



**LLOYDMINSTER PUBLIC SCHOOL DIVISION**

*Ensuring Personal Excellence For All Students*

**Lloydminster Public  
School Division #99  
2022-23 Annual Report**

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## School Division Contact Information



### **Lloydminster Public School Division # 99**

“Ensuring Personal Excellence For All Students”

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## Letter of Transmittal



Honourable Jeremy Cockrill  
Minister of Education

Dear Minister Jeremy Cockrill:

The Board of Education of the Lloydminster Public School Division 99 is pleased to provide you and the residents of the school division with the 2022-23 annual report. This report presents an overview of the Lloydminster Public School Division's goals, activities and results for the fiscal year September 1, 2022 to August 31, 2023. It provides financial statements that have been audited by an independent auditor following the Canadian Generally Accepted Auditing Standards.

Respectfully submitted,

A handwritten signature in black ink that reads "David Thompson". The signature is fluid and cursive, with the first name "David" being more prominent.

David Thompson  
Board of Education Chair

## Introduction

This annual report presents an overview of Lloydminster Public School Division's (LPSD) activities and results for the 2022-23 fiscal year, its governance structures, students, staff, programs, infrastructure, and finances. In addition to detailing the school division's goals, activities, and performance, this report outlines how the division is deploying the Education Sector Strategic Plan in relation to its school division plan.

The 2022-23 school year again prioritized the importance of mental health and well-being of students and staff and the continuation of learning. This report will include details of actions undertaken in accordance with the school division's priorities and goals for the 2022-23 academic 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 authority to govern 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 November 9, 2020, to serve a four-year term. Board of Education members as of August 31, 2023, include:

Chair - David Thompson

Vice-Chair - Chrissy Gee

Member - Karoline Kennedy

Member - Melanie Mutter

Member - Viren Taylor

Member - Cathy Cornet

Member - Georgina Veltikold

## School Community Councils

The Board of Education has established a School Community Council (SCC) for each of the 10 schools in the LPSD. All 10 SCCs in LPSD are made up of the required number of elected and appointed members, as outlined in *The Education Regulations, 2019*. The actual number of members varies from one SCC to another. Our SCC members are an integral part of our school communities through volunteering in classrooms, fundraising, and reviewing and supporting our School Learning Improvement plans.

*The Education Regulations, 2019* require school divisions to undertake orientation, training, development, and networking opportunities for their SCC members. In 2022-23, LPSD conducted two forums, for this purpose, for all 10 of its SCCs and executives. The SCCs operate under the direction of the school and are not presently funded by the Board of Education.

In 2022-23, the Board of Education Communications Committee requested SCC recruitment be implemented as part of the 2022-23 Communication Plan. Social media channels were used throughout the school year to inform school communities of upcoming meetings and the benefits of joining SCCs.

The Regulations also require SCCs to work with school staff to develop an annual school Learning Improvement Plan that is aligned with the school division's strategic plan and to recommend that plan to the Board of Education. In 2022-23, all 10 of the division's SCCs reviewed and signed these Learning Improvement Plans.

SCCs 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. SCCs enable the community to participate in educational planning and decision-making, and promote shared responsibility for learning among community members, students, and educators. 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. There was a meeting in the fall of 2022 whereby each SCC Chair or designate shared their goals and accomplishments and heard from our Board Chair and Director about such items as the Strategic Plan. It was a great opportunity to celebrate, ask questions, and see feedback.

## School Division Profile

### School Division in Context

The Lloydminster Public School Division is a very complex organization, in that it is both a Saskatchewan and Alberta school division. The LPSD is located on ancestral and traditional lands of Treaty 6 territory. LPSD follows the Saskatchewan curriculum and reports primarily to the Saskatchewan Ministry of Education. It also receives funding from Alberta's Ministry of Education to support several student learning and facility initiatives. This complex environment creates an opportunity for the school division to simultaneously glean the best from the two provinces. However, at the same time, the situation presents challenges by requiring LPSD to be accountable to two provincial authorities and operating procedures.



LPSD has five elementary schools, one kindergarten to grade 9 school, two middle schools, one high school and one outreach school. All schools offer students a well-rounded education with excellent instruction based on curricula provided by the Saskatchewan Ministry of Education. Students also benefit from extensive co-curricular and extracurricular opportunities.

The economy of the Lloydminster area reflects both the oil and gas sector and agriculture. There has been evidence of a downturn in the economy through job loss, resulting in more students needing the breakfast/lunch programs and other subsidies offered by the school division.

## **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.

## **Community Partnerships**

### **Community Involvement**

LPSD is an integral part of community life in west-central Saskatchewan. The division and individual schools are linked to the broader community in a multitude of ways. The Board of Education places a strong emphasis on community and parent involvement, and community partnerships.

### **Community and Parent Involvement**

Research has shown that students achieve at higher levels in school when their families and other community members are involved in education. LPSD schools 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.

### **Community Partnerships**

LPSD and individual schools within the division have established a range of formal and informal community partnerships to promote student learning and ensure that students have successful and positive school experiences. Some examples of these partnerships include: Lakeland College, City of Lloydminster, Vic Juba Theatre, Native Friendship Center, FOPA (Friends of the Performing Arts), Bike for Breakfast, and the Junior A Bobcats Hockey.

LPSD uses an integrated services model in which the division partners 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 LPSD 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, partner businesses provide job shadowing opportunities for students and send representatives to schools to talk about their business or industry.

LPSD provided leadership in developing and chairing 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.

## Strategic Direction and Reporting

### The Provincial Education Plan

In November 2019, the collaboration of education sector partners culminated in the release of the *Framework for the Provincial Education Plan 2020-2030*. Central to the framework are the student-centred goals of the education sector:



The four areas of focus of the framework, which support the achievement of these goals, are:

- skills and knowledge for future life, learning and participation in society;
- mental health and well-being;
- connections among people and relationships between systems and structures; and,
- inclusive, safe and welcoming learning environments.

The framework guides the education sector in collaborative work to develop a provincial education plan for Saskatchewan students to 2030. To respond to pressures experienced by school systems resulting from the COVID-19 pandemic, the Provincial Education Plan Implementation Team (PEPIT) focused its initial work on creating an interim plan for the 2021-22 school year. In early 2022, the interim plan was extended to also guide priorities in the 2022-23 school year.

The interim plan includes key actions to meet the needs of all students in the areas of mental health and well-being, reading, numeracy and engagement. School divisions have used the interim plan to guide the development of their own plans, creating local actions that cascade from the provincial-level plan in support of their students. Activity and results for the 2022-23 school year are reported in the following section.

## Provincial Education Plan - Interim Plan Priorities 2022-23

The interim PEP priorities include key actions to meet the needs of students in the areas of mental health and well-being, reading, numeracy and engagement. These priority actions were a response to the significant academic and learning interruptions and the varied contextual and personal experiences resulting from the impact of the COVID-19 pandemic in the past two years.

### Reading

This interim PEP priority area addresses students' reading needs given that some students' reading skill development was interrupted during the past two years.

### Learning Response

This interim PEP priority area addresses students' learning needs given that students have experienced significant academic learning interruptions as well as widely varied contextual and personal experiences in the past two years.

### Mental Health and Well-Being

This interim PEP priority area addresses the mental health and well-being of students and education staff in response to intensified mental health concerns over the past two years.

### Inspiring Success: First Nations and Métis PreK-12 Education Policy Framework

Education sector partners in Saskatchewan also continue to work together to implement [\*Inspiring Success: First Nations and Métis PreK-12 Education Policy Framework\*](#). Its vision is a provincial Prekindergarten to Grade 12 education system where Indigenous knowledge systems, cultures and languages are foundational to ensuring an equitable and inclusive system that benefits all learners.

This umbrella policy provides a framework for the development of First Nations and Métis education plans at the provincial, school division and school levels to ensure that Indigenous perspectives and ways of knowing continue to shape the learning experience for all students. *Inspiring Success* also guides strategic actions at all levels of the provincial education sector to improve outcomes for Indigenous learners.

The five goals of *Inspiring Success* are:

1. First Nations and Métis languages and cultures are valued and supported.
2. Equitable opportunities and outcomes for First Nations and Métis learners.
3. Shared management of the provincial education system by ensuring respectful relationships and equitable partnerships with First Nations and Métis peoples at the provincial and local level.
4. Culturally appropriate and authentic assessment measures that foster improved educational opportunities and outcomes.
5. All learners demonstrate knowledge and understanding of the worldviews and historical impact of First Nations and the Métis Nation.

Inspiring Success provides a comprehensive approach to improving student engagement and achievement through policy, programs, curriculum, partnerships, shared decision making and accountability. As a result, actions related to achieving the goals of Inspiring Success are reported throughout the annual report.

## School Division Programs and Strategic Activity

The students in LPSD are diverse, varying in age, personal circumstances, learning styles, interests, and individual strengths and needs. To provide the best education possible for all our students, LPSD offers a wide range of programs in all 10 schools in the division.

Central to programming 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, Métis and Inuit (FNMI) content, perspectives and ways of knowing, and the adaptive dimension.

In addition, each school in LPSD 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
- Core French instruction
- Cree Language instruction
- Distance education
- English as an Additional Language programming
- Hockey Academy/Sport Academy/Art Academy
- Junior Kindergarten program
- Land-Based Cultural Leadership
- Music/band programming
- Nutrition programs
- Pre-kindergarten programs
- Technical/Vocational programs
- Technology-enhanced learning

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

- Technology Consultants
- Educational Psychologist services
- Occupational Therapist
- Speech and Language Pathologists
- Student Counsellors
- First Nations Metis and Inuit Lead (FNMI) Teachers in every school
- FNMI Grad Coach
- FNMI Consultant (Teepee teachings, medicine wheel, flag raisings, Cree language)
- FNMI support lead (cultural teachings, drum group)

The LPSD has undertaken several ongoing initiatives which include the following:

- Early Reading Intervention
- Skills Canada
- Student Leadership/Indigenous Mentorship
- Job Safety
- Academy Programming

- Academic Pathways Strategic Planning
- Technology Plan
- Avery Outreach School
- FNMI Cultural Activities and Events
- Embedded Music Lessons through Friends of Performing Arts (FOPA)
- Student and Staff Wellness

**School division actions taken during the 2022-23 school year in support of the Interim PEP**  
**Reading priority:**

LPSD focus: Continue to improve teacher practice and student achievement in the areas of reading and writing.

LPSD Strategies:

Implemented reading intervention plans for grades 1 to 5 students related to literacy at each grade level based on the following process:

- Reviewed reading proficiency of all grades 1-5 students;
- provided intensive support for students below grade level; and,
- implemented highly effective instructional strategies for reading (SaskReads) including the four instructional approaches.

Supported oral language and oral comprehension development as the foundation of reading skills for students:

- Focus integrated oral language and early literacy instructional strategies in Prekindergarten and Kindergarten; and,
- implement high impact, research-based instructional strategies that develop oral language skills for students in grades 1 to 5.
  - Early Years Community of Practice

Alignment to Inspiring Success policy goals:

1. First Nations and Métis languages and cultures are valued and supported.

- LPSD: All libraries carry books with Indigenous content and by Indigenous authors. In 2022-23, students were provided with access to diverse literature and teachers read books from diverse perspectives including those by Indigenous authors. As part of our First Nations and Métis Education Plan, Elders and Knowledge Keepers came into school classrooms to tell stories and read.

2. Equitable opportunities and outcomes for First Nations and Métis learners.

- LPSD: Story telling from Elders and Knowledge Keepers provided Indigenous context and taught vocabulary.

3. Shared management of the provincial education system by ensuring respectful relationships and equitable partnerships with First Nations and Métis peoples at the provincial and local level.

- LPSD: Indigenous mentors from the high school came in and read and did hands-on activities with the elementary students.

4. Culturally appropriate and authentic assessment measures that foster improved educational opportunities and outcomes.

- LPSD: Utilized Help Me Tell My Story in Prekindergarten and Kindergarten for culturally appropriate reading assessment and comprehension.

5. All learners demonstrate knowledge and understanding of the worldviews and historical impact of First Nations and the Métis Nation.

- LPSD: Students were provided with both written and verbal presentations and displays that depicted residential schools, the establishment of treaties, as well as celebrations of culture and ceremony.

### **School division actions taken during the 2022-23 school year in support of the Interim PEP Learning Response priority:**

LPSD focus:

Identify areas of growth and create interventions to provide ongoing support to students.

LPSD strategies:

Schools provided frequent, ongoing opportunities for teacher collaboration (for example: after school, embedded in timetable, staff meetings, class coverage, other)

- Focus was on instructional practice, assessment, data analysis, and support for individual and groups of students.

Continued implementation of the LPSD FNMI Education plan

- Focus on student programming, staff professional development and community partnerships.

Introduce and Support the LPSD Math Guiding document (K-12)

- Targeted math instruction for classroom interventions

Develop a division communication plan and strategies to engage students, parents, caregivers and school communities.

Alignment to Inspiring Success policy goals:

1. First Nations and Métis languages and cultures are valued and supported.

- LPSD: Diverse learning opportunities were provided such as land-based learning that included Cree language, access to Knowledge Keepers and Elders, teepee teachings, Indigenous artists, as well as cultural foods and skills within our Home Economics/Food Studies classes that included beading, looming, skinning animals, harvesting poles for teepees.

2. Equitable opportunities and outcomes for First Nations and Métis learners.

- LPSD: Land-based learning and/or Cree classes offered at middle and high schools. A locally developed course: Indigenous mentorship, is offered at the high school. The continuation of our drum group: The Prairie Thunder Boys with LPSD students and mentors from Onion Lake First Nation.

3. Shared management of the provincial education system by ensuring respectful relationships and equitable partnerships with First Nations and Métis peoples at the provincial and local level.

- LPSD: Provided strong leadership within the Heart of Treaty 6 Community Group in Lloydminster, with the division FNMI consultant continuing to be the chair. LPSD has formed partnerships with First Nations communities in the area, as well as the Native Friendship Center.
4. Culturally appropriate and authentic assessment measures that foster improved educational opportunities and outcomes.
- LPSD: Offered programs that allowed multiple ways of assessing students including hands-on, land-based teaching and assessment.
5. All learners demonstrate knowledge and understanding of the worldviews and historical impact of First Nations and the Métis Nation.
- LPSD: Treaty outcomes embedded within our schools. Explicit teaching about residential schools, the 60's scoop and history of Canada. Administrators in LPSD continued to participate in professional development and the Leading to Learn initiative.

### **School division actions taken during the 2022-23 school year in support of the Interim PEP Mental Health and Well-Being priority:**

#### **LPSD Focus:**

- LPSD students, families and staff need to feel safe, supported and feel a sense of belonging.

#### **LPSD Strategies:**

- Establish a Mental Health and Wellbeing Team for the school division, LPSD schools and facilities to focus on improving the mental health wellbeing of staff and students in LPSD.

In collaboration with staff, LPSD Schools and Facilities create a plan for connection and sense of belonging. Areas of focus to include:

- Students
- Staff
- Community/Caregivers

LPSD staff will be provided Professional Development to support their own mental health and wellbeing and the mental health wellbeing of others.

Build strong community partnerships to support mental health and wellbeing in staff, students and families.

#### **Alignment to Inspiring Success policy goals:**

1. First Nations and Métis languages and cultures are valued and supported.
  - LPSD: Knowledge Keepers and Elders invited into LPSD schools to connect and share. Indigenous representation was provided to families (families could choose to have a FNMI consultant, Knowledge Keeper or Elder present) when meetings took place.
2. Equitable opportunities and outcomes for First Nations and Métis learners.
  - LPSD: Sharing circles within classes, FNMI graduation coach at the high school. Student leadership opportunities within the Small Fires mentorship class. (Blanket activity, Help Me Tell My Story, Reading buddies)
3. Shared management of the provincial education system by ensuring respectful relationships and equitable partnerships with First Nations and Métis peoples at the provincial and local level.

- LPSD: Elder and Knowledge Keeper teachings and presence at our ceremonies. Drum group performed at all Flag Raisings and graduation.
4. Culturally appropriate and authentic assessment measures that foster improved educational opportunities and outcomes.
- LPSD: Engaged a FNMI student panel to ensure FNMI student voice is heard, to hear any of their concerns and/or celebrations and to be offered ideas on how LPSD can improve support for FNMI students and families.
5. All learners demonstrate knowledge and understanding of the worldviews and historical impact of First Nations and the Métis Nation.
- LPSD: Cultural events took place throughout the school year such Aski night for families with soup and bannock, residential school survivor chats, Elder connections and presentations. Dr. Sean Lessard visited our High School and met with staff to discuss the importance of culture in teaching and with students.

