



**Saskatchewan Rivers School  
Division No. 119**

**2014-15 Annual Report**

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An electronic copy of this report is available at

(<http://www.srsd119.ca/publicationsfiles/Annual%20Reports/Annual%20Report%2014-2015final.pdf>)

## Letter of Transmittal

Honourable Don Morgan  
Minister of Education

Dear Minister Morgan:

The Board of Education of Saskatchewan Rivers School Division No. 119 is pleased to provide you and the residents of the school division with the 2014-15 annual report. This report outlines activities and accomplishments of the school division and provides audited financial statements for the fiscal year September 1, 2014 to August 31, 2015.

Respectfully submitted



*Barry Hollick*  
*Board Chair*



## **Introduction**

This annual report provides an overview of Saskatchewan Rivers Public School Division's activities and accomplishments for the 2014-15 school year.

This report presents a snapshot of the division, its governance structures, students, staff, programs, and facilities. In addition to detailing the School Division's activities and performance, this report outlines how the Division is implementing its strategic plan, provides a report from management endorsing the 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.

# School Division Profile

## About Us

As a public school division, we welcome students of all faiths and backgrounds. The maps on this page illustrate that our 32 schools and nearly 9,000 students are located in the City of Prince Albert, as well as in rural areas in all four directions from the city. Approximately half of our students declare First Nations and Métis ancestry.

We take great pride in the range of programs we offer our students, in the relationships we have with families and in the many ways we work with other agencies in the community, all on behalf of what's in the best interests of students. We are also very proud of our staff, and commend them for responding to the educational needs of our students.

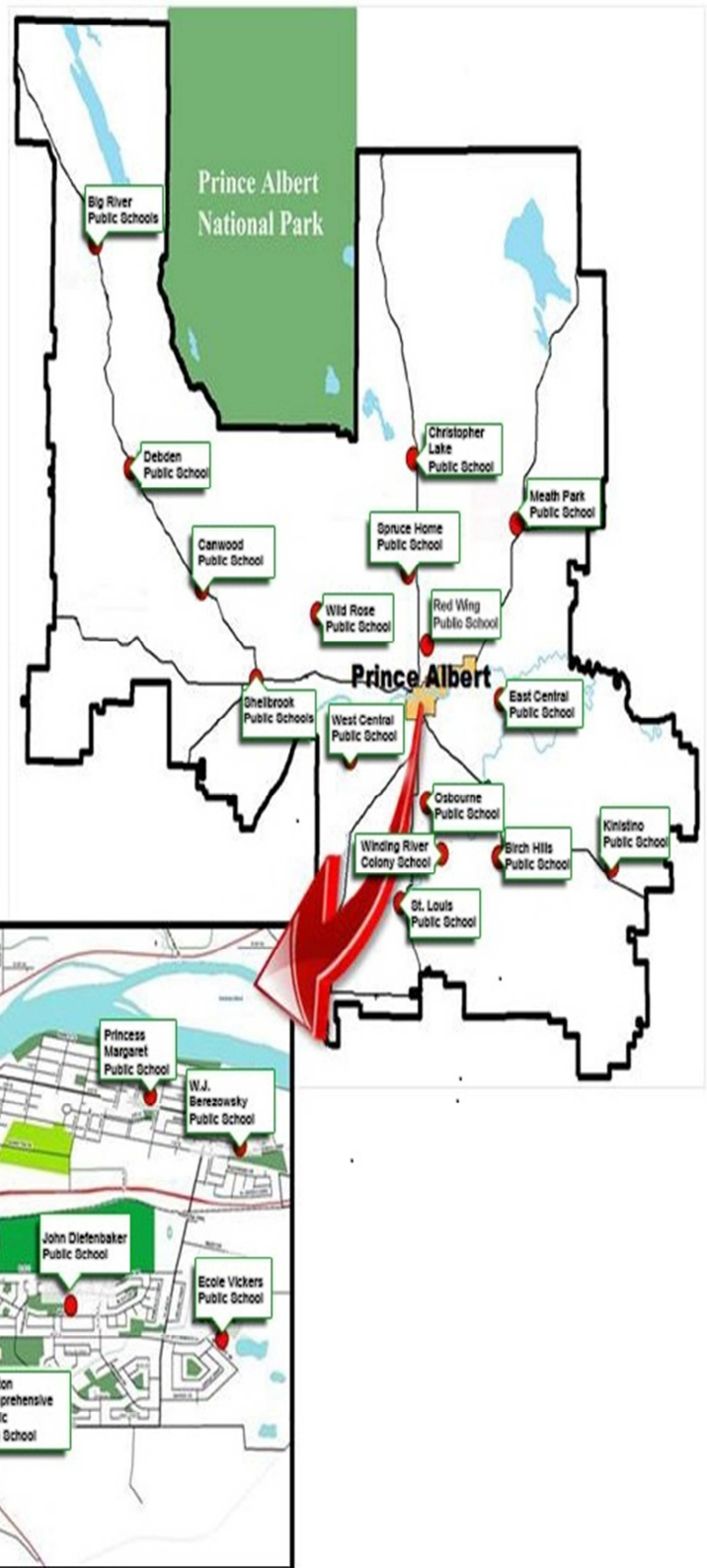


Figure 1: Location of Saskatchewan Rivers Public School Division/Schools

## **Division Philosophical Foundation**

### **Our Mission**

The mission of the Saskatchewan Rivers School Division is to strive for excellence in education and to seek to maximize each child's unique learning ability.

### **Our Motto:**

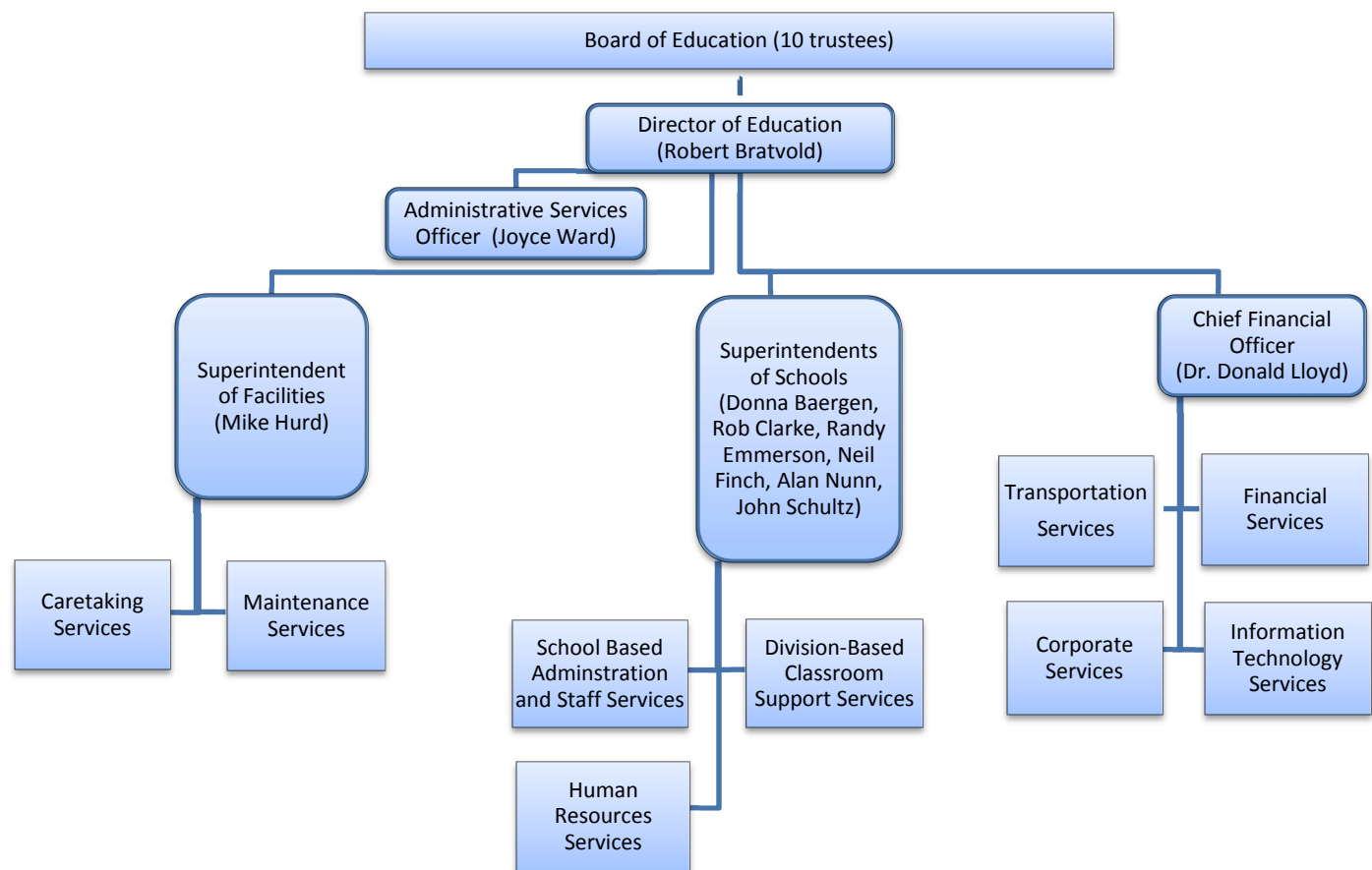
Excellence for Every Learner

### **Our Educational Beliefs:**

Saskatchewan Rivers Schools are committed to providing quality education for all students as exemplified by the school division motto "*Excellence for Every Learner*". The work of the school division is driven by our core commitments and by several areas of action for each. For a full explanation of the Boards core beliefs and priorities please see the full document available at <http://www.srsd119.ca/boardpolicyfiles/SRPSD%20Policy%20Handbook%20Sept%202015/P1-FoundationStatements.pdf>.



## Division Organizational Chart



## School List

School	Grades	Location
Arthur Pechey Public School	K-8	Prince Albert, SK
Big River Public High School	7-12	Big River, SK
Birch Hills Public School	K-12	Birch Hills, SK
Canwood Public School	PreK-12	Canwood, SK
Carlton Comprehensive Public High School	9-12	Prince Albert, SK
Christopher Lake Public School	K-8	Christopher Lake, SK
Debden Public School	K-12	Debden, SK
East Central Public School	K-8	Rural Prince Albert, SK
École Vickers Public School	K-8	Prince Albert, SK
John Diefenbaker Public School	PreK-8	Prince Albert, SK
King George Public School	PreK-8	Prince Albert, SK
Kinistino Public School	PreK-12	Kinistino, SK
Meath Park Public School	K-12	Meath Park, SK
Osborne Public School	K-8	Rural Prince Albert, SK
P.A.C.I.	9-12	Prince Albert, SK
Princess Margaret Public School	PreK-8	Prince Albert, SK
Queen Mary Public School	PreK-8	Prince Albert, SK
Red Wing Public School	K-8	Rural Prince Albert, SK
Riverside Public School	PreK-8	Prince Albert, SK
Shellbrook Public School	PreK-5	Shellbrook, SK
Spruce Home Public School	K-8	Spruce Home, SK
St. Louis Public School	PreK-12	St. Louis, SK
T.D. Michel Public School	PreK-6	Big River, SK
Vincent Massey Public School	PreK-8	Prince Albert, SK
Wesmor Public High School	9-12	Prince Albert, SK
West Central Public School	K-8	Rural Prince Albert, SK
Westview Public School	PreK-8	Prince Albert, SK
Wild Rose Public School	K-8	Wild Rose, SK
Winding River Colony School	K-8	Rural Birch Hills, SK
W.J. Berezowsky Public School	PreK-8	Prince Albert, SK
W.P. Sandin Public High School	6-12	Shellbrook, SK
Won Ska Cultural Public School	9-12	Prince Albert, SK

## **Program Overview**

Saskatchewan Rivers Public School Division provides educational opportunities for a very diverse student population. In order to provide the best education possible for all students, the division offers a wide range of programs in its many urban and rural schools. The provincially-mandated core curricula, broad areas of learning and cross-curricular competencies are central to all our programs. Classroom instruction is designed to incorporate the adaptive dimension, differentiated instruction, and First Nations and Métis content, perspectives and ways of knowing. Over half of our student population is of First Nations and Métis ancestry and we have a growing number of New Canadians in our division as well. We offer a wide range of programs to respond to our students' needs.

## **Student Support Services**

Student Support Services (SSS) provides a variety of supports to schools, students, and staff through inter-professional collaborative teams. Teams include SSS consultants, psychologists, speech language pathologists, occupational therapists, educational support teachers, social workers, and outreach workers.

## **Alternate Programs**

Special educators in our alternate programs provide strength-based support and opportunities that structure learning success for our most at risk students. Students who attend alternate programs may be experiencing significant emotional, behavioural, cognitive, sensory, or physical challenges that require individual programming, community supports, and personal care that extend beyond the regular classroom. Children and youth who attend alternate programs are integral members of their school learning community and participate in regular classroom and school-wide opportunities that appropriately support their learning success.

## **Prekindergarten Programs**

SRPSD has 24 Prekindergarten programs located in 13 schools. Prekindergarten programs focus on play and exploration and the healthy development of the whole child. Because Prekindergarten is a prevention and early intervention program, priority is given to three and four year old children who are at risk or most vulnerable. Teams of Prekindergarten educators work together with families to foster positive relationships that promote shared responsibility for children's learning and development.

## **Newcomers and English as an Additional Language**

In recent years, the schools in Saskatchewan Rivers Public School Division (SRPSD) have welcomed many students who are newcomers from other parts of the world. To support newcomers with a smooth transition into the school system, a division-wide protocol outlines

information, processes, and strategies for school personnel to consider while planning ways to respond to the strengths and challenges of individual students. To determine language proficiency levels and enhance school-based learning support, the protocol provides schools with guidelines for accessing the expertise of a Student Support Services consultant, an EAL coach, and elementary EAL teachers. Also, the protocol makes provision for high school students to take classes through SRSPDs secondary EAL program located in Carlton Comprehensive High School.

In addition to academic support, EAL educators work with Student Support Services (SSS) personnel and Settlement Workers in Schools (SWIS) to ensure that students and families have access to the physical, social, and emotional supports required for transitioning into a new culture. SRPSD continuously collaborates with Settlement Services in Prince Albert to ease and streamline school entry processes for newcomers.

## **Engagement/Learning Opportunities**

The 2014-15 school year was full of outstanding learning opportunities for students. The Board provided consistent, student centered and transparent leadership in setting vision and monitoring progress. Administration and staff worked diligently to make our shared vision a reality in many areas. Some of those accomplishments include:

**First Nations and Métis Student Success** has become more frequent and persistent in the last number of years. Our mentor program has been a significant contributor to our First Nations Métis (FNM) student's success as each adult mentor supports a cohort of vulnerable FNM students and assists them in overcoming the barriers to their success. We are also very proud of the safe, supportive but academically robust learning environment that encourages vulnerable FNM students to persist in their schooling until graduation. Our five year persistence to graduate rate leads the province at 63%!

**Student Engagement** is a key determinant to student success. Our division was an early adopter of the *Tell Them From Me* (TTFM) program in all our schools. In 2014-15, the results were very positive across the division and have been incorporated into school learning plans for the upcoming year. Investment in student engagement as a strategy to enhance student achievement is beginning to pay dividends. All of our schools proudly post the results of TTFM in prominent locations throughout their schools so community members can readily see what our students have to say about their educational and life experiences.

SRPSD Board of Education leads the province in hearing from students. Trustees learned about student voice at a national convention. The Board then decided to bring the program to life in Saskatchewan Rivers. Grade 12 SRPSD student SRSC President Arynne Spencer of Kinistino had this to say about SRSC, “I think it is very important for students’ voices to be heard at the Board level”. SRSC has a long term goal of getting a rural and urban student representative to the Board table.

SRSC has had an action-packed year including running student elections, presenting to the Board of Education, representing SRPSD at the Canadian School Boards Association Annual Conference in Saskatoon, developing their constitution, creating awareness through their Facebook page and developing Power Points.

Trustees Barry Hollick, Jaimie Smith-Windsor and Rodney Thomson have been instrumental in supporting the SRSC this year. They have a role of listening to the students, but allowing the autonomy for them to develop their own ideas.

It has been a busy and productive year for Saskatchewan Rivers Students for Change...the future.

**Student Achievement** continues to be a primary focus of our efforts and a source for celebration. Our high school Average Final Marks continues to compare very favorably with provincial averages and our elementary achievement as measured by internal instruments is strong in several areas. The increased provincial messaging around assessment and reporting of student achievement has caused some anxiety within the division and some review of our processes, but it remains a focal point of all that we do and results are showing the effects of that focus.

## **Strategic Direction and Reporting**

### **Introduction of the Education Sector Strategic Plan**

Saskatchewan’s PreK-12 education sector has undergone a significant shift in strategic planning. Throughout 2013-14, provincial school divisions and the Ministry of Education collaboratively developed an Education Sector Strategic Plan (ESSP) for 2014-2020. The ESSP aligns the work of all school divisions and the Ministry of Education. The plan was developed using a new planning methodology that integrated priority identification; strategic planning; performance measurement, reporting and review; and, course correction to achieve outcomes. The ESSP identified two one-year, short term priority areas, and five two-to-five year priority areas. The plan is expected to shape a new direction in education for the benefit of all Saskatchewan students. Saskatchewan Rivers School Division’s Board of Education approved the strategic plan in 2014, along with the Government of Saskatchewan.

The first cycle of the ESSP was deployed in 2014-15.

## Enduring Strategies

As a part of the ESSP, education sector leaders developed enduring strategies. Enduring strategies are an expression of the core beliefs of the education sector. The enduring strategies support a Student First approach by placing the student front and centre and ensuring all students in Saskatchewan have the education and skills needed to succeed when they graduate from high school.

The Enduring Strategies include:

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

## 2014-15 One Year Priorities

**ESSP One Year Priority Area: *In partnership with First Nations and Métis stakeholders, develop a First Nations and Métis student achievement initiative.***

### **2014-15 ESSP Actions for the One Year Priority**

Actions within this priority area include the establishment of an action research model to inform teachers' professional development in culturally responsive pedagogy, the development of a centralized assessment management and delivery system to measure, track and report student growth, and the development and implementation of data-sharing protocols that facilitate transition plans for students moving through and between systems.

### **2014-15 School Division Goals and Actions for the One Year Priority**

As a strong contributor and supporter of this initiative, Saskatchewan Rivers' Wesmor Public High school was nominated and chosen as a field test site for the Following Their Voices initiative. Although the program began in mid-year, the principal, staff and students indicated some very promising results.

In addition to the Division support of Wesmor in the implementation of the program, Saskatchewan Rivers also continues to develop its strong mentorship program, enhance its use of disaggregated data and promote the success of First Nations and Metis students.

Our Mentorship Program is supported provincially by the Ministry of Education via the First Nation and Metis Education Fund (FNMEAF) and the Invitational Shared Services Initiative (ISSI). Our leadership team includes members from the Ministry of Education and First Nation. We have established meetings, agenda, reporting and financial requirements to ensure successful program delivery.

We have been the lead accountable partner and in hiring First Nation mentors to provide support for students and teachers at all partnering locations either in the SRPSD or on First Nations.

The Mentor Program has key focus on graduation but also on the transition to high school from partnering schools and transition beyond high school. Students are placed in cohorts to assist in identifying engagement levels and concerns. High school teachers will be provided imbedded professional development from a mentor teacher. Mentors and consultant work with student mentorship groups and provide appropriate on and off site learning opportunities.

Our data had been very promising and on average in the past three years over 60% of all the students in the Mentor Program have graduated on time. This has sparked provincial interest and we will be presenting at an upcoming Ministry of Education workshop so that others in the province can learn from our success!

