



LIVING SKY
SCHOOL DIVISION NO. 202

ANNUAL REPORT

*Growth Without Limits,
Learning For All.*

2023-24



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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:

<https://www.livingskysd.ca/board-documents>

Letter of Transmittal

Honourable Everett Hindley
Minister of Education



Dear Minister Hindley:

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 2023-24 annual report. This report presents an overview of Living Sky School Division's goals, activities and results for the fiscal year September 1, 2023 to August 31, 2024. It provides financial statements that have been audited by an independent auditor following the Canadian Generally Accepted Auditing Standards.

Respectfully submitted,



Ronna D. Pethick

Introduction

This annual report provides information about Living Sky School Division No. 202 for its 2023-24 fiscal year, its governance structures, students, staff, partnerships, strategic activity and progress, infrastructure, and finances. In addition to describing the school division's goals, activities and performance, the report details how the division implemented the provincial education plan in relation to its school division plan and the progress that has been made toward achieving the provincial level targets.

Governance

The Board of Education

Living Sky School Division is governed by a 10-person elected Board of Education. *The Education Act, 1995* gives the Board of Education the authority to govern 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 November 9, 2020 to serve a four-year term.

Board of Education members are:

Subdivision 1	Ken Arsenault
Subdivision 2	Mary Linnell
Subdivision 3	Nicole Kobelsky
Subdivision 4	Ronna D. Pethick, Board Chair
Subdivision 5	Kim Gartner
Subdivision 6	Bernadette Heintz
City of North Battleford	Shaun Weber, Board Vice Chair Rocky Omelchenko Vacant*
Town of Battleford	Glen Leask

**Position was previously held by Richard Hiebert who resigned from the board November 2022. The position will remain vacant until the next election as per Ministry of Education approval.*

School Community Councils

The Board of Education has established a School Community Council (SCC) for 22 of the 28 schools in Living Sky School Division. The two associate schools and four Hutterian schools are not required to have SCCs and most high schools have a student representative. Schools continue to work on membership and ensuring their SCCs are representative of their school populations.

The Education Regulations, 2019 require SCCs to work with school staff to develop annual school level plans and to recommend these plans to the Board of Education. In the fall, school goals are developed in response to student needs as well as to align with the division's strategic plan. These goals are reviewed and approved at a fall SCC meeting and are discussed and reflected upon by the SCC throughout the year.

The Regulations also require school divisions to undertake orientation, training, development and networking opportunities for their SCC members. Working towards the division goal of reconciliation, SCCs were given the opportunity to listen to an interactive presentation from Sean Lessard. Sean spoke about the importance of family and student engagement. His message emphasized the importance of creating spaces of invitation for guardians, parents, and youth. The message and discussions that followed challenged the SCCs to consider ways to engage with families and students and help them feel comfortable and welcomed in all school buildings. The learning and discussion supported the work of SCCs in their local contexts.

The Board of Education provides equal funding to all SCCs, and uses this funding to support the SCC annual workshop. The total amount allocated to SCCs in 2023-24 was \$44,154. SCCs use this funding in a variety of ways, including supporting meeting expenses and promoting parent, caregiver, and student engagement.

Many successes were experienced by the SCCs in 2023-24. One example involved an SCC member who provided beading lessons to students at the school. The SCC helped fund this endeavor as a way of supporting the school's goal towards reconciliation. At another school, a project was undertaken over the past few years called "1 School, 1 Book" to connect home and school in ways that promote literacy. The SCC has contributed funds towards this project to purchase books so that all families can have and keep the books. SCC engagement and membership continues to be a challenge for many schools. Several schools run meetings with their executive only and focus on parent engagement with regards to their students' learning and events at the school which promote community and inclusion.

School Division Profile

School Division in Context

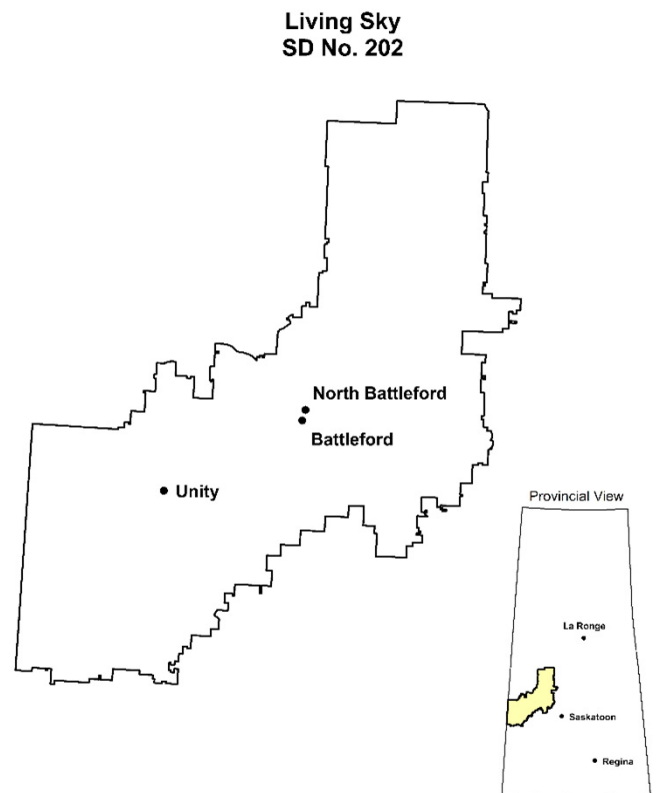
Living Sky School Division is situated in northwest central Saskatchewan and is proudly located in Treaty 6 territory. It encompasses a wide geographic area including the Battlefords, many communities, villages, First Nation communities and Hutterite colonies.

Living Sky School Division is located in the heart of wheat and oil country. The recreational and outdoor pursuits are plentiful and include camping, fishing, hunting, and water sports in the summer, as well as downhill and cross-country skiing, snowmobiling, and ice fishing in the winter. The area offers a rich historical and cultural experience.

Currently, 28 schools are located in 19 communities within the division. The schools include Prekindergarten- Grade 12, elementary, high schools, and alternate schools with a student population of approximately 5,300 students. The diverse school population is reflected in a wide variety of programming that meet 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:

[Living Sky School Division - Board of Education \(livingskysd.ca\)](http://livingskysd.ca)



Division Philosophical Foundation

Mission Statement

Shaping Our Future Through Thoughtful Schools

Thoughtful schools are schools where students and staff focus on:

- 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:

- Genuine Relationships – *Seeing each other as partners*
- Well-Being – *Bringing my best everyday*
- Belonging – *Everyone can play*
- Innovation – *What if we could?*
- Integrity – *Owning everything we do*

Demographics

Overall, Living Sky School Division (LSKYSD) is experiencing gradual and medium-term growth in enrollment. The total number of students has increased roughly 4% since a low in the 2020-21 school year. Self-identified Indigenous students now represent a greater proportion of the overall enrollments. The number of self-identified Indigenous students has increased 16% since the 2020-21 school year, and now represent nearly 30% of the overall student population.

Internally, LSKYSD is seeing a gradual shift from rural to urban. Rural schools overall are experiencing gradual decreasing enrollments each year, though some individual communities are growing. Battlefords schools overall are experiencing a gradual increase in enrollments.

Students

Grade	2019-20	2020-21	2021-22	2022-23	2023-24
Kindergarten	370	313	329	310	356
1	365	397	369	362	329
2	403	346	397	382	370
3	338	396	360	417	380
4	399	339	399	363	419
5	417	401	337	425	386
6	399	417	414	344	423
7	456	430	463	477	373
8	419	425	429	478	450
9	402	419	432	466	484
10	413	427	459	458	473
11	406	386	405	401	435
12	409	412	403	423	421
Total	5,196	5,108	5,196	5,306	5,299
PreK	197	162	182	221	166

Subpopulation Enrolments	Grades	2019-20	2020-21	2021-22	2022-23	2023-24
Self-Identified First Nations, Métis, or Inuit	K to 3	331	304	359	349	361
	4 to 6	343	309	316	311	325
	7 to 9	347	383	395	459	401
	10 to 12	335	368	425	456	494
	Total	1,356	1,364	1,495	1,575	1,581
English as an Additional Language	1 to 3	87	76	69	61	70
	4 to 6	52	53	55	65	83
	7 to 9	45	39	32	37	55
	10 to 12	21	17	23	18	30
	Total	205	185	179	181	238

Notes:

- Enrolment numbers are based on headcounts from the Student Data System (SDS) as of September 30 for each school year.
- Enrolments include all residency types, all ages, home-based and homebound students, with the exception of English as an Additional Language (EAL) enrolments, which exclude non-Saskatchewan residents, students 22 years and older and home-based students.
- Prekindergarten (PreK) enrolments are the 3- and 4-year-old student enrolments which include those children who occupy the ministry-designated PreK spaces and those in other school division-operated PreK or preschool programs.
- FNMI students are those who choose to self-identify as First Nations, Métis or Inuit/Inuk.
Source: Ministry of Education, 2024

Home School Enrolment Numbers – 2023-24 school year

Total number of students enrolled in Home Schooling		
September 30, 2023	January 31, 2024	May 30, 2024
155	165	167

Source: Living Sky School Division Student Data, 2023-24

Staff

Job Category	FTEs
Classroom teachers	295.7
Principals, Vice-Principal	44.1
Other Education Staff (positions that support educational programming) - e.g., educational psychologists, educational assistants, school community coordinators, speech language pathologists, resource centre staff, information technology staff and other instructional employees	292.0
Administrative Staff – e.g., chief financial officer, human resource services, payroll, purchasing, accounting, clerical, executive assistants and other administrative employees	16.0
Operations and Maintenance – e.g., caretakers, handypersons, carpenters, plumbers, electricians, gardeners, facilities specialist	51.8
Transportation – e.g., bus drivers, mechanics, part persons, bus cleaners, transportation specialist	66.0
League of Educational Administrators, Directors and Superintendents (LEADS)	7.7
Total Full-Time Equivalent (FTE) Staff	773.3

Notes:

- The numbers shown above represent full-time equivalents (FTEs). The number of employees may be greater because some people work part-time or seasonally.

Source: Living Sky School Division Human Resources Data, 2024

Senior Management Team

The Senior Leadership Team consists of the Director of Education, Deputy Director, Chief Financial Officer, three Superintendents of Learning, and three Service Leads. The Senior Leadership Team works to ensure system effectiveness by actualizing the division's mission, vision, values and strategic plan as outlined by the Board of Education.

Brenda Vickers	Director of Education
Tonya Lehman	Deputy Director
Lonny Darroch	Chief Financial Officer
Christine Gibson	Superintendent of Learning
Nancy Schultz	Superintendent of Learning
Ruth Weber	Superintendent of Learning
Douglas Drover	Service Lead
Jennifer Harder	Service Lead
Shannon Lessard	Service Lead

Strategic Direction and Reporting

The Provincial Education Plan

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

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

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

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

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

Provincial Education Plan – Priority Actions

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

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

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

Provincial-Level Targets

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

Over the life of the plan to 2030:

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

Progress in 2023-24: Targets and Measures

The collection and analysis of data for local monitoring and reporting on student progress to support improvement efforts continues within the provincial education plan context. Knowing how students are doing with respect to key educational outcomes informs the actions needed to ensure more students can achieve desired outcomes each year to realize the *Framework for the Provincial Education Plan 2020-2030* goals.

Target: Student attendance will improve annually.

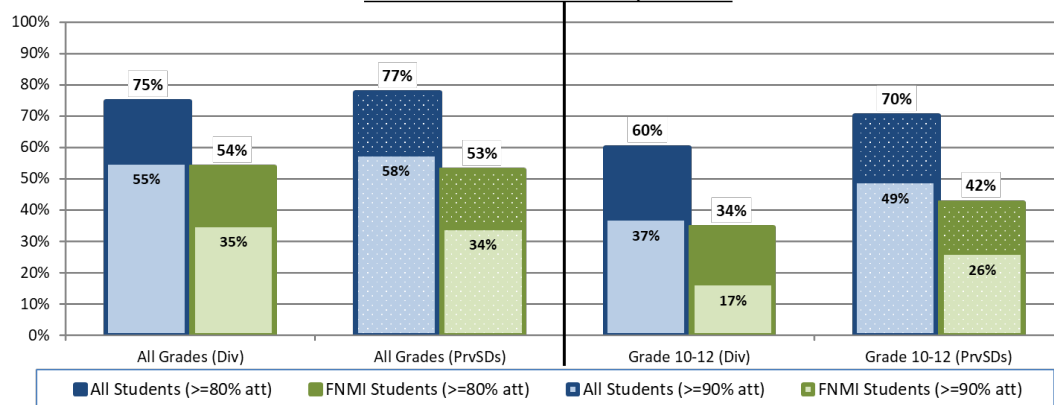
Measures:

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

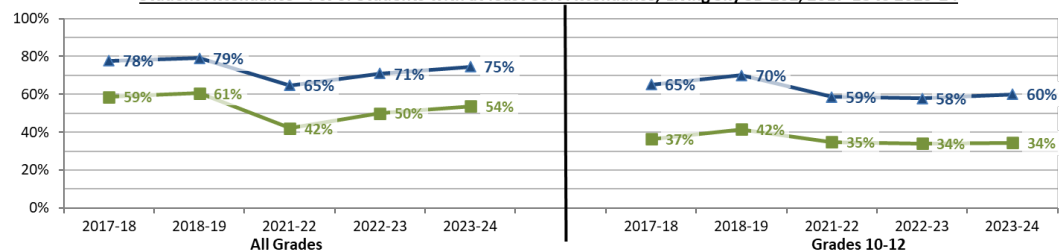
Attendance is an important indicator with a strong correlation to measures of student achievement. Students with at least 80% attendance are much more likely to achieve higher educational outcomes than students with lower than 80% attendance. In general, students with at least 90% attendance have even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

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

Percentage of Students With at Least 80% (and 90%) Attendance, Living Sky SD 202 and Provincial School Divisions, 2023-24



Student Attendance - Pct of Students with at least 80% Attendance, Living Sky SD 202, 2017-18 to 2023-24



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

Source: Ministry of Education, 2024

Analysis of Results – Attendance

- The overall percentage of students in LSKYSD attending at least 80% has increased over the past three years from 65% to 75%. In 2023-24, results for “all grades” are very similar to the provincial averages.
- Referencing the bottom charts, although there has been an increase in the percentage of students attending at least 80% both overall and for Indigenous students (FNMI), there remains a large gap in attendance levels when comparing overall results to the results for Indigenous students.
- LSKYSD remains below the provincial averages regarding the percentage of overall and FNMI grade 10-12 students who attend at least 80% and at least 90%.
- Graduation coaches and school liaisons continued to focus on attendance and supporting families to work towards regular attendance.

