



Prairie South School Division No. 210

2022-23 ANNUAL REPORT

Table of Contents

School Division Contact Information	1
Letter of Transmittal	2
Introduction	3
Governance	4
School Division Profile.....	5
Strategic Direction and Reporting	11
Demographics	35
Infrastructure and Transportation.....	38
Financial Overview	43
Appendix A – Payee List	45
Appendix B – Management Report and Audited Financial Statements	55

School Division Contact Information



Prairie South School Division No. 210
1075 9th Avenue North West
Moose Jaw, Saskatchewan
S6H 1V7

Phone: (306) 694-1200
Fax: (306) 694-4955
Website: www.prairiesouth.ca
Email: info@prairiesouth.ca

An electronic copy of this report is available at www.prairiesouth.ca/division/plans-reporting/.

Letter of Transmittal

Honourable Jeremy Cockrill
Minister of Education



Dear Minister Cockrill:

The Board of Education of Prairie South School Division 210 is pleased to provide you and the residents of the school division with the 2022-23 annual report. This report presents an overview of Prairie South School Division's goals, activities and results for the fiscal year September 1, 2022 to August 31, 2023. It provides financial statements that have been audited by an independent auditor following the Canadian Generally Accepted Auditing Standards.

Respectfully submitted,



Giselle Wilson

Introduction

This annual report provides information about Prairie South School Division in its 2022-23 fiscal year, its governance structures, students, staff, partnerships, programs, infrastructure, and finances. In addition to detailing the school division's goals, activities and performance, this report outlines how the division deployed the second year of the interim provincial education plan in relation to its school division plan.

The 2022-23 school year again prioritized the importance of maintaining the safety and well-being of students and staff and the continuation of learning. This report will include details of actions undertaken in accordance with the school division's priorities and goals for the 2022-23 academic year.

Governance

The Board of Education

A ten-person elected Board of Education provides governance for Prairie South School Division (Prairie South). *The Education Act, 1995* gives the Board of Education authority to govern the school division. Prairie South is organized into six subdivisions for purpose of elections and representation, but every member of the Board represents all students in Prairie South and is committed to providing the best education possible for every student.



The 2022-23 Board of Education Trustees were elected on November 9, 2020 and are serving a four-year term. In March 2023 Prairie South held a by-election for subdivision 6 due to the resignation of Todd Johnson. Patrick Boyle was elected as trustee for subdivision 6. Prairie South's Board of Education members as of August 31, 2023 are:

Subdivision 1: Darcy Pryor (Vice-Chair)

Subdivision 2: Robert Bachmann

Subdivision 3: John Bumbac

Subdivision 4: Giselle Wilson (Chair)

Subdivision 5: Shawn Davidson

Subdivision 6: Patrick Boyle, Crystal Froese, Brett Hagan, Mary Jukes and Lew Young

School Community Councils

The Board of Education has established a School Community Council (SCC) for 31 of the 38 schools in Prairie South. Five Hutterite Colony Schools and two Associate Schools do not have SCCs. In Prairie South, SCCs are comprised of elected parent and community representatives, together with the school principal and a teacher assigned by the principal. All twenty of our K-12 and High Schools have student appointed representatives. All schools in Prairie South acknowledge the importance of SCCs as a mechanism for connecting community and school.

The Education Regulations, 2019 require school divisions to undertake orientation, training, development and networking opportunities for their SCC members, and Prairie South has established board policy and administrative procedures that support these opportunities. SCC members work with school staff on many occasions, including during Learning Improvement Plan development meetings at the beginning of the school year. SCC elections were held in April 2023.

The Board of Education financially supports SCC operations and funds development opportunities to build SCC understanding and capacity to support student learning and well-being. Targeted funding for SCC development is assured in Prairie South through a centralized fund that allowed every development request received in 2022-23 to be met. Additional development opportunities are provided by a variety of Prairie South staff at individual SCC or school community meetings.

Operational funding for each SCC is provided by the Board of Education on an annual basis. This funding of \$1,000 per SCC is intended to provide means to meet and conduct the business of the SCC, and allowance for a grant carry-over allows SCCs to support ongoing work from year to year. Exclusive of staffing costs associated with SCC development support, the total financial commitment from Prairie South for SCCs was \$28,092.06 in 2022-23.

In addition to this, four SCC Parent presentations were organized in 2022-23. The first three presentations were held in Chaplin, Moose Jaw, and Assiniboia in early November. The presentations focused on the work of Dr. Robyne Hanley-Dafoe, a multi-award-winning psychology and education instructor who specializes in resiliency, navigating stress and change, and personal wellness. The theme of the presentations was how to raise resilient, brave, and adaptable children and teens and was presented by the Prairie South Superintendent of School Operations. The second part of the evening focused on allowing the SCCs an opportunity to network with each other and share various ways in which they support their schools. The fourth presentation occurred in April at Peacock Collegiate in Moose Jaw and focused on internet safety. The presentation was made by members of the Moose Jaw Internet Child Exploitation (ICE) unit.

Examples of community and family engagement at the school level included: a Digital Citizenship and online safety presentation for parents at Empire Elementary School (K-8) in Moose Jaw; Sunningdale School in Moose Jaw (K-8) hosted the Moose Jaw Internet Child

Exploitation officers who spoke about internet safety. Sunningdale's SCC also hosted a Mental Health and Wellness evening that was delivered by Prairie South's Learning Department. Mortlach School (K-12) hosted a community Christmas turkey meal. Assiniboia Composite High School (9-12), Assiniboia Elementary School (5-8) and Assiniboia 7th Ave School SCCs worked together and held two community engagement nights that focused on potentially moving to an alternate school calendar. These are just a few examples of the many events and initiatives that took place in Prairie South schools throughout the year.

The Education Regulations, 2019 also require SCCs to work with school staff to develop an annual school level plans and to recommend that plan to the Board of Education. Prairie South provides SCCs with a guidebook that provides the roles and responsibilities of school SCCs. The guidebook also provides direction on how to review their constitution, code of conduct, directing their finances and how to support their schools Learning Improvement Plans. Learning Improvement Plans are reviewed and revised with SCCs on a bi-monthly basis Prairie South also requires SCCs to engage in an ongoing process of self-monitoring.

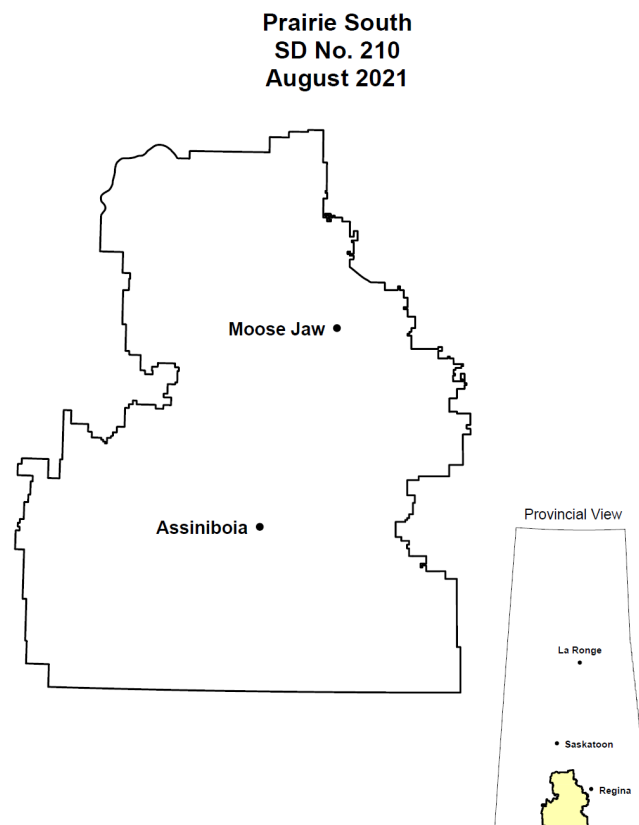
School Division Profile

School Division in Context

Prairie South School Division (Prairie South) has 39 schools located within 24 rural, urban, and Hutterian communities as well as online. Prairie South encompasses 32,747 square kilometres of southern Saskatchewan. It spans a geographic area from Coronach and Mankota in the South; Chaplin and Central Butte in the West; Bengough and Rouleau in the East; and Craik in the North. Prairie South is located on Treaty 4 territory and the homeland of the Métis Nation. In 2022-23, Prairie South's largest school was École Palliser Heights School in the City of Moose Jaw, a Pre-Kindergarten to Grade 8 dual track French Immersion and English school with 662 students; and the smallest school was Vanguard Colony School, a Kindergarten to Grade 9 school with three students. The map below shows the geographic location of the division.

Prairie South encompasses rural and urban communities surrounding the City of Moose Jaw, where the school division office, learning department, John Chisholm Partnership Centre, facilities, and transportation offices are located.

Five Hutterite colony schools and two associate schools are supported in partnership with Prairie South.



Division Philosophical Foundation

Mission and Vision

Learning together for our future.

Our motto or positioning statement, “Learning together”, is taken directly from our mission-vision statement. At Prairie South, we learn from one another, from our learning environments, and from our communities. We embrace the opportunity to be life-long learners and understand the significance of learning how to learn.

Core Values

1. Development of the Whole Child

At school students:

- learn how to learn;
- achieve at their highest levels;
- contribute to their school community; and
- participate in the communities at large.

2. Community Involvement & Engagement

Community involvement is important because:

- our schools connect people with learning and community;
- public participation helps us make better decisions; and
- diverse perspectives create a better understanding of need.

3. Division Transparency

We build trust and credibility with our community members by:

- sharing information that improves the public’s understanding of our decisions and policies;
- showing how we spend our monies to deliver services; and
- maintaining the code of ethics established by the Board.

4. A Collective Common Sense Approach

Our decisions and policies reflect the needs of our communities and are based on:

- careful research;
- accurate data; and
- informed judgment.

Commitments

Prairie South is committed to quality learning through:

1. **Students and Families: building blocks for learning.**

We work together with caring people in student homes to prepare students for the future. Our decisions and policies reflect the best interest of our students.

2. **Learning Environments: places of learning.**

Our learning environments encourage 21st Century competencies through responsive instruction and assessment, innovative delivery models, and a student first culture. Our learning environments contribute to physical, mental, and spiritual well-being.

3. **Inclusive Communities: partners in learning.**

Our communities, their individuals, businesses, public and private agencies are our partners in learning. Our communities are involved in the process of determining needs, identifying resources, and creating solutions for our learning environments.

4. **Our People: champions of learning.**

Our people have the power to inspire greatness through their attitudes and actions. Prairie South staff are leaders in learning and share their talents and abilities with one another for the betterment of students, families, learning environments, and communities.

Community Partnerships

Prairie South and individual schools within the school division have established a range of formal and informal community partnerships to promote student learning and ensure that students' school experiences are positive and successful. School division partnerships enhance student learning by providing a link between division, schools, and the community.

Prairie South and its partner agencies have an active HUB that assists families, students, and individuals with elevated risk in the City of Moose Jaw and surrounding rural areas. The Coordinator of Student Support Services represents Prairie South at the HUB and meets with partnering agencies to review and accept referrals and to plan and communicate about ongoing supports needed for clients. The HUB team does not carry a caseload but works quickly to connect referred individuals or families to needed resources resulting in improved overall welfare for Prairie South students and families.

Prairie South and its community partners are committed to making schools and communities safe through the multidisciplinary Community Threat Assessment Team (Community TAT). Community TAT members strive to share the details of threatening situations appropriately and promptly in order to collaborate effectively and make use of a broad range of expertise. The

Community TAT functions under a communications protocol signed by the school division and other community partners.

Prairie South believes in the importance of Early Years Programming and Early Years Intervention. The division is happy to have representative sit on the Management Committee for the Moose Jaw Family Resource Center (FRC). The FRC welcomes families with young children prenatal to age five. At the FRC families can access reliable information and supports and participate in services that align with the four pillars of programming – early learning, parenting education, family wellness, and information and referrals. The services reflect the needs and voices of local parents, caregivers and children and are the result of a collective effort by and shared vision of early years sector partners who compromise the FRC Management Committee.

