



**LLOYDMINSTER PUBLIC SCHOOL DIVISION**

*Ensuring Personal Excellence For All Students*

**Lloydminster Public  
School Division #99  
2023-24 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 Everett Hindley  
Minister of Education

Dear Minister Everett Hindley:

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 2023-24 annual report. This report presents an overview of Lloydminster Public School Division's goals, activities and results for the fiscal year September 1, 2023 to August 31, 2024. 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 dark ink, appearing to read "David Thompson". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

David Thompson  
Board of Education Chair

## Introduction

This annual report provides information about Lloydminster Public School Division No. 99 for its 2023-24 fiscal year, its governance structures, students, staff, partnerships, strategic activity and progress, infrastructure, and finances. In addition to describing the school division's goals, activities and performance, the report details how the division implemented the provincial education plan in relation to its school division plan and the progress that has been made toward achieving the provincial level targets.

## Governance

### The Board of Education

Lloydminster Public School Division (LPSD) 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, 2024, 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. While nine of our SCCs in LPSD were made up of the required number of elected and appointed members, as outlined in *The Education Regulations, 2019*, we have one school, our Outreach School, that struggled to have parents prepared to commit to the SCC. This school did, however, have a very engaged parent that worked with the school and other SCCs during the year. The actual number of members vary 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 2023-24, LPSD conducted two forums for this purpose for all 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 2023-24, the Board of Education Communications Committee requested SCC recruitment be implemented as part of the 2023-24 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 Education Regulations, 2019* also require SCCs to work with school staff to develop an annual school level plan that is aligned with the school division's strategic plan and to recommend that plan to the Board of Education. In 2023-24, all the division's SCCs reviewed and signed these school level plans.

In the 2023-24 school year, our School Community Councils (SCCs) continued to play an important role in supporting and enhancing school-level initiatives, though membership remains a challenge at many schools. Despite focused recruitment efforts, filling SCC memberships has proven difficult, highlighting an area for continued attention and innovation in engagement strategies.

In May of 2024, the Board provided an in-person capacity building opportunity for SCC members and all parents. These sessions were selected based upon parent interest, as noted by each school's SCC. The sessions included topics such as internet safety, managing anxiety and learning through play. Facilitators were local professionals that specialized in various areas. Turn out to this event had increased over the previous year. In order to engage more parents in the future, structural changes were noted.

## School Division Profile

### School Division in Context

The Lloydminster Public School Division (LPSD) is a very complex organization, in that it is both a Saskatchewan and Alberta school division. LPSD is located on ancestral and traditional lands of Treaty 6. 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 four elementary schools, one Kindergarten to Grade 8 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 and 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 the downturn in the economy through job loss, which results in more students for breakfast/lunch programs and other subsidies we can offer.



## **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.

## Demographics

### Students

In 2023-24 the number of self-identified FNMI students was 1,023, a five-year high and over 100 more than the previous school year. LPSD receives provincial funding for three Prekindergarten programs and the Board of Education funds two additional Junior Kindergarten programs. Even with the addition of these classrooms, there continues to be a waiting list of children who have been identified as needing the support of Prekindergarten programming but are unable to access these services. In 2023-24, forty children were on the Prekindergarten waitlist.

LPSD also operates an Outreach School (Avery Outreach) which offers alternate education for students in grades 10 to 12.

LPSD continues to have fewer students accessing home-based schooling (4 students for 2022-23 and 7 students for 2023-24).

Grade	2019-20	2020-21	2021-22	2022-23	2023-24
Kindergarten	282	274	273	319	289
1	318	290	282	298	310
2	279	295	303	280	297
3	290	276	300	310	280
4	296	278	275	306	306
5	329	288	279	300	312
6	328	323	396	287	301
7	311	319	338	312	300
8	332	308	320	337	302
9	314	316	310	304	323
10	408	341	358	388	363
11	340	390	355	395	395
12	395	402	469	442	451
Total	4222	4100	4258	4278	4229
Pre-K	146	89	118	123	125

Subpopulation Enrolments	Grades	2019-20	2020-21	2021-22	2022-23	2023-24
Self-Identified First Nations, Métis, or Inuit	K to 3	173	165	204	249	298
	4 to 6	156	127	132	172	212
	7 to 9	161	173	196	196	208
	10 to 12	185	202	241	282	305
	Total	675	667	773	899	1023
English as an Additional Language	1 to 3	29	27	23	26	12
	4 to 6	16	12	14	19	24
	7 to 9	13	14	<10	<10	7
	10 to 12	17	<10	<10	10	28
	Total	75	61	52	58	71

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 (Pre-K) enrolments are the 3- and 4-year-old student enrolments which include those children who occupy the ministry-designated Pre-K spaces and those in other school division-operated Pre-K or preschool programs.
- FNMI students are those who choose to self-identify as First Nations, Métis or Inuit/Inuk.

Source: Ministry of Education, 2023

## Staff

Job Category 2023-24	FTEs
<b>Classroom Teachers</b> (includes coordinators & consultants)	<b>219.4</b>
<b>Principals, Vice-Principals</b>	<b>16.2</b>
<b>Other Educational Staff (positions that support educational programming)</b> - educational assistants, school community coordinators, speech language pathologists, occupational therapists (including non-teacher counsellors, home school liaisons)	<b>128.7</b>
<b>Administrative 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)	<b>32.5</b>
<b>Plant Operations &amp; Maintenance</b> - caretakers, handypersons, carpenters, plumbers, electricians, supervisors (including facilities manager)	<b>39.2</b>
<b>Transportation</b> - bus drivers, supervisor	<b>17.9</b>
<b>Senior Management</b> - chief financial officer, director of education, superintendents	<b>5.0</b>
<b>Total Full-Time Equivalent (FTE) Staff:</b>	<b>458.9</b>

Notes:

- 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 2024

## Senior Management Team

The Director of Education, Mr. Jason Neville, reports directly to the Board of Education. The other four individuals of the senior leadership team include:

- Chief Financial Officer - Mr. Matt Read
- Superintendent of Curriculum & Instruction - Mrs. Trisha Rawlake
- Superintendent of Student Services - Mrs. Stacey Klisowsky
- Superintendent of Human Resources - Mr. Clayton Parobec

## Strategic Direction and Reporting

### The Provincial Education Plan

The provincial education plan represents a commitment to Saskatchewan students and their families. The focus of the plan is to support students in learning what they need for their future, to ensure students feel safe and supported.

The plan focuses on the needs of all Prekindergarten to Grade 12 students. It reflects the diversity of the province and ensures the presence and voices of First Nations and Métis education organizations are heard and felt throughout, as part of the journey towards reconciliation in Saskatchewan.

Saskatchewan's education sector is foundational in contributing to the goals of Saskatchewan's *Growth Plan – The Next Decade of Growth 2020-2030* and securing a better quality of life for Saskatchewan people. The provincial education plan actions build resiliency in students and the foundational skills, knowledge and competencies they will need for their future. The actions support transitions and pathways through the Kindergarten to Grade 12 system toward participation in future learning, work, career, entrepreneurship and adult life.

Central to the plan are the student-centred goals of the education sector:

- I am learning what I need for my future.
- I feel safe and supported.
- I belong.
- I am valued.
- I can be myself.

## Provincial Education Plan – Priority Actions

Four equally important priority actions are being undertaken in the plan. These actions will be assessed and updated over the course of the plan as the work progresses, so that the priorities continue to be responsive to the educational experiences and outcomes of Saskatchewan students.

>>Priority Actions			
Learning & Assessment	Indigenous Education	Mental Health & Well-Being	Student Transitions

- Improve student outcomes through effective assessment practices that guide and strengthen responsive instruction.
- Actualize the vision and goals of [\*Inspiring Success: Prek-12 First Nations and Metis Education Policy Framework\*](#).
- Enrich and enhance mental health and well-being capacity in students.
- Foster connections for learners and their families while supporting learners as they enter and progress through school to graduation and determine a life pathway.

## Provincial-Level Targets

The following are provincial-level targets. Progress toward these targets will measure the impact of the plan over time. For each of these targets, the aim will be to achieve equity in outcomes for Indigenous and non-Indigenous students and to see improvement for all students.

Over the life of the plan to 2030:

- Student attendance will improve annually.
- Overall graduation rates will increase annually with a focus on decreasing the gap in achievement between Indigenous and non-Indigenous students by 2030.
- Upon Kindergarten exit, the percentage of students ready for learning in the primary grades will increase year over year.
- Student literacy and numeracy outcomes will increase year over year.
- All students will have an increased sense of connection and safety in schools.

## ***Progress in 2023-24: Targets and Measures***

The collection and analysis of data for local monitoring and reporting on student progress to support improvement efforts continues within the provincial education plan context. 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 realize the *Framework for the Provincial Education Plan 2020-2030* goals.

**Target: Student attendance will improve annually.**

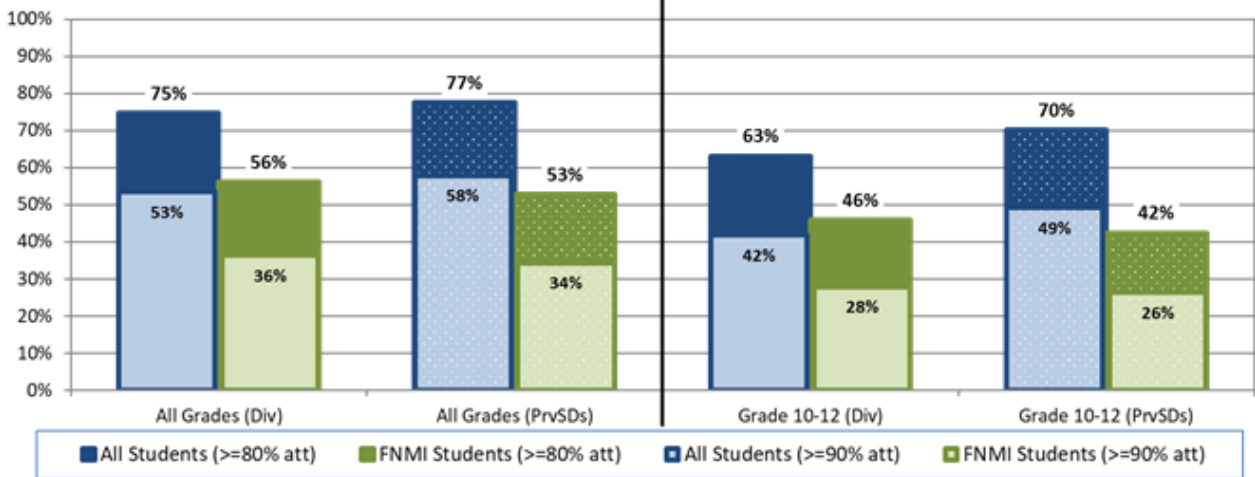
**Measures:**

- **The percentage of students with at least 80% attendance.**
- **The percentage of students with at least 90% attendance.**

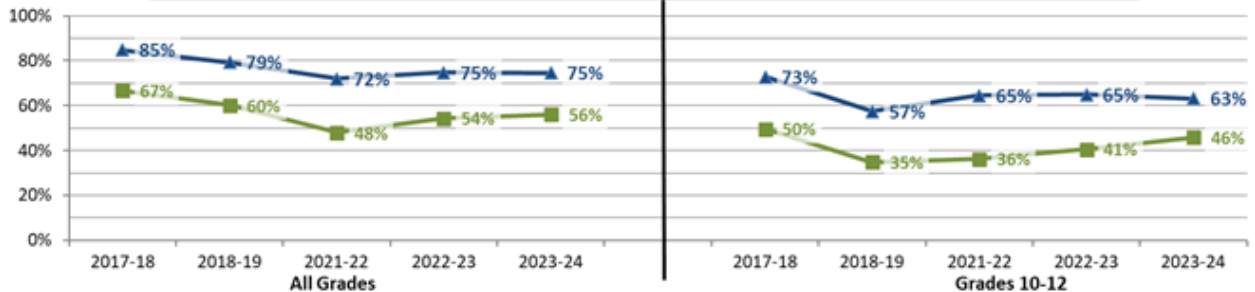
Attendance is an important indicator with a strong correlation to measures of student achievement. Students with at least 80% attendance are much more likely to achieve higher educational outcomes than students with lower than 80% attendance. In general, students with at least 90% attendance have even better educational outcomes.

The following bar graph displays the percentage of students in the school division (all students and the FNMI subpopulation) with at least 80% attendance and with at least 90% attendance, for all grades PreK-12 and grades 10-12, along with provincial results for each category. The line graph shows the percentage of students in the school division in the past five years who have at least 80% attendance for the specified year, with a specific look at grades 10-12.

**Percentage of Students With at Least 80% (and 90%) Attendance, Lloydminster SD 99 and Provincial School Divisions, 2023-24**



**Student Attendance - Pct of Students with at least 80% Attendance, Lloydminster SD 99, 2017-18 to 2023-24**



Notes: Percentages represent all attendance that occurred in the school division in the years reported. This includes all reported attendance for students attending the division during that year, whether or not they are currently enrolled in that division, but only includes attendance data while students were enrolled in the school division. Each percentage is a weighted average of the monthly percentages of students enrolled in the division with at least 80% and at least 90% attendance. Results for populations of fewer than ten have not been reported to avoid identifying individuals or very small groups of students. FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk, however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2024

### Analysis of Results – Attendance

In 2023-24, for all grades, LPSD achieved 75% of students with 80% or greater attendance compared with the province at 77%. Attendance for FNMI students in LPSD was 56% for all grades compared with the province with 53%.

This is a ten-percentage point decrease from 2017-18 when 85% of all students achieved 80% attendance or better. Attendance declined to a low in 2021-22 (72% attending 80% or more) but results have increased and remained steady at 75% over the past two years.

At the Grades 10-12 level, 63% of LPSD students overall achieved 80% or better while only 46% FNMI students achieved this outcome. The provincial data for Grades 10-12 for all students was 70% compared to 42% for FNMI students.

We have focussed on improving FNMI student attendance in the last two years. Strategies included cultural spaces, an Indigenous Graduation coach and the Small Fires Mentorship course. We feel that these additions have contributed to our FNMI grade 10-12 attendance rates data being higher than the provincial results.

We will need to extend our FNMI strategies to more grade levels, as well as continue to work on the entire student population.

