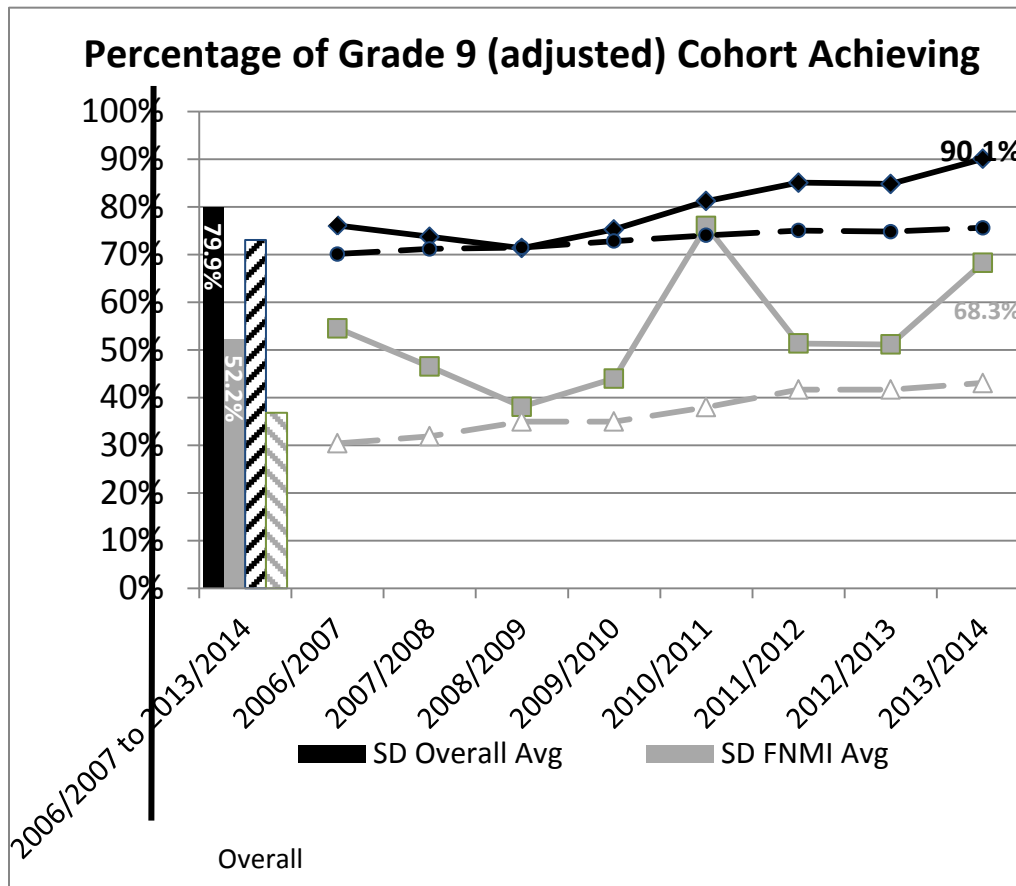
Extended-time graduation rates are calculated as the percentage of students who complete Grade 12 within 5 years of 'starting' Grade 10 (and include those who graduate on-time).

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, 2015

Five-Year Graduation Rates - Some students require more time to complete all the courses necessary for graduation, so continue in school longer than three years after beginning Grade 10. Between 2010 and 2015, the extended-time graduation rate (i.e., within 5 years of beginning Grade 10) overall, and disaggregated by FNMI and non-FNMI students, has increased steadily. For example, in 2010 76.2% of LPSD's total student population graduated within five years of beginning Grade 10; by 2015 that number increased to 81.2% (closely aligned to the province at 82.5%). If we look at the non-FNMI population, we see a slight improvement from 82.8% to 84.2% between 2010 and 2015. The province was higher for non-FNMI populations with 89.2% in 2014-15. The improvement for the FNMI population, on the other hand, has been remarkable! In 2010, 49.0% of FNMI students graduated within five years of beginning Grade 10; in 2015 63.4% of FNMI students graduated within that same five-year window. This is significantly higher than the province at 55.9% of FNMI students in 2014-15. Overall, our extended-time graduation rates are improving, but we still have work to do in this regard.



Transition from Grade 9 to 10 - This can be a difficult transition for students who have not reached all curricular outcomes from each subject area in the elementary grades. Overall, 90.1% of students enrolled in Grade 10 for the first time in 2014-15 achieved 8 or more credits; of those students who are FNMI, only

68.3% had achieved 8 or more credits. Our division's results are higher than the provincial a results of 73.1% for all students, and 36.9% for FNMI students. These results seem to be somewhat in alignment with the graduation rates for our school division. We are not satisfied with these results. The action we have identified in our school division plans is to develop an identification, - tracking system, and plan for vulnerable youth (at risk for dropping out) in elementary (Levelled Literacy Intervention), middle years and high school.

ESSP Two to Five Year Priority Area: *By 2017, the increase in operational education spending will not exceed the general wage increases and inflationary costs within the sector while being responsive to the challenges of student need, population growth, and demographic changes.*

2014-15 ESSP Actions for the Two to Five Year Priority

A summary of actions within this priority area include a strategic planning and budgeting process aligned with resources and outcomes, an understanding of the LEAN philosophy among school and division leaders, and a value stream mapping event focusing on staffing guidelines.

2014-15 ESSP Improvement Target for the Two to Five Year Priority

Implement an accurate budgeting process that allows for predictability and planning. Completing an LPSD staffing framework document and an efficient systematic process for recruitment, hiring and staff appraisal.

2014-15 School Division Goals and Actions for the Two to Five Year Priority

- Implement a strategic planning and budgeting process to effectively align resources to the LPSD education plan outcomes.
- Implement a business case for all strategies and actions within the LPSD education plan.

- LPSD will develop an understanding of the LEAN leadership philosophy among school and division leaders.
- Implement a value stream mapping event focusing on recruitment, hiring and staff appraisal.

Actions taken during the 2014-15 school year include:

- A new strategic planning and budgeting process was put in place. This was utilized throughout the school year.
- A LEAN leadership presentation was provided to all Administrators and Division Office leaders.
- Two LEAN events were conducted:
 - Support Staff Hiring Procedures – this event involved over 20 participants working through a value stream mapping process on the procedures in hiring support staff throughout the division. The group focused on unwrapping our current state and looking for inefficiencies. The results of the event were a reduction of .50 FTE in HR and the creation of a “Support Staff Hiring Guidelines/Procedures” document.
 - Student Services Referral Process - this event involved over 20 participants working through a value stream mapping process to identify current state and inefficiencies in the Student Services Referral Process. The result was a new Student Services Referral Process that was implemented in the 2016/17 school year and a reduction of 1.0 FTE in Student Services (support staff).

ESSP Two to Five Year Priority Area: By June 2020, 90% of students exiting Kindergarten will score within the appropriate range in four of the five domains as measured by the Early Years Evaluation (EYE).

2014-15 ESSP Actions for the Two to Five Year Priority

A summary of actions within this priority include the gathering of provincial Kindergarten baseline data, aligning the work of the ESSP with the SK Child and Family Agenda, completing an environmental scan of current data available across sectors, exploring additional formative early learning assessments, establishing of a bank of developmentally appropriate targeted supports, and creating an incremental plan for universal access to high-quality early learning environments.

2014-15 ESSP Improvement Targets for the Two to Five Year Priority

In 2014-15, all school divisions will administer the Early Years Evaluation to all Kindergarten students to establish baseline data.

By June 2015, align the work of the Education Sector Strategic Plan with the Saskatchewan Child and Family interministerial table.

2014-15 School Division Goals and Actions for the Two to Five Year Priority

LPSD School Division has identified the following focus area aligned to the ESSP Priority area Ready for Learning:

All Prekindergarten and Kindergarten classrooms provide consistent Quality Core Instruction in emerging literacy with a focus on narrative skills, vocabulary development and phonological awareness to ensure all children improve their overall emerging literacy. By June 2020, 90% of children exiting Kindergarten will score within the appropriate range in four of the five domains as measured by Early Years Evaluation (EYE).

LPSD School Division has outlined the following actions to actualize the focus area:

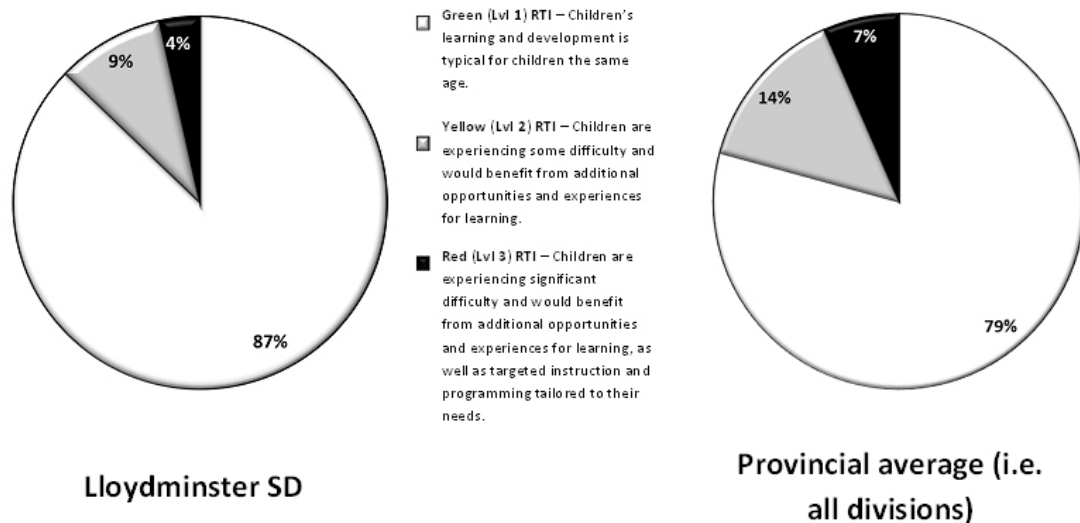
- Those leading early childhood educational environments will be appropriately trained.
- Access to and family engagement in high-quality, universal (all who choose) childcare and/or pre-kindergarten. No barriers for who you are or where you live.
- If the province was able to achieve the stated outcome, research would support the expectation that in the long-term graduation rates would rise and health outcomes would improve among many other significant benefits.