Finding sustainable and practical ways to fund supports and initiatives that enhance wellness for students in schools can be challenging. However, right here in Southern Saskatchewan, Prairie South and Holy Trinity Catholic School Division have partnered with a local non-profit organization called River Street Promotions, to ensure resources are available to support students in this region. The funds raised by River Street Promotions support the school divisions focus on student Mental Health Wellness and are used to support both division-wide and individual school initiatives. These initiatives build mental health wellness awareness, equip children and youth with mental health wellness strategies and tools, and provide students with opportunities to better their own mental health wellness, and the mental health wellness of others.

Collaboration with corporations, businesses, organizations, and institutions encourage students to apply skills learned in the classroom to a real-world setting and develop confidence and experience in employment and the community. Partnerships offer the opportunity to work together, and students and schools benefit from this. Twenty-six community/business partnerships open the door to career opportunities for Prairie South students, encourage student performance and participation in the community and extend learning beyond the confines of classroom walls. Typically, the partner business celebrates school achievements, engages community in school activities and presentations, or provides resources to support school Learning Improvement Plans. Business education partnerships put to practice the belief that an entire community has a role to play in the education of students. These partnerships provide a link between schools and communities, creating the opportunity for collaboration where the partners and schools share values, resources, and responsibilities to improve student learning outcomes.

Strategic Direction and Reporting

The Provincial Education Plan

In November 2019, the collaboration of education sector partners culminated in the release of the *Framework for the Provincial Education Plan 2020-2030*. Central to the framework are the student-centred goals of the education sector:



The four areas of focus of the framework, which support the achievement of these goals, are:

- skills and knowledge for future life, learning and participation in society;
- mental health and well-being;
- connections among people and relationships between systems and structures; and,
- inclusive, safe and welcoming learning environments.

The framework guides the education sector in collaborative work to develop a provincial education plan for Saskatchewan students to 2030. To respond to pressures experienced by school systems resulting from the COVID-19 pandemic, the Provincial Education Plan Implementation Team (PEPIT) focused its initial work on creating an interim plan for the 2021-22 school year. In early 2022, the interim plan was extended to also guide priorities in the 2022-23 school year.

The interim plan includes key actions to meet the needs of all students in the areas of mental health and well-being, reading, numeracy and engagement. School divisions have used the interim plan to guide the development of their own plans, creating local actions that cascade from the provincial-level plan in support of their students. Activity and results for the 2022-23 school year are reported in the following section.

Provincial Education Plan - Interim Plan Priorities 2022-23

The interim PEP priorities include key actions to meet the needs of students in the areas of mental health and well-being, reading, numeracy and engagement. These priority actions were a response to the significant academic and learning interruptions and the varied contextual and personal experiences resulting from the impact of the COVID-19 pandemic in the past two years.

Reading

This interim PEP priority area addresses students' reading needs given that some students' reading skill development was interrupted during the past two years.

Learning Response

This interim PEP priority area addresses students' learning needs given that students have experienced significant academic learning interruptions as well as widely varied contextual and personal experiences in the past two years.

Mental Health and Well-Being

This interim PEP priority area addresses the mental health and well-being of students and education staff in response to intensified mental health concerns over the past two years.

Inspiring Success: First Nations and Métis PreK-12 Education Policy Framework

Education sector partners in Saskatchewan also continue to work together to implement [Inspiring Success: First Nations and Métis PreK-12 Education Policy Framework](#). Its vision is a provincial Prekindergarten to Grade 12 education system where Indigenous knowledge systems, cultures and languages are foundational to ensuring an equitable and inclusive system that benefits all learners.

This umbrella policy provides a framework for the development of First Nations and Métis education plans at the provincial, school division and school levels to ensure that Indigenous perspectives and ways of knowing continue to shape the learning experience for all students. *Inspiring Success* also guides strategic actions at all levels of the provincial education sector to improve outcomes for Indigenous learners.

The five goals of *Inspiring Success* are:

1. First Nations and Métis languages and cultures are valued and supported.
2. Equitable opportunities and outcomes for First Nations and Métis learners.
3. Shared management of the provincial education system by ensuring respectful relationships and equitable partnerships with First Nations and Métis peoples at the provincial and local level.

4. Culturally appropriate and authentic assessment measures that foster improved educational opportunities and outcomes.
5. All learners demonstrate knowledge and understanding of the worldviews and historical impact of First Nations and the Métis Nation.

Inspiring Success provides a comprehensive approach to improving student engagement and achievement through policy, programs, curriculum, partnerships, shared decision making and accountability. As a result, actions related to achieving the goals of Inspiring Success are reported throughout the annual report.

School Division Programs and Strategic Activity

The schools and communities in Prairie South reflect the diversity of students and their families. They vary in age, personal circumstances, learning styles, interests, and individual strengths and needs. To provide the best education possible for all students, Prairie South offers a wide range of programs and supports in all 39 schools across the division. Central to the program in every school is the provincially mandated core curricula, broad areas of learning and cross-curricular competencies. Classroom instruction is designed to incorporate differentiated instruction and First Nations and Métis (FNM) content, perspectives, and ways of knowing.

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

- Graduation coach programming for vulnerable students
- Asynchronous online programming
- English as an Additional Language programming
- French Immersion programming
- Core French
- Music/band programming
- Nutrition programming
- Prekindergarten (PreK) programming
- Early Learning Intensive Supports (ELIS) programming
- Technology-enhanced programming
- Synchronous online programming
- School-Aged Parent Programming
- Career Planning and Consultation

Additional services and supports are offered to students and teachers by specialized school division staff (Learning Support Teams) who fulfill roles including:

- Learning Consultant
- Psychologist
- Speech and Language Pathologist
- Advocacy and Behaviour Consultant
- Student Support Consultant

Prairie South is proud to offer effective instruction and assessment practices to all its students. In addition to offering Saskatchewan curriculum in all schools, Prairie South also offers:

- Ministry designated and Prairie South funded Prekindergarten programs to nearly 250 students
- Unique and valuable partnerships with a wide variety of organizations representing other ministries, businesses, communities, and other stakeholders
- French Immersion PreK-12

Strategic plans and priorities in Prairie South are aligned with the Framework of the Provincial Education Plan. Actions have been taken in 2022-23 towards each of the three interim priority

areas. Many of the actions are also aligned with the goals of *Inspiring Success* to ensure equitable opportunities and outcomes for First Nations and Métis learners.

School division actions taken during the 2022-23 school year in support of the Interim PEP

Reading priority:

- Throughout 2022-23, reading supports were provided to teachers in an ‘as requested’ format. Teachers, small groups, or staff groups requested and received professional learning support with respect to specific reading instructional strategies and assessment practices.
- Schools continued to add culturally responsive (relevant and affirming) materials to school libraries and classrooms to recognize and value First Nations and Métis cultural identities.
- Leveled Literacy Intervention supports were provided throughout the year for new student support teachers (SSTs) and those requesting specific support for implementation of the program.
- The Literacy Call to Action professional learning day was reoffered throughout Prairie South. This full day session focused on the Science of Reading research, intervention, strategies, and activities for students who are reading well below grade level in grades 1, 2 and 3.
- Teachers new to teaching Kindergarten completed the Literacy Practices in Kindergarten Learning Modules provided by the Ministry of Education.
- Schools hosted literacy nights and incentive programs that involved not only the students but also families.
- Administrators in Prairie South continued to demonstrate leadership in supporting effective instruction and assessment practices in reading and writing.
- Teachers and SSTs continued to use Leveled Literacy Intervention for students who were reading slightly below grade level. This intervention yields results when used as intended and includes a writing component so both reading and writing skills are incorporated.
- A copy of University of Florida Literacy Instruction (UFLI) Foundations was purchased for every school. UFLI Foundations is an explicit and systematic phonics program that introduces students to the foundational reading skills necessary for proficient reading. Foundations follows a carefully developed scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence. Foundations is designed to be used for core instruction in the primary grades or for intervention with struggling students in any grade.
- In January and June, grade 1 reading data was collected at the division level.
- In November and June, grade 2 and 3 reading data was collected at the division level.
- Schools continued to focus on and refine their response to intervention plans and processes related to reading specifically.

School division actions taken during the 2022-23 school year in support of the Interim PEP

Learning Response priority:

- Schools in Prairie South had a strong focus on connecting and reconnecting all students in 2022-23. As an educational expert in trauma informed practices (Kevin Cameron) has noted,

we can't fix the learning gap without fixing the connection gap. Schools worked hard to ensure that every student felt like they belonged and were connected to at least one adult in the building. Frequent communication between school and home happened throughout the school year. Students were connected with extra curricular offerings as well as agencies, services, and outreach programming.

- Students who needed additional transition support from the 2021-22 school year to the 2022-23 school year were identified early and team meetings took place so that appropriate transitions supports were identified and implemented.
- Schools received School Summary Reports in August. These reports contain Attendance Data, OurSCHOOL Survey Data, EYE Data, and Reading/Writing/Math Data. This data is reviewed by school-based administrators, school staff and SCC members to identify Learning Improvement Plan goals and focus areas.
- New Teacher Orientation Days focused on the importance of connection and belonging, purposeful planning, culturally appropriate and authentic assessment measures and practices, and differentiation.
- Inclusion and Intervention Plans (IIPs) were reviewed and revised as of the end of October to accurately identify student strengths and needs, updated medical information, appropriate goals, etc. Plans were regularly monitored, and team meetings took place at least three times throughout the school year.
- Schools had a Response to Intervention plan and process in place. All students were expected to achieve at their highest level and appropriate interventions and extra supports were put in place when students struggled to meet an outcome(s).
- Students in Prairie South had alternate opportunities, such as apprenticeship and entrepreneurship, to earn credits outside the standard school day context. They were also provided with multiple pathways to success including credit recovery and credit extension.
- Consultants promoted our internal Teaching to Diversity Modules for staff to extend their learning when it comes to meeting the needs of all learners. Topics include The Adaptive Dimension, All About Prompting, Building an Outcome Continuum, Inclusive Environments, Classroom Management, The Reduced Outcome Process and Levelled Literacy.
- Other professional learning days that were offered included: Building a Math Rich Classroom, Engaging Students in the Core French Classroom, Inside Early Talk, Inviting Exploration of Treaty Outcomes Through Play in the Early Years, Needs-Based Interventions for EAL Students, Outcome Based Practices for High School Teachers, Planning and Assessing Alt Electives in Practical and Applied Arts, Plonger dans l'enseignement de l'écriture, Robotics, STEAM for K-2 Teachers, Writer's Workshop, and Fine Motor Supports for all Early Years Students.
- Prairie South partnered with local Elders and Knowledge Keepers to increase opportunities for students to participate in Indigenous cultural activities, events, and celebrations.
- Professional Learning opportunities for staff were provided to better understand and appreciate treaties and First Nations and Métis languages and cultures including 4 Seasons of Reconciliation Training.
- Students in grades 2, 5, and 8 were assessed using the provincial numeracy rubrics.