**Target: The overall three- and five-year graduation rates will increase annually with a focus on decreasing the gap in achievement between Indigenous and non-Indigenous students by 2030.**

#### Measure

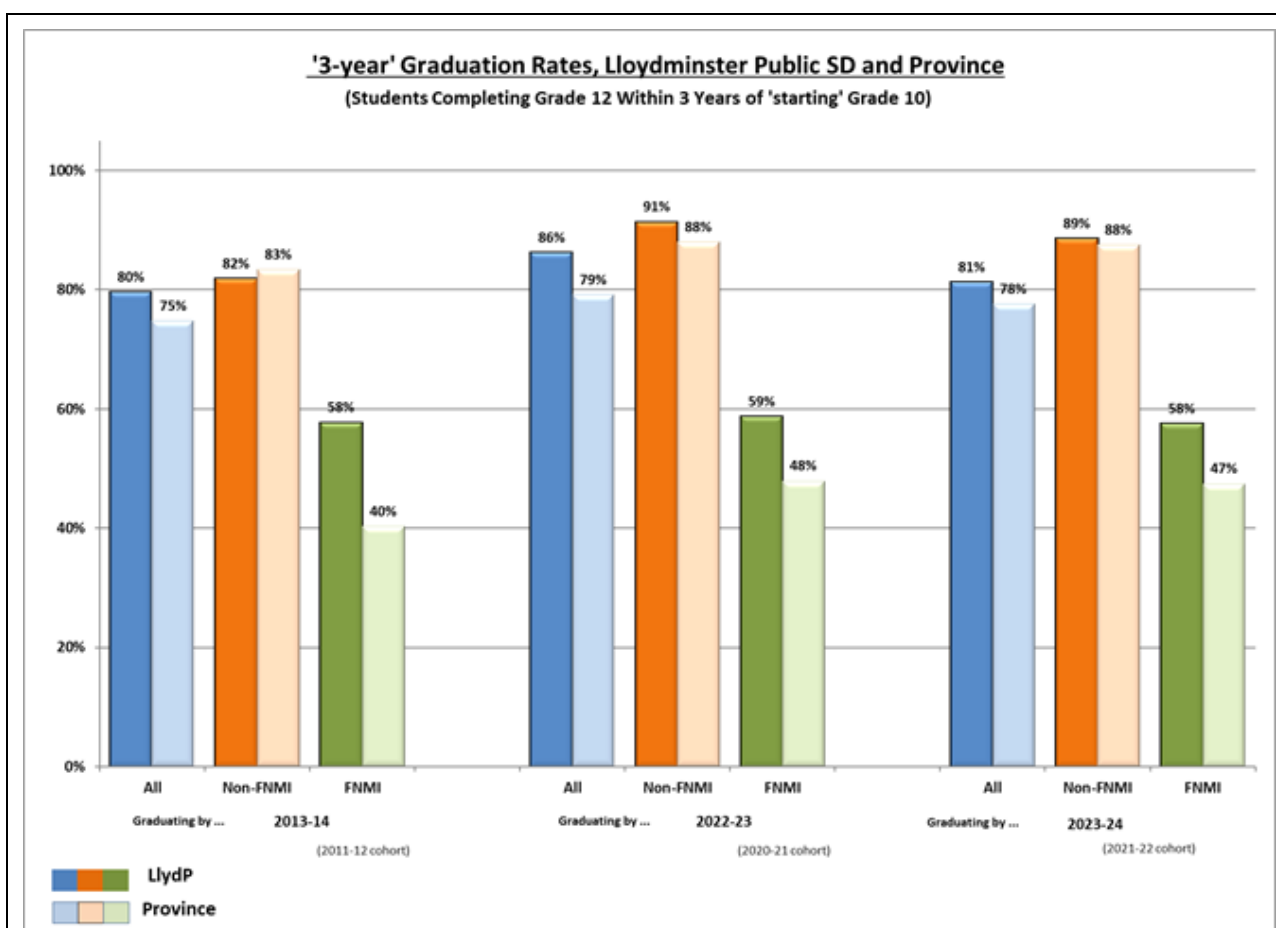
- The percentage of students who graduate within 3-years of entering Grade 10.

Generally, students who complete Grade 12 have more opportunities for education and work, and experience better health and well-being. More students graduating contributes to a stronger Saskatchewan through an educated and engaged population and to economic growth through the availability of skilled and knowledgeable entrepreneurs and employees.

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, 2024

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

LPSD's three-year graduation rate for all students took a slight decrease from 86% in 2022-23 to 81% in 2023-24. The 2022-23 graduation rate for all students was 86%, which was 7% (percentage points) higher than the provincial average of 79% and in 2023-24 LPSD was 3% (percentage points) higher than the province (78%).

Lloydminster Public School Division non-FNMI three-year graduation rates have fluctuated over the past five years (82% in 2013-14 to 91% in 2022-23 and 81% in 2023-24) The province had 88% of non-FNMI students graduating within three years for 2022-23 and 2023-24.

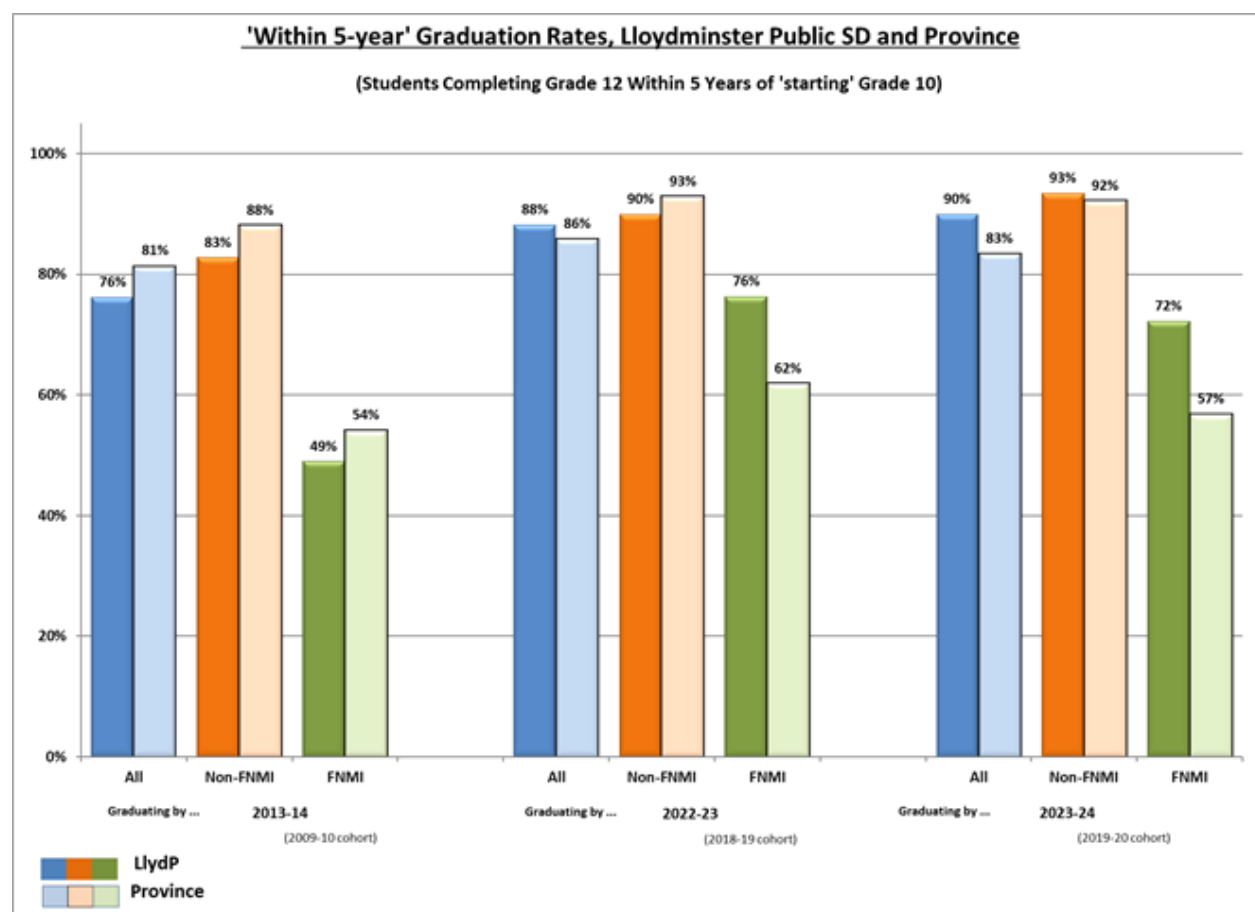
LPSD's FNMI three-year graduation rate have remained fairly static in the same period, ranging from 58% in 2013-14, to 59% in 2022-23 and staying at 59% for the 2023-24 school year. While the FNMI three-year graduation rate in LPSD is significantly higher than the province's FNMI graduation rate of 47%, the difference between FNMI and non-FNMI graduation rates in the school division is significant and the achievement gap remains a concern. Graduation rates for LPSD's FNMI students have consistently been above the provincial average. This success can be attributed to land-based programming, Elders in our schools and education on the *Inspiring Success Policy Framework*.

#### Measure

- The percentage of students who graduate within 5 years of Grade 10.

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, 2024

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

LPSD's 5-year graduation rate for 2023-24 is 90% for all students. This rate is 2% higher than the previous year's graduation rate within five years. Additionally, the five-year graduation rate exceeds the provincial rate by 7% (percentage points).

Lloydminster Public School Division non-FNMI five-year graduation rates have been inconsistent over the past five years, ranging from 83% in 2013-14 to 90% in 2022-23, and 93% in 2023-24. LPSD was slightly higher than the province which had an extended grad rate of 92% in 2023-24.

Lloydminster Public School Division FNMI data went from 76% in 2022-23 down to 72% in 2023-24 in comparison to the province which went from 62% in 2022-23 down to 57% in 2023-24. LPSD remains higher than the province in the last two years.

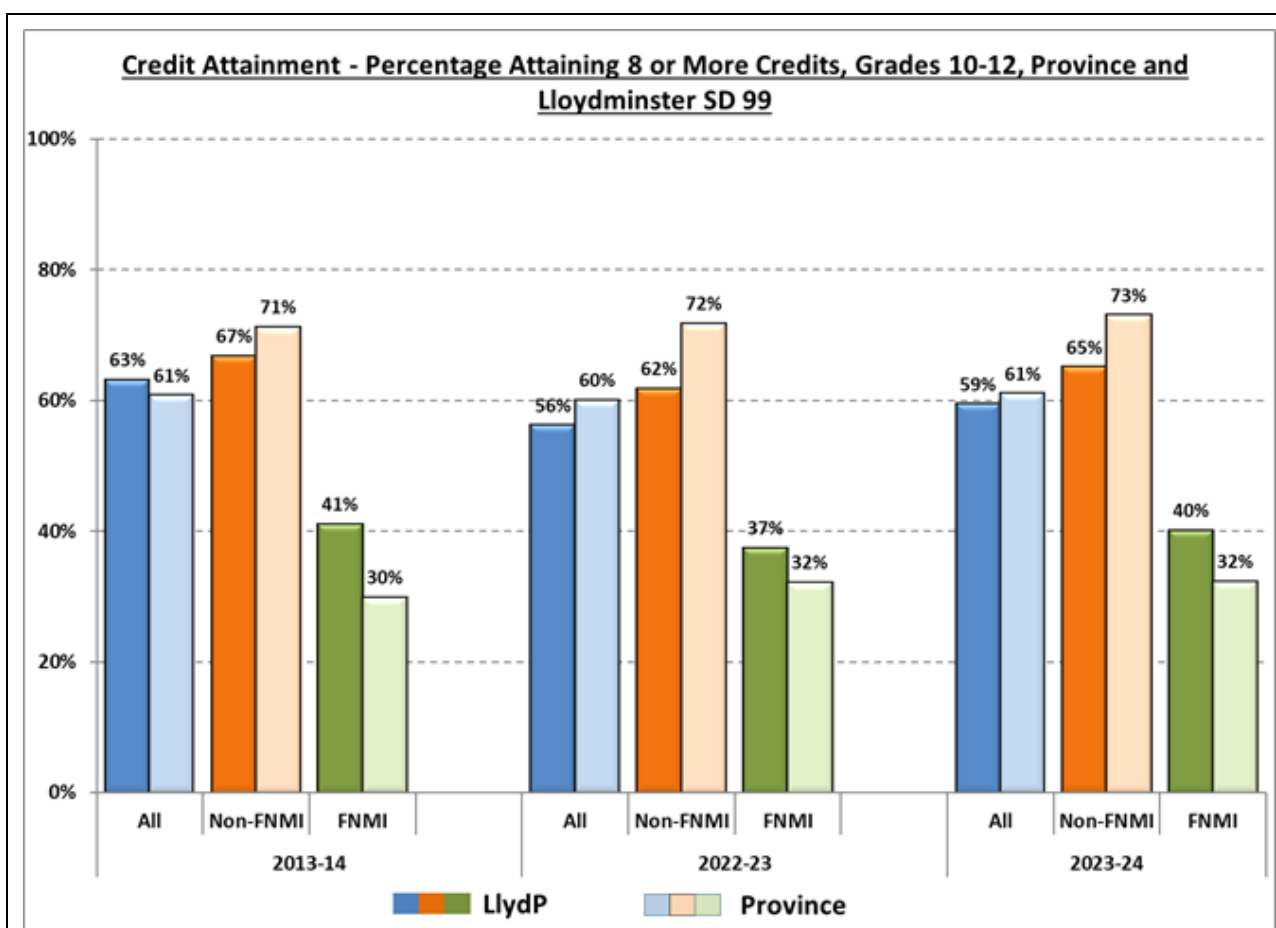
The school division offered more diverse options for credit attainment such as new courses, home-based classes, online classes and special project credits. Our Outreach School offered flexible classes that allowed students to do courses at their own pace, graduating within five years.

#### Measure

- The percentage of students attaining 8 or more credits, Grades 10-12.

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, 2024

### Analysis of Results – Credit Attainment

The percentage for all Grade 10 - 12 in Lloydminster Public School Division in 2023-24 attaining 8 or more credits (59%) has increased by 3% as compared to the previous year. The division has also seen a slight increase of 3% in credit attainment for non-FNMI students from 2022-23 (62%) to 65% in 2023-24. With both measures, the school division's percentages are lower than the provincial percentages. LPSD's percentage of FNMI students attaining 8 or more credits (40%) is 8% (percentage points) above the provincial percentage but is significantly lower than our overall division's percentage by 19%. 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 have

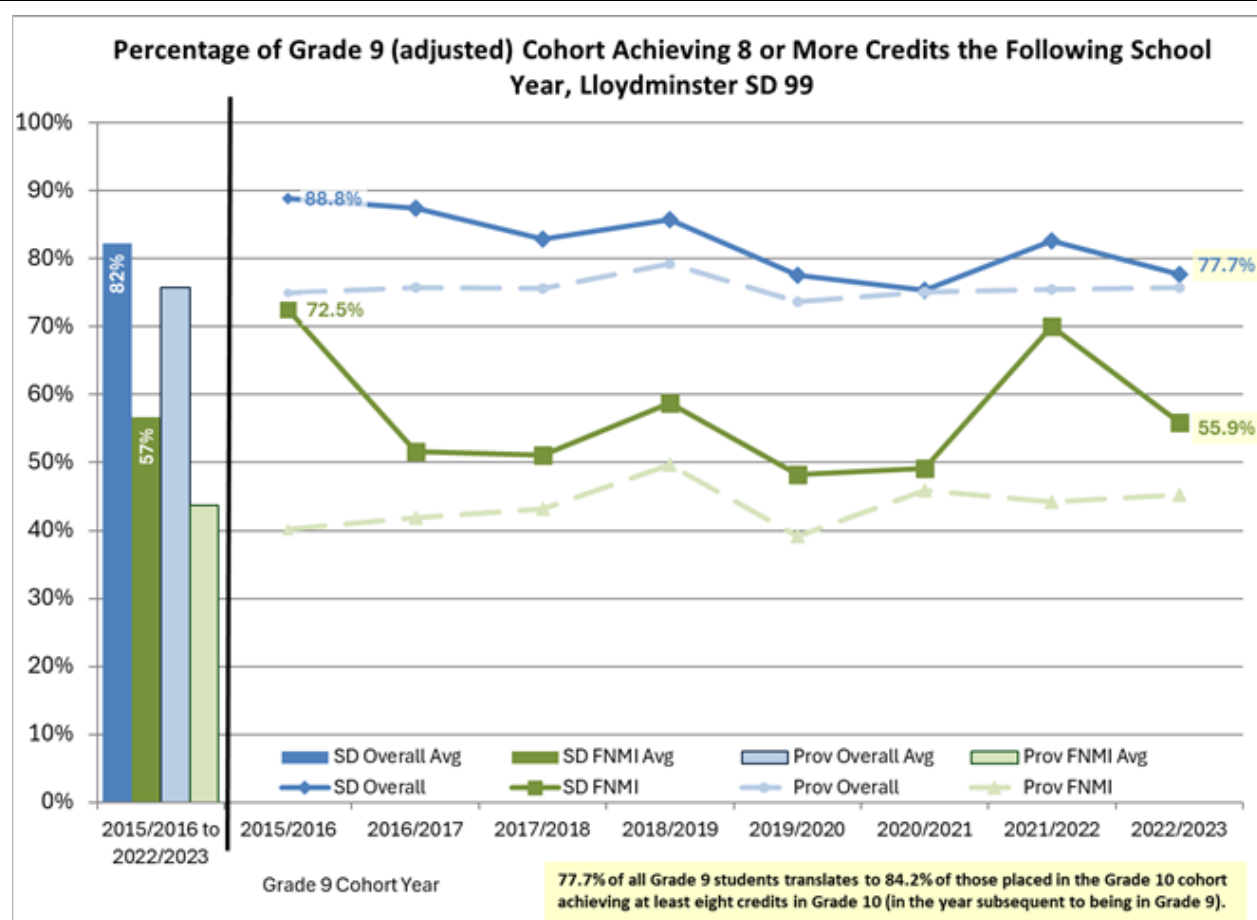
been reviewed. One such support was offering alternative programming to make up for dropped classes such as a special project credit or online option.