Within this focus area LPSD School Division set short term improvement targets including:

- eScan for current data streams: KidsFirst, Health Region, Social Services, School Divisions is complete. Identification of what data will be used to track. Unknown at this point which data streams will be used/available and the regularity with which new data is available to analyze and report.
- EYE – baseline data collected and targets to be set from there. EYE data will allow analysis 2 times per year.
- The development of a bank of developmentally appropriate, culturally sensitive formative assessments (Pre-K and K) and associated supports and interventions developed for divisions use. Interventions include multi-sectoral involvement and support.
- A plan for incremental universal access to high quality early learning programs is created.
- An inter-ministerial plan for equity of access to supports for young children is developed – including tracking resource alignment.

Measures

Ready to Learn: Early Years Evaluation – Teacher Assessment (EYE-TA) responsive, tiered instruction (RTI) categories at Kindergarten exit (2014-15)



⁸ Totals may not equal 100 because of rounding

Notes:

The EYE-TA is a readiness screening tool that provides information about each child's development and learning with a focus on reading readiness skills. Results from the EYE-TA allow educators and school-based interdisciplinary teams to quickly identify children most likely to require extra support during the Kindergarten year, based on their levels of skill development in five key domains at school entry. In addition to results for specific domains, children are also assigned a comprehensive score known as a Responsive, Tiered Instruction (RTI) level. Research shows early identification followed by a responsive, tiered approach to instruction from Kindergarten to Grade 3 can substantially reduce the prevalence of reading problems. Responsive, Tiered Instruction (RTI) is a preventive approach that allows educators, school teams, and divisions to allocate resources early and continuously, rather than waiting until children have experienced failure before responding. Children who have Tier 2 or Tier 3 needs at Kindergarten entry are re-assessed before Kindergarten exit, allowing school divisions to measure the impact of their supports and responses. Spring RTI data also serves as a leading indicator of the population of students who may need Tier 2 or Tier 3 instructional supports as they transition from Kindergarten to Grade 1.

Pie charts show the **percentage** of Kindergarten students in the division (left pie) and the province as a whole (right pie) by RTI Tiers at Kindergarten exit in 2014-15. Percent totals may not add to 100 due to rounding.

Source: Ministry of Education, Early Years Branch, 2015

LPSD School Division's early learning data displayed on the Ready to Learn: Early Years Evaluation (TA) responsive, tiered instruction (RTI) Categories (%) at K exit show the following results:

87% of Kindergarten students scored as Tier 1 (green) showing their learning and development is typical for children the same age. The province is slightly lower at 79% of students in Tier 1. LPSD school division is pleased with the improvement in this area over the last year but also recognized that we need to continue to focus on this area to reach out target of 90% of students scoring as Tier 1. 9% of Kindergarten students scored as Tier 2 (yellow) (as compared to the province at 14%) showing they are experiencing some difficulty and would benefit from additional opportunities and experiences for learning. Only 4% of Kindergarten students scored as Tier 3 (red) showing they are experiencing significant difficulty and would benefit from additional opportunities and experience for learning, as well as target instruction and programming. This is lower than the province with 7% of kindergarten students in Tier 3.

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, therefore, unique to each school 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.

An example of Lloydminster Public School Division in the Community was in having SCC members join together to vet a new report card scale to be used for the 2014-15 school year. It was an amazing opportunity to collaborate and gain insight from parents before moving forward.

LPSD had over 1000 parent volunteers throughout the 2014-15 school year!

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. Some examples of these partners include: Lakeland College, City of Lloydminster, Vic Juba Theatre, Native Friendship Center, FOPA (Friends of the Performing Arts) and the Jr. A Bobcats.

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.

Lloydminster Public School Division provided leadership in the developing and chairing of HUB meetings throughout the school year. This framework unites Prairie North Regional Health, AB/SK Social Services, Lloydminster RCMP, AB/SK Ministries of Justice and Corrections and Alberta Works to serve individuals and families who are at risk.

Partnerships were formed between Thunderchild First Nations for a High School project and Lloydminster Native Friendship Centre for an Elementary School project which began in the 2014-15 School year.

Governance

The Board of Education

Lloydminster Public School Division is governed by a 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 subdivisions 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 at August 31, 2014 are:

| | |
|------------------|-------------------|
| Chair | David Thompson |
| Vice-Chair | Karoline Kennedy |
| Member | Eric Bloch-Hansen |

Member Cathy Cornet
 Member Chrissy Davison
 Member Yana Knight
 Member Joy Wareham

A list of the remuneration paid to board members in 2014-15 is provided in Appendix A.

Lloydminster Public School Division - Board of Education



David Thompson
Board Chair



Karoline Kennedy
Vice-Chair



Chrissy
Davison



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 2014-15 Lloydminster Public School Division conducted a forum, for this purpose, for all ten of its SCCs and executives.

The Regulations also require SCCs to work with school staff to develop an annual school Learning Improvement Plan (LIP) that is aligned with the school division's strategic plan and to recommend that plan to the Board of Education. In 2014-15, all ten of the division's SCCs reviewed and signed these Plans.

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 they 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.

Demographics

Students

| Grade | School Year | | |
|--------------|-------------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 |
| Kindergarten | 286 | 289 | 303 |
| 1 | 296 | 292 | 295 |
| 2 | 275 | 303 | 295 |
| 3 | 287 | 283 | 303 |
| 4 | 263 | 300 | 294 |
| 5 | 282 | 278 | 303 |
| 6 | 294 | 284 | 273 |
| 7 | 263 | 314 | 295 |
| 8 | 299 | 267 | 303 |
| 9 | 282 | 306 | 253 |
| 10 | 350 | 398 | 413 |
| 11 | 363 | 320 | 351 |
| 12 | 313 | 311 | 306 |
| Total | 3853 | 3945 | 3987 |
| PreK Overall | 70 | 99 | 91 |

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, 2015

| | | | | |
|-----------------------------------|----------|-----|-----|---|
| Self-Identified FNMI | 4 to 6 | 93 | 94 | |
| | 7 to 9 | 122 | 111 | |
| | 10 to 12 | 154 | 144 | |
| | Total | 495 | 484 | 0 |
| English as an Additional Language | K to 3 | | | |
| | 4 to 6 | | | |
| | 7 to 9 | | | |
| | 10 to 12 | | | |
| | Total | 0 | 0 | 0 |
| | | | | |
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| | | | | |
| | | | | |

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

Source: Ministry of Education, 2014

Staff

Staff Profile - The chart below provides an overview of all Division staff. An organizational chart showing the reporting structure is provided in Appendix B.

| Job Category | FTEs |
|---|---------------|
| Classroom Teachers (including supervisors and coaches) | 250.97 |
| Principals, Vice-Principals | 18.75 |
| Other educational staff - e.g. educational assistants, school community coordinators, speech language pathologists, occupational therapist | 113.30 |
| Administrative and financial staff - e.g., clerks, accountants, IT personnel, administrative assistants | 39.20 |
| Plant operations and maintenance - e.g., caretakers, handypersons, carpenters, plumbers, electricians, supervisors | 36.87 |
| Transportation - e.g., bus drivers, supervisor | 15.00 |
| Senior management team - e.g., chief financial officer, director of education, superintendents | 6.00 |
| Total Full-Time Equivalent (FTE) Staff | 480.09 |

- Note:
- 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, 2015.

Source: SRB

Senior Management Team

The Director of Education, Mr. Todd Robinson, reports directly to the Board of Education. The other five members of the senior leadership team include:

- Chief Financial Officer – Mr. Matthew Read
- Superintendent of Student Services – Mr. Brent Thomas
- Superintendent of Curriculum and Instruction – Mrs. Shirley Groat
- Superintendent of Curriculum and Instruction – Mrs. Trisha Rawlake
- Superintendent of Human Resources – Mr. Scott Wouters

Facilities Transportation and Infrastructure Projects

Facilities

Lloydminster Public School Division facilities include:

- Ten schools located within the City of Lloydminster (see Appendix A for a list of schools). The average age of these schools is 39.3 years, with the oldest schools QE and Avery entering their 59th year and the newest being 1 year old.
- The school division head office is located in Lloydminster. The main floor of the building is 36 years old, with a second floor being constructed 6 years ago. The head office building is currently adequate in size for its needs.
- The school division maintenance shop is 30 years old and contains caretaking and maintenance supplies, as well as school furniture and equipment. Our maintenance staff also utilizes some of the space to work on welding projects, perform minor repairs on our fleet of maintenance vehicles and build standard classroom equipment. This building is also home to our transportation department and, as such, provides a location to park our fleet of buses.

College Park School opened in 2014 with an opening enrolment of 549 children.

Various upgrades and renovation projects occurred throughout Lloydminster Public School Division during 2014/15. A list of these infrastructure projects, along with their associated costs, is detailed in Appendix E to this annual report. The school division also began work on a modernization project at our high school, as well as completing phase 1 roof replacement at Queen Elizabeth School.

Lloydminster Public School Division takes great pride in the maintenance and upkeep of all the buildings within the Division. Minor repairs and maintenance are done as needed and a painting schedule ensures that all schools are always looking fresh. All buildings are cleaned on a regular basis, with major cleaning such as washing of walls, shelves floor finishes occurring during the summer months when there are no teachers or students.