The program is currently staffed by SRPSD Employees and on a daily /weekly basis report to the principals of their schools. The mentors also update and request guidance from the Aboriginal Consultant and Superintendent responsible for Partnerships.

Each month the mentors collect data on their mentees; attendance, relationships with others, participation in school activities, credit attainment, and on track to graduate.

**ESSP One Year Priority Area: *Identify and implement a unified set of provincial high impact reading assessment, instruction, and intervention strategies in 2014-15.***

#### **2014-15 ESSP Actions for the One Year Priority**

Actions within this priority area include the collection of Grade 3 reading levels for all students in Saskatchewan, the development of a sector reading strategy, and the creation of provincial and school division primary grade reading literacy teams.

#### **2014-15 School Division Goals and Actions for One Year Priority**

Saskatchewan Rivers implements a number of programs and activities to support the implementation of high impact literacy strategies. We have programs like an early literacy screen and intervention, reading tutors in the classroom, peer coaching and many others. Three will be mentioned: First is the strong professional development support for the use of research proven strategies in instruction, assessment and

intervention. The division supports numerous workshops for teachers with regular in-classroom follow-up support provided by division-based and school based staff.

A second action the division has taken is the direct involvement of several of our key personnel in the development of the Saskatchewan Reads document. Our staff helped to research, develop and refine that document that is the result of this priority. Finally, our division expects and supports the focus on literacy in all that we do. As part of our commitment to student achievement our focus on literacy is clear in our summary: <http://www.srsd119.ca/directorofedfiles/SRPSDonepagealignment15-16.pdf>

## **2014-15 Two to Five Year Priorities**

**ESSP Two to Five Year Priority Area: *By June 2020, 80% of students will be at grade level or above in reading, writing, and math.***

### **2014-15 ESSP Actions for the Two to Five Year Priority**

Actions within this priority area include the purchase of a provincial data system to track student achievement, the development of an instructional practices model for reading, writing, and math, the development of a job-embedded professional learning model, and the development and implementation of division-based common math assessments.

### **2014-15 ESSP Improvement Targets for the Two to Five Year Priority**

*By June 2015, at least 78% of Grade 3 students will be reading at or above grade level.*

*By June 2018, 80% of Grades 5 and 8 students will be proficient on identified numeracy outcomes on the provincial math assessment.*

*By June 2020, at least 80% of Grades 4, 7, and 10 students will be proficient on the provincial writing assessment.*

### **2014-15 School Division Goals and Actions for the Two to Five Year Priority**

The divisions 2014-2017 strategic plan includes this as an academic achievement goal: *Our students will experience high quality differentiated instruction, informed by authentic assessment practices, that results in significant academic, personal and social growth and achievement.* The plan is available here: at the following link:

<http://www.srsd119.ca/publicationsfiles/SRPSD%20Strategic%20Plan%202014-2017.pdf>

Within that plan there are a number of strategies that the board has directed the administration and staff to deploy and several measures that the division monitors and reports to the Board and the public. The key actions in 2014-15 include:

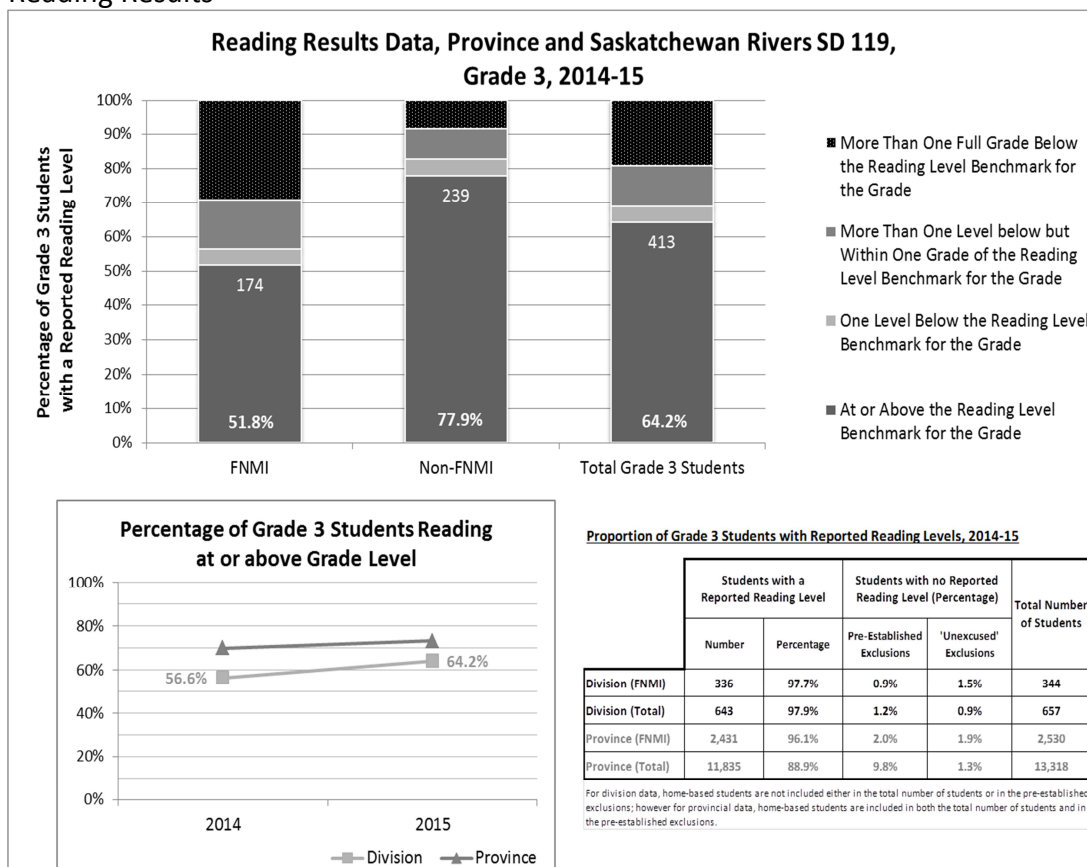
- Enhanced our Early Literacy Initiative to train and support all Gr. 1-3 teachers in reading strategies



- Trained and deployed Reading tutors in selected schools based on reading data
- Expanded to all schools the school-based, job-embedded coaches with Sticky Teams to support classroom teachers in using high-impact strategies and the use of data to inform instruction
- Provided targeted, relevant and timely professional development aligned to ESSP and Division goals that is outlined in our initiatives calendar:  
[http://www.srsd119.ca/departments/teacherinformation/ILD/Supporting%20Documents/2015\\_2016InitiativesCalendar.pdf](http://www.srsd119.ca/departments/teacherinformation/ILD/Supporting%20Documents/2015_2016InitiativesCalendar.pdf)
- Renewed our focus on eIIP academic goals as part of our Student Support Services renewal to respond to recommendations in an external review.
- Piloted a smooth transitions initiatives to ensure more effective transitions and information sharing processes between our schools and between our system and other school divisions and First Nations educational organizations.
- Implemented a pilot to minimize the effects of student transiency by providing a structured “soft landing” in schools whose students experience significant transience, as well as providing transportation where possible to the students’ original school to prevent learning disruptions.
- Provided staff growth and supervision through the use of goal-aligned professional growth plans.

## Measures

### Reading Results



#### Note:

Reading level groupings are based on provincially developed benchmarks. The percentages of students in each of the reading level groupings were found using the number of students with reported reading levels as the denominator in the calculations. Students who were excluded or who did not participate in the reading assessment were not included in the denominator for these calculations.

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

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

Source: Ministry of Education, Student Data System (Data run on Nov 5, 2015).

The Grade 3 Reading Data displayed indicates a need for continued efforts of intervention and instructional enhancement. The introduction of both of these occurred during the 2014-15 school year with the initial foray in to employment of reading tutors and the revealing and initiation of schools in the excellent strategies outlined in the Saskatchewan Reads document produced by the Provincial Reading Team. (RE as of Nov 18).

**ESSP Two to Five Year Priority Area: *By June 2020, collaboration between First Nations and Métis and non- First Nations and Métis partners will result in significant improvement in First Nations and Métis achievement and graduation rates.***

**2014-15 ESSP Actions for the Two to Five Year Priority**

Actions within this priority area include the engagement of First Nations and Métis leaders to develop partnerships and plans to increase student achievement and graduation rates, the identification or development of instruments to measure student progress, the facilitation of student transition plans, and the development of First Nations language programming.

**2014-15 ESSP Improvement Target for the Two to Five Year Priority**

*Achieve an increase \*\*% increase in the First Nations and Métis graduation rate per year.*

**2014-15 School Division Goals and Actions for the Two to Five Year Priority**

The school division's goal is to increase its FNM graduation rate by at least 4% per year. A part of our work to support the ESSP, our Division participates in Invitational Shared Service Initiatives with a tribal council and three First Nations. We also align the work of the First Nations and Metis Educational Achievement plan primarily with the ESSP priority to improve FNM graduation rates. It would be impossible to identify all the actions taken within the parameters of this annual report but a few of the key actions in 2014-15 include:

- Participated in the development, piloting and refinement of the Following Their Voices Initiative.
- Trained mentors and staff in mentorship strategies and tools
- Identified 100 vulnerable FNM students in three urban high schools and assigned a mentor to work with those students
- Tracked the progress of mentored students using a rubric and 4 point scale in 5 areas: attendance, relationships, participation, credit attainment, and on/off track to graduate. (74% of this vulnerable cohort graduated in June 2015)
- Planned and hosted pipe ceremony, round dance and feast along with other celebrations and cultural events
- Refined the Invitational Shared Services Initiative (ISSI) Project Plan between SRPSD and Muskoday First Nation/One Arrow First Nation/Saskatoon Tribal Council and Wahpeton Dakota First Nation.
- Defined job qualifications, advertised, and hired Graduation Mentor Coaches in collaboration with Muskoday First Nation/One Arrow First Nation/STC.

- Provided funding to support a Community Mobilization Educational Representative who connects students and families in crisis with community agencies and government services.
- Promoted student participation in sports, cultural, and social activities.

Only three years ago, the Division signed an historic agreement with Muskoday First Nation. In 2014-15 the division developed several documents to support that partnership which provided direction and support to implement a wide array of actions in 2014-15 related to FNM student engagement and success across the division. The 2014-15 year saw many direct student to student contacts between Muskoday and Birch Hills. At the same time there were staff to staff contacts either as groups or individuals planning opportunities for partnership work. The working group generated many contacts as the partnership work has actualized. Just a few examples included:

- Student Support Services Department with Superintendent Baergen met with Muskoday staff to review transition plans for Muskoday students moving to Birch Hills or Carlton.
- Integrated Learning Department with the Superintendent Emmerson met with Muskoday school administration and staff to discuss and link school year calendars and professional growth outcomes.
- Technical Services Department Team collaborated with Muskoday personell on our online presence and links to partner schools.

In terms of student engagement leading towards graduation, there are several actions related to FNM success including support for the use of Tell Them From Me (TTFM) data in school planning. SRPSD used the data gathered from grade 4-12 and examined this data at the senior leadership level with our school administrators. The disaggregated data was scrutinized carefully and guided decisions based on the following Guiding Questions:

1. **Students:** What did students tell you? What will you do with their story?
2. **Staff:** How will you share your TTFM results with your staff?
3. **SCC:** What successes/challenges might your review with your SCC members?
4. **Display:** Where and how can you display your TTFM plans?
5. **LIP:** Discuss how TTFM results can be used to create an action strategy in your LIP.

Ministry of Education staff leaders visited Saskatchewan Rivers to examine our TTFM actualization methods and spoke in favor of the implementation. To confirm that all schools were involved in the process all Superintendents followed up with scheduled school visits to seek physical evidence that validated the process is guiding school decisions.

## Measures

### Saskatchewan Rivers SD

<b>Average Final Marks in Selected Secondary-Level Courses 2014-15</b>						
<b>Subject</b>	<b>All Students</b>		<b>Non-FNMI</b>		<b>FNMI</b>	
	<b>Province</b>	<b>SRSD</b>	<b>Province</b>	<b>SRSD</b>	<b>Province</b>	<b>SRSD</b>
<b>English Language Arts A 10</b>	72.4	75.0	75.1	79.5	61.5	71.2
<b>English Language Arts B 10</b>	72.7	72.1	75.2	76.2	61.7	68.4
<b>Science 10</b>	71.2	74.9	74.1	79.4	59.7	70.7
<b>Math: Workplace and Apprenticeship 10</b>	71.3	77.7	74.6	80.8	59.2	74.5
<b>Math: Foundations and Pre-calculus 10</b>	71.3	79.1	73.2	82.5	60.5	73.8
<b>English Language Arts 20</b>	73.4	74.1	75.1	76.4	64.4	70.5
<b>Math: Workplace and Apprenticeship 20</b>	67.2	69.0	69.3	70.8	62.0	67.4
<b>Math: Foundations 20</b>	72.3	78.7	73.8	80.3	64.4	75.6

**Note:**

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

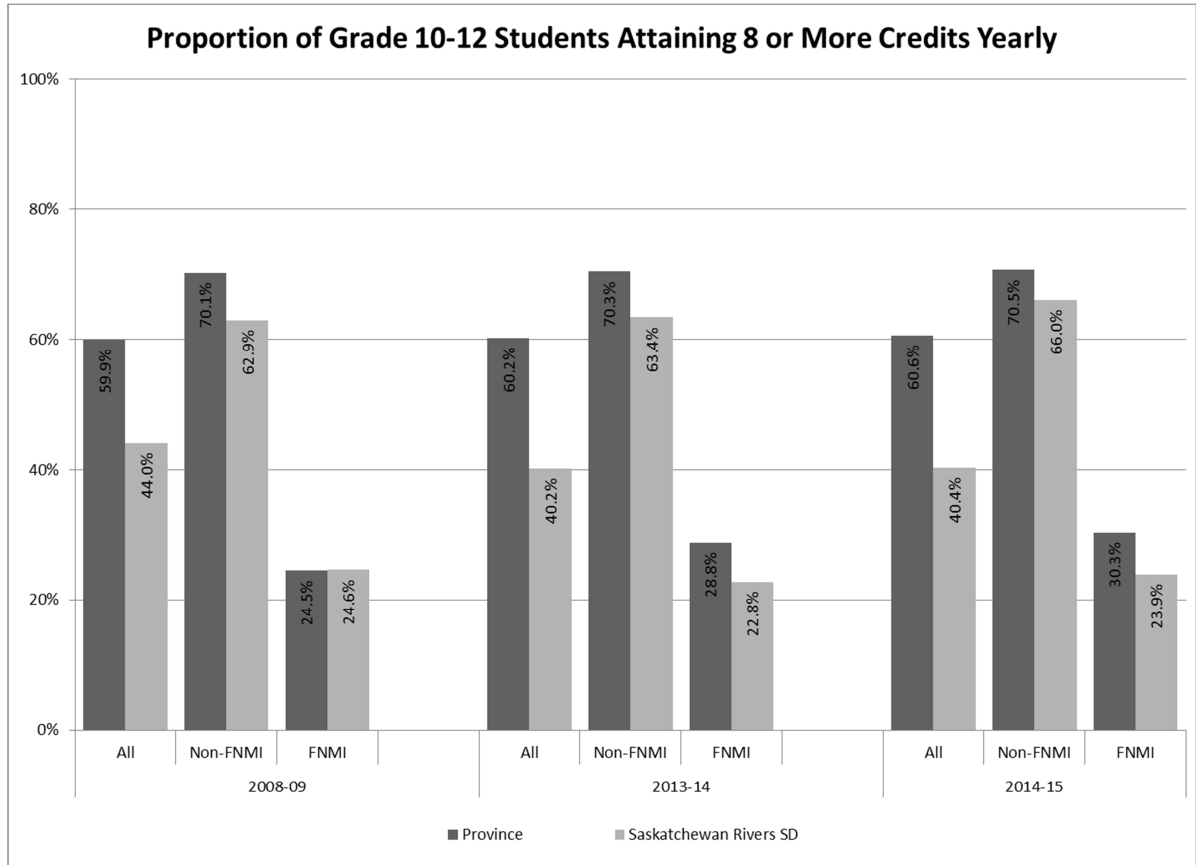
FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify themselves to be FNMI, and may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2015

We are pleased that our average final marks continue to be higher than the provincial norm. It is particularly noteworthy that FNM students are continuing to perform at a level closer to their Saskatchewan Rivers peers and consistently outperform their provincial counterparts in every subject reported. Overall, we are pleased as a Division that we are higher than the provincial average in most areas in all three areas (All-Non FN/M-FN/M). The options we offer students such as the 'Block System' at Wesmor or the credit recovery in our high schools certainly help.

On the downside, the high transiency rates in our Division hurt us here (up to 120% in some urban schools). We will need continued efforts to mitigate effects of transiency.

## Saskatchewan Rivers SD



**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, 2015

Improving credit attainment is clearly an area of growth for the school division. An analysis of the grade 10-12 students by school teams in 2014-15 indicated that family dysfunction, addictions and mental health are three of the significant barriers that students report as obstacles to credit attainment. One of the other realities is the large numbers of students who we support within the city of Prince Albert who are homeless or involved in gangs and prostitution. We experience success in helping students overcome these obstacles but have not made significant progress for these students in earning high school credits.

As noted before, we have a high transiency rate (as high as 120% in some high schools). These students often do not remain enrolled long enough to earn eight credits; however, they may earn 3 or 4 credits which, over a five year perseverance time, results in a graduation. One of our high schools with the highest transiency rate has credit attainment as their goal and over a two year period saw 17% improvement. We continue to track cohort growth especially for the most vulnerable.

**ESSP Two to Five Year Priority Area: *Saskatchewan's graduation rate will be 85% by 2020.***

**2014-15 ESSP Actions for the Two to Five Year Priority**

Actions within this priority area include a review of provincial high school graduation requirements, the development of a Grade 9 transition from high school plan, and support for embedded professional development for teachers.

**2014-15 ESSP Improvement Targets for the Two to Five Year Priority**

*Achieve a 3% total increase in the provincial graduation rate per year.*

*By June 2020, all students report high levels of engagement in their learning.*

**2014-15 School Division Goals and Actions for the Two Five Year Priority**

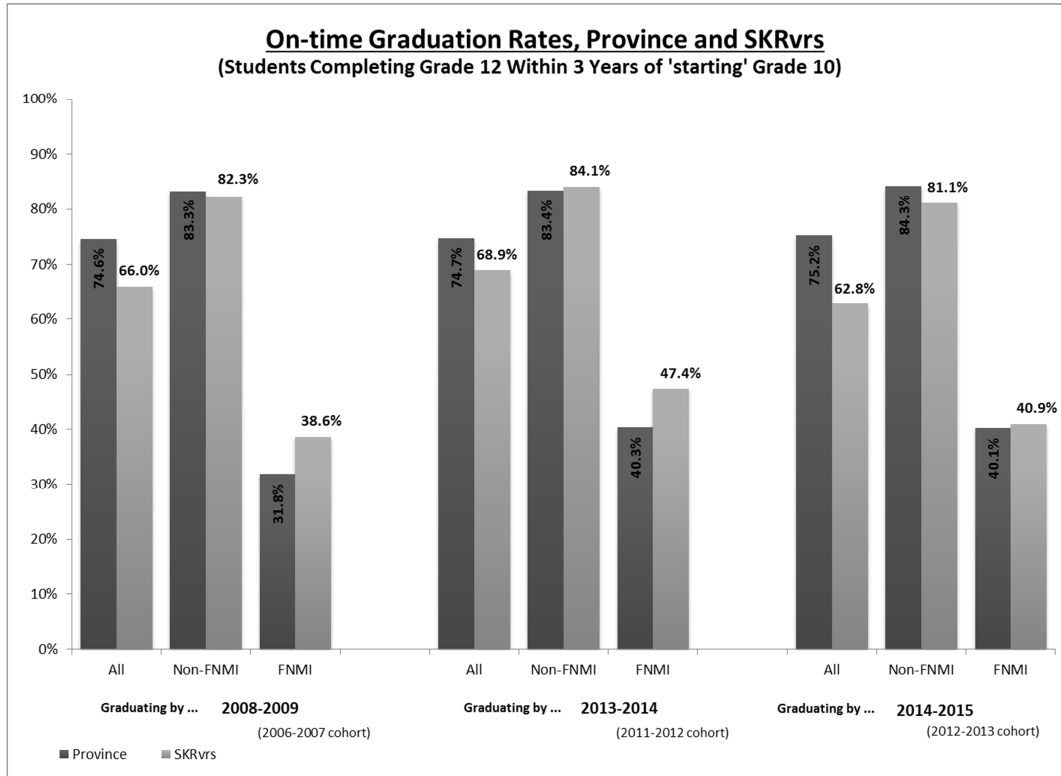
School Division goals and actions related to this priority are summarized in the 2014-2017 Strategic Plan which is available here:

<http://www.srsd119.ca/publicationsfiles/SRPSD%20Strategic%20Plan%202014-2017.pdf>

In addition, the specific goal related to graduation is that by June 2015, 75% of SRPSD 2012-2013 cohort of students will have graduated within 3 years and the goal for engagement is that our students will be actively supported by the community through strong and productive family, school and community partnerships as measured by partnership strength, SCC engagement and TTFM measures.