## Measures of Progress for the Provincial Education Plan Interim Priorities

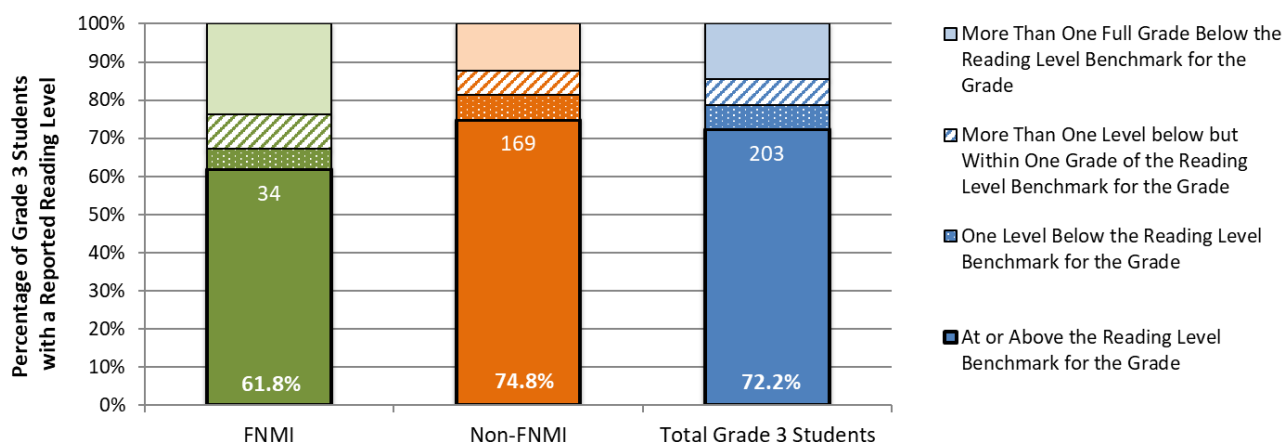
### Proportion of Grade 3 Students Reading At or Above Grade Level

Grade 3 reading levels are considered a leading indicator of future student performance. A high proportion of students reading at grade level in Grade 3 means that more students are ready to learn in Grade 4 and beyond.

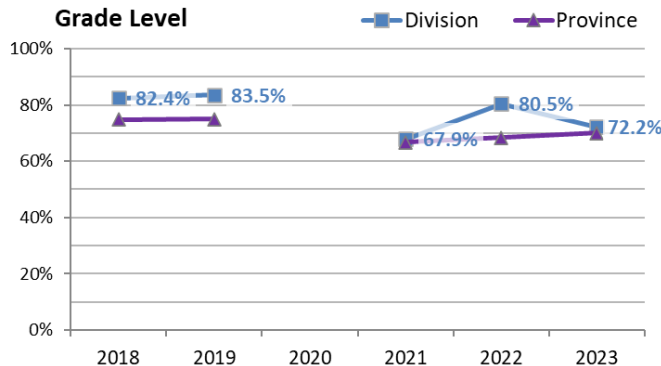
Grade 3 reading levels have been tracked using provincially developed benchmarks since 2014. Reading remained a priority as part of the interim PEP in 2022-23 to address students' reading needs given that some students' reading skill development was interrupted during the previous two years.

The following bar graph displays the percentage of Grade 3 students (FNMI, non-FNMI, all) by reading level. The chart below the graph shows the percentage of Grade 3 students reading at or above grade level relative to the province for the five most recent years. The table shows the proportion of Grade 3 students with reported reading levels. As a result of the COVID-19 pandemic response, June 2020 reading data is unavailable.

#### Reading Results Data, Lloydminster SD 99, Grade 3, 2022-23



#### Percentage of Grade 3 Students Reading at or above Grade Level



#### Proportion of Grade 3 Students with Reported Reading Levels, 2022-23

	Students with a Reported Reading Level		Students with no Reported Reading Level (Percentage)		Total Number of Students
	Number	Percentage	Pre-Established Exclusions	'Unexcused' Exclusions	
Division (FNMI)	55	90.2%	9.8%	0.0%	61
Division (Total)	281	90.6%	8.7%	0.6%	310
PrvSDs** (FNMI)	1,906	88.0%	8.5%	3.4%	2,165
PrvSDs** (Total)	10,892	83.8%	14.9%	1.4%	13,005

Notes: Reading levels are reported based on provincially developed benchmarks. The percentage of students at each reading level was determined as a proportion of those students with a 'valid' reading score (excluded or non-participant

students were not included in 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, Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk; however, this category may include FNMI students who choose not to self-identify.  
Source: Ministry of Education, 2023

### **Analysis of Results – Proportion of Grade 3 Students Reading At or Above Grade Level**

Reading results for LPSD in 2022-23 decreased from 80.5% of Grade 3 students reading at or above grade level in 2021-22, to 72.2%. 2021-22 showed tremendous growth moving from 67.9% in 2020-21 to 80.5%. LPSD is pleased that results for our Grade 3 students overall are consistently above the provincial results of 70% in 2022-23. LPSD continues to track progress and actively analyzes data for those students who have not yet achieved grade level in reading. All students not yet at grade level received support and intervention as per our division literacy plan.

FNMI students in LPSD achieved 61.8% reading at or above grade level, compared to non-FNMI students, who achieved 74.8%. LPSD continues to work on closing the gap in achievement between FNMI and non-FNMI students (13 percentage point achievement gap for 2022-23).

### **Mental Health and Well-Being**

The mental health and well-being of Saskatchewan students and education staff has been a key area of focus for some time, and especially given students' significant academic learning interruptions and widely varied contextual and personal experiences over the past few years. Monitoring student perceptions and experiences helps school divisions to improve environments to support good mental health and well being.

The following table displays the results the LPSD OurSCHOOL results from the spring of 2021, 2022 and 2023 for key measures of student mental health and well-being.

## School Division Selected Measure for Monitoring Mental Health and Well-Being

**LPSD OurSCHOOL Student Perceptual Survey Data:**

E - Elementary S – Secondary

OurSCHOOL Survey Select Indicators	LPSD: Spring 2021		LPSD: Spring 2022		LPSD: Spring 2023		Canadian Norm 2023	
	E	S	E	S	E	S	E	S
Students with a positive sense of belonging	70%	55%	66%	55%	65%	53%	79%	66%
Students with positive relationships at school	82%	73%	80%	76%	80%	75%	84%	76%
Students with moderate or high levels of anxiety	33%	34%	37%	33%	35%	34%	22%	26%
Students who feel safe at school as well as going to and from school.	65%	61%	57%	58%	55%	52%	65%	66%

### Analysis of Results – Mental Health and Well-Being Measure

The following trends are evident in analyzing the LPSD OurSCHOOL results from the spring of 2021, 2022 and 2023 presented above:

- Schools focused on building positive relationships within their schools. In spring 2023:
  - 80% of elementary students reported positive relationships at school which is consistent with spring 2022.
  - 76% of secondary students reported positive relationships at school which is consistent with spring 2022.
- Students continue to feel a need for a sense of belonging. In spring 2023:
  - 66% of elementary students reported a positive sense of belonging which is consistent with spring 2022.
  - 54% of secondary students reported a positive sense of belonging which is a 1% reduction from spring 2022.
- In 2022-23, teachers continued to feel the pressures and challenges of working with students who have mental health concerns. They are also experiencing more mental health concerns themselves.
- In 2022-23, counseling referrals remained high and are trending upward. Many of these referrals were beyond the scope of expertise of school counselors. They required significant support to address the levels of anxiety, depression and suicidal ideation in elementary, middle and high schools.
- LPSD staff sought mental health support for themselves and participated in wellness activities in the school and school division.
- Increasingly, students are expressing more awareness of “adult stressors” at school. The percentage of students experiencing anxiety and depression increases when family stressors increase at home including:

- loss of income,
- increase household costs for food, shelter, etc.,
- supporting family members with mental health/ addiction concerns, and,
- family changes, including separation and divorce.

Results LPSD is proud of the following activity in 2022-23:

- The establishment of Mental Health and Wellbeing Committees at each school site.
- School staff members identified and targeted at-risk students in order to ensure better connections for these students in schools.
- Teachers are starting to build knowledge about how to support students with mental health challenges in the classroom and how to access supports for their own needs, as well.
- LPSD continued to build strong partnerships in the community in the area of mental health. This includes medical professionals, RCMP, and other community organizations. The School Resource Office (SRO) program continues to be in place and has established positive relationships with students and staff in LPSD schools.

Staff Wellness in 2022-23:

- Staff were provided with opportunities at both a division and at a site-based level to co-create plans to address the mental health and well-being needs of school-based students and staff.
  - Staff expressed appreciation of the school individualization approach.
  - Staff were empowered to champion their mental health needs.
  - A focus on celebration was themed across LPSD.
- The Staff Wellness Newsletter continued to be sent out to all LPSD staff members.
- All LPSD staff had access to a comprehensive employee assistance plan. This information was communicated clearly to all staff, in multiple ways, so all could be aware of what is available in terms of supports for mental health and well-being.

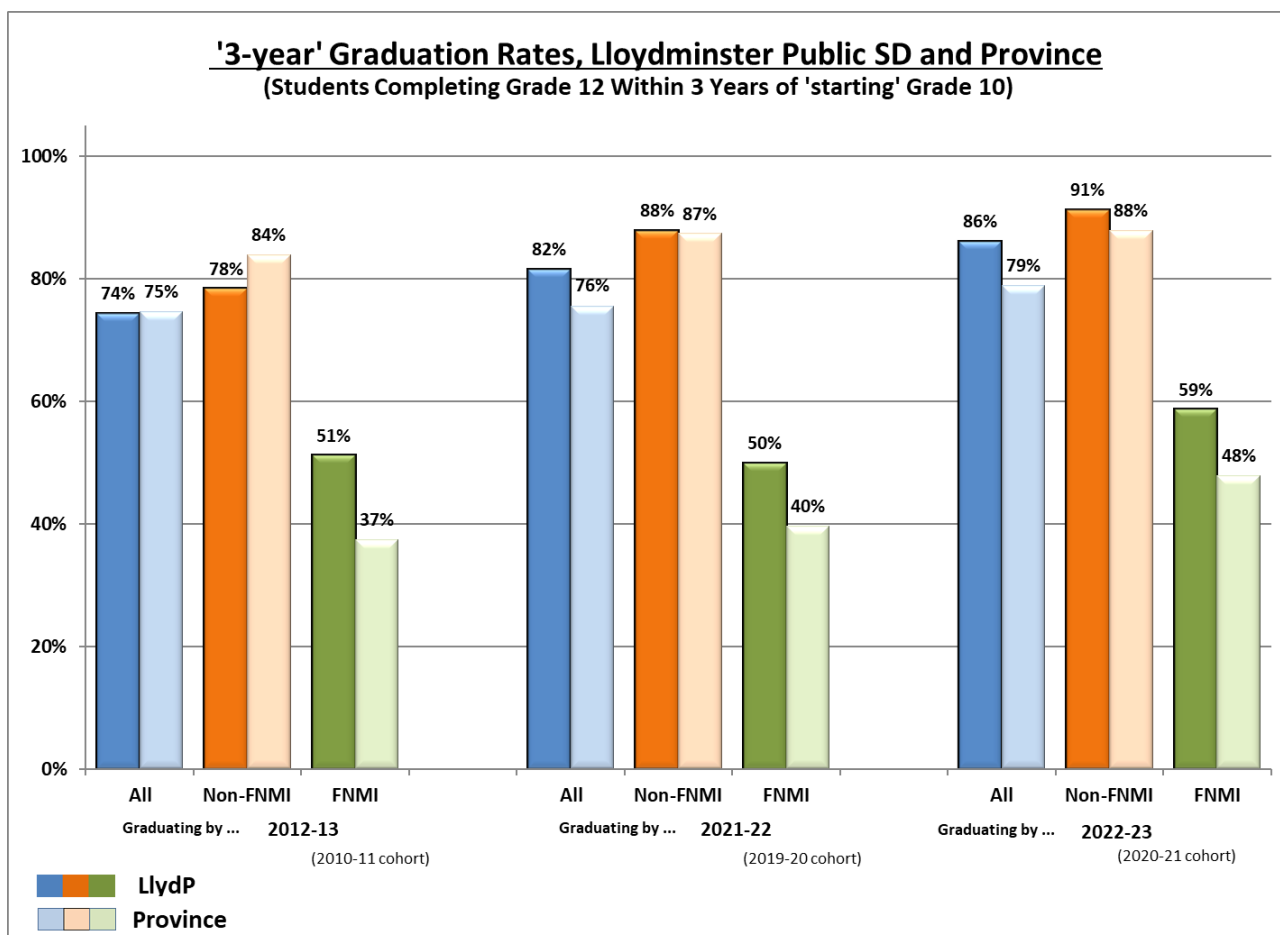
Areas of Concern in 2022-23:

- Students are coming to LPSD schools with high levels of need in the areas of mental health (anxiety, depression, self-harm behaviours, etc.). This has been observed in younger students each year.
- Schools need continued community resources support to help families and children access the appropriate services.
- There are longer wait times for students and families to receive outside services especially in the areas of mental health and addictions counselling, and psychiatry.
- Staff mental and physical wellness continued to be a concern. This has been connected to staff engagement and job satisfaction.
- Feeling safe at school and its connection to a sense of belonging continued to be an area of need.
- Limited time and resources are areas of concern when planning professional development opportunities and capacity building of staff to support the mental health and well-being of others.
- Finding the appropriate tool and format to engage parents in gaining skills to better support their child's mental health needs continued to be an area of concern.

### **Three-Year Graduation Rate**

To graduate within the typical three-year period after beginning Grade 10, students must accumulate an average of eight credits per year to achieve the minimum requirement of 24 secondary level credits by the end of Grade 12. Three-year graduation rates are one measure of the efficiency of a school system.

The following graph displays the percentage of students (all students, non-FNMI and FNMI) in the school division who graduated within three years of entering Grade 10, along with provincial results in each of these categories.



Notes: Three-year graduation rates are calculated as the percentage of students who complete Grade 12 within three years of 'starting' Grade 10. Results for populations of fewer than 10 students 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, Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk; however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2023

### Analysis of Results – Three-Year Graduation Rates

LPSD's on-time graduation rates for all students have shown steady growth over the last two years, moving from 82% for all students, to 86%. The 2021-22 graduation rate for all students was 82%, which is 6 percentage points higher than the provincial average of 76% and in 2022-23 LPSD was 7 percentage points higher than the province (79%).

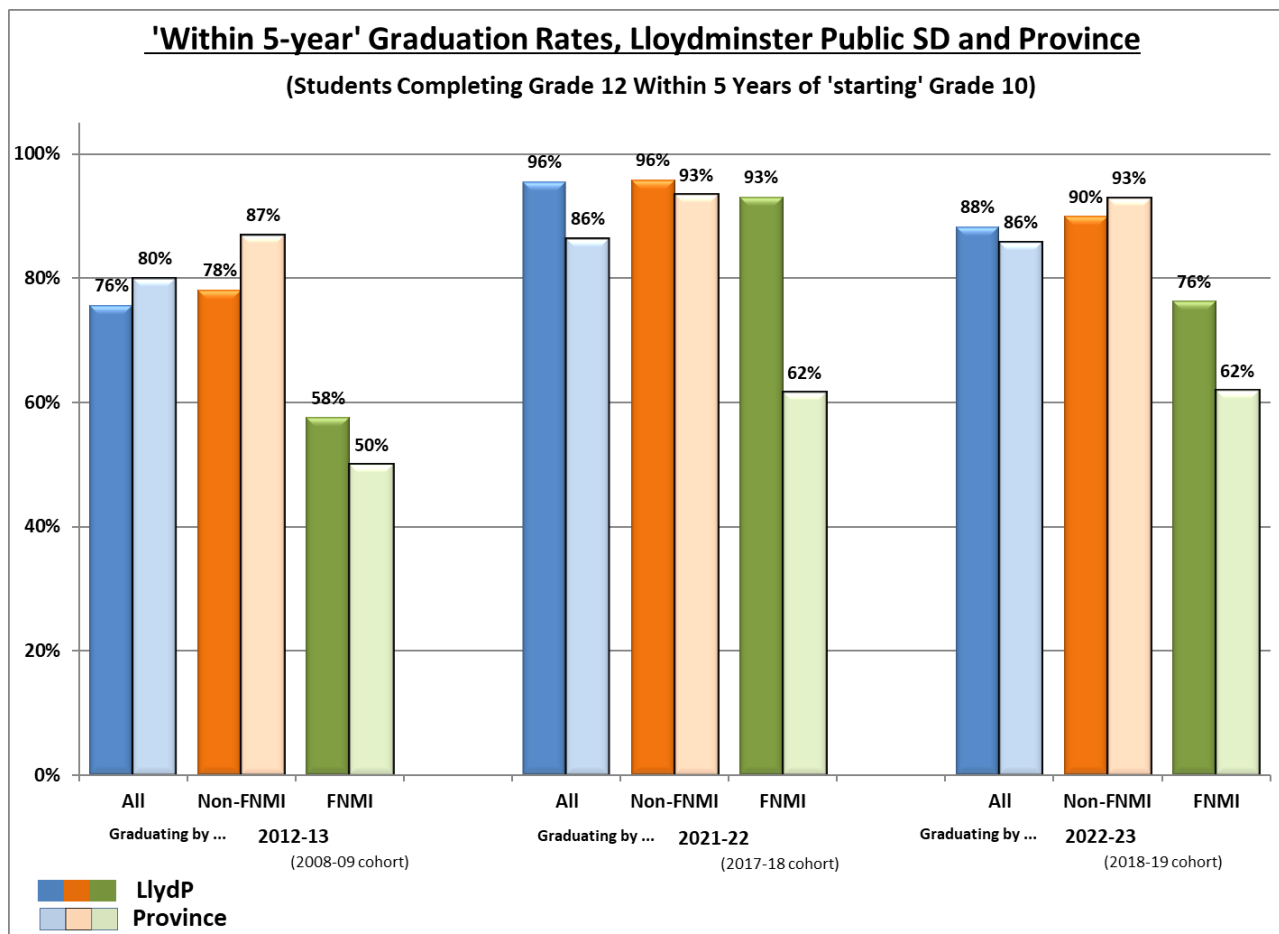
LPSD non-FNMI on-time graduation rates have remained relatively steady over the past five years but have increased significantly compared to results 10 years ago in 2012-13, with 74% of all students graduating on time, to 91% for 2022-23. The province had 88% of non-FNMI students graduating on time for 2022-23.

