



# ANNUAL REPORT 2016|17



**Living Sky School Division No. 202**

*Growth Without Limits, Learning For All*

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## School Division Contact Information



### **Living Sky School Division No. 202**

*Growth Without Limits, Learning For All*

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An electronic copy of this report is available at <http://www.lskysd.ca/Board/budget-financial-reports/Pages>

## Letter of Transmittal



Honourable Bronwyn Eyre  
Minister of Education

Dear Minister Eyre:

The Board of Education of Living Sky School Division No. 202 is pleased to provide you and the residents of the school division with the 2016-17 annual report. This report outlines activities and accomplishments of the school division and provides audited financial statements for the fiscal year September 1, 2016 to August 31, 2017.

Respectfully submitted,

A handwritten signature in dark ink, appearing to read 'R. D. Pethick'.

Ronna D. Pethick, Board Chair



## Introduction

This annual report presents an overview of the Living Sky School Division's goals, activities and results for the fiscal year September 1, 2016 to August 31, 2017. This report provides a snapshot of Living Sky School Division, its governance structures, students, staff, programs and facilities. In addition to detailing the school division's goals, activities and performance, this report outlines how the division is deploying the Education Sector Strategic Plan in relation to its school division plan. The report provides a financial overview and financial statements that have been audited by an independent auditor following the Canadian Generally Accepted Auditing Standards.

# School Division Profile

## About Us

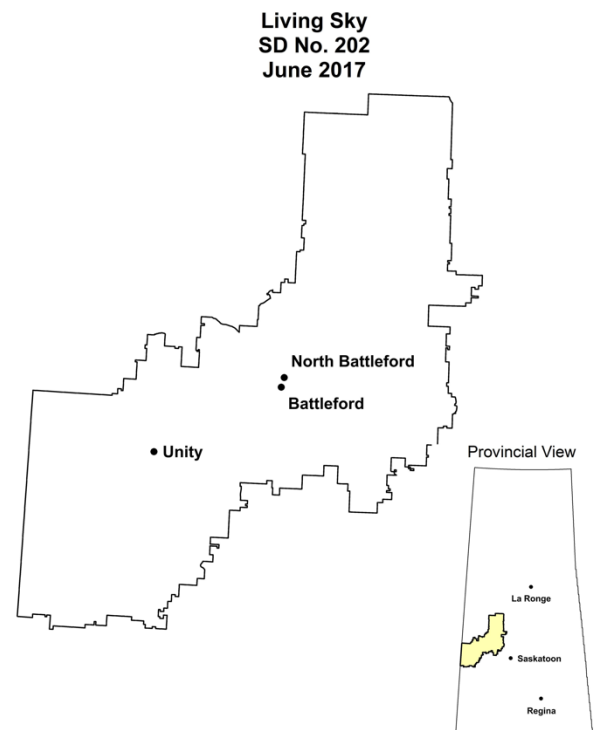
Living Sky School Division is situated in Northwest Central Saskatchewan. It encompasses a wide geographic area including the Battlefords, many communities, villages, First Nation communities and Hutterite colonies.

We are located in the heart of wheat and oil country. The recreational and outdoor pursuits are plentiful from camping, fishing, hunting and water sports in the summer to downhill and cross-country skiing, snowmobiling and ice fishing in the winter. The area offers a rich historical and cultural experience that is reminiscent of our past.

Currently, 29 schools are located in 18 communities within the division. Our schools include Prekindergarten-12, elementary, high schools and alternate schools with a student population of approximately 5,700 students. Our diverse school population is reflected in a wide variety of programming that meets the guidelines of Saskatchewan Core curricula while supporting the local needs of the community.

Living Sky School Division is divided into eight subdivisions for purposes of board representation. For a more detailed map of the division showing the eight subdivisions, visit our website:

<http://www.lskysd.ca/Board/board-members/Pages>



## **Division Philosophical Foundation**

### **Mission Statement**

*Shaping Our Future Through Thoughtful Schools*

Thoughtful schools are schools where students and staff focus on learning.

- Commitment to academic learning
- Learning to respect self, others and property
- Learning to become full contributing members of society
- Celebrating success

### **Division Vision Statement**

*Growth Without Limits, Learning For All*

### **Division Guiding Principles**

Living Sky School Division adheres to the following values:

- |                  |                |
|------------------|----------------|
| • Care           | • Courage      |
| • Integrity      | • Commitment   |
| • Trust          | • Inclusion    |
| • Honesty        | • Innovation   |
| • Mutual Respect | • Transparency |

We believe:

1. Student learning is priority number one.
2. Students learn and staff work best in caring, respectful environments.
3. In relevant, responsive, results oriented curriculum
4. Collaborative, authentic partnerships build strength.
5. Our organization is accountable to students, parents, community.
6. In prevention and early intervention.
7. Our organization is strengthened through shared leadership.

## Program Overview

In order to provide the best education possible for all students, Living Sky School Division (LSSD) offers a wide range of programs in its 29 schools.

The provincially-mandated core curricula, broad areas of learning and cross-curricular competencies are central to all of the programs. Classroom instruction is designed to incorporate the adaptive dimension, differentiated instruction, and First Nations and Métis content, perspectives and ways of knowing. Schools in the division offer the following specialized programming:

- Alternative programming for vulnerable students
- Community school programming
- Core French instruction
- Distance education
- English as an Additional Language programming
- Student Respect/Anti-bullying programming
- Land-based Learning program
- International Baccalaureate (IB) programming
- Music/band programming
- Nutrition programs
- Prekindergarten programs
- Technology-enhanced learning
- Levelled Literacy Intervention
- Roadways to Reading

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

- Curriculum consultants in specific subject areas
- Educational psychologists
- English as an Additional Language consultant
- Occupational therapists
- Graduation coach
- Speech and language pathologists
- Student counsellors
- First Nations & Métis achievement consultant
- Student and Community support worker
- RCMP liaison

## Governance

### The Board of Education

The Board of Education provides governance for Living Sky School Division as a whole and School Community Councils provide advice to individual schools.

### The Board of Education

Living Sky School Division is governed by a ten-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”.

Living Sky School Division is organized into eight subdivisions for purpose of elections, but once elected, the members of the Board of Education represent all students in the division and are committed to providing the very best education possible for each and every student.

The current Board of Education was elected on October 26, 2016 to serve a four-year term.

Board of Education members are:

Subdivision 1 .....	Ken Arsenault
Subdivision 2 .....	Ron Kowalchuk
Subdivision 3 .....	Todd Miller
Subdivision 4 .....	Ronna Pethick, Board Chair
Subdivision 5 .....	Kim Gartner, Board Vice Chair
Subdivision 6 .....	Tracie Heintz
City of North Battleford .....	Richard W. Hiebert
	.....Garth Link
	.....Glenn Wouters
Town of Battleford .....	Glen Leask

## School Community Councils

The Board of Education has established a School Community Council (SCC) for 23 of the 29 schools in Living Sky School Division. All Living Sky Division schools have in common the importance of SCCs as mechanisms for connecting community and school. SCCs play a role in governance and most have established formal processes to foster community and parent involvement. Representatives of the appropriate First Nations are encouraged to become members of the School Community Councils. The division has seen an increase in the number of First Nation SCC members in the past few years due to the efforts of the division's schools and the focus on parent engagement.

*The Education Regulations, 2015* require School Community Councils to work with school staff to develop an annual school Learning Improvement Plan and to recommend that plan to the Board of Education. In the fall, school goals are developed in response to student needs as well as align with the division's strategic plan. These goals are reviewed and approved at a fall SCC meeting and are discussed and reflected upon throughout the year with each school's 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. SCCs enable the community to participate in educational planning and decision making, and promote shared responsibility for learning among community members, students and educators.

The Regulations also require school divisions to undertake orientation, training, development and networking opportunities for their SCC members. In 2016-17 Living Sky School Division conducted the annual SCC Workshop for the 23 SCCs. SCC members had an opportunity to contribute to the development of a school division strategic plan. The group was asked three open-ended questions: What are some concerns you have about your school or division? What do you appreciate about your school or division? How can we best prepare and support students for their future? Small groups were then asked to assign stars to the answers that were most important to them. This process allowed open and honest conversations to occur and common themes started to emerge to assist with the development of the division's strategic plan.

The Board of Education provides equal funding of \$2,000 to each SCC, for a total funding amount of \$46,000 in 2016-17. SCCs use this funding in a variety of ways, including supporting meeting expenses, promoting parent/caregiver and student engagement through welcome day pancake breakfasts, family reading nights, camp scholarships and sponsoring student fitness programs. Schools have started to adjust meeting times to accommodate members' schedules. For example, some schools hold luncheon meetings and virtual meetings to encourage member participation. The division continues to find authentic ways to involve the SCC's in the development of school goals as well as in finding ways to support the achievement of those goals.



## **School Division in the Community**

### **Community Involvement**

Research has shown that students achieve at higher levels in school when their families and other community members are involved in their learning. The schools in Living Sky School Division all have programs and initiatives to encourage community and parent involvement. These programs vary from school to school and are unique to each community.

In 2016-17, Living Sky School Division entered into a community engagement process. The division used the online tool, *Thoughtexchange*, to learn about the top priorities in our schools and division. From 1,376 stakeholders who contributed, we learned about our strengths and our concerns, as well as what we need to do to prepare our students for a successful future. Fundamentally, we are using this information to update our strategic plan and to help improve student learning across the division.

### **Community Partnerships**

Living Sky School Division 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.

Three Hutterite colonies are located within the division's boundaries and the division has established schools in each of them. Provincial curricula are taught in the colony schools. The colony provides the school facilities and looks after its upkeep. Living Sky School Division hires and supervises teachers and educational assistants in these schools. Special yearly meetings are held with all three of the Hutterite Colonies: Scott, Hillsvale and Lakeview Colonies. The goal is to promote greater dialogue about common issues that affect all students, especially the seventy Hutterian children.

Living Sky School Division understands and recognizes that Elders have an important role in Aboriginal culture and tradition. As such, the Living Sky School Division Elders' Council provides guidance for the Board and school division staff. It ensures that the history and the traditions of the people are kept alive and shared in a truthful and honourable way. Elders provide a connection to the past and the future and ensure the survival of traditional ways and teachings. Further, Elders are acknowledged as valued members of the community. Living Sky School Division recognizes that a significant number of students within the public education system are of First Nations and Métis ancestry and the school division provides a forum through the Elders' Council where First Nations and Métis Elders can provide advice to guide the division in areas that pertain to First Nations and Métis education as well as to its overall programming.

In regard to practice, the Elders' Council provides ongoing direction and support to the Board of Education and staff regarding the Board's Operational Plan. The Elders' Council enhances and supports Living Sky School Division in all aspects of education. The Elders' Council serves to honour our ancestors, nurture all members of the community, and ensure all children's success.

We have established partnerships with Prairie North Health District to support a Prekindergarten Speech Language Pathologist. This position allows each student within Prekindergarten to have assessments completed and programs created for any speech or language difficulties. We also have established partnerships with our Early Learning Consultant and community daycares. This position allows programming support for those students with intensive needs entering licenced daycare facilities. The consultant works collaboratively with Battlefords Early Childhood Intervention Program (BECIP) as well as Prairie North Region Health Authority to ensure that strong programming is in place.

Living Sky School Division initiated and entered into agreement with partner agencies to form the Community Threat Assessment Support Protocol team (CTASP). The Ministry of Social Services, Light of Christ School Division, RCMP, Mental Health, Fire Services, North West College, Kanaweyimik Child and Family Services, Catholic Family Services, the Ministry of Corrections and Policing and Living Sky School promised to work together to ensure safety of students and staff. This year, additional members to the CTASP team were signed on to the protocol (Saskatchewan Indian Institute of Technology, Treaty 6 Education Council, and Conseil des écoles fransaskoises). The strength of this school division, post-secondary and community partnership is the multidisciplinary composition of the Community Threat Assessment and Support Team (CTASP). The CTASP members strive to share and review relevant student information and to share the details of the threatening situations or evidence promptly, to collaborate effectively, and to make use of a broad range of expertise.

Living Sky School Division has also established partnerships with Eagle's Nest Youth Ranch, Kid's First, Mental Health Working Group, Bridges for Children, Wraparound Leadership Team, and Youth in Custody. Each of the partnerships listed supports programming for students and their families.

## **Strategic Direction and Reporting**

### **The Education Sector Strategic Plan**

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

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

### **Enduring Strategies**

The Enduring Strategies in the ESSP are:

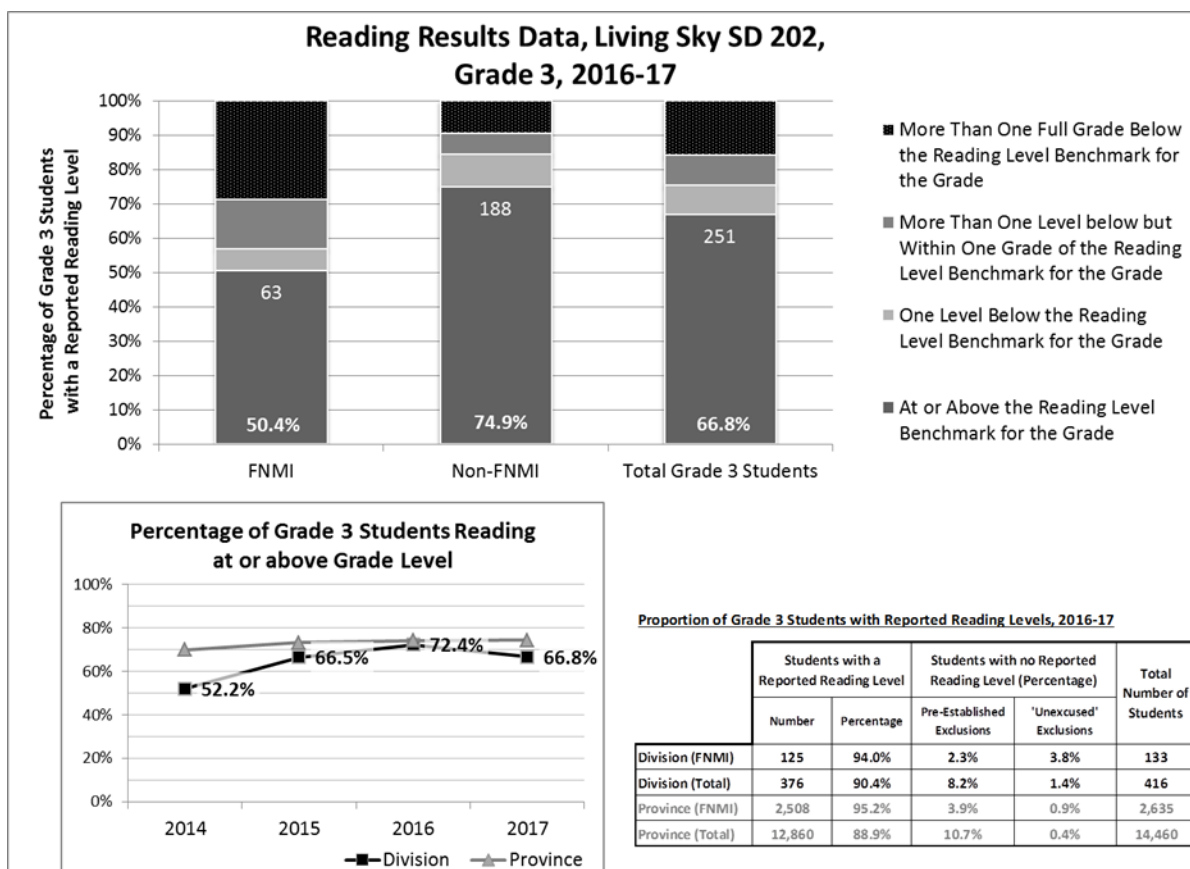
- Culturally relevant and engaging curriculum;
- Differentiated, high quality instruction;
- Culturally appropriate and authentic assessment;
- Targeted and relevant professional learning;
- Strong family, school and community partnerships;
- Alignment of human, physical and fiscal resources.