There are several actions we have taken to move towards these goals and two of them are summarized below. One is that we have designed a regular, systematic review of the cohort data by school administrators. This enables each school to identify students who are on track or not on track to reach the graduation on time and then implement interventions. A second significant action is the evolution of the mentor program to further refine supports for vulnerable students. In the 2014-15 year we enhanced mentor training and support as well as provided more consistent progress tracking of target students.

## Measures



**Note:**

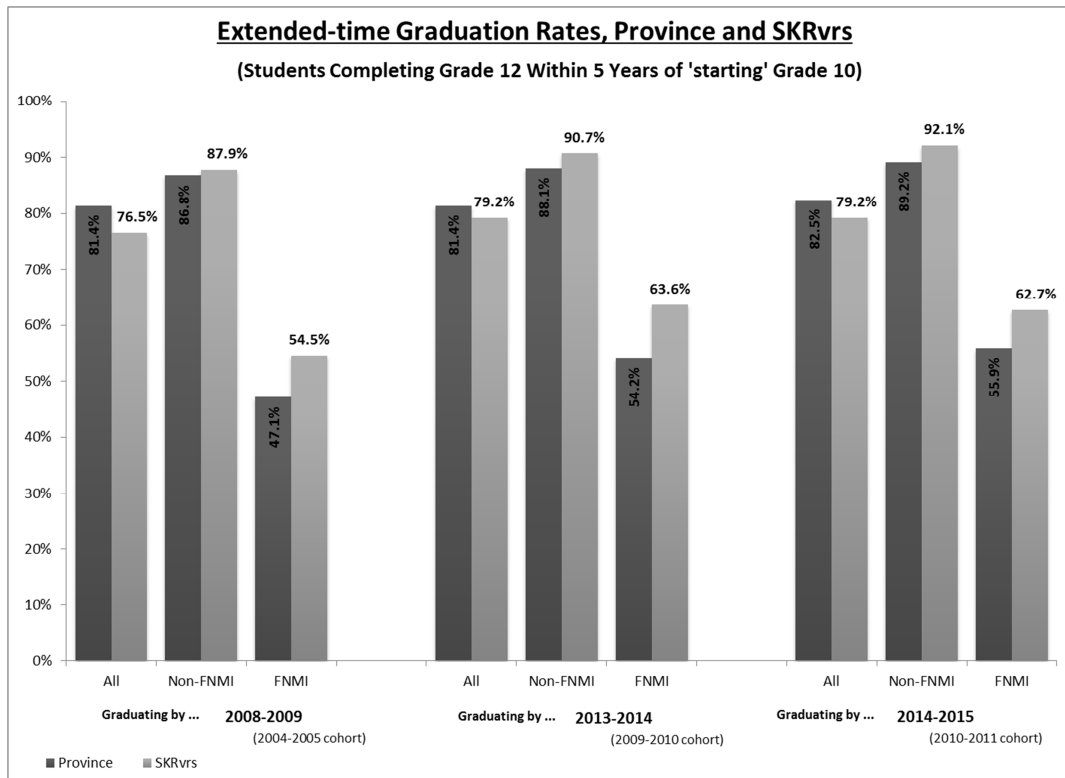
Results for populations of 10 or fewer have not been reported to avoid identifying individuals or very small groups of students.

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, 2015

We continue to see improvement in the 3 year persistence rate in prior years but saw a drop in all three areas (All-Non-FNMI) this year but the FNMI still did better than the provincial average. We continue to focus on grad rates, especially with our mentors and the credit recovery in our high schools. Every year our FNM students do better than the provincial average; our results for All and Non FNM remain about the same percentage.





**Note:**

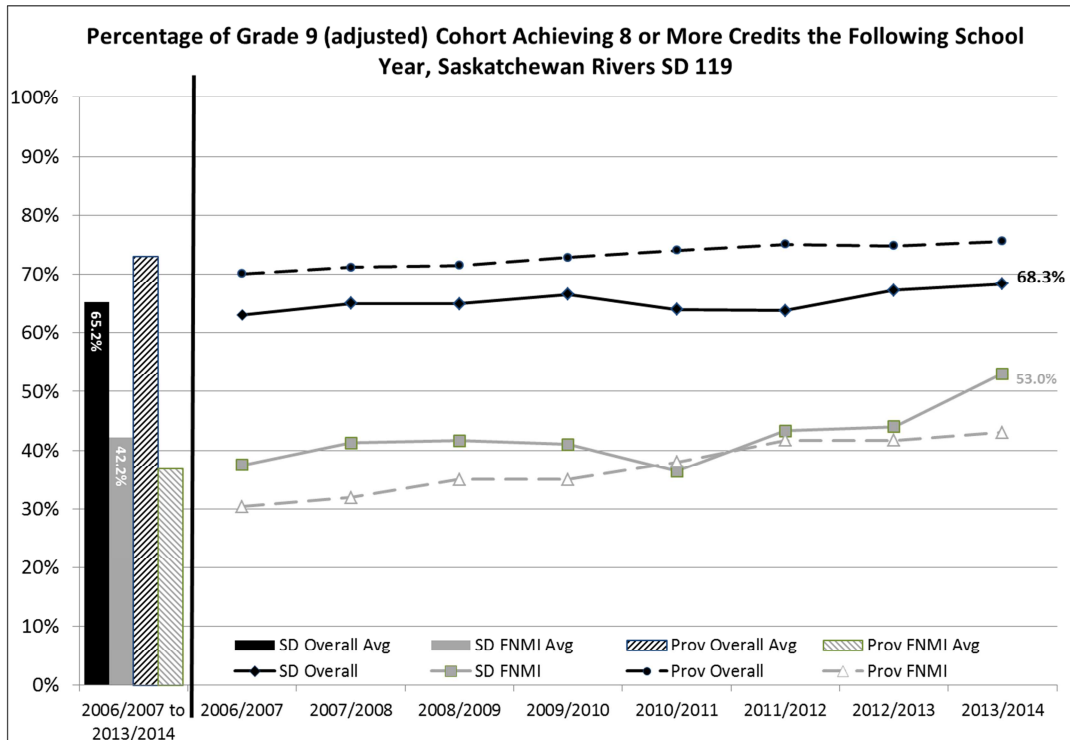
Extended-time graduation rates are calculated as the percentage of students who complete Grade 12 within 5 years of 'starting' Grade 10 (and include those who graduate on-time).

Results for populations of 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, 2015

The five year persistence rate grows steadily for us in all three areas compared to the provincial average. We believe that graduating in five years is a success story for many of our students. They have overcome addictions, become a young mom, involved with the justice system or many other hindrances. The fact that they return to school and graduate in five years is worthy of note. The three year rate is ideal, but the five year rate truly shows persistence and dedication.



**Notes:**

Grade 9 school year cohort is defined as the group of students enrolled in Grade 9 for the first time in a particular school year (according to the ministry Student Data System), adjusted in the following ways: 1) Students 12 and younger, and students 18 and older, as of Sep 30 of the Grade 9 school year, are excluded; and, 2) Students without a base enrolment on or after Sep 30 are excluded; 3) Students enrolled in Functionally Integrated or special education programs are excluded; and, 4) Students whose enrolment outcome is 'deceased', 'transferred to out-of-province schooling', or 'transferred to out-of-country schooling' prior to June 1st of the school year immediately following Grade 9 cohort placement are excluded. Students are assigned to the school division in which the student last enrolled in the year that they became part of the Grade 9 cohort.

Percentages are calculated as the number of students attaining eight or more credits in the year immediately following their Grade 9 year divided by the number of students in the Grade 9 cohort. Results for populations of fewer than five have not been reported to avoid identifying individuals or very small groups of students.

Transition from Grade 9 to 10 can be a difficult transition for students who have not reached all outcomes from each subject area in the elementary grades. Achieving 8 or more credits a year is important for steady progression towards graduating on time. On average, over the past 8 years, 65.2% of students enrolled in Grade 10 for the first time achieved 8 or more credits; of those students who are FNMI, only 42.2% had achieved 8 or more credits. Overall, there has been little improvement over the years but in the most recent year of data there has been a significant increase of grade 10 credit attainment for our FNM students.

These results seem to be in alignment with the graduation rates for our school division, and we are not satisfied with these results. The actions we have identified in our school division plans include to refine our identification and tracking system, and identify and intervene with vulnerable youth, as well as pilot the delivery of some grade 10 courses over a year instead of a single semester.

**ESSP Two to Five Year Priority Area: *By 2017, the increase in operational education spending will not exceed the general wage increases and inflationary costs within the sector while being responsive to the challenges of student need, population growth, and demographic changes.***

**2014-15 ESSP Actions for the Two to Five Year Priority**

A summary of actions within this priority area include an analysis of funding relative to costs, a review of the Deloitte report to identify areas of savings, the implementation of a LEAN philosophy across school divisions, and the opportunity to identify shared services across school divisions.

**2014-15 ESSP Improvement Target for the Two to Five Year Priority**

*Achieve accumulated operational savings by 2016 to reassign to system strategies.*

**2014-15 School Division Goals and Actions for the Two to Five Year Priority**

The school division does not have a specific goal related to reduction of operational spending, but it continues to support the efforts to find efficiencies. The division contracted an external Lean consultant and joined with three other school divisions to share that cost. The consultant assisted the school division in building our internal capacity to review practices with an eye for efficiency while looking for best practices for student success.

Lean implementation is not event-based; it is a philosophy that is embedded in conversations, communications, expectations, actions and operations. Given this reality, the Saskatchewan Rivers School Division endeavoured to embed an efficiency perspective throughout its operations in a general way but also held several lean-related events in the 2014-15 school year. The most substantial event related to streamlining the data-driven instructional practices in grades 1-3. This event resulted in

- Increased efficiency of the use of the Developmental Reading Assessment
- Focused entry of data by non-instructional personnel
- Refined data entry, storage and reporting systems
- Initiation of the parent portal to provide more efficient access for parents

None of the results were measured in dollar savings, but reports from teachers indicated significantly improved efficiency and lower levels of frustration. The results of the training we provided to staff as well as the experience of several formal lean events

were helpful in refining process to make them more efficient. Although no reduction in operational spending was realized, an increase in efficiency as outlined above generated value to the staff, students and parents in the school division.

**ESSP Two to Five Year Priority Area: *By June 2020, 90% of students exiting Kindergarten will score within the appropriate range in four of the five domains as measured by the Early Years Evaluation (EYE).***

#### **2014-15 ESSP Actions for the Two to Five Year Priority**

A summary of actions within this priority include the gathering of provincial Kindergarten baseline data, aligning the work of the ESSP with the SK Child and Family Agenda, completing an environmental scan of current data available across sectors, exploring additional formative early learning assessments, establishing of a bank of developmentally appropriate targeted supports, and creating an incremental plan for universal access to high-quality early learning environments.

#### **2014-15 ESSP Improvement Targets for the Two to Five Year Priority**

*In 2014-15, all school divisions will administer the Early Years Evaluation to all Kindergarten students to establish baseline data.*

*By June 2015, align the work of the Education Sector Strategic Plan with the Saskatchewan Child and Family interministerial table.*

#### **2014-15 School Division Goals and Actions for the Two to Five Year Priority**

The division has focused much of its resources in supporting early years' success. Our goal is closely aligned with the provincial priority for the early years as stated below.

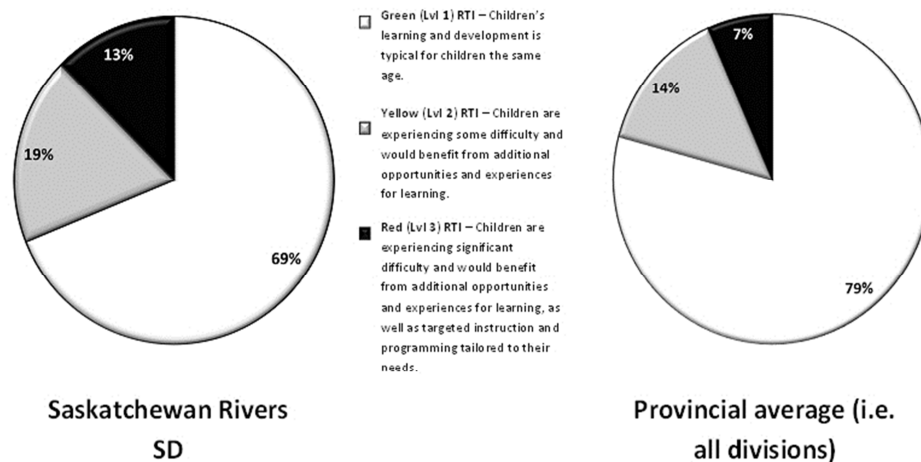
Goal: By June 2020, children aged 0 to 5 will be supported in their development to ensure that 90% of students exiting Kindergarten are ready for learning in the primary grades.

Key actions implemented in 2014-2015 include the following.

- Enhanced integration of school-based early learning programs with community childcares and preschools
- Enhanced integration/alignment of PK/K programs in SRPSD
- Provided bus transportation for all PK and K children in the school division
- Supported PK and K teachers with EYE a) administration, b) data analysis with school-based teams, c) triangulation of data sources (i.e.; EYE, SLP, documentation, HMTMS), d) creating intervention plans, e) sharing data with parents, and f) engaging parents in shared goal setting
- Incorporated Hanen training into PK workshops to support oral language

## Measures

### Ready to Learn: Early Years Evaluation – Teacher Assessment (EYE-TA) responsive, tiered instruction (RTI) categories at Kindergarten exit (2014-15)



\* Totals may not equal 100 because of rounding

#### Notes:

The EYE-TA is a readiness screening tool that provides information about each child's development and learning with a focus on reading readiness skills. Results from the EYE-TA allow educators and school-based interdisciplinary teams to quickly identify children most likely to require extra support during the Kindergarten year, based on their levels of skill development in five key domains at school entry. In addition to results for specific domains, children are also assigned a comprehensive score known as a Responsive, Tiered Instruction (RTI) level. Research shows early identification followed by a responsive, tiered approach to instruction from Kindergarten to Grade 3 can substantially reduce the prevalence of reading problems. Responsive, Tiered Instruction (RTI) is a preventive approach that allows educators, school teams, and divisions to allocate resources early and continuously, rather than waiting until children have experienced failure before responding. Children who have Tier 2 or Tier 3 needs at Kindergarten entry are re-assessed before Kindergarten exit, allowing school divisions to measure the impact of their supports and responses. Spring RTI data also serves as a leading indicator of the population of students who may need Tier 2 or Tier 3 instructional supports as they transition from Kindergarten to Grade 1. Pie charts show the **percentage** of Kindergarten students in the division (left pie) and the province as a whole (right pie) by RTI Tiers at Kindergarten exit in 2014-15. Percent totals may not add to 100 due to rounding.

Source: Ministry of Education, Early Years Branch, 2015

#### **2014-15 School Division Local Goals and Actions for Two to Five Year Priority Area:**

In fulfilling our role to provide excellence for every learner within our jurisdiction and to fulfill our mandate provided through legislation and Ministry of Education requirements, the Board endeavors to continually improve its program and services. As part of the continual improvement process the Board has renewed its goals, strategies and

monitoring practices to provide strategic direction for 2014-15 through to the end of the 2016-17 school year.

The Board has identified the following three areas to provide focus and direction as part of its three year strategic plan:

- Student Learning and Achievement  
Our students will experience high quality differentiated instruction, informed by authentic assessment practices, that results in significant academic, personal and social growth and achievement
- Community Engagement and Partnerships  
Our students will be actively supported by the community through strong and productive family, school and community partnerships.
- Infrastructure and Facilities  
Our students will learn in facilities that are clean, safe and well maintained and they will be supported by the necessary infrastructure to enhance student learning

Within each of these priority areas the Board has articulated a goal statement, identified several strategies to achieve each goal, and selected instruments and data to hold itself and its staff accountable for the achievement of the goals. Staff will develop action steps within each strategy and will report to the Board the progress towards the achievement of each goal. The full document outlining the strategies and measures is located here: <http://www.srsd119.ca/publicationsfiles/SRPSD%20Strategic%20Plan%202014-2017.pdf>

## **The School Division in the Community**

Our community strength continues to be in working together. Our community is very involved with our school division through formal and informal partnerships. Every sector, ranging from large provincially directed bodies such as Health to our more modest local community based organizations (CBO) are connected in some way to SRPSD. Prince Albert has strong intersectoral structures to involve the community in education. As the accountable partner for our Regional Intersectoral Committee (RIC), we are linked to all the RIC partner sectors in meaningful ways.

Community Mobilization is another tiered, integrated multi-agency team we are involved with that joins forces to focus on long term community goals and initiatives arrived at through shared experiences, research and analysis.

SRPSD has more than 100 formal partnerships and memorandums of understanding with local community stakeholders. There are also countless informal agreements, relationships, and community ties to our Division. Our Board of Education supports the cooperative relationships that can bring allies to our quest for enhanced student achievement. In fact SRPSD belief in Partnership is such that specific policy is directed to supporting its growth.

## **Community Partnerships**

SRPSD celebrates together at various recognition events to say thank-you to our many community partners. At the Division level we host an annual Partner Recognition breakfast, attended by over 100 partners! At the school level numerous schools bring in various community members and stakeholders to say thank you and celebrate the student achievement that occurs when we align our community resources to supporting learning.

Community support is evident for SRPSD Commitment to Student Achievement. One recent example is the community pitching in to provide summer camp opportunities to help with the summer holiday achievement gap that can surface for vulnerable students. A host of community partners help support raising funds for the project. School administrators even ran a triathlon!

The community also partners with SRPSD many times throughout the year to support student safety. Recently 8 community groups, including the Ministry of Education Student Support Services and Learning Branch, signed a protocol around community violence protocol. Since that time other organizations, such as SIAST, have become involved in the protocol. Recently Kevin Cameron, the Director for Canadian Centre for Threat Assessment and Trauma Response was quoted "...and with the commitment that there is in PA, to actually work collaboratively, more than half my work is done..."

Our local Community Compassionate Response Team also works closely with SRPSD and student leaders. Recently a week long community campaign based on reducing violence was recognized provincially and locally a successful example of "breaking down silos" to work together to make a difference.