**Measure:**

- The percentage of the Grade 9 cohort achieving 8 or more credits the following school year.

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 credit 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, 2024

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

The percentage of the Grade 9 FNMI cohort achieving 8 or more credits the following year in Grade 10 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 with all students (77.7%) and FNMI students (55.9%) are above the provincial results, even though there is a division decline from the previous year. It is noteworthy that both results are below the 8-year averages for LPSD of 82% and 57%.

Lloydminster Public School Division is concerned with the significant achievement gap between all students and the FNMI students, which is 21.8% for 2023-24.

LPSD has implemented new class options and established a program for Indigenous youth entitled "Small Fires Mentorship" at our High School. While we see the impact of these programs and class options, it will take time to see how it affects student outcome measures. Another important item to note is that many of our Indigenous students prefer to enroll in fewer courses when they enter Grade 10 so that they can be successful in those courses. This has been a successful graduation strategy, as LPSD FNMI graduation rates have been consistently above the provincial results for the past two years.

### Target: Student literacy and numeracy outcomes will increase year over year.

#### Measure:

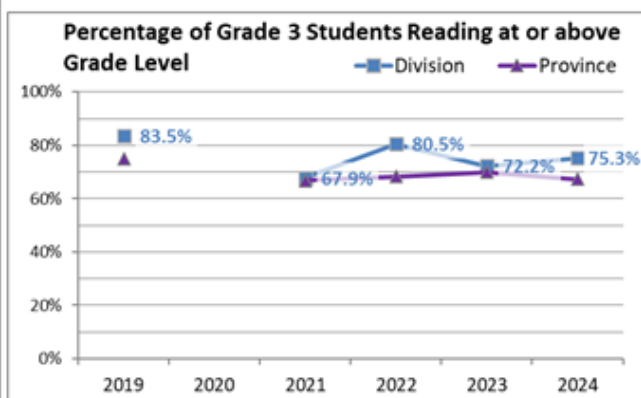
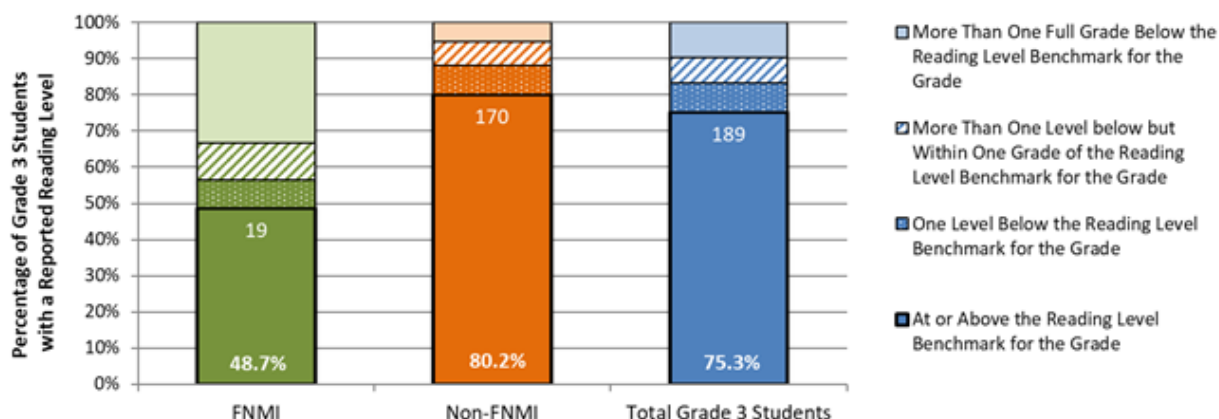
- The percentage of Grade 3 students reading at or above grade level.

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. Longitudinal data for Saskatchewan shows students' early-grade good reading proficiency provides continued benefit at least through to Grade 10 credit attainment result.

Saskatchewan students who read at or above the benchmark in Grade 3 had a 20-percentage point advantage in achieving eight or more credits in Grade 10 over those who read below the benchmark.

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, 2023-24



Proportion of Grade 3 Students with Reported Reading Levels, 2023-24

	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)	39	79.6%	18.4%	2.0%	49
Division (Total)	251	89.0%	9.9%	1.1%	282
PrvSDs** (FNMI)	2,049	85.4%	11.5%	3.1%	2,399
PrvSDs** (Total)	12,515	83.0%	15.8%	1.1%	15,071

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, 2024

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

Results for LPSD in 2023-24 increased from 72.2% of Grade 3 students reading at or above grade level in 2022-23 to 75.3%. 2022-23 showed a decrease moving from 80.5% in 2020-21 to 72.2%. LPSD is pleased that results for our Grade 3 students overall are consistently above the provincial results (67.3% in 2023-24).

LPSD continues to track progress and actively analyze the 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. Supports include push-in and pull-out literacy support, speech and

language therapy, and re-teaching of literacy outcomes. Each student in grades 1-5 has an individualized literacy plan. Oral language development is a priority in our Kindergarten and Grade 1 classrooms.

FNMI students in LPSD achieved 48.7% reading at or above grade level, compared to the non-FNMI population which achieved 80.2%. LPSD had our “Small Fires Mentorship” students provide Indigenous teachings through literacy activities. Students were introduced to Aski the turtle, his friends and were read to by the mentors. Over time, we are anticipating improved results for FNMI students with this additional strategy.

**Target: All students will have an increased sense of connection and safety in schools.**

**Measure:**

- The percentage of students reporting a sense of connection and safety in schools through a student perceptual survey.

When students feel connected to and safe in school, they will be more engaged in learning. Monitoring and responding to student perception and experience helps school divisions to improve school environments to support learning, engagement, and mental health and well-being.

In the 2023 - 24 school year, schools continued to make connection, sense of belonging and feelings of safety a priority.

#### LPSD OurSCHOOL Student Perceptual Survey Data:

E - Elementary      S - Secretary

OurSCHOOL Survey Select Indicators	LPSD: Spring 2022		LPSD: Spring 2023		LPSD: Spring 2024		Canadian Norm 2024		Sask[MoE1] [MoE2] . Prov. Norm 2024	
	E	S	E	S	E	S	E	S	E	S
Students with a positive sense of belonging	66%	55%	65%	53%	66%	52%	72%	62%	65%	57%
Students with positive relationships at school	80%	76%	80%	75%	81%	77%	80%	75%	80%	75%
Students with moderate or high levels of anxiety	37%	33%	35%	34%	39%	30%	29%	32%	36%	31%
Students who feel safe at school as well as going to and from school.	57%	58%	55%	52%	55%	49%	62%	58%	55%	56%

#### Analysis of Results



The following trends are evident in analyzing the LPSD OurSCHOOL results from the spring of 2022, 2023 and 2024 presented above:

- Schools focused on building positive relationships within their schools. In spring 2024:
  - 81% of elementary students reported positive relationships at school which is consistent with spring 2023, only marginally increasing.
  - 77% of secondary students reported positive relationships at school which is a slight increase from the spring of 2023.
- Students continue to feel a need for a sense of belonging. In spring 2024:
  - 66% of elementary students reported a positive sense of belonging which is consistent with the past 2 years.
  - 52% of secondary students reported a positive sense of belonging which is a slight reduction from spring of 2023.
- Anxiety and depression continue to be areas of concern at both the elementary and secondary levels. We did see a slight improvement in the area of anxiety at the secondary level. In spring of 2024:
  - 39% of elementary students indicated moderate to high levels of anxiety. This is an increase from a couple of years. There were a number of anticipated changes occurring in the division at this time. We are monitoring this trend moving forward to see if that had an impact on these students.
  - 30% of our secondary students indicated moderate to high levels of anxiety. This is lower than the past 2 years. However, over the past 3 years, this percentage has fluctuated slightly. We will continue to offer programming opportunities and support to students to see if the improvement is sustained moving forwards.
  - In 2023-24, in school counselling referrals remained high and are trending upward. Many of these referrals were beyond the scope of availability of school counselors and required significant support to address the levels of anxiety, depression and suicidal ideation in elementary, middle and high schools. This trend is reflected in the rates of anxiety and feelings of safety students have self indicated.
  - Students continued to express 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;
    - family changes, including separation and divorce; and,
    - homelessness
- Feelings of safety at school continue to be an area of focus for all of our schools. In the spring of 2024:
  - 55% of our elementary students indicated feeling safe at school as well as to and from school. This is consistent with last year and is consistent with the provincial average.
  - 49% of secondary students indicated feelings of safety at school, and going to and from school. This result is lower than 2023 and is lower than the provincial average. Our secondary schools dug into these results with students and as a result have created plans to address this moving into the next school year.

**Target: Upon Kindergarten exit, the percentage of students ready for learning in the primary grades will increase year over year**

**Measures: The percentage of students at Kindergarten exit ready for learning in the primary grades (Tier 1)**

- The percentage of fall-identified Tier 2 students leaving Kindergarten at Tier 1.
- The percentage of fall-identified Tier 3 students leaving Kindergarten at Tier 2.
- The percentage of fall-identified Tier 3 students leaving Kindergarten at Tier 1.

Student readiness for learning by the end of Kindergarten sets the foundation for future learning and success in school.

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.

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 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.

The following charts display the percentage of students (all, non-FNMI and FNMI) who were assessed as Tier I at Kindergarten entry and after the Kindergarten year at exit for the school division and the province.

**2023-24 EYE-TA results** displays the percentage of students (all, non-FNMI and FNMI) by their responsive instruction tier (1, 2 or 3) at Kindergarten entry (left side) and after the Kindergarten year at exit (right side) for the school division and the province (all divisions).

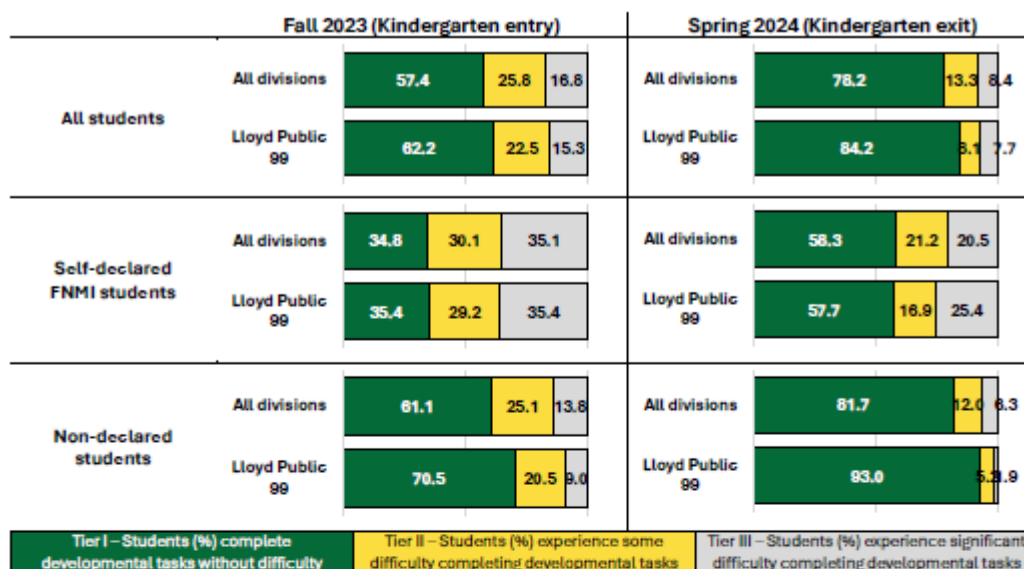
**Effectiveness metrics** show the percentage of Fall-identified Tier 2 and 3 students who improved to Tier 1, as well as the percentage of fall-identified Tier 3 students who improved to Tier 2 during the Kindergarten year. Effectiveness metrics are shown for both the province (all divisions) and the school division for the previous school year (left side columns) and the current school year (right side columns).

**Students (%) assessed as Tier I at Kindergarten entry / exit** charts the share of students assessed as Tier I at both Kindergarten entry and exit for the school division ( $\Delta$ ) relative to the province (all divisions) ( $\square$ ) for the baseline (2014-15), as well as the most recent five cycles. Due to school closures in response to the COVID-19 pandemic, there are no Kindergarten exit results for the 2019-20 (\*) school year.

**Percentage of students with valid EYE result at Kindergarten entry / exit** compares the percentage of enrolled students who were validly assessed with EYE-TA at both Kindergarten entry and exit for the school division with the percentages for the province (all divisions). The EYE-TA has been used as a universal assessment for learning (every student, every classroom) in provincial Kindergarten programs

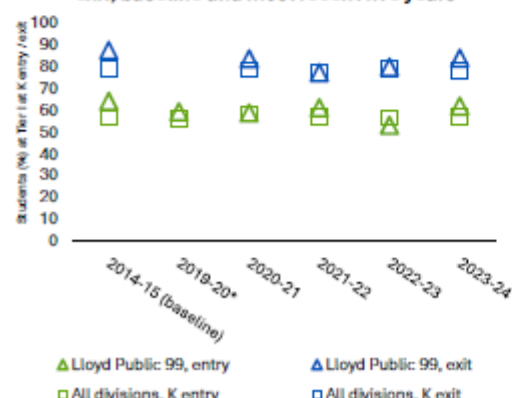
since 2014-15. These figures are the percentage of students validly assessed against September 30<sup>th</sup> Official & Reconciled Kindergarten Enrolments (\*).

#### 2023-24 EYE-TA results – Lloydminster Public 99



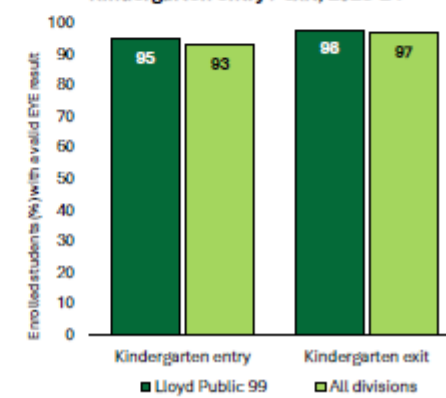
Effectiveness metrics	2022-23 (previous school year)		2023-24 (current school year)	
	Lloyd Public 99	All divisions	Lloyd Public 99	All divisions
Fall-identified Tier 2 students (%) who improved to Tier I	78%	73%	85%	72%
Fall-identified Tier 3 students (%) who improved to Tier 2	40%	37%	35%	37%
Fall-identified Tier 3 students (%) who improved to Tier I	21%	22%	20%	22%

Students (%) assessed as Tier I at Kindergarten entry / exit, baseline and most recent five years



\*No K exit results for 2019-20 due to school closures / COVID 19

Percentage of students\* with a valid EYE result at Kindergarten entry / exit, 2023-24



\*against official, reconciled September 30<sup>th</sup> 2023 Kindergarten Enrollment

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.