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

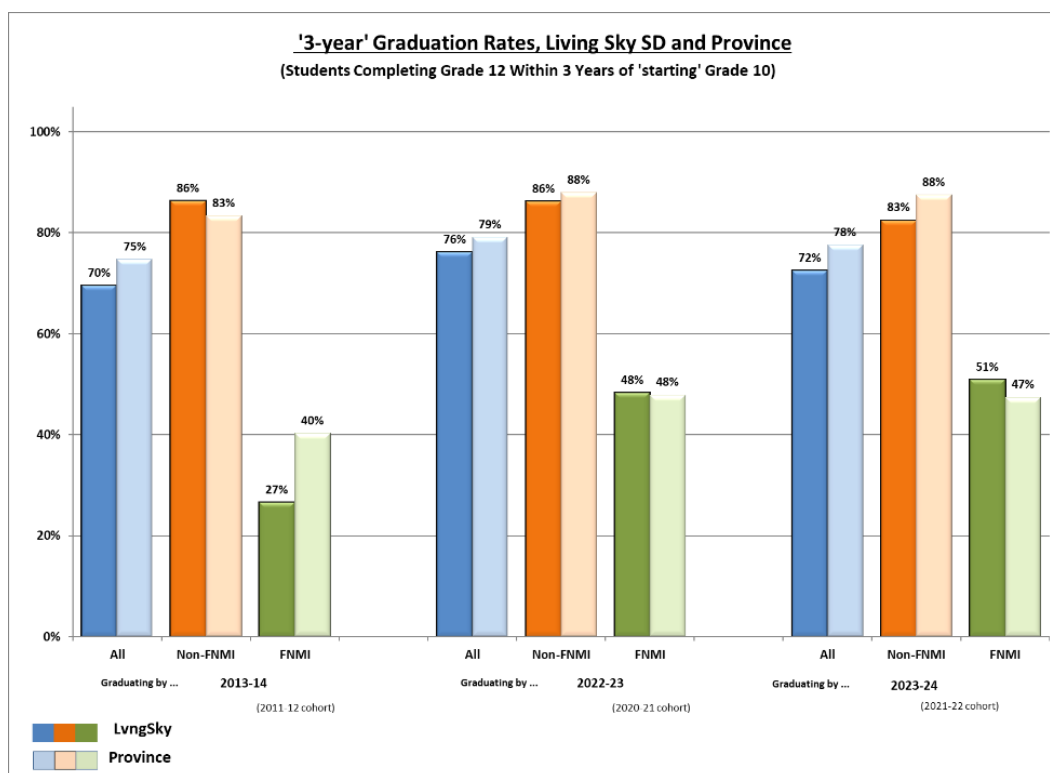
Measure

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

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

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

The following graph displays the percentage of students (all students, non-FNMI and FNMI) in the school division who graduated within three years of entering Grade 10, along with provincial results in each of these categories. Results are shown for 2013-14, 2022-23 and 2023-24 only.



Notes: Three-year graduation rates are calculated as the percentage of students who complete Grade 12 within three years of 'starting' Grade 10. Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students (nr). FNMI students are those who choose to self-identify as First Nations, Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk; however, this category may include FNMI students who choose not to self-identify.
Source: Ministry of Education, 2024

Analysis of Results – Three-Year Graduation Rates

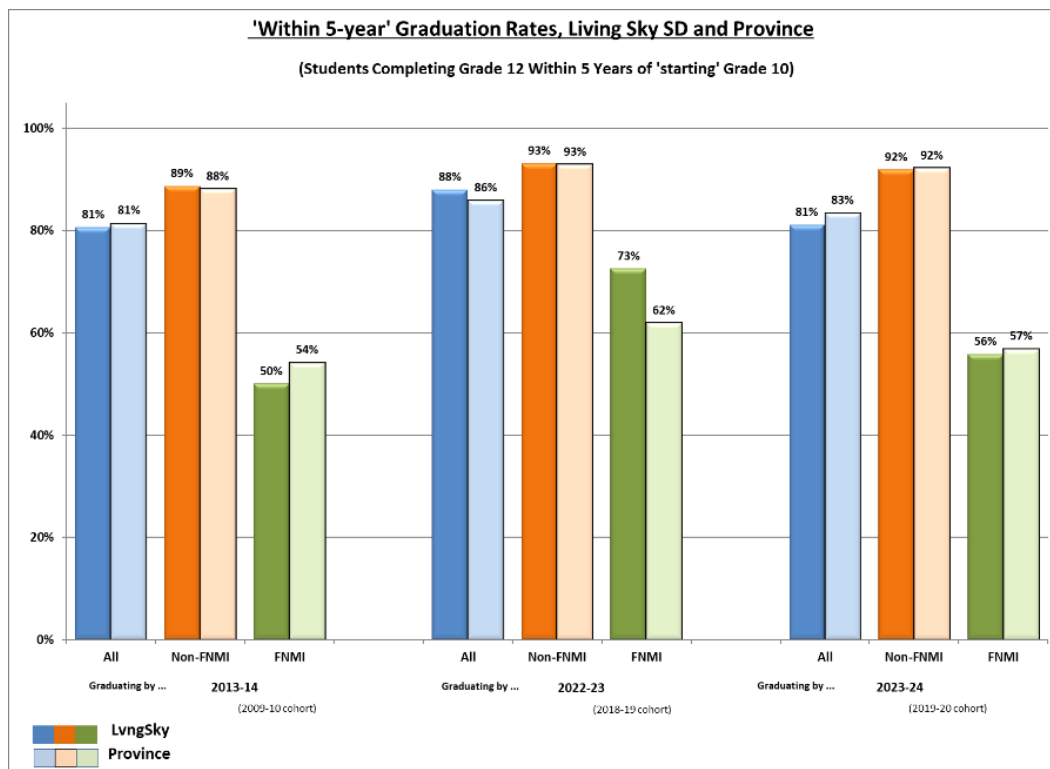
- The overall and non-FNMI 3-year graduation rates have been relatively consistent over the ten-year period shown.
- The division is pleased that FNMI 3-year graduation rates have remained above the provincial average in 2023-24, with a significant gain from 2013-14 data.
- An area of concern would be that our non-FNMI graduation rate has fallen below the provincial average according to the last two years of data (from 86% to 83%). While it is only a 5-percentage point difference the slight downward trend is something to watch.
- The increase in FNMI graduation rates over the past ten years speaks to the effectiveness of the implementation of the Following Their Voices (FTV) initiatives in three division schools; Invitational Shared Services Initiative partnerships used to secure graduation coaches; Jordan's Principle-funded school supports, which include a school Elder and a Cree 10 program; and various other division and school led ways to incorporate and celebrate First Nations and Métis culture and ways of knowing in alignment with the division's Affirming Environments strategic outcome.

Measure

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

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

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



Notes: Graduation rates within five years are calculated as the percentage of students who complete Grade 12 within five years of 'starting' Grade 10 (and include those who graduate within three or four years). Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students (nr). FNMI students are those who choose to self-identify as First Nations, Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk; however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2024

Analysis of Results – Graduation Rates Within Five Years

- Living Sky School Division's overall 5-year graduation rates have remained close to the provincial rate over the last ten years, and both have dropped from 2022-23 to 2023-24.
- The main area of concern is that the division's FNMI 5-year graduation rate fell from a peak of 73% in 2022-23 to 56% in 2023-24.
- This data calls for renewed focus on retaining students who are achieving less than the average of 8 credits per year. Two of the strategic actions for 2023-24 were directed at renewing focus on

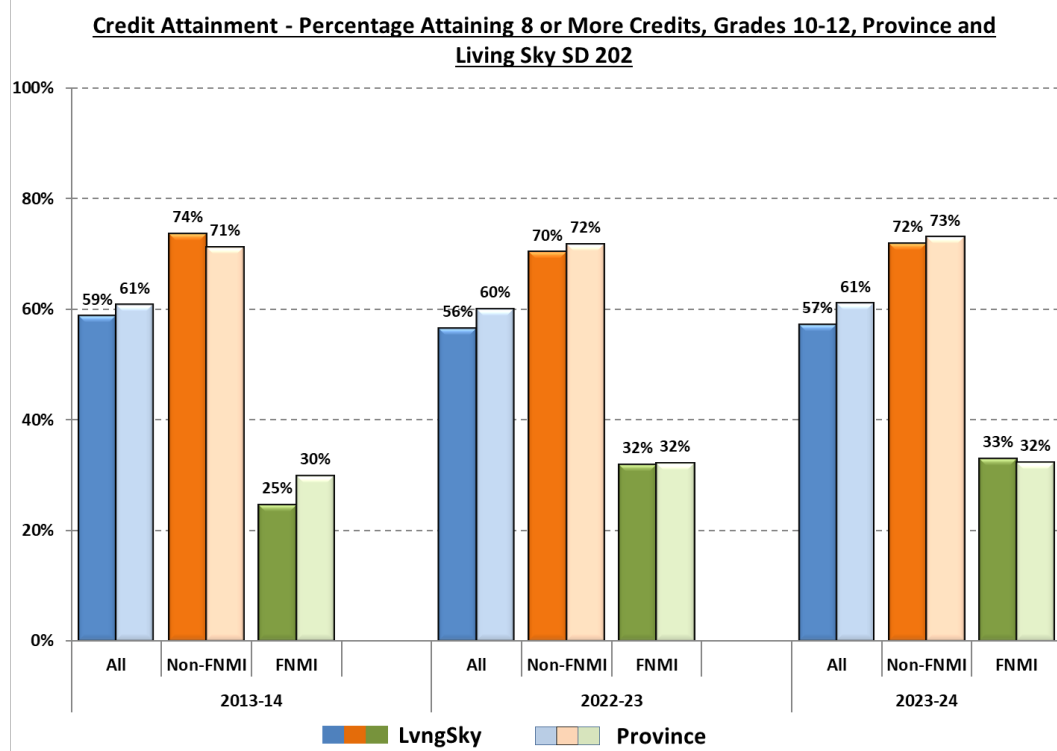
graduation rates: First, an engagement process was held with students and families at Cando Community School resulting in an alternate calendar submission for 2024-25 with the goal to recruit qualified staff and maximize engagement days for the school's 100% Indigenous population; Second, work started on a student model and 5 year plan with equitable and meaningful assessment as the target for grades 10-12. It is anticipated the groundwork for these actions will bear fruit in subsequent years.

Measure

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

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

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



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

Source: Ministry of Education, 2024

Analysis of Results – Credit Attainment

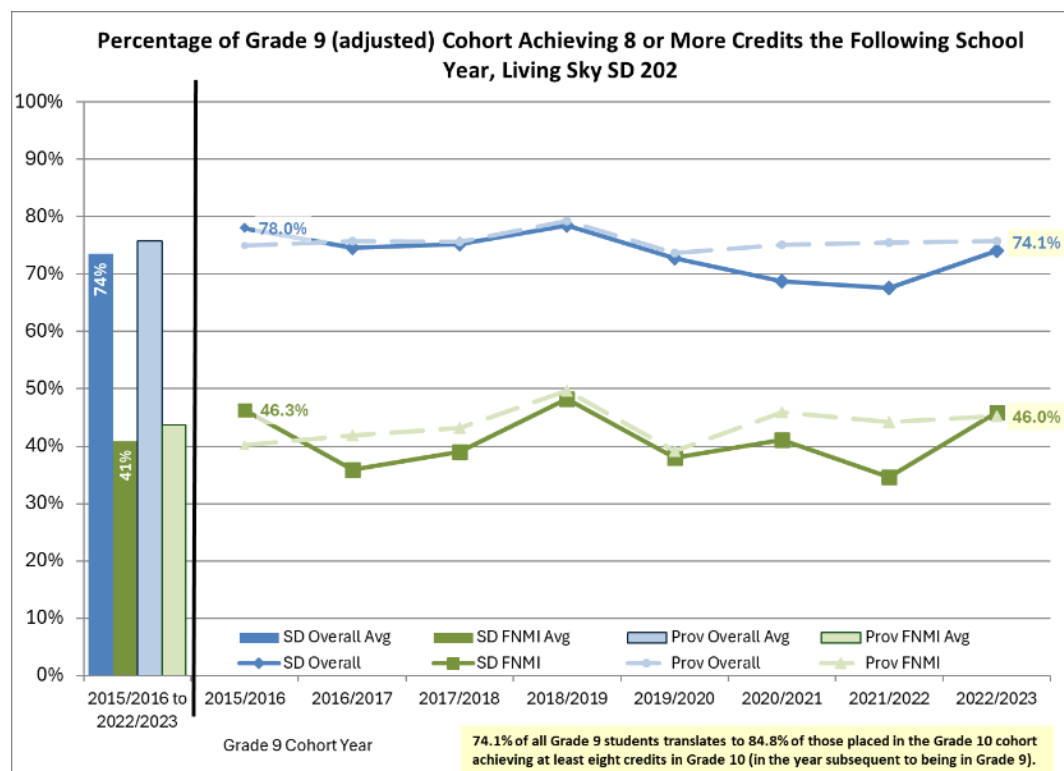
- Overall credit attainment data is almost the same as last year and remains very similar to provincial average (57% compared to 61%)
- There is a slight increase in credit attainment for FNMI students from last year (32% up to 33%).
- Living Sky School Division continued to focus on FNMI achievement with additional support in two schools through graduation coach positions. These positions monitor the on-track credit attainment for FNMI students and create responsive plans when students begin to fall behind.
- Graduation plans were created in schools to ensure students are on track according to their individual plans. This included having students on three-year, four year, and five year plans based on individual needs.