## **Community and Parent Involvement**

The Board of Education worked hard to have a robust relationship with the community in order to represent the best interests of students. To do this, the Board wanted to garner feedback from families, the public and community partners. It was a challenging task to engage the wide community that makes up Saskatchewan Rivers Public School Division. A large scale community consultation took place via online conversation about our schools and Division. The Board reviewed the community feedback and you can visit (<http://srsd119.thoughtexchange.info/>) to learn about the top priorities in each of our schools and the top priorities of the Division. From the 1,835 stakeholders who contributed, we learned about our strengths and the areas that we can improve. We are using this information to renew our Strategic Plan and to refine the initiatives that we will focus on in the coming years.

Assessment is an area that gathered the most concern in our community. The Board has responded strongly with a clear communication plan in an attempt to clarify the research that supports outcomes based learning benefits over "percentage" traditional teaching style. This

includes a media campaign that attempts to reach our broad community- of which approximately 70% do not have any children in school. It is a work in progress.

## Governance

### The Board of Education

Saskatchewan Rivers Public School Division is governed by a ten member elected board. Among its many articles, *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 five urban at large seats and five rural subdivision seats. The current Board of Education was elected on October 24, 2012 and will serve a four year term. The Board of Education members at August 31, 2014 are:

Elected to represent the City of Prince Albert at large: Grant Gustafson, Barry Hollick (Board Chair), Arne Lindberg, George McHenry and Rodney Thomson.

Elected to represent rural wards:

Ward 1 – Wayne Steen

Ward 2 – Darlene Rowden

Ward 3 – Jaimie Smith-Windsor (Vice-Chair)

Ward 4 – John McIvor

Ward 5 – Jeanette Wicinski-Dunn



Front Row: Jamie Smith-Windsor (Vice Chair), Robert Bratvold (Director), Barry Hollick (Board Chair)



Back Row: Grant Gustafson, George McHenry, Wayne Steen, Jeanette Wicinski-Dunn, Darlene Rowden, John McIvor, Arne Lindberg, Rodney Thomson

## **School Community Councils**

Saskatchewan Rivers Public School Division has an active School Community Council in each of its 32 schools. *The Education Regulations, 1986* require school divisions to undertake orientation, training, development and networking

Our Board designates funding to all our SCC's each year after they have provided evidence of their yearly formation, typically after their annual general meeting and elections. Every year the same challenge resonates strongly to our Board: lack of parent engagement.

Hearing this message from our School Community Councils helps guide us to ensure Parent Engagement is a priority for Saskatchewan Rivers Public School Division. All our families and schools want the best for their children. Family and school partnerships strengthen the connection between schools and their communities. The Board hosted its *Annual SRPSD Board of Trustees/SCC Seminar* and it was well attended by our community members. The topic was "Family Engagement" and a resource document was developed by Trustees, Parents and Principals that the Board of Education hopes will be utilized to build even stronger family and school partnerships. The title was "Family Engagement Cookbook" and contains over 50 SCC tested family engagement strategies that work.

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. Electronic copies of the individual school learning improvement plans can be accessed through the following link:

<http://www.SRPSD119.ca/continuousimprovementfiles/LIPschools.html>

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.

Saskatchewan Rivers Public School Division Community Councils work cooperatively to plan and publicize events sponsored by the Councils providing opportunities to share resources and experiences. Individual school SCC events are advertised throughout the school division's SCC network.

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.

## Demographics

Our school division saw an enrolment increase of nearly 200 students when the September 30<sup>th</sup>, 2014 “snapshot” was taken. This increase was mainly in the urban schools and was a result of the door to door busing we provided last year. The enrolment increase was a positive note for the division and one we hope to continue. Transiency is still a major issue for our urban schools and many schools see a turnover of 85 to 100% of the students during the academic year.

## Students

### Students – Saskatchewan Rivers SD

Grade	School Year		
	2012-13	2013-14	2014-15
Kindergarten	620	589	611
1	651	656	611
2	560	658	656
3	599	548	669
4	592	573	546
5	579	597	597
6	567	582	598
7	632	555	576
8	564	614	561
9	610	556	617
10	725	692	690
11	649	667	705
12	1055	1010	1009
<b>Total</b>	<b>8403</b>	<b>8297</b>	<b>8446</b>

<b>PreK Overall</b>	<b>335</b>	<b>338</b>	<b>388</b>
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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, 2015

Subpopulation Enrolments	Grades	School Year		
		2012-13	2013-14	2014-15
Self-Identified FNMI	K to 3	1097	1096	1149
	4 to 6	801	810	834
	7 to 9	900	902	894
	10 to 12	1335	1340	1464
	<b>Total</b>	<b>4133</b>	<b>4148</b>	<b>4341</b>
French Immersion	K to 3	233	255	254
	4 to 6	123	140	149
	7 to 9	92	97	109
	10 to 12	55	53	64
	<b>Total</b>	<b>503</b>	<b>545</b>	<b>576</b>
English as an Additional Language	1 to 3	26	28	54
	4 to 6	35	40	49
	7 to 9	23	24	41
	10 to 12	27	19	19
	<b>Total</b>	<b>111</b>	<b>111</b>	<b>163</b>

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

Source: Ministry of Education, 2015

## Staff

### Staff Profile

Job Category	FTEs
Classroom Teachers	484.5
Principals, Vice-principals	56.0
Other Educational Staff (positions that support educational programming)	349.85
Administrative and financial staff	28.1
Plant Operations and Maintenance	77.313
Transportation	101.4
Senior Management Team	10.0
<b>Total Full Time Equivalent (FTE) Staff</b>	<b>1096.163</b>

### Senior Management Team

- Robert Bratvold, Director of Education
- Donna Baergen, Superintendent of Schools
- Rob Clarke, Superintendent of Schools
- Randy Emmerson, Superintendent of Schools
- Neil Finch, Superintendent of Schools
- Alan Nunn, Superintendent of Schools

- John Schultz, Superintendent of Schools
- Mike Hurd, Superintendent of Facilities
- Dr. Donald Lloyd, Chief Financial Officer
- Joyce Ward, Administrative Services Officer

## Facilities Transportation and Infrastructure Projects

### Facilities

Saskatchewan Rivers Public School Division includes 32 schools in 17 communities. The average age of schools is 43 years old, with its oldest being 102 years old and the newest is nine. The Board office (Education Centre) is located in Prince Albert along with its Support Services Centre and Maintenance Centre. The Education Centre (former Prince Edward School) is currently being renovated, with completion October 31, 2015 to house the Board Office, Administrative and Support Services. Due to the expansion of the division through amalgamation, it was necessary to expand support services.

The school division Facilities Department manages approximately 135,000m<sup>2</sup> of buildings and operates out of the Maintenance Centre in Prince Albert. The Department employs 69 caretaking staff, 15 maintenance staff, three supervisory staff and one support staff.

In 2013, the Board of Education reviewed all of its school facilities, space utilization, student population and facility condition. This report will assist the Board and the Ministry in facility decision-making going forward. A number of facility improvements, additions and or renovations took place on SRPSD facilities in 2014-2015. The Facilities Department utilizes Asset Planner software to manage ongoing maintenance as well as capital and PMR projects.

### Infrastructure Projects

School	Project	Details	2013-14 Cost
Education Centre	Building **	Main floor ,second floor renovations	\$ 156,000
	Building *	Lower level office renovations	\$ 789,000
Debden Public School	Roof *	Roof replacement	\$ 190,000
King George Public School	Mechanical **	Boiler replacement	\$ 175,000
Birch Hills Public School	Roof **	Roof replacement	\$ 145,000
PACI	Roof**	Replaced roof over gymnasium and library	\$ 90,000
Queen Mary Public School	Roof**	Roof replacement	\$ 97,000
W.J.Berezowsky Public School	Mechanical**	Replacement of boilers	\$ 189,000
Red Wing Public School	Life Safety	Installation of fire alarm system	\$60,000

Carlton Public High school	Building	Renovations to Library	\$ 100,000
<b>Total</b>			<b>\$ 6,203,123</b>
* Part of the cost of this project was paid during the 2014-15 budget year.			
** This project will be completed in 2015-16 and part of the cost will be incurred during 2015-2016.			

## Student Transportation

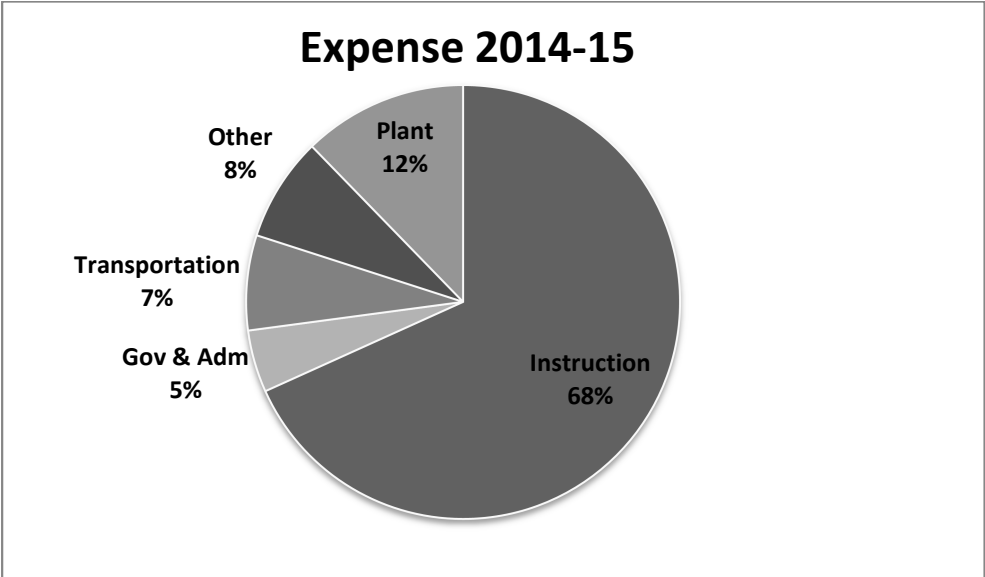
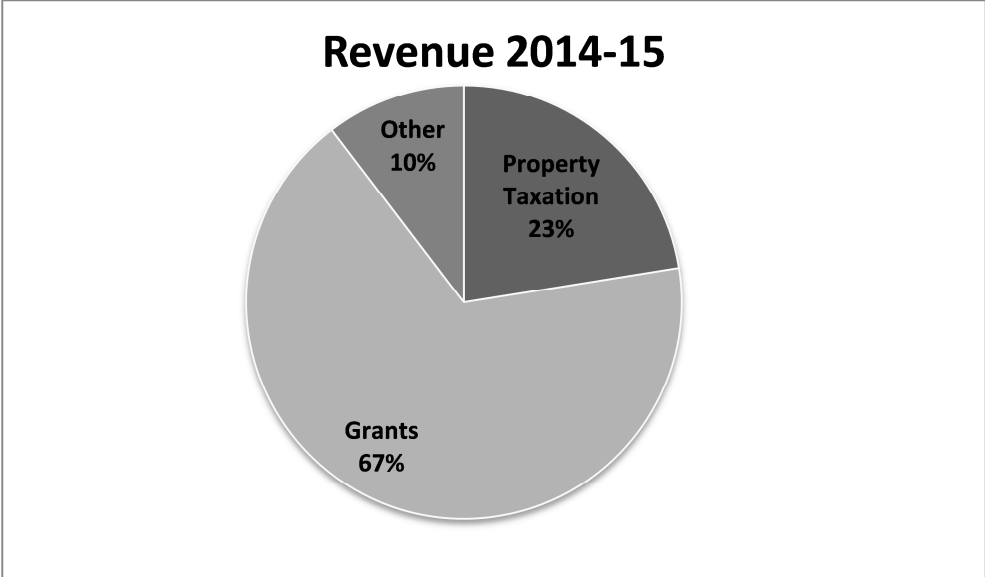
Saskatchewan Rivers Public School Division is a geographically dispersed division that has both urban and rural transportation needs. Our transportation system is summarized in the table below.

**Figure 10: Student Transportation**

<b>Transportation Statistics</b>	
Students transported	4223
In-town students transported (included in above)	1725
Transportation routes	124
Number of buses	115
Kilometres travelled daily	16,583
Average age of bus	7.85
Capacity utilized on buses	66%
Average one-way ride time	31 min.
Longest one-way ride time	92 min.
Number of school trips per year	1,211
Kilometres per year travelled on school trips	206775
Cost per student per year	\$1787.92
Cost per kilometre travelled	2.47

# Financial Overview

## Summary of Revenue and Expenses



## Budget to Actual Revenue, Expenses and Variances

	2015	2015	2014	Budget to Actual Variance	Budget to Actual %	Note
	Budget	Actual	Actual	Over / (Under)	Variance	
<b>REVENUES</b>						
Property Taxation	21,469,455	22,804,269	21,789,855	1,334,814	6%	1
Grants	65,706,182	68,173,456	67,557,573	2,467,274	4%	
Tuition and Related Fees	1,672,594	1,835,379	1,895,113	162,785	10%	2
School Generated Funds	2,265,000	2,176,036	2,335,722	(88,964)	-4%	
Complementary Services	1,506,749	1,506,744	1,544,676	(5)	0%	
External Services	2,960,983	2,939,254	3,582,903	(21,729)	-1%	
Other	972,177	2,099,420	1,261,052	1,127,243	116%	3
<b>Total Revenues</b>	<b>96,553,140</b>	<b>101,534,558</b>	<b>99,966,894</b>	<b>4,981,418</b>	<b>5%</b>	
<b>EXPENSES</b>						
Governance	642,269	622,589	642,172	(19,680)	-3%	
Administration	3,944,936	4,016,193	3,618,777	71,257	2%	
Instruction	67,014,312	68,346,300	67,681,586	1,331,988	2%	
Plant	13,326,421	12,287,488	11,924,293	(1,038,933)	-8%	4
Transportation	7,229,236	7,093,998	6,693,903	(135,238)	-2%	
Tuition and Related Fees	62,572	51,800	50,700	(10,772)	-17%	5
School Generated Funds	2,331,273	2,084,237	2,306,662	(247,036)	-11%	6
Complementary Services	1,758,686	1,703,536	1,521,541	(55,150)	-3%	
External Services	3,266,794	3,906,995	3,106,513	640,201	20%	7
Other Expenses	32,037	24,818	195,273	(7,219)	-23%	8
<b>Total Expenses</b>	<b>99,608,536</b>	<b>100,137,954</b>	<b>97,741,420</b>	<b>529,418</b>	<b>1%</b>	
<b>Surplus (Deficit) for the Year</b>	<b>(3,055,396)</b>	<b>1,396,604</b>	<b>2,225,474</b>			

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

Note	Explanation
1	Over budget due to property tax levies and grants in lieu being higher than budget.
2	Over budget due to federal government and first nations being \$93K higher than budget.
3	Over budget due to miscellaneous revenues being \$1.1M higher than budget.
4	Under budget due to building operating costs being \$1.3M lower than budget.
5	Under budget due to tuition fees paid to third parties were \$11K lower than budget.
6	Under budget due to supplies & services and costs of sales were \$358K lower than budget.
7	Over budget due to program support salaries and benefits being \$882K higher than budget.
8	Under budget due to interest on capital loan being \$10K lower than budget.

## Appendices

### Appendix A – Payee List

#### *Board Remuneration*

<b>Name</b>	<b>Remuneration</b>	<b>Travel</b>	<b>Professional Development **</b>	<b>Other</b>	<b>Total</b>
Gustafson, Grant	\$17,560	-	\$11,953	-	29,513
Hollick, Barry *	21,373	2,100	18,936	97	42,506
Lindberg, Arne	17,633	1,200	12,188	-	31,021
McHenry, George	17,875	1,200	11,444	-	30,519
McIvor, John	17,545	1,527	9,521	30	28,623
Rowden, Darlene	17,644	1,968	12,553	-	32,185
Smith-Windsor, Jaimie	19,613	4,329	18,012	-	42,032
Steen, Wayne	17,340	1,664	5,872	-	24,876
Thomson, Rodney	17,029	1,200	11,828	-	30,057
Wicinski-Dunn, Jeannette	17,620	4,842	11,990	-	34,452
<b>Total</b>	<b>\$181,252</b>	<b>\$20,030</b>	<b>\$124,297</b>	<b>\$205</b>	<b>\$325,784</b>

\*Board Chair

\*\* Professional Development includes education, training and conferences



## Personal Services

Listed are individual who received payments for salaries, wages, honorariums, etc. which total \$50,000 or more.

Name	Amount
Abrey-Hare, Holly	\$ 98,367
Acorn, Perry	93,325
Acorn, Shelly	88,433
Adams, Dawne	110,019
Adrian, Mary	88,518
Aitken, Pamela	93,325
Aldred, Carmeletta	61,188
Alexandersen, Kathleen	84,198
Amy, Bradley	94,272
Amy, Lori	93,325
Anderson, Catherine	88,294
Anderson, Dawn	84,198
Anderson, Dean	65,678
Anderson-Klassen, Pamela	100,594
Andrews, Brenda	87,847
Andrews, Sheri	61,481
Andrusyk, Colleen	84,194
Anonson, Hilary	54,612
April, Janice	91,764
Arcand, Cheryl	99,270
Arcand, Hazel	78,682
Armitage, Trent	92,318
Arpin, Darcy	88,229
Arpin, Kent	111,899
Ashby, Sharon	83,558
Astrope, Tracy	84,253
Auramenko, Shannon	84,198
Baergen, Donna	171,951
Bain, Peter	88,294
Baird-Mcdonald, Kim	84,198
Balicki, Sarah	71,174
Ball, Laren	82,345
Banks, Jessie	58,540

Banman, Alanna	75,602
Baranga, Slavita	80,192
Baraniski, Brian	63,545
Baribeau, Jocelyne	84,198
Basaraba, Brandon	56,800
Basaraba, Chad	72,536
Batiuk, Barclay	117,792
Becker, Debra	84,198
Bellehumeur, Carmen	75,602
Belliveau, Jean-Marc	65,823
Belyea, Lorine	84,198
Bender, Curtis	71,896
Bennington, Christopher	74,624
Berezowski, Rhonda	91,273
Berge, Colleen	68,568
Bergen, Chelsie	70,933
Bergen, Clarence	88,266
Bergen, Matthew	71,042
Bernath, Brenda	88,294
Biggins, Beige	76,426
Billo, Keith	66,461
Bilodeau, Marie-Pier	61,951
Bird, Sharon	88,294
Birkeland, Dianne	68,578
Black, Gail	93,325
Blais, Anne	93,563
Blais, Jasmin	56,764
Bloomquist, Tracy	101,073
Boettcher, Pamela	85,555
Bompais, Regan	60,029
Bone, Jenny	87,615
Boran-Fetch, Celeste	51,504
Boskill, Koralee	62,567
Bouchard, Nadine	88,776
Bourlon, Nicole	63,722
Bourlon, Shelly	85,502
Boyer, Colleen	84,198
Braaten, Christie	66,756
Braaten, Tim	84,411
Bradbury, Derek	66,522
Bradbury, Marion	63,895

Bratvold, Robert	204,774
Braun, Dennis	80,439
Bremner, Nola	51,249
Brittain, Vincent	88,548
Brockman, Annette	88,294
Broom, Brandy	64,925
Broome, Dianne	77,357
Brown, Kelly	84,198
Bruce, Denae	64,057
Bruce, Ryan	106,569
Bruner, Callie	82,276
Burns, Cody	62,228
Campbell, Kendra	64,217
Campbell, Lisa	83,776
Campbell, Megan	84,198
Cantin, Kara	58,414
Carlson, Adrienne	61,183
Carrier, Janessa	53,689
Cey, Corinne	108,359
Chaboyer, Orlanda	70,362
Chester, Cara	56,764
Choumont, Leslie	53,689
Christensen, Amanda	86,085
Christian, Christine	84,274
Clarke, Kathleen	87,847
Clarke, Robert	171,907
Close, Trena	88,294
Cochet, Pamela	84,198
Coffin, Debra	88,294
Compagna, Jennifer	88,294
Conarroe, Kimberley	84,198
Coombs, Tsinda	84,196
Court, Jeffrey	112,181
Couture, Diana	84,198
Crawford, Lorraine	84,199
Cromartie, Candice	59,271
Croshaw, Rick	104,547
Cumming, Jocelyne	82,047
Cunningham, Sheila	101,081
Currie, Maureen	88,359
Currie, Shelby	91,963

