

LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION #89

ANNUAL REPORT

2015-2016



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School Division Contact Information

Lloydminster Roman Catholic Separate School Division #89

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Letter of Transmittal

Honourable Don Morgan, Q.C.
Minister of Education

Dear Minister: Honourable Don Morgan

The Board of Education of Lloydminster Catholic School Division #89 is pleased to provide you and the residents of the school division with the 2015-16 annual report. This report outlines activities and accomplishments of the school division and provides audited financial statements for the fiscal year September 1, 2015 to August 31, 2016.

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

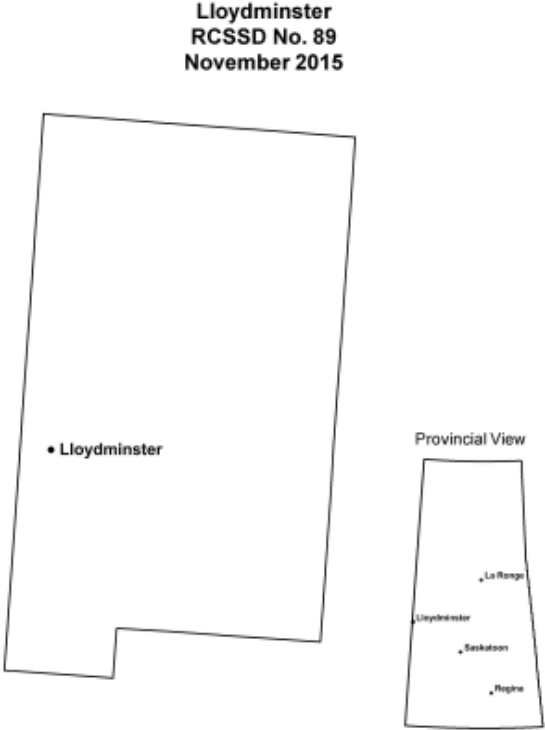
Introduction

This annual report presents an overview of Lloydminster Roman Catholic Separate School Division #89 activities and results for the fiscal year September 1, 2016 to August 31, 2017. It provides a snapshot of Lloydminster Roman Catholic Separate School Division #89, its governance structures, students, staff, programs and facilities. It also includes results and analysis of a number of indicators that contribute to student success. In addition to detailing the School Division's activities and performance, this report outlines how the Division is implementing its strategic plan, provides a financial overview and audited financial statements, and includes appendices such as school list and payee list. Financial statements included in this report have been audited by an independent auditor following the Canadian Generally Accepted Auditing Standards.

School Division Profile

About Us

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

Division Mission Statement

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

Our Lloydminster 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 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 supporting 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; LCS&T 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 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 the Division offers specialized programming that responds to the needs of its students. The following list identifies programs in operation at one or more of the Division’s schools:

- Alternative programming for vulnerable students
- Community Education programming
- Intensive French instruction
- Distance education
- English as an Additional Language programming
- French Immersion programming
- Music/Band programming
- Nutrition programs
- Prekindergarten programs
- Technology Enhanced Learning
- High Performance Physical Education
- Academic and Behaviour Response to Intervention

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

- Curriculum consultants in specific subject areas
- Educational Psychologist
- Occupational Therapist
- Clinical Psychologist
- Instructional Coaches
- Supervisor of Technology
- Speech and Language Pathologists
- Student Counsellors (Academic/Career and Personal)
- Family School Liaison Workers
- Behaviour Family Counselor
- Learning Assistant Specialist
- 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 school division as a whole. There are no sub-divisions with identified Trustees.

The current Board was elected on November 26, 2012 to serve a four-year term. Board of Education members at August 31, 2016 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.

The Education Regulations, 1986 require school divisions to undertake orientation, training, development and networking opportunities for their SCC members. In 2015-2016 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. 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, 1986*. The actual number of members varies from one SCC to another.

The Regulations also require School Community Councils to work with school staff to develop an annual school Learning Improvement Plan and to recommend that plan to the Board of

Education. Each SCC provided an annual work plan and budget in alignment with the school division Strategic Plan for school improvement goals. 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. 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.

The School Community Councils create action plans to support each school 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 \$2,000 annually.

Lloydminster Roman Catholic Separate School Division #89 School Community Council 2015-2016 Activities:

- Promoting math and literacy by hosting math and literacy nights.
- Hosting book giveaways, math games giveaways, and books swaps.
- Building information tables encouraging parent participation.
- Creating learning areas for students outside and within schools.
- Providing and funding support for extracurricular programs for all students to attend.
- Providing back to school events and/or open houses for students and parents to better connect to school and to promote participation.
- Providing funding to train staff to be First Aid facilitators training all grade 10 students.
- Supporting our faith in school entrances including crucifixes, banners for mass, etc.
- Hosting author nights for students during day and families in the evening.

- Promoting SCC Executive formation: while parents remain incredibly engaged active, attracting parents for formal executive positions continue to be a challenge.

Community Partnerships

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

- 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.
- An annual partnership provides a local play school and their daily play school services inside our Mother Teresa Early Childhood Education Center.
- The Lloydminster Learning Council will access instructional space to provide language and cultural services to new immigrant parents.
- Catholic Social Services (Alberta) operates our 72 seat childcare center.
- Catholic Social Services (Alberta) leases office space in one of our facilities to provide counselling and support services to children and families in Lloydminster.
- Programs have been developed in partnership with Lakeland College to provide opportunities for our high school students to earn college credits while still in high school. Another partnership creates opportunities for our immigrant students to earn credits while enhancing their English skills.

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

Lloydminster Learning Council

We have undertaken 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.

Nutritional Programs

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

LCSD Outreach Program

Through the local Olive Tree organization, we have partnered to create a gift guide at Christmas that allows our community to donate money to three outline options: The *LCSD Outreach* program for helping students with basic necessities; a breakfast/emergency fund to ensure students have the proper nourishment to learn; and thirdly, our community has the opportunity to donate to the expansion of our salad bar program, operating in all schools.

Promoting Physical Activity in Youth and Adults

We continue to offer many opportunities for children, parents and families to be active. We work with community organizations such as *KidSport* and *Jump Start*. Our Community Education Coordinator sits on 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 work in concert with schools to offer free programming.

Strategic Direction and Reporting

The Education Sector Strategic Plan

Saskatchewan's Prekindergarten- Grade 12 education sector has undergone a significant shift in strategic planning. Throughout 2013-2014, provincial school divisions and the Ministry of Education collaboratively developed an Education Sector Strategic Plan (ESSP) for 2014-2020. The ESSP aligns the work of all school divisions and the Ministry of Education. The plan was developed using a new planning methodology that integrated priority identification; strategic planning; performance measurement, reporting and review; and, course correction to achieve outcomes. The ESSP was approved by the 28 school boards and accepted by the government of Saskatchewan in April 2014. Subsequent updates have been presented to Boards of Education. The ESSP identified two one-year, short-term priority areas, and five two-to-five year priority areas and provides the strategic direction of the education sector, with its priorities and outcomes providing a clear, aligned direction for the work of school divisions and the Ministry of Education. Lloydminster Catholic School Division's Board of Education approved our Strategic Plan in 2015; a plan subsequently reviewed by the Ministry staff. 2015-2016 was the second 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.

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 (Phase 1).

<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>LCSD Goal: A minimum of 90% of all LCSD Grade 12 students will graduate on-time (three-years) each and every year.</p> <p>LCSD Reading, Writing, and Math Goals:</p> <ol style="list-style-type: none"> 1. 80% of students at grades 1-3 will read at or above grade specific LCSD Division Benchmark on LCSD Reading Assessments. 2. 75% of students in grades 3-12 will meet or exceed the grade specific LCSD Division Benchmark at or above grade level on end of year (3-9) / end of semester (10-12) LCSD Writing Assessment. 3. 75% of students in grades K-9 will meet or exceed the grade specific LCSD Division Benchmark on LCSD Math Assessment.
<p>School division actions taken during the 2015-16 school year to achieve the targets and outcomes of the First Nations and Métis Student Engagement and</p>	<p>These initiatives include the enhancement of:</p> <ul style="list-style-type: none"> • Family School Liaison frequently monitored academic and behavioural performance of each First Nations or Métis student in Holy Rosary High School. • High-touch, highly personal connections and relationships that developed the sense of school “as” family.

Graduation Rates outcome and the Following Their Voices priority

- Provided parenting support in the home and community.
- Career counselling and the creation of a vision of graduation and post-secondary with all students beginning in grade 9.
- Quick and effective interventions by the Problem Solving Team (PST) in Holy Rosary when students experience difficulty.
- Established practices to assist FNMI students to make better connections between learning in grade 9-12 and career possibilities after school. Promoted and provided direct exposure of post-secondary programs and trades, and market attachment with FNMI students. These initiatives also include the evolution of system structures designed to challenge our school system, including:
 - Continued co-sponsorship in the Indigenous Economic Development.
 - Continued partnerships with Lakeland College for transitional programming.

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

Average Final Marks

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, 2015-16

Subject	All Students		Non-FNMI		FNMI	
	Province	Lloydminster Catholic	Province	Lloydminster Catholic	Province	Lloydminster Catholic
English Language Arts A 10 (Eng & Fr equiv)	73.0	77.8	76.1	78.4	61.1	69.3
English Language Arts B 10 (Eng & Fr equiv)	73.4	78.1	76.2	78.8	62.5	70.1
Science 10 (Eng & Fr equiv)	72.0	73.1	75.1	74.2	59.6	60.7
Math: Workplace and Apprenticeship 10 (Eng & Fr equiv)	72.8	61.6	76.1	62.5	60.8	nr
Math: Foundations and Pre-calculus 10 (Eng & Fr equiv)	72.4	76.1	74.8	76.6	60.3	68.6
English Language Arts 20 (Eng & Fr equiv)	74.4	78.9	76.3	79.1	64.7	76.8
Math: Workplace and Apprenticeship 20 (Eng & Fr equiv)	66.9	65.5	69.3	65.0	61.3	nr
Math: Foundations 20 (Eng & Fr equiv)	73.6	72.5	75.3	73.5	63.6	64.9

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.

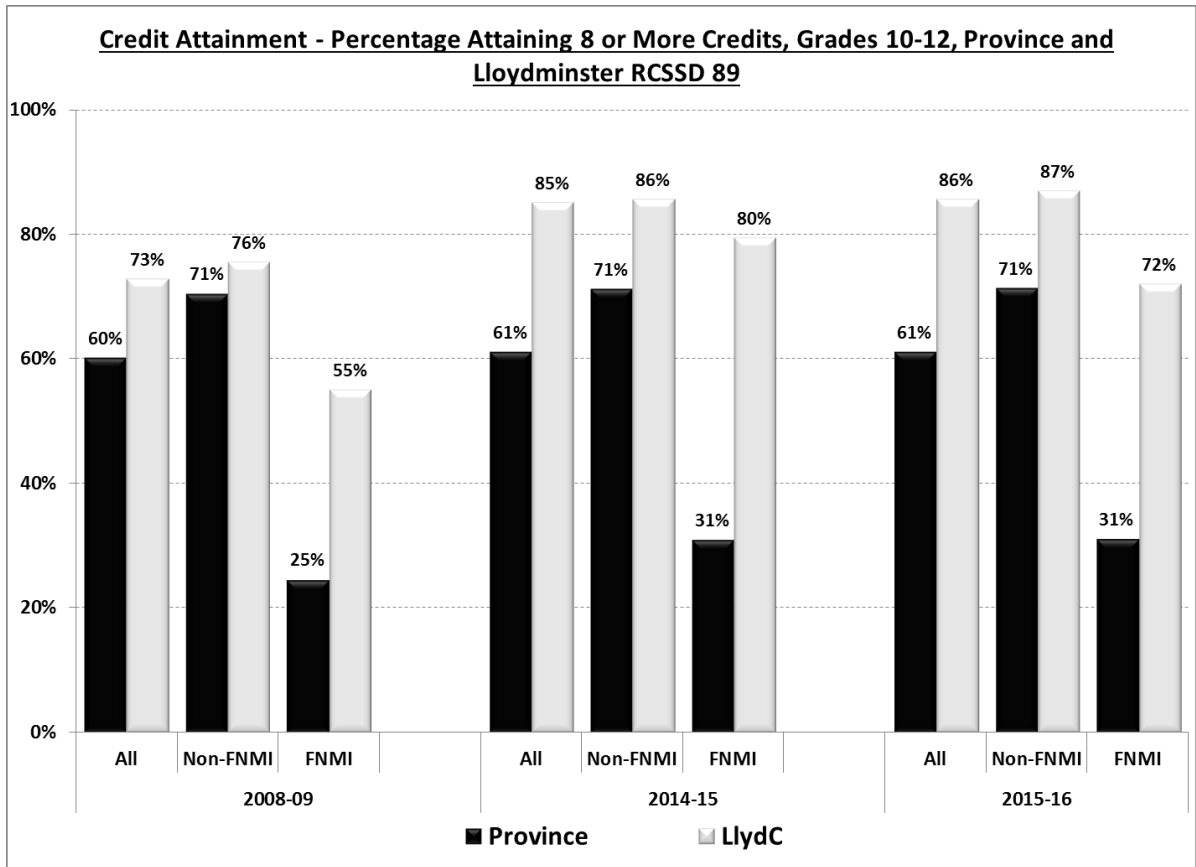
Source: Ministry of Education, 2016

Analysis of results

All reported marks show a higher performance by LCSD FNMI students in comparison to the provincial average. Though we are pleased with these results that greatly exceed the provincial averages of our province, we now must further look at how to lessen the discrepancy between our FNMI students and non-FNMI students.