**2023-24 EYE-TA results** figures 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, 2024

### Analysis of Results – Early Years Evaluation

#### Trends:

- Year after year, with the exception of the COVID-19 pandemic which resulted in no data being collected, (2015 to 2023) there is an approximate increase of 20 percentage points of students assessed at Tier 1 from Kindergarten entry to exit in all categories for LPSD. This means that about 50 students move into the Tier 1 category during Kindergarten and are ready to learn in Grade 1.
- 2023-24 EYE-TA results for LPSD students increased from 62% in the fall (province 57%) to 84% in the spring (province 78%) for an overall increase of 22% (percentage points).
- EYE-TA results for LPSD FNMI students increased by 22% (percentage points) during the 2023-24 school year which closely compared to the province at 24%. LPSD results for non-FNMI students in 2023-24, increased by 23% compared to the provincial results for non-FNMI students who showed 22% growth for the 2023-24 school year.

#### Results LPSD is proud of:

- The formation of the Early Years Community of Practice provided opportunities for Pre-kindergarten and Kindergarten Teachers to meet, share resources and best practices, and to explore Ministry of Education documents. Our consistently strong data is an indicator around the effectiveness of this practice.
- 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. Teachers utilized the ideas and resources developed to positively impact the EYE-TA results over the last two years.
- In addition to the after-school meetings, LPSD was pleased to provide a targeted day of professional learning for Early Years teachers during the 2023-24 school year. This professional learning focussed on language acquisition, phonics and play-based learning. These strategies contributed to our positive results.
- LPSD has continued the Junior Kindergarten program for children aged 4 to reach more of our youth. This provided an opportunity for 4-year-olds to grow in oral language development, self-regulation and interaction with peers.

#### Areas of Concern:

- LPSD continues to have a large wait list (40 children) for Prekindergarten.
- The community is experiencing an economic downturn. This has increased the number of children coming to our schools from vulnerable situations. Student oral language has been very low upon entering our schools.

- 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 (35% compared to 71% of non-FNMI children in 2023-24). Aski programming has helped to encourage oral language and vocabulary development for FNMI students in LPSD.

### ***Progress in 2023-24: School Division Strategic Activity in support of the Provincial Education Plan Priority Actions***

**Priority Action: Improve student outcomes through effective assessment practices that guide and strengthen responsive instruction.**

**The following key actions were undertaken by the school division during the 2023-24 school year in support of this priority action.**

#### Lloydminster Public School Division (LPSD) Focus:

Clear processes that assessed student achievement, monitored student achievement and followed up with students.

#### LPSD Strategies:

- 1) Implemented reading intervention plans for grade 1-5 students related to literacy at each grade level based on the following process:
  - Reviewed the reading proficiency of all grade 1-5 students.
  - Provided intensive and/or targeted support for students below grade level.
  - Implemented highly effective instructional strategies for reading (SaskReads) including the four instructional approaches.
- 2) Implemented high-impact, research-based instructional strategies that developed oral language skills for students in grades 1-5.
  - Oral Language: The Continuation of the Early Years Community of Practice.
  - Math: The implementation of the LPSD Math Guiding document (K-12).
  - Began to implement culturally sensitive teaching and assessments.
  - Targeted math instruction for classroom interventions.
- 3) Schools provided frequent, ongoing opportunities for teacher collaboration (for example: after school, embedded in timetable, staff meetings, class coverage, etc.)
- 4) Focused on instructional practice, assessment, data analysis, and support for individual and groups of students.

**Priority Action: Enrich and enhance mental health and well-being capacity in students.**

**The following key actions were undertaken by the school division during the 2023-24 school year in support of this priority action.**

LPSD focus:

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

LPSD Strategies:

- 1) Established a Mental Health and Well-Being Team for the school division, LPSD schools and facilities to focus on improving the mental health well-being of staff and students in LPSD.
  - Creation of individual school plans to meet the needs of the students in the school.
  - Additional lessons developed to teach proactive strategies to children to manage their mental health. These targeted anxiety, self esteem, and healthy living strategies.
- 2) In collaboration with staff, LPSD Schools and Facilities created a plan for connection and sense of belonging. Areas of focus included:
  - Students
  - Staff
  - Community/Caregivers
- 3) LPSD staff were provided professional development to support their own mental health and well-being and the mental health and well-being of others. Learning opportunities such as non-violent crisis intervention, VTRA, Living Works and Mindfulness were provided.
- 4) We built strong community partnerships to support mental health and well-being in staff, students and families.

**Priority Action: Foster connections for learners and their families while supporting learners as they enter and progress through school to graduation and determine a life pathway.**

**The following key actions were undertaken by the school division during the 2023-24 school year in support of this priority action.**

LPSD Focus:

Enhanced opportunities for learners and their families and supported transitions as learners entered and progressed through school to graduation and determined a life pathway.

LPSD Strategies:

- 1) Developed transition plans at each school that prepared for new grade configurations. Grade six students transitioned into middle school and grade nine transitioned into the high school. Plans included meet the teacher, family events and school open houses.
- 2) Increased program pathway opportunities for students in LPSD. LPSD developed an implementation plan for land-based learning at the grade nine level, and an athletic program pathway for grades 10 to 12. Advanced placement art was also staffed and planned for during the 2023-2024 school year.
- 3) Transitions:
  - Transitioned into LPSD
    - Students who enter Kindergarten had an open house to see their classroom and get to know the teacher. Parents were invited to activities such as family picnics

to get to know staff and the school. Prekindergarten, Junior Kindergarten and Kindergarten had a staggered start with small cohorts of children in order to make them comfortable and offer optimal support while getting to know them.

- Newcomers into LPSD were provided with private tours, meet the teacher meetings and extended personal invitations for school events and functions.
- Transitioned within LPSD
  - As students progressed through LPSD, they had a school tour, meet the teacher day and family orientation in the evening.
  - For students progressing from one LPSD school to another, teachers filled out a report on every student with information such as special needs, supports, academic standing, social skills, interests and behavior. School teams of teachers then met to discuss and help place students into classes.
- Transitioned away from LPSD
  - Transitioned to work – our high school invited local businesses in to speak to students about jobs within our community.
  - Transitioned to post-secondary – we took students to post-secondary fairs, hosted presentations from schools and utilized My Blueprint for students to pave a path. This included choosing a post-secondary school, and learning about tuition, grades required, length of program and percentage of hiring in that industry.
  - Transitioned to another school system – teachers provided comprehensive data that followed each child. Often, teachers would phone the new school system to assist in setting the child up for success.

**Priority Action: Actualize the vision and goals of *Inspiring Success: Prek-12 First Nations and Métis Education Policy Framework*.**

**The following key actions were undertaken by the school division during the 2023-24 school year in support of this priority action.**

LPSD Focus:

Actualized the vision and goals of *Inspiring Success: Pre-K-12 First Nations and Métis Education Policy Framework*.

- Identified areas of growth and created interventions to provide ongoing support to students.

LPSD Strategies:

1) Implemented of the LPSD FNMI Education plan:

- Continued focus on student programming, staff professional development and community partnerships.
- Aligned to the provincial *Inspiring Success PreK-12 Education Policy Framework* (Indigenous Education Responsibility Framework) goals:
  - First Nations and Métis languages and cultures are valued and supported.
  - Equitable opportunities and outcomes for First Nations and Métis learners.

- 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.
  - Culturally appropriate and authentic assessment measures that foster improved educational opportunities and outcomes.
  - All learners demonstrate knowledge and understanding of the worldviews and historical impact of First Nations and the Métis Nation.
- 2) Established new partnerships and continued to honor past partnerships.
    - Partnerships included Elders from Onion Lake First Nation, Métis Elders from Lloydminster, and Knowledge Keepers from both Onion Lake and Lloydminster. Heart of Treaty 6 provided an interschool powwow and student events, Lakeland College (provided cultural events), Cenovus (provided a grant to support our land-based learning programs for staff and students), the Lloydminster Museum and Archives (Indigenous staff and students lead and attended presentations, provided artifacts and experiences for our community) as well as the Native Friendship Center. This has brought two worlds together with various cultural events, activities and projects. Through these experiences, many positive relationships have developed, leading to many authentic learning experiences.
  - 3) Cultural teachings were infused into all grade levels in various subjects.
    - Teepee teachings, Medicine Wheel teachings, Circle of Courage, Storytelling, local land-based experiences, Elders came into our schools in conjunction with Orange Shirt Day and beyond this day. These teachings provided a better understanding of the Indigenous history, perspectives, worldviews and ways of knowing which are very important in developing relationships.
  - 4) The Cree language is vital to developing a strong sense of identity and self-worth. Cree language classes were offered in the LPSD school division to middle and high school classes with some introduction in our elementary schools. This provided a sense of belonging to Indigenous students and provided understanding to non-Indigenous students who enroll in these classes. Providing Cree language is an important act of reconciliation as it counters the damaging intent of the residential school era.
  - 5) We utilized FNMI graduation rates, attendance rates, reading scores and the *Inspiring Success Policy Framework* (in the form of a school survey) to obtain baseline data and monitor student and staff indicators.



## **Community Partnerships**

### **Community Involvement**

Lloydminster Public School Division 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. The schools of Lloydminster Public School Division all have programs and initiatives to encourage community and parent involvement. These programs vary from school to school and are, therefore, unique to each school community.

### **Community Partnerships**

Lloydminster Public School Division 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 partners include: Lakeland College, City of Lloydminster, Vic Juba Theatre, Native Friendship Center, FOPA (Friends of the Performing Arts), Midwest Family Connections and the Junior A Bobcats Hockey.

Lloydminster Public School Division uses an integrated service 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 Lloydminster Public School Division have partnered with local businesses. The purpose of these partnerships is to enrich students' educational experience and to help them connect what they learn at school to the world of work. Typically, partner businesses provide job shadowing opportunities for students and send representatives to schools to talk about their business or industry.

Lloydminster Public School Division 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.

## Infrastructure and Transportation

School	Grades	Location
Avery Outreach School	7-12	Lloydminster
Bishop Lloyd Middle School	6-8	Lloydminster
College Park School	K-8	Lloydminster
E.S. Laird Middle School	6-8	Lloydminster
Jack Kemp Community School	K-5	Lloydminster
Lloydminster Comprehensive High School	9-12	Lloydminster
Queen Elizabeth School	K-5	Lloydminster
Rendell Park Elementary School	K-5	Lloydminster
Winston Churchill School	K-5	Lloydminster

## Infrastructure Projects

Infrastructure Projects			
School	Project	Details	2023-24 Cost
LCHS	Addition and Renovation	Major capital project. Addition and renovation to accommodate the transition of Grade 9 students to Lloydminster Comprehensive High School. The project is complete.	\$3,925,663
Barr Colony	Avery School Renovation	Minor renovation to the 1977 portion of Barr Colony School to accommodate the transition of the Avery Outreach program. Project is scheduled to be completed by October 31, 2024.	\$358,133
College Park Relocatables	Relocatables	The addition of two relocatable classroom spaces to College Park School. Project completion is scheduled for December 31, 2024.	\$584,610
<b>Total</b>			<b>\$4,868,406</b>

## Transportation

LPSD owns and operates 22 buses. LPSD operates 14 runs, with three routes each (for a total of 42 routes) daily, and three Prekindergarten routes Monday to Friday. 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.

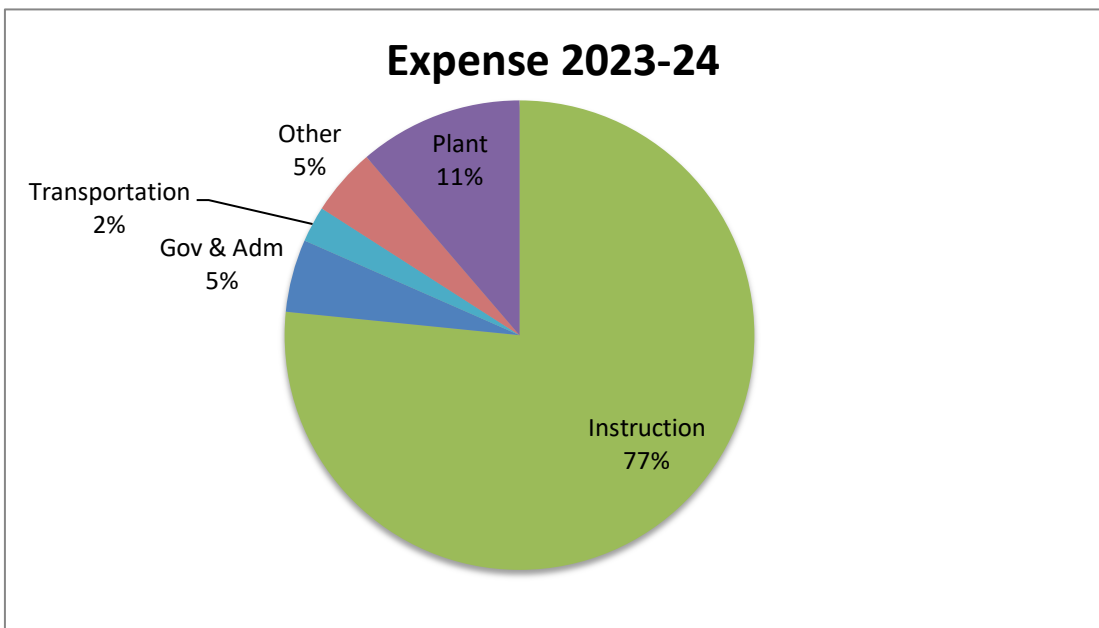
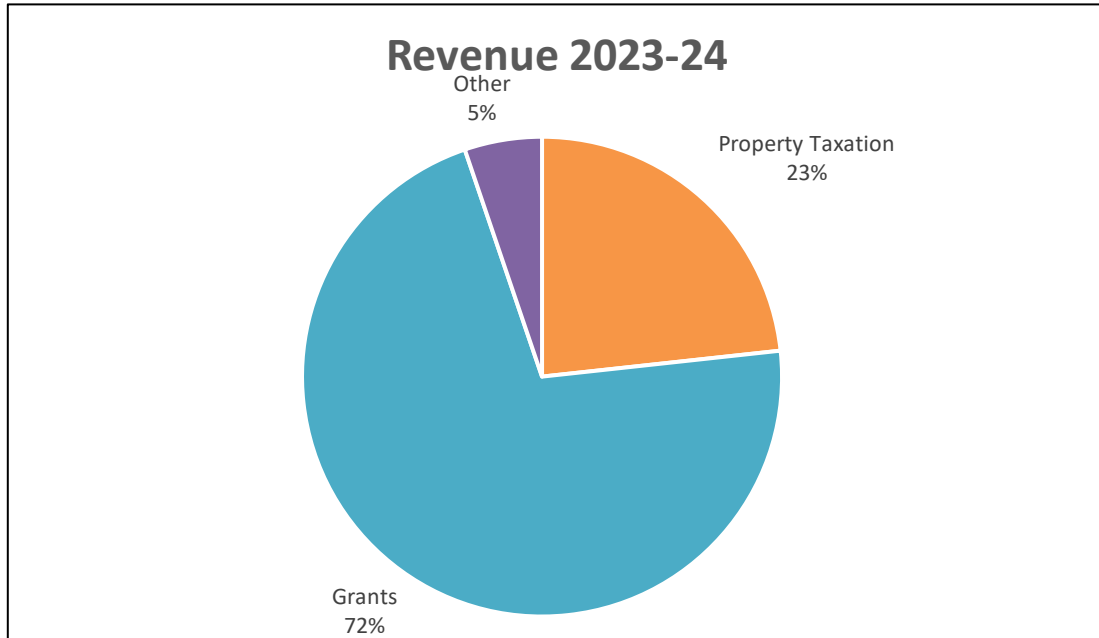
LPSD also has an agreement with the local Handi-van to transport students with special needs who are unable to ride a regular bus due to their disability.