Infrastructure Projects

| School | Project | Description | 2013/15 Cost |
|--------|--|--|---------------|
| LCHS | Fire panel/system replacement, | Replace fire alarm panel with new addressable system to include devices, | Est \$219,000 |
| | Main electrical service panel replacement, | Replace main switchgear and MCC to service Main system pumps air handlers etc. | Est \$239,000 |
| | Main heating system pumps, | Replace main system pumps to include secondary pumps. | Est \$229,000 |

| | | | |
|---------------------------------|---|---|-------------------------------|
| | Change room addition | The change room addition is currently out to Tender | Tenders close Aug. 11, 2015 |
| Jack Kemp | Install two Portables on NE side of school | Replace front end system controls for monitoring heating & cooling systems Install design graphics | Tenders close Aug. 11, 2015 |
| ES Laird | Asbestos abatement, Flooring replacement | Replace asbestos flooring replace with new VCT tiles | Est \$66,000 |
| Winston Churchill | Replace playgrounds | Remove old wood structures install new playground equipment | Est \$125,000 |
| Queen Elizabeth Roofing Phase 1 | Roofing replacement. Partial exterior fascia | Remove section # 8 roof replace with new roofing system Remove section of fascia replace with metal cladding | Est \$490,000 |
| Winston Churchill | Fascia & soffit replacement – Phase 2 | Remove all existing plaster with mesh backing Replace all rotted boards Apply new membrane & insulate Install new metal face with new cap flashing | Est \$142,000 |
| College Park School | Install new lockers Millwork Projectors and screens | Build base and install new 4 ft lockers Classroom Millwork Installation of projection screens | Est \$8,500 F&E budget |
| Total | | | \$1,518,500 |

Student Transportation

Lloydminster Public School Division owns and operates 21 buses. We run 13 three tier routes and 8 Pre-K routes on a daily basis. Agreements are in place with Northwest School Division(SK) and Buffalo Trails School Division(AB) to provide busing services to eligible rural students attending school in Lloydminster.* Lloydminster Public School Division also has an agreement with the local Handi-van to transport students with special needs who are unable to ride a regular bus due to their disability.

Lloydminster Public School Division provides transportation services for eligible students within Lloydminster City limits to their designated school based on the following distances:

- Pre K → door to door service to their designated school;
- K to Grade 6 → if they reside 0.6 km or more from their designated school
- Grades 7 – 9 → if they reside 0.9 km or more from their designated school;
- Grades 10 -12 → if they reside 1.5 km or more from their designated school.

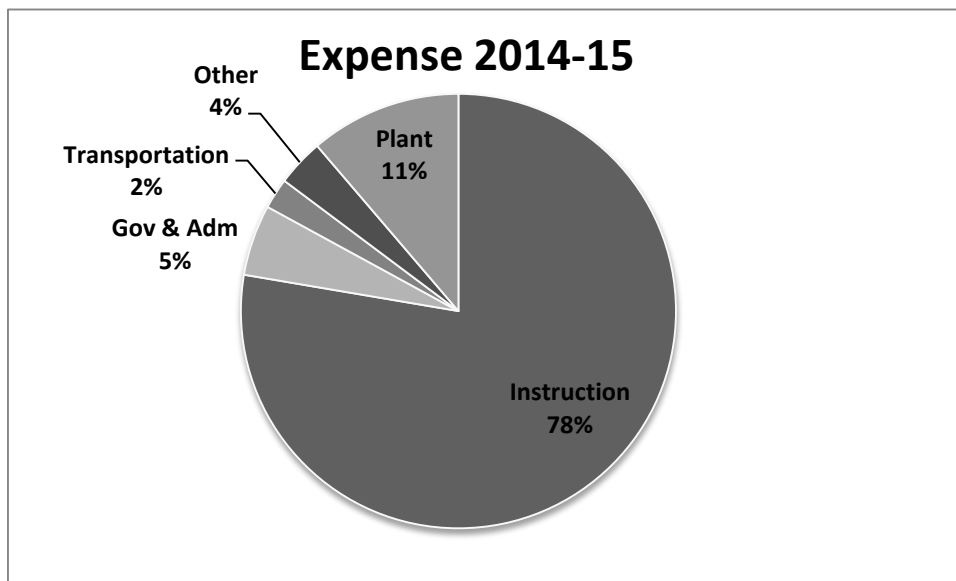
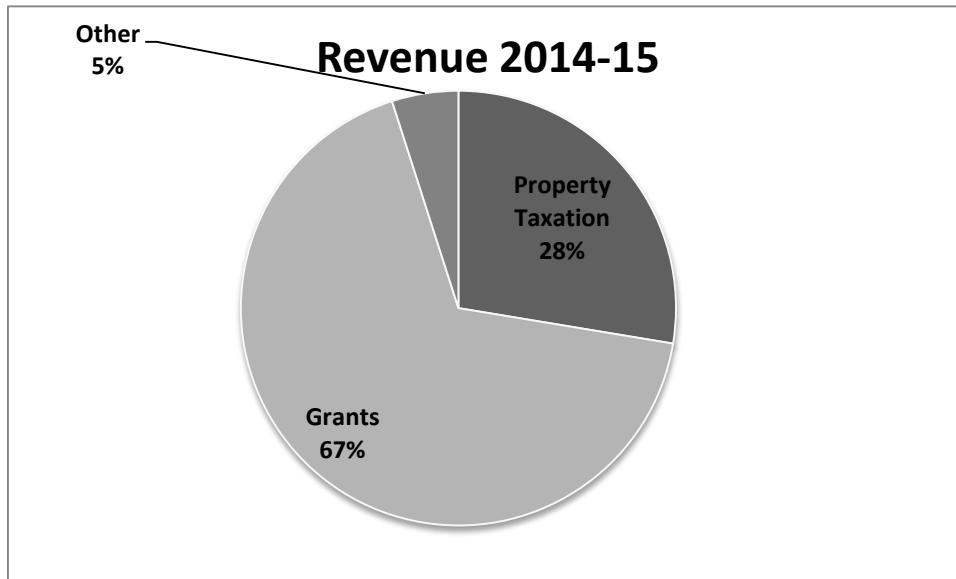
*Statistics below do not include numbers or cost from rural students.

| Transportation Statistics | |
|---------------------------------------|-----------|
| Students transported | 1433 |
| Transportation routes | 13 |
| Number of buses | 21 |
| Daily kilometres traveled | 786.1 |
| Average age of bus (excluding spares) | 7.3 years |
| Capacity utilized on buses | 63% |
| Average one-way ride time | 9 min |
| Longest one-way ride time | 33 min |
| Cost per student per year | \$756.78 |
| Cost per kilometre traveled | \$7.42 |

Financial Overview

Summary of Revenue and Expenses

School division adds content in this area (supported by the manual)



Budget to Actual Revenue, Expenses and Variances

| | 2015 | 2015 | 2014 | Budget to Actual Variance | Budget to Actual % Variance | Note |
|---------------------------------------|--------------------|--------------------|--------------------|---------------------------------|-----------------------------------|------|
| | Budget | Actual | Actual | Over / (Under) | | |
| REVENUES | | | | | | |
| Property Taxation | 11,130,995 | 11,647,997 | 10,937,720 | 517,002 | 5% | |
| Grants | 28,617,377 | 28,454,922 | 28,096,844 | (162,455) | -1% | |
| Tuition and Related Fees | 30,873 | 51,455 | 50,436 | 20,582 | 67% | 1 |
| School Generated Funds | 1,000,000 | 1,023,162 | 1,198,547 | 23,162 | 2% | |
| Complementary Services | 193,692 | 193,692 | 193,116 | - | 0% | |
| External Services | 271,135 | 204,450 | 229,799 | (66,685) | -25% | 2 |
| Other | 396,950 | 610,606 | 749,562 | 213,656 | 54% | 3 |
| Total Revenues | 41,641,022 | 42,186,284 | 41,456,024 | 545,262 | 1% | |
| EXPENSES | | | | | | |
| Governance | 258,100 | 198,998 | 229,826 | (59,102) | -23% | 4 |
| Administration | 2,144,242 | 2,312,690 | 2,200,648 | 168,448 | 8% | 5 |
| Instruction | 33,283,472 | 36,941,157 | 39,564,358 | 3,657,685 | 11% | 6 |
| Plant | 4,776,845 | 5,349,873 | 4,150,943 | 573,028 | 12% | 7 |
| Transportation | 1,049,582 | 1,084,467 | 1,105,399 | 34,885 | 3% | |
| Tuition and Related Fees | - | 1,258 | - | 1,258 | 100% | 8 |
| School Generated Funds | 1,000,000 | 1,002,811 | 1,229,806 | 2,811 | 0% | |
| Complementary Services | 357,705 | 369,664 | 394,305 | 11,959 | 3% | |
| External Services | 250,175 | 208,929 | 218,171 | (41,246) | -16% | 9 |
| Other Expenses | 90,158 | 87,251 | 99,673 | (2,907) | -3% | |
| Total Expenses | 43,210,279 | 47,557,098 | 49,193,129 | 4,346,819 | 10% | |
| Surplus (Deficit) for the Year | (1,569,257) | (5,370,814) | (7,737,105) | | | |

Explanation for Variances (All variances that are greater than positive or negative 5% must be explained)

| Note | Explanation |
|------|---|
| 1 | Projected 3 tuition paying students, actual enrolment was 5. |
| 2 | Lower than anticipated concession revenues; Change in scope of In-Motion program. |
| 3 | Higher than expected reimbursements; Recovery of Workers Compensation Board premiums. |
| 4 | Changed meeting schedule to once per month; Decreased attendance at Canadian School Boards Association convention. |
| 5 | Increased building amortization costs; unanticipated severance costs. |
| 6 | Increased amortization expense over budget due to change in estimates. |
| 7 | Increased Infrastructure Maintenance and Renewal funding from the Government of Alberta resulted in additional renovation projects being approved. |
| 8 | Did not budget for any tuition fees |
| 9 | Due to delay in opening College Park School; the concession did not open when planned. Delay in running the LPSP Kids-in-motion program due to delay at College Park School |

Appendices

Appendix A – Payee List

Board Remuneration

| Name | Remuneration | Expenses | Travel | Professional Development** | Total |
|--------------------|--------------|----------|----------|----------------------------|-----------|
| Bloch-Hansen, Eric | \$ 1,903 | \$ 125 | \$ 407 | \$ 685 | \$ 3,120 |
| Cornet, Cathy | \$ 2,232 | \$ 125 | \$ - | \$ 840 | \$ 3,198 |
| Davison, Chrissy | \$ 1,658 | \$ - | \$ - | \$ - | \$ 1,658 |
| Kennedy, Karoline | \$ 3,365 | \$ 125 | \$ 451 | \$ 3,960 | \$ 7,901 |
| Knight, Yana | \$ 1,892 | \$ 125 | \$ - | \$ 685 | \$ 2,702 |
| Thompson, David* | \$ 11,455 | \$ 140 | \$ 1,710 | \$ 4,046 | \$ 17,351 |
| Wareham, Joy | \$ 3,566 | \$ 125 | \$ 640 | \$ 368 | \$ 4,698 |
| Young, Colleen | \$ 1,862 | \$ 125 | \$ 290 | \$ - | \$ 2,277 |