<b>Reading, Writing, Math at Grade Level and Unified Student Information System Business Case</b>  <b>OUTCOME:</b> <b>By June 30, 2020, 80% of students will be at grade level or above in reading, writing and math.</b> <b>PRIORITY:</b> <b>Develop a business case to explore the feasibility of a provincial Unified Student Information System.</b>	
<b>School division goals aligned with Reading, Writing and Math at Grade Level outcome and the Saskatchewan Reads priority</b>	<p>Living Sky School Division's reading and writing goals align with the provincial ESSP outcome and priority.</p> <p>In alignment with the provincial ESSP, Living Sky School Division's goal is by June 2020, 80% of students in grades 2, 5, 8 &amp; 10 will be proficient on identified numeracy outcomes according to LSSD performance assessment tasks.</p>
<b>School division actions taken during the 2016-17 school year to achieve the targets and outcomes of the Reading, Writing, Math at Grade Level outcome and the Unified Student Information System Business Case priority</b>	<p>All Living Sky School Division students in grades one through three are assessed twice yearly using the Fountas and Pinnell Reading Assessment. While only Grade 3 data is available in this report, the reading scores of students throughout their primary grades are carefully analyzed each year. Teachers and administrators have access to detailed reports that reflect individual student, classroom, grade, school, and division data. Administrators review data sets with teachers to facilitate ongoing reflection and conversations about best practice to meet the increasingly diverse needs of students.</p> <p>Students who are reading below grade level continue to receive extra supports. Levelled Literacy Intervention groups of no more than three students, run outside of English Language Arts programs, and are a Tier 2 Intervention. Roadways to Reading, a Tier 3 Intervention, targets students who are well below grade level for intensive instruction for 60-90 minutes daily. These interventions, combined with embedded school based literacy coaches at each elementary school, continue to support all students in their journeys to become lifelong readers.</p> <p>Professional development sessions focussing on best practices detailed in the <i>Saskatchewan Reads</i> document continue to target a specific grade of teachers. Last year, Grade 2 teachers participated in learning sessions that emphasized the components of balanced literacy with an emphasis on Guided Reading and differentiated independent practice. In 2017-18 Grade 3 teachers will be the target audience for professional learning sessions. In consultation with their school based administrators, Grade 3 teachers have ensured that they have adequate resources to run guided reading groups, and a classroom library that sufficiently supports eager readers who are experimenting with new genres.</p>

## Measures for Reading, Writing and Math at Grade Level

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

Grade 3 reading levels are considered a leading indicator of future student performance. The following bar graph displays the percentage of Grade 3 students (FNMI, non-FNMI, all) by reading level grouping. The charts below the graph indicate the percentage of Grade 3 students in the province reading at or above grade level, as well as the proportion of Grade 3 students with reported reading levels.



Notes: Reading level groupings are based on provincially developed benchmarks. The percentages of students in each of the reading level groupings were found using the number of students with reported reading levels as the denominator in the calculations. Students who were excluded or who did not participate in the reading assessment were not included in the denominator for these calculations. Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students. FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as FNM or I, however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2017

### Analysis of results

While our 2016-17 data displayed above shows a small decline in the percentage of students who are reading at grade level or above in Grade 3 comparative to last spring, school staffs continue to work hard to meet the needs of our students, including those who transition into our schools from other systems mid-year. In June of 2017, 67% of Grade 3 students were reading at or above grade level compared to 74% provincially. Approximately 10% more of students are only one level below the reading level benchmark for the grade. The percentage of self-declared FNMI students reading at grade level is 50%, compared to 75% of the non-FNMI subpopulation of students.

Over the past 4 years, there has been significant improvement in the number and percentage of students reading at or above grade level. Cohorts of students continue to be tracked with analysis of growth in each of grades one, two, and three with only results for Grade 3 reported above. The most growth continues to occur in Grade 1. 2016-17 was the first year Grade 3 students did not grow significantly compared to the previous year.

In response to the 2016-17 data more attention will be focused on literacy instruction in all grades 1 to 3 classrooms to ensure that balanced literacy practices are routine. Classrooms and schools showing nominal or declining growth will be targeted for extra support from the literacy coach and the literacy consultant. Strategies to ensure that struggling students make the necessary 'catch up' growth will also be a focus.



## **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**

#### **School division goals aligned with the First Nations and Métis Student Engagement and Graduation Rates outcome and the Following Their Voices priority**

Our work in this important area mirrors the province's ESSP and the goals established align with LSSD local initiatives and priorities. We share the common belief that if all of our students do well in reading, writing and numeracy that we will see our FNMI students experience greater success at school.

#### **School division actions taken during the 2016-17 school year to achieve the targets and outcomes of the First Nations and Métis Student Engagement and Graduation Rates outcome and the Following Their Voices priority**

Our local actions included the Land-based Learning program and an emphasis on purposeful self-declaration and early learning intervention. While looking towards higher rates of learning, graduation and success, especially amongst our FNMI population, this Land-based Learning program included all of the ESSP's goals. It was our aim to use culturally appropriate instruction and assessment that was rooted in strong partnerships with family, school and our First Nations educational partners. We have reached out to our parents and stakeholders to inform and support them about the important statement of declaration. We have noticed a positive increase in the number of self-declared students. Using the important cultural practice of story-telling has allowed Living Sky School Division to put a strong focus on oral language skills and cultural awareness in our early learning program. Our staff has worked hard in the area of Early Learning; we have implemented "Help Me Tell My Story" as well as delivered the EYE diagnostic in a culturally respectful way. This has assisted us in getting accurate data and helped us improve service delivery. These strategies have shown benefits in our targeted areas while at the same time provided a respectful climate of comfort where trust has been built.

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

### **Average Final Marks**

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

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

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

Subject	All Students		Non-FNMI		FNMI	
	Province	Living Sky	Province	Living Sky	Province	Living Sky
English Language Arts A 10 (Eng & Fr equiv)	73.3	72.3	76.4	77.0	61.0	60.6
English Language Arts B 10 (Eng & Fr equiv)	73.0	73.6	76.0	77.3	61.0	63.1
Science 10 (Eng & Fr equiv)	72.3	68.4	75.6	73.3	59.5	55.6
Math: Workplace and Apprenticeship 10 (Eng & Fr equiv)	72.8	74.6	76.2	78.5	61.5	64.3
Math: Foundations and Pre-calculus 10 (Eng & Fr equiv)	72.9	70.2	74.9	73.6	61.9	56.6
English Language Arts 20 (Eng & Fr equiv)	74.7	77.2	76.7	78.8	64.9	72.6
Math: Workplace and Apprenticeship 20 (Eng & Fr equiv)	67.4	73.7	70.2	77.6	61.4	66.5
Math: Foundations 20 (Eng & Fr equiv)	73.8	77.2	75.6	78.9	63.7	69.7

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

Source: Ministry of Education, 2017

### Analysis of results

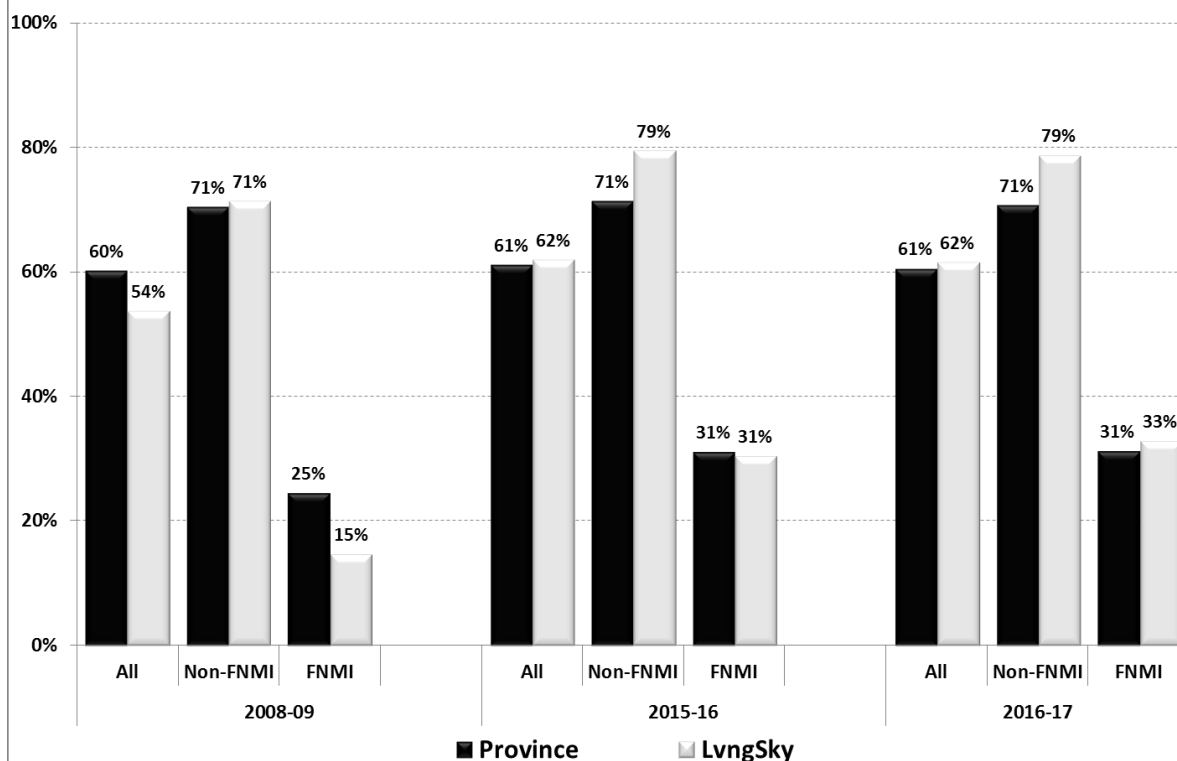
Living Sky School Division strives to provide success to all students. In 2016-17, the average final marks for all Living Sky School Division students were similar to the provincial averages. However, for each of the English and Mathematics 20 level courses reported here, the averages for division students overall and by subpopulation exceeded the provincial averages in 2016-17. Similar to last year, our FNMI students' average final marks are below those of our non-FNMI students. This is an area that continues to be a focus for Living Sky School Division.

### Credit Attainment

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

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

**Credit Attainment - Percentage Attaining 8 or More Credits, Grades 10-12, Province and Living Sky SD 202**



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

Source: Ministry of Education, 2017

### Analysis of results

All stakeholders in Living Sky were alerted in 2016-17 to the importance of the “magic 8”. Efforts were put in place for credit checks, ensuring mandatory classes were scheduled and all students were given the opportunity to be successful. We still have work to do amongst our Grades 10-12 students and the teachers who are helping them. We have noticed a marked increase in the year to year comparisons of students meeting this goal. Over the past 7 years Living Sky School Division students receiving 8 or more credits has improved from 54% in 2008-09 to 62% in 2016-17. In each of the noted categories we have met or exceeded the provincial results in 2016-17. The percentage of FNMI students obtaining 8 credits per year has doubled since 2008-09. Our 2016-17 rate for these students has improved to 33% and this increase of 2 percentage points is positive news and bodes well for future graduation numbers.

## Graduation Rates

### Outcome:

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

### Priority:

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

#### School Division goals aligned with the Graduation Rates outcome and priority

Living Sky School Division's graduation rates goals are aligned with the ESSP outcome area. By June 30, 2020, LSSD will achieve an 85% three-year graduation rate.

#### School division actions taken during the 2016-17 school year to achieve the targets and outcomes of the Graduation Rates outcome

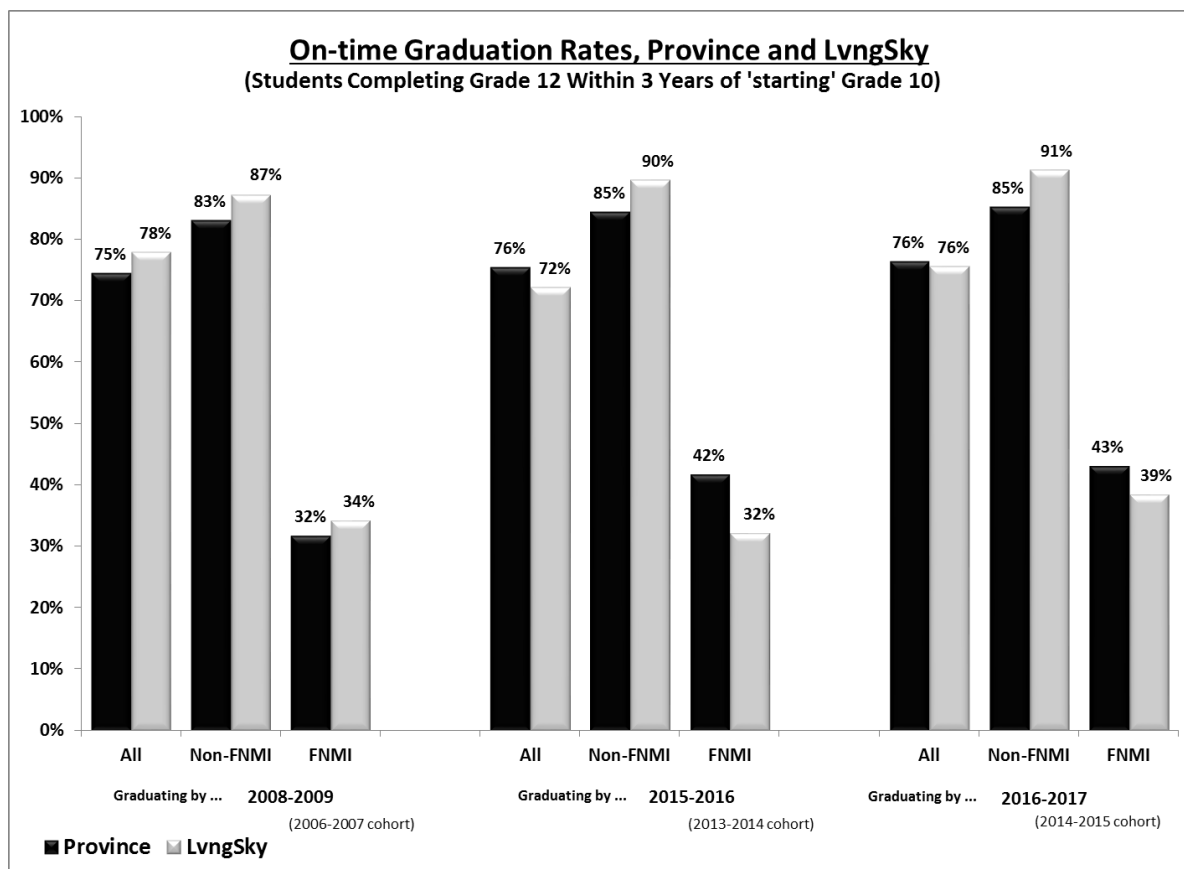
Some of the actions taken over the past year to achieve our goals include providing teaching professional development to allow teachers to respond to students' needs by using appropriate research proven instructional and assessment strategies; working hard at sustaining culturally sensitive schools by meeting with the Elders' Council for guidance, implementing smudging and pipe ceremonies, and building a climate of trust; allowing students a variety of choice in credit attainment including asynchronous video instruction and distance learning; and examining school and division practices and policy to ensure they are not barriers to student graduation. The ISSI graduation coach program at North Battleford Comprehensive High School and other relationship based initiatives at our high schools are paying dividends.