Credit Attainment

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.



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, 2016

Analysis of results

LCSD results are relatively stable over the past two years, with the exception of our FNMI students, who had a slight decrease in students attaining at least 8 credits in an academic year. These credit attainment numbers are far higher than the provincial average in all categories. Though results are strong, we continue to look at ways to further heighten our overall results and in particular have flagged the students not receiving at least 8 credits for a review and individual plans to put them back on track to graduate, with the opportunity to graduate on-time.

Reading, Writing, Math at Grade Level and Saskatchewan Reads

OUTCOME:

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

PRIORITY:

Implement a refined set of provincial high impact reading assessment, instruction and intervention strategies (Saskatchewan Reads).

School division goals aligned with Reading, Writing and Math at Grade Level outcome and the Saskatchewan Reads priority

Reading, Writing, and Math:

1. 80% of students at grades 1-3 will read at or above grade specific LCSD Division Benchmark on LCSD Reading Assessments.
2. 75% of students in grades 3-12 will meet or exceed the grade specific LCSD Division Benchmark at or above grade level on end of year (3-9) / end of semester (10-12) LCSD Writing Assessment.
3. 75% of students in grades K-9 will meet or exceed the grade specific LCSD Division Benchmark on LCSD Math Assessment.

LCSD Division Benchmarks

Reading – Fountas and Pinnell

Grade 1 - Level G

Grade 2 - Level L

Grade 3 - Level O

Grade 4 - Level R

Grade 5 – Level U

Grade 6 – Level X

Grade 7 – Level Z

Grade 8 – Level Z

Grade 9 - Grade Levelled Passage

Accuracy Rate 95%; Fluency Rate -139 WPM; Comprehension-65%

	<p>Writing</p> <table data-bbox="592 289 950 399"> <thead> <tr> <th></th> <th>Rubric Score</th> </tr> </thead> <tbody> <tr> <td>Grade 3- 7</td> <td>15</td> </tr> <tr> <td>Grade 8-12</td> <td>18</td> </tr> </tbody> </table> <p>Math</p> <table data-bbox="592 483 950 592"> <thead> <tr> <th></th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Kindergarten</td> <td>13</td> </tr> <tr> <td>Grade 1-9</td> <td>13</td> </tr> </tbody> </table> <p>Please note: <i>Division Standards</i> are set matched to assessment periods Fall and Winter (Reading and Math) to help guide in data analysis. <i>Division Benchmarks</i> are the end of year (Spring and Round 2) assessment scores.</p>		Rubric Score	Grade 3- 7	15	Grade 8-12	18		Score	Kindergarten	13	Grade 1-9	13
	Rubric Score												
Grade 3- 7	15												
Grade 8-12	18												
	Score												
Kindergarten	13												
Grade 1-9	13												
<p>School division actions taken during the 2015-16 school year to achieve the targets and outcomes of the Reading, Writing, Math at Grade Level outcome and the Saskatchewan Reads priority</p>	<p>LCSD implemented key strategies in reading, writing and math currently not required or defined by the ESSP and developed by LCSD Learning Communities in 2015-2016.</p> <p>These strategies include:</p> <ul style="list-style-type: none"> • Developed common reading comprehension strategies for each grade. • The synchronized scope and sequence for reading and math ensured teachers are better able to identify necessary pre-requisite skills that students require. • LCSD reading and math processes clarified all support staff through professional development opportunities. • Created common assessments (division-wide) for math in grades 1 – 9. • The identification of necessary vocabulary terms taught in math grades K-9. <ul style="list-style-type: none"> • Common rubrics for writing enhanced clarity for staff. • Enhanced common writing assessments for Grades 3 – 10 and increased involvement of teachers in assessing the writing samples gained clarity across our schools around expectations. • Built division wide (K-7) expectations around building stamina in reading. • The Saskatchewan Reads document laid out a “reading framework” for teachers that were common in all classrooms. Saskatchewan Reads for Administrators was brought to the School 												

Division as a support at the division and school level.

- Enhanced formative assessments processes in reading built into the LCSD expectations.

These actions and strategies are implemented and monitored in the following ways:

- a. Create an on-going, division-wide administrative system to assess monitor student learning progress in Reading, Writing, and Math.
 - Principals came together identifying students who did not reach benchmark and identify the plan that was to be implemented for each student in math, reading and writing. Subsequent meetings were used to report on the strategies that were working well and what had to be changed. This sharing proved to be a beneficial way for all principals to be actively involved in the Response to Intervention process and driving change to instruction.
 - School wide Response to Intervention process continued to be used as the driving force to provide necessary supports for students. A division wide Response to Intervention process was created for 2015-2016 implementations. This replaced individual school processes.
 - The Saskatchewan Reads document was used as a guide in the establishment of professional development in the area of reading.
- b. Continuations of a division data team to look at school division trends and drive instructional support for teachers.
 - Instructional coaches provided additional supports to school learning teams in the area of instruction.
 - Division Learning Communities provided concrete materials and strategies to support instruction and ongoing monitoring of student progress in the math, reading and writing.

Measures for Reading, Writing and Math at Grade Level and Saskatchewan Reads

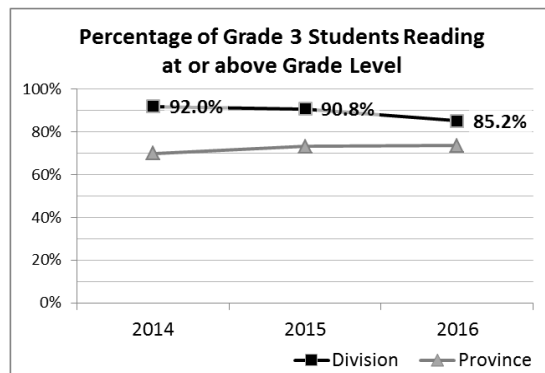
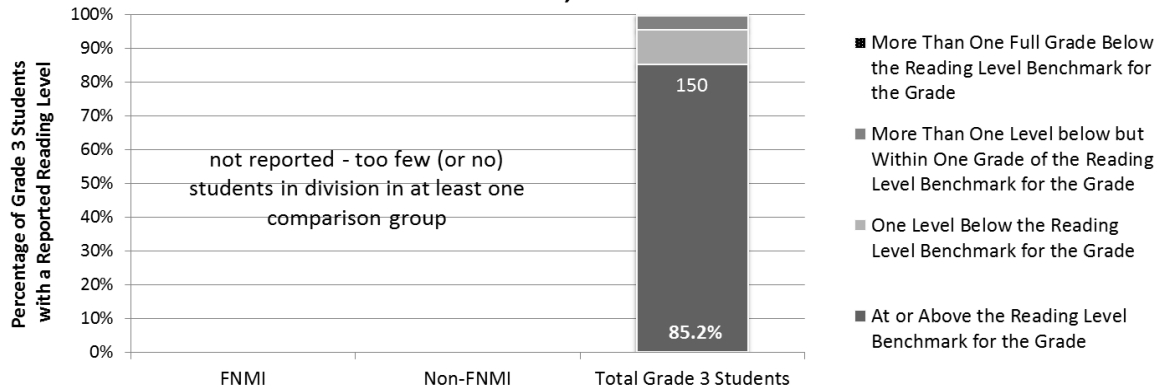
Proportion of Grade 3 Students Reading At or Above Grade Level

Year	Math %		Reading %		Writing %	
	2014-2015	2015-2016	2014-2015	2015-2016	2014-2015	2015-2016
Kindergarten	78	83	85	84	-	-
1	82	72	74	75	-	-
2	70	79	74	82	-	-
3	71	68	89	85	69	56
4	66	72	86	88	70	70
5	74	61	91	90	80	64
6	67	69	90	80	82	52
7	61	57	90	92	85	78
8	82	84	84	86	48	81
9	56	68	83	84	73	89
10	-	-	-	-	76	91
11	-	-	-	-	96	93
12	-	-	-	-	95	97

- LCSD is the source of the display

The table above depicts the percentage of achieving the benchmarks in reading, writing and math per grade listed in the chart. The tables below the graph indicate the percentage of Grade 3 students reading at or above grade level, as well as the proportion of Grade 3 students with reported reading levels.

Reading Results Data, Lloydminster RCSSD 89, Grade 3, 2015-16



Proportion of Grade 3 Students with Reported Reading Levels, 2015-16

	Students with a Reported Reading Level		Students with no Reported Reading Level (Percentage)		Total Number of Students
	Number	Percentage	Pre-Established Exclusions	'Unexcused' Exclusions	
Division (FNMI)	9	90.0%	0.0%	10.0%	10
Division (Total)	176	75.2%	20.1%	4.7%	234
Province (FNMI)	2,491	95.6%	3.3%	1.2%	2,606
Province (Total)	12,622	89.4%	10.1%	0.5%	14,125

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, 2016.

Analysis of results

Lloydminster Catholic School Division has been using the Fountas and Pinnell Assessment (F&P) to track student reading achievement for grades 1-5 students for the past 7 years. Seven years ago, 66.3 % of students in Grade 3 were reading at or above grade level, using our F&P Assessment data. Our current F&P assessment data shows that we are maintaining the growth and achievement targets set by LCSD and the province however we have noticed a decline in our results. So while the province is improving in Reading results our division has had a small but significant decline. We attribute this to our rapid growth and changing demographic (large increase in EAL students over the past few years.) We have built some specific strategies to address this in our 2016-17 Strategic Plan including a Division Wide Academic RTI, defined Tier 2 and 3 reading supports, and consistent Grade-a-Like work.

Narrative analysis – The data includes all students from all schools that completed the LCSD common screens in each subject. Based on our goals, we continue to see achieved goals in reading throughout the grades. Writing and Math have shown a continued decrease in achievement that will be addressed through our *LCSD Way* visioning and values document, Data Teams and Grade A Like Communities.

Graduation Rates

Outcome:

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

School Division goals aligned with the Graduation Rates outcome

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

School division actions taken during the 2015-16 school year to achieve the targets and outcomes of the Graduation Rates outcome

With 94% of all students graduating within three years of entering Grade 10, LCSD has continued to greatly surpass provincial goals set for 2020. Our staff refined and implemented many processes, which have led to success in this area.

- Students from Grades nine through twelve are tracked in terms of long-term goals (post high school) and their academic plan to achieve their goals.
- Strategic planning around course offerings at the High School level allows students and staff to meet individual student needs, interest, and aptitudes; thus allowing students to heighten their engagement level.
- The use of FSLW and other support staff (i.e. translators) support increased parental involvement in our schools. The ability to identify barriers and possible supports for a family is vastly increased when relationships are forged.