Cyr, Amanda	65,044
Daelick, Colette	88,237
Dallyn, Chantelle	82,145
Dams, Anita	88,288
Danberg, Roxanne	62,340
Dansereau, Bonnie	74,863
Debray, Stacey	86,754
Deck, Melanie	88,294
Deli, Tabatha	67,969
Delisle, Sylvia	89,937
Delurey, Michelle	64,445
Derkach, Justin	54,848
Deschambeault, Heather	64,211
Desloges-Lafontaine, Melissa	58,582
Dieno, Diane	84,198
Dmyterko, Holly	88,294
Doderai, Sherry-Lynne	82,888
Doetzel, Kimberly	60,714
Donaldson, Susan	87,152
Donovan, Sara	61,479
Dookhun, Dhipak	93,325
Doran, Dana	79,647
Dormuth, Michael	84,624
Dubyk, Janine	84,198
Dueck, Yvonne	84,199
Dumais, Denise	82,558
Dumelie, Christopher	88,294
Dunn, Janell	84,198
Dunn-Smith, Roxanne	56,831
Durand, Rhonda	50,240
Duval, Greg	83,866
Dyck, Kimberly	63,619
Dziurzynski, Courtney	64,067
Eberts, Colleen	84,044
Edwards, Heather	91,698
Eldstrom, Vicki	77,284
Elliott, Cecile	84,198
Emmerson, Kylie	56,689
Emmerson, Randy	160,826

Enns, Jennie	84,140
Ericson, Paul	93,325
Eschyschyn, Darcie	75,547
Fahie, Michael	67,613
Fauchoux, Sandra	84,187
Feher, Arthur	112,977
Fehr, Marilyn	54,953
Ferguson, Jennifer	118,248
Feschuk, Roy	95,281
Fetch, Tyson	81,522
Fiddler, Shannon	88,294
Finch, Neil	166,532
Fines, Ronald	84,198
Finnestad, Craig	88,294
Fischer, Karen	84,198
Fourstar, Carmen	55,961
Fraser, Pamela	87,099
Gange, Michael	88,294
Gange, Twyla	84,198
Garnett, Evonne	93,325
Gaudet, Erin	60,597
Gaudet, Tracy	84,198
Georgeson, Alicia	65,946
Gervais, Michelle	56,764
Gessner, Sandy	95,398
Giles-Sander, Mary	114,240
Ginter, Kayla	62,567
Gobeil, Darcy	75,449
Gordon, D. Grant	73,972
Gordon, Lynn	76,262
Gotchia, Carleah	58,040
Gowen, Trisha	63,894
Grant-Walker, Carrie	84,358
Grassick, Karen	83,977
Grassick, Pamela	84,198
Gray, Lori	88,673
Gray, Matthew	86,916
Greyeyes -Highway, Linda	101,081
Grimard, Michelle	84,198
Gunderson, Kendall	57,052

Gunville, Sheri Linette	101,064
Gunville, Sherry	96,325
Haggart, Alan	53,880
Hagmann, Irene	59,301
Hall, Lance	82,723
Hall, Louise	96,432
Hamilton, Toni	84,198
Handley, Darlene	84,198
Harder, Kenneth	93,325
Harding, Darlana	85,948
Harkness, Jody	81,453
Harrison, Alannah	57,018
Hastings, Mark	115,301
Hastings, Trishia	104,470
Hatley, Michele	88,518
Hawreluik, Michelle	62,071
Hazzard, Patricia	84,609
Hazzard, Thomas	107,047
Hecht, Ian	84,198
Helgason, Jill	65,931
Helgason, Patrick	70,947
Henderson, Connie	72,728
Henry Remy, Kelsa	82,711
Henry, Jamie	98,016
Henry, Jennifer	69,079
Henry, Taryn	59,301
Herriot, Patty	85,621
Herzog, Michael	60,318
Hickie, Charlene	84,198
Hicks, Patricia	84,198
Hill, Tracy	77,566
Hladun, Heather	84,122
Hlasny, Heather	88,294
Hodgins, Kami	78,122
Hoey-Seto, Elise	65,082
Holmen, Brent	88,294
Holmen, Ina	103,130
Holmen, Jordan	59,566
Holodniuk, Erin	73,056
Holz, Trista	73,056
Honch, Jodi	61,657

Hood, Lee-Anne	84,198
Horan, Tammie	98,044
Horne, Karen	53,414
Howat, Lisa	77,430
Huddlestone, Blair	88,294
Huddlestone, Jennifer	88,294
Hudon, Elizabeth	59,926
Hudon, Janelle	60,199
Hudon, Lauriane	62,505
Hughes, Kathryn	84,198
Hughes, Ryan	84,198
Hulak, Jennifer	76,556
Hunter, Beverly	80,686
Hurd, Mike	143,721
Hurd, Thomas	62,402
Hurl, Scott	84,022
Isaac, Natasha	61,951
Jackow, Alicia	62,155
Jahn, Patrick	82,359
Jasieniuk, Karen	84,198
Jean, Daniel	103,354
Jean, Donald	84,198
Jeancart, Heather	65,998
Jewitt, Tammy	66,750
Johnson, Benita	84,194
Johnson, Jacqueline	83,558
Jones, Kim	98,809
Jones, Mandy	73,477
Jones, Monica	84,198
Jordan, Leanne	84,198
Kasner, Marliese	68,794
Kaufhold, Joey	65,691
Keays, Jan	84,198
Keller, Nancy	56,801
Kelly, Chris	69,379
Kennedy, Jocelyn	88,294
Kilmer, Dawn	136,250
Klaassen, Karisa	84,364
Klassen, Kelly	88,278
Klassen, Petrica	84,166
Klein, Marcia	93,325

Klingenberg, Glenn	88,520
Knutson, Eric	91,659
Kohut, Jenilee	77,952
Korczak, Kari	75,026
Korecki, Steven	71,174
Koroluk, Kevin	108,975
Kostyniuk, Virginia	84,198
Kowal, Darlene	84,198
Kowal, Shayne	66,744
Kozun, Kimberly	69,317
Krahn, David	59,882
Kraus, Rachelle	88,294
Kulchar, Jennifer	110,361
Kulpa, Janice	85,763
Kulrich, Kirby	71,790
Kuperis, Kimberly	84,198
Kutnikoff, Trever	84,198
Kutnikoff-Brittain, Connie	88,294
Kuzma, Cara	60,683
Kuzma, Tyler	66,634
Kwiatkowska, Maria	84,198
Kyliuk, Lana	84,198
Kyliuk, Lindsay	92,248
Lambert, Rena	83,772
Larson, Sarah	71,797
Larson, Sheldon	74,528
Lavallee, Kevin	84,198
Lawreniuk, Terry	65,346
Ledding, Cheryl	84,267
Ledding, Deanna	79,782
Lehner, Carey	84,198
Lemire, Carolyn	88,357
Leonard, Tammie	84,198
Lepage, Norma	84,198
Lepine, Sheryl	80,894
Letendre, Jodi	88,294
Letkeman, Dejan	93,888
Liedtke, Leah	84,443
Linn, Brian	96,826
Lloyd, Donald	167,703

Lloyd, Vivian	83,315
Lohneis, Jeffrey	80,534
Lokinger, David	112,157
Lorensen, Lana	88,294
Lucyshyn, Tricia	65,601
Lueken, Kelsi	56,754
Lundgren, Kevin	90,759
Lussier, Laureen	88,294
Lysitza, Angela	85,522
Lysyk, Patricia	87,507
Macdonald, Aaron	88,298
Macdonald, Allison	61,222
Macdonald, Brennan	71,897
Macdougall, Iain	101,332
Macgillivray, Christine	75,449
Mack, Thomas	88,294
Mackenzie, Douglas	50,061
Mackie, Linda	88,294
Marcotte, Sandra	88,297
Margeson, Barbara	63,417
Markwart, Mona	113,420
Martell, Roxanne	84,198
Martens, Carol	78,548
Martin, Kristy	84,198
Matice, Janelle	84,198
Mauvieux, Sheldon	53,159
Mcarthur, Shona	84,198
Mcbride, Michelle	65,902
Mccaw, Krista	87,186
Mccaw, Matthew	91,339
Mcconechy, Connie	84,387
Mcconechy, David	84,198
Mcdonald, Laura	50,861
Mcelligott, Shannon	109,272
Mcewen, Alex	65,619
Mcgregor, Graham	107,418
Mchenry-Vick, Tammy	84,199
Mckelvie, Jeri-Lou	57,718
Mcleod, Leanne	83,772
Melnyk, Melissa	53,689
Meschishnick, Russell	88,295

Mesenchuk, Leah	91,698
Meyer, Lorelle	83,132
Meyers, Cody	67,325
Meyers, Dale	50,066
Meyers, Dee	63,247
Meyers, Janelle	84,172
Meyers-Blanchard, Tannis	72,877
Michalchuk, Bryn	81,922
Michalchuk, Rylan	77,471
Michayluk, Deborah	93,325
Milburn, Luke	71,174
Miller, Kassia	84,198
Miller, Michele	84,198
Miller, Teresa	88,362
Mills, Lauren	56,391
Minielly, Kay	69,481
Mitchell, Shelley	66,862
Moar, Sherry	101,284
Moline, Glenda	84,198
Monette, Stacey	84,227
Morar-Kaufenberg, Fay	94,695
Morash, Gail	74,298
Morin, Tammy	109,222
Morley, Sandra	78,067
Morrison, Ken	112,272
Morton, Jennifer	71,486
Mourot, Kevin	65,346
Mugford, Kurtis	61,951
Mullner, Cheryl	100,044
Nelson, Barry	65,346
Nelson, Elnor	77,561
Nelson, Jaret	100,482
Nelson, Rachelle	53,928
Neubuhr, Melissa	84,198
Neudorf, Gwen	86,059
Nicholson, Laura	92,402
Nicolas, Shelley	98,559
Noble, Nathan	89,220
Noble, Ronalee	74,298
Nordstrom, Angela	84,248

Norris, Ken	95,794
Novotny, Bonnie	82,919
Ntibategera, Chantal	68,217
Nunn, Alan	171,951
Odnokon, Mark	84,198
O'hara-Weegar, Sheila	78,033
Olchoway, Janelle	56,426
Olde, Brittany	71,174
Olexsyn, Bonnie	88,294
Olson, Corinne	88,286
Olson, Raquel	61,122
Otto, Nicole T	65,649
Painchaud, Jennifer	72,921
Pannell, Robert	94,005
Parenteau, Alvin	69,124
Parenteau, Bradley	71,582
Parenteau, Nicole	54,804
Parenteau, Troy	60,096
Paterson, Rayanne	74,624
Paul, Heidi	84,499
Paul, Sharon	84,198
Peake, Steven	88,436
Pearce, Colleen	50,135
Pearse, Jill	86,032
Peet, Tara	61,951
Penner-Henry, Carla	84,198
Person, Grant	84,474
Peterson, Sharon	66,506
Petit, Cynthia	84,378
Pfunder, Claudia	77,910
Phalen, Christopher	56,452
Philp, Nicole	88,866
Pidborochynski, Jerrold	133,455
Piercey, Dana	74,121
Pocha, Delores	51,759
Poetker, Ron	110,899
Polowski, Joyce	92,616
Poncelet, Jacalyn	84,198
Popescul, Robert	61,259
Poulin, Danielle	54,116
Pozniak, Angela	60,618

Pritchard, Shannon	88,294
Prosser, Ean	84,411
Quaal, Mishel	71,222
Quaale, Rebecca	77,617
Radke, Alisha	56,809
Rawlyk, Jonathon	60,240
Raymond, Julie	74,285
Reddekopp, Wade	88,294
Reinbrecht, Angela	51,759
Riddoch, Brad	73,789
Rieger, Taryn	83,060
Roberts, Shawn	66,611
Robertson, Jasmine	57,782
Rolfes, Mark	86,147
Rouault, Andy	88,294
Rouault, Tracy	84,198
Rousson, David	69,892
Roy, Charlene	93,325
Rusheleau, Bruce	88,294
Rusheleau, Shelly	84,198
Ruszkowski, Karen	68,578
Rutz, Trevor	84,519
Ruznisky-Primeau, Lacey	75,993
Safinuk, Maureen	84,198
Sander, Darcy	123,393
Sanderson, Jamie	83,756
Sass, Linda	88,294
Sayers, Carmel-Lee	88,294
Sayese-Dreaver, Kevin	53,366
Schenk, Adrienne	84,165
Schill, Connie	93,433
Schille, Bryan	71,799
Schiller, Emelia	88,294
Schlamp, Shannon	84,201
Schmalz, Asta	51,199
Schneider, David	88,294
Schultz, Darlene	107,032
Schultz, John	171,907
Schutte, Sharon	69,777
Schwartzenberger, Lambert	100,887

Schwehr, Corrine	106,209
Schwehr, Richard	92,665
Seitsonen, Janelle	58,349
Selander, Darcy	105,194
Sellar, Rhonda	82,800
Semenchuk, Kimberly	78,827
Semenchuk, Troy	87,156
Senger, Nicole	61,234
Serfas, Tracy	58,544
Seto, David	84,260
Sharp, Dale	59,882
Shields, Melissa	72,745
Shillington, Alysha	62,084
Short, Carol Ann	102,225
Shultz, Danica	72,898
Sigrist, Trina	84,306
Simons, Ann	74,660
Simpso, Santana	54,997
Simpson, Kimberley	84,198
Simpson, Scott	62,901
Sinclair, Shawna	72,976
Sinoski, Gina	101,797
Sinoski, Karen	88,242
Sinoski, Paige	88,370
Siwak, Susan	84,198
Skotheim, Timothy	59,882
Skrudland, Kerry	83,703
Slater, Janet	59,993
Slater, Kristina	53,552
Slind, Susan	87,123
Smith, Diana	83,418
Smith, Doug	102,853
Smith, Gregory	88,294
Smith, Laurel	88,294
Smith, Michelle	84,198
Smith, Shelley	94,760
Soloducha, Corinne	55,351
Sommerfeld, Dennis	82,270
Sparboe, Brandi	94,557
Spencer, Dianne	83,768
St. Amand, Shauna	81,614

Stanford, Robyn	69,984
Stene, Carrie	93,325
Stobbs, Meagan	65,582
Storey-Humble, Shelley	117,792
Strachan, Lindsay	77,237
Straf, Heather	77,376
Strom, Daygen	59,936
Strom, Timothy	89,188
Stupnikoff-Watchel, Penny	89,037
Subchyshyn, Jamie	56,583
Subchyshyn, Leigh-Anne	84,198
Sukorokoff, Dwayne	110,357
Sutton, Richelle	65,314
Svenkeson, Adam	84,576
Swain, Allison	69,433
Swain, Sterling	105,478
Swanson, Barbara	79,802
Tait, Jodie	83,772
Tait, Kevin	100,241
Taylor, Maureen	186,589
Taylor, Patricia	66,750
Tessier, Lauren	63,666
Tetreault, Armand	77,559
Tetreault, Patricia	84,198
Thiesen, Paula	84,198
Thiessen, Angela	84,198
Thomas, Cecile	84,198
Thomas, Janice	76,931
Thorpe, Devon	74,298
Thorpe, Dianne	70,634
Thorsen, Theresa	79,860
Thunderchild, Victor	84,200
Tibbs, Heather	70,221
Tiessen, Jasmin	88,517
Toles, Janet	91,698
Tomporowski, Harriet	108,442
Tomyn, Robert	70,635
Toporowski, Shelley	84,198
Tournier, Dwayne	106,418
Tournier, Joanne	107,148

Toutant, Dean	52,185
Trann, Cory	117,792
Tremblay, Joanne	88,229
Tretiak, Leanne	104,003
Tretiak, Matt	88,294
Turner, Cheryl	101,081
Twyver, Tammy	85,883
Ulrich, Garth	105,995
Van Steelandt, Danelle	60,200
Van Steelandt, Devin	55,042
Vandale, Alicia	53,928
Vandale, Bonnie	84,198
Vandale, Kimberly	67,422
Vandall, Cherie	75,967
Vedress, Brian	65,393
Verbonac, Janelle	73,919
Verge, Wendy	84,198
Vey, Shannon	85,468
Villeneuve, Nicole	70,333
Vis, Carolyn	84,198
Wagner, Lynnae	84,792
Walker, Gregory	93,327
Wallace, Douglas	106,967
Ward, Brittany	61,987
Ward, Joyce	97,291
Ward, Stacy	58,142
Watson, Paul	87,823
Weathered, Tanya	55,946
Webb, Nicole	56,717
Welsh, Jenna	75,530
Wendelborg, Courtney	51,504
West-Bates, Paula	85,408
White Stavely, Marti	84,292
Whiting, Liane	84,198
Wiberg, Holly	66,174
Wicks, Craig	85,051
Wideen, Natalie	58,809
Wilkie, Jana	88,738
Wilkie, Roger	61,290
Wilkinson, Carol	88,294
Wilkinson, Denise	90,499

Wilkinson, William	68,200
Williams, Sandra	88,295
Willie, Melanie	88,344
Woods, Geraldine	101,069
Wotherspoon, Alicia	59,831
Wright, Susan	50,861
Yakubchuk, Chelsie	62,505
Yeaman, Brenda	84,198
Yeske, Patricia	88,630
Young, Danielle	62,777
Young, Marilyn	57,474
Zbaraschuk, Lorie	87,554
Zulkoskey, David	88,294
Zultok, Carol	82,715
Zultok, David	88,294
Zurakowski, Darwin	51,066

### *Transfers*

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

Name	Amount
Aboriginal Headstart Program	\$ 117,755
Children's Choice Childcare	109,500
Family Futures, Inc.	223,663
Native Coordinating Council	124,481
P.A. Grand Council	72,214
P.A. Outreach Program	106,719
Saskatoon Tribal Council	60,000

### *Supplier Payments*

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



Name	Amount
Absolute Identification	\$ 82,939
Action Office Interiors	56,596
Amazon	75,980
Ameresco	169,896
Anderson Motors Ltd.	52,031
Anderson, Debbie	55,636
Aodbt Architects Ltd.	234,549
Apple Canada Inc.	204,079
Articulate Masonry	75,180
Attic Therapy	96,600
B&B Asphalt Ltd.	114,230
B.A. Robinson Co. Ltd.	63,307
Beaulieu Bus Lines Ltd.	63,906
Canadian Corps Of Commissionaires	76,410
Carmont Construction Ltd.	842,914
Centaur Products Inc.	71,354
City Of Prince Albert	314,788
Compagna, Paul	51,068
Cornerstone Insurance	137,950
Dell Canada Inc.	644,276
Deloitte Llp	55,025
Dodge & Sons Painting	64,726
Envirotec Services Incorporate	55,737
Epic Information Solutions	75,472
Evolution Presentation Technol	72,754
Federated Co- Operatives Ltd.	166,187
Flynn Canada Ltd.	228,359
GI Mobile Communications	96,821
Gordon Food Service	230,205
Holtslag Sales & Service	62,519
Horizon Computer Solutions	65,254
Information Systems Architects	89,047

J & G Buslines	151,178
Klassen Driving School Ltd.	237,595
Lande, Darcy	62,302
Loblaws Inc.	337,687
Mann Northway Auto Source	72,281
Marsh Canada Limited	426,116
Martin, Darrel	59,943
Maxim Transportation Services	77,541
Mckenzie, Prudence	99,750
Millsap Fuel Distributors Ltd.	441,780
Moe Enterprises	156,939
Nagy Holdings Ltd.	63,014
Open Storage Solutions	131,030
P.A. Co-Op Association Ltd.	260,648
P.A. Northern Bus Lines Ltd.	57,925
Pcg Canada	63,800
Pearson Canada Inc.	102,934
Quorex Construction	165,003
Rcs Enterprises	59,812
Real Canadian Superstore	73,202
Redbird Communications	71,670
Reimer, Holly	103,870
Rilling Bus Ltd.	137,898
S.S.B.A. (Employee Benefits)	1,129,474
Sask Energy	860,792
Sask Power	1,193,179
Sask Tel Cmr	234,749
Sask Workers' Compensation Board	411,253
Scholastic Book Fair Canada Inc.	100,937
Shanahan's Building Specialties	102,343

Simonar Bus Lines	83,026
Skinny's Enterprises	124,620
Skyline Building Envelope Solutions	357,618
Source For Sports	98,725
SRB Education Solutions, Inc.	96,747
Success Office Systems	244,337
Suncorp Valuations Ltd.	104,873
Supreme Basics	310,527
Tash's Flooring Outlet	190,633
Thorpe Brothers Ltd.	610,509
Trade West Equipment Ltd.	84,324
Unisource Canada Inc.	268,703
Wal-Mart Canada	110,676
Ward Sterling Enterprises	81,613
Waste Management	54,650
Western Canadian Inc Bus	1,327,271
Whiskeyjack Bus Lines	60,001

### *Other Expenditures*

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

Name	Amount
BMO Financial Group	\$ 325,300
CUPE Local #4195	307,329
Municipal Employees' Pension Plan	3,127,047
P.A. & Area Teachers' Association	82,308
Receiver General	20,356,563
Sask Teachers' Federation	6,156,500
Sask Teachers' Superannuation Commission	90,741
Teachers' Superannuation Fund	68,491

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## Audited Financial Statements

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Of the Saskatchewan Rivers School Division No. 119

School Division No. 2010500

For the Period Ending: August 31, 2015

Dr. Donald Lloyd  
Chief Financial Officer

Deloitte LLP  
Auditor

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

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November 23, 2015

### **Management's Responsibility for the Financial Statements**

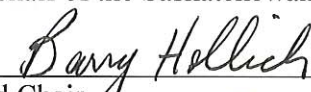
The school division's management is responsible for the preparation of the financial statements in accordance with Canadian public sector accounting standards and the format specified in the Financial Reporting Manual issued by the Ministry of Education. The preparation of financial statements necessarily 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, Deloitte LLP, conduct an independent examination in accordance with Canadian generally accepted auditing standards and express their opinion on the financial statements. The accompanying Auditor's Report outlines their responsibilities, the scope of their examination and their opinion on the school division's financial statements. The external auditors have full and free access to, and meet periodically and separately with, both the Board and management to discuss their audit findings.