- Grade 2, 5, and 8 teachers received professional learning on the mathematics number strand provincial rubric, instructional strategies, assessment, and resources connected to curricular outcomes.
- Students in grades 4, 7, and 9 were assessed using the provincial writing rubrics.
- Grade 4, 7, and 9 teachers received professional learning on the provincial writing continuum and rubrics, instructional strategies, assessment, and resources connected to curricular outcomes.
- Prairie South partnered with Early Years stakeholders (Early Childhood Intervention Program (ECIP), KidsFirst, Family Resource Center, Moose Jaw Literacy Network, Autism Spectrum Disorder Program, Saskatchewan Health Authority) to create a smooth early childhood education continuum and a smooth transition to elementary school.
- Prairie South offered Prekindergarten (PreK) programming to 280 three- and four-year-olds within the city of Moose Jaw as well as Assiniboia, Gravelbourg, Lafleche, Central Butte, Glentworth, and Coronach. Twelve of these program spots were dedicated to the Early Learning Intensive Support Program. Eight of our PreK programs are funded by the Ministry of Education. Nine of the programs are funded by Prairie South. This high-quality childhood educational programming is provided to improve intellectual development, increase social skills, improve health, and increase the child's self-esteem. In addition, children who are in our PreK program have access to speech and language services and our staff are committed to connecting families to appropriate internal and external supports and resources as needed.
- All Kindergarten students participate in the Early Years Evaluation (EYE) assessment. The EYE assessment is shared with parents at fall student led conferences. During this time, at-home activities to support growth are also discussed and shared. Collaborative teams (teachers, student support teachers, speech-language pathologists, etc.) use the EYE assessment information to plan necessary interventions and learning invitations.
- The Superintendent of Learning, Curriculum Coordinator, Early Learning Consultant and Speech Language Pathologist visited a number of kindergarten programs in Prairie South to discuss individual school data related to the EYE and potential next steps and interventions with classroom teachers and administrators.
- Administrators continued to expand their understanding of Response to Intervention through professional learning and dialog at administrator meetings, during superintendent visits and through attendance at local and national conferences.
- Senior administration and school-based administrators took a deep dive into the new provincial document *Supporting Student Assessment in Saskatchewan*.
- During the 2022-23 school year, Prairie South started exploring the concept of a store front school to support grade 10-12 students who are struggling to be successful in the traditional high school setting. Prairie South Pathways – an alternate approach to learning opened its doors to students in the fall of 2023.
- Senior Administration in collaboration with school-based administrators and school-based staff reviewed current attendance data. Through the process, an Attendance Matters campaign was started, and our Attendance Administrative Procedure was revised.
- Prairie South's Virtual School continued to provide full-time and part-time learning opportunities for students in grades 1-12. This program accommodated families who chose

an online or at-home learning experience for their student. Online programming was provided through both synchronous and asynchronous delivery systems.

- Our Early Learning Consultant, a Learning Consultant and a small group of school-based staff participated in the Early Learning Numeracy Project.
- MathUP was piloted in two of our elementary schools with the support of one of our Learning Consultants. The resource was introduced to school-based administrators and the purchasing of subscriptions was supported. The plan is to host a professional learning day (in 2022-23) for teachers utilizing MathUP in their classroom to ensure they are using the resource to its full potential.
- PreK specific professional learning is offered for PreK teachers and educational assistants throughout the school year. In 2022-23 the following learning opportunities were hosted:
 - STEAM in the PreK Classroom
 - Home Visits – The Importance and the Process
 - Fine Motor PD (in collaboration with our local Family Resource Center)
 - Developmental Expectations
 - Trauma Informed Care
 - Treaty Education for Younger Children (STFPL)
 - PreK/K Basics (for those that did not have the training).

School division actions taken during the 2022-23 school year in support of the Interim PEP Mental Health and Well-Being priority:

- Prairie South started the 2022-23 year with a keynote address from Dr. Robyne Hanley-Dafoe. This year we brought all staff together and reviewed the five pillars of everyday resiliency and introduced staff to Dr. Robyne's work on life with work integration.
- Prairie South staff were equipped with a program called Not Myself Today. Staff members had individual access to materials and modules, Wellness Wednesday emails were sent to all staff, school administrators shared wellness content at staff meetings and senior leadership worked through practical strategies during administrator meetings. This not only impacted staff wellness, but also student wellness, because staff shared these practical tools and strategies with their students. They modelled mental health wellness strategies in their day-to-day interactions.
- Many Prairie South schools incorporated a mental health and well-being goal into their Learning Improvement Plans. Goals were individualized to meet the needs of their school communities and to respond to their OurSCHOOL data. Over the course of the year, goals were monitored and adjusted during regular Learning Improvement Team meetings. School Community Council members were part of the Learning Improvement Plan process and implementation throughout the year.
- Students were supported through targeted classroom supports and interventions:
 - Resources for the National Day of Truth and Reconciliation were shared with all staff members. Each school took part in Truth and Reconciliation learnings and events.
 - Numerous staff members regularly utilized resources such as Mind Up or Kids Have Stress Too.

- Staff were provided with a Mental Health Wellness resource package each month. Each package had a different mental health wellness topic focus and included links to resources, videos, literature, research and more.
- Mental Health Studies was a course available to high school students.
- Signs of Suicide (SOS) was facilitated in Grade 8 classrooms as well as some grades 9 to 12 classrooms. SOS is a suicide prevention program that educates students about the relationship between suicide and depression. It encourages all students to seek help from trusted adults whether they have concerns about themselves or a friend using specially designed messaging.
- Safety plans were created for students when there was a risk of harm to self or others. These plans outlined steps to be taken in emergent situations to reduce risk of harm.
- Individualized classroom presentations on resiliency, what is mental health, empathy and kindness, Circle of Courage, and more were offered or shared by consultants upon request.
- Students, staff, and families have access to a plethora of online resources and information through our virtual Mental Health Wellness Room.
- Prairie South continues to partner with the Family Resource Centre to learn more about the fine motor skills domain of the ASQ screening tool and created PreK Love Bags for PreK students to take home. PreK Love Bags included information about the ASQ and the fine motor skills domain as well as supporting activities.
- Numerous professional learning opportunities were hosted for staff so that staff could support students and guide families towards appropriate resources:
 - Mental Health First Aid Training
 - Nonviolent Crisis Intervention Training (NVCI)
 - Gender and Sexual Diversity
 - Mental Health Wellness in PSS professional learning day
 - Applied Suicide Intervention Skills Training (ASIST)
 - Violent Threat Risk Assessment Training (VTRA)
 - Behaviour Learning Cycle Training
 - Dr. Robyne Hanley-Dafoe's book *Calm Within the Storm* continues to be read and referred to by many
- Prairie South worked closely with other agencies in a more integrated way to meet the needs of students and families. This included weekly huddles with Mental Health and Addictions and monthly meetings with the Family Outreach Program. Leaders from a number of publicly funded organizations met monthly to network about services and supports offered within the city of Moose Jaw and surrounding area.
- Students in grades 4-8 had access to POWER Camp sponsored by the Moose Jaw Health Foundation. POWER (Providing Opportunities Where Everyone Rises) is a movement where youth are equipped with the tools necessary to navigate their developmental years with confidence. Campers experienced courage, confidence and resilience building skills in a fun and supportive environment.
- Prairie South partnered with Holy Trinity School Division, The Saskatchewan Health Authority, Moose Jaw Literacy Network, Journey to Hope, and Moose Jaw Family Services on a committee called the Community Wellness Collaborative. This committee came

together when the Ministry of Education announced that one of the provincial education plan interim priorities was the mental health and well-being of students and staff across the province. The committee existed to support the mental wellness aspect of mental health and in doing so supported the school divisions and their focus on this priority. The focus of the committee was to focus on preventative strategies. Together we planned and created monthly resource packages on various mental health wellness topics. These packages included research, literature, videos, activities, and resources and were distributed to all Prairie South and Holy Trinity schools as well as community-based organizations. In April, the committee hosted a Virtual Mental Health Wellness Youth Conference for all students in grades 6-12 in both divisions. The day consisted of two keynote speakers, Lisa Franks and Sam Demma, as well as several breakout sessions.

- Prairie South partnered with a local non-profit organization called River Street Promotions. River Street Promotions provided funds to go towards division-wide and school-based mental health wellness initiatives. They also hosted an event called Music at the Mae. This event brought together well-known singer-songwriters who put on an acoustic performance for the grade 9-12 students in attendance while telling stories about their own personal mental health wellness journey, stories of resilience, determination, and more.
- Senior administration and several school-based administrators attended the Provincial Mental Health & Well-Being Symposium.
- One Advocacy and Behaviour Consultant completed the Train the Trainer training for Mental Health First Aid so that we could offer this training in-house in the years to come.
- Two Advocacy and Behaviour Consultants completed the Train the Trainer training for ASIST so that we could offer this training in-house in the years to come.

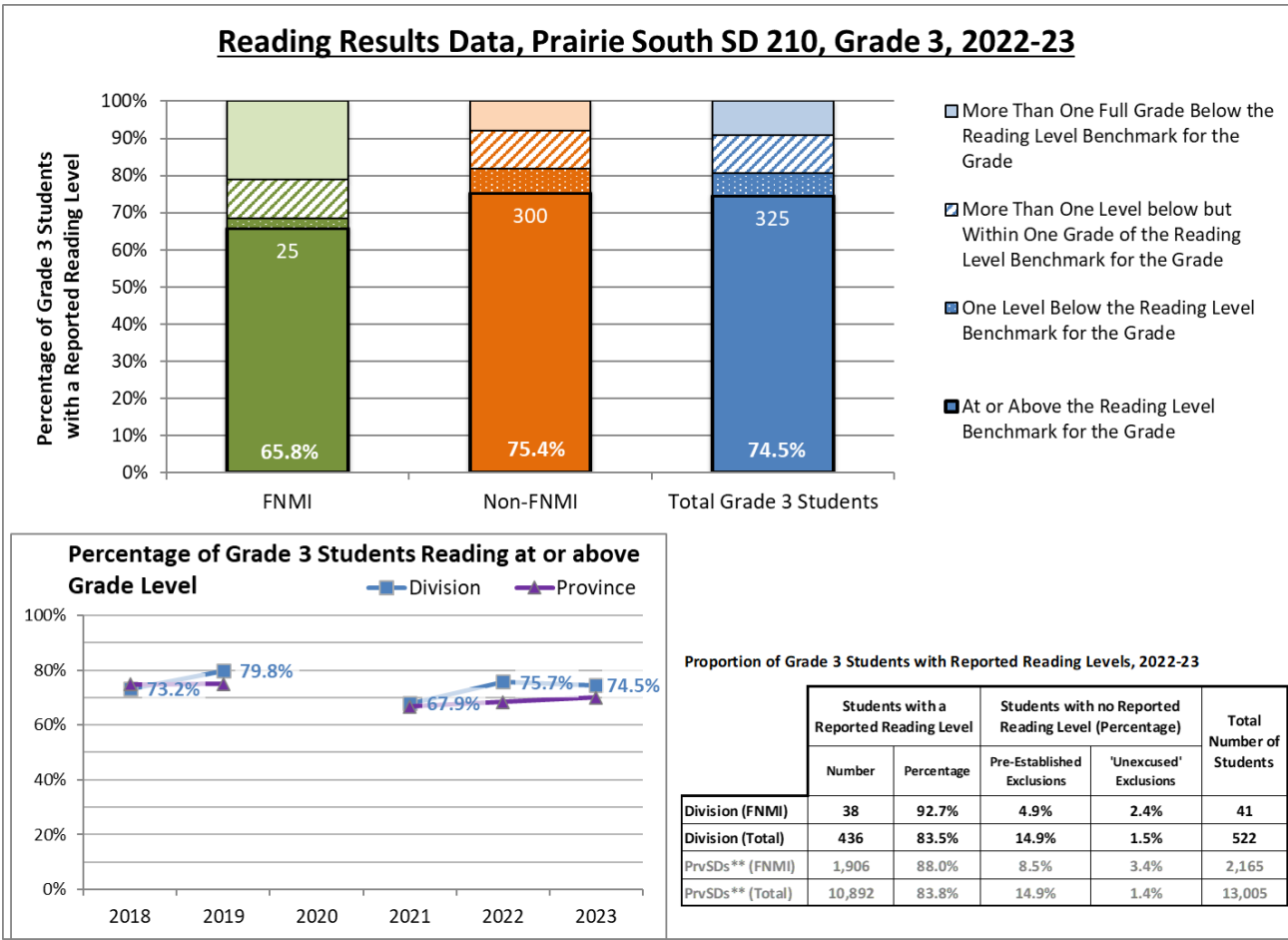
Measures of Progress for the Provincial Education Plan Interim Priorities

Proportion of Grade 3 Students Reading At or Above Grade Level

Grade 3 reading levels are considered a leading indicator of future student performance. A high proportion of students reading at grade level in Grade 3 means that more students are ready to learn in Grade 4 and beyond.

Grade 3 reading levels have been tracked using provincially developed benchmarks since 2014. Reading remained a priority as part of the interim PEP in 2022-23 to address students’ reading needs given that some students’ reading skill development was interrupted during the previous two years.