*Board Chair

** Professional development includes education, training and conferences.

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 Chief Financial Officer at 780-875-5541

Supplier Payments

| Name | Amount |
|--------------------------------------|-----------|
| AB Teachers Retirement Fund | \$473,603 |
| AODBT Architecture & Interior Design | \$244,798 |
| AXIA Supernet Ltd. | \$164,167 |
| AXXESS Furniture Inc. | \$179,749 |
| Blue Imp-1594981 AB Ltd. | \$91,161 |
| Bank of Montreal MasterCard | \$804,586 |
| Bus Sales of Saskatoon | \$112,699 |
| Canadian Recreation Solutions | \$184,902 |

| | |
|---|-------------|
| Century Roofing & Sheet Metal Ltd. | \$259,344 |
| City of Lloydminster | \$164,593 |
| Craftex Builders | \$479,674 |
| Enmax Commercial Energy Marketing Inc. | \$102,073 |
| First General Services Lloydminster | \$61,220 |
| Gas Alberta Energy | \$244,255 |
| High Grade Truck Driving | \$214,004 |
| J&N Holdings O/A 928231 | \$59,153 |
| Johnson Controls #C3039 | \$65,073 |
| Lloydminster & District Co-op | \$129,401 |
| Lloydminster AG. Exhibition Assoc. Ltd. | \$50,028 |
| Lloydminster Handivan Service | \$67,920 |
| Manulife Financial | \$554,816 |
| Marsh Canada Ltd. | \$109,731 |
| Marshall-Lee Construction Corp. | \$4,358,739 |

| | |
|--|-------------|
| Office Max Canada | \$83,767 |
| Outreach Support Services Inc. | \$126,197 |
| Pearson Canada Inc. | \$114,406 |
| RFS Canada | \$68,585 |
| Ricoh Canada Inc. | \$56,861 |
| Roof Management & Inspection Services LT | \$50,141 |
| Saskatchewan School Board Association | \$388,675 |
| Saskatchewan Teachers Federation | \$2,415,088 |

| | |
|------------------------------|-----------|
| SchoolHouse Products Inc. | \$122,535 |
| Sobeys | \$95,454 |
| Telus Advanced Communication | \$50,400 |
| The Bus Center | \$94,466 |
| Transalta Energy Marketing | \$359,480 |
| Unisource Canada | \$119,321 |
| Wilhelm, R. Leonard | \$93,216 |
| Xerox Canada Inc. | \$52,436 |
| Your Hockey Inc. | \$118,697 |

Appendix B – Management Report and Audited Financial Statement's

Audited Financial Statements

Of the Lloydminster School Division No. 99

School Division No. 6050000

For the Period Ending: August 31, 2015

Matthew Read, CPA, CMA
Chief Financial Officer

Wilkinson Livingston Stevens LLP
Auditor

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

LLOYDMINSTER SCHOOL DIVISION NO. 99
INDEX TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED AUGUST 31, 2015

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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 School Division No. 99:

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 _____
Chief Executive Officer of Education

 _____
Chief Financial Officer

November 18, 2015



Box 10350, The Atrium Centre
Lloydminster, Alberta T9V 3A5
Phone: (780) 875-9144
Fax: (780) 875-6056
Email: wlsca@wlsca.com
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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, 2015, 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, 2015, 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.

Wilkinson Livingston Stevens LLP

Lloydminster, Alberta
November 18, 2015

Chartered Accountants

Lloydminster School Division No. 99
Statement of Financial Position
as at August 31, 2015

| | 2015 | 2014 |
|---|-------------------|-------------------|
| Financial Assets | | |
| Cash and Cash Equivalents | 6,438,866 | 10,462,101 |
| Accounts Receivable (Note 8) | 8,367,210 | 9,315,258 |
| Portfolio Investments (Note 4) | 152,800 | 241,144 |
| Total Financial Assets | 14,958,876 | 20,018,503 |
| Liabilities | | |
| Accounts Payable and Accrued Liabilities (Note 9) | 2,348,561 | 6,856,412 |
| Long-Term Debt (Note 10) | 2,270,634 | 2,372,613 |
| Liability for Employee Future Benefits (Note 6) | 377,100 | 343,000 |
| Deferred Revenue (Note 11) | 2,786,607 | 2,329,023 |
| Total Liabilities | 7,782,902 | 11,901,048 |
| Net Financial Assets | 7,175,974 | 8,117,455 |
| Non-Financial Assets | | |
| Tangible Capital Assets (Schedule C) | 50,270,773 | 54,637,136 |
| Inventory of Supplies for Consumption | 216,511 | 200,581 |
| Prepaid Expenses | 249,720 | 328,620 |
| Total Non-Financial Assets | 50,737,004 | 55,166,337 |
| Accumulated Surplus (Note 14) | 57,912,978 | 63,283,792 |

Contractual Obligations and Commitments (Note 18)

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

Approved by the Board:



Chairperson



Chief Financial Officer

Lloydminster School Division No. 99
Statement of Operations and Accumulated Surplus from Operations
for the year ended August 31, 2015

| | 2015 Budget | 2015 Actual | 2014 Actual |
|---|------------------------|------------------------|------------------------|
| | (Note 15) | | |
| REVENUES | | | |
| Property Taxation | 11,130,995 | 11,647,997 | 10,937,720 |
| Grants | 28,617,377 | 28,454,922 | 28,096,844 |
| Tuition and Related Fees | 30,873 | 51,455 | 50,436 |
| School Generated Funds | 1,000,000 | 1,023,162 | 1,198,547 |
| Complementary Services (Note 12) | 193,692 | 193,692 | 193,116 |
| External Services (Note 13) | 271,135 | 204,450 | 229,799 |
| Other | 396,950 | 610,606 | 749,562 |
| Total Revenues (Schedule A) | 41,641,022 | 42,186,284 | 41,456,024 |
| EXPENSES | | | |
| Governance | 258,100 | 198,998 | 229,826 |
| Administration | 2,144,242 | 2,312,690 | 2,200,648 |
| Instruction | 33,283,472 | 36,941,157 | 39,564,358 |
| Plant | 4,776,845 | 5,349,873 | 4,150,943 |
| Transportation | 1,049,582 | 1,084,467 | 1,105,399 |
| Tuition and Related Fees | - | 1,258 | - |
| School Generated Funds | 1,000,000 | 1,002,811 | 1,229,806 |
| Complementary Services (Note 12) | 357,705 | 369,664 | 394,305 |
| External Services (Note 13) | 250,175 | 208,929 | 218,171 |
| Other Expenses | 90,158 | 87,251 | 99,673 |
| Total Expenses (Schedule B) | 43,210,279 | 47,557,098 | 49,193,129 |
| Operating Deficit for the Year | (1,569,257) | (5,370,814) | (7,737,105) |
| Accumulated Surplus from Operations, Beginning of Year | 63,283,792 | 63,283,792 | 71,020,897 |
| Accumulated Surplus from Operations, End of Year | 61,714,535 | 57,912,978 | 63,283,792 |

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

Lloydminster School Division No. 99
Statement of Changes in Net Financial Assets
for the year ended August 31, 2015

| | 2015 | 2015 | 2014 |
|--|--------------------|------------------|---------------------|
| | Budget | Actual | Actual |
| | (Note 15) | | |
| Net Financial Assets, Beginning of Year | 8,117,455 | 8,117,455 | 20,374,841 |
| Changes During the Year: | | | |
| Operating Deficit for the Year | (1,569,257) | (5,370,814) | (7,737,105) |
| Acquisition of Tangible Capital Assets (Schedule C) | (3,968,267) | (2,414,628) | (13,504,311) |
| Proceeds on Disposal of Tangible Capital Assets (Schedule C) | - | - | 1,750 |
| Net Loss on Disposal of Capital Assets (Schedule C) | - | - | 7,725 |
| Amortization of Tangible Capital Assets (Schedule C) | 2,418,600 | 6,780,991 | 8,972,603 |
| Net Acquisition of Inventory of Supplies | - | (15,930) | 2,596 |
| Net Change in Other Non-Financial Assets | - | 78,900 | (644) |
| Change in Net Financial Assets | (3,118,924) | (941,481) | (12,257,386) |
| Net Financial Assets, End of Year | 4,998,531 | 7,175,974 | 8,117,455 |

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

Lloydminster School Division No. 99

**Statement of Cash Flows
for the year ended August 31, 2015**

| | 2015 | 2014 |
|--|--------------------|---------------------|
| OPERATING ACTIVITIES | | |
| Operating Deficit for the Year | (5,370,814) | (7,737,105) |
| Add Non-Cash Items Included in Deficit (Schedule D) | 6,780,991 | 8,980,328 |
| Net Change in Non-Cash Operating Activities (Schedule E) | (3,005,149) | 1,898,308 |
| Cash Provided (Used) by Operating Activities | (1,594,972) | 3,141,531 |
| CAPITAL ACTIVITIES | | |
| Cash Used to Acquire Tangible Capital Assets | (2,414,628) | (13,504,311) |
| Proceeds on Disposal of Tangible Capital Assets | - | 1,750 |
| Cash Used by Capital Activities | (2,414,628) | (13,502,561) |
| INVESTING ACTIVITIES | | |
| Cash Used to Acquire Portfolio Investments | (7,838) | (104,667) |
| Proceeds on Disposal of Portfolio Investments | 96,182 | - |
| Cash Provided (Used) by Investing Activities | 88,344 | (104,667) |
| FINANCING ACTIVITIES | | |
| Repayment of Long-Term Debt | (101,979) | (97,941) |
| Cash Used by Financing Activities | (101,979) | (97,941) |
| DECREASE IN CASH AND CASH EQUIVALENTS | (4,023,235) | (10,563,638) |
| CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR | 10,462,101 | 21,025,739 |
| CASH AND CASH EQUIVALENTS, END OF YEAR | 6,438,866 | 10,462,101 |