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

- 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

	2024	2024	2023	Budget to Actual Variance	Budget to Actual %	
	Budget	Actual	Actual	Over / (Under)	Variance	Note
<b>REVENUES</b>						
Property Taxation	11,956,622	12,331,709	12,035,770	375,087	3%	
Grants	34,802,468	37,032,517	49,483,698	2,230,049	6%	1
Tuition and Related Fees	53,628	180,282	130,294	126,654	236%	2
School Generated Funds	1,000,000	846,268	883,448	(153,732)	-15%	3
Complementary Services	352,508	362,330	327,960	9,822	3%	
External Services	597,005	679,522	737,598	82,517	14%	4
Other	1,372,000	1,556,144	1,157,101	184,144	13%	5
<b>Total Revenues</b>	<b>50,134,231</b>	<b>52,988,772</b>	<b>64,755,869</b>	<b>2,854,541</b>	<b>6%</b>	
<b>EXPENSES</b>						
Governance	256,686	220,573	214,908	(36,113)	-14%	6
Administration	2,431,841	2,235,932	2,162,330	(195,909)	-8%	7
Instruction	37,629,199	37,592,562	36,582,106	(36,637)	0%	
Plant	5,888,263	5,539,047	5,025,333	(349,216)	-6%	8
Transportation	1,359,806	1,215,625	1,309,125	(144,181)	-11%	9
Tuition and Related Fees	5,000	1,541	-	(3,459)	-69%	10
School Generated Funds	1,000,000	909,930	903,294	(90,070)	-9%	11
Complementary Services	403,894	422,014	383,712	18,120	4%	
External Services	741,986	834,918	850,875	92,932	13%	12
Other Expenses	62,370	108,381	88,808	46,011	74%	13
<b>Total Expenses</b>	<b>49,779,045</b>	<b>49,080,523</b>	<b>47,520,491</b>	<b>(698,522)</b>	<b>-1%</b>	
<b>Surplus (Deficit) for the Year</b>	<b>355,186</b>	<b>3,908,249</b>	<b>17,235,378</b>			

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

Note	Explanation
1	Grants for capital projects exceeded budget as a result of higher capital funding than anticipated and federal grants related to Jordan's Principal that were not anticipated in the budget.
2	Higher than anticipated enrolment of tuition students.
3	Less school generated revenue due to fewer activities than anticipated.
4	Funding for family resource centre higher than expected.
5	Higher interest revenue than anticipated.
6	Lower costs compared to budget due to less professional development for board members and other governance expenses.
7	Salary costs lower due to vacancies during the year.
8	Utility costs were lower than anticipated.
9	School bus fuel costs were lower than anticipated in addition to salary savings.
10	Fees for dual credit programming less than budgeted.
11	Less school generated expenses due to fewer activities than anticipated.
12	Expenses higher than budget due to additional grants paid to funding partner for a family resource centre.
13	Additional transaction fees incurred for online payment system.

## Appendix A – Payee List

### Board Remuneration

Name	Remuneration	Travel		Professional Development		Other	Total
		In Province	Out of Province	In Province	Out of Province		
CORNET, CATHY	\$13,648	-	-	\$997	-	-	\$14,645
GEE, CHRISSY **	16,425	-	-	2,165	-	-	18,590
KENNEDY, KAROLINE	11,029	-	-	1,642	-	-	12,671
MUTTER, MELANIE	9,991	-	-	694	-	-	10,685
TAILOR, VIRENKUMAR	9,726	-	-	-	-	-	9,726
THOMPSON, DAVID *	21,772	-	-	4,922	-	-	26,694
VELTIKOLD, GEORGINA	11,446	-	-	2,733	-	-	14,179

\* 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	\$64,789
ANDERSON, ALVIN D	91,239
ANDERSON, JOANN C	90,652
ANDERSON, KELBY D.	66,199
ANDRES, JESSICA	90,772
APRIL, RACHELLE J	88,582
ARMSTRONG, DEREK B	105,495
ARMSTRONG, ERIN L	90,528

Name	Amount
LOPASCHUK, CAROLINE A	94,807
LORENZ, KELSIE A	76,568
LUMBARD, KELANIE N	96,310
LUMBARD, R SCOTT	95,116
MABBOTT, BRIANNA L	85,001
MACCARTHY, DARREN J	98,836
MACDOUGALL, JESSICA C.	77,593
MAINVILLE, MEGAN M	110,784

ARNOLD, RHEA M	92,253
ASCOUGH, JAMIE S.	55,240
ATKINSON, EUGENE R	55,735
BABCOCK, DEBBIE A	61,196
BAKER, DEBRA J.	90,814
BALL, JENNIFER L	91,115
BANNERMAN, KEYANNA M	66,154
BEAR, SARAH E	89,706
BEAUCHESNE, VALERIE S	56,449
BEHM, EMILY L	84,515
BERG, TRACY J	91,486
BLACKMER, MCKENZIE R.	72,369
BLANCHETTE, LISA	89,872
BLOCK, DENISE L	105,126
BLOCK, REGINALD H	90,706
BLOXAM, COLE AJ	96,206
BLYTHE, CRAIG M	97,484
BLYTHE, LAURA	100,820
BOLLUM, KATELYN J	76,467
BORN, BRENDA L	79,949
BRAND, ELENA M	129,190
BREBBER, SCOTT A	93,023
BRITTON, KAYLIN	82,398
BROWN, BRENDA G	85,686
BROWN, DEBBIE	58,273
BROWN, JENSON K	99,736
BRUCE, DENAE	99,431
BUCKNELL, PATRICIA	93,847

MANN, G.MORGAN	95,023
MARCINIW, DWAYNE J	142,857
MARTENS, JOANNE E	81,921
MATHER, NOAH J	64,901
MATHER, PAMELA R	109,355
MATHER, RYAN G	111,724
MAW, LUKE	109,959
MAZE, ZANE	69,828
MAZZEI, JEFFREY P	89,909
MCAVENA, MELYSSA J	60,526
MCEWEN, CASSIDY B	61,780
MCEWEN-SPENCE, LISA D	90,800
MCFARLANE, DARCY R	98,395
MCKELKIE, PARKER J	60,892
MCKELVEY, JACQUELINE I	53,571
MCLEOD, MELANIE I	89,706
MCVEY, ADAM C	99,039
MERILEES, ROB S	110,135
MESSMER, MATTHEW J	85,936
MOHRBUTTER, MATTHEW B	58,598
MORROW, MANDY L	94,628
MOSER, MICHAEL J.	90,244
MUIR, LEAH R	89,778
NAPPER, DANIELLE L	90,011
NELSON, CHELSEA K	55,558
NELSON, VIRGINIA	104,477
NEVILLE, JASON	212,833
NEWMAN, PAMELA M	94,215

BUHNAI, CHRISTINE R	93,560
BURRAGE, NICOLE A	95,199
BURRELL, AMIE E	92,666
CANFIELD, AARON D	122,057
CARTER, ADAM R	95,188
CHOCAN, CLINT	99,110
CHOCAN, KAMMY	95,490
CHOCAN, SANDY K.	81,892
CHOCAN, TRINA L	91,321
CHRISTIE, TYLER G	92,067
CLAXTON, KATHLEEN E	100,450
CLAYTON, TOBY	85,474
COISH, KRISTA L	99,746
COTE, KRISTON L	92,349
COULTER, KRISTIN	79,230
COULTER, SHAWN T	93,056
CROOKS, MINDY L	98,589
CROSSLEY, DANIELLE C	91,135
DANIELS, JESSICA T	91,640
DAVIES, CATHERINE A	96,927
DAVIS, STEPHEN H	76,297
DE JESUS, JASON MEDINA	51,526
DEASE, JENNA N	72,513
DESAULNIERS, KY	66,898
DETERS NOWOSAD, MICHELLE D	63,497
DEVILLER, KELLY A.	55,208
DIXON, TARA D	93,287
DONALD, SHAUN D	96,387

NICHOLSON, CRYSTAL L	108,975
NORDBY, ASHLEY F	94,474
O'CONNOR, AMY T	90,316
O'CONNOR, GARRY WE	93,694
OESTREICHER, CINDY L	90,071
O'GRADY, MEAGHAN M	90,475
OLDERSHAW, VICTORIA K	94,681
OSTER-HARDER, MARCIA E	91,878
PAANO, ROWENA C.	51,995
PALKO, LEAH G	90,421
PARK, JOANNE M.	94,681
PAROBEC, CLAYTON K	162,500
PAYNE, RAELENE M	70,871
PEARN, BRYCE	99,818
PECK, REBECCA L	123,918
PEDERSEN, MELISSA S	59,475
PHIPPS, HEIDI	94,813
POLEGATO, STACEY	88,673
POLLARD, E. ERIN	96,309
POLLARD, SHERRY A	50,514
POPOWICH, CHRISTINE I	90,424
POROZNUK, PHYLLIS M	89,919
POSTNIKOFF, HEATHER L	91,252
PREDIGER, MARINA A	90,680
PROCTOR, BLAIR	98,997
PROKOP, JASON B	71,326
PROSPER, TRACY M	94,544
PYNTEN, LYDIA E	96,437



DOSDALL, TARA L	88,489
DUNHAM, PAMELA R	99,798
DYER, AUSTIN L	50,973
ELFORD, THERESA C	76,592
ELLIOTT, TAMMY S	80,758
FINLAY, RANDY J	133,951
FLEMING, CHRISTINE E	90,011
FLETCHER, RHAEL	91,807
FRAESS, LINDA L	68,272
FREESTON, LANELLE B	96,856
FRIESEN, TYSON	89,539
FRY, COLE R	69,006
FULTON, JOCELYN K	71,644
GALE, DEVIN G.	99,797
GALLAGHER, WILLIAM S	121,426
GAREAU, LAURIE M	90,747
GILROYED, RILEY E	79,374
GIMAS, CAMILLE M	52,196
GORDON, JOSIE K	123,052
GRANT, JAIME N	94,401
GRASSL, WAYNE D	115,389
GRATTON, CORY L P	95,310
GRIFFITH, ALAN G	90,478
GRILLANDINI, BRYAN MARK	99,618
GRILLANDINI, VANESSA A.	67,833
GRINDLE, NATHAN	78,780
GROAT, STEPHANIE L	84,423
GROENINK, MARIE A	76,783

RACHKEWICH, STEPHANIE M	71,726
RAFTER, MEAGAN	54,324
RAWLAKE, TRISHA L	191,592
RAWLUK, BRADLEY M	95,610
READ, MATTHEW K	191,592
RICHARDSON, ANDREW J	94,071
RIDEOUT-BRACE, TRACY E	110,472
ROBERTS, MARINA J	51,287
ROBERTSON, KAITLYN A.	67,914
ROGERS, HEATHER R	92,578
ROGERS, KELSEY E.	80,503
ROMANCHUK, JENNIFER L	91,228
ROSS, ROBINA V	58,136
RUSSELL, JOANNA K	91,671
SAULNIER, JUSTIN C	102,665
SCHEIRICH, CAITLIN N	70,200
SCHEMENAUER, TRACY	94,683
SCHNEIDER, ASHLEY	89,234
SCHULTZ, PAMELA R.	56,505
SCHWENK, RHONDA J	94,836
SCUTT, CRYSTAL L	64,338
SHARP, CHRISTOPHER V	95,901
SHAW, HILARY J.	85,977
SIDORYK, MADISYN	51,091
SKINNER, AMY F	128,705
SKLAPSKY, RYAN B	94,945
SMITH, CHAD D	91,231
SMITH, DOUG	124,041

GUSTAFSON, LORNE F	94,986
GUSTAFSON, MYRA A	73,632
HAMILTON, BRENT D	100,335
HAMILTON, DEBRA A	94,178
HARBIN, CHANTAL T	90,011
HAREWOOD, LOUIS M	95,086
HARLAND, MISHA L	106,744
HART, ELIZABETH L	95,061
HEINRICHS, ARRIN L	94,071
HENRI, COLIN R	59,197
HILL, CHARLENE A.	92,745
HINES, LINDSAY R	91,976
HIRON, AMY M	94,242
HOLFELD, BRADLEY D	97,746
HURD, STEPHANIE N	90,067
HYLAND, DEREK A	90,610
HYLAND, LESLIE	89,706
IRELAND, JILL DM	56,666
JACOBSON, AMANDA G	57,595
JARDINE, KATELYN NA	78,624
JEFFERY, DWAYNE D	91,398
JEFFERY, POPPY L	94,376
JEZOWSKI, WANDA M	72,296
JOHANNESSON, CHRISTINE	96,461
KAJNER, KATLYN	57,940
KAPPEL, DEREK J	94,376
KELLY, JUSTIN T	98,456
KINASCHUK, KATHERINE S	95,623

SMITH, TREVOR W	90,484
SMITH, TRICIA L	94,111
SNIDER, JANE C	57,850
SPRATT, BRITTNEY C.	83,063
STANG, SIMON E	95,149
STARK, ERIN M.	68,802
STEINHAUER, CERISSA M	92,798
STEPHENS, SHERYL A	89,881
STEVENSON, JOLENE R	96,875
STEWART, CHELSEA B	66,419
STEWART, SHELLA D	89,919
SUTHERLAND, CORA L	89,949
TEASDALE, BRENT J	96,251
TEMPLE, MELINDA M	94,674
THIESSEN, CHRISTINE L	94,609
THIESSEN, SANDRA L	51,092
THOMPSON, JEREMY	86,045
TINDALL, CHANTEL C.	94,084
TOPP, ASHLEY M	90,790
TREMMEL, PATTI D	91,532
TRIMBLE, LORALIE E.	96,321
TROTCHIE, KENDALL W	91,794
TROTZUK, DONAVON MARK	81,188
UTLEY, NANCY B	70,447
VALETTE-TOPLEY, DANIELLE K	94,567
VAUGHAN, MELANIE	72,338
WALKER, COLLIN K	91,102
WANDLER, ASHLEY	90,862

KINDRAT, COURTNEY D	82,693
KING, JOANNE M.	72,326
KLISOWSKY, STACEY L	162,500
KORN, LESLIE J	103,375
KORT, KEN G	79,562
KRAHN, CORNELIUS	107,358
KRAWCHUK PARCHOMA, KARLA	102,710
KREPPS, SKYLAR R	59,672
KRUCHKOWSKI, DEBORAH L	120,787
KRULICKI, SHERRY L	94,530
KVILL, CHARLENE D	80,061
LABONTE, KIMBERLY L	90,826
LABOUCANE, ROXANNE L	54,880
LAING, C. DAWN	90,478
LAJEUNESSE, RILEY N	69,642
LANE, KENDRA L	94,071
LANG, SHELBY B	69,329
LAROCQUE, LEAH A	95,112
LEPAGE, NICOLE A	122,145
LEWIS-PRINCE, KIMBERLY A.L.	75,732
LINK, KIERAN D	100,049

WANDLER, TANYA L	69,521
WATSON, RAYLENE S.	53,342
WAWRYK, JODIE L	52,375
WEBB, NICOLE M	71,211
WEIGHILL, REBECA L	84,671
WEINRAUCH, AARON	60,792
WEIR, SHAWNA L	90,527
WESTMAN, MARK A.	94,106
WHEATON, KARLA	91,138
WHITE, HILARY E	99,034
WIEBE, NATALIE	75,540
WILCHYNSKI, RAEMI J	90,926
WILLARD, ANGELA N	90,790
WILLIAMS, WENDY A	90,484
WOOD, SUSANNE L	57,675
WOODBURY, KELSIE J.	72,997
WOODS, TENILLE C	104,039
WOYTIUK, ERINN A	92,572
YAREMY, LINDSAY JH	96,507
YOUNG, NEVADA	99,431

## Transfers

Listed below are payees who received transfers of \$50,000 or more.

