



Living Sky School Division No. 202
Growth Without Limits, Learning For All

**Living Sky School Division No. 202
Annual Report
2013-14**

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Living Sky School Division No. 202

Growth Without Limits, Learning For All

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Letter of Transmittal



Honourable Don Morgan Q.C.
Minister of Education

Dear Minister Morgan:

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 2013-14 annual report. This report outlines activities and accomplishments of the School Division and provides audited financial statements for the fiscal year September 1, 2013 to August 31, 2014.

Respectfully submitted

A handwritten signature in black ink that reads "Ken Arsenault". The signature is written in a cursive style with a prominent flourish at the end.

Ken Arsenault, Board Chair

Highlights/Accomplishments

Living Sky School Division has much to be proud of this year. Our students and staff have helped to create an environment of “Growth Without Limits, Learning For All”. Congratulations to everyone who contributed to our success in 2013-14.

Below are some of the 2013-14 highlights:

Treaty Education –Treaty Education continues to be a focus as the school division works with students, teachers, parents, Elders and others to enhance and support learning opportunities for all students. Out of this focus have come plans to address the Residential School experience and how it has impacted our students and our communities.

Land Based Learning –Students from Leoville and Cando participated in a four day bi-cultural Land Based Learning Camp combining traditional skills and knowledge while acquiring culture and values by walking in two worlds (traditional and contemporary). This was a unique opportunity for students to engage with Elders, knowledge keepers and guests to acquire understanding using the Saskatchewan Learning Outcomes as a basis for a powerful learning experience.

Division Goals – Samples of students’ writing from grades 3, 6, 9, and 12 were collected and collaboratively scored by teachers. Teachers used information from the scoring process and their students’ results to reflect upon their instructional practices. Baseline data for students reading levels in grades one to three was collected using the Fountas and Pinnell Reading Assessment. Teachers reported that the one on one time spent with each student determining reading levels facilitated a deeper understanding of students’ reading strengths and weaknesses which impacted instructional planning. Students in grades 2, 5, 8 and 10 completed teacher-created and scored numeracy performance tasks. This data has given the division the opportunity to understand areas of focus for next year.

Individual Achievement Accounts Program (IAAP) - IAAP provided students in three schools with the opportunity to enhance their job readiness skills and explore work experiences. It allowed students to form partnerships with community businesses through paid or volunteer work and job shadowing, participate in hands-on workshops, set goals for personal growth and future employment, obtain certifications, practice interviewing using career portfolios, and financially plan and budget for the future.

Student Data System - Building on the success of the School Logic student data system roll out, 2013-14 school year saw the full implementation to our schools of the School Logic suite of resources. The Home Logic portion was rolled out and makes it easy for parents to review information about their children's progress in school with real time access to student information and a single log-on for multiple siblings.

Staffing Guidelines – The guidelines are examined every year to make sure they are aligned with the Division’s goals. In the spring of 2014, we added a *literacy factor* to our professional staffing guidelines. This factor was designed to support the implementation of high impact reading and writing interventions for identified students.

HUB Committee – The multi-disciplinary team which includes Student Services representation from Living Sky School Division meets twice weekly. The majority of referrals originate from the Battlefords but the HUB table has opened up to other communities such as Hafford, Wilkie, Medstead and Cando with challenges relevant to student achievement (addictions, truancy and mental health).

Introduction

This annual report presents an overview of Living Sky School Division's activities and results for the fiscal year September 1, 2013 to August 31, 2014.

It provides a snapshot of Living Sky School Division, its governance structures, students, staff, programs and facilities. It also includes results and analysis of a number of indicators that contribute to student success.

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

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

**Figure 1: Location of
Living Sky School Division
(LSSD)**

School Division Profile

About Us

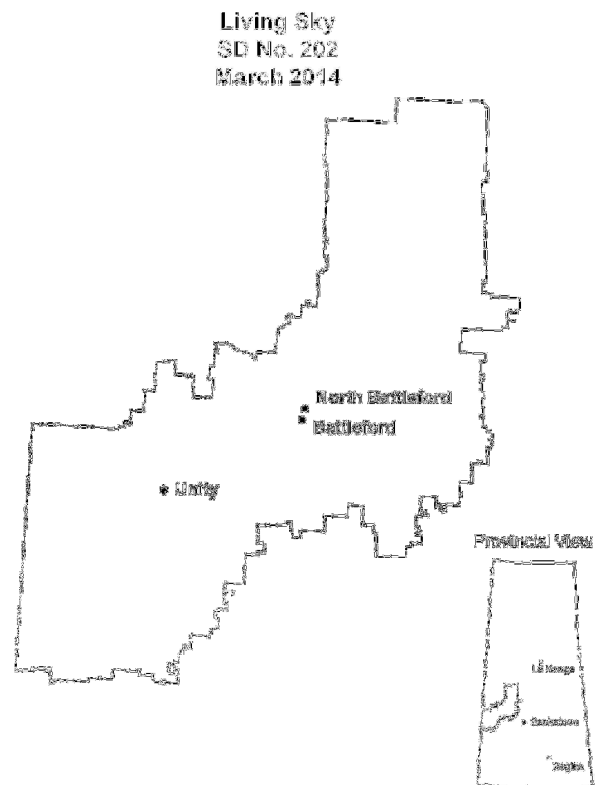
Living Sky School Division is situated in Northwest Central Saskatchewan. It encompasses a wide geographic area including the Battlefords, many communities, villages, First Nation communities and hutterite colonies.

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

Currently, thirty-one schools are located in 19 communities within the division. Our schools include PreK-12, elementary, high schools and alternate schools with a student population of approximately 5,700 students. Our diverse school population is reflected in a wide variety of programming that meets the guidelines of Saskatchewan Core curricula while supporting the local needs of the community.

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

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



Division Philosophical Foundation

Mission Statement

Shaping Our Future Through Thoughtful Schools

Thoughtful schools are schools where Students and Staff focus on learning.

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

Division Vision Statement

Growth Without Limits, Learning For All

Division Guiding Principles

Living Sky School Division adheres to the following values:

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

We believe:

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

Program Overview

The students Living Sky School Division represent a diverse demographic. They vary in age, personal circumstances, learning styles, interests, and individual strengths and needs. In order to provide the best education possible for all our students, Living Sky School Division offers a wide range of programs in the 31 schools of the Division.

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

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

- Alternative programming for vulnerable students
- Community school programming
- Core French instruction
- Distance education
- English as an Additional Language programming
- Student Respect/Anti-bullying programming
- International Baccalaureate (IB) programming
- Music/band programming
- Nutrition programs
- Prekindergarten programs
- Technology-enhanced learning

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

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

Programming highlights for 2013-14 included:

Instructional Strategies - Assessment was highlighted over the past year as a key element of instruction. A major shift to reporting student learning by outcome was supported through the collaborative development of rubrics for each outcome of renewed curricula. Professional learning sessions supported new thinking about how ongoing formative assessment practices could be planned and utilized to enhance student engagement and improve achievement results on summative tasks that would be reported to parents. The shift away from some outdated assessment practices to some new research based ideas was supported by three assessment coaches. Coaches used teachers' self-assessment data of assessment practices to support individual, professional learning needs for growth.

Professional learning sessions for teachers continued to offer a variety of choices and formats to meet a range of learning styles, needs, and division/school based goals. An online professional development booklet housed all locally offered professional learning sessions for the year. Highlights included sessions for new teachers on differentiated instruction and First Steps in Math and an Early Years teachers' focus on new assessment protocols and data collection using the EYE and Help Me Tell My Story. There were opportunities for all teachers to enhance writing instruction through technology and the arts, learn more about EAL and Treaty Education, and to contribute to committee work in a variety of areas.

Opportunities to improve instruction are organized in an online Professional Development booklet. We believe that working together as a learning community of teachers, administrators, consultants and superintendents allows us many opportunities to share and refine our knowledge and skills to enhance student achievement. To meet a variety of learning styles, needs, and division/school based goals a diverse selection of professional learning activities is prepared annually. Participants may choose from boot camps, short online sessions, in depth topic specific sessions, and/or individuals may design their own session with resource personnel to meet personal learning targets.

Grade 1-3 Reading

Teachers' confidence in administering a common reading assessment continued to be strengthened by additional training and a review of the data. Release time to facilitate each teacher's one on one time with their students continued to have beneficial impacts on future instruction. Three pilot projects focusing on intensive intervention for groups of struggling readers were undertaken to inform future decisions relative to reading interventions. Reading instruction continued to be supported through coaching projects and the use of strategies outlined in the Universal Reading Interventions Binder distributed to schools.

Numeracy

With the renewal of the math curriculum teachers required support to shift their pedagogy to meet curriculum expectations. First Steps in Math training sessions are offered to all teachers to ensure the use of research based best practices. In addition teachers were trained to use diagnostic maps with coordinating activities to help close student achievement gaps.

In pursuit of the division goal to increase numeracy skills a lead group of teachers has developed and piloted numeracy performance tasks that will be used to collect baseline data in grades 2, 5, 8, and 10 in the upcoming year.

First Nations and Métis Education – The Ministry of Education requires that each school division create a First Nations and Métis Education Plan. The highlights of Living Sky School Division's First Nations and Métis Education Plan appear below. The full plan is available at www.lskysd.ca. The full plan provides detailed information about performance measures, target outcomes, and instructional strategies.

Goal #1: Equitable Outcomes and Higher Literacy for First Nations and Métis Learners

What do we want?

1. Eliminate the existing achievement gap.
2. An increase in higher literacy in elementary throughout high school. We are currently in the process of collecting and organizing our data into the system wide student management system SchoolLogic.
3. A higher attendance rate in First Nations and Métis students.
4. A higher numerical literacy amongst First Nations and Métis students.
5. Alleviation of oppressive measures that have contributed to the achievement gap.
6. Audit of efficacy and relevance of Living Sky current and considered program/practice.

Goal #2: All learners have knowledge and appreciation of the unique contributions of First Nations and Métis peoples to Saskatchewan.

What do we want?

1. All learners will have a foundational understanding that we are all beneficiaries of Treaty, and of Métis peoples' contributions to the development of the Canadian West, including their traditional settlement areas in Saskatchewan.

Goal #3: Data collection and reporting on measures outlined in the Ministry's First Nations and Métis Education Policy Framework that demonstrates accountability towards educational outcomes.

What do we want?

1. A meaningful year over year improvement in data around student achievement would be in the area of 3-5%. This would cut the achievement gap in half in a five year period. We will research through qualitative data, student resiliency and success. We will engage in data collection and research using CIHR's guidelines to ethical research on Aboriginal peoples.
2. By 2013-14, we will have gathered qualitative data from students, teachers, administrators, and First Nations and Métis parents to understand the circumstances surrounding the achievement gap and the mysteries behind it.

Goal #4: Shared management of the provincial education system by partnership with First Nations and Métis peoples at the provincial and local level.

What do we want?

1. Students, parents and community members will be engaged in meaningful dialogue about the education of all students.

Strategies to Meet the Needs of Diverse Students

Serving All Students

Living Sky School Division strives to provide the best education possible for all its students. Each school offers programming that responds to the needs of its students such as: Prekindergarten and alternative programming for vulnerable students; distance education; English as an Additional Language programming; International Baccalaureate program; services and supports of educational psychologists, speech and language pathologists and occupational therapists. These programs and supports are intended to provide equitable opportunities for equitable outcomes for all students. The school division maintains a strong focus on the use of differentiated instruction to address the needs of students and to further engage students in their own learning. Student Services teachers work with all staff through co-teaching to support diversity in the classroom.

Living Sky School Division has the following alternate programming in place to meet the diverse needs of our students:

Phoenix and Manacowin Schools

The Alternate School Project was developed in an attempt to meet the needs of at-risk students in our community. The project's philosophy was built upon the belief that success for students is a journey requiring the support of all major stakeholders in the student's life. Students that are struggling with extreme behaviour are referred from community schools with the intent to provide structured behavioural interventions, differentiated instructional practices, and to develop close partnerships between home, school and outside agencies (Corrections and Policing, Social Services, Health). Programming such as ECLIPSE Judo, Equine Assisted Learning, and the BEATS arts program assist students in fostering increased emotional/physical awareness, self-regulation skills, and alternative methods of communication and expression. This systematic, planned approach with stakeholder partnerships increases the likelihood of student success both academically and behaviourally.

Structured Success (S2)

The Structured Success Class (S2) is an individualized, highly structured program designed to help children learn appropriate student-like behaviors and thus experience success in a classroom setting. All children in the class have encountered school difficulties, usually because some of their behaviors have interfered with

their learning. This program is designed to meet the needs of students with social, emotional or behavioral challenges.

The ultimate goal is re-integration into a mainstream classroom. The process of reintegration is gradual, and varies, depending on how successfully the student is able to cope with the demands of a regular classroom. When a mainstream classroom teacher refers a child to S2, the child and their parents or guardians are invited to come for a visit first. The family is provided with an overview of the program and the expectations for involvement of the family. The prospective student is asked to identify behaviors he or she would like to work on with the support of home and school. These target behaviors are recorded on the registration contract. The contract also outlines expectations for parents, such as support for the program and being available when the student needs to be sent home. All parties concerned sign this contract.

During the 2013-2014 school year, both S2 programs have been functioning at full capacity (16 students). The program shifted away from a full day to half day in-class behavior programming for the 2013/2014 school year. The students spent mornings in their home school and were supported by the S2 teacher co-teaching in their classroom. Students were transported to the S2 classroom for afternoon programming. The afternoon sessions included monthly family days which focused on aiding parents with skills to help their child be successful behaviorally as well as ways to connect with their children.

