

LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION #89

ANNUAL REPORT

2016-17



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School Division Contact Information

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Letter of Transmittal

Honourable Bronwyn Eyre
Minister of Education

Dear Minister Eyre:

The Board of Education of Lloydminster Catholic Separate School Division #89 is pleased to provide you and the residents of the school division with the 2016-17 annual report. This report outlines activities and accomplishments of the school division and provides audited financial statements for the fiscal year September 1, 2016 to August 31, 2017.

Respectfully submitted,

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

Mrs. Paula Scott

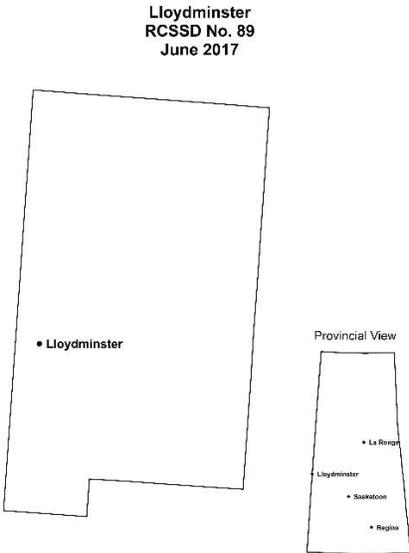
Introduction

This annual report presents an overview of Lloydminster Roman Catholic Separate School Division #89 goals, activities and results for the fiscal year September 1, 2016 to August 31, 2017. This report provides a snapshot of Lloydminster Roman Catholic Separate School Division #89, its governance structures, students, staff, programs and facilities. In addition to detailing the school division's goals, activities and performance, this report outlines how the division is deploying the Education Sector Strategic Plan in relation to its school division plan. The report provides a financial overview and financial statements that 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. Our Division Office is attached to the south end of Holy Rosary High School, with our Technology Warehouse and Services located on the east side of École St. Thomas. Our Transportation Center was added in 2012 on the east side of Lloydminster. Mother Teresa Early Childhood Education Center opened their doors in September 2013 in the preexisting site of École St. Thomas.



Division Philosophical Foundation

The Board believes in the importance of having a well-articulated philosophical foundation to guide its mission, vision and values. These philosophical 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 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 Prekindergarten to Grade 12. We are grateful for the active involvement of the Catholic Church at various levels, including a role for our St. Anthony's parish, in our Faith Integration Team guided by our division wide Faith Integration Framework. This supports students, parents and staff in faith development. 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 lives.

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; LCSD is inside a larger community and we strive to be a center of learning and our faith permeates all that we do.

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 Catholic School Division (LCSD) offers a wide range of programs in the six 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 Lloydminster Roman Catholic Separate School 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 Education programming
- Intensive French instruction
- Distance education
- English as an Additional Language programming
- Kindergarten Plus+
- French Immersion programming
- Music/Band programming
- Nutrition programs
- Prekindergarten programs
- Technology enhanced learning
- High Performance Physical Education
- Academic and Behaviour RTI

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

- Curriculum consultants in specific subject areas
- Provisional Educational Psychologist/Educational Psychologist (contracted)
- Occupational Therapist
- Clinical Psychologist
- Instructional Coaches
- Supervisor of Technology
- Social Emotional Coordinator (December-June)
- Digital Media Communications
- Speech and Language Pathologists
- Student Counsellors (Academic/Career and Personal)
- Family School Liaison Workers
- Behaviour Family Counselor
- Learning Assistant Specialist/Supervisor
- Faith Specialist
- Assessment Specialist
- Mental Health Worker (Partnership with Lloydminster Public School Division)

Governance

The Board of Education

The Lloydminster Roman Catholic Separate School Division #89 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 representing and serving the Lloydminster Roman Catholic Separate School Division as a whole. There are no sub-divisions with identified Trustees.

The current Board was elected on October 26, 2016 to serve a four-year term. Board of Education members as of August 31, 2017 are:

Paula Scott, Board Chair

Michelle Rusteika, Board Chair

Laurie Makichuk

Christopher Carnell

Erin MacDuff

Jill Wytrykusz

Calvin Fendelet

School Community Councils

The Board of Education has established a School Community Council (SCC) for each of our six schools in Lloydminster Roman Catholic Separate School Division #89. All 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, 2015*. The actual number of members varies from one SCC to another. The Lloydminster Roman Catholic Separate School Division #89 provides a Community Education Coordinator to support each school in the formation of their SCC Executive and to provide additional support for SCC program planning to each SCC.

The Education Regulations, 2015 require school divisions to undertake orientation, training, development and networking opportunities for their SCC members. In 2016-2017 Lloydminster Roman Catholic Separate School Division #89 conducted a forum, for this purpose, in each of its SCCs. The School Community Councils enable the community to participate in educational planning and decision making, and promote shared responsibility for learning among community members, students and educators.

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. In 2016-17

each SCC provided an annual work plan and budget in alignment with the school division Strategic Plan for school improvement goals. 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 elements consistently reviewed and encouraged, including their focused attention on school wide projects that:

- Recognize and honour parent skill and talent,
- Build and impact the development of a positive school ethos, and
- Support school goals aligning projects for student success.

Of utmost importance is the regular review of the organizational framework for each SCC to ensure an efficient and effective model that builds varied levels of engagement through active participation:

- Regular visible attendance at school events,
- Volunteerism,
- Planning and delivery of school-based services, and
- Acting in formal SCC executive leadership positions.

Each year, the SCCs create action plans to support each of the SCCs learning goals. Their focus is on what each committee can do to promote student success and be aligned with school goals. Each SCC has written action plans with timelines identifying who is responsible for leading planning for each goal. The school division provides support through funding, information and opportunities to meet with other School Community Councils and create joint projects. Each SCC submits an annual plan and identifies funding support needed to a limit of \$2,000 annually. As per specific SCC budget requests \$8,500 was provided to LCSD SCCs to meet goals outlined in action plans and \$375 was used for SCC orientation and training for a total of \$8,875 to LCSD SCCs.

Lloydminster Roman Catholic Separate School Division #89 School Community Council 2016-2017 Activities:

- Promoting parent connection, participation and attendance at the start of the school year through Back to School Bash, Welcome to Grade 8 BBQ, Evening Socials, and Muffin Mornings.
- Creating learning areas for students outside and within schools (outdoor classroom Phase 1 completion at St. Joseph, planning for outdoor spaces at Mother Teresa, maintenance of Outdoor Classroom at Father Gorman.)
- Hosting book giveaways, math games giveaways, and books swaps.
- Supporting our faith in school entrances including crucifixes, banners for mass, etc.
- Hosting guest speakers or workshops for students during day and families in the evening.
- Sponsoring Aboriginal students' attendance at the Aboriginal Summit, for young Aboriginal business owners and entrepreneurs.
- Organizing nutritious lunches for students including Turkey/Christmas Dinner, Hot Lunch programs, Salad Bar Days, Soup Day, etc.
- Designing and delivering Teacher Appreciation activities in the month of February.

- Promoting reading literacy by organizing guest readers or creating online Parent Pipeline reading tips, math literacy with math games and environmental literacy with guests from the city recycling setting up stations.
- Sponsoring or preparing and hosting a variety of family based after school activities such as family dance, family picnic, Play Day additional activities, fall dance, French Concert, Spring Carnival,
- Sponsoring and promoting ongoing education by providing an SCC Scholarship for graduating Grade 12 student (all SCCs)
- Building information tables encouraging parent participation.
- Fundraising to support SCC action plans; while many of our SCCs are skilled in the area attention was focused on the challenge of fundraising specifically planned actions and/or using the money on hand to support school learning improvement plans.
- Promoting SCC Executive formation: while parents remain incredibly engaged active, attracting parents for formal executive positions continue to be a challenge.

School Division in the Community

Community Involvement

During 2016-17, our school division involved families and community in a variety of ways during the school day, after school and evenings. Families were invited to the school to share family lunch dates, school masses, Terry Fox runs, track and field days, play days, Christmas concerts, Christmas dinners, turkey trots, award presentations, sporting events, drama productions, BBQ's, classroom events, etc. During the school day, we had community people come in and share talents with students, from painting and authors to Zumba lessons. During Family Literacy Day and Education Week, schools invited community guest speakers in to read and participate in variety of activities with students. We invited organizations to set up displays at events like open houses. The Salad Bar program, schools invited the local businesses who sponsored a Salad Bar day into school to help and share lunch with students. We had Lakeland College students and Lloydminster Curling Club come into schools and offer in-class curling for students.

Schools involved community in schools through supporting local fundraisers and awareness in our building, such as students collecting change for United Way. Schools collected donations of food for the local Olive Tree and St. Anthony's Five Loaves two fishes, especially during fall and leading up to Christmas. Our high school has worked with community members to support an Orphanage in Uganda.

We invited community members from business or local sporting clubs to provide sport/activity introduction after school for students to explore either at our schools or meet them at their facility, these included: yoga, archery, lacrosse, curling, Zumba, speed skating, roller derby, cross fit, track and field, Tae kwon do, snow shoeing, karate, baseball, gymnastics, lawn bowling, indoor and outdoor golf, Pound fitness, rugby, etc.

Some of our elementary schools offered family gym nights for families to come and participate in free play with their family in our gymnasiums. To promote nutrition in our schools we invited families to come in during the evening and learn about packing a healthy lunch for school. With our local Synergy Credit Union staff, we hosted two family financial literacy nights for all elementary students to support parents in teaching their children about money. Some schools hosted back to school bashes or open houses and invited the local fire department, RCMP, or the Junior A hockey team to participate by bringing face painting or by bringing fire trucks and police cars to events.

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 experiences are positive and successful. The LCSD has formed a number of key partnerships, including:

- Formal sponsorship with Synergy Credit Union for the development of the Synergy Vault Home of the Raiders facility.
- Lloydminster Minor Football Association for the joint development of our 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.
- The Lloydminster Learning Council accesses instructional space to provide language and cultural services to new immigrant parents.
- Lloydminster Play and Learn Daycare Society 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.

Holy Rosary High School has also partnered with local businesses and multiple service providers 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 or service provider provides job shadowing opportunities for students and sends representatives to the schools to talk about their business or industry.

Lloydminster Roman Catholic Separate School Division #89 is also proud to be a co-sponsor of the ongoing *Indigenous Economic Partnership Summit* in Lloydminster.

Lloydminster Learning Council

We have continued a partnership to offer early literacy programs to our young families within our division with the Lloydminster Learning Council. This program is located in our Mother Teresa Early Childhood Center. This partnership provides our division families with special family programming.

Nutrition Programs

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

LCSD Outreach Program

Through the local Olive Tree organization, we partnered to provide food to families in need. A Christmas Hamper program provided families with food for Christmas celebrations. The *LCSD Outreach* program worked to help match students with basic necessities and tools for learning. This included food, clothing, glasses, transportation, etc.

Promoting Physical Activity in Youth and Adults

We offered many opportunities for children, parents and families to be active by working with community organizations such as *KidSport* and *Jump Start*. Our Community Education Coordinator sits on the board of both organizations to ensure families are connected to supports. Further to the end of promoting physical activity in youth, multiple community sports clubs, groups and individuals continue to work in concert with schools to offer free programming.

Strategic Direction and Reporting

The Education Sector Strategic Plan

Members of the education sector have worked together to develop an Education Sector Strategic Plan (ESSP) for 2014-2020. The ESSP describes the strategic direction of the education sector and its priorities and outcomes align the work of school divisions and the Ministry of Education. The plan is expected to shape a new direction in education for the benefit of all Saskatchewan students.

2016-17 was the third year of deployment of the 2014-2020 ESSP.

Enduring Strategies

The Enduring Strategies in the ESSP are:

- 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.

Reading, Writing, Math at Grade Level and Unified Student Information System Business Case

OUTCOME:

By June 30, 2020, 80% of students will be at grade level or above in reading, writing and math.

PRIORITY:

Develop a business case to explore the feasibility of a provincial Unified Student Information System.