### Measures for Graduation Rates

#### Grade 12 Graduation Rate: On-Time

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

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



Notes: On-time graduation rates are calculated as the percentage of students who complete Grade 12 within 3 years of 'starting' Grade 10. Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students (nr). FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as FNM or I, however, this category may include FNMI students who choose not to self-identify.  
Source: Ministry of Education, 2017

### Analysis of results

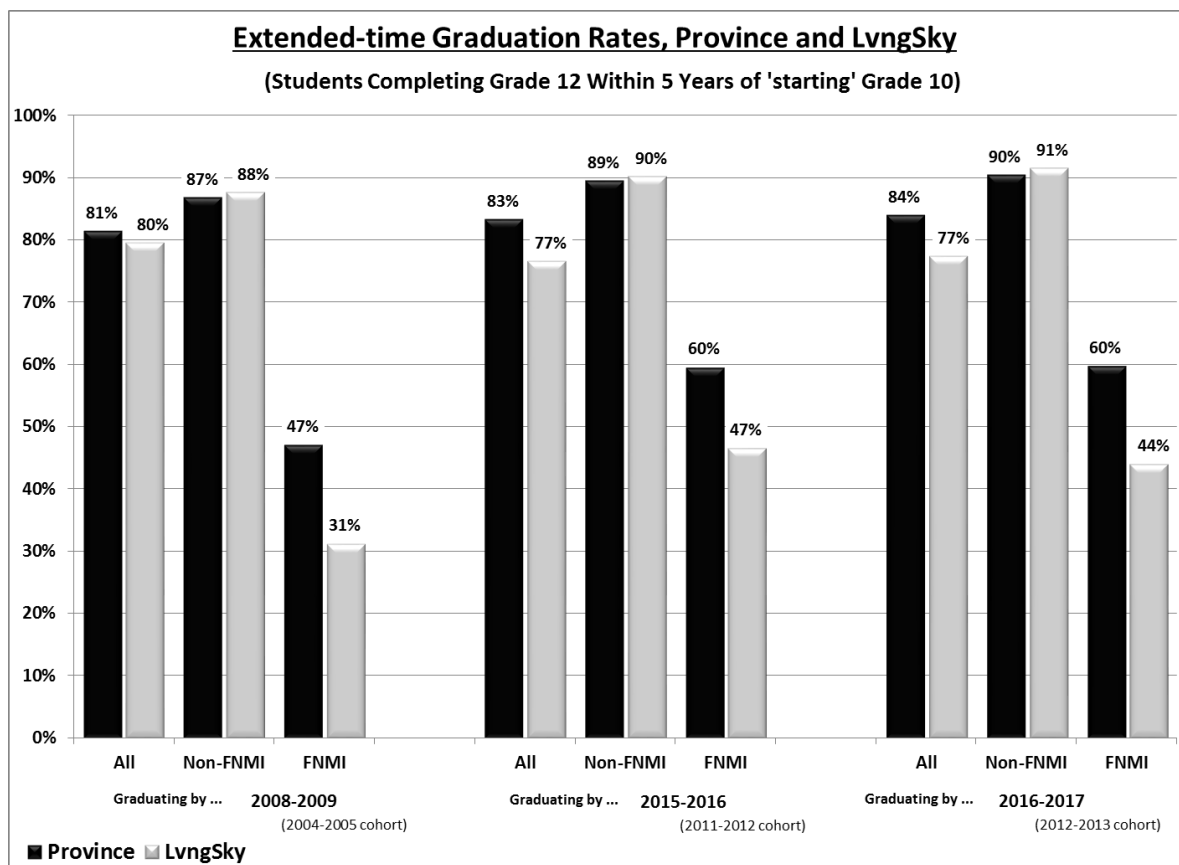
We recognize that Living Sky School Division still has work to do with all of our students to meet our 2020 goals with an on-time (within 3 years) graduation rate of 75.6% overall for 2016-17. With a goal of increasing our grad rate by 3 percentage points each year, we can meet our graduation targets. We achieved this goal for the 2016-17 school year up from 72.3% in 2015-16 and we are confident we can continue this upward trend. The work with #more SKGrads will assist as we move our strategic plan forward. This means 12 more students this year need to be supported to meet our goal in 2017-18. This is attainable.

Similarly, with FNMI grad rates – our modest goal of 3% increase was achieved. Owing to the hard work of our staff, the rate of success achieved by our self-declared FNMI students is something to be celebrated. In addition to the 7% increase from 2015-16, at 38.6% this is a 5-year high for this measure. A higher percentage has only been achieved by LSSD once before in 19 years of tracking this measure.

## Grade 12 Graduation Rate: Extended-Time

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

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



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

Source: Ministry of Education, 2017



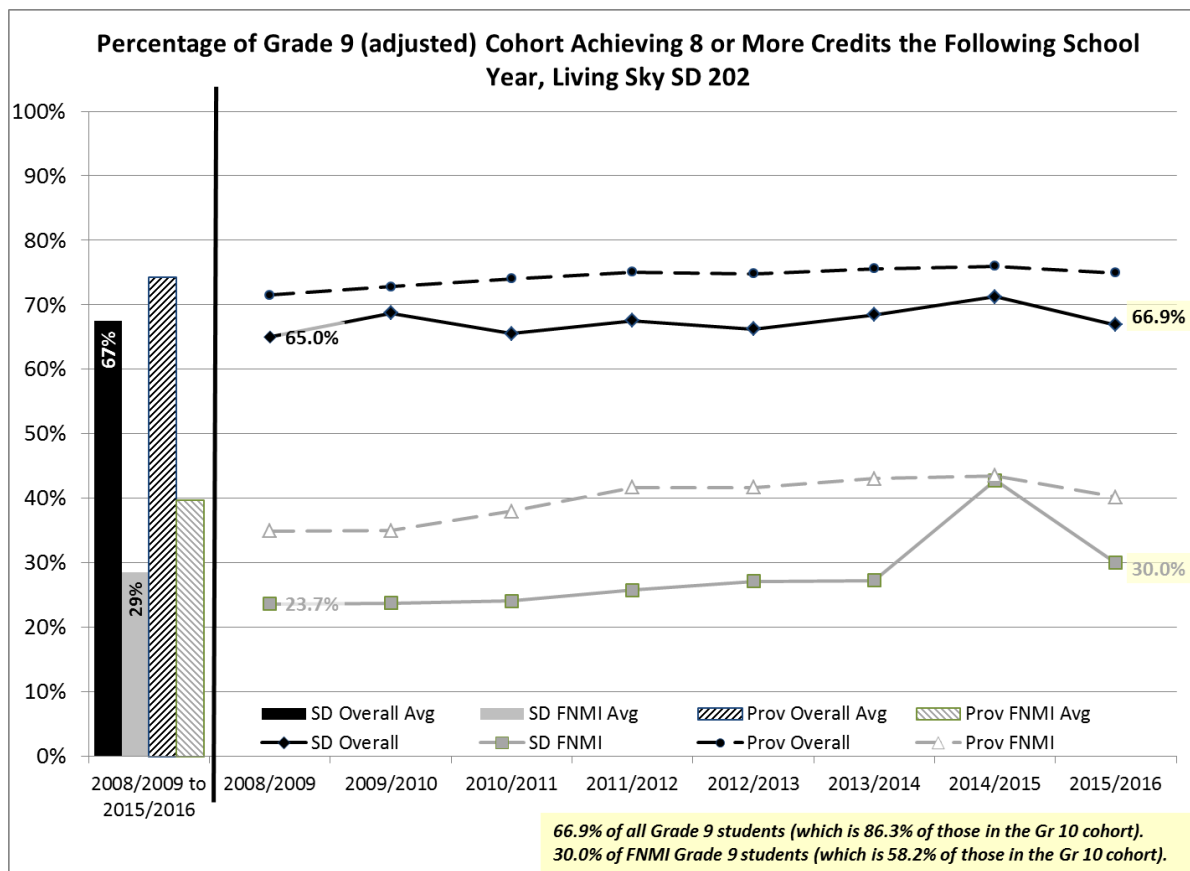
## Analysis of results

In looking at the results over time, results for self-identified FNMI students are showing a greater rate of improvement. It is noteworthy that the on-time and extended-time results for non-FNMI students in 2016-17 remain the same at 91% but the rate improves (44% compared to 39%) for the self-identified student population given the extended time. As compared to the provincial numbers, LSSD's 5-year graduation rates remain lower overall and by subpopulation. It is our hope that with the credit recovery programs in our high schools and the ISSI graduation coach model, more of our students will be graduating within 5 years of starting Grade 10.

### Grade 9 to 10 Transition

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

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



Notes: Percentages are calculated as the number of students attaining eight or more credits in the year immediately following their Grade 9 year divided by the number of students in the Grade 9 cohort. Results for populations of fewer than five have not been reported to avoid identifying individuals or very small groups of students. FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as FNM or I, however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2017

### **Analysis of results**

The data of successful credit attainment (the percentage attaining 8 or more credits) for the 2016-17 Grade 10 class requires some special attention, especially in relation to our FNMI students who were significantly less successful in the past year than they were in the previous year, a 10-percentage point decrease from 40% to 30%. Although much progress was made in 2015-16, these results have not been replicated for our 2016-17 FNMI grade 10 cohort. While provincial data shows a dip in both overall and FNMI achievement on this measure for 2016-17, this drop has not been as significant as what occurred in Living Sky School Division. Overall there was a decrease from 71.2% in 2015-16 to 66.9% in 2016-17.

While credit attainment in grades 10-12 has remained stable at 62% over the past two years, this number is an improvement from 2008-09, when overall rates were just 54% of students achieving 8 or more credits. This also holds true for FNM students, where the number of students earning 8 credits or more rose from 15% in 2008-09 to 33% in 2016-17, a slight increase over 2015-16. To ensure that these rates continue to rise, requires renewed attention on providing the necessary supports for students to experience success, in the form of credits, in their first year of high school! The Grade 10 year is recognized by Living Sky School Division staff to be an important transition year on the path to on time graduation.

Further analysis of individual student data from each high school is underway in the fall of 2017. A primary target has been to identify barriers to student achievement. In consultation with Administrators, Career Counsellors, a Grad Coach, and students themselves, solutions to barriers such as attendance are underway. With a focus on improving graduation rates, credit attainment, beginning in grade 10, will be a primary target for the upcoming year. A division wide committee has been established with a focus on the Student First Classroom, beginning with an audit of the strength of student-teacher relationships. Additional actions to improve the success of first year high school students includes the use of Xello to create online 3-year graduation plans with links to specific career paths and RTI processes that support students who are struggling with regular attendance, academics, or emotional/social issues. Xello (formerly Career Cruising) is an online program that supports students as they plan for their future through self-knowledge, exploration, and planning for life after high school. Deliberate efforts to ensure every high school student has at least one adult advocate in their schools is also a part of the strategic plan to improve student success.

## Sector-Wide Efficiencies

### Outcome:

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

### **School division goals aligned with the Sector-Wide Efficiencies outcome**

Living Sky School Division's Operational Spending goals align with the ESSP outcome area.

### **School division actions taken during the 2016-17 school year to achieve the targets and outcomes of the Sector-Wide Efficiencies outcome**

The realization of Living Sky School Division's goals is a shared responsibility and requires leaders to ensure everyone is pulling in the same direction. We have set spending goals that still manage to encourage innovation and enhanced student learning while working to achieve new efficiencies.

Examples in the 2016-17 would include on-line distance learning opportunities and efficiencies in the bring-your-own-device initiative. Bulk purchasing, strategic reductions in printing and photocopiers as well as school bus maintenance have all been efficiency priorities in the division. Our purpose is clear, providing quality service while remembering that student learning and safety are paramount.

## Early Years

### Outcome:

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

School division goals aligned with the Early Years outcome	Aligning with the province, Living Sky School Division has set a goal that by June 30, 2020, children aged 0-6 will be supported in their development to ensure that 90% of students exiting Kindergarten are ready for learning in the primary grades.
School division actions taken during the 2016-17 school year to achieve the targets and outcomes of the Early Years outcome	<p>Living Sky School Division continues to put a strong emphasis on offering quality instruction to our early years programs. Prekindergarten teachers and educational assistance focussed on Hanen Training of ABC and Beyond which gives teachers strategies to build emergent literacy skills. Kindergarten teachers continued to focus on enhancing play and exploration in their classrooms. Two Ministry of Education site classrooms were hosted in our division that showcased both documentation of learning and creating an engaging environment.</p> <p>Data from the EYE was used to create plans for responsive instruction that met the set goals for students in each classroom. Key partnerships with Health and the Early Childhood Intervention Program helped to support interventions for identified students and families. Collaborative teams helped to address the complex needs of students.</p> <p>Kindergarten grants were available to Kindergarten classrooms to support the implementation of engaging, responsive learning environments. Teachers shared their learning of the transformations in their classrooms to mentor others in the division.</p> <p>Treaty Education was a focus for all classrooms in Living Sky School Division. Both Prekindergarten and Kindergarten teachers planned and implemented treaty education into their classrooms. Division support and connections to Elders supported this implementation.</p> <p>Early Entrance programs are for children 3 and 4 years old who meet the criteria set out by the Ministry of Education as having Intensive Needs. These children are provided with programming and support to prepare them socially and academically for the school system. Living Sky School Division supported three Early Entrance children both financially by paying for playschool fees and/or Educational Assistant positions and through Inclusion and Intervention Plan programming. Our Early Learning Consultant is vital in collaborating with parent and playschool in order to ensure these children receive programming that will increase their growth and get them as ready as possible for entrance into Kindergarten.</p>

## Measures for Early Years

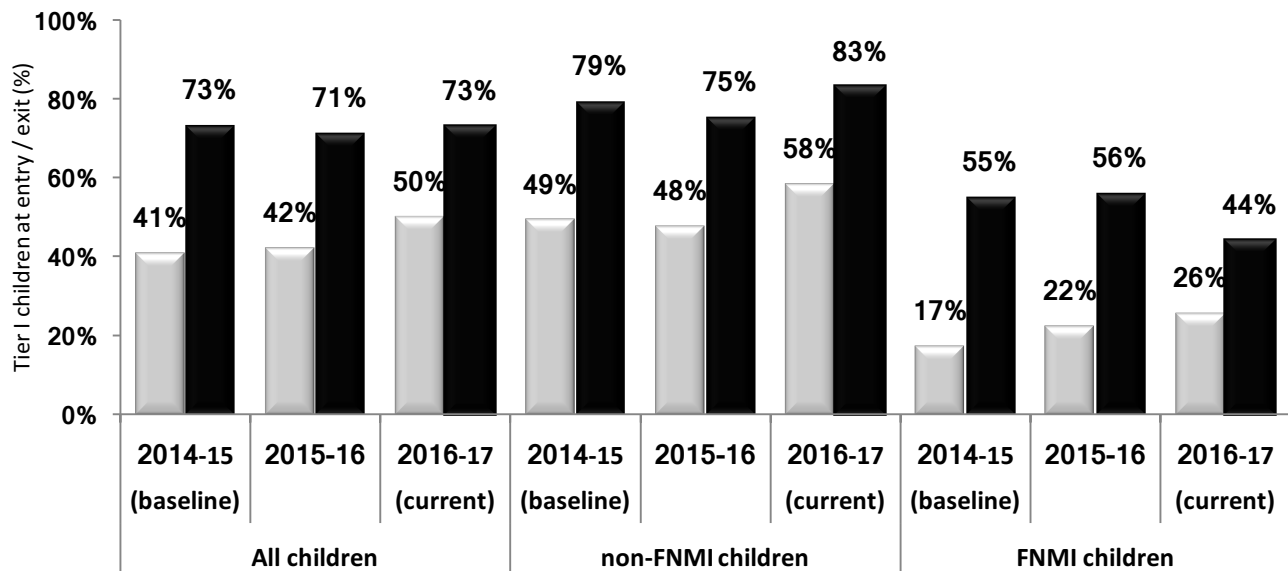
### Early Years Evaluation

The Early Years Evaluation-Teacher Assessment (EYE-TA) is a readiness screening tool that provides information about each child's development and learning with a focus on reading readiness skills. Results from the EYE-TA allow educators and school-based interdisciplinary teams to quickly identify children most likely to require extra support during the Kindergarten year, based on their levels of skill development in five key domains at school entry. In addition to results for specific domains, children are also assigned a comprehensive score known as a Responsive Tiered Instruction (RTI) level. Responsive Tiered Instruction (RTI) is a preventive approach that allows educators, school teams and divisions to allocate resources early and continuously, rather than waiting until after children have experienced failure before responding.