Name	Amount
LLOYDMINSTER TEACHERS ASSOCIATION	\$56,399
MIDWEST FAMILY SERVICES	344,880

## Supplier Payments

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

Name	Amount
3 TWENTY MODULAR	\$518,717
306FITNESS REPAIR & SALES	61,354
ALL THINGS L.E.D. MFG. INC.	82,126
AODBT ARCHITECTURE & INTERIOR DESIGN	85,457
AON CANADA INC	178,534
AVI-SPL CANADA LTD.	105,498
BELL CANADA	146,833
BEXSON CONSTRUCTION LTD.	146,962
BLUE IMP - SF SCOTT MFG CO LTD.	61,329
BMO PURCHASE CARD	1,233,989
CHANDI HOLDINGS LTD.	51,593
CITY OF LLOYDMINSTER	221,728
COMPUGEN INC.	138,667

Name	Amount
HIGH GRADE TRUCK DRIVING	247,536
HUXLEY, ADAM	65,500
JONATHAN MORGAN & COMPANY LIMITED	182,732
KONICA MINOLTA BUSINESS	169,200
LLOYD BORDER CITY CONNECTS SOCIETY	90,000
LLOYDMINSTER & DISTRICT CO-OP	175,929
MOVING MINDS	71,975
PC CORP	323,711
PINNACLE DISTRIBUTION LLOYDMINSTER	192,245
POWERSCHOOL CANADA	146,847
PRO-TEC INDUSTRIES LTD.	174,303
QUOREX CONSTRUCTION SERVICES LTD.	6,856,102
ROYAL STEWART LTD.	92,794

COREFOUR INC./EDSBY	61,701	THE WORKUN GARRICK PARTNERSHIP	123,986
DANRAE ASPHALT & MAINTENANCE LTD.	61,896	THINK ON	92,970
DIAMOND INTERNATIONAL TRUCKS	105,023	TITAN SPORT SYSTEMS LTD.	53,177
GAS ALBERTA ENERGY	1,036,725	WILHELM, R. LEONARD	121,500
HI-QUALITY AUTO REPAIR	145,998		

### Other Expenditures

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

Name	Amount
AB TEACHERS RETIREMENT FUND	\$451,472
MANULIFE FINANCIAL	1,027,011
RECEIVER GENERAL OF CANADA	9,495,141
SSBA	674,878
SASKATCHEWAN TEACHERS FEDERATION	2,302,535
ALBERTA WCB	77,818

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

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## Audited Financial Statements

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Of the The Board of Education of the Lloydminster School Division No. 99

School Division No. 6050000

For the Period Ending: August 31, 2024

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:

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Board Chair

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CEO/Director of Education

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Chief Financial Officer

November 27, 2024



## 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, 2024, 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, 2024, 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.

Chartered Professional Accountants

North Battleford, Saskatchewan  
November 27, 2024

**LLOYDMINSTER SCHOOL DIVISION NO. 99**  
**INDEX TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED AUGUST 31, 2024**

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**The Board of Education of the Lloydminster School Division No. 99**  
**Statement of Financial Position**  
**as at August 31, 2024**

	2024	2023
	\$	\$
<b>Financial Assets</b>		
Cash and Cash Equivalents	7,745,979	9,203,747
Accounts Receivable (Note 7)	2,832,404	2,774,949
Portfolio Investments (Note 3)	139,066	135,306
<b>Total Financial Assets</b>	<b>10,717,449</b>	<b>12,114,002</b>
<b>Liabilities</b>		
Accounts Payable and Accrued Liabilities (Note 8)	3,874,103	6,493,733
Long-Term Debt (Note 9)	1,275,139	1,398,866
Liability for Employee Future Benefits (Note 5)	730,900	723,100
Deferred Revenue (Note 10)	195,588	610,900
<b>Total Liabilities</b>	<b>6,075,730</b>	<b>9,226,599</b>
<b>Net Financial Assets</b>	<b>4,641,719</b>	<b>2,887,403</b>
<b>Non-Financial Assets</b>		
Tangible Capital Assets (Schedule C)	66,862,338	64,602,247
Inventory of Supplies Held for Consumption	139,552	142,574
Prepaid Expenses	284,293	387,429
<b>Total Non-Financial Assets</b>	<b>67,286,183</b>	<b>65,132,250</b>
<b>Accumulated Surplus (Note 13)</b>	<b>71,927,902</b>	<b>68,019,653</b>

Contractual Rights (Note 16)  
Contingent Liabilities (Note 17)  
Contractual Obligations (Note 18)

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

**Approved by the Board:**

\_\_\_\_\_ Chairperson

\_\_\_\_\_ Chief Financial Officer

**The Board of Education of the Lloydminster School Division No. 99**  
**Statement of Operations and Accumulated Surplus from Operations**  
**for the year ended August 31, 2024**

	<b>2024 Budget</b>	<b>2024 Actual</b>	<b>2023 Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
<b>REVENUES</b>	(Note 14)		
Property Taxes and Other Related	11,956,622	12,331,709	12,035,770
Grants	34,802,468	37,032,517	49,483,698
Tuition and Related Fees	53,628	180,282	130,294
School Generated Funds	1,000,000	846,268	883,448
Complementary Services (Note 11)	352,508	362,330	327,960
External Services (Note 12)	597,005	679,522	737,598
Other	1,372,000	1,556,144	1,157,101
<b>Total Revenues (Schedule A)</b>	<b>50,134,231</b>	<b>52,988,772</b>	<b>64,755,869</b>
<b>EXPENSES</b>			
Governance	256,686	220,573	214,908
Administration	2,431,841	2,235,932	2,162,330
Instruction	37,629,199	37,592,562	36,582,106
Plant Operation & Maintenance	5,888,263	5,539,047	5,025,333
Student Transportation	1,359,806	1,215,625	1,309,125
Tuition and Related Fees	5,000	1,541	-
School Generated Funds	1,000,000	909,930	903,294
Complementary Services (Note 11)	403,894	422,014	383,712
External Services (Note 12)	741,986	834,918	850,875
Other	62,370	108,381	88,808
<b>Total Expenses (Schedule B)</b>	<b>49,779,045</b>	<b>49,080,523</b>	<b>47,520,491</b>
<b>Operating Surplus for the Year</b>	<b>355,186</b>	<b>3,908,249</b>	<b>17,235,378</b>
<b>Accumulated Surplus from Operations, Beginning of Year</b>	<b>68,019,653</b>	<b>68,019,653</b>	<b>50,784,275</b>
<b>Accumulated Surplus from Operations, End of Year</b>	<b>68,374,839</b>	<b>71,927,902</b>	<b>68,019,653</b>

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

**The Board of Education of the Lloydminster School Division No. 99**

**Statement of Changes in Net Financial Assets  
for the year ended August 31, 2024**

	<b>2024 Budget</b>	<b>2024 Actual</b>	<b>2023 Actual</b>
	\$	\$	\$
	(Note 14)		
<b>Net Financial Assets, Beginning of Year</b>	<b>2,887,403</b>	<b>2,887,403</b>	<b>1,175,993</b>
<b>Changes During the Year</b>			
Operating Surplus for the Year	355,186	3,908,249	17,235,378
Acquisition of Tangible Capital Assets (Schedule C)	(4,295,000)	(5,124,250)	(17,800,927)
Amortization of Tangible Capital Assets (Schedule C)	2,784,300	2,864,159	2,334,483
Net Acquisition of Inventory of Supplies Held for Consumption	-	3,022	6,203
Net Change in Other Non-Financial Assets	-	103,136	(63,727)
<b>Change in Net Financial Assets</b>	<b>(1,155,514)</b>	<b>1,754,316</b>	<b>1,711,410</b>
<b>Net Financial Assets, End of Year</b>	<b>1,731,889</b>	<b>4,641,719</b>	<b>2,887,403</b>

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

**The Board of Education of the Lloydminster School Division No. 99**  
**Statement of Cash Flows**  
**for the year ended August 31, 2024**

	<b>2024</b>	<b>2023</b>
	<b>\$</b>	<b>\$</b>
<b>OPERATING ACTIVITIES</b>		
Operating Surplus for the Year	3,908,249	17,235,378
Add Non-Cash Items Included in Surplus (Schedule D)	2,864,159	2,334,483
Net Change in Non-Cash Operating Activities (Schedule E)	(2,978,439)	2,355,753
<b>Cash Provided by Operating Activities</b>	<b>3,793,969</b>	<b>21,925,614</b>
<b>CAPITAL ACTIVITIES</b>		
Cash Used to Acquire Tangible Capital Assets	(5,124,250)	(17,800,927)
<b>Cash Used by Capital Activities</b>	<b>(5,124,250)</b>	<b>(17,800,927)</b>
<b>INVESTING ACTIVITIES</b>		
Cash Used to Acquire Portfolio Investments	(3,760)	(15,752)
<b>Cash Used by Investing Activities</b>	<b>(3,760)</b>	<b>(15,752)</b>
<b>FINANCING ACTIVITIES</b>		
Repayment of Long-Term Debt	(123,727)	(118,608)
<b>Cash Used by Financing Activities</b>	<b>(123,727)</b>	<b>(118,608)</b>
<b>INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS</b>	<b>(1,457,768)</b>	<b>3,990,327</b>
<b>CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR</b>	<b>9,203,747</b>	<b>5,213,420</b>
<b>CASH AND CASH EQUIVALENTS, END OF YEAR</b>	<b>7,745,979</b>	<b>9,203,747</b>

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

**The Board of Education of the Lloydminster School Division No. 99**

**Schedule A: Supplementary Details of Revenues  
for the year ended August 31, 2024**

	<b>2024 Budget</b>	<b>2024 Actual</b>	<b>2023 Actual</b>
	\$	\$	\$
<b>Property Taxes and Other Related Revenue</b>	(Note 14)		
<b>Tax Levy Revenue</b>			
Property Tax Levy Revenue	11,956,622	12,331,709	12,035,770
<b>Total Property Tax Revenue</b>	<b>11,956,622</b>	<b>12,331,709</b>	<b>12,035,770</b>
<b>Total Property Taxes and Other Related Revenue</b>	<b>11,956,622</b>	<b>12,331,709</b>	<b>12,035,770</b>
<b>Grants</b>			
<b>Operating Grants</b>			
Ministry of Education Grants			
Operating Grant	15,434,118	14,860,970	15,462,437
Operating Grant PMR	411,115	409,007	411,115
Other Ministry Grants	105,152	288,340	133,350
<b>Total Ministry Grants</b>	<b>15,950,385</b>	<b>15,558,317</b>	<b>16,006,902</b>
Federal Grants	-	966,112	811,846
Grants from Others	17,232,083	17,158,246	15,540,056
<b>Total Operating Grants</b>	<b>33,182,468</b>	<b>33,682,675</b>	<b>32,358,804</b>
<b>Capital Grants</b>			
Ministry of Education Capital Grants	715,000	1,641,614	7,467,394
Other Capital Grants	905,000	1,708,228	9,657,500
<b>Total Capital Grants</b>	<b>1,620,000</b>	<b>3,349,842</b>	<b>17,124,894</b>
<b>Total Grants</b>	<b>34,802,468</b>	<b>37,032,517</b>	<b>49,483,698</b>
<b>Tuition and Related Fees Revenue</b>			
<b>Operating Fees</b>			
Tuition Fees			
Federal Government and First Nations	53,628	148,032	119,294
Individuals and Other	-	32,250	11,000
<b>Total Tuition Fees</b>	<b>53,628</b>	<b>180,282</b>	<b>130,294</b>
<b>Total Operating Tuition and Related Fees</b>	<b>53,628</b>	<b>180,282</b>	<b>130,294</b>
<b>Total Tuition and Related Fees Revenue</b>	<b>53,628</b>	<b>180,282</b>	<b>130,294</b>
<b>School Generated Funds Revenue</b>			
<b>Curricular</b>			
Student Fees	180,000	76,112	120,796
<b>Total Curricular Fees</b>	<b>180,000</b>	<b>76,112</b>	<b>120,796</b>
<b>Non-Curricular Fees</b>			
Commercial Sales - GST	140,000	131,986	112,411
Commercial Sales - Non-GST	-	24,242	25,259
Fundraising	100,000	38,845	39,247
Grants and Partnerships	-	12,834	360
Students Fees	200,000	256,320	278,620
Other	380,000	305,929	306,755
<b>Total Non-Curricular Fees</b>	<b>820,000</b>	<b>770,156</b>	<b>762,652</b>
<b>Total School Generated Funds Revenue</b>	<b>1,000,000</b>	<b>846,268</b>	<b>883,448</b>



**The Board of Education of the Lloydminster School Division No. 99**  
**Schedule A: Supplementary Details of Revenues**  
**for the year ended August 31, 2024**

	<b>2024</b>	<b>2024</b>	<b>2023</b>
	<b>Budget</b>	<b>Actual</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
<b>Complementary Services</b>	(Note 14)		
<b>Operating Grants</b>			
Ministry of Education Grants			
Operating Grant	211,008	211,002	210,310
Other Grants	66,500	83,786	50,000
<b>Total Operating Grants</b>	<b>277,508</b>	<b>294,788</b>	<b>260,310</b>
<b>Fees and Other Revenue</b>			
Tuition and Related Fees	75,000	67,542	67,650
<b>Total Fees and Other Revenue</b>	<b>75,000</b>	<b>67,542</b>	<b>67,650</b>
<b>Total Complementary Services Revenue</b>	<b>352,508</b>	<b>362,330</b>	<b>327,960</b>
<b>External Services</b>			
<b>Operating Grants</b>			
Ministry of Education Grants			
Other Ministry Grants	356,005	438,001	522,513
Other Grants	106,000	127,535	100,892
<b>Total Operating Grants</b>	<b>462,005</b>	<b>565,536</b>	<b>623,405</b>
<b>Fees and Other Revenue</b>			
Other Revenue	135,000	113,986	114,193
<b>Total Fees and Other Revenue</b>	<b>135,000</b>	<b>113,986</b>	<b>114,193</b>
<b>Total External Services Revenue</b>	<b>597,005</b>	<b>679,522</b>	<b>737,598</b>
<b>Other Revenue</b>			
Miscellaneous Revenue*	1,170,500	1,018,995	594,821
Sales & Rentals	59,500	39,948	50,544
Investments	142,000	497,201	511,736
<b>Total Other Revenue</b>	<b>1,372,000</b>	<b>1,556,144</b>	<b>1,157,101</b>
<b>TOTAL REVENUE FOR THE YEAR</b>	<b>50,134,231</b>	<b>52,988,772</b>	<b>64,755,869</b>

<b>Miscellaneous Revenue*</b>	<b>2024</b>	<b>2024</b>	<b>2023</b>
	<b>Budget</b>	<b>Actual</b>	<b>Actual</b>
Student Fees for Academy Programming	226,000	260,749	193,317
Reimbursements	184,000	235,880	141,610
Donations & Sponsorship	760,500	522,366	259,894
	<b>1,170,500</b>	<b>1,018,995</b>	<b>594,821</b>

**The Board of Education of the Lloydminster School Division No. 99**  
**Schedule B: Supplementary Details of Expenses**  
**for the year ended August 31, 2024**

	<b>2024 Budget</b>	<b>2024 Actual</b>	<b>2023 Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
<b>Governance Expense</b>	(Note 14)		
Board Members Expense	100,536	90,746	97,801
Professional Development - Board Members	25,000	13,153	11,800
Other Governance Expenses	131,150	116,674	105,307
<b>Total Governance Expense</b>	<b>256,686</b>	<b>220,573</b>	<b>214,908</b>
<b>Administration Expense</b>			
Salaries	1,634,300	1,536,865	1,445,580
Benefits	203,633	179,308	194,035
Supplies & Services	192,617	183,666	173,874
Non-Capital Furniture & Equipment	31,100	17,696	23,359
Building Operating Expenses	63,050	45,375	52,861
Communications	35,141	23,922	17,033
Travel	35,500	33,302	38,992
Professional Development	35,000	14,325	15,123
Amortization of Tangible Capital Assets	201,300	201,228	201,228
Amortization of Tangible Capital Assets ARO	200	245	245
<b>Total Administration Expense</b>	<b>2,431,841</b>	<b>2,235,932</b>	<b>2,162,330</b>
<b>Instruction Expense</b>			
Instructional (Teacher Contract) Salaries	23,927,869	23,236,447	23,448,388
Instructional (Teacher Contract) Benefits	1,466,652	1,329,556	1,359,697
Program Support (Non-Teacher Contract) Salaries	6,569,919	7,098,165	6,588,396
Program Support (Non-Teacher Contract) Benefits	1,016,416	1,068,821	992,628
Instructional Aids	536,542	652,846	607,866
Supplies & Services	865,320	821,176	743,666
Non-Capital Furniture & Equipment	352,350	380,305	406,435
Communications	222,870	217,392	218,439
Travel	22,500	13,732	12,589
Professional Development	163,978	143,377	171,564
Student Related Expense	61,883	105,494	50,455
Amortization of Tangible Capital Assets	2,411,800	2,514,118	1,970,850
Amortization of Tangible Capital Assets ARO	11,100	11,133	11,133
<b>Total Instruction Expense</b>	<b>37,629,199</b>	<b>37,592,562</b>	<b>36,582,106</b>

