



**Saskatchewan Rivers Public
School Division**

**Annual Report
2012-13**

Table of Contents

Letter of Transmittal	3
Highlights/Accomplishments for 2012-13	4
Introduction	5
School Division Profile	6
<i>About Us</i>	6
<i>Division Mission Statement</i>	6
<i>Division Vision Statement</i>	6
<i>Division Guiding Principles</i>	6
Program Overview	7
School Division Planning	9
<i>Strategic Plan</i>	9
<i>Continuous Improvement and Accountability Framework</i>	9
The School Division in the Community	11
<i>Community and Parent Involvement</i>	11
<i>Community Partnerships</i>	11
Governance	14
<i>The Board of Education</i>	14
<i>School Community Councils</i>	15
Our Students and Staff	16
<i>Students</i>	16
<i>Staff Profile</i>	17
<i>Senior Management</i>	17
Higher Literacy and Achievement	18
<i>Grade 12 Graduation</i>	18
<i>Average Final Marks</i>	20
Equitable Opportunities	20
<i>Strategies to Meet Needs of Diverse Students</i>	20
Smooth Transitions	21
<i>Grade 7 to 10 Transitions</i>	21
<i>Credit Attainment</i>	22
System Accountability and Governance	23
<i>School Community Councils and Learning Improvement Plans</i>	23
Facilities and Transportation	24
<i>Facilities</i>	24
<i>Student Transportation</i>	24
Financial Overview	25
<i>Budget to Actual Expenditures and Variances</i>	25

Appendix A: Management Report and Audited Financial Statements	30
Appendix B: Organization Chart	69
Appendix C: School List	70
Appendix D: Payee List – 2012-13	71
<i>Board of Education Remuneration</i>	71
<i>Personal Services</i>	72
<i>Transfers</i>	
<i>Supplier Payments</i>	83
<i>Other Expenditures</i>	87
Appendix E: Infrastructure Projects – 2012-13	88

List of Figures

Figure 1: Location of Saskatchewan Rivers Public School Division	6
Figure 2: SRPSD Commitment to Student Achievement and Goal Alignment	10
Figure 3: Enrolment by Grade – September 30	16
Figure 4: School Division Staff – 2012-13	17
Figure 5: Graduation Rates: Students Completing Grade 12 in Three Years	18
Figure 6: Graduation Rates: Students Completing Grade 12 in Five Years	19
Figure 7: Average Final Marks in Selected Secondary Level Courses.....	20
Figure 8: Student Transitions Between Grades 7 and 10	21
Figure 9: Proportion of Secondary Students Attaining 8 or More Credits per Year	22
Figure 10: Percentage of School Community Councils Involved in Development of Learning Improvement Plans	23
Figure 11: Student Transportation 2012-13.....	24
Figure 12: Summary of Revenue and Expenses 2012-13	25
Figure 13: Summary of Revenue and Expenditures with Budget to Actual Comparison for the Fiscal Year September 1, 2012 to August 31, 2013	26

Saskatchewan Rivers Public School Division
Education Centre
545 – 11th Street East
Prince Albert SK S6V 1B1
(306) 764-1571

www.srsd119.ca

After Dec 31, 2013, an electronic copy of this report is available at
<http://www.srsd119.ca/continuousimprovement.html>

Letter of Transmittal



Honourable Don Morgan
Minister of Education

Dear Minister Morgan:

The Board of Education of Saskatchewan Rivers Public School Division is pleased to provide you and the residents of the School Division with the 2012-13 annual report. This report outlines activities and accomplishments of the School Division and provides audited financial statements for the fiscal year September 1, 2012 to August 31, 2013.

Respectfully submitted,

A handwritten signature in blue ink that reads "Barry Hollick". The signature is written in a cursive, flowing style.

Barry Hollick

Chairperson

Highlights/Accomplishments for 2012-13

The 2012-13 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 demanding environment that encourages struggling FNM students to persist in their schooling until graduation. This is demonstrated by our five year graduation rate for FNM students of 61.4%, which is among the highest in the province, but still far below our goal.

Support for Students with Diverse and Intensive Needs has been an integral part of our school division's success. Our Early Development Instrument and Learning Disruption data shows that our student population has nearly twice the risk when compared to the provincial population and yet our students demonstrate significant success. In the 2012-13 school year we improved our collaborative team approach to serving students, developed intervention protocols and enhanced our website to provide staff and parents with resources and support.

Student Achievement continues to be a primary focus of our efforts and a source for celebration. Our high school student achievement 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.

One of the many determinates of student success is student engagement. Our division was one that implemented the pilot of the Tell Them From Me program in all our schools. The results were very positive across the division and have been incorporated into school learning plans for the upcoming year. In addition the SCCs have had increasing success in engaging parents in supporting the schools learning program. Investment in student and parent engagement as a strategy to enhance student achievement is beginning to pay dividends.



Introduction

This annual report provides an overview of Saskatchewan Rivers Public School Division's activities and accomplishments for the 2012-2013 school year.

This report presents a snapshot of the division, its governance structures, students, staff, programs, and facilities. It also offers information pertaining to the CIAF priorities: equitable opportunities, smooth transitions, and system accountability and governance.

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.



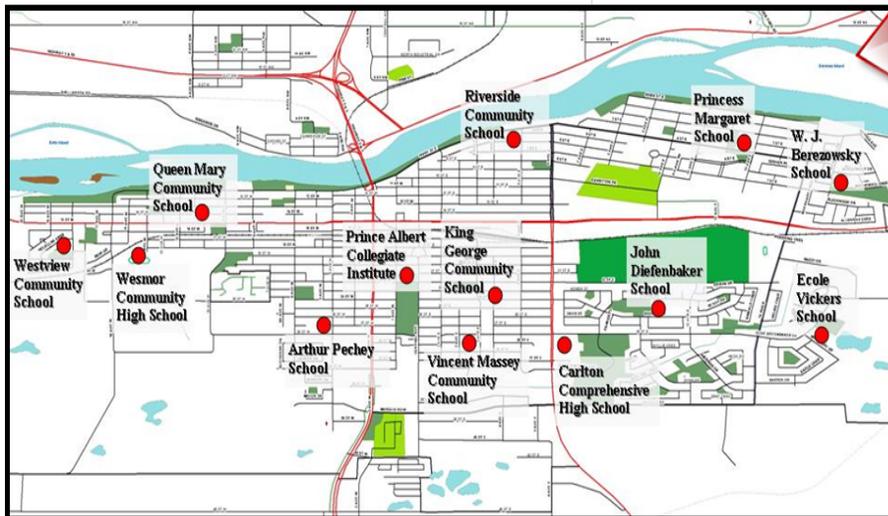
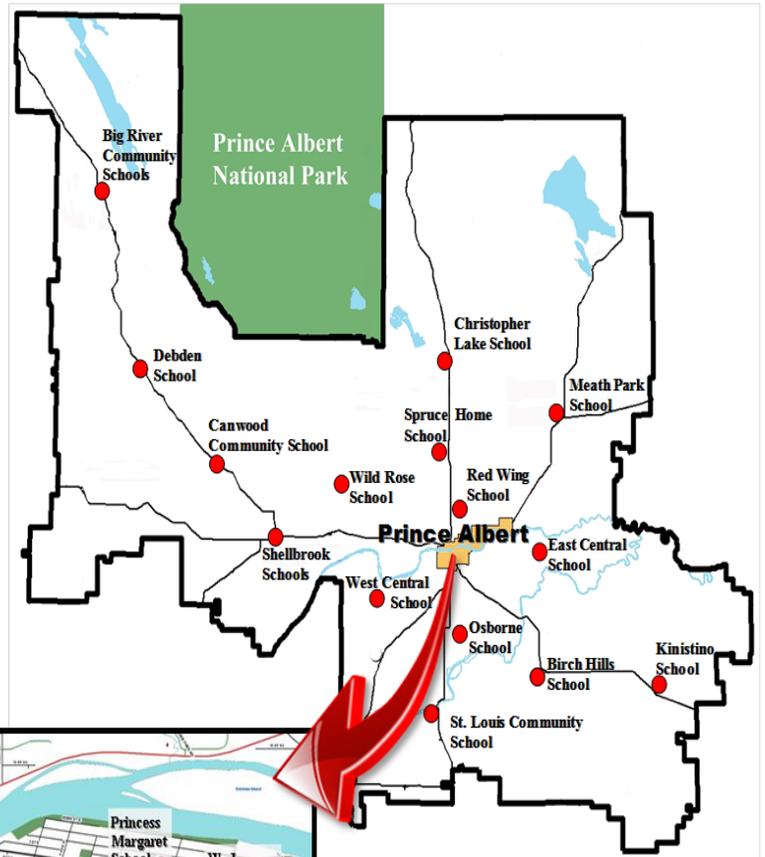
Saskatchewan Rivers Public School Division trustees participating in the Student Voice Symposium during the 2012-2013 school year.

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 are First Nations and Métis.

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.



Division Mission, Motto and Guiding Principles

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 the following document available at <http://www.srsd119.ca/boardpolicyfiles/1001%20Mission%20%20Statement.pdf>.

Program Overview

Saskatchewan Rivers Public School Division provides educational opportunities for a very diverse student population. The Division has many urban and rural schools. A significant percentage of our student population is of First Nations and Métis ancestry. 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:

Alternative programming	Music/band/choral
Community school programming	Nutrition programs
Distance education	Prekindergarten programs
English as an Additional Language	Technology-enhanced learning
French Immersion	

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

- Curriculum consultants in specific subject areas
- Subject area coaches
- Student Support Services (SSS) consultants
- Educational psychologists
- Speech and language pathologists
- Behaviour intervention coach
- School social workers
- Occupational therapists
- English as an additional language (EAL) teachers
- Student counselors

Newcomers' Protocol - 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 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 division-wide EAL teachers. Also, the protocol makes provision for high school students to take classes through the 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 is currently collaborating with Settlement Services in Prince Albert to further ease and streamline school entry processes for newcomers.

Instructional Strategies:

Research clearly indicates a strong positive relationship between professional development and improvements in student learning. As we strive for excellence for every learner, we acknowledge the need for professional learning experiences that align the province, the division, and the school with student learning outcomes. In the 2012 -2013 year the Saskatchewan Rivers School Division worked with teachers through division initiatives in many areas. Two critical areas included staff development targeting increased engagement in the early years with both students and families and assessment literacy for all teachers.

Early years:

This year all kindergarten teachers focused on using a child-centered environment and the Curriculum to understand and implement strategies that lead students through play and exploration to learning. Project-based learning ideas were shared with the teachers using examples from kindergarten classrooms across the province. From these experiences, our teachers created invitation ideas specific to each outcome. These are posted on a common drive for SRPSD teachers to access. Using the book, *Inspiring Spaces for Young Children*, ideas for materials to include in the environment are also posted on a common drive.

Help Me Tell My Story became foundational in four pilot schools in 2012-2013 as Prekindergarten and kindergarten teachers collaborated with division personnel to engage students in learning and parents in learning ideas that could be used at home to support oral language development that is foundational to future success in all subject areas.

Assessment Literacy:

Professional development initiatives in 2012-2013 all targeted the alignment of assessment strategies with curricular outcomes and classroom learning experiences. Teachers focused on the assessment and learning cycle, increasing their understanding of formative and summative assessment as well as assessment as, of, and for learning. Teachers worked to document student achievement as related to curricular outcomes and promoted the practice of ongoing assessment until students mastered learning outcomes. Staff development was delivered at the division level and at the school level and was supported in the classroom by the work of consultants and instructional coaches.

Grade 3 Reading:

Reading grade level text has long been a goal of all teachers. In Saskatchewan Rivers, we have worked to continually refine our process to identify non-grade level readers and to be able to target not only annual growth for those students but catch up growth as well. We also recognize the importance of the “assess, analyze data, plan, implement/teach and assess again” cycle. Targeted strategies for teachers this year included:

Formative Assessment: Teachers were taught the process for administering running records, how to use the data to inform instruction, monitor student growth, and assist students with goal setting.

Pedagogy: Teachers learned the theory behind and importance of shared and guided reading. The structuring of the classroom was a key strategy teachers learned about in order to provide time for whole class, small group, and individual instruction.

Goal Setting: While the division had a SMART goal for the initiative, teachers also worked with division coaches to set and address their own goals for helping improve student achievement in reading. In some classrooms, teachers worked with individual students to set goals to improve their reading level. Students who set goals were engaged in and committed to improving their reading.

First Nations and Metis Education Plan:

Success for our First Nations and Metis students is fundamental to our success as a division. Our plan for FNM student success is built on a culturally responsive learning environment and active partnerships that lead to improved academic achievement and graduation rates. Our full First Nations and Metis Education Plan is available beginning on page 45 of our 2013 Continuous Improvement Plan which is available here: <http://www.srsd119.ca/continuousimprovementfiles/>

School Division Planning

The school division relies on the Continuous Improvement and Accountability Framework (CIAF) as a structure for planning, setting goals and monitoring the progress towards them. In addition, the Board renewed its Three Year Plan in June 2010 and continues to work on achieving its goals within that plan.

Strategic Plan

In June of 2010 the school division renewed its Three Year Plan which outlines the priorities and the key strategies to achieve success in each priority area. Given the restructuring and planning that was occurring provincially in the recent years, the board chose to remain focused upon its existing plan until there was more clarity about provincial targets and priorities. The division is now at the end of its plan and has accomplished significant improvements in the following areas: governance, administration, instruction, plant operation and maintenance, transportation and technology.