LPSD's FNMI on-time graduation rates have remained static in the same period, ranging from 51% in 2012-13, to 50% in 2021-22, and reaching 59% for the 2022-23 school year. While the FNMI on-time graduation rate in LPSD is significantly higher than the province's FNMI graduation rate of 48%, the difference between FNMI and non-FNMI graduation rates in the school division is significant and the achievement gap remains a concern. The school division will continue further analysis of this data to investigate and inform actions to address the disparity.

## Grade 12 Graduation Rate: Within Five Years

Some students need more time to complete all the courses necessary to graduate, so they continue in school longer than the typical three years after beginning Grade 10. Graduation rates within five years are one measure of the responsiveness of a school system.

The following graph displays the percentage of students (all students, non-FNMI and FNMI) in the school division who graduated within five years of entering Grade 10, which includes those who graduated within three and four years, along with provincial results in each of these categories.



Notes: Graduation rates within five years are calculated as the percentage of students who complete Grade 12 within five years of 'starting' Grade 10 (and include those who graduate within three or four years). Results for populations of fewer than 10 students 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, Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk; however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2023

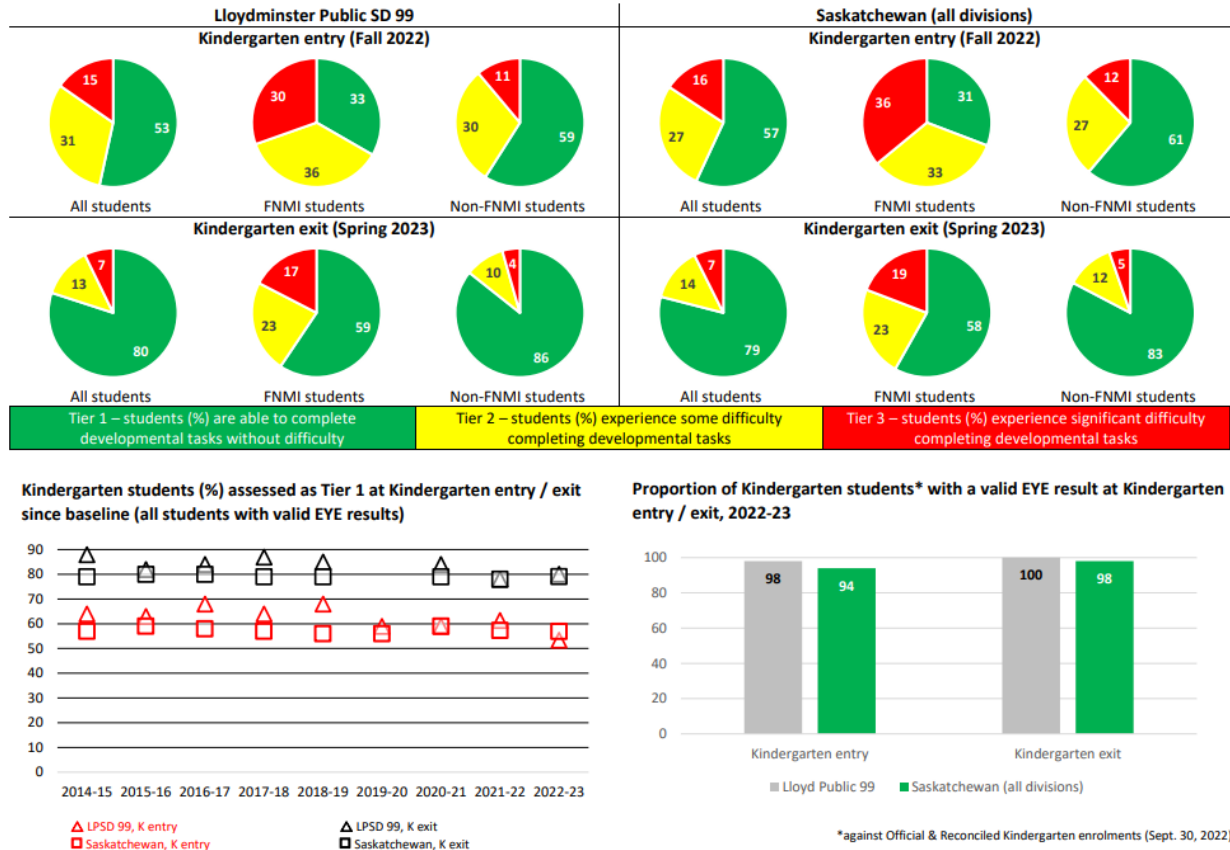
### **Analysis of Results – Graduation Rates Within Five Years**

LPSD's extended time (within 5-years) graduation rate for 2022-23 is 88%. This rate is 8 percentage point lower than the previous year's extended time graduation rate. Additionally, the extended time graduation rate exceeds the provincial rate by 2 percentage points. LPSD non-FNMI extended-time graduation rates have been inconsistent over the past five years, ranging from 95.8% in 2017-18 to 96% in 2021-22, and 90% in 2022-23. This was the only area where the province exceeded our division rate with 93%. LPSD's FNMI extended-time graduation rates have been similar in the same period: 93.1% in 2017-18; 93% in 2021-22; and 76% in 2022-23. The province was 14 percentage points lower than LPSD for the 2022-23 school year. The school division will continue to monitor credit attainment at each of the high school years and implement actions to support increased credit attainment for both on-time and extended-time graduation.

## Ongoing Measures of Progress

The collection of data for local monitoring and reporting on student progress to support improvement efforts is well established and continues within the provincial education plan context as is evident above. Knowing how students are doing with respect to key educational outcomes informs the actions needed to ensure more students can achieve desired outcomes each year to achieve the *Framework for the Provincial Education Plan 2020-2030* goal: I am learning what I need for my future. The following indicators are included to provide comparative information for consideration in monitoring how students are doing from school entry to school completion.

Early Years Evaluation
<p>The Early Years Evaluation-Teacher Assessment (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 the students 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. RTI is a preventive approach that allows educators, school teams and divisions to allocate resources early and continuously, rather than waiting until a student experiences failure before providing a response.</p> <p>Kindergarten EYE is a statistically significant leading indicator of a student’s likelihood of reading at grade-level in Grade 3. Longitudinal analyses in the province show children who begin Kindergarten with good skills (Tier 1) in key areas, or who develop good levels of skill during their Kindergarten year, are far more likely to become grade-level readers by the end of Grade 3 in comparison to students who leave Kindergarten programs with lower levels of assessed skills.</p> <p>The following charts display the percentage of students (all, non-FNMI and FNMI) who were assessed as Tier 1 at Kindergarten entry and after the Kindergarten year at exit for the school division and the province. The chart below the graph shows the percentage of Kindergarten students assessed as Tier 1 relative to the province since the baseline (2014-15). Due to school closures in response to the COVID-19 pandemic, there are no Kindergarten exit results for the 2019-20 school year.</p>



Notes: Research shows that early identification followed by a responsive, tiered approach to instruction from Kindergarten to Grade 3 can substantially reduce the prevalence of reading challenges. The primary role of EYE is to help inform educational practice. EYE screening at Kindergarten entry is used by classroom teachers and school divisions to identify children who experience difficulties with important skills when they arrive in Kindergarten, and who may need closer monitoring or further assessment during the year. Children who have difficulty with important skills at Kindergarten entry are also re-assessed before the end of the Kindergarten year, allowing school divisions to measure the impact of their supports and responses. Children assigned Tier I RTIs can complete developmental tasks without difficulty. These children have a high probability of reading at grade level by Grade 3 - an important predictor of school success, including Grade 12 graduation.

School division EYE-TA displays show results for self-declared First Nations, Métis or Inuit/Inuk children (FNMI) and for those who do not identify as FNMI (non-FNMI), provided both comparison groups consist of a minimum of 10 children. It should be noted that the non-FNMI group may include FNMI students who choose not to self-identify, or who have yet to self-identify.

Source: Ministry of Education, Early Years Branch, 2023

## Analysis of Results – Early Years Evaluation

Trends that LPSD has observed:

- Year after year (2015 to 2021), with the exception of the start of the COVID-19 pandemic in spring 2020 which resulted in no data being collected, there has been an increase of approximately 20 percentage points at Tier 1 from Kindergarten entry to exit in all categories for LPSD. This means that each year about 50 students move into the Tier 1 category during Kindergarten and are ready to learn in Grade 1.
- 2022-23 EYE-TA results for LPSD students increased from 53% in the fall (province 57%) to 80% in the spring (province 79%) for an overall increase of 27 percentage points.
- 2021-22 EYE-TA results for LPSD students increased from 61% in the fall (province 57%) to 78% in the spring (province 78%) for an overall increase of 16.7 percentage points.
- LPSD had overall results that are equivalent to the province at exit (78% in 2021-22)
- 2020-21 EYE-TA results for LPSD students increased from 59% overall in the fall (province 59%) to 84% in the spring (province 79%) for an overall increase of 25 percentage points as opposed to the province at 20.
- EYE-TA results for LPSD FNMI students increased by 26 percentage points during the 2022-23 school year which closely compared to the province at 27. In comparison to non-FNMI students, LPSD results in 2022-23, increased by 27 percentage points compared to the provincial results for Non-FNMI students who showed 22 growth for the 2022-23 school year.

Results LPSD is proud of:

- The formation of the Early Years Community of Practice which provided six online opportunities for Prekindergarten and Kindergarten Teachers to meet, share resources and best practices, and to explore Ministry of Education documents.
- While the Early Years Community of Practice meetings were held after school hours and were voluntary, each meeting had an attendance rate of over 90% of Early Years Teachers.
- LPSD has continued the Junior Kindergarten program for children aged 4 to reach more of our youth earlier in their development.

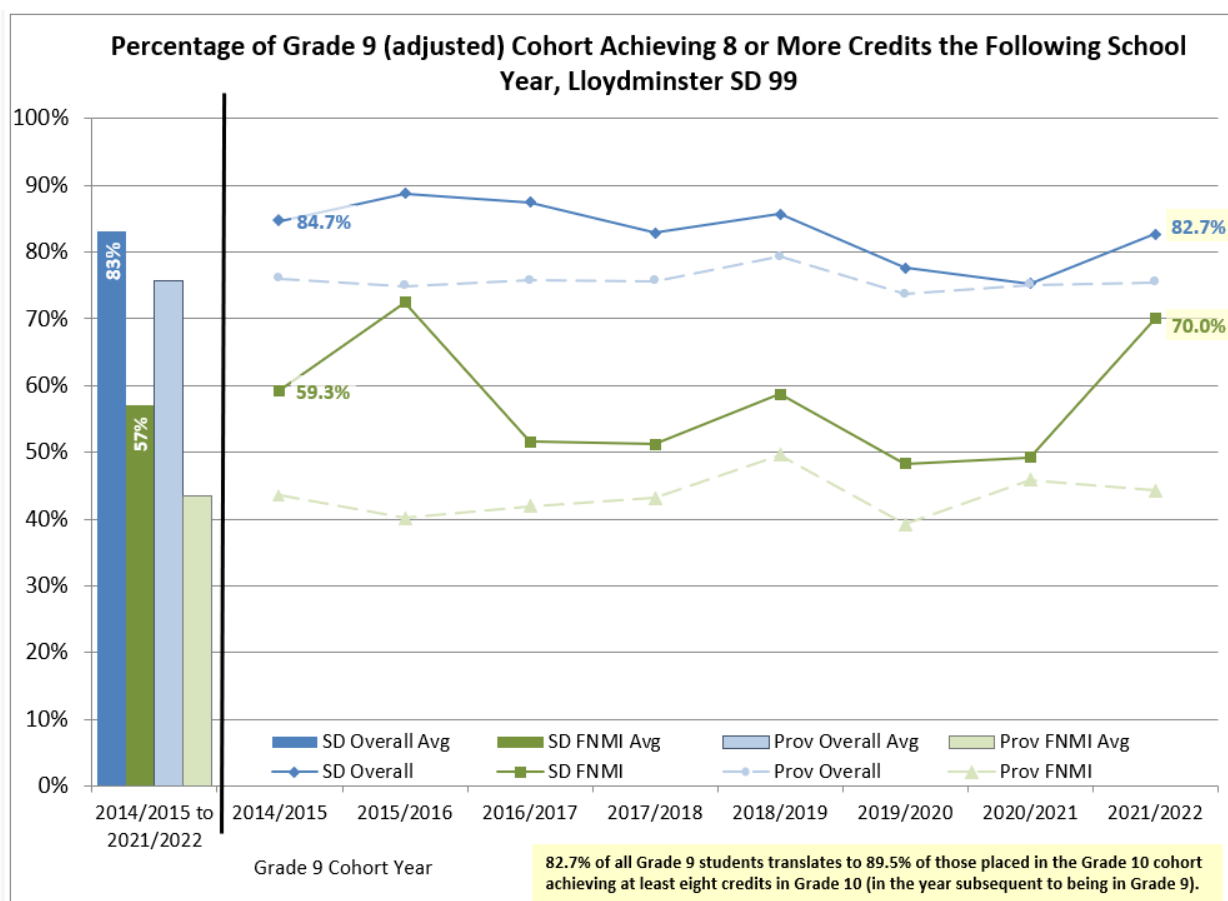
Areas of Concern:

- LPSD continues to have a large wait list for Prekindergarten. In 2022-23, 58 children were on the waitlist.
- Lloydminster and area is experiencing an economic downturn. This has resulted in an increase in the number of children coming to LPSD schools from vulnerable situations.
- The community has a large EAL (English as an Additional Language) population and refugee families.
- FNMI children enter Kindergarten with a much smaller proportion at Tier 1 (59% compared to 86% of non-FNMI children in 2022-23).

## Grade 9 to 10 Transition

The transition from Grade 9 to 10 can be difficult for some students for many different reasons, including not having reached all outcomes from each subject area in the elementary and middle grades. This measure is intended to show how well Grade 9 students adjust in the transition to Grade 10. Achieving eight or more credits per year is important for steady progress towards graduating within three years of starting Grade 10.

The following chart displays the percentage of Grade 9 students (all students and the FNMI subpopulation) in the school division who achieved eight or more credits the following school year, along with provincial results for the past eight years and the eight-year average.



Notes: Grade 9 to 10 transition rates are calculated as the number of students attaining eight or more credits in the year immediately following their Grade 9 year divided by the number of students in the Grade 9 cohort. Results for populations of fewer than five 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, Métis or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk; however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2023

### **Analysis of Results – Grade 9 to 10 Transition**

The percentage of the Grade 9 FNMI cohort achieving eight or more credits the following year has fluctuated over the past eight years; three positive spikes in the trend line occurred for 2015/16, 2019/20, and 2021-22 Grade 9 cohorts.