Early Entrance - Living Sky School Division receives information from parents, professionals in Health as well as agencies such as Early Childhood Intervention Programs (ECIP), and the Kinsmen Children's Centre (KCC), to alert us to children who may be eligible for early admission to school support or who might require assistance upon entry into Kindergarten. Our Early Learning Consultant works with outside agency members as well as daycare providers to determine level of support necessary. The division will support monetarily (resources, EA), as well as through programming and IIP development. In 2013/2014 we supported 6 children in daycare settings. The Early Learning Consultant also participated in transition meetings for 2 of the children who were moving on to Kindergarten, ensuring that there was a smooth transition for the child and their family.

Living Sky School Division offers Pre-Kindergarten in 7 communities. Pre K programs are criteria-based programs that are available to children that would benefit from early exposure to school. The goal and mission of these programs are to enhance early learning and to help prepare students to be ready to learn when entering Kindergarten. The Living Sky Pre K programs allow school and families to work together to provide early interventions to allow for a smooth transition into school.

School Division Planning

Living Sky School Division No. 202 has a well-coordinated planning process which enables alignment of all School Division planning activities.

Strategic Plan

In 2013, the Board of Education of Living Sky School Division approved a three-year (2013-14, 2014-15, 2015-16) strategic plan. The division's strategic plan provides overall direction for everything the Division does and serves as an anchor to ensure that all Division planning processes are in alignment with each other.

The strategic plan defines Living Sky School Division's mission, vision and guiding principles – provided earlier in this annual report. In addition to these foundational elements, the strategic plan includes strategic directions, Board priorities, and key strategies to achieve Board priorities.

Living Sky School Division's strategic directions are:

- **Direction #1: Higher Literacy and Achievement – Students and Staff**

- Curriculum Assessment

- Assessment: Formative/Summative
- Outcomes-based Assessment (Rubrics)
- Shifting Practice
- Student Led Conferences

- Supports for Student Learning

- Differentiated Instruction
- Response to Intervention (RTI) Model
- Promotion of Student Independence

- Achievement Goals

- By June 2015, 80% of students in grades 3, 6, 9 & 12 (who have been registered for 1 or more years in LSSD) will achieve grade level proficiency (level 3) on provincial writing rubrics on a published piece of expository writing.
- By June 2016, 80% of students in grades 2, 5, 8 & 10 (who have been registered for 1 or more years in LSSD) will achieve grade level proficiency (level 3) in the number strand as measured by collaboratively developed performance tasks.
- By June 2014, there will be a 10% increase in Grade 2 students reading at an independent level as measured by Fountas and Pinnell. (Using baseline data from Spring 2013).
- By June 2015, there will be a 20% increase in Grade 3 students reading at an independent level as measured by Fountas and Pinnell. (Using baseline data from Spring 2013).

- School Logic implementation (including Teacher Logic and Home Logic)

- **Direction #2: Equitable Opportunities for Students**

- Supporting Diversity and Inclusion
- Enhanced Student Behaviours
- Student Voice/Student Engagement

- **Direction #3: Smooth Transitions for Students**

- Partnership Advancement
- Transitions through Pre-Kindergarten to Grade 12
- Transition to Career

- **Direction #4: System Accountability and Governance**
 - Operations Rationalization
 - Effective Data System Utilization

A copy of the 2011-12 to 2013-14 strategic plans are available at:

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

The School Division in the Community

Living Sky School Division is an integral part of community life in northwest central Saskatchewan. The Division, as a whole, and individual schools are linked to the broader community in a multitude of ways. The Board of Education places strong emphasis on community and parent involvement, and on community partnerships.

Community and Parent Involvement

All the schools of Living Sky Division have in common the importance of School Community Councils (SCCs) as mechanisms for connecting community and school. SCCs play a role in governance (described more fully in the next section) and most have established formal processes to foster community and parent involvement. Parents on the School Community Councils continue to support the schools, particularly in the development of school goals, as well as in finding ways to support the achievement of those goals.

Through the use of the school data system used by Living Sky School Division (School Logic, Teacher Logic, and Home Logic) parents and caregivers have taken the opportunity to become more involved and engaged in the education of their children. Through Home Logic, parents and caregivers are able to access real time achievement results and attendance records. This has proven an extremely valuable tool in gathering support of parents and caregivers in the education of our students.

Schools in Living Sky School Division support parent and caregiver involvement in various ways. Parents and caregivers are welcomed in the school and invited to be part of the school community. One example of this is the School Community Room in Connaught School in North Battleford. This room serves as a center for social activity as well as the center for parent and caregiver support for children attending the school. In this regard, parents and caregivers assist in such things as nutrition programs, sewing and other life skills development, and cultural support for the school.

Several parent meetings have been held throughout the 2012-13 school year to support parents and students with the understanding of the new assessment structure. The meetings have been well received in all communities.

Community Partnerships

Living School Division and individual schools within the Division have established a range of formal and informal community partnerships in order to promote student learning and ensure that students' school experience is positive and successful.

Three Hutterite colonies are located within the Division's boundaries and the Division has established schools in each of them. Provincial curricula are taught in the colony schools. The colony provides the school facility and looks after its upkeep. The School Division hires and supervises teachers and educational assistants in these schools. Special yearly meetings are held with all three of the Hutterite Colonies: Scott, Hillsvale and Lakeview Colonies. The goal is to promote greater dialogue about common issues that affect all students, especially the seventy Hutterian children. By including all of the Brethren Hierarchy, Senior administration and staff, our objective is to enhance communication. There are a number of mutual issues that continue to be discussed including: apprenticeships, Saskatchewan Hutterian Educators Association (SHEA), the renewed Kindergarten Curriculum, Student Services matters, and the new assessment initiatives. Respecting the diversity and unique character of the Hutterian schools is one of our guiding beliefs.

Living Sky School Division has fostered a partnership with two Associate Schools. As part of the partnership with Heritage Christian School and Meadow Lake Christian Academy, the Division hires and supervises teachers and offers professional development for all staff. This partnership works to create a mutually beneficial and respectful relationship and provides greater opportunities for all students.

Living Sky School Division understands and recognizes that Elders have an important role in Aboriginal culture and tradition. As such, the Living Sky School Division Elders' Council provides guidance for the Board and school division staff. It ensures that the history and the traditions of the people are kept alive and shared in a truthful and honourable way. Elders provide a connection to the past and the future and ensure the survival of traditional ways and teachings. Further, Elders are acknowledged as valued members of the community. In regard to practice, the Elders' Council provides ongoing direction and support to the Board of Education and staff regarding the Board's Operational Plan. The Elders' Council enhances and supports Living Sky School Division in all aspects of education. The Elders' Council serves to honour our ancestors, nurture all members of the community, and ensure all children's success.

Living Sky School Division has entered into partnerships with Treaty 6 Education out of the Battlefords, and Agency Chiefs Tribal Council out of Spiritwood, to support First Nations and Métis students. These partnerships are supported with Invitational Shared Services Initiative (ISSI) grants, and include the employment of a Graduation Coach through the Braided Journey program at North Battleford Comprehensive High School, and Community Liaison workers to assist students registered at Spiritwood High School. Both of these agreements are in early stages.

A partnership has been established between numerous community organizations including Living Sky School Division, North West Regional College, Light of Christ School Division, Saskatchewan Indian Institute of Technologies, City of North Battleford, North West School Division, BATC Community Development Corporation, Prairie North Health Region and Battlefords Chamber of Commerce. Its mandate is to establish and strengthen partnerships among high schools, post-secondary institutions, local businesses, aboriginal organizations and industry. These partners share a common goal, which is to encourage active participation from the business community in the career development of all youth in the northwest region. Projects this year ranged from Try-A-Trade which provided hands-on opportunities for students to 'try' the trades, a spotlight on forestry with a tour of three northern mills to explore the wealth of job opportunities that exist in the industry and an interactive entrepreneurship workshop for students which highlighted local businesspersons and provided opportunities for students to create a business plan.

Living Sky School Division has established a range of formal and informal partnerships in order to promote student learning and ensure that students' school experience is positive and successful. We have established partnerships with Prairie North Health District to support a PreK Speech Language Pathologist. This position allows each student within the PreK to have assessments completed and programs created for any speech or language difficulties. We also have established partnerships with our Early Learning Consultant and community daycares. This position allows programming support for those students with intensive needs entering licenced daycare facilities. The consultant works collaboratively with Battlefords Early Childhood Intervention Program (BECIP) as well as Prairie North Region Health Authority to ensure that strong programming is in place.

Living Sky School Division has established partnerships with Eagle's Nest Youth Ranch, Kid's First, Cognitive Disability Strategy and Youth in Custody. Each of the partnerships listed support programming for students and their families. As an example, Eagles Nest Youth Ranch has partnered with Living Sky School Division to allow for integration of 8 students during the 2013-14 school year into their Battleford/North Battleford

community schools. Integrations have had their challenges, especially in the area of transition. Alternate supports for transition are being explored for the upcoming school year.

Governance

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

The Board of Education

Living Sky School Division is governed by a ten-person elected Board of Education. *The Education Act, 1995* gives the Board of Education the authority to “administer and manage the educational affairs of the school division” and to “exercise general supervision and control over the schools in the school division”. The School Division is organized into eight subdivisions for purpose of elections, but once elected, the members of the Board of Education represent all students in the Division and are committed to providing the very best education possible for each and every student.

The current Board of Education was elected on October 24, 2012 and will serve a four-year term. Board of Education members are:

- Subdivision 1Ken Arsenault, Board Chair
- Subdivision 2Ron Kowalchuk
- Subdivision 3Todd Miller
- Subdivision 4Ronna Pethick
- Subdivision 5 Kim Gartner
- Subdivision 6 Jack Snell
- City of North Battleford Richard W. Hiebert
..... Garth Link
..... Glenn Wouters
- Town of Battleford Bob Foreman

A list of the remuneration paid to board members is provided in Appendix D.

School Community Councils

The Board of Education has established a School Community Council (SCC) for 24 of the 31 schools in Living Sky School Division.

The Education Regulations, 1986 require school divisions to undertake orientation, training, development and networking opportunities for their SCC members. In 2013-14 Living Sky School Division conducted the annual SCC Conference for the 24 SCCs. The Regulations also require School Community Councils to work with school staff to develop an annual school Learning Improvement Plan and to recommend that plan to the Board of Education.

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

- The advice the SCCs give to the Board of Education encompasses policies, programs, and educational service delivery.
- The advice the SCCs give to the school staff relates to the school's programs.

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

Representatives of the appropriate First Nations are encouraged to become members of the School Community Councils.

Our Students and Staff

The sections that follow provide information about the Living Sky School Division's students and staff.

Students

In 2013-14, 5770 students (including PreK) were enrolled with Living Sky School Division. This is a slight increase in enrolments from 2012-13 (5635) and 2011-12 (5653 students).

Living Sky School Division's overall trend is for larger elementary classes. The economic stability and increase in new Canadians means the Battlefords and area will see a rise in enrolments over the next few years.

Figure 2: Enrolment by Grade – September 30

Grade	School Year		
	2011-12	2012-13	2013-14
Kindergarten	390	395	389
1	364	412	420
2	358	369	420
3	369	373	386
4	380	378	379
5	416	396	369
6	379	420	393
7	453	442	471
8	442	441	492
9	447	449	480
10	531	524	500
11	446	415	412
12	517	468	479
Total	5492	5482	5590

Subpopulation Enrolments	Grades	School Year		
		2011-12	2012-13	2013-14
Self-Identified FNMI	K to 3	149	220	461
	4 to 6	142	196	317
	7 to 9	251	225	397
	10 to 12	391	344	408
	Total	933	985	1583
English as an Additional Language	1 to 3	–	60	70
	4 to 6	–	59	45
	7 to 9	–	60	53
	10 to 12	–	43	31
Total	–	222	199	

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

SOURCE: Ministry of Education, 2014

PreK Overall	161	153	180
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NOTE: The table above identifies the actual number of students enrolled in each grade as of September 30 of each year.

SOURCE: Ministry of Education, 2014

Overall Enrolments															PreK
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	
2011-12	390	364	358	369	380	416	379	453	442	447	531	446	517	5492	161
2012-13	395	412	369	373	378	396	420	442	441	449	524	415	468	5482	153
2013-14	389	420	420	386	379	369	393	471	492	480	500	412	479	5590	180

Self-Identified FNMI Enrolments														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2011-12	19	34	42	54	40	51	51	69	79	103	167	98	126	933
2012-13	45	52	56	67	63	60	73	64	75	86	161	82	101	985
2013-14	101	133	119	108	117	92	108	124	142	131	178	100	130	1583

EAL Enrolments														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2012-13		28	18	14	23	11	25	27	14	19	18	13	12	222
2013-14		30	18	22	16	20	9	27	20	6	15	7	9	199

NOTES:

1. Enrolment numbers are based on headcounts from Student Data Services (SDS) as of September 30 for each school year.
2. Enrolments include all residency types, all ages, home based and home bound students, with the exception of EAL enrolments which exclude non-Saskatchewan residents, students 22 years and older, and home based students.
3. PreK enrolments are the 3- and 4-year-old enrolments on SDS which includes those children who occupy the ministry designated PreK spaces and those in other school division operated PreK or preschool programs.
4. A student's FNMI identity is established through self-identification.

SOURCE: Ministry of Education, 2014

Staff Profile

Living Sky School Division employs the full-time equivalent of 805.373 people. About half of these employees are teachers, the other half represent a wide range of occupations. The School Division needs educational assistants, clerical staff, information communication systems (ICS) people, caretakers, bus drivers, accountants and other staff in order to provide a quality education for students of the Division. Figure 3 below provides an overview of all Division staff. An organizational chart showing the reporting structure is provided in Appendix B.