Continuous Improvement and Accountability Framework

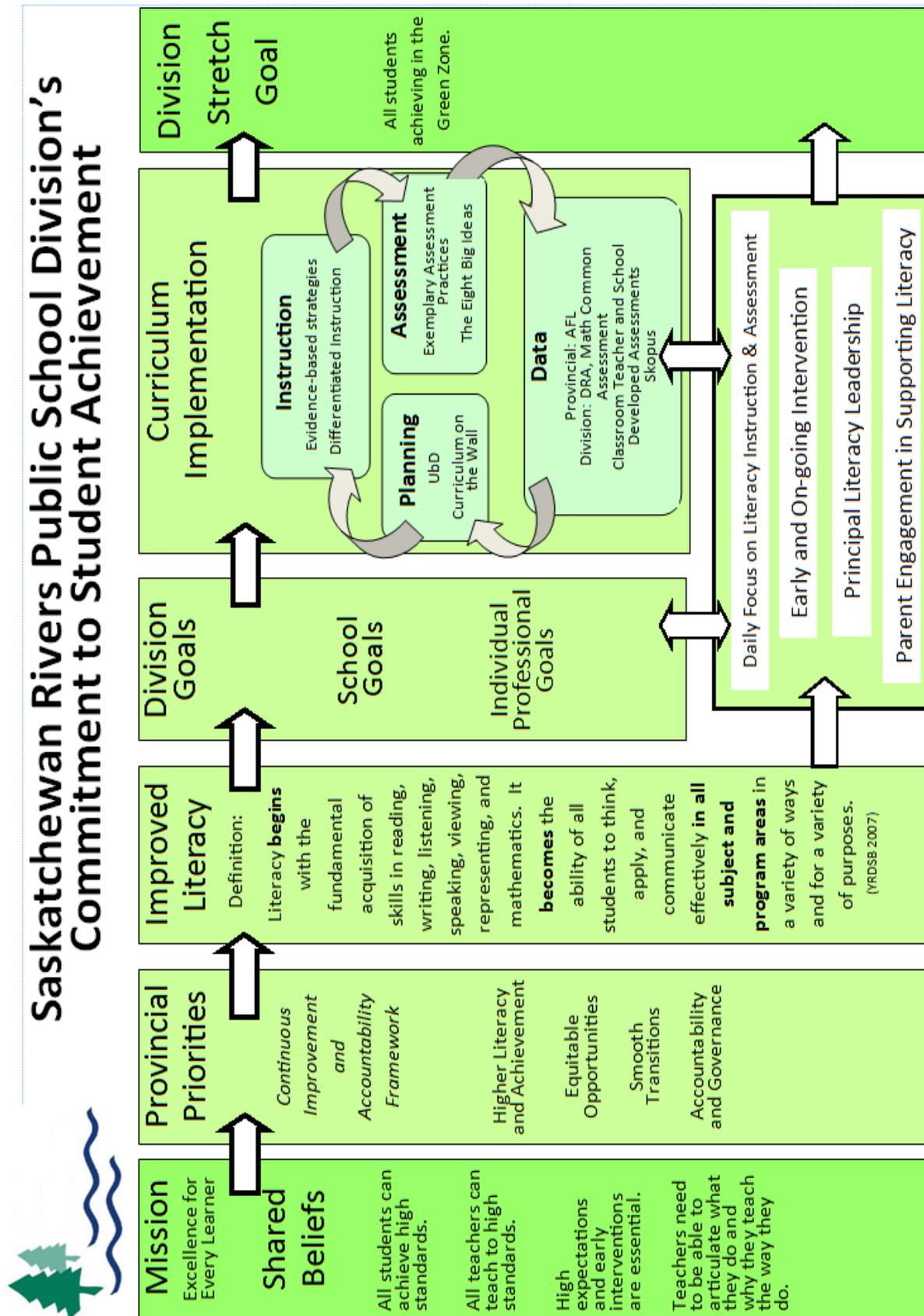
The Continuous Improvement and Accountability Framework (CIAF) provides the primary structure for school division planning. Its priority areas provide the alignment for all aspects of school division operations and include:

- **Higher Literacy and Achievement** – presents outcome measures on the literacy and achievement levels of Saskatchewan students. These indicators relate to student proficiency in selected subject areas, as shown by provincial, national, and international sources.
- **Equitable Opportunities** – provides input and process measures that indicate how well the education system is meeting the diverse needs of Saskatchewan students. Accessibility to schools and programs, the diversity of languages taught, and the range of supports provided to students within the province are described.
- **Smooth Transitions** – describes the progress of students through the education system, as they prepare for post-graduation. There are indicators on graduation rates, persistence to complete school, and student movement into and out of the PreK-12 education system.
- **Accountability and Governance** – focuses on the financial and administrative organization of the Saskatchewan education system. Input measures from this priority support fiscal responsibility and the long-term stability of the system in providing a high quality education to all students.

The division's CIAF goals along with our strategies to achieve them and our measurable progress towards them are all described in our CIAF Report which is available on our website. The CIAF report, as well as all our individual school Learning Improvement Plans (LIPs), is available at <http://www.srsd119.ca/continuousimprovement.html>.

The graphic on the following page illustrates the alignment of our mission and beliefs with the CIAF priorities and throughout the school division operations.

Figure 2: SRPSD Commitment to Student Achievement and Goal Alignment



The School Division in the Community

Saskatchewan Rivers Public School Division is both a significant contributor to the communities it serves as well as a recipient of tremendous community support.

Community and Parent Involvement

Recent Tell Them From Me data for SRPSD suggests that in our Elementary schools students feel that advocacy out of school is lower than the Canadian norms. The High School data suggests advocacy outside of school is barely higher than the Canadian norms. Our main mechanism for parental involvement is through School Community Councils. This data provides us with rich information to share with our SCCs in the hopes of engaging SRPSD parents with the schools their children attend. Our School Community Councils are active, but do struggle to maintain a comprehensive cross section of parents on their respective councils. Often, the group finds it a challenge to bring in new members.

Our community truly believes “It takes a village to raise a child.” Our community is very involved in 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 are linked to SRPSD. Prince Albert has strong intersectoral structures to involve the community in education. Our Regional Intersectoral Committee (RIC) recently examined Early Years data together and this data helps provide direction for the RIC in 2013-14. SRPSD is an active partner with the RIC and we work together to support common goals.

The Community Networking Coalition is another example of our community meeting monthly. Approximately 100 different community stakeholders ranging from businesses to community based organizations share their mandates with one another on a regular basis via monthly meetings and special Learning Fairs each spring.

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 40 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.

Community Partnerships

Saskatchewan Rivers Public School Division has worked hard to promote partnership development this year with numerous sectors in Prince Albert and area.

We celebrate together at various recognition events to say thank-you to our many community partners. At the Division level our Student Support Services Team hosts an annual Partner Recognition breakfast. At the school level numerous schools bring in various stakeholders from their respective communities to say thank-you and to present tokens of appreciation.

Community support is evident for SRPSD Commitment to Student Achievement. One recent example is the community pitching in to provide summer camp opportunities for over 150 vulnerable students.

Many community partners including Scotia Bank, Kinsmen, Optimists, Kinsmen, SIGA, Canadian Tire, and St. Paul's Church organized fund raisers which included garage sales, a fashion show, steak nights and a spring supper at the church. Reverend Scott, along with King George Public School Principal Sterling Swain, even ran a triathlon to help raise funds!

Thanks to the efforts of the school communities, along with community partners, many children will benefit from a summer camp experience., with goal of helping to close the achievement gap that can grow in the summer months while school is out.

Another example of SRPSD and the community coming together for a shared purpose is the community garden. Over 1000 pounds of vegetables are produced each year in the community garden where students, inmates, and staff from Pine Grove Correctional facility work alongside each other. Much of the produce supports the food bank but a local church group also prepares healthy soup for local schools nutrition programs with the produce.



Cowie, I., 2013 "*Growing Together*"
Online Image Prince Albert Daily Herald, Prince Albert; Publisher.

The following examples highlight just a half dozen of the approximately 100 formal and informal partnerships SRPSD is proudly involved in with various agencies:

1. Eagles Nest Youth Ranch (ENYR)- SRPSD and ENYR work together with Aboriginal Education Partnership Consultant Linda Greyeyes-Highway to enhance cultural programming to ensure ENYR classrooms follow proper cultural protocol.
2. Memorandum of Understanding- Muskoday First Nation and SRPSD-have a formal Kisewatotatowin Partnership where the respective partners acknowledge and uphold the Rights of the Child and the Inherent and Treaty Right to Education. The partners work together to provide opportunities to promote and engage First Nations Education Principles to improve learning outcomes for all students in the region.
3. Community Mobilization Prince Albert -CMPA is an effective tiered, integrated, multi-agency team building safer and healthier communities. SRPSD works alongside participating agencies including:
 - Ministry of Social Services
 - Ministry of Justice, Corrections, and Policing
 - Prince Albert Parkland Health Region
 - Prince Albert Roman Catholic School Division
 - Prince Albert Grand Council
 - Royal Canadian Mounted Police
 - Prince Albert Police Service
4. Prince Albert Youth Outreach Program (PAYOP)-has a mission of providing a safe environment for high risk youth where a feeling of belonging can develop into positive lifestyle choices, and graduation. SRPSD works very closely with PAYOP in a shared implementation of cultural programs, parenting classes, leadership courses, and life skills training.
5. Saskatchewan Urban Native Teacher Education Program (SUNTEP)-works collaboratively on many projects that improve educational opportunities for Prince Albert and area students. Both parties strive to create programming that honours Indigenous Worldview and First Nation and Métis teachings.
6. University of Saskatchewan- the Office of First Nation and Métis Engagement of the University and SRPSD create awareness with high school students regarding the programs and services available at the University of Saskatchewan.

Governance

The Board of Education provides governance for the Saskatchewan Rivers Public School Division. Individual schools within the division receive guidance from School Community Councils.

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.

Elected to represent the City of Prince Albert at large:

Grant Gustafson, Barry Hollick, Arne Lindberg, George McHenry and Rod Thompson.

Elected to represent rural wards:

Ward 1 – Wayne Steen

Ward 2 – Darlene Rowden

Ward 3 – Jaimie Smith-Windsor

Ward 4 – John Mclvor

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 Mclvor, 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

SRPSD Board of Education recently sponsored full workshops on Community Engagement for all Trustees, Senior and School Administrators, and SCC Chairs. The response from the SCCs was very positive and another is planned for the upcoming year. The forum provides networking opportunities, and a chance to learn from each other. The challenges that SCCs faces in reaching their goal are often similar in nature to each other. The forum, in turn, supports SCCs in accomplishing their goal which is linked to the schools LIP.

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.

In June 2012, Saskatchewan Ministry of Education Strategic Policy Branch distributed a web-based survey to key school division officials with responsibility for SCCs. The annual data collection survey provides a provincial picture of the ongoing implementation of SCCs at the end of the 2011-12 school year. The data is available at the following link:

<http://www.education.gov.sk.ca/strategic-policy/scc/survey-results-11-12>

Our Students and Staff

Students

Many of our students experience a significant number of learning disruptions as a result of the high levels of transience in some of our population. As a result, our enrolment numbers may seem to follow the pattern of enrolments experienced by other school divisions but the actual students who make up those numbers changes significantly over the course of the year. The September 30th enrolment numbers are a snapshot in time of our school division enrolment.

The enrollment of students in grades 1-12 has been in decline over the last three years, but the number of Kindergarten and Prekindergarten students has increased. The increase in the Prekindergarten numbers can be attributed to the expansion in the program but the increase in Kindergarten numbers suggests a trend toward long term growth in division enrollment.

Figure 3: Enrolment by Grade Sept 30th 2012

Grade	School Year		
	2010-11	2011-12	2012-13
Kindergarten	540	619	620
1	623	587	651
2	588	587	560
3	572	593	599
4	535	588	592
5	623	538	579
6	618	648	567
7	589	586	632
8	588	615	564
9	623	612	610
10	845	767	725
11	707	708	649
12	1256	1095	1055
Total	8707	8543	8403

PreK Overall	288	340	335
---------------------	------------	------------	------------

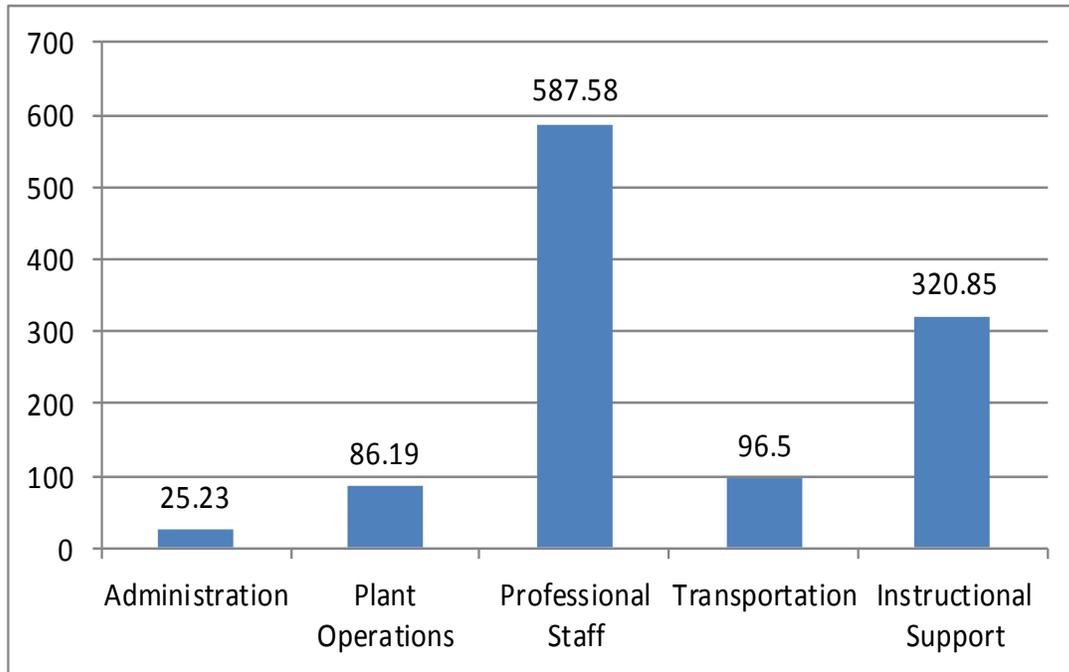
Source: Ministry of Education

Staff Profile

Saskatchewan Rivers Public School Division employs the equivalent of 1116.35 full time staff not including substitute positions. The figure below shows the categories of employees and the distribution of the workforce.

The largest employee group is teachers at over 587 full time equivalents. The school division also employs educational assistants, clerical staff, information technology professionals, caretakers, bus drivers, accounting clerks and other staff to provide education services for students.

Figure 4: Summary of SRPSD Roles and Numbers



Senior Management

The Director of Education, Robert Bratvold, reports directly to the Board of Education. The division also employs a senior management team that consists of:

Six Superintendents of Schools

- Donna Baergen, Rob Clarke, Neil Finch, Alan Nunn, John Schultz, Maureen Taylor
- Superintendents are responsible for working with the Principals and staff to ensure effective teaching and learning is provided in their school clusters

Superintendent of Facilities: Mike Hurd

- Mr. Hurd's responsibilities include the maintenance and caretaking of all school division facilities and grounds

Chief Financial Officer: Don Lloyd

- Dr. Lloyd is responsible for all business and financial services as well as transportation and technology services

Executive Assistant: Joyce Ward

- Mrs. Ward serves as the Board's executive assistant as well as supervising central office secretarial staff and supporting school secretaries

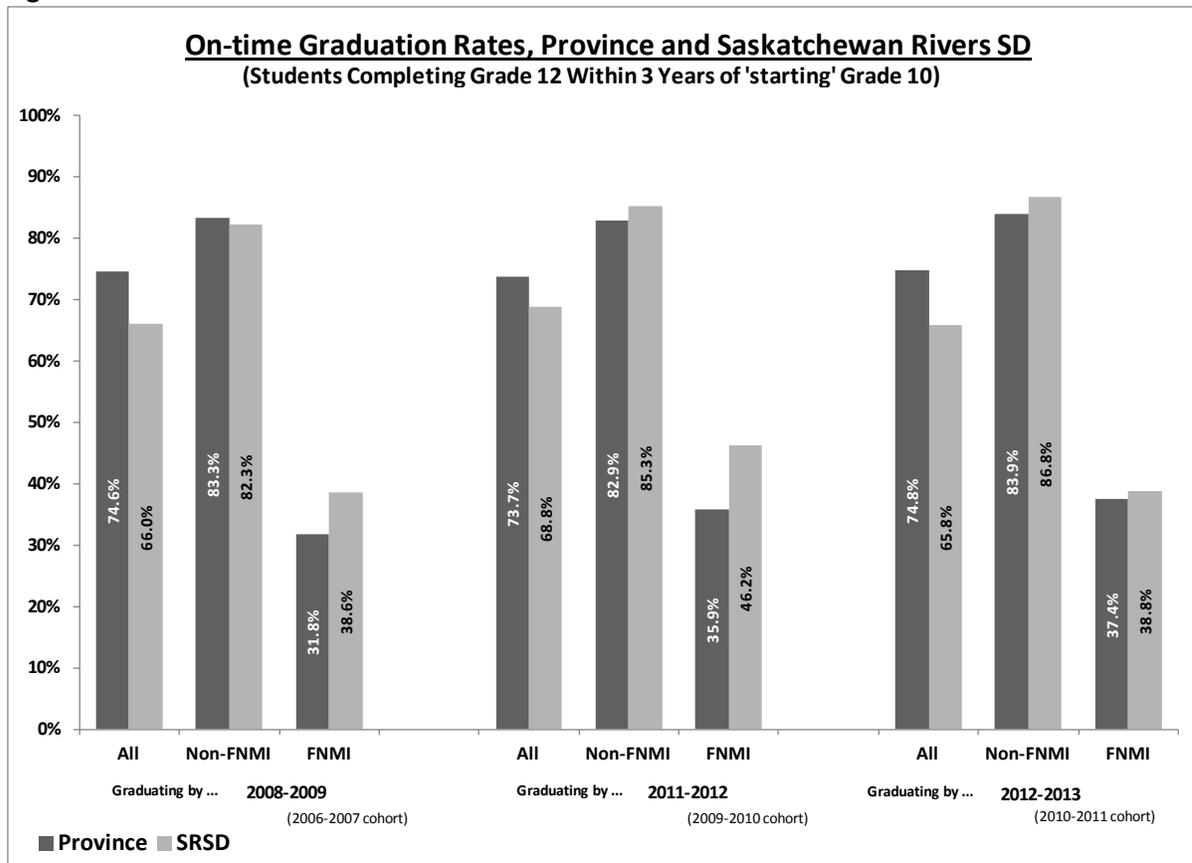
Higher Literacy and Achievement

Saskatchewan Rivers Public School Division is committed to increased student literacy and achievement. The following is a summary of the related data.