On behalf of the Saskatchewan Rivers School Division No. 119:

  
\_\_\_\_\_  
Board Chair

  
\_\_\_\_\_  
Director of Education

  
\_\_\_\_\_  
Chief Financial Officer

## INDEPENDENT AUDITOR'S REPORT

### TO THE TRUSTEES OF THE BOARD OF EDUCATION OF SASKATCHEWAN RIVERS SCHOOL DIVISION NO. 119

We have audited the accompanying financial statements of Saskatchewan Rivers School Division No.119, which comprise the statement of financial position as at August 31, 2015, and the statements of operations and accumulated surplus from operations, 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 Saskatchewan Rivers School Division No. 119 as at August 31, 2015, and the results of its operations, changes in its net financial assets and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.



**Chartered Professional Accountants, Chartered Accountants  
Licensed Professional Accountants**

November 23, 2015  
Prince Albert, Saskatchewan

**Saskatchewan Rivers School Division No. 119**  
**Statement of Financial Position**  
**as at August 31, 2015**



	2015	2014
<b>Financial Assets</b>		
Cash and Cash Equivalents	24,484,189	24,715,907
Accounts Receivable (Note 7)	5,982,121	6,256,024
<b>Total Financial Assets</b>	<b>30,466,310</b>	<b>30,971,931</b>
<b>Liabilities</b>		
Accounts Payable and Accrued Liabilities (Note 8)	1,596,293	2,306,341
Long-Term Debt (Note 9)	325,300	650,600
Liability for Employee Future Benefits (Note 5)	2,688,900	2,544,400
Deferred Revenue (Note 10)	1,161,745	1,383,841
<b>Total Liabilities</b>	<b>5,772,238</b>	<b>6,885,182</b>
<b>Net Financial Assets</b>	<b>24,694,072</b>	<b>24,086,749</b>
<b>Non-Financial Assets</b>		
Tangible Capital Assets (Schedule C)	75,146,857	74,361,452
Inventory of Supplies for Consumption	119,907	122,952
Prepaid Expenses	709,197	702,276
<b>Total Non-Financial Assets</b>	<b>75,975,961</b>	<b>75,186,680</b>
<b>Accumulated Surplus (Note 13)</b>	<b>100,670,033</b>	<b>99,273,429</b>

Contingent Liabilities (Note 17)

Contractual Obligations and Commitments (Note 18)

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

Approved by the Board:

  
\_\_\_\_\_  
  
\_\_\_\_\_

Chairperson

Chief Financial Officer

**Saskatchewan Rivers School Division No. 119**  
**Statement of Operations and Accumulated Surplus from Operations**  
**for the year ended August 31, 2015**

	2015 Budget	2015 Actual	2014 Actual
	(Note 14)		
<b>REVENUES</b>			
Property Taxation	21,469,455	22,804,269	21,789,855
Grants	65,706,182	68,173,456	67,557,573
Tuition and Related Fees	1,672,594	1,835,379	1,895,113
School Generated Funds	2,265,000	2,176,036	2,335,722
Complementary Services (Note 11)	1,506,749	1,506,744	1,544,676
External Services (Note 12)	2,960,983	2,939,254	3,582,903
Other	972,177	2,099,420	1,261,052
<b>Total Revenues (Schedule A)</b>	<b>96,553,140</b>	<b>101,534,558</b>	<b>99,966,894</b>
<b>EXPENSES</b>			
Governance	642,269	622,589	642,172
Administration	3,944,936	4,016,193	3,618,777
Instruction	67,014,312	68,346,300	67,681,586
Plant	13,326,421	12,287,488	11,924,293
Transportation	7,229,236	7,093,998	6,693,903
Tuition and Related Fees	62,572	51,800	50,700
School Generated Funds	2,331,273	2,084,237	2,306,662
Complementary Services (Note 11)	1,758,686	1,703,536	1,521,541
External Services (Note 12)	3,266,794	3,906,995	3,106,513
Other Expenses	32,037	24,818	195,273
<b>Total Expenses (Schedule B)</b>	<b>99,608,536</b>	<b>100,137,954</b>	<b>97,741,420</b>
<b>Operating Surplus (Deficit) for the Year</b>	<b>(3,055,396)</b>	<b>1,396,604</b>	<b>2,225,474</b>
<b>Accumulated Surplus from Operations, Beginning of Year</b>	<b>99,273,429</b>	<b>99,273,429</b>	<b>97,047,955</b>
<b>Accumulated Surplus from Operations, End of Year</b>	<b>96,218,033</b>	<b>100,670,033</b>	<b>99,273,429</b>

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

**Saskatchewan Rivers School Division No. 119**  
**Statement of Changes in Net Financial Assets**  
**for the year ended August 31, 2015**

	2015 Budget	2015 Actual	2014 Actual
	(Note 14)		
<b>Net Financial Assets, Beginning of Year</b>	<b>24,086,749</b>	<b>24,086,749</b>	<b>26,008,623</b>
<b>Changes During the Year:</b>			
Operating Surplus (Deficit) for the Year	(3,055,396)	1,396,604	2,225,474
Acquisition of Tangible Capital Assets (Schedule C)	(3,323,748)	(6,282,765)	(9,302,868)
Proceeds on Disposal of Tangible Capital Assets (Schedule C)	30,000	97,568	75,888
Net Gain on Disposal of Tangible Capital Assets (Schedule C)	-	(43,165)	(27,169)
Amortization of Tangible Capital Assets (Schedule C)	5,147,008	5,442,957	5,176,620
Net Acquisition of Inventory of Supplies	-	3,045	(14,798)
Net Change in Other Non-Financial Assets	-	(6,921)	(55,021)
<b>Change in Net Financial Assets</b>	<b>(1,202,136)</b>	<b>607,323</b>	<b>(1,921,874)</b>
<b>Net Financial Assets, End of Year</b>	<b>22,884,613</b>	<b>24,694,072</b>	<b>24,086,749</b>

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



## Saskatchewan Rivers School Division No. 119

Statement of Cash Flows  
for the year ended August 31, 2015

	2015	2014
<b>OPERATING ACTIVITIES</b>		
Operating Surplus for the Year	1,396,604	2,225,474
Add Non-Cash Items Included in Surplus (Schedule D)	5,399,792	5,149,451
Net Change in Non-Cash Operating Activities (Schedule E)	(1,368,290)	1,306,414
<b>Cash Provided by Operating Activities</b>	<b>5,428,106</b>	<b>8,681,339</b>
<b>CAPITAL ACTIVITIES</b>		
Cash Used to Acquire Tangible Capital Assets	(5,432,092)	(8,461,763)
Proceeds on Disposal of Tangible Capital Assets	97,568	75,888
<b>Cash Used by Capital Activities</b>	<b>(5,334,524)</b>	<b>(8,385,875)</b>
<b>FINANCING ACTIVITIES</b>		
Repayment of Long-Term Debt	(325,300)	(325,300)
<b>Cash Used by Financing Activities</b>	<b>(325,300)</b>	<b>(325,300)</b>
<b>DECREASE IN CASH AND CASH EQUIVALENTS</b>	<b>(231,718)</b>	<b>(29,836)</b>
<b>CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR</b>	<b>24,715,907</b>	<b>24,745,743</b>
<b>CASH AND CASH EQUIVALENTS, END OF YEAR</b>	<b>24,484,189</b>	<b>24,715,907</b>

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

**Saskatchewan Rivers School Division No. 119**  
**Schedule A: Supplementary Details of Revenues**  
**for the year ended August 31, 2015**

	2015 Budget	2015 Actual	2014 Actual
<b>Property Taxation Revenue</b>			
<b>Tax Levy Revenue:</b>			
Property Tax Levy Revenue	21,469,455	20,670,199	20,104,034
<b>Total Property Tax Revenue</b>	<b>21,469,455</b>	<b>20,670,199</b>	<b>20,104,034</b>
<b>Grants in Lieu of Taxes:</b>			
Federal Government	-	538,417	508,032
Provincial Government	-	508,081	492,411
Other	-	1,030,626	776,988
<b>Total Grants in Lieu of Taxes</b>	<b>-</b>	<b>2,077,124</b>	<b>1,777,431</b>
<b>Other Tax Revenues:</b>			
Treaty Land Entitlement - Rural	-	-	42,749
House Trailer Fees	-	76,174	24,025
<b>Total Other Tax Revenues</b>	<b>-</b>	<b>76,174</b>	<b>66,774</b>
<b>Additions to Levy:</b>			
Penalties	-	180,071	178,806
Other	-	(54,596)	(22,464)
<b>Total Additions to Levy</b>	<b>-</b>	<b>125,475</b>	<b>156,342</b>
<b>Deletions from Levy:</b>			
Cancellations	-	(144,703)	(314,310)
Other Deletions	-	-	(416)
<b>Total Deletions from Levy</b>	<b>-</b>	<b>(144,703)</b>	<b>(314,726)</b>
<b>Total Property Taxation Revenue</b>	<b>21,469,455</b>	<b>22,804,269</b>	<b>21,789,855</b>
<b>Grants:</b>			
<b>Operating Grants</b>			
Ministry of Education Grants:			
Operating Grant	64,104,261	66,400,740	65,598,963
Other Ministry Grants	253,000	186,555	81,900
<b>Total Ministry Grants</b>	<b>64,357,261</b>	<b>66,587,295</b>	<b>65,680,863</b>
Other Provincial Grants	267,750	-	307,982
Federal Grants	21,300	20,744	18,893
Grants from Others	-	207,282	-
<b>Total Operating Grants</b>	<b>64,646,311</b>	<b>66,815,321</b>	<b>66,007,738</b>
<b>Capital Grants</b>			
Ministry of Education Capital Grants	1,059,871	1,358,135	1,545,835
Other Provincial Capital Grants	-	-	4,000
<b>Total Capital Grants</b>	<b>1,059,871</b>	<b>1,358,135</b>	<b>1,549,835</b>
<b>Total Grants</b>	<b>65,706,182</b>	<b>68,173,456</b>	<b>67,557,573</b>

**Saskatchewan Rivers School Division No. 119**  
**Schedule A: Supplementary Details of Revenues**  
**for the year ended August 31, 2015**

	2015 Budget	2015 Actual	2014 Actual
<b>Tuition and Related Fees Revenue</b>			
<b>Operating Fees:</b>			
Tuition Fees:			
Federal Government and First Nations	1,598,751	1,691,799	1,726,810
Individuals and Other	73,843	143,580	168,303
<b>Total Operating Tuition and Related Fees</b>	<b>1,672,594</b>	<b>1,835,379</b>	<b>1,895,113</b>
<b>Total Tuition and Related Fees Revenue</b>	<b>1,672,594</b>	<b>1,835,379</b>	<b>1,895,113</b>
<b>School Generated Funds Revenue</b>			
<b>Curricular:</b>			
Student Fees	35,000	16,981	27,167
<b>Total Curricular Fees</b>	<b>35,000</b>	<b>16,981</b>	<b>27,167</b>
<b>Non-Curricular Fees:</b>			
Commercial Sales - Non-GST	165,000	161,317	130,220
Fundraising	1,340,000	1,330,549	1,457,735
Grants and Partnerships	125,000	108,131	113,860
Students Fees	300,000	298,373	285,705
Other	300,000	260,685	321,035
<b>Total Non-Curricular Fees</b>	<b>2,230,000</b>	<b>2,159,055</b>	<b>2,308,555</b>
<b>Total School Generated Funds Revenue</b>	<b>2,265,000</b>	<b>2,176,036</b>	<b>2,335,722</b>
<b>Complementary Services</b>			
<b>Operating Grants:</b>			
Ministry of Education Grants:			
Operating Grant,	1,506,749	1,506,744	1,517,269
Other Provincial Grants	-	-	27,407
<b>Total Operating Grants</b>	<b>1,506,749</b>	<b>1,506,744</b>	<b>1,544,676</b>
<b>Total Complementary Services Revenue</b>	<b>1,506,749</b>	<b>1,506,744</b>	<b>1,544,676</b>

**Saskatchewan Rivers School Division No. 119**  
**Schedule A: Supplementary Details of Revenues**  
**for the year ended August 31, 2015**

	2015 Budget	2015 Actual	2014 Actual
<b>External Services</b>			
<b>Operating Grants:</b>			
Ministry of Education Grants:			
Other Ministry Grants	1,478,986	1,688,293	1,989,682
Other Provincial Grants	994,449	699,550	1,200,905
Other Grants	4,133	8,923	116,347
<b>Total Operating Grants</b>	<b>2,477,568</b>	<b>2,396,766</b>	<b>3,306,934</b>
<b>Fees and Other Revenue</b>			
Tuition and Related Fees	17,500	13,000	15,450
Other Revenue	465,915	529,488	260,519
<b>Total Fees and Other Revenue</b>	<b>483,415</b>	<b>542,488</b>	<b>275,969</b>
<b>Total External Services Revenue</b>	<b>2,960,983</b>	<b>2,939,254</b>	<b>3,582,903</b>
<b>Other Revenue</b>			
Miscellaneous Revenue	690,677	1,783,065	960,944
Sales & Rentals	21,500	13,521	22,675
Investments	260,000	259,669	250,264
Gain on Disposal of Capital Assets	-	43,165	27,169
<b>Total Other Revenue</b>	<b>972,177</b>	<b>2,099,420</b>	<b>1,261,052</b>
<b>TOTAL REVENUE FOR THE YEAR</b>	<b>96,553,140</b>	<b>101,534,558</b>	<b>99,966,894</b>

**Saskatchewan Rivers School Division No. 119**  
**Schedule B: Supplementary Details of Expenses**  
**for the year ended August 31, 2015**

	2015 Budget	2015 Actual	2014 Actual
<b>Governance Expense</b>			
Board Members Expense	244,641	204,170	191,824
Professional Development- Board Members	101,058	127,690	144,351
Advisory Committees	33,250	31,000	31,000
Other Governance Expenses	263,320	259,729	274,997
<b>Total Governance Expense</b>	<b>642,269</b>	<b>622,589</b>	<b>642,172</b>
<b>Administration Expense</b>			
Salaries	2,831,399	2,880,983	2,602,039
Benefits	344,788	314,965	277,473
Supplies & Services	264,850	252,466	242,155
Non-Capital Furniture & Equipment	19,100	11,826	12,539
Building Operating Expenses	117,640	123,799	93,988
Communications	69,600	93,670	85,211
Travel	18,000	17,250	16,619
Professional Development	59,130	54,691	68,404
Amortization of Tangible Capital Assets	220,429	266,543	220,349
<b>Total Administration Expense</b>	<b>3,944,936</b>	<b>4,016,193</b>	<b>3,618,777</b>
<b>Instruction Expense</b>			
Instructional (Teacher Contract) Salaries	45,096,741	47,473,871	46,475,536
Instructional (Teacher Contract) Benefits	2,144,667	2,565,629	2,513,458
Program Support (Non-Teacher Contract) Salaries	10,924,189	10,402,097	10,845,855
Program Support (Non-Teacher Contract) Benefits	2,183,807	2,036,669	2,166,200
Instructional Aids	2,563,263	2,334,210	2,356,195
Supplies & Services	911,043	873,628	831,853
Non-Capital Furniture & Equipment	375,793	276,428	189,137
Communications	179,920	170,622	185,189
Travel	166,000	149,694	152,295
Professional Development	717,675	570,005	485,973
Student Related Expense	63,900	66,157	68,474
Amortization of Tangible Capital Assets	1,687,314	1,427,290	1,411,421
<b>Total Instruction Expense</b>	<b>67,014,312</b>	<b>68,346,300</b>	<b>67,681,586</b>

**Saskatchewan Rivers School Division No. 119**  
**Schedule B: Supplementary Details of Expenses**  
**for the year ended August 31, 2015**

	2015 Budget	2015 Actual	2014 Actual
<b>Plant Operation &amp; Maintenance Expense</b>			
Salaries	4,260,678	4,134,260	3,902,008
Benefits	817,397	780,360	770,340
Supplies & Services	6,550	501	3,759
Non-Capital Furniture & Equipment	58,000	28,798	31,060
Building Operating Expenses	5,594,178	4,282,512	4,345,611
Communications	12,500	15,290	10,959
Travel	119,000	157,016	112,627
Professional Development	13,800	13,591	8,837
Amortization of Tangible Capital Assets	2,444,318	2,875,160	2,739,092
<b>Total Plant Operation &amp; Maintenance Expense</b>	<b>13,326,421</b>	<b>12,287,488</b>	<b>11,924,293</b>
<b>Student Transportation Expense</b>			
Salaries	2,694,303	2,767,728	2,447,424
Benefits	554,853	533,259	499,645
Supplies & Services	1,074,916	956,057	1,044,088
Non-Capital Furniture & Equipment	322,960	337,486	331,723
Building Operating Expenses	79,958	73,059	58,464
Communications	37,000	27,111	12,134
Travel	13,000	13,848	21,185
Professional Development	9,500	7,041	9,487
Contracted Transportation	1,732,534	1,555,704	1,550,700
Amortization of Tangible Capital Assets	710,212	822,705	719,053
<b>Total Student Transportation Expense</b>	<b>7,229,236</b>	<b>7,093,998</b>	<b>6,693,903</b>
<b>Tuition and Related Fees Expense</b>			
Tuition Fees	62,572	51,800	50,700
<b>Total Tuition and Related Fees Expense</b>	<b>62,572</b>	<b>51,800</b>	<b>50,700</b>
<b>School Generated Funds Expense</b>			
Supplies & Services	1,100,000	121,657	177,157
Cost of Sales	-	620,403	683,924
Non-Capital Furniture & Equipment	65,000	23,279	72,018
School Fund Expenses	1,100,000	1,281,984	1,305,320
Amortization of Tangible Capital Assets	66,273	36,914	68,243
<b>Total School Generated Funds Expense</b>	<b>2,331,273</b>	<b>2,084,237</b>	<b>2,306,662</b>