Figure 3: School Division Staff – 2013-14

Job Category	FTEs
Classroom Teachers	326.993
Principals/Vice Principals	51
Other Educational Staff – Education Assistant, Teacher Associate, Secretary, Library Techs/Assist, Community School Coordinator, School Liaison Worker, Nutrition Coordinator, Cook, Kitchen Aide, Social Worker, Counsellor, Occupational Therapist, Speech-Language Pathologist, Psychologist, Learning Consultant, Student Service Coordinator	265.18
Administrative and Financial Staff – Executive Assistant, Communication, Administrative Assistant, HR & Payroll Assistant, Payroll Officer, Accounting, Reception, Technology Staff, Manager and Assistant Manager	29.5
Plant Operations and Maintenance – Caretaker, Custodian, Journeymen	59.70
Transportation (Bus Drivers)	66
Senior Management Team	7
Total Full-time Equivalent (FTE) Staff	805.373

Notes:

The numbers shown above represent full-time equivalents (FTEs). The number of employees may be greater because some people work part-time. Information for all staff is as of August 31, 2014.

Source: Living Sky School Division human resource system, 2014

Senior Management Team – The Director of Education, Randy Fox, reports directly to the Board of Education and is responsible for the overseeing of the Division. The Chief Financial Officer, Lonny Darroch, reports directly to the Director of Education and is responsible for overseeing financial planning and analysis, strategic planning and risk management.

Brian Quinn, Superintendent of School Operations, Curriculum and Instruction (retired June 30, 2014); Tonya Lehman (started August 1, 2014), Cathy Herrick and Jim Shevchuk, Superintendents of Curriculum and Instruction are all responsible for teaching, learning and curriculum. Brenda Vickers, Superintendent of Human Resources is responsible for assessing and attending to all staffing requirements and for planning for future human resources needs; Nancy Schultz, Superintendent of Student Services is responsible for the leadership and support of student services personnel and for future student services needs.

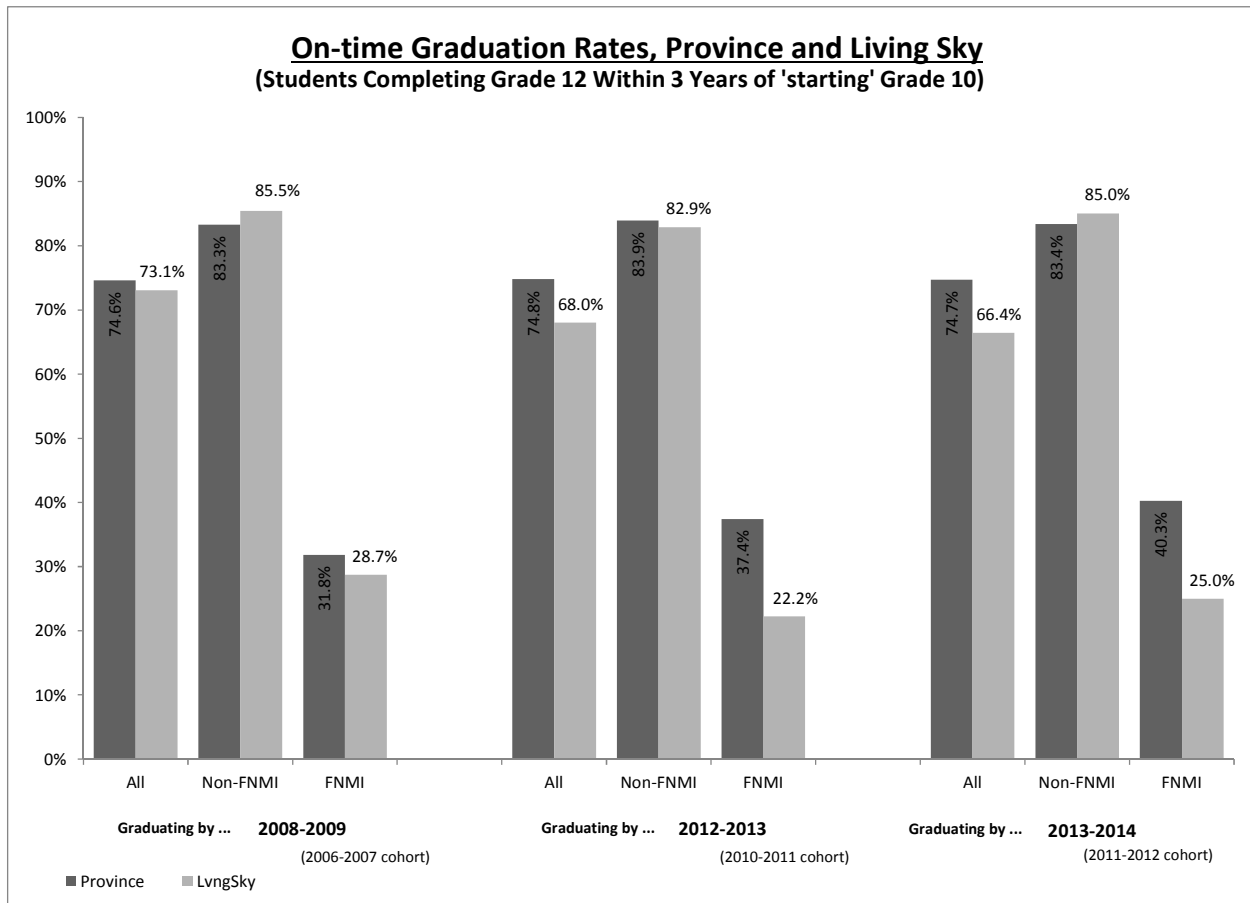
Indicators

Increased student literacy and achievement is a priority for Living Sky School Division. The indicators below illustrate student performance as informed by Division and provincial data.

Grade 12 Graduation

Three-Year Graduation Rates – In 2013-14 the graduation rate for all Living Sky students was 66.4% compared to the provincial average of 74.7%. There is a large difference between the graduation rate of FNMI students and non-FNMI students. In 2013-14, non-FNMI students in the division had a graduation rate of 85% (slightly above the provincial average of 83.4%), while the graduation rate for FNMI students was 25% (lower than the provincial average of 40.3%). Living Sky School Division’s FNMI Educational Achievement Plan seeks to reduce the graduation rate gap between FNMI students and their peers. Partnerships with Treaty 6 Education as well as Agency Tribal Chiefs have resulted in the Invitational Shared Services Initiative Agreements that offer additional services to support FNMI student graduation. See Figure 4.

Figure 4: Grade 12 Graduation – Students Completing Grade 12 within Three Years: Baseline Year with Two Most Recent Years



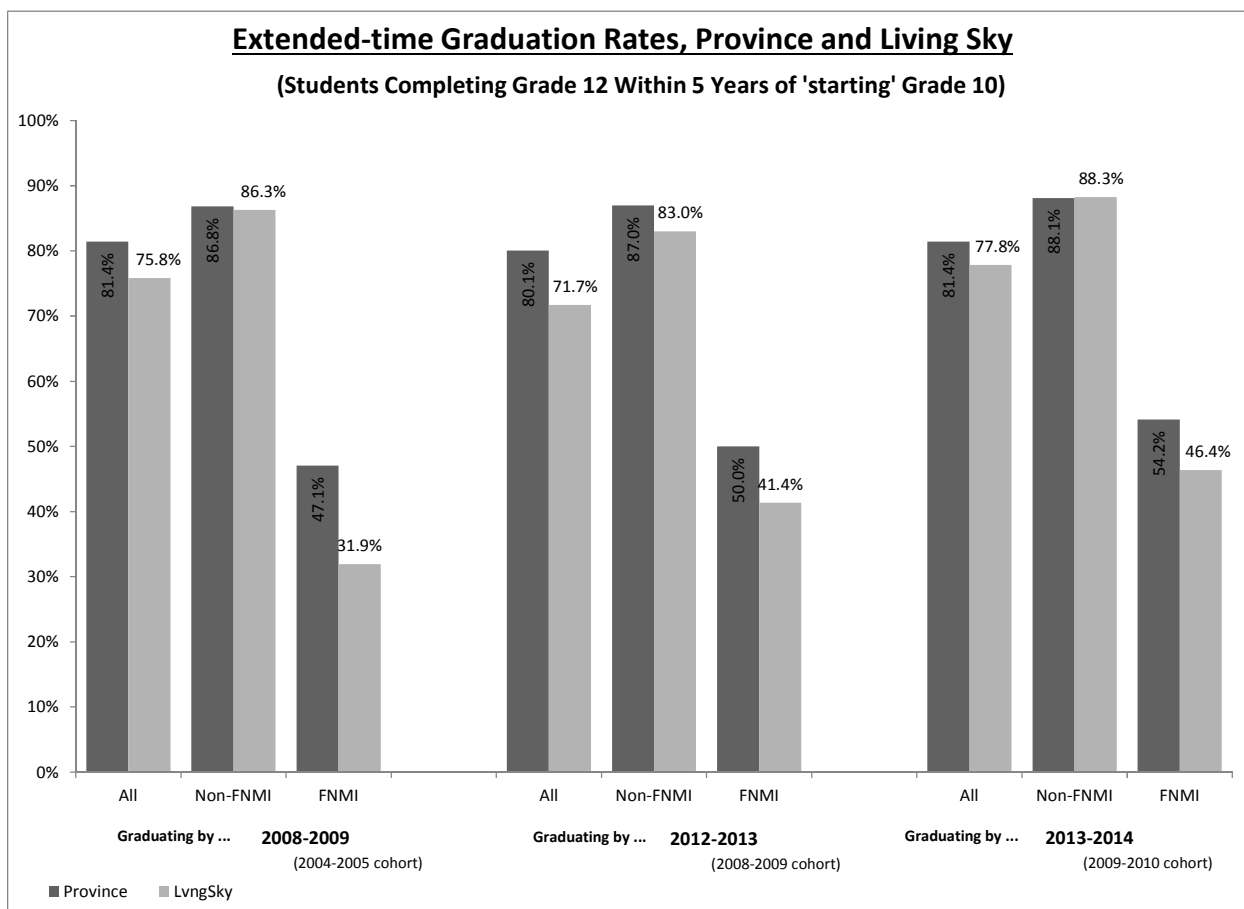
Note:

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

Source: Ministry of Education, 2014

Five-Year Graduation Rates – Some students need more time to complete all the courses necessary to graduate, and so they continue in school longer than three years after beginning Grade 10. In 2013-14, FNMI students had a five-year graduation rate of 46.4% which was a 13.5% increase from 2008-09. Living Sky School Division continues to work with First Nation and Métis partnership organizations to improve FNMI graduation rates. In 2013-14, a graduation coach was hired and implemented the Gateways to Success program. See Figure 5.

Figure 5: Grade 12 Graduation – Students Completing Grade 12 within Five Years: Baseline Year with Two Most Recent Years



Note:

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

Source: Ministry of Education, 2014

Average Final Marks

When registering for secondary level courses, students have many opportunities for choice.

The performance of students from Living Sky School Division compares favourably with results from the province.

In the first category “All Students”, the performance of Living Sky School Division students is above provincial averages in 7 of the 8 subjects reported, and basically the same as provincial averages in the remaining 3.

In the second category of “Non-FNMI”, performance of Living Sky School Division students is above the provincial averages in all 8 subject areas.

In the third category of “FNMI”, performance of Living Sky School Division students is above the provincial average in 5 subjects, slightly below in 2 subjects, and basically even with the provincial average in 1 subject.

Overall the information on this table would indicate that students in Living Sky School Division are performing, in most subject areas, above the provincial averages. It should also be noted that a significant number of FNMI students choose not to self-identify and would therefore be included in the Non-FNMI group.

Figure 6: Average Final Marks in Selected Secondary-Level Courses

Average Final Marks in Selected Secondary-Level Courses 2013-14						
Subject	All Students		Non-FNMI		FNMI	
	Province	Living Sky SD	Province	Living Sky SD	Province	Living Sky SD
English Language Arts A 10	72.0	72.9	74.9	76.1	60.2	63.5
English Language Arts B 10	71.7	73.8	74.6	77.9	59.5	61.3
Science 10	70.6	70.2	73.9	74.4	57.1	55.7
Math: Workplace and Apprenticeship 10	71.1	71.5	74.6	76.4	57.8	57.2
Math: Foundations and Pre-calculus 10	70.7	70.8	72.9	74.5	58.5	55.6
English Language Arts 20	73.0	74.9	74.9	75.6	63.3	71.8
Math: Workplace and Apprenticeship 20	66.9	71.8	69.6	75.1	59.5	63.0
Math: Foundations 20	72.6	76.5	74.2	77.7	63.5	66.8

Note:

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

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

Source: Ministry of Education, 2014

Grade 7 to 10 Transitions

There are several critical transition points as students move through the Prekindergarten to Grade 12 education system. The transition from middle to secondary grades is particularly important. Figure 7 below shows that while the great majority of Living Sky students who begin Grade 7 are still in school three years later, the proportion of FNM students still in school three years later is lower than the proportion of all students. Even though there is a decline in 2009-10, there is a rebound in the 2010-11 cohort. 97.2% of FNMI students are still in school (even if not on time) which is higher than the Non-FMI students.

Figure 7: Student Transitions between Grades 7 and 10, Living Sky School Division

	Grade 7 Cohort			Progressing from Grade 7 to 10 On-Time			Still In School
	2007-08 Baseline	2009-10	2010-11	2007-08 Cohort	2009-10 Cohort	2010-11 Cohort	2010-11 Cohort
All students	421	426	420	93.3%	87.1%	87.4%	94.5%
Non-FNMI students	na	320	314	na	92.5%	91.1%	93.6%
FNMI students	92	106	106	81.5%	70.8%	76.4%	97.2%

Note:

Students who have not progressed to Grade 10 “on-time” may have remained in a previous grade or were not re-enrolled in subsequent years. “Still in School” is the proportion of students either in Grade 10 or continuing a previous grade.

Results for populations of 10 or fewer have not been reported to avoid identifying individuals or very small groups of students (nr). Categories where results are not available at this time are recorded as (na).