<p>School division goals aligned with Reading, Writing and Math at Grade Level outcome and the Saskatchewan Reads priority</p>	<p>By June 2018, at least 80% of grades K-9 students will be at or above grade level in reading.</p> <p>By June 2018, at least 80% of grades 4-12 students will be at or above grade level in writing.</p> <p>By June 2020, at least 80% of students will be at or above grade level in math.</p>
<p>School division actions taken during the 2016-17 school year to achieve the targets and outcomes of the Reading, Writing, Math at Grade Level outcome and the Unified Student Information System Business Case priority</p>	<p>Division implementation of the LCSD Way outlining the key school division cornerstones around learning and student achievement.</p> <p>Continued use of school and division data teams.</p> <p>Division wide RTI structure to replace individual school RTI structures.</p> <p>Increased administrative time to support the implementation for the LCSD Way in each school.</p> <p>Continued use of school and division data teams.</p> <p>Continued use of common grade writing rubrics to enhance the writing process taught in grades 3-12.</p> <p>Division made pre-test and post-tests in Mathematics were implemented in School Division.</p>

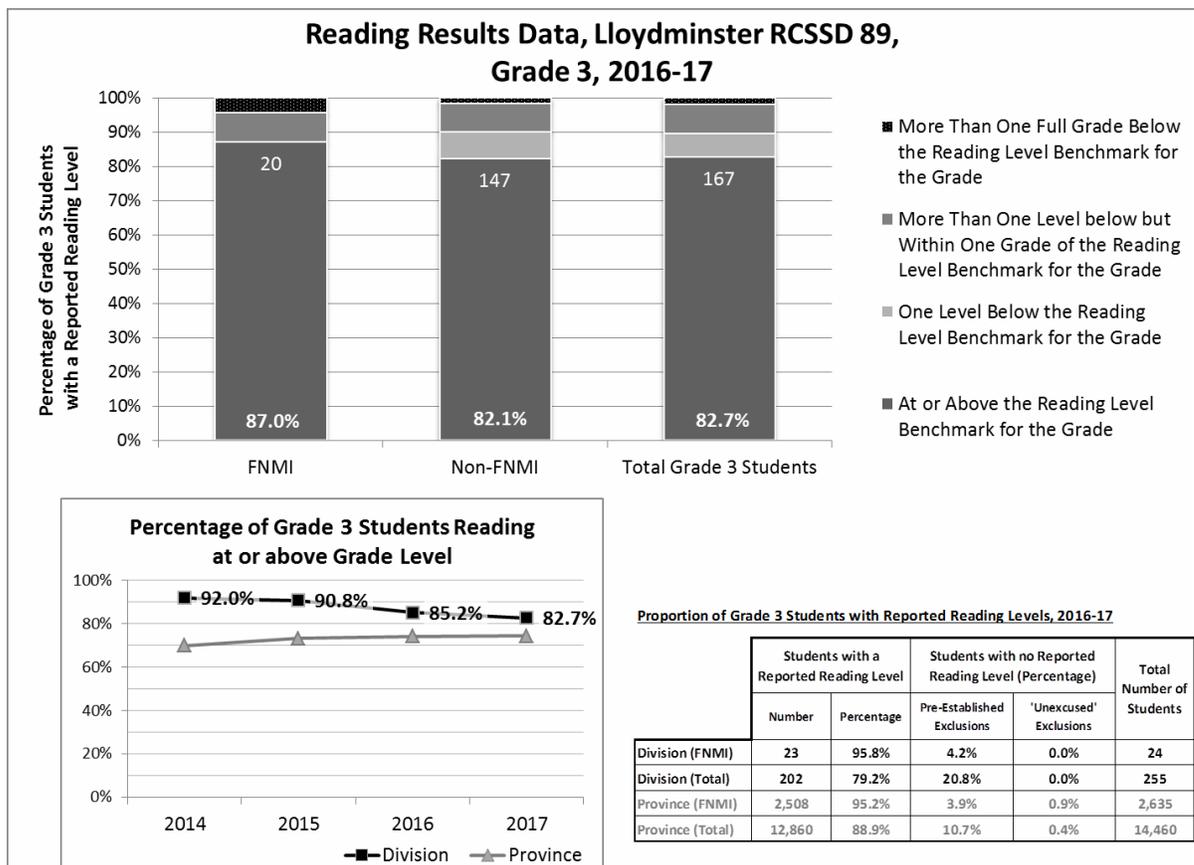
Measures for Reading, Writing and Math at Grade Level

Proportion of Grade 3 Students Reading At or Above Grade Level

Grade 3 reading levels are considered a leading indicator of future student performance.

The following bar graph displays the percentage of Grade 3 students (FNMI, non-FNMI, all) by reading level grouping. The charts below the graph indicate the percentage of Grade 3 students in the Province reading at or above grade level, as well as the proportion of Grade 3 students with reported reading levels.





Notes: 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 as FNM or I, however, this category may include FNMI students who choose not to self-identify.
Source: Ministry of Education, 2017

Analysis of results

The results from 2016-17 are similar to the previous year and continue to exceed the provincial results (82.7% of Grade 3s reading at or above grade level compared to 74.4% provincially). Our current Fountas and Pinnell assessment data shows that we are maintaining the growth and achievement targets set by LCSD and ESSP; however, we have noticed another decline in our results, down 2.5 percentage points in 2016-17. Our division

attributes this to our continued rapid growth and changing demographic (large increase in EAL students over the past few years). In particular, our French Immersion program has seen vast increase in the numbers of students entering the program. In the past, we have seen the French Immersion student's results generally parallel their English stream peers as they progress in their English programming. With the high enrollments in our French Immersion program, we are seeing our division data affected. We have built in additional supports in the school to try to mitigate this trend.

Improving First Nations and Métis Student Engagement and Graduation Rates and Following Their Voices

OUTCOME:

By June 30, 2020, collaboration between First Nations and Métis and non-First Nations and Métis partners will result in significant improvement in First Nations and Métis student engagement and will increase the three-year graduation rate from 35% in June 2012 to at least 65%.

PRIORITY:

In partnership with First Nations and Métis stakeholders, implement the Following Their Voices Initiative

<p>School division goals aligned with the First Nations and Métis Student Engagement and Graduation Rates outcome and the Following Their Voices priority</p>	<p>First Nations and Metis students will achieve division goals around reading, writing and math (80% of students in grades 1-9 will achieve at or above grade level standard).</p>
<p>School division actions taken during the 2016-17 school year to achieve the targets and outcomes of the First Nations and Métis Student Engagement and Graduation Rates outcome and the Following Their Voices priority</p>	<p>We have continued to work on our School Division data team and School data teams to provide teachers and schools with support in identifying a plan of action around the needs of the student. This work in conjunction with the work we have done around synchronizing our intervention processes has led to a better-defined way of supporting students. As administrators, we have attempted to make teaching and responding to needs far easier for staff. Structures such as more effective timetabling have been incorporated. Our administrators now lead processes to ensure students are receiving the necessary supports. They are more directly involved in monitoring interventions and ensuring they are having impact on learning. This has led to a better coordinated approach and support for the teachers and support staff involved. We have seen the benefits of this during the year and should continue to see this in the second half implementation of our First Nations and Metis Education Action Plan.</p>

Measures for Improving First Nations and Métis Student Engagement and Graduation Rates and Following Their Voices

Average Final Marks

Teacher-assigned marks are important indicators of student performance in school. Classroom marks are used for grade promotion and graduation decisions, to meet entrance requirements for postsecondary education, to determine eligibility for scholarships and awards and by some employers when hiring.

The following displays average final marks in selected secondary-level courses for all students, and by non-FNMI and FNMI student subpopulations in the division, along with Provincial results for each category.

Average Final Marks in Selected Secondary-Level Courses, 2016-17

Subject	All Students		Non-FNMI		FNMI	
	Province	Lloydminster Catholic	Province	Lloydminster Catholic	Province	Lloydminster Catholic
English Language Arts A 10 (Eng & Fr equiv)	73.3	80.1	76.4	80.8	61.0	70.3
English Language Arts B 10 (Eng & Fr equiv)	73.0	80.0	76.0	80.5	61.0	73.5
Science 10 (Eng & Fr equiv)	72.3	77.7	75.6	78.5	59.5	70.1
Math: Workplace and Apprenticeship 10 (Eng & Fr equiv)	72.8	74.5	76.2	75.1	61.5	nr
Math: Foundations and Pre-calculus 10 (Eng & Fr equiv)	72.9	74.9	74.9	75.6	61.9	67.0
English Language Arts 20 (Eng & Fr equiv)	74.7	81.2	76.7	81.8	64.9	71.5
Math: Workplace and Apprenticeship 20 (Eng & Fr equiv)	67.4	67.0	70.2	66.9	61.4	nr
Math: Foundations 20 (Eng & Fr equiv)	73.8	73.9	75.6	74.2	63.7	nr

Notes: Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students (nr). FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as FNM or I, however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2017

Analysis of results

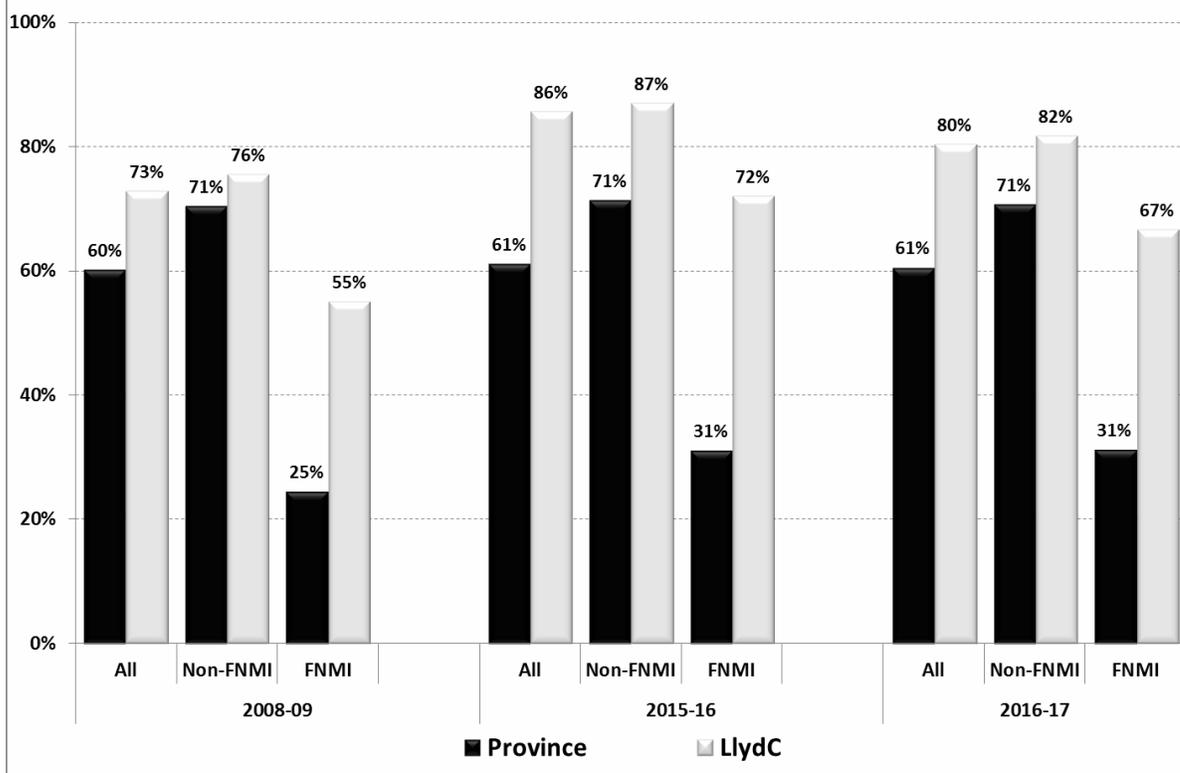
LCSD results continue to be strong and demonstrate a commitment to high standards by our students. In particular, we are very pleased with the number of students' moving to post-secondary schools. This shows how the work the students put into their studies is paying off in the students being able to set high goals for themselves. The school division, and specifically Holy Rosary High School, has worked hard to ensure that all students have graduation plans set and they work closely with the parents to follow up on these to ensure the students remain on track as they progress through high school. Though our FNMI student's final marks are below our Non-FNMI students, they rise above the provincial average.

Credit Attainment

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

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

Credit Attainment - Percentage Attaining 8 or More Credits, Grades 10-12, Province and Lloydminster RCSSD 89



Notes: Proportions are calculated as the percentage of students enrolled at the secondary level on September 30 attaining eight or more credits yearly. Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students (nr). FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as FNMI or I, however, this category may include FNMI students who choose not to self-identify.
 Source: Ministry of Education, 2017

Analysis of results

Though Lloydminster Catholic Roman School Separate Division had a slight drop in 2016-17, our high school students continue to demonstrate a high level of credit attainment at the 10-12 levels (overall 80% compared to 61% provincially, and 67% for FNMI students compared to 31% provincially). The fact that credit attainment results for Grade 10s (not displayed here) have been consistently above 90% for the past three years indicates that we are on a positive trend to see our grad rates continue to be at a high rate (96% in 2016-17). We are seeing a local trend of our Grade 12 students attaining enough credits to graduate and move onto post-secondary programs; however, they are also using their time to obtain employment and/or start their post-secondary career early.

Graduation Rates

Outcome:

By June 30, 2020, Saskatchewan will achieve an 85% three-year graduation rate.