Our FNMI graduation rates continued to improve toward LCSD goal of 80%. Teachers continued to focus on the following as a means to support of FNMI students graduation rate:

- School-wide professional dedication to the “Failure is Not an Option” philosophy exemplified by common, determined expectations for student attendance, completion of submitted work for assessment, exams, etc.
- The “Response to Intervention” strategy was designed to detect FNMI students at risk, and defined a specific methodology to be implemented until the student returns to achievement

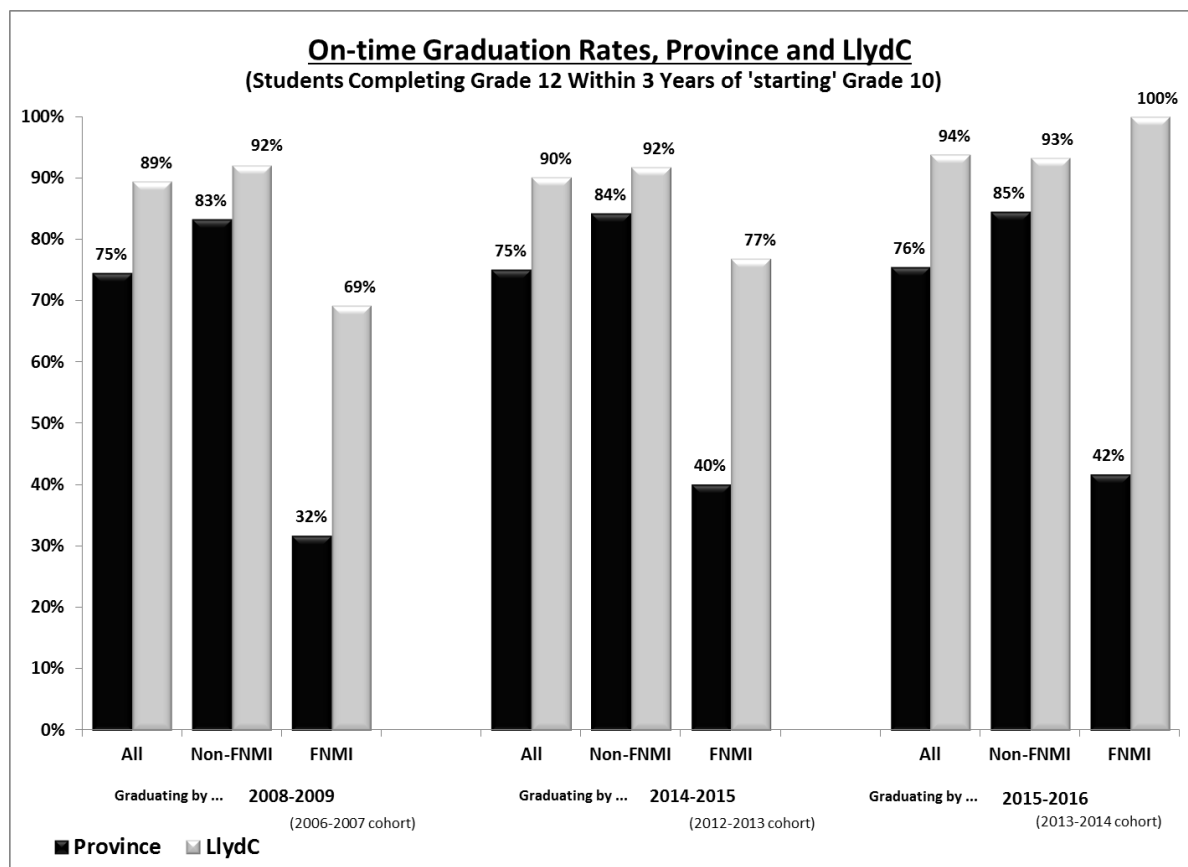
expectations.

- Targeted emphasis on individual FNMI student success by all teachers through intense personalized supervision and monitoring of learning.

Measures for Graduation Rates

Grade 12 Graduation Rate: On-Time

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.

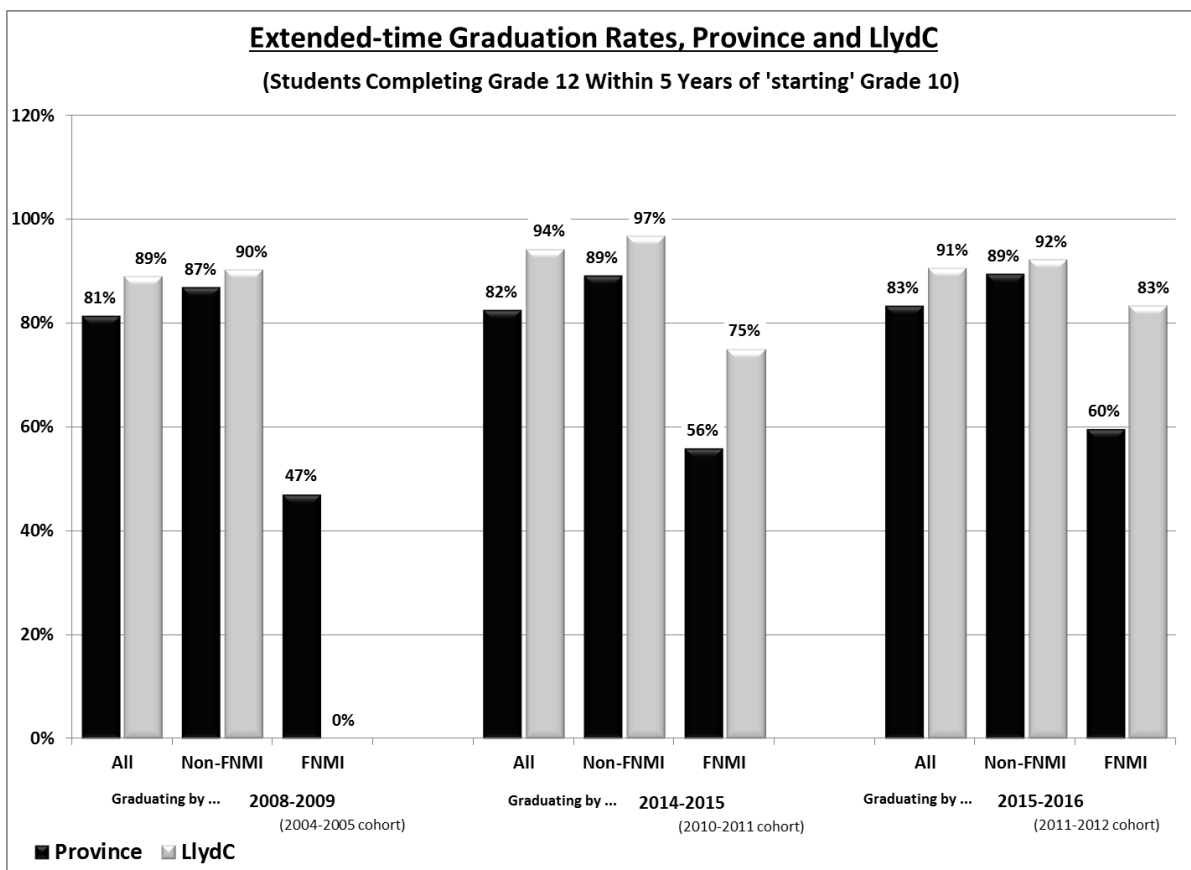
Source: Ministry of Education, 2016

Analysis of results

LCS D grad rates remain consistent over the past few years, though we have heightened our work in this area. We understand that we will need to 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 FNMI (though we had a relatively small population in 2015-2016). 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

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.

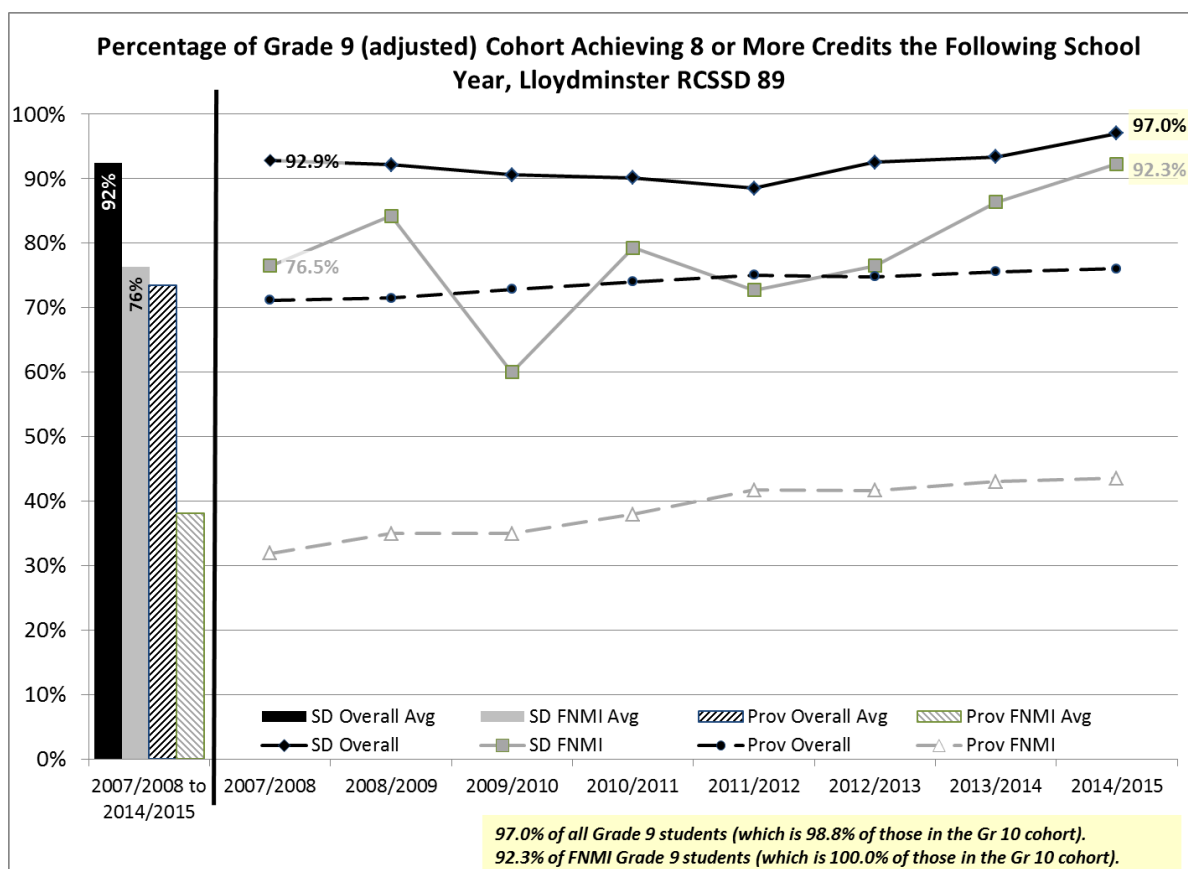
Non-FNMI students are those who do not identify as FNM or I, however this category may include FNMI students who choose not to self-identify.
 Source: Ministry of Education, 2016

Analysis of results

In each of the last two years we have seen LCSD graduation rate results exceeding those of the province. This includes FNMI and Non-FNMI students. The LCSD rates for 2015-16 are slightly lower than our on-time (three-year) graduation rates, which are somewhat surprising to us, and we are investigating and making this a top priority in 2016-2017.

Grade 9 to 10 Transition

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 FNMI, however this category may include FNMI students who choose not to self-identify.
 Source: Ministry of Education, 2016

Analysis of results

Lloydminster Roman Catholic Separate School Division continues to be strongly aligned with the provincial targets in the data that demonstrates success rates in transition. Although both the province and our school division continue to improve on this measure, LCSD is improving more quickly and greatly surpasses the achievement rates attained by the province. The gap between LCSD FNMI students, with 92.3% attaining the target, and the provincial FNMI students', with a target attainment being approximately 60% behind, is increasing. These results are an indicator that our school division's work in the elementary and middle years is making a difference in securing high on-time graduation rates for our LCSD FNMI students.

Operational Spending

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 Operational Spending 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>2015-16 School Division Goals and Actions for the Two to Five Year Priority Goals: LCSD will deliver on each student achievement improvement goal while planning for 4-8% year-over- year enrollment growth while continuing to remain in alignment with provincial funding grant parameters. The challenges of this growth go beyond the physical space needed, as many of these students are EAL students that come during the year and with additional learning needs.</p>
<p>School division actions taken during the 2015-16 school year to achieve the targets and outcomes of the Operational Spending outcome</p>	<p>Fiscal planning was incorporated promising practices designed and implemented to positively impacting high achievement in our student learning outcomes. Administration fully recognizes the fiscal challenge of meeting internally developed programming, including: Instructional Coaches, our Early Learning initiative, rigor of detailed teacher planning and preparation, teacher growth and supervision, instructional organizers, recruitment and retention strategies.</p>

	<p>LCS D continued to implement effective administrative internal structures to meet all improvement goals within provincial funding parameters through monthly fiscal review, operational and governance, monitoring, and administrative scrutiny of student, personnel, and mandate performance. LCS D did not complete a provincially registered LEAN event in 2015-2016, but explored a partnership with Lloydminster Public School Division regarding transportation; the event was abandoned after realizing the efficiencies sought were attainable by refining current structures and practices and working collaboratively with Lloydminster Public School Division, Northwest School Division and our Alberta bordering divisions.</p>
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<p>Early Years</p> <p>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.</p>	
<p>School division goals aligned with the Early Years outcome</p>	<p>The percent of students exiting with a score within the appropriate range in four of the five domains measured by the Early Years Evaluation will be at least 80%.</p>
<p>School division actions taken during the 2015-16 school year to achieve the targets and outcomes of the Early Years outcome</p>	<p>The school division made adjustments in budget to continue full day Kindergarten programming option as well as the 60% K+ option. This means our Kindergarten students receive 10%-50% more in classroom support than a regular program. This is supported by:</p> <ul style="list-style-type: none"> • Division Kindergarten Professional Learning Team meetings (twice per year). • Division Kindergarten Assessment (phonological and numeracy) • Early Learning strategies such as Daily 5, Procedures, and assessment alignment. • Division participation in multi-agency Therapeutic Integrated Pediatric Service (TIPs) meetings. • Workshops and parent supports coordinated by the Community Education Coordinator. • Division Kindergarten information nights.