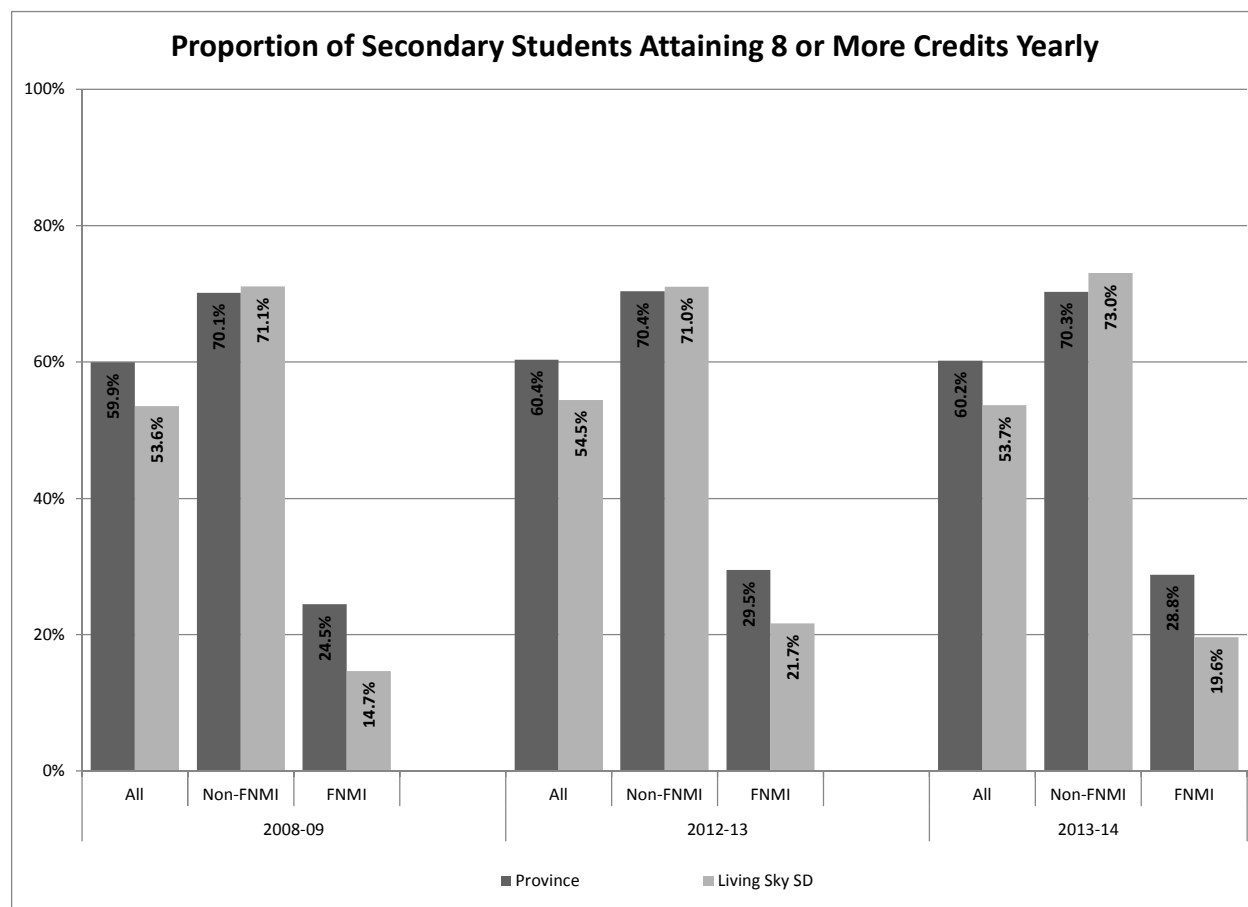
FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify themselves to be FNMI, and may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2014

Credit Attainment

Saskatchewan secondary students must accumulate at least 24 secondary-level credits in order to graduate. This means that to graduate within a three-year period after beginning Grade 10, students must accumulate at least eight credits per year. In recent years, the provincial results have been relatively stable at just under 70% of all students attaining 8 or more credits per year. While Living Sky School Division's Non-FNMI students remain just above the provincial average, our FNMI students are 9% below the provincial average. Credit attainment continues to be a focus area of improvement in the division.

Figure 8: Proportion of Secondary Students Attaining 8 or More Credits per Year: Baseline Year with Two Most Recent Years



Note:

Proportions are calculated as the percentage of students enrolled at the secondary level on September 30 attaining eight or more credits yearly.

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

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

Source: Ministry of Education, 2014

Facilities and Transportation

Facilities

Living Sky School Division's facilities include:

- Twenty-five schools located in 15 communities. See Appendix C for a list of schools. The average age of these schools is 45 years. The oldest school is 86 years old; the newest is 17 years old.
- The school division head office is located in North Battleford. The central core of this building is 34 years old; two additions were added in 2012. The head office building is adequate in size for present needs.
- A bus garage and maintenance shops were added in 2012. The bus garages are used for maintenance and repair of school division vehicles. Each garage is located within a large fenced compound where buses can be parked or stored and each includes a bus wash station.

Operations Rationalization – Major School was replaced under review in 2012. After the review process the Board of Education passed a motion on April 24, 2013 to close Major School effective July 1, 2014.

The Board also awarded a tender to allow for renovations to North Battleford Comprehensive High School during the summer of 2013 to allow for Grade 8 students in the Battlefords to attend the school effective the 2013-2014 school year. Another tender was awarded in July of 2014 for construction of a second gymnasium in North Battleford Comprehensive High School to allow for Grade 7 students to begin attending the school at the start of the 2015-2016 school year.

Student Transportation

Much of Living Sky School Division is rural, so a significant number of the students are transported to school. In urban settings where students reside beyond .75 kilometres from the school, the Division offers bus service. These communities include: Macklin, Luseland, Kerrobert, Unity, Wilkie, Battleford, North Battleford and Spiritwood.

Living Sky School Division offers transportation with a Division fleet of 101 school buses, one special needs bus, three wheel chair equipped school buses, five contracted companies and the use of taxi service in the Battleford and Unity areas for the mid-day Pre-Kindergarten program.

In 2013-2014 the Division entered into an agreement of understanding with the Saskatchewan Rivers School Division to offer bus service to students residing in the Shell Lake area to schools in Spiritwood. This agreement is for 40 students including three special needs students.

Living Sky School Division offers bus service to 88 students attending St Peter's School, 68 students attending Rivier Elementary School for the Light of Christ RCSSD No. 16. The Division also transports nine students for École Pere Mercure school and 12 students to Sakewew School.

Figure 10: Student Transportation 2013-14

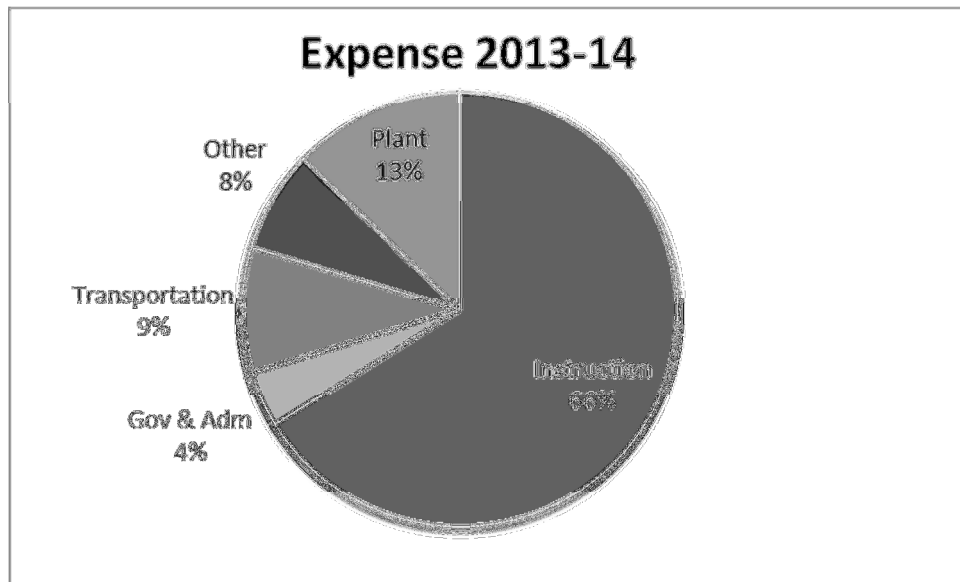
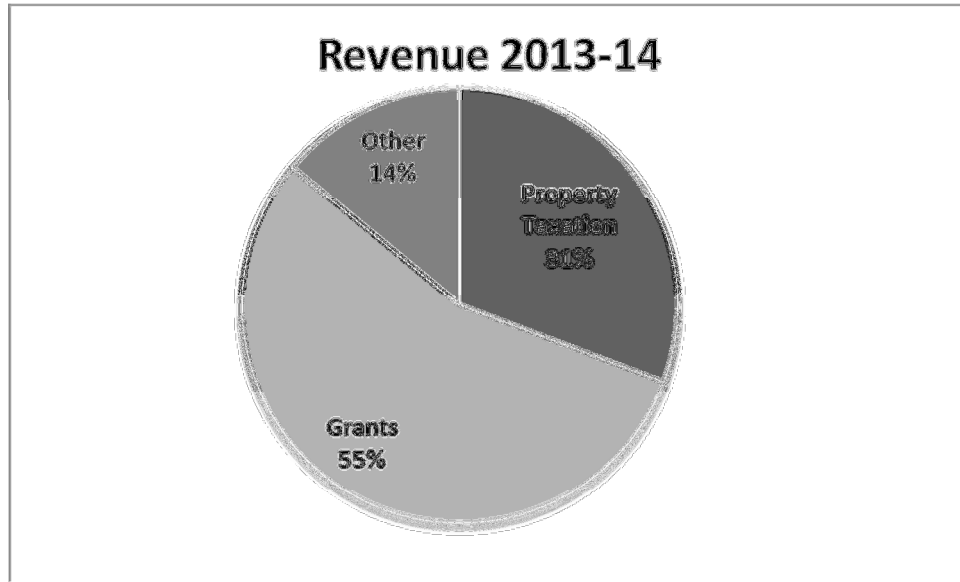
Transportation Statistics	
Number of students transported daily	3,531
In town students transported (included in above)	993
Number of transportation routes	120
Number of buses	104
Kilometres travelled daily	17,860
Average age of bus	7.2 years
Capacity utilized on buses	68%
Average one way ride time	30.2 mins.
Longest one-way ride time	112 mins.
Number of school trips per year	564
Kilometers per year travelled on school trips	125,541
Cost per student per year	\$1,989.66
Cost per kilometre travelled	\$2.13

Financial Overview

Revenue and Expenses

Figure 11 below summarizes Living Sky School Division’s main categories of revenues and expenditures in 2013-14.

Figure 11: Summary of Revenue and Expenses – 2013-14



Budget to Actual Expenditures and Variances

Figure 12 below summarizes Living Sky School Division's main categories of revenues and expenditures in 2013-14.

Figure 12: Summary of Revenue and Expenditures with Budget to Actual Comparison for the Fiscal Year September 1, 2013 to August 31, 2014

	2014	2014	2013	Budget to Actual Variance Over / (Under)	Budget to Actual % Variance	Note
	Budget	Actual	Actual			
REVENUES						
Property Taxation	23,286,738	22,794,987	19,354,422	(491,751)	-2%	
Grants	39,126,795	40,947,878	44,103,697	1,821,083	5%	
Tuition and Related Fees	5,458,075	5,113,465	4,618,014	(344,610)	-6%	1
School Generated Funds	2,065,000	1,949,789	1,918,479	(115,211)	-6%	2
Complementary Services	1,166,974	1,688,176	1,321,359	521,202	45%	3
External Services	724,184	790,199	733,074	66,015	9%	4
Other	260,000	850,467	1,008,900	590,467	227%	5
Total Revenues	72,087,766	74,134,961	73,057,945	2,047,195	3%	
EXPENSES						
Governance	493,544	469,692	460,447	(23,852)	-5%	
Administration	2,636,609	2,623,489	2,683,730	(13,120)	0%	
Instruction	48,144,044	49,506,997	46,834,173	1,362,953	3%	
Plant	8,635,488	9,555,468	9,338,047	919,980	11%	6
Transportation	7,286,150	7,025,484	6,546,580	(260,666)	-4%	
Tuition and Related Fees	849,564	242,380	148,977	(607,184)	-71%	7
School Generated Funds	2,065,000	1,959,827	1,904,076	(105,173)	-5%	8
Complementary Services	2,065,973	2,356,014	2,685,529	290,041	14%	9
External Services	479,194	1,059,115	980,482	579,921	121%	10
Other Expenses	35,000	45,451	33,484	10,451	30%	11
Total Expenses	72,690,566	74,843,917	71,615,525	2,153,351	3%	
Surplus (Deficit) for the Year	(602,800)	(708,956)	1,442,420			
Explanation for Variances (All variances that are greater than positive or negative 5% must be explained)						
Note	Explanation					
1	The budget was based on 425 tuition paying students but the actual number was 412.					
2	There was less fundraising in 2013-2014. The offset can be seen in School Generated Funds Expense (Note 8).					
3	The Division originally budgeted dollars in Grant revenue that were eventually coded to Complementary Services revenue.					
4	The Division originally budgeted dollars in Grant revenue that were eventually coded to External Services revenue.					
5	The Division received funds for insurance claims, expense reimbursement, reduced the Allowance for Uncollectible Taxes and had rentals that were not budgeted.					
6	Some projects that were budgeted as capital additions were reclassified as minor renovations and heating costs were higher than budgeted.					
7	The Division budgeted associate schools expense that were eventually reclassified as External Services expense.					
8	See Note 3.					
9	The Division budgeted dollars in Instruction expense that were eventually coded to Complementary Services expense.					
10	See Note 7.					
11	The exchange rate for converting funds to US dollars was higher than budgeted.					