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

Lloydminster School Division No. 99
Schedule A: Supplementary Details of Revenues
for the year ended August 31, 2015

| | 2015 Budget | 2015 Actual | 2014 Actual |
|--|-------------------|-------------------|-------------------|
| Property Taxation Revenue | | | |
| Tax Levy Revenue: | | | |
| Property Tax Levy Revenue | 10,998,995 | 11,519,838 | 10,762,907 |
| Total Property Tax Revenue | 10,998,995 | 11,519,838 | 10,762,907 |
| Grants in Lieu of Taxes: | | | |
| Federal Government | 20,000 | 18,936 | 4,909 |
| Provincial Government | 45,000 | 44,118 | 65,592 |
| Other | 1,000 | 560 | 33,582 |
| Total Grants in Lieu of Taxes | 66,000 | 63,614 | 104,083 |
| Other Tax Revenues: | | | |
| House Trailer Fees | 25,000 | 24,332 | 25,780 |
| Total Other Tax Revenues | 25,000 | 24,332 | 25,780 |
| Additions to Levy: | | | |
| Penalties | 70,000 | 65,134 | 70,367 |
| Total Additions to Levy | 70,000 | 65,134 | 70,367 |
| Deletions from Levy: | | | |
| Cancellations | (25,000) | (21,511) | (24,360) |
| Other Deletions | (4,000) | (3,410) | (1,057) |
| Total Deletions from Levy | (29,000) | (24,921) | (25,417) |
| Total Property Taxation Revenue | 11,130,995 | 11,647,997 | 10,937,720 |
| Grants: | | | |
| Operating Grants | | | |
| Ministry of Education Grants: | | | |
| Operating Grant | 10,940,696 | 11,367,440 | 10,910,275 |
| Other Ministry Grants | - | 73,923 | 73,128 |
| Total Ministry Grants | 10,940,696 | 11,441,363 | 10,983,403 |
| Grants from Others | 17,537,562 | 16,803,405 | 16,984,102 |
| Total Operating Grants | 28,478,258 | 28,244,768 | 27,967,505 |
| Capital Grants | | | |
| Ministry of Education Capital Grants | 139,119 | 210,154 | 139,119 |
| Other Capital Grants | - | - | (9,780) |
| Total Capital Grants | 139,119 | 210,154 | 129,339 |
| Total Grants | 28,617,377 | 28,454,922 | 28,096,844 |

Lloydminster School Division No. 99
Schedule A: Supplementary Details of Revenues
for the year ended August 31, 2015

| | 2015 Budget | 2015 Actual | 2014 Actual |
|---|------------------|------------------|------------------|
| Tuition and Related Fees Revenue | | | |
| Operating Fees: | | | |
| Tuition Fees: | | | |
| Federal Government and First Nations | 20,582 | 51,455 | 40,552 |
| Individuals and Other | 10,291 | - | 9,884 |
| Total Tuition and Related Fees Revenue | 30,873 | 51,455 | 50,436 |
| School Generated Funds Revenue | | | |
| Curricular: | | | |
| Student Fees | 180,000 | 153,852 | 282,457 |
| Total Curricular Fees | 180,000 | 153,852 | 282,457 |
| Non-Curricular Fees: | | | |
| Commercial Sales - GST | 140,000 | 149,135 | 154,371 |
| Commercial Sales - Non-GST | - | 3,673 | 11,706 |
| Fundraising | 100,000 | 158,896 | 101,571 |
| Students Fees | 200,000 | 290,732 | 277,109 |
| Other | 380,000 | 266,874 | 371,333 |
| Total Non-Curricular Fees | 820,000 | 869,310 | 916,090 |
| Total School Generated Funds Revenue | 1,000,000 | 1,023,162 | 1,198,547 |
| Complementary Services | | | |
| Operating Grants: | | | |
| Ministry of Education Grants: | | | |
| Operating Grant | 193,692 | 193,692 | 193,116 |
| Total Operating Grants | 193,692 | 193,692 | 193,116 |
| Total Complementary Services Revenue | 193,692 | 193,692 | 193,116 |

Lloydminster School Division No. 99
Schedule A: Supplementary Details of Revenues
for the year ended August 31, 2015

| | 2015 Budget | 2015 Actual | 2014 Actual |
|--|-------------------|-------------------|-------------------|
| External Services | | | |
| Operating Grants: | | | |
| Ministry of Education Grants: | | | |
| Other Ministry Grants | 76,135 | 76,896 | 90,955 |
| Other Provincial Grants | 10,000 | 2,794 | - |
| Total Operating Grants | 86,135 | 79,690 | 90,955 |
| Fees and Other Revenue | | | |
| Tuition and Related Fees | - | 4,480 | - |
| Other Revenue | 185,000 | 120,280 | 138,844 |
| Total Fees and Other Revenue | 185,000 | 124,760 | 138,844 |
| Total External Services Revenue | 271,135 | 204,450 | 229,799 |
| Other Revenue | | | |
| Miscellaneous Revenue | 264,500 | 519,629 | 536,301 |
| Sales & Rentals | 31,000 | 27,232 | 27,828 |
| Investments | 101,450 | 63,745 | 183,683 |
| Gain on Disposal of Capital Assets | - | - | 1,750 |
| Total Other Revenue | 396,950 | 610,606 | 749,562 |
| TOTAL REVENUE FOR THE YEAR | 41,641,022 | 42,186,284 | 41,456,024 |

Lloydminster School Division No. 99
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2015

| | 2015 Budget | 2015 Actual | 2014 Actual |
|---|------------------------|------------------------|------------------------|
| Governance Expense | | | |
| Board Members Expense | 58,600 | 30,637 | 52,589 |
| Professional Development- Board Members | 29,000 | 11,556 | 38,811 |
| Advisory Committees | 5,000 | - | 127 |
| Elections | - | 7,055 | - |
| Other Governance Expenses | 165,500 | 149,750 | 138,299 |
| Total Governance Expense | 258,100 | 198,998 | 229,826 |
| Administration Expense | | | |
| Salaries | 1,472,294 | 1,548,287 | 1,441,517 |
| Benefits | 158,998 | 156,213 | 118,255 |
| Supplies & Services | 108,700 | 105,951 | 119,711 |
| Non-Capital Furniture & Equipment | 67,000 | 51,593 | 68,240 |
| Building Operating Expenses | 54,750 | 41,459 | 54,639 |
| Communications | 59,500 | 56,365 | 52,479 |
| Travel | 35,000 | 32,328 | 39,244 |
| Professional Development | 40,000 | 42,855 | 40,079 |
| Amortization of Tangible Capital Assets | 148,000 | 277,639 | 266,484 |
| Total Administration Expense | 2,144,242 | 2,312,690 | 2,200,648 |
| Instruction Expense | | | |
| Instructional (Teacher Contract) Salaries | 21,368,992 | 21,368,406 | 22,143,582 |
| Instructional (Teacher Contract) Benefits | 1,204,065 | 1,207,583 | 1,191,662 |
| Program Support (Non-Teacher Contract) Salaries | 5,258,950 | 5,174,687 | 4,620,813 |
| Program Support (Non-Teacher Contract) Benefits | 820,125 | 707,391 | 656,691 |
| Instructional Aids | 844,789 | 605,376 | 856,989 |
| Supplies & Services | 839,501 | 807,288 | 824,283 |
| Non-Capital Furniture & Equipment | 186,277 | 162,808 | 176,578 |
| Communications | 233,750 | 276,851 | 235,489 |
| Travel | 27,500 | 21,485 | 33,836 |
| Professional Development | 272,123 | 173,325 | 202,068 |
| Student Related Expense | 111,600 | 95,674 | 98,607 |
| Amortization of Tangible Capital Assets | 2,115,800 | 6,340,283 | 8,523,760 |
| Total Instruction Expense | 33,283,472 | 36,941,157 | 39,564,358 |

Lloydminster School Division No. 99
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2015

| | 2015 Budget | 2015 Actual | 2014 Actual |
|--|------------------------|------------------------|------------------------|
| Plant Operation & Maintenance Expense | | | |
| Salaries | 2,057,019 | 2,088,117 | 1,924,521 |
| Benefits | 321,713 | 304,801 | 285,553 |
| Supplies & Services | 4,200 | 2,432 | 747 |
| Non-Capital Furniture & Equipment | 14,800 | 30,855 | 11,606 |
| Building Operating Expenses | 2,247,113 | 2,825,474 | 1,808,959 |
| Communications | 12,000 | 9,613 | 13,637 |
| Travel | 54,500 | 24,201 | 36,791 |
| Professional Development | 15,000 | 12,002 | 12,472 |
| Amortization of Tangible Capital Assets | 50,500 | 52,378 | 56,657 |
| Total Plant Operation & Maintenance Expense | 4,776,845 | 5,349,873 | 4,150,943 |
| Student Transportation Expense | | | |
| Salaries | 463,274 | 513,490 | 496,303 |
| Benefits | 76,783 | 74,188 | 73,826 |
| Supplies & Services | 148,075 | 149,165 | 155,877 |
| Non-Capital Furniture & Equipment | 105,000 | 136,116 | 111,398 |
| Communications | 1,200 | 563 | 907 |
| Travel | 3,000 | 2,818 | 3,886 |
| Professional Development | 4,000 | 8,277 | 5,701 |
| Contracted Transportation | 143,950 | 89,159 | 131,799 |
| Amortization of Tangible Capital Assets | 104,300 | 110,691 | 125,702 |
| Total Student Transportation Expense | 1,049,582 | 1,084,467 | 1,105,399 |
| Tuition and Related Fees Expense | | | |
| Tuition Fees | - | 1,258 | - |
| Total Tuition and Related Fees Expense | - | 1,258 | - |
| School Generated Funds Expense | | | |
| Cost of Sales | 75,000 | 142,210 | 174,082 |
| School Fund Expenses | 925,000 | 860,601 | 1,055,724 |
| Total School Generated Funds Expense | 1,000,000 | 1,002,811 | 1,229,806 |