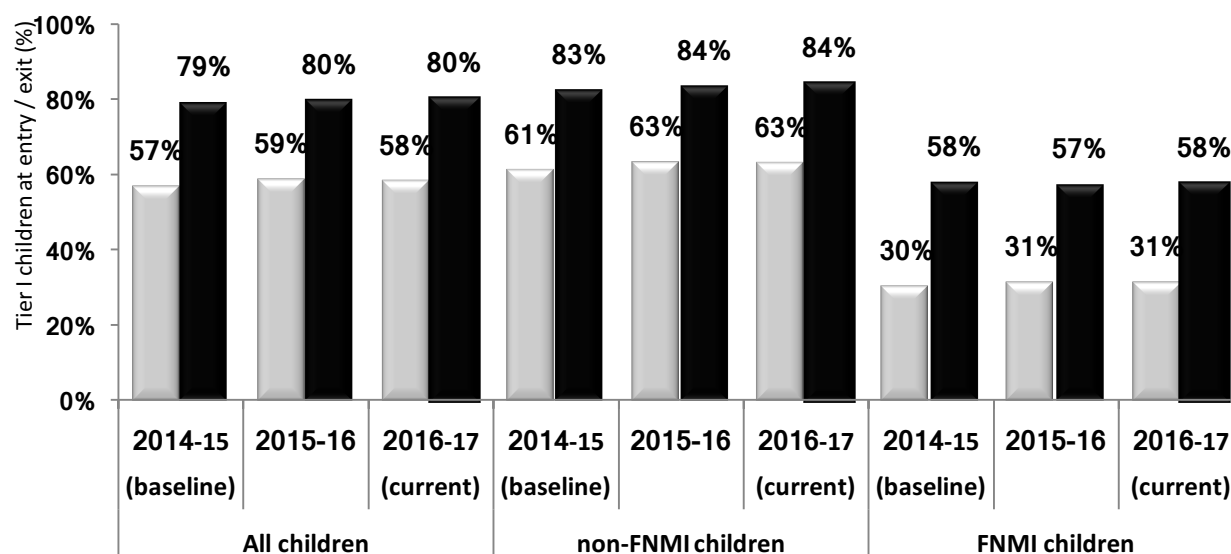
The following displays the percentage of children (all children, non-FNMI and FNMI) in the division assessed as Tier I at Kindergarten entry and after the Kindergarten year at exit, for the 2014-15 (baseline) year and the two years following, as well as the provincial results for each category.

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

#### Living Sky SD



## Saskatchewan (all divisions)



Children (%) at Tier I at Kindergarten entry

Children (%) at Tier I at Kindergarten exit

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

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

Source: Ministry of Education, Early Years Branch, 2017



### **Analysis of results**

Living Sky School Division is below the province in both students entering and exiting Kindergarten (50% compared to 58%) but has similar trends to the province with little change over three years. Non-FNMI students in Living Sky School Division showed an increase from 75% in 2015-16 to 83% in 2016-17. This is comparable to the province results of 84%. There continues to be a large disparity between our self-declared FNMI students and non-FNMI students. Only 26% of our FNMI students were ready to learn when entering Kindergarten and 44% of our FNMI students were ready to learn when exiting Kindergarten in 2016-17. This is below the provincial results for this subpopulation of 58% ready to learn (Tier I) when exiting Kindergarten. Early learning is a priority of Living Sky's Strategic Plan with a key focus on closing the disparity gap between declared and non-declared students.

## Demographics

### Students

Grade			
	2014-15	2015-16	2016-17
<b>Kindergarten</b>	421	390	370
<b>1</b>	385	463	425
<b>2</b>	420	382	451
<b>3</b>	410	407	397
<b>4</b>	397	416	416
<b>5</b>	391	398	414
<b>6</b>	390	390	396
<b>7</b>	432	446	414
<b>8</b>	481	441	433
<b>9</b>	481	469	449
<b>10</b>	505	505	465
<b>11</b>	403	425	416
<b>12</b>	438	411	457
<b>Total</b>	<b>5,554</b>	<b>5,543</b>	<b>5,503</b>

<b>PreK</b>	198	187	212
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Note: Enrolment numbers are based on the actual number of students enrolled in each grade as of September 30 of each year (not FTEs).

Source: Ministry of Education, 2016

Subpopulation Enrolments	Grades			
		2014-15	2015-16	2016-17
<b>Self-Identified FNMI</b>	<b>K to 3</b>	472	460	481
	<b>4 to 6</b>	345	367	389
	<b>7 to 9</b>	415	383	383
	<b>10 to 12</b>	378	384	384
	<b>Total</b>	<b>1,610</b>	<b>1,594</b>	<b>1,637</b>
<b>English as an Additional Language</b>	<b>1 to 3</b>	67	74	80
	<b>4 to 6</b>	55	59	68
	<b>7 to 9</b>	50	59	53
	<b>10 to 12</b>	43	43	43
	<b>Total</b>	<b>215</b>	<b>235</b>	<b>244</b>

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, 2016

## Staff

<b>Job Category</b>	<b>FTEs</b>
<b>Classroom teachers</b>	343.9
<b>Principals, vice-principals</b>	31.3
<b>Other educational staff (positions that support educational programming) – e.g., educational psychologists, educational assistants, school community coordinators, speech language pathologists</b>	278.1
<b>Administrative and financial staff – e.g., Chief Financial Officers, accountants, Information Technology people, supervisors, managers, administrative assistants, clerks</b>	30.5
<b>Plant operations and maintenance – e.g., caretakers, handypersons, carpenters, plumbers, electricians, gardeners, supervisors, managers</b>	56.8
<b>Transportation – e.g., bus drivers, mechanics, parts persons, bus cleaners, supervisors, managers</b>	71.0
<b>League of Educational Administrators, Directors and Superintents (LEADS) – e.g., director of education, superintendents</b>	8.0
<b>Total Full-Time Equivalent (FTE) Staff</b>	<b>819.6</b>

Notes:

- The numbers shown above represent full-time equivalents (FTEs). The number of employees may be greater because some people work part-time or seasonally.
- 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 reports directly to the Board of Education and is responsible for the overseeing of the Division. Dave Hutchinson was employed as the Director of Education from August 1, 2016 to May 24, 2017. Randy Fox was then contracted as the Interim Director from May 24, 2017 to August 31, 2017. Brenda Vickers was the successful applicant following a director search and took over Director of Education duties on August 1, 2017.

The Chief Financial Officer, Lonny Darroch, reports directly to the Director of Education and is responsible for overseeing financial planning and analysis, strategic planning and risk management.

Cathy Herrick, Tonya Lehman and Jim Shevchuk, Superintendents of Curriculum and Instruction are responsible for teaching, learning and curriculum. Brenda Vickers was employed as the Superintendent of Human Resources until July 31, 2017. The Superintendent of Human

Resources is responsible for assessing and attending to all staffing requirements and for planning for future human resources needs; Nancy Schultz, Superintendent of Student Services is responsible for the leadership and support of student services personnel and for future student service's needs.

## School Division Infrastructure and Transportation

### School List

School	Grades	Location
Battleford Central School	Pre-Kindergarten-6	Battleford
Bready Elementary School	K-6	North Battleford
Cando Community School	Pre-Kindergarten-12	Cando
Connaught Elementary School	Pre-Kindergarten-6	North Battleford
Cut Knife Elementary School	Pre-Kindergarten-6	Cut Knife
Cut Knife High School	7-12	Cut Knife
Hafford Central School	K-12	Hafford
Hartley Clark Elementary School	K-6	Spiritwood
Heritage Christian School	K-8	Battleford
Hillsvale Colony School	K-9	Cut Knife
Kerrobert Composite School	K-12	Kerrobert
Lakeview Colony School	K-9	Unity
Lawrence Elementary School	Pre-Kindergarten-6	North Battleford
Leoville Central School	Pre-Kindergarten-12	Leoville
Luseland School	K-12	Luseland
Macklin School	Pre-Kindergarten-12	Macklin
Manacowin School	Ungraded	North Battleford
Maymont Central School	K-12	Maymont
McKittrick Community School	Pre-Kindergarten-6	North Battleford
McLurg High School	7-12	Wilkie
Meadow Lake Christian Academy	K-12	Meadow Lake
Medstead Central School	K-12	Medstead
Norman Carter School	K-6	Wilkie
North Battleford Comprehensive High School	7-12	North Battleford
Scott Colony School	K-7	Unity
Spiritwood High School	7-12	Spiritwood
St. Vital Catholic School	Pre-Kindergarten-7	Battleford
Unity Composite High School	7-12	Unity
Unity Public School	Pre-Kindergarten-6	Unity

## Infrastructure Projects

Infrastructure Projects			
School	Project	Details	2016-17 Cost
McKittrick	Exterior	Roof section 8, sky lights and brick	\$336,288
Connaught	Boiler	replacement with hot water tank	89,975
Connaught	Roof	Section #2	105,673
Welding	Trailer	Build PAA mobile welding trailer	119,324
<b>Total</b>			<b>\$651,260</b>

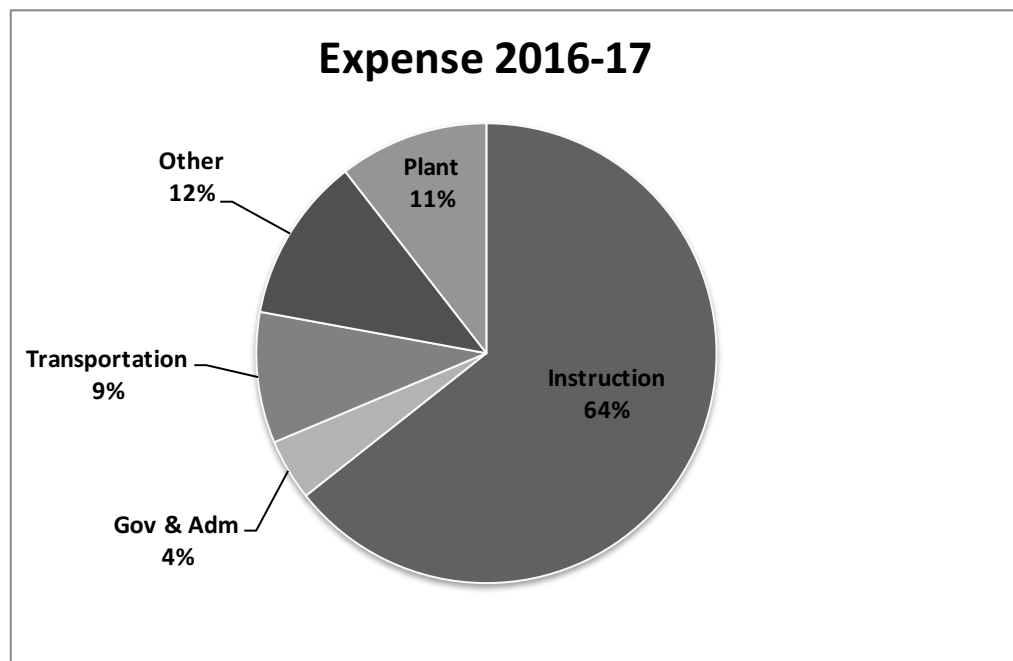
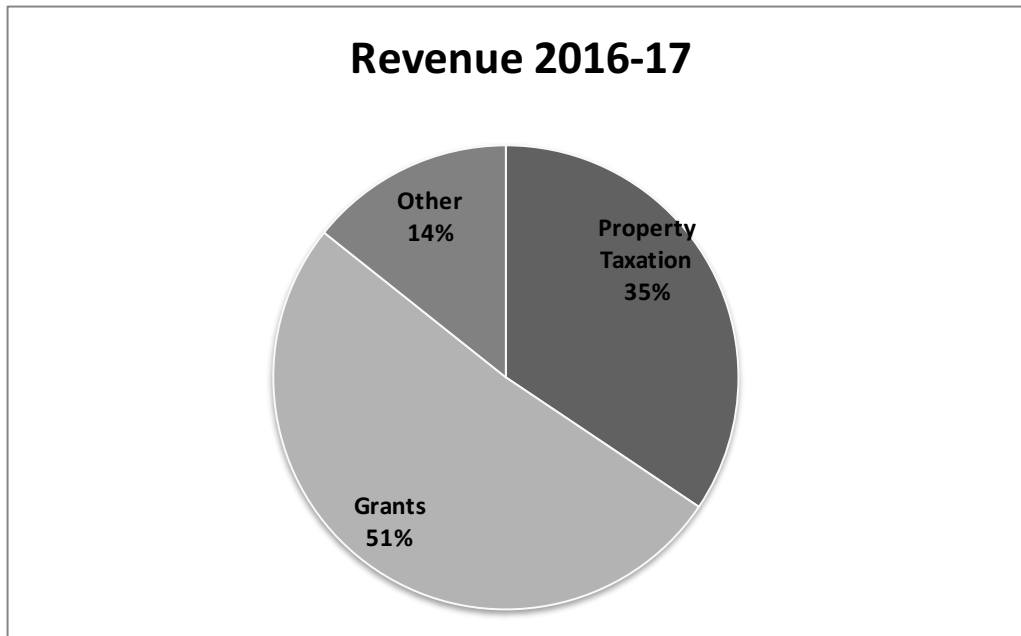
## Transportation

During the 2016-17 school year, Living Sky School Division transported approximately 4,041 students daily to 25 division schools and five Light of Christ School Division schools on 123 routes. The average number of students per route was 33. There were 57 routes managed by four third-party contractors, compared to five contractors the previous year. 66 routes were managed in-house by Living Sky School Division driver employees and owned assets. 31 students transported were Prekindergarten, 2,337 students were rural Kindergarten to Grade 12, and 41 students transported originated on federal lands. 490 students were transported for another school division. 1,135 students were transported on urban routes, 7 students transported had intensive needs, and the average transit time on rural routes was 52 minutes.