Grade 12 Completion

Three-Year Graduation Rates. It is interesting to note that although our graduation rates of FNMI and non-FNMI exceed that of the provincial average over the last two years, if only the over-all rate is considered we are below the provincial average. This highlights the need for us to eliminate the gap in SRPSD between FNMI and non-FNMI graduation rates and the need for all consumers of this information to consider the data carefully.

Figure 5: Three Year Graduation Rates



Note: On-time graduation rates are calculated as the percentage of students who complete Grade 12 within 3 years of 'starting' Grade 10.

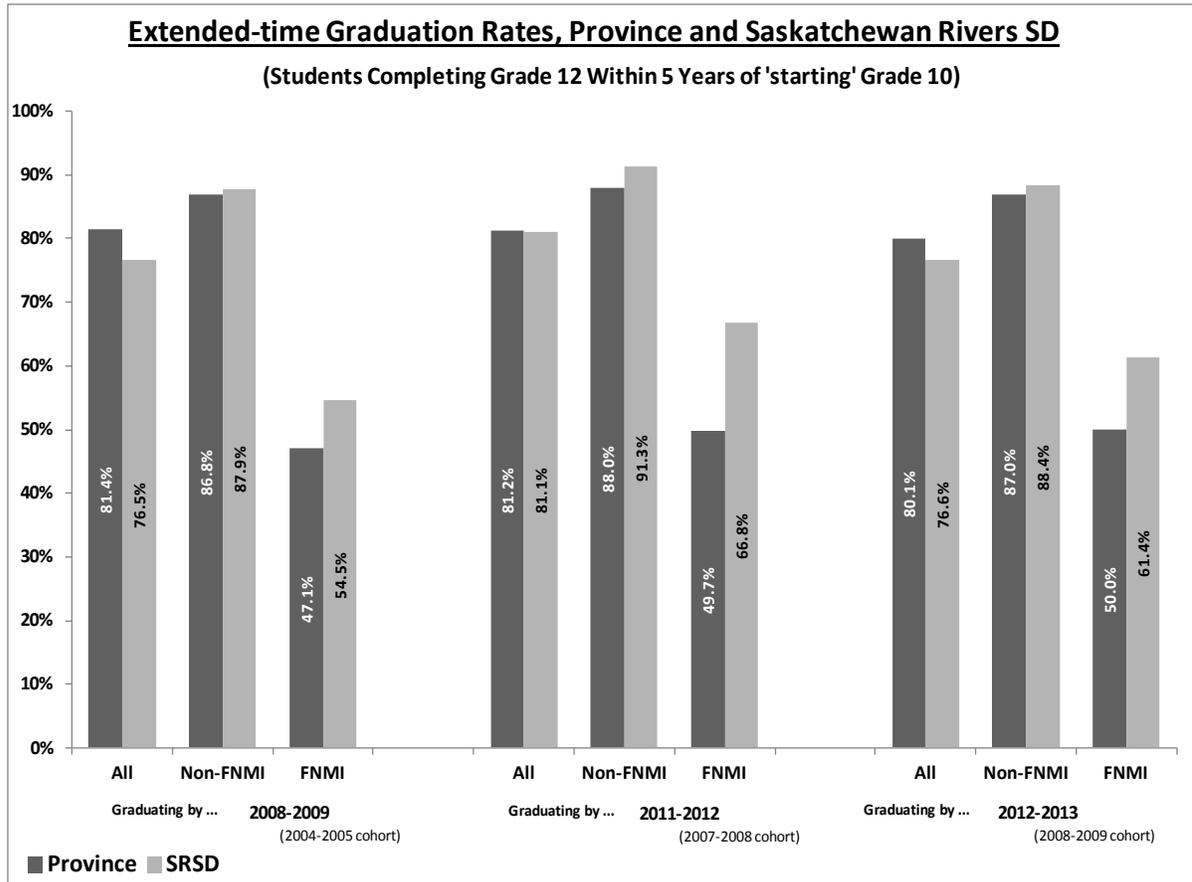
Results for populations of 10 or fewer have not been reported to avoid identifying individuals or very small groups of students.

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, 2013

Five-Year Graduation Rates. Research clearly demonstrates that if a person does not graduate from high school, he or she will cost society far more than what society would pay to provide an extra year of schooling for that citizen. Many of the students in SRPSD face significant economic and social challenges and so need more time to complete all the courses necessary to graduate. Again, it is interesting to note if one only looks at the over-all rate, it would escape attention that our students, both FNMI and non-FNMI, exceed their respective provincial average graduation rates

Figure 6: Five-Year Graduation Rates



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, 2013

Average Final Marks

There are a wide variety of courses that a student may take during high school but a sampling of some foundational academic course marks from grade 10 and 11 provides some measure of success in school. Our students exceed the provincial average in every single measure and the results in math reflect our prior efforts to focus on Math instruction and assessment in grade 9. It is also worth noting that our FNM students are exceedingly successful when compared to their provincial counterparts in several subject areas.

Figure 7: Average Final Marks

Average Final Marks in Selected Secondary-Level Courses 2012-13						
Subject	All Students		Non-FNMI		FNMI	
	Province	Saskatchewan Rivers SD	Province	Saskatchewan Rivers SD	Province	Saskatchewan Rivers SD
English Language Arts A 10	71.4	72.8	74.3	75.9	59.4	69.0
English Language Arts B 10	71.6	72.3	74.1	75.3	60.1	68.1
Science 10	70.2	73.6	73.2	77.8	57.1	68.0
Math: Workplace and Apprenticeship 10	70.7	79.3	73.8	80.2	56.9	77.2
Math: Foundations and Pre-calculus 10	69.9	78.7	72.2	80.6	56.8	74.3
English Language Arts 20	72.5	75.9	74.2	78.2	62.5	71.7
Math: Workplace and Apprenticeship 20	66.5	74.6	68.5	78.3	60.4	68.2
Math: Foundations 20	71.7	82.2	73.1	83.2	62.0	78.5

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, 2013

Equitable Opportunities

Strategies to Meet the Needs of Diverse Students

SRPSD strives to provide the best education possible for all students. Each school responds to the interests and learning needs of their particular students. Additional division-wide support is available through Student Support Services (SSS) which includes English as an Additional Language specialists, school social workers, SSS consultants and coaches, speech and language pathologists, educational psychologists, and occupational therapists. Prekindergarten programs are located in 16 of our schools and provide early learning opportunities for our most vulnerable children and their families. In addition, several schools have special programs that serve the needs of students who require more intensive academic or behavioural supports. The SSS programs and services aim to create equitable opportunities and foster learning success for all SRPSD students.

SRPSD has numerous First Nations and Métis Education initiatives. Though the First Nations and Métis Education Achievement Fund (FNMEAF) provides grants to support initiatives, we also designate a substantial portion of our overall funding to support FNM Education. In particular, we have demonstrated success with a First Nations and Métis (FNM) initiative based on a Mentor program at Wesmor Community Public High School. Data shows that a mentor program can offer academic and emotional support and help students (Mentees) engage more effectively in learning

and achievement. SRPSD First Nations and Métis Education Plan is ambitious and is a reflection of our efforts to serve the 50% of our current student population that is Aboriginal. Our Treaty Education strategies range from in-service with staff, Treaty fairs, Truth and Reconciliation work, Treaty workshops, unit planning, and supporting teachers in their classrooms.

We know that shared management with First Nations and Métis people is crucial to increased student achievement, and to that end we have established a historic Kisewatotawin Partnership with Muskoday First Nation and even presented as a team at the recent Education Partnership Symposium sponsored by the Saskatoon Tribal Council, Aboriginal Affairs and Northern Development Canada, and the Saskatchewan Ministry of Education.

Thanks to a strong Board mandate to enhance partnerships, we are collaborating with many First nation and Métis organizations in an unwavering effort to increase our student achievement.

Smooth Transitions

Grade 7-10 Transitions

There are several key indicators of smooth transition points as student move through the Pre K to grade 12 years. One indicator is the number of students who were in the Grade 7 cohort and still in school three years later. Although a smaller proportion of FNMI students transition on time, the percentage in school three years later is the same as that of all students.

Figure 8: Student Transitions from Grade 7 and 10 in Saskatchewan Rivers Public School Division

	Grade 7 Cohort			Progressing from Grade 7 to 10 On-Time			Still In School
	2007-08 Baseline	2008-09	2009-10	2007-08 Cohort	2008-09 Cohort	2009-10 Cohort	2009-10 Cohort
All students	633	571	561	94.3%	93.5%	92.3%	96.4%
Non-FNMI students	na	na	285	na	na	96.1%	96.5%
FNMI students	303	270	276	89.8%	88.1%	88.4%	96.4%

Notes:

Students who have not progressed to Grade 10 “on-time” may have remained in a previous grade or were not re-enrolled in subsequent years.

“Still in School” is the proportion of students either in Grade 10 or continuing a previous grade.

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

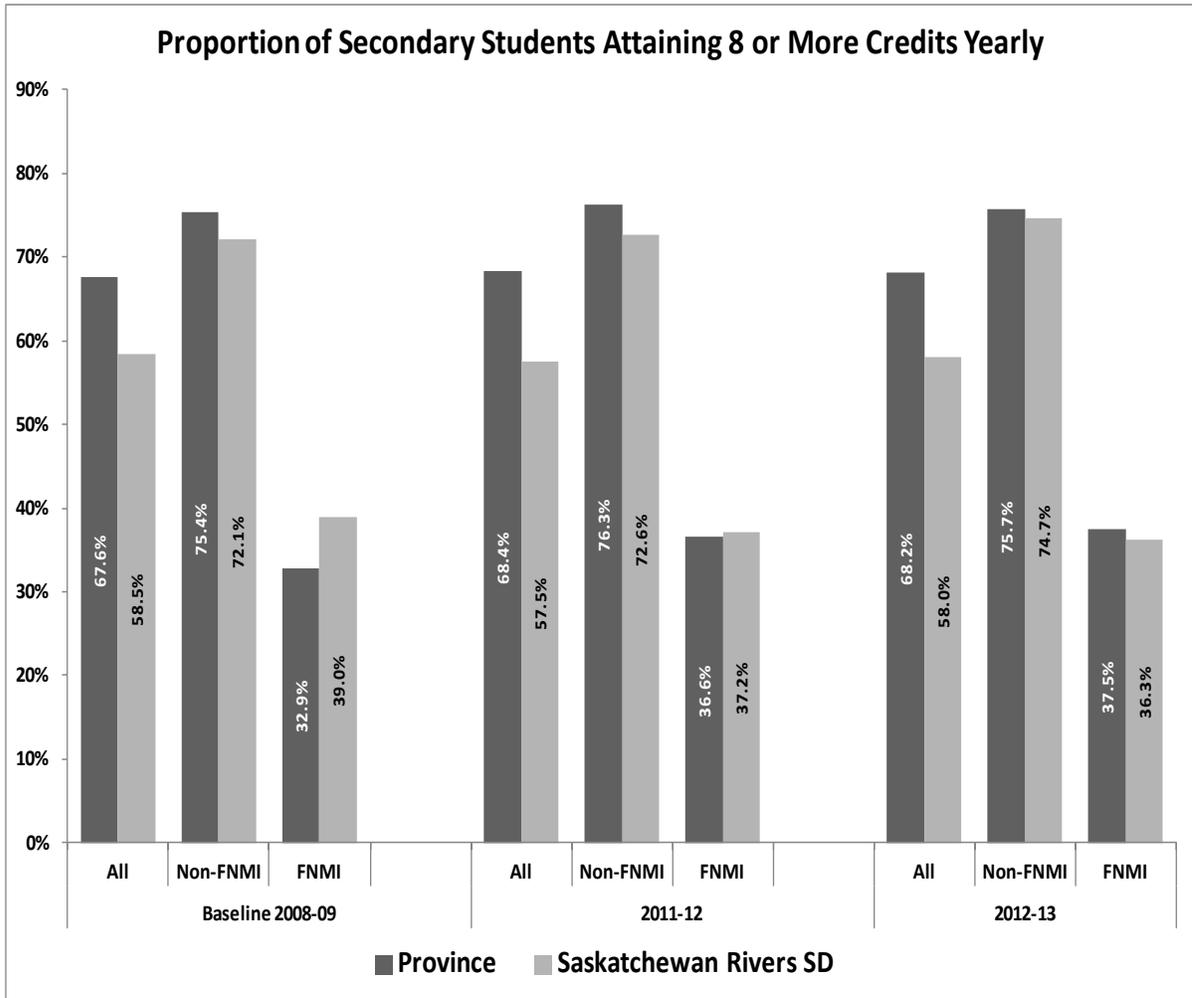
FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify themselves to be FNMI, and may include FNMI students who choose not to self-identify.

Source: Ministry of Education, 2013

Credit Attainment

Credit attainment can serve as a lead indicator of graduation. Since graduation requires 24 credits, students are expected to earn an average of 8 credits per year to graduate on time. However, since this is a proxy it is important to consider that students must not only attain credits enough to graduate, but must also obtain the correct credits to fulfill graduation requirements.

Figure 9: Credit Attainment in SRPSD



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, 2013

System Accountability and Governance

Saskatchewan Rivers Public School Division is committed to excellence for every learner through operational effectiveness, transparency, fiscal responsibility, and good governance.