- Early screening in Speech and Language. Ages and Stages Questionnaire (ASQ) data is collected on all students seeking Prekindergarten programming this data is used in the Prekindergarten program as well as shared with Lloydminster Early Intervention (Midwest Family Connections.)

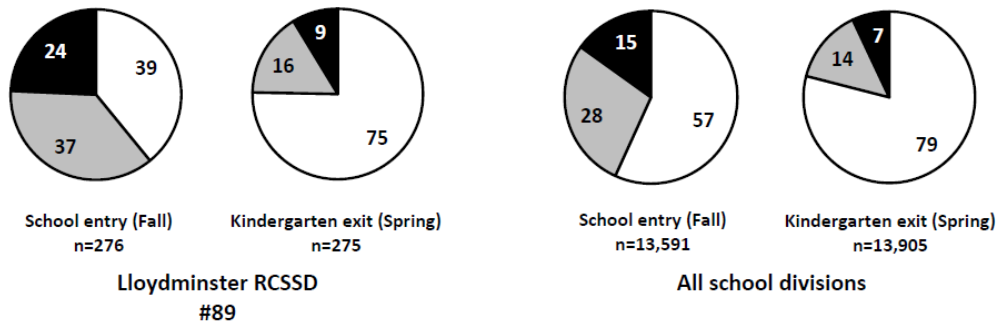
Measures for Early Years

Early Years Evaluation

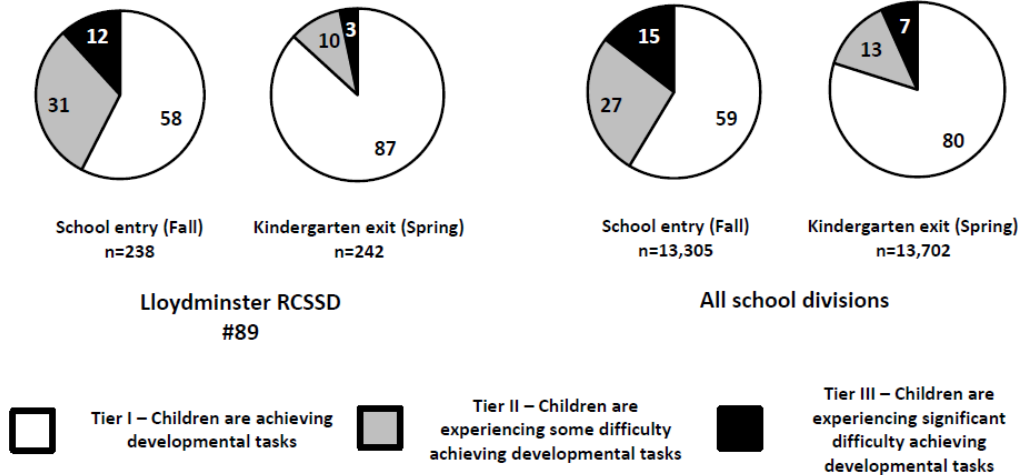
The following displays the percentage of students by RTI tiers at the end of Kindergarten in 2015-16, as well as the provincial results for each category.

**Ready to Learn: Early Years Evaluation – Teacher Assessment (EYE-TA) RTI
(responsive, tiered instruction) results (%) at school entry & Kindergarten exit,
2014-15 (baseline) & 2015-16**

2014-15 (baseline) collection



2015-16 collection



Tier I – Children are achieving developmental tasks
 Tier II – Children are experiencing some difficulty achieving developmental tasks
 Tier III – Children are experiencing significant difficulty achieving developmental tasks

Totals may not add to 100 due to rounding

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 problems. Children who have Tier 2 or Tier 3 needs at Kindergarten entry are re-assessed before Kindergarten exit, allowing school divisions to measure the impact of their supports and responses. Spring RTI data also serves as a leading indicator of the population of students who may need Tier 2 or Tier 3 instructional supports as they transition from Kindergarten to Grade 1.

Results reported previously for division EYE RTI Tiers at Kindergarten exit in 2014-15 may vary from results reported

here. This is due to a change in reporting methodology. Prior to 2015-16, EYE results at Kindergarten exit omitted results for children who were assessed in spring post-screens only. The amended reporting methodology now includes results for all children screened in a division, regardless of whether or not they were enrolled and present during fall pre-screens.

Source: Ministry of Education, Early Years Branch, 2016

Analysis of results

Although our students are continuing to score slightly below the province in *Ready to Learn Skills* at entry to Kindergarten, our strategies in place in classrooms are demonstrating effectiveness is overall growth and readiness to learn, with our students exiting Kindergarten surpassing provincial *Ready to Learn Skills* by 7%. In going forward we will continue to include our community supports for parents. This will address the growing number of transient or new to the community families (including EAL) impacting our population. Our increased number of students in Prekindergarten (72 students) has also demonstrated an impact in overall readiness; these students still do not demonstrate necessary readiness skills at the beginning of Kindergarten, but the Prekindergarten support begins to show up during the Kindergarten year enabling the gains that otherwise would not be attainable until Grade 1.

Demographics

In 2015-2016, 2662 students were enrolled with Lloydminster Roman Catholic Separate School Division #89. This represents 122 more students than registered in 2014-2015 (2540 students), and 320 more students than registered in 2013-2014 (2342 students). Thus, the Lloydminster Roman Catholic Separate School Division #89 has grown by 320 students or 13.7% in the past two years.

The enrolment change is noteworthy as the increase between 2013-2015 was greater than 6% year over year. This is very significant growth for our school division, and with strong data to demonstrate our growth only increasing in future years; there is an urgent need for Board and Administration work on short and long term capital planning.

The enrolment group of Kindergarten to Grade 3 students was significantly higher in number than the grade 9-12 enrolment for each of the 2010-2015 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.

Students

Grade			
	2013-14	2014-15	2015-16
Kindergarten	250	265	237
1	236	277	289
2	195	239	247
3	188	202	232
4	163	189	204
5	180	173	188
6	158	190	171
7	136	152	195
8	159	149	168
9	166	174	156
10	167	166	184
11	127	164	163
12	145	128	155
Total	2270	2468	2589
PreK	72	72	73

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

Source: Ministry of Education, 2015

Subpopulation Enrolments	Grades			
		2013-14	2014-15	2015-16
Self-Identified FNMI	K to 3	78	78	75
	4 to 6	43	47	48
	7 to 9	55	46	41
	10 to 12	50	48	45
	Total	226	219	209
French Immersion	K to 3	274	311	296
	4 to 6	128	138	153
	7 to 9	93	91	99
	10 to 12	57	64	77
	Total	552	604	625
English as an Additional Language	1 to 3	48	76	79
	4 to 6	34	47	61
	7 to 9	42	50	51
	10 to 12	26	34	47
	Total	150	207	238

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

Source: Ministry of Education, 2015

Staff

Lloydminster Roman Catholic Separate School Division #89 is a large employer in the Lloydminster area and makes a significant contribution to the regional economy. The Division employs the full-time equivalent of 282.06 people. About half of these employees are teachers, the other half represent a wide range of roles and responsibilities. The School Division needs educational assistants, clerical staff, information technology (IT) people, caretakers, bus drivers, accountants and other staff in order to provide a quality education for students of the Division.

Job Category	FTEs
Classroom teachers	139.3
Principals, vice-principals	10
Other educational staff (positions that support educational programming) – e.g., educational psychologists, educational assistants, school community coordinators, speech language pathologists	83.0
Administrative and financial staff – e.g. , accountants, Information Technology People, supervisors, administrative assistants, clerks	8
Plant operations and maintenance – e.g., caretakers, handypersons, carpenters, plumbers, electricians, gardeners, supervisors	18.6
Transportation – e.g. bus drivers, mechanics, parts persons, bus cleaners, supervisors	19
Senior management team (as described below) – e.g., chief financial officer, director of education, superintendents	4
Total Full-Time Equivalent (FTE) Staff	282.0

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

The Director of Education, Mr. Doug Robertson, reports directly to the Board of Education. Mr. Doug Robertson retired effective July 31, 2016.

One Deputy Director of Education and two Superintendents report to Mr. Doug Robertson.

- Deputy Director of Education, Mr. Aubrey Patterson
- Superintendent of Administration, Mrs. Melanie Stelmaschuk

- Superintendent of Learning, Mr. Kevin Kusch
- Assistant Superintendent of Learning, Ms. Glenda Kary

Facilities Infrastructure Projects and Transportation

Facilities

School List 2015-2016

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 1	5216 - 44 Street Lloydminster, Alberta
St. Joseph Elementary School	K-7	5706 – 27 Street Lloydminster, Alberta
St. Mary’s Elementary School	K-7	5207 – 42 Street Lloydminster, Alberta

Infrastructure Projects 2015-2016

Lloydminster Roman Catholic School Division #89 facilities include:

- Six schools located within Lloydminster City Boundaries. The oldest school is 56 years old; the newest is 3 years old;
- The school division head office located in Lloydminster. The central core of this building is 15 years old. The head office is adequate in size for present needs;
- The transportation center located in Lloydminster. The transportation center is used for maintenance and minor repair of school division buses. The transportation center of the school division was designed and constructed with Holy Rosary High school, both opening in 2001.

Infrastructure Projects			
School	Project	Details	2015-16 Cost
Father Gorman	Bus Lane	Design and Install Bus Lane	45000
	Classroom	Retro fit Computer Lab to Classroom	31000

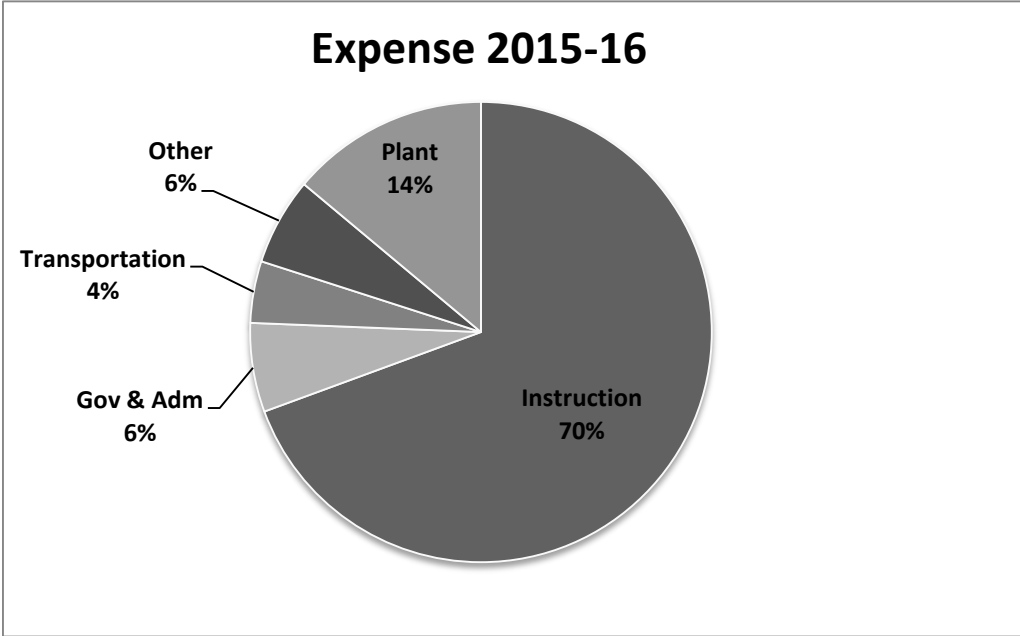
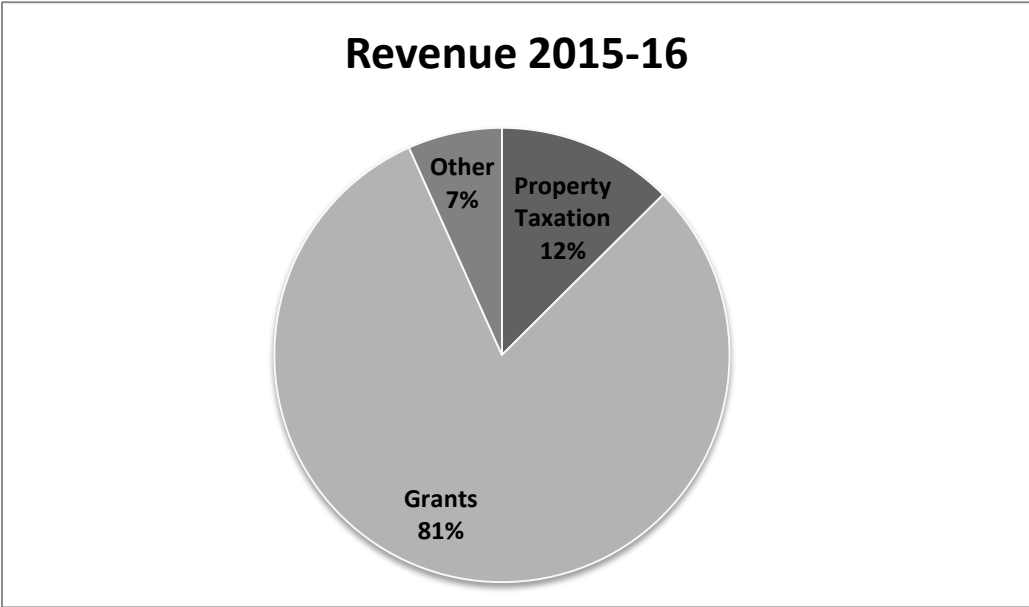
	Flooring	Remove and replace flooring in hallways and office	60000
Holy Rosary High School	Electrical	Upgrade light fixtures to T5 HO hibays	10000
	Mechanical	Replaced hot water heater	8000
	Security	Upgrade exterior cameras	35000
St. Joseph	Mechanical	Replace main heat distribution pump	17000
St Thomas	Paving	Extend main entrance pavement to street	4000
St. Mary's	Paving	Parking lot repairs	14000
	Mechanical	Replace llon controls, softener, and main heat pump	7000
Mother Teresa	Mechanical	Replace fire panel	4000
Division Office	Offices	Develop office and meeting spaces	81000
Total			\$316,000