Lloydminster School Division No. 99
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2015

| | 2015 Budget | 2015 Actual | 2014 Actual |
|--|------------------------|------------------------|------------------------|
| Complementary Services Expense | | | |
| Instructional (Teacher Contract) Salaries & Benefits | 233,002 | 243,834 | 244,046 |
| Program Support (Non-Teacher Contract) Salaries & Benefits | 112,153 | 112,335 | 139,201 |
| Student Related Expenses | 12,550 | 13,495 | 11,058 |
| Total Complementary Services Expense | 357,705 | 369,664 | 394,305 |
| External Service Expense | | | |
| Other Fees | 75,175 | 75,175 | 74,433 |
| Program Support (Non-Teacher Contract) Salaries & Benefits | 68,390 | 56,734 | 43,542 |
| Supplies & Services | 106,610 | 74,394 | 100,196 |
| Building Operating Expenses | - | 2,626 | - |
| Total External Services Expense | 250,175 | 208,929 | 218,171 |
| Other Expense | | | |
| Interest and Bank Charges: | | | |
| Current Interest and Bank Charges | 18,000 | 15,112 | 14,020 |
| Interest on Other Capital Loans and Long-Term Debt | | | |
| School Facilities | 97,158 | 97,139 | 101,178 |
| Total Interest and Bank Charges | 115,158 | 112,251 | 115,198 |
| Loss on Disposal of Tangible Capital Assets | - | - | 9,475 |
| Provision for Uncollectable Taxes | (25,000) | (25,000) | (25,000) |
| Total Other Expense | 90,158 | 87,251 | 99,673 |
| TOTAL EXPENSES FOR THE YEAR | 43,210,279 | 47,557,098 | 49,193,129 |

Lloydminster School Division No. 99
**Schedule C - Supplementary Details of Tangible Capital Assets
for the year ended August 31, 2015**

| | Land | | Buildings | | School | Other | Furniture and | Computer Hardware and Audio Visual | Computer | Assets Under | | |
|--|----------------|----------------|-------------------|------------------|------------------|----------------|------------------|--|-----------------|---------------------|--------------------|-------------------|
| | Land | Improvements | Buildings | Short-Term | Buses | Vehicles | Equipment | Equipment | Software | Construction | 2015 | 2014 |
| Tangible Capital Assets - at Cost: | | | | | | | | | | | | |
| Opening Balance as of September 1 | 577,580 | 857,707 | 45,130,679 | 2,608,293 | 1,812,579 | 393,731 | 2,547,411 | 2,872,792 | 272,355 | 26,719,033 | 83,792,160 | 70,787,988 |
| Additions/Purchases | - | 136,769 | 1,816,285 | - | 106,954 | 54,023 | 85,417 | 138,364 | 12,192 | 64,624 | 2,414,628 | 13,504,311 |
| Disposals | - | - | - | - | - | - | (264,160) | (430,452) | - | - | (694,612) | (500,139) |
| Transfers to (from) | - | - | 25,132,446 | - | - | - | 1,188,653 | 271,850 | - | (26,592,949) | - | - |
| Closing Balance as of August 31 | 577,580 | 994,476 | 72,079,410 | 2,608,293 | 1,919,533 | 447,754 | 3,557,321 | 2,852,554 | 284,547 | 190,708 | 85,512,176 | 83,792,160 |
| Tangible Capital Assets - Amortization: | | | | | | | | | | | | |
| Opening Balance as of September 1 | - | 596,801 | 22,808,663 | 996,564 | 1,188,587 | 289,451 | 1,462,035 | 1,681,085 | 131,838 | - | 29,155,024 | 20,673,085 |
| Amortization of the Period | - | 49,724 | 5,519,071 | 118,300 | 102,139 | 28,866 | 342,797 | 570,511 | 49,583 | - | 6,780,991 | 8,972,603 |
| Disposals | - | - | - | - | - | - | (264,160) | (430,452) | - | - | (694,612) | (490,664) |
| Closing Balance as of August 31 | N/A | 646,525 | 28,327,734 | 1,114,864 | 1,290,726 | 318,317 | 1,540,672 | 1,821,144 | 181,421 | N/A | 35,241,403 | 29,155,024 |
| Net Book Value: | | | | | | | | | | | | |
| Opening Balance as of September 1 | 577,580 | 260,906 | 22,322,016 | 1,611,729 | 623,992 | 104,280 | 1,085,376 | 1,191,707 | 140,517 | 26,719,033 | 54,637,136 | 50,114,903 |
| Closing Balance as of August 31 | 577,580 | 347,951 | 43,751,676 | 1,493,429 | 628,807 | 129,437 | 2,016,649 | 1,031,410 | 103,126 | 190,708 | 50,270,773 | 54,637,136 |
| Change in Net Book Value | - | 87,045 | 21,429,660 | (118,300) | 4,815 | 25,157 | 931,273 | (160,297) | (37,391) | (26,528,325) | (4,366,363) | 4,522,233 |
| Disposals: | | | | | | | | | | | | |
| Historical Cost | - | - | - | - | - | - | 264,160 | 430,452 | - | - | 694,612 | 500,139 |
| Accumulated Amortization | - | - | - | - | - | - | 264,160 | 430,452 | - | - | 694,612 | 490,664 |
| Net Cost | - | - | - | - | - | - | - | - | - | - | - | 9,475 |
| Price of Sale | - | - | - | - | - | - | - | - | - | - | - | 1,750 |
| Loss on Disposal | - | - | - | - | - | - | - | - | - | - | - | (7,725) |

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Lloydminster School Division No. 99
Schedule D: Non-Cash Items Included in Deficit
for the year ended August 31, 2015

| | 2015 | 2014 |
|--|------------------|------------------|
| Non-Cash Items Included in Deficit: | | |
| Amortization of Tangible Capital Assets (Schedule C) | 6,780,991 | 8,972,603 |
| Net Loss on Disposal of Tangible Capital Assets | - | 7,725 |
| Total Non-Cash Items Included in Deficit | 6,780,991 | 8,980,328 |

Lloydminster School Division No. 99
Schedule E: Net Change in Non-Cash Operating Activities
for the year ended August 31, 2015

| | 2015 | 2014 |
|---|--------------------|------------------|
| Net Change in Non-Cash Operating Activities: | | |
| Decrease (Increase) in Accounts Receivable | 948,048 | (9,081) |
| Increase (Decrease) In Accounts Payable and Accrued Liabilities | (4,507,851) | 1,955,190 |
| Increase (Decrease) in Liability for Employee Future Benefits | 34,100 | (110,300) |
| Increase in Deferred Revenue | 457,584 | 60,547 |
| Decrease (Increase) in Inventory of Supplies for Consumption | (15,930) | 2,596 |
| Decrease (Increase) in Prepaid Expenses | 78,900 | (644) |
| Total Net Change in Non-Cash Operating Activities | (3,005,149) | 1,898,308 |

LLOYDMINSTER SCHOOL DIVISION NO. 99
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2015

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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 Chartered Professional Accountants of Canada (CPA Canada).

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

a) Basis of Accounting

The financial statements are prepared using the accrual basis of accounting.

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. Trust fund activities administered by the school division are disclosed in Note 17 of the financial statements.

d) Measurement Uncertainty and the Use of Estimates

Canadian public sector accounting standards require 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 \$377,100 (2014 - \$343,000) because actual experience may differ significantly from actuarial estimations.

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- property taxation revenue of \$11,647,997 (2014 - \$10,937,720) because final tax assessments may differ from initial estimates,
- uncollectible taxes of \$0 (2014 - \$25,000) because actual collectability may differ from initial estimates.
- useful lives of capital assets and related amortization of \$6,780,991 (2014 - \$8,972,603) because the actual useful lives of the capital assets may differ from their estimated economic 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 material changes in the amounts recognized or disclosed.

e) 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 the contractual provisions of a financial instrument. The financial assets and financial liabilities portray these rights and obligations in the 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.

All financial instruments are measured at cost or amortized cost. Transaction costs are a component of the cost of financial instruments measured using cost or amortized cost. For financial instruments measured using amortized cost, the effective interest rate method is used to determine interest revenues or expenses. Impairment losses such as write-downs or write-offs are reported in the statement of operations and accumulated surplus from operations.

Gains and losses on financial instruments measured at cost or amortized cost are recognized in the statement of operations and accumulated surplus from operations in the period the gain or loss occurs.

f) 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.

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Accounts Receivable includes 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 in common shares and deposits 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 (e).

g) 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 and land improvements, buildings, buildings – short-term, 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 | 50 years |
| Buildings – short-term (portables, storage sheds, outbuildings, garages) | 20 years |
| School buses | 12 years |
| Other vehicles – passenger | 5 years |

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|---|----------|
| 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 under construction are not amortized until completed and placed into service for use.

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 which will provide economic benefits in one or more future periods. Prepaid expenses include such items as insurance premiums, Saskatchewan School Boards Association membership fees, other membership fees, software licenses, Workers' Compensation premiums, vehicle licensing and copier leases.

h) 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.

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 represents 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. Actuarial valuations are performed periodically using assumptions including discount rate, inflation, salary escalation, termination and retirement rates and mortality. An actuary extrapolates these valuations when a valuation is not done in the current fiscal year. Actuarial gains and losses are amortized on a straight line basis over the expected average remaining service life of the related employee groups.

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.

i) 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 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) One employee participates 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 one support staff who participates in MEPP, participate in a defined contribution pension plan. The school division's contributions to the plan are expensed when due.

j) 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.

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 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. For transfers with stipulations, revenue is recognized in the statement of operations and accumulated surplus from 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

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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.

k) Statement of Remeasurement Gains 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 material remeasurement gains or losses.

3. SHORT-TERM BORROWINGS

Bank indebtedness consists of a demand operating line of credit with a maximum borrowing limit of \$7,000,000 (2014 - \$7,000,000) that bears interest at bank prime rate less 0.5% (2014 - prime less 0.5%) per annum. This line of credit is authorized by a borrowing resolution by the board of education dated April 24, 2013 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, 2015 was \$0 (August 31, 2014 - \$0).