In June 2016, the school division elected to extend existing contractor agreements by 12 months in favour of entering into a more carefully crafted tendering process in January of 2018. This would allow sufficient time for route analysis, pricing consideration and bid delivery. Asset turnover consisted of adding five new Thomas 46 passenger C2 buses which entered active service in June and the disposal through auction of five fully depreciated buses pre-2002. Routes remained fully staffed throughout the year with minimal re-staffing required until year end. Just prior to the start of the school year, office staffing was reduced through attrition by one Assistant Manager.

## Financial Overview

### Summary of Revenue and Expenses



## Budget to Actual Revenue, Expenses and Variances

	2017	2017	2016	Budget to Actual Variance Over / (Under)	Budget to Actual % Variance	Note
	Budget	Actual	Actual			
<b>REVENUES</b>						
Property Taxation	24,283,416	25,501,539	24,571,709	1,218,123	5%	1
Grants	39,846,803	38,005,765	41,557,820	(1,841,038)	-5%	
Tuition and Related Fees	5,448,280	5,675,454	5,203,165	227,174	4%	
School Generated Funds	2,000,000	1,797,976	1,974,888	(202,024)	-10%	2
Complementary Services	1,313,130	1,647,861	1,700,572	334,731	25%	3
External Services	2,343,436	849,958	3,633,503	(1,493,478)	-64%	4
Other	590,000	607,263	516,914	17,263	3%	
<b>Total Revenues</b>	<b>75,825,065</b>	<b>74,085,816</b>	<b>79,158,571</b>	<b>(1,739,249)</b>	<b>-2%</b>	
<b>EXPENSES</b>						
Governance	542,059	574,786	526,233	32,727	6%	5
Administration	2,845,635	2,817,315	2,716,903	(28,320)	-1%	
Instruction	51,816,341	50,650,563	50,627,264	(1,165,778)	-2%	
Plant	8,792,656	8,264,833	8,287,162	(527,823)	-6%	6
Transportation	7,574,988	7,252,453	7,302,829	(322,535)	-4%	
Tuition and Related Fees	406,516	542,144	575,187	135,628	33%	7
School Generated Funds	2,000,000	1,609,207	1,978,786	(390,793)	-20%	8
Complementary Services	3,345,570	3,355,109	3,388,437	9,539	0%	
External Services	2,429,538	2,604,636	2,221,239	175,098	7%	9
Other Expenses	12,000	1,030,219	17,162	1,018,219	8485%	10
<b>Total Expenses</b>	<b>79,765,303</b>	<b>78,701,265</b>	<b>77,641,202</b>	<b>(1,064,038)</b>	<b>-1%</b>	
<b>Surplus (Deficit) for the Year</b>	<b>(3,940,238)</b>	<b>(4,615,449)</b>	<b>1,517,369</b>			

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

Note	Explanation
1	Property reassessment led to higher tax levies on urban properties.
2	Less fundraising at the school level.
3	The division originally budgeted dollars in Grants revenue that were eventually coded to Complimentary Services revenue.
4	Following Their Voices grant received in August 2016 but budgeted in 2016-17.
5	New Director of Education search costs.
6	Lower building operating expenses.
7	More students attending regional college.
8	Lower school funded student related expenses.
9	Use of Following Their Voices reserves for VIVVO software agreement and more associate school students.
10	Increase in allowance for uncollected taxes due to changes to tax payment receipts going to the province effective January 2018.



## Appendix B –Management Report and Audited Financial Statements



### Audited Financial Statements

Of the Living Sky School Division No. 202

School Division No. 2020500

For the Period Ending: August 31, 2017

  
Chief Financial Officer

  
Auditor

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

## Management's Responsibility for the Financial Statements

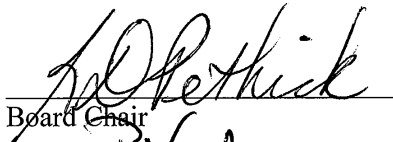
The school division's management is responsible for the preparation of the financial statements in accordance with Canadian public sector accounting standards and the format specified in the Financial Reporting Manual issued by the Ministry of Education. The preparation of financial statements necessarily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

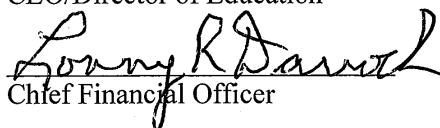
The Board of Education is composed of elected officials who are not employees of the school division. The Board is responsible for ensuring that management fulfills its responsibilities for financial reporting and internal control, and for approving the financial statements. The Board is also responsible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

The external auditors, Holm Raiche Oberg, 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 Living Sky School Division No. 202:

  
Board Chair

  
CEO/Director of Education

  
Chief Financial Officer

November 22, 2017



**Holm Raiche Oberg**  
Chartered Professional Accountants P.C. Ltd.

1321 101<sup>st</sup> Street  
North Battleford, Saskatchewan  
S9A 0Z9

Phone: (306) 445-6291  
Fax: (306) 445-3882  
Email: [info@hrocpa.ca](mailto:info@hrocpa.ca)  
Website: [www.hrocpa.ca](http://www.hrocpa.ca)

## INDEPENDENT AUDITOR'S REPORT

To the Chairman and Board Members of  
Living Sky School Division No. 202

### *Report on the Financial Statements*

We have audited the accompanying financial statements of Living Sky School Division No. 202, which comprise the statement of financial position as at August 31, 2017, and the statements of operations and accumulated surplus, changes in net financial assets and cash flows for the year then ended, 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.

### *Auditor's Responsibility*

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance 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 auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

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

### *Opinion*

In our opinion, the financial statements present fairly, in all material respects, the financial position of the Living Sky School Division No. 202 as at August 31, 2017 and the results of its operations, change in net financial assets and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

North Battleford, Saskatchewan  
November 22, 2017

*Holm Raiche Oberg*  
Chartered Professional Accountants

Graham K. Holm, CPA, CA\*    Loralie A. Raiche, CPA, CA, CFP\*    Dallan D. Oberg, CPA, CA\*

\*Denotes a professional corporation



**Living Sky School Division No. 202**  
**Statement of Financial Position**  
**as at August 31, 2017**

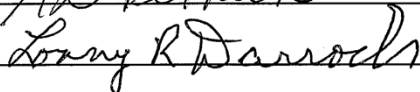
	2017	2016
	\$	\$
<b>Financial Assets</b>		
Cash and Cash Equivalents	10,693,256	18,925,172
Accounts Receivable (Note 8)	15,147,657	12,070,454
Portfolio Investments (Note 4)	141,110	124,801
<b>Total Financial Assets</b>	<b>25,982,023</b>	<b>31,120,427</b>
<b>Liabilities</b>		
Accounts Payable and Accrued Liabilities (Note 9)	2,477,564	2,667,182
Long-Term Debt (Note 10)	100,000	200,000
Liability for Employee Future Benefits (Note 6)	1,341,500	1,995,200
Deferred Revenue (Note 11)	3,185,707	3,561,439
<b>Total Liabilities</b>	<b>7,104,771</b>	<b>8,423,821</b>
<b>Net Financial Assets</b>	<b>18,877,252</b>	<b>22,696,606</b>
<b>Non-Financial Assets</b>		
Tangible Capital Assets (Schedule C)	42,456,617	43,209,523
Inventory of Supplies for Consumption	204,261	47,604
Prepaid Expenses	179,816	379,662
<b>Total Non-Financial Assets</b>	<b>42,840,694</b>	<b>43,636,789</b>
<b>Accumulated Surplus (Note 14)</b>	<b>61,717,946</b>	<b>66,333,395</b>

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

**Living Sky School Division No. 202**  
**Statement of Operations and Accumulated Surplus from Operations**  
**for the year ended August 31, 2017**

	<b>2017 Budget</b>	<b>2017 Actual</b>	<b>2016 Actual</b>
	\$	\$	\$
<b>REVENUES</b>	(Note 15)		
Property Taxation	24,283,416	25,501,539	24,571,709
Grants	39,846,803	38,005,765	41,557,820
Tuition and Related Fees	5,448,280	5,675,454	5,203,165
School Generated Funds	2,000,000	1,797,976	1,974,888
Complementary Services (Note 12)	1,313,130	1,647,861	1,700,572
External Services (Note 13)	2,343,436	849,958	3,633,503
Other	590,000	607,263	516,914
<b>Total Revenues (Schedule A)</b>	<b>75,825,065</b>	<b>74,085,816</b>	<b>79,158,571</b>
<b>EXPENSES</b>			
Governance	542,059	574,786	526,233
Administration	2,845,635	2,817,315	2,716,903
Instruction	51,816,341	50,650,563	50,627,264
Plant	8,792,656	8,264,833	8,287,162
Transportation	7,574,988	7,252,453	7,302,829
Tuition and Related Fees	406,516	542,144	575,187
School Generated Funds	2,000,000	1,609,207	1,978,786
Complementary Services (Note 12)	3,345,570	3,355,109	3,388,437
External Services (Note 13)	2,429,538	2,604,636	2,221,239
Other Expenses	12,000	1,030,219	17,162
<b>Total Expenses (Schedule B)</b>	<b>79,765,303</b>	<b>78,701,265</b>	<b>77,641,202</b>
<b>Operating Surplus (Deficit) for the Year</b>	<b>(3,940,238)</b>	<b>(4,615,449)</b>	<b>1,517,369</b>
<b>Accumulated Surplus from Operations, Beginning of Year</b>	<b>66,333,395</b>	<b>66,333,395</b>	<b>64,816,026</b>
<b>Accumulated Surplus from Operations, End of Year</b>	<b>62,393,157</b>	<b>61,717,946</b>	<b>66,333,395</b>

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

**Living Sky School Division No. 202**  
**Statement of Changes in Net Financial Assets**  
**for the year ended August 31, 2017**

	<b>2017 Budget</b>	<b>2017 Actual</b>	<b>2016 Actual</b>
	\$	\$	\$
	(Note 15)		
<b>Net Financial Assets, Beginning of Year</b>	<b>22,696,606</b>	<b>22,696,606</b>	<b>20,834,809</b>
<b>Changes During the Year</b>			
Operating Surplus (Deficit) for the Year	(3,940,238)	(4,615,449)	1,517,369
Acquisition of Tangible Capital Assets (Schedule C)	(2,636,680)	(3,008,707)	(3,221,726)
Proceeds on Disposal of Tangible Capital Assets (Schedule C)	-	5,955	13,658
Net Loss (Gain) on Disposal of Capital Assets (Schedule C)	-	2,712	(7,658)
Amortization of Tangible Capital Assets (Schedule C)	3,653,550	3,752,946	3,637,338
Net Acquisition of Inventory of Supplies	-	(156,657)	119,266
Net Change in Other Non-Financial Assets	-	199,846	(196,450)
<b>Change in Net Financial Assets</b>	<b>(2,923,368)</b>	<b>(3,819,354)</b>	<b>1,861,797</b>
<b>Net Financial Assets, End of Year</b>	<b>19,773,238</b>	<b>18,877,252</b>	<b>22,696,606</b>

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

**Living Sky School Division No. 202**  
**Statement of Cash Flows**  
**for the year ended August 31, 2017**

	<b>2017</b>	<b>2016</b>
	<b>\$</b>	<b>\$</b>
<b>OPERATING ACTIVITIES</b>		
Operating Surplus (Deficit) for the Year	(4,615,449)	1,517,369
Add Non-Cash Items Included in Surplus / Deficit (Schedule D)	3,755,658	3,629,680
Net Change in Non-Cash Operating Activities (Schedule E)	(4,253,064)	(823,188)
<b>Cash Provided (Used) by Operating Activities</b>	<b>(5,112,855)</b>	<b>4,323,861</b>
<b>CAPITAL ACTIVITIES</b>		
Cash Used to Acquire Tangible Capital Assets	(3,008,707)	(3,221,726)
Proceeds on Disposal of Tangible Capital Assets	5,955	13,658
<b>Cash (Used) by Capital Activities</b>	<b>(3,002,752)</b>	<b>(3,208,068)</b>
<b>INVESTING ACTIVITIES</b>		
Cash Used to Acquire Portfolio Investments	(16,309)	-
Proceeds on Disposal of Portfolio Investments	-	43
<b>Cash Provided (Used) by Investing Activities</b>	<b>(16,309)</b>	<b>43</b>
<b>FINANCING ACTIVITIES</b>		
Repayment of Long-Term Debt	(100,000)	(100,000)
<b>Cash (Used) by Financing Activities</b>	<b>(100,000)</b>	<b>(100,000)</b>
<b>INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS</b>	<b>(8,231,916)</b>	<b>1,015,836</b>
<b>CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR</b>	<b>18,925,172</b>	<b>17,909,336</b>
<b>CASH AND CASH EQUIVALENTS, END OF YEAR</b>	<b>10,693,256</b>	<b>18,925,172</b>

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

**Living Sky School Division No. 202**  
**Schedule A: Supplementary Details of Revenues**  
**for the year ended August 31, 2017**

	2017 Budget	2017 Actual	2016 Actual
	\$	\$	\$
<b>Property Taxation Revenue</b>			
<b>Tax Levy Revenue</b>			
Property Tax Levy Revenue	24,433,050	24,894,465	23,946,041
<b>Total Property Tax Revenue</b>	<b>24,433,050</b>	<b>24,894,465</b>	<b>23,946,041</b>
<b>Grants in Lieu of Taxes</b>			
Federal Government	100,000	92,379	117,978
Provincial Government	300,000	281,645	245,371
Railways	-	(11,969)	11,969
Other	100,000	116,568	95,449
<b>Total Grants in Lieu of Taxes</b>	<b>500,000</b>	<b>478,623</b>	<b>470,767</b>
<b>Other Tax Revenues</b>			
Treaty Land Entitlement - Urban	-	-	65,065
Treaty Land Entitlement - Rural	-	9,251	1,322
House Trailer Fees	10,000	11,873	10,027
<b>Total Other Tax Revenues</b>	<b>10,000</b>	<b>21,124</b>	<b>76,414</b>
<b>Additions to Levy</b>			
Penalties	150,000	205,349	169,160
<b>Total Additions to Levy</b>	<b>150,000</b>	<b>205,349</b>	<b>169,160</b>
<b>Deletions from Levy</b>			
Cancellations	(809,634)	(98,022)	(90,673)
<b>Total Deletions from Levy</b>	<b>(809,634)</b>	<b>(98,022)</b>	<b>(90,673)</b>
<b>Total Property Taxation Revenue</b>	<b>24,283,416</b>	<b>25,501,539</b>	<b>24,571,709</b>
<b>Grants</b>			
<b>Operating Grants</b>			
Ministry of Education Grants			
Operating Grant	38,047,559	35,828,061	39,473,471
Other Ministry Grants	240,000	446,763	521,483
<b>Total Ministry Grants</b>	<b>38,287,559</b>	<b>36,274,824</b>	<b>39,994,954</b>
Grants from Others	250,000	227,432	253,622
<b>Total Operating Grants</b>	<b>38,537,559</b>	<b>36,502,256</b>	<b>40,248,576</b>
<b>Capital Grants</b>			
Ministry of Education Capital Grants	1,309,244	1,503,509	1,309,244
<b>Total Capital Grants</b>	<b>1,309,244</b>	<b>1,503,509</b>	<b>1,309,244</b>
<b>Total Grants</b>	<b>39,846,803</b>	<b>38,005,765</b>	<b>41,557,820</b>