Appendix A: Management Report and Audited Financial Statements

Management's Responsibility for the Financial Statements



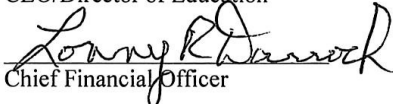
The school division's management is responsible for the preparation of the financial statements in accordance with Canadian public sector accounting standards and the format specified in the Financial Reporting Manual issued by the Ministry of Education. The preparation of financial statements necessarily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

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

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

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

On behalf of Living Sky School Division No. 202


Board Chair
CEO/Director of Education
Chief Financial Officer


November 26, 2014

Audited Financial Statements

Of the Living Sky School Division No. 202

School Division No. 2020500

For the Period Ending: August 31, 2014



Chief Financial Officer



Auditor

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

Holm Clements Kwong Raiche Oberg

Chartered Accountants

1321 - 101st Street

North Battleford, Saskatchewan S9A 0Z9

Telephone: (306) 445-6291 Facsimile: (306) 445-3882

Email: info@jhsca.ca

INDEPENDENT AUDITOR'S REPORT

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

Report on the Financial Statements

We have audited the accompanying financial statements of Living Sky School Division No. 202, which comprise the statement of financial position as at August 31, 2014, and the statements of operations and accumulated surplus, changes in net financial assets and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

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

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

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

Opinion

In our opinion, the financial statements present fairly, in all material respects, the financial position of the Living Sky School Division No. 202 as at August 31, 2014 and the results of its operations, change in net financial assets and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

North Battleford, Saskatchewan
November 26, 2014

Holm Clements Kwong Raiche Oberg
Chartered Accountants

G.K. Holm, CA* W.J. Clements, CA* G.D. Kwong, CMA, CA* L.A. Raiche, CA, CFP* D.D. Oberg, CA*

B.W. Svenkeson, CA*, Associate

*Denotes a Professional Corporation



Living Sky School Division No. 202
Statement of Financial Position
as at August 31, 2014



... page 1

	2014	2013
Financial Assets		
Cash and Cash Equivalents	20,403,762	17,677,095
Accounts Receivable (Note 8)	9,633,901	13,445,820
Portfolio Investments (Note 4)	127,060	123,698
Total Financial Assets	30,164,723	31,246,613
Liabilities		
Accounts Payable and Accrued Liabilities (Note 9)	3,534,473	2,337,671
Long Term Debt (Note 10)	400,000	500,000
Liability for Employee Future Benefits (Note 6)	1,797,300	1,573,000
Deferred Revenue (Note 11)	3,302,470	3,634,321
Total Liabilities	9,034,243	8,044,992
Net Financial Assets	21,130,480	23,201,621
Non-Financial Assets		
Tangible Capital Assets (Schedule C)	41,297,280	39,938,952
Prepaid Expenses	177,761	173,903
Total Non-Financial Assets	41,475,041	40,112,855
Accumulated Surplus (Note 14)	62,605,521	63,314,476

Contractual Obligations and Commitments (Note 17)

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

Approved by the Board:

	Chairperson
	Chief Financial Officer

Living Sky School Division No. 202
Statement of Operations and Accumulated Surplus from Operations
for the year ended August 31, 2014

	2014 Budget	2014 Actual	2013 Actual
REVENUES	(Note 15)		
Property Taxation	23,286,738	22,794,987	19,354,422
Grants	39,126,795	40,947,878	44,103,697
Tuition and Related Fees	5,458,075	5,113,465	4,618,014
School Generated Funds	2,065,000	1,949,789	1,918,479
Complementary Services (Note 12)	1,166,974	1,688,176	1,321,359
External Services (Note 13)	724,184	790,199	733,074
Other	260,000	850,467	1,008,900
Total Revenues (Schedule A)	72,087,766	74,134,961	73,057,945
EXPENSES			
Governance	493,544	469,692	460,447
Administration	2,636,609	2,623,489	2,683,730
Instruction	48,144,044	49,506,997	46,834,173
Plant	8,635,488	9,555,468	9,338,047
Transportation	7,286,150	7,025,484	6,546,580
Tuition and Related Fees	849,564	242,380	148,977
School Generated Funds	2,065,000	1,959,827	1,904,076
Complementary Services (Note 12)	2,065,973	2,356,014	2,685,529
External Services (Note 13)	479,194	1,059,115	980,482
Other Expenses	35,000	45,451	33,484
Total Expenses (Schedule B)	72,690,566	74,843,917	71,615,525
Operating Surplus (Deficit) for the Year	(602,800)	(708,956)	1,442,420
Accumulated Surplus from Operations, Beginning of Year	63,314,476	63,314,476	61,872,056
Accumulated Surplus from Operations, End of Year	62,711,676	62,605,521	63,314,476

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

Living Sky School Division No. 202
Statement of Changes in Net Financial Assets
for the year ended August 31, 2014

	2014 Budget	2014 Actual	2013 Actual
	(Note 15)		
Net Financial Assets, Beginning of Year	23,201,621	23,201,621	25,329,135
Changes During the Year:			
Operating Surplus (Deficit) for the Year	(602,800)	(708,956)	1,442,420
Acquisition of Tangible Capital Assets (Schedule C)	(4,386,509)	(4,699,479)	(6,488,014)
Proceeds on Disposal of Tangible Capital Assets (Schedule C)	-	3,410	12,412
Net (Gain) on Disposal of Capital Assets (Schedule C)	-	(3,410)	(12,412)
Amortization of Tangible Capital Assets (Schedule C)	2,604,750	3,341,152	2,925,680
Net Change in Other Non-Financial Assets	-	(3,858)	(7,600)
Change in Net Financial Assets	(2,384,559)	(2,071,141)	(2,127,514)
Net Financial Assets, End of Year	20,817,062	21,130,480	23,201,621

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

Living Sky School Division No. 202
Statement of Cash Flows
for the year ended August 31, 2014

	2014	2013
OPERATING ACTIVITIES		
Operating Surplus (Deficit) for the Year	(708,956)	1,442,420
Add Non-Cash Items Included in Surplus (Schedule D)	3,337,742	2,913,268
Net Change in Non-Cash Operating Activities (Schedule E)	4,897,312	798,401
Cash Provided by Operating Activities	7,526,098	5,154,089
CAPITAL ACTIVITIES		
Cash Used to Acquire Tangible Capital Assets	(4,699,479)	(6,488,014)
Proceeds on Disposal of Tangible Capital Assets	3,410	12,412
Cash Used by Capital Activities	(4,696,069)	(6,475,602)
INVESTING ACTIVITIES		
Cash Used to Acquire Portfolio Investments	(3,362)	5,614
Cash Provided (Used) by Investing Activities	(3,362)	5,614
FINANCING ACTIVITIES		
Repayment of Long Term Debt	(100,000)	(100,000)
Cash Used by Financing Activities	(100,000)	(100,000)
INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	2,726,667	(1,415,899)
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	17,677,095	19,092,994
CASH AND CASH EQUIVALENTS, END OF YEAR	20,403,762	17,677,095

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

Living Sky School Division No. 202
Schedule A: Supplementary Details of Revenue
for the year ended August 31, 2014

	2014 Budget	2014 Actual	2013 Actual
Property Taxation Revenue			
Tax Levy Revenue:			
Property Tax Levy Revenue	22,867,738	22,042,260	19,771,038
Total Property Tax Revenue	22,867,738	22,042,260	19,771,038
Grants in Lieu of Taxes:			
Federal Government	100,000	95,587	88,176
Provincial Government	225,000	350,656	208,233
Railways	-	438	1,875
Other	100,000	151,286	39,773
Total Grants in Lieu of Taxes	425,000	597,967	338,057
Other Tax Revenues:			
House Trailer Fees	9,000	13,528	10,439
Total Other Tax Revenues	9,000	13,528	10,439
Additions to Levy:			
Penalties	185,000	147,534	139,286
Total Additions to Levy	185,000	147,534	139,286
Deletions from Levy:			
Cancellations	(200,000)	(6,302)	(65,590)
Other Deletions	-	-	(838,808)
Total Deletions from Levy	(200,000)	(6,302)	(904,398)
Total Property Taxation Revenue	23,286,738	22,794,987	19,354,422
Grants:			
Operating Grants			
Ministry of Education Grants:			
Operating Grant	38,080,222	39,065,960	41,660,507
Other Ministry Grants	140,000	315,933	153,745
Total Ministry Grants	38,220,222	39,381,893	41,814,252
Grants from Others	225,000	127,300	258,889
Total Operating Grants	38,445,222	39,509,193	42,073,141
Capital Grants			
Ministry of Education Capital Grants	681,573	1,438,685	2,030,556
Other Provincial Capital Grants	-	-	-
Total Capital Grants	681,573	1,438,685	2,030,556
Total Grants	39,126,795	40,947,878	44,103,697

Living Sky School Division No. 202
Schedule A: Supplementary Details of Revenue
for the year ended August 31, 2014

	2014 Budget	2014 Actual	2013 Actual
Tuition and Related Fees Revenue			
Operating Fees:			
Tuition Fees:			
Federal Government and First Nations	5,150,575	4,826,478	4,618,014
Total Tuition Fees	5,150,575	4,826,478	4,618,014
Transportation Fees	7,500	-	-
Other Related Fees	300,000	286,987	-
Total Tuition and Related Fees Revenue	5,458,075	5,113,465	4,618,014
School Generated Funds Revenue			
Curricular:			
Student Fees	200,000	134,614	136,166
Total Curricular Fees	200,000	134,614	136,166
Non-Curricular Fees:			
Commercial Sales - Non-GST	260,000	158,638	151,645
Fundraising	750,000	734,915	975,878
Grants and Partnerships	55,000	48,050	27,115
Students Fees	400,000	452,319	427,102
Other	400,000	421,253	200,573
Total Non-Curricular Fees	1,865,000	1,815,175	1,782,313
Total School Generated Funds Revenue	2,065,000	1,949,789	1,918,479
Complementary Services			
Operating Grants:			
Ministry of Education Grants:			
Operating Grant	1,054,474	1,463,183	1,135,401
Other Ministry Grants	10,000	23,080	23,080
Other Provincial Grants	10,000	-	-
Other Grants	50,000	43,921	74,957
Total Operating Grants	1,124,474	1,530,184	1,233,438
Fees and Other Revenue			
Tuition and Related Fees	1,500	105,303	34,774
Other Revenue	41,000	52,689	53,147
Total Fees and Other Revenue	42,500	157,992	87,921
Total Complementary Services Revenue	1,166,974	1,688,176	1,321,359

Living Sky School Division No. 202
Schedule A: Supplementary Details of Revenue
for the year ended August 31, 2014

	2014 Budget	2014 Actual	2013 Actual
External Services			
Operating Grants:			
Ministry of Education Grants:			
Operating Grant	594,184	595,489	567,427
Other Ministry Grants	-	54,012	21,000
Total Operating Grants	594,184	649,501	588,427
Fees and Other Revenue			
Other Revenue	130,000	140,698	144,647
Total Fees and Other Revenue	130,000	140,698	144,647
Total External Services Revenue	724,184	790,199	733,074
Other Revenue			
Miscellaneous Revenue	55,000	340,895	449,185
Sales & Rentals	55,000	249,999	269,327
Investments	150,000	256,163	277,976
Gain on Disposal of Capital Assets	-	3,410	12,412
Total Other Revenue	260,000	850,467	1,008,900
TOTAL REVENUE FOR THE YEAR	72,087,766	74,134,961	73,057,945

Living Sky School Division No. 202
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2014

	2014 Budget	2014 Actual	2013 Actual
Governance Expense			
Board Members Expense	186,888	165,772	182,640
Professional Development- Board Members	31,000	37,359	-
Advisory Committees	48,456	26,051	34,747
Professional Development - Advisory Committees	6,000	-	-
Elections	-	-	20,450
Other Governance Expenses	220,000	240,510	222,610
Amortization of Tangible Capital Assets	1,200	-	-
Total Governance Expense	493,544	469,692	460,447
Administration Expense			
Salaries	1,931,345	1,983,294	1,968,930
Benefits	186,243	217,810	223,104
Supplies & Services	131,721	82,854	75,717
Non-Capital Furniture & Equipment	74,500	33,748	46,588
Building Operating Expenses	52,600	96,224	105,225
Communications	58,400	39,620	137,315
Travel	71,700	45,653	14,410
Professional Development	80,100	27,759	17,507
Amortization of Tangible Capital Assets	50,000	96,527	94,934
Total Administration Expense	2,636,609	2,623,489	2,683,730
Instruction Expense			
Instructional (Teacher Contract) Salaries	31,790,020	32,528,085	31,982,924
Instructional (Teacher Contract) Benefits	1,682,893	1,809,289	1,774,153
Program Support (Non-Teacher Contract) Salaries	8,695,028	8,514,983	7,515,376
Program Support (Non-Teacher Contract) Benefits	1,618,280	1,825,631	1,582,295
Instructional Aids	1,366,349	1,148,452	974,190
Supplies & Services	527,524	721,546	638,693
Non-Capital Furniture & Equipment	391,915	425,304	277,468
Communications	200,665	289,165	186,450
Travel	252,429	275,523	285,865
Professional Development	755,933	426,423	464,718
Student Related Expense	303,008	371,727	327,902
Amortization of Tangible Capital Assets	560,000	1,170,869	824,139
Total Instruction Expense	48,144,044	49,506,997	46,834,173

Living Sky School Division No. 202
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2014