Priority:

Identify and implement high impact strategies for supporting student engagement, retention, and graduation.

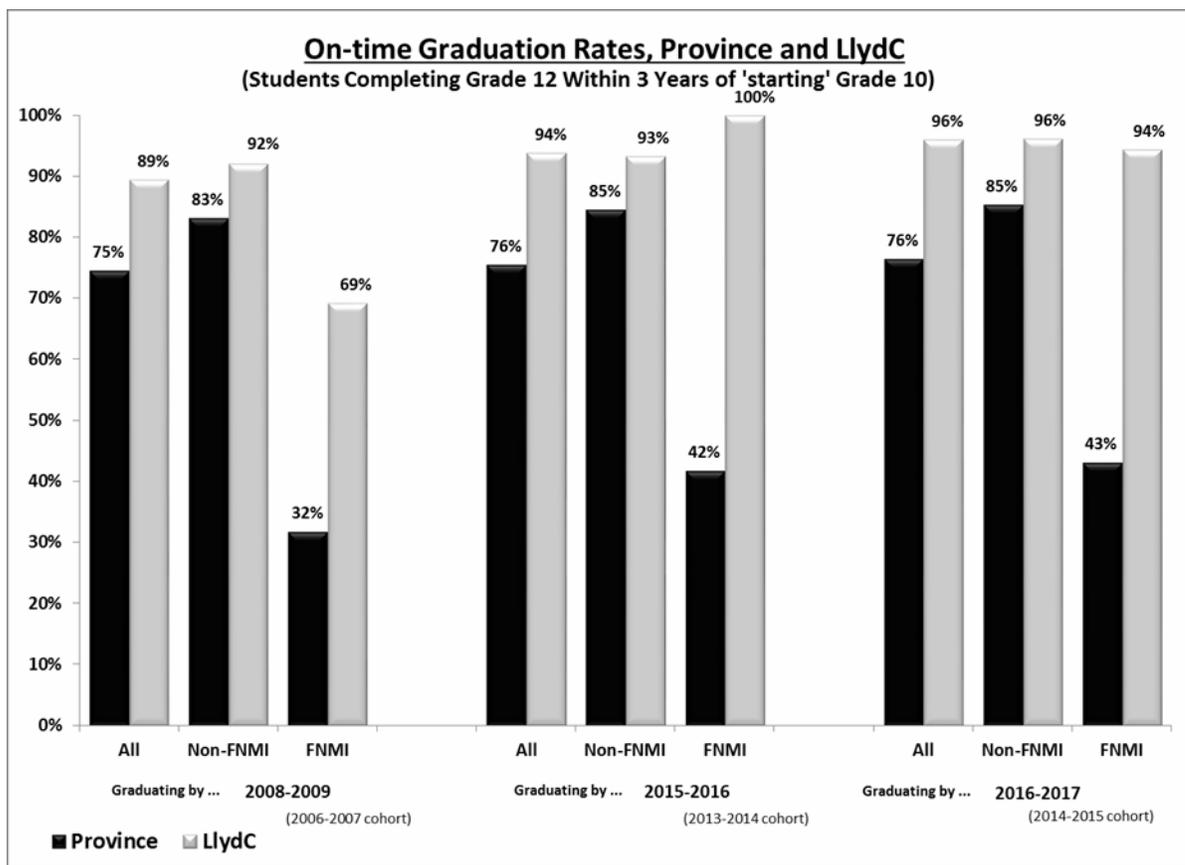
School Division goals aligned with the Graduation Rates outcome and priority	Achieve an annual increase of 3 percentage points in the provincial three-year graduation rate.
School division actions taken during the 2016-17 school year to achieve the targets and outcomes of the Graduation Rates outcome	<p>Family School Liaison Worker personnel were in place to support student and family needs.</p> <p>Additional work was completed in elementary schools preparing students for transition into High School.</p> <p>Local Aboriginal Junior Elder and Advisor were added to students' supports.</p> <p>Students from Grades 9 through 12 were tracked in terms of long-term goals (post high school) and their academic plans to achieve their goals.</p> <p>Strategic planning around course offerings at the High School level allowed students and staff to meet individual student needs, interest, and aptitudes; thus allowing students to heighten their engagement level.</p> <p>The use of FSLW and other support staff (i.e. translators) supported increased parent involvement in our schools.</p> <p>Enhanced course offerings were offered at the High School level to further meet the increasing student interests and aptitudes.</p> <p>All students from Grade 8-12 were followed by a counsellor to help plan life after High School.</p> <p>Used current Problem Solving Team approach to ensure at-risk students have a plan in place early in the school year to engage them.</p> <p>Continued to use RTI structure in schools to ensure students receive systemic assistance when required.</p> <p>Academic counselors were involved directly with all grade 9-12 students in course selection to ensure a positive match is in place.</p>

Measures for Graduation Rates

Grade 12 Graduation Rate: On-Time

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

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



Notes: 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 fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students (nr). FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as FNM or I, however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2017

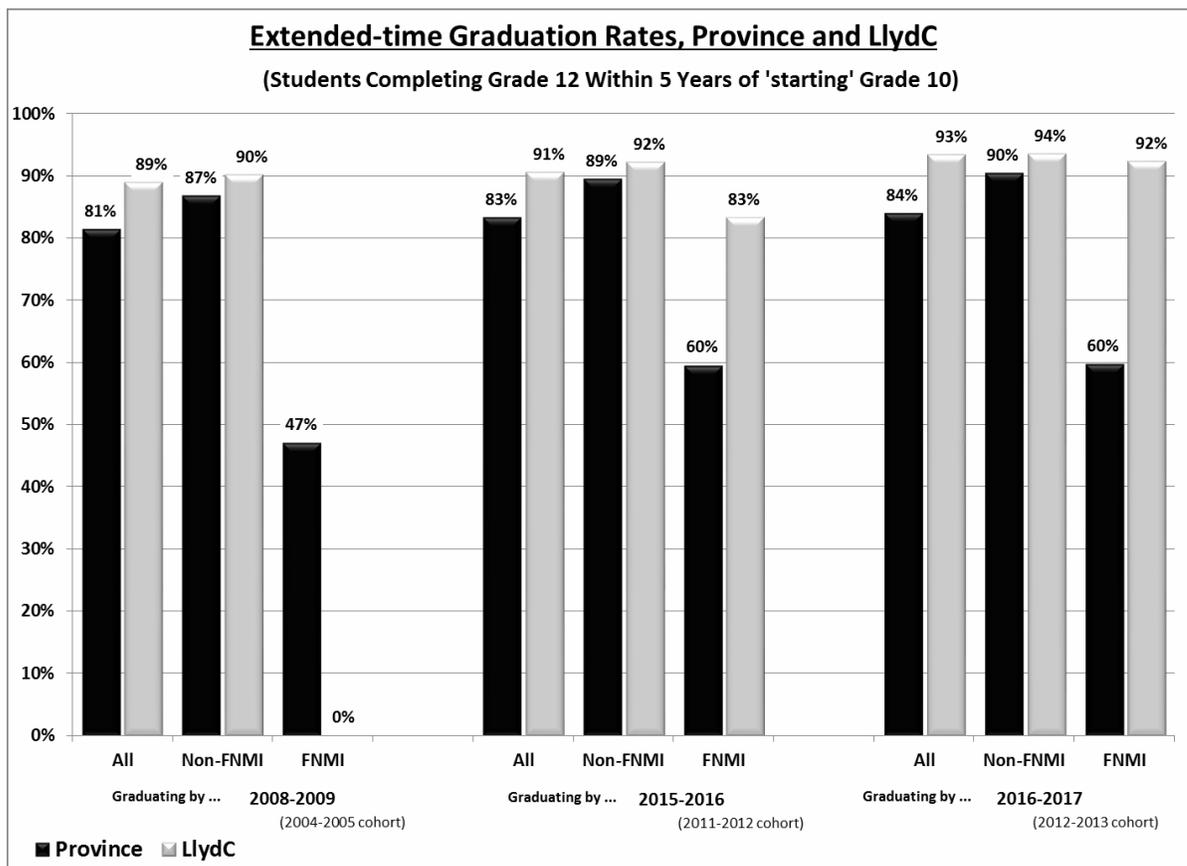
Analysis of results

LCS D graduation rates remain consistent over the past few years. Even though we have successful attainment of the goal we continue to look at other ways to increase student engagement to lead to further success in our graduation rates. Our rates continue to be higher than the province in all defined categories, including graduation rates for FNMI students. We will advance further the work we have already begun, using the Grade 10 credit attainment data as a planning tool and signpost of potential necessary interventions with individual students.

Grade 12 Graduation Rate: Extended-Time

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

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



Notes: Extended-time graduation rates are calculated as the percentage of students who complete Grade 12 within 5 years of 'starting' Grade 10 (and include those who graduate on-time). Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students (nr). FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as FNM or I, however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2017

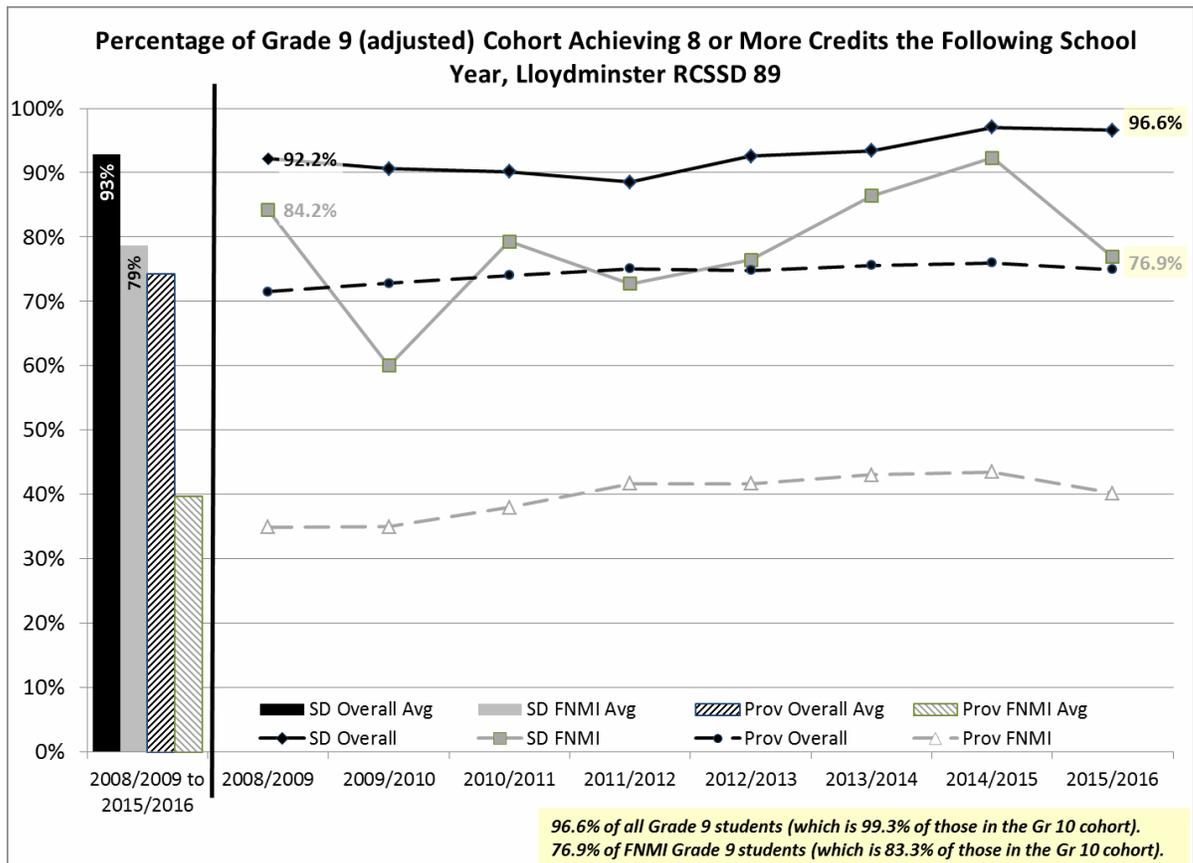
Analysis of results

We continue to see strong results in extended time graduation rates. Overall there was a slight improvement from last year (93% compared to 91%), which includes improvements for FNMI students (92% up from 83%). In each year displayed, LCSD students have achieved higher on-time and extended-time graduation rates than the provincial results. As with the three year rates, we will continue to look at implementing some pieces that will continue to support our high graduation rates for all LCSD students.

Grade 9 to 10 Transition

The transition from Grades 9 to 10 can be difficult for some students for many different reasons, including not having reached all outcomes from each subject area in the elementary grades. This measure is intended to show how well Grade 9 students adjust in the transition to Grade 10. Achieving eight or more credits a year is important for steady progress towards graduating on-time.