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



Notes: Reading levels are reported based on provincially developed benchmarks. The percentage of students at each reading level was determined as a proportion of those students with a 'valid' reading score (excluded or non-participant students were not included in these calculations). Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students. FNMI students are those who choose to self-identify as First Nations, Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk; however, this category may include FNMI students who choose not to self-identify.
Source: Ministry of Education, 2023

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

The 2022-23 cohort of Grade 3 students saw steady growth from grade 1 to grade 3. In June of Grade 1, 67.9% of students were reading at or above grade level. In June of Grade 2, 72.2% of these students were reading at or above grade level showing a 4.3 percentage point growth. In June of Grade 3, 74.5% of these students were reading at or above grade level showing another 2.3 percentage point growth. Prairie South's Grade 3 reading results were slightly above the provincial average in 2022-23.

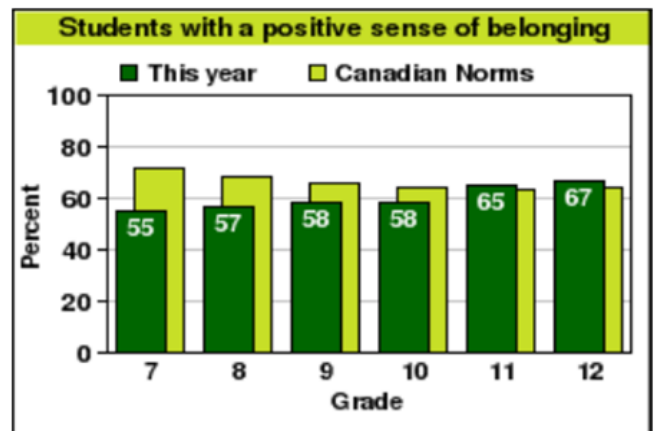
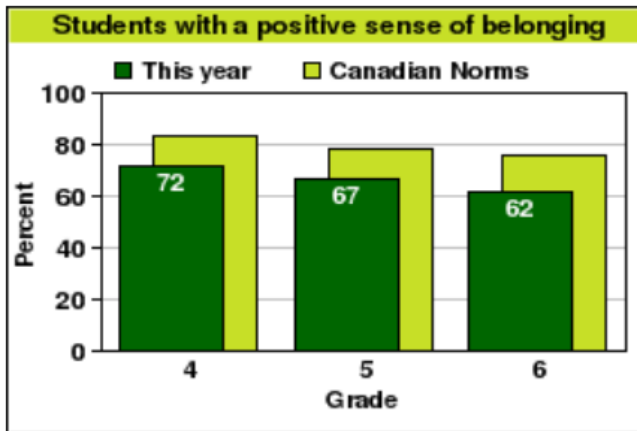
The 2022-23 cohort of Grade 3 FNMI students also saw steady growth from grade 1 to grade 3. In June of Grade 1, 37.5% of the FNMI sub population were reading at or above grade level. In June of Grade 2, 54.5% of these students were reading at or above grade level showing 17 percentage point growth. In June of Grade 3, 65.8% of these students were reading at or above grade level showing another 11.3 percentage point growth.

Mental Health and Well-Being

The mental health and well-being of Saskatchewan students and education staff has been a key area of focus for some time, and especially given students' significant academic learning interruptions and widely varied contextual and personal experiences in the past two years. Monitoring student perception and experiences helps school divisions to improve school environments to support good mental health and well-being.

School Division Selected Measure for Monitoring Mental Health and Well-Being

"Sense of belonging" considers the extent to which students feel personally accepted, respected, included, and supported by others in the school social environment. The bar charts below show the percentage of students considered to have positive sense of belonging for the 2022-23 school year.



Analysis of Results – Mental Health and Well-Being Measure

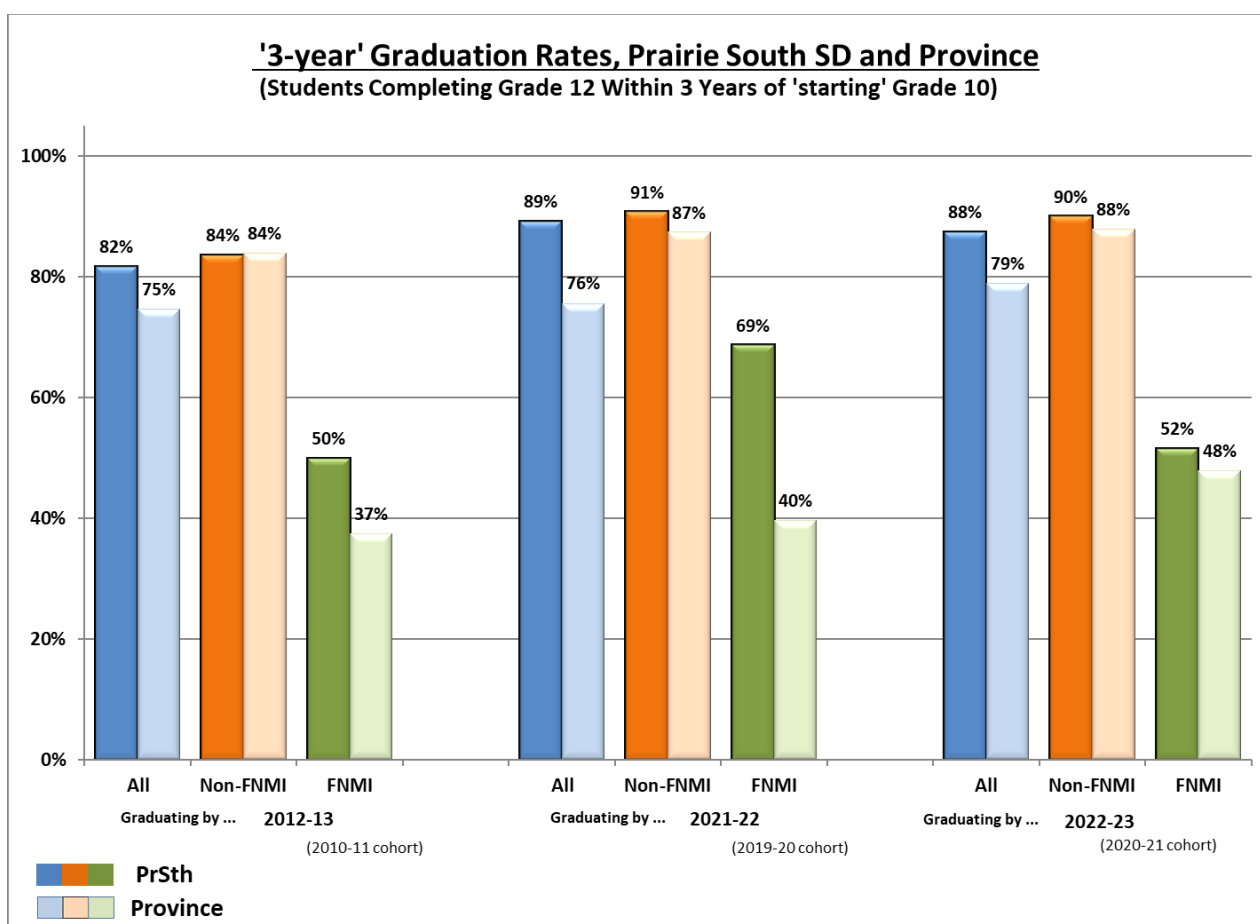
“Our deepest desire is to belong” (Dr. Robyne Hanley-Dafoe). When comparing Prairie South’s data from 2021-22 to 2022-23, the percentage of students reporting a positive sense of belonging saw a slight decrease across all grade levels (4-12) with the exception of grades 6, 8 and 11 which saw a slight increase or stayed the same. For the past three years, Prairie South’s data in the area of students with a positive sense of belonging has been lower than the Canadian norm. This data outlines the importance of understanding what belonging means to each individual and how we can support all students to achieve a positive sense of belonging.

Three-Year Graduation Rate

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

These graduation rates are based on grade 10 cohort data. Unfortunately, there are students that move away and do not finish school that are included in graduation rates for the school they are no longer attending.

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



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

Source: Ministry of Education, 2023

Analysis of Results – Three-Year Graduation Rates

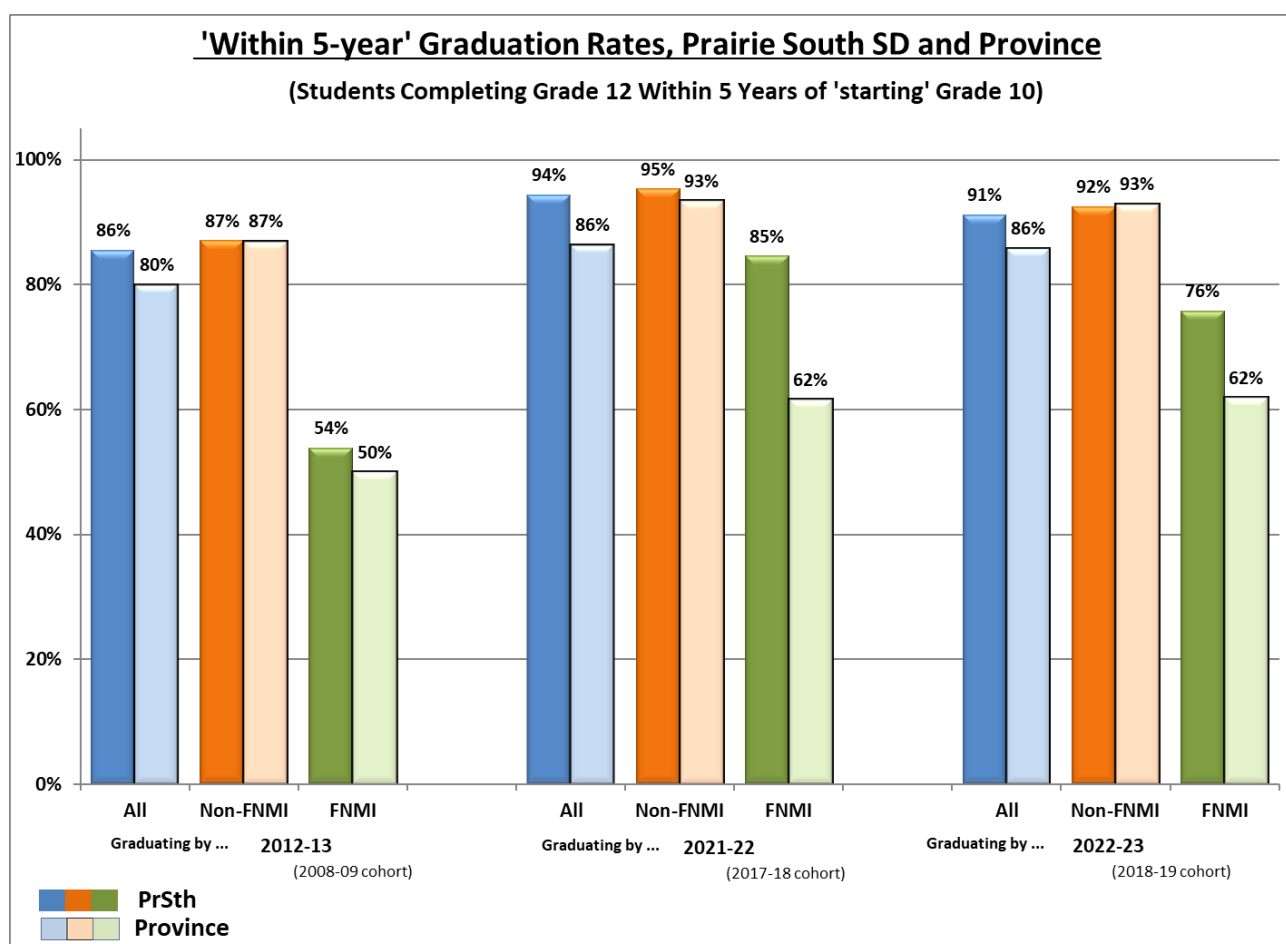
In 2022-23, Prairie South students met the previously established provincial goal of 80% but fell short on local goals (90% three-year graduation and 92% five-year graduation rates) related to on-time graduation, with a total on-time graduation rate of 87.5% and a FNMI on-time graduation rate of 51.6%.