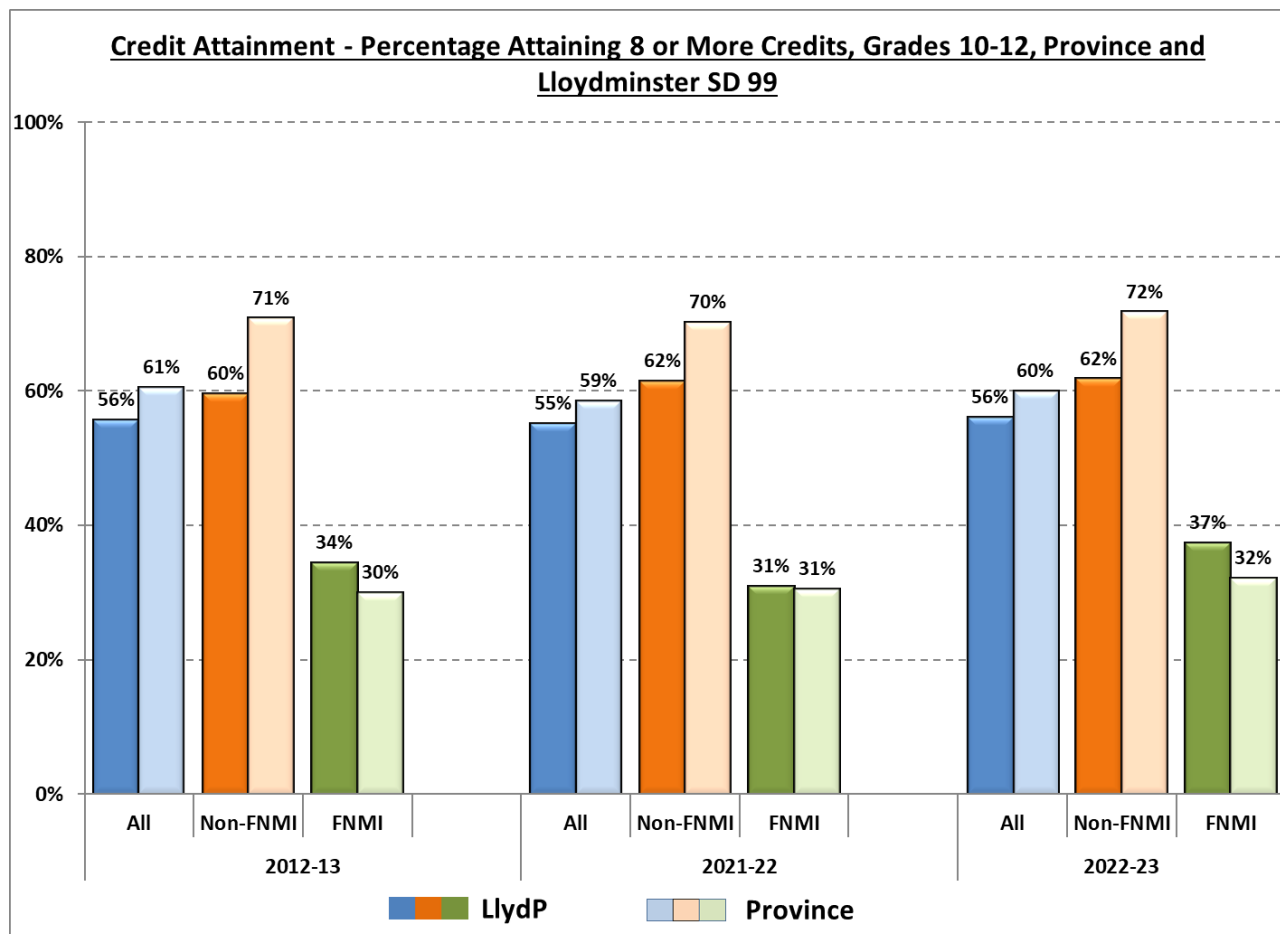
LPSD's 2022-23 results for all students (82.7%) and FNMI students (70%) are well above the provincial results and show significant growth from the previous year.

LPSD is concerned with the significant achievement gap between all students and FNMI students, which is 12.7 percentage points for 2022-23. As a school division, LPSD intends to analyze this further and implement actions to increase the credit attainment and lessen the gap between all students and FNMI students. LPSD is currently exploring class options and program pathways.

## Credit Attainment

Credit attainment provides a strong predictive indicator of a school system's three-year graduation rate. Students receiving eight or more credits per year are more likely to graduate within three years of beginning Grade 10 than those who do not achieve eight or more credits per year.

The following graph displays the credit attainment of secondary students attaining eight or more credits per year for all students, and by non-FNMI and FNMI student subpopulations in the division, along with provincial results for each category.



Notes: Credit attainment measures are calculated as the percentage of students enrolled at the secondary level on September 30 attaining eight or more credits yearly. Results for populations of fewer than 10 students 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, Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk; however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2023

### **Analysis of Results – Credit Attainment**

The percentage for all Grades 10 to 12 in LPSD in 2022-23 attaining eight or more credits (56%) has increased by 1 percentage points as compared to the previous year. The division has also seen a static percentage of 62% in credit attainment for non-FNMI students in the same time period. With both measures, the school division's percentages are lower than the provincial percentages.

LPSD's percentage of FNMI students attaining eight or more credits (37%) is 5 percentage points above the provincial percentage (32%) but is significantly lower than our overall division's percentage by 19 percentage points.

As a school division, LPSD intends to analyze this further and implement actions to increase the credit attainment for all students and lessen the gap in credit attainment between all students and FNMI students. Processes and procedures for course withdrawal and other means of attaining credits will be reviewed.

## Demographics

### Students

LPSD receives provincial funding for three Prekindergarten programs and the Board of Education funds two additional Junior Kindergarten programs. There continues to be a waiting list of vulnerable children who have been identified as potentially benefiting from Prekindergarten programming. In 2022-23 there were 58 children on the Prekindergarten waitlist. In LPSD also operates an outreach school (Avery Outreach) that serves Grades 7 to 12 students.

LPSD continues to have a low number of students accessing Home School (5 students in 2021-22 and 4 students for 2022-23).

Grade	2018-19	2019-20	2020-21	2021-22	2022-23
<b>Kindergarten</b>	318	282	274	273	319
<b>1</b>	280	318	290	282	298
<b>2</b>	278	279	295	303	280
<b>3</b>	285	290	276	300	310
<b>4</b>	327	296	278	275	306
<b>5</b>	325	329	288	279	300
<b>6</b>	318	328	323	296	287
<b>7</b>	323	311	319	338	312
<b>8</b>	319	332	308	320	337
<b>9</b>	312	314	316	310	304
<b>10</b>	427	408	341	358	388
<b>11</b>	341	340	390	355	395
<b>12</b>	390	395	402	469	442
<b>Total</b>	<b>4,243</b>	<b>4,222</b>	<b>4,100</b>	<b>4,158</b>	<b>4,278</b>

<b>PreK</b>	<b>141</b>	<b>146</b>	<b>89</b>	<b>118</b>	<b>123</b>
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Subpopulation Enrolments	Grades	2018-19	2019-20	2020-21	2021-22	2022-23
<b>Self-Identified First Nations, Métis, or Inuit</b>	<b>K to 3</b>	155	173	165	204	249
	<b>4 to 6</b>	164	156	127	132	172
	<b>7 to 9</b>	157	161	173	196	196
	<b>10 to 12</b>	181	185	202	241	282
	<b>Total</b>	<b>657</b>	<b>675</b>	<b>667</b>	<b>773</b>	<b>899</b>
<b>English as an Additional Language</b>	<b>1 to 3</b>	41	29	27	23	26
	<b>4 to 6</b>	20	16	12	14	19
	<b>7 to 9</b>	16	13	14	<10	<10
	<b>10 to 12</b>	19	17	<10	<10	10
	<b>Total</b>	<b>96</b>	<b>75</b>	<b>61</b>	<b>52</b>	<b>58</b>

Notes:

- Enrolment numbers are based on headcounts from the Student Data System (SDS) as of September 30 for each school year.
- Enrolments include all residency types, all ages, home-based and homebound students, with the exception of English as an Additional Language (EAL) enrolments, which exclude non-Saskatchewan residents, students 22 years and older and home-based students.
- Prekindergarten (PreK) enrolments are the 3- and 4-year-old student enrolments which include those children who occupy the ministry-designated PreK spaces and those in other school division-operated PreK or preschool programs.
- FNMI students are those who choose to self-identify as First Nations, Métis or Inuit/Inuk.

Source: Ministry of Education, 2022

## Staff

<b>Job Category 2022/23</b>	<b>FTEs</b>
<b>Classroom teachers</b>	217.5
<b>Principals, vice-principals</b>	19.9
<b>Other educational staff</b> – educational assistants, school community coordinators, speech language pathologists, occupational therapist, home school liaisons and including non-teacher counselors	125.2
<b>Administrative and financial staff</b> – clerks, accountants, IT personnel, administrative assistants (including coordinators, accounting, payroll, sub dispatcher, school clerical, division office clerical, office assistants, executive assistants, library technicians)	32.5
<b>Plant operations and maintenance</b> – caretakers, handypersons, carpenters, plumbers, electricians, supervisors, facilities manager	39.2
<b>Transportation</b> – bus drivers, supervisors	10.0
<b>League of Educational Administrators, Directors and Superintendents (LEADS)</b> – Director of Education, Superintendents, Chief Financial Officer	4.0
<b>Total Full-Time Equivalent (FTE) Staff</b>	<b>448.3</b>

- The numbers shown above represent full-time equivalents (FTEs). The number of employees may be greater because some people work part-time or seasonally. Source: LPSD, 2023

## Senior Management Team

The Director of Education, Jason Neville, reports directly to the Board of Education.

The other four individuals of the senior leadership team include:

- Chief Financial Officer - Matt Read
- Superintendent of Education - Trisha Rawlake
- Superintendent of Education - Stacey Klisowsky
- Superintendent of Education - Clayton Parobec

## Infrastructure and Transportation

School	Grades	Location
Avery Outreach School	7-12	Lloydminster
Barr Colony School	Pre-k - 6	Lloydminster
Bishop Lloyd School	7 - 9	Lloydminster
College Park School	K - 9	Lloydminster
E.S. Laird School	7 - 9	Lloydminster
Jack Kemp School	K - 6	Lloydminster
Lloydminster Comprehensive High School	10 - 12	Lloydminster
Queen Elizabeth School	K - 6	Lloydminster
Rendell Park School	K - 6	Lloydminster
Winston Churchill School	K - 6	Lloydminster

## Infrastructure Projects

Infrastructure Projects			
School	Project	Details	2022-23 Cost
Lloydminster Comprehensive High School	Addition & Renovation	Major capital project. Addition and renovation to accommodate the transition of grade 9 students to the Lloydminster Comprehensive High School. Project is scheduled to be completed in Dec. 2023.	\$17,601,411
<b>Total</b>			<b>\$17,601,411</b>

## Transportation

LPSD owns and operates 21 buses. These buses operate on 14 runs, with 3 routes each (for a total of 42 routes). This occurs on a daily basis with three Prekindergarten routes Monday to Thursday. 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.

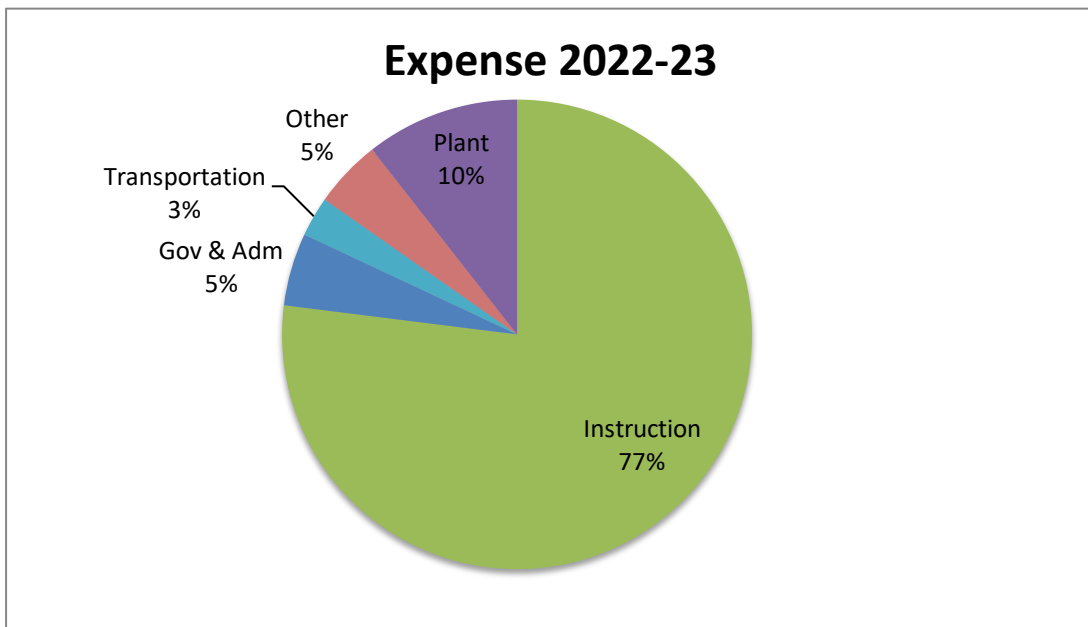
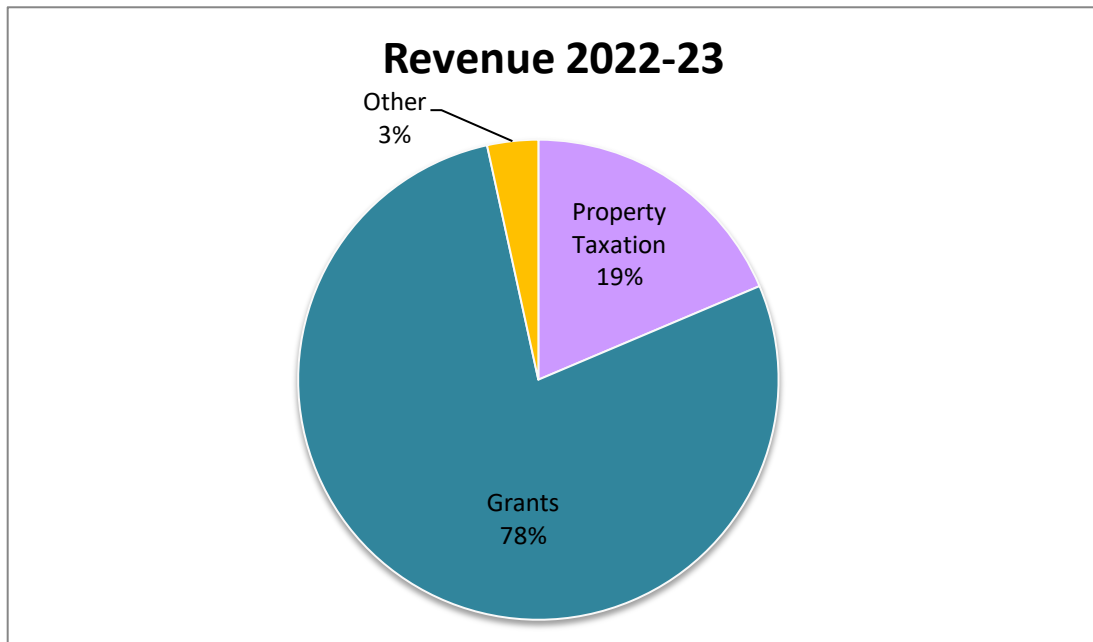
LPSD also has an agreement with the local accessible busing service provider, Border City Connects, to transport students with accessibility needs who are unable to ride a regular buses due to disability.

LPSD provides transportation services for eligible students within Lloydminster city limits to their designated school based on the following distances:

- Prekindergarten: door to door service to their designated school.
- Elementary School (Kindergarten to Grade 6): if they reside 0.6 km or more from their designated school.
- Middle School (Grades 7 to 9): if they reside 0.9 km or more from their designated school.
- High School (Grades 10 to 12) if they reside 1.5 km or more from their designated school.