	2014 Budget	2014 Actual	2013 Actual
Plant Operation & Maintenance Expense			
Salaries	2,977,893	2,920,043	2,833,622
Benefits	689,375	766,519	675,264
Supplies & Services	11,354	8,294	7,099
Non-Capital Furniture & Equipment	47,562	15,228	14,444
Building Operating Expenses	3,425,988	4,391,875	4,349,411
Communications	7,500	8,041	6,773
Travel	65,816	64,118	70,584
Professional Development	10,000	4,602	11,859
Amortization of Tangible Capital Assets	1,400,000	1,376,748	1,368,991
Total Plant Operation & Maintenance Expense	8,635,488	9,555,468	9,338,047
Student Transportation Expense			
Salaries	2,000,416	1,748,676	1,681,448
Benefits	370,970	371,135	341,502
Supplies & Services	781,000	883,825	791,866
Non-Capital Furniture & Equipment	465,000	457,450	477,168
Building Operating Expenses	-	12,031	5,198
Communications	19,500	20,581	18,904
Travel	2,000	1,176	1,021
Professional Development	20,000	8,837	5,969
Contracted Transportation	3,037,264	2,828,314	2,589,437
Amortization of Tangible Capital Assets	590,000	693,459	634,067
Total Student Transportation Expense	7,286,150	7,025,484	6,546,580
Tuition and Related Fees Expense			
Tuition Fees	849,564	242,380	148,977
Total Tuition and Related Fees Expense	849,564	242,380	148,977
School Generated Funds Expense			
Supplies & Services	135,000	69,416	93,403
Cost of Sales	425,000	346,229	389,872
Non-Capital Furniture & Equipment	90,000	19,904	2,508
School Fund Expenses	1,415,000	1,524,278	1,418,293
Total School Generated Funds Expense	2,065,000	1,959,827	1,904,076

Living Sky School Division No. 202
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2014

	2014 Budget	2014 Actual	2013 Actual
Complementary Services Expense			
Tuition Fees	-	7,066	15,698
Instructional (Teacher Contract) Salaries & Benefits	593,818	618,896	509,118
Program Support (Non-Teacher Contract) Salaries & Benefits	1,272,155	1,470,278	1,957,561
Instructional Aids	-	44,598	31,755
Supplies & Services	200,000	173,167	148,931
Non-Capital Furniture & Equipment	-	16,602	11,749
Building Operating Expenses	-	1,016	5,958
Communications	-	440	483
Travel	-	1,925	1,811
Professional Development (Non-Salary Costs)	-	667	1,525
Student Related Expenses	-	9,748	940
Contracted Transportation & Allowances	-	11,611	-
Total Complementary Services Expense	2,065,973	2,356,014	2,685,529
External Service Expense			
Tuition Fees	-	58,503	-
Administration Salaries & Benefits	10,000	898	-
Instructional (Teacher Contract) Salaries & Benefits	-	534,780	508,295
Program Support (Non-Teacher Contract) Salaries & Benefits	98,144	97,540	102,298
Instructional Aids	-	7	-
Supplies & Services	155,000	172,479	172,863
Building Operating Expenses	11,500	33,994	35,752
Communications	-	3,115	2,157
Travel	1,000	-	-
Professional Development (Non-Salary Costs)	-	5,514	3,344
Contracted Transportation & Allowances	200,000	148,736	152,224
Amortization of Tangible Capital Assets	3,550	3,549	3,549
Total External Services Expense	479,194	1,059,115	980,482

Living Sky School Division No. 202
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2014

	2014 Budget	2014 Actual	2013 Actual
Other Expense			
Interest and Bank Charges:			
Current Interest and Bank Charges	-	19,445	1,518
Interest on Other Capital Loans and Long Term Debt			
School Facilities	35,000	26,006	31,966
Total Interest and Bank Charges	<u>35,000</u>	<u>45,451</u>	<u>33,484</u>
Total Other Expense	35,000	45,451	33,484
TOTAL EXPENSES FOR THE YEAR	72,690,566	74,843,917	71,615,525

Living Sky School Division No. 202
 Schedule C - Supplementary Details of Tangible Capital Assets
 for the year ended August 31, 2014

	Land	Buildings	Buildings Short term	School Buses	Other Vehicles	Furniture and Equipment	Computer Hardware and Audio Equipment	Computer Software	Assets Under Construction	2014	2013
Tangible Capital Assets - at Cost:											
Opening Balance as of September 1	1,002,194	83,151,760	1,553,351	8,205,779	411,990	11,055,428	2,928,605	489,871	-	108,798,978	103,081,322
Additions/Purchases	-	266,404	-	571,473	127,710	893,259	1,156,531	195,095	1,489,007	4,699,479	6,488,014
Disposals	-	-	-	(421,144)	-	-	-	-	-	(421,144)	(770,358)
Closing Balance as of August 31	1,002,194	83,418,164	1,553,351	8,356,108	539,700	11,948,687	4,085,136	684,966	1,489,007	113,077,314	108,798,978
Tangible Capital Assets - Amortization:											
Opening Balance as of September 1	-	52,969,273	1,003,906	4,221,736	279,187	8,475,408	1,718,246	192,270	-	68,860,026	66,704,704
Amortization of the Period	-	1,429,299	61,055	576,389	71,775	432,283	633,358	136,993	-	3,341,152	2,925,680
Disposals	-	-	-	(421,144)	-	-	-	-	-	(421,144)	(770,358)
Closing Balance as of August 31	N/A	54,398,572	1,064,961	4,376,981	350,962	8,907,691	2,351,604	329,263	N/A	71,780,034	68,860,026
Net Book Value:											
Opening Balance as of September 1	1,002,194	30,182,487	549,445	3,984,043	132,803	2,580,020	1,210,359	297,601	-	39,938,952	36,376,618
Closing Balance as of August 31	1,002,194	29,019,592	488,390	3,979,128	188,738	3,040,996	1,733,532	355,703	1,489,007	41,297,280	39,938,952
Change in Net Book Value	-	(1,162,895)	(61,055)	(4,915)	55,935	460,976	523,173	58,102	1,489,007	1,358,328	3,562,334
Disposals:											
Historical Cost	-	-	-	421,144	-	-	-	-	-	421,144	770,358
Accumulated Amortization	-	-	-	421,144	-	-	-	-	-	421,144	770,358
Net Cost	-	-	-	-	-	-	-	-	-	-	-
Price of Sale	-	-	-	3,410	-	-	-	-	-	3,410	12,412
Gain/loss on Disposal	-	-	-	3,410	-	-	-	-	-	3,410	12,412

Living Sky School Division No. 202
Schedule D: Non-Cash Items Included in Surplus
for the year ended August 31, 2014

	2014	2013
Non-Cash Items Included in Surplus:		
Amortization of Tangible Capital Assets (Schedule C)	3,341,152	2,925,680
Net Gain on Disposal of Tangible Capital Assets	(3,410)	(12,412)
Total Non-Cash Items Included in Surplus	3,337,742	2,913,268

Living Sky School Division No. 202
Schedule E: Net Change in Non-Cash Operating Activities
for the year ended August 31, 2014

	2014	2013
Net Change in Non-Cash Operating Activities:		
Decrease in Accounts Receivable	3,811,919	83,432
Decrease in Provincial Grant Overpayment	-	(13,950)
Increase (Decrease) In Accounts Payable and Accrued Liabilities	1,196,802	(670,440)
Increase in Liability for Employee Future Benefits	224,300	11,000
Increase (Decrease) in Deferred Revenue	(331,851)	1,395,959
(Increase) in Prepaid Expenses	(3,858)	(7,600)
Total Net Change in Non-Cash Operating Activities	4,897,312	798,401

Living Sky School Division No. 202
Notes to the Financial Statements
As at August 31, 2014

1. AUTHORITY AND PURPOSE

The School Division operates under the authority of *The Education Act, 1995* of Saskatchewan as a corporation under the name of “The Board of Education of the Living Sky School Division No. 202” and operates as “Living Sky School Division No. 202”. The School Division provides education services to residents within its geographic region and is governed by an elected board of trustees.

The School Division is funded mainly by grants from the Government of Saskatchewan and a levy on the property assessment included in the School Division’s boundaries at mill rates determined by the provincial government. The School Division is exempt from income tax and is a registered charity under the *Income Tax Act*.

2. SIGNIFICANT ACCOUNTING POLICIES

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

Significant aspects of the accounting policies adopted by the School Division are as follows:

a) Adoption of New Public Sector Accounting (PSA) Standards

In 2014, the School Division adopted the new PSA standard PS3260 Liability for Contaminated Sites.

Detailed information on the impact of the adoption of this new PSA standard is provided in Note 18 Accounting Changes.

b) Reporting Entity

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

c) Basis of Accounting

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

d) Measurement Uncertainty and the Use of Estimates

Canadian public sector accounting standards requires 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 exist for:

Living Sky School Division No. 202
Notes to the Financial Statements
As at August 31, 2014

- the liability for employee future benefits of \$1,797,300 (2013: \$1,573,000) because actual experience may differ significantly from actuarial estimations.
- property tax revenue of \$22,794,987 (2013: \$19,354,422) because final tax assessments may differ from initial estimates.
- uncollectible taxes of \$247,905 (2013: \$341,407) because actual collectability may differ from initial estimates.
- valuation allowance for Other Receivables of \$487,618 (2013: \$504,063) because actual collectability may differ from amount invoiced.
- useful lives of capital assets and related amortization for \$3,341,152 (2013: \$2,925,680) because the actual useful lives may differ from initial 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.

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

e) Financial Instruments

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

All financial assets and financial liabilities are measured at cost or amortized cost. Transaction costs are a component of cost for 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 revenue or expense. Impairment losses such as write-downs or write-offs are reported in the statement of operations and accumulated surplus from operations.

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

Foreign currency transactions are translated at the exchange rate prevailing at the date of the transactions. Monetary assets and liabilities, and non-monetary items included in the fair value measurement category denominated in foreign currencies, are translated into Canadian dollars at the exchange rate prevailing at the financial statement date

f) Financial Assets

Financial assets are assets that could be used to discharge existing liabilities or finance future operations and are not for consumption in the normal course of operations. Valuation

Living Sky School Division No. 202
Notes to the Financial Statements
As at August 31, 2014

allowances are used where considered necessary to reduce the amounts reported for financial assets to their net realizable value.

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

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

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 (e).

g) Non-Financial Assets

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

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

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

Buildings	50 years
Buildings – short-term (portables, storage sheds, outbuildings, garages)	20 years
School buses	12 years
Other vehicles – passenger and light duty trucks and vans	5 years
Furniture and equipment	10 years
Computer hardware and audio visual equipment	5 years
Computer software	5 years

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

Living Sky School Division No. 202
Notes to the Financial Statements
As at August 31, 2014

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

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

h) Liabilities

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

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

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

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

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

i) Employee Pension Plans

Employees of the School Division participate in 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.

Living Sky School Division No. 202
Notes to the Financial Statements
As at August 31, 2014

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

j) Revenue Recognition

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

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

i) Government Transfers (Grants):

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

ii) Property Taxation:

Property tax is levied and collected on a calendar year basis. Uniform education property tax mill rates are set by the Government of Saskatchewan. Tax revenues are recognized on the basis of time with 1/12th of estimated total tax revenue recorded in each month of the School Division's fiscal year. The tax revenue for the September to December portion of the fiscal year is based on the actual amounts reported by the municipalities for the calendar taxation year. For the January to August portion of its fiscal year, the School Division estimates tax revenue based on estimate information provided by municipalities who levy and collect the property tax on behalf of the School Division.

The final annual taxation amounts are reported to the School Division by each municipality following the conclusion of each calendar taxation year, and any difference between final amounts and the School Division's estimates is recorded as an adjustment to revenue in the next fiscal year.

iii) Fees and Services

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

iv) Interest Income

Living Sky School Division No. 202
Notes to the Financial Statements
As at August 31, 2014

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

v) Other (Non-Government Transfer) Contributions

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

k) Statement of Remeasurement Gain and Losses

The School Division has not presented a Statement of Remeasurement Gains and Losses because it does not have financial instruments that give rise to remeasurement gains and losses.

3. SHORT-TERM BORROWINGS

Bank indebtedness consists of a demand operating line of credit with a maximum borrowing limit of \$10,000,000 that bears interest at Bank prime rate less 0.50% per annum. This line of credit is authorized by a borrowing resolution by the Board of Education and is secured by Provincial Grant receipts. This line of credit was approved by the Minister of Education on October 29, 2010. There was no balance outstanding on the line of credit at August 31, 2014 or August 31, 2013.

4. PORTFOLIO INVESTMENTS

Portfolio investments are comprised of the following:

	2014	2013
Portfolio investments in the cost and amortized cost category:		
Term deposits	\$ 88,600	\$ 88,600
Credit Union Shares	5	5
Credit Union Equity	10,000	10,000
Member Equity in Co-op Organizations	28,455	25,093
Total portfolio investments reported at cost and amortized cost category:	\$ 127,060	\$ 123,698

5. EXPENSES BY FUNCTION AND ECONOMIC CLASSIFICATION

Living Sky School Division No. 202
Notes to the Financial Statements
As at August 31, 2014

Function	Salaries & Benefits	Goods & Services	Debt Service	Amortization of TCA	2014 Budget	2014 Actual	2013 Actual
Governance	\$ 165,772	\$ 303,920	\$ -	\$ -	\$ 493,544	\$ 469,692	\$ 460,447
Administration	2,201,104	325,858	-	96,527	2,636,609	2,623,489	2,683,730
Instruction	44,677,988	3,658,140	-	1,170,869	48,144,044	49,506,997	46,834,173
Plant	3,686,562	4,492,158	-	1,376,748	8,635,488	9,555,468	9,338,047
Transportation	2,119,811	4,212,214	-	693,459	7,286,150	7,025,484	6,546,580
Tuition and Related Fees	-	242,380	-	-	849,564	242,380	148,977
School Generated Funds	-	1,959,827	-	-	2,065,000	1,959,827	1,904,076
Complementary Services	2,089,174	266,840	-	-	2,065,973	2,356,014	2,685,529
External Services	633,218	422,348	-	3,549	479,194	1,059,115	980,482
Other	-	-	45,451	-	35,000	45,451	33,484
TOTAL	\$ 55,573,629	\$ 15,883,685	\$ 45,451	\$ 3,341,152	\$72,690,566	\$74,843,917	\$71,615,525

6. EMPLOYEE FUTURE BENEFITS

The School Division provides certain post-employment and compensated absence benefits to its employees. These benefits include: non-vested sick leave payout, retirement gratuity, vacation banks and paid-time-off banks. Significant assumptions include discount rate, inflation and salary scale. The liability associated with these benefits is calculated at 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.