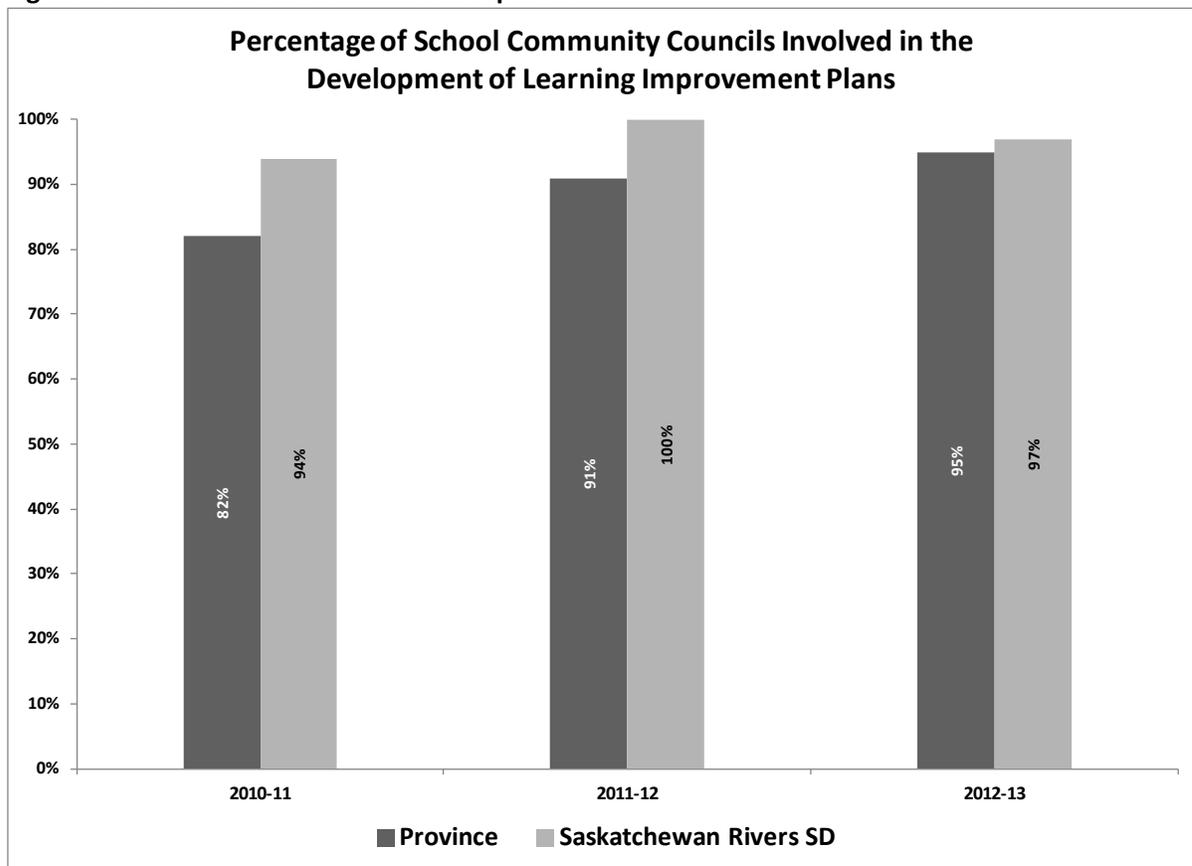
School Community Councils and Learning Improvement Plans

SRPSD is firmly committed to ensuring that all SCCs are engaged in the development of schools' Learning Improvement Plan. Most of our 29 SCCs have participated in the development of the Learning Improvement Plan (LIP) for their respective school.

To ensure compliance with the school community councils in the development of Learning Improvement Plans SRPSD insist that SCC chairs sign off on the LIPs. This ensures that the school community councils have been engaged in the learning improvement plan process. The Director of Education also communicates via email, and at the annual SCC forum the importance of being involved in the development of the learning improvement plans.

While it is true that some communities struggle to be consistently involved in a schools SCC and LIP development, as you can see in the data below, the vast majority of our SCCs were involved.

Figure 10: SCC Involvement in LIP development



Source: Ministry of Education, 2013

Facilities and Transportation

Facilities

Saskatchewan Rivers Public School Division includes thirty-two Schools in 17 communities. The average age of schools is 42 years old, with its oldest being 101 years old and the newest is eight.

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) was completely renovated in the early 1980's to house the Board office and Administrative and Support Services. Due to the expansion of the division through amalgamation, it was necessary to expand support services. In July 2012, the Support Services Centre was completed. This 662m² facility was designed to house the technical, purchasing, accounting and payroll services.

The school division Facilities Department manages approximately 130,000m² 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 2012, 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 2012-2013. A list of these infrastructure projects appears in Appendix E. The Facilities Department utilizes FAME software to manage ongoing maintenance as well as capital and PMR projects.

Student Transportation

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

Figure 11: SRPSD Transportation Statistics 2012-13

Transportation Statistics	
Students transported	3,195
In-town students transported (included in above)	711
Transportation routes	112
Number of buses	110
Kilometres travelled daily	16,567
Average age of bus	9.9 years
Capacity utilized on buses	65%
Average one-way ride time	35 min.
Longest one-way ride time	115 min.
Number of school trips per year	1,400
Kilometres per year travelled on school trips	217,500
Cost per student per year	\$2,124.53
Cost per kilometre travelled	\$2.23

Source: Audited Financial Statement August 31, 2013

Financial Overview

In 2012-13, as in previous years, Saskatchewan Rivers School Division’s single largest expense was instruction. Instruction includes salaries and benefits for teachers and other staff who work with students, resource materials and classroom supplies. The second largest expense was physical plant or division schools and their upkeep.

The largest single source of revenue was provincial grants, followed by property taxes.

Saskatchewan Rivers School Division’s ended the year with a surplus of \$11,939,938 which was realized on revenues of \$107,609,812 and expenses of \$95,669,874.

Actual revenue was over budgeted revenue by \$11,372,136. The major factors contributing to the overall budget variance were in increases in department grants of \$9,196,989, other revenue of \$731,275, external services of \$728,643, tuition and related fees of \$371,662, tax revenue of \$197,795, school generated funds of \$131,251 and complementary services of \$14,521.

Actual expense was under budgeted expense by \$2,797,393. The major factors contributing to the overall budget variance were decreases in instruction of \$1,038,886, in plant operations and maintenance of \$556,201, administration of \$516,936, transportation of \$291,719, school generated funds of \$249,082, complementary services of \$171,754, governance of \$126,914, and tuition and related fees of \$55,745, with increases in external services of \$148,268 and other expenses of \$61,576.

Revenue and Expenses

Figure 11 below summarizes Saskatchewan Rivers School Division’s main categories of revenues and expenditures in 2012-13.

Figure 11: Summary of Revenue and Expenses – 2012-13

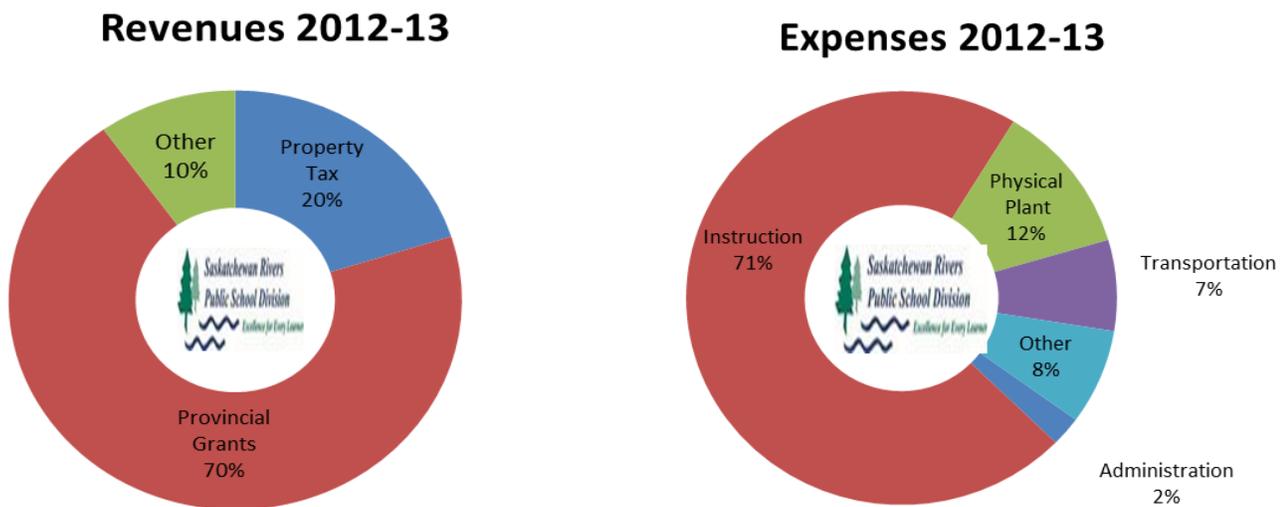


Figure 12: Summary of Revenue and Expenditures with Budget to Actual Comparison for the Fiscal Year September 1, 2012 to August 31, 2013

	2012	2013	2013	Budget to Actual Variance	Budget to Actual %
	Actual	Actual	Budget	Over / (Under)	Variance
REVENUES					
Property Taxation	20,811,672	21,620,280	21,422,485	197,795	1.74%
Grants	65,338,714	75,362,834	66,165,845	9,196,989	80.87%
Tuition and Related Fees	2,619,995	1,960,170	1,588,508	371,662	3.27%
School Generated Funds	2,395,359	2,396,251	2,265,000	131,251	1.15%
Complementary Services*	1,699,887	1,713,811	1,699,290	14,521	0.13%
External Services**	2,183,262	2,950,454	2,221,811	728,643	6.41%
Other	1,471,292	1,606,012	874,737	731,275	6.43%
Total Revenues	96,520,181	107,609,812	96,237,676	11,372,136	100.00%
EXPENSES					
Governance	563,657	624,322	751,236	(126,914)	(0.90%)
Administration	2,130,455	2,198,114	2,715,050	(516,936)	(3.65%)
Instruction	66,115,969	68,326,101	69,364,987	(1,038,886)	(7.33%)
Plant	10,580,998	11,237,943	11,794,144	(556,201)	(3.93%)
Transportation	6,695,516	6,787,862	7,079,581	(291,719)	(2.06%)
Tuition and Related Fees	62,481	48,332	104,077	(55,745)	(0.39%)
School Generated Funds	2,138,650	2,079,797	2,328,879	(249,082)	(1.76%)
Complementary Services*	1,683,988	1,744,176	1,915,930	(171,754)	(1.21%)
External Services**	2,350,518	2,509,922	2,361,654	148,268	1.05%
Other Expenses	(1,162,754)	113,305	51,729	61,576	0.43%
Total Expenses	91,159,478	95,669,874	98,467,267	-2,797,393	(19.74%)
Surplus (Deficit) for the Year	5,360,703	11,939,938	-2,229,591	14,169,529	100.00%

* Complementary services are 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. For example, Prekindergarten and nutrition programs.

** External services are services and programs that are outside of the School Division's learning and learning support and complementary programs. These services have no direct link to the delivery of the School Division's K-12 program nor do they directly enhance the School Division's ability to deliver its K-12 programs. For example, fees paid to the School Division to or on behalf of its associate schools.

Variances

Operating Revenue

Property Taxation

Total tax revenue was over budget by \$197,795. The variance occurred as a result of the application of the provincial mill rate and property reassessment less discounts, cancellations and appeals.

Grants

Grants were over budget by \$9,196,989. The main reasons for the variance were in the increase in capital grants of \$8,789,443 and increase in operating grants of \$407,546.

Tuition Fees and Other Revenue

Tuition fee revenue was over budget by \$371,662. The main reasons for the variance were in the increase in Federal Government and First Nations tuition fees of \$400,851 and a decrease in Individual and Other tuition fees of \$30,939.

School Generated Funds Revenue

School generated funds revenue was over budget by \$131,251. The main reason for the variance was in the level of revenue generated through school based activities.

Complementary Services Revenue

Complementary services revenue was over budget by \$14,521. The main reason for the variance was in additional grants approved for educational programs throughout the year.

External Services Revenue

External Services revenue was over budget by \$728,643. The main reason for the variance was the increase in operating grants.

Other Revenue

Other fee revenue was over budget by \$731,275. The main reason for the variance was the increase in reimbursements.

Operating Expense

Governance

Governance expense was under budget by \$126,914 as a result of the decrease in board members expense of \$31,090, professional development – board member of \$15,203, elections of \$64,433 and other governance expenses of \$13,639.

Administration

Total administration expense was under budget by \$516,936 as result of the decrease in salaries and benefits of \$449,556, non-capital equipment of \$1,128, building operating expense of \$30,265, amortization of \$82,214, and an increase in supplies and services of \$30,702, communication expense of \$14,187, travel of \$491, and professional development of \$847.

Instructional Services

Total instructional services expense was under budget by \$1,038,886 as a result of the decrease in instructional salaries and benefits of \$661,662, supplies and services of \$201,540, non-capital equipment of \$185,492, communications of \$6,735, travel of \$18,826, professional development of \$128,210, student related expense of \$26,748, and an increase in program support salaries and benefits of \$105,951, instructional aids of \$2,461 and amortization of \$81,915.

Plant Operations And Maintenance

Total expense for plant operations and maintenance was under budget by \$556,201 as a result of the decrease in salaries and benefits of \$307,417, supplies and services of \$3,363, non-capital equipment of \$18,880, building operating expense of \$112,737, communications of \$5,623, professional development of \$6,437 and amortization of \$106,402 and an increase in travel of \$4,658.

Student Transportation

This category of expense was under budget by \$291,719 as a result of the decrease in salaries and benefits of \$64,126, supplies and services of \$41,274, non-capital equipment of \$36,351, building operating expenses of \$2,117, communications of \$11,366, contracted transportation of \$142,220 and amortization of \$5,523, and an increase in travel of \$11,677.

Tuition And Related Expense

Total expense was under budget by \$55,745. The main reason for the variance was the change in the provincial funding formula resulting in the redundancy of existing tuition agreements.

School Generated Funds

Total expense was under budget by \$249,082 as a result of the decrease in supplies and services expense of \$112,232, non-capital equipment of \$65,000, and school fund expenses of \$74,244 and increase in amortization of \$2,394.

Complementary Services

Total expense was under budget by \$171,754 as a result of the decrease in salaries and benefits of \$116,591, building operating expense of \$18,562, professional development of \$28,450, contracted transportation and allowances of \$13,396 and increase in non-capital equipment of \$2,662, and amortization of \$2,547.

External Services

Total expense was over budget by \$148,268 as a result of the increase in instructional aids of \$31,601, supplies and services of \$276,788, building operating expense of \$5,488, communications of \$3,065, professional development of \$19,084, and decrease in salaries and benefits of \$139,314, travel of \$6,653, contracted transportation of \$30,367, and amortization of \$11,569.

Other expenses

This category of expense was over budget by \$61,576. The main factor causing the variance was the provision for uncollectable taxes.

For additional information
Visit us on-line: www.srsd119.ca
Call us: 306-764-1571
Email us: dlloyd@srsd119.ca

Appendix A: Management Report and Audited Financial Statements

August 31, 2013

Saskatchewan Rivers Public School Division
Report of Management

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 *2012-13 Financial Reporting Manual for School Divisions* 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, conduct an independent examination in accordance with Canadian auditing standards and express their opinion on the financial statements. The accompanying Auditors' Report outlines their responsibilities, the scope of their examination and their opinion on the School Division's financial statements. The external auditors have full and free access to, and meet periodically and separately with, both the Board and management to discuss their audit findings.