## Financial Overview

### Summary of Revenue and Expenses



## Budget to Actual Revenue, Expenses and Variances

	2023	2023	2022	Budget to Actual Variance	Budget to Actual % Variance	Note
	Budget	Actual	Actual	Over / (Under)		
<b>REVENUES</b>						
Property Taxation	11,766,424	12,035,770	12,175,501	269,346	2%	
Grants	44,778,820	49,483,698	37,701,670	4,704,878	11%	1
Tuition and Related Fees	55,740	130,294	150,289	74,554	134%	2
School Generated Funds	1,000,000	883,448	614,582	(116,552)	-12%	3
Complementary Services	360,312	327,960	331,565	(32,352)	-9%	4
External Services	583,035	737,598	524,019	154,563	27%	5
Other	566,800	1,157,101	370,676	590,301	104%	6
<b>Total Revenues</b>	<b>59,111,131</b>	<b>64,755,869</b>	<b>51,868,302</b>	<b>5,644,738</b>	<b>10%</b>	
<b>EXPENSES</b>						
Governance	244,450	214,908	242,006	(29,542)	-12%	7
Administration	2,155,167	2,162,330	2,370,348	7,163	0%	
Instruction	35,763,047	36,582,106	36,888,723	819,059	2%	
Plant	5,532,283	5,025,333	5,189,421	(506,950)	-9%	8
Transportation	1,268,042	1,309,125	1,244,807	41,083	3%	
Tuition and Related Fees	5,000	-	-	(5,000)	-100%	9
School Generated Funds	1,000,000	903,294	587,337	(96,706)	-10%	10
Complementary Services	356,908	383,712	273,374	26,804	8%	11
External Services	725,679	850,875	677,198	125,196	17%	12
Other Expenses	107,448	88,808	88,279	(18,640)	-17%	13
<b>Total Expenses</b>	<b>47,158,024</b>	<b>47,520,491</b>	<b>47,561,493</b>	<b>362,467</b>	<b>1%</b>	
<b>Surplus for the Year</b>	<b>11,953,107</b>	<b>17,235,378</b>	<b>4,306,809</b>			

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

Note	Explanation
1	Capital grants received for the Lloydminster Comprehensive High School expansion project exceeded budget by \$3.4M and higher enrolment growth resulted in higher operating grant.
2	More First Nations resident students attended LPSD schools than anticipated in budget.
3	Less school based fundraising activities occurred than were budgeted.
4	Lower revenue due to fewer students enrolled in the Junior Kindergarten program than anticipated.
5	More revenue compared to budget mainly due to receiving the 2023-24 operating grant for the Family Resource Centre prior to the 2022-23 yearend.
6	Other revenue higher than budget due to more interest revenue than anticipated and a donation received from the City of Lloydminster for the Lloydminster Comprehensive High School expansion project.
7	Lower professional development and strategic planning costs than anticipated.
8	Expenses less than budget due to a pause on some minor renovation projects.
9	No students participated in dual credit options during the year.
10	School Generated Funds spending lower than budget as a result of less revenue received compared to budget.
11	Increased staffing in the PreKindergarten program due to additional grant revenue received.
12	Higher expenses to support Kids First and Family Resource Centre than planned for in the budget and for which additional grant revenue was received during the year.
13	Transaction fees for online payment and school-based point-of-sale devices were lower than anticipated.

## Appendix A – Payee List

### Board Remuneration

Name	Remuneration	Travel		Professional Development		Other	Total
		In Province	Out of Province	In Province	Out of Province		
Cathy Cornet	\$13,648	-	-	\$1,822	-	-	\$15,470
Chrissy Gee **	17,170	-	-	2,230	-	-	19,400
Karoline Kennedy	11,213	-	-	1,128	-	-	12,341
Melanie Mutter	11,478	-	-	1,093	-	-	12,571
Viren Tailor	11,183	-	-	804	-	-	11,987
David Thompson *	21,513	-	-	2,204	-	-	23,717
Georgina Veltikold	11,596	-	-	2,519	-	-	14,115

\* Board Chair

\*\* Vice Chair

### Personal Services

Listed are payees who received payments for salaries, wages, honorariums, etc. which total \$50,000 or more.

Name	Amount
ALLIN, FERN R	\$62,711
ANDERSON, ALVIN D	88,178
ANDERSON, JOANN C	93,101
ANDERSON, KELBY D.	64,636
ANDRES, JESSICA	87,127
APRIL, RACHELLE J	88,002
ARMSTRONG, DEREK B	94,518
ARMSTRONG, ERIN L	92,689
ARNOLD, RHEA M	69,039
ASCOUGH, JAMIE S.	51,597
ATKINSON, EUGENE R	53,487
BABCOCK, DEBBIE A	58,876
BALL, JENNIFER L	93,284
BANNERMAN, KEYANNA M	66,133

Name	Amount
BAUM, HYDEE K	93,074
BAY, MARILYN A	50,252
BEAR, SARAH E	92,067
BERG, TRACY J	94,066
BLAHUN, BARBARA ANN	96,547
BLANCHETTE, LISA	92,067
BLOCK, DENISE L	107,451
BLOCK, REGINALD H	91,595
BLOXAM, COLE AJ	98,469
BLYTHE, CRAIG M	101,530
BLYTHE, LAURA	101,299
BODNARCHUK, JENNIFER L.	108,833
BOLLUM, KATELYN J	74,765
BORN, BRENDA L	92,372

Name	Amount
BOSCH, NIKKI K.	65,346
BRAND, ELENA M	134,896
BREBBER, SCOTT A	97,452
BRINKLOW, NICOLE	73,413
BRITTON, KAYLIN	81,827
BROCHU, CHRISTINE I. E.	97,412
BROWN, BRENDA G	83,943
BROWN, DEBBIE	56,371
BROWN, JENSON K	102,216
BRUCE, DENAE	100,519
BUCKNELL, PATRICIA	90,590
BUHNAI, CHRISTINE R	97,504
BURRAGE, NICOLE A	96,852
BURRELL, AMIE E	95,226
CANFIELD, AARON D	125,483
CARTER, ADAM R	92,684
CHOCAN, CLINT	101,731
CHOCAN, KAMMY	98,213
CHOCAN, TRINA L	92,203
CHRISTIE, TYLER G	93,360
CLAXTON, KATHLEEN E	103,299
COISH, KRISTA L	92,169
COLLINS, BRODY	56,648
COTE, KRISTON L	95,093
COULTER, KRISTIN	56,132
COULTER, SHAWN T	99,814
CROSSLEY, DANIELLE C	80,978
DANIELS, JESSICA T	89,382
DAVIES, CATHERINE A	98,764
DAVIS, STEPHEN H	74,640
DESAULNIERS, KY	65,673
DETERS NOWOSAD, MICHELLE D	63,164
DEVILLER, KELLY A.	51,713
DIXON, TARA D	93,592
DONALD, SHAUN D	98,404
DOSDALL, TARA L	92,219
DUNHAM, PAMELA R	102,048
DYER, AUSTIN L	52,477

Name	Amount
ELFORD, THERESA C	79,806
ELLIOTT, TAMMY S	93,855
FINLAY, RANDY J	130,050
FLEMING, CHRISTINE E	93,196
FLETCHER, RHAEL	90,218
FONTAINE, LUC G	94,733
FRAESS, LINDA L	72,501
FREESTON, LANELLE B	93,668
FRIESEN, TYSON	91,937
FRY, COLE R	67,793
FULTON, JOCELYN K	84,151
GALE, DEVIN G.	102,239
GALLAGHER, WILLIAM S	124,750
GAREAU, LAURIE M	93,004
GILROYED, RILEY E	74,980
GIMAS, CAMILLE M	51,623
GOLDEN, BRENT M	93,935
GORDON, JOSIE K	124,957
GRANT, JAIME N	97,318
GRASSL, WAYNE D	107,320
GRATTON, CORY L P	97,767
GRIFFITH, ALAN G	92,372
GRILLANDINI, BRYAN MARK	102,364
GRILLANDINI, VANESSA A.	86,353
GRINDLE, NATHAN	76,130
GROAT, STEPHANIE L	83,455
GUSTAFSON, LORNE F	97,462
GUSTAFSON, MYRA A	71,222
HAMILTON, BRENT D	104,292
HAMILTON, DEBRA A	97,157
HANNAH, BRITTANY	72,474
HANSON, GINA L	92,982
HARBIN, CHANTAL T	92,372
HAREWOOD, LOUIS M	97,680
HART, ELIZABETH L	98,562
HEINRICHS, ARRIN L	96,709
HENRI, COLIN R	51,800
HICKMAN, CHARMAINE	95,220

Name	Amount
HILL, CHARLENE A.	89,583
HINES, LINDSAY R	93,810
HIRON, AMY M	96,547
HOLFELD, BRADLEY D	100,796
HURD, STEPHANIE N	92,077
HUXLEY, ADAM	58,185
HYLAND, DEREK A	92,588
HYLAND, LESLIE	92,405
JACOBSON, AMANDA G	55,793
JARDINE, KATELYN NA	75,831
JEFFERY, DWAYNE D	93,287
JEFFERY, POPPY L	96,547
JEZOWSKI, WANDA M	74,447
JOHANNESSON, CHRISTINE	98,384
KAJNER, KATLYN	71,702
KAPPEL, DEREK J	97,157
KELLY, JUSTIN T	101,746
KELLY, MINDY L	101,209
KINASCHUK, KATHERINE S	98,232
KINDRAT, COURTNEY D	67,101
KING, JOANNE M.	74,031
KLISOWSKY, STACEY L	136,924
KORN, LESLIE J	107,607
KORT, KEN G	77,366
KRAHN, CORNELIUS	108,065
KRAWCHUK PARCHOMA, KARLA	98,454
KRUCHKOWSKI, DEBORAH L	123,774
KRULICKI, SHERRY L	97,588
KVILL, CHARLENE D	77,427
LABONTE, KIMBERLY L	92,377
LABOUCANE, ROXANNE L	53,745
LAING, C. DAWN	93,472
LANE, KENDRA L	96,852
LANG, SHELBY B	68,508
LAROCQUE, LEAH A	93,733
LAVALLEE, BAILIE A.L.	57,182
LEPAGE, NICOLE A	124,209
LEWIS-PRINCE, KIMBERLY A.L.	74,426

Name	Amount
LINK, KIERAN D	102,048
LOPASCHUK, CAROLINE A	96,280
LUMBARD, KELANIE N	99,786
LUMBARD, R SCOTT	98,693
MABBOTT, BRIANNA L	93,992
MACCARTHY, DARREN J	100,628
MACDOUGALL, JESSICA C.	75,925
MAINVILLE, MEGAN M	109,466
MANN, G.MORGAN	97,209
MARCHAND, LAWRENCE H	72,088
MARCINIW, DWAYNE J	146,992
MARTENS, JOANNE E	83,752
MATHER, NOAH J	63,641
MATHER, PAMELA R	111,998
MATHER, RYAN G	115,303
MAW, LUKE	96,207
MAZE, ZANE	67,793
MAZZEI, JEFFREY P	92,067
MCEWEN-SPENCE, LISA D	93,762
MCFARLANE, DARCY R	102,711
MCKELKIE, PARKER J	59,764
MCKELVEY, JACQUELINE I	51,820
MCLEOD, MELANIE I	92,067
MCVEY, ADAM C	97,328
MERILEES, ROB S	114,001
MESSMER, MATTHEW J	83,123
MOEN, KASHTIN MANFORD	75,414
MORRELL, TONI-LYNN	98,614
MORROW, MANDY L	96,641
MOSER, MICHAEL J.	88,598
MUIR, LEAH R	92,067
MUSYJ, ANGIE V	92,687
NAPPER, DANIELLE L	93,672
NELSON, CHELSEA K	61,000
NELSON, VIRGINIA	101,281
NEVILLE, JASON	205,583
NEWMAN, PAMELA M	103,881
NICHOLSON, CRYSTAL L	101,034

Name	Amount
NORDBY, ASHLEY F	97,483
O'CONNOR, AMY T	92,449
O'CONNOR, GARRY WE	91,949
O'DONNELL, MISHA L	92,878
O'GRADY, MEAGHAN M	93,357
OESTREICHER, CINDY L	92,566
OLDERSHAW, VICTORIA K	97,767
OLEKSYN, MICHELLE A	92,982
OLIVER, TORRIE S	111,242
OSTER-HARDER, MARCIA E	93,878
PALKO, LEAH G	92,067
PARK, JOANNE M.	98,182
PATTERSON, CONSTANCE J	85,144
PAYNE, RAELENE M	59,631
PEARN, BRYCE	102,131
PECK, REBECCA L	127,710
PEDERSEN, MELISSA S	64,907
PETCH, BREANNA L	53,289
PHIPPS, HEIDI	97,923
PICKARD, KARLI K	62,460
POLEGATO, STACEY	86,289
POLLARD, E. ERIN	99,681
POPOWICH, CHRISTINE I	92,067
POSTNIKOFF, HEATHER L	92,995
PREDIGER, MARINA A	92,067
PROCTOR, BLAIR	102,341
PROKOP, JASON B	72,057
PROSPER, TRACY M	96,959
PYNTEN, LYDIA E	98,787
RACHKEWICH, STEPHANIE M	72,106
RAWLAKE, TRISHA L	186,175
RAWLUK, BRADLEY M	98,004
READ, MATTHEW K	180,733
RENTON, DEBRA J.	94,110
RICHARDSON, ANDREW J	96,547
RIDEOUT-BRACE, TRACY E	113,293
ROBERTSON, KAITLYN A.	75,564
ROGERS, HEATHER R	92,372

Name	Amount
ROMANCHUK, JENNIFER L	92,067
ROSS, ROBINA V	55,972
RUSSELL, JOANNA K	92,982
SAULNIER, JUSTIN C	104,676
SCHEIRICH, CAITLIN N	65,282
SCHEMENAUER, TRACY	97,997
SCHNEIDER, ASHLEY	88,537
SCHULTZ, PAMELA R.	95,230
SCHWENK, RHONDA J	92,074
SCUTT, CRYSTAL L	64,907
SHARP, CHRISTOPHER V	98,681
SHAW, HILARY J.	83,984
SKINNER, AMY F	130,651
SKLAPSKY, RYAN B	97,325
SMITH, CHAD D	93,287
SMITH, DOUG	127,741
SMITH, MEGAN D.	56,499
SMITH, TREVOR W	92,372
SMITH, TRICIA L	97,516
SNIDER, JANE C	62,567
SPRATT, BRITTNEY C.	80,876
STANG, SIMON E	103,723
STARK, ERIN M.	73,707
STEINHAUER, CERISSA M	95,008
STENE, THERESA S	97,242
STEPHENS, SHERYL A	92,372
STEVENSON, JOLENE R	96,547
STEWART, CHELSEA B	64,764
STEWART, SHELLA D	92,235
STOLZ, DARBY G	68,054
SUTHERLAND, CORA L	92,206
TEASDALE, BRENT J	96,547
TEMPLE, MELINDA M	96,547
THIESSEN, CHRISTINE L	97,630
THOMAS, BRENT M	190,353
THOMPSON, JEREMY	84,612
TINDALL, CHANTEL C.	97,010
TOPP, ASHLEY M	93,103

Name	Amount
TREMME, PATTI D	93,679
TRIMBLE, LORALIE E.	99,625
TROTCHIE, KENDALL W	91,294
ROTZUK, DONAVON MARK	75,961
UTLEY, NANCY B	68,066
VALETTE-TOPLEY, DANIELLE K	96,693
VAN DRESAR KHAN, JACQUELINE	95,614
VAUGHAN, MELANIE	58,759
WALKER, COLLIN K	94,006
WANDLER, ASHLEY	92,713
WANDLER, TANYA L	69,233
WATSON, RAYLENE S.	72,713
WAWRYK, JODIE L	53,451
WEBB, NICOLE M	66,729
WEINRAUCH, AARON	55,082
WEIR, SHAWNA L	92,702

Name	Amount
WESTMAN, MARK A.	96,407
WHEATON, KARLA	92,982
WHITE, HILARY E	96,892
WIEBE, NATALIE	77,763
WILCHYNSKI, RAEMI J	92,982
WILLARD, ANGELA N	93,387
WILLIAMS, WENDY A	93,287
WOOD, SUSANNE L	58,297
WOODBURY, KELSIE J.	52,809
WOODS, TENILLE C	107,332
WOUTERS, JANICE L	86,837
WOUTERS, SCOTT G	125,000
WOYTIUK, ERINN A	94,460
YAREMY, LINDSAY JH	92,494
YOUNG, NEVADA	102,048

## Supplier Payments

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

Name	Amount
ALBERTA WCB	\$75,517
ALTERNATIVE CONVERGED SOLUTIONS INC.	60,586
AVI-SPL CNAADA LIMITED	69,941
AXIA FIBERNET LIMITED	147,317
BANK OF MONTREAL PURCHASING CARD	1,204,984
BRITE IMAGES LIMITED	55,808
CHANDI HOLDINGS LIMITED	55,244
CITY OF LLOYDMINSTER	196,446
COMPUGEN INC.	344,263
DIAMOND INTERNATIONAL TRUCK	85,504
GAS ALBERTA ENERGY	1,200,448
HI-QUALITY AUTO REPAIR	143,378
HIGH GRADE TRUCK DRIVING	235,945

Name	Amount
KONICA MINOLTA BUSINESS SOLUTIONS LIMITED	171,046
LLOYDMINSTER BORDER CITY CONNECTS SOCIETY	90,000
LLOYDMINSTER & DISTRICT CO-OP	209,779
MAJOR PROJECT MANAGEMENT LIMITED	94,393
MIDWEST FAMILY CONNECTIONS	534,611
PINNACLE DISTRIBUTION – LLOYDMINSTER	165,120
QUOREX CONSTRUCTION SERVICES LIMITED	17,329,360
TAN & JAY'S CONTRACT & MECHANIC SERVICES	56,106
THE WORKUN GARRICK PARTNERSHIP	272,625
R. LEONARD WILHELM PROFESSIONAL CORP.	141,000

## Other Expenditures

Listed are payees who received a total of \$50,000 or more and are not included in the above categories.