**Living Sky School Division No. 202**  
**Schedule A: Supplementary Details of Revenues**  
**for the year ended August 31, 2017**

	2017 Budget	2017 Actual	2016 Actual
	\$	\$	\$
<b>Tuition and Related Fees Revenue</b>			
<b>Operating Fees</b>			
Tuition Fees			
School Boards	-	-	3,583
Federal Government and First Nations	5,138,280	5,360,934	5,002,799
Individuals and Other	-	13,616	-
<b>Total Tuition Fees</b>	<b>5,138,280</b>	<b>5,374,550</b>	<b>5,006,382</b>
Transportation Fees	10,000	8,478	11,267
Other Related Fees	300,000	292,426	185,516
<b>Total Tuition and Related Fees Revenue</b>	<b>5,448,280</b>	<b>5,675,454</b>	<b>5,203,165</b>
<b>School Generated Funds Revenue</b>			
<b>Curricular</b>			
Student Fees	150,000	137,830	135,011
<b>Total Curricular Fees</b>	<b>150,000</b>	<b>137,830</b>	<b>135,011</b>
<b>Non-Curricular Fees</b>			
Commercial Sales - Non-GST	120,000	137,213	142,177
Fundraising	950,000	800,967	841,728
Grants and Partnerships	40,000	35,850	43,372
Students Fees	450,000	448,289	524,473
Other	290,000	237,827	288,127
<b>Total Non-Curricular Fees</b>	<b>1,850,000</b>	<b>1,660,146</b>	<b>1,839,877</b>
<b>Total School Generated Funds Revenue</b>	<b>2,000,000</b>	<b>1,797,976</b>	<b>1,974,888</b>
<b>Complementary Services</b>			
<b>Operating Grants</b>			
Ministry of Education Grants			
Operating Grant	1,206,630	1,563,200	1,562,588
Other Ministry Grants	20,000	-	47,088
Other Grants	20,000	14,850	21,570
<b>Total Operating Grants</b>	<b>1,246,630</b>	<b>1,578,050</b>	<b>1,631,246</b>
<b>Fees and Other Revenue</b>			
Tuition and Related Fees	20,500	24,656	25,344
Other Revenue	46,000	45,155	43,982
<b>Total Fees and Other Revenue</b>	<b>66,500</b>	<b>69,811</b>	<b>69,326</b>
<b>Total Complementary Services Revenue</b>	<b>1,313,130</b>	<b>1,647,861</b>	<b>1,700,572</b>

**Living Sky School Division No. 202**  
**Schedule A: Supplementary Details of Revenues**  
**for the year ended August 31, 2017**

	2017 Budget	2017 Actual	2016 Actual
	\$	\$	\$
<b>External Services</b>			
<b>Operating Grants</b>			
Ministry of Education Grants			
Operating Grant	2,163,436	417,624	3,430,972
Other Ministry Grants	-	20,000	20,000
Other Grants	-	250,000	-
<b>Total Operating Grants</b>	<b>2,163,436</b>	<b>687,624</b>	<b>3,450,972</b>
<b>Fees and Other Revenue</b>			
Other Revenue	180,000	162,334	182,531
<b>Total Fees and Other Revenue</b>	<b>180,000</b>	<b>162,334</b>	<b>182,531</b>
<b>Total External Services Revenue</b>	<b>2,343,436</b>	<b>849,958</b>	<b>3,633,503</b>
<b>Other Revenue</b>			
Miscellaneous Revenue	210,000	297,713	136,883
Sales & Rentals	180,000	126,519	179,376
Investments	200,000	183,031	192,997
Gain on Disposal of Capital Assets	-	-	7,658
<b>Total Other Revenue</b>	<b>590,000</b>	<b>607,263</b>	<b>516,914</b>
<b>TOTAL REVENUE FOR THE YEAR</b>	<b>75,825,065</b>	<b>74,085,816</b>	<b>79,158,571</b>

**Living Sky School Division No. 202**  
**Schedule B: Supplementary Details of Expenses**  
**for the year ended August 31, 2017**

	<b>2017 Budget</b>	<b>2017 Actual</b>	<b>2016 Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
<b>Governance Expense</b>			
Board Members Expense	176,220	168,503	168,311
Professional Development - Board Members	30,000	21,760	29,890
Advisory Committees	45,839	36,384	33,183
Elections	20,000	26,225	839
Other Governance Expenses	270,000	321,914	294,010
<b>Total Governance Expense</b>	<b>542,059</b>	<b>574,786</b>	<b>526,233</b>
<b>Administration Expense</b>			
Salaries	2,110,532	2,072,835	2,078,642
Benefits	237,003	293,743	224,401
Supplies & Services	118,600	114,617	94,677
Non-Capital Furniture & Equipment	43,000	23,943	29,966
Building Operating Expenses	56,000	90,239	61,364
Communications	52,300	44,247	45,326
Travel	66,700	29,440	42,770
Professional Development	61,500	53,549	42,111
Amortization of Tangible Capital Assets	100,000	94,702	97,646
<b>Total Administration Expense</b>	<b>2,845,635</b>	<b>2,817,315</b>	<b>2,716,903</b>
<b>Instruction Expense</b>			
Instructional (Teacher Contract) Salaries	34,057,183	34,475,070	33,852,237
Instructional (Teacher Contract) Benefits	1,841,635	1,281,309	1,901,190
Program Support (Non-Teacher Contract) Salaries	8,353,229	8,022,917	7,918,006
Program Support (Non-Teacher Contract) Benefits	1,749,930	1,538,595	1,657,706
Instructional Aids	1,755,838	1,285,145	1,233,951
Supplies & Services	632,114	937,629	734,671
Non-Capital Furniture & Equipment	422,624	361,950	522,014
Communications	245,386	187,317	218,501
Travel	234,800	220,890	234,971
Professional Development	774,984	412,049	460,334
Student Related Expense	348,618	432,175	438,887
Amortization of Tangible Capital Assets	1,400,000	1,495,517	1,454,796
<b>Total Instruction Expense</b>	<b>51,816,341</b>	<b>50,650,563</b>	<b>50,627,264</b>

**Living Sky School Division No. 202**  
**Schedule B: Supplementary Details of Expenses**  
**for the year ended August 31, 2017**

	<b>2017 Budget</b>	<b>2017 Actual</b>	<b>2016 Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
<b>Plant Operation &amp; Maintenance Expense</b>			
Salaries	3,021,820	3,004,581	2,967,679
Benefits	782,336	704,593	667,698
Supplies & Services	10,900	6,664	8,612
Non-Capital Furniture & Equipment	20,000	23,577	25,280
Building Operating Expenses	3,476,600	3,085,771	3,215,704
Communications	7,000	6,960	7,683
Travel	57,000	42,416	48,868
Professional Development	17,000	6,567	3,324
Amortization of Tangible Capital Assets	1,400,000	1,383,704	1,342,314
<b>Total Plant Operation &amp; Maintenance Expense</b>	<b>8,792,656</b>	<b>8,264,833</b>	<b>8,287,162</b>
<b>Student Transportation Expense</b>			
Salaries	2,021,943	2,009,262	2,021,250
Benefits	421,944	374,484	393,986
Supplies & Services	874,750	722,748	680,032
Non-Capital Furniture & Equipment	500,000	438,118	729,702
Building Operating Expenses	66,000	4,877	62,196
Communications	32,500	3,795	18,639
Travel	1,500	1,187	-
Professional Development	15,000	2,806	4,201
Contracted Transportation	2,891,351	2,919,662	2,653,750
Amortization of Tangible Capital Assets	750,000	775,514	739,073
<b>Total Student Transportation Expense</b>	<b>7,574,988</b>	<b>7,252,453</b>	<b>7,302,829</b>
<b>Tuition and Related Fees Expense</b>			
Tuition Fees	406,516	542,144	575,187
<b>Total Tuition and Related Fees Expense</b>	<b>406,516</b>	<b>542,144</b>	<b>575,187</b>
<b>School Generated Funds Expense</b>			
Academic Supplies & Services	50,000	24,927	47,364
Cost of Sales	370,000	290,679	313,300
Non-Capital Furniture & Equipment	-	32	980
School Fund Expenses	1,580,000	1,293,569	1,617,142
<b>Total School Generated Funds Expense</b>	<b>2,000,000</b>	<b>1,609,207</b>	<b>1,978,786</b>

**Living Sky School Division No. 202**  
**Schedule B: Supplementary Details of Expenses**  
**for the year ended August 31, 2017**

	2017 Budget	2017 Actual	2016 Actual
	\$	\$	\$
<b>Complementary Services Expense</b>			
Tuition Fees	-	6,357	8,318
Instructional (Teacher Contract) Salaries & Benefits	595,630	628,147	590,793
Program Support (Non-Teacher Contract) Salaries & Benefits	2,454,940	2,440,876	2,445,681
Instructional Aids	25,000	29,723	33,306
Supplies & Services	270,000	230,555	288,775
Non-Capital Furniture & Equipment	-	3,400	4,404
Building Operating Expenses	-	-	1,016
Travel	-	2,913	3,073
Professional Development (Non-Salary Costs)	-	3,767	3,218
Student Related Expenses	-	9,371	9,853
<b>Total Complementary Services Expense</b>	<b>3,345,570</b>	<b>3,355,109</b>	<b>3,388,437</b>
<b>External Service Expense</b>			
Grant Transfers	1,403,500	1,693,572	1,072,673
Tuition Fees	27,937	52,650	184,501
Administration Salaries & Benefits	10,000	989	-
Instructional (Teacher Contract) Salaries & Benefits	442,953	341,064	474,585
Program Support (Non-Teacher Contract) Salaries & Benefits	136,098	139,294	106,632
Instructional Aids	-	-	362
Supplies & Services	180,000	187,500	193,293
Building Operating Expenses	25,500	32,035	28,188
Communications	-	2,136	2,171
Professional Development (Non-Salary Costs)	-	947	497
Contracted Transportation & Allowances	200,000	150,940	154,828
Amortization of Tangible Capital Assets	3,550	3,509	3,509
<b>Total External Services Expense</b>	<b>2,429,538</b>	<b>2,604,636</b>	<b>2,221,239</b>
<b>Other Expense</b>			
<b>Interest and Bank Charges</b>			
Current Interest and Bank Charges	-	7,499	3,143
Interest on Capital Loans	12,000	7,993	14,019
<b>Total Interest and Bank Charges</b>	<b>12,000</b>	<b>15,492</b>	<b>17,162</b>
Loss on Disposal of Tangible Capital Assets	-	2,712	-
Provision for Uncollectable Accounts	-	1,012,015	-
<b>Total Other Expense</b>	<b>12,000</b>	<b>1,030,219</b>	<b>17,162</b>
<b>TOTAL EXPENSES FOR THE YEAR</b>	<b>79,765,303</b>	<b>78,701,265</b>	<b>77,641,202</b>

**Living Sky School Division No. 202**  
**Schedule C - Supplementary Details of Tangible Capital Assets**  
**for the year ended August 31, 2017**

	Land	Buildings	Buildings	School	Other	Furniture and Equipment	Computer Hardware and Audio Visual Equipment	Computer Software	Assets Under Construction	2017	2016
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
<b><i>Tangible Capital Assets - at Cost</i></b>											
Opening Balance as of September 1	1,000,794	84,320,306	1,545,781	8,015,365	511,054	13,293,121	4,708,719	693,326	4,466,367	118,554,833	115,780,248
Additions/Purchases	-	905,448	-	536,598	106,980	361,236	641,798	41,153	415,494	3,008,707	3,221,726
Disposals	-	-	-	(314,820)	-	-	-	-	-	(314,820)	(447,141)
Transfers to (from)	-	4,466,367	-	-	-	-	-	-	(4,466,367)	-	-
<b>Closing Balance as of August 31</b>	<b>1,000,794</b>	<b>89,692,121</b>	<b>1,545,781</b>	<b>8,237,143</b>	<b>618,034</b>	<b>13,654,357</b>	<b>5,350,517</b>	<b>734,479</b>	<b>415,494</b>	<b>121,248,720</b>	<b>118,554,833</b>
<b><i>Tangible Capital Assets - Amortization</i></b>											
Opening Balance as of September 1	-	55,995,368	1,170,652	4,247,679	436,527	9,951,110	3,002,630	541,344	-	75,345,310	72,149,113
Amortization of the Period	-	1,418,922	58,706	669,151	62,851	591,815	846,187	105,314	-	3,752,946	3,637,338
Disposals	-	-	-	(306,153)	-	-	-	-	-	(306,153)	(441,141)
<b>Closing Balance as of August 31</b>	<b>N/A</b>	<b>57,414,290</b>	<b>1,229,358</b>	<b>4,610,677</b>	<b>499,378</b>	<b>10,542,925</b>	<b>3,848,817</b>	<b>646,658</b>	<b>N/A</b>	<b>78,792,103</b>	<b>75,345,310</b>
<b>Net Book Value</b>											
Opening Balance as of September 1	1,000,794	28,324,938	375,129	3,767,686	74,527	3,342,011	1,706,089	151,982	4,466,367	43,209,523	43,631,135
Closing Balance as of August 31	1,000,794	32,277,831	316,423	3,626,466	118,656	3,111,432	1,501,700	87,821	415,494	42,456,617	43,209,523
<b>Change in Net Book Value</b>	<b>-</b>	<b>3,952,893</b>	<b>(58,706)</b>	<b>(141,220)</b>	<b>44,129</b>	<b>(230,579)</b>	<b>(204,389)</b>	<b>(64,161)</b>	<b>(4,050,873)</b>	<b>(752,906)</b>	<b>(421,612)</b>
<b>Disposals</b>											
Historical Cost	-	-	-	314,820	-	-	-	-	-	314,820	447,141
Accumulated Amortization	-	-	-	306,153	-	-	-	-	-	306,153	441,141
<b>Net Cost</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>8,667</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>8,667</b>	<b>6,000</b>
Price of Sale	-	-	-	4,996	-	959	-	-	-	5,955	13,658
<b>Gain (Loss) on Disposal</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(3,671)</b>	<b>-</b>	<b>959</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(2,712)</b>	<b>7,658</b>

Sch C

**Living Sky School Division No. 202**  
**Schedule D: Non-Cash Items Included in Surplus / Deficit**  
**for the year ended August 31, 2017**

	<b>2017</b>	<b>2016</b>
	<b>\$</b>	<b>\$</b>
<b>Non-Cash Items Included in Surplus / Deficit</b>		
Amortization of Tangible Capital Assets (Schedule C)	3,752,946	3,637,338
Net (Gain) Loss on Disposal of Tangible Capital Assets (Schedule C)	2,712	(7,658)
<b>Total Non-Cash Items Included in Surplus / Deficit</b>	<b>3,755,658</b>	<b>3,629,680</b>

**Living Sky School Division No. 202**  
**Schedule E: Net Change in Non-Cash Operating Activities**  
**for the year ended August 31, 2017**

	<b>2017</b>	<b>2016</b>
	<b>\$</b>	<b>\$</b>
<b>Net Change in Non-Cash Operating Activities</b>		
(Increase) in Accounts Receivable	(3,077,203)	(30,854)
(Decrease) in Accounts Payable and Accrued Liabilities	(189,618)	(871,186)
Increase (Decrease) in Liability for Employee Future Benefits	(653,700)	54,500
Increase (Decrease) in Deferred Revenue	(375,732)	101,536
Decrease (Increase) in Inventory of Supplies for Consumption	(156,657)	119,266
Decrease (Increase) in Prepaid Expenses	199,846	(196,450)
<b>Total Net Change in Non-Cash Operating Activities</b>	<b>(4,253,064)</b>	<b>(823,188)</b>

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**Notes to the Financial Statements**  
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**1. AUTHORITY AND PURPOSE**

The school division operates under the authority of *The Education Act, 1995* of Saskatchewan as a corporation under the name of “The Board of Education of the Living Sky School Division No. 202” and operates as “Living Sky School Division No. 202”. 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 a levy on the property assessment included in the school division’s boundaries at mill rates determined by the provincial government. 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) 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 \$1,341,500 (2016: \$1,995,200) because actual experience may differ significantly from actuarial estimations.
- property tax revenue of \$25,501,539 (2016: \$24,571,709) because final tax assessments may differ from initial estimates.