On behalf of Saskatchewan Rivers Public School Division,



Signature

Board Chair

Title



Signature

Director of Education

Title



Signature

Chief Financial Officer

Title

Date: November 25, 2013

Auditor's Report and Financial Statement

Of the Saskatchewan Rivers School Division No. 119

School Division No. 2010500

For the Period Ending: August 31, 2013

Dr. Donald Lloyd
Chief Financial Officer

Deloitte LLP
Auditor

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

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, 2013, 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, 2013, and the result of its operations, its re-measurement gains and losses, changes in net financial assets and cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Chartered Accountants



November 25, 2013
Prince Albert, Saskatchewan

Saskatchewan Rivers School Division No. 119

Statement of Financial Position
as at August 31, 2013

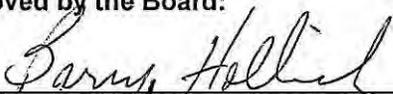
	2013	2012
Financial Assets		
Cash and Cash Equivalents	24,745,743	25,750,073
Accounts Receivable (Note 7)	9,197,098	5,614,486
Total Financial Assets	33,942,841	31,364,559
Liabilities		
Accounts Payable and Accrued Liabilities (Note 8)	3,185,701	2,011,829
Long Term Debt (Note 9)	975,900	1,301,200
Liability for Employee Future Benefits (Note 5)	2,419,300	2,406,900
Deferred Revenue (Note 10)	1,353,317	2,431,065
Total Liabilities	7,934,218	8,150,994
Net Financial Assets	26,008,623	23,213,565
Non-Financial Assets		
Tangible Capital Assets (Schedule C)	70,283,923	61,237,051
Inventory of Supplies for Consumption	108,154	99,077
Prepaid Expenses	647,255	558,324
Total Non-Financial Assets	71,039,332	61,894,452
Accumulated Surplus (Note 13)	97,047,955	85,108,017
Accumulated Surplus is comprised of:		
Accumulated surplus from operations	97,047,955	85,108,017
Accumulated remeasurement gains and losses	-	-
Total Accumulated Surplus (Note 13)	97,047,955	85,108,017

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, 2013

	2013 Budget	2013 Actual	2012 Actual
	(Note 14)		
REVENUES			
Property Taxation	21,422,485	21,620,280	20,811,672
Grants (Note 19)	66,165,845	75,362,834	65,338,714
Tuition and Related Fees	1,588,508	1,960,170	2,619,995
School Generated Funds	2,265,000	2,396,251	2,395,359
Complementary Services (Note 11)	1,699,290	1,713,811	1,699,887
External Services (Note 12)	2,221,811	2,950,454	2,183,262
Other	874,737	1,606,012	1,471,292
Total Revenues (Schedule A)	96,237,676	107,609,812	96,520,181
EXPENSES			
Governance	751,236	624,322	563,657
Administration	2,715,050	2,198,114	2,130,455
Instruction	69,364,987	68,326,101	66,115,969
Plant	11,794,144	11,237,943	10,580,998
Transportation	7,079,581	6,787,862	6,695,516
Tuition and Related Fees	104,077	48,332	62,481
School Generated Funds	2,328,879	2,079,797	2,138,650
Complementary Services (Note 11)	1,915,930	1,744,176	1,683,988
External Services (Note 12)	2,361,654	2,509,922	2,350,518
Other Expenses	51,729	113,305	(1,162,754)
Total Expenses (Schedule B)	98,467,267	95,669,874	91,159,478
Operating Surplus (Deficit) for the Year	(2,229,591)	11,939,938	5,360,703
Accumulated Surplus from Operations, Beginning of Year	85,108,017	85,108,017	79,747,314
Accumulated Surplus from Operations, End of Year	82,878,426	97,047,955	85,108,017

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, 2013

	2013 Budget	2013 Actual	2012 Actual
	(Note 14)		
Net Financial Assets, Beginning of Year	23,213,565	23,213,565	21,212,718
Changes During the Year:			
Operating Surplus (Deficit) for the Year	(2,229,591)	11,939,938	5,360,703
Acquisition of Tangible Capital Assets (Schedule C)	(2,579,494)	(14,070,266)	(8,005,221)
Proceeds on Disposal of Tangible Capital Assets (Schedule C)	30,000	73,293	8,816
Net Gain on Disposal of Capital Assets (Schedule C)	(30,000)	(21,907)	(3,569)
Amortization of Tangible Capital Assets (Schedule C)	5,090,860	4,972,008	4,658,636
Net Acquisition of Inventory of Supplies	-	(9,077)	(11,993)
Net Change in Prepaid Expenses	-	(88,931)	(6,525)
Change in Net Financial Assets	281,775	2,795,058	2,000,847
Net Financial Assets, End of Year	23,495,340	26,008,623	23,213,565

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, 2013

	2013	2012
OPERATING ACTIVITIES		
Operating Surplus for the Year	11,939,938	5,360,703
Add Non-Cash Items Included in Surplus (Schedule D)	4,950,101	4,655,067
Net Change in Non-Cash Operating Activities (Schedule E)	(6,107,952)	(4,809,584)
Cash Provided by Operating Activities	10,782,087	5,206,186
CAPITAL ACTIVITIES		
Cash Used to Acquire Tangible Capital Assets	(11,534,410)	(6,820,572)
Proceeds on Disposal of Tangible Capital Assets	73,293	8,816
Cash Used by Capital Activities	(11,461,117)	(6,811,756)
FINANCING ACTIVITIES		
Repayment of Long Term Debt	(325,300)	(649,720)
Cash Used by Financing Activities	(325,300)	(649,720)
DECREASE IN CASH AND CASH EQUIVALENTS	(1,004,330)	(2,255,290)
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	25,750,073	28,005,363
CASH AND CASH EQUIVALENTS, END OF YEAR	24,745,743	25,750,073
REPRESENTED ON THE FINANCIAL STATEMENTS BY:		
Cash and Cash Equivalents	24,745,743	25,750,073
CASH AND CASH EQUIVALENTS, END OF YEAR	24,745,743	25,750,073

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

Saskatchewan Rivers School Division No. 119
Schedule A: Supplementary Details of Revenue
for the year ended August 31, 2013

	2013 Budget	2013 Actual	2012 Actual
Property Taxation Revenue			
Tax Levy Revenue:			
Property Tax Levy Revenue	21,422,485	19,999,997	19,941,637
Revenue from Supplemental Levies	-	-	129,027
Total Property Tax Revenue	21,422,485	19,999,997	20,070,664
Grants in Lieu of Taxes:			
Federal Government	-	827,824	848,704
Provincial Government	-	492,007	622,127
Other	-	286,662	152,281
Total Grants in Lieu of Taxes	-	1,606,493	1,623,112
Other Tax Revenues:			
House Trailer Fees	-	38,815	37,767
Total Other Tax Revenues	-	38,815	37,767
Additions to Levy:			
Penalties	-	234,871	212,790
Other	-	1,782	2,829
Total Additions to Levy	-	236,653	215,619
Deletions from Levy:			
Discounts	-	(43,252)	(925,568)
Cancellations	-	(210,345)	(205,682)
Other Deletions	-	(8,081)	(4,240)
Total Deletions from Levy	-	(261,678)	(1,135,490)
Total Property Taxation Revenue	21,422,485	21,620,280	20,811,672
Grants:			
Operating Grants			
Ministry of Education Grants:			
K-12 Operating Grant	65,610,245	66,076,741	64,378,056
Other Ministry Grants	113,000	44,100	18,900
Total Ministry Grants	65,723,245	66,120,841	64,396,956
Other Provincial Grants	400,000	427,561	343,977
Federal Grants	42,600	24,989	45,955
Total Operating Grants	66,165,845	66,573,391	64,786,888
Capital Grants			
Ministry of Education Capital Grants	-	8,773,443	551,826
Other Provincial Capital Grants	-	16,000	-
Total Capital Grants	-	8,789,443	551,826
Total Grants	66,165,845	75,362,834	65,338,714

Saskatchewan Rivers School Division No. 119
Schedule A: Supplementary Details of Revenue
for the year ended August 31, 2013

	2013 Budget	2013 Actual	2012 Actual
Tuition and Related Fees Revenue			
Operating Fees:			
Tuition Fees:			
School Boards	-	-	-
Federal Government and First Nations	1,485,830	1,886,681	1,665,330
Individuals and Other	102,678	71,739	92,917
Total Tuition Fees	1,588,508	1,958,420	1,758,247
Transportation Fees	-	1,750	1,750
Total Operating Tuition and Related Fees	1,588,508	1,960,170	1,759,997
Capital Fees:			
Federal/First Nations Capital Fees	-	-	859,998
Total Capital Tuition and Fees	-	-	859,998
Total Tuition and Related Fees Revenue	1,588,508	1,960,170	2,619,995
School Generated Funds Revenue			
Curricular Fees:			
Student Fees	35,000	28,993	64,033
Total Curricular Fees	35,000	28,993	64,033
Non-Curricular Fees:			
Commercial Sales - Non-GST	165,000	118,430	103,152
Fundraising	1,340,000	1,369,419	1,381,170
Grants and Partnerships	125,000	132,897	110,058
Students Fees	300,000	320,154	336,092
Other	300,000	426,358	400,854
Total Non-Curricular Fees	2,230,000	2,367,258	2,331,326
Total School Generated Funds Revenue	2,265,000	2,396,251	2,395,359
Complementary Services			
Operating Grants:			
Ministry of Education Operating Grants:			
Ministry of Education-Foundation Operating Grant	1,435,912	1,446,000	1,443,012
Other Provincial Grants	-	19,173	20,566
Total Operating Grants	1,435,912	1,465,173	1,463,578
Fees and Other Revenue			
Other Revenue	263,378	248,638	236,309
Total Fees and Other Revenue	263,378	248,638	236,309
Total Complementary Services Revenue	1,699,290	1,713,811	1,699,887

Saskatchewan Rivers School Division No. 119
Schedule A: Supplementary Details of Revenue
for the year ended August 31, 2013

	2013 Budget	2013 Actual	2012 Actual
			(Note 20)
External Services			
Operating Grants:			
Ministry of Education Operating Grants:			
Ministry of Education Grants-Other	2,011,710	1,668,747	941,292
Other Provincial Grants	61,868	1,134,368	1,113,012
Federal Grants	-	3,248	32,533
Other Grants	61,833	92,673	10,424
Total Operating Grants	2,135,411	2,899,036	2,097,261
Fees and Other Revenue			
Tuition and Related Fees	26,400	18,563	30,500
Other Revenue	60,000	32,855	55,501
Total Fees and Other Revenue	86,400	51,418	86,001
Total External Services Revenue	2,221,811	2,950,454	2,183,262
Other Revenue			
Miscellaneous Revenue	551,000	1,270,248	1,190,103
Sales & Rentals	14,500	15,186	10,254
Investments	279,237	298,595	265,795
Gain on Disposal of Capital Assets	30,000	21,983	5,140
Total Other Revenue	874,737	1,606,012	1,471,292
TOTAL REVENUE FOR THE YEAR	96,237,676	107,609,812	96,520,181

Saskatchewan Rivers School Division No. 119
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2013

	2013 Budget	2013 Actual	2012 Actual
Governance Expense			
Board Members Expense	211,662	180,572	184,517
Professional Development- Board Members	138,662	123,459	118,835
Advisory Committees	32,600	30,051	32,073
Elections	128,312	63,879	10,287
Other Governance Expenses	240,000	226,361	217,945
Total Governance Expense	751,236	624,322	563,657
Administration Expense			
Salaries	1,684,799	1,251,283	1,333,894
Benefits	302,058	286,018	260,096
Supplies & Services	229,100	259,802	246,599
Non-Capital Furniture & Equipment	15,500	14,372	12,724
Building Operating Expenses	110,400	80,135	61,388
Communications	80,000	94,187	74,156
Travel	6,000	6,491	5,432
Professional Development	19,550	20,397	21,560
Amortization of Tangible Capital Assets	267,643	185,429	114,606
Total Administration Expense	2,715,050	2,198,114	2,130,455
Instruction Expense			
Instructional (Teacher & LEADS Contract) Salaries	47,376,811	46,675,833	44,960,064
Instructional (Teacher & LEADS Contract) Benefits	2,329,353	2,368,669	2,518,904
Program Support (Non-Teacher Contract) Salaries	11,096,370	11,109,359	10,789,564
Program Support (Non-Teacher Contract) Benefits	2,057,283	2,150,245	2,115,180
Instructional Aids	2,471,075	2,473,536	2,378,656
Supplies & Services	1,046,204	844,664	803,866
Non-Capital Furniture & Equipment	393,115	207,623	235,005
Communications	191,502	184,767	141,749
Travel	170,000	151,174	156,838
Professional Development	701,375	573,165	556,630
Student Related Expense	66,500	39,752	34,924
Amortization of Tangible Capital Assets	1,465,399	1,547,314	1,424,589
Total Instruction Expense	69,364,987	68,326,101	66,115,969

Saskatchewan Rivers School Division No. 119
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2013

	2013 Budget	2013 Actual	2012 Actual
Plant Operation & Maintenance Expense			
Salaries	3,981,653	3,781,300	3,750,790
Benefits	807,966	700,902	747,266
Supplies & Services	6,550	3,187	3,692
Non-Capital Furniture & Equipment	49,500	30,620	26,640
Building Operating Expenses	4,254,955	4,142,218	3,590,439
Communications	15,000	9,377	9,714
Travel	114,000	118,658	93,543
Professional Development	13,800	7,363	15,392
Amortization of Tangible Capital Assets	2,550,720	2,444,318	2,343,522
Total Plant Operation & Maintenance Expense	11,794,144	11,237,943	10,580,998
Student Transportation Expense			
Salaries	2,504,481	2,452,273	2,421,556
Benefits	507,688	495,770	507,768
Supplies & Services	986,511	945,237	909,124
Non-Capital Furniture & Equipment	315,100	278,749	288,499
Building Operating Expenses	77,100	74,983	51,992
Communications	50,000	38,634	45,390
Travel	9,000	20,677	8,318
Professional Development	9,500	9,081	7,360
Contracted Transportation	1,904,466	1,762,246	1,756,030
Amortization of Tangible Capital Assets	715,735	710,212	699,479
Total Student Transportation Expense	7,079,581	6,787,862	6,695,516
Tuition and Related Fees Expense			
Tuition Fees	104,077	48,332	62,481
Total Tuition and Related Fees Expense	104,077	48,332	62,481
School Generated Funds Expense			
Supplies & Services	1,100,000	987,768	972,904
Non-Capital Furniture & Equipment	65,000	-	-
School Fund Expenses	1,100,000	1,025,756	1,107,768
Amortization of Tangible Capital Assets	63,879	66,273	57,978
Total School Generated Funds Expense	2,328,879	2,079,797	2,138,650

Saskatchewan Rivers School Division No. 119
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2013

	2013 Budget	2013 Actual	2012 Actual
Complementary Services Expense			
Instructional (Teacher & LEADS Contract) Salaries & Benefits	926,677	856,666	876,243
Program Support (Non-Teacher Contract) Salaries & Benefits	458,504	411,924	381,741
Plant Operation & Maintenance Salaries & Benefits	170,098	170,098	160,488
Instructional Aids	110,800	110,836	87,200
Non-Capital Furniture & Equipment	-	2,662	-
Building Operating Expenses	185,270	166,708	171,016
Professional Development (Non-Salary Costs)	47,500	19,050	952
Contracted Transportation & Allowances	16,000	2,604	2,719
Amortization of Tangible Capital Assets	1,081	3,628	3,629
Total Complementary Services Expense	1,915,930	1,744,176	1,683,988
External Service Expense			
Administration Salaries & Benefits	99,070	85,922	86,581
Instructional (Teacher & LEADS Contract) Salaries & Benefits	275,213	225,796	195,688
Program Support (Non-Teacher Contract) Salaries & Benefits	639,646	578,691	581,907
Transportation Salaries & Benefits	55,598	39,804	46,786
Instructional Aids	65,818	97,419	80,402
Supplies & Services	1,049,532	1,326,320	1,175,825
Non-Capital Furniture & Equipment	21,176	21,321	33,145
Building Operating Expenses	22,737	28,225	31,472
Communications	12,462	15,527	15,045
Travel	12,111	5,458	8,171
Professional Development (Non-Salary Costs)	25,941	45,025	48,170
Contracted Transportation & Allowances	55,947	25,580	32,493
Amortization of Tangible Capital Assets	26,403	14,834	14,833
Total External Services Expense	2,361,654	2,509,922	2,350,518
Other Expense			
Interest and Bank Charges:			
Current Interest and Bank Charges	2,500	-	-
Interest on Other Capital Loans and Long Term Debt			
School Facilities	49,229	61,900	79,773
Total Interest and Bank Charges	51,729	61,900	79,773
Provision for Uncollectable Taxes	-	51,405	(1,242,527)
Total Other Expense	51,729	113,305	(1,162,754)
TOTAL EXPENSES FOR THE YEAR	98,467,267	95,669,874	91,159,478

Saskatchewan Rivers School Division No. 119
Schedule C - Supplementary Details of Tangible Capital Assets
for the year ended August 31, 2013