Name	Amount
ALBERTA TEACHERS RETIREMENT FUND	\$557,325
MANULIFE FINANCIAL	976,329
RECEIVER GENERAL OF CANADA	9,781,290
SASKATCHEWAN SCHOOL BOARDS ASSOCIATION	650,316
SASKATCHEWAN TEACHERS FEDERATION	2,341,854

## **Appendix B – Management Report and Audited Financial Statements**

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## Audited Financial Statements

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Of the Lloydminster School Division No. 99

School Division No. 6050000

For the Period Ending: August 31, 2023

Matthew Read, CPA, CMA  
\_\_\_\_\_  
Chief Financial Officer

Vantage Chartered Professional Accountants  
\_\_\_\_\_  
Auditor

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

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Saskatchewan 

## Management's Responsibility for the Financial Statements

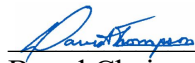
The school division's management is responsible for the preparation of the financial statements in accordance with Canadian public sector accounting standards and the format specified in the Financial Reporting Manual issued by the Ministry of Education. The preparation of financial statements necessarily 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, Vantage Chartered Professional Accountants, conduct an independent examination in accordance with Canadian auditing standards and express their opinion on the financial statements. The accompanying Auditors' Report outlines their responsibilities, the scope of their examination and their opinion on the school division's financial statements. The external auditors have full and free access to, and meet periodically and separately with, both the Board and management to discuss their audit findings.

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



Board Chair



CEO/Director of Education



Chief Financial Officer

November 29, 2023

## INDEPENDENT AUDITORS' REPORT

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

### ***Opinion***

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, 2023, the statements of operations and accumulated surplus from operations, changes in net financial assets, and cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of Lloydminster Public School Division No. 99 as at August 31, 2023, and results of its operations, changes in its net financial assets and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

### ***Basis for Opinion***

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the *Auditors' Responsibilities for the Audit of the Financial Statements* section of our report. We are independent of the Lloydminster Public School Division No. 99 in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

### ***Responsibilities of Management and Those Charged with Governance for the Financial Statements***

Management is responsible for the preparation and fair presentation of the financial statements in accordance with Canadian public sector accounting standards, 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.

In preparing the financial statements, management is responsible for assessing the Lloydminster Public School Division No. 99's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the organization or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the organization's financial reporting process.

### *Auditors' Responsibilities for the Audit of the Financial Statements*

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements. As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgement and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit 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 organization's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the organization's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditors' report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditors' report. However, future events or conditions may cause the organization to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

The logo for Vantage Chartered Professional Accountants, featuring the word "Vantage" in a stylized, cursive script.

Chartered Professional Accountants

North Battleford, Saskatchewan  
November 29, 2023

**LLOYDMINSTER SCHOOL DIVISION NO. 99**  
**INDEX TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED AUGUST 31, 2023**

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**Lloydminster School Division No. 99**  
**Statement of Financial Position**  
**as at August 31, 2023**

	2023	2022
	\$	\$
<b>Financial Assets</b>		
Cash and Cash Equivalents	9,203,747	5,213,420
Accounts Receivable (Note 7)	2,774,949	4,662,364
Portfolio Investments (Note 3)	135,306	119,554
<b>Total Financial Assets</b>	<b>12,114,002</b>	<b>9,995,338</b>
<b>Liabilities</b>		
Accounts Payable and Accrued Liabilities (Note 8)	6,493,733	6,538,777
Long-Term Debt (Note 9)	1,398,866	1,517,474
Liability for Employee Future Benefits (Note 5)	723,100	706,700
Deferred Revenue (Note 10)	610,900	56,394
<b>Total Liabilities</b>	<b>9,226,599</b>	<b>8,819,345</b>
<b>Net Financial Assets</b>	<b>2,887,403</b>	<b>1,175,993</b>
<b>Non-Financial Assets</b>		
Tangible Capital Assets (Schedule C)	64,602,247	49,135,803
Inventory of Supplies Held for Consumption	142,574	148,777
Prepaid Expenses	387,429	323,702
<b>Total Non-Financial Assets</b>	<b>65,132,250</b>	<b>49,608,282</b>
<b>Accumulated Surplus (Note 13)</b>	<b>68,019,653</b>	<b>50,784,275</b>

Contingent Liabilities (Note 16)

Contractual Obligations (Note 17)

*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, 2023**

	<b>2023 Budget</b>	<b>2023 Actual</b>	<b>2022 Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
	(Note 14)		
<b>REVENUES</b>			
Property Taxes and Other Related	11,766,424	12,035,770	12,175,501
Grants	44,778,820	49,483,698	37,701,670
Tuition and Related Fees	55,740	130,294	150,289
School Generated Funds	1,000,000	883,448	614,582
Complementary Services (Note 11)	360,312	327,960	331,565
External Services (Note 12)	583,035	737,598	524,019
Other	566,800	1,157,101	370,676
<b>Total Revenues (Schedule A)</b>	<b>59,111,131</b>	<b>64,755,869</b>	<b>51,868,302</b>
<b>EXPENSES</b>			
Governance	244,450	214,908	242,006
Administration	2,155,167	2,162,330	2,370,348
Instruction	35,763,047	36,582,106	36,888,723
Plant Operation & Maintenance	5,532,283	5,025,333	5,189,421
Student Transportation	1,268,042	1,309,125	1,244,807
Tuition and Related Fees	5,000	-	-
School Generated Funds	1,000,000	903,294	587,337
Complementary Services (Note 11)	356,908	383,712	273,374
External Services (Note 12)	725,679	850,875	677,198
Other	107,448	88,808	88,279
<b>Total Expenses (Schedule B)</b>	<b>47,158,024</b>	<b>47,520,491</b>	<b>47,561,493</b>
<b>Operating Surplus for the Year</b>	<b>11,953,107</b>	<b>17,235,378</b>	<b>4,306,809</b>
<b>Accumulated Surplus from Operations, Beginning of Year</b>	<b>50,784,275</b>	<b>50,784,275</b>	<b>46,477,466</b>
<b>Accumulated Surplus from Operations, End of Year</b>	<b>62,737,382</b>	<b>68,019,653</b>	<b>50,784,275</b>

*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, 2023**

	<b>2023 Budget</b>	<b>2023 Actual</b>	<b>2022 Actual</b>
	\$	\$	\$
	(Note 14)		
<b>Net Financial Assets, Beginning of Year</b>	<b>1,175,993</b>	<b>1,175,993</b>	<b>3,044,960</b>
<b>Changes During the Year</b>			
Operating Surplus for the Year	11,953,107	17,235,378	4,306,809
Acquisition of Tangible Capital Assets (Schedule C)	(14,185,000)	(17,800,927)	(8,568,483)
Amortization of Tangible Capital Assets (Schedule C)	2,263,000	2,334,483	2,384,285
Net Acquisition of Inventory of Supplies Held for Consumption	-	6,203	6,115
Net Change in Other Non-Financial Assets	-	(63,727)	2,307
<b>Change in Net Financial Assets</b>	<b>31,107</b>	<b>1,711,410</b>	<b>(1,868,967)</b>
<b>Net Financial Assets, End of Year</b>	<b>1,207,100</b>	<b>2,887,403</b>	<b>1,175,993</b>

*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, 2023**

	<b>2023</b>	<b>2022</b>
	<b>\$</b>	<b>\$</b>
<b>OPERATING ACTIVITIES</b>		
Operating Surplus for the Year	17,235,378	4,306,809
Add Non-Cash Items Included in Surplus (Scheduled D)	2,334,483	2,384,285
Net Change in Non-Cash Operating Activities (Schedule E)	2,355,753	(3,004,737)
<b>Cash Provided by Operating Activities</b>	<b>21,925,614</b>	<b>3,686,357</b>
<b>CAPITAL ACTIVITIES</b>		
Cash Used to Acquire Tangible Capital Assets	(17,800,927)	(8,568,483)
<b>Cash Used by Capital Activities</b>	<b>(17,800,927)</b>	<b>(8,568,483)</b>
<b>INVESTING ACTIVITIES</b>		
Cash Used to Acquire Portfolio Investments	(15,752)	-
Proceeds on Disposal of Portfolio Investments	-	493,247
<b>Cash (Used) Provided by Investing Activities</b>	<b>(15,752)</b>	<b>493,247</b>
<b>FINANCING ACTIVITIES</b>		
Repayment of Long-Term Debt	(118,608)	(113,816)
<b>Cash Used by Financing Activities</b>	<b>(118,608)</b>	<b>(113,816)</b>
<b>INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS</b>	<b>3,990,327</b>	<b>(4,502,695)</b>
<b>CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR</b>	<b>5,213,420</b>	<b>9,716,115</b>
<b>CASH AND CASH EQUIVALENTS, END OF YEAR</b>	<b>9,203,747</b>	<b>5,213,420</b>

*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, 2023**

	2023 Budget	2023 Actual	2022 Actual
	\$	\$	\$
<b>Property Taxes and Other Related Revenue</b>	(Note 14)		
<b>Tax Levy Revenue</b>			
Property Tax Levy Revenue	11,766,424	12,035,770	12,114,890
<b>Total Property Tax Revenue</b>	<b>11,766,424</b>	<b>12,035,770</b>	<b>12,114,890</b>
<b>Grants in Lieu of Taxes</b>			
Federal Government	-	-	895
Provincial Government	-	-	5,180
<b>Total Grants in Lieu of Taxes</b>	<b>-</b>	<b>-</b>	<b>6,075</b>
<b>Additions to Levy</b>			
Penalties	-	-	91,242
<b>Total Additions to Levy</b>	<b>-</b>	<b>-</b>	<b>91,242</b>
<b>Deletions from Levy</b>			
Cancellations	-	-	(40,187)
Other Deletions	-	-	3,481
<b>Total Deletions from Levy</b>	<b>-</b>	<b>-</b>	<b>(36,706)</b>
<b>Total Property Taxes and Other Related Revenue</b>	<b>11,766,424</b>	<b>12,035,770</b>	<b>12,175,501</b>
<b>Grants</b>			
<b>Operating Grants</b>			
Ministry of Education Grants			
Operating Grant	14,972,073	15,462,437	13,476,939
Operating Grant/PMR	445,655	411,115	445,655
Other Ministry Grants	105,152	133,350	81,275
<b>Total Ministry Grants</b>	<b>15,522,880</b>	<b>16,006,902</b>	<b>14,003,869</b>
Federal Grants	50,000	811,846	224,607
Grants from Others	15,470,940	15,540,056	15,585,815
<b>Total Operating Grants</b>	<b>31,043,820</b>	<b>32,358,804</b>	<b>29,814,291</b>
<b>Capital Grants</b>			
Ministry of Education Capital Grants	6,057,000	7,467,394	2,838,497
Other Capital Grants	7,678,000	9,657,500	5,048,882
<b>Total Capital Grants</b>	<b>13,735,000</b>	<b>17,124,894</b>	<b>7,887,379</b>
<b>Total Grants</b>	<b>44,778,820</b>	<b>49,483,698</b>	<b>37,701,670</b>
<b>Tuition and Related Fees Revenue</b>			
<b>Operating Fees</b>			
Tuition Fees			
Federal Government and First Nations	55,740	119,294	150,289
Individuals and Other	-	11,000	-
<b>Total Tuition and Related Fees Revenue</b>	<b>55,740</b>	<b>130,294</b>	<b>150,289</b>

**Lloydminster School Division No. 99**  
**Schedule A: Supplementary Details of Revenues**  
**for the year ended August 31, 2023**

	2023 Budget	2023 Actual	2022 Actual
	\$	\$	\$
<b>School Generated Funds Revenue</b>	(Note 14)		
<b>Curricular</b>			
Student Fees	180,000	120,796	82,375
<b>Total Curricular Fees</b>	<b>180,000</b>	<b>120,796</b>	<b>82,375</b>
<b>Non-Curricular Fees</b>			
Commercial Sales - GST	140,000	112,411	120,887
Commercial Sales - Non-GST	-	25,259	15,450
Fundraising	100,000	39,247	50,548
Grants and Partnerships	-	360	-
Students Fees	200,000	278,620	154,761
Other	380,000	306,755	190,561
<b>Total Non-Curricular Fees</b>	<b>820,000</b>	<b>762,652</b>	<b>532,207</b>
<b>Total School Generated Funds Revenue</b>	<b>1,000,000</b>	<b>883,448</b>	<b>614,582</b>
<b>Complementary Services</b>			
<b>Operating Grants</b>			
Ministry of Education Grants			
Operating Grant	210,312	210,310	208,070
Other Grants	50,000	50,000	50,000
<b>Total Operating Grants</b>	<b>260,312</b>	<b>260,310</b>	<b>258,070</b>
<b>Fees and Other Revenue</b>			
Tuition and Related Fees	100,000	67,650	73,495
<b>Total Fees and Other Revenue</b>	<b>100,000</b>	<b>67,650</b>	<b>73,495</b>
<b>Total Complementary Services Revenue</b>	<b>360,312</b>	<b>327,960</b>	<b>331,565</b>
<b>External Services</b>			
<b>Operating Grants</b>			
Ministry of Education Grants			
Other Ministry Grants	348,035	522,513	297,350
Other Grants	100,000	100,892	102,389
<b>Total Operating Grants</b>	<b>448,035</b>	<b>623,405</b>	<b>399,739</b>
<b>Fees and Other Revenue</b>			
Other Revenue	135,000	114,193	124,280
<b>Total Fees and Other Revenue</b>	<b>135,000</b>	<b>114,193</b>	<b>124,280</b>
<b>Total External Services Revenue</b>	<b>583,035</b>	<b>737,598</b>	<b>524,019</b>
<b>Other Revenue</b>			
Miscellaneous Revenue	405,300	594,821	235,697
Sales & Rentals	59,500	50,544	30,197
Investments	102,000	511,736	104,782
<b>Total Other Revenue</b>	<b>566,800</b>	<b>1,157,101</b>	<b>370,676</b>
<b>TOTAL REVENUE FOR THE YEAR</b>	<b>59,111,131</b>	<b>64,755,869</b>	<b>51,868,302</b>

**Lloydminster School Division No. 99**  
**Schedule B: Supplementary Details of Expenses**  
**for the year ended August 31, 2023**

	<b>2023 Budget</b>	<b>2023 Actual</b>	<b>2022 Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
<b>Governance Expense</b>	(Note 14)		
Board Members Expense	98,600	97,801	87,380
Professional Development - Board Members	25,000	11,800	10,846
Other Governance Expenses	120,850	105,307	143,780
<b>Total Governance Expense</b>	<b>244,450</b>	<b>214,908</b>	<b>242,006</b>
<b>Administration Expense</b>			
Salaries	1,414,553	1,445,580	1,533,099
Benefits	186,094	194,035	307,290
Supplies & Services	163,470	173,874	176,077
Non-Capital Furniture & Equipment	58,100	23,359	24,831
Building Operating Expenses	47,750	52,861	53,416
Communications	25,000	17,033	18,912
Travel	30,000	38,992	16,371
Professional Development	29,000	15,123	8,497
Amortization of Tangible Capital Assets	201,200	201,228	231,610
Amortization of Tangible Capital Assets ARO	-	245	245
<b>Total Administration Expense</b>	<b>2,155,167</b>	<b>2,162,330</b>	<b>2,370,348</b>
<b>Instruction Expense</b>			
Instructional (Teacher Contract) Salaries	23,177,056	23,448,388	24,136,851
Instructional (Teacher Contract) Benefits	1,378,805	1,359,697	1,353,021
Program Support (Non-Teacher Contract) Salaries	6,201,225	6,588,396	6,655,891
Program Support (Non-Teacher Contract) Benefits	960,423	992,628	972,238
Instructional Aids	625,216	607,866	518,056
Supplies & Services	710,980	743,666	581,795
Non-Capital Furniture & Equipment	350,800	406,435	262,507
Communications	222,420	218,439	217,638
Travel	22,000	12,589	13,569
Professional Development	151,339	171,564	111,245
Student Related Expense	52,683	50,455	67,761
Amortization of Tangible Capital Assets	1,910,100	1,970,850	1,987,017
Amortization of Tangible Capital Assets ARO	-	11,133	11,134
<b>Total Instruction Expense</b>	<b>35,763,047</b>	<b>36,582,106</b>	<b>36,888,723</b>

**Lloydminster School Division No. 99**  
**Schedule B: Supplementary Details of Expenses**  
**for the year ended August 31, 2023**