**Living Sky School Division No. 202**  
**Notes to the Financial Statements**  
**As at August 31, 2017**

- uncollectible taxes of \$1,259,920 (2016: \$247,905) because actual collectability may differ from initial estimates.
- valuation allowance for other receivables of \$26,468 (2016: \$324,304) because actual collectability may differ from amount invoiced.
- useful lives of capital assets and related amortization for \$3,752,946 (2016: \$3,637,338) 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.

**d) Financial Instruments**

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

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

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

Foreign currency transactions are translated at the exchange rate prevailing at the date of the transactions. Monetary assets and liabilities denominated in foreign currencies are translated into Canadian dollars at the exchange rate prevailing at the financial statement date. The school division believes that it is not subject to significant unrealized foreign exchange translation gains and losses arising from its financial instruments.

**Living Sky School Division No. 202**  
**Notes to the Financial Statements**  
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**e) Financial Assets**

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

**Cash and Cash Equivalents** consist of cash and 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 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.

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

**Portfolio Investments** consist of term deposits and equity in co-operatives. The school division values its portfolio investments in accordance with its policy for financial instruments, as described in Note 2 (d).

**f) Non-Financial Assets**

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

**Tangible Capital Assets** have useful lives extending beyond the accounting period, are used by the school division to provide services to the public and are not intended for sale in the ordinary course of operations. Tangible capital assets of the school division include land, 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.

**Living Sky School Division No. 202**  
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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:

Buildings	50 years
Buildings – short-term (portables, storage sheds, outbuildings, garages)	20 years
School buses	12 years
Other vehicles – passenger and light duty trucks and vans	5 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.

**Inventory of Supplies for Consumption** consists of supplies held for consumption by the school division in the course of normal operations and are recorded at the lower of cost and replacement cost.

**Prepaid Expenses** are prepaid amounts for goods or services which will provide economic benefits in one or more future periods. Prepaid expenses include Saskatchewan School Board Association fees and insurance.

**g) Liabilities**

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

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

**Long-Term Debt** is comprised of a capital loan with an initial maturity of more than one year and is incurred for the purpose of financing capital expenditures in accordance with the provisions of *The Education Act, 1995*.

**Liability for Employee Future Benefits** represents post-employment and compensated absence benefits that accrue to the school division's employees. The cost of these benefits is recorded as the benefits are earned by employees. The liability relating to these benefits is actuarially determined using the projected benefit method pro-rated on service. Actuarial valuations are performed periodically using assumptions including discount rate, inflation, salary escalation, termination and retirement rates and mortality. An actuary extrapolates these valuations when a valuation is not done in the

**Living Sky School Division No. 202**  
**Notes to the Financial Statements**  
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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.

**h) Employee Pension 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 Saskatchewan Teachers' Superannuation Plan (STSP). The school division's obligation for these plans is limited to collecting and remitting contributions of the employees at rates determined by the plans.
- ii) Other employees participate in the Municipal Employees' Pension Plan (MEPP). In accordance with PSAB standards, the plan is accounted for as a defined contribution plan whereby the school division's contributions are expensed when due.

**i) Revenue Recognition**

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

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

**i) Government Transfers (Grants)**

Grants from governments are considered to be government transfers. 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.

**Living Sky School Division No. 202**  
**Notes to the Financial Statements**  
**As at August 31, 2017**

**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. Tax revenues are recognized on the basis of time with 1/12<sup>th</sup> 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.

**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.

**j) 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.

**Living Sky School Division No. 202**  
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**k) Adoption of Public Sector Accounting Standards**

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

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

**3. SHORT-TERM BORROWINGS**

**Bank indebtedness** consists of a demand operating line of credit with a maximum borrowing limit of \$10,000,000 that bears interest at Bank prime rate less 0.50% per annum with Innovation Credit Union. This line of credit is authorized by a borrowing resolution by the board of education and is secured by provincial grant receipts. This line of credit was approved by the Minister of Education on October 29, 2010. There was no balance outstanding on the line of credit at August 31, 2017 or August 31, 2016.

**4. PORTFOLIO INVESTMENTS**

Portfolio investments are comprised of the following:

	2017	2016
<b>Portfolio investments in the cost and amortized cost category:</b>	<b><u>Cost</u></b>	<b><u>Cost</u></b>
Term deposits	\$ 88,600	\$ 88,600
Credit Union Member Rewards	21,541	10,005
Member Equity in Co-op Organizations	30,969	26,196
<b>Total portfolio investments reported at cost and amortized cost</b>	<b>\$ 141,110</b>	<b>\$ 124,801</b>

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

Function	Salaries & Benefits	Goods & Services	Debt Service	Amortization of TCA	2017 Actual	2016 Actual
Governance	\$ 168,503	\$ 406,283	\$ -	\$ -	\$ 574,786	\$ 526,233
Administration	2,366,577	356,036	-	94,702	2,817,315	2,716,903
Instruction	45,317,892	3,837,154	-	1,495,517	50,650,563	50,627,264
Plant	3,709,175	3,171,954	-	1,383,704	8,264,833	8,287,162
Transportation	2,383,747	4,093,192	-	775,514	7,252,453	7,302,829
Tuition and Related Fees	-	542,144	-	-	542,144	575,187
School Generated Funds	-	1,609,207	-	-	1,609,207	1,978,786
Complementary Services	3,069,023	286,086	-	-	3,355,109	3,388,437
External Services	481,346	2,119,781	-	3,509	2,604,636	2,221,239
Other	-	1,014,727	15,492	-	1,030,219	17,162
<b>TOTAL</b>	<b>\$57,496,263</b>	<b>\$17,436,564</b>	<b>\$15,492</b>	<b>\$ 3,752,946</b>	<b>\$78,701,265</b>	<b>\$77,641,202</b>

**Living Sky School Division No. 202**  
**Notes to the Financial Statements**  
**As at August 31, 2017**

**6. EMPLOYEE FUTURE BENEFITS**

The school division provides certain post-employment, compensated absence and termination benefits to its employees. These benefits include non-vested sick leave payout, retirement gratuity, vacation banks and paid-time-off banks. The liability associated with these benefits is calculated as the present value of expected future payments pro-rated for service and is recorded as Liability for Employee Future Benefits in the statement of financial position. Morneau Shepell Ltd, a firm of consulting actuaries, performed an actuarial valuation as at March 31, 2015, and extrapolated the results to estimate the Liability for Employee Future Benefits as at August 31, 2017.

Details of the employee future benefits are as follows:

	<b>2017</b>	<b>2016</b>
Actuarial extrapolation date	Aug. 31, 2017	Aug. 31, 2016
Long-term assumptions used:		
Discount rate at end of period	2.69%	2.10%
Inflation and productivity rate (excluding merit and promotion)	2.50%	3.20% for (Teachers); Teachers & 3.00% (Non-Non- Teachers) Teachers
Expected average remaining service life (years)	13	13

<b>Liability for Employee Future Benefits</b>	<b>2017</b>	<b>2016</b>
<b>Accrued Benefit Obligation - beginning of year</b>	<b>\$ 2,414,900</b>	<b>\$ 2,294,700</b>
Current period service cost	223,600	204,500
Interest cost	53,900	59,500
Benefit payments	(141,000)	(240,900)
Actuarial (gains) / losses	(191,700)	97,100
Plan amendments	(977,600)	-
<b>Accrued Benefit Obligation - end of year</b>	<b>1,382,100</b>	<b>2,414,900</b>
Unamortized Net Actuarial (Losses)	(40,600)	(419,700)
<b>Liability for Employee Future Benefits</b>	<b>\$ 1,341,500</b>	<b>\$ 1,995,200</b>

<b>Employee Future Benefits Expense</b>	<b>2017</b>	<b>2016</b>
Current period service cost	\$ 223,600	\$ 204,500
Amortization of net actuarial loss	38,900	31,400
Plan amendments	(829,100)	-
<b>Benefit cost</b>	<b>(566,600)</b>	<b>235,900</b>
Interest cost	53,900	59,500
<b>Total Employee Future Benefits Expense</b>	<b>\$ (512,700)</b>	<b>\$ 295,400</b>

**Living Sky School Division No. 202**  
**Notes to the Financial Statements**  
**As at August 31, 2017**

**7. PENSION PLANS**

**Multi-Employer Defined Benefit Plans**

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

**i) Saskatchewan Teachers' Retirement Plan (STRP) or Saskatchewan Teachers' Superannuation Plan (STSP)**

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

The STRP and STSP are funded by contributions by the participating employee members and the Government of Saskatchewan. The school division's obligation to the STRP and STSP 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 Saskatchewan for the STSP.

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

	2017			2016
	STRP	STSP	TOTAL	TOTAL
Number of active School Division members	503	9	512	521
Member contribution rate (percentage of salary)	11.30% / 13.50%	6.05% / 7.85%	6.05% / 13.50%	6.05% / 12.40%
Member contributions for the year	\$ 4,104,909	\$ 21,547	\$ 4,126,456	\$ 3,659,252

**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.



**Living Sky School Division No. 202**  
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The contributions to the MEPP by the participating employers are not segregated in separate accounts or restricted to provide benefits to the employees of a particular employer. As a result, individual employers are not able to identify their share of the underlying assets and liabilities, and the net pension assets or liabilities for this plan are not recognized in these financial statements. In accordance with PSAB requirements, the plan is accounted for as a defined contribution plan whereby the school division's contributions are expensed when due.

Details of the MEPP are as follows:

	<b>2017</b>	<b>2016</b>
Number of active School Division members	528	556
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	\$ 1,252,550	\$ 1,244,376
School Division contributions for the year	\$ 1,252,550	\$ 1,244,376
Actuarial (extrapolation) valuation date	(Dec/31/2016)	Dec/31/2015
Plan Assets (in thousands)	\$ 2,323,947	\$ 2,148,676
Plan Liabilities (in thousands)	\$ 1,979,463	\$ 1,831,743
Plan Surplus (in thousands)	\$ 344,484	\$ 316,933

## 8. ACCOUNTS RECEIVABLE

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

	<b>2017</b>			<b>2016</b>		
	Total Receivable	Valuation Allowance	Net of Allowance	Total Receivable	Valuation Allowance	Net of Allowance
Taxes Receivable	\$ 14,639,014	\$ 1,259,920	\$ 13,379,094	\$ 11,917,126	\$ 247,905	\$ 11,669,221
Other Receivables	1,795,031	26,468	1,768,563	725,537	324,304	401,233
<b>Total Accounts Receivable</b>	<b>\$ 16,434,045</b>	<b>\$ 1,286,388</b>	<b>\$ 15,147,657</b>	<b>\$ 12,642,663</b>	<b>\$ 572,209</b>	<b>\$ 12,070,454</b>

As at January 1, 2018, pursuant to *The Education Property Tax Act*, the Government of Saskatchewan will now be the taxing authority for education property tax. After that date, the school division will no longer earn taxation revenue.

**Living Sky School Division No. 202**  
**Notes to the Financial Statements**  
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**9. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES**

Details of accounts payable and accrued liabilities are as follows:

	<b>2017</b>	<b>2016</b>
Accrued Salaries and Benefits	\$ 399,907	\$ 621,298
Supplier Payments	2,077,657	2,045,884
<b>Total Accounts Payable and Accrued Liabilities</b>	<b>\$ 2,477,564</b>	<b>\$ 2,667,182</b>

**10. LONG-TERM DEBT**

Details of long-term debt are as follows:

	<b>2017</b>	<b>2016</b>
Capital Loan: Innovation Credit Union - loan repayable in annual principal installments of \$100,000 plus interest at 6% paid monthly	\$ 100,000	\$ 200,000
<b>Total Long-Term Debt</b>	<b>\$ 100,000</b>	<b>\$ 200,000</b>

<b>Future principal repayments over the next year are estimated as follows:</b>	
	<b>Total</b>
2018	\$ 100,000
<b>Total</b>	<b>\$ 100,000</b>

<b>Principal and interest payments on the long-term debt are as follows:</b>		
	<b>2017</b>	<b>2016</b>
Principal	\$ 100,000	\$ 100,000
Interest	7,497	14,019
<b>Total</b>	<b>\$ 107,497</b>	<b>\$ 114,019</b>

**Living Sky School Division No. 202**  
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**11. DEFERRED REVENUE**

Details of deferred revenues are as follows:

	Balance as at Aug. 31, 2016	Additions during the Year	Revenue recognized in the Year	Balance as at Aug. 31, 2017
<b>Capital projects:</b>				
Federal capital tuition	\$ 1,693,460	\$ 175,107	\$ -	\$ 1,868,567
<b>Total capital projects deferred revenue</b>	<b>1,693,460</b>	<b>175,107</b>	<b>-</b>	<b>1,868,567</b>
<b>Other deferred revenue:</b>				
Cash Receipts from Municipalities				
Exceeding Tax Assessments	1,861,171	-	561,927	1,299,244
Tuition	6,808	12,608	6,808	12,608
Other	-	5,288	-	5,288
<b>Total other deferred revenue</b>	<b>1,867,979</b>	<b>17,896</b>	<b>568,735</b>	<b>1,317,140</b>
<b>Total Deferred Revenue</b>	<b>\$ 3,561,439</b>	<b>\$ 193,003</b>	<b>\$ 568,735</b>	<b>\$ 3,185,707</b>

**Living Sky School Division No. 202**  
**Notes to the Financial Statements**  
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**12. COMPLEMENTARY SERVICES**

Complementary services represent those services and programs where the primary purpose is other than K-12 learning/learning support, but which have the specific objective of enhancing the school division's ability to successfully deliver its K-12 curriculum/learning programs.