**The Board of Education of the Lloydminster School Division No. 99**  
**Schedule B: Supplementary Details of Expenses**  
**for the year ended August 31, 2024**

	<b>2024 Budget</b>	<b>2024 Actual</b>	<b>2023 Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
<b>Plant Operation &amp; Maintenance Expense</b>	(Note 14)		
Salaries	2,323,261	2,282,696	2,148,470
Benefits	376,782	366,471	336,181
Supplies & Services	1,500	574	562
Non-Capital Furniture & Equipment	34,000	24,153	36,044
Building Operating Expenses	3,052,720	2,773,036	2,413,195
Communications	3,500	2,560	2,972
Travel	45,000	40,334	41,310
Professional Development	15,500	11,622	3,469
Amortization of Tangible Capital Assets	36,000	37,601	43,130
<b>Total Plant Operation &amp; Maintenance Expense</b>	<b>5,888,263</b>	<b>5,539,047</b>	<b>5,025,333</b>
<b>Student Transportation Expense</b>			
Salaries	612,734	532,979	549,398
Benefits	97,942	69,564	72,436
Supplies & Services	262,630	170,501	175,675
Non-Capital Furniture & Equipment	206,250	270,659	342,803
Travel	3,100	2,050	3,509
Professional Development	16,000	3,456	3,921
Contracted Transportation	37,250	66,582	53,486
Amortization of Tangible Capital Assets	123,900	99,834	107,897
<b>Total Student Transportation Expense</b>	<b>1,359,806</b>	<b>1,215,625</b>	<b>1,309,125</b>
<b>Tuition and Related Fees Expense</b>			
Tuition Fees	5,000	1,541	-
<b>Total Tuition and Related Fees Expense</b>	<b>5,000</b>	<b>1,541</b>	<b>-</b>
<b>School Generated Funds Expense</b>			
Cost of Sales	75,000	102,060	114,597
School Fund Expenses	925,000	807,870	788,697
<b>Total School Generated Funds Expense</b>	<b>1,000,000</b>	<b>909,930</b>	<b>903,294</b>

**The Board of Education of the Lloydminster School Division No. 99**  
**Schedule B: Supplementary Details of Expenses**  
**for the year ended August 31, 2024**

	<b>2024 Budget</b>	<b>2024 Actual</b>	<b>2023 Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
<b>Complementary Services Expense</b>	(Note 14)		
Instructional (Teacher Contract) Salaries & Benefits	221,467	222,301	216,960
Program Support (Non-Teacher Contract) Salaries & Benefits	152,177	161,608	140,757
Student Related Expenses	30,250	38,105	25,995
<b>Total Complementary Services Expense</b>	<b>403,894</b>	<b>422,014</b>	<b>383,712</b>
<b>External Service Expense</b>			
Grant Transfers	356,005	430,496	449,761
Program Support (Non-Teacher Contract) Salaries & Benefits	77,681	78,705	78,342
Supplies & Services	308,300	325,717	322,772
<b>Total External Services Expense</b>	<b>741,986</b>	<b>834,918</b>	<b>850,875</b>
<b>Other Expense</b>			
<b>Interest and Bank Charges</b>			
Current Interest and Bank Charges	6,000	52,053	27,360
Interest on Capital Loans	56,370	56,328	61,448
<b>Total Other Expense</b>	<b>62,370</b>	<b>108,381</b>	<b>88,808</b>
<b>TOTAL EXPENSES FOR THE YEAR</b>	<b>49,779,045</b>	<b>49,080,523</b>	<b>47,520,491</b>

**The Board of Education of the Lloydminster School Division No. 99**

**Schedule C - Supplementary Details of Tangible Capital Assets  
for the year ended August 31, 2024**

	Land		Buildings		Buildings	School	Other	Furniture and	Computer Hardware and Audio Visual	Computer	Assets Under		
	Land	Improvements	Buildings	Short-Term	ARO	Buses	Vehicles	Equipment	Equipment	Software	Construction	2024	2023
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
<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	2,517,893	509,262	2,013,851	613,131	420,555	26,633,401	115,243,195	98,466,128
Additions/Purchases	-	-	-	-	-	170,798	-	14,326	408,198	-	4,530,928	5,124,250	17,800,927
Disposals	-	-	-	-	-	-	-	(84,452)	(134,413)	-	-	(218,865)	(1,023,860)
Transfers to (from)	-	-	29,547,364	-	-	-	-	826,912	205,442	-	(30,579,718)	-	-
<b>Closing Balance as of August 31</b>	<b>2,282,580</b>	<b>2,373,604</b>	<b>103,531,125</b>	<b>3,257,707</b>	<b>637,450</b>	<b>2,688,691</b>	<b>509,262</b>	<b>2,770,637</b>	<b>1,092,358</b>	<b>420,555</b>	<b>584,611</b>	<b>120,148,580</b>	<b>115,243,195</b>
<b>Tangible Capital Assets - Amortization</b>													
Opening Balance as of September 1	-	1,401,908	41,643,541	2,152,752	514,998	2,043,963	459,151	1,628,990	375,090	420,555	-	50,640,948	49,330,325
Amortization of the Period	-	86,437	2,022,885	137,028	11,379	89,663	21,231	277,064	218,472	-	-	2,864,159	2,334,483
Disposals	-	-	-	-	-	-	-	(84,452)	(134,413)	-	-	(218,865)	(1,023,860)
<b>Closing Balance as of August 31</b>	<b>N/A</b>	<b>1,488,345</b>	<b>43,666,426</b>	<b>2,289,780</b>	<b>526,377</b>	<b>2,133,626</b>	<b>480,382</b>	<b>1,821,602</b>	<b>459,149</b>	<b>420,555</b>	<b>N/A</b>	<b>53,286,242</b>	<b>50,640,948</b>
<b>Net Book Value</b>													
Opening Balance as of September 1	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
Closing Balance as of August 31	2,282,580	885,259	59,864,699	967,927	111,073	555,065	28,880	949,035	633,209	-	584,611	66,862,338	64,602,247
<b>Change in Net Book Value</b>	<b>-</b>	<b>(86,437)</b>	<b>27,524,479</b>	<b>(137,028)</b>	<b>(11,379)</b>	<b>81,135</b>	<b>(21,231)</b>	<b>564,174</b>	<b>395,168</b>	<b>-</b>	<b>(26,048,790)</b>	<b>2,260,091</b>	<b>15,466,444</b>
<b>Disposals</b>													
Historical Cost	-	-	-	-	-	-	-	84,452	134,413	-	-	218,865	1,023,860
Accumulated Amortization	-	-	-	-	-	-	-	84,452	134,413	-	-	218,865	1,023,860
<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 \$4,674,448 (2023-\$5,464,179) include an asset retirement obligation for the removal and disposal of Asbestos (Note 8)

**The Board of Education of the Lloydminster School Division No. 99**

**Schedule D: Non-Cash Items Included in Surplus  
for the year ended August 31, 2024**

	2024	2023
	\$	\$
<b>Non-Cash Items Included in Surplus</b>		
Amortization of Tangible Capital Assets (Schedule C)	2,864,159	2,334,483
<b>Total Non-Cash Items Included in Surplus</b>	<b>2,864,159</b>	<b>2,334,483</b>

**The Board of Education of the Lloydminster School Division No. 99**

**Schedule E: Net Change in Non-Cash Operating Activities  
for the year ended August 31, 2024**

	2024	2023
	\$	\$
<b>Net Change in Non-Cash Operating Activities</b>		
(Increase) Decrease in Accounts Receivable	(57,455)	1,887,415
Decrease in Accounts Payable and Accrued Liabilities	(2,619,630)	(45,044)
Increase in Liability for Employee Future Benefits	7,800	16,400
(Decrease) Increase in Deferred Revenue	(415,312)	554,506
Decrease in Inventory of Supplies Held for Consumption	3,022	6,203
Decrease (Increase) in Prepaid Expenses	103,136	(63,727)
<b>Total Net Change in Non-Cash Operating Activities</b>	<b>(2,978,439)</b>	<b>2,355,753</b>

## The Board of Education of the Lloydminster School Division No. 99

Schedule F: Detail of Designated Assets  
for the year ended August 31, 2024

	August 31 2023	Additions during the year	Reductions during the year	August 31 2024
	\$	\$	\$	\$
				(Note 13)
<b>External Sources</b>				
<b>Contractual Agreements</b>				
Parkland Proceeds	97,534	29,236	-	126,770
Unspent IMR Funding - Alberta	-	5,348	-	5,348
Curriculum Implementation Funding - Alberta	143,195	39,189	143,195	39,189
CMR maintenance project allocations - Alberta	117,178	381,501	131,140	367,539
<b>Total Contractual Agreements</b>	<b>357,907</b>	<b>455,274</b>	<b>274,335</b>	<b>538,846</b>
<b>Jointly Administered Funds</b>				
School generated funds	651,235	-	63,511	587,724
City of Lloydminster contribution to LCHS Expansion	136,394	-	136,394	-
Lloydminster Community Track	80,000	8,000	-	88,000
<b>Total Jointly Administered Funds</b>	<b>867,629</b>	<b>8,000</b>	<b>199,905</b>	<b>675,724</b>
<b>Ministry of Education</b>				
Designated for tangible capital asset expenditures	-	308,333	-	308,333
PMR maintenance project allocations	663,747	409,007	460,365	612,389
Kids First Early Learning Program	-	33,183	-	33,183
Teacher Innovation & Support Funding	-	143,111	106,126	36,985
Early Years Family Resource Centre	136,828	95,966	136,828	95,966
<b>Total Ministry of Education</b>	<b>800,575</b>	<b>989,600</b>	<b>703,319</b>	<b>1,086,856</b>
<b>Total</b>	<b>2,026,111</b>	<b>1,452,874</b>	<b>1,177,559</b>	<b>2,301,426</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>137,364</b>	<b>-</b>	<b>-</b>	<b>137,364</b>
<b>Curriculum and student learning</b>				
Future Curriculum Programming	40,000	500,000	-	540,000
Land Based Learning Program Enhancements	-	50,000	-	50,000
<b>Total curriculum and student learning</b>	<b>40,000</b>	<b>550,000</b>	<b>-</b>	<b>590,000</b>
<b>Facilities</b>				
Future Facilities Upgrades	2,417,282	300,000	853,025	1,864,257
Future Playground Refresh	14,000	30,000	-	44,000
Observatory Maintenance	-	5,000	-	5,000
<b>Total facilities</b>	<b>2,431,282</b>	<b>335,000</b>	<b>853,025</b>	<b>1,913,257</b>
<b>Information technology</b>				
Technology Evergreening	459,416	-	46,835	412,581
<b>Total information technology</b>	<b>459,416</b>	<b>-</b>	<b>46,835</b>	<b>412,581</b>
<b>Other</b>				
Staffing/Salary Contingency	150,000	150,000	-	300,000
Support Staff SEB Fund	50,000	-	-	50,000
Enrolment Contingency	-	300,000	-	300,000
Programming Support	-	100,000	-	100,000
Administrative Priorities	-	125,000	-	125,000
<b>Total Other</b>	<b>200,000</b>	<b>675,000</b>	<b>-</b>	<b>875,000</b>
<b>Transportation</b>				
Future School Bus Purchase	100,000	75,000	-	175,000
Future Maintenance Vehicle	15,000	55,000	-	70,000
<b>Total transportation</b>	<b>115,000</b>	<b>130,000</b>	<b>-</b>	<b>245,000</b>
<b>Total</b>	<b>3,383,062</b>	<b>1,690,000</b>	<b>899,860</b>	<b>4,173,202</b>
<b>Total Designated Assets</b>	<b>5,409,173</b>	<b>3,142,874</b>	<b>2,077,419</b>	<b>6,474,628</b>

## 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 \$730,900 (2023 - \$723,100) because actual experience may differ significantly from actuarial estimations.
- property taxation revenue of \$12,331,709 (2023 - \$12,035,770) because final tax assessments may differ from initial estimates.
- useful lives of capital assets and related accumulated amortization of \$53,286,242 (2023 - \$50,640,948) because the actual useful lives of the capital assets may differ from their estimated economic lives.
- estimated undiscounted asset retirement obligation of \$637,450 (2023 - \$637,450) because actual expenses may differ significantly from valuation estimates.
- estimated accrued salaries of \$862,165 (2023 - \$0) related to anticipated future settlement of a provincial teacher collective bargaining agreement with retroactive application to September 1, 2023, because actual expense may differ significantly from 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 provincial grants receivable and other receivables. 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 and there are no stipulations strong enough to create a liability.

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).

**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 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 amortized on the same basis as the underlying asset. The school division does not utilize discounting in the measurement of its ARO. The uncertainty regarding the timing and ultimate amount to settle the ARO makes it unlikely that discounting would significantly improve the measurement of the ARO.

**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. Revenues from transactions with performance obligations, which are enforceable promises to provide specific goods or services to the specific payor in return for promised consideration, are recognized when (or as) the school division satisfies a performance obligation and control of the benefits associated with the goods and services have been passed to the payor. For each performance obligation, the school division determines whether the performance obligation is satisfied over a period of time or at a point in time. The school division will need to consider the effects of multiple performance obligations, variable considerations, the existence of significant concessionary terms and non-cash considerations when determining the consideration to be received.

Revenues from transactions with no performance obligations are recognized when the school division has the authority to claim or retain an inflow of economic resources and has identified a past transaction or event that gives rise to an asset. For each transaction with no performance obligation, the school division recognizes revenue at its realizable value.

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**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.

**j) Accounting Changes**

Effective September 1, 2023, the school division adopted the Public Sector Accounting Board's (PSAB) new standard for the recognition, measurement, and disclosure of revenue under PS 3400 Revenue. The new standard establishes when to recognize and how to measure revenue and provides the related financial statement presentation and disclosure requirements. Pursuant to these recommendations, the change was applied prospectively, and prior periods have not been restated. Previously, the school division recognized revenue as performance obligations were met. Under the new standard, revenue is differentiated between revenue arising from transactions that include performance obligations, referred to as "exchange transactions" and transactions that do not have performance obligations, referred to as "non-exchange transactions". There was no impact on the financial statements from the application of the new accounting recommendation.