	Land	Land Improvements	Buildings	Buildings Short term	School Buses	Other Vehicles	Furniture and Equipment	Computer Hardware and Audio Equipment	Computer Software	Work-in-Progress	2013	2012
<i>Tangible Capital Assets - at Cost:</i>												
Opening Balance as of September 1	2,573,177	5,628,235	92,249,080	225,091	9,313,607	1,002,462	6,069,119	5,168,614	596,617	6,392,016	129,218,018	123,272,927
Additions/Purchases	-	106,251	282,775	-	682,735	140,888	622,183	988,818	49,611	11,197,005	14,070,266	8,005,221
Disposals	-	-	-	-	(926,243)	(85,936)	(525,665)	(478,201)	-	-	(2,016,045)	(2,060,130)
Transfers to (from)	-	509,572	5,066,504	17,995	-	-	-	-	-	(5,594,071)	-	-
Closing Balance as of August 31	2,573,177	6,244,058	97,598,359	243,086	9,070,099	1,057,414	6,165,637	5,679,231	646,228	11,994,950	141,272,239	129,218,018
<i>Tangible Capital Assets - Amortization:</i>												
Opening Balance as of September 1	-	3,552,240	50,522,073	185,679	5,835,575	682,474	4,052,793	2,743,624	406,509	-	67,980,967	65,377,214
Amortization of the Period	-	247,913	2,103,208	7,184	627,216	112,336	609,007	1,135,899	129,245	-	4,972,008	4,658,636
Disposals	-	-	-	-	(920,313)	(40,556)	(525,665)	(478,125)	-	-	(1,964,659)	(2,054,883)
Closing Balance as of August 31	N/A	3,800,153	52,625,281	192,863	5,542,478	754,254	4,136,135	3,401,398	535,754	N/A	70,988,316	67,980,967
<i>Net Book Value:</i>												
Opening Balance as of September 1	2,573,177	2,075,995	41,727,007	39,412	3,478,032	319,988	2,016,326	2,424,990	190,108	6,392,016	61,237,051	57,895,713
Closing Balance as of August 31	2,573,177	2,443,905	44,973,078	50,223	3,527,621	303,160	2,029,502	2,277,833	110,474	11,994,950	70,283,923	61,237,051
Change in Net Book Value	-	367,910	3,246,071	10,811	49,589	(16,828)	13,176	(147,157)	(79,634)	5,602,934	9,046,872	3,341,338
<i>Disposals:</i>												
Historical Cost	-	-	-	-	926,243	85,936	525,665	478,201	-	-	2,016,045	2,060,130
Accumulated Amortization	-	-	-	-	920,313	40,556	525,665	478,125	-	-	1,964,659	2,054,883
Net Cost	-	-	-	-	5,930	45,380	-	76	-	-	51,386	5,247
Price of Sale	-	-	-	-	9,111	63,296	886	-	-	-	73,293	8,816
Gain/loss on Disposal	-	-	-	-	3,181	17,916	886	(76)	-	-	21,907	3,569
<i>Net Book Value (NBV) of Assets Pledged as Security for Debt</i>												
	-	-	-	-	-	-	-	-	-	-	-	-

Saskatchewan Rivers School Division No. 119
Schedule D: Non-Cash Items Included in Surplus / Deficit
for the year ended August 31, 2013

	2013	2012
Non-Cash Items Included in Surplus:		
Amortization of Tangible Capital Assets (Schedule C)	4,972,008	4,658,636
Net Gain on Disposal of Tangible Capital Assets	(21,907)	(3,569)
Total Non-Cash Items Included in Surplus	4,950,101	4,655,067

Saskatchewan Rivers School Division No. 119
Schedule E: Net Change in Non-Cash Operating Activities
for the year ended August 31, 2013

	2013	2012
Net Change in Non-Cash Operating Activities:		
Increase in Accounts Receivable	(3,582,612)	(2,451,820)
Decrease In Accounts Payable and Accrued Liabilities	(1,361,984)	(1,986,139)
Increase in Liability for Employee Future Benefits	12,400	254,600
Decrease in Deferred Revenue	(1,077,748)	(607,707)
Increase in Inventory of Supplies for Consumption	(9,077)	(11,993)
Increase in Prepaid Expenses	(88,931)	(6,525)
Total Net Change in Non-Cash Operating Activities	(6,107,952)	(4,809,584)

SASKATCHEWAN RIVERS SCHOOL DIVISION NO. 119
NOTES TO THE FINANCIAL STATEMENTS
as at August 31, 2013

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.

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 Canadian Institute of Chartered Accountants (CICA).

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

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

In 2013, the school division adopted the new PSA standards PS1201 Financial Statement Presentation, PS2601 Foreign Currency Translation, PS3041 Portfolio Investments, PS3410 Government Transfers and PS3450 Financial Instruments.

Detailed information on the impact of the adoption of these new PSA standards is provided in Note 19 Accounting Changes.

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 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 (Note 16).

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

d) Basis of Accounting

The financial statements are prepared using the accrual basis of accounting. The accrual basis of accounting recognizes revenues as they are earned and measurable; expenses are recognized as they are incurred and measurable as a result of the receipt of goods or services and the creation of a legal obligation to pay. Expenses also include the amortization of tangible capital assets.

e) Measurement Uncertainty and the Use of Estimates

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

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

- the liability for employee future benefits of \$2,419,300 (2012 - \$2,406,900) because actual experience may differ significantly from actuarial estimations.
- property taxation revenue of \$21,620,280 (2012 - \$20,811,672) because final tax assessments may differ from initial estimates.
- useful lives of capital assets (note 2(h)) and related amortization (schedule C) for land improvements, buildings, buildings short-term, school buses, other vehicles, furniture and equipment, computer hardware and audio equipment, and computer software because actual useful lives and amortization may differ from initial estimates.
- prior years 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 a material changes in the amounts recognized or disclosed.

f) Financial Instruments

Financial instruments are any contracts that give rise to financial assets of one entity and financial liabilities or equity instruments of another entity. A contract establishing a financial instrument creates, at its inception, rights and obligations to receive or deliver economic benefits. The School Division recognizes a financial instrument when it becomes a party to a financial instrument. The financial assets and financial liabilities portray these rights and obligations in financial statements.

Financial instruments of the School Division include cash and cash equivalents, accounts receivable, accounts payable and accrued liabilities, and long term debt.

f) Financial Instruments (continued)

Financial instruments are assigned to one of two measurement categories: fair value, or cost or amortized cost.

All financial assets and financial liabilities are measured at cost or amortized cost. Transaction costs are a component of cost for financial instruments measured using cost or amortized cost. For financial instruments measured using amortized cost, the effective interest rate method is used to determine interest revenue or expense. Impairment losses such as write-downs or write-offs are reported in the statement of operations. Gains and losses on financial instruments measured at cost or amortized cost are recognized in the statement of operations in the period the gain or loss occurs.

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

g) 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 with initial maturity terms of three months or less and held for the purpose of meeting short-term operating cash commitments rather than for investing purposes.

Accounts Receivable include 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, insurance claims and other miscellaneous items.

h) 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.

h) 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 (work-in-progress). 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 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 insurance, SSBA fees, WCB premiums, LEADS membership dues, photocopy costs, software licenses, conference fees, etc. which will provide economic benefits in one or more future periods.

i) 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.

i) Liabilities (continued)

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

Liability for Employee Future Benefits represent 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 prorated on service and management's best estimate of expected discount rate, inflation, salary escalation, termination and retirement rates and mortality. Actuarial gains and losses are amortized on a straight line basis over the expected average remaining service life of the related employee groups. Actuarial valuations are performed periodically. An actuary extrapolates these valuations when a valuation is not done in the current fiscal year.

Recognition of employee future benefits obligations commenced on September 1, 2008. The School Division recorded the full value of the obligation related to these benefits for employees' past service at this time.

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.

j) 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 retirement plan of the Saskatchewan Teachers' Retirement Plan (STRP) or 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.

k) 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 new 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. Eligibility criteria are criteria that the school division has to meet in order to receive the transfer. Stipulations describe how the school division must use the transfer or the actions it must perform in order to keep the transfer.

Government transfers with eligibility criteria but without stipulations are recognized as revenue when the transfer is authorized and all eligibility criteria have been met.

Government transfers with or without eligibility criteria but with stipulations are recognized as revenue in the period the transfer is authorized and all eligibility criteria have been met, except when and to the extent that the stipulations give rise to a liability. Restricted transfers are recognized as deferred revenue when transfer stipulations give rise to a liability. Stipulations by the transferor may require that the funds only be used for providing specific services or the acquisition of tangible capital assets. For transfers with stipulations, revenue is recognized in the statement of operations as the stipulation liabilities are settled.

ii) Property taxation:

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

iii) Fees and Services

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

iv) Interest Income

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

v) Other (Non-Government Transfer) Contributions

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

k) Statement of Remeasurement Gain 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 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 .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, 2013 was \$0 (August 31, 2012 - \$0).

4. EXPENSES BY FUNCTION AND ECONOMIC CLASSIFICATION

Function	Salaries & Benefits	Goods & Services	Debt Service	Amortization of TCA	2013 Budget	2013 Actual	2012 Actual
Governance	\$ 180,572	\$ 443,750	\$ -	\$ -	\$ 751,236	\$ 624,322	\$ 563,657
Administration	1,537,301	475,384	-	185,429	2,715,050	2,198,114	2,130,455
Instruction	62,304,106	4,474,681	-	1,547,314	69,364,987	68,326,101	66,115,969
Plant	4,482,202	4,311,423	-	2,444,318	11,794,144	11,237,943	10,580,998
Transportation	2,948,043	3,129,607	-	710,212	7,079,581	6,787,862	6,695,516
Tuition and Related Fees	-	48,332	-	-	104,077	48,332	62,481
School Generated Funds	-	2,013,524	-	66,273	2,328,879	2,079,797	2,138,650
Complementary Services	1,438,688	301,860	-	3,628	1,915,930	1,744,176	1,683,988
External Services	930,213	1,564,875	-	14,834	2,361,654	2,509,922	2,350,518
Other	-	51,405	61,900	-	51,729	113,305	(1,162,754)
TOTAL	\$ 73,821,125	\$ 16,814,841	\$ 61,900	\$ 4,972,008	\$ 98,467,267	\$ 95,669,874	\$ 91,159,478

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.

Details of the employee future benefits are as follows:

	2013	2012
	August 31, 2013	August 31, 2012
Actuarial valuation date		
Long-term assumptions used:		
Salary escalation rate - teachers (percentage)	3.25%	3.25%
Salary escalation rate - non-teachers (percentage)	3.25%	3.25%
Discount rate (percentage)	3.50%	2.70%
Inflation rate (percentage)	3.25%	3.25%
Expected average remaining service life (years)	14	14
Liability for Employee Future Benefits	2013	2012
Accrued Benefit Obligation - beginning of year	\$ 2,406,900	\$ 2,316,000
Opening balance	\$ 2,406,900	\$ 2,316,000
Current period benefit cost	177,700	151,100
Interest cost	66,700	81,500
Benefit payments	(232,000)	(137,500)
Actuarial gains / losses	(183,200)	(183,500)
Plan amendment	-	179,300
Accrued Benefit Obligation - end of year	2,236,100	2,406,900
Unamortized Net Actuarial Gain	183,200	-
Liability for Employee Future Benefits	\$ 2,419,300	\$ 2,406,900
Employee Future Benefits Expense	2013	2012
Current period benefit cost	\$ 177,700	\$ 151,100
Amortization of net actuarial gain / loss	-	12,700
Plan amendment	-	146,800
Benefit cost	177,700	310,600
Interest cost on unfunded employee future benefits obligation	66,700	81,500
Total Employee Future Benefits Expense	\$ 244,400	\$ 392,100

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:

	2013		
	STRP	STSP	TOTAL
Number of active School Division members	690	46	736
Member contribution rate (percentage of salary)	7.80%	6.05%	6.05 - 7.80%
Member contributions for the year	\$ 3,788,626	\$ 169,431	\$ 3,958,057
2012			
	STRP	STSP	TOTAL
Number of active School Division members	669	78	747
Member contribution rate (percentage of salary)	7.80%	6.05%	6.05 - 7.80%
Member contributions for the year	\$ 3,640,594	\$ 262,187	\$ 3,902,781

- ii) Municipal Employees' Pension Plan (MEPP)

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

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

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

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

Details of the MEPP are as follows:

	2013	2012 (Note 20)
Number of active School Division members	628	619
Member contribution rate (percentage of salary)	8.15%	7.40%
School Division contribution rate (percentage of salary)	8.15%	7.40%
Member contributions for the year	\$ 1,475,536	\$ 1,378,639
School Division contributions for the year	\$ 1,475,540	\$ 1,378,639
Audited Financial Statement Date	Dec. 31, 2012	Dec. 31, 2011
Plan Assets (in \$1,000's)	\$ 1,578,536	\$ 1,395,109
Plan Liabilities (in \$1,000's)	\$ 1,420,319	\$ 1,627,865
Plan Surplus (Deficit) (in \$1,000's)	\$ 158,217	\$ (232,756)

7. ACCOUNTS RECEIVABLE

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

	2013			2012		
	Total Receivable	Valuation Allowance	Net of Allowance	Total Receivable	Valuation Allowance	Net of Allowance
Taxes Receivable	\$ 3,977,076	\$ -	\$ 3,977,076	\$ 3,274,570	\$ -	\$ 3,274,570
Provincial Grants Receivable	3,916,722	-	3,916,722	945,972	-	945,972
Other Receivables	1,303,300	-	1,303,300	1,393,944	-	1,393,944
Total Accounts Receivable	\$ 9,197,098	\$ -	\$ 9,197,098	\$ 5,614,486	\$ -	\$ 5,614,486

8. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

Details of account payable and accrued liabilities are as follows:

	2013	2012
Accrued Salaries and Benefits	\$ 148,105	\$ 91,916
Supplier Payments	3,013,205	1,872,327
Other - debenture principal & interest, GST payable	24,391	47,586
Total Accounts Payable and Accrued Liabilities	\$ 3,185,701	\$ 2,011,829

9. LONG-TERM DEBT

Details of long-term debt are as follows:

	2013	2012
Capital Loans: School Retro-fit Project Loan	975,900	1,301,200
Total Long Term Debt	\$ 975,900	\$ 1,301,200

Principal repayments over the next 3 years are estimated as follows:

	Capital Loans
2014	\$ 325,300
2015	325,300
2016	325,300
Total	\$ 975,900

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

	2013	2012
Principal	\$ 325,300	\$ 649,720
Interest	50,601	77,773
Total	\$ 375,901	\$ 727,493

School Retro-fit Project Loan - Capital loan, interest payable monthly at 4.54%, principal payable in annual installments of \$325,300. Loan is due December 2015.