This is the fourth consecutive year that the school division has achieved at or above the provincial goal. Non-FNMI and FNMI students in Prairie South graduated at a slightly higher rate than their provincial counterparts with non FNMI graduating at 90.1% compared to the provincial average of 88%, and FNMI students graduating at 51.6% compared to the provincial average of 47.9%.

Grade 12 Graduation Rate: Within Five Years

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

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



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

Source: Ministry of Education, 2023

Analysis of Results – Graduation Rates Within Five Years

In 2022-23, extended time graduation rates for Prairie South students were slightly lower than the year before (91% down from 94%). The FNMI subpopulation in Prairie South outperformed the corresponding subpopulation provincially by fourteen percentage points (76% compared to 62%), while results for the non-FNMI subpopulation dipped slightly below those for the provincial subpopulation (92% compared to 93%).

Ongoing Measures of Progress

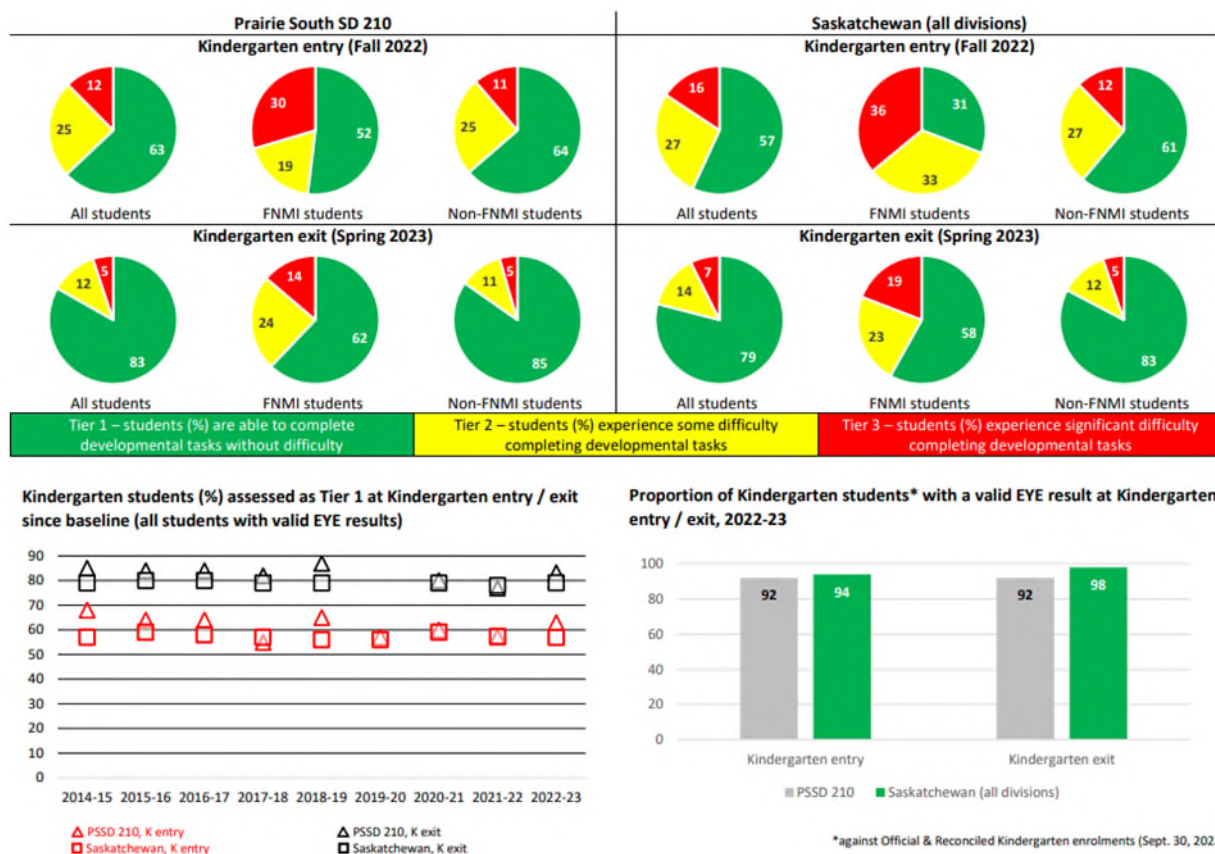
The collection of data for local monitoring and reporting on student progress to support improvement efforts is well established and continues within the provincial education plan context as is evident above. Knowing how students are doing with respect to key educational outcomes informs the actions needed to ensure more students can achieve desired outcomes each year to achieve the *Framework for the Provincial Education Plan 2020-2030* goal: I am learning what I need for my future. The following indicators are included to provide comparative information for consideration in monitoring how students are doing from school entry to school completion.

Early Years Evaluation

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

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

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



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

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

Source: Ministry of Education, Early Years Branch, 2023

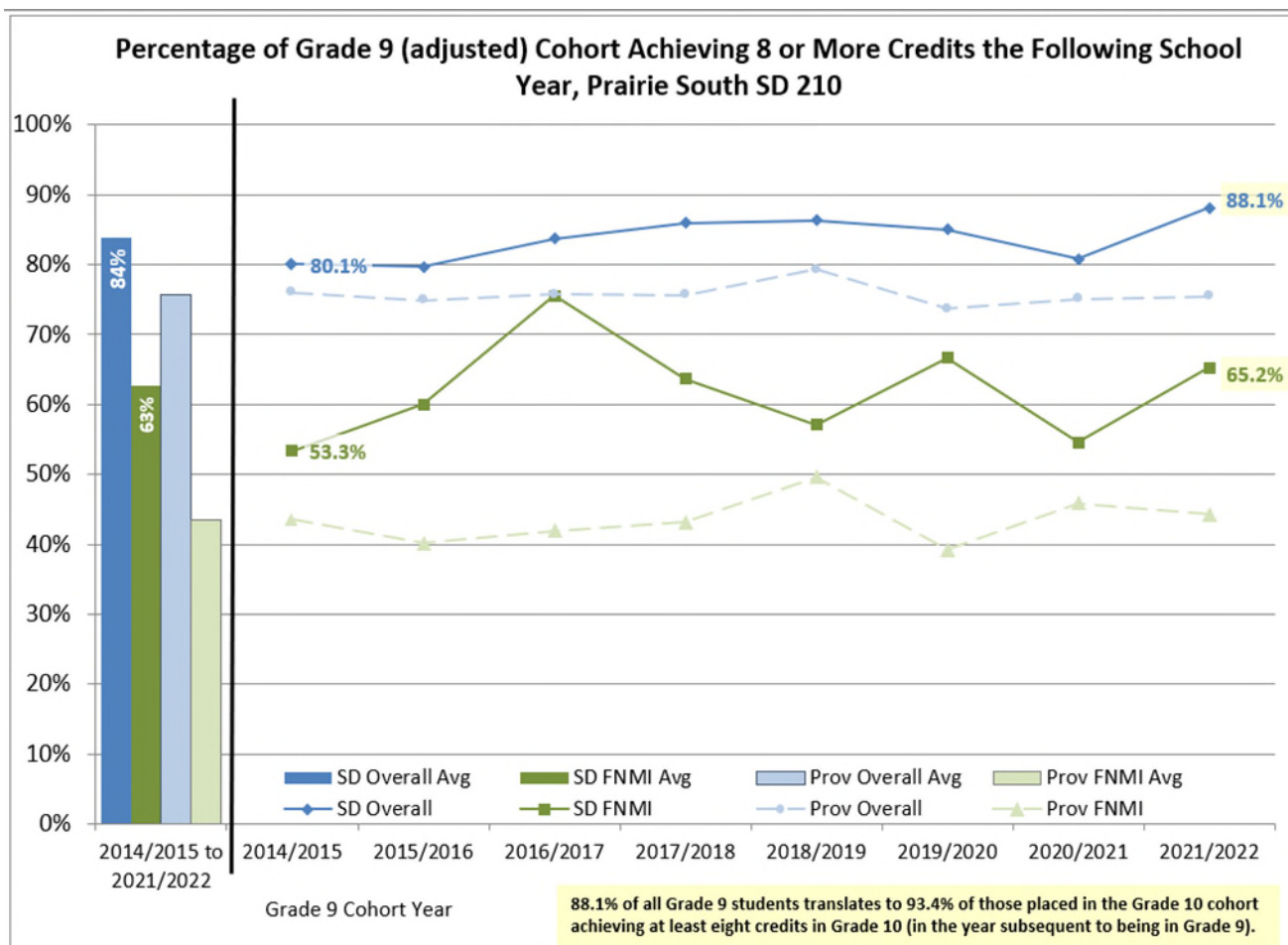
Analysis of Results – Early Years Evaluation

In November of 2022, 63% of students were able to complete developmental tasks without difficulty (tier 1). By Spring of 2023, this cohort of students showed 20 percentage point growth (83% of students were able to complete developmental tasks without difficulty). FNMI outcomes continued to lag behind non-FNMI outcomes at entrance and exit but showed 10 percentage point growth as a result of interventions (from entrance to exit). Compared to provincial level data, Prairie South has a greater proportion of all students and FNMI students achieving developmental readiness by the end of Kindergarten.

Grade 9 to 10 Transition

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

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



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

Source: Ministry of Education, 2023

Analysis of Results – Grade 9 to 10 Transition

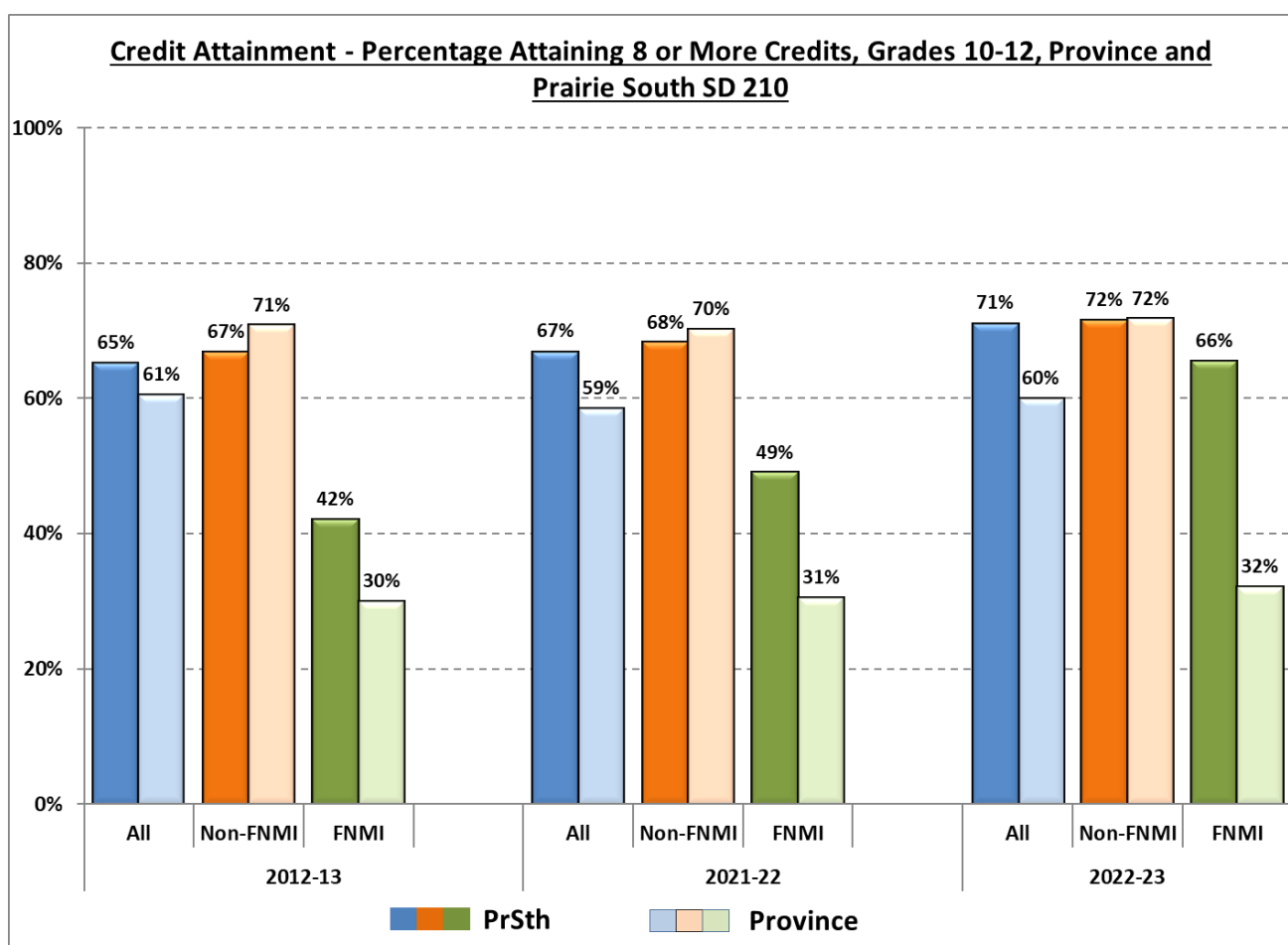
Higher percentages of Prairie South students attained eight or more credits the year after Grade 9 than provincial averages (84% as compared to 76% for the eight-year average). After having a slight decrease during the previous last two years, credit attainment increased to an 8 year high of 88% and an increase from the previous year of 7 percentage points.