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4. PORTFOLIO INVESTMENTS

Portfolio investments are comprised of the following:

| | 2015 | 2014 |
|---|-------------------|-------------------|
| Portfolio investments in the cost and amortized cost category: | Cost | Cost |
| Servus Credit Union Term Deposit @ 1.40%; matures 11/25/2015 | \$ - | \$ 96,182 |
| Equity common shares at Servus Credit Union & Co-op | 152,800 | 144,962 |
| Total portfolio investments | \$ 152,800 | \$ 241,144 |

5. EXPENSES BY FUNCTION AND ECONOMIC CLASSIFICATION

| Function | Salaries & Benefits | Goods & Services | Debt Service | Amortization of TCA | 2015 Actual | 2014 Actual |
|--------------------------|---------------------|--------------------|-------------------|---------------------|---------------------|---------------------|
| Governance | \$ 30,637 | \$ 168,361 | \$ - | \$ - | \$ 198,998 | \$ 229,826 |
| Administration | 1,704,500 | 330,551 | - | 277,639 | 2,312,690 | 2,200,648 |
| Instruction | 28,458,067 | 2,142,807 | - | 6,340,283 | 36,941,157 | 39,564,358 |
| Plant | 2,392,918 | 2,904,577 | - | 52,378 | 5,349,873 | 4,150,943 |
| Transportation | 587,678 | 386,098 | - | 110,691 | 1,084,467 | 1,105,399 |
| Tuition and Related Fees | - | 1,258 | - | - | 1,258 | - |
| School Generated Funds | - | 1,002,811 | - | - | 1,002,811 | 1,229,806 |
| Complementary Services | 356,169 | 13,495 | - | - | 369,664 | 394,305 |
| External Services | 56,734 | 152,195 | - | - | 208,929 | 218,171 |
| Other | - | (25,000) | 112,251 | - | 87,251 | 99,673 |
| TOTAL | \$33,586,703 | \$7,077,153 | \$ 112,251 | \$ 6,780,991 | \$47,557,098 | \$49,193,129 |

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. 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. Momeau Shepell Ltd, a firm of consulting actuaries, performed an actuarial valuation and estimated the Liability for Employee Future Benefits as at August 31, 2015.

Details of the employee future benefits are as follows:

| | 2015 | 2014 |
|---|---------------|-----------------|
| Actuarial valuation (extrapolation) date | Aug. 31, 2015 | (Aug. 31, 2014) |
| Long-term assumptions used: | | |
| Discount rate at end of period | 2.50% | 2.80% |
| Inflation and productivity rate (excluding merit and promotion) | 3.20% | 3.25% |
| Expected average remaining service life (years) | 16 | 16 |

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| Liability for Employee Future Benefits | 2015 | 2014 |
|---|-------------------|-------------------|
| Accrued Benefit Obligation - beginning of year | \$ 336,900 | \$ 415,700 |
| Current period service cost | 34,300 | 38,800 |
| Interest cost | 10,300 | 15,800 |
| Benefit payments | (9,900) | (162,500) |
| Actuarial losses | 142,200 | 29,100 |
| Accrued Benefit Obligation - end of year | 513,800 | 336,900 |
| Unamortized Net Actuarial Gains / (Losses) | (136,700) | 6,100 |
| Liability for Employee Future Benefits | \$ 377,100 | \$ 343,000 |

| Employee Future Benefits Expense | 2015 | 2014 |
|---|------------------|------------------|
| Current period service cost | \$ 34,300 | \$ 38,800 |
| Amortization of net actuarial gain | (600) | (2,400) |
| Benefit cost | 33,700 | 36,400 |
| Interest cost | 10,300 | 15,800 |
| Total Employee Future Benefits Expense | \$ 44,000 | \$ 52,200 |

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 Governments 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:

| | 2015 | | | | 2014 |
|---|----------------|---------------|-----------------|----------------|----------------|
| | STRP | STSP | ATRF | TOTAL | TOTAL |
| Number of active School Division members | 266 | 3 | 46 | 315 | 282 |
| Member contribution rate (percentage of salary) | 9.10% / 11.30% | 6.05% / 7.85% | 11.44% / 16.34% | 6.05% / 16.34% | 6.05% - 16.34% |
| Member contributions for the year | \$ 1,796,680 | \$ 10,748 | \$ 473,557 | \$ 2,280,985 | \$ 1,904,645 |

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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:

| | 2015 | 2014 |
|--|-----------------|---------------|
| Number of active School Division members | 1 | 2 |
| Member contribution rate (percentage of salary) | 8.15% | 8.15% |
| School Division contribution rate (percentage of salary) | 8.15% | 8.15% |
| Member contributions for the year | \$ 17,959 | \$ 20,474 |
| School Division contributions for the year | \$ 17,959 | \$ 20,474 |
| Actuarial (extrapolation) valuation date | (Dec. 31, 2014) | Dec. 31, 2013 |
| Plan Assets (in thousands) | \$ 2,006,587 | \$ 1,685,167 |
| Plan Liabilities (in thousands) | \$ 1,672,585 | \$ 1,498,853 |
| Plan Surplus (in thousands) | \$ 334,002 | \$ 186,314 |

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:

| | 2015 | 2014 |
|--|-------------|-------------|
| Number of active School Division members | 166 | 205 |
| 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 | \$ 409,277 | \$ 399,595 |
| School Division contributions for the year | \$ 385,067 | \$ 364,257 |

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8. ACCOUNTS RECEIVABLE

All accounts receivable presented on the statement of financial position are net of any valuation allowances for doubtful accounts. Details of accounts receivable balances and allowances are as follows:

| | 2015 | | | 2014 | | |
|----------------------------------|---------------------|------------------------|---------------------|---------------------|------------------------|---------------------|
| | Total Receivable | Valuation Allowance | Net of Allowance | Total Receivable | Valuation Allowance | Net of Allowance |
| Taxes Receivable | \$ 46,537 | \$ - | \$ 46,537 | \$ 539,883 | \$ 25,000 | \$ 514,883 |
| Provincial Grants Receivable | 7,916,592 | - | 7,916,592 | 8,298,849 | - | 8,298,849 |
| Other Receivables | 404,081 | - | 404,081 | 501,526 | - | 501,526 |
| Total Accounts Receivable | \$ 8,367,210 | \$ - | \$ 8,367,210 | \$ 9,340,258 | \$ 25,000 | \$ 9,315,258 |

9. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

Details of accounts payable and accrued liabilities are as follows:

| | 2015 | 2014 |
|---|---------------------|---------------------|
| Accrued Salaries and Benefits | \$ 64,840 | \$ 77,455 |
| Supplier Payments | 2,283,721 | 6,778,957 |
| Total Accounts Payable and Accrued Liabilities | \$ 2,348,561 | \$ 6,856,412 |

10. LONG-TERM DEBT

Details of long-term debt are as follows:

| | 2015 | 2014 |
|--|---------------------|---------------------|
| 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) | \$ 2,222,034 | \$ 2,306,862 |
| (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) | 48,600 | 65,751 |
| Total Long-Term Debt | \$ 2,270,634 | \$ 2,372,613 |

| Future principal repayments over the next 5 years are estimated as follows: | | |
|---|---------------------|---------------------|
| | Capital Loans | Total |
| 2016 | \$ 106,669 | \$ 106,669 |
| 2017 | 110,547 | 110,547 |
| 2018 | 108,730 | 108,730 |
| 2019 | 100,294 | 100,294 |
| 2020 | 104,590 | 104,590 |
| Thereafter | 1,739,804 | 1,739,804 |
| Total | \$ 2,270,634 | \$ 2,270,634 |

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| Principal and interest payments on the long-term debt are as follows: | | | | |
|---|-------------------|-------------------|-------------------|--|
| | Capital Loans | 2015 | 2014 | |
| Principal | \$ 101,979 | \$ 101,979 | \$ 97,941 | |
| Interest | 97,158 | 97,158 | 101,178 | |
| Total | \$ 199,137 | \$ 199,137 | \$ 199,119 | |

11. DEFERRED REVENUE

Details of deferred revenues are as follows:

| | Balance as at Aug. 31, 2014 | Additions during the Year | Revenue recognized in the Year | Balance as at Aug. 31, 2015 |
|--------------------------------|-----------------------------------|---------------------------------|--------------------------------------|-----------------------------------|
| Other deferred revenue: | | | | |
| Property Taxes | \$ 2,210,293 | \$ 2,755,707 | \$ 2,210,293 | \$ 2,755,707 |
| Other | 118,730 | 30,900 | 118,730 | 30,900 |
| Total Deferred Revenue | \$ 2,329,023 | \$ 2,786,607 | \$ 2,329,023 | \$ 2,786,607 |

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 2015 and 2014:

| Summary of Complementary Services Revenues and Expenses, by Program | Pre-K Programs | Other Programs | 2015 | 2014 |
|---|---------------------|-------------------|---------------------|---------------------|
| Revenues: | | | | |
| Operating Grants | \$ 193,692 | \$ - | \$ 193,692 | \$ 193,116 |
| Total Revenues | 193,692 | - | 193,692 | 193,116 |
| Expenses: | | | | |
| Salaries & Benefits | 354,624 | 1,545 | 356,169 | 383,246 |
| Student Related Expenses | 7,554 | 5,941 | 13,495 | 11,059 |
| Total Expenses | 362,178 | 7,486 | 369,664 | 394,305 |
| Deficiency of Revenues over Expenses | \$ (168,486) | \$ (7,486) | \$ (175,972) | \$ (201,189) |

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 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.