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



Notes: 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 as FNM or I, however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2017

Analysis of results

Again, this is a focal point in driving graduation rate success. Our High School has worked at being able to get the High School students started in the right path through their graduation plan, which builds in the attainment of ten credits at the Grade 10 level. We have removed spares as an option for our Grade 10 students and developed ways to ensure students are finding highly engaging courses that will lead to the attainment of ten credits. The results are that again in 2016-17, 97% of students in Grade 10 for the first time achieved 8 or more credits. There was a decline in the rate for FNMI students (76.9% down from 92.3% in the previous year), but the eight year average (displayed on the left of the graph) show 79% of FNMI students achieving 8 or more credits a year which is ahead of the provincial overall on this measure.

Sector-Wide Efficiencies

Outcome:

By August 31, 2020, implement a sector-wide approach to find efficiencies and increase value add in order for the sector to be responsive to the challenges of student needs.

<p>School division goals aligned with the Sector-Wide Efficiencies outcome</p>	<p>By August 31, 2020, find efficiencies, reduce duplication of services and increase value in order for the sector to be responsive to the challenges of student needs.</p> <p>Lloydminster Roman Catholic Separate School Division #89 will deliver on each student achievement improvement goals while planning for continued year-over-year enrollment growth while continuing to remain in alignment with provincial funding grant parameters. The challenges of this growth go beyond the physical space needed, as many of these students are EAL students that come during the year, requiring additional learning needs.</p>
<p>School division actions taken during the 2016-17 school year to achieve the targets and outcomes of the Sector-Wide Efficiencies outcome</p>	<p>Fiscal planning was designed and implemented to positively impact 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.</p> <p>Lloydminster Roman Catholic Separate School Division #89 continued to implement effective administrative internal structures to meet all improvement goals within</p>

provincial funding parameters through monthly fiscal review, operational and governance, monitoring, and administrative scrutiny of student, personnel, and mandate performance.

Early Years

Outcome:

By June 30, 2020, children aged 0-6 years will be supported in their development to ensure that 90% of students exiting Kindergarten are ready for learning in the primary grades.

School division goals aligned with the Early Years outcome

By June 30, 2020, children aged 3-6 years will be supported in their development to ensure that 90% of students exiting Kindergarten are ready for learning in the primary grades.

School division actions taken during the 2016-17 school year to achieve the targets and outcomes of the Early Years outcome

The following actions were taken to either continue, develop or define the supports needed for ages 3-6 students:

Pre-kindergarten served 72 students.

Kindergarten program was a 60% or 100% option for Kindergarten students.

Kindergarten PLT met twice in the school year.

Kindergarten data (LCSD Assessment and EYE) was reviewed three times per year with specific actions taken for individual students.

Screening processes for Speech Language Pathologist and Occupational Therapist were implemented.

Therapeutic Intervention Program planning for students with specific needs; Division and School based Professional Development focused on early learning.

Community Education Coordinator aligned supports for parents focused on 3-6 year olds.

Measures for Early Years

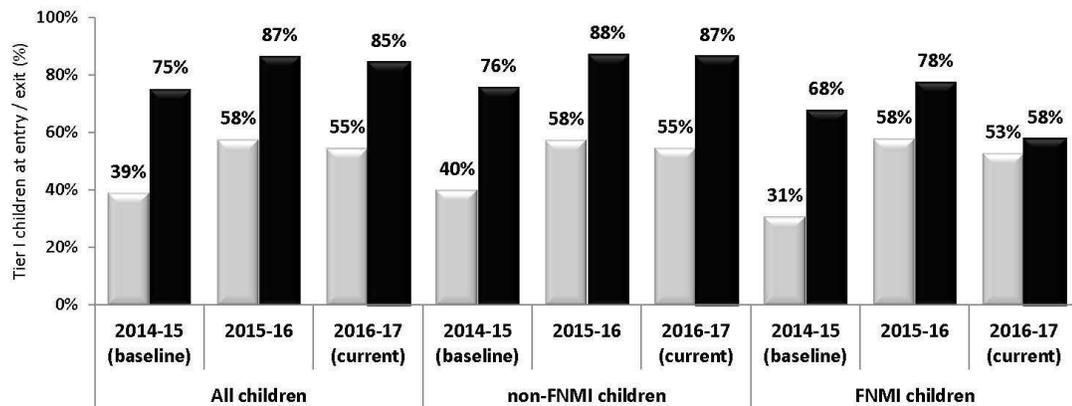
Early Years Evaluation

The Early Years Evaluation-Teacher Assessment (EYE-TA) is a readiness screening tool that provides information about each child's development and learning with a focus on reading readiness skills. Results from the EYE-TA allow educators and school-based interdisciplinary teams to quickly identify 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. 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 after children have experienced failure before responding.

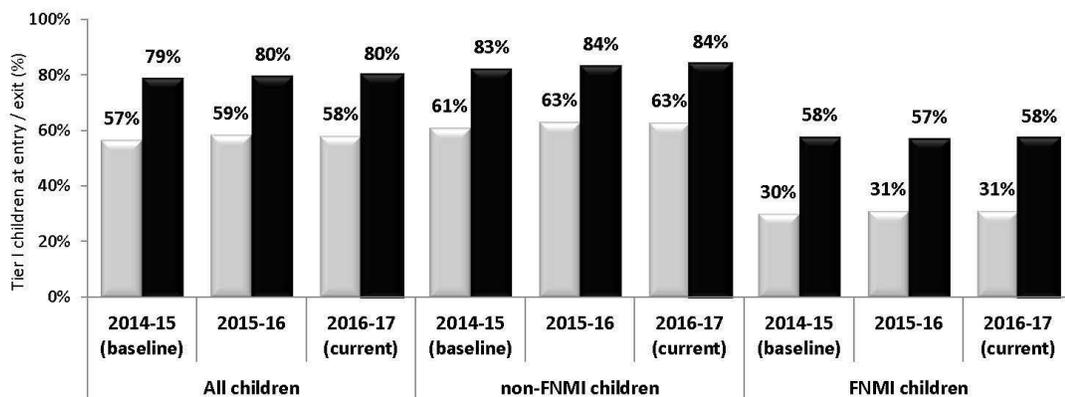
The following displays the percentage of children (all children non-FNMI and FNMI) in the division assessed as Tier I at Kindergarten entry. After the Kindergarten year at exit, for the 2014-15 (baseline) year and the two years following, as well as the provincial results for each category.

**Ready to Learn: Children screened at Tier I (%) on Early Years Evaluation –
Teacher Assessment (EYE-TA) at Kindergarten entry and exit, 2014-15 (baseline),
2015-16, and 2016-17 (current)**

Lloydminster RCSSD



Saskatchewan (all divisions)



Children (%) at Tier I at Kindergarten entry

Children (%) at Tier I at Kindergarten exit

Notes: Research shows early identification followed by a responsive, tiered approach to instruction from Kindergarten to Grade 3 can substantially reduce the prevalence of reading challenges. The primary role of EYE is to help inform educational practice. EYE screening at Kindergarten entry is used by classroom teachers and school divisions to identify

children who experience difficulties with important skills when they arrive in Kindergarten, and who may need closer monitoring or further assessment during the year. Children who have difficulty with important skills at Kindergarten entry are also re-assessed before the end of the Kindergarten year, allowing school divisions to measure the impact of their supports and responses. Children assigned Tier I RTIs are able to complete developmental tasks without difficulty. These children have a high probability of reading at grade level by Grade 3 - an important predictor of school success, including Grade 12 graduation.

The format of EYE-TA results reported previously in school division annual reports varies from the format used here. Prior to 2016-17, displays showed percentage results for all RTI Tiers at Kindergarten entry and exit of the assessment year. The amended displays now show only the percentage of children assessed as Tier I at Kindergarten entry and after the Kindergarten year at exit. In addition, school division EYE-TA displays also now show results for self-declared First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk children (FNMI), and for those who do not identify as FNMI (non-FNMI), provided both comparison groups consist of a minimum of 10 children. It should be noted that the non-FNMI group may include FNMI students who choose not to self-identify.

Analysis of results

Our 2016-17 results indicate that we are on par with the province for both FNMI and non-FNMI students. We have continued to push Early Childhood in our school division as the driver that leads to future success, in particular graduation rates. The enhanced collaboration in this area has led to our ability to adjust to a somewhat different demographic than we had in our schools a few years ago. In running some comparative data, we do see that it is taking longer for our students to “catch up” on the reading and math data. However, in taking a view of having four years (until Grade 3), we have seen more manageable approach in our focus of having the students attain the benchmarks set out by the division as they finish Grade 3.

School Division Local Priority Area	
Technology and Building	
School division goals aligned with local priority area	<p>Building and technology will be safe and functional. School staff are:</p> <ul style="list-style-type: none"> • Satisfied with school cleanliness • Satisfied with maintenance / renovations <p>Timelines of facility maintenance service (% of tickets closed within target timeframes):</p> <ul style="list-style-type: none"> • Emergency requests (target = 1 day) • High priority requests (target = 5 days) • Routine requests {target = 10 days} <p>Timelines of information technology service (% of tickets closed within target timeframe):</p> <ul style="list-style-type: none"> • Emergency request (target = 3 hours) • High priority requests (target = 1 day) • Medium priority request (target = 3 days) • Low priority requests (target = 5 days)
School division actions taken during the 2016-17 school year to support local priority area	<p>The Technology Team, under the direction of the Deputy Director of Learning, presented a current evaluation of the division’s technology infrastructure and developed an RFP with the Chief Financial Officer prior to December 15, 2016.</p> <p>The Technology Team, under the direction of the Chief Financial Officer, developed a plan to move all servers and storage into a cloud-based management system, with a support plan, outside of the school division by July 31, 2017.</p> <p>The Technology Team began but did not complete collecting baseline data in 2016-17. The Technology Team created a plan for all technology maintenance, with an annual calendar, by December 31, 2016.</p>
Local Measures for Technology and Building Priority	
<p>Due to a number of factors including the reconfiguration of staffing and adjusting the division priority with personnel issues the data collection aspect of this goal was not completed. The needs assessment on infrastructure (using a third party assessor) was completed to drive our decision around infrastructure planning.</p>	
Analysis of results	

Although we were unable to create, collect and analyze staff satisfaction data on building and technology we were able to make progress on our identified priorities within infrastructure. We believe we have been able to meet many aspects of this intended priority and will need to give attention to staff satisfaction as a possible future goal in attaining structural growth success such as maintenance of building and technology.

Demographics

Students

In 2016-2017, 2827 students Kindergarten to grade 12 were enrolled with Lloydminster Roman Catholic Separate School Division #89. This represents 238 more students than registered in 2014-2015 (2589 students), and 359 more students than registered in 2013-2014 (2468 students). Thus, the Lloydminster Roman Catholic Separate School Division #89 has grown by 359 students or 14.5% in the past two years. This is very significant growth for a school division our size, and with strong data to demonstrate enrolment growth only increasing in future years; there is an urgent need for Board and Administration to work on short and long-term capital planning. The enrolment group of Kindergarten to Grade 3 students is significantly higher in number than the grade 9-12 enrolment for each of the 2010-2016 academic years. This “pyramidal” student enrolment trend will result in a significant student population increase in the years ahead as these groups of student progress through the grades. For illustration, 162 students graduated in June 2017 with 233 Kindergarten class registered in September 2017.

Lloydminster RCSSD 89								
Grade				Subpopulation Enrolments	Grades			
	2014-15	2015-16	2016-17			2014-15	2015-16	2016-17
Kindergarten	265	237	255	Self-Identified FNMI	K to 3	78	75	95
1	277	289	274		4 to 6	47	48	55
2	239	247	276		7 to 9	46	41	35
3	202	232	257		10 to 12	48	45	49
4	189	204	245		Total	219	209	234
5	173	188	216	French Immersion	K to 3	311	296	305
6	190	171	202		4 to 6	138	153	167
7	152	195	184		7 to 9	91	99	107
8	149	168	206		10 to 12	64	77	70
9	174	156	174		Total	604	625	649
10	166	184	179	English as an Additional Language	1 to 3	76	79	69
11	164	163	197		4 to 6	47	61	73
12	128	155	162		7 to 9	50	51	49
Total	2,468	2,589	2,827		10 to 12	34	47	41
					Total	207	238	232
PreK	72	73	72					

Note: Enrolment numbers are based on the actual number of students enrolled in each grade as of September 30 of each year (not FTEs).

Source: Ministry of Education, 2016

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 full-time equivalent staff of 284.6 people. About half of these employees are teachers, the other half represent a wide range of roles and responsibilities. LCSD requires 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 our division.