10. DEFERRED REVENUE

Details of deferred revenues are as follows:

	Balance as at Aug. 31, 2012	Additions during the Year	Revenue recognized in the Year	Balance as at Aug. 31, 2013
Capital projects:				
Federal Capital Tuition	\$ 724,068	\$ 83,022	\$ -	\$ 807,090
Friday Night Lights	180,344	104,379	170,801	113,922
Proceeds from Sale of School Buildings	342,711	-	-	342,711
Total capital projects deferred revenue	\$ 1,247,123	\$ 187,401	\$ 170,801	\$ 1,263,723
Other deferred revenue				
Tax Liability	\$ 152,651	\$ 79,739	\$ 152,651	\$ 79,739
Other Grant - Kidsfirst, Nutrition, other	1,031,291	9,855	1,031,291	9,855
Total other deferred revenue	\$ 1,183,942	\$ 89,594	\$ 1,183,942	\$ 89,594
Total Deferred Revenue	\$ 2,431,065	\$ 276,995	\$ 1,354,743	\$ 1,353,317

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 2013:

Summary of Complementary Services Revenues and Expenses, by Program	Pre-K Program	Other Programs	2013	2012
Revenue:				(Note 20)
Operating Grants	\$ 1,465,173	\$ -	\$ 1,465,173	\$ 1,463,578
Fees and Other Revenue	-	248,638	248,638	236,309
Total Revenue	1,465,173	248,638	1,713,811	1,699,887
Expenses:				
Salaries & Benefits	1,268,586	170,102	1,438,688	1,418,472
Instructional Aids	110,836	-	110,836	87,200
Non-Capital Equipment	2,662	-	2,662	-
Building Operating Expenses	-	166,708	166,708	171,016
Professional Development	19,050	-	19,050	952
Contracted Transportation & Allowances	2,604	-	2,604	2,719
Amortization of Tangible Capital Assets	-	3,628	3,628	3,629
Total Expenses	1,403,738	340,438	1,744,176	1,683,988
Excess (Deficiency) of Revenue over Expenses	\$ 61,435	\$ (91,800)	\$ (30,365)	\$ 15,899

Pre-K

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

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 2013:

Summary of External Services Revenues and Expenses, by Program	Kids First	Eagle's Nest	Cafeteria	Other Programs	2013	2012
Revenue:						
Operating Grants	\$ 1,237,415	\$ 498,515	\$ -	\$ 1,163,106	\$ 2,899,036	\$ 2,097,261
Fees and Other Revenue	-	-	32,855	18,563	51,418	86,001
Total Revenue	1,237,415	498,515	32,855	1,181,669	2,950,454	2,183,262
Expenses:						
Salaries & Benefits	422,288	184,615	156,516	166,794	930,213	910,962
Instructional Aids	38,110	11,071	-	48,238	97,419	80,402
Supplies and Services	723,406	130,251	-	472,663	1,326,320	1,175,825
Non-Capital Equipment	1,255	4,841	693	14,532	21,321	33,145
Building Operating Expenses	24	27,981	-	220	28,225	31,472
Communications	12,049	1,523	-	1,955	15,527	15,045
Travel	764	411	-	4,283	5,458	8,171
Professional Development	11,510	4,385	-	29,130	45,025	48,170
Contacted Transportation & Allowances	20,502	-	-	5,078	25,580	32,493
Amortization of Tangible Capital Assets	-	-	-	14,834	14,834	14,833
Total Expenses	1,229,908	365,078	157,209	757,727	2,509,922	2,350,518
Excess (Deficiency) of Revenue over Expenses	\$ 7,507	\$ 133,437	\$ (124,354)	\$ 423,942	\$ 440,532	\$ (167,256)

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

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

The Cafeteria provides food services to the students and staff at Carlton Comprehensive High School.

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, and accumulated net remeasurement gains and losses.

Accumulated surplus is comprised of the following two amounts:

- i) Accumulated surplus from operations, which represents the accumulated balance of net surplus arising from the operations of the school division and school generated funds as detailed in the table below; and
- ii) Accumulated remeasurement gains and losses, which represents the unrealized gains and losses associated with foreign exchange and changes in value for financial instruments recorded at fair value.

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

Details of accumulated surplus are as follows:

	August 31, 2012	Additions during the year	Reductions during the year	August 31, 2013
Invested in Tangible Capital Assets:				
Net Book Value of Tangible Capital Assets	\$ 61,237,051	\$ 9,046,872	\$ -	\$ 70,283,923
Less: Debt owing on Tangible Capital Assets	1,301,200	-	325,300	\$ 975,900
	<u>59,935,851</u>	<u>9,046,872</u>	<u>(325,300)</u>	<u>69,308,023</u>
S.286 pre-April 2009 capital reserves from prior years' operating surpluses (1)				
	<u>\$ 3,488,110</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 3,488,110</u>
PMR Maintenance Project Allocations (2)				
	<u>\$ -</u>	<u>\$ 830,272</u>	<u>\$ 562,640</u>	<u>\$ 267,632</u>
Internally Restricted Surplus:				
Capital projects:				
Communications/Technology	\$ 509,168	\$ -	\$ -	\$ 509,168
Equipment Replacement	393,454	-	-	393,454
Facilities	526,361	5,500,000	2,581,651	3,444,710
Office Facility	-	1,250,000	-	1,250,000
Rental of Track Equipment	128,393	15,000	4,667	138,726
Transportation	254,046	-	-	254,046
Track Facility	135,000	45,000	-	180,000
	<u>\$ 1,946,422</u>	<u>\$ 6,810,000</u>	<u>\$ 2,586,318</u>	<u>\$ 6,170,104</u>
Other reserves:				
Consultant Professional Development	\$ 15,053	\$ 7,923	\$ -	\$ 22,976
Future Contract	1,095,523	-	-	1,095,523
Developmental Education	8,972	-	-	8,972
Future Expenditures	1,766,852	-	-	1,766,852
School Budget Carryovers	1,070,005	3,585	-	1,073,590
	<u>\$ 3,956,405</u>	<u>\$ 11,508</u>	<u>\$ -</u>	<u>\$ 3,967,913</u>
Other projects:				
Eagle's Nest Project	\$ -	\$ 498,515	\$ 365,078	\$ 133,437
First Nation-Metis Achievement Project	-	523,076	294,880	228,196
Kids First Project	-	1,237,415	1,229,908	7,507
Other Projects	-	537,120	217,546	319,574
Regional Intersectoral Committee Program	-	123,101	93,220	29,881
	<u>\$ -</u>	<u>\$ 2,919,227</u>	<u>\$ 2,200,632</u>	<u>\$ 718,595</u>
Unrestricted Surplus	<u>\$ 15,781,229</u>	<u>\$ -</u>	<u>\$ 2,653,651</u>	<u>\$ 13,127,578</u>
Total Accumulated Surplus	<u>\$ 85,108,017</u>	<u>\$ 19,617,879</u>	<u>\$ 7,677,941</u>	<u>\$ 97,047,955</u>

- (1) **S.286 pre-April 2009 Capital Reserves from Prior Years' Operating Surpluses** 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 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.

Kids First Project represent transfers received from the Ministry of Education 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 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 have been derived from the budget approved by the Board of Education on June 4, 2012 and the Minister of Education on August 22, 2012.

15.RELATED PARTIES

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

Related Party Transactions:

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

	2013	2012
		(Note 20)
Revenues:		
Community Initiatives Fund	\$ 103,663	\$ 90,955
Ministry of Education	78,499,691	67,333,086
Ministry of Health	919,206	950,864
Prince Albert Roman Catholic Separate School Division No. 6	-	149,495
Saskatchewan Government Insurance	258,038	21,609
Other	12,000	252
	\$ 79,792,598	\$ 68,546,261
Expenses:		
Living Sky School Division No. 202	\$ 56,742	\$ 53,481
Prince Albert Parkland Health Region	75,596	76,736
Saskatchewan Government Insurance	152,469	90,391
Saskatchewan Power Corporation	1,109,830	963,027
Saskatchewan Telecommunications Holding Corporation	235,241	282,933
Saskatchewan Workers' Compensation Board	351,422	382,141
SaskEnergy Incorporated	1,033,597	834,628
Other	25,561	30,533
	\$ 3,040,458	\$ 2,713,870
Accounts Receivable:		
Ministry of Education - Provincial Grants	\$ 3,916,722	\$ 945,972
Ministry of Education - Other	3,357	190,170
Ministry of Health	-	384,971
Other	14,027	7,798
	\$ 3,934,106	\$ 1,528,911
Prepaid Expenses:		
Saskatchewan Workers' Compensation Board	\$ 116,826	\$ 127,251
	\$ 116,826	\$ 127,251
Accounts Payable and Accrued Liabilities:		
Saskatchewan Power Corporation	\$ 64,758	\$ -
Saskatchewan Telecommunications Holding Corporation	40,806	110,849
SaskEnergy Incorporated	16,018	-
	\$ 121,582	\$ 110,849
Deferred Revenue:		
Community Initiatives Fund	\$ -	\$ 23,682
Ministry of Education	-	644,524
Ministry of Health	-	234,963
Other Provincial Grants	-	40,046
	\$ -	\$ 943,215

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

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

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

16. TRUSTS

The School Division acts as the trustees for a separately-administered Saskatchewan Rivers School Division No. 119 of Saskatchewan Charity and Scholarship Fund. Two bank accounts are held: (1) charities (2) scholarships. The operating cycle for these funds is January 1 to December 31. The accounts are audited by Deloitte & Touche. These funds are not included in the financial statements for the School Division.

Information about these trusts is as follows:

	Charity	Scholarships	Total December 31, 2012	Total December 31, 2011
Cash	\$ 162,158	\$ 36,816	\$ 198,974	\$ 65,287
Short term investments	-	9,480	9,480	10,747
Accounts receivable	1,192	500	1,692	-
Total Assets	\$ 163,350	\$ 46,796	\$ 210,146	\$ 76,034
Revenues				
Contributions and donations	\$ 747,574	\$ 19,950	\$ 767,524	\$ 69,690
Interest on investments	1,196	748	1,944	1,016
	748,770	20,698	769,468	70,706
Expenses				
In-kind & school expenditures	611,806	-	611,806	57,394
Scholarships paid	-	23,550	23,550	25,927
	611,806	23,550	635,356	83,321
Excess (Deficiency) of Revenue over Expenses	136,964	(2,852)	134,112	(12,615)
Trust Fund Balance, Beginning of Year	26,886	49,148	76,034	88,649
Transfer From/To Scholarship Fund	(500)	500	-	-
Trust Fund Balance, End of Year	\$ 163,350	\$ 46,796	\$ 210,146	\$ 76,034

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 related litigation is settled.

18. CONTRACTUAL OBLIGATIONS AND COMMITMENTS

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

- construction contract for the Carlton Comprehensive High School gym project in the amount of \$3,218,942;
- construction contract for the East Central School Roof project in the amount of \$101,172;
- construction contract for the King George School Structural Masonry Repair project in the amount of \$105,519;

- construction contract for the King George School Roof project in the amount of \$66,730;
- construction contract for the Riverside School Roof project in the amount of \$273,600;
- construction contract for the Wesmor School Gym Heating and Cooling Unit project in the amount of \$22,743; and
- minimum future payments for operating copier leases of \$175,175.

19.ACCOUNTING CHANGES

The school division adopted the following new/revised Public Sector Accounting (PSA) Standards in 2013:

PS1201 Financial Statement Presentation

The school division adopted the new PS1201 Financial Statement Presentation standard in 2013. PS1201 establishes general reporting principles and standards for the disclosure of information in financial statements, and introduces a new Statement of Remeasurement Gains and Losses which reports unrealized gains and losses associated with foreign exchange and changes in value for financial instruments recorded at fair value, and accounts for amounts reclassified to the statement of operations upon derecognition or settlement. This standard is applicable to the fiscal year in which the new PS2601 Foreign Currency Translation and PS3450 Financial Instruments standards are adopted. These standards are adopted on a prospective basis, without restatement of prior period comparative amounts and accordingly, no 2012 comparatives have been provided in the new Statement of Remeasurement Gains and Losses. Implementation of PS1201, PS2601 and PS3450 required the School Division to remeasure its financial instruments at September 1, 2012 and to recognize the accumulated remeasurement gains and losses in the opening balance in the Statement of Remeasurement Gains and Losses.

The adoption of the new PS1201 standard has not impacted the School Division's financial statements as the School Division had no remeasurement gains or losses to report in 2013.

PS2601 Foreign Currency Translation

The School Division adopted the revised PS2601 Foreign Currency Translation standard in 2013. This revised standard establishes standards on how to account for and report transactions that are denominated in a foreign currency, and replaces the previous PS2600 Foreign Currency Translation. The revised PS2601 standard must be implemented in the same fiscal year as the new PS3450 Financial Instruments standard is adopted, and is adopted on a prospective basis, without restatement of prior period comparative amounts. Accordingly, the 2012 comparative amounts were not restated and have been presented in these financial statements in accordance with the accounting policies applied by the School Division immediately preceding its adoption of the revised standard.

The adoption of the revised PS2601 standard has not resulted in any changes to the measurement and recognition of foreign currency transactions or balances by the School Division.

PS3041 Portfolio Investments

The School Division adopted the new PS3041 Portfolio Investments standard in 2013. This new standard establishes standards on how to account for and report portfolio investment, and replaces the previous PS3030 Temporary Investments and PS3040 Portfolio Investments standards and is applicable to the fiscal year in which the PS2601 Foreign Currency Translation and PS3450 Financial Instruments standards are adopted. The PS3041 standard refers to PS3450 for recognition and measurement of investments and is adopted on a prospective basis, without restatement of prior period comparative amounts. Accordingly, the 2012 comparative amounts were not restated and have been presented in these financial statements in accordance with the accounting policies applied by the School Division immediately preceding its adoption of the revised standard.

The adoption of the new PS3041 standard has not resulted in any changes to the measurement and recognition of portfolio investments by the school division.

PS3450 Financial Instruments

The school division adopted the new PS3450 Financial Instruments standard in 2013. This new standard provides guidance for the recognition, measurement and disclosure of financial instruments. The new PS3450 Financial Instruments standard is adopted on a prospective basis, without restatement of prior period comparative amounts. In accordance with the transition provisions provided in PS3450:

- (a) the recognition, derecognition and measurement policies for financial instruments followed by the School Division in financial statements for periods prior to the 2013 are not reversed and, therefore, the financial statements of prior periods, including 2012 comparative amounts, have not been restated.
- (b) at the beginning of the 2012-13 fiscal year, the School Division:
 - (i) recognized all financial assets and financial liabilities on its statement of financial position and classified items in accordance with PS3450 standards;
 - (ii) applied the criteria in PS3450 in identifying those financial assets and financial liabilities to be measured at fair value; and
 - (iii) remeasured assets and liabilities as appropriate, and recognized the adjustment to September 1, 2012 amounts as an adjustment to the accumulated remeasurement gains and losses at the beginning of the 2012-13 fiscal year.
- (c) no adjustments to carrying values were made to retroactively expense transaction costs applicable to items in the fair value category.
- (d) the School Division established an accounting policy for the identification of embedded derivatives in contracts entered into by it. The school division's policy, and its application, recognizes as separate assets and liabilities those embedded derivatives required to be reported in accordance with provisions of PS3450 on either a retroactive or prospective basis. The adoption of this policy has not impacted the school division's 2013 financial statements as the School Division did not have any derivative contracts.

The adoption of the new PS3450 standard has not resulted in any changes to the measurement and recognition of the School Division's financial instruments other than additional disclosures which include the school division's risk management practices.

PS3410 Government Transfers

The School Division adopted the revised PS3410 Government Transfers standard in 2013. This revised standard establishes standards on how to account for and report government transfers (grants), with the most significant impact to the School Division pertaining to the criteria for recognition of revenue for the government transfers it receives. The revised standard allows for either prospective or retroactive implementation. The School Division has elected to apply the requirements of the revised standard on a prospective basis. Accordingly, the adoption of this revised standard did not have an impact on the School Division's comparative figures but did require additional disclosures in the notes.

Previously, government transfers (grants) that restricted how those resources were to be used were deferred and recognized in revenue as the related expenses or expenditures were incurred. The adoption of the new PS3410 required that the School Division assess government transfers (grants) received to determine if they meet the requirement for deferral as a liability, in accordance with the new standard. The impact to the School Division resulting from the adoption of the new PS3410 standard is as follows: an accumulated adjustment is made to the current year revenue and the revenue for the year has increased by \$943,216.

20. CORRESPONDING INFORMATION

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

21. RISK MANAGEMENT

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

i) Credit Risk

Credit risk is the risk to the school division from potential non-payment of accounts receivable. The credit risk related to the School Division's receivables from the 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 an impairment in collectability.