Measure:

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

The transition from Grade 9 to 10 can be difficult for some students for many different reasons, including not having reached all outcomes from each subject area in the elementary and middle grades. This measure is intended to show how well Grade 9 students adjust in the transition to Grade 10. Achieving eight or more credits per year is important for steady progress towards graduating within three years of starting Grade 10.

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



Notes: Grade 9 to 10 transition rates are calculated as the number of students attaining eight or more credits in the year immediately following their Grade 9 year divided by the number of students in the Grade 9 cohort. Results for populations of fewer than five have not been reported to avoid identifying individuals or very small groups of students. FNMI students are those who choose to self-identify as First Nations, Métis or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk; however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2024

Analysis of Results – Grade 9 to 10 Transition

- Effective transitions from Grade 9 to Grade 10 continue to be a strategic focus for Living Sky School Division.
- Credit attainment rates of students in the division did rise slightly overall in 2023-24 (for the 2022-23 Grade 9 cohort) as compared to the year before (from 68.7% to 74.1) and was at the 8-year average of 74%. For FNMI students, the 2023-24 result (46.0%) was slightly ahead the eight-year average (41%).
- LSKYSD results for 2023-24 both overall and for FNMI students were very similar to the provincial results.
- Given that the proportion of students who transitioned to Grade 10 and earned at least eight credits is only slightly higher than the three-year graduation rates for Living Sky School Division (72% in 2023-24), the work of the high school teams in supporting students to become on-track to graduate will be examined.

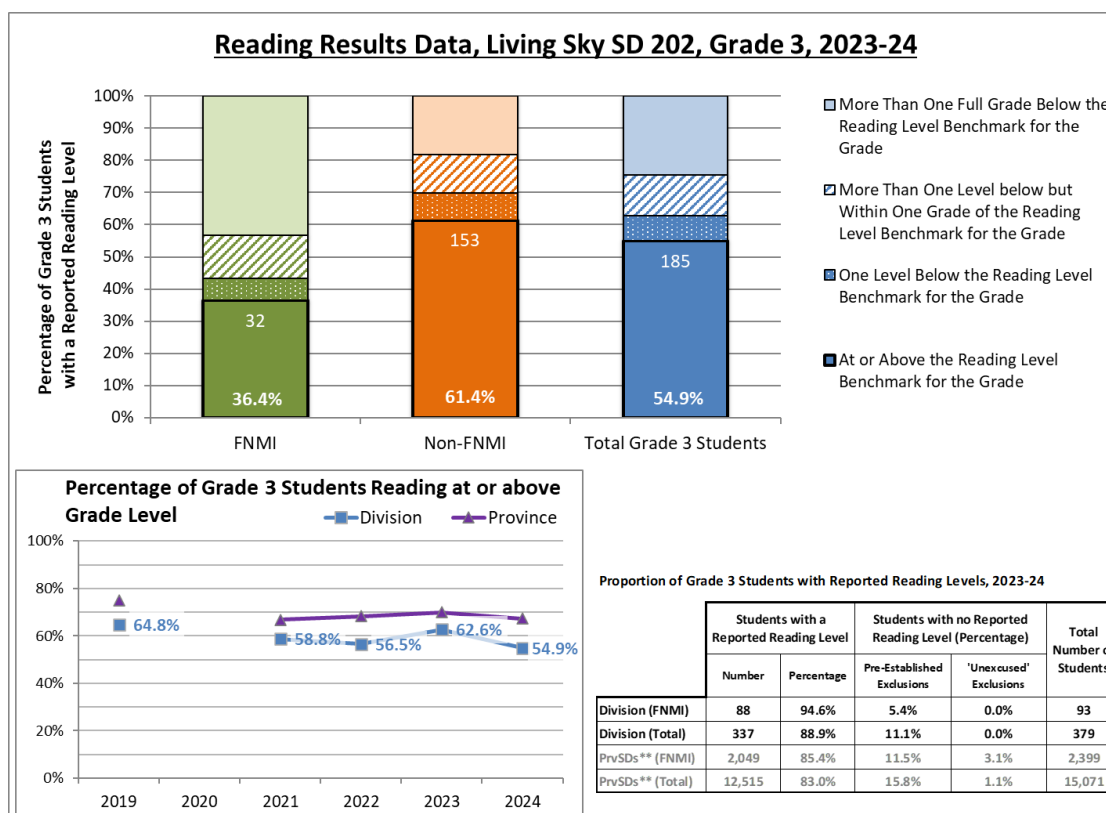
Target: Student literacy and numeracy outcomes will increase year over year.

Measure:

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

Grade 3 reading levels are considered a leading indicator of future student performance. A high proportion of students reading at grade level in Grade 3 means that more students are ready to learn in Grade 4 and beyond. Longitudinal data for Saskatchewan shows students' early-grade good reading proficiency provides continued benefit at least through to Grade 10 credit attainment results. Saskatchewan students who read at or above the benchmark in Grade 3 had a 20-percentage point advantage in achieving eight or more credits in Grade 10 over those who read below the benchmark.

The following bar graph displays the percentage of Grade 3 students (FNMI, non-FNMI, all) by reading level. The chart below the graph shows the percentage of Grade 3 students reading at or above grade level relative to the province for the five most recent years. The table shows the proportion of Grade 3 students with reported reading levels. As a result of the COVID-19 pandemic response, June 2020 reading data is unavailable.



Notes: Reading levels are reported based on provincially developed benchmarks. The percentage of students at each reading level was determined as a proportion of those students with a 'valid' reading score (excluded or non-participant students were not included in these calculations). Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students. FNMI students are those who choose to self-identify as First Nations, Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk; however, this category may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2024

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

- LSKYSD has seen a decrease in reading results (percentage of Grade 3 students reading at or above grade level) compared to the last year (54.9% down from 62.6%), however very similar to the results in 2021-22. Results for the division continue to be below the provincial results in 2023-24 (67.3%).
- LSKYSD results show that 75% of students in Grade 3 are within one year of grade level of the reading level benchmark for the grade.
- There continues to be a gap between reading success at grade level between FNMI and non FNMI students in the division. The percentage of FNMI LSKYSD students reading at or above grade level is below results of non FNMI students (36.4% compared to 61.4%).
- LSKYSD focused on universal instructional strategies in reading as a priority. Understanding how reading develops is a focus for teachers as the division works to ensure all primary teachers are well-versed in understanding reading development. The division continues to work towards a common understanding of reading development and strong universal practice. This will continue to be a priority in the coming year and reading results will be closely monitored.

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

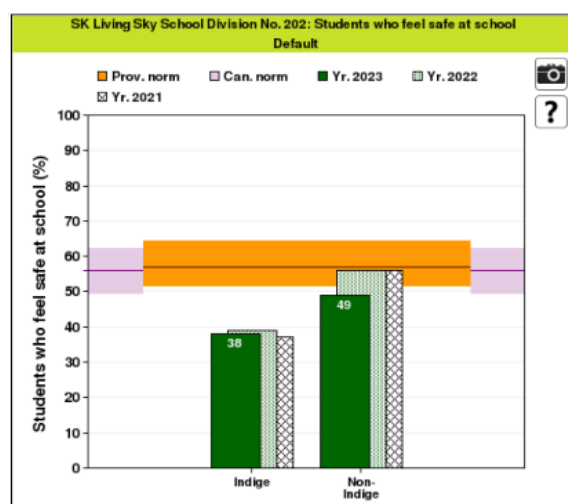
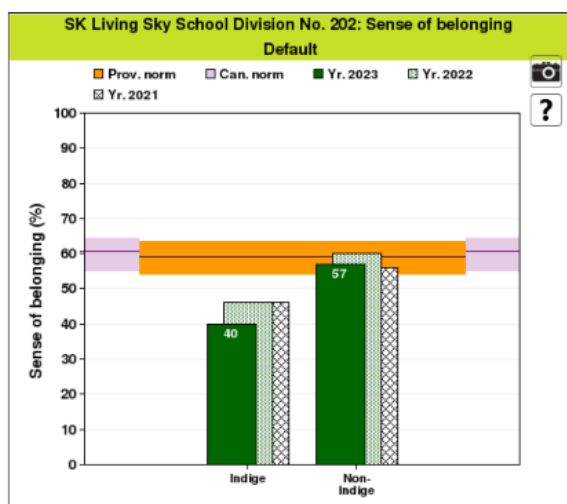
Measure:

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

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

The following bar graphs display the percentage of Grades 4-12 students in the division reporting a sense of belong and feeling safe in school for the past three school years.

School Division Selected Measure for Monitoring Sense of Connection and Safety in School



Analysis of Results

- Results of the OurSCHOOL Survey indicators identifying the percentage of students reporting a sense of belonging and safety at school show that LSKYSD's scores are below the Canadian norms. The rates at all grade levels have been trending the same over the past three years.
- LSKYSD continued to support both adults as well as students in its school buildings to understand how to decrease the stigma around mental health.
- Mental Health First Aid training continued to be offered to all schools to build their capacity in working with youth experiencing mental health challenges. Three dedicated LSKYSD counsellors also provided universal SafeTalk training to Grade 10 Wellness classes throughout the division.
- Schools developed strategies in one of the following areas: social/physical environment, learning about mental health, healthy school policy and understanding of partnerships to help address both belonging and safety of students in their buildings.

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

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

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

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

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

Kindergarten EYE is a statistically significant leading indicator of a student's likelihood of reading at grade-level in Grade 3. Longitudinal analyses in the province show children who begin Kindergarten with good skills (Tier 1) in key areas, or who develop good levels of skill during their Kindergarten year, are far more likely to become grade-level readers by the end of Grade 3 in comparison to students who leave Kindergarten programs with lower levels of assessed skills.

The following charts display the percentage of students (all, non-FNMI and FNMI) who were assessed as Tier I at Kindergarten entry and after the Kindergarten year at exit for the school division and the province. The chart below the graph shows the percentage of Kindergarten students assessed as Tier 1 relative to the province since the baseline (2014-15). Due to school closures in response to the COVID-19 pandemic, there are no Kindergarten exit results for the 2019-20 school year.

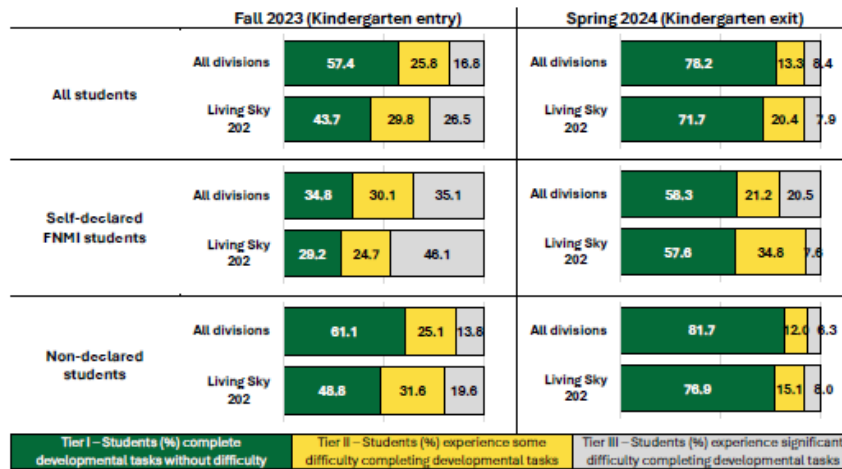
2022-23 EYE-TA results displays the percentage of students (all, non-FNMI and FNMI) by their responsive instruction tier (1, 2 or 3) at Kindergarten entry (left side) and after the Kindergarten year at exit (right side) for the school division and the province (all divisions).