Job Category	FTEs
Classroom teachers	148.3
Principals, vice-principals	12.5
Other educational staff (positions that support educational programming) – e.g., educational psychologists, educational assistants, school community coordinators, speech language pathologists	74.3
Administrative and financial staff – e.g., Chief Financial Officers, accountants, Information Technology people, supervisors, managers, administrative assistants, clerks	9.0
Plant operations and maintenance – e.g., caretakers, handypersons, carpenters, plumbers, electricians, gardeners, supervisors, managers	16.5
Transportation – e.g., bus drivers, mechanics, parts persons, bus cleaners, supervisors, managers	20.0
League of Educational Administrators, Directors and Superintents (LEADS) – e.g., director of education, superintendents	4.0
Total Full-Time Equivalent (FTE) Staff	284.6

Notes:

- The numbers shown above represent full-time equivalents (FTEs). The number of employees may be greater because some people work part-time or seasonally.
- Some individuals are counted in more than one category. For example, a teaching principal might be counted as 0.4 as a classroom teacher and 0.6 as a principal.

Senior Management Team

In 2016-17 Acting Director of Education, Mr. Doug Robertson and Director of Education, Mr. Aubrey Patterson, reported directly to the Board of Education. Mr. Aubrey Patterson resigned effective July 31, 2017.

The two Deputy Directors and one Chief Financial Officer reported to Acting Director, Mr. Doug Robertson and the newly appointed Director of Education, Mr. Nigel McCarthy as of August 1, 2017.

- Deputy Director of Education, Ms. Glenda Kary
- Deputy Director of Learning, Mr. Kevin Kusch
- Chief Financial Officer, Mrs. Melanie Stelmaschuk

School Division Infrastructure and Transportation

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	Prekindergarten – Grade 2	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

Infrastructure Projects

Lloydminster Roman Catholic Separate School Division #89 facilities include:

- Six schools located within Lloydminster City Boundaries. The oldest school is 57 years old; the newest is 4 years old;
- The school division head office located in Lloydminster. The central core of this building is 16 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.

We pride ourselves in keeping our facilities up to date and current, as well as utilizing every space possible for instruction.

Infrastructure Projects			
School	Project	Details	2016-17 Cost
Father Gorman	Classroom	Retro fit Band Room into 2 Classrooms	15,000
Holy Rosary High School	Flooring	Carpet replacement in office and library	43,000
	Security	Additional cameras	23,000
	Paving	Parking lot repairs	20,000

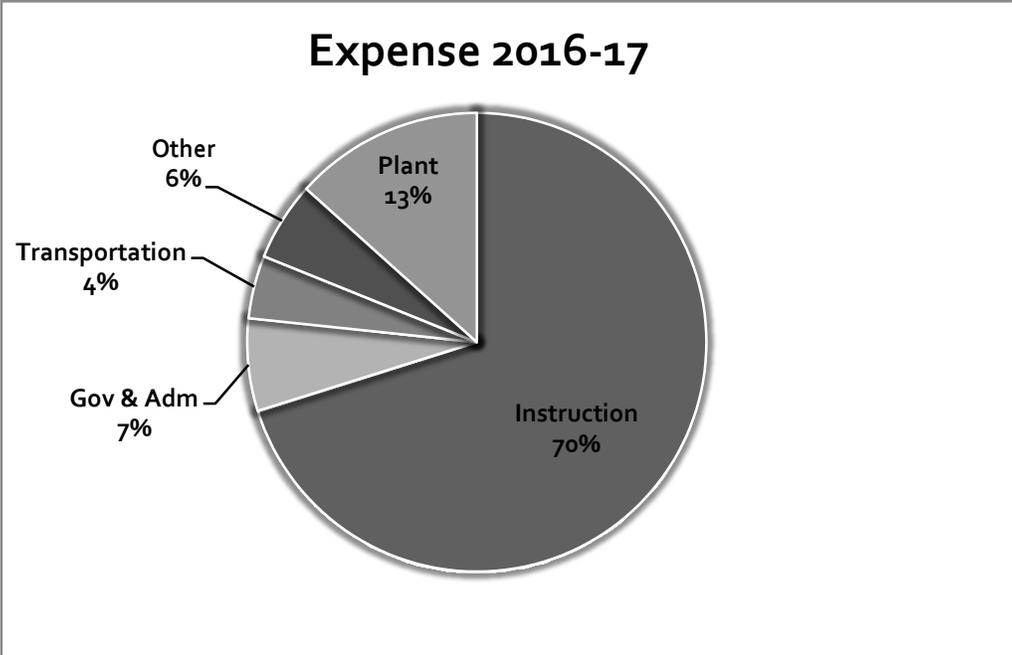
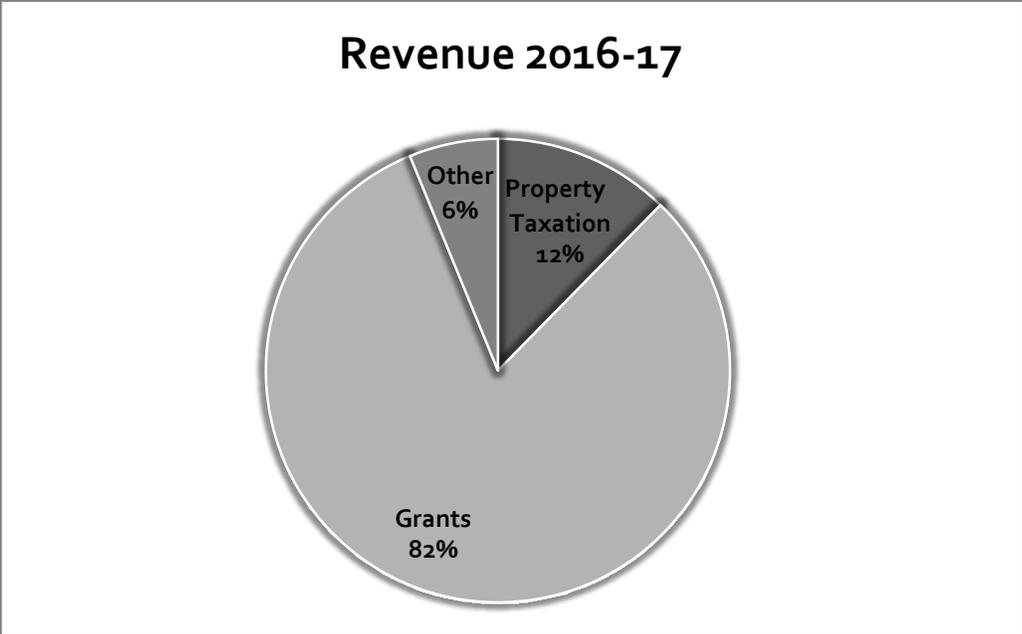
	Offices	Developed Career Centre	12,000
St Thomas	Instruction	Installation of Sound Baffels in Band Room	14,000
	Instruction	Installation of Blinds	25,000
	Relocatables	Repair skirting	11,000
St Mary's	Paving	Parking lot repairs	20,000
	Classroom	Retrofit Science Lab	40,000
	Washroom	Washroom sink replacements	13,000
	Flooring	Replaced hallway flooring	100,000
Mother Teresa	Paving	Parking lot repairs	12,000
	Instruction	Reno of Mother Teresa Maker Spacace	30,000
Total			\$378,000

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.

Financial Overview

Summary of Revenue and Expenses



Budget to Actual Revenue, Expenses and Variances

	2017	2017	2016	Budget to Actual Variance	Budget to Actual%	
	Budget	Actual	Actual	Over / (Under)	Variance	Note
REVENUES						
Property Taxation	3,567,746	3,662,733	3,473,193	94,987	3%	
Grants	22,451,724	24,154,993	22,394,170	1,703,269	8%	1
Tuition and Related Fees	10,464	99,341	19,868	88,877	849%	2
School Generated Funds	793,981	754,660	807,532	(39,321)	-5%	
Complementary Services	365,832	382,038	396,691	16,206	4%	
External Services	157,000	121,096	142,027	(35,904)	-23%	3
Other	400,579	477,298	490,598	76,719	19%	4
Total Revenues	27,747,326	29,652,159	27,724,079	1,904,833	7%	
EXPENSES						
Governance	228,858	248,175	207,389	19,317	8%	5
Administration	1,490,629	1,677,169	1,512,478	186,540	13%	6
Instruction	20,521,587	20,707,623	19,087,013	186,036	1%	
Plant	4,145,594	3,936,404	3,822,828	(209,190)	-5%	7
Transportation	1,292,856	1,309,300	1,192,726	16,444	1%	
Tuition and Related Fees	97,600	127,628	76,768	30,028	31%	8
School Generated Funds	793,981	721,363	787,214	(72,618)	-9%	9
Complementary Services	785,254	662,167	679,181	(123,087)	-16%	10
External Services	153,858	122,901	139,494	(30,957)	-20%	11
Other Expenses	3,500	5,479	3,657	1,979	57%	12
Total Expenses	29,513,717	29,518,209	27,508,748	4,492	0%	
Surplus (Deficit) for the Year	(1,766,391)	133,950	215,331			

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

Note	Explanation
1	Increase in enrollments
2	First Nation student funding
3	Reduction in cafeteria sales due to continued economic factors
4	Sponsorship for Synergy Vault
5	Expenditures for elections not budgeted
6	Personnel changes within Directorship
7	Budgeted for anticipated additional personnel, mild winter
8	Increase in homeschool enrollments
9	Continued economic factors
10	Budgeted for anticipated additional personnel
11	Reduction of personnel hours and supplies required due to reduced sales as per Note 3
12	Accepting online payments resulted in additional merchant fees

Board Remuneration

Name	Remuneration	Travel		Professional Development		Total
		In Province	Out of Province	In Province	Out of Province	
CARNELL, CHRISTOPHER	9,874	1,799	-	-	785	12,458
FENDELET, CALVIN	9,874	-	-	-	-	9,874
MACDUFF, ERIN	9,874	-	-	-	-	9,874
MAKICHUK, LAURIE	9,674	-	-	-	3,276	12,950
RUSTEIKA, MICHELLE	15,661	2,753	-	-	-	18,414
SCOTT, PAULA	18,448	4,293	-	-	2,072	24,813
WYTRYKUSZ, JILLIAN	9,874	-	-	-	-	9,874

Note: Board Chair, Mrs. Paula Scott and Vice-Chair, Mrs. Michelle Rusteika

Personal Services

Transfers

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

Supplier Payments

Name	Amount
3Twenty Modular	102,986
AltaGas Ltd.	354,956
Axia Supernet Ltd, Calgary	90,857
Bee J's Stationers Inc.	103,080
Bralin Technology Solutions	257,699
City of Lloydminster	117,826
Compugen Inc.	84,197
Craftex Builders	51,598
Dell Canada Inc.	163,435
Digital Connections Inc.	68,963
Gas Alberta Energy	124,759

Name	Amount
Legacy Bus Sales Saskatoon	71,595
Lloydminster Co-op	111,594
Marsh Canada Limited	64,854
Midwest Floorcovering	173,445
Sobeys Lloydminster	102,015
STI Landscaping	162,225
Sveer Maintenance	138,584
Telus	53,148
Tgp Lloydminster	63,438
TLC Driver Ed Ltd.	76,060
Vertical Building Solutions Inc.	2,029,209

Other Expenditures

Name	Amount
Pension Plan	957,634
Receiver General of Canada	5,300,545
Saskatchewan Teachers Federation	1,831,226

Name	Amount
Saskatchewan School Boards Association	347,763
Retirement Fund	166,311

Appendix B – Management Report and Audited Financial Statements

Audited Financial Statements

Of the Lloydminster Roman Catholic Separate School Division No. 89

School Division No. 6060000

For the Period Ending: August 31, 2017

Chief Financial Officer Melanie Stelmaschuk, CPA, CA

Auditor MNP LLP
Chartered Professional Accountants

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

**LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
FINANCIAL STATEMENTS
AUGUST 31, 2017**

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Management's Responsibility for the Financial Statements

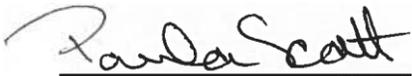
The School Division's management is responsible for the preparation of the financial statements in accordance with Canadian public sector accounting standards and the format specified in the Financial Reporting Manual issued by the Ministry of Education. The preparation of financial statements necessarily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

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

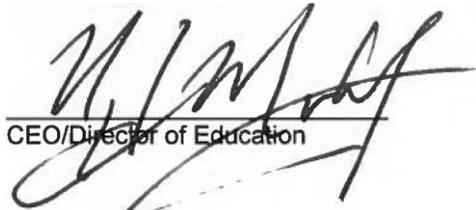
The Board of Education is composed of elected officials who are not employees of the School Division. The Board is responsible for ensuring that management fulfills its responsibilities for financial reporting and internal control, and for approving the financial statements. The Board is also responsible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