The aging of accounts receivable at August 31, 2013 and August 31, 2012 was:

	August 31, 2013		August 31, 2012	
	Accounts Receivable	Allowance of Doubtful Accounts	Accounts Receivable	Allowance of Doubtful Accounts
Current	\$ 4,158,180	\$ -	\$ 1,064,969	\$ -
0-30 days	236,872	-	210,376	-
30-60 days	3,419	-	55,427	-
60-90 days	22	-	-	-
Over 90 days	821,529	-	1,009,144	-
Total	\$ 5,220,022	\$ -	\$ 2,339,916	\$ -
Net		\$ 5,220,022		\$ 2,339,916

i) 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, 2013			
	Within 6 months	6 months to 1 year	1 to 5 years	> 5 years
Accounts payable and accrued liabilities	\$ 3,185,701	\$ -	\$ -	\$ -
Long term debt	325,300	-	650,600	-
Total	\$ 3,511,001	\$ -	\$ 650,600	\$ -

i) 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 plus .5 %. Changes in the bank's prime rate can cause fluctuation in interest payments and cash flows.

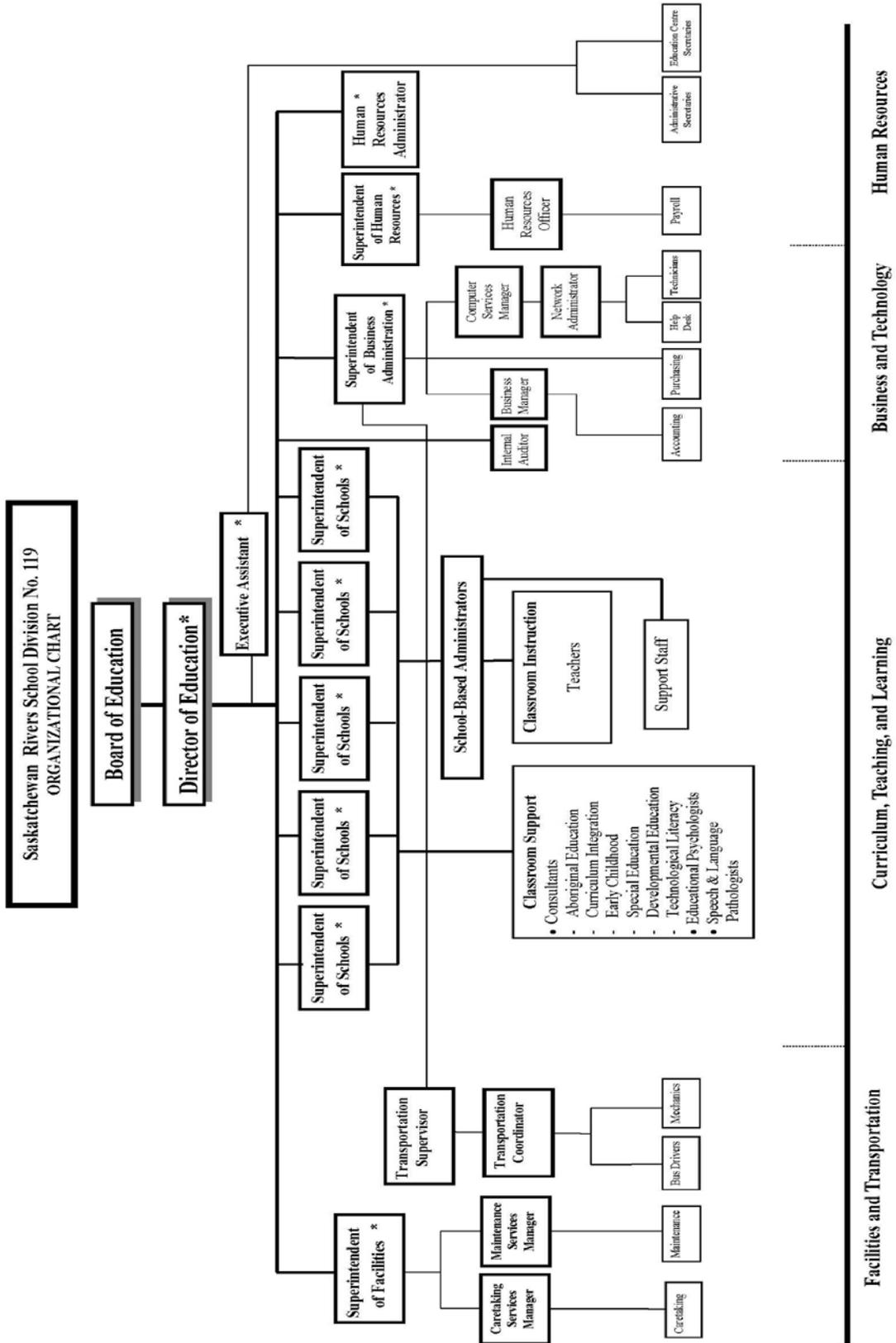
The School Division minimizes these risks by:

- 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 cash and cash equivalents denominated in U.S. dollars for which the balances are subject to exchange rate fluctuations; however, this risk is minimal as the School Division does not have a significant amount of cash and cash equivalents denominated on a foreign currency. As at August 31, 2013 the School Division had cash and cash equivalents of \$30,641 denominated in U.S. dollars and converted to Canadian dollars at \$1 USD - \$1.05322 CAD (2012 - \$30,641 at \$1 USD - \$.99093 CAD).

Appendix B: Organizational Chart as of Sept 2012



Facilities and Transportation **Curriculum, Teaching, and Learning** **Business and Technology** **Human Resources**

* Member of Administrative Council

Appendix C: School List

There are 32 schools in Saskatchewan Rivers Public School Division in 17 communities.

School	Grades	Location
ARTHUR PECHEY PUBLIC SCHOOL	K-8	Prince Albert, SK
BIG RIVER COMMUNITY PUBLIC HIGH SCHOOL	7-12	Big River, SK
BIRCH HILLS PUBLIC SCHOOL	K-12	Birch Hills, SK
CANWOOD COMMUNITY 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
JOHN DIEFENBAKER PUBLIC SCHOOL	PreK-8	Prince Albert, SK
KING GEORGE COMMUNITY 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 COMMUNITY PUBLIC SCHOOL	PreK-8	Prince Albert, SK
RED WING PUBLIC SCHOOL	K-8	Rural Prince Albert, SK
RIVERSIDE COMMUNITY 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 COMMUNITY PUBLIC SCHOOL	PreK-12	St. Louis, SK
T.D. MICHEL COMMUNITY PUBLIC SCHOOL	PreK-6	Big River, SK
ECOLE VICKERS PUBLIC SCHOOL	K-8	Prince Albert, SK
VINCENT MASSEY COMMUNITY PUBLIC SCHOOL	PreK-8	Prince Albert, SK
WESMOR COMMUNITY PUBLIC HIGH SCHOOL	9-12	Prince Albert, SK
WEST CENTRAL PUBLIC SCHOOL	K-8	Rural Prince Albert, SK
WESTVIEW COMMUNITY PUBLIC SCHOOL	PreK-8	Prince Albert, SK
WILD ROSE PUBLIC SCHOOL	K-8	Wild Rose, SK
WINDING RIVER COLONY SCHOOL	K-8	Birch Hills, SK
W.J. BEREZOWSKY PUBLIC SCHOOL	PreK-8	Prince Albert, SK
W.P. SANDIN PUBLIC SCHOOL	6-12	Shellbrook, SK
WON SKA CULTURAL PUBLIC SCHOOL	9-12	Prince Albert, SK

Appendix D: Payee List 2012-13

As part of government's commitment to accountability and transparency, the Ministry of Education and Saskatchewan school divisions disclose payments that total \$50,000 or greater made to individuals, businesses and other organizations during the fiscal year. These payments include salaries, contracts, transfers, purchases of goods and services, and other expenditures.

Board of Education Remuneration

Board Remuneration						
Name	Remuneration	Expenses	Travel	Professional Development**	Other	Total
Gustafson, Grant	\$ 16,341	\$ -	\$ -	\$ 4,135	\$ -	\$ 20,476
Hollick, Barry *	\$ 19,901	\$ -	\$ -	\$ 22,877	\$ 869	\$ 43,647
Lindberg, Arne	\$ 16,350	\$ -	\$ -	\$ 6,030	\$ 12	\$ 22,392
McHenry, George	\$ 15,903	\$ -	\$ -	\$ 9,533	\$ -	\$ 25,436
Mclvor, John	\$ 16,458	\$ -	\$ 1,039	\$ 11,697	\$ -	\$ 29,194
Provencher, Roger	\$ 2,296	\$ -	\$ -	\$ 41	\$ -	\$ 2,337
Rowden, Darlene	\$ 16,489	\$ -	\$ 953	\$ 13,611	\$ -	\$ 31,053
Smith-Windsor, Jaimie	\$ 18,154	\$ -	\$ 2,063	\$ 17,071	\$ 12	\$ 37,300
Steen, Wayne	\$ 16,383	\$ -	\$ 1,631	\$ 8,091	\$ -	\$ 26,105
Thomson, Rodney	\$ 15,903	\$ -	\$ -	\$ 12,157	\$ -	\$ 28,060
Wicinski-Dunn, Jeanette	\$ 13,747	\$ -	\$ 3,043	\$ 11,252	\$ 24	\$ 28,066
Total	\$ 167,925	\$ -	\$ 8,729	\$ 116,495	\$ 917	\$ 294,066

* Board Chair

** Professional development includes education, training, and conferences

Personal Services

Upon written request to the Director of Education of the school division, the salary of an employee may be made available.

Transfers

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

ABORIGINAL HEADSTART PROGRAM	\$105,785
CHILDREN'S CHOICE CHILDCARE	\$111,818
EAGLE'S NEST YOUTH RANCH INC.	\$142,773
FAMILY FUTURES, INC.	\$229,414
LIVING SKY SCHOOL DIVISION #20	\$56,742
NATIVE COORDINATING COUNCIL	\$119,434
P.A. GRAND COUNCIL	\$143,510
P.A. OUTREACH PROGRAM	\$173,490

Supplier Payments

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

ANDERSON, DEBBIE	73,356
AODBT ARCHITECTS LTD.	180,488
APPLE CANADA INC.	94,519
B.A. ROBINSON CO. LTD.	61,418
BEAULIEU BUS LINES LTD.	60,096
BILL'S ELECTRIC CITY LTD.	306,730
BUS SALES OF SASKATOON	742,164
CALIBER	136,616
CANADIAN CORPS OF COMMISSIONAIRES	72,610
CARMONT CONSTRUCTION LTD.	255,851
CITY OF PRINCE ALBERT	313,337
COMPAGNA, PAUL	52,885
CORNERSTONE INSURANCE	85,673

D&H CANADA	51,230
DELL CANADA INC.	727,150
DELOITTE & TOUCHE	50,023
DUNMAC GENERAL CONTRACTORS	194,353
EVOLUTION PRESENTATION TECHNOLOGIES	114,865
FEDERATED CO-OPERATIVES LTD.	179,163
GL MOBILE COMMUNICATIONS	51,618
HBI OFFICE PLUS INC.	221,680
HOLTSLAG SALES & SERVICE	68,626
INFORMATION SYSTEMS ARCHITECTS	67,581
J & G BUSLINES	154,027
JEWITT, BRIAN	54,874
JOHNSON CONTROLS LTD.	51,649
KLASSEN DRIVING SCHOOL LTD.	258,175
KONICA MINOLTA BUSINESS	178,965
LANDE, DARCY	61,856
MARSH CANADA LIMITED	399,640
MARTIN, DARREL	60,370
MCGRAW-HILL RYERSON LTD.	75,846
MILLSAP FUEL DISTRIBUTORS LTD.	500,513
MOE ENTERPRISES	164,215
NELSON EDUCATION LTD.	93,630
P.A. ALARM SYSTEMS	55,461
P.A. CO-OP ASSOCIATION LTD.	170,898
P.A. PARKLAND HEALTH REGION	75,146

Supplier Payments

	54,962
PARK N PLAY	
PCG CANADA	\$52,800
PEARSON CANADA INC.	208,187
PRAKASH CONSULTING LTD.	105,399
QUOREX CONSTRUCTION	7,956,315
RCS ENTERPRISES	71,743
REAL CANADIAN SUPERSTORE	50,480
REAL CANADIAN WHOLESALE CLUB	82,652
RED BIRD COMMUNICATIONS	56,694
REIMER, HOLLY	102,732
RILLING BUS LTD.	146,011
RNF VENTURES LTD.	202,175
RUSZKOWSKI ENTERPRISES LTD.	183,882
S.S.B.A. (EMPLOYEE BENEFITS)	1,122,812
SASK ENERGY	1,005,646
SASK POWER	1,006,990
SASK TEL CMR	285,961
SASK WORKERS' COMPENSATION BOARD	351,422
SCHAAN, CATHERINE	51,675
SCHOLASTIC BOOK FAIR CANADA INC.	61,630
SHANAHAN'S BUILDING SPECIALTIES	104,683
SIMONAR BUS LINES	154,453
SKINNY'S ENTERPRISES	121,764
SPECTRUM SOUND SYSTEMS	93,916
SRB EDUCATION SOLUTIONS, INC.	111,041

Supplier Payments

STAPLES	60,641
STUPNIKOFF, FAYLENE	60,138
SUPREME BASICS	94,473
SYSCO FOOD SERVICES OF REGINA	86,245
TASH'S FLOORING OUTLET	106,850
THORPE BROTHERS LTD.	298,995
TRADE WEST EQUIPMENT LTD.	109,944
UNISOURCE CANADA INC.	265,604
WAL-MART CANADA	83,140
WARD STERLING ENTERPRISES	82,985
WESTERN CANADIAN IC BUS	567,579
WHISKEYJACK BUS LINES	72,637

Other Expenditures

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

BMO FINANCIAL GROUP	\$650,600
CUPE LOCAL #4195	\$302,213
MUNICIPAL EMPLOYEES' PENSION PLAN	\$2,952,311
P.A. & AREA TEACHERS' ASSOCIATION	\$80,586
RECEIVER GENERAL	\$19,260,680
SASK TEACHERS' FEDERATION	\$4,965,907
SASK TEACHERS' SUPERANNUATION COMMISSION	\$102,047
TEACHERS' SUPERANNUATION FUND	\$166,631

Appendix E: Infrastructure Projects – 2012-13

<i>School</i>	Project	Details	2012-13 Cost
	Building	Installation fire panel	\$43,826.
Birch Hills	Gym	Replacement of gym floor	\$44,253.
Carlton Comprehensive**	Gym** Lighting*	Replacement of gym floor Lights for Prime Minister's Park football field	\$9,998,999. \$170,801.
Education Centre	Building**	Elevator and office renovations	\$31,211.
East Central	Roof** Gym	Roof replacement Replacement of gym floor	\$215,958. \$36,632.
Ecole Vickers	Parking Lot	Repave staff parking lot	\$23,978.
King George	Roof** Building*	Roof replacement Structural wall repair	\$116,546. \$462,898.
Kinistino	Fine Arts Lab and Daycare*	Completion of construction	\$87,021.
Meath Park	Gym Science Lab	Replacement of gym floor Renovations	\$51,308. \$144,477.
Princess Margaret	Building	Installation of fire panel	\$38,875.
Riverside	Roof**	Design phase of roof replacement	\$27,847.
Support Services Centre	Building	Construction on new Support Services Centre	\$15,353.
Wesmor	Roof* Heating/Cooling unit **	Roof replacement Modernized heating/cooling unit	\$6,106. \$68,280.
Westview	Parking Lot	Pave staff parking lot	\$22,758.
TOTAL			11,607,127.

* Part of the cost of the project was paid during the 2011-2012 budget year.

** This project will be completed in 2013-2014 and part of the cost will be incurred in 2013-2014.