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

	2016	2016	2015	Budget to Actual Variance	Budget to Actual %	
	Budget	Actual	Actual	Over / (Under)	Variance	Note
REVENUES						
Property Taxation	3,208,591	3,473,193	3,140,716	264,602	8%	1
Grants	21,542,670	22,394,170	21,217,975	851,500	4%	
Tuition and Related Fees	24,835	19,868	20,296	(4,967)	-20%	2
School Generated Funds	775,716	807,532	1,020,651	31,816	4%	
Complementary Services	376,824	396,691	394,365	19,867	5%	3
External Services	195,000	142,027	165,264	(52,973)	-27%	4
Other	421,905	490,598	481,508	68,693	16%	5
Total Revenues	26,545,541	27,724,079	26,440,775	1,178,538	4%	
EXPENSES						
Governance	214,759	207,389	185,616	(7,370)	-3%	
Administration	1,489,552	1,512,478	1,403,477	22,926	2%	
Instruction	19,561,018	19,087,013	18,343,298	(474,005)	-2%	
Plant	3,853,244	3,822,828	3,881,806	(30,416)	-1%	
Transportation	1,218,562	1,192,726	1,134,088	(25,836)	-2%	
Tuition and Related Fees	64,000	76,768	89,675	12,768	20%	6
School Generated Funds	775,312	787,214	886,367	11,902	2%	
Complementary Services	720,398	679,181	662,980	(41,217)	-6%	7
External Services	195,215	139,494	160,339	(55,721)	-29%	8
Other Expenses	12,250	3,657	3,187	(8,593)	-70%	9
Total Expenses	28,104,310	27,508,748	26,750,833	(595,562)	-2%	
Surplus (Deficit) for the Year	(1,558,769)	215,331	(310,058)			

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

Note	Explanation
1	New buildings resulted in greater property tax revenue
2	Expected one more student for one semester
3	Anticipated a reduction of enrollment in after school program due to economy
4	Lower than anticipated cafeteria sales due to mild winter
5	Higher interest revenue and rentals than budgeted
6	Increased homeschool enrollment
7	Budgeted for anticipated additional staff
8	Lower than anticipated cafeteria sales due to mild winter
9	Budgeted for higher banking fees

Appendices

Appendix A – Payee List

Board Remuneration

Name	Remuneration	Travel	Other	Total
CARNELL, CHRISTOPHER	8,587	967	500	10,054
FENDELET, CALVIN	8,587	0	500	9,087
MACDUFF, ERIN	8,587	254	500	9,342
MAKICHUK, LAURIE	8,587	3,311	500	12,398
RUSTEIKA, MICHELLE	12,629	779	500	13,908
SCOTT, PAULA	16,672	3,341	500	20,513
WYTRUKUSZ, JILLIAN	8,587	860	500	9,947

Personal Services

Name	Amount
ABROSIMOFF, DOUGLAS	68,327
ALMOND, JASON CRAIG	105,283
ANDERSON, CAMELA M	65,694
ANDERSON, TINA A.	94,148
ANHORN, LAURA A.	88,166
ANWEILER, CARLY	59,753
ARNOLD-MANN, RAMONA	88,511
BAGNALL, BRENDON	58,501
BAULDIC, DENISE M	84,295
BASARABA, ANDREW K	60,050
BASLER, KAITLIN	61,754
BEAUSOLEIL, CHANTAL	62,299
BENOT, MARIE-NOELLE	74,854
BETTON, LORI-ANN	113,507
BENDER, ANTHONY	100,442
BENDER, KEVIN J	88,396
BENTZ, NANCY C.	84,986
BELANGER, DANETTE R	84,756
BINSFELD, LISA D	57,120

Name	Amount
BLAIS, JEREMY L	77,706
BLAIS, NICOLE L.	74,117
BONILLA, BEATRIZ	60,320
BOWELL, DANIELLE	57,754
BROCHU, LISETTE	84,295
BROCKHOFF, ARMAND	90,279
BUFFHAM, ALYSHA D	68,664
BULDUC, MICHELLE	81,769
BOLT, JANINE D	57,448
CALLFAS, SUSAN CAROL	83,834
CADRIN, BARBARA J	84,525
CAMERON, MARY	59,228
CAMPBELL, BRENDA L	85,217
CAMPBELL, LARISSA R	57,102
CARRIER, JACQUELINE	81,070
CERCHEZ, SIMION	100,479
CLARK, JEANETTE	50,637
CODE, KAREN	84,295
COLLINS, ROBIN	55,345
CRYDERMAN, JORDAN	58,853

Name	Amount
DAVIDSON, VAUGHN	89,087
DAVIS, DONNA B	88,857
DAY, RONDA A	83,448
DEMONTARNAL, KERRY	67,468
DORNER, DIXIE	84,525
DUMAS, ALICIA	54,635
DUNSTAN, BRIANNA	66,359
EBEN, NANCY A	88,281
EDWARDS, MELODIE	55,876
ELIASON, KRISTIN J	60,280
ENSTROM, DEBRA	85,830
FALLSCHEER, ANDREA	107,873
FLYNN, HEATHER	64,865
FORCIER, CHANTELE	101,939
FRADETTE, LEE-ANN N	67,344
FRADETTE, SHAWN E.R.	70,998
FULKERTH, ALISON A	78,668
FULKERTH, PAIGE	57,102
FULLARTON, M. ASHLEY J	63,783
GABOURY, SHELLEY ANN	84,295
GAGNON, JANET M.	84,489
GALLAGHER, ERINN M	75,308
GALLERY, MARINA L	93,073
GEORGE, JEANETTE	113,693
GRAMS, SUSAN	108,388
GRASSL, REBECCA M	78,458
GRESEL, STEPHANIE	83,932
HAUBER, BRADLEY J.	89,277
HECULUCK, DAVE M	79,775
HEIN, ZOEY	97,657
HENNING, COLLEEN	96,123
HENTZ, JANELLE	80,672
HILL, JOAN	84,756
HILSENDAGER, DONNA	84,756
HIPPE, EDWIN	62,230
HOBBS, DANI-RAE	62,648
HOBBS, LENORA	68,772
HOWLAND, DALE	65,563

Name	Amount
IVERSEN, KYLA	84,295
JOHNSTON, RHONDA	87,546
JONES, STEPHANIE	60,520
JUBINVILLE, STACY	62,956
JURKE, SHEILA	93,165
KARY, GLENDA M.	149,345
KARDAS, MIKE	88,396
KECK, NADINE	84,295
KEHLER, STEWART	109,328
KIBONDZI, DIDIER MARCEL	84,756
KIDMOSE, JANE	51,216
KITCHEN, HUGUETTE M	87,935
KREIGER, RONELLE	93,663
KUSCH, KEVIN E	185,402
KUSCH, STACEY	84,641
KUZEK, REBECCA	55,656
KVILL, BRUCE R	72,366
LAROCHE, NATALIE	60,709
LAWRENCE, HILLARY	56,089
LEBLANC, ANNICK J.	62,311
LEE, GORDON LARRY	84,295
LEFEBEVRE, NICOLE	84,525
LIDER, JOANN M	70,741
LLOYD, CHERI	84,065
LUCAS, RICHARD	93,548
LUCAS, YVONNE MARIE	84,915
LUCE, GENE	56,818
LUNNY, JESSICA S.	64,843
LYONS, JOSHUA	68,133
MACWILLIAM, ERNEST	84,986
MCGARRY, LISA M	84,295
MCGRATH, CHRISTINA L	84,180
MCLEAN, MELANIE	67,620
MCPHERSON, CARLA M	84,064
MACLEAN, JENNIFER	65,667
MANN, JESSIE H	88,378
MATTSON, DEAN	50,326
MAWSON, JENNIFER	63,574
MERCREDI, LONNIE	84,705

Name	Amount
MICHAUD, GILBERTE	84,295
MOAN, CEANNA J	56,872
MOUHMOUD, AHMAD	71,782
NERON, MARC	66,649
NIELSEN, MYRNA	84,525
NOBLE, MARK	63,161
NOEL-TELIDETZKI, BERNADETTE	84,871
ORIEUX, VINCE A	119,471
ORIEUX, WENDY	88,396
OSATCHUK, TAMMY	88,626
PATTERSON, AUBREY	191,190
PATTERSON, CONSTANCE J	105,193
PEDLAR, AUBREY	78,961
PETERSON, CRAIG G	86,998
PETERSON, LISA	69,233
PLAMONDON, MELISSA	50,530
PRODAHL, JANETTE	69,722
RAINES, KRISTEN M	61,723
REVERING, SHELLEY D.	94,544
RIDEOUT, ADELLE	50,292
ROBERTSON, BRENDA L.	85,600
ROBERTSON, DOUG K	230,825
RORQUIST, SARAH	71,092
ROWLAND, MELLISSA	59,760
SANDERS, DANA M.	77,696
SCHAFFER, VICKI L	84,295
SCHWEBIUS, JUANITA L	63,794
SCUTT, JADE A	83,714
SHABATOSKI, CHRISTOPHER	89,087

Name	Amount
SHABATOSKI, KARA	84,986
SIKORA, AARON	86,867
SKANES, EDITH	56,716
SKORETZ, WENDY	77,394
SPERLE, EDITH	59,688
STELMASCHUK, MELANIE R	156,574
STEPHENS, CHARMAINE	57,593
STEUART, CAMERON	84,295
STRILCHUK, CHELSEY	86,466
STRUEBY, MARK A.	84,295
SVENDSEN, MARYLIE	84,525
THEORET, BRITTANY	59,839
THIBAUT, LAURA	72,663
TURCOTTE, NICOLE M	68,804
TURGEON, JAMIE	57,470
VALLIS, RAISA	60,857
VEIKLE, CHELSEA J.	82,491
VERGANOVSKY, ALEX	69,487
VINCE, CHRISTINE	97,393
VINCE, MARK J	81,944
VOELLMECKE, COLLETTE	84,295
WANGLER, GLORIA	85,217
WEIGHILL, LARRY	81,203
WENINGER, EDWINA	93,433
WHITE, SHARLA	51,324
WILSON, JACQUELINE	94,605
WOODMAN, KALEY R	62,685
WOODS, MARLENE	84,295
YOUNG, SCOTT	84,756
ZERR, SHALEE ROSE	57,333

Transfers

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

Supplier Payments

Name	Amount
ALTAGAS LTD	50,130
AXIA SUPERNET LTD.	57,758
BEE J'S STATIONERS INC.	94,780
CITY OF LLOYDMINSTER	148,765
COMPUGEN INC	53,447
CONVERGINT TECHNOLOGIES LTD.	58,016
DELL CANADA INC	83,707
ENMAX ENERGY CORPORATION	356,490
GAS ALBERTA ENERGY	95,875
LEGACY BUS SALES SASKATOON	188,460
LLOYDMINSTER CO-OP	106,931
MARSH CANADA LIMITED	65,328

Name	Amount
METAFORE TECHNOLOGIES INC.	65,195
MIDWEST FLOORCOVERING	106,711
SOBEYS LLOYDMINSTER - RUSTCO FOODS	80,553
SRB EDUCATION SOLUTIONS INC.	72,984
TELUS	53,888
TGP LLOYDMINSTER	63,993
TLC DRIVER ED LTD.	80,990
UNISOURCE CANADA INC	59,065
WESTERN CANADA BUS	92,173
XEROX CANADA	80,112

Other Expenditures

Name	Amount
ALBERTA TEACHERS' RETIREMENT FUND	172,991
MUNICIPAL EMPLOYEES' PENSION PLAN	932,999
RECEIVER GENERAL OF CANADA	5,349,527

Name	Amount
SASK TEACHERS FEDERATION	1,594,833
SASKATCHEWAN SCHOOL BOARDS ASSOCIATION	319,928

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

Auditor's Report and Financial Statements

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

For the Period Ending: August 31, 2016

Chief Financial Officer Melanie Stelmaschuk

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, 2016**

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Management's Responsibility for the Financial Statements

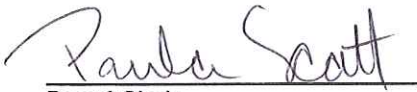
The School Division's management is responsible for the preparation of the financial statements in accordance with Canadian public sector accounting standards and the format specified in the Financial Reporting Manual issued by the Ministry of Education. The preparation of financial statements necessarily 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, 2016, 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, 2016 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.