A higher percentage of FNMI students in Prairie South have achieved eight or more credits on average than their provincial counterparts; however, the proportion of FNMI students achieving eight or more credits fluctuates more widely year to year due to small numbers in this demographic. While FNMI numbers fell in 2021-22 to below the 8-year average, it increased above the 8-year average by 2 percentage points in 2022-23. The results reported are well above the 8-year average for FNMI students in the province (44%).

Credit Attainment

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

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



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

Source: Ministry of Education, 2023

Analysis of Results – Credit Attainment

Prairie South trends in percentage of students attaining 8 or more credits each year are consistent when measured against provincial data in each of the years presented above. Relatively strong performance by Prairie South FNMI students when compared to provincial averages for the same demographic helped overall Prairie South results to be ahead of provincial results in 2022-23 by a margin of 71% compared to 60%. Although credit attainment has remained relatively consistent over the long term, FNMI students continued to earn fewer credits compared to their non-FNMI counterparts. Although FNMI earned fewer credits, there was a significant increase in the number of credits earned by FNMI students from 2021-22 (49%) to 2022-23 (66%). Graduation coaches have been implemented in the three high schools in Moose Jaw to identify and support students who may be at risk of not graduating on time by identifying students falling behind in credit attainment and working collaboratively with them to get back on track.

Demographics

Students

Prairie South offered face-to-face learning in each of its buildings in 2022-23. The COVID-19 pandemic led to an increase in students attending the Virtual School and home-based education programs in the 2020-21 school year. However, in 2022-23 there was a decline in the number of families opting to enrol their children in the Prairie South Virtual School and home-based education program. In the Virtual School there was a decrease of 99 students from the 2020-21 school year and a decrease of 12 students attending home-based programs as these students move back into our brick-and-mortar buildings.

Grade	2018-19	2019-20	2020-21	2021-22	2022-23
Kindergarten	492	490	482	504	465
1	545	510	497	518	520
2	531	568	525	509	530
3	560	529	557	531	515
4	588	553	533	567	534
5	528	584	553	545	571
6	549	524	582	555	554
7	480	553	520	591	548
8	488	464	557	523	597
9	530	491	493	593	585
10	523	539	506	512	598
11	481	482	517	499	518
12	572	571	559	589	563
Total	6,867	6,858	6,881	7,036	7,098

PreK	265	269	230	241	239
-------------	------------	------------	------------	------------	------------

Subpopulation Enrolments	Grades	2018-19	2019-20	2020-21	2021-22	2022-23
Self-Identified First Nations, Métis, or Inuit	K to 3	101	91	103	128	133
	4 to 6	94	88	99	103	100
	7 to 9	74	84	90	109	120
	10 to 12	121	107	95	95	107
	Total	390	370	387	435	460
English as an Additional Language	1 to 3	134	156	131	136	138
	4 to 6	113	127	113	105	127
	7 to 9	93	90	95	89	103
	10 to 12	53	51	60	40	52
	Total	393	424	399	370	420
French Immersion	K to 3	240	233	221	211	185
	4 to 6	144	133	125	142	143
	7 to 9	107	123	129	122	99
	10 to 12	43	60	76	86	100
	Total	534	549	580	561	527

Notes:

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

Source: Ministry of Education, 2022

Staff

Job Category	FTEs
Classroom teachers	432.1
Principals, vice-principals	37.8
Other educational staff (positions that support educational programming) – e.g., educational psychologists, educational assistants, school community coordinators, speech language pathologists, resource centre staff, information technology staff, school clerical staff and other instructional employees	261.7
Administrative staff – e.g., Chief Financial Officers, human resource services, payroll, purchasing, accounting, clerical, executive assistants and other administrative employees	19.4
Plant operations and maintenance – e.g., caretakers, handypersons, carpenters, plumbers, electricians, gardeners, supervisors and managers	61.2
Transportation – e.g., bus drivers, mechanics, parts persons, bus cleaners, supervisors and managers	117.0
League of Educational Administrators, Directors and Superintendents (LEADS) – e.g., director of education and superintendents	5.0
Total Full-Time Equivalent (FTE) Staff	934.2

Notes:

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

Source: September 30, 2022

Senior Management Team

The Director of Education, Ryan Boughen, is the Chief Executive Officer of Prairie South and reports directly to the Board of Education. The information below includes the Central Administrative Council (CAC), comprised of four LEADS superintendents and two SASBO superintendents who are responsible for school operations, learning, business, and human resources.

- Derrick Huschi, Superintendent of School Operations
- Amy Johnson, Superintendent of Human Resources
- Amanda Olson, Superintendent of Learning
- Jennifer Prokopetz, Superintendent of School Operations (*September to December*)
- Ron Purdy, Superintendent of Business
- Dustin Swanson, Superintendent of School Operations
- Darran Teneycke, Superintendent of School Operations (*January to August*)

Together with the Director of Education, each member of the Central Administrative Council assumes responsibility for a leadership portfolio designed to ensure the effective implementation of Board of Education policy in Prairie South. The Central Administrative Council works closely with school and division-based staff.

Infrastructure and Transportation

School	Grades	Location
Assiniboia 7 th Avenue	PreK-4	Assiniboia
Assiniboia Composite High	9-12	Assiniboia
Assiniboia Elementary	5-8	Assiniboia
Avonlea	K-12	Avonlea
Baildon Colony**	1-8	Baildon
Belle Plaine Colony**	1-12	Belle Plaine
Bengough****	K-12	Bengough
Caronport Elementary	K-8	Caronport
Caronport High*	9-12	Caronport
Central Butte	PreK-12	Central Butte
Central Collegiate	9-12	Moose Jaw
Chaplin****	K-12	Chaplin
Cornerstone Christian*	K-12	Moose Jaw
Coronach	PreK-12	Coronach
Craik****	K-12	Craik
Empire	PreK-8	Moose Jaw
Eyebrow	K-12	Eyebrow
Glentworth	PreK-12	Glentworth
École Gravelbourg School	PreK-12	Gravelbourg
Huron Colony**	1-9	Eyebrow
Kincaid Central	K-12	Kincaid
King George	PreK-8	Moose Jaw
Lafleche Central	PreK-12	Lafleche
Lindale	PreK-8	Moose Jaw
Mankota	K-12	Mankota
Mortlach	K-12	Mortlach
Mossbank	K-12	Mossbank
École Palliser Heights School	PreK-8	Moose Jaw
Peacock Collegiate	9-12	Moose Jaw
Prairie South Virtual School	1-12	Online

School	Grades	Location
Prince Arthur	PreK-8	Moose Jaw
Riverview Collegiate	9-12	Moose Jaw
Rockglen	K-12	Rockglen
Rose Valley Colony**	1-9	Assiniboia
Rouleau	PreK-12	Rouleau
Sunningdale	PreK-8	Moose Jaw
Vanguard Colony** ***	1-8	Vanguard
Westmount	PreK-8	Moose Jaw
William Grayson	PreK-8	Moose Jaw

* Denotes Associate School

** Denotes School Located on a Hutterite Colony

*** Denotes Unfunded School

**** Denotes Small School of Necessity (SSON)

Infrastructure Projects

School	Project	Details	2022-23 Cost
Assiniboia Elementary School	IT	Security Alarm -Camera	\$23,739
Assiniboia Elementary School	Renovation	Washroom Upgrade	3,656
Assiniboia Composite High School	Renovation	Flooring Upgrades	144,760
Assiniboia Composite High School	IT	Security Alarm -Camera	24,309
Avonlea School	Renovation	Crawlspace Pile Repairs	70,450
Avonlea School	HVAC	Building Management Automation Upgrade	87,361
Avonlea School	Plumbing	Sewer Piping Replacement	94,544
Bengough School	Renovation	Washroom Upgrades	447,237
Caronport Elementary School	HVAC	Building Management Automation Upgrade	8,504

School	Project	Details	2022-23 Cost
Caronport Elementary School	Electrical	LED Lighting Upgrade	103,440
Central Butte School	HVAC	Building Management Automation Upgrade	66,572
Central Butte School	Grounds	Concrete Replacement	60,714
Chaplin School	HVAC	Building Management Automation Upgrade	4,556
Coronach School	Renovation	Dust Collection	31,890
Coronach School	Renovation	Accessibility Washroom Upgrade	31,498
Craik School	Roof	Roof Replacement Section 2	165,576
Eyebrow School	Electrical	LED Lighting Upgrade	44,530
Gravelbourg School	IT	Security Alarm -Camera	28,335
Lafleche School	Renovation	Crawlspace Remediation	19,641
Lafleche School	Grounds	Concrete -Front Entry	22,565
Lindale School	HVAC	Building Management Automation Upgrade	108,127
Mortlach School	HVAC	Building Management Automation Upgrade	7,717
Mortlach School	Renovation	Home Ec Lab Upgrade	170,808
Mortlach School	HVAC	Gym Roof Top Unit	123,886
Mossbank School	Renovation	Washroom / Changeroom Upgrades	482,939
Rockglen School	Renovation	Dust Collection	8,909
Rockglen School	HVAC	HVAC Upgrade	26,468
Rockglen School	Renovation	Windows / Doors	80,082
Rouleau School	HVAC	Building Management Automation Upgrade	136,746
Central Collegiate High School	Elevator	Key Card System	6,453
Central Collegiate High School	Roof	Roof Replacement Section 2, 7, 13	320,870

School	Project	Details	2022-23 Cost
King George School	Elevator	Key Card System	6,453
Palliser Heights School	Grounds	Asphalt Staff Parking	260,860
A. E. Peacock Collegiate School	Elevator	Key Card System	6,543
A. E. Peacock Collegiate School	Renovation	Home Ec Lab Upgrade	21,753
A. E. Peacock Collegiate School	Roof	Roof Replacement Section 2	303,592
A. E. Peacock Collegiate School	Grounds	Sidewalk Repairs	39,825
Riverview Collegiate	Renovation	Washroom / Changeroom Upgrades	386,177
Office -Central Moose Jaw	HVAC	Air Conditioning Upgrades	38,841
Office -Central Moose Jaw	Grounds	Asphalt Staff Parking	149,667
Guthridge Field	HVAC	Roof Replacement / Roof Top Unit	177,739
Total			4,348,332

Transportation

Prairie South safely transports a significant number of students in a diverse mix of rural and urban communities to and from school daily. Rural students are transported long distances in some of the most sparsely populated areas of Saskatchewan, while urban students are transported when the distance between school and home is over one kilometer.

Prairie South operates and maintains a transportation and maintenance fleet to support transportation and facilities functions in the school division.