Details of the employee future benefits are as follows:

	2014	2013
Actuarial valuation date	31-Aug-14	31-Aug-13
Long-term assumptions used:		
Salary escalation rate (percentage)	3.25	3.25
Discount rate (percentage)	2.80	3.50
Inflation rate (percentage)	2.25	2.25
Expected average remaining service life (years)	13	13

Living Sky School Division No. 202
Notes to the Financial Statements
As at August 31, 2014

Liability for Employee Future Benefits	2014	2013
Accrued Benefit Obligation – beginning of year	\$ 1,645,700	\$ 1,789,400
Current period benefit cost	134,800	144,600
Interest cost	61,100	49,500
Benefit payments	(67,200)	(201,400)
Actuarial (gains) / losses	127,800	(136,400)
Plan amendments	87,800	-
Accrued Benefit Obligation – end of year	1,990,000	1,645,700
Unamortized Net Actuarial Gains / Losses	(192,700)	(72,700)
Liability for Employee Future Benefits	\$ 1,797,300	\$ 1,573,000

Employee Future Benefits Expense	2014	2013
Current period benefit cost	\$ 134,800	\$ 144,600
Amortization of net actuarial gain / loss	7,800	18,300
Plan amendments	87,800	-
Benefit cost	230,400	162,900
Interest cost on unfunded employee future benefits obligation	61,100	49,500
Total Employee Future Benefits Expense	\$ 291,500	\$ 212,400

7. PENSION PLANS

Multi-Employer Defined Benefit Plans

Information on the multi-employer pension plans to which the School Division contributes is as follows:

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

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

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

Living Sky School Division No. 202
Notes to the Financial Statements
As at August 31, 2014

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

	2014			2013
	STRP	STSP	TOTAL	TOTAL
Number of active School Division members	514	30	544	540
Member contribution rate (percentage of salary)	9.10%-11.30%	6.05%-7.85%	6.05%-11.30%	6.05%-10.00%
Member contributions for the year	\$ 2,674,648	\$ 66,792	\$ 2,741,440	\$ 2,712,938

ii) Municipal Employees' Pension Plan (MEPP)

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

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

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

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

Details of the MEPP are as follows:

	2014	2013
Number of active School Division members	533	491
Member contribution rate (percentage of salary)	8.15%	7.40% - 8.15%
School Division contribution rate (percentage of salary)	8.15%	7.40% - 8.15%
Member contributions for the year	\$1,187,391	\$1,097,759
School Division contributions for the year	\$1,187,391	\$1,097,759
Actuarial valuation date	31-Dec-13	31-Dec-12 (Restated)
Plan Assets (in thousands)	\$1,685,167	\$1,560,967
Plan Liabilities (in thousands)	\$1,498,853	\$1,420,319
Plan Surplus (Deficit) (in thousands)	\$186,314	\$140,648

8. ACCOUNTS RECEIVABLE

Living Sky School Division No. 202
Notes to the Financial Statements
As at August 31, 2014

All accounts receivable presented in the Statement of Financial Position are net of any valuation allowances for doubtful accounts. Details of account receivable balances and allowances are as follows:

	2014			2013		
	Total Receivables	Valuation Allowance	Net of Allowance	Total Receivables	Valuation Allowance	Net of Allowance
Taxes Receivable	\$ 8,039,679	\$ 247,905	\$ 7,791,774	\$ 9,690,281	\$ 341,407	\$ 9,348,874
Provincial Grants Receivable	1,202,194	-	1,202,194	1,200,125	-	1,200,125
Other Receivables	1,127,551	487,618	639,933	3,400,884	504,063	2,896,821
Total Accounts Receivables	\$10,369,424	\$735,523	\$9,633,901	\$14,291,290	\$845,470	\$13,445,820

9. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

Details of account payable and accrued liabilities are as follows:

	2014	2013
Accrued Salaries and Benefits	\$ 1,132,648	\$ 982,892
Supplier Payments	2,401,825	1,354,779
Total Accounts Payable and Accrued Liabilities	\$ 3,534,473	\$ 2,337,671

10. LONG-TERM DEBT

Details of long-term debt are as follows:

Capital Loan	2014	2013
Innovation Credit Union – loan repayable in annual principal installments of \$100,000 plus interest at 6.00% paid monthly	\$ 400,000	\$ 500,000
Total Long-Term Debt	\$ 400,000	\$ 500,000

Principal repayments over the next 4 years are as follows:	
2015	\$ 100,000
2016	100,000
2017	100,000
2018	100,000
Total	\$ 400,000

Living Sky School Division No. 202
Notes to the Financial Statements
As at August 31, 2014

Principal and interest payments on long-term debt are as follows:		
	2014	2013
Principal	\$ 100,000	\$ 100,000
Interest	26,006	31,966
Total	\$ 126,006	\$ 131,966

11. DEFERRED REVENUE

Details of deferred revenues are as follows:

	Balance as at Aug. 31, 2013	Additions during the Year	Revenue recognized in the Year	Balance as Aug. 31, 2014
Capital Projects:				
Federal capital tuition	\$ 1,111,315	\$ 197,527	\$ -	\$ 1,308,842
Total Capital Projects Deferred Revenue	1,111,315	197,527	-	1,308,842
Other Deferred Revenue:				
Cash Receipts from Municipalities Exceeding Tax Assessments	2,523,006	-	(529,378)	1,993,628
Total Other Deferred Revenue	2,523,006	-	(529,378)	1,993,628
Total Deferred Revenue	\$ 3,634,321	\$ 197,527	\$ (529,378)	\$ 3,302,470

Living Sky School Division No. 202
Notes to the Financial Statements
As at August 31, 2014

12. COMPLEMENTARY SERVICES

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

Following is a summary of the revenue and expenses of the Complementary Services programs operated by the School Division in 2014 and 2013:

Summary of Complementary Services Revenues and Expenses, by Program	Pre-K Programs	Community and Inter-Agency Liaison	Other Programs	2014	2013
Revenue:					
Grants	\$ 880,587	\$ 582,596	\$ 67,001	\$ 1,530,184	\$ 1,233,437
Tuition and Related Fees	-	-	105,303	105,303	34,775
Miscellaneous Revenue	-	-	52,689	52,689	53,147
Total Revenue	\$ 880,587	\$ 582,596	\$ 224,993	\$ 1,688,176	\$ 1,321,359
Expenses:					
Tuition Fees	\$ 7,066	\$ -	\$ -	\$ 7,066	\$ 15,698
Salaries & Benefits	843,002	1,220,738	25,434	2,089,174	2,466,679
Instructional Aids	42,715	-	1,883	44,598	31,755
Supplies and Services	259	-	173,924	174,183	154,889
Non-Capital Equipment	15,917	-	684	16,601	11,749
Communications	-	-	440	440	483
Travel	1,926	-	-	1,926	1,811
Professional Development	667	-	-	667	1525
Student Related Expenses	2,071	-	7,677	9,748	940
Contracted Transportation & Allowances	-	-	11,611	11,611	-
Total Expenses	\$ 913,623	\$ 1,220,738	\$ 221,653	\$ 2,356,014	\$ 2,685,529
Excess (Deficiency) of Revenue over Expenses	\$ (33,036)	\$ (638,142)	\$ 3,340	\$ (667,838)	\$ (1,364,170)

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

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

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

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

Living Sky School Division No. 202
Notes to the Financial Statements
As at August 31, 2014

13. EXTERNAL SERVICES

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

Following is a summary of the revenue and expenses of the External Services programs operated by the School Division in 2014 and 2013:

Summary of External Services Revenues and Expenses, by Program	Cafeteria	Associate Schools *	Other Programs	2014	2013
Revenue:					
Grants	\$ -	\$ 629,501	\$ 20,000	\$ 649,501	\$ 588,427
Sales and Rentals	139,630	-	1,068	140,698	144,647
Total Revenue	\$ 139,630	\$ 629,501	\$ 21,068	\$ 790,199	\$ 733,074
Expenses:					
Salaries & Benefits	\$ 97,540	\$ 534,780	\$ 898	\$ 633,218	\$ 610,593
Supplies and Services	172,479	-	-	172,479	172,863
Building Operating Expenses	-	30,697	6,412	37,109	37,909
Travel	-	-	-	-	-
Professional Development	-	5,521	-	5,521	3,344
Contracted Transportation & Allowances	-	-	148,736	148,736	152,224
Amortization of Tangible Capital Assets	-	-	3,549	3,549	3,549
Tuition	-	58,503	-	58,503	-
Total Expenses	\$ 270,019	\$ 629,501	\$ 159,595	\$ 1,059,115	\$ 980,482
(Deficiency) of Revenue over Expenses	\$ (130,389)	\$ -	\$ (138,527)	\$ (268,916)	\$ (247,408)

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

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

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

Other Programs – are services that have no direct link to the K-12 program and include staff residences and extra-curricular transportation.

Living Sky School Division No. 202
Notes to the Financial Statements
As at August 31, 2014

Summary of Associate School Revenues and Expenses - Details by School	Heritage Christian School	Meadow Lake Christian Academy	2014	2013
Revenue:				
Operating Grants	\$ 424,158	\$ 205,343	\$ 629,501	\$ 567,427
Total Revenue	\$ 424,158	\$ 205,343	\$ 629,501	\$ 567,427
Expenses:				
Salaries & Benefits	\$ 397,138	\$ 137,642	\$ 534,780	\$ 508,295
Building Operating Expenses	30,697	-	30,697	28,670
Professional Development	5,514	7	5,521	3,244
Tuition	(9,191)	67,694	58,503	-
Total Expenses	\$ 424,158	\$ 205,343	\$ 629,501	\$ 540,209
Excess of Revenue over Expenses	\$ -	\$ -	\$ -	\$ 27,218

Living Sky School Division No. 202
Notes to the Financial Statements
As at August 31, 2014

14. ACCUMULATED SURPLUS

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

Certain amounts of the Accumulated Surplus from operations, as approved by the Board of Education, have been designated for specific future purposes. These internally restricted amounts are included in the Accumulated Surplus from operations presented in the Statement of Financial Position. The School Division does not maintain separate bank accounts for the internally restricted amounts.

Details of accumulated surplus from operations are as follows:

	August 31 2013	Additions during the year	Reductions during the year	August 31 2014
Invested in Tangible Capital Assets:				
Net Book Value of Tangible Capital Assets	\$ 39,938,952	\$ 4,699,479	\$ (3,341,151)	\$ 41,297,280
Less: Debt owing on Tangible Capital Assets	(500,000)	-	100,000	(400,000)
	39,438,952	4,699,479	(3,241,151)	40,897,280
PMR maintenance project allocations (1)	-	870,051	-	870,051
Internally Restricted Surplus:				
Capital projects:				
Designated for tangible capital asset expenditures	11,400	-	-	11,400
	11,400	-	-	11,400
Other:				
School generated funds	773,882	-	(8,770)	765,112
Scholarship funds	185,691	-	(3,800)	181,891
Other - Tax Loss Compensations	3,819,650	-	-	3,819,650
Other - Future Expenditures	2,525,425	-	(3,024,764)	(499,339)
Other - Bus Replacement	163,728	-	-	163,728
	7,468,376	-	(3,037,334)	4,431,042
Unrestricted Surplus	16,395,748	-	-	16,395,748
Total Accumulated Surplus from Operations	\$ 63,314,476	\$ 5,569,530	\$ (6,278,485)	\$ 62,605,521

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

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

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

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

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

Future Expenditure – the amount for future capital expenditures.

Bus Replacement – the amount for bus replacements.

Living Sky School Division No. 202
Notes to the Financial Statements
As at August 31, 2014

15. BUDGET FIGURES

Budget figures included in the financial statements were approved by the Board of Education on June 12, 2013, and the Minister of Education on August 23, 2013.