Other Matter

The financial statements of Lloydminster Roman Catholic Separate School Division No. 89 for the year ended August 31, 2015 were audited by another auditor who expressed an unmodified opinion on those statements on November 25, 2015.

Lloydminster, Saskatchewan
November 23, 2016


Chartered Professional Accountants

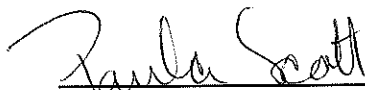
LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
STATEMENT OF FINANCIAL POSITION
AS AT AUGUST 31, 2016

	2016	2015
Financial Assets		
Cash and Cash Equivalents	9,550,799	4,230,778
Accounts Receivable (Note 8)	284,474	4,293,244
Inventories for Sale	8,692	7,991
Portfolio Investments (Note 4)	87,605	93,815
Total Financial Assets	9,931,570	8,625,828
Liabilities		
Accounts Payable and Accrued Liabilities (Note 9)	1,037,214	956,050
Liability for Employee Future Benefits (Note 6)	230,800	198,400
Deferred Revenue (Note 10)	747,220	839,996
Total Liabilities	2,015,234	1,994,446
Net Financial Assets	7,916,336	6,631,382
Non-Financial Assets		
Tangible Capital Assets (Schedule C)	49,054,220	50,175,357
Prepaid Expenses	184,893	133,379
Total Non-Financial Assets	49,239,113	50,308,736
Accumulated Surplus (Note 13)	57,155,449	56,940,118

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
FOR THE YEAR ENDED AUGUST 31, 2016

	2016 Budget	2016 Actual	2015 Actual
	(Note 14)		
REVENUES			
Property Taxation	3,208,591	3,473,193	3,140,716
Grants	21,542,670	22,394,170	21,217,975
Tuition and Related Fees	24,835	19,868	20,296
School Generated Funds	775,716	807,532	1,020,651
Complementary Services (Note 11)	376,824	396,691	394,365
External Services (Note 12)	195,000	142,027	165,264
Other	421,905	490,598	481,508
Total Revenues (Schedule A)	26,545,541	27,724,079	26,440,775
EXPENSES			
Governance	214,759	207,389	185,616
Administration	1,489,552	1,512,478	1,403,477
Instruction	19,561,018	19,087,013	18,343,298
Plant	3,853,244	3,822,828	3,881,806
Transportation	1,218,562	1,192,726	1,134,088
Tuition and Related Fees	64,000	76,768	89,675
School Generated Funds	775,312	787,214	886,367
Complementary Services (Note 11)	720,398	679,181	662,980
External Services (Note 12)	195,215	139,494	160,339
Other Expenses	12,250	3,657	3,187
Total Expenses (Schedule B)	28,104,310	27,508,748	26,750,833
Operating Surplus (Deficit) for the Year	(1,558,769)	215,331	(310,058)
Accumulated Surplus from Operations, Beginning of Year	56,940,118	56,940,118	57,250,176
Accumulated Surplus from Operations, End of Year	55,381,348	57,155,449	56,940,118

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, 2016

	2016 Budget	2016 Actual	2015 Actual
	(Note 14)		
Net Financial Assets, Beginning of Year	6,631,382	6,631,382	5,349,523
Changes During the Year:			
Operating Surplus (Deficit) for the Year	(1,558,769)	215,331	(310,058)
Acquisition of Tangible Capital Assets (Schedule C)	(392,000)	(876,895)	(649,681)
Proceeds on Disposal of Tangible Capital Assets (Schedule C)	-	11,500	2,500
Net (Gain) on Disposal of Capital Assets (Schedule C)	-	(3,000)	(2,500)
Write-Down of Tangible Capital Assets (Schedule C)	-	-	223,986
Amortization of Tangible Capital Assets (Schedule C)	1,982,000	1,989,532	2,005,236
Net Acquisition of Prepaid Expenses	-	(51,514)	12,376
Change in Net Financial Assets	31,231	1,284,954	1,281,859
Net Financial Assets, End of Year	6,662,613	7,916,336	6,631,382

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, 2016

	2016	2015
OPERATING ACTIVITIES		
Operating Surplus (Deficit) for the Year	215,331	(310,058)
Add Non-Cash Items Included in Surplus (Deficit) (Schedule D)	1,986,532	2,226,722
Net Change in Non-Cash Operating Activities (Schedule E)	3,977,343	655,345
Cash Provided by Operating Activities	6,179,206	2,572,009
CAPITAL ACTIVITIES		
Cash (Used) to Acquire Tangible Capital Assets	(876,895)	(649,681)
Proceeds on Disposal of Tangible Capital Assets	11,500	2,500
Cash (Used) by Capital Activities	(865,395)	(647,181)
INVESTING ACTIVITIES		
Cash (Used) to Acquire Portfolio Investments	-	(6,601)
Proceeds on Disposal of Portfolio Investments	6,210	-
Cash Provided (Used) by Investing Activities	6,210	(6,601)
INCREASE IN CASH AND CASH EQUIVALENTS	5,320,021	1,918,227
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	4,230,778	2,312,551
CASH AND CASH EQUIVALENTS, END OF YEAR	9,550,799	4,230,778

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

LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
SCHEDULE A: SUPPLEMENTARY DETAILS OF REVENUE
FOR THE YEAR ENDED AUGUST 31, 2016

	2016 Budget	2016 Actual	2015 Actual
Property Taxation Revenue			
Tax Levy Revenue			
Property Tax Levy Revenue	3,208,591	3,442,172	3,112,041
Total Property Tax Revenue	3,208,591	3,442,172	3,112,041
Grants in Lieu of Taxes			
Federal Government	-	(2,298)	3,566
Provincial Government	-	13,424	9,219
Total Grants in Lieu of Taxes	-	11,126	12,785
Other Tax Revenues			
House Trailer Fees	-	8,318	5,028
Total Other Tax Revenues	-	8,318	5,028
Additions to Levy			
Penalties	-	16,504	15,200
Total Additions to Levy	-	16,504	15,200
Deletions from Levy			
Cancellations	-	(4,927)	(4,338)
Total Deletions from Levy	-	(4,927)	(4,338)
Total Property Taxation Revenue	3,208,591	3,473,193	3,140,716

LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
SCHEDULE A: SUPPLEMENTARY DETAILS OF REVENUE
FOR THE YEAR ENDED AUGUST 31, 2016

	2016 Budget	2016 Actual	2015 Actual
Grants:			
Operating Grants			
Ministry of Education Grants	7,939,930	7,961,885	7,677,333
Operating Grant	-	110,880	116,637
Other Ministry Grants	-	-	-
Total Ministry Grants	7,939,930	8,072,765	7,793,970
Other Provincial Grants	65,961	3,540	4,642
Federal Grants	-	-	20,430
Grants from Others	13,350,093	13,377,203	13,281,697
Total Operating Grants	21,355,984	21,453,508	21,100,739
Capital Grants			
Ministry of Education Capital Grants	117,236	343,597	117,236
Other Provincial Capital Grants	69,450	-	-
Other Capital Grants	-	597,065	-
Total Capital Grants	186,686	940,662	117,236
Total Grants	21,542,670	22,394,170	21,217,975
Tuition and Related Fees Revenue			
Operating Fees			
Tuition Fees:			
Individuals and Other	24,835	19,868	20,296
Total Tuition Fees	24,835	19,868	20,296
Total Operating Tuition and Related Fees	24,835	19,868	20,296
Total Tuition and Related Fees Revenue	24,835	19,868	20,296

LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
SCHEDULE A: SUPPLEMENTARY DETAILS OF REVENUE
FOR THE YEAR ENDED AUGUST 31, 2016

	2016 Budget	2016 Actual	2015 Actual
School Generated Funds Revenue			
Curricular Fees			
Student Fees	152,925	158,393	171,352
Total Curricular Fees	152,925	158,393	171,352
Non-Curricular Fees			
Commercial Sales - GST	75,000	-	-
Commercial Sales - Non-GST	-	60,051	67,210
Fundraising	345,500	297,203	504,724
Grants and Partnerships	-	47,500	51,041
Student Fees	151,250	244,385	226,324
Other	51,041	-	-
Total Non-Curricular Fees	622,791	649,139	849,299
Total School Generated Funds Revenue	775,716	807,532	1,020,651
Complementary Services			
Operating Grants			
Ministry of Education Operating Grants:			
Operating Grant	131,724	131,724	127,446
Other Ministry Grants	-	16,322	8,080
Other Provincial Grants	19,500	6,280	7,345
Other Grants	17,000	26,400	11,207
Total Operating Grants	168,224	180,726	154,078
Fees and Other Revenue			
Tuition and Related Fees	185,000	181,319	211,371
Other Revenue	23,600	34,646	28,916
Total Fees and Other Revenue	208,600	215,965	240,287
Total Complementary Services Revenue	376,824	396,691	394,365

LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
SCHEDULE A: SUPPLEMENTARY DETAILS OF REVENUE
FOR THE YEAR ENDED AUGUST 31, 2016

	2016 Budget	2016 Actual	2015 Actual
External Services			
Fees and Other Revenue			
Other Revenue	195,000	142,027	165,264
Total Fees and Other Revenue	195,000	142,027	165,264
Total External Services Revenue	195,000	142,027	165,264
Other Revenue			
Miscellaneous Revenue	252,488	287,316	296,361
Sales & Rentals	114,417	124,067	127,887
Investments	55,000	76,215	54,760
Gain on Disposal of Capital Assets	-	3,000	2,500
Total Other Revenue	421,905	490,598	481,508
TOTAL REVENUE FOR THE YEAR	26,545,541	27,724,079	26,440,775

LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
SCHEDULE B: SUPPLEMENTARY DETAILS OF EXPENSES
FOR THE YEAR ENDED AUGUST 31, 2016

	2016 Budget	2016 Actual	2015 Actual
Governance Expense			
Board Members Expense	82,127	77,379	64,700
Professional Development - Board Members	6,000	8,165	20,326
Other Governance Expenses	126,632	121,845	100,590
Total Governance Expense	214,759	207,389	185,616
Administration Expense			
Salaries	1,150,890	1,169,121	1,043,194
Benefits	105,163	107,404	106,175
Supplies & Services	105,050	98,274	100,444
Non-Capital Furniture & Equipment	10,500	15,647	12,252
Building Operating Expenses	6,500	3,786	4,917
Communications	54,449	59,813	53,261
Travel	50,000	56,206	75,413
Professional Development	7,000	2,227	7,821
Total Administration Expense	1,489,552	1,512,478	1,403,477
Instruction Expense			
Instructional (Teacher Contract) Salaries	12,747,983	12,520,214	11,946,658
Instructional (Teacher Contract) Benefits	624,254	682,269	637,402
Program Support (Non-Teacher Contract) Salaries	3,527,379	3,466,803	3,141,420
Program Support (Non-Teacher Contract) Benefits	682,990	659,971	610,799
Instructional Aids	406,932	349,011	554,199
Supplies & Services	226,751	194,935	216,574
Non-Capital Furniture & Equipment	183,400	128,283	126,503
Communications	106,503	86,065	102,932
Travel	40,630	46,058	47,715
Professional Development	187,100	96,849	155,146
Student Related Expense	237,096	206,803	199,254
Amortization of Tangible Capital Assets	590,000	649,752	604,696
Total Instruction Expense	19,561,018	19,087,013	18,343,298

LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
SCHEDULE B: SUPPLEMENTARY DETAILS OF EXPENSES
FOR THE YEAR ENDED AUGUST 31, 2016