In 2022-23, Prairie South transported students from Holy Trinity Catholic School Division in the southern half of the City of Moose Jaw as well as rural students from the Moose Jaw catchment and provided some specialty bus service for that school division in the City of Moose Jaw.

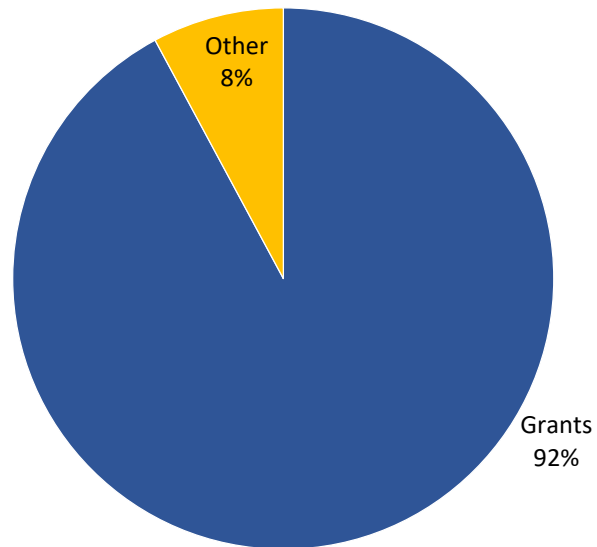
Charter trips returned following the global COVID-19 pandemic; however, the trips still affected costs associated with transportation services in Prairie South because there were still fewer trips compared to pre-pandemic numbers. The chart below provides details of transportation for Prairie South during 2022-23.

Transportation Statistics (2022-23 School Year)	
Students transported	2755
In-town students transported (included in above)	968
Transportation routes	106
Number of buses	138
Kilometers travelled daily	18,285.54
Average age of bus	7.59 years
Capacity utilized on buses	59.4%
Average one-way ride time	31 minutes
Longest one-way ride time	101 minutes
Charter Trip kilometers	100,600
Regular Route kilometers	3,175,852.54
Total kilometers travelled	3,276,452.54
Cost per student per year	\$2,705
Cost per kilometer travelled	\$2.27

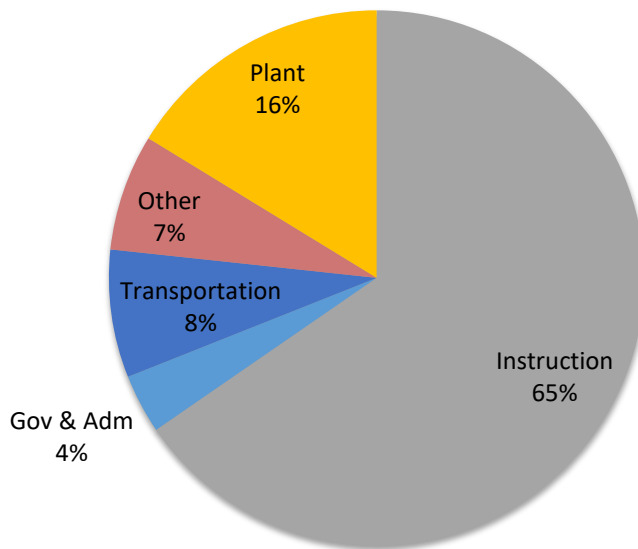
Financial Overview

Summary of Revenue and Expenses

Revenue 2022-23



Expense 2022-23



Budget to Actual Revenue, Expenses and Variances

	2023	2023	2022	Budget to Actual Variance Over / (Under)	Budget to Actual % Variance	Note
	Budget	Actual	Actual			
REVENUES						
Grants	92,864,359	86,003,836	81,388,553	(6,860,523)	-7%	1
Tuition and Related Fees	285,500	320,396	246,193	34,896	12%	2
School Generated Funds	1,297,533	1,374,560	1,182,727	77,027	6%	3
Complementary Services	702,458	769,065	718,129	66,607	9%	4
External Services	3,623,456	3,611,806	3,582,031	(11,650)	0%	
Other	535,000	1,261,760	618,553	726,760	136%	5
Total Revenues	99,308,306	93,341,423	87,736,186	(5,966,883)	-6%	
EXPENSES						
Governance	410,865	376,724	358,211	(34,141)	-8%	6
Administration	2,782,252	3,089,046	2,821,601	306,794	11%	7
Instruction	63,736,601	63,129,594	60,764,759	(607,007)	-1%	
Plant	14,773,526	15,695,465	12,820,034	921,939	6%	8
Transportation	7,637,856	7,454,323	6,733,625	(183,533)	-2%	
Tuition and Related Fees	8,000	7,100	12,259	(900)	-11%	9
School Generated Funds	1,220,021	1,336,096	1,123,395	116,075	10%	10
Complementary Services	1,589,586	1,701,577	1,519,957	111,991	7%	11
External Services	3,638,032	3,732,468	3,688,351	94,436	3%	
Other Expenses	13,000	13,021	18,701	21	0%	
Total Expenses	95,809,739	96,535,414	89,860,893	725,675	1%	
Surplus (Deficit) for the Year	3,498,567	(3,193,991)	(2,124,707)			

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

Note	Explanation
1	Less capital grant funding than anticipated in the budget for major capital project.
2	Increase in fees for transportation of students from another division.
3	Higher than budget as volumes increased towards pre-pandemic level.
4	Increase of \$50, 000 for two extra Early Learning Intensive Support seats and nutrition donations.
5	Over budget due to facility rentals, gain on sale of fixed assets, miscellaneous and interest revenue.
6	Under budget due to less spending on professional development and consulting than planned.
7	Over budget due to upgrades and repair of board office parking lot and front walk as well as some salary costs.
8	Over budget due to completion of preventative maintenance and repair projects from the prior year.
9	Purchased fewer online courses from outside the division.
10	Over budget as costs increased towards pre-pandemic level compared to the budget which was based on a three-year average.
11	Over budget due to two additional Early Learning and Intensive Support seats and higher sub costs than anticipated.

Appendix A – Payee List

Board Remuneration

Name	Remuneration	Travel		Professional Development		Other	Total
		In Province	Out of Province	In Province	Out of Province		
Bachmann, Robert	\$18,269	\$1,108	-	-	-	\$761	\$20,138
Boyle, Partick**	7,331	-	-	-	-	242	7,573
Bumbac, John	21,702	3,924	-	\$5,221	-	761	31,608
Davidson, Shawn	19,699	3,283	-	-	-	761	23,743
Froese, Crystal	19,540	-	-	4,537	-	761	24,838
Hagan, Brett	18,401	72	-	504	-	761	19,738
Johnson, Todd*	4,549	-	-	741	-	326	5,616
Jukes, Mary	18,470	-	-	1,271	-	761	20,502
Pryor, Darcy, Vice Chair	21,773	2,148	-	4,196	-	761	28,878
Wilson, Giselle, Chair	27,073	5,055	-	6,346	-	761	39,235
Young, Llewellyn	18,658	25	-	1,774	-	761	21,218

Note:

*Trustee resigned November 2022 so remuneration reflects a partial year.

**Trustee newly elected April 2023 so remuneration reflects a partial year.

Personal Services

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

Name	Amount
ACKERMAN, JAIME	\$78,118
ADAM, BRITTANI	71,152
ADAMS, CARLEY	76,058
ADAMS, TIANNA	95,403
AITKEN, ELEESE	110,362
ALEXANDER, PATRICIA	124,734
ALEXANDERSON, KIM	97,531
ALEXANDERSON, MICHAEL	98,104

Name	Amount
ALM, KATHIE	62,174
ANDERSON, MARIETTE	92,067
ANDERSON, NOAH	81,650
ANDREW, SHARON	100,351
ANDRIE, DANAE	84,658
ANSELL, DANA	92,610
ARGUIN, KAYLA R.	68,516
ARNOTT, TANA	131,690
AYARS, SCOTT	61,693

Name	Amount
BABER, KENDRA	92,072
BACHMAN, RHONDA L	82,032
BACKA, GEOFFREY	108,350
BAITON, DARREN	128,265
BAITON, SAMANTHA	93,722
BALDWIN, SANDRA M	126,599
BALZER, EMMETT L	63,682
BARTLE, LYNN	92,138
BAUCK, JENNIFER	90,729
BAUM, TARA L	93,158
BEAN, MICHELLE	94,443
BECHARD, LESLIE	92,691
BEHIEL, KATELYN	54,601
BEHL, VIJAY K	88,926
BEHRNS, LEE	93,735
BELL, JAMES	79,993
BELL, PETER	102,633
BELLOWS, KRISTIN	106,752
BELSHER, COLIN	98,959
BERENIK, TAMMY	66,382
BERENYI, CHERYL	92,087
BERG, APRIL	55,291
BERGLUND, DALE	92,229
BERNARD-BRANNING, FAITH	82,000
BERNER, ROBERT	92,249
BESELAERE, NATHAN	112,689
BINETRUY, KERRIE	103,504
BISTRETZAN, BONNIE	63,364
BITTMAN, KATHERINE J	67,809
BITTNER, BERNARD	79,178
BLACKWELL, CHERI	92,498
BLAIR, TAL	106,854
BLATZ, ROBYN	92,908
BLOCK, ALAN	94,145
BLONDEAU, KATHRYN	102,272
BLOOM, AMBER	82,206
BLOUDOFF, THERAN	97,151
BOESE, HEATHER M	81,808

Name	Amount
BOICE, SAMANTHA ELIZABETH	60,214
BONNEAU-CHEVRIER, LILLIAN	92,128
BORGEAUD, JACQUES	61,804
BOUFFARD, CRYSTAL	93,178
BOUGHEN, RACHEL	92,067
BOUGHEN, RYAN	206,515
BOULTON, JEFFREY	120,663
BOUVIER SIMONSEN, DOMINIQ	92,067
BOUVIER, NATASHA	93,017
BOWLEY, BRIAN	81,654
BOYLE, TODD	96,644
BRADLEY, TRISTA	58,024
BRANNING, STEPHANIE	92,067
BRASSARD, CAROL	92,401
BRAUN, JORDAAN	72,806
BREITKREUZ, JULIA	54,140
BRENNAN, CHRIS	82,044
BRENNAN, VALERIE	112,253
BRETON, JASON	71,283
BRIENS, MICHELLE	93,046
BROOKS, MELISSA	111,260
BROWN, JOANNE	90,141
BROWN, JODY	92,433
BROWNELL, WARREN	97,452
BUMPHREY-LETNES, KATIE	98,592
BURGHARDT, LORA	88,115
BURGHARDT, TIM	102,402
BZDEL MONTGOMERY, LISA	98,795
CALDWELL, BRANDI A	77,370
CAMERON, CRYSTAL	94,273
CAMERON, DERRICK	101,773
CAMPBELL, CODY M	64,141
CAMPBELL, ERIC	127,906
CAMPBELL, KEVIN	50,665
CAMPBELL, MICHELE EM	58,987

Name	Amount
CAPLETTE-TARRANT, KRYSTA	82,751
CARLINE, MICHELLE	98,067
CARTER, CAL G	79,323
CARTER, REGINE	69,494
CARTMAN, ELIZABETH	58,286
CHADWICK, BRENT	113,017
CHADWICK, MARNI	92,320
CHAMPIGNY LUCYK, CHANTAL	123,159
CHAN, JENN	117,355
CHESNEY, DONALD	55,668
CHEVRIER, CHRISTIANNE	92,077
CHIASSON, JESSICA	68,096
CHOW, HEATHER L	51,316
CHOW, JOSHUA J.K.	63,147
CHURCH, JESSICA	73,580
CLARKE, SARAH	71,226
CLEGG, KENT	102,582
CLOSS, TRACEY	92,097
COATES, DACY E	64,487
COGHILL, CHRIS	71,416
COGHILL, VICKI	93,544
COLLINGE, CHARMAINE	111,355
COLVEN, JANICE	107,056
COOLIDGE, LISA H	69,668
CORNET, SANDI	64,522
COUPERTHWAITE, KIMBERLY	58,286
COUZENS, TRINA	63,274
COWIE, NADINE	112,253
CRAAYBEEK, MICHELLE	58,286
CRAIG, AMY	92,584
CRIDLAND, SHELLEY	92,067
CROCKER, CHERYL	72,217
CROCKER, GILLIAN	110,864
CROMPTON, ALYSSA	76,647
CUSHWAY, MARLA	55,700
DALGARNO-STEVENSON, JASMINE	71,892
DANIEL, LACEY	94,626