16. RELATED PARTIES

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

Related Party Transactions:

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

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

	2014	2013
Revenues:		
<i>Ministry of Education</i>	\$ 42,956,342	\$ 45,739,299
<i>Sask Workers' Compensation Board</i>	18,278	53,674
<i>Light of Christ School Division No. 16</i>	76,178	21,952
<i>North West Regional College</i>	212,756	222,468
<i>Saskatchewan Rivers School Division No. 119</i>	70,000	56,742
<i>SGI</i>	127,300	258,889
<i>Ministry of Finance</i>	-	1,654
<i>Sask Arts Board</i>	27,955	43,000
<i>Sask Culture</i>	6,250	-
<i>Conseil Scolaire</i>	14,023	11,255
<i>Other</i>	4,100	1,000
	\$ 43,513,182	\$ 46,409,933

Living Sky School Division No. 202
Notes to the Financial Statements
As at August 31, 2014

	2014	2013
Expenses:		
<i>Good Spirit School Division No. 204</i>	\$ 15,920	\$ 21,239
<i>Light of Christ School Division No. 16</i>	25,572	20,000
<i>Ministry of Finance</i>	35,114	3,703
<i>North West Regional College</i>	232,072	129,590
<i>Prairie Spirit School Division No. 206</i>	3,139	-
<i>Saskatoon School Division No. 13</i>	3,500	2,895
<i>St. Paul's R.C.S.S.D. No. 20</i>	13,500	20,000
<i>South East Cornerstone School Division No. 209</i>	4,000	-
<i>Western Development Museum</i>	11,762	3,208
<i>Sask Tel</i>	275,621	267,950
<i>SGL Auto Fund</i>	71,954	70,566
<i>Sask Energy</i>	904,556	719,817
<i>Sask Power Corp</i>	1,004,863	882,969
<i>Sask Workers' Compensation Board</i>	177,796	131,152
<i>Sun West School Division No. 207</i>	32,875	24,000
<i>Regina School Division No. 4</i>	-	415
<i>Other</i>	6,566	5,275
	\$ 2,818,810	\$ 2,302,779
Accounts Receivable:		
<i>Ministry of Education</i>	\$ 1,202,194	\$ 1,200,125
<i>Light of Christ School Division No. 16</i>	52,055	10,657
<i>North West Regional College</i>	76,423	20,968
<i>Saskatchewan Rivers School Division No. 119</i>	42,000	-
	\$ 1,372,672	\$ 1,231,750
Tangible Capital Asset Additions:		
<i>Sask Tel</i>	\$ 404,641	\$ 294,510
	\$ 404,641	\$ 294,510
Accounts Payable and Accrued Liabilities:		
<i>Light of Christ School Division No. 16</i>	\$ 20,000	\$ -
<i>Sask Energy</i>	-	286
<i>Sask Power Corp</i>	29,392	5,046
<i>Sask Tel</i>	5,185	2,099
<i>Sun West School Division No. 207</i>	-	500
<i>Other</i>	81	-
	\$ 54,658	\$ 7,931

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

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

Living Sky School Division No. 202
Notes to the Financial Statements
As at August 31, 2014

17. CONTRACTUAL OBLIGATIONS AND COMMITMENTS

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

- Operating lease obligations, as follows:

	Operating Leases	
	Copier Lease	Total Operating
Future minimum lease payments:		
2015	\$ 172,936	\$ 172,936
2016	172,936	172,936
2017	172,936	172,936
2018	172,936	172,936
2019	172,936	172,936
Total Lease Obligations	\$ 864,680	\$ 864,680

18. ACCOUNTING CHANGES

PS 3260 Liability for Contaminated Sites

On September 1, 2013, the School Division adopted the new PS3260 Liability for Contaminated Sites standard. This section establishes standards on how to account for and report a liability associated with the remediation of contaminated sites. Contaminated sites are a result of contamination being introduced into air, soil, water or sediment of a chemical, organic or radioactive material or live organism that exceeds the maximum acceptable concentrations under an environmental standard. A liability for remediation of contaminated sites is recognized when all of the following criteria are met:

- an environmental standard exists;
- contamination exceeds the environmental standard;
- the School Division:
 - directly responsible; or
 - accepts responsibility
- the School Division expects that future economic benefits will be given up; and
- a reasonable estimate of the amount can be made.

The adoption of the new PS3260 standard has not resulted in any changes to the measurement and recognition of liabilities in the School Division's 2014 financial statements.

19. COMPARATIVE INFORMATION

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

Living Sky School Division No. 202
Notes to the Financial Statements
As at August 31, 2014

20. RISK MANAGEMENT

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

(i) Credit Risk

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

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

The aging of other accounts receivable at August 31, 2014 and August 31, 2013 was:

	August 31, 2014		August 31, 2013	
	Accounts Receivable	Allowance for Doubtful Accounts	Accounts Receivable	Allowance for Doubtful Accounts
Current	\$ 543,705	\$ -	\$ 405,878	\$ -
30-60 days	1,200	-	478	-
60-90 days	-	-	675	-
Over 90 days	582,646	(487,618)	2,993,853	(504,063)
Total	\$ 1,127,551	\$ (487,618)	\$ 3,400,884	\$ (504,063)
Net		\$ 639,933		\$ 2,896,821

(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:

	Within 6 months	6 months to 1 year	1 to 5 years	> 5 years
Accounts payable and accrued liabilities	\$ 1,995,746	\$ 1,538,727	\$ -	\$ -
Long-term debt	-	100,000	300,000	-
Total	\$ 1,995,746	\$ 1,638,727	\$ 300,000	\$ -

Living Sky School Division No. 202
Notes to the Financial Statements
As at August 31, 2014

(iii) Market Risk:

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

(a) Interest Rate Risk:

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market interest rates. The School Division's interest rate exposure relates to cash and cash equivalents, and portfolio investments. The School Division also has an authorized bank line of credit of \$10 million with interest payable monthly at a rate of prime less 0.50%. Changes in the bank's prime rate can cause fluctuation in interest payments and cash flows. There was no balance outstanding on this credit facility as of August 31, 2014.

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.

(b) Foreign Currency Risk:

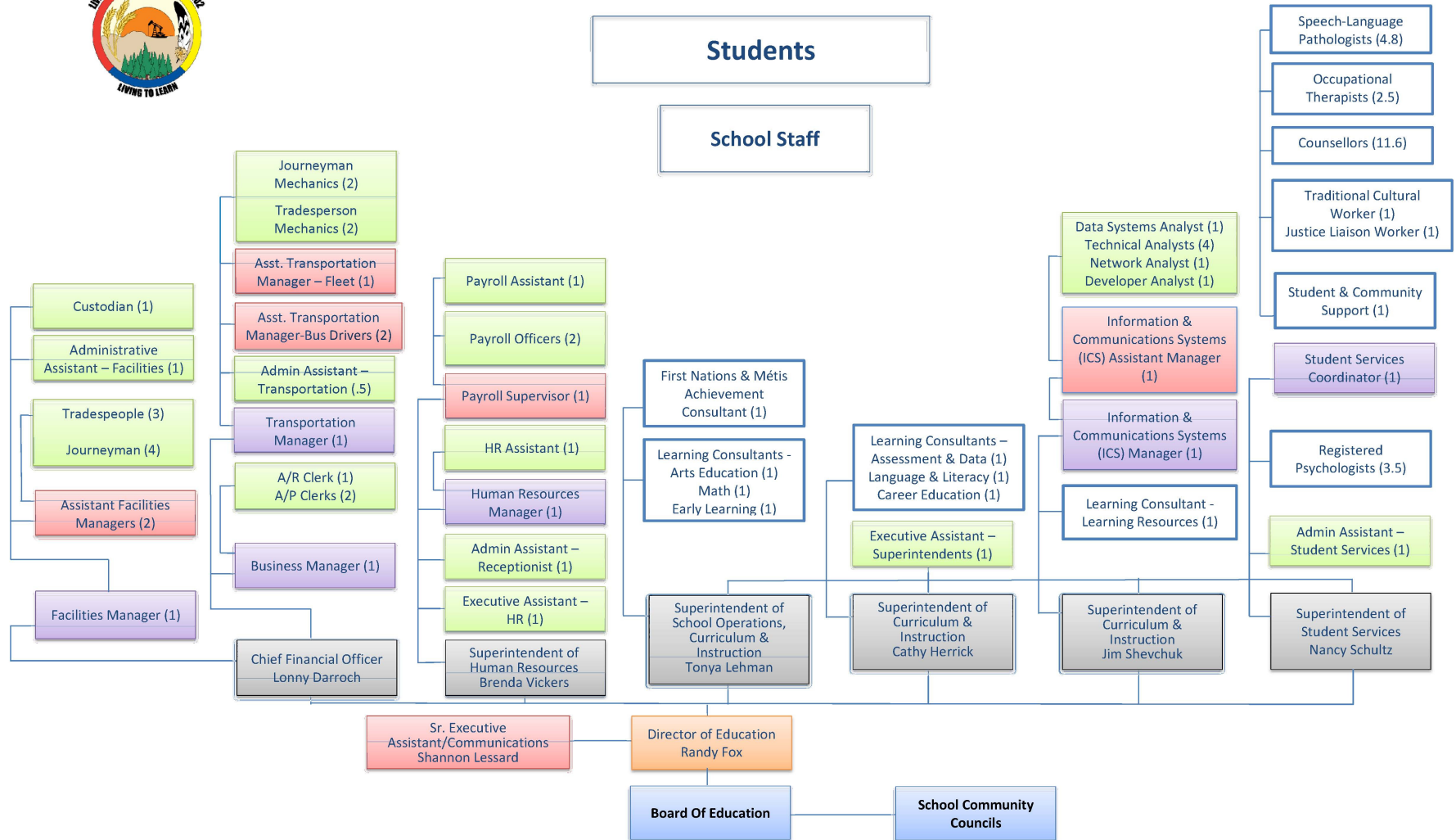
Foreign currency risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in foreign exchange rates. The School Division is exposed to currency risk on purchases denominated in U.S. dollars for which the related accounts payable balances are subject to exchange rate fluctuations; however, this risk is minimal as the School Division does not make a significant amount of purchases denominated on a foreign currency. The School Division did not have any financial instruments denominated in foreign currency outstanding at August 31, 2014 or August 31,

Appendix B: Organizational Chart

Living Sky School Division – August 31, 2014



Living Sky School Division No. 202
2013-14 Organizational Chart – August 31, 2014



Appendix C: School List

There are 25 schools in Living Sky School Division located in 15 communities:

Schools	Grades	Location	Year Built
Leoville Central School	K-12	Leoville	1963, 1967, 1973
Hartley Clark Elementary School	K-6	Spiritwood	1968, 1980
Spiritwood High School	7-12	Spiritwood	1963
Medstead Central School	K-12	Medstead	1940, 1960, 1970
Hafford Central School	K-12	Hafford	1958, 1964
Maymont Central School	K-12	Maymont	1996
Cando Community School	PreK-12	Cando	1965, 1967, 1993, 1995, 2000
Norman Carter Elementary School	K-6	Wilkie	1961, 1971, 1982
McLurg High School	7-12	Wilkie	1976
Cut Knife Elementary School	K-6	Cut Knife	1957
Cut Knife High School	7-12	Cut Knife	1957, 1965, 1973, 1981
Unity Public School	PreK-6	Unity	1958, 1978, 1980
Unity Composite High School	7-12	Unity	1950, 1978, 1980
Macklin School	PreK-12	Macklin	1965, 1980, 1984, 1997, 2001, 2007
Major School	K-12	Major	1927, 1987
Kerrobert Composite School	K-12	Kerrobert	1965, 1990
Luseland	K-12	Luseland	1960, 1984
Battleford Central School	PreK-8	Battleford	1987
St. Vital Catholic School	PreK-8	Battleford	1961
Bready Elementary School	K-8	North Battleford	1960, 1981, 1982, 1984
Connaught Community School	PreK-8	North Battleford	1988
Lawrence Elementary School	PreK-8	North Battleford	1969
Manacowin/Phoenix	Ungraded	North Battleford	1969
McKitrick Community School	PreK-8	North Battleford	1965
North Battleford Comprehensive High School	9-12	North Battleford	1968, 1974

Note: Living Sky School Division also has three Hutterite Colony Schools (Hillsvale Colony, Lakeview Colony, and Scott Colony) and two Associate Schools (Heritage Christian School and Meadow Lake Christian Academy).

Appendix D: Payee List – 2013-14

Living Sky School Division Payee Disclosure List for the Fiscal Year September 1, 2013 to August 31, 2014

Board Remuneration and Personal Services Lists are available upon request.

Transfers

Listed by program, are transfers to recipients who received a total of \$50,000 or more.

North West Regional College 232,072

Supplier Payments

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

Apple Canada Inc	66,851	LV Schell Construction	408,336
Associated Engineering (Sask.)	70,354	Marsh Canada Limited	351,570
B & C Combres	193,753	Millsap Fuel Distributors	54,753
Battlefords & District Co-op	260,791	Nelson Education Ltd.	51,051
Bee-J's Stationers Inc.	186,576	Northern Grocers Inc.	73,061
Bersch & Associates Ltd.	140,346	Open Door Technology	186,681
Blue Imp	65,536	Parkland Farm Equipment	65,550
Bus Sales Of Saskatoon Ltd.	655,705	Pearson Canada Inc. T46254	153,898
Chevne's Plumbing & Heating	86,805	Pinnacle Distribution Inc.	258,201
City Of North Battleford	203,128	R & D Drywall Inc.	71,028
Concentra Financial	132,290	R B M Architecture	98,598
Connaught Community School	139,454	Rack Petroleum Ltd.	77,310
Cormode & Dickson	281,514	RMIS	67,041
D.I.G. Ventures	132,660	SaskEnergy	904,556
De Lage Landen Financial Serv	126,575	SaskPower Corp	1,001,313
Dell Canada Inc.	839,015	SaskTel	680,262
Delta Co-op Association Ltd	251,841	Scholantis Learning	64,473
Enhance Driver Education	102,479	Scott Campbell Dodge Ltd.	100,171
Epp & Sons	71,815	S&I Auto Fund Division	71,540
FACT Computers	188,979	Sharp's Audio Visual	53,382
FirstCanada ULC	1,763,870	Shutra, Brian & Charlene	61,178
Flvnn Canada Ltd.	235,188	Southland	715,916
Fountain Tire	77,794	Spiritwood & District Co-op	135,540
iboss Network Security	61,788	Suncor Energy Products	66,742
Janna Electric Ltd.	54,476	Sysco Serca Food Services	172,664
Lesmeister Construction Ltd.	433,070	Toshiba Business Solutions	184,041
		Trevor's Driving School	115,420
		Unity Truck & Auto Service Ltd	63,968

Appendix E: Infrastructure Projects – 2013-14

Building	Project	Details	2013-14 Cost
McKittrick Community School	Pre-Kindergarten Relocation	-renovate to move Pre-Kindergarten program	\$92,195
Leoville School	Roof Project	-roof section 4 replacement	\$423,383
Connaught Community School	Sprinkler Replacement	-replace dry sprinkler system	\$35,207
North Battleford Comprehensive High School	Integration - Phase I	-renovate to allow for the integration of grades 7 and 8 into the school to alleviate crowding at elementary schools	\$388,604
Connaught Community School	Roof Project	-replace roof on relocatable classrooms	\$573,189
North Battleford Comprehensive High School	Integration – Phase II	-renovate to create a 2 nd gymnasium and improve PAA shops to allow for integration of grades 7 and 8 into the school	\$869,618