	<b>2023 Budget</b>	<b>2023 Actual</b>	<b>2022 Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
<b>Plant Operation &amp; Maintenance Expense</b>	(Note 14)		
Salaries	2,323,609	2,148,470	2,115,287
Benefits	363,434	336,181	313,316
Supplies & Services	1,500	562	726
Non-Capital Furniture & Equipment	15,000	36,044	22,695
Building Operating Expenses	2,734,740	2,413,195	2,637,166
Communications	3,500	2,972	3,174
Travel	36,000	41,310	39,029
Professional Development	10,000	3,469	12,049
Amortization of Tangible Capital Assets	44,500	43,130	45,979
<b>Total Plant Operation &amp; Maintenance Expense</b>	<b>5,532,283</b>	<b>5,025,333</b>	<b>5,189,421</b>
<b>Student Transportation Expense</b>			
Salaries	576,580	549,398	513,552
Benefits	90,037	72,436	70,312
Supplies & Services	266,825	175,675	179,982
Non-Capital Furniture & Equipment	180,000	342,803	263,629
Travel	3,000	3,509	1,926
Professional Development	8,000	3,921	2,640
Contracted Transportation	36,400	53,486	104,467
Amortization of Tangible Capital Assets	107,200	107,897	108,299
<b>Total Student Transportation Expense</b>	<b>1,268,042</b>	<b>1,309,125</b>	<b>1,244,807</b>
<b>Tuition and Related Fees Expense</b>			
Tuition Fees	5,000	-	-
<b>Total Tuition and Related Fees Expense</b>	<b>5,000</b>	<b>-</b>	<b>-</b>
<b>School Generated Funds Expense</b>			
Cost of Sales	75,000	114,597	123,822
School Fund Expenses	925,000	788,697	463,515
<b>Total School Generated Funds Expense</b>	<b>1,000,000</b>	<b>903,294</b>	<b>587,337</b>

**Lloydminster School Division No. 99**  
**Schedule B: Supplementary Details of Expenses**  
**for the year ended August 31, 2023**

	<b>2023 Budget</b>	<b>2023 Actual</b>	<b>2022 Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
<b>Complementary Services Expense</b>	(Note 14)		
Instructional (Teacher Contract) Salaries & Benefits	216,764	216,960	148,311
Program Support (Non-Teacher Contract) Salaries & Benefits	124,904	140,757	99,320
Student Related Expenses	15,240	25,995	25,743
<b>Total Complementary Services Expense</b>	<b>356,908</b>	<b>383,712</b>	<b>273,374</b>
<b>External Service Expense</b>			
Grant Transfers	348,035	449,761	247,987
Instructional (Teacher Contract) Salaries & Benefits	-	-	46,732
Program Support (Non-Teacher Contract) Salaries & Benefits	78,044	78,342	73,964
Supplies & Services	299,600	322,772	307,917
Travel	-	-	598
<b>Total External Services Expense</b>	<b>725,679</b>	<b>850,875</b>	<b>677,198</b>
<b>Other Expense</b>			
<b>Interest and Bank Charges</b>			
Current Interest and Bank Charges	46,000	27,360	20,382
Interest on Capital Loans	61,448	61,448	66,239
<b>Total Interest and Bank Charges</b>	<b>107,448</b>	<b>88,808</b>	<b>86,621</b>
Provision for Uncollectable Accounts	-	-	1,658
<b>Total Other Expense</b>	<b>107,448</b>	<b>88,808</b>	<b>88,279</b>
<b>TOTAL EXPENSES FOR THE YEAR</b>	<b>47,158,024</b>	<b>47,520,491</b>	<b>47,561,493</b>

**Lloydminster School Division No. 99**  
**Schedule C - Supplementary Details of Tangible Capital Assets**  
**for the year ended August 31, 2023**

	Land		Buildings		Buildings	School	Other	Furniture and	Computer	Computer	Assets		
	Land	Improvements	Buildings	Short-Term	ARO	Buses	Vehicles	Equipment	Hardware and Audio Visual Equipment	Software	Under Construction	2023	2022
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
<b>Tangible Capital Assets - at Cost</b>													
Opening Balance as of September 1	2,282,580	2,373,604	73,983,761	3,257,707	637,450	2,441,230	509,262	2,322,245	1,205,744	420,555	9,031,990	98,466,128	90,511,952
Additions/Purchases	-	-	-	-	-	76,663	-	28,145	94,708	-	17,601,411	17,800,927	8,568,483
Disposals	-	-	-	-	-	-	-	(336,539)	(687,321)	-	-	(1,023,860)	(614,307)
<b>Closing Balance as of August 31</b>	<b>2,282,580</b>	<b>2,373,604</b>	<b>73,983,761</b>	<b>3,257,707</b>	<b>637,450</b>	<b>2,517,893</b>	<b>509,262</b>	<b>2,013,851</b>	<b>613,131</b>	<b>420,555</b>	<b>26,633,401</b>	<b>115,243,195</b>	<b>98,466,128</b>
<b>Tangible Capital Assets - Amortization</b>													
Opening Balance as of September 1	-	1,313,694	40,130,093	2,015,066	503,620	1,946,236	432,390	1,764,144	804,527	420,555	-	49,330,325	47,560,347
Amortization of the Period	-	88,214	1,513,448	137,686	11,378	97,727	26,761	201,385	257,884	-	-	2,334,483	2,384,285
Disposals	-	-	-	-	-	-	-	(336,539)	(687,321)	-	-	(1,023,860)	(614,307)
<b>Closing Balance as of August 31</b>	<b>N/A</b>	<b>1,401,908</b>	<b>41,643,541</b>	<b>2,152,752</b>	<b>514,998</b>	<b>2,043,963</b>	<b>459,151</b>	<b>1,628,990</b>	<b>375,090</b>	<b>420,555</b>	<b>N/A</b>	<b>50,640,948</b>	<b>49,330,325</b>
<b>Net Book Value</b>													
Opening Balance as of September 1	2,282,580	1,059,910	33,853,668	1,242,641	133,830	494,994	76,872	558,101	401,217	-	9,031,990	49,135,803	42,951,605
Closing Balance as of August 31	2,282,580	971,696	32,340,220	1,104,955	122,452	473,930	50,111	384,861	238,041	-	26,633,401	64,602,247	49,135,803
<b>Change in Net Book Value</b>	<b>-</b>	<b>(88,214)</b>	<b>(1,513,448)</b>	<b>(137,686)</b>	<b>(11,378)</b>	<b>(21,064)</b>	<b>(26,761)</b>	<b>(173,240)</b>	<b>(163,176)</b>	<b>-</b>	<b>17,601,411</b>	<b>15,466,444</b>	<b>6,184,198</b>
<b>Disposals</b>													
Historical Cost	-	-	-	-	-	-	-	336,539	687,321	-	-	1,023,860	614,307
Accumulated Amortization	-	-	-	-	-	-	-	336,539	687,321	-	-	1,023,860	614,307
<b>Net Cost</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Price of Sale	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Gain (Loss) on Disposal</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

Buildings with a net book value of \$5,464,179 (2022-\$6,253,810) include an asset retirement obligation for the removal and disposal of asbestos (Note 8)

**Lloydminster School Division No. 99**  
**Schedule D: Non-Cash Items Included in Surplus**  
**for the year ended August 31, 2023**

	2023	2022
	\$	\$
<b>Non-Cash Items Included in Surplus</b>		
Amortization of Tangible Capital Assets (Schedule C)	2,334,483	2,384,285
<b>Total Non-Cash Items Included in Surplus</b>	<b>2,334,483</b>	<b>2,384,285</b>

**Lloydminster School Division No. 99**  
**Schedule E: Net Change in Non-Cash Operating Activities**  
**for the year ended August 31, 2023**

	2023	2022
	\$	\$
<b>Net Change in Non-Cash Operating Activities</b>		
Decrease (Increase) in Accounts Receivable	1,887,415	(4,379,998)
(Decrease) Increase in Accounts Payable and Accrued Liabilities	(45,044)	3,822,425
Increase in Liability for Employee Future Benefits	16,400	15,600
Increase (Decrease) in Deferred Revenue	554,506	(2,471,186)
Decrease in Inventory of Supplies Held for Consumption	6,203	6,115
(Increase) Decrease in Prepaid Expenses	(63,727)	2,307
<b>Total Net Change in Non-Cash Operating Activities</b>	<b>2,355,753</b>	<b>(3,004,737)</b>

**Lloydminster School Division No. 99**  
**Schedule F: Detail of Designated Assets**  
**for the year ended August 31, 2023**

	August 31 2022	Additions during the year	Reductions during the year	August 31 2023
	\$	\$	\$	\$ (Note 15)
<b>External Sources</b>				
<b>Contractual Agreements</b>				
Parkland Proceeds	93,632	3,902	-	97,534
Federal Air Quality Funding - Alberta	22,441	-	22,441	-
Curriculum Implementation Funding - Alberta	-	143,195	-	143,195
CMR maintenance project allocations - Alberta	-	117,178	-	117,178
<b>Total Contractual Agreements</b>	<b>116,073</b>	<b>264,275</b>	<b>22,441</b>	<b>357,907</b>
<b>Jointly Administered Funds</b>				
School generated funds	669,692	-	18,457	651,235
City of Lloydminster contribution to LCHS Expansion	-	250,000	113,606	136,394
Lloydminster Community Track	72,000	8,000	-	80,000
<b>Total Jointly Administered Funds</b>	<b>741,692</b>	<b>258,000</b>	<b>132,063</b>	<b>867,629</b>
<b>Ministry of Education</b>				
Designated for tangible capital asset expenditures	155,389	-	155,389	-
PMR maintenance project allocations	445,655	411,115	193,023	663,747
Kids First Early Learning Program	82,350	-	82,350	-
Early Years Family Resource Centre	-	136,828	-	136,828
<b>Total Ministry of Education</b>	<b>683,394</b>	<b>547,943</b>	<b>430,762</b>	<b>800,575</b>
<b>Total</b>	<b>1,541,159</b>	<b>1,070,218</b>	<b>585,266</b>	<b>2,026,111</b>
<b>Internal Sources</b>				
<b>Board governance</b>				
Board Strategies Fund	107,364	-	-	107,364
Board Elections	-	30,000	-	30,000
<b>Total Board governance</b>	<b>107,364</b>	<b>30,000</b>	<b>-</b>	<b>137,364</b>
<b>Curriculum and student learning</b>				
Future Curriculum Programming	-	40,000	-	40,000
<b>Total curriculum and student learning</b>	<b>-</b>	<b>40,000</b>	<b>-</b>	<b>40,000</b>
<b>Facilities</b>				
Future Facilities Upgrades	2,167,282	250,000	-	2,417,282
Future Playground Refresh	-	14,000	-	14,000
<b>Total facilities</b>	<b>2,167,282</b>	<b>264,000</b>	<b>-</b>	<b>2,431,282</b>
<b>Information technology</b>				
Technology Evergreening	169,416	290,000	-	459,416
<b>Total information technology</b>	<b>169,416</b>	<b>290,000</b>	<b>-</b>	<b>459,416</b>
<b>Other</b>				
Staffing/Salary Contingency	-	150,000	-	150,000
Support Staff SEB Fund	-	50,000	-	50,000
<b>Total Other</b>	<b>-</b>	<b>200,000</b>	<b>-</b>	<b>200,000</b>
<b>Transporation</b>				
Future School Bus Purchase	17,000	100,000	17,000	100,000
Maintenance Vehicle	10,000	5,000	-	15,000
<b>Total transportation</b>	<b>27,000</b>	<b>105,000</b>	<b>17,000</b>	<b>115,000</b>
<b>Total</b>	<b>2,471,062</b>	<b>929,000</b>	<b>17,000</b>	<b>3,383,062</b>
<b>Total Designated Assets</b>	<b>4,012,221</b>	<b>1,999,218</b>	<b>602,266</b>	<b>5,409,173</b>

**LLOYDMINSTER SCHOOL DIVISION NO. 99**  
**NOTES TO THE FINANCIAL STATEMENTS**

As at August 31, 2023

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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 exempt from income tax and is a registered charity under the *Income Tax Act*.

**2. SIGNIFICANT ACCOUNTING POLICIES**

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

**a) Basis of Accounting**

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

**b) 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 15 of the financial statements.

**c) 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 \$723,100 (2022 - \$706,700) because actual experience may differ significantly from actuarial estimations.
- property taxation revenue of \$12,035,770 (2022 - \$12,175,501) because final tax assessments may differ from initial estimates.
- useful lives of capital assets and related accumulated amortization of \$50,640,948 (2022 - \$49,330,325) because the actual useful lives of the capital assets may differ from their estimated economic lives.
- estimated undiscounted asset retirement obligation of \$637,450 (2022 - \$637,450) because actual expenses may differ significantly from valuation estimates.

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.

**d) 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.

Remeasurement gains and losses have not been recognized by the school division in a statement of remeasurement gains and losses because it does not have financial instruments that give rise to material gains or losses.

**e) Financial Assets**

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

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

**Accounts Receivable** 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. Provincial grants receivable represent capital 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 term deposits and equity in common shares 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 (d).

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**f) 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 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
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

\*Buildings that include asbestos and are fully and/or nearly fully amortized have had their useful life reassessed and increased by 20 years.

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

Pooled assets in Furniture & Equipment and Computer Hardware & Audio Visual Equipment are written down when the tangible capital assets in its current capacity can no longer contribute to the school divisions ability to provide services or the book value of future economic benefits associated with the tangible capital asset is less than its net book value, and there is no alternative use for the asset.

**Inventory of Supplies Held 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. Inventory of Supplies Held for Consumption include Caretaking materials and cleaning supplies, various supplies and tools for building maintenance, and oil and other fluids for use in School Division buses and other vehicles.

**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, vehicle licensing, copier leases, and service contract payments that relate to a future fiscal period.

**g) 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.

**Asset Retirement Obligation (ARO)** consists of various school division building assets that contain asbestos. The school division recognizes the fair value of an ARO in the period in which it incurs a legal obligation associated with the retirement of a tangible capital asset. The estimated fair value of an ARO is capitalized as part of the related tangible capital asset and depreciated on the same basis as the underlying asset.

**Long-Term Debt** is comprised of a capital loan with initial maturity of more than one year and was 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.

**h) 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) 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). 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.

**i) 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. Government transfers are recognized as revenues when the transfer is authorized, all eligibility criteria have been met, except when, and to the extent, stipulations by the transferor give rise to an obligation that meets the definition of a liability. Transfers with stipulations that meet the definition of a liability are recorded as deferred revenue and recognized as revenue in the statement of operations and accumulated surplus from operations as the stipulation liabilities are settled.

**ii) Property Taxation**

Beginning on January 1, 2022, the school division and the City of Lloydminster entered into an agreement where the City will pay 1/12<sup>th</sup> of the tax levy amount to the school division each month. The City takes on all of the risk related to the collection of the tax levy, therefore the division records the tax payment received as income when it becomes due each month.

**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, regulations 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 performed.

**iv) Interest Income**

Interest is recognized as revenue 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 are deferred until the resources are used for the purpose specified, at which time the contributions are recorded as revenue. In-kind contributions are recorded at their fair value when they are received.

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### 3. PORTFOLIO INVESTMENTS

Portfolio investments are comprised of the following:

	2023	2022
<b>Portfolio investments in the cost or amortized cost category:</b>	<b><u>Cost</u></b>	<b><u>Cost</u></b>
Term deposits	\$ 34,587	\$ 33,031
Equity in common shares at Credit Union and Coop	100,719	86,523
<b>Total portfolio investments</b>	<b>\$ 135,306</b>	<b>\$ 119,554</b>

### 4. EXPENSES BY FUNCTION AND ECONOMIC CLASSIFICATION

Function	Salaries & Benefits	Goods & Services	Debt Service	Amortization of TCA	2023 Actual	2022 Actual
Governance	\$ 97,801	\$ 117,107	\$ -	\$ -	\$ 214,908	\$ 242,006
Administration	1,639,615	321,242	-	201,473	2,162,330	2,370,348
Instruction	32,389,109	2,211,014	-	1,981,983	36,582,106	36,888,723
Plant Operation & Maintenance	2,484,651	2,497,552	-	43,130	5,025,333	5,189,421
Student Transportation	621,834	579,394	-	107,897	1,309,125	1,244,807
School Generated Funds	-	903,294	-	-	903,294	587,337
Complementary Services	357,717	25,995	-	-	383,712	273,374
External Services	78,342	772,533	-	-	850,875	677,198
Other	-	-	88,808	-	88,808	88,279
<b>TOTAL</b>	<b>\$ 37,669,069</b>	<b>\$ 7,428,131</b>	<b>\$ 88,808</b>	<b>\$ 2,334,483</b>	<b>\$ 47,520,491</b>	<b>\$ 47,561,493</b>

### 5. 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 accumulating 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. HUB International Limited, a firm of consulting actuaries, performed an actuarial valuation as at March 31, 2021 and extrapolated the results to estimate the Liability for Employee Future Benefits as at August 31, 2023.