Name	Amount
DE GRAAUW, GILLIAN	96,598
DEAK, LEVENTE	82,838
DEANS, RAYMOND	98,443
DELORME, MELANIE	96,234
DIEWOLD, HEATHER	92,808
DILLITZER, MIKEL	83,033
DOLMAN, CARLA	98,382
DOMBOWSKY, TRACY	112,253
DOYLE, RONDA	101,740
DRAKE, BRIANNE	76,815
DRAUDE, TERRELL J	59,233
DUECK, ROBIN	58,286
DUNLOP, BRITTNEE - ANNE J	60,753
DUNNE, LORI	58,286
DUNNE, MARK	86,074
DUXBURY, AMANDA	94,625
DYCK, DONNA	92,067
EARL, CHERYL	93,412
EBERL, RAYLEEN	116,578
EBERLE, KATIE	93,563
EDWARDS, CHARLA	110,350
EHRHARDT, JENNA	92,337
EIRICH, ELAINE	58,286
ELDER, CHRISTA	92,067
ELDER, NADINE	111,968
ELEK, JAYLYN	92,002
ELLIOTT, PAMELA	102,048
ELLIS, KAITLYN R	63,985
ERICKSON, MEAGAN	55,645
ERLANDSON, TAMARRA	58,974
ESPIRITU, JOSEPHINE	58,286
ETHIER, TIFFANY	80,779
EVANS, COLE A	77,379
FAFARD, LOUISE	78,346
FARRELL-SCHURY, SHANNON	104,948
FEDOSKI, BRENDAN	79,357
FEELEY, JEFF	102,272
FEELEY, JOANNE	103,398

Name	Amount
FEHR, DALE	97,476
FEIFFER, JODI	96,547
FIALA, CAYLE	80,429
FICZEL, RONALD	101,247
FIEGER, COURTNEY	98,598
FINDLAY, JAMES R	52,241
FLAMAND, CHRISTINA	72,728
FLOREK, TASHA	92,133
FOSTER, AARON	93,405
FOURNIER, NATHALIE	97,935
FRADETTE, SARAH J	98,385
FRASE, CARTER	62,382
FRIESS, CAITLYN	70,496
FRISK-WELBURN, TANYA	96,547
FROEHLICH, SHAYLA D	64,702
FROSHAUG, CORBIN	97,445
FROSHAUG, LONA	122,834
GAGNE, ASHLEY D	98,251
GALBRAITH, LISA	79,776
GALLAGHER, ANDREW	92,972
GARDNER, MELISSA	102,048
GARDNER, RENEE	94,000
GARLAND, ANDREA	66,895
GAUTHIER, FRANCINE	100,380
GAUVIN, STEPHANE	129,898
GEIGER, NIKKI	98,723
GILMOUR, ALEXANDRA M	53,130
GINGELL MUNTEANU, RHONDA	92,087
GOEPEN-BOURGEOIS, KRISTIN	96,664
GRAHAM, SARAH R	68,231
GRANELLO, JILLIAN	92,467
GRASS, KELLY	102,698
GRAY, CRYSTAL	96,954
GRAY, KAREN	92,067
GRAY, SANDI	92,139
GREGOR, RODGER	92,067
GRIEVE, TAMARA A	106,752

Name	Amount
GUNCHOSKI, PORSCHE A.D	63,115
GUTEK, MICHAEL	92,582
HACK, SHELBY	73,039
HAGEN, TROY	80,690
HAGENES, TAYLOR	83,264
HALKYARD, JORDAN L	74,902
HALLBORG, NICOLE	61,528
HANSEN, ASHLEY DANIELLE	54,495
HANSON, EVAN	105,795
HARPER, AMANDA	53,677
HARTMAN, VERONIQUE	89,183
HAUBRICH, TANIS	76,614
HAWKINS, KRYSTAL	56,001
HAWKINS, LAURIE	93,192
HAZELL, NATALIE	84,117
HAZELL, NATHAN	98,073
HECK, CHELSEA	80,042
HEEBNER, SAMANTHA	90,786
HELLINGS, LAURIE	92,876
HEMSTOCK, JENNIFER	96,443
HENDRY, JODIE	81,799
HENRIKSON, KAITLYN L	63,864
HESHKA, ROBIN	119,162
HESJEDAL, AARON	118,290
HETHERINGTON, ERIN	84,909
HILDEBRANDT, CARLA	112,253
HILL-BORGEAUD, TESSA	64,719
HINTZE, KELSEY	55,296
HLADY, CARRIE	55,416
HOFFMAN, STEEN K	64,429
HOGEBOM, SHAYNE	105,923
HOIMYR, KENTON	93,100
HORDICHUK, COLLEEN	102,149
HORNOI, KEANNA M	68,916
HOWE, VICTORIA	71,087
HUNT, MICHAEL	93,665
HUSCHI, ALYSHA	83,453
HUSCHI, DERRICK	182,967

Name	Amount
HUSCHI, JOSHUA	80,584
HUTTON, HEATHER	76,363
HUYGHEBAERT, DARCEY J	93,594
IKE, DEBORAH	116,751
IRVING, JAMES	97,011
JACOBSON, LAURISSA	93,318
JAMES, KASSANDRA L	65,981
JANZEN, SANDRA	92,118
JOHNSON, AMY J	173,642
JOHNSON, IDA	82,820
JOHNSON, TANYA	108,546
JOHNSON, TODD J	84,750
JOHNSTON, ROXANNE	52,008
JOHNSTONE, LORI	96,547
KAZEIL, HALI	81,295
KEARNS, JODY	92,714
KELLER, ROBBI	77,040
KEMPEL, DEANA	124,698
KENNEDY, ALIXANDRA	68,455
KHAIRA, MANINDER P	81,359
KIEFER, CARRIE	92,067
KITTS, JEFF	110,357
KLIPPENSTEIN, LINDA	96,465
KNIGHT, EMMA	67,213
KNUDSEN, AUDREY	97,477
KORBO, AMY	92,067
KORCHINSKI, BROOKE C	77,154
KOTSCHOREK, GREG	102,990
KRAUSE, TANNIS R	85,461
KRAUSS, DEANNA	97,581
KRAWETZ, CANDICE	121,566
KROSSE, NICOLE J	106,210
KRUKOFF, SHANE	96,547
KUFFNER, CHRISTY	93,196
LAGASSE, TRACEY	91,718
LAMB, JANICE	83,162
LAMONTAGNE, GRADY	73,229
LARIVIERE, LEANNE	72,901
LASKO, WADENA	93,537

Name	Amount
LAWSON KNOOP, KIRSTEN	90,694
LEE, JODIE	59,218
LEGARE, CHERIE	55,455
LEONARD, ADAM	82,711
LEWCHUK, MICHAEL	97,000
LEWIS, CORRIE	102,396
LEWIS, GARY	55,414
LEWIS, SHARON	73,147
LIEN, MAREN	96,871
LIX, NICOLE	71,772
LOEPPKY, JAYNE LA	60,889
LOGAN, KELLY	122,392
LOTHIAN, MATTHEW	77,771
LOVERIDGE, BRANDON	93,584
LYS, STEPHEN	97,193
MACDONALD, ANNA M	62,411
MACK, CHANTEL	94,610
MACKEY, SHELBY	93,856
MACLACHLAN, DAVID	86,074
MALONE, SONNY	69,125
MANN, JAIME	58,286
MARCENKO, MICHELLE	113,986
MARTENS, J.SCOTT	94,159
MARTENS, PERRY	92,067
MARTIN, BECKIE	97,518
MATTHEWS, LAURA	95,954
MCCORRISTON, HOLLY	61,767
MCCORRISTON, PAUL	97,426
MCCREA, TIFFANY	84,369
MCCRISTAL, JESSA	56,687
MCINTOSH, ANGUS	111,731
MCINTOSH, DYLAN	62,713
MCKAY, LUCAS	80,404
MCKAY, MADISON	73,504
MCKENNA, DURSTON	95,249
MCKINNON, LAUGHLIN H	50,965
MCLEAN, JONATHAN	113,335
MCMURCHY, ASHLEY	79,099

Name	Amount
MCNABB, GARNET	75,432
MCNABB, KATIE	66,219
MEALING, AMANDA	92,107
MENKE, ALICIA	79,533
MENZIES, CARMEN	92,795
MENZIES, CLAYTON	93,450
MERGEL, PATTY	92,313
MICHALKO, KELLY	112,253
MICHENER, TANIS D	72,722
MIHALICZ, BARTLEY	96,547
MILLER, TAYLOR-RAE J.	65,568
MILLEY-LOWE, ANGELA L	72,092
MILLIGAN, NICOLE	78,894
MITCHELL, JENNIFER	100,194
MITCHELL, SCOTT	77,692
MOERIKE, LINDSAY	97,154
MONEO, SHANNON	97,459
MONTAGUE, B PATRICK	113,234
MONTAGUE, JENNIFER	111,854
MONTGOMERY, JONIE	78,769
MONTPETIT, AUDRAY-ANNE	78,237
MOONEY, THERESA	109,062
MORASH, KATHY	92,916
MORGAN, KATELYN E	66,444
MORGAN, ROGER	59,482
MORLAND, HARPER VAUGHAN	62,860
MORSON, CHELSEE	95,259
MULLENS, SHEENA B	84,922
MUNN, ANTHONY	74,907
MUNRO, GLEN	86,074
MUNRO, KATHERINE ROSE	85,605
MYERS, LISA	88,316
NELSON, JENNIFER	90,453
NEUFELD, LEISA	116,961
NEWTON, DAVID	55,060
NICHOLSON, COLE	75,719
NICHOLSON, HEATHER	92,067

Name	Amount
NIVON, CATLIN T	79,071
O'BYRNE, LAUREN	74,673
ODENDAAL, DANIEL	76,771
OKRAINCEE, LENEA	93,992
OLSON, AMANDA	176,345
ONRAET, SHANE	116,811
OONINCX, KRISTY	92,754
OSBERG, DAVID	126,623
OSBERG, JENNIFER	112,253
PACKET, LISA	108,806
PACKET, SHIRLEY	112,253
PAGAN, BRAD G	55,060
PAICE, DERICK	90,338
PAPIC, JULIA A	68,974
PAPILION, AMANDA	94,477
PARKS, CECIL	77,545
PARKS, ROBERT W	70,045
PARSONS, KIMBERLY	97,574
PATSACK, NICOLE M	65,316
PATTERSON, LEIGH	68,873
PAYNE, TREVOR	73,809
PERRAULT, GISELE	97,220
PETERS, CHELSEA A	77,914
PETERS, KELLY	82,996
PETERSON, BRENNAN	117,299
PETERSON, DEANDRA	51,650
PETERSON, TREVOR	92,957
PETHICK, LEIGH	92,671
PETHICK, SHANNON	92,219
PETLAK, CHERYL	97,151
PETLAK, LOGAN	89,259
PFLUGER, JARED	56,405
PHILLIPS, JOSIE	83,254
PHILLIPS, SONYA CAROLYN	92,598
PICKERING, CHRIS	81,267
PILGRIM, RHONDA	95,009
PIPPUS, TRACY	96,968
PITULEY, JACKIE	77,619

Name	Amount
PLADSON, AMBER MARIE	92,916
POETTCKER, ROSALYN	75,874
POLUPSKI, CODY J	62,736
POLUPSKI, JANA	98,909
POLUPSKI, LORNE	92,835
PORTER, DEREK	93,730
POUTEAUX, GUYLAINE	93,325
PRAYDA, KIRSTEN	80,880
PRICE, CATHERINE	95,647
PROKOPETZ, JENNIFER	80,383
PURDY, RON	176,345
PYLATUK, CODY	71,426
PYLATUK, LAURIE	54,812
QUANCE, OWEN W	87,107
RAