



**Lloydminster Roman Catholic
School Division # 89**

2014-15 Annual Report

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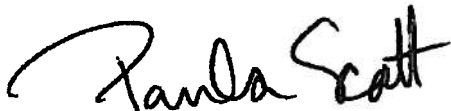
Letter of Transmittal

Honourable Don Morgan
Minister of Education

Dear Minister Don Morgan, Q.C.:

The Board of Education of Lloydminster Roman Catholic Separate School Division 89 is pleased to provide you and the residents of the school division with the 2014-15 annual report. This report outlines activities and accomplishments of the school division and provides audited financial statements for the fiscal year September 1, 2014 to August 31, 2015.

Respectfully submitted

A handwritten signature in black ink that reads "Paula Scott". The signature is written in a cursive style with a large initial 'P' and 'S'.

Signature of Chairperson

Introduction

This annual report presents an overview of Lloydminster Roman Catholic Separate School Division #89 activities and results for the fiscal year September 1, 2014 to August 31, 2015.

It provides a snapshot of Lloydminster Roman Catholic Separate School Division #89, its governance structures, students, staff, programs and facilities. It also includes results and analysis of a number of indicators that contribute to student success.

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

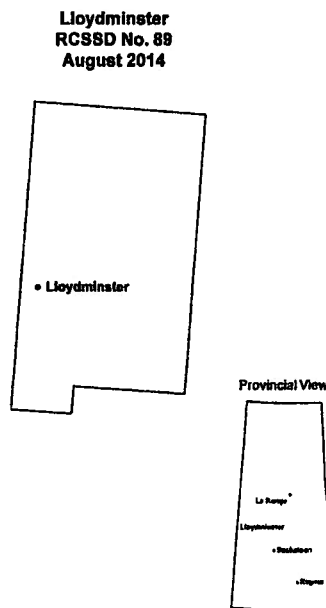
Financial statements included in this report have been audited by an independent auditor following the Canadian Generally Accepted Auditing Standards.

School Division Profile

About Us

Lloydminster Roman Catholic Separate School Division #89 continues to grow and expand educational services since our inception as a school division in 1959. During this span of time, our school division has grown to provide a range of academic programming within our Catholic Education mandate. Our growth has enabled us to add new schools to meet our community's desire for Catholic Education. We celebrated the opening of our first school in 1961. Father Gorman opened in 1977 to provide a Catholic elementary programming for Saskatchewan students. In 1982, St. Joseph opened to serve the city's southwest on the Alberta side. École St. Thomas opened as our Kindergarten to grade 7 single-track French Immersion program in 1987 and rejoiced the growth of the program by opening their doors to a new school built in September 2013. In 2001, Holy Rosary High School moved to their new school at the current site and St. Mary's began their first year in their current site. Mother Teresa Early Childhood Education Center opened their doors in September 2013 in the preexisting site of École St. Thomas.

Our Lloydminster Roman Catholic Separate School Division #89 has an exciting vibrancy. As we evolve, our Board of Education continues to assess and reaffirm its purpose and mandate. We are proud for the academic achievement of our students from Pre-Kindergarten to grade 12. We are grateful for our students' active involvement in their faith, commitment to their study, and extensive participation in sports. We actively cheer for them as they participate in the wonderful extra-curricular opportunities. We encourage the seeds of their faith to develop and grow throughout their life.



Division Philosophical Foundation

The Board believes in the importance of having a well-articulated philosophic foundation to guide its mission, vision and values.

These philosophic foundations reaffirm the mandate and service of Catholic Education and provide a framework to guide all operations and strategic planning for the school division.

Division Mission Statement

Lloydminster Catholic School Division will nurture the spiritual, intellectual, social and physical development of each student in a faith-centered community.

Our Lloydminster Catholic School Division has an exciting vibrancy. As we evolve, our Board of Education continues to assess and reaffirm its purpose and mandate. We are proud for the academic achievement of our students from Pre-Kindergarten to grade 12. We are grateful for our students' active involvement in their faith through such initiatives as the Catholic Youth Leadership Program where our school division has partnered with our St. Anthony's Parish to support this initiative. We actively cheer for them as they participate in the wonderful extra-curricular opportunities. We encourage the seeds of their faith to develop and grow throughout their life.

Value	Value Statements
Academics	We strive for academic excellence for all students.
Catholic Faith	Catholic faith permeates all aspects of our students' education.
Communication	Open communication with our students, staff, and our faith community characterizes our interactions.
Family / Community	Students, parents, and staff work together as a team.
Honesty	Integrity and honesty guide our conduct.
Leadership	Strong leadership is characterized by innovation and excellence and promoted through continuous learning.
Love / Respect	We foster love and promote respect for human dignity and life.

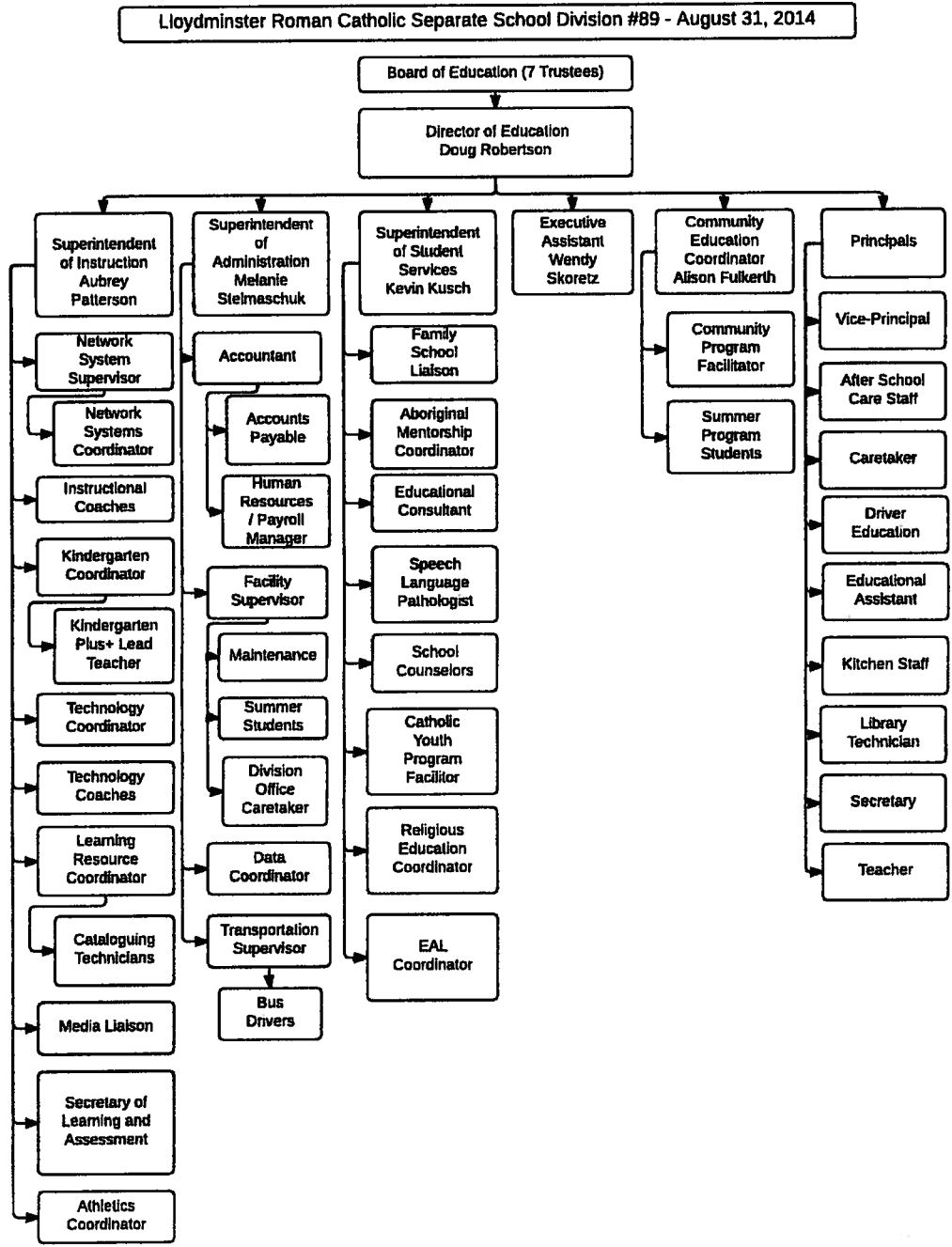
LLOYDMINSTER CATHOLIC SCHOOL DIVISION

LOGO



“Where academics, faith, family and community meets” is derived from our mission statement. Faith is represented in both the cross and a decade of the Rosary; family is represented by the building, symbiotically symbolizing school and home; LCS&D is inside a larger community and we strive to be a center of learning and our faith permeates all that we do.

Division Organizational Chart



School List

School	Grades	Location
École St. Thomas	K-7	6524 – 35 Street Lloydminster, Alberta
Father Gorman Community School	K-7	3112 – 47 Avenue Lloydminster, Saskatchewan
Holy Rosary High School	8-12	6611A – 39 Street Lloydminster, Alberta
Mother Teresa Early Childhood Education Center	Pre-K – Grade 1	5216 – 44 Street, Lloydminster, Alberta
St. Joseph Elementary School	K-7	5706 – 27 Street Lloydminster , Alberta
St. Mary's Elementary School	K-7	5207 – 42 Street Lloydminster, Alberta

Program Overview

The students in Lloydminster Roman Catholic Separate School Division #89 are diverse. They vary in age, personal circumstances, learning styles, interests, and individual strengths and needs. In order to provide the best education possible for all our students, Lloydminster Roman Catholic Separate School Division #89 offers a wide range of programs in the 6 schools of the Division.

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

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

- Alternative programming for vulnerable students
- Community school programming
- Core French instruction
- Distance education
- English as an Additional Language programming
- French Immersion programming
- Music/band programming
- Nutrition programs
- Prekindergarten programs
- Technology-enhanced learning

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

- Curriculum consultants in specific subject areas
- Educational Psychologists
- English as an Additional Language consultant
- Occupational Therapist
- Speech and Language Pathologists
- Student counsellors
- Support in/through faith

Strategic Direction and Reporting

Introduction of the Education Sector Strategic Plan

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

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

Enduring Strategies

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

The Enduring Strategies include:

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

2014-15 One Year Priorities

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

2014-15 ESSP Actions for the One Year Priority

Actions within this priority area include the establishment of an action research model to inform teachers' professional development in culturally responsive pedagogy, the development of a centralized assessment management and delivery system to measure, track and report student growth, and the development and implementation of data-sharing protocols that facilitate transition plans for students moving through and between systems.

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

Lloydminster Catholic School Division will continue with specific initiatives designed to enhance learning outcomes for all First Nation and Métis students in our school division.

Lloydminster Catholic School Division's Strategic Plan identifies the following FMNE student achievement goals:

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

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

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

These initiatives include the evolution of:

- Family School Liaison frequently monitored academic and behavioural performance of each First Nations or Métis student in Holy Rosary High School.
 - High-touch, highly personal connections and relationships that developed the sense of school "as" family.
 - Provided parenting support in the home and community
 - Identified the "little things" that make a big difference in the day and life of First Nations and Métis students (FNM) (e.g. identification of specific basic necessities and support of true inclusion).
- Career counselling beginning in grade 9:
 - Established practices to assist FNM students to make better connections between learning in grade 9-12 and career possibilities after school. Promoted and provided direct exposure of post-secondary programs and trades, and market attachment with FNM students.

These initiatives also include the evolution of system structures designed to challenge our school system, including:

- Developed co-sponsorship in the Indigenous Economic Development
- Developed partnerships with Lakeland College for transitional programming

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

2014-15 ESSP Actions for the One Year Priority

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

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

- Goal: 80% of students at grades 1-3 will read at or above grade specific LCSD Division Benchmark on LCSD Reading Assessments.
- All grade 3 students reading where assessed by Division personnel three times as scheduled in the LCSD Assessment calendar.
- All school and Division's assessment data was reported to each school within two weeks of the assessment as per LCSD Assessment calendar.
- Specific school intervention action steps where reviewed by school division senior administration and the school division data team during three data meetings scheduled throughout the year.
- Tier 2 and Tier 3 intervention and instruction strategies were reviewed by the school division reading professional learning team four times throughout the year. As a result the division reading team made specific recommendations for improvement as part of the 2015 school improvement plans.

2014-15 Two to Five Year Priorities

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

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

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

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

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

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

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

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

Local goals have been set and local strategies developed to achieve our multi-year goals. Measures to monitor progress on our goals are analyzed three times a year.

1. Reading, Writing, and Math:

- a. 75% of students in grades K-9 will meet or exceed the grade specific LCSD Division Benchmark on LCSD Math Assessment.
- b. 80% of students at grades 1-3 will read at or above grade specific LCSD Division Benchmark on LCSD Reading Assessments.
- c. 75% of students in grades 3-12 will meet or exceed the grade specific LCSD Division Benchmark at or above grade level on end of year (3-9) / end of semester (10-12) LCSD writing Assessment.
- d. LCSD will implement key strategies in reading, writing and math currently not required or defined by the ESSP and developed by LCSD Learning Communities in 2014-2015.

These strategies include:

- Developed common reading comprehension strategies for each grade.
- The synchronized scope and sequence for reading and math ensured teachers are better able to identify necessary pre-requisite skills that students require.
- LCSD reading and math processes clarified all support staff through professional development opportunities.
- Created common assessments (division-wide) for math in grades 1 – 9.
- The identification of necessary vocabulary terms were taught in math grades K-9.
- Common rubrics for writing enhanced clarity for staff.
- Enhanced common writing assessments for Grades 3 – 10 and increased involvement of teachers in assessing the writing samples gained clarity across our schools around expectations.
- Built division wide (K-7) expectations around building stamina in reading.
- The SK Reads document laid out a “reading framework” for teachers that were common in all classrooms.

2. Academic:

- a. Create an on-going, division-wide administrative system to assess monitor student learning progress in Reading, Writing, and Math.
 - Principals came together identifying students who did not reach benchmark and identify the plan that was to be implemented for each student in math, reading and writing. Subsequent meetings were used to report on the strategies that were working well and what had to be changed. This sharing proved to be a beneficial way for all principals to be actively involved in the RTI process and driving change to instruction.
 - School wide RTI process continued to be used as the driving force to provide necessary supports for students.

- The SK Reads document was used as a guide in the establishment of professional development in the area of reading.
- b. Formation of a division data team to look at school division trends and drive instructional support for teachers.
- Instructional coaches provided additional supports to school learning teams in the area of instruction.
 - Division Learning Communities provided concrete materials and strategies to support instruction and ongoing monitoring of student progress in the math, reading and writing.
- Structures around set processes in the school division were better defined for teachers providing clarity around expectations and supports available to the teachers.

Measures

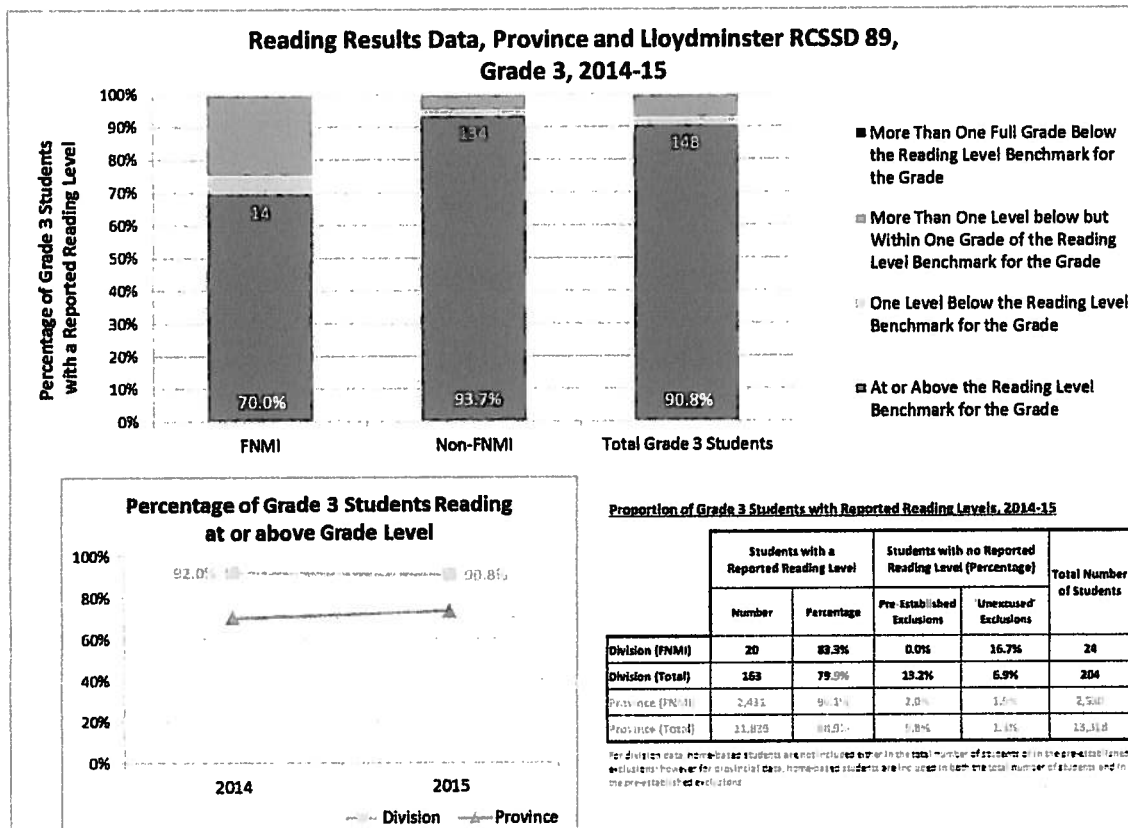
The following Spring 2015 chart indicates student achievement in Math, Reading and writing on local measures that assess year-over-year growth based upon the multi-year goals defined above.

LCSD Student Achievement 2014-15

Grade	Math %	Reading %	Writing %
Kindergarten	78	85	-
1	82	74	-
2	70	74	-
3	71	89	69
4	66	86	70
5	74	91	80
6	67	90	82
7	61	90	85
8	82	84	48
9	56	83	73
10	-	-	76
11	-	-	96
12	-	-	95

Note: LCSD is the source of the display

Narrative analysis – The chart above depicts the percentage of students achieving the benchmarks in reading, writing and math per grade listed in the chart. The data includes all students from all schools that completed the LCSD common screens in each subject. Based on our goals, we continue to see positive gains in reading throughout the grades. Writing and Math have shown a decrease in achievement that will hopefully be addressed through our continued work with the Learning Communities.



Note:

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

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

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

Source: Ministry of Education, Student Data System (Data run on Nov 5, 2015).

Lloydminster Catholic School Division has been using the Fountas and Pinnell Assessment (F&P) to track student reading achievement for grades 1-5 students for the past 6 years. In 2014-2015, 64% of Grade 1-5 students were reading at or above grade level. Specifically, 66.3% of students in Grade 3 were reading at or above grade level. Some of our goals for the past year included:

- Assessing 100% of students in grades 1-5 using the F&P to inform classroom instruction and individualized goals.
- Developing teacher curriculum instructional organizers that include strategies for teaching reading in grades 1-3 and best practices for accessing curriculum, instruction and assessment to support reading instruction.

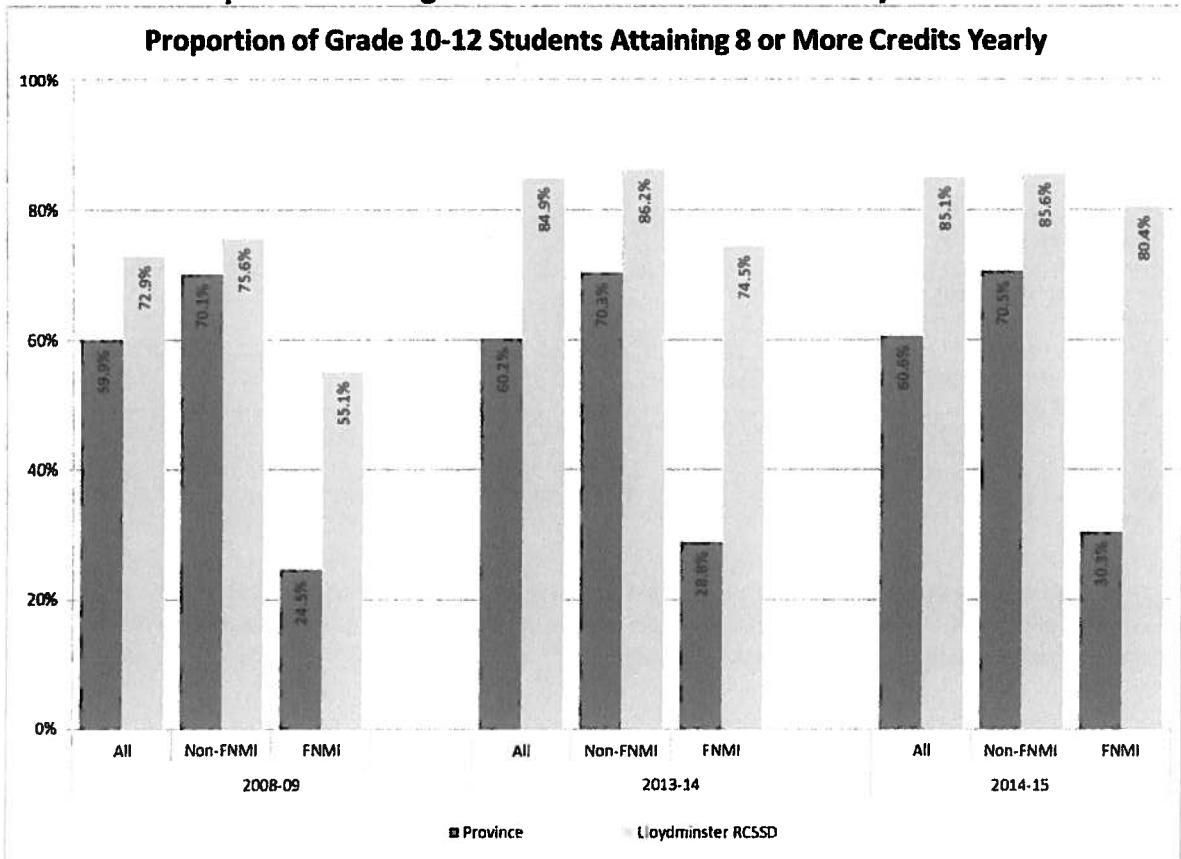
- Outlining interventions to support tier 1, 2, and 3 reading instruction.
- Organizing a primary reading literacy team for grades 1-3 to provide feedback with the development of school division based reading strategies.
- Providing a teacher training program to implement LCSD expectations for planning, instruction, assessment, and intervention for reading.

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

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

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

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



Achieve 80% graduation rate for all First Nations and Métis students.

Note:

- 80.4% of students (40.3% greater than provincial average) are achieving 8 or more credits in grade 10.

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

- With a graduation rate in excess of 76.9% annually (~40% provincially), LCSD will continue to focus on structures to meet all student needs including:
 - Lloydminster Catholic School Division has an outstanding Dream Catchers mentorship program. The Dream Catchers program was created for students develop a sense of “safe place” in school while also developing tools to become leaders for younger students.
 - Our school Aboriginal Program Coordinator who carries many titles that enabled her to do “whatever was required” to get students to school with the optimal goal of graduation.
 - Our school division created opportunity for students to be part of our school family by getting involved in after school activities.

Measures

Average Final Marks – Lloydminster RCSSD

Average Final Marks in Selected Secondary-Level Courses 2014-15						
Subject	All Students		Non-FNMI		FNMI	
	Province	Lloydminster RCSSD	Province	Lloydminster RCSSD	Province	Lloydminster RCSSD
English Language Arts A 10	72.4	77.6	75.1	77.8	61.5	75.7
English Language Arts B 10	72.7	78.1	75.2	78.6	61.7	74.5
Science 10	71.2	74.5	74.1	75.2	59.7	70.0
Math: Workplace and Apprenticeship 10	71.3	64.6	74.6	64.1	59.2	68.3
Math: Foundations and Pre-calculus 10	71.3	73.1	73.2	73.6	60.5	69.3
English Language Arts 20	73.4	82.8	75.1	83.1	64.4	79.2
Math: Workplace and Apprenticeship 20	67.2	64.9	69.3	64.2	62.0	nr
Math: Foundations 20	72.3	72.1	73.8	72.4	64.4	nr

Note:

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

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

Source: Ministry of Education, 2015

Credit attainment and graduation rate data demonstrates rates approximately 25% greater than provincial norms. Academic achievement in subject areas is approximately 15% higher in Lloydminster Catholic School Division than provincial averages.

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

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

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

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

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

By June 2020, all students report high levels of engagement in their learning.

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

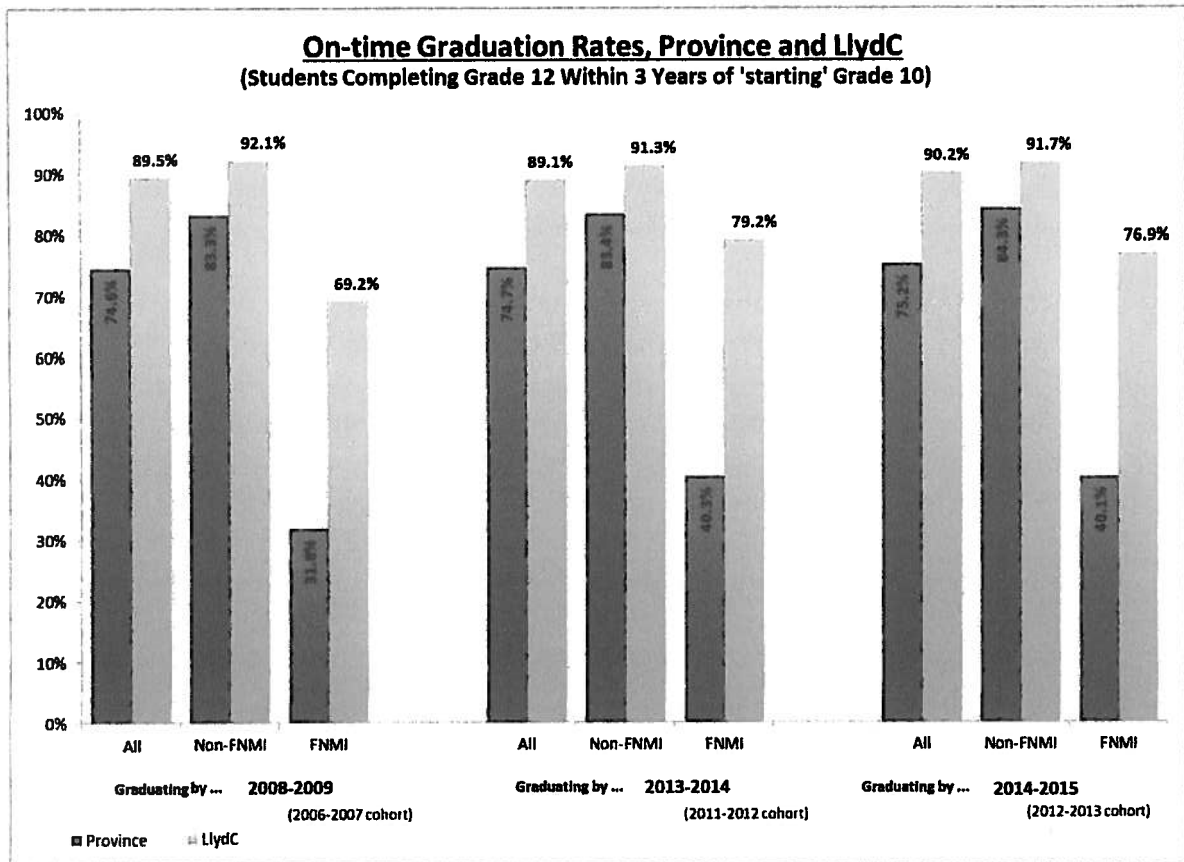
Using our Lloydminster Catholic School Division's Career Center and Dream Catchers programs, we will continue to strive for a FNMI grade rate in excess of 80%.

Goal: A minimum of 90% of all LCSD Grade 12 students will graduate on-time each and every year.

Our FNMI graduation rates 76.9% continued to improve toward LCSD goal of 80%.

Teaches continued to focus on the following as a means to support of FNMI students graduation rate:

- School-wide professional dedication to the "Failure is Not an Option" philosophy exemplified by common, determined expectations for student attendance, completion of submitted work for assessment, exams, etc.
- The "Response to Intervention" strategy was designed to detect FNMI students at risk, and defined a specific methodology to be implemented until the student returns to achievement expectations.
- Targeted emphasis on individual FNMI student success by all teachers through intense personalized supervision and monitoring of learning.
- LCSD is confident we are responding to the individual needs of each FNMI student with system interventions leading to these highly successful indicators.



Note:

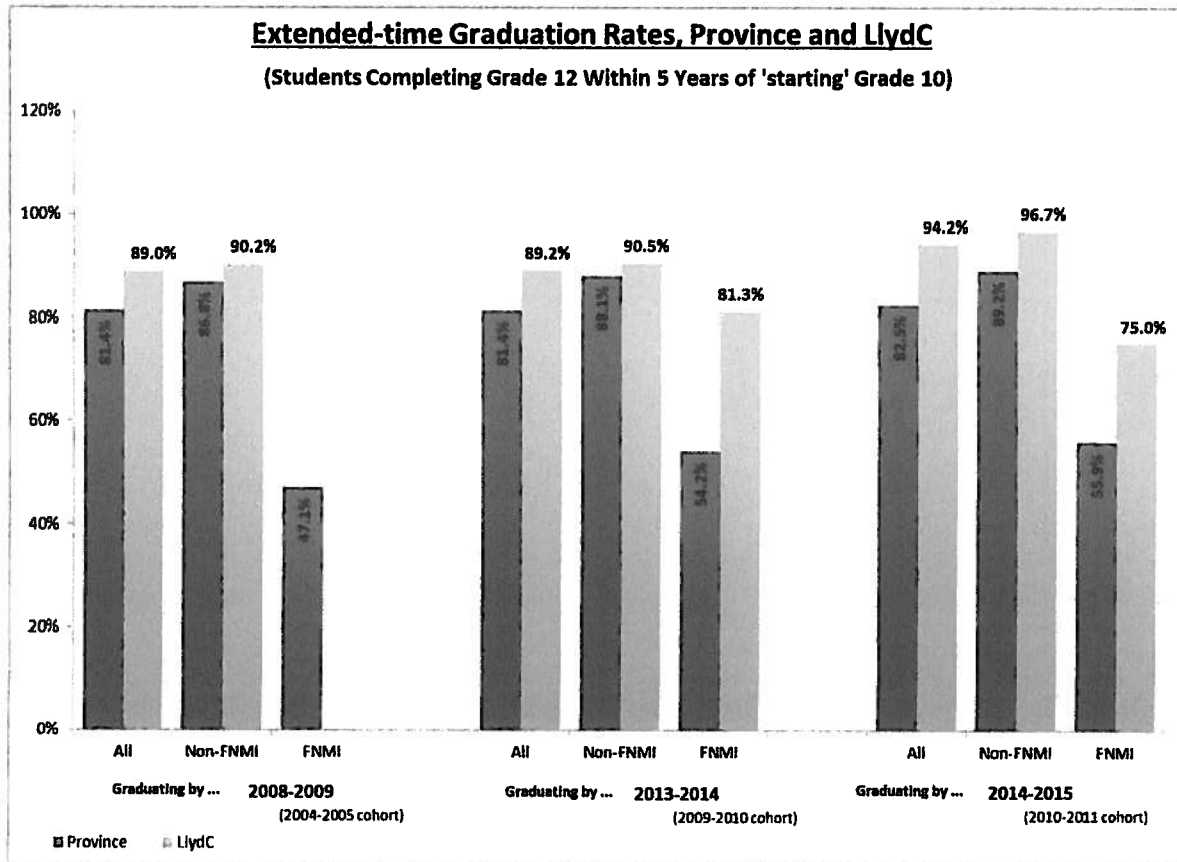
On-time graduation rates are calculated as the percentage of students who complete Grade 12 within 3 years of 'starting' Grade 10.

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

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

Source: Ministry of Education, 2015

- 76.9% of FNME students graduated on time. This represents a difference of 36.8% in FNME local results verses the FNMI Provincial results.
- The 90.2% on time graduation for all students exceeds the provincial graduation target by 10.2%.
- The 91.7% on time graduation rate for non-FNMI students exceeds the provincial graduation rate by 7.4% for non-FNMI students.
- LCSD continues to refine both the instructional structures and the intervention strategies that support our student achievements to graduation on time.



Note:

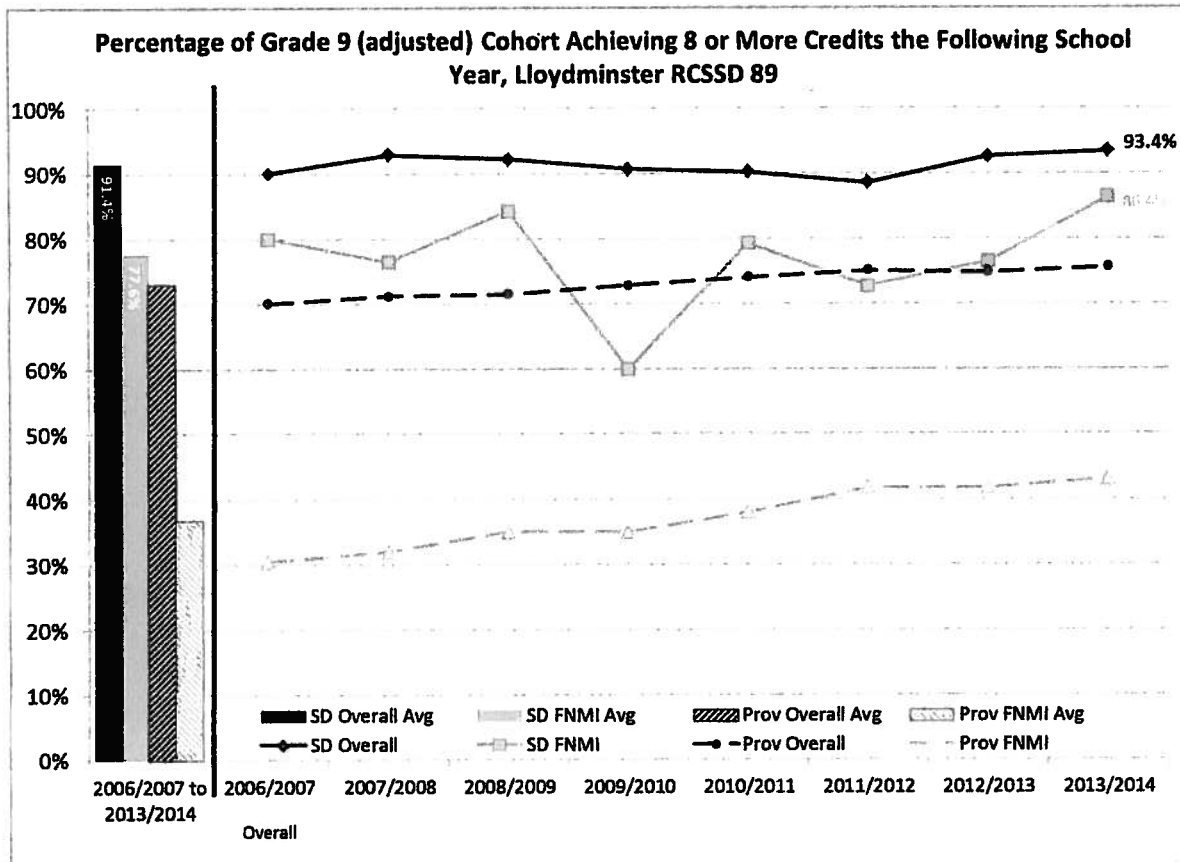
Extended-time graduation rates are calculated as the percentage of students who complete Grade 12 within 5 years of 'starting' Grade 10 (and include those who graduate on-time).

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

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

Source: Ministry of Education, 2015

In all three years we had seen LCSD FNMI students exceeding the Province in graduation rates. This includes FNMI, Non-FNMI and all students.



Notes:

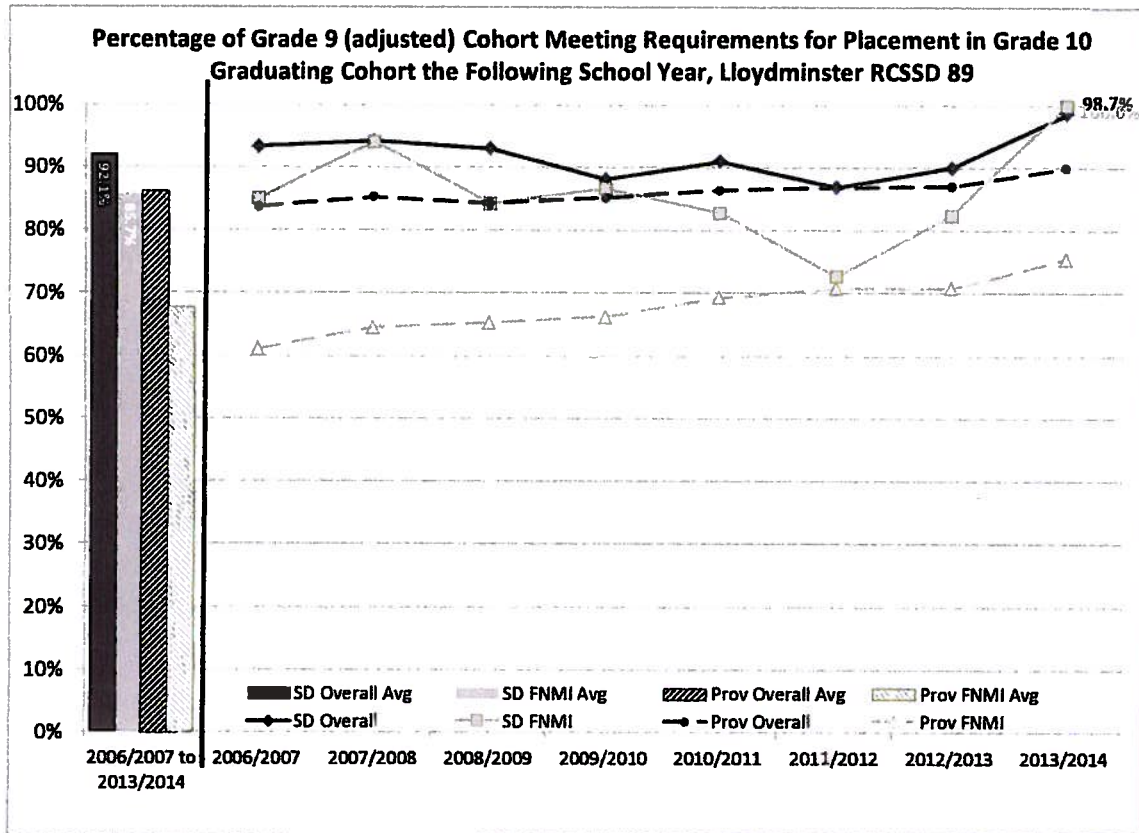
Grade 9 school year cohort is defined as the group of students enrolled in Grade 9 for the first time in a particular school year (according to the ministry Student Data System), adjusted in the following ways: 1) Students 12 and younger, and students 18 and older, as of Sep 30 of the Grade 9 school year, are excluded; and, 2) Students without a base enrolment on or after Sep 30 are excluded; 3) Students enrolled in Functionally Integrated or special education programs are excluded; and, 4) Students whose enrolment outcome is 'deceased', 'transferred to out-of-province schooling', or 'transferred to out-of-country schooling' prior to June 1st of the school year immediately following Grade 9 cohort placement are excluded. Students are assigned to the school division in which the student last enrolled in the year that they became part of the Grade 9 cohort.

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

Source: Ministry of Education, 2015



Holy Rosary High School continues to maintain excellent grade 9 cohort results due to implementation of:

- School-wide implementation of “Failure is Not an Option” where there are common, determined expectations for student attendance, completion of submitted work for assessment, exams, etc.
- Implementation of a school-wide “Response to Intervention” strategy designed to detect students at risk, and a defined methodology to respond until the student returns to achievement expectations.
- Emphasis on individual student success by all teachers through intense personalized supervision and monitoring of learning.
- LCSB is confident we are responding to the individual needs of students with system interventions leading to these highly successful indicators.

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

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

A summary of actions within this priority area include an analysis of funding relative to costs, a review of the Deloitte report to identify areas of savings, the implementation of

a LEAN philosophy across school divisions, and the opportunity to identify shared services across school divisions.

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

Achieve accumulated operational savings by 2016 to reassign to system strategies.

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

Goals: LCSD will deliver on each student achievement improvement goal while planning for 4-8% year-over-year enrollment growth while continuing to remain in alignment with provincial funding grant parameters.

Fiscal planning shall incorporate promising practices designed and implemented to positively impacting high achievement in our student learning outcomes. Administration fully recognizes the fiscal challenge of meeting internally developed programming, including: Instructional Coaches, our Early Learning initiative, rigor of detailed teacher planning and preparation, teacher growth and supervision, instructional organizers, recruitment and retention strategies.

LCSD continued to implement effective administration internal structures to meet all improvement goals within provincial finding parameters through monthly fiscal review, operational and governance, monitoring, and administrative scrutiny of student, personnel, and mandate performance. LCSD did not engage in a provincially registered LEAN event in 2014-2015.

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

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

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

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

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

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

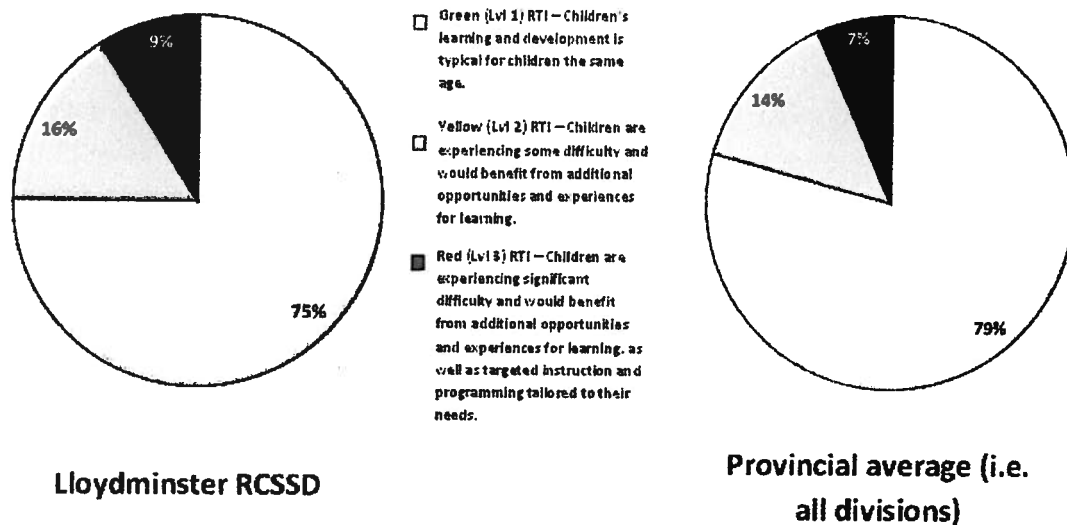
2014-15 School Division Goals and Actions for the Two to Five Year Priority
 Re-allocate financial resources to support “Fulltime Kindergarten” to support the learning goals defined for Kindergarten to Grade 3 reading attainment.

Goal : By June 2014-15 LCSD will re-allocate financial resources to support “Full-time Kindergarten” to support the learning goals defined for Kindergarten to Grade 3 reading attainment.

Actions:

- LCSD Senior Administration reviewed its budget and made necessary adjustments to ensure the full-time Kindergarten program could be supported.
- LCSD Administrative team reviewed and repackaged the purpose of the full-time Kindergarten program to ensure common understandings.
- LCSD Senior Administration worked with Mother Teresa administrators to ensure the necessary materials and resources were put in place to ensure the “early learning” best practices could continue and be embedded within all Kindergarten programs.

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



* Totals may not equal 100 because of rounding

Notes:

The EYE-TA is a readiness screening tool that provides information about each child’s development and learning with a focus on reading readiness skills. Results from the EYE-TA allow educators and school-based interdisciplinary teams to quickly identify children most likely to require extra support during the Kindergarten year, based on their levels of skill development in five key domains at school entry. In addition to results for

specific domains, children are also assigned a comprehensive score known as a Responsive, Tiered Instruction (RTI) level. Research shows early identification followed by a responsive, tiered approach to instruction from Kindergarten to Grade 3 can substantially reduce the prevalence of reading problems. Responsive, Tiered Instruction (RTI) is a preventive approach that allows educators, school teams, and divisions to allocate resources early and continuously, rather than waiting until children have experienced failure before responding. Children who have Tier 2 or Tier 3 needs at Kindergarten entry are re-assessed before Kindergarten exit, allowing school divisions to measure the impact of their supports and responses. Spring RTI data also serves as a leading indicator of the population of students who may need Tier 2 or Tier 3 instructional supports as they transition from Kindergarten to Grade 1.

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

Source: Ministry of Education, Early Years Branch, 2015

While LCSD EYE data continues to complex, there appears to be local factors that impede our young children's readiness for kindergarten. Our EYE data for typical readiness of 75% indicates our children are entering kindergarten behind the provincial average of 79%. LCSD student readiness was 2% lower than the provincial indicators in both in "some difficulty" and "significant difficulty". The lag in all three indicators for readiness makes our local goals and initiatives implement between pre-kindergarten, full-time kindergarten, kindergarten plus to grade 3 ever so important.

Our professional work at the division level over the past eight years have clearly demonstrated gains in our students' achievement as our students move towards reaching the reading target by the end of grade 3. We remain confident in the continuation in this tread as champion our strategies around early learning in our classrooms.

2014-15 School Division Local Goals and Actions for Two to Five Year Priority Area:

Lloydminster has met and exceeded the provincial Reading goals identified as targets for the year 2020. We began formal planning, with system organizers and fiscal commitments, to implement common improvement strategies in both writing and math even though these two areas have not been identified as Provincial targets. We believe our school division is ready to take lessons learned in our reading improvement and apply them to both writing and math.

Each school must comply with Lloydminster Catholic School Division's Strategic Plan with clearly defined goals in reading as well as in writing and math. Each school assesses each student's progress and make instructional adjustments during the year. All student assessment data in reading, writing and math is tracked in each school and collated into division results for each instructional area.

Measures

M	SPRING		
	% of Students Achieving Standard	% of Students Not Achieving Standard	% of Students Greatly Above Standard
St. Joseph	65	35	40
St Mary's	88	12	80
Father Gorman	69	41	42
St Thomas	60	40	49
DIVISION AVERAGE	71	32	53

Note: The source for the table above are collation of data derived from a locally math assessment.

This graph depicts the 2014-15 results in grades Kindergarten through seven. We have created the assessments based on curricular outcomes and strived to ensure the questions have a high level of rigor. Though our results are slightly lower than where we would like, we know that the high level of mastery required to meet the standard is a vital piece of our assessments.

R	SPRING					
	ERR	WPM	CMP	% of Students Achieving Standard	% of Students Not Achieving Standard	% of Students Greatly Above Standard
St. Joseph	1	105	73	85	15	34
St Mary's	1	93	79	96	4	58
Father Gorman	1	110	70	85	15	34
St Thomas	1	96	75	89	11	48
DIVISION AVERAGE	1	101	74	89	11	44

Note: The source for the table above are collation of data derived from a locally reading assessment.

These results are based on the F&P grade level assessments put forth by the Ministry (and show Grades 1 – 7). We continue to be pleased with the results and attribute the high level of achievement to the structures we have put in place in the division to focus on reading development.

W	SPRING									
	Planning %				Content	Artistry of Comm & Convection	Convection / Mechanics	% of Students that Met Standard	% of Students Not Achieving Standard	% of Students Greatly Above Standard
	A	B	C	D						
St Joseph	46	21	33	0	3.5	3.7	3.2	78	22	39
St. Mary's	12	33	45	10	3.4	3.5	3.3	80	20	36
Father Gorman	23	49	23	5	3.0	3.2	3.2	60	40	19
St Thomas	23	31	33	11	3.2	3.3	2.9	58	42	24
DIVISION AVERAGE	26	34	34	7	3.3	3.4	3.2	69	31	30

Note: The source for the table above are collation of data derived from a locally writing assessment.

This chart depicts our writing results from grades three to seven. The planning piece is a four point scale (A being exemplary) that demonstrates the level of planning demonstrated in the students' writing assessment. The remaining three categories are based on a five point scale (5 being exemplary) that is set up on a rubric. We have increased our writing assessments in the division to include these grades in 2014-15. These results will serve as a benchmark level for the division and will use them to support our writing action plans in the division in 2015-16.

The School Division in the Community

Lloydminster Roman Catholic Separate School Division #89 is an integral part of community life in west central Saskatchewan. The Division, as a whole, and individual schools are linked to the broader community in a multitude of ways. As a bi-provincial city, there are numerous opportunities to explore the richness of this unique community. The Board of Education places strong emphasis on community and parent involvement and on community partnerships.

Community and Parent Involvement

Research has shown that students achieve at higher levels in school when their parents/guardians and other community members are involved in their learning. The schools of Lloydminster Roman Catholic Separate School Division #89 all have programs and initiatives to encourage community and parent involvement. These programs vary from school to school and are unique to each community.

We learned a great deal about promoting community and parent involvement through our experience with Father Gorman Community School. Six years ago, we began to evolve a new

model of “community development” in all of our schools by taking the lessons learned from Father Gorman Community School and extending opportunities in each of our other schools. All the schools of Lloydminster Roman Catholic Separate School Division #89 share a common understanding of the importance of School Community Councils (SCC) as a mechanism for connecting community and school. SCC’s play a role in governance and most have established formal processes to foster community and parent involvement. For example, all SCC’s submit annual action plans to support their school’s Improvement Plan and to support parents in a wide range of services (eg. Parenting classes, food and nutrition workshops, etc.)

Community Partnerships

Lloydminster Roman Catholic Separate School Division #89 and individual schools within the Division have established a range of formal and informal community partnerships in order to promote student learning and ensure that students’ school experience is positive and successful. Lloydminster Roman Catholic Separate School Division #89 has formed a number of key partnerships, including:

- Lloydminster Minor Football Association for the joint development of our of high school football/soccer field with lighting.
- A local hair salon provides Cosmetology 10/20/30 programming in their place of business providing our students with an amazing, practical program.
- An annual partnership provides a local play school and their daily play school services inside our Mother Teresa Early Childhood Education Center.
- The Lloydminster Learning Council will access instructional space to provide language and cultural services to new immigrant parents.
- Catholic Social Services (Alberta) operates our 72 seat childcare center.
- Catholic Social Services (Alberta) leases office space in one of our facilities to provide counselling and support services to children and families in Lloydminster.
- Programs have been developed in partnership with Lakeland College to provide opportunities for our high school students to earn college credits while still in high school. Another partnership creates opportunities for our immigrant students to earn credits while enhancing their English skills (EAL).

Holy Rosary High School has also partnered with local businesses to enrich students’ educational experience and to help them connect what they learn at school to the world of work in a program called “Step Ahead.” Typically, the partner business provides job shadowing opportunities for students and sends representatives to the schools to talk about their business or industry. Lloydminster Catholic School Division is also proud to be a Co-sponsor of the “Indigenous Economic Partnership” Summit Conference in Lloydminster.

Lloydminster Learning Council

Partnership to offer early literacy programs to our young families with in our division. This program is located in our Mother Teresa Early Childhood Center. This partnership provides our Lloydminster Catholic School Division families with special family programming.

Nutritional Programs

We have encouraged businesses to work with us by sponsoring salad bar programs in our schools to enhance healthy eating for all students.

LCSO Outreach Program

Through the local Olive Tree organization, we have partnered to create a gift guide at Christmas that allows our community to donate money to three outline options: LCSO Outreach program for helping students with basic necessities; Breakfast/Emergency fund to ensure students have the proper nourishment to learn; Thirdly, community has the opportunity to donate to the expansion of Salad Bar program.

Promoting Physical Activity in Youth and Adults

We continue to offer many opportunities for children, parents and families to be active. We work with community organizations such as KidSport and Jump Start. Our Community Education coordinator sits on board of both organizations to ensure families are connected to supports. Sports clubs and groups work with schools to offer free programming to promote health and fitness for all.

Governance

The Board of Education

The Lloydminster Catholic School Division is governed by a seven-person elected Board of Education. *The Education Act, 1995* gives the Board of Education the authority to “administer and manage the educational affairs of the school division” and to “exercise general supervision and control over the schools in the school division”. Each elected Trustee is collectively responsible for monitoring the school division as a whole. There are no sub-divisions with identified Trustees.

The current Board was elected on November 26, 2014 to serve a four-year term. Board of Education members at August 31, 2014 are:

Paula Scott, Board Chair

Michelle Rusteika, Board Chair

Laurie Makichuk

Michelle Rusteika

Christopher Carnell

Erin MacDuff

Jill Wytrykusz

Calvin Fendelet

A list of the remuneration paid to all board members in 2014-2015 is provided in Appendix A.

School Community Councils

The Board of Education has established a School Community Council (SCC) for each of our 6 schools in Lloydminster Roman Catholic Separate School Division #89.

The Education Regulations, 1986 require school divisions to undertake orientation, training, development and networking opportunities for their SCC members. In 2014-2015 Lloydminster Catholic School Division conducted a forum, for this purpose, in each of its SCCs.

The Regulations also require School Community Councils to work with school staff to develop an annual school Learning Improvement Plan and to recommend that plan to the Board of Education. Each SCC provided an annual work plan and budget in alignment with the school division Strategic Plan for school improvement goals. Our Community Development Coordinator provides additional support for SCC program planning to each SCC.

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

- Focused SCC attention on school wide projects that
 - Recognize and honor parent skill and talent
 - Build and impact the development of a positive school ethos
 - Support school goals aligning projects for student success.

- Reviewing the "organizational framework" for SCC's to provide an efficient and effective model that builds engagement through "participation" at multiple levels from:
 - Regular attendance at school events ...
 - To simple volunteerism ...
 - To participation in planning and delivery of school-based services ... and,
 - To acting in positions of formal SCC executive leadership

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

All five SCCs in Lloydminster Roman Catholic Separate School Division #89 are made up of the required number of elected and appointed members, as outlined in *The Education Regulations, 1986*. The actual number of members varies from one SCC to another.

6 School Community Councils create action plans to support each schools learning goals. The focus on what they can do as SCC to promote student success to be aligned with school goals. Each SCC has written action plans with timelines with who is responsible for leading planning for each goal.

School division provides support through funding, information and opportunities to meet with other SCC's and create joint projects. Each SCC submits an annual plan and identifies funding support up to \$2,000 annually.

Examples of Lloydminster Catholic School Division School Community Council Activities:

- They have promoted math and literacy by hosting math and literacy nights.
- Hosting Book giveaways, math games giveaways, and books swaps
- Information tables encouraging parent participation
- Creating learning areas for students outside and within schools
- Providing and funding support for extracurricular programs for all students to attend.
- Provide back to school, open house, and BBQ's for students and parents to welcome them back to school and to promote participation.
- Providing funding to train staff to be First Aid facilitators to offer to all students in grade 10.
- Promote our faith supporting grotto in school entrances and having crucifixes purchased to be on it.
- Hosting Author nights for students during day and families in the evening.
- SCC Executive formation: While parents remain incredibly engaged active, attracting parents for formal executive positions continue to be a challenge.
- The Lloydminster Catholic School Division provides a Community Education Coordinator to support each school in the formation of their SCC Executive.

Demographics

Students

In 2014-2015, 2540 students were enrolled with Lloydminster Catholic School Division. This represents 196 more students than registered in 2013-2014 (2344 students) and 371 more students than registered in 2012-2013 (2169 students).

The enrolment average is noteworthy as the increase between 2012-2014 was greater than 8% year over year. This is very significant growth for our school division which will require Board and Administration work on short and long term capital planning.

The enrolment group of Kindergarten to Grade 3 students was significantly higher in number than the grade 9-12 enrolment for each of the 2010-13 academic years. This "pyramidal"

student enrolment trend will result in a significant student population increase in the years ahead as these groups of student's progress through the grades. For illustration, 130 students graduated in June 2013 with 280 Kindergarten class registered in August 2014.

Grade	School Year		
	2012-13	2013-14	2014-15
Kindergarten	222	250	250
1	201	236	236
2	188	195	195
3	161	188	188
4	179	163	163
5	146	180	180
6	130	158	158
7	148	136	136
8	156	159	159
9	168	166	166
10	139	167	167
11	140	127	127
12	130	145	145
Total	2108	2270	2270

PreK Overall	61	72	72
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Note: The table above identifies the actual number of students enrolled in each grade as of September 30 of each year.

Source: Ministry of Education, 2015

Subpopulation Enrolments	Grades	School Year		
		2012-13	2013-14	2014-15
Self-Identified FNMI	K to 3	82	78	78
	4 to 6	44	43	47
	7 to 9	54	55	46
	10 to 12	61	50	48
	Total	241	226	219
French Immersion	K to 3	238	274	311
	4 to 6	112	128	138
	7 to 9	96	93	91
	10 to 12	43	57	64
	Total	489	552	604
English as an Additional Language	1 to 3	18	48	76
	4 to 6	17	34	47
	7 to 9	30	42	50
	10 to 12	19	26	34
	Total	84	150	207

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

Source: Ministry of Education, 2015

Staff

Lloydminster Roman Catholic Separate School Division #89 is a large employer in the Lloydminster area and makes a significant contribution to the regional economy. The Division employs the full-time equivalent of 245.8 people. About half of these employees are teachers, the other half represent a wide range of roles and responsibilities. The School Division needs educational assistants, clerical staff, information technology (IT) people, caretakers, bus drivers, accountants and other staff in order to provide a quality education for students of the Division.

Job Category	FTEs
Classroom teachers	131.6
Principals, vice-principals	10.2
Other educational staff – e.g., educational psychologists, educational assistants, school community coordinators, speech language pathologists	81.32
Administrative and financial staff – e.g., clerks, accountants, IT people, administrative assistants	8
Plant operations and maintenance – e.g., caretakers, handypersons, carpenters, plumbers, electricians, gardeners, supervisors	18.68
Transportation – e.g., bus drivers, mechanics, parts persons, bus cleaners, supervisors	19
Senior management team – e.g. chief financial officer, director of education, superintendents	5
Total Full-Time Equivalent (FTE) Staff	273.80

Senior Management Team

The Director of Education, Mr. Doug Robertson, reports directly to the Board of Education. Three superintendents report to Mr. Doug Robertson:

- Superintendent of Instruction, Mr. Aubrey Patterson
- Superintendent of Student Services, Mr. Kevin Kusch
- Superintendent of Administration, Mrs. Melanie Stelmaschuk

Facilities Transportation and Infrastructure Projects

Facilities

Lloydminster Roman Catholic School Division #89 facilities include:

- Six schools located within Lloydminster City Boundaries. The oldest school is 55 years old; the newest is 2 years old;
- The school division head office located in Lloydminster. The central core of this building is 14 years old. The head office is adequate in size for present needs;
- The transportation center located in Lloydminster. The transportation center is used for maintenance and minor repair of school division buses. The transportation center of the school division was designed and constructed with Holy Rosary High school, both opening in 2001.

Infrastructure Projects

FACILITY	Project	Details	2014-15 Cost
HOLY ROSARY HIGH SCHOOL	Interior Upgrades	Floor Finishing	5080
		Interior Renovations	24785
	HVAC	HVAC Upgrade	14729
	Paving	Paving & Cement Repairs	20347
	Roof	Roof Repairs	2794
	Security	Security /Safety Upgrades	17622
FATHER GORMAN COMMUNITY SCHOOL	Interior Upgrades	Floor Finishing	3072
		Interior Renovations-Flooring	71989

		Interior Renovations- Science lab conversion	36409
		Interior Renovations	19253
	Paving	Paving and Field Maintenance	32266
	HVAC	Plumbing & HVAC	9697
	Roof	Roof Repairs	1880
	Security	Security	6975
ST. JOSEPH ELEMENTARY SCHOOL	Interior Upgrades	Interior Repairs & Maintenance	6653
	HVAC	Plumbing & HVAC	33237
	Paving	Paving	2619
	Roof	Roofing repairs	4686
ECOLE ST. THOMAS	Interior Upgrades	Interior Repairs & Maintenance	3218
ST. MARY'S ELEMENTARY SCHOOL	Interior Upgrades	Interior Repairs & Maintenance	43539
	Paving	Paving & Exterior	12448
	Safety	Safety	2303
	Playground	SiteWork Play Area	4054
MOTHER TERESA ECEC	Interior Upgrades	Interior Repairs & Maintenance	4955
	Safety	Safety	2064
DIVISION / TRANSPORTATION CENTRE	Interior Upgrades	Interior Repairs & Maintenance	7083
		GRAND TOTAL	393757

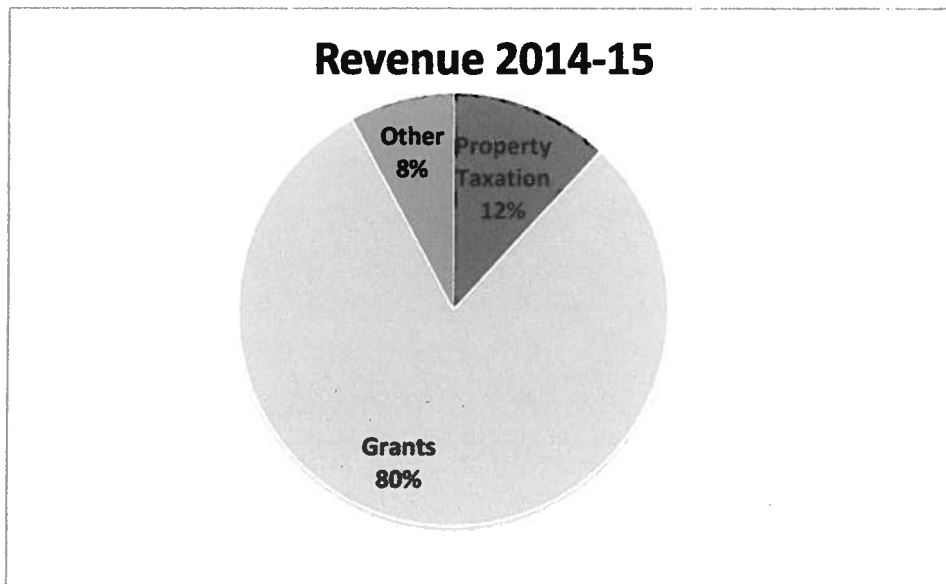
Student Transportation

- LCSD Operates its own bus transportation system
- Transportation of students in LCSD is complex resulting from the following:
 - The city proper is bisected by two provincial highways that complicate both student walking distances and vehicular traffic flows
 - Our school division also collaborates with a Saskatchewan rural school division that transports students, with a signed agreement, into our Lloydminster schools from the rural area on the Saskatchewan side. We also collaborate with an Alberta rural school district that transports students, without a formal agreement, into our Lloydminster schools from the rural area on the Alberta side.

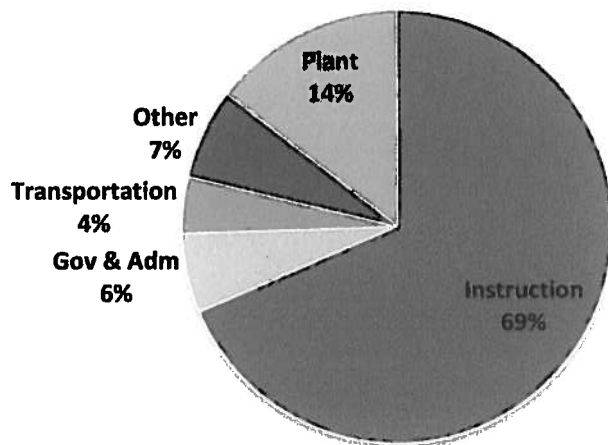
Transportation Statistics	
Number of Students transported daily	2,029
In-town students transported (included in above)	2,029
Transportation routes	36
Number of buses	25
Kilometres travelled daily – edulog	1001
Average age of bus	5 years
Capacity utilized on buses	90%
Average one-way ride time	20 min.
Longest one-way ride time	35 min
Cost per student per year	\$558.14
Cost per kilometre travelled	\$6.21

Financial Overview

Summary of Revenue and Expenses



Expense 2014-15



Budget to Actual Revenue, Expenses and Variances

	2015	2015	2014	Budget to Actual Variance	Budget to Actual % Variance	Note
	Budget	Actual	Actual	Over / (Under)		
REVENUES						
Property Taxation	3,017,441	3,140,716	2,961,069	123,275	4%	
Grants	19,625,791	21,217,975	19,248,276	1,592,184	8%	1
Tuition and Related Fees	20,296	20,296	11,827	-	0%	
School Generated Funds	1,003,212	1,020,651	1,031,123	17,439	2%	
Complementary Services	392,746	394,365	407,818	1,619	0%	
External Services	185,000	165,264	183,424	(19,736)	-11%	2
Other	257,100	481,508	385,841	224,408	87%	3
Total Revenues	24,501,586	26,440,775	24,229,378	1,939,189	8%	
EXPENSES						
Governance	193,616	185,616	183,603	(8,000)	-4%	
Administration	1,249,728	1,403,477	1,248,501	153,749	12%	4
Instruction	17,732,163	18,343,298	16,769,442	611,135	3%	
Plant	3,443,739	3,881,806	3,303,983	438,067	13%	5
Transportation	1,011,435	1,134,088	1,080,421	122,653	12%	6
Tuition and Related Fees	32,400	89,675	32,708	57,275	177%	7
School Generated Funds	1,002,242	886,367	958,803	(115,875)	-12%	8
Complementary Services	695,915	662,980	574,640	(32,935)	-5%	
External Services	184,720	160,339	169,726	(24,381)	-13%	9
Other Expenses	12,250	3,187	705	(9,063)	-74%	10
Total Expenses	25,558,208	26,750,833	24,322,532	1,192,625	5%	
Surplus (Deficit) for the Year	(1,056,622)	(310,058)	(93,154)			

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

Note	Explanation
1	Additional funding for increased enrolments and signing of the Provincial Collective Bargaining Agreement.
2	Fewer cafeteria sales than expected
3	Additional revenue received from an Alberta Agency to support the health and wellness of students, and from other Funding
4	Retirement of Superintendent of Administration, payout of severance,
5	Did not budget for the increase in amortization due to capitalization of major project
6	Additional personnel due to increase enrolment
7	Increased growth in home schooled students
8	Financial accountability and awareness from all schools
9	Fewer cafeteria sales than expected
10	Service charges and line of credit interest was less than anticipated

Appendices

Appendix A – Payee List

Board Remuneration

Name	Remuneration	Travel	PD**	Total
Carnell, Christopher	7,270	496	2,366	10,132
Fendelet, Calvin	7,270	707	-	7,977
MacDuff, Erin	7,270	215	215	7,700
Makichuk, Laurie	7,270	669	2,117	10,056
Rusteika, Michelle	11,235	3,010	1,550	15,795
*Scott, Paula	15,200	2,413	2,978	20,591
Wytrykusz, Jillian	7,270	511	-	7,781

*Board Chair **Professional development includes education, training and conferences.

Personal Services

Transfers

No transfer were made in excess of \$50,000

Supplier Payments

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

LLOYDMINSTER CO-OP	119,879
MARSH CANADA LIMITED	69,584
MARSHALL-LEE CONSTRUCTION CORP	273,072
METAFORE TECHNOLOGIES INC.	98,413
MIDWEST FLOORCOVERING	73,744
SOBEYS LLOYDMINSTER - RUSTCO FOODS	133,774
TGP LLOYDMINSTER	69,923
TLC DRIVER ED LTD.	72,820
UNISOURCE CANADA	67,932
XEROX CANADA	75,683

Name	Amount
AXIA SUPERNET	51,582
BEE J'S STATIONERS INC.	67,651
BLUE SKY COATINGS LTD.	71,089
BUS SALES OF SASKATOON	110,938
CITY OF LLOYDMINSTER	60,515
CRAFTEX BUILDERS	54,282
DELL CANADA INC	162,575
EDUCATIONAL WORLD TOURS	118,260
ENMAX ENERGY CORPORATION	388,341
GAS ALBERTA ENERGY	110,947

Other Expenditures

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

Name	Amount
ALBERTA TEACHERS' RETIREMENT FUND	159,773
MUNICIPAL EMPLOYEES' PENSION PLAN	841,021
RECEIVER GENERAL OF CANADA	5,130,138
SASK TEACHERS FEDERATION	1,440,903
SASKATCHEWAN SCHOOL BOARDS ASSOCIATION	267,020

Appendix B – Management Report and Audited Financial Statement's

Auditor's Report and Financial Statements

Of the Lloydminster Roman Catholic Separate School Division No. 89
School Division No. 606000

For the Period Ending: August 31, 2015

Chief Financial Officer Melanie Stelmaschuk

Auditor Wilkinson Livingston Stevens LLP
Chartered Accountants

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

**LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
FINANCIAL STATEMENTS
AUGUST 31, 2015**

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Management's Responsibility for the Financial Statements


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

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

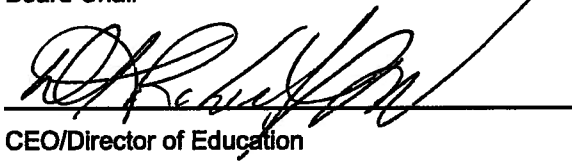
The board of education is composed of elected officials who are not employees of the School Division. The board is responsible for ensuring that management fulfills its responsibilities for financial reporting and internal control, and for approving the financial statements. The board is also responsible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