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

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

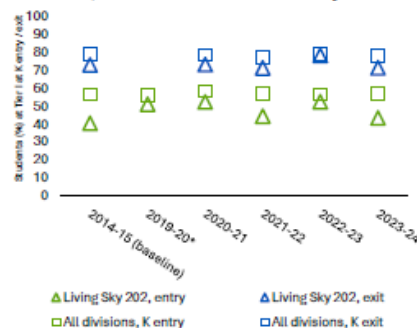
Percentage of students with valid EYE result at Kindergarten entry / exit compares the percentage of enrolled students who were validly assessed with EYE-TA at both Kindergarten entry and exit for the school division with the percentages for the province (all divisions). The EYE-TA has been used as a universal assessment for learning (every student, every classroom) in provincial Kindergarten programs since 2014-15. These figures are the percentage of students validly assessed against September 30th Official & Reconciled Kindergarten Enrolments (*).

2023-24 EYE-TA results – Living Sky 202



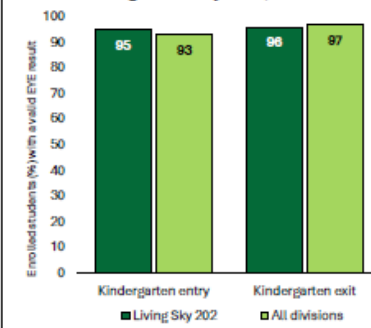
Effectiveness metrics	2022-23 (previous school year)		2023-24 (current school year)	
	Living Sky 202	All divisions	Living Sky 202	All divisions
Fall-identified Tier 2 students (%) who improved to Tier I	70%	73%	73%	72%
Fall-identified Tier 3 students (%) who improved to Tier 2	38%	37%	50%	37%
Fall-identified Tier 3 students (%) who improved to Tier I	21%	22%	28%	22%

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



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

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



*against official, reconciled September 30th 2023 Kindergarten Enrollment

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

2023-24 EYE-TA results figures show results for self-declared First Nations, Métis or Inuit/Inuk children (FNMI) and for those who do not identify as FNMI (non-FNMI), provided both comparison groups consist of a minimum of 10 children. It should be noted that the non-FNMI group may include FNMI students who choose not to self-identify, or who have yet to self-identify.

Source: Ministry of Education, Early Years Branch, 2024

Analysis of Results – Early Years Evaluation

- 2023-24 EYE TA entry data shows that 43.7% of students entering Kindergarten in LSKYSD were ready to learn (able to complete developmental tasks without difficulty). This is notably lower than the 2022-23 results that showed 53.0% of students entering Kindergarten were ready to learn. End of year data shows that 71.7% of students were ready to learn when exiting Kindergarten. This result is lower than provincial result (78.2%) but it is significant to note that the increase in the percentage of students ready to learn from entry to exit is greater for the division.
- Similar to the provincial results, fewer FNMI students are ready to learn entering and exiting Kindergarten. The division is proud of the growth in development of FNMI students over their Kindergarten year as is evident in the increase from 29.2% ready to learn upon entering Kindergarten to 57.6% ready to learn upon exiting Kindergarten. Although fewer FNMI students entered Kindergarten ready to learn, exit results for the division are on par with provincial counterparts.
- LSKYSD is proud of the overall growth of both our FNMI and non-FNMI students over the year as measured by comparing the percentage of students who improved in the RTI categories. 73% of our Tier 2 students improved to Tier 1, better than the provincial average of 72%. 50% of fall-identified Tier 3 students improved to Tier 2, while the provincial average was 37%. Finally, 26% of our fall-identified Tier 3 students improved to Tier 1, while the provincial average was 22%. Overall, LSKYSD had a smaller percentage of FNMI students exiting Kindergarten at Tier 3 than the provincial results (7.6% compared to 20.5%).

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

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

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

School division key actions taken during the 2023-24 school year to improve student outcomes through effective assessment practices that guide and strengthen responsive instruction:

- Division curriculum team initiated an assessment literacy renewal process, using “Supporting Student Assessment in Saskatchewan” The curriculum team took part in an online seminar to familiarize themselves with Ministry the document. They also previewed and gave feedback regarding an online assessment resource developed by the STF Professional Learning team, to assess whether this resource might be useful for teachers.
- School superintendents convened a panel of high school administrators and revised the division’s current assessment handbook. They also worked with target schools on aligning Response to Intervention processes with sound assessment practices.
- Targeted high school assessment in grades 10-12 as a division’s area of focus for 2024-27
- North Battleford Comprehensive High School piloted the Verso provincial check-in tool for clarifying targets and gathering student self-reflections about their learning.
- Structured Literacy was implemented in all schools by June 2024. Administrators all received information and were provided professional development for themselves and their staff.
- A Literacy Intervention Program sponsored by our Living Sky Innovation Fund ran from February 26th – April 26th. Four schools were involved with approximately 40 students receiving intervention. Plans were set to continue this program for next school year.
- The division curriculum team initiated a five-year plan outlining division-wide priorities for responsive instruction, based on pressing needs from PreK to 12. A draft conceptual student model graphic has been created to accompany the plan.
- Plans were drafted for a Response to Intervention (RtI) focus for 2024-25 administrators council. It was determined that the division’s service delivery model needed to revitalize RtI so that schools could once again focus on team meetings to better support student needs. The PreK-12 conceptual model will also include focused supports/pilots for the universal, tier 2 and tier 3 levels.
- Hanen training was provided to all early years’ staff. A long-term plan to ensure staff training year over year was drafted.

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

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

- Provided SafeTalk training for 146 students enrolled in Grade 10 Wellness as well as 80 staff members from across the division. SafeTalk training provides individuals with improved knowledge and skills in order to support people thinking about suicide.
- Offered a Mental Health course to grades 10 and 11 students in LSKYSD high schools
- Continued work on trauma informed practices such as the use of social emotional programs in the classroom (Everyday Speech), targeted trauma informed training for staff (Therapeutic Crisis Intervention and Classroom 180).
- Provided specialized classroom funding to train and support a classroom teacher for working with students who present challenging behaviors.
- Implemented the Mental Health Capacity Building Program in North Battleford Comprehensive High School, LSKYSD's largest high school, to support universal classroom supports to enhance student and staff wellness.
- Provided Therapeutic Crisis Intervention training for five schools to assist with developing trauma informed approaches to support students exhibiting challenging behaviors.
- Continued to offer Mental Health First Aid training to school staff to build capacity in working with youth experiencing mental health challenges.

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

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

School division key actions taken during the 2023-24 school year to foster connections for learners and their families while supporting learners as they enter and progress through school to graduation and determine a life pathway included:

- Battlefords Early Childhood Intervention Program: BECIP supports families prior to their entrance into school. BECIP helps advise our school division on families that would benefit from a PreK placement in our programs. They also continue to support children and families who have a PreK placement through school visits and meeting with school teams to wrap around and plan for children entering elementary school. Living Sky School Division is represented on the BECIP board. Living Sky School Division works to maintain strong connections with BECIP by inviting them to many of our PreK events as well as inviting them to sit on our admissions meetings.
- All schools received access to Caps, Copes and Cops Career testing for every high school student in the division. Parent meetings and job shadows were incorporated by some schools as a follow-up to the career testing.

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

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

- Created a Truth and Reconciliation professional development plan for Central Services staff to ensure all staff complete learning on understanding the truths about the history of Indigenous peoples.
- As part of the division's strategic plan, every school set a goal and completed actions that focussed on reconciliation. An example was at North Battleford Comprehensive High School they committed to bringing cultural awareness to classrooms monthly. Grad coach shared a monthly lesson plan on a learning regarding Indigenous history and/or culture with an activity to complete. One example was the significance of ribbon skirts.
- Elders are engaged in LSKYSD schools and one Elder works full time with the division. They help to bring First Nation perspectives and ways of knowing to the classrooms. For example, they are helping students learn the Cree language.
- Invitational Shared Service Initiative agreements continued in two schools to work with partnering First Nations communities. A new agreement was also signed and started during the year between LSKYSD and Treaty Six Education Council supporting First Nations students attending Cut Knife Community School.
- Offered a Cree language elective to Grade 10 students across the division.

Community Partnerships

Living Sky School Division (LSKYSD) deeply values partnerships with other organizations and groups within the community. Partnerships that support our earliest learners include the following organizations: Battlefords Early Childhood Intervention Program (BECIP), Kids First, Family Resource Centre and the Saskatchewan Health Authority. Events such as the “Teddy Bear Clinic” are collaboratively planned to support family engagement and inform families of the many services that are available to them in our community. LSKYSD attends the BECIP and Kid’s First board meetings as a superintendent of the division sits on both boards. Partnerships with these agencies help foster strong connections with families, improving attendance and well-being for students of LSKYSD. It also serves to provide smooth transitions to families entering our schools.

Métis Nation-Saskatchewan has partnered with LSKYSD to develop a Michif PreK classroom in Battleford that will begin operation in the fall of 2024-25. This classroom is open to 3- and 4-year-olds and emphasizes land-based learning and acquisition of the Heritage Michif Language. The Métis Nation also sponsored a “Métis Day” in February at Cando Community School, which was open to other schools in the division as well as schools on surrounding First Nations.

LSKYSD continues to be part of the Invitational Shared Service Initiative. These agreements allow the division to partner with the Treaty 6 Education Council and Witcheakan Lake First Nation to support on reserve students who attend three of our high schools. The focus is supporting First Nation students living on reserve that attend a provincial school. The graduation coach at each of the schools supports students through attendance checks, connection to outside agencies, as well as academic support. This has been a valuable partnership.

The division continues to benefit from community partnerships that allow students in LSKYSD to take part in out-of-school learning, including earning apprenticeship and volunteerism credits, and participating in job shadowing and work placements.

Infrastructure and Transportation

School	Grades	Location
Battleford Central School	Prekindergarten-6	Battleford
Bready Elementary School	K-6	North Battleford
Cando Community School	Prekindergarten-12	Cando
Connaught Elementary School	Prekindergarten-6	North Battleford
Cut Knife Community School	Prekindergarten-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	Prekindergarten-6	North Battleford
Leoville Central School	Prekindergarten-12	Leoville
Luseland School	K-12	Luseland
Macklin School	Prekindergarten-12	Macklin
Maymont Central School	K-12	Maymont
McKittrick Community School	Prekindergarten-6	North Battleford
McLurg High School	7-12	Wilkie
Meadow Lake Christian Academy	K-12	Meadow Lake
Medstead Central School	K-12	Medstead
Newmark Colony School	K-9	Rockhaven
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	Prekindergarten-7	Battleford
Unity Composite High School	7-12	Unity
Unity Public School	Prekindergarten-6	Unity

Infrastructure Projects

Infrastructure Projects			
School	Project	Details	2023-24 Cost
Connaught Elementary School	Re-roofing Portables	Completion of rood sections 8,9,10,11,12,13	\$108,700.66
North Battleford Comprehensive High School	Switch Gear Replacement	Completed	\$594,661.94
Total			\$703,362.60

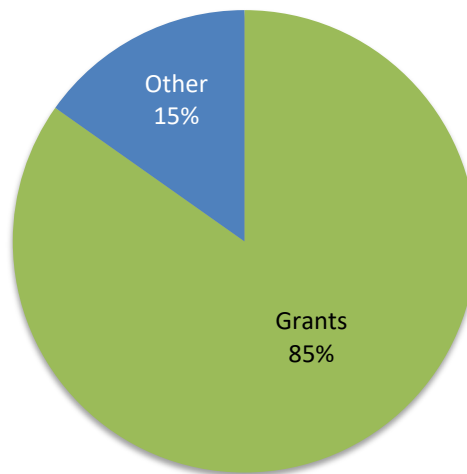
Transportation

Number of Routes	115
Prekindergarten Students Rural	46
Prekindergarten Students Urban	14
K to 12 Students Rural	2170
K to 12 Students Urban	312
Families receiving travel allowance (must drive to meet bus)	5
Federal Students	62
K to 12 Transported to Another Community	391
Students Transported for Another School Division	257
Students Requiring Intensive Supports	5
Total Funded Students	2496

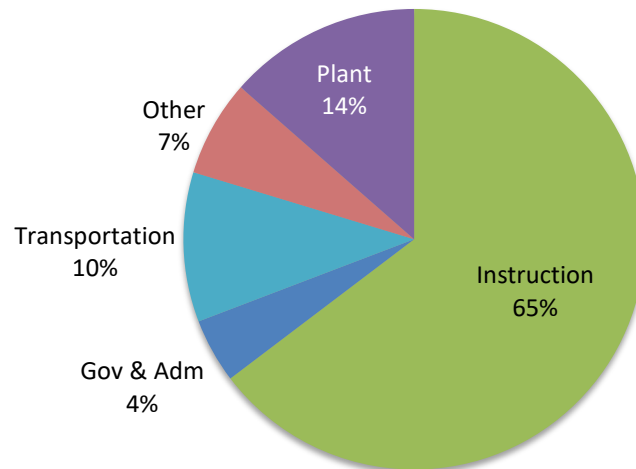
Financial Overview

Summary of Revenue and Expenses

Revenue 2023-24



Expense 2023-24



Budget to Actual Revenue, Expenses and Variances

	2024	2024	2023	Budget to Actual Variance	Budget to Actual % Variance	Note
	Budget	Actual	Actual	Over / (Under)		
REVENUES						
Grants	67,613,232	67,690,987	66,079,815	77,755	0%	
Tuition and Related Fees	5,354,200	5,614,923	5,658,695	260,723	5%	
School Generated Funds	1,535,000	2,098,740	2,078,626	563,740	37%	1
Complementary Services	2,058,011	1,467,447	1,500,576	(590,564)	-29%	2
External Services	1,335,515	1,218,306	1,822,511	(117,209)	-9%	3
Other	1,390,000	1,736,015	1,432,292	346,015	25%	4
Total Revenues	79,285,958	79,826,418	78,572,515	540,460	1%	
EXPENSES						
Governance	377,235	377,343	342,703	108	0%	
Administration	3,096,149	3,292,677	2,973,947	196,528	6%	5
Instruction	51,240,240	52,442,205	51,170,557	1,201,965	2%	
Plant	13,233,903	10,971,540	12,054,407	(2,262,363)	-17%	6
Transportation	9,075,833	8,521,855	8,666,857	(553,978)	-6%	7
Tuition and Related Fees	425,671	376,592	459,454	(49,079)	-12%	8
School Generated Funds	1,535,000	1,995,538	2,083,121	460,538	30%	9
Complementary Services	1,431,961	1,501,466	1,462,775	69,505	5%	
External Services	1,340,165	1,606,659	2,039,981	266,494	20%	10
Other Expenses	7,252	11,704	8,082	4,452	61%	11
Total Expenses	81,763,409	81,097,579	81,261,884	(665,830)	-1%	
Surplus (Deficit) for the Year	(2,477,451)	(1,271,161)	(2,689,369)			

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

Note	Explanation
1	Over budget due to more activities during the year than planned.
2	Under budget due to Grants revenue not being transferred to Complementary Services.
3	Under budget as 2023-24 Invitational Shared Services Initiative grant received in previous fiscal year.
4	Over budget due to higher interest rates than anticipated.
5	Over budget due to some salaries budgeted in Instruction.
6	Under budget as Medstead Minor Capital project was not started.
7	Under budget due to lower fuel, bus repair and contracted transportation costs.
8	Under budget due to lower number of students attending Prairie Land Regional Division and North West College.
9	Over budget due to more activities during the year than planned.
10	Over budget due to increased Associate School staffing as a result of increased enrolment.
11	Over budget due to current bank and interest charges.