**Saskatchewan Rivers School Division No. 119**  
**Schedule B: Supplementary Details of Expenses**  
**for the year ended August 31, 2015**

	2015 Budget	2015 Actual	2014 Actual
<b>Complementary Services Expense</b>			
Instructional (Teacher Contract) Salaries & Benefits	1,103,135	1,089,736	979,081
Program Support (Non-Teacher Contract) Salaries & Benefits	496,523	502,407	416,158
Instructional Aids	89,400	83,887	106,954
Travel	-	-	89
Professional Development (Non-Salary Costs)	50,000	25,089	18,682
Contracted Transportation & Allowances	16,000	2,417	577
Amortization of Tangible Capital Assets	3,628	-	-
<b>Total Complementary Services Expense</b>	<b>1,758,686</b>	<b>1,703,536</b>	<b>1,521,541</b>
<b>External Service Expense</b>			
Administration Salaries & Benefits	89,048	84,076	93,225
Instructional (Teacher Contract) Salaries & Benefits	420,371	462,329	376,691
Program Support (Non-Teacher Contract) Salaries & Benefits	594,916	1,476,837	561,042
Plant Operation & Maintenance Salaries & Benefits	135,639	137,388	176,788
Transportation Salaries & Benefits	24,396	29,902	29,253
Instructional Aids	88,353	106,885	120,982
Supplies & Services	1,567,123	1,299,109	1,444,956
Non-Capital Furniture & Equipment	33,631	18,365	14,641
Building Operating Expenses	197,855	200,010	183,471
Communications	17,587	28,632	13,023
Travel	6,109	10,199	5,783
Professional Development (Non-Salary Costs)	46,049	14,917	42,258
Contracted Transportation & Allowances	30,883	24,001	25,938
Amortization of Tangible Capital Assets	14,834	14,345	18,462
<b>Total External Services Expense</b>	<b>3,266,794</b>	<b>3,906,995</b>	<b>3,106,513</b>

**Saskatchewan Rivers School Division No. 119**  
**Schedule B: Supplementary Details of Expenses**  
**for the year ended August 31, 2015**

	2015 Budget	2015 Actual	2014 Actual
<b>Other Expense</b>			
Interest and Bank Charges:			
Current Interest and Bank Charges	2,500	5,477	417
Interest on Other Capital Loans and Long-Term Debt			
School Facilities	29,537	19,341	33,705
<b>Total Interest and Bank Charges</b>	<b>32,037</b>	<b>24,818</b>	<b>34,122</b>
Provision for Uncollectable Taxes	-	-	161,151
<b>Total Other Expense</b>	<b>32,037</b>	<b>24,818</b>	<b>195,273</b>
<b>TOTAL EXPENSES FOR THE YEAR</b>	<b>99,608,536</b>	<b>100,137,954</b>	<b>97,741,420</b>



Saskatchewan Rivers School Division No. 119  
 Schedule C - Supplementary Details of Tangible Capital Assets  
 for the year ended August 31, 2015

	Land	Land Improvements	Buildings	Buildings Short-Term	School Buses	Other Vehicles	Furniture and Equipment	Computer Hardware			Assets Under Construction		2014
								Visual Equipment	Software	Computer Hardware	Under Construction	2015	
Opening Balance as of September 1	2,573,177	6,517,561	115,566,273	243,086	9,243,109	1,142,967	4,101,515	5,677,723	352,221	702,763	146,120,395	141,272,239	
Additions/Purchases	-	56,710	304,396	-	1,286,246	247,666	436,128	1,510,977	69,876	2,370,766	6,282,765	9,302,868	
Disposals	-	-	-	-	(729,197)	(68,004)	(565,919)	(1,574,807)	(69,719)	-	(3,007,646)	(4,454,712)	
Transfers to (from)	-	-	2,616,115	-	-	-	-	-	-	(2,616,115)	-	-	
<b>Closing Balance as of August 31</b>	<b>2,573,177</b>	<b>6,574,271</b>	<b>118,486,784</b>	<b>243,086</b>	<b>9,800,158</b>	<b>1,322,629</b>	<b>3,971,724</b>	<b>5,613,893</b>	<b>352,378</b>	<b>457,414</b>	<b>149,395,514</b>	<b>146,120,395</b>	

*Tangible Capital Assets - at Cost:*

Opening Balance as of September 1	-	4,037,479	55,199,556	200,039	5,604,352	841,374	1,906,897	3,767,444	201,822	-	71,758,943	70,988,316
Amortization of the Period	-	240,162	2,767,145	5,721	704,037	135,727	396,744	1,122,945	70,476	-	5,442,957	5,176,620
Disposals	-	-	-	-	(729,197)	(13,601)	(565,919)	(1,574,807)	(69,719)	-	(2,953,243)	(4,405,993)
<b>Closing Balance as of August 31</b>	<b>N/A</b>	<b>4,277,641</b>	<b>57,966,681</b>	<b>205,760</b>	<b>5,579,192</b>	<b>963,500</b>	<b>1,737,722</b>	<b>3,315,582</b>	<b>202,579</b>	<b>N/A</b>	<b>74,248,657</b>	<b>71,758,943</b>

*Net Book Value:*

Opening Balance as of September 1	2,573,177	2,480,082	60,366,737	43,047	3,638,757	301,593	2,194,618	1,910,279	150,399	702,763	74,361,452	70,283,923
Closing Balance as of August 31	2,573,177	2,296,630	60,520,103	37,326	4,220,966	359,129	2,234,002	2,298,311	149,799	457,414	75,146,857	74,361,452
<b>Change in Net Book Value</b>	<b>-</b>	<b>(183,452)</b>	<b>153,366</b>	<b>(5,721)</b>	<b>582,209</b>	<b>57,536</b>	<b>39,384</b>	<b>388,032</b>	<b>(600)</b>	<b>(245,349)</b>	<b>785,405</b>	<b>4,077,529</b>

*Disposals:*

Historical Cost	-	-	-	-	729,197	68,004	565,919	1,574,807	69,719	-	3,007,646	4,454,712
Accumulated Amortization	-	-	-	-	729,197	13,601	565,919	1,574,807	69,719	-	2,953,243	4,405,993
<b>Net Cost</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>54,403</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>54,403</b>	<b>48,719</b>
Price of Sale	-	-	-	-	15,948	81,580	40	-	-	-	97,568	75,888
<b>Net Gain on Disposal</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>15,948</b>	<b>27,177</b>	<b>40</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>43,165</b>	<b>27,169</b>

**Saskatchewan Rivers School Division No. 119**  
**Schedule D: Non-Cash Items Included in Surplus**  
**for the year ended August 31, 2015**

	2015	2014
<b>Non-Cash Items Included in Surplus:</b>		
Amortization of Tangible Capital Assets (Schedule C)	5,442,957	5,176,620
Net Gain on Disposal of Tangible Capital Assets	(43,165)	(27,169)
<b>Total Non-Cash Items Included in Surplus</b>	<b>5,399,792</b>	<b>5,149,451</b>

**Saskatchewan Rivers School Division No. 119**  
**Schedule E: Net Change in Non-Cash Operating Activities**  
**for the year ended August 31, 2015**

	2015	2014
<b>Net Change in Non-Cash Operating Activities:</b>		
Decrease in Accounts Receivable	273,903	2,941,074
Decrease in Accounts Payable and Accrued Liabilities	(1,560,721)	(1,720,465)
Increase in Liability for Employee Future Benefits	144,500	125,100
(Decrease) Increase in Deferred Revenue	(222,096)	30,524
Decrease (Increase) in Inventory of Supplies for Consumption	3,045	(14,798)
Increase in Prepaid Expenses	(6,921)	(55,021)
<b>Total Net Change in Non-Cash Operating Activities</b>	<b>(1,368,290)</b>	<b>1,306,414</b>

**SASKATCHEWAN RIVERS SCHOOL DIVISION NO. 119**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**as at August 31, 2015**

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**1. AUTHORITY AND PURPOSE**

The School Division operates under the authority of *The Education Act, 1995* of Saskatchewan as a corporation under the name of “The Board of Education of the Saskatchewan Rivers School Division No. 119” and operates as “the Saskatchewan Rivers School Division No. 119”. The School Division provides education services to residents within its geographic region and is governed by an elected board of trustees.

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

**2. SIGNIFICANT ACCOUNTING POLICIES**

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

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

**a) Basis of Accounting**

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

**b) Reporting Entity**

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

**c) Trust Funds**

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

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

**d) Measurement Uncertainty and the Use of Estimates**

Canadian public sector accounting standards require management to make estimates and assumptions that affect the reported amount of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenues and expenses during the year.

**SASKATCHEWAN RIVERS SCHOOL DIVISION NO. 119**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**as at August 31, 2015**

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**2. SIGNIFICANT ACCOUNTING POLICIES** (continued)

**d) Measurement Uncertainty and the Use of Estimates** (continued)

Measurement uncertainty that may be material to these financial statements exists for:

- the liability for employee future benefits of \$2,688,900 (2014 - \$2,544,400) because actual experience may differ significantly from actuarial estimations.
- property taxation revenue of \$22,804,269 (2014 - \$21,789,855) because final tax assessments may differ from initial estimates.
- useful lives of capital assets (Note 2(g)) and related amortization (schedule C) of \$5,442,957 (2014 - \$5,176,620) because the actual useful lives of the capital assets may differ from their estimated economic lives.
- prior year's tangible capital asset historical costs (schedule C) and related amortization (schedule C) for land, land improvements, buildings, buildings short-term, furniture and equipment, computer hardware and audio equipment, and computer software because actual historical costs and related amortization 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 the contractual provisions of 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, accounts payable and accrued liabilities, and long-term debt.

All financial instruments are measured at cost or amortized cost. Transaction costs are a component of the cost of financial instruments measured using cost or amortized cost. For financial instruments measured using amortized cost, the effective interest rate method is used to determine interest 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.

**SASKATCHEWAN RIVERS SCHOOL DIVISION NO. 119**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**as at August 31, 2015**

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**2. SIGNIFICANT ACCOUNTING POLICIES (continued)**

**e) Financial Instruments (continued)**

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

**f) Financial Assets**

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

**Cash and Cash Equivalents** consist of cash and bank deposits 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. Other receivables include First Nations tuition fees, Frank J Dunn pool utilization charges, goods and services tax rebate and other miscellaneous items.

**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.

**SASKATCHEWAN RIVERS SCHOOL DIVISION NO. 119**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**as at August 31, 2015**

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**2. SIGNIFICANT ACCOUNTING POLICIES (continued)**

**g) Non-Financial Assets (continued)**

**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, land improvements, buildings, buildings – short-term, school buses, other vehicles, furniture and equipment, computer hardware and audio visual equipment, computer software, and assets under construction. Tangible capital assets are recorded at cost (or estimated cost when the actual cost is unknown) and include all costs directly attributable to the acquisition, design, construction, development, installation and betterment of the tangible capital asset. The School Division does not capitalize interest incurred while a tangible capital asset is under construction.

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

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

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

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

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

**Prepaid Expenses** are prepaid amounts for goods and services which will provide economic benefits in one or more future periods. Prepaid expenses include insurance, Saskatchewan School Boards Association fees, Saskatchewan Workers' Compensation Board premiums, League of Educational Administrators, Directors and Superintendents of Saskatchewan membership dues, Saskatchewan Leadership Conference expenses, software licenses and conference fees.

**SASKATCHEWAN RIVERS SCHOOL DIVISION NO. 119**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**as at August 31, 2015**

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**2. SIGNIFICANT ACCOUNTING POLICIES (continued)**

**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. Amounts are payable within one year.

**Long-Term Debt** is comprised of a capital loan with initial maturity of more than one year and are incurred for the purpose of financing capital expenses 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**

**Multi-Employer Defined Benefit Plans**

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

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

**SASKATCHEWAN RIVERS SCHOOL DIVISION NO. 119**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**as at August 31, 2015**

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**2. SIGNIFICANT ACCOUNTING POLICIES (continued)**

**j) Revenue Recognition**

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

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

**i) Government Transfers (Grants)**

Grants from governments are considered to be government transfers. In accordance with 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 1/12<sup>th</sup> of estimated total tax revenue recorded in each month of the School Division's fiscal year. The tax revenue for the September to December portion of the fiscal year is based on the actual amounts reported by the municipalities for the calendar taxation year. For the January to August portion of its fiscal year, the School Division estimates tax revenue based on estimate information provided by municipalities who levy and collect the property tax on behalf of the School Division. The final annual taxation amounts are reported to the division by each municipality following the conclusion of each calendar taxation year, and any difference between final amounts and the School Division's estimates is recorded as an adjustment to revenue in the next fiscal year.

**iii) Fees and Services**

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

**iv) Interest Income**

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



**SASKATCHEWAN RIVERS SCHOOL DIVISION NO. 119**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**as at August 31, 2015**

**2. SIGNIFICANT ACCOUNTING POLICIES (continued)**

**j) Revenue Recognition (continued)**

**v) Other (Non-Government Transfer) Contributions**

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

**k) Statement of Remeasurement Gains and Losses**

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

**3. SHORT TERM BORROWINGS**

**Bank indebtedness** consists of a demand operating line of credit with a maximum borrowing limit of \$5,000,000 that bears interest at bank prime rate minus 0.5%. This line of credit is authorized by a borrowing resolution by the Board of Education and is secured by funding from the Ministry of Education. This line of credit was approved by the Minister of Education on July 26, 2010. The balance drawn on the line of credit at August 31, 2015 was \$0 (August 31, 2014 - \$0).

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

Function	Salaries & Benefits	Goods & Services	Debt Service	Amortization of TCA	2015 Actual	2014 Actual
Governance	\$ 204,170	\$ 418,419	\$ -	\$ -	\$ 622,589	\$ 642,172
Administration	3,195,948	553,702	-	266,543	4,016,193	3,618,777
Instruction	62,478,266	4,440,744	-	1,427,290	68,346,300	67,681,586
Plant	4,914,620	4,497,708	-	2,875,160	12,287,488	11,924,293
Transportation	3,300,987	2,970,306	-	822,705	7,093,998	6,693,903
Tuition and Related Fees	-	51,800	-	-	51,800	50,700
School Generated Funds	-	2,047,323	-	36,914	2,084,237	2,306,662
Complementary Services	1,592,143	111,393	-	-	1,703,536	1,521,541
External Services	2,190,532	1,702,118	-	14,345	3,906,995	3,106,513
Other	-	-	24,818	-	24,818	195,273
<b>TOTAL</b>	<b>\$ 77,876,666</b>	<b>\$ 16,793,513</b>	<b>\$ 24,818</b>	<b>\$ 5,442,957</b>	<b>\$100,137,954</b>	<b>\$ 97,741,420</b>

**SASKATCHEWAN RIVERS SCHOOL DIVISION NO. 119**  
**NOTES TO THE FINANCIAL STATEMENTS**  
as at August 31, 2015

**5. EMPLOYEE FUTURE BENEFITS**

The School Division provides certain post-employment, compensated absence and termination benefits to its employees. These benefits include accumulating non-vested sick leave, retirement gratuity and earned vacation pay. Significant economic and demographic assumptions are necessary to predict future benefits and include estimates for inflation, discount rates, earnings increases and future employee behavior. The liability associated with these benefits is calculated as the present value of expected future payments pro-rated for service and is recorded as Liability for Employee Future Benefits in the statement of financial position. Morneau Shepell Ltd, a firm of consulting actuaries, performed an actuarial valuation and estimated the Liability for Employee Future Benefits as at August 31, 2015.

Details of the employee future benefits are as follows:

	2015	2014
	Aug. 31, 2015	(Aug. 31, 2014)
Actuarial valuation (extrapolation) date		
Long-term assumptions used:		
Discount rate at end of period	2.50%	2.80%
Inflation and productivity rate (excluding merit and promotion)	3.20%	3.25%
Expected average remaining service life (years)	14	14

Liability for Employee Future Benefits	2015	2014
<b>Accrued Benefit Obligation - beginning of year</b>	<b>\$ 2,536,900</b>	<b>\$ 2,236,100</b>
Current period benefit cost	187,400	166,500
Interest cost	74,700	82,200
Benefit payments	(116,100)	(110,500)
Actuarial losses	443,900	162,600
<b>Accrued Benefit Obligation - end of year</b>	<b>3,126,800</b>	<b>2,536,900</b>
Unamortized Net Actuarial (Gain)/Losses	(437,900)	7,500
<b>Liability for Employee Future Benefits</b>	<b>\$ 2,688,900</b>	<b>\$ 2,544,400</b>

Employee Future Benefits Expense	2015	2014
Current period service cost	\$ 187,400	\$ 166,500
Amortization of net actuarial gain	(1,500)	(13,100)
<b>Benefit cost</b>	<b>185,900</b>	<b>153,400</b>
Interest cost	74,700	82,200
<b>Total Employee Future Benefits Expense</b>	<b>\$ 260,600</b>	<b>\$ 235,600</b>

**SASKATCHEWAN RIVERS SCHOOL DIVISION NO. 119**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**as at August 31, 2015**

**6. PENSION PLANS**

**Multi-Employer Defined Benefit Plans**

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

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

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

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

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

	2015		
	STRP	STSP	TOTAL
Number of active School Division members	744	15	759
Member contribution rate (percentage of salary)	9.10%	6.05%	6.05 - 9.10%
Member contributions for the year	\$ 4,818,659	\$ 64,491	\$ 4,883,150
	2014		
	STRP	STSP	TOTAL
Number of active School Division members	713	35	748
Member contribution rate (percentage of salary)	7.80% - 9.10%	6.60%	6.60 - 9.10%
Member contributions for the year	\$ 3,862,847	\$ 123,058	\$ 3,985,905

- 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.