The external auditors, Wilkinson Livingston Stevens LLP, conduct an independent examination in accordance with Canadian auditing standards and express their opinion on the financial statements. The accompanying Auditor's 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 Roman Catholic Separate School Division No. 89:



Board Chair



CEO/Director of Education



Chief Financial Officer



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

INDEPENDENT AUDITOR'S REPORT

The Board of Directors
Lloydminster Roman Catholic Separate School Division No. 89
Lloydminster, Saskatchewan

We have audited the accompanying financial statements of the Lloydminster Roman Catholic Separate School Division No. 89, which comprise the statement of financial position as at August 31, 2015, and the statement of operations and accumulated surplus, changes in net financial assets and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

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

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

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

Opinion

In our opinion, the financial statements present fairly, in all material respects, the financial position of the Lloydminster Roman Catholic Separate School Division No. 89 as at August 31, 2015, and the results of its operations and changes in net financial assets and cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Wilkinson Livingston Stevens LLP

Lloydminster, Alberta
November 25, 2015


Chartered Accountants

**LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
STATEMENT OF FINANCIAL POSITION
AS AT AUGUST 31, 2015**

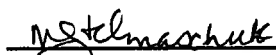
	2015	2014
Financial Assets		
Cash and Cash Equivalents	4,230,778	2,312,551
Accounts Receivable (Note 8)	4,293,244	4,700,706
Inventories for Sale	7,991	15,422
Portfolio Investments (Note 4)	93,815	87,214
Total Financial Assets	8,625,828	7,115,893
Liabilities		
Accounts Payable and Accrued Liabilities (Note 9)	956,050	770,974
Liability for Employee Future Benefits (Note 6)	198,400	179,000
Deferred Revenue (Note 10)	839,996	816,396
Total Liabilities	1,994,446	1,766,370
Net Financial Assets	6,631,382	5,349,523
Non-Financial Assets		
Tangible Capital Assets (Schedule C)	50,175,357	51,754,898
Prepaid Expenses	133,379	145,755
Total Non-Financial Assets	50,308,736	51,900,653
Accumulated Surplus (Note 13)	56,940,118	57,250,176

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

Approved by the Board:



Chairperson



Chief Financial Officer

**LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
STATEMENT OF OPERATIONS AND ACCUMULATED SURPLUS
FOR THE YEAR ENDED AUGUST 31, 2015**

	2015 Budget	2015 Actual	2014 Actual
	(Note 14)		
REVENUES			
Property Taxation	3,017,441	3,140,716	2,961,069
Grants	19,625,791	21,217,975	19,248,276
Tuition and Related Fees	20,296	20,296	11,827
School Generated Funds	1,003,212	1,020,651	1,031,123
Complementary Services (Note 11)	392,746	394,365	407,818
External Services (Note 12)	185,000	165,264	183,424
Other	257,100	481,508	385,841
Total Revenues (Schedule A)	24,501,586	26,440,775	24,229,378
EXPENSES			
Governance	193,616	185,616	183,603
Administration	1,249,728	1,403,477	1,248,501
Instruction	17,732,163	18,343,298	16,769,442
Plant	3,443,739	3,881,806	3,303,983
Transportation	1,011,435	1,134,088	1,080,421
Tuition and Related Fees	32,400	89,675	32,708
School Generated Funds	1,002,242	886,367	958,803
Complementary Services (Note 11)	695,915	662,980	574,640
External Services (Note 12)	184,720	160,339	169,726
Other Expenses	12,250	3,187	705
Total Expenses (Schedule B)	25,558,208	26,750,833	24,322,532
Operating (Deficit) for the Year	(1,056,622)	(310,058)	(93,154)
Accumulated Surplus from Operations, Beginning of Year	57,250,176	57,250,176	57,343,330
Accumulated Surplus from Operations, End of Year	56,193,554	56,940,118	57,250,176

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

**LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
STATEMENT OF CHANGES IN NET FINANCIAL ASSETS
FOR THE YEAR ENDED AUGUST 31, 2015**

	2015 Budget	2015 Actual	2014 Actual
	(Note 14)		
Net Financial Assets, Beginning of Year	5,349,523	5,349,523	8,702,250
Changes During the Year:			
Operating (Deficit) for the Year	(1,056,622)	(310,058)	(93,154)
Acquisition of Tangible Capital Assets (Schedule C)	(293,000)	(649,681)	(4,619,737)
Proceeds on Disposal of Tangible Capital Assets (Schedule C)	-	2,500	-
Net (Gain) on Disposal of Capital Assets (Schedule C)	-	(2,500)	-
Write-Down of Tangible Capital Assets (Schedule C)	-	223,986	-
Amortization of Tangible Capital Assets (Schedule C)	1,433,000	2,005,236	1,337,203
Net Acquisition of Prepaid Expenses	-	12,376	22,961
Change in Net Financial Assets	83,378	1,281,859	(3,352,727)
Net Financial Assets, End of Year	5,432,901	6,631,382	5,349,523

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

**LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED AUGUST 31, 2015**

	2015	2014
OPERATING ACTIVITIES		
Operating (Deficit) for the Year	(310,058)	(93,154)
Add Non-Cash Items Included in (Deficit) (Schedule D)	2,226,722	1,337,203
Net Change in Non-Cash Operating Activities (Schedule E)	655,345	989,623
Cash Provided by Operating Activities	2,572,009	2,233,672
CAPITAL ACTIVITIES		
Cash (Used) to Acquire Tangible Capital Assets	(649,681)	(4,619,737)
Proceeds on Disposal of Tangible Capital Assets	2,500	-
Cash (Used) by Capital Activities	(647,181)	(4,619,737)
INVESTING ACTIVITIES		
Cash (Used) to Acquire Portfolio Investments	(6,601)	(10,599)
Cash (Used) by Investing Activities	(6,601)	(10,599)
INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	1,918,227	(2,396,664)
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	2,312,551	4,709,215
CASH AND CASH EQUIVALENTS, END OF YEAR	4,230,778	2,312,551

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

**LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
SCHEDULE A: SUPPLEMENTARY DETAILS OF REVENUE
FOR THE YEAR ENDED AUGUST 31, 2015**

	2015 Budget	2015 Actual	2014 Actual
Property Taxation Revenue			
Tax Levy Revenue:			
Property Tax Levy Revenue	3,017,441	3,112,041	2,928,768
Total Property Tax Revenue	3,017,441	3,112,041	2,928,768
Grants in Lieu of Taxes:			
Federal Government	-	3,566	712
Provincial Government	-	9,219	21,042
Total Grants in Lieu of Taxes	-	12,785	21,754
Other Tax Revenues:			
House Trailer Fees	-	5,028	5,382
Total Other Tax Revenues	-	5,028	5,382
Additions to Levy:			
Penalties	-	15,200	5,392
Total Additions to Levy	-	15,200	5,392
Deletions from Levy:			
Cancellations	-	(4,338)	(227)
Total Deletions from Levy	-	(4,338)	(227)
Total Property Taxation Revenue	3,017,441	3,140,716	2,961,069

LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
SCHEDULE A: SUPPLEMENTARY DETAILS OF REVENUE
FOR THE YEAR ENDED AUGUST 31, 2015

	2015 Budget	2015 Actual	2014 Actual
Grants:			
Operating Grants			
Ministry of Education Grants:			
Operating Grant	6,925,003	7,677,333	6,545,781
Other Ministry Grants	-	116,637	69,450
Total Ministry Grants	6,925,003	7,793,970	6,615,231
Other Provincial Grants	-	4,642	31,693
Federal Grants	23,000	20,430	24,659
Grants from Others	12,438,104	13,281,697	11,866,977
Total Operating Grants	19,386,107	21,100,739	18,538,560
Capital Grants			
Ministry of Education Capital Grants	89,934	117,236	242,640
Other Capital Grants	149,750	-	467,076
Total Capital Grants	239,684	117,236	709,716
Total Grants	19,625,791	21,217,975	19,248,276
Tuition and Related Fees Revenue			
Operating Fees:			
Tuition Fees:			
Individuals and Other	20,296	20,296	11,827
Total Tuition Fees	20,296	20,296	11,827
Total Operating Tuition and Related Fees	20,296	20,296	11,827
Total Tuition and Related Fees Revenue	20,296	20,296	11,827

LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
SCHEDULE A: SUPPLEMENTARY DETAILS OF REVENUE
FOR THE YEAR ENDED AUGUST 31, 2015

	2015 Budget	2015 Actual	2014 Actual
School Generated Funds Revenue			
Curricular Fees:			
Student Fees	163,053	171,352	144,932
Total Curricular Fees	163,053	171,352	144,932
Non-Curricular Fees:			
Commercial Sales - Non-GST	82,000	67,210	70,238
Fundraising	585,550	504,724	569,977
Grants and Partnerships	-	51,041	62,500
Student Fees	172,609	226,324	183,476
Total Non-Curricular Fees	840,159	849,299	886,191
Total School Generated Funds Revenue	1,003,212	1,020,651	1,031,123
Complementary Services			
Operating Grants:			
Ministry of Education Operating Grants:			
Operating Grant	127,446	127,446	127,062
Other Ministry Grants	-	8,080	8,000
Other Provincial Grants	16,500	7,345	27,514
Other Grants	10,800	11,207	26,820
Total Operating Grants	154,746	154,078	189,396
Fees and Other Revenue			
Tuition and Related Fees	222,000	211,371	192,360
Other Revenue	16,000	28,916	26,062
Total Fees and Other Revenue	238,000	240,287	218,422
Total Complementary Services Revenue	392,746	394,365	407,818

LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
SCHEDULE A: SUPPLEMENTARY DETAILS OF REVENUE
FOR THE YEAR ENDED AUGUST 31, 2015

	2015 Budget	2015 Actual	2014 Actual
External Services			
Fees and Other Revenue			
Other Revenue	185,000	165,264	183,424
Total Fees and Other Revenue	185,000	165,264	183,424
Total External Services Revenue	185,000	165,264	183,424
Other Revenue			
Miscellaneous Revenue	79,600	296,361	228,549
Sales & Rentals	112,500	127,887	111,230
Investments	65,000	54,760	46,062
Gain on Disposal of Capital Assets	-	2,500	-
Total Other Revenue	257,100	481,508	385,841
TOTAL REVENUE FOR THE YEAR	24,501,586	26,440,775	24,229,378

LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
SCHEDULE B: SUPPLEMENTARY DETAILS OF EXPENSES
FOR THE YEAR ENDED AUGUST 31, 2015

	2015 Budget	2015 Actual	2014 Actual
Governance Expense			
Board Members Expense	76,720	64,700	69,326
Professional Development - Board Members	-	20,326	1,894
Elections	-	-	5,579
Other Governance Expenses	116,896	100,590	106,804
Total Governance Expense	193,616	185,616	183,603
Administration Expense			
Salaries	928,908	1,043,194	961,197
Benefits	69,247	106,175	82,191
Supplies & Services	102,600	100,444	96,820
Non-Capital Furniture & Equipment	16,000	12,252	4,787
Building Operating Expenses	5,000	4,917	4,820
Communications	59,003	53,261	54,703
Travel	61,970	75,413	39,226
Professional Development	7,000	7,821	4,757
Total Administration Expense	1,249,728	1,403,477	1,248,501
Instruction Expense			
Instructional (Teacher Contract) Salaries	11,561,384	11,946,658	11,198,278
Instructional (Teacher Contract) Benefits	588,368	637,402	602,734
Program Support (Non-Teacher Contract) Salaries	3,154,309	3,141,420	2,852,046
Program Support (Non-Teacher Contract) Benefits	569,950	610,799	552,225
Instructional Aids	679,866	554,199	297,305
Supplies & Services	228,200	216,574	203,531
Non-Capital Furniture & Equipment	5,000	126,503	83,025
Communications	88,370	102,932	98,895
Travel	34,075	47,715	64,128
Professional Development	170,100	155,146	138,773
Student Related Expense	159,541	199,254	223,444
Amortization of Tangible Capital Assets	493,000	604,696	455,058
Total Instruction Expense	17,732,163	18,343,298	16,769,442

LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
SCHEDULE B: SUPPLEMENTARY DETAILS OF EXPENSES
FOR THE YEAR ENDED AUGUST 31, 2015

	2015 Budget	2015 Actual	2014 Actual
Plant Operation & Maintenance Expense			
Salaries	1,008,785	990,914	999,927
Benefits	195,804	165,773	163,751
Supplies & Services	-	923	922
Non-Capital Furniture & Equipment	25,750	8,473	22,538
Building Operating Expenses	1,370,600	1,420,503	1,330,653
Communications	24,300	24,928	24,620
Travel	17,500	20,040	20,267
Professional Development	1,000	-	667
Amortization of Tangible Capital Assets	800,000	1,250,252	740,638
Total Plant Operation & Maintenance Expense	3,443,739	3,881,806	3,303,983
Student Transportation Expense			
Salaries	451,448	554,405	477,416
Benefits	93,337	95,993	82,172
Supplies & Services	140,600	135,991	162,902
Non-Capital Furniture & Equipment	120,600	122,661	132,593
Building Operating Expenses	21,100	23,452	21,683
Communications	2,900	3,218	1,678
Travel	2,250	1,756	1,815
Professional Development	4,200	2,510	6,751
Contracted Transportation	35,000	43,814	51,905
Amortization of Tangible Capital Assets	140,000	150,288	141,506
Total Student Transportation Expense	1,011,435	1,134,088	1,080,421
Tuition and Related Fees Expense			
Tuition Fees	32,400	89,675	32,708
Total Tuition and Related Fees Expense	32,400	89,675	32,708
School Generated Funds Expense			
Supplies & Services	72,583	53,035	50,304
Cost of Sales	473,200	179,352	226,533
School Fund Expenses	456,459	653,980	681,966
Total School Generated Funds Expense	1,002,242	886,367	958,803

**LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
SCHEDULE B: SUPPLEMENTARY DETAILS OF EXPENSES
FOR THE YEAR ENDED AUGUST 31, 2015**