Appendix A – Payee List

Board Remuneration

Name	Remuneration	Travel		Professional Development		Other	Total
		In Province	Out of Province	In Province	Out of Province		
ARSENAULT, KEN	\$16,428	-	-	-	-	-	\$16,428
GARTNER, KIM	16,428	2,110	-	-	-	-	18,538
HEINTZ, BERNADETTE	15,785	725	-	2,406	-	-	18,916
KOBELSKY, NICOLE M	17,408	1,311	-	3,952	1,252	-	23,923
LEASK, GLEN	15,815	-	-	394	-	-	16,209
LINNELL, MARY	16,056	1,280	-	2,273	-	-	19,609
OMELCHENKO, ROCKY	17,408	230	-	4,860	1,252	-	23,750
PETHICK, RONNA D *	20,803	4,068	-	6,625	1,252	-	32,748
WEBER, SHAUN	16,428	-	-	1,365	-	-	17,793
* Board Chair							

Personal Services

Listed are payees who received payments for salaries, wages, honorariums, etc. which total \$50,000 or more. *Available upon request.*

Transfers

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

Name	Amount
MEADOW LAKE CHRISTIAN ACADEMY	\$110,081
NORTH WEST COLLEGE	205,492

Name	Amount
PRAIRIE LAND REGIONAL DIVISION	168,649
WITCHEKAN LAKE FIRST NATION	80,000

Supplier Payments

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

NAME	Amount
AON CANADA INC.	\$707,484
APOLLO PROPERTY MAINTENANCE	78,947
BERSCH CONSULTING LTD.	54,195
BIG HORN ELECTRIC LTD.	70,095
BILLY'S PLUMBING	173,234
BMO PURCHASE CARDS	3,225,838
BOYD'S GARAGE	91,963
BRAULT ROOFING (AB) INC.	68,142
CALIBER SPORT SYSTEMS INC.	52,359
CENTURY ROOFING	185,587
CHATTERBOX THERAPY SOLUTIONS	160,844
CHOICE ELECTRICAL SUPPLY LTD	58,800

NAME	Amount
CISCO SYSTEMS CAPITAL	230,361
CITY OF NORTH BATTLEFORD	129,917
CJV THE CARPET PEOPLE	109,499
COMMISSIONAIRES (NORTH SK)	80,050
CONCENTRA EQUIPMENT FINANCE	50,805
DELTA CO-OP ASSOCIATION LTD	462,931
DISCOVERY CO- OPERATIVE	332,242
ECKART, EMILY	120,084
ENHANCE DRIVER EDUCATION	120,191
FIRSTCANADA ULC	3,846,415
GORDON FOOD SERVICE	129,254
HAID ROOFING LTD.	121,800
HORIZON COMPUTER	125,453

NAME	Amount
K & S ASPHALT SERVICES LTD.	110,199
KAL TIRE	58,176
LAKE COUNTRY CO-OP ASSOCIATION	89,496
NORTHEND WAREHOUSING LTD.	106,279
PRAIRIE CONTROLS LTD.	151,210
RMIS	99,306
S.L. CONTRACTORS LTD.	110,866
SARENCO, MICHELLE	68,787
SASKATCHEWAN DISTANCE LEARNING	801,000
SASKENERGY	576,438

NAME	Amount
SASKPOWER CORP	1,108,970
SASKTEL	184,955
SILVESTER GLASS	76,466
SOFTWARE 4 SCHOOLS.CA	62,074
SPTRB	54,264
SYSCO SERCA FOOD SERVICES WEST	103,414
TECH ELECTRIC LIMITED	571,921
TREVOR'S DRIVING SCHOOL	151,300
VIPOND INC.	88,173
WARNER BUS INDUSTRIES LTD.	347,420

Other Expenditures

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

NAME	Amount
BATTLEFORDS FIRST NATIONS JOINT BOARD OF EDUCATION	\$1,566,119
CANADA REVENUE AGENCY	14,103,657
CUPE LOCAL # 4747	208,992
MUNICIPAL EMPLOYEES PENSION PLAN	2,850,401
SASK SCHOOL BOARDS ASSOCIATION	1,389,213

NAME	Amount
SASK TEACHERS FEDERATION	3,946,628
SASKATCHEWAN WORKERS' COMPENSATION BOARD	357,575
TEACHERS SUPERANNUATION COMMISSION	59,835
TRI-WEST TEACHERS' ASSOCIATION	59,034

Appendix B – Management Report and Audited Financial Statements

Audited Financial Statements

Of the The Board of Education of the Living Sky School Division No. 202

School Division No. 2020500

For the Period Ending: August 31, 2024



Chief Financial Officer



Auditor

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

Saskatchewan 

Management's Responsibility for the Financial Statements

The financial statements of Living Sky School Division No. 202 have been prepared in accordance with Canadian public sector accounting standards (PSAS). When alternative accounting methods exist, management has chosen those it deems most appropriate in the circumstances. These statements include certain amounts based on management's estimates and judgments. Management has determined such amounts based on a reasonable basis in order to ensure that the financial statements are presented fairly in all material respects.

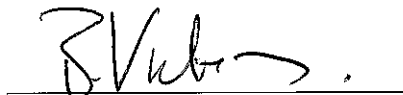
The integrity and reliability of Living Sky School Division No. 202's reporting systems are achieved through the use of formal policies and procedures, the careful selection of employees and an appropriate division of responsibilities. These systems are designed to provide reasonable assurance that the financial information is reliable and accurate.

The Board of Education is responsible for ensuring that management fulfills its responsibility for financial reporting and is ultimately responsible for reviewing and approving the financial statements. The Board carries out this responsibility principally through its Audit Committee. The Audit Committee is appointed by the Board and meets periodically with management and the members' auditors to review significant accounting, reporting and internal control matters. Following its review of the financial statements and discussions with the auditors, the Audit Committee reports to the Board of Directors prior to its approval of the financial statements. The Committee also considers, for review by the Board and approval by the members, the engagement or re-appointment of the external auditors.

The financial statements have been audited on behalf of the members by HRO Chartered Professional Accountants, in accordance with Canadian public sector accounting standards (PSAS).

On behalf of the Living Sky School Division No. 202:


Board Chair


CEO/Director of Education


Chief Financial Officer

February 12, 2025



ADDRESS:
1321 101ST STREET
NORTH BATTLEFORD, SK S9A 0Z9

PHONE: 306-445-6291
FAX: 306-445-3882
EMAIL: info@hrocpa.ca

INDEPENDENT AUDITOR'S REPORT

To the Members of Living Sky School Division No. 202

Opinion

We have audited the financial statements of Living Sky School Division No. 202 (the organization), which comprise the statement of financial position as at August 31, 2024, and the statements of operations and accumulated surplus from operations, changes in net financial assets and cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the organization as at August 31, 2024, and the results of its operations and cash flows for the year then ended in accordance with Canadian public sector accounting standards (PSAS).

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Statements* section of our report. We are independent of the organization in accordance with ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Emphasis of Matter

We draw attention to Note 16 to the financial statements, which describes the subsequent event that gave rise to the amendment of the financial statements on February 12, 2025, the date of our auditor's report. Our procedures with respect to the events subsequent to August 31, 2024 are restricted solely to that amendment to the financial statements. Our opinion after the amendment is unmodified. The opinion was previously qualified.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with PSAS, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the organization's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the organization or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the organization's financial reporting process.

(continues)

LORALIE A. RAICHE, CPA, CA, CFP*

DALLAN D. OBERG, CPA, CA*

*DENOTES A PROFESSIONAL CORPORATION

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CHARTERED
PROFESSIONAL
ACCOUNTANTS

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the organization's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the organization's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the organization to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

HRO

North Battleford, Saskatchewan
November 21, 2024, except as to Note 16 which
is as of February 12, 2025.

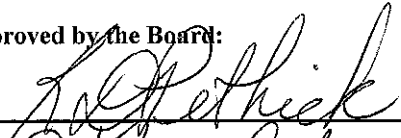
Chartered Professional Accountants

The Board of Education of the Living Sky School Division No. 202
Statement of Financial Position
as at August 31, 2024

	2024	2023
	\$	\$
Financial Assets		(Restated - Note 16)
Cash and Cash Equivalents	21,288,406	20,140,919
Accounts Receivable (Note 7)	593,687	755,328
Portfolio Investments (Note 3)	261,261	235,165
Total Financial Assets	22,143,354	21,131,412
Liabilities		
Accounts Payable and Accrued Liabilities (Note 8)	5,354,408	5,391,633
Long-Term Debt (Note 9)	476,738	206,457
Liability for Employee Future Benefits (Note 5)	1,760,500	1,746,900
Deferred Revenue (Note 10)	1,730,496	1,292,158
Total Liabilities	9,322,142	8,637,148
Net Financial Assets	12,821,212	12,494,264
Non-Financial Assets		
Tangible Capital Assets (Schedule C)	25,362,135	27,047,278
Inventory of Supplies Held for Consumption	339,469	282,950
Prepaid Expenses	497,212	466,697
Total Non-Financial Assets	26,198,816	27,796,925
Accumulated Surplus (Note 13)	39,020,028	40,291,189
Contractual Obligations (Note 15)		

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

Approved by the Board:




Chairperson

Chief Financial Officer

The Board of Education of the Living Sky School Division No. 202
Statement of Operations and Accumulated Surplus from Operations
for the year ended August 31, 2024

	2024 Budget	2024 Actual	2023 Actual
	\$	\$	\$
	(Note 14)		(Restated - Note 16)
REVENUES			
Grants	67,613,232	67,690,987	66,079,815
Tuition and Related Fees	5,354,200	5,614,923	5,658,695
School Generated Funds	1,535,000	2,098,740	2,078,626
Complementary Services (Note 11)	2,058,011	1,467,447	1,500,576
External Services (Note 12)	1,335,515	1,218,306	1,822,511
Other	1,390,000	1,736,015	1,432,292
Total Revenues (Schedule A)	79,285,958	79,826,418	78,572,515
EXPENSES			
Governance	377,235	377,343	342,703
Administration	3,096,149	3,292,677	2,973,947
Instruction	51,240,240	52,442,205	51,170,557
Plant Operation & Maintenance	13,233,903	10,971,540	12,054,407
Student Transportation	9,075,833	8,521,855	8,666,857
Tuition and Related Fees	425,671	376,592	459,454
School Generated Funds	1,535,000	1,995,538	2,083,121
Complementary Services (Note 11)	1,431,961	1,501,466	1,462,775
External Services (Note 12)	1,340,165	1,606,659	2,039,981
Other	7,252	11,704	8,082
Total Expenses (Schedule B)	81,763,409	81,097,579	81,261,884
Operating Deficit for the Year	(2,477,451)	(1,271,161)	(2,689,369)
Accumulated Surplus from Operations, Beginning of Year	40,291,189	40,291,189	42,980,558
Accumulated Surplus from Operations, End of Year	37,813,738	39,020,028	40,291,189

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

The Board of Education of the Living Sky School Division No. 202
Statement of Changes in Net Financial Assets
for the year ended August 31, 2024