**SASKATCHEWAN RIVERS SCHOOL DIVISION NO. 119**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**as at August 31, 2015**

**6. PENSION PLANS (continued)**

ii) Municipal Employees' Pension Plan (MEPP) (continued)

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:

	<u>2015</u>	<u>2014</u>
Number of active School Division members	614	623
Member contribution rate (percentage of salary)	8.15%	8.15%
School Division contribution rate (percentage of salary)	8.15%	8.15%
Member contributions for the year	\$ 1,563,411	\$ 1,534,144
School Division contributions for the year	\$ 1,563,411	\$ 1,534,239
Actuarial (extrapolation) valuation date	<b>(Dec-31-2014)</b>	<b>Dec-31-2013</b>
Plan Assets (in thousands)	\$ 2,006,584	\$ 1,685,167
Plan Liabilities (in thousands)	\$ 1,672,585	\$ 1,498,853
Plan Surplus (in thousands)	\$ 334,002	\$ 186,314

**7. ACCOUNTS RECEIVABLE**

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

	<u>2015</u>			<u>2014</u>		
	Total Receivable	Valuation Allowance	Net of Allowance	Total Receivable	Valuation Allowance	Net of Allowance
Taxes Receivable	\$ 4,923,511	\$ -	\$ 4,923,511	\$ 4,553,173	\$ -	\$ 4,553,173
Provincial Grants Receivable	-	-	-	956,762	-	956,762
Other Receivables	1,058,610	-	1,058,610	746,089	-	746,089
<b>Total Accounts Receivable</b>	<b>\$ 5,982,121</b>	<b>\$ -</b>	<b>\$ 5,982,121</b>	<b>\$ 6,256,024</b>	<b>\$ -</b>	<b>\$ 6,256,024</b>

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**8. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES**

Details of accounts payable and accrued liabilities are as follows:

	2015	2014
Accrued Salaries and Benefits	\$ 278,023	\$ 882,541
Supplier Payments	1,298,557	1,290,240
Other - Debenture Principal & Interest, GST Payable	19,713	133,560
<b>Total Accounts Payable and Accrued Liabilities</b>	<b>\$ 1,596,293</b>	<b>\$ 2,306,341</b>

**9. LONG-TERM DEBT**

Details of long-term debt are as follows:

	2015	2014
Capital Loan: Bank of Montreal 4.54% fixed rate loan, interest payable monthly, principal payable in annual instalments of \$325,300, until December 2015	\$ 325,300	\$ 650,600
<b>Total Long-Term Debt</b>	<b>\$ 325,300</b>	<b>\$ 650,600</b>

Future principal repayments over the next year are estimated as follows:

	Capital Loan	Total
2016	\$ 325,300	\$ 325,300
<b>Total</b>	<b>\$ 325,300</b>	<b>\$ 325,300</b>

Principal and interest payments on the long-term debt are as follows:

	Capital Loan	2015	2014
Principal	\$ 325,300	\$ 325,300	\$ 325,300
Interest	19,341	19,341	33,705
<b>Total</b>	<b>\$ 344,641</b>	<b>\$ 344,641</b>	<b>\$ 359,005</b>

**SASKATCHEWAN RIVERS SCHOOL DIVISION NO. 119**  
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**10. DEFERRED REVENUE**

Details of deferred revenues are as follows:

	Balance as at Aug. 31, 2014	Additions during the Year	Revenue recognized in the Year	Balance as at Aug. 31, 2015
<b>Capital projects:</b>				
Federal Capital Tuition	\$ 891,006	\$ 75,955	\$ 798,096	\$ 168,865
Friday Night Lights	37,719	-	-	37,719
Proceeds from Sale of School Buildings	342,711	-	-	342,711
<b>Total capital projects deferred revenue</b>	<b>1,271,436</b>	<b>75,955</b>	<b>798,096</b>	<b>549,295</b>
<b>Other deferred revenue:</b>				
Saskatchewan Leadership Conference	-	168,325	-	168,325
Tax Liability	80,758	417,465	80,758	417,465
Other Grant - Frank Larocque, Global Partners	31,647	26,660	31,647	26,660
<b>Total other deferred revenue</b>	<b>112,405</b>	<b>612,450</b>	<b>112,405</b>	<b>612,450</b>
<b>Total Deferred Revenue</b>	<b>\$ 1,383,841</b>	<b>\$ 688,405</b>	<b>\$ 910,501</b>	<b>\$ 1,161,745</b>

**11. COMPLEMENTARY SERVICES**

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

Following is a summary of the revenue and expenses of the Complementary Services programs operated by the School Division in 2015 and 2014:

Summary of Complementary Services Revenues and Expenses, by Program	Pre-K Program	2015	2014
<b>Revenue:</b>			
Operating Grants	\$ 1,506,744	\$ 1,506,744	\$ 1,544,676
<b>Total Revenue</b>	<b>1,506,744</b>	<b>1,506,744</b>	<b>1,544,676</b>
<b>Expenses:</b>			
Salaries & Benefits	1,592,143	1,592,143	1,395,239
Instructional Aids	83,887	83,887	106,954
Travel	-	-	89
Professional Development (Non-Salary Costs)	25,089	25,089	18,682
Contracted Transportation & Allowances	2,417	2,417	577
<b>Total Expenses</b>	<b>1,703,536</b>	<b>1,703,536</b>	<b>1,521,541</b>
<b>(Deficiency) Excess of Revenue over Expenses</b>	<b>\$ (196,792)</b>	<b>\$ (196,792)</b>	<b>\$ 23,135</b>

**Pre-K**

The Pre-K program is a developmentally appropriate early childhood education program for three and four year old children.

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**12. EXTERNAL SERVICES**

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

Following is a summary of the revenue and expenses of the External Services programs operated by the School Division in 2015 and 2014:

Summary of External Services Revenues and Expenses, by Program	Kids First	Eagle's Nest	FNM Achievement	Other Programs	2015	2014
<b>Revenue:</b>						
Operating Grants	\$ 865,949	\$ 468,000	\$ 524,771	\$ 538,046	\$ 2,396,766	\$ 3,306,934
Fees and Other Revenue	-	-	-	542,488	542,488	275,969
<b>Total Revenue</b>	<b>865,949</b>	<b>468,000</b>	<b>524,771</b>	<b>1,080,534</b>	<b>2,939,254</b>	<b>3,582,903</b>
<b>Expenses:</b>						
Salaries & Benefits	416,181	425,191	653,130	696,030	2,190,532	1,236,999
Instructional Aids	43,758	24,687	8,254	30,186	106,885	120,982
Supplies and Services	746,730	39,170	72,658	440,551	1,299,109	1,444,956
Non-Capital Furniture & Equipment	3,356	1,002	9,617	4,390	18,365	14,641
Building Operating Expenses	870	10,605	-	188,535	200,010	183,471
Communications	23,343	1,329	3,435	525	28,632	13,023
Travel	2,408	-	1,859	5,932	10,199	5,783
Professional Development (Non-Salary Costs)	7,888	696	6,061	272	14,917	42,258
Contracted Transportation & Allowances	21,186	2,579	-	236	24,001	25,938
Amortization of Tangible Capital Assets	-	-	-	14,345	14,345	18,462
<b>Total Expenses</b>	<b>1,265,720</b>	<b>505,259</b>	<b>755,014</b>	<b>1,381,002</b>	<b>3,906,995</b>	<b>3,106,513</b>
<b>(Deficiency) Excess of Revenue over Expenses</b>	<b>\$ (399,771)</b>	<b>\$ (37,259)</b>	<b>\$ (230,243)</b>	<b>\$ (300,468)</b>	<b>\$ (967,741)</b>	<b>\$ 476,390</b>

Kids First Project offers support to high-risk families with young children.

Eagle's Nest Project provides residential care, counselling, and special programming to high-risk youth.

First Nation-Metis Achievement Project represent transfers received from the Ministry of Education as funding support for developing strategies, programs and processes to support First Nations and Metis Students' graduation rates, attendance and credit attainment.

Other programs include after school programs, cafeteria, community mobilization, invitational shared services initiative, regional intersectoral committee, summer literacy camp, summer school and swimming pool.

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**13. ACCUMULATED SURPLUS**

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

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



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**13. ACCUMULATED SURPLUS (continued)**

Details of accumulated surplus are as follows:

	August 31, 2014	Additions during the year	Reductions during the year	August 31, 2015
<b>Invested in Tangible Capital Assets:</b>				
Net Book Value of Tangible Capital Assets	\$ 74,361,452	\$ 749,228	\$ -	\$ 75,110,680
Less: Debt owing on Tangible Capital Assets	650,600	-	325,300	325,300
	<b>73,710,852</b>	<b>749,228</b>	<b>(325,300)</b>	<b>74,785,380</b>
<b>S.286 pre-April 2009 capital reserves (1)</b>	<b>3,488,110</b>	<b>-</b>	<b>3,488,110</b>	<b>-</b>
<b>PMR Maintenance Project Allocations (2)</b>	<b>220,851</b>	<b>1,385,199</b>	<b>1,296,285</b>	<b>309,765</b>
<b>Internally Restricted Surplus:</b>				
<b>Capital projects:</b>				
Communications/Technology	725,350	500,000	456,700	768,650
Equipment Replacement	393,454	-	-	393,454
Facilities	1,038,251	-	-	1,038,251
Office Facility	253,478	-	-	253,478
Rental of Track Equipment	136,788	-	860	135,928
Transportation	685,986	275,000	685,986	275,000
Track Facility	225,000	-	3,843	221,157
	<b>3,458,307</b>	<b>775,000</b>	<b>1,147,389</b>	<b>3,085,918</b>
<b>Other reserves:</b>				
Consultant Professional Development	25,403	6,696	-	32,099
Future Contract	1,095,523	-	-	1,095,523
Developmental Education	8,972	-	-	8,972
Future Expenditures	65,807	-	-	65,807
School Generated Funds Carryovers	1,664,386	117,998	-	1,782,384
School Budget Carryovers	994,735	-	464,795	529,940
	<b>3,854,826</b>	<b>124,694</b>	<b>464,795</b>	<b>3,514,725</b>
<b>Other projects:</b>				
Eagle's Nest Project	321,955	468,000	505,259	284,696
First Nation-Metis Achievement Project	441,835	524,771	757,014	209,592
Invitational Shared Services Initiative	291,802	300,000	294,795	297,007
Kids First Project	227,168	865,949	1,265,720	(172,603)
Other Projects	73,352	96,684	68,069	101,967
Regional Intersectoral Committee Program	40,469	100,250	99,103	41,616
	<b>1,396,581</b>	<b>2,355,654</b>	<b>2,989,960</b>	<b>762,275</b>
<b>Unrestricted Surplus</b>	<b>13,143,902</b>	<b>5,068,068</b>	<b>-</b>	<b>18,211,970</b>
<b>Total Accumulated Surplus</b>	<b>\$ 99,273,429</b>	<b>\$ 10,457,843</b>	<b>\$ 9,061,239</b>	<b>\$ 100,670,033</b>

**SASKATCHEWAN RIVERS SCHOOL DIVISION NO. 119**  
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**13. ACCUMULATED SURPLUS (continued)**

- (1) **S.286 pre-April 2009 Capital Reserves** represents capital reserves that were created by pre-April 2009 Board of Education motions that designated certain prior years' operating surpluses to be set aside for the purpose of future capital expenditures. Pursuant to S.286 of *The Education Act, 1995*, the School Division is required to hold these reserves as a special fund for the purpose of constructing or acquiring any capital works that may be approved by the minister.
- (2) **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.

**Internally restricted surplus – capital projects and other reserves**

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

Communications/technology reserve represents funds available for purchases of technology.

Equipment replacement reserve represents funds available for the purchases of equipment.

Facilities reserve represents funds available to assist with capital expenditures related to construction of new facilities.

Office facility reserve represents funds available for the construction of a new administrative services building.

Rental of track equipment reserve represents funds to be used to cover repair and replacement of track equipment.

Transportation reserve represents funds available for purchase of buses.

Track facility reserve represents funds available for the School Division's portion of repair or replacement of the running surface associated with the Harry Jerome Track.

Consultant professional development reserve represents the unspent portion of the consultant's budget to be used for teacher/staff initiated professional development.

Future contract reserve represents funds available to cover non-budgeted negotiated salary and benefit costs.

Developmental education reserve represents funds available to enhance facility and programming at Vickers School and Carlton Comprehensive High School.

Future expenditures reserve represents funds available for future expenditures.

School generated funds carryovers represent the unspent portion of funds generated at each school.

**SASKATCHEWAN RIVERS SCHOOL DIVISION NO. 119**  
**NOTES TO THE FINANCIAL STATEMENTS**  
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**13. ACCUMULATED SURPLUS (continued)**

**Internally restricted surplus – capital projects and other reserves (continued)**

School budget carryovers represent the unspent portion of budgets decentralized to schools.

**Internally restricted surplus – other projects**

Eagle's Nest Project represent transfers received from the Ministry of Education as funding support for residential care, counseling, and special programming to high-risk youth.

First Nation-Metis Achievement Project represent transfers received from the Ministry of Education as funding support for developing strategies, programs and processes to support First Nations and Metis Students' graduation rates, attendance and credit attainment.

Invitational Shared Services Initiative represent transfers received from the Ministry of Education as funding support for a partnership with Wahpeton Dakota Nation, Muskoday First Nation, One Arrow First Nation and the Saskatoon Tribal Council to develop strategies, programs and processes to support First Nations Students' graduation rates, attendance and credit attainment.

Kids First Project represent transfers received from the Ministry of Health as funding support to high-risk families with young children.

Other Projects represent transfers received from the Ministry of Education as funding support for various external projects.

Regional Intersectoral Committee (RIC) Project represent transfers received from the Ministry of Education as funding support to contract a RIC Coordinator to advance the integrated human services agenda by building partnerships with government and non-government agencies, local interagency committees and community groups.

**14. BUDGET FIGURES**

Budget figures included in the financial statements were approved by the Board of Education on June 2, 2014 and the Minister of Education on August 12, 2014.

**15. RELATED PARTIES**

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

**SASKATCHEWAN RIVERS SCHOOL DIVISION NO. 119**  
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**15. RELATED PARTIES (continued)**

**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.

	2015	2014
<b>Revenues:</b>		
Community Initiatives Fund	\$ 65,284	\$ 37,400
Ministry of Education	71,140,467	70,733,649
Ministry of Health	639,266	1,084,985
Prince Albert Roman Catholic Separate School Division No. 6	172,254	176,667
Saskatchewan Government Insurance	207,365	227,559
Other	32,296	2,263
	<b>\$ 72,256,932</b>	<b>\$ 72,262,523</b>
<b>Expenses:</b>		
Living Sky School Division No. 202	\$ -	\$ 70,700
Prince Albert Parkland Health Region	50,064	126,168
Saskatchewan Government Insurance	365,246	249,848
Saskatchewan Power Corporation	1,196,109	1,154,903
Saskatchewan Telecommunications Holding Corporation	218,340	229,980
Saskatchewan Workers' Compensation Board	321,825	411,975
SaskEnergy Incorporated	860,792	1,137,101
Other	104,570	21,458
	<b>\$ 3,116,946</b>	<b>\$ 3,402,133</b>
<b>Accounts Receivable:</b>		
Ministry of Education - Provincial Grants	\$ -	\$ 956,976
Ministry of Education - Other	59,359	-
Other	25,243	31,979
	<b>\$ 84,602</b>	<b>\$ 988,955</b>
<b>Prepaid Expenses:</b>		
SaskEnergy Incorporated	\$ -	\$ 11,979
Saskatchewan Workers' Compensation Board	107,034	137,084
	<b>\$ 107,034</b>	<b>\$ 149,063</b>
<b>Accounts Payable and Accrued Liabilities:</b>		
Saskatchewan Power Corporation	\$ -	\$ 72,619
Saskatchewan Telecommunications Holding Corporation	-	13,259
	<b>\$ -</b>	<b>\$ 85,878</b>
<b>Deferred Revenue:</b>		
Other	\$ 91,184	\$ -
	<b>\$ 91,184</b>	<b>\$ -</b>

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

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**15. RELATED PARTIES (continued)**

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

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

**16. TRUSTS**

The School Division, as the trustee, administers trust funds for the Saskatchewan Rivers School Division No. 119 of Saskatchewan Charity and Scholarship Fund. Two bank accounts are held: (1) charities and (2) scholarships. The operating cycle for these funds is January 1 to December 31. The accounts are audited by Deloitte LLP. The trust assets and transactions are not included in the financial statements.

Information about these trusts is as follows:

	<u>Charity</u>	<u>Scholarships</u>	<u>Total</u> <u>December 31, 2014</u>	<u>Total</u> <u>December 31, 2013</u>
Cash	\$ 183,773	\$ 36,414	\$ 220,187	\$ 125,303
Short-term investments	-	8,900	8,900	9,200
<b>Total Assets</b>	<b>\$ 183,773</b>	<b>\$ 45,314</b>	<b>\$ 229,087</b>	<b>\$ 134,503</b>
Revenues				
Contributions and donations	\$ 146,629	\$ 23,975	\$ 170,604	\$ 142,049
Interest on investments	1,455	654	2,109	1,768
	<b>148,084</b>	<b>24,629</b>	<b>172,713</b>	<b>143,817</b>
Expenses				
In-kind & school expenditures	53,514	-	53,514	193,220
Scholarships paid	-	24,615	24,615	26,240
	<b>53,514</b>	<b>24,615</b>	<b>78,129</b>	<b>219,460</b>
Excess (Deficiency) of Revenue over Expenses	94,570	14	94,584	(75,643)
Trust Fund Balance, Beginning of Year	89,203	45,300	134,503	210,146
<b>Trust Fund Balance, End of Year</b>	<b>\$ 183,773</b>	<b>\$ 45,314</b>	<b>\$ 229,087</b>	<b>\$ 134,503</b>

**17. CONTINGENT LIABILITIES**

**Litigation**

The School Division has been named as a defendant in certain legal actions in which damages have been sought. The outcome of these actions is not determinable as at the date of reporting and accordingly, no provision has been made in these financial statements for any liability that may result. The School Division's share of settlement, if any, will be charged to expenses in the year in which the amount is determinable.

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**18. CONTRACTUAL OBLIGATIONS AND COMMITMENTS**

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

- construction contract for the Education Centre Renovations in the amount of \$216,041;
- construction contract for the W. J. Berezowsky Public School Boiler project in the amount of \$109,182;
- construction contract for the Birch Hills Public School Roof project in the amount of \$88,801;
- construction contract for the Debden Public School Roof project in the amount of \$40,440;
- the School Division has signed a letter of intent with Bus Sales of Saskatoon for the purchase of fourteen buses for a total cost of \$849,736; and
- operating lease for multifunction printing devices, variable monthly cost based on usage expiring June 30, 2019.

**19. RISK MANAGEMENT**

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

**k) 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 municipal government, 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 impairment in collectability.

The aging of other accounts receivable at August 31, 2015 was:

	August 31, 2015					
	Total	Current	0-30 days	30-60 days	60-90 days	over 90 days
Other Receivables	\$ 919,843	\$ 954	\$ 378,483	\$ 19,777	\$ 51,566	\$ 469,063
<b>Gross Receivables</b>	<b>919,843</b>	<b>954</b>	<b>378,483</b>	<b>19,777</b>	<b>51,566</b>	<b>469,063</b>
Allowance for Doubtful Accounts	-	-	-	-	-	-
<b>Net Receivables</b>	<b>\$ 919,843</b>	<b>\$ 954</b>	<b>\$ 378,483</b>	<b>\$ 19,777</b>	<b>\$ 51,566</b>	<b>\$ 469,063</b>

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**19. RISK MANAGEMENT (continued)**

**ii) Liquidity Risk**

Liquidity risk is the risk that the School Division will not be able to meet its financial obligations as they come due. The School Division manages liquidity risk by maintaining adequate cash balances and budget practices and monitoring. The following table sets out the contractual maturities of the School Division's financial liabilities:

	August 31, 2015			
	Within 6 months	6 months to 1 year	1 to 5 years	> 5 years
Accounts payable and accrued liabilities	\$ 1,596,293	\$ -	\$ -	\$ -
Long-term debt	325,300	-	-	-
<b>Total</b>	<b>\$ 1,921,593</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

**iii) Market Risk**

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

**Interest Rate Risk**

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market interest rates. The School Division's interest rate exposure relates to cash and cash equivalents and long-term debt. The School Division also has an authorized bank line of credit of \$5,000,000 with interest payable monthly at a rate of prime minus 0.5%. 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, 2015.

The School Division minimizes these risks by:

- holding cash in an account at a Canadian bank, denominated in Canadian currency
- managing cash flows to minimize utilization of its bank line of credit
- managing its interest rate risk on long-term debt through the exclusive use of fixed rate terms for its long-term debt

**Foreign Currency Risk**

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