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

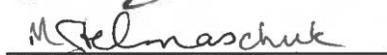
On behalf of the Lloydminster Roman Catholic Separate School Division No. 89:



Board Chair



CEO/Director of Education



Chief Financial Officer

Independent Auditors' Report

To the Trustees of the Board of Education of Lloydminster Roman Catholic Separate School Division No. 89:

We have audited the accompanying financial statements of Lloydminster Roman Catholic Separate School Division No. 89, which comprise the statement of financial position as at August 31, 2017, and the statements of operations and accumulated surplus, changes in net financial assets, and cash flows for the year then ended including supporting schedules, 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 public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' 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 about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' 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 Lloydminster Roman Catholic Separate School Division No. 89 as at August 31, 2017 and the results of its operations, changes in net financial assets and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Lloydminster, Saskatchewan
November 22, 2017

MAIPLLP

Chartered Professional Accountants

Lloydminster Roman Catholic Separate School Division No. 89
Statement of Financial Position
as at August 31, 2017

	2017	2016
	\$	\$
Financial Assets		
Cash and Cash Equivalents	3,013,646	9,550,799
Accounts Receivable (Note 8)	1,076,256	284,474
Inventories for Sale	21,868	8,692
Portfolio Investments (Note 4)	5,098,242	87,605
Total Financial Assets	9,210,012	9,931,570
Liabilities		
Accounts Payable and Accrued Liabilities (Note 9)	1,115,526	1,037,214
Liability for Employee Future Benefits (Note 6)	309,600	230,800
Deferred Revenue (Note 10)	885,807	747,220
Total Liabilities	2,310,933	2,015,234
Net Financial Assets	6,899,079	7,916,336
Non-Financial Assets		
Tangible Capital Assets (Schedule C)	50,286,022	49,054,220
Prepaid Expenses	104,298	184,893
Total Non-Financial Assets	50,390,320	49,239,113
Accumulated Surplus (Note 13)	57,289,399	57,155,449

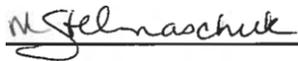
Contractual Obligations and Commitments (Note 17)

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 from Operations
for the year ended August 31, 2017

	2017 Budget	2017 Actual	2016 Actual
	\$	\$	\$
REVENUES	(Note 14)		
Property Taxation	3,567,746	3,662,733	3,473,193
Grants	22,451,724	24,154,993	22,394,170
Tuition and Related Fees	10,464	99,341	19,868
School Generated Funds	793,981	754,660	807,532
Complementary Services (Note 11)	365,832	382,038	396,691
External Services (Note 12)	157,000	121,096	142,027
Other	400,579	477,298	490,598
Total Revenues (Schedule A)	27,747,326	29,652,159	27,724,079
EXPENSES			
Governance	228,858	248,175	207,389
Administration	1,490,629	1,677,169	1,512,478
Instruction	20,521,587	20,707,623	19,087,013
Plant	4,145,594	3,936,404	3,822,828
Transportation	1,292,856	1,309,300	1,192,726
Tuition and Related Fees	97,600	127,628	76,768
School Generated Funds	793,981	721,363	787,214
Complementary Services (Note 11)	785,254	662,167	679,181
External Services (Note 12)	153,858	122,901	139,494
Other Expenses	3,500	5,479	3,657
Total Expenses (Schedule B)	29,513,717	29,518,209	27,508,748
Operating Surplus (Deficit) for the Year	(1,766,391)	133,950	215,331
Accumulated Surplus from Operations, Beginning of Year	57,155,449	57,155,449	56,940,118
Accumulated Surplus from Operations, End of Year	55,389,058	57,289,399	57,155,449

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, 2017**

	2017 Budget	2017 Actual	2016 Actual
	\$	\$	\$
	(Note 14)		
Net Financial Assets, Beginning of Year	7,916,336	7,916,336	6,631,382
Changes During the Year			
Operating Surplus (Deficit) for the Year	(1,766,391)	133,950	215,331
Acquisition of Tangible Capital Assets (Schedule C)	(249,000)	(3,260,001)	(876,895)
Proceeds on Disposal of Tangible Capital Assets (Schedule C)	-	500	11,500
Net (Gain) on Disposal of Capital Assets (Schedule C)	-	(500)	(3,000)
Amortization of Tangible Capital Assets (Schedule C)	1,982,000	2,028,199	1,989,532
Net Change in Other Non-Financial Assets	-	80,595	(51,514)
Change in Net Financial Assets	(33,391)	(1,017,257)	1,284,954
Net Financial Assets, End of Year	7,882,945	6,899,079	7,916,336

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, 2017**

	2017	2016
	\$	\$
OPERATING ACTIVITIES		
Operating Surplus for the Year	133,950	215,331
Add Non-Cash Items Included in Surplus (Schedule D)	2,027,699	1,986,532
Net Change in Non-Cash Operating Activities (Schedule E)	(428,664)	3,977,343
Cash Provided by Operating Activities	1,732,985	6,179,206
CAPITAL ACTIVITIES		
Cash Used to Acquire Tangible Capital Assets	(3,260,001)	(876,895)
Proceeds on Disposal of Tangible Capital Assets	500	11,500
Cash (Used) by Capital Activities	(3,259,501)	(865,395)
INVESTING ACTIVITIES		
Cash Used to Acquire Portfolio Investments	(5,010,637)	-
Proceeds on Disposal of Portfolio Investments	-	6,210
Cash Provided (Used) by Investing Activities	(5,010,637)	6,210
INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	(6,537,153)	5,320,021
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	9,550,799	4,230,778
CASH AND CASH EQUIVALENTS, END OF YEAR	3,013,646	9,550,799

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 Revenues
for the year ended August 31, 2017

	2017 Budget	2017 Actual	2016 Actual
	\$	\$	\$
Property Taxation Revenue			
Tax Levy Revenue			
Property Tax Levy Revenue	3,567,746	3,621,460	3,442,172
Total Property Tax Revenue	3,567,746	3,621,460	3,442,172
Grants in Lieu of Taxes			
Federal Government	-	723	(2,298)
Provincial Government	-	11,339	13,424
Railways	-	1,437	-
Total Grants in Lieu of Taxes	-	13,499	11,126
Other Tax Revenues			
House Trailer Fees	-	9,789	8,318
Total Other Tax Revenues	-	9,789	8,318
Additions to Levy			
Penalties	-	25,413	16,504
Total Additions to Levy	-	25,413	16,504
Deletions from Levy			
Cancellations	-	(7,428)	(4,927)
Total Deletions from Levy	-	(7,428)	(4,927)
Total Property Taxation Revenue	3,567,746	3,662,733	3,473,193
Grants			
Operating Grants			
Ministry of Education Grants			
Operating Grant	8,429,136	8,842,457	7,961,885
Other Ministry Grants	-	52,718	110,880
Total Ministry Grants	8,429,136	8,895,175	8,072,765
Other Provincial Grants	121,241	41,321	3,540
Grants from Others	13,690,250	14,158,029	13,377,203
Total Operating Grants	22,240,627	23,094,525	21,453,508
Capital Grants			
Ministry of Education Capital Grants	141,647	512,668	343,597
Other Provincial Capital Grants	69,450	-	-
Other Capital Grants	-	547,800	597,065
Total Capital Grants	211,097	1,060,468	940,662
Total Grants	22,451,724	24,154,993	22,394,170

Lloydminster Roman Catholic Separate School Division No. 89

Schedule A: Supplementary Details of Revenues
for the year ended August 31, 2017

	2017 Budget	2017 Actual	2016 Actual
	\$	\$	\$
Tuition and Related Fees Revenue			
Operating Fees			
Tuition Fees			
Federal Government and First Nations	-	88,872	-
Individuals and Other	10,464	10,469	19,868
Total Tuition Fees	10,464	99,341	19,868
Total Tuition and Related Fees Revenue	10,464	99,341	19,868
School Generated Funds Revenue			
Curricular			
Student Fees	155,503	144,588	158,393
Total Curricular Fees	155,503	144,588	158,393
Non-Curricular Fees			
Commercial Sales - GST	292,250	-	-
Commercial Sales - Non-GST	-	81,252	60,051
Fundraising	127,653	293,574	297,203
Grants and Partnerships	-	42,500	47,500
Students Fees	171,075	192,746	244,385
Other	47,500	-	-
Total Non-Curricular Fees	638,478	610,072	649,139
Total School Generated Funds Revenue	793,981	754,660	807,532
Complementary Services			
Operating Grants			
Ministry of Education Grants			
Operating Grant	131,784	131,784	131,724
Other Ministry Grants	-	-	16,322
Other Provincial Grants	15,548	7,666	6,280
Other Grants	21,000	25,440	26,400
Total Operating Grants	168,332	164,890	180,726
Fees and Other Revenue			
Tuition and Related Fees	166,500	185,545	181,319
Other Revenue	31,000	31,603	34,646
Total Fees and Other Revenue	197,500	217,148	215,965
Total Complementary Services Revenue	365,832	382,038	396,691

Lloydminster Roman Catholic Separate School Division No. 89
Schedule A: Supplementary Details of Revenues
for the year ended August 31, 2017

	2017 Budget	2017 Actual	2016 Actual
	\$	\$	\$
External Services			
Fees and Other Revenue			
Other Revenue	157,000	121,096	142,027
Total Fees and Other Revenue	157,000	121,096	142,027
Total External Services Revenue	157,000	121,096	142,027
Other Revenue			
Miscellaneous Revenue	193,579	209,316	287,316
Sales & Rentals	115,000	126,530	124,067
Investments	92,000	140,952	76,215
Gain on Disposal of Capital Assets	-	500	3,000
Total Other Revenue	400,579	477,298	490,598
TOTAL REVENUE FOR THE YEAR	27,747,326	29,652,159	27,724,079

Lloydminster Roman Catholic Separate School Division No. 89
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2017

	2017 Budget	2017 Actual	2016 Actual
	\$	\$	\$
Governance Expense			
Board Members Expense	89,074	91,003	77,379
Professional Development - Board Members	12,600	14,980	8,165
Elections	-	16,144	-
Other Governance Expenses	127,184	126,048	121,845
Total Governance Expense	228,858	248,175	207,389
Administration Expense			
Salaries	1,132,252	1,330,388	1,169,121
Benefits	121,207	132,795	107,404
Supplies & Services	103,645	91,965	98,274
Non-Capital Furniture & Equipment	13,500	9,781	15,647
Building Operating Expenses	-	-	3,786
Communications	57,042	55,788	59,813
Travel	52,983	52,685	56,206
Professional Development	10,000	3,767	2,227
Total Administration Expense	1,490,629	1,677,169	1,512,478
Instruction Expense			
Instructional (Teacher Contract) Salaries	13,590,272	13,679,857	12,520,214
Instructional (Teacher Contract) Benefits	694,085	753,655	682,269
Program Support (Non-Teacher Contract) Salaries	3,666,754	3,630,469	3,466,803
Program Support (Non-Teacher Contract) Benefits	664,922	681,525	659,971
Instructional Aids	378,519	375,335	349,011
Supplies & Services	225,094	256,638	194,935
Non-Capital Furniture & Equipment	165,488	119,821	128,283
Communications	113,736	120,487	86,065
Travel	50,017	48,066	46,058
Professional Development	182,100	120,354	96,849
Student Related Expense	200,600	230,202	206,803
Amortization of Tangible Capital Assets	590,000	691,214	649,752
Total Instruction Expense	20,521,587	20,707,623	19,087,013

Lloydminster Roman Catholic Separate School Division No. 89
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2017

	2017 Budget	2017 Actual	2016 Actual
	\$	\$	\$
Plant Operation & Maintenance Expense			
Salaries	1,117,483	1,060,831	1,051,093
Benefits	185,594	177,943	173,868
Non-Capital Furniture & Equipment	11,750	726	3,936
Building Operating Expenses	1,542,553	1,484,086	1,369,980
Communications	27,224	23,706	24,737
Travel	19,990	15,856	26,360
Professional Development	1,000	800	400
Amortization of Tangible Capital Assets	1,240,000	1,172,456	1,172,454
Total Plant Operation & Maintenance Expense	4,145,594	3,936,404	3,822,828
Student Transportation Expense			
Salaries	627,201	645,820	599,240
Benefits	111,284	108,951	103,111
Supplies & Services	170,650	151,134	117,314
Non-Capital Furniture & Equipment	130,629	145,350	125,928
Building Operating Expenses	25,596	25,869	20,921
Communications	3,240	3,421	3,364
Travel	2,250	1,650	1,650
Professional Development	2,500	3,313	1,142
Contracted Transportation	67,506	59,263	52,730
Amortization of Tangible Capital Assets	152,000	164,529	167,326
Total Student Transportation Expense	1,292,856	1,309,300	1,192,726
Tuition and Related Fees Expense			
Tuition Fees	97,600	127,628	76,768
Total Tuition and Related Fees Expense	97,600	127,628	76,768
School Generated Funds Expense			
Academic Supplies & Services	656,875	51,557	64,090
Cost of Sales	79,250	123,847	99,149
School Fund Expenses	57,856	545,959	623,975
Total School Generated Funds Expense	793,981	721,363	787,214