	2024 Budget	2024 Actual	2023 Actual
	\$	\$	\$
	(Note 14)		(Restated - Note 16)
Net Financial Assets, Beginning of Year	12,494,264	12,494,264	13,773,224
Changes During the Year			
Operating Deficit, for the Year	(2,477,451)	(1,271,161)	(2,689,369)
Acquisition of Tangible Capital Assets (Schedule C)	(711,937)	(968,443)	(1,416,117)
Proceeds on Disposal of Tangible Capital Assets (Schedule C)	-	2,676	23,169
Net Gain on Disposal of Capital Assets (Schedule C)	-	(2,676)	(23,169)
Amortization of Tangible Capital Assets (Schedule C)	3,070,000	2,653,586	2,842,938
Net Acquisition of Inventory of Supplies Held for Consumption	-	(56,519)	(37,699)
Net Change in Other Non-Financial Assets	-	(30,515)	21,287
Change in Net Financial Assets / Net Debt	(119,388)	326,948	(1,278,960)
Net Financial Assets, End of Year	12,374,876	12,821,212	12,494,264

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

The Board of Education of the Living Sky School Division No. 202
Statement of Cash Flows
for the year ended August 31, 2024

	2024	2023
	\$	\$
OPERATING ACTIVITIES		(Restated - Note 16)
Operating Deficit for the Year	(1,271,161)	(2,689,369)
Add Non-Cash Items Included in Deficit (Schedule D)	2,650,910	2,819,769
Net Change in Non-Cash Operating Activities (Schedule E)	489,320	(1,295,461)
Cash Provided by (Used in) Operating Activities	1,869,069	(1,165,061)
CAPITAL ACTIVITIES		
Cash Used to Acquire Tangible Capital Assets	(968,443)	(1,416,117)
Proceeds on Disposal of Tangible Capital Assets	2,676	23,169
Cash Used in Capital Activities	(965,767)	(1,392,948)
INVESTING ACTIVITIES		
Cash Used to Acquire Portfolio Investments	(26,096)	(32,655)
Cash Used in Investing Activities	(26,096)	(32,655)
FINANCING ACTIVITIES		
Proceeds from Issuance of Long-Term Debt	389,999	140,248
Repayment of Long-Term Debt	(119,718)	(195,771)
Cash Provided by (Used in) Financing Activities	270,281	(55,523)
INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	1,147,487	(2,646,187)
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	20,140,919	22,787,106
CASH AND CASH EQUIVALENTS, END OF YEAR	21,288,406	20,140,919

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

The Board of Education of the Living Sky School Division No. 202

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

	2024 Budget	2024 Actual	2023 Actual
	\$	\$	\$
Grants	(Note 14)		(Restated - Note 16)
Operating Grants			
Ministry of Education Grants			
Operating Grant	63,282,654	63,357,193	62,980,254
Operating Grant PMR	1,868,830	1,867,875	1,868,830
Other Ministry Grants	211,748	546,002	398,392
Total Ministry Grants	65,363,232	65,771,070	65,247,476
Other Provincial Grants	-	20,950	-
Federal Grants	-	1,898,967	832,339
Total Operating Grants	65,363,232	67,690,987	66,079,815
Capital Grants			
Ministry of Education Capital Grants	2,250,000	-	-
Total Capital Grants	2,250,000	-	-
Total Grants	67,613,232	67,690,987	66,079,815
Tuition and Related Fees Revenue			
Operating Fees			
Tuition Fees			
Federal Government and First Nations	5,189,200	5,609,527	5,655,664
Total Tuition Fees	5,189,200	5,609,527	5,655,664
Transportation Fees	10,000	5,396	3,031
Other Related Fees	155,000	-	-
Total Operating Tuition and Related Fees	5,354,200	5,614,923	5,658,695
Total Tuition and Related Fees Revenue	5,354,200	5,614,923	5,658,695
School Generated Funds Revenue			
Curricular			
Student Fees	70,000	145,574	165,140
Total Curricular Fees	70,000	145,574	165,140
Non-Curricular Fees			
Commercial Sales - Non-GST	140,000	361,307	207,260
Fundraising	580,000	765,115	789,821
Grants and Partnerships	70,000	93,464	121,701
Students Fees	460,000	565,162	648,471
Other	215,000	168,118	146,233
Total Non-Curricular Fees	1,465,000	1,953,166	1,913,486
Total School Generated Funds Revenue	1,535,000	2,098,740	2,078,626
Complementary Services			
Operating Grants			
Ministry of Education Grants			
Operating Grant	1,616,616	1,034,616	1,031,222
Other Ministry Grants	204,200	196,960	195,200
Other Provincial Grants	183,405	186,060	220,671
Total Operating Grants	2,004,221	1,417,636	1,447,093
Fees and Other Revenue			
Other Revenue	53,790	49,811	53,483
Total Fees and Other Revenue	53,790	49,811	53,483
Total Complementary Services Revenue	2,058,011	1,467,447	1,500,576

The Board of Education of the Living Sky School Division No. 202

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

	2024 Budget	2024 Actual	2023 Actual
	\$	\$	\$
External Services	(Note 14)		(Restated - Note 16)
Operating Grants			
Ministry of Education Grants			
Operating Grant	543,327	526,099	541,924
Other Ministry Grants	240,000	-	640,000
Other Provincial Grants	112,188	-	-
Other Grants	250,000	271,494	260,517
Total Operating Grants	1,145,515	797,593	1,442,441
Fees and Other Revenue			
Other Revenue	190,000	420,713	380,070
Total Fees and Other Revenue	190,000	420,713	380,070
Total External Services Revenue	1,335,515	1,218,306	1,822,511
Other Revenue			
Miscellaneous Revenue*	325,000	634,106	423,909
Sales & Rentals	365,000	168,947	199,502
Investments	700,000	926,644	779,057
Gain on Disposal of Capital Assets	-	2,676	23,169
Treaty Land Entitlement / Rural	-	3,642	6,655
Total Other Revenue	1,390,000	1,736,015	1,432,292
TOTAL REVENUE FOR THE YEAR	79,285,958	79,826,418	78,572,515
Miscellaneous Revenue*	2024 Budget	2024 Actual	2023 Actual
Metis Nation Michif PreK Grant	150,000	300,000	150,000
Donations	25,000	83,633	27,693
Co-operative Equity Payments	-	40,323	47,816
Reimbursements	150,000	210,150	198,400
	325,000	634,106	423,909

The Board of Education of the Living Sky School Division No. 202
Schedule B:-Supplementary Details of Expenses
for the year ended August 31, 2024

	2024 Budget	2024 Actual	2023 Actual
	\$	\$	\$
Governance Expense	(Note 14)		
Board Members Expense	178,081	162,283	163,814
Professional Development - Board Members	20,000	25,631	12,009
Grants to School Community Councils	44,154	33,834	28,821
Elections	-	530	-
Other Governance Expenses	135,000	155,065	138,059
Total Governance Expense	377,235	377,343	342,703
Administration Expense			
Salaries	2,376,099	2,553,894	2,271,473
Benefits	272,236	292,441	262,889
Supplies & Services	146,800	170,692	128,983
Non-Capital Furniture & Equipment	22,000	16,993	22,879
Building Operating Expenses	23,214	27,497	51,958
Communications	47,800	39,444	34,463
Travel	45,500	49,602	41,203
Professional Development	62,500	58,316	77,200
Amortization of Tangible Capital Assets	100,000	83,798	82,899
Total Administration Expense	3,096,149	3,292,677	2,973,947
Instruction Expense			
Instructional (Teacher Contract) Salaries	31,871,353	32,566,306	32,124,840
Instructional (Teacher Contract) Benefits	1,998,036	1,991,497	1,971,616
Program Support (Non-Teacher Contract) Salaries	9,711,314	10,461,778	9,985,514
Program Support (Non-Teacher Contract) Benefits	2,183,239	2,293,940	2,182,829
Instructional Aids	2,117,912	2,079,692	1,773,361
Supplies & Services	709,215	745,155	832,025
Non-Capital Furniture & Equipment	507,728	350,574	439,407
Communications	184,952	188,653	176,880
Travel	173,000	128,090	155,127
Professional Development	509,301	357,985	367,908
Student Related Expense	324,190	632,088	368,822
Amortization of Tangible Capital Assets	950,000	646,447	792,228
Total Instruction Expense	51,240,240	52,442,205	51,170,557

The Board of Education of the Living Sky School Division No. 202
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2024

	2024 Budget	2024 Actual	2023 Actual
	\$	\$	\$
Plant Operation & Maintenance Expense	(Note 14)		
Salaries	3,006,366	2,906,012	2,870,301
Benefits	1,180,407	984,148	1,110,761
Supplies & Services	2,500	4,166	175,754
Non-Capital Furniture & Equipment	8,500	420	29,303
Building Operating Expenses	7,698,130	5,734,326	6,479,445
Communications	7,500	6,956	6,695
Travel	55,500	41,127	82,727
Professional Development	5,000	9,072	10,830
Amortization of Tangible Capital Assets	1,250,000	1,263,306	1,266,584
Amortization of Tangible Capital Assets ARO	20,000	22,007	22,007
Total Plant Operation & Maintenance Expense	13,233,903	10,971,540	12,054,407
Student Transportation Expense			
Salaries	2,080,307	2,090,785	2,127,093
Benefits	481,592	463,269	470,994
Supplies & Services	1,238,426	1,063,008	1,110,429
Non-Capital Furniture & Equipment	588,500	467,577	501,621
Building Operating Expenses	50,643	53,482	45,958
Communications	4,500	3,829	4,004
Professional Development	1,000	1,114	390
Contracted Transportation	3,880,865	3,740,763	3,727,148
Amortization of Tangible Capital Assets	750,000	638,028	679,220
Total Student Transportation Expense	9,075,833	8,521,855	8,666,857
Tuition and Related Fees Expense			
Tuition Fees	425,671	376,592	459,454
Total Tuition and Related Fees Expense	425,671	376,592	459,454
School Generated Funds Expense			
Academic Supplies & Services	60,000	156,971	65,947
Cost of Sales	275,000	322,588	349,789
School Fund Expenses	1,200,000	1,515,979	1,667,385
Total School Generated Funds Expense	1,535,000	1,995,538	2,083,121

The Board of Education of the Living Sky School Division No. 202
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2024

	2024 Budget	2024 Actual	2023 Actual
	\$	\$	\$
Complementary Services Expense	(Note 14)		
Instructional (Teacher Contract) Salaries & Benefits	685,549	690,032	659,099
Program Support (Non-Teacher Contract) Salaries & Benefits	520,412	662,080	620,946
Instructional Aids	20,000	40,380	44,029
Supplies & Services	206,000	63,125	104,364
Non-Capital Furniture & Equipment	-	2,021	6,386
Communications	-	1,259	1,128
Travel	-	981	1,189
Professional Development (Non-Salary Costs)	-	4,423	5,668
Student Related Expenses	-	37,165	19,966
Total Complementary Services Expense	1,431,961	1,501,466	1,462,775
External Service Expense			
Grant Transfers	160,000	-	460,000
Tuition Fees	125,295	124,182	144,452
Administration Salaries & Benefits	3,000	910	146
Instructional (Teacher Contract) Salaries & Benefits	368,032	557,350	603,501
Program Support (Non-Teacher Contract) Salaries & Benefits	170,838	249,408	184,313
Instructional Aids	-	63	175
Supplies & Services	440,000	526,388	522,822
Building Operating Expenses	-	32,334	35,686
Communications	-	1,928	-
Travel	-	351	-
Professional Development (Non-Salary Costs)	-	1,486	3,458
Student Related Expenses	-	42,493	15,841
Contracted Transportation & Allowances	73,000	69,766	69,587
Total External Services Expense	1,340,165	1,606,659	2,039,981

The Board of Education of the Living Sky School Division No. 202
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2024

	2024 Budget	2024 Actual	2023 Actual
	\$	\$	\$
Other Expense			
Interest and Bank Charges			
Current Interest and Bank Charges	-	2,855	(731)
Interest on Capital Loans	7,252	-	-
Other Long-Term Debt	-	8,849	8,813
Total Interest and Bank Charges	7,252	11,704	8,082
Total Other Expense	7,252	11,704	8,082
TOTAL EXPENSES FOR THE YEAR	81,763,409	81,097,579	81,261,884

The Board of Education of the Living Sky School Division No. 202
Schedule C - Supplementary Details of Tangible Capital Assets
for the year ended August 31, 2024

	Land		Buildings	Buildings	School	Other	Furniture and	Computer Hardware and	Computer			
	Land	Improvements	Buildings	Short-Term	ARO	Buses	Vehicles	Equipment	Audio Visual Equipment	Software	2024	2023
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
Tangible Capital Assets - at Cost												
Opening Balance as of September 1	964,997	611,226	82,450,348	1,526,881	1,302,645	9,387,566	727,676	16,291,912	6,446,630	890,527	120,600,408	119,388,600
Additions/Purchases	-	-	-	-	-	318,008	64,531	115,727	370,854	99,323	968,443	1,416,117
Disposals	-	-	-	-	-	-	(49,320)	-	-	-	(49,320)	(204,309)
Closing Balance as of August 31	964,997	611,226	82,450,348	1,526,881	1,302,645	9,705,574	742,887	16,407,639	6,817,484	989,850	121,519,531	120,600,408
Tangible Capital Assets - Amortization												
Opening Balance as of September 1	-	98,574	62,971,230	1,485,039	988,390	5,963,198	618,985	14,498,280	6,056,573	872,861	93,553,130	90,914,501
Amortization of the Period	-	30,561	1,216,600	34,726	22,007	560,193	37,107	419,769	305,055	27,568	2,653,586	2,842,938
Closing Balance as of August 31	N/A	129,135	64,187,830	1,519,765	1,010,397	6,523,391	606,772	14,918,049	6,361,628	900,429	96,157,396	93,553,130
Net Book Value												
Opening Balance as of September 1	964,997	512,652	19,479,118	41,842	314,255	3,424,368	108,691	1,793,632	390,057	17,666	27,047,278	28,474,099
Closing Balance as of August 31	964,997	482,091	18,262,518	7,116	292,248	3,182,183	136,115	1,489,590	455,856	89,421	25,362,135	27,047,278
Change in Net Book Value	-	(30,561)	(1,216,600)	(34,726)	(22,007)	(242,185)	27,424	(304,042)	65,799	71,755	(1,685,143)	(1,426,821)
Disposals												
Historical Cost	-	-	-	-	-	-	49,320	-	-	-	49,320	204,309
Accumulated Amortization	-	-	-	-	-	-	49,320	-	-	-	49,320	204,309
Net Cost	-	-	-	-	-	-	-	-	-	-	-	-
Price of Sale	-	-	-	-	-	-	2,676	-	-	-	2,676	23,169
Gain on Disposal	-	-	-	-	-	-	2,676	-	-	-	2,676	23,169

Sch C

Closing costs of leased tangible capital assets of \$747,948 (2023 - \$357,948) representing \$140,248 (2023 - \$140,248) in Furniture and Equipment, \$488,362 (2023 - \$197,687) in Computer Hardware and Audio Visual Equipment, and \$119,338 (2023 - \$20,013) in Computer Software are included within the above amounts. Accumulated amortization of \$308,260 (2023 - \$158,670) has been recorded on these assets.