**3. PORTFOLIO INVESTMENTS**

Portfolio investments are comprised of the following:

	2024	2023
<b>Portfolio investments in the cost or amortized cost category:</b>	<u><b>Cost</b></u>	<u><b>Cost</b></u>
Term deposits	\$ 36,214	\$ 34,587
Equity in common shares at Credit Union and Coop	102,852	100,719
<b>Total portfolio investments</b>	<b>\$ 139,066</b>	<b>\$ 135,306</b>

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**4. EXPENSES BY FUNCTION AND ECONOMIC CLASSIFICATION**

<b>Function</b>	<b>Salaries &amp; Benefits</b>	<b>Goods &amp; Services</b>	<b>Debt Service</b>	<b>Amortization of TCA</b>	<b>2024 Actual</b>	<b>2023 Actual</b>
Governance	\$ 90,746	\$ 129,827	\$ -	\$ -	\$ 220,573	\$ 214,908
Administration	1,716,173	318,286	-	201,473	2,235,932	2,162,330
Instruction	32,732,989	2,334,322	-	2,525,251	37,592,562	36,582,106
Plant Operation & Maintenance	2,649,167	2,852,279	-	37,601	5,539,047	5,025,333
Student Transportation	602,543	513,248	-	99,834	1,215,625	1,309,125
Tuition and Related Fees	-	1,541	-	-	1,541	-
School Generated Funds	-	909,930	-	-	909,930	903,294
Complementary Services	383,909	38,105	-	-	422,014	383,712
External Services	78,705	756,213	-	-	834,918	850,875
Other	-	-	108,381	-	108,381	88,808
<b>TOTAL</b>	<b>\$ 38,254,232</b>	<b>\$ 7,853,751</b>	<b>\$ 108,381</b>	<b>\$ 2,864,159</b>	<b>\$ 49,080,523</b>	<b>\$ 47,520,491</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 April 30, 2024 and extrapolated the results to estimate the Liability for Employee Future Benefits as at August 31, 2024.

Details of the employee future benefits are as follows:

	<b>2024</b>	<b>2023</b>
Long-term assumptions used:		
Discount rate at end of period (per annum)	4.00%	4.40%
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)	2.70%	3.00%
Expected average remaining service life (years)	11	15

<b>Liability for Employee Future Benefits</b>	<b>2024</b>	<b>2023</b>
<b>Accrued Benefit Obligation - beginning of year</b>	<b>\$ 462,600</b>	<b>\$ 446,700</b>
Current period service cost	36,800	37,800
Interest cost	21,300	19,000
Benefit payments	(32,500)	(23,700)
Actuarial (gains) losses	152,000	(17,200)
<b>Accrued Benefit Obligation - end of year</b>	<b>640,200</b>	<b>462,600</b>
Unamortized net actuarial gains	90,700	260,500
<b>Liability for Employee Future Benefits</b>	<b>\$ 730,900</b>	<b>\$ 723,100</b>

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<b>Employee Future Benefits Expense</b>	<b>2024</b>		<b>2023</b>	
Current period service cost	\$	36,800	\$	37,800
Amortization of net actuarial gain		(17,800)		(16,700)
<b>Benefit cost</b>		<b>19,000</b>		<b>21,100</b>
Interest cost		21,300		19,000
<b>Total Employee Future Benefits Expense</b>	<b>\$</b>	<b>40,300</b>	<b>\$</b>	<b>40,100</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>2024</b>			<b>2023</b>
	<b>STRP</b>	<b>ATRF</b>	<b>TOTAL</b>	<b>TOTAL</b>
Number of active School Division members	290	57	347	345
Member contribution rate (percentage of salary)	9.50% / 11.70%	9.00% / 12.86%	9.00% / 12.86%	9.00% / 12.86%
Member contributions for the year	\$ 1,803,902	\$ 490,424	\$ 2,294,326	\$ 2,369,901

#### **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

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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>2024</b>	<b>2023</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	\$ 17,243	\$ 16,266
School Division contributions for the year	\$ 17,243	\$ 16,266
Actuarial extrapolation date	<b>Dec-31-2023</b>	<b>Dec-31-2022</b>
Plan Assets (in thousands)	\$ 3,602,822	\$ 3,275,495
Plan Liabilities (in thousands)	\$ 2,441,485	\$ 2,254,194
Plan Surplus (in thousands)	\$ 1,161,337	\$ 1,021,301

### **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>2024</b>	<b>2023</b>
Number of active School Division members	198	199
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	\$ 508,775	\$ 484,510
School Division contributions for the year	\$ 500,515	\$ 475,109

## **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:

	<b>2024</b>			<b>2023</b>		
	Total Receivable	Valuation Allowance	Net of Allowance	Total Receivable	Valuation Allowance	Net of Allowance
Taxes Receivable	\$ -	\$ -	\$ -	\$ 1,030,231	\$ -	\$ 1,030,231
Provincial Grants Receivable	2,280,793	-	2,280,793	1,051,159	-	1,051,159
Other Receivables	551,611	-	551,611	693,559	-	693,559
<b>Total Accounts Receivable</b>	<b>\$ 2,832,404</b>	<b>\$ -</b>	<b>\$ 2,832,404</b>	<b>\$ 2,774,949</b>	<b>\$ -</b>	<b>\$ 2,774,949</b>



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**8. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES**

Details of accounts payable and accrued liabilities are as follows:

	2024	2023
Accrued Salaries and Benefits	\$ 885,622	\$ 28,391
Supplier Payments	2,351,031	5,827,892
Liability for Asset Retirement Obligation	637,450	637,450
<b>Total Accounts Payable and Accrued Liabilities</b>	<b>\$ 3,874,103</b>	<b>\$ 6,493,733</b>

The school division recognized an estimated liability for asset retirement obligation of \$637,450 (2023 - \$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:

	2024	2023
Capital Loan:		
Monthly payments of principal and interest combined of \$15,005, interest rate of 4.20%, due on the 28th day of each month thorough January 2033 (BMO - College Park School Construction)	\$ 1,275,139	\$ 1,398,866
<b>Total Long-Term Debt</b>	<b>\$ 1,275,139</b>	<b>\$ 1,398,866</b>

**Future principal and interest repayments over the next 5 years are estimated as follows:**

	Capital Loan	Total
2025	\$ 180,055	\$ 180,055
2026	180,055	180,055
2027	180,055	180,055
2028	180,055	180,055
2029	180,055	180,055
Thereafter	615,189	615,189
Total	1,515,464	1,515,464
Less: Interest and executory cost	240,325	240,325
<b>Total future principal repayments</b>	<b>\$ 1,275,139</b>	<b>\$ 1,275,139</b>

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<b>Principal and interest payments on the long-term debt are as follows:</b>				
	<b>Capital Loan</b>		<b>2024</b>	<b>2023</b>
Principal	\$	123,727	\$ 123,727	\$ 118,608
Interest		56,328	56,328	61,448
<b>Total</b>	<b>\$</b>	<b>180,055</b>	<b>\$ 180,055</b>	<b>\$ 180,056</b>

## 10. DEFERRED REVENUE

Details of deferred revenues are as follows:

	<b>Balance as at August 31, 2023</b>	<b>Additions during the Year</b>	<b>Revenue recognized in the Year</b>	<b>Balance as at August 31, 2024</b>
<b>Capital projects:</b>				
Community donations to LCHS addition & renovation project	\$ 500,000	\$ -	\$ 500,000	\$ -
<b>Total capital projects deferred revenue</b>	<b>500,000</b>	<b>-</b>	<b>500,000</b>	<b>-</b>
<b>Non-Capital deferred revenue:</b>				
Active Edge Academy Deposits	-	10,800	-	10,800
Art Academy Deposits	15,900	21,725	15,900	21,725
Basketball Academy Deposits	-	7,250	-	7,250
Community Donation to LPSD Nutrition Program	18,000	574	18,000	574
Hockey Academy Deposits	53,200	77,300	53,200	77,300
International Student Tuition Fees	11,000	11,500	11,000	11,500
Jordan's Principle Program Funding	-	31,823	-	31,823
School Sport Team Fees	-	12,616	-	12,616
Sports Academy Deposits	12,800	10,063	12,800	10,063
Volleyball Academy Deposits	-	11,937	-	11,937
<b>Total non-capital deferred revenue</b>	<b>110,900</b>	<b>195,588</b>	<b>110,900</b>	<b>195,588</b>
<b>Total Deferred Revenue</b>	<b>\$ 610,900</b>	<b>\$ 195,588</b>	<b>\$ 610,900</b>	<b>\$ 195,588</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:

<b>Summary of Complementary Services Revenues and Expenses, by Program</b>	<b>Pre-K Programs</b>	<b>School Nutrition</b>	<b>2024</b>	<b>2023</b>
<b>Revenues:</b>				
Operating Grants	\$ 211,002	\$ 83,786	\$ 294,788	\$ 260,310
Fees and Other Revenues	67,542	-	67,542	67,650
<b>Total Revenues</b>	<b>278,544</b>	<b>83,786</b>	<b>362,330</b>	<b>327,960</b>
<b>Expenses:</b>				
Salaries & Benefits	383,909	-	383,909	357,717
Student Related Expenses	6,233	31,872	38,105	25,995
<b>Total Expenses</b>	<b>390,142</b>	<b>31,872</b>	<b>422,014</b>	<b>383,712</b>
<b>Excess (Deficiency) of Revenues over Expenses</b>	<b>\$ (111,598)</b>	<b>\$ 51,914</b>	<b>\$ (59,684)</b>	<b>\$ (55,752)</b>

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**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:

<b>Summary of External Services Revenues and Expenses, by Program</b>	<b>Cafeteria</b>	<b>KidsFirst</b>	<b>Early Childhood Intervention Programs</b>	<b>Driver Education</b>	<b>2024</b>	<b>2023</b>
<b>Revenues:</b>						
Operating Grants	\$ -	\$ 163,107	\$ 274,894	\$ 127,535	\$ 565,536	\$ 623,405
Fees and Other Revenues	113,986	-	-	-	113,986	114,193
<b>Total Revenues</b>	<b>113,986</b>	<b>163,107</b>	<b>274,894</b>	<b>127,535</b>	<b>679,522</b>	<b>737,598</b>
<b>Expenses:</b>						
Grant Transfers	-	128,424	302,072	-	430,496	449,761
Salaries & Benefits	78,705	-	-	-	78,705	78,342
Supplies and Services	78,181	-	-	247,536	325,717	322,772
<b>Total Expenses</b>	<b>156,886</b>	<b>128,424</b>	<b>302,072</b>	<b>247,536</b>	<b>834,918</b>	<b>850,875</b>
<b>Excess (Deficiency) of Revenues over Expenses</b>	<b>\$ (42,900)</b>	<b>\$ 34,683</b>	<b>\$ (27,178)</b>	<b>\$ (120,001)</b>	<b>\$ (155,396)</b>	<b>\$ (113,277)</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:

	<b>August 31, 2023</b>	<b>Additions during the year</b>	<b>Reductions during the year</b>	<b>August 31, 2024</b>
<b>Invested in Tangible Capital Assets:</b>				
Net Book Value of Tangible Capital Assets	\$ 64,602,247	\$ 5,124,250	\$ 2,864,159	\$ 66,862,338
Less: Liability for Asset Retirement Obligation	(637,450)	-	-	(637,450)
Less: Debt owing on Tangible Capital Assets	(1,398,866)	-	(123,727)	(1,275,139)
	<b>62,565,931</b>	<b>5,124,250</b>	<b>2,740,432</b>	<b>64,949,749</b>
<b>Designated Assets (Schedule F)</b>	<b>5,409,173</b>	<b>3,142,874</b>	<b>2,077,419</b>	<b>6,474,628</b>
<b>Unrestricted Surplus</b>	<b>44,549</b>	<b>458,976</b>	<b>-</b>	<b>503,525</b>
<b>Total Accumulated Surplus</b>	<b>\$ 68,019,653</b>	<b>\$ 8,726,100</b>	<b>\$ 4,817,851</b>	<b>\$ 71,927,902</b>

**14. BUDGET FIGURES**

Budget figures included in the financial statements were approved by the board of education on June 21, 2023 and the Minister of Education on August 31, 2023.

**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:

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	2024				Total	Total
	Craig	Hawkins	Tildesley	Other	2024	2023
Cash and short-term investments	\$ 59,207	\$ 54,123	\$ 50,736	\$ 237,561	\$ 401,627	\$ 394,115
Portfolio investments	-	-	-	34,856	34,856	34,765
<b>Total Assets</b>	<b>59,207</b>	<b>54,123</b>	<b>50,736</b>	<b>272,417</b>	<b>436,483</b>	<b>428,880</b>
<b>Revenues</b>						
Contributions and donations	-	-	-	18,348	18,348	28,000
Interest on investments	3,114	2,834	2,568	14,739	23,255	20,859
	3,114	2,834	2,568	33,087	41,603	48,859
<b>Expenses</b>						
Awards to Students	4,000	1,500	-	28,500	34,000	33,600
	4,000	1,500	-	28,500	34,000	33,600
Excess (Deficiency) of Revenues over Expenses	(886)	1,334	2,568	4,587	7,603	15,259
Trust Fund Balance, Beginning of Year	60,093	52,789	48,168	267,830	428,880	413,621
<b>Trust Fund Balance, End of Year</b>	<b>\$ 59,207</b>	<b>\$ 54,123</b>	<b>\$ 50,736</b>	<b>\$ 272,417</b>	<b>\$ 436,483</b>	<b>\$ 428,880</b>

## 16. CONTRACTUAL RIGHTS

On April 9, 2024, the school division was awarded \$252,500 in education vouchers from the Canadian Microsoft Software Class Action Settlement due to having been a volume licensee between 1998 and 2010. As of August 31, 2024, \$30,630 in vouchers were redeemed leaving a remaining balance of \$221,870. All the education vouchers will expire by June 30, 2028.

## 17. 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.

## 18. CONTRACTUAL OBLIGATIONS

Significant contractual obligations of the school division are as follows:

- Agreement with 3Twenty Modulars for the construction and delivery of two relocatable classrooms to be installed on College Park School. Over the next year the school division will pay \$501,921 for these classrooms.
- Agreement with Bexson Construction to serve as the general contractor for the renovations to the former Barr Colony School. Over the next year the school division will pay \$330,775 for this work.
- Agreement with Western Canada Bus to supply two (2) new 70-passenger buses. Over the next year, the school division will pay \$335,930 for these vehicles.
- Lease agreements for the provision of Multi-Function Printers at all schools and school division office.

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Operating lease obligations of the school division are as follows:

	<b>Operating Leases</b>	
	<b>Copier Leases</b>	<b>Total Operating</b>
<b>Future minimum lease payments:</b>		
2025	\$ 74,935	\$ 74,935
2026	74,935	74,935
2027	74,935	74,935
2028	68,690	68,690
<b>Total Lease Obligations</b>	<b>\$ 293,495</b>	<b>\$ 293,495</b>

## 19. SUBSEQUENT EVENTS

Subsequent to the year end the school division entered into two contracts with two general contractors to perform certain work at division schools. Details of the two contracts are as follows:

- Agreement with Bexson Construction in the amount of \$232,560 to complete site preparations and install two relocatable classrooms on to College Park School.
- Agreement with Belvedere Roofing Ltd. in the amount of \$168,429 to repair a section of the roof at Winston Churchill School.

## 20. RISK MANAGEMENT

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

### i) Credit Risk

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

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

The aging of provincial grants and other accounts receivable at August 31, 2024 was:

<b>August 31, 2024</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	\$2,280,793	\$ 612,793	\$ -	\$1,375,585	\$ 292,415
Other Receivables	253,066	92,537	49,676	11,333	99,520
<b>Gross Receivables</b>	<b>2,533,859</b>	<b>705,330</b>	<b>49,676</b>	<b>1,386,918</b>	<b>391,935</b>
Allowance for Doubtful Accounts	-	-	-	-	-
<b>Net Receivables</b>	<b>\$2,533,859</b>	<b>\$ 705,330</b>	<b>\$ 49,676</b>	<b>\$1,386,918</b>	<b>\$ 391,935</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, 2024</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	\$3,874,103	\$3,236,653	\$ -	\$ -	\$ 637,450
Long-term debt	1,275,139	64,247	65,167	573,570	572,155
<b>Total</b>	<b>\$5,149,242</b>	<b>\$3,300,900</b>	<b>\$ 65,167</b>	<b>\$ 573,570</b>	<b>\$ 1,209,605</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, 2024.

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.