Lloydminster Roman Catholic Separate School Division No. 89
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2017

	2017 Budget	2017 Actual	2016 Actual
	\$	\$	\$
Complementary Services Expense			
Administration Salaries & Benefits	59,707	64,933	62,856
Instructional (Teacher Contract) Salaries & Benefits	214,313	196,397	188,806
Program Support (Non-Teacher Contract) Salaries & Benefits	431,263	326,952	340,543
Supplies & Services	5,500	4,278	5,484
Travel	5,700	4,875	5,205
Professional Development (Non-Salary Costs)	2,500	318	2,793
Student Related Expenses	66,271	64,414	73,494
Total Complementary Services Expense	785,254	662,167	679,181
External Service Expense			
Program Support (Non-Teacher Contract) Salaries & Benefits	64,028	50,385	59,218
Supplies & Services	61,500	64,717	76,841
Non-Capital Furniture & Equipment	13,500	6,974	2,610
Travel	830	825	825
Contracted Transportation & Allowances	14,000	-	-
Total External Services Expense	153,858	122,901	139,494
Other Expense			
Interest and Bank Charges			
Current Interest and Bank Charges	3,500	5,479	3,657
Total Interest and Bank Charges	3,500	5,479	3,657
Total Other Expense	3,500	5,479	3,657
TOTAL EXPENSES FOR THE YEAR	29,513,717	29,518,209	27,508,748

Lloydminster Roman Catholic Separate School Division No. 89
Schedule C - Supplementary Details of Tangible Capital Assets
for the year ended August 31, 2017

	Land		Buildings	School	Other	Furniture and	Computer	Computer	Assets	2017	2016	
	Land	Improvements	Buildings	Short-Term	Buses	Vehicles	Equipment	Hardware and Audio Visual Equipment	Software			Under Construction
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	
Tangible Capital Assets - at Cost												
Opening Balance as of September 1	3,340,556	1,786,610	52,968,052	2,009,424	2,082,324	236,592	2,494,215	1,588,251	17,057	500	66,523,581	66,263,285
Additions/Purchases	-	-	-	-	69,973	-	111,929	487,229	13,494	2,577,376	3,260,001	876,895
Disposals	-	-	-	-	(42,214)	-	(111,156)	(292,178)	-	-	(445,548)	(616,599)
Closing Balance as of August 31	3,340,556	1,786,610	52,968,052	2,009,424	2,110,083	236,592	2,494,988	1,783,302	30,551	2,577,876	69,338,034	66,523,581
Tangible Capital Assets - Amortization												
Opening Balance as of September 1	-	986,368	12,815,366	640,764	1,109,153	134,363	902,767	877,169	3,411	-	17,469,361	16,087,928
Amortization of the Period	-	89,331	1,080,931	74,079	155,273	16,317	249,499	356,659	6,110	-	2,028,199	1,989,532
Disposals	-	-	-	-	(42,214)	-	(111,156)	(292,178)	-	-	(445,548)	(608,099)
Closing Balance as of August 31	N/A	1,075,699	13,896,297	714,843	1,222,212	150,680	1,041,110	941,650	9,521	N/A	19,052,012	17,469,361
Net Book Value												
Opening Balance as of September 1	3,340,556	800,242	40,152,686	1,368,660	973,171	102,229	1,591,448	711,082	13,646	500	49,054,220	50,175,357
Closing Balance as of August 31	3,340,556	710,911	39,071,755	1,294,581	887,871	85,912	1,453,878	841,652	21,030	2,577,876	50,286,022	49,054,220
Change in Net Book Value	-	(89,331)	(1,080,931)	(74,079)	(85,300)	(16,317)	(137,570)	130,570	7,384	2,577,376	1,231,802	(1,121,137)
Disposals												
Historical Cost	-	-	-	-	42,214	-	111,156	292,178	-	-	445,548	616,599
Accumulated Amortization	-	-	-	-	42,214	-	111,156	292,178	-	-	445,548	608,099
Net Cost	-	-	-	-	-	-	-	-	-	-	-	8,500
Price of Sale	-	-	-	-	500	-	-	-	-	-	500	11,500
Gain on Disposal	-	-	-	-	500	-	-	-	-	-	500	3,000

Lloydminster Roman Catholic Separate School Division No. 89

Schedule D: Non-Cash Items Included in Surplus for the year ended August 31, 2017

	2017	2016
	\$	\$
Non-Cash Items Included in Surplus		
Amortization of Tangible Capital Assets (Schedule C)	2,028,199	1,989,532
Net (Gain) on Disposal of Tangible Capital Assets (Schedule C)	(500)	(3,000)
Total Non-Cash Items Included in Surplus	2,027,699	1,986,532

Lloydminster Roman Catholic Separate School Division No. 89

Schedule E: Net Change in Non-Cash Operating Activities for the year ended August 31, 2017

	2017	2016
	\$	\$
Net Change in Non-Cash Operating Activities		
Decrease (Increase) in Accounts Receivable	(791,782)	4,008,770
(Increase) in Inventories for Sale	(13,176)	(701)
Increase in Accounts Payable and Accrued Liabilities	78,312	81,164
Increase in Liability for Employee Future Benefits	78,800	32,400
Increase (Decrease) in Deferred Revenue	138,587	(92,776)
Decrease (Increase) in Prepaid Expenses	80,595	(51,514)
Total Net Change in Non-Cash Operating Activities	(428,664)	3,977,343

LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2017

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 Separate School Division No. 89” and operates as “the Lloydminster Roman Catholic Separate 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 Governments of Saskatchewan and Alberta and a levy on 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
As at August 31, 2017

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 \$309,600 (2016 - \$230,800) because actual experience may differ significantly from actuarial estimations.
- property taxation revenue of \$3,662,733 (2016 - \$3,473,193) because final tax assessments may differ from initial estimates.
- useful lives of capital assets and related amortization of \$2,028,199 (2016 - \$1,989,532) 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
As at August 31, 2017

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 Ltd. and Lloydminster & District Co-operative and term deposits with maturity dates greater than 3 months. 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
As at August 31, 2017

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, computer software and assets under construction.

Tangible capital assets are recorded at cost (or estimated cost when the actual cost is unknown) and include all costs directly attributable to the acquisition, design, construction, development, installation and betterment of the tangible capital asset. The School Division does not capitalize interest incurred while a tangible capital asset is under construction.

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

Land improvements (pavement, fencing, lighting, etc.)	20 years
Buildings	50 years
Buildings – short-term (portables, storage sheds, outbuildings, garages)	20 years
School buses	12 years
Other vehicles – passenger	5 years
Other vehicles – heavy (graders, 1 ton truck, etc.)	10 years
Furniture and equipment	10 years
Computer hardware and audio visual equipment	5 years
Computer software	5 years

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

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

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.

LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2017

2. SIGNIFICANT ACCOUNTING POLICIES (CONT'D)

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

LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2017

2. SIGNIFICANT ACCOUNTING POLICIES (CONT'D)

Defined Contribution Plans

The School Division's support staff participate in a defined contribution pension plan. The School Division's contributions to the plan are expensed when due.

j) Revenue Recognition

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

The School Division's sources of revenues include the following:

i) Government Transfers (Grants)

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

ii) Property Taxation

Property tax is levied and collected on a calendar year basis. Uniform education property tax mill rates are set by the Government of Saskatchewan 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
As at August 31, 2017

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.

l) Adoption of Public Sector Accounting Standards

On September 1, 2016, the School Division adopted Public Sector Accounting standards PS 2200 Related Party Disclosures, PS 3210 Assets, PS 3320 Contingent Assets, and PS 3380 Contractual Rights.

Adoption of these standards has not resulted in any disclosure changes.

LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2017

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 a rate of bank prime rate per annum with Synergy Credit Union Ltd. This line of credit is authorized by a borrowing resolution by the board of education and is secured by all book accounts and book debts. 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, 2017 was \$nil (August 31, 2016 - \$nil).

4. PORTFOLIO INVESTMENTS

Portfolio investments are comprised of the following:

Portfolio investments in the cost and amortized cost category:	Cost	Cost
Equity common shares of Lloydminster & District Co-operative	\$ 40,514	\$ 38,301
Equity common shares of Synergy Credit Union	57,728	49,304
Synergy Credit Union term deposits, interest rates 1.7%, maturing October 2018 to October 2019	5,000,000	-
Total portfolio investments reported at cost and amortized cost	\$ 5,098,242	\$ 87,605

5. EXPENSES BY FUNCTION AND ECONOMIC CLASSIFICATION

Function	Salaries & Benefits	Goods & Services	Amortization of TCA	2017 Actual	2016 Actual
Governance	\$ 1,706	\$ 246,469	\$ -	\$ 248,175	\$ 207,389
Administration	1,463,182	213,987	-	1,677,169	1,512,478
Instruction	18,745,506	1,270,903	691,214	20,707,623	19,087,013
Plant	1,238,774	1,525,174	1,172,456	3,936,404	3,822,828
Transportation	754,772	389,999	164,529	1,309,300	1,192,726
Tuition and Related Fees	-	127,628	-	127,628	76,768
School Generated Funds	-	721,363	-	721,363	787,214
Complementary Services	588,282	73,885	-	662,167	679,181
External Services	50,385	72,516	-	122,901	139,494
Other	-	5,479	-	5,479	3,657
TOTAL	\$ 22,842,607	\$ 4,647,403	\$ 2,028,199	\$ 29,518,209	\$ 27,508,748

LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2017

6. EMPLOYEE FUTURE BENEFITS

The School Division provides certain post-employment, compensated absence and termination benefits to its employees. These benefits include non-vested sick leave 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 as at March 31, 2015 and extrapolated the results to estimate the Liability for Employee Future Benefits as at August 31, 2017.

Details of the employee future benefits are as follows:

	2017	2016
Actuarial extrapolation date	Aug. 31, 2017	Aug. 31, 2016
Long-term assumptions used:		
Discount rate at end of period	2.69%	2.10%
Inflation and productivity rate (excluding merit and promotion)		
Teachers	2.50%	3.20%
Non-Teachers	3.00%	3.20%
Expected average remaining service life (years)	15	15

Liability for Employee Future Benefits	2017	2016
Accrued Benefit Obligation - beginning of year	\$ 316,200	\$ 273,100
Current period service cost	35,700	32,100
Interest cost	7,300	7,500
Benefit payments	(8,300)	(13,100)
Actuarial (gains) / losses	(35,000)	15,800
Plan amendments	37,900	800
Accrued Benefit Obligation - end of year	353,800	316,200
Unamortized Net Actuarial (Losses)	(44,200)	(85,400)
Liability for Employee Future Benefits	\$ 309,600	\$ 230,800

Employee Future Benefits Expense	2017	2016
Current period service cost	\$ 35,700	\$ 32,100
Amortization of net actuarial loss	6,200	5,100
Plan amendments	37,900	800
Benefit cost	79,800	38,000
Interest cost	7,300	7,500
Total Employee Future Benefits Expense	\$ 87,100	\$ 45,500

LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2017

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) or Alberta Teachers' Retirement Fund (ATRF)

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

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

Details of the contributions to these plans for the School Division's employees are as follows:

	2017			2016
	STRP	ATRF	TOTAL	TOTAL
Number of active School Division members	158	26	184	176
Member contribution rate (percentage of salary)	11.30%-13.50%	10.74%-15.34%	10.74%-15.34%	10.20%-16.34%
Member contributions for the year	\$ 1,448,684	\$ 196,509	\$ 1,645,193	\$ 1,384,220

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.

LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2017

7. PENSION PLANS (CONT'D)

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 the Public Sector Accounting Board (PSAB) standards, 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>2017</u>	<u>2016</u>
Number of active School Division members	163	164
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	\$ 471,401	\$ 459,667
School Division contributions for the year	\$ 471,401	\$ 459,667
Actuarial (extrapolation) valuation date	<u>(Dec/31/2016)</u>	<u>Dec/31/2015</u>
Plan Assets (in thousands)	\$ 2,323,947	\$ 2,148,676
Plan Liabilities (in thousands)	\$ 1,979,463	\$ 1,831,743
Plan Surplus (in thousands)	\$ 344,484	\$ 316,933

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:

	<u>2017</u>			<u>2016</u>		
	Total Receivable	Valuation Allowance	Net of Allowance	Total Receivable	Valuation Allowance	Net of Allowance
Taxes Receivable	\$ 7,281	\$ -	\$ 7,281	\$ 89,461	\$ -	\$ 89,461
Provincial Grants Receivable	163,600	-	163,600	-	-	-
Other Receivables	905,375	-	905,375	195,013	-	195,013
Total Accounts Receivable	\$ 1,076,256	\$ -	\$ 1,076,256	\$ 284,474	\$ -	\$ 284,474

As at January 1, 2018, pursuant to *The Education Property Tax Act*, the Government of Saskatchewan will now be the taxing authority for education property tax for the Rural Municipalities of Wilton and Britannia. After that date, the School Division will no longer earn taxation revenue from these municipalities.

LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
NOTES TO THE FINANCIAL STATEMENTS
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9. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

Details of accounts payable and accrued liabilities are as follows:

	2017	2016
Accrued Salaries and Benefits	\$ 27,993	\$ 20,470
Supplier Payments	1,078,730	1,007,280
Staff Funds	8,803	9,464
Total Accounts Payable and Accrued Liabilities	\$ 1,115,526	\$ 1,037,214

10. DEFERRED REVENUE

Details of deferred revenues are as follows:

	Balance as at Aug. 31, 2016	Additions during the Year	Revenue recognized in the Year	Balance as at Aug. 31, 2017
Other deferred revenue:				
Unearned fees for service	\$ 47,651	\$ 232,938	\$ 204,547	\$ 76,041
Unearned taxation revenue	699,569	3,772,930	3,662,733	809,766
Total Deferred Revenue	\$ 747,220	\$ 4,005,868	\$ 3,867,280	\$ 885,807

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 2017 and 2016:

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NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2017

11. COMPLEMENTARY SERVICES (CONT'D)

Summary of Complementary Services Revenues and Expenses, by Program	Pre-K Programs	Community and Inter-Agency Liaison	Other Programs	2017	2016
Revenues:					
Operating Grants	\$ 131,784	\$ -	\$ 33,106	\$ 164,890	\$ 180,726
Fees and Other Revenues	-	-	217,148	217,148	215,965
Total Revenues	131,784	-	250,254	382,038	396,691
Expenses:					
Salaries & Benefits	328,464	93,281	166,537	588,282	592,205
Supplies and Services	-	4,278	-	4,278	5,484
Travel	-	4,875	-	4,875	5,205
Professional Development (Non-Salary Costs)	-	318	-	318	2,793
Student Related Expenses	3,178	-	61,236	64,414	73,494
Total Expenses	331,642	102,752	227,773	662,167	679,181
Excess (Deficiency) of Revenues over Expenses	\$ (199,858)	\$ (102,752)	\$ 22,481	\$ (280,129)	\$ (282,490)

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: School Division's School Communities 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.

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 2017 and 2016:

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NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2017

12. EXTERNAL SERVICES (CONT'D)

Summary of External Services Revenues and Expenses, by Program	Cafeteria	2017	2016
Revenues:			
Fees and Other Revenues	\$ 121,096	\$ 121,096	\$ 142,027
Total Revenues	121,096	121,096	142,027
Expenses:			
Salaries & Benefits	50,385	50,385	59,218
Supplies and Services	64,717	64,717	76,841
Non-Capital Equipment	6,974	6,974	2,610
Travel	825	825	825
Total Expenses	122,901	122,901	139,494
Excess (Deficiency) of Revenues over Expenses	\$ (1,805)	\$ (1,805)	\$ 2,533

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

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

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, for example, school generated funds, capital reserves, and school community councils. 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.

LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2017

13. ACCUMULATED SURPLUS (CONT'D)

Details of accumulated surplus are as follows:

	August 31 2016	Additions during the year	Reductions during the year	August 31 2017
Invested in Tangible Capital Assets:				
Net Book Value of Tangible Capital Assets	\$ 49,054,220	\$ 3,260,001	\$ 2,028,199	\$ 50,286,022
	49,054,220	3,260,001	2,028,199	50,286,022
PMR maintenance project allocations (1)	-	185,468	185,468	-
Federal Agencies Policy Reserve (2)	-	2,984	-	2,984
Internally Restricted Surplus:				
Capital projects:				
Equipment replacement	100,000	-	-	100,000
Administrative Building reserve	235,580	84,000	-	319,580
Other Vehicle reserve	7,900	2,061	-	9,961
Holy Rosary Expansion/New Elementary reserve	2,000,000	-	-	2,000,000
Grounds/Parking Lot reserve	250,000	-	-	250,000
Holy Rosary Parking Lot Expansion reserve	500,000	-	-	500,000
Bus Fleet Expansion reserve	250,000	-	-	250,000
	3,343,480	86,061	-	3,429,541
Other:				
Educational Programming reserve	500,000	-	-	500,000
School generated funds	71,257	493,306	482,604	81,959
School Community Council	70,517	190,869	188,810	72,576
	641,774	684,175	671,414	654,535
Unrestricted Surplus	4,115,975	-	1,199,658	2,916,317
Total Accumulated Surplus	\$ 57,155,449	\$ 4,218,689	\$ 4,084,739	\$ 57,289,399

- (1) **PMR Maintenance Project Allocations** represent transfers received from the Ministry of Education as funding support for maintenance projects on the School Division's approved 3 year capital maintenance plans. Unspent funds at the end of a fiscal year are designated for future approved capital plan maintenance project expenditures.
- (2) **Federal Agencies Policy Reserve** represents the capital portion of the tuition received from Federal Agencies as per Regulation 22 fee calculation. The funds to be used for future capital projects as specified by the Ministry of Education.

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

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13. ACCUMULATED SURPLUS (CONT'D)

Other Vehicles: funds set aside to cover future acquisitions/replacements of passenger van and/or utility vehicles

Holy Rosary Expansion/New Elementary: funds set aside to cover future major capital upgrades for Holy Rosary High School and new elementary

Grounds/Parking Lots: funds set aside to cover the future costs of expanding existing parking lots

Holy Rosary Parking Lot Expansion: funds set aside to cover future costs related to the expansion of Holy Rosary parking lot

Bus Fleet Expansion: funds set aside to cover future acquisitions of school busses

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 Community Council: instructional funds that represent unspent school budgets available to School Community Council

14. BUDGET FIGURES

Budget figures included in the financial statements were approved by the board of education on June 22, 2016 and the Minister of Education on August 8, 2016.

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.

Related Party Transactions

Transactions with these related parties have occurred and been settled on normal trade terms.

LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
NOTES TO THE FINANCIAL STATEMENTS
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15. RELATED PARTIES (CONT'D)

	2017	2016
Revenues:		
Ministry of Education	\$ 9,539,627	\$ 8,564,408
Saskatchewan Government Insurance	30,397	83,600
Saskatchewan Lottery	7,661	-
Community Initiatives Fund	10,800	-
North West School Division	-	1,200
Workers' Compensation Board	8,488	8,488
Saskatchewan Social Services	130	-
	\$ 9,597,103	\$ 8,657,696
Expenses:		
Worker's Compensation Board	\$ 17,226	\$ 18,544
Saskatchewan Power Corporation	15,849	13,200
Saskatchewan Government Insurance	21,738	27,139
Lloydminster Public School Division	16,446	2,356
Living Sky School Division No. 202	250	1,475
Prairie South School Division No. 210	-	150
SaskTel	4,194	4,296
St. Paul's RCSSD No. 20	1,750	500
Western Development Museum	911	111
Sask Queen Printer	155	262
	\$ 78,519	\$ 68,033
Accounts Receivable:		
Saskatchewan Government Insurance	\$ -	\$ 50,088
Ministry of Education	163,600	-
	\$ 163,600	\$ 50,088
Prepaid Expenses:		
Saskatchewan Government Insurance	\$ 17,626	\$ 18,747
	\$ 17,626	\$ 18,747
Accounts Payable and Accrued Liabilities:		
Saskatchewan Power Corporation	\$ -	\$ (1,624)
Workers' Compensation Board	9,802	10,274
	\$ 9,802	\$ 8,650
Deferred Revenue:		
Community Initiatives Fund	\$ 7,200	\$ 7,200
Saskatchewan Lottery	5,400	4,027
	\$ 12,600	\$ 11,227

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.

LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2017

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		RangerRebekkah		Patrick Harty		Total	Total
	<u>2017</u>	<u>2016</u>	<u>2017</u>	<u>2016</u>	<u>2017</u>	<u>2016</u>	<u>2017</u>	<u>2016</u>	<u>2017</u>	<u>2016</u>	<u>2017</u>	<u>2016</u>	<u>2017</u>	<u>2016</u>
Cash and short-term investments	\$ 7,652	\$ 7,606	\$ 37,724	\$ 39,495	\$ -	\$ 821	\$ 1,377	\$ 1,364	\$ 37,456	\$ 39,236	\$ 9,551	\$ -	\$ 93,760	\$ 88,522
Portfolio investments	212	208	452	443	-	-	-	-	-	-	-	-	664	651
Total Assets	7,864	7,814	38,176	39,938	-	821	1,377	1,364	37,456	39,236	9,551	-	94,424	89,173
Revenues														
Contributions and donations	-	-	-	-	-	-	-	-	-	39,236	10,000	-	10,000	39,236
Interest on investments	50	51	238	250	-	1	13	16	220	-	51	-	572	319
	50	51	238	250	-	1	13	16	220	39,236	10,051	-	10,572	39,555
Expenses														
Awards to students	-	-	2,000	1,000	821	1,000	-	-	2,000	-	500	-	5,321	2,000
	-	-	2,000	1,000	821	1,000	-	-	2,000	-	500	-	5,321	2,000
Excess (Deficiency) of Revenues over Expenses	50	51	(1,762)	(750)	(821)	(999)	13	16	(1,780)	39,236	9,551	-	5,251	37,554
Trust Fund Balance, Beginning of Year	7,814	7,763	39,938	40,688	821	1,820	1,364	1,348	39,236	-	-	-	89,173	51,619
Trust Fund Balance, End of Year	\$ 7,864	\$ 7,814	\$ 38,176	\$ 39,938	\$ -	\$ 821	\$ 1,377	\$ 1,364	\$ 37,456	\$ 39,236	\$ 9,551	\$ -	\$ 94,424	\$ 89,173

LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2017

17. CONTRACTUAL OBLIGATIONS AND COMMITMENTS

Significant contractual obligations and commitments of the School Division are as follows:

- Construction contract for the Synergy Vault Home of the Raiders, as at August 31, 2017 this project is in its final stages of construction, with cost of \$295,578 remaining.
- The School Division entered into construction contracts for two relocatable units at the St. Joseph Elementary School. As at August 31, 2017, the School Division has committed to capital construction contracts totaling \$580,340. As at August 31, 2017, this project is in its beginning construction stage with \$140,313 in costs incurred.

18. ACCOUNTING CHANGES

On September 1, 2016, the School Division adopted the following new standards:

- PS 3420 Inter-entity Transactions. This section establishes standards on how to account for and report transactions between public sector entities that comprise a government's reporting entity from both a provider and recipient perspective; and
- PS 3430 Restructuring Transactions. This section establishes how to account for and report restructuring transactions for both the receipt and transfer of assets and liabilities, together with related program or operating responsibilities.

The adoption of the new standards has been on a prospective basis, without restatement of prior period comparative amounts.

The adoption of the new standards has not resulted in any changes to the measurement, recognition, or disclosure of the School Division's inter-entity transactions. During the year, the School Division did not have any restructuring transactions.

19. RISK MANAGEMENT

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

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19. RISK MANAGEMENT (CONT'D)

i) Credit Risk

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

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

The aging of grants and other accounts receivable as at August 31, 2017 was:

	August 31, 2017					
	Total	Current	0-30 days	30-60 days	60-90 days	Over 90 days
Grants Receivable	\$ 163,600	\$ 163,600	\$ -	\$ -	\$ -	\$ -
Other Receivables	544,470	544,152	-	-	-	318
Gross Receivables	708,070	707,752	-	-	-	318
Allowance for Doubtful Accounts	-	-	-	-	-	-
Net Receivables	\$ 708,070	\$ 707,752	\$ -	\$ -	\$ -	\$ 318

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, 2017				
	Total	Within 6 months	6 months to 1 year	1 to 5 years	> 5 years
Accounts payable and accrued liabilities	\$ 1,115,526	\$ 1,115,526	\$ -	\$ -	\$ -
Total	\$ 1,115,526	\$ 1,115,526	\$ -	\$ -	\$ -

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19. RISK MANAGEMENT (CONT'D)

iii) Market Risk

The School Division is exposed to market risks with respect to interest rates and foreign currency exchange 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 per annum. 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, 2017.

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