Buildings with a net book value of \$9,004,786 (2023-\$9,996,613) include an asset retirement obligation for the removal and disposal of asbestos (Note 8)

The Board of Education of the Living Sky School Division No. 202
Schedule D: Non-Cash Items Included in Deficit
for the year ended August 31, 2024

	2024	2023
	\$	\$
Non-Cash Items Included in Deficit		
Amortization of Tangible Capital Assets (Schedule C)	2,653,586	2,842,938
Net Gain on Disposal of Tangible Capital Assets (Schedule C)	(2,676)	(23,169)
Total Non-Cash Items Included in-Deficit	2,650,910	2,819,769

The Board of Education of the Living Sky School Division No. 202
Schedule E: Net Change in Non-Cash Operating Activities
for the year ended August 31, 2024

	2024	2023
	\$	\$
Net Change in Non-Cash Operating Activities		(Restated - Note 16)
Decrease (Increase) in Accounts Receivable	161,641	(262,616)
Decrease in Accounts Payable and Accrued Liabilities	(37,225)	(1,183,362)
Increase in Liability for Employee Future Benefits	13,600	10,400
Increase in Deferred Revenue	438,338	156,529
Increase in Inventory of Supplies Held for Consumption	(56,519)	(37,699)
(Increase) Decrease in Prepaid Expenses	(30,515)	21,287
Total Net Change in Non-Cash Operating Activities	489,320	(1,295,461)

The Board of Education of the Living Sky School Division No. 202

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

	August 31 2023	Additions during the year	Reductions during the year	August 31 2024
	\$	\$	\$	\$
	(Restated - Note 16)			(Note 13)
External Sources				
Contractual Agreements				
Mental Health Capacity Building grant	44,645	186,060	186,060	44,645
Invitational Shared Services Initiative grant	128,271	75,000	151,249	52,022
Mental Health Supports grant	16,420	-	896	15,524
Safe Talk Training grant	4,233	-	-	4,233
Cameco Fund: Step Up and Run	20,711	-	10,787	9,924
Metis Nation Michif PreK Program	-	300,000	110,288	189,712
Total Contractual Agreements	214,280	561,060	459,280	316,060
Jointly Administered Funds				
School generated funds	1,190,758	131,391	-	1,322,149
Scholarship funds	124,584	13,700	11,870	126,414
Total Jointly Administered Funds	1,315,342	145,091	11,870	1,448,563
Ministry of Education				
PMR maintenance project allocations	2,895,153	1,867,875	2,008,576	2,754,452
Federal Capital Tuition	996,158	-	-	996,158
Early Learning Intensive Supports grant	127,698	150,000	98,055	179,643
Violence Threat Risk Assessment Training grant	5,317	10,000	195	15,122
Teacher Innovation Fund	-	86,002	37,594	48,408
Specialized Support Program	-	450,000	72,373	377,627
Total Ministry of Education	4,024,326	2,563,877	2,216,793	4,371,410
Total	5,553,948	3,270,028	2,687,943	6,136,033
Internal Sources				
Curriculum and student learning				
School based budgets	490,181	-	-	490,181
Total curriculum and student learning	490,181	-	-	490,181
Facilities				
Facilities renewal	2,763,259	-	-	2,763,259
Roofs and boilers	500,000	-	-	500,000
Total facilities	3,263,259	-	-	3,263,259
Information technology				
Payroll/Accounting/HR software	1,000,000	-	25,376	974,624
Staff devices	450,000	-	-	450,000
Server replacement	250,000	-	-	250,000
Total information technology	1,700,000	-	25,376	1,674,624
Other				
Designated for tangible capital asset expenditures	11,400	-	-	11,400
External Consultants	500,000	-	-	500,000
Innovation Fund	100,000	-	-	100,000
Total Other	611,400	-	-	611,400

The Board of Education of the Living Sky School Division No. 202

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

	August 31 2023	Additions during the year	Reductions during the year	August 31 2024
	\$	\$	\$	\$
	(Restated - Note 16)			(Note 13)
Professional development				
LINC PD	113,617	-	-	113,617
Staff training	50,000	-	-	50,000
Total professional development	163,617	-	-	163,617
Transportation				
Bus replacement	1,000,000	-	-	1,000,000
Fleet vehicles	400,000	-	-	400,000
Total transportation	1,400,000	-	-	1,400,000
Total	7,628,457	-	25,376	7,603,081
Total Designated Assets	13,182,405	3,270,028	2,713,319	13,739,114

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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 “the 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 exempt from income tax and is a registered charity under the *Income Tax Act*.

2. SIGNIFICANT ACCOUNTING POLICIES

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

a) Basis of Accounting

These financial statements have been prepared in accordance with 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).

b) 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 \$1,760,500 (2023 - \$1,746,900) because actual experience may differ significantly from actuarial estimations.
- useful lives of capital assets and related accumulated amortization of \$96,157,396 (2023 - \$93,553,130) because the actual useful lives of the capital assets may differ from their estimated economic lives.
- estimated undiscounted asset retirement obligation of \$1,302,645 (2023 - \$1,302,645) because actual expense may differ significantly from valuation estimates.
- estimated accrued salaries of \$942,078 (2023 - \$0) related to anticipated future settlement of a provincial teacher collective bargaining agreement with retroactive application to September 1, 2023, because actual expense may differ significantly from estimates.

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

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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.

c) 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. Financial 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.

Remeasurement gains and losses have not been recognized by the school division in a statement of remeasurement gains and losses because it does not have financial instruments that give rise to material gains or losses.

d) 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.

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

Accounts Receivable includes provincial grants receivable and other receivables. Provincial grants receivable represent other grants earned but not received at the end of the fiscal year, provided reasonable estimates of the amounts can be made. Grants are earned when the events giving rise to the grant have occurred, the grant is authorized and any eligibility criteria have been met and there are no stipulations strong enough to create a liability.

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

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

e) Non-Financial Assets

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

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

Tangible capital assets are recorded at cost (or estimated cost when the actual cost is unknown) and include all costs directly attributable to the acquisition, design, construction, development, installation, and betterment of the tangible capital asset.

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

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

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Leased capital assets

Lease term

*Buildings that include asbestos and are fully and/or nearly fully amortized have had their useful life reassessed and increased by 20 years.

Pooled assets in furniture and equipment, computer hardware and audio-visual equipment, and computer software are written down when the tangible capital assets in its current capacity can no longer contribute to the school divisions ability to provide services or the value of future economic benefits associated with the tangible capital asset is less than its net book value, and there is no alternative use for the asset.

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

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

f) Liabilities

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

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

Asset Retirement Obligation (ARO) consists of buildings that contain asbestos. The school division recognizes the fair value of an ARO in the period in which it incurs a legal obligation associated with the retirement of a tangible capital asset. The estimated fair value of an ARO is capitalized as part of the related tangible capital asset and is amortized on the same basis as the underlying asset. The school division does not utilize discounting in the measurement of its ARO. The uncertainty regarding the timing and ultimate amount to settle the ARO makes it unlikely that discounting would significantly improve the measurement of the ARO.

Long-Term Debt is comprised of capital lease obligations where substantially all of the benefits and risks incident to ownership are transferred to the school division without necessarily transferring legal ownership. The amount of the lease liability recorded at the beginning of the lease term is the present value of the minimum lease payments, excluding the portion thereof relating to executory costs.

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

g) Employee Pension Plans

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

Multi-Employer Defined Benefit Plans

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

- i. Teachers participate in the Saskatchewan Teachers' Retirement Plan (STRP) or the 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). The plan is accounted for as a defined contribution plan whereby the school division's contributions are expensed when due.

h) 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 revenue include the following:

i) Government Transfers (Grants)

Grants from governments are considered to be government transfers. Government transfers are recognized as revenues when the transfer is authorized, all eligibility criteria have been met, except when, and to the extent, stipulations by the transferor give rise to an obligation that meets the definition of a liability. Transfers with stipulations that meet the definition of a liability are recorded as deferred revenue and recognized as revenue in the statement of operations and accumulated surplus from operations as the stipulation liabilities are settled.

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ii) Fees and Services

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

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

iii) Interest Income

Interest is recognized as revenue when it is earned.

iv) Other (Non-Government Transfer) Contributions

Unrestricted contributions are recognized as revenue in the year received or in the year the funds are committed to the school division if the amount can be reasonably estimated and collection is reasonably assured. Externally restricted contributions are contributions for which the contributor has placed restrictions on the use of the resources. Externally restricted contributions are deferred until the resources are used for the purpose specified, at which time the contributions are recognized as revenue. In-kind contributions are recorded at their fair value when they are received.

i) Accounting Changes

i) Prospective

Effective September 1, 2023, the school division adopted the Public Sector Accounting Board's (PSAB) new standard for the recognition, measurement, and disclosure of revenue under PS 3400 Revenue. The new standard establishes when to recognize and how to measure revenue and provides the related financial statement presentation and disclosure requirements. Pursuant to these recommendations, the change was applied prospectively, and prior periods have not been restated. Previously, the school division recognized revenue as performance obligations were met. Under the new standard, revenue is differentiated between revenue arising from

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transactions that include performance obligations, referred to as “exchange transactions”, and transactions that do not have performance obligations, referred to as “non-exchange transactions”. There was no impact on the financial statements from the application of the new accounting recommendation.

3. PORTFOLIO INVESTMENTS

Portfolio investments are comprised of the following:

	2024	2023
Portfolio investments in the cost or amortized cost category:	<u>Cost</u>	<u>Cost</u>
Term deposits	\$ 68,600	\$ 68,600
Credit Union Member Rewards	111,539	89,741
Member Equity in Co-op Organization	81,122	76,824
Total portfolio investments	\$ 261,261	\$ 235,165

4. EXPENSES BY FUNCTION AND ECONOMIC CLASSIFICATION

Function	Salaries & Benefits	Goods & Services	Debt Service	Amortization of TCA	2024 Actual	2023 Actual
Governance	\$ 162,283	\$ 215,060	\$ -	\$ -	\$ 377,343	\$ 342,703
Administration	2,846,335	362,544	-	83,798	3,292,677	2,973,947
Instruction	47,313,521	4,482,237	-	646,447	52,442,205	51,170,557
Plant Operation & Maintenance	3,890,160	5,796,067	-	1,285,313	10,971,540	12,054,407
Student Transportation	2,554,054	5,329,773	-	638,028	8,521,855	8,666,857
Tuition and Related Fees	-	376,592	-	-	376,592	459,454
School Generated Funds	-	1,995,538	-	-	1,995,538	2,083,121
Complementary Services	1,352,112	149,354	-	-	1,501,466	1,462,775
External Services	807,668	798,991	-	-	1,606,659	2,039,981
Other	-	-	11,704	-	11,704	8,082
TOTAL	\$ 58,926,133	\$ 19,506,156	\$ 11,704	\$ 2,653,586	\$ 81,097,579	\$ 81,261,884

5. EMPLOYEE FUTURE BENEFITS

The school division provides certain post-employment, compensated absence and termination benefits to its employees. These benefits include accumulating non-vested sick leave, accumulating vacation banks, and accumulating paid time off (PTO) banks. The liability associated with these benefits is calculated as the present value of expected future payments pro-rated for service and is recorded as Liability for Employee Future Benefits in the statement of financial position. HUB International Limited, a firm of consulting actuaries, performed an actuarial valuation as at April 30, 2024 and extrapolated the results to estimate the Liability for Employee Future Benefits as at August 31, 2024.