Following is a summary of the revenue and expenses of the Complementary Services programs operated by the school division in 2017 and 2016:

<b>Summary of Complementary Services Revenues and Expenses, by Program</b>	<b>Pre-K Programs</b>	<b>Community and Inter-Agency Liaison</b>	<b>Other Programs</b>	<b>2017</b>	<b>2016</b>
<b>Revenues:</b>					
Operating Grants	\$ 980,604	\$ 582,596	\$ 14,850	\$ 1,578,050	\$ 1,631,246
Fees and Other Revenues	-	-	69,811	69,811	69,326
<b>Total Revenues</b>	<b>980,604</b>	<b>582,596</b>	<b>84,661</b>	<b>1,647,861</b>	<b>1,700,572</b>
<b>Expenses:</b>					
Tuition Fees	6,357	-	-	6,357	8,318
Salaries & Benefits	994,682	2,074,341	-	3,069,023	3,036,474
Instructional Aids	29,414	-	309	29,723	33,306
Supplies and Services	200	-	230,355	230,555	289,791
Non-Capital Equipment	3,239	-	161	3,400	4,404
Travel	2,913	-	-	2,913	3,073
Professional Development (Non-Salary Costs)	3,402	-	365	3,767	3,218
Student Related Expenses	7,928	-	1,443	9,371	9,853
<b>Total Expenses</b>	<b>1,048,135</b>	<b>2,074,341</b>	<b>232,633</b>	<b>3,355,109</b>	<b>3,388,437</b>
<b>(Deficiency) of Revenues over Expenses</b>	<b>\$ (67,531)</b>	<b>\$ (1,491,745)</b>	<b>\$ (147,972)</b>	<b>\$ (1,707,248)</b>	<b>\$ (1,687,865)</b>

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

**Pre-K Programs** – provides support to early intervention programs that target pre-school age children and their families who are living in vulnerable circumstances.

**Community and Inter-Agency Liaison** – supports the delivery of a range of diverse and comprehensive supports and effective practices that address the complex needs of vulnerable students and that help eliminate learning barriers.

**Other Programs** – have the objective of enhancing the K-12 curriculum/learning programs and include such things as nutrition programs.

**Living Sky School Division No. 202**  
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**13. EXTERNAL SERVICES**

External services represent those services and programs that are outside of the school division's learning/learning support and complementary programs. These services have no direct link to the delivery of the school division's K-12 programs nor do they directly enhance the school division's ability to deliver its K-12 programs.

Following is a summary of the revenue and expenses of the External Services programs operated by the school division in 2017 and 2016:

<b>Summary of External Services Revenues and Expenses, by Program</b>	<b>Cafeteria</b>	<b>Associate Schools*</b>	<b>Other Programs</b>	<b>2017</b>	<b>2016</b>
<b>Revenues:</b>					
Operating Grants	\$ -	\$ 417,624	\$ 270,000	\$ 687,624	\$3,450,972
Fees and Other Revenues	148,388	-	13,946	162,334	182,531
<b>Total Revenues</b>	<b>148,388</b>	<b>417,624</b>	<b>283,946</b>	<b>849,958</b>	<b>3,633,503</b>
<b>Expenses:</b>					
Grant Transfers	-	-	1,693,572	1,693,572	1,072,673
Tuition Fees	-	52,650	-	52,650	182,736
Salaries & Benefits	142,257	338,100	990	481,347	581,218
Supplies and Services	187,500	-	-	187,500	193,293
Building Operating Expenses	-	25,927	8,243	34,170	32,123
Professional Development	-	947	-	947	859
Contracted Transportation & Allowances	-	-	150,941	150,941	154,828
Amortization of Tangible Capital Assets	-	-	3,509	3,509	3,509
<b>Total Expenses</b>	<b>329,757</b>	<b>417,624</b>	<b>1,857,255</b>	<b>2,604,636</b>	<b>2,221,239</b>
<b>Excess (Deficiency) of Revenues over Expenses</b>	<b>\$ (181,369)</b>	<b>\$ -</b>	<b>\$(1,573,309)</b>	<b>\$(1,754,678)</b>	<b>\$1,412,264</b>

*\*Associate Schools – see table below for details of revenues and expenses by school.*

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

**Cafeteria** – provides meals to students, staff and the general public.

**Other Programs** – are services that have no direct link to the K-12 program and include staff residences, extra-curricular transportation, and grant transfers related to the Following Their Voices Program.

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<b>Summary of Associate School Revenues and Expenses, Details by School</b>	<b>Heritage Christian School</b>	<b>Meadow Lake Christian Academy</b>	<b>2017</b>	<b>2016</b>
<b>Revenues:</b>				
Operating Grants	\$ 290,139	\$ 127,485	\$ 417,624	\$ 680,472
<b>Total Revenues</b>	<b>290,139</b>	<b>127,485</b>	<b>417,624</b>	<b>680,472</b>
<b>Expenses:</b>				
Tuition Fees	48,766	3,884	52,650	182,736
Salaries & Benefits	214,499	123,601	338,100	474,586
Building Operating Expenses	25,927	-	25,927	22,291
Professional Development	947	-	947	859
<b>Total Expenses</b>	<b>290,139</b>	<b>127,485</b>	<b>417,624</b>	<b>680,472</b>
<b>Excess (Deficiency) of Revenues over Expenses</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

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**14. ACCUMULATED SURPLUS**

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

Certain amounts of the accumulated surplus, as approved by the board of education, have been designated for specific future purposes, for example, school generated funds, scholarship funds, grants, etc. 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 2016	Additions during the year	Reductions during the year	August 31 2017
<b>Invested in Tangible Capital Assets:</b>				
Net Book Value of Tangible Capital Assets	\$ 43,209,523	\$ 2,693,887	\$ 3,446,793	\$ 42,456,617
Less: Debt owing on Tangible Capital Assets	(200,000)	-	(100,000)	(100,000)
	<b>43,009,523</b>	<b>2,693,887</b>	<b>3,346,793</b>	<b>42,356,617</b>
<b>PMR maintenance project allocations (1)</b>	<b>1,754,542</b>	<b>1,503,509</b>	<b>973,814</b>	<b>2,284,237</b>
<b>Internally Restricted Surplus:</b>				
<b>Capital projects:</b>				
Designated for tangible capital asset expenditures	11,400	-	-	11,400
	<b>11,400</b>	<b>-</b>	<b>-</b>	<b>11,400</b>
<b>Other:</b>				
School generated funds	860,848	137,781	-	998,629
Scholarship funds	149,986	35,832	21,580	164,238
Invitational Shared Services Initiative Grant - Graduation Coach	71,095	300,000	319,076	52,019
Following Their Voices - 2015/16 Grant Surplus	391,880	-	204,188	187,692
Following Their Voices - 2016/17 Grant Surplus	1,462,000	250,000	1,375,798	336,202
Child Nutrition and Development Program - 2016/17 Grant	23,544	-	23,544	-
Tax Loss Compensations	3,819,650	-	107,937	3,711,713
Bus Replacements	163,728	-	163,728	-
School Based Budgets	-	2,028,723	-	2,028,723
LINC PD	-	113,617	-	113,617
Facilities Renewal	-	9,472,859	-	9,472,859
	<b>6,942,731</b>	<b>12,338,812</b>	<b>2,215,851</b>	<b>17,065,692</b>
<b>Unrestricted Surplus</b>	<b>14,615,199</b>	<b>-</b>	<b>14,615,199</b>	<b>-</b>
<b>Total Accumulated Surplus</b>	<b>\$ 66,333,395</b>	<b>\$ 16,536,208</b>	<b>\$ 21,151,657</b>	<b>\$ 61,717,946</b>

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- (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:

**School generated funds** – the amount of funds held in the school-based bank accounts.

**Scholarship funds** – the amount of funds donated to provide scholarships.

**Invitational Shared Services Initiative Grant – Graduation Coach** - the amount of funds unexpended from the grant received.

**Following Their Voices** – the amount of funds unexpended from the 2015/16 and 2016/17 grants.

**Child Nutrition and Development Program** – the amount of funds received for 2016/17.

**Tax Loss Compensations** – the amount of tax loss compensation from Treaty Land Entitlement receipts.

**Bus Replacement** – the amount for bus replacements.

**School Based Budgets** – the amount for school-based budgets.

**Local Implementation Negotiation Committee Professional Development (LINC PD)** - the amount for teacher professional development allocated through the LINC agreement.

**Facilities Renewal** - the amount for renewal of school division facilities.

## **15. BUDGET FIGURES**

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

## **16. RELATED PARTIES**

These financial statements include transactions with related parties. The school division is related to all Government of Saskatchewan ministries, agencies, boards, school divisions, health authorities, colleges, and crown corporations under the common control of the Government of Saskatchewan. The school division is also related to non-crown enterprises that the Government jointly controls or significantly influences.

### **Related Party Transactions**

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

A portion of the revenue from the Ministry of Education includes funding allocated to principal and interest repayments on some school division loans.



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	<b>2017</b>	<b>2016</b>
<b>Revenues:</b>		
<i>Ministry of Education</i>	\$ 39,779,157	\$ 46,365,122
<i>Sask Workers' Compensation Board</i>	131,475	103,574
<i>Light of Christ School Division No. 16</i>	22,463	20,571
<i>North West College</i>	123,952	152,295
<i>Ministry of Social Services</i>	1,830	440
<i>Saskatchewan Rivers School Division No. 119</i>	1,200	1,100
<i>SGI</i>	220,232	252,779
<i>Sask Arts Board</i>	-	10,000
<i>Conseil Scolaire</i>	16,771	17,508
<i>Other</i>	6,150	10,868
	<b>\$ 40,303,230</b>	<b>\$ 46,934,257</b>
<b>Expenses:</b>		
<i>Good Spirit School Division No. 204</i>	\$ 121,677	\$ 117,538
<i>Light of Christ School Division No. 16</i>	42,004	100
<i>Ministry of Finance</i>	17,541	24,953
<i>North West College</i>	461,957	492,809
<i>Prairie Spirit School Division No. 206</i>	15,323	59,408
<i>Saskatoon School Division No. 13</i>	99,125	107,508
<i>St. Paul's R.C.S.S.D. No. 20</i>	69,384	20,820
<i>South East Cornerstone School Division No. 209</i>	1,500	1,500
<i>Western Development Museum</i>	8,949	6,367
<i>Sask Tel</i>	154,474	222,754
<i>SGI Auto Fund</i>	87,042	90,651
<i>Sask Energy</i>	423,042	623,840
<i>Sask Power Corp</i>	1,169,627	992,972
<i>Sask Workers' Compensation Board</i>	186,865	197,933
<i>Sun West School Division No. 207</i>	68,630	74,773
<i>Prairie North Health Region</i>	85,514	93,919
<i>Regina Public School Division No. 4</i>	58,000	51,912
<i>Saskatchewan Rivers School Division No. 119</i>	54,743	49,405
<i>Prairie South School Division No. 210</i>	1,500	7,025
<i>Prairie Valley School Division No. 208</i>	58,463	55,941
<i>Wesmor Public High School</i>	915	4,412
<i>Horizon School Division No. 205</i>	40,417	-
<i>Northern Lights School Division No. 113</i>	100,000	-
<i>Other</i>	1,177	10,774
	<b>\$ 3,327,869</b>	<b>\$ 3,307,314</b>

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	2017	2016
<b>Accounts Receivable:</b>		
<i>Light of Christ School Division No. 16</i>	\$ 24,856	\$ 10,782
<i>North West Regional College</i>	19,663	15,166
<i>SGI</i>	-	50,763
<i>Conseil Scolaire</i>	16,771	-
	<b>\$ 61,290</b>	<b>\$ 76,711</b>
<b>Tangible Capital Asset Additions:</b>		
<i>Sask Tel</i>	\$ -	\$ 328,118
	<b>\$ -</b>	<b>\$ 328,118</b>
<b>Accounts Payable and Accrued Liabilities:</b>		
<i>Light of Christ School Division No. 16</i>	\$ -	\$ 20,000
<i>Good Spirit School Division No. 204</i>	58,700	-
<i>St. Paul's R.C.S.S.D. No. 20</i>	47,616	-
<i>Saskatoon School Division No. 13</i>	972	-
<i>Sask Energy</i>	5,503	4,322
<i>Sask Power Corp</i>	30,247	7,909
<i>Sask Tel</i>	3,160	1,218
<i>Sun West School Division No. 207</i>	500	500
<i>Ministry of Finance</i>	-	3,066
<i>Wesmor Public High School</i>	-	4,412
<i>Horizon School Division No. 205</i>	2,300	-
<i>Prairie Spirit School Division No. 206</i>	242	-
<i>Other</i>	-	5,061
	<b>\$ 149,240</b>	<b>\$ 46,488</b>

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.

## 17. CONTRACTUAL OBLIGATIONS AND COMMITMENTS

Significant contractual obligations and commitments of the school division are as follows:

- Operating lease obligations, as follows:

	Operating Leases	
	Copier Leases	Total Operating
<b>Future minimum lease payments:</b>		
2018	\$ 41,877	\$ 41,877
<b>Total Lease Obligations</b>	<b>\$ 41,877</b>	<b>\$ 41,877</b>

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## **18. ACCOUNTING CHANGES**

On September 1, 2016, the school division adopted the following new standards:

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

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

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

## **19. RISK MANAGEMENT**

The school division is exposed to financial risks from its financial assets and liabilities. These risks include credit risk, liquidity risk and market risk (consisting of interest rate risk and foreign exchange 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 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 an impairment in collectability.

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

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August 31, 2017						
	Total	Current	0-30 days	30-60 days	60-90 days	Over 90 days
Other Receivables	\$ 1,714,020	\$ 159,373	\$ -	\$ -	\$ 16,771	\$ 1,537,876
<b>Gross Receivables</b>	<b>1,714,020</b>	<b>159,373</b>	<b>-</b>	<b>-</b>	<b>16,771</b>	<b>1,537,876</b>
Allowance for Doubtful Accounts	(26,468)	-	-	-	-	(26,468)
<b>Net Receivables</b>	<b>\$ 1,687,552</b>	<b>\$ 159,373</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 16,771</b>	<b>\$ 1,511,408</b>

**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, budget practices, monitoring, and forecasts.

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

August 31, 2017					
	Total	Within 6 months	6 months to 1 year	1 to 5 years	> 5 years
Accounts payable and accrued liabilities	\$ 2,477,564	\$ 2,477,564	\$ -	\$ -	\$ -
Long-term debt	100,000	100,000	-	-	-
<b>Total</b>	<b>\$ 2,577,564</b>	<b>\$ 2,577,564</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

**iii) Market Risk**

The school division is exposed to market risks with respect to interest rates and foreign currency exchange rates, as follows:

**Interest Rate Risk**

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

The school division also has an authorized bank line of credit of \$10,000,000 with interest payable monthly at a rate of prime less 0.50%. Changes in the bank's prime rate can cause fluctuation in interest payments and cash flows. There was no balance outstanding on this credit facility as of August 31, 2017.

The school division minimizes these risks by:

- holding cash in an account at a Canadian bank, denominated in Canadian currency,

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- 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 and,
- managing its interest rate risk on long-term debt through the exclusive use of fixed rate terms for its long-term debt.

**Foreign Currency Risk**

Foreign currency risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in foreign exchange rates. The school division is exposed to currency risk on purchases denominated in U.S. dollars for which the related accounts payable balances are subject to exchange rate fluctuations; however, the school division believes that it is not subject to significant foreign exchange risk from its financial instruments.