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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 2015 and 2014:

| Summary of External Services Revenues and Expenses, by Program | Cafeteria | Other Programs | 2015 | 2014 |
|---|-------------------|-----------------------|-------------------|------------------|
| Revenues: | | | | |
| Operating Grants | \$ - | \$ 79,690 | \$ 79,690 | \$ 90,955 |
| Fees and Other Revenues | 120,280 | 4,480 | 124,760 | 138,844 |
| Total Revenues | 120,280 | 84,170 | 204,450 | 229,799 |
| Expenses: | | | | |
| Salaries & Benefits | 56,734 | - | 56,734 | - |
| Supplies and Services | 71,884 | 77,685 | 149,569 | 218,171 |
| Building Operating Expenses | - | 2,626 | 2,626 | - |
| Total Expenses | 128,618 | 80,311 | 208,929 | 218,171 |
| Excess (Deficiency) of Revenues over Expenses | \$ (8,338) | \$ 3,859 | \$ (4,479) | \$ 11,628 |

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

- i) The Cafeteria provides food services for students at the school division's Middle Schools and High School 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 and Lloydminster-in-Motion program. The Kids First program helps vulnerable families to become the best parents they can by enhancing knowledge, providing support and building on family strengths. The Lloydminster-in-Motion program promotes increasing physical activity for health, social, environmental and economic benefits.

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.

Certain amounts of the accumulated surplus, as approved by the board of education, have been designated for specific future purposes such as school generated funds, incomplete budgets, replacement of aging vehicles, community track and technology evergreening. These internally restricted amounts are included in the accumulated surplus 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 are as follows:

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| | August 31 2014 | Additions during the year | Reductions during the year | August 31 2015 |
|--|----------------------|---------------------------------|----------------------------------|----------------------|
| Invested in Tangible Capital Assets: | | | | |
| Net Book Value of Tangible Capital Assets | \$ 54,637,136 | \$ 2,414,628 | \$ (6,780,991) | \$ 50,270,773 |
| Less: Debtowing on Tangible Capital Assets | 2,372,613 | - | (101,979) | 2,270,634 |
| | <u>52,264,523</u> | <u>2,414,628</u> | <u>(6,679,012)</u> | <u>48,000,139</u> |
| PMR maintenance project allocations (1) | <u>139,119</u> | <u>210,154</u> | <u>(302,919)</u> | <u>46,354</u> |
| Internally Restricted Surplus: | | | | |
| Capital projects: | | | | |
| Designated for tangible capital asset expenditures | 5,148,694 | - | (1,849,061) | 3,299,633 |
| Community Track | 8,000 | 8,000 | - | 16,000 |
| Bus Purchase | 94,370 | (94,370) | - | - |
| Maintenance Vehicle Purchase | 40,000 | 20,000 | (40,000) | 20,000 |
| Technology Evergreening | 344,805 | 191,440 | - | 536,245 |
| Facilities Upgrades | 80,000 | 3,807,383 | (144,624) | 3,742,759 |
| | <u>5,715,869</u> | <u>3,932,453</u> | <u>(2,033,685)</u> | <u>7,614,637</u> |
| Other: | | | | |
| School generated funds | 347,103 | - | (26,274) | 320,829 |
| Board Strategies | 500,000 | 80,000 | - | 580,000 |
| School budget carryovers | 58,397 | 32,289 | - | 90,686 |
| Incomplete Budgets | 132,903 | - | (97,898) | 35,005 |
| Parkland Proceeds | 96,944 | 1,488 | - | 98,432 |
| Kids First Program | 76,135 | 76,896 | (76,135) | 76,896 |
| Other | 944 | - | (944) | - |
| | <u>1,212,426</u> | <u>190,673</u> | <u>(201,251)</u> | <u>1,201,848</u> |
| Unrestricted Surplus | <u>3,951,855</u> | <u>-</u> | <u>(2,901,855)</u> | <u>1,050,000</u> |
| Total Accumulated Surplus | <u>\$ 63,283,792</u> | <u>\$ 6,747,908</u> | <u>\$ (12,118,722)</u> | <u>\$ 57,912,978</u> |

(1) **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 Facilities upgrades fund will be used to fund capital projects in future fiscal years.
- iii) School generated funds are accumulated surpluses from the various extracurricular activities that are to support future operating costs of these activities.
- iv) The Board strategies fund is accessible by the board to support strategic initiatives that it feels are of importance to the division.

- v) School budget carryovers are unspent school budgets from the current year that are to be spent in the upcoming fiscal year.
- vi) Incomplete budgets are unspent funds on various projects that are to be completed in the upcoming fiscal year.
- vii) The Parkland proceeds fund is to be used to purchase specialized equipment to support the program for intensive needs children.
- viii) The Community track fund is to be used to enhance the track and field area at the Lloydminster Comprehensive High School.
- ix) The technology evergreening fund will be used to refresh computers and other technology over a predetermined period of time.
- x) The Bus purchase fund is to be used for the purchase of school busses in the future.
- xi) The Maintenance vehicle purchases fund is to be used for the purchase of maintenance vehicles in the future.
- xii) 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 25, 2014 and the Minister of Education on August 12, 2014.

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.

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| | 2015 | 2014 |
|-------------------------------------|----------------------|----------------------|
| Revenues: | | |
| Community Initiatives Fund | \$ - | \$ 14,820 |
| Ministry of Education | 11,923,404 | 11,395,648 |
| Prairie Spirit School Division #206 | - | 1,750 |
| Saskatchewan Lotteries | 2,794 | - |
| Saskatchewan WCB | 14,244 | - |
| SGI | 240,796 | 189,291 |
| | \$ 12,181,238 | \$ 11,601,509 |
| Expenses: | | |
| Good Spirit School Division | \$ 5,221 | \$ - |
| Minister of Finance | 1,547 | 1,761 |
| Ministry of Parks, Culture & Sport | - | 180 |
| Prairie North Health Authority | - | 191 |
| Provincial Court of Saskatchewan | - | 140 |
| Saskatchewan WCB | 34,545 | 89,146 |
| SaskPower | 37,971 | 33,790 |
| SaskTel | 17,228 | 16,146 |
| SGI - Auto Fund Division | 40,961 | 24,558 |
| Sun West School Division #207 | 30,000 | 18,000 |
| University of Saskatchewan | 1,149 | 12,342 |
| Other Saskatchewan School Divisions | 1,293 | 22,399 |
| | \$ 169,915 | \$ 218,653 |
| Accounts Receivable: | | |
| Ministry of Education | \$ 4,338,950 | \$ 4,666,135 |
| | \$ 4,338,950 | \$ 4,666,135 |
| Prepaid Expenses: | | |
| Good Spirit School Division | \$ 5,675 | \$ - |
| Saskatchewan WCB | - | 29,715 |
| Saskpower | 583 | - |
| SGI - Auto Fund Division | 15,000 | 11,611 |
| | \$ 21,258 | \$ 41,326 |
| Accounts Payable: | | |
| SGI | \$ - | \$ 29,301 |
| | \$ - | \$ 29,301 |

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.

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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:

| | 2015 | | | | Total 2015 | Total 2014 |
|--|------------------|------------------|------------------|-------------------|-------------------|-------------------|
| | Craig | Hawkins | Jones | Other | | |
| Cash and short-term investments | \$ 1,412 | \$ - | \$ - | \$ 119,549 | \$ 120,961 | \$ 23,226 |
| Portfolio investments | 74,914 | 54,735 | 47,240 | 151,587 | 328,476 | 444,440 |
| Total Assets | \$ 76,326 | \$ 54,735 | \$ 47,240 | \$ 271,136 | \$ 449,437 | \$ 467,666 |
| Revenues | | | | | | |
| Contributions and donations | \$ - | \$ - | \$ - | \$ 6,000 | \$ 6,000 | \$ 30,550 |
| Interest on investments | 787 | 827 | 1,287 | 5,383 | 8,284 | 8,807 |
| | 787 | 827 | 1,287 | 11,383 | 14,284 | 39,357 |
| Expenses | | | | | | |
| Awards to Students | 4,000 | 750 | 2,000 | 25,763 | 32,513 | 32,010 |
| | 4,000 | 750 | 2,000 | 25,763 | 32,513 | 32,010 |
| Excess (Deficiency) of Revenue over Expenses | (3,213) | 77 | (713) | (14,380) | (18,229) | 7,347 |
| Trust Fund Balance, Beginning of Year | 79,539 | 54,658 | 47,953 | 285,516 | 467,666 | 460,319 |
| Trust Fund Balance, End of Year | \$ 76,326 | \$ 54,735 | \$ 47,240 | \$ 271,136 | \$ 449,437 | \$ 467,666 |

18. CONTRACTUAL OBLIGATIONS AND COMMITMENTS

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

- Operating lease obligations, as follows:

| | Operating Leases | |
|---------------------------------------|------------------|--------------------|
| | Copier Leases | Total Operating |
| Future minimum lease payments: | | |
| 2016 | \$ 12,356 | \$ 12,356 |
| 2017 | 12,356 | 12,356 |
| 2018 | 12,356 | 12,356 |
| 2019 | 6,178 | 6,178 |
| Total Lease Obligations | \$ 43,246 | \$ 43,246 |

19. COMPARATIVE INFORMATION

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

20. 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.

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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 impairment in collectability.

The aging of provincial grants and other accounts receivable at August 31, 2015 is:

| August 31, 2015 | | | | | | |
|------------------------|---------------------|-------------------|-------------|-------------|-------------|---------------------|
| | Total | Current | 0-30 days | 30-60 days | 60-90 days | Over 90 days |
| Grants Receivable | \$ 7,916,592 | \$ 149,175 | \$ - | \$ - | \$ - | \$ 7,767,417 |
| Other Receivables | 156,757 | 150,241 | - | - | - | 6,516 |
| Net Receivables | \$ 8,073,349 | \$ 299,416 | \$ - | \$ - | \$ - | \$ 7,773,933 |

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, 2015 | | | | |
|--|---------------------|--------------------|-------------------|---------------------|
| | Within 6 months | 6 months to 1 year | 1 to 5 years | > 5 years |
| Accounts payable and accrued liabilities | \$ 2,348,561 | \$ - | \$ - | \$ - |
| Long-term debt (includes interest) | 99,559 | 99,559 | 751,994 | 2,235,687 |
| Total | \$ 2,448,120 | \$ 99,559 | \$ 751,994 | \$ 2,235,687 |

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 and portfolio investments.

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, 2015.

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.