	2015 Budget	2015 Actual	2014 Actual
Complementary Services Expense			
Administration Salaries & Benefits	69,717	60,548	45,131
Instructional (Teacher Contract)			
Salaries & Benefits	163,760	183,952	172,977
Program Support (Non-Teacher Contract)			
Salaries & Benefits	408,738	349,726	290,147
Supplies & Services	5,500	2,778	731
Travel	5,700	5,500	3,309
Professional Development (Non-Salary Costs)	2,500	1,246	540
Student Related Expenses	40,000	59,230	61,805
Total Complementary Services Expense	695,915	662,980	574,640
External Service Expense			
Program Support (Non-Teacher Contract)			
Salaries & Benefits	81,570	63,366	68,371
Supplies & Services	86,500	87,454	90,851
Non-Capital Furniture & Equipment	15,000	8,694	8,854
Travel	1,650	825	1,650
Total External Service Expense	184,720	160,339	169,726
Other Expense			
Interest and Bank Charges:			
Current Interest and Bank Charges	12,250	3,187	705
Total Interest and Bank Charges	12,250	3,187	705
Total Other Expense	12,250	3,187	705
TOTAL EXPENSES FOR THE YEAR	25,558,208	26,750,833	24,322,532

LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89

SCHEDULE C: SUPPLEMENTARY DETAILS OF TANGIBLE CAPITAL ASSETS
FOR THE YEAR ENDED AUGUST 31, 2015

	Land	Land Improvements	Buildings	Buildings Short-term	School Buses	Other Vehicles	Furniture and Equipment	Computer Hardware and Audio Equipment	Assets Under Construction	2014	2015
Tangible Capital Assets - at Cost:											
Opening Balance as of September 1	3,213,056	1,759,889	27,068,373	1,999,493	1,772,686	170,847	1,208,284	1,702,952	27,516,039	66,411,408	62,405,467
Additions/Purchases	-	-	-	-	98,686	44,908	174,743	192,410	138,934	649,681	4,619,737
Disposals	-	-	-	-	(17,751)	-	(47,809)	(508,256)	-	(573,818)	(613,796)
Write-Downs	-	-	-	-	-	-	-	-	(223,986)	(223,986)	-
Transfers to (from)	-	26,721	25,881,321	9,931	-	32,536	1,014,498	465,982	(27,430,987)	-	-
Closing Balance as of August 31	3,213,056	1,786,610	52,949,694	2,009,424	1,853,620	248,091	2,349,724	1,853,086	-	66,263,285	66,411,408
Tangible Capital Assets - Amortization:											
Opening Balance as of September 1	-	807,708	10,662,070	490,982	872,853	110,487	505,708	1,206,702	-	14,656,510	13,933,103
Amortization of the Period	-	89,330	1,072,365	75,704	143,087	18,187	234,972	370,611	-	2,095,236	1,337,203
Disposals	-	-	-	-	(17,751)	-	(47,809)	(508,256)	-	(573,818)	(613,796)
Closing Balance as of August 31	-	897,038	11,734,435	566,686	998,189	129,674	682,871	1,069,055	-	16,087,928	14,656,510
Net Book Value:											
Opening Balance as of September 1	3,213,056	952,181	16,406,303	1,508,511	899,832	60,160	702,586	496,230	27,516,039	51,754,898	48,472,364
Closing Balance as of August 31	3,213,056	889,572	41,215,259	1,442,738	855,451	118,417	1,656,853	784,011	-	50,175,357	51,754,898
Change in Net Book Value	-	(62,609)	24,808,956	(65,773)	(44,381)	58,257	854,267	287,781	(27,516,039)	(1,579,541)	3,282,534
Disposals:											
Historical Cost	-	-	-	-	17,751	-	47,808	508,258	-	573,818	613,796
Accumulated Amortization	-	-	-	-	(17,751)	-	(47,809)	(508,258)	-	(573,818)	(613,796)
Net Cost	-	-	-	-	500	-	2,000	-	-	-	-
Price of sale	-	-	-	-	-	-	-	-	-	-	-
Gain on Disposal	-	-	-	-	500	-	2,000	-	-	2,500	-

LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89

**SCHEDULE D: NON-CASH ITEMS INCLUDED IN (DEFICIT)
FOR THE YEAR ENDED AUGUST 31, 2015**

	2015 Actual	2014 Actual
Non-Cash Items Included in (Deficit):		
Amortization of Tangible Capital Assets (Schedule C)	2,005,236	1,337,203
Net (Gain) on Disposal of Tangible Capital Assets	(2,500)	-
Write-Down of Tangible Capital Assets (Schedule C)	223,986	-
Total Non-Cash Items Included in (Deficit)	2,226,722	1,337,203

**SCHEDULE E: NET CHANGE IN NON-CASH OPERATING ACTIVITIES
FOR THE YEAR ENDED AUGUST 31, 2015**

	2015 Actual	2014 Actual
Net Change in Non-Cash Operating Activities:		
Decrease in Accounts Receivable	407,462	2,053,339
Decrease (Increase) in Inventories for Sale	7,431	(8,684)
Increase (Decrease) in Accounts Payable and Accrued Liabilities	185,076	(1,203,366)
Increase in Liability for Employee Future Benefits	19,400	21,700
Increase in Deferred Revenue	23,600	103,673
Decrease in Prepaid Expenses	12,376	22,961
Total Net Change in Non-Cash Operating Activities	655,345	989,623

LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED AUGUST 31, 2015

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 Roman Catholic School Division No. 89" and operates as "the Lloydminster Roman Catholic School Division No. 89". The school division provides education services to residents within its geographic region and is governed by an elected board of trustees.

The school division is funded mainly by grants from the Government of Saskatchewan and Alberta and a levy on the property assessment included in the school division's boundaries at mill rates determined by the provincial government and agreed to by the board of education, although separate school divisions continue to have a legislative right to set their own mill rates. The school division is exempt from income tax and is a registered charity under the *Income Tax Act*.

2. SIGNIFICANT ACCOUNTING POLICIES

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

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

a) Basis of Accounting

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

b) Reporting Entity

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

c) Trust Funds

Trust funds are properties assigned to the school division (trustee) under a trust agreement or statute to be administered for the benefit of the trust beneficiaries. As a trustee, the school division merely administers the terms and conditions embodied in the agreement, and it 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 16 of the financial statements.

**LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED AUGUST 31, 2015**

2. SIGNIFICANT ACCOUNTING POLICIES (CONT'D)

d) Measurement Uncertainty and the Use of Estimates

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

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

- the liability for employee future benefits of \$198,400 (2014 - \$179,000) because actual experience may differ significantly from actuarial estimations.
- property taxation revenue of \$3,140,716 (2014 - \$2,961,069) because final tax assessments may differ from initial estimates.
- useful lives of capital assets and related amortization of \$2,005,236 (2014 - \$1,337,203) because the actual useful lives of the capital assets may differ from their estimated economic lives.

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

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

e) Financial Instruments

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

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.

LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED AUGUST 31, 2015

2. SIGNIFICANT ACCOUNTING POLICIES (CONT'D)

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

f) Financial Assets

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

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

Accounts Receivable includes taxes receivable, provincial grants receivable and other receivables. Taxes receivable represent education property taxes assessed or estimated owing to the end of the fiscal period but not yet received. The allowance for uncollected taxes is a valuation allowance used to reduce the amount reported for taxes receivable to the estimated net recoverable amount. The allowance represents management's estimate of the amount of taxes that will not be collected taking into consideration prior years' tax collections and information provided by municipalities regarding collectability of outstanding balances. Provincial grants receivable represent operating, capital, and other grants earned but not received at the end of the fiscal year, provided reasonable estimates of the amounts can be made. Grants are earned when the events giving rise to the grant have occurred, the grant is authorized and any eligibility criteria have been met.

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

Inventories for Sale consist of goods which are held for sale in the ordinary course of operations and are valued at the lower of cost and net realizable value. Cost is determined by the FIFO (first-in, first-out) method. Net realizable value is the estimated selling price in the ordinary course of business.

Portfolio Investments consist of equity common shares with Synergy Credit Union and Lloydminster Co-op. The school division values its portfolio investments in accordance with its policy for financial instruments, as described in Note 2(e).

**LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED AUGUST 31, 2015**

2. SIGNIFICANT ACCOUNTING POLICIES (CONT'D)

g) Non-Financial Assets

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

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

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

Land improvements (pavement, fencing, lighting, etc.)	20 years
Buildings	50 years
Buildings – short-term (portables, storage sheds, outbuildings, garages)	20 years
School buses	12 years
Other vehicles	10 years
Furniture and equipment	10 years
Computer hardware and audio visual equipment	5 years

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

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

Prepaid Expenses are prepaid amounts for goods or services which will provide economic benefits in one or more future periods. Prepaid expenses include insurance premiums and membership dues.

LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED AUGUST 31, 2015

2. SIGNIFICANT ACCOUNTING POLICIES (CONT'D)

h) Liabilities

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

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

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

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

i) Employee Pension Plans

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

Multi-Employer Defined Benefit Plans

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

- i) Teachers participate in the Saskatchewan Teachers' Retirement Plan (STRP), the Saskatchewan Teachers' Superannuation Plan (STSP) or the Alberta Teachers Retirement Plan (ATRP). The school division's obligation for these plans is limited to collecting and remitting contributions of the employees at rates determined by the plans.

LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED AUGUST 31, 2015

2. SIGNIFICANT ACCOUNTING POLICIES (CONT'D)

- ii) Other employees participate in the Municipal Employees' Pension Plan (MEPP). In accordance with PSAB, the plan is accounted for as a defined contribution plan whereby the school division's contributions are expensed when due.

j) Revenue Recognition

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

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

i) Government Transfers (Grants)

Grants from governments are considered to be government transfers. In accordance with PS3410 standard, government transfers are recognized as revenues when the transfer is authorized, all eligibility criteria have been met, the amount can be estimated and collection is reasonably assured except when, and to the extent, stipulations by the transferor give rise to an obligation that meets the definition of a liability. For transfers with stipulations, revenue is recognized in the statement of operations and accumulated surplus from operations as the stipulation liabilities are settled.

ii) Property Taxation

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

LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED AUGUST 31, 2015

2. SIGNIFICANT ACCOUNTING POLICIES (CONT'D)

iii) Fees and Services

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

iv) Interest Income

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

v) Other (Non-Government Transfer) Contributions

Unrestricted contributions are recognized as revenue in the year received or in the year the funds are committed to the school division if the amount can be reasonably estimated and collection is reasonably assured. Externally restricted contributions are contributions for which the contributor has placed restrictions on the use of the resources. Externally restricted contributions that are to be held in perpetuity are recognized as revenue in the year in which they are received or committed if the amount can be reasonably estimated and collection is reasonably assured. Externally restricted contributions that are not held in perpetuity are deferred until the resources are used for the purpose specified, at which time the contributions are recognized as revenue. In-kind contributions are recorded at their fair value when they are received.

k) Statement of Remeasurement Gains and Losses

The school division has not presented a statement of remeasurement gains and losses because it does not have financial instruments that give rise to material remeasurement gains or losses.

3. SHORT-TERM BORROWINGS

Bank indebtedness consists of a demand operating line of credit with a maximum borrowing limit of \$4,000,000 that bears interest at bank prime rate per annum. This line of credit is authorized by a borrowing resolution by the board of education and is secured by all book accounts and book debt. This line of credit was approved by the Minister of Education on February 16, 2012. The balance drawn on the line of credit at August 31, 2015 was \$nil (August 31, 2014 - \$nil).

LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED AUGUST 31, 2015

4. PORTFOLIO INVESTMENTS

Portfolio investments are comprised of the following:

	2015	2014
Portfolio investments in the cost and amortized cost category:	Cost	Cost
Equity common shares of Co-op	\$ 35,918	\$ 32,009
Equity common shares of Synergy Credit Union	57,897	55,205
Total portfolio investments reported at cost and amortized cost	\$ 93,815	\$ 87,214

5. EXPENSES BY FUNCTION AND ECONOMIC CLASSIFICATION

Function	Salaries & Benefits	Goods & Services	Amortization of TCA	2015 Actual	2014 Actual
Governance	\$ 494	\$ 185,122	\$ -	\$ 185,616	\$ 183,603
Administration	1,149,369	254,108	-	1,403,477	1,248,501
Instruction	16,336,279	1,402,323	604,696	18,343,298	16,769,442
Plant	1,156,687	1,474,867	1,250,252	3,881,806	3,303,983
Transportation	650,399	333,401	150,288	1,134,088	1,080,421
Tuition and Related Fees	-	89,675	-	89,675	32,708
School Generated Funds	-	886,367	-	886,367	958,803
Complementary Services	594,226	68,754	-	662,980	574,640
External Services	63,366	96,973	-	160,339	169,726
Other	-	3,187	-	3,187	705
TOTAL	\$ 19,950,820	\$ 4,794,777	\$ 2,005,236	\$ 26,750,833	\$ 24,322,532

LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED AUGUST 31, 2015

6. EMPLOYEE FUTURE BENEFITS

The school division provides certain post-employment, compensated absence and termination benefits to its employees. These benefits include accumulating non-vested sick leave, banked vacation and retirement gratuity. 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. Morneau Shepell Ltd, a firm of consulting actuaries, performed an actuarial valuation and estimated the Liability for Employee Future Benefits as at August 31, 2015.