	2016 Budget	2016 Actual	2015 Actual
Plant Operation & Maintenance Expense			
Salaries	1,032,378	1,051,093	990,914
Benefits	180,931	173,868	165,773
Supplies & Services	-	-	923
Non-Capital Furniture & Equipment	17,750	3,936	8,473
Building Operating Expenses	1,339,385	1,369,980	1,420,503
Communications	24,300	24,737	24,928
Travel	17,500	26,360	20,040
Professional Development	1,000	400	-
Amortization of Tangible Capital Assets	1,240,000	1,172,454	1,250,252
Total Plant Operation & Maintenance Expense	3,853,244	3,822,828	3,881,806
Student Transportation Expense			
Salaries	584,319	599,240	554,405
Benefits	117,873	103,111	95,993
Supplies & Services	126,770	117,314	135,991
Non-Capital Furniture & Equipment	144,600	125,928	122,661
Building Operating Expenses	19,000	20,921	23,452
Communications	3,300	3,364	3,218
Travel	2,250	1,650	1,756
Professional Development	4,200	1,142	2,510
Contracted Transportation	64,250	52,730	43,814
Amortization of Tangible Capital Assets	152,000	167,326	150,288
Total Student Transportation Expense	1,218,562	1,192,726	1,134,088
Tuition and Related Fees Expense			
Tuition Fees	64,000	76,768	89,675
Total Tuition and Related Fees Expense	64,000	76,768	89,675
School Generated Funds Expense			
Academic Supplies & Services	77,595	64,090	53,035
Cost of Sales	275,500	99,149	179,352
School Fund Expenses	422,217	623,975	653,980
Total School Generated Funds Expense	775,312	787,214	886,367

LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
SCHEDULE B: SUPPLEMENTARY DETAILS OF EXPENSES
FOR THE YEAR ENDED AUGUST 31, 2016

	2016 Budget	2016 Actual	2015 Actual
Complementary Services Expense			
Administration Salaries & Benefits	61,099	62,856	60,548
Instructional (Teacher Contract)			
Salaries & Benefits	175,162	188,806	183,952
Program Support (Non-Teacher Contract)			
Salaries & Benefits	421,737	340,543	349,726
Supplies & Services	7,400	5,484	2,778
Travel	5,700	5,205	5,500
Professional Development (Non-Salary Costs)	2,500	2,793	1,246
Student Related Expenses	46,800	73,494	59,230
Total Complementary Services Expense	720,398	679,181	662,980
External Service Expense			
Program Support (Non-Teacher Contract)			
Salaries & Benefits	83,390	59,218	63,366
Supplies & Services	94,500	76,841	87,454
Non-Capital Furniture & Equipment	16,500	2,610	8,694
Travel	825	825	825
Total External Service Expense	195,215	139,494	160,339
Other Expense			
Interest and Bank Charges:			
Current Interest and Bank Charges	12,250	3,657	3,187
Total Interest and Bank Charges	12,250	3,657	3,187
Total Other Expense	12,250	3,657	3,187
TOTAL EXPENSES FOR THE YEAR	28,104,310	27,508,748	26,750,833

LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89

SCHEDULE C: SUPPLEMENTARY DETAILS OF TANGIBLE CAPITAL ASSETS
FOR THE YEAR ENDED AUGUST 31, 2016

	Land	Land Improvements	Buildings	Buildings Short-term	School Buses	Other Vehicles	Furniture and Equipment	Computer Hardware and Audio Equipment	Computer Software	Assets Under Construction	2016	2015
Tangible Capital Assets - at Cost												
Opening Balance as of September 1	3,213,056	1,786,610	52,949,694	2,009,424	1,853,620	248,091	2,349,724	1,853,066	-	-	66,263,285	66,411,408
Additions/Purchases	127,500	-	18,358	-	276,113	8,629	184,016	244,722	17,057	500	876,895	649,681
Disposals	-	-	-	-	(47,409)	(20,128)	(39,525)	(509,537)	-	-	(616,599)	(573,818)
Write-Downs	-	-	-	-	-	-	-	-	-	-	-	(223,986)
Closing Balance as of August 31	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
Tangible Capital Assets - Amortization												
Opening Balance as of September 1	-	897,038	11,734,435	566,686	998,169	129,674	692,871	1,069,055	-	-	16,087,928	14,656,510
Amortization of the Period	-	89,330	1,080,931	74,078	158,393	16,317	249,421	317,651	3,411	-	1,989,532	2,005,236
Disposals	-	-	-	-	(47,409)	(11,628)	(39,525)	(509,537)	-	-	(608,099)	(573,818)
Closing Balance as of August 31	N/A	986,368	12,815,366	640,764	1,109,153	134,363	902,767	877,169	3,411	N/A	17,469,361	16,087,928
Net Book Value												
Opening Balance as of September 1	3,213,056	889,572	41,215,259	1,442,738	855,451	118,417	1,656,853	784,011	-	-	50,175,357	51,754,898
Closing Balance as of August 31	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
Change in Net Book Value	127,500	(89,330)	(1,062,573)	(74,078)	117,720	(16,188)	(65,405)	(72,929)	13,646	500	(1,121,137)	(1,579,541)
Disposals												
Historical Cost	-	-	-	-	47,409	20,128	39,525	509,537	-	-	616,599	573,818
Accumulated Amortization	-	-	-	-	47,409	11,628	39,525	509,537	-	-	608,099	573,818
Net Cost	-	-	-	-	-	8,500	-	-	-	-	8,500	-
Price of sale	-	-	-	-	500	11,000	-	-	-	-	11,500	2,500
Gain on Disposal	-	-	-	-	500	2,500	-	-	-	-	3,000	2,500

LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89

SCHEDULE D: NON-CASH ITEMS INCLUDED IN SURPLUS (DEFICIT)
FOR THE YEAR ENDED AUGUST 31, 2016

	2016 Actual	2015 Actual
Non-Cash Items Included in Surplus (Deficit)		
Amortization of Tangible Capital Assets (Schedule C)	1,989,532	2,005,236
Net (Gain) on Disposal of Tangible Capital Assets (Schedule C)	(3,000)	(2,500)
Write-Down of Tangible Capital Assets (Schedule C)	-	223,986
Total Non-Cash Items Included in Surplus (Deficit)	1,986,532	2,226,722

SCHEDULE E: NET CHANGE IN NON-CASH OPERATING ACTIVITIES
FOR THE YEAR ENDED AUGUST 31, 2016

	2016 Actual	2015 Actual
Net Change in Non-Cash Operating Activities		
Decrease in Accounts Receivable	4,008,770	407,462
(Increase) Decrease in Inventories for Sale	(701)	7,431
Increase in Accounts Payable and Accrued Liabilities	81,164	185,076
Increase in Liability for Employee Future Benefits	32,400	19,400
(Decrease) Increase in Deferred Revenue	(92,776)	23,600
(Increase) Decrease in Prepaid Expenses	(51,514)	12,376
Total Net Change in Non-Cash Operating Activities	3,977,343	655,345

LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED AUGUST 31, 2016

1. AUTHORITY AND PURPOSE

The school division operates under the authority of *The Education Act, 1995* of Saskatchewan as a corporation under the name of “The Board of Education of the Lloydminster Roman Catholic School Division No. 89” and operates as “the Lloydminster Roman Catholic School Division No. 89”. The school division provides education services to residents within its geographic region and is governed by an elected board of trustees.

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

2. SIGNIFICANT ACCOUNTING POLICIES

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

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

a) Basis of Accounting

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

b) Reporting Entity

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

c) Trust Funds

Trust funds are properties assigned to the school division (trustee) under a trust agreement or statute to be administered for the benefit of the trust beneficiaries. As a trustee, the school division merely administers the terms and conditions embodied in the agreement, and it has no unilateral authority to change the conditions set out in the trust indenture.

Trust funds are not included in the financial statements as they are not controlled by the school division. Trust fund activities administered by the school division are disclosed in Note 16 of the financial statements.

**LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED AUGUST 31, 2016**

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 \$230,800 (2015 - \$198,400) because actual experience may differ significantly from actuarial estimations.
- property taxation revenue of \$3,473,193 (2015 - \$3,140,716) because final tax assessments may differ from initial estimates.
- useful lives of capital assets and related amortization of \$1,989,532 (2015 - \$2,005,236) because the actual useful lives of the capital assets may differ from their estimated economic lives.

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

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

e) Financial Instruments

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

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

LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED AUGUST 31, 2016

2. SIGNIFICANT ACCOUNTING POLICIES (CONT'D)

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

f) Financial Assets

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

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

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

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

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

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

**LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
 NOTES TO THE FINANCIAL STATEMENTS
 YEAR ENDED AUGUST 31, 2016**

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.

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

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

**LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED AUGUST 31, 2016**

2. SIGNIFICANT ACCOUNTING POLICIES (CONT'D)

h) Liabilities

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

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

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

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

i) Employee Pension Plans

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

Multi-Employer Defined Benefit Plans

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

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

LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED AUGUST 31, 2016

2. SIGNIFICANT ACCOUNTING POLICIES (CONT'D)

- ii) Other employees participate in the Municipal Employees' Pension Plan (MEPP). In accordance with 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.

j) Revenue Recognition

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

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

i) Government Transfers (Grants)

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

ii) Property Taxation

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

LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED AUGUST 31, 2016

2. SIGNIFICANT ACCOUNTING POLICIES (CONT'D)

iii) Fees and Services

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

iv) Interest Income

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

v) Other (Non-Government Transfer) Contributions

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

k) Statement of Remeasurement Gains and Losses

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

3. SHORT-TERM BORROWINGS

Bank indebtedness consists of a demand operating line of credit with a maximum borrowing limit of \$4,000,000 that bears interest at bank prime rate per annum. This line of credit is authorized by a borrowing resolution by the board of education and is secured by all book accounts and book debt. This line of credit was approved by the Minister of Education on February 16, 2012. The balance drawn on the line of credit at August 31, 2016 was \$nil (August 31, 2015 - \$nil).

LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED AUGUST 31, 2016

4. PORTFOLIO INVESTMENTS

Portfolio investments are comprised of the following:

	2016	2015
Portfolio investments in the cost and amortized cost category:	<u>Cost</u>	<u>Cost</u>
Equity common shares of Co-op	\$ 38,301	\$ 35,918
Equity common shares of Synergy Credit Union	49,304	57,897
Total portfolio investments reported at cost and amortized cost	\$87,605	\$ 93,815

5. EXPENSES BY FUNCTION AND ECONOMIC CLASSIFICATION

Function	Salaries & Benefits	Goods & Services	Amortization of TCA	2016 Actual	2015 Actual
Governance	\$ 755	\$ 206,634	\$ -	\$ 207,389	\$ 185,616
Administration	1,276,525	235,953	-	1,512,478	1,403,477
Instruction	17,329,258	1,108,003	649,752	19,087,013	18,343,298
Plant	1,224,961	1,425,413	1,172,454	3,822,828	3,881,806
Transportation	702,350	323,050	167,326	1,192,726	1,134,088
Tuition and Related Fees	-	76,768	-	76,768	89,675
School Generated Funds	-	787,214	-	787,214	886,367
Complementary Services	592,205	86,976	-	679,181	662,980
External Services	59,218	80,276	-	139,494	160,339
Other	-	3,657	-	3,657	3,187
TOTAL	\$ 21,185,272	\$ 4,333,944	\$ 1,989,532	\$ 27,508,748	\$ 26,750,833

LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED AUGUST 31, 2016

6. EMPLOYEE FUTURE BENEFITS

The school division provides certain post-employment, compensated absence and termination benefits to its employees. These benefits include accumulating non-vested sick leave and retirement gratuity. The liability associated with these benefits is calculated as the present value of expected future payments pro-rated for service and is recorded as Liability for Employee Future Benefits in the statement of financial position. Morneau Shepell Ltd, a firm of consulting actuaries, performed an actuarial valuation and extrapolated the results to estimate the Liability for Employee Future Benefits as at August 31, 2016.