Details of the employee future benefits are as follows:

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	2024	2023
Long-term assumptions used:		
Discount rate at end of period (per annum)	4.00%	4.40%
Inflation and productivity rate - Teachers (excluding merit and promotion) (per annum)	2.50%	2.50%
Inflation and productivity rate - Non-Teachers (excluding merit and promotion) (per annum)	2.70%	3.00%
Expected average remaining service life (years)	11	12

Liability for Employee Future Benefits	2024	2023
Accrued Benefit Obligation - beginning of year	\$ 1,173,900	\$ 1,114,500
Current period service cost	95,200	93,700
Interest cost	53,800	46,700
Benefit payments	(94,300)	(87,100)
Actuarial (gains) losses	160,000	(38,200)
Plan amendments	8,800	44,300
Accrued Benefit Obligation - end of year	1,397,400	1,173,900
Unamortized net actuarial gains	363,100	573,000
Liability for Employee Future Benefits	\$ 1,760,500	\$ 1,746,900

Employee Future Benefits Expense	2024	2023
Current period service cost	\$ 95,200	\$ 93,700
Amortization of net actuarial (gain)	(41,100)	(42,900)
Benefit cost	54,100	50,800
Interest cost	53,800	46,700
Total Employee Future Benefits Expense	\$ 107,900	\$ 97,500

6. PENSION PLANS

Multi-Employer Defined Benefit Plans

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

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i) Saskatchewan Teachers' Retirement Plan (STRP) and 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:

	2024			2023
	STRP	STSP	TOTAL	TOTAL
Number of active School Division members	432	1	433	426
Member contribution rate (percentage of salary)	9.50% / 11.70 %	6.05% / 7.85 %	6.05% / 11.70 %	6.05% / 11.70 %
Member contributions for the year	\$ 3,239,394	\$ 46	\$ 3,239,440	\$ 3,299,174

ii) Municipal Employees' Pension Plan (MEPP)

The MEPP provides retirement benefits based on length of service and pensionable earnings. The MEPP is funded by employer and employee contributions at rates set by the Municipal Employees' Pension Commission.

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

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

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	2024	2023
Number of active School Division members	527	513
Member contribution rate (percentage of salary)	9.00%	9.00%
School Division contribution rate (percentage of salary)	9.00%	9.00%
Member contributions for the year	\$ 1,425,066	\$ 1,391,278
School Division contributions for the year	\$ 1,425,066	\$ 1,391,278
Actuarial extrapolation date	Dec-31-2023	Dec-31-2022
Plan Assets (in thousands)	\$ 3,602,822	\$ 3,275,495
Plan Liabilities (in thousands)	\$ 2,441,485	\$ 2,254,194
Plan Surplus (in thousands)	\$ 1,161,337	\$ 1,021,301

7. ACCOUNTS RECEIVABLE

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

	2024			2023		
	Total Receivable	Valuation Allowance	Net of Allowance	Total Receivable	Valuation Allowance	Net of Allowance
Provincial Grants Receivable	\$ 28,943	\$ -	\$ 28,943	\$ 28,870	\$ -	\$ 28,870
Other Receivables	564,744	-	564,744	726,458	-	726,458
Total Accounts Receivable	\$ 593,687	\$ -	\$ 593,687	\$ 755,328	\$ -	\$ 755,328

8. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

Details of accounts payable and accrued liabilities are as follows:

	2024	2023
Accrued Salaries and Benefits	\$ 1,976,079	\$ 825,610
Supplier Payments	2,073,030	3,259,029
Liability for Asset Retirement Obligation	1,302,645	1,302,645
Accrued Interest Payable	2,654	4,349
Total Accounts Payable and Accrued Liabilities	\$ 5,354,408	\$ 5,391,633

The school division recognized an estimated liability for asset retirement obligation of \$1,302,645 (2023 - \$1,302,645) for the removal and disposal of asbestos. The nature of the liability is related to asbestos containing materials within several of the school division's facilities that will be required to be properly disposed of when the building is disposed of, or remediation work is undertaken. The assumptions used in estimating the liability include the various types of asbestos containing materials within each of the school division's buildings,

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along with the standard of work that will be required to safely remove the asbestos containing materials. Additionally, assumptions were made around the remaining useful life of all school division buildings that contain asbestos materials to determine when the remediation costs may be incurred.

9. LONG-TERM DEBT

Details of long-term debt are as follows:

	2024	2023
Capital Leases:		
Concentra Bank - Copier Lease repayable in annual installments of \$63,804 including interest at 3.994%. The lease is due August 2024.	\$ -	\$ 66,208
Cisco Systems Capital Canada -Hardware and software lease repayable in annual installments of \$85,775 and one additional payment at end of contract of \$46,152. The lease is due September 2023.	-	1
Concentra Bank - Copier Lease repayable in annual installments of \$28,627 including interest at 3.5%. The lease is due August 2027.	86,739	140,248
Cisco Systems Capital Canada -Hardware and software lease repayable in annual installments of \$85,775. The lease is due September 2025.	389,999	-
Total Long-Term Debt	\$ 476,738	\$ 206,457

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

	Capital Leases	Total
2025	\$ 225,802	\$ 225,802
2026	225,802	225,802
2027	30,805	30,805
Total	482,409	482,409
Less: Interest and executory cost	5,671	5,671
Total future principal repayments	\$ 476,738	\$ 476,738

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Principal and interest payments on the long-term debt are as follows:				
	Capital Leases	2024	2023	
Principal	\$ 119,718	\$ 119,718	\$ 195,771	
Interest	8,849	8,849	8,813	
Total	\$ 128,567	\$ 128,567	\$ 204,584	

10. DEFERRED REVENUE

Details of deferred revenues are as follows:

	Balance as at August 31, 2023	Additions during the Year	Revenue recognized in the Year	Balance as at August 31, 2024
Non-Capital deferred revenue:				
Jordan's Principle	\$ 1,292,158	\$ 2,337,304	\$ 1,898,966	\$ 1,730,496
Total Deferred Revenue	\$ 1,292,158	\$ 2,337,304	\$ 1,898,966	\$ 1,730,496

11. COMPLEMENTARY SERVICES

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

Following is a summary of the revenues and expenses of the Complementary Services programs operated by the school division:

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Summary of Complementary Services Revenues and Expenses, by Program	Pre-K Programs	Other Programs - Mental Health Capacity Building, Summer Literacy, etc	2024	2023
Revenues:				
Operating Grants	\$ 1,034,616	\$ 383,020	\$ 1,417,636	\$ 1,447,093
Fees and Other Revenues	-	49,811	49,811	53,483
Total Revenues	1,034,616	432,831	1,467,447	1,500,576
Expenses:				
Salaries & Benefits	991,245	360,867	1,352,112	1,280,045
Instructional Aids	37,931	2,449	40,380	44,029
Supplies and Services	9,104	54,021	63,125	104,364
Non-Capital Equipment	2,021	-	2,021	6,386
Communications	32	1,227	1,259	1,128
Travel	981	-	981	1,189
Professional Development (Non-Salary Costs)	169	4,254	4,423	5,668
Student Related Expenses	1,703	35,462	37,165	19,966
Total Expenses	1,043,186	458,280	1,501,466	1,462,775
Excess (Deficiency) of Revenues over Expenses	\$ (8,570)	\$ (25,449)	\$ (34,019)	\$ 37,801

12. EXTERNAL SERVICES

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

Following is a summary of the revenues and expenses of the External Services programs operated by the school division:

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Summary of External Services Revenues and Expenses, by Program	Invitational Shared Services Initiative	Following Their Voices	Associate Schools*	Other Programs - Driver Training, Cafeteria, etc	2024	2023
Revenues:						
Operating Grants	\$ -	\$ -	\$ 526,099	\$ 271,494	\$ 797,593	\$ 1,442,441
Fees and Other Revenues	75,000	100,088	-	245,625	420,713	380,070
Total Revenues	75,000	100,088	526,099	517,119	1,218,306	1,822,511
Expenses:						
Grant Transfers	-	-	-	-	-	460,000
Tuition & Other Related Fees	-	-	124,182	-	124,182	144,452
Salaries & Benefits	148,143	80,831	370,654	208,040	807,668	787,960
Instructional Aids	-	63	-	-	63	175
Supplies and Services	-	-	604	525,784	526,388	522,822
Building Operating Expenses	-	-	28,378	3,956	32,334	35,686
Communications	-	-	1,928	-	1,928	-
Travel	-	351	-	-	351	-
Professional Development	-	1,133	353	-	1,486	3,458
Student Related Expenses	3,106	39,387	-	-	42,493	15,841
Contracted Transportation & Allowances	-	-	-	69,766	69,766	69,587
Total Expenses	151,249	121,765	526,099	807,546	1,606,659	2,039,981
Excess (Deficiency) of Revenues over Expenses	\$ (76,249)	\$ (21,677)	\$ -	\$ (290,427)	\$ (388,353)	\$ (217,470)

**Associate Schools - see table below for details of revenues and expenses by school*

Summary of Associate School Revenues and Expenses, Details by School	Heritage Christian School	Meadow Lake Christian Academy	2024	2023
Revenues:				
Operating Grants	\$ 256,418	\$ 269,681	\$ 526,099	\$ 541,924
Total Revenues	256,418	269,681	526,099	541,924
Expenses:				
Tuition & Other Related Fees	39,937	84,245	124,182	144,452
Salaries & Benefits	185,868	184,786	370,654	363,604
Instructional Aids	-	-	-	175
Supplies and Services	307	297	604	-
Building Operating Expenses	28,378	-	28,378	31,876
Communications	1,928	-	1,928	-
Professional Development	-	353	353	1,592
Student Related Expenses	-	-	-	225
Total Expenses	256,418	269,681	526,099	541,924
Excess of Revenues over Expenses	\$ -	\$ -	\$ -	\$ -

13. ACCUMULATED SURPLUS

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

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

Details of accumulated surplus are as follows:

	August 31, 2023	Additions during the year	Reductions during the year	August 31, 2024
	(Restated - Note 16)			
Invested in Tangible Capital Assets:				
Net Book Value of Tangible Capital Assets	\$ 27,047,278	\$ 968,443	\$ 2,653,586	\$ 25,362,135
Less: Liability for Asset Retirement Obligation	(1,302,645)	-	-	(1,302,645)
Less: Debt owing on Tangible Capital Assets	(206,457)	(389,999)	(119,718)	(476,738)
	25,538,176	578,444	2,533,868	23,582,752
Designated Assets (Schedule F)	13,182,405	3,270,028	2,713,319	13,739,114
Unrestricted Surplus	1,570,608	127,554	-	1,698,162
Total Accumulated Surplus	\$ 40,291,189	\$ 3,976,026	\$ 5,247,187	\$ 39,020,028

14. BUDGET FIGURES

Budget figures included in the financial statements were approved by the board of education on May 24, 2023 and the Minister of Education on August 31, 2023.

15. CONTRACTUAL OBLIGATIONS

Significant contractual obligations of the school division are as follows:

- student transportation services contract, variable monthly cost based on routes, with FirstCanada ULC for the period July 1, 2018, to June 30, 2025, with a school division option to extend the contract to June 30, 2028. Costs for the current year were \$3,839,921 (2023 - \$3,824,128).

Operating lease obligations of the school division are as follows:

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	Operating Leases		
	Copier Leases	Computer Hardware and Software Lease	Total Operating
Future minimum lease payments :			
2025	\$ 30,803	\$ 194,999	\$ 225,802
2026	30,803	194,999	225,802
2027	30,804	1	30,805
Total Lease Obligations	\$ 92,410	\$ 389,999	\$ 482,409

16. CORRECTION OF PRIOR PERIOD ERROR

Subsequent to the fiscal year ended August 31, 2023, an error was identified in the school division's accounting treatment of capital grant funding for a minor capital project. Due to this error, the school division's revenue, accounts receivable, and accumulated surplus were overstated. The prior period comparative amounts have been restated from those previously reported to correct for this error. The correction of this error has impacted the school division's financial statements as follows:

	Previously Stated August 31, 2023	Increase (Decrease)	Restated August 31, 2023
Revenue	80,822,515	(2,250,000)	78,572,515
Accounts Receivable	3,005,328	(2,250,000)	755,328
Accumulated Surplus	42,541,189	(2,250,000)	40,291,189

17. 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.

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

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

August 31, 2024					
	Total	0-30 days	31-60 days	61-90 days	Over 90 days
Grants Receivable	\$ 28,943	\$ 28,943	\$ -	\$ -	\$ -
Other Receivables	459,048	175,772	36,281	-	246,995
Net Receivables	\$ 487,991	\$ 204,715	\$ 36,281	\$ -	\$ 246,995

Receivable amounts related to GST and PST are not applicable to credit risk, as these do not meet the definition of a financial instrument.

ii) Liquidity Risk

Liquidity risk is the risk that the school division will not be able to meet its financial obligations as they come due. The school division manages liquidity risk by maintaining adequate cash balances, budget practices, monitoring, and forecasts.

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

August 31, 2024					
	Total	Within 6 months	6 months to 1 year	1 to 5 years	> 5 years
Accounts payable and accrued liabilities	\$ 5,354,408	\$ 4,051,763	\$ -	\$ -	\$ 1,302,645
Long-term debt	476,738	222,994	-	253,744	-
Total	\$5,831,146	\$4,274,757	\$ -	\$ 253,744	\$ 1,302,645

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.

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The school division also has an authorized bank line of credit of \$5,800,000 with interest payable monthly at a rate of prime per annum. Changes in the bank's prime rate can cause fluctuation in interest payments and cash flows. There was no balance outstanding on this credit facility as of August 31, 2024.

The school division minimizes these risks by

- holding cash in an account at a Canadian bank, denominated in Canadian currency,
- investing in GICs and term deposits for short terms at fixed interest rates,
- managing cash flows to minimize utilization of its bank line of credit, 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.