Details of the employee future benefits are as follows:

	2015	2014
	Aug.31,2015	(Aug.31,2014)
Actuarial valuation (extrapolation) date		
Long-term assumptions used:		
Discount rate at end of period	2.50%	2.80%
Inflation and productivity rate (excluding merit and promotion)	3.20%	3.25%
Expected average remaining service life (years)	15	15

Liability for Employee Future Benefits	2015	2014
Accrued Benefit Obligation - beginning of year	\$ 192,600	\$ 174,100
Current period service cost	16,700	15,200
Interest cost	5,800	6,600
Benefit payments	(4,100)	(1,600)
Actuarial losses	62,100	15,000
Plan amendments	-	(16,700)
Accrued Benefit Obligation - end of year	273,100	192,600
Unamortized Net Actuarial (Losses)	(74,700)	(13,600)
Liability for Employee Future Benefits	\$ 198,400	\$ 179,000

Expense for Employee Future Benefits	2015	2014
Current period service cost	\$ 16,700	\$ 15,200
Amortization of net actuarial loss	1,000	1,500
Benefit cost	17,700	16,700
Interest cost	5,800	6,600
Total Employee Future Benefits Expense	\$ 23,500	\$ 23,300

**LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED AUGUST 31, 2015**

7. PENSION PLANS

Multi-Employer Defined Benefit Plans

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

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

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

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

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

	2015				2014
	STRP	STSP	ATRF	TOTAL	TOTAL
Number of active School Division members	169	-	21	190	160
Member contribution rate (percentage of salary)	9.1%/11.3%	6.05%/7.85%	11.44%/16.34%	6.05-16.34%	6.05-11.44%
Member contributions for the year	\$ 1,070,680	\$ -	\$ 140,724	\$ 1,211,404	\$ 983,577

**LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED AUGUST 31, 2015**

7. PENSION PLANS (CONT'D)

ii) **Municipal Employees' Pension Plan (MEPP)**

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

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

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

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

Details of the MEPP are as follows:

	<u>2015</u>	<u>2014</u>
Number of active School Division members	178	145
Member contribution rate (percentage of salary)	8.15%	8.15%
School Division contribution rate (percentage of salary)	8.15%	8.15%
Member contributions for the year	\$ 417,323	\$ 372,080
School Division contributions for the year	\$ 417,323	\$ 372,080
Actuarial (extrapolation) valuation date	(Dec 31/2014)	Dec 31/2013
Plan Assets (in thousands)	\$ 2,006,587	\$ 1,685,167
Plan Liabilities (in thousands)	\$ 1,672,585	\$ 1,498,853
Plan Surplus (in thousands)	\$ 334,002	\$ 186,314

LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED AUGUST 31, 2015

8. ACCOUNTS RECEIVABLE

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

	2015			2014		
	Total Receivable	Valuation Allowance	Net of Allowance	Total Receivable	Valuation Allowance	Net of Allowance
Taxes Receivable	\$ 7,374	\$ -	\$ 7,374	\$ 115,744	\$ -	\$ 115,744
Provincial Grants Receivable	4,107,429	-	4,107,429	4,171,975	-	4,171,975
Other Receivables	178,441	-	178,441	412,987	-	412,987
Total Accounts Receivable	\$ 4,293,244	\$ -	\$ 4,293,244	\$ 4,700,706	\$ -	\$ 4,700,706

9. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

Details of accounts payable and accrued liabilities are as follows:

	2015	2014
Accrued salaries and benefits	\$ 55,451	\$ 196,018
Supplier payments	894,344	564,433
Staff funds	6,255	10,523
Total Accounts Payable and Accrued Liabilities	\$ 956,050	\$ 770,974

10. DEFERRED REVENUE

Details of deferred revenues are as follows:

	Balance as at Aug. 31, 2014	Additions during the Year	Revenue recognized in the Year	Balance as at Aug. 31, 2015
Other deferred revenue:				
Unearned fees for service	\$ 43,638	\$ 46,838	\$ (36,971)	\$ 53,505
Unearned donation revenue	112,000	-	(112,000)	-
Unearned taxation revenue	660,758	3,266,449	(3,140,716)	786,491
Total Deferred Revenue	\$ 816,396	\$ 3,313,287	\$ (3,289,687)	\$ 839,996

LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED AUGUST 31, 2015

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 revenues and expenses of the Complementary Services programs operated by the school division in 2015 and 2014:

Summary of Complementary Services Revenues and Expenses, by Program	Pre-K Programs	Community and Inter-Agency Liaison	Other Programs	2015	2014
Revenues:					
Operating Grants	\$ 127,446	\$ -	\$ 26,632	\$ 154,078	\$ 189,396
Fees and Other Revenues	-	-	240,287	240,287	218,422
Total Revenues	127,446	-	266,919	394,365	407,818
Expenses:					
Salaries & Benefits	298,212	60,548	235,466	594,226	508,255
Supplies and Services	2,778	-	-	2,778	731
Travel	-	5,500	-	5,500	3,309
Professional Development (Non-Salary Costs)	-	1,246	-	1,246	540
Student Related Expenses	666	-	58,564	59,230	61,805
Total Expenses	301,656	67,294	294,030	662,980	574,640
(Deficiency) of Revenues over Expenses	\$ (174,210)	\$ (67,294)	\$ (27,111)	\$ (268,615)	\$ (166,822)

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

Pre-K programs: Pre-K programming assists preschool children develop socially and academically.

Community and Inter-Agency Liaison: Father Gorman Community School works with parents and partners with community agencies to offer programs and activities based on the needs of families and the community at large and may include fitness, life skills and nutrition programs.

Other programs: In-school nutrition programs engage students in healthy eating, physical activity and foster positive self-esteem. After-school and summer programs promote physical fitness, nutrition awareness and literacy.

**LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED AUGUST 31, 2015**

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 revenues and expenses of the External Services programs operated by the school division in 2015 and 2014:

Summary of External Services Revenues and Expenses, by Program	Cafeteria	2015	2014
Revenues:			
Fees and Other Revenues	\$ 165,264	\$ 165,264	\$ 183,424
Total Revenues	165,264	165,264	183,424
Expenses:			
Salaries & Benefits	63,366	63,366	68,371
Supplies and Services	87,454	87,454	90,851
Non-Capital Equipment	8,694	8,694	8,854
Travel	825	825	1,650
Total Expenses	160,339	160,339	169,726
Excess of Revenues over Expenses	\$ 4,925	\$ 4,925	\$ 13,698

The purpose and nature of the External Services cafeteria program is to offer healthy lunches and nutritious snacks to students at the high school.

LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED AUGUST 31, 2015

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. These internally restricted amounts are included in the accumulated surplus presented in the statement of financial position. The school division does not maintain separate bank accounts for the internally restricted amounts.

Details of accumulated surplus are as follows:

	August 31 2014	Additions during the year	Reductions during the year	August 31 2015
Invested in Tangible Capital Assets:				
Net Book Value of Tangible Capital Assets	\$ 51,754,898	\$ 649,681	\$ 2,229,222	\$ 50,175,357
	<u>51,754,898</u>	<u>649,681</u>	<u>2,229,222</u>	<u>50,175,357</u>
S.286 pre-April 2009 capital reserves (1)	2,231,059	-	2,231,059	-
PMR maintenance project allocations (2)	-	117,236	117,236	-
Internally Restricted Surplus:				
Capital projects:				
Equipment replacement	22,157	77,843	-	100,000
Administrative building reserve	73,580	81,000	-	154,580
Major capital reserve	-	2,000,000	-	2,000,000
	<u>95,737</u>	<u>2,158,843</u>	<u>-</u>	<u>2,254,580</u>
Other:				
Retirement contingency	42,200	-	42,200	-
Salary contingency	209,518	-	209,518	-
Educational programming reserve	500,000	-	-	500,000
School generated funds	96,768	15,023	43,193	68,598
School budget carryovers	48,708	-	48,708	-
Unexpended grants	10,055	-	10,055	-
School Community Council	87,229	29,653	1,487	115,395
	<u>994,478</u>	<u>44,676</u>	<u>355,161</u>	<u>683,993</u>
Unrestricted Surplus	2,174,004	1,652,184	-	3,826,188
Total Accumulated Surplus	\$ 57,250,176	\$ 4,622,620	\$ 4,932,678	\$ 56,940,118

**LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED AUGUST 31, 2015**

13. ACCUMULATED SURPLUS (CONT'D)

- (1) **S.286 pre-April 2009 Capital Reserves** represent capital reserves that were created by pre-April 2009 board of education motions that designated certain prior years' operating surpluses to be set aside for the purpose of future capital expenditures. Pursuant to S.286 of *The Education Act, 1995*, the school division is required to hold these reserves as a special fund for the purpose of constructing or acquiring any capital works that may be approved by the minister.
- (2) **PMR Maintenance Project Allocations** represent transfers received from the Ministry of Education as funding support for maintenance projects on the school division's approved 3 year capital maintenance plans. Unspent funds at the end of a fiscal year are designated for future approved capital plan maintenance project expenditures.

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

Equipment replacement: funds set aside to cover the cost of equipment replacement or modernization.

Administrative building reserve: funds set aside to cover the future cost of an administrative building.

Major capital reserve: funds set aside to cover future major capital project upgrades.

Retirement contingency: funds designated to satisfy contractual retirement commitments for senior administration.

Salary contingency: funds designated for unanticipated personnel costs.

Educational programming reserve: funds set aside to cover educational requirements and pressures.

School generated funds: school fundraising surplus funds restricted for future school use.

School budget carryovers: instructional funds that represent unspent school budgets available for future use.

14. BUDGET FIGURES

Budget figures included in the financial statements were approved by the board of education on June 25, 2014 and the Minister of Education on August 12, 2014.

**LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED AUGUST 31, 2015**

15. RELATED PARTIES

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

Related Party Transactions

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

**LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED AUGUST 31, 2015**

15. RELATED PARTIES (CONT'D)

	2015	2014
Revenues:		
Ministry of Education	\$ 8,046,732	\$ 6,992,933
Saskatchewan Government Insurance	84,300	52,525
Prairie North Regional Health Authority	500	-
Workers' Compensation Board	12,159	2,923
	\$ 8,143,691	\$ 7,048,381
Expenses:		
Workers' Compensation Board	\$ 15,835	\$ 14,148
Saskatchewan Power Corporation	11,336	13,423
Saskatchewan Government Insurance	19,354	13,160
Saskatoon Public School Division	500	-
Lloydminster Public School Division	1,345	1,200
Living Sky School Division No. 202	-	800
Prairie South School Division No. 210	150	525
Prairie North Regional Health Authority	250	-
SaskTel	4,171	5,330
St. PauFs RCSSD No. 20	500	500
North East School Division No. 200	-	500
	\$ 53,441	\$ 49,586
Accounts Receivable:		
Saskatchewan Government Insurance	\$ -	\$ 51,855
Ministry of Education	-	64,546
	\$ -	\$ 116,401
Prepaid Expenses:		
Saskatchewan Government Insurance	\$ 19,165	\$ 15,521
	\$ 19,165	\$ 15,521
Accounts Payable and Accrued Liabilities:		
Saskatchewan Power Corporation	\$ 232	\$ 918
SaskTel	337	-
Workers' Compensation Board	11,466	10,461
	\$ 12,035	\$ 11,379

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

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

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16. 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:

	Reiber		Brown		Hope		Arts		Schwandt		Hartnell MacArthur		Total	Total
	2015	2014	2015	2014	2015	2014	2015	2014	2014	2015	2014	2015	2014	
Cash and short-term investments	\$ 7,559	\$ 7,489	\$ 40,245	\$ 40,210	\$ 1,820	\$ 1,696	\$ 1,348	\$ 1,351	\$ -	\$ -	\$ 6,000	\$ 50,972	\$ 56,746	
Portfolio investments	204	204	443	49	-	83	-	-	-	-	-	647	336	
Total Assets	\$ 7,763	\$ 7,693	\$ 40,688	\$ 40,259	\$ 1,820	\$ 1,779	\$ 1,348	\$ 1,351	\$ -	\$ -	\$ 6,000	\$ 51,619	\$ 57,082	
Revenues														
Interest on investments	\$ 70	\$ 88	\$ 429	\$ 612	\$ 41	\$ 83	\$ (3)	\$ 27	\$ -	\$ -	\$ -	\$ 537	\$ 810	
	70	88	429	612	41	83	(3)	27	-	-	-	537	810	
Expenses														
Awards to students	-	-	-	2,000	-	1,000	-	200	-	6,000	-	6,000	3,200	
Account closures	-	-	-	-	-	-	-	-	11	-	-	-	11	
	-	-	-	2,000	-	1,000	-	200	11	6,000	-	6,000	3,211	
Excess (Deficiency) of Revenues over Expenses	70	88	429	(1,388)	41	(917)	(3)	(173)	(11)	(6,000)	-	(5,463)	(2,401)	
Trust Fund Balance, Beginning of Year	7,693	7,605	40,259	41,647	1,779	2,696	1,351	1,524	11	6,000	6,000	57,082	59,483	
Trust Fund Balance, End of Year	\$ 7,763	\$ 7,693	\$ 40,688	\$ 40,259	\$ 1,820	\$ 1,779	\$ 1,348	\$ 1,351	\$ -	\$ -	\$ 6,000	\$ 51,619	\$ 57,082	

17. COMPARATIVE INFORMATION

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

18. RISK MANAGEMENT

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

i) Credit Risk

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

**LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
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YEAR ENDED AUGUST 31, 2015**

18. RISK MANAGEMENT (CONT'D)

The aging of grants and other accounts receivable as at August 31, 2015 was:

	August 31, 2015					
	Total	Current	0-30 days	30-60 days	60-90 days	Over 90 days
Grants Receivable	\$ 4,107,429	\$ -	\$ -	\$ -	\$ -	\$ 4,107,429
Other Receivables	48,701	-	31,055	113	5,000	12,533
Gross Receivables	4,156,130	-	31,055	113	5,000	4,119,962
Allowance for Doubtful Accounts	-	-	-	-	-	-
Net Receivables	\$ 4,156,130	\$ -	\$ 31,055	\$ 113	\$ 5,000	\$ 4,119,962

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 budget practices and monitoring.

The following table sets out the contractual maturities of the school division's financial liabilities:

	August 31, 2015			
	Within 6 months	6 months to 1 year	1 to 5 years	> 5 years
Accounts payable and accrued liabilities	\$ 956,050	\$ -	\$ -	\$ -
Total	\$ 956,050	\$ -	\$ -	\$ -

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18. RISK MANAGEMENT (CONT'D)

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.

The school division also has an authorized bank line of credit of \$4,000,000 with interest payable monthly at a rate of prime. Changes in the bank's prime rate can cause fluctuation in interest payments and cash flows. There was no balance outstanding on this credit facility as of August 31, 2015.

The school division minimizes these risks by:

- 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