Details of the employee future benefits are as follows:

	2016	2015
	Aug. 31, 2016	Aug. 31, 2015
Actuarial extrapolation date		
Long-term assumptions used:		
Discount rate at end of period	2.10%	2.50%
Inflation and productivity rate (excluding merit and promotion)	3.20%	3.20%
Expected average remaining service life (years)	15	15

Liability for Employee Future Benefits	2016	2015
Accrued Benefit Obligation - beginning of year	\$ 273,100	\$ 192,600
Current period service cost	32,100	16,700
Interest cost	7,500	5,800
Benefit payments	(13,100)	(4,100)
Actuarial losses	15,800	62,100
Plan amendments	800	-
Accrued Benefit Obligation - end of year	316,200	273,100
Unamortized Net Actuarial (Losses)	(85,400)	(74,700)
Liability for Employee Future Benefits	\$ 230,800	\$ 198,400

Employee Future Benefits Expense	2016	2015
Current period service cost	\$ 32,100	\$ 16,700
Amortization of net actuarial loss	5,100	1,000
Plan amendments	800	-
Benefit cost	38,000	17,700
Interest cost	7,500	5,800
Total Employee Future Benefits Expense	\$ 45,500	\$ 23,500

**LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
 NOTES TO THE FINANCIAL STATEMENTS
 YEAR ENDED AUGUST 31, 2016**

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

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

	2016			2015
	STRP	ATRF	TOTAL	TOTAL
Number of active School Division members	154	22	176	190
Member contribution rate (percentage of salary)	10.20%/12.40%	11.44%/16.34%	10.20-16.34%	6.05-16.34%
Member contributions for the year	\$ 1,211,132	\$ 173,088	\$ 1,384,220	\$ 1,211,404

**LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED AUGUST 31, 2016**

7. PENSION PLANS (CONT'D)

ii) Municipal Employees' Pension Plan (MEPP)

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

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

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

The contributions to the MEPP by the participating employers are not segregated in separate accounts or restricted to provide benefits to the employees of a particular employer. As a result, individual employers are not able to identify their share of the underlying assets and liabilities, and the net pension assets or liabilities for this plan are not recognized in these financial statements. In accordance with 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:

	2016	2015
Number of active School Division members	164	178
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	\$ 459,667	\$ 417,323
School Division contributions for the year	\$ 459,667	\$ 417,323
Actuarial (extrapolation) valuation date	(Dec/31/2015)	Dec/31/2014
Plan Assets (in thousands)	\$ 2,148,676	\$ 2,006,587
Plan Liabilities (in thousands)	\$ 1,831,743	\$ 1,672,585
Plan Surplus (in thousands)	\$ 316,933	\$ 334,002

LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED AUGUST 31, 2016

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:

	2016			2015		
	Total Receivable	Valuation Allowance	Net of Allowance	Total Receivable	Valuation Allowance	Net of Allowance
Taxes Receivable	\$ 89,461	\$ -	\$ 89,461	\$ 7,374	\$ -	\$ 7,374
Provincial Grants Receivable	-	-	-	4,107,429	-	4,107,429
Other Receivables	195,013	-	195,013	178,441	-	178,441
Total Accounts Receivable	\$ 284,474	\$ -	\$ 284,474	\$ 4,293,244	\$ -	\$ 4,293,244

9. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

Details of accounts payable and accrued liabilities are as follows:

	2016	2015
Accrued salaries and benefits	\$ 20,470	\$ 55,451
Supplier payments	1,007,280	894,344
Staff funds	9,464	6,255
Total Accounts Payable and Accrued Liabilities	\$ 1,037,214	\$ 956,050

10. DEFERRED REVENUE

Details of deferred revenues are as follows:

	Balance as at Aug. 31, 2015	Additions during the Year	Revenue recognized in the Year	Balance as at Aug. 31, 2016
Other deferred revenue:				
Unearned fees for service	\$ 53,505	\$ 256,618	\$ (262,472)	\$ 47,651
Unearned taxation revenue	786,491	3,253,154	(3,340,076)	699,569
Total Deferred Revenue	\$ 839,996	\$ 3,509,772	\$ (3,602,548)	\$ 747,220

LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED AUGUST 31, 2016

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 2016 and 2015:

Summary of Complementary Services Revenues and Expenses, by Program	Pre-K Programs	Community and Inter-Agency Liaison	Other Programs	2016	2015
Revenues:					
Operating Grants	\$ 131,724	\$ -	\$ 49,002	\$ 180,726	\$ 154,078
Fees and Other Revenues	-	-	215,965	215,965	240,287
Total Revenues	131,724	-	264,967	396,691	394,365
Expenses:					
Salaries & Benefits	320,704	62,855	208,646	592,205	594,226
Supplies and Services	-	-	5,484	5,484	2,778
Travel	-	5,205	-	5,205	5,500
Professional Development (Non-Salary Costs)	-	2,793	-	2,793	1,246
Student Related Expenses	-	-	73,494	73,494	59,230
Total Expenses	320,704	70,853	287,624	679,181	662,980
(Deficiency) of Revenues over Expenses	\$ (188,980)	\$ (70,853)	\$ (22,657)	\$ (282,490)	\$ (268,615)

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

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

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

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

**LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED AUGUST 31, 2016**

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 2016 and 2015:

Summary of External Services Revenues and Expenses, by Program	Cafeteria	2016	2015
Revenues:			
Fees and Other Revenues	\$ 142,027	\$ 142,027	\$ 165,264
Total Revenues	142,027	142,027	165,264
Expenses:			
Salaries & Benefits	59,218	59,218	63,366
Supplies and Services	76,841	76,841	87,454
Non-Capital Equipment	2,610	2,610	8,694
Travel	825	825	825
Total Expenses	139,494	139,494	160,339
Excess of Revenues over Expenses	\$ 2,533	\$ 2,533	\$ 4,925

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

LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED AUGUST 31, 2016

13. ACCUMULATED SURPLUS

Accumulated surplus represents the financial assets and non-financial assets of the school division less liabilities. This represents the accumulated balance of net surplus arising from the operations of the school division including school generated funds.

Certain amounts of the accumulated surplus, as approved by the board of education, have been designated for specific future purposes. These internally restricted amounts are included in the accumulated surplus presented in the statement of financial position. The school division does not maintain separate bank accounts for the internally restricted amounts.

Details of accumulated surplus are as follows:

	August 31 2015	Additions during the year	Reductions during the year	August 31 2016
Invested in Tangible Capital Assets:				
Net Book Value of Tangible Capital Assets	\$ 50,175,357	\$ 876,895	\$ 1,998,032	\$ 49,054,220
	50,175,357	876,895	1,998,032	49,054,220
PMR maintenance project allocations (1)	-	141,647	141,647	-
Internally Restricted Surplus:				
Capital projects:				
Equipment replacement	100,000	-	-	100,000
Administrative Building reserve	154,580	81,000	-	235,580
Major Capital reserve	2,000,000	-	2,000,000	-
Other Vehicle reserve	-	7,900	-	7,900
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
	2,254,580	3,088,900	2,000,000	3,343,480
Other:				
Educational Programming reserve	500,000	-	-	500,000
School Generated Funds	68,598	9,226	6,567	71,257
School Community Council	115,395	238,055	282,933	70,517
	683,993	247,281	289,500	641,774
Unrestricted Surplus	3,826,188	289,787	-	4,115,975
Total Accumulated Surplus	\$ 56,940,118	\$ 4,644,510	\$ 4,429,179	\$ 57,155,449

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NOTES TO THE FINANCIAL STATEMENTS
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13. ACCUMULATED SURPLUS (CONT'D)

- (1) **PMR Maintenance Project Allocations** represent transfers received from the Ministry of Education as funding support for maintenance projects on the school division's approved 3 year capital maintenance plans. Unspent funds at the end of a fiscal year are designated for future approved capital plan maintenance project expenditures.

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

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

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

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

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 24, 2015 and the Minister of Education on August 20, 2015.

**LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
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YEAR ENDED AUGUST 31, 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. In addition, the school division is related to other non-government organizations by virtue of its economic interest in these organizations.

Related Party Transactions

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

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NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED AUGUST 31, 2016

15. RELATED PARTIES (CONT'D)

	2016	2015
Revenues:		
Ministry of Education	\$ 8,564,408	\$ 8,046,732
Saskatchewan Government Insurance	83,600	84,300
Prairie North Regional Health Authority	-	500
North West School Divion	1,200	-
Workers' Compensation Board	8,488	12,159
	\$ 8,657,696	\$ 8,143,691
Expenses:		
Workers' Compensation Board	\$ 18,544	\$ 15,835
Saskatchewan Power Corporation	13,200	11,336
Saskatchewan Government Insurance	27,139	19,354
Saskatoon Public School Division	-	500
Lloydminster Public School Division	2,356	1,345
Living Sky School Division No. 202	1,475	-
Prairie South School Division No. 210	150	150
Prairie North Regional Health Authority	-	250
SaskTel	4,296	4,171
St. Paul's RCSSD No. 20	500	500
Western Development Museum	111	-
Sask Queen Printer	262	-
	\$ 68,033	\$ 53,441
Accounts Receivable:		
Saskatchewan Government Insurance	\$ 50,088	\$ -
	\$ 50,088	\$ -
Prepaid Expenses:		
Saskatchewan Government Insurance	\$ 18,747	\$ 19,165
	\$ 18,747	\$ 19,165
Accounts Payable and Accrued Liabilities:		
Saskatchewan Power Corporation	\$ (1,624)	\$ 232
SaskTel	-	337
Workers' Compensation Board	10,274	11,466
	\$ 8,650	\$ 12,035
Deferred Revenue:		
CIF Grant	\$ 7,200	\$ -
Saskatchewan Lottery	4,027	-
	\$ 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.

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

**LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED AUGUST 31, 2016**

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:

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 NOTES TO THE FINANCIAL STATEMENTS
 YEAR ENDED AUGUST 31, 2016

16. TRUSTS (CONT'D)

	Reiber		Brown		Hope		Arts		Hartnell MacArthur		Ranger Rebekkah		Total	
	2016	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016	2015
Cash and short-term investments	\$ 7,606	\$ 7,559	\$ 39,495	\$ 40,245	\$ 821	\$ 1,820	\$ 1,364	\$ 1,348	\$ -	\$ -	\$ 39,236	\$ -	\$ 88,522	\$ 50,972
Portfolio investments	208	204	443	443	-	-	-	-	-	-	-	-	651	647
Total Assets	7,814	7,763	39,938	40,688	821	1,820	1,364	1,348	-	-	39,236	-	89,173	51,619
Revenues														
Contributions and donations	-	-	-	-	-	-	-	-	-	-	39,236	-	39,236	-
Interest on investments	51	70	250	429	1	41	16	(3)	-	-	-	-	319	537
	51	70	250	429	1	41	16	(3)	-	-	39,236	-	39,555	537
Expenses														
Awards to Students	-	-	1,000	-	1,000	-	-	-	-	6,000	-	-	2,000	6,000
	-	-	1,000	-	1,000	-	-	-	-	6,000	-	-	2,000	6,000
Excess (Deficiency) of Revenues over Expenses	51	70	(750)	429	(999)	41	16	(3)	-	(6,000)	39,236	-	37,554	(5,463)
Trust Fund Balance, Beginning of Year	7,763	7,693	40,688	40,259	1,820	1,779	1,348	1,351	-	6,000	-	-	51,619	57,082
Trust Fund Balance, End of Year	\$ 7,814	\$ 7,763	\$ 39,938	\$ 40,688	\$ 821	\$ 1,820	\$ 1,364	\$ 1,348	\$ -	\$ -	\$ 39,236	\$ -	\$ 89,173	\$ 51,619

**LLOYDMINSTER ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 89
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED AUGUST 31, 2016**

17. CONTRACTUAL OBLIGATIONS AND COMMITMENTS

The School Division has the following capital construction commitments as of August 31:

- i) Synergy Vault – Fieldhouse

The School division entered into a construction contract for the building of Synergy Vault. As at August 31, 2016, the School Division has committed to a capital construction contract in the amount of \$1,210,457. As at August 31, 2016, this project is at the initial planning stage.

18. SUBSEQUENT EVENTS

Subsequent to August 31, 2016, the School Division entered into a capital construction contract in the amount of \$245,344.

19. RISK MANAGEMENT

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

i) Credit Risk

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

The aging of other accounts receivable as at August 31, 2016 was:

	August 31, 2016					
	Total	Current	0-30 days	30-60 days	60-90 days	Over 90 days
Other Receivables	\$ 63,089	\$ 58,323	\$ -	\$ -	\$ 130	\$ 4,636
Gross Receivables	63,089	58,323	-	-	130	4,636
Allowance for Doubtful Accounts	-	-	-	-	-	-
Net Receivables	\$ 63,089	\$ 58,323	\$ -	\$ -	\$ 130	\$ 4,636

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NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED AUGUST 31, 2016**

19. RISK MANAGEMENT (CONT'D)

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, 2016				
	Within 6 months	6 months to 1 year	1 to 5 years	> 5 years
Accounts payable and accrued liabilities	\$ 1,037,214	\$ -	\$ -	\$ -
Total	\$ 1,037,214	\$ -	\$ -	\$ -

iii) Market Risk

The school division is exposed to market risks with respect to interest rates as follows:

Interest Rate Risk

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market interest rates. The school division's interest rate exposure relates to cash and cash equivalents.

The school division also has an authorized bank line of credit of \$4,000,000 with interest payable monthly at a rate of prime. Changes in the bank's prime rate can cause fluctuation in interest payments and cash flows. There was no balance outstanding on this credit facility as of August 31, 2016.

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