Details of the employee future benefits are as follows:

	2023	2022
Long-term assumptions used:		
Discount rate at end of period (per annum)	4.40%	4.01%
Inflation and productivity rate - Teachers (excluding merit and promotion) (per annum)	2.50%	2.50%
Inflation and productivity rate - Non-Teachers (excluding merit and promotion) (per annum)	3.00%	3.00%
Expected average remaining service life (years)	15	15

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<b>Liability for Employee Future Benefits</b>	<b>2023</b>	<b>2022</b>
<b>Accrued Benefit Obligation - beginning of year</b>	<b>\$ 446,700</b>	<b>\$ 523,700</b>
Current period service cost	37,800	47,500
Interest cost	19,000	10,900
Benefit payments	(23,700)	(32,900)
Actuarial gains	(17,200)	(102,500)
<b>Accrued Benefit Obligation - end of year</b>	<b>462,600</b>	<b>446,700</b>
Unamortized net actuarial gains	260,500	260,000
<b>Liability for Employee Future Benefits</b>	<b>\$ 723,100</b>	<b>\$ 706,700</b>

<b>Employee Future Benefits Expense</b>	<b>2023</b>	<b>2022</b>
Current period service cost	\$ 37,800	\$ 47,500
Amortization of net actuarial gain	(16,700)	(9,900)
<b>Benefit cost</b>	<b>21,100</b>	<b>37,600</b>
Interest cost	19,000	10,900
<b>Total Employee Future Benefits Expense</b>	<b>\$ 40,100</b>	<b>\$ 48,500</b>

## 6. 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) and Alberta Teachers' Retirement Fund (ATRF)

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

The STRP 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 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 and the Government of Alberta for the ATRF.

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

	<b>2023</b>			<b>2022</b>
	<b>STRP</b>	<b>ATRF</b>	<b>TOTAL</b>	<b>TOTAL</b>
Number of active School Division members	287	58	345	338
Member contribution rate (percentage of salary)	9.50% / 11.70%	9.00% / 12.86%	9.00% / 12.86%	9.50% / 13.94%
Member contributions for the year	\$ 1,850,907	\$ 518,994	\$ 2,369,901	\$ 2,458,154

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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. 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:

	<b>2023</b>	<b>2022</b>
Number of active School Division members	1	1
Member contribution rate (percentage of salary)	9.00%	9.00%
School Division contribution rate (percentage of salary)	9.00%	9.00%
Member contributions for the year	\$ 16,266	\$ 15,409
School Division contributions for the year	\$ 16,266	\$ 15,409
Actuarial extrapolation date	Dec-31-2022	Dec-31-2021
Plan Assets (in thousands)	\$ 3,275,495	\$ 3,568,400
Plan Liabilities (in thousands)	\$ 2,254,194	\$ 2,424,014
Plan Surplus (in thousands)	\$ 1,021,301	\$ 1,144,386

**Defined Contribution Plans**

The Manulife Pension Plan is funded by the school division making payments to match the required 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:

	<b>2023</b>	<b>2022</b>
Number of active School Division members	199	206
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	\$ 484,510	\$ 487,627
School Division contributions for the year	\$ 475,109	\$ 475,482

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**7. 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:

	2023			2022		
	Total Receivable	Valuation Allowance	Net of Allowance	Total Receivable	Valuation Allowance	Net of Allowance
Taxes Receivable	\$ 1,030,231	\$ -	\$ 1,030,231	\$ 1,003,460	\$ -	\$ 1,003,460
Provincial Grants Receivable	1,051,159	-	1,051,159	3,244,076	-	3,244,076
Other Receivables	693,559	-	693,559	414,828	-	414,828
<b>Total Accounts Receivable</b>	<b>\$ 2,774,949</b>	<b>\$ -</b>	<b>\$ 2,774,949</b>	<b>\$ 4,662,364</b>	<b>\$ -</b>	<b>\$ 4,662,364</b>

**8. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES**

Details of accounts payable and accrued liabilities are as follows:

	2023	2022
Accrued Salaries and Benefits	\$ 28,391	\$ 193,780
Supplier Payments	5,827,892	5,707,547
Liability for Asset Retirement Obligation	637,450	637,450
<b>Total Accounts Payable and Accrued Liabilities</b>	<b>\$ 6,493,733</b>	<b>\$ 6,538,777</b>

The school division recognized an estimated liability for asset retirement obligation of \$637,450 (2022 - \$637,450) for the removal and disposal of asbestos. The nature of the liability is related to asbestos containing materials within a number of the school divisions facilities that will be required to be properly disposed of when the building is disposed of, or remediation work is undertaken. The assumptions used in estimating the liability include the various types of asbestos containing materials within each of the school divisions buildings, along with the standard of work that will be required to safely remove the asbestos containing materials. Additionally, assumptions were made around the remaining useful life of all school division buildings that contain asbestos materials to determine when the remediation costs may be incurred.

**9. LONG-TERM DEBT**

Details of long-term debt are as follows:

	2023	2022
Capital Loans:		
Monthly payments of principal and interest combined of \$15,005, interest rate of 4.20%, due on the 28th day of each month through January 2033 (BMO - College Park School Construction)	\$ 1,398,866	\$ 1,517,474
<b>Total Long-Term Debt</b>	<b>\$ 1,398,866</b>	<b>\$ 1,517,474</b>

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<b>Future principal and interest repayments over the next 5 years are estimated as follows:</b>			
	<b>Capital Loans</b>		<b>Total</b>
2024	\$	180,055	\$ 180,055
2025		180,055	180,055
2026		180,055	180,055
2027		180,055	180,055
2028		180,055	180,055
Thereafter		795,244	795,244
Total		1,695,519	1,695,519
Less: Interest and executory cost		296,653	296,653
<b>Total future principal repayments</b>	<b>\$</b>	<b>1,398,866</b>	<b>\$ 1,398,866</b>

<b>Principal and interest payments on the long-term debt are as follows:</b>				
	<b>Capital Loans</b>		<b>2023</b>	<b>2022</b>
Principal	\$	118,608	\$ 118,608	\$ 113,816
Interest		61,448	61,448	66,239
<b>Total</b>	<b>\$</b>	<b>180,056</b>	<b>\$ 180,056</b>	<b>\$ 180,055</b>

## 10. DEFERRED REVENUE

Details of deferred revenues are as follows:

	<b>Balance as at August 31, 2022</b>	<b>Additions during the Year</b>	<b>Revenue recognized in the Year</b>	<b>Balance as at August 31, 2023</b>
<b>Capital projects:</b>				
Community donations to LCHS addition & renovation project	\$ -	\$ 500,000	\$ -	\$ 500,000
<b>Total capital projects deferred revenue</b>	<b>-</b>	<b>500,000</b>	<b>-</b>	<b>500,000</b>
<b>Non-Capital deferred revenue:</b>				
Junior Kindergarten Deposits	100	-	100	-
Hockey Academy Deposits	22,200	53,200	22,200	53,200
Sports Academy Deposits	13,200	12,800	13,200	12,800
Art Academy Deposits	9,894	15,900	9,894	15,900
International Student Tuition Fees	11,000	11,000	11,000	11,000
Community Donation to LPSD Nutrition Program	-	18,000	-	18,000
<b>Total non-capital deferred revenue</b>	<b>56,394</b>	<b>110,900</b>	<b>56,394</b>	<b>110,900</b>
<b>Total Deferred Revenue</b>	<b>\$ 56,394</b>	<b>\$ 610,900</b>	<b>\$ 56,394</b>	<b>\$ 610,900</b>

## 11. 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:

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Summary of Complementary Services Revenues and Expenses, by Program	Pre-K Programs	School Nutrition	2023	2022
<b>Revenues:</b>				
Operating Grants	\$ 210,310	\$ 50,000	\$ 260,310	\$ 258,070
Fees and Other Revenues	67,650	-	67,650	73,495
<b>Total Revenues</b>	<b>277,960</b>	<b>50,000</b>	<b>327,960</b>	<b>331,565</b>
<b>Expenses:</b>				
Salaries & Benefits	357,717	-	357,717	247,631
Student Related Expenses	5,441	20,554	25,995	25,743
<b>Total Expenses</b>	<b>363,158</b>	<b>20,554</b>	<b>383,712</b>	<b>273,374</b>
<b>(Deficiency) Excess of Revenues over Expenses</b>	<b>\$ (85,198)</b>	<b>\$ 29,446</b>	<b>\$ (55,752)</b>	<b>\$ 58,191</b>

## 12. 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:

Summary of External Services Revenues and Expenses, by Program	Cafeteria	KidsFirst	Early Childhood Intervention Programs	Driver Education	2023	2022
<b>Revenues:</b>						
Operating Grants	\$ -	\$ 45,000	\$ 477,513	\$ 100,892	\$ 623,405	\$ 399,739
Fees and Other Revenues	114,193	-	-	-	114,193	124,280
<b>Total Revenues</b>	<b>114,193</b>	<b>45,000</b>	<b>477,513</b>	<b>100,892</b>	<b>737,598</b>	<b>524,019</b>
<b>Expenses:</b>						
Grant Transfers	-	125,850	323,911	-	449,761	247,987
Salaries & Benefits	78,342	-	-	-	78,342	120,696
Supplies and Services	86,827	-	-	235,945	322,772	307,917
Travel	-	-	-	-	-	598
<b>Total Expenses</b>	<b>165,169</b>	<b>125,850</b>	<b>323,911</b>	<b>235,945</b>	<b>850,875</b>	<b>677,198</b>
<b>(Deficiency) Excess of Revenues over Expenses</b>	<b>\$ (50,976)</b>	<b>\$ (80,850)</b>	<b>\$ 153,602</b>	<b>\$ (135,053)</b>	<b>\$ (113,277)</b>	<b>\$ (153,179)</b>

## 13. 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 and are included in the accumulated surplus presented in the statement of financial position. The school division does not maintain separate bank accounts for the designated assets.

Details of accumulated surplus are as follows:

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	August 31, 2022	Additions during the year	Reductions during the year	August 31, 2023
<b>Invested in Tangible Capital Assets:</b>				
Net Book Value of Tangible Capital Assets	\$ 49,135,803	\$ 17,800,927	\$ 2,334,483	\$ 64,602,247
Less: Liability for Asset Retirement Obligation	(637,450)	-	-	(637,450)
Less: Debt owing on Tangible Capital Assets	(1,517,474)	-	(118,608)	(1,398,866)
	<b>46,980,879</b>	<b>17,800,927</b>	<b>2,215,875</b>	<b>62,565,931</b>
<b>Designated Assets (Schedule F)</b>	<b>4,012,221</b>	<b>1,999,218</b>	<b>602,266</b>	<b>5,409,173</b>
<b>Unrestricted (Deficit) Surplus</b>	<b>(208,825)</b>	<b>253,374</b>	<b>-</b>	<b>44,549</b>
<b>Total Accumulated Surplus</b>	<b>\$ 50,784,275</b>	<b>\$ 20,053,519</b>	<b>\$ 2,818,141</b>	<b>\$ 68,019,653</b>

#### 14. BUDGET FIGURES

Budget figures included in the financial statements were approved by the board of education on August 24, 2022 and the Minister of Education on October 27, 2022. Subsequently, certain line items in the budget were reclassified, although the total revenue and total expenses are unchanged. Per the Ministry of Education's directive, grants and expenses for the Drivers Education Program were reclassified from Instruction to External Services.

#### 15. 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:

	2023				Total 2023	Total 2022
	<u>Craig</u>	<u>Hawkins</u>	<u>Tildesley</u>	<u>Other</u>		
Cash and short-term investments	\$ 60,093	\$ 52,788	\$ 48,168	\$ 233,066	\$ 394,115	\$ 378,947
Portfolio investments	-	-	-	34,765	\$ 34,765	34,674
<b>Total Assets</b>	<b>60,093</b>	<b>52,788</b>	<b>48,168</b>	<b>267,831</b>	<b>428,880</b>	<b>413,621</b>
<b>Revenues</b>						
Contributions and donations	-	-	-	28,000	28,000	5,000
Interest on investments	2,733	2,391	2,204	13,531	20,859	7,295
	2,733	2,391	2,204	41,531	48,859	12,295
<b>Expenses</b>						
Awards to Students	4,000	1,500	1,000	27,100	33,600	41,100
	4,000	1,500	1,000	27,100	33,600	41,100
Excess (Deficiency) of Revenues over Expenses	(1,267)	891	1,204	14,431	15,259	(28,805)
Trust Fund Balance, Beginning of Year	61,360	51,898	46,964	253,399	413,621	442,426
<b>Trust Fund Balance, End of Year</b>	<b>\$ 60,093</b>	<b>\$ 52,789</b>	<b>\$ 48,168</b>	<b>\$ 267,830</b>	<b>\$ 428,880</b>	<b>\$ 413,621</b>

#### 16. CONTINGENT LIABILITIES

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

## 17. CONTRACTUAL OBLIGATIONS

Significant contractual obligations of the school division are as follows:

- Agreement with Major Project Management Ltd. to provide Project Management Services to the school division over 3-years for the design and construction of an addition on the Lloydminster Comprehensive High School. Over the next year the school division will pay \$37,670 in costs for this service.
- Agreement with The Workun Garrick Partnership Architecture and Interior Design Inc. to serve as Prime Consultant to the school division over 3-years for the design and construction of an addition on the Lloydminster Comprehensive High School. Over the next year the school division will pay \$84,225 in costs for this service.
- Construction contract with Quorex Construction Services Ltd. to serve as the General Contractor for the construction of an addition and renovation at the Lloydminster Comprehensive High School. Over the next year the school division will pay \$2,970,176
- Lease agreements for the provision of Multi-Function Printers at all schools and school division office.

Operating lease obligations of the school division are as follows:

	Operating Leases	
	Copier Leases	Total Operating
<b>Future minimum lease payments:</b>		
2024	\$ 71,791	\$ 71,791
<b>Total Lease Obligations</b>	<b>\$ 71,791</b>	<b>\$ 71,791</b>

## 18. COMPARATIVE INFORMATION

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

## 19. RISK MANAGEMENT

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

### i) Credit Risk

Credit risk is the risk to the school division from potential non-payment of accounts receivable. The credit risk related to the school division's receivables from the provincial government, federal government and their agencies are considered to be minimal. For other receivables, the school division has adopted credit policies which include the close monitoring of overdue accounts.

The school division does not have a significant exposure to any individual customer. Management reviews accounts receivable on a case by case basis to determine if a valuation allowance is necessary to reflect impairment in collectability.

**LLOYDMINSTER SCHOOL DIVISION NO. 99**  
**NOTES TO THE FINANCIAL STATEMENTS**

**As at August 31, 2023**

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The aging of provincial grants and other accounts receivable at August 31, 2023 was:

<b>August 31, 2023</b>					
	<b>Total</b>	<b>0-30 days</b>	<b>31-60 days</b>	<b>61-90 days</b>	<b>Over 90 days</b>
Grants Receivable	\$1,051,159	\$1,051,159	\$ -	\$ -	\$ -
Other Receivables	120,962	40,630	-	42,877	37,455
<b>Gross Receivables</b>	<b>1,172,121</b>	<b>1,091,789</b>	<b>-</b>	<b>42,877</b>	<b>37,455</b>
Allowance for Doubtful Accounts	-	-	-	-	-
<b>Net Receivables</b>	<b>\$1,172,121</b>	<b>\$1,091,789</b>	<b>\$ -</b>	<b>\$ 42,877</b>	<b>\$ 37,455</b>

Receivable amounts related to GST, PST and Property Tax are not applicable to credit risk, as these do not meet the definition of a financial instrument.

**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:

<b>August 31, 2023</b>					
	<b>Total</b>	<b>Within 6 months</b>	<b>6 months to 1 year</b>	<b>1 to 5 years</b>	<b>&gt; 5 years</b>
Accounts payable and accrued liabilities	\$ 6,493,733	\$ 3,342,093	\$ 2,514,190	\$ -	\$ 637,450
Long-term debt	1,398,866	61,667	62,491	550,019	724,689
<b>Total</b>	<b>\$ 7,892,599</b>	<b>\$ 3,403,760</b>	<b>\$ 2,576,681</b>	<b>\$ 550,019</b>	<b>\$ 1,362,139</b>

**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 \$2,600,000 with interest payable monthly at the bank's prime rate. 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, 2023.

The school division minimizes these risks by:

- holding cash in an account at a Canadian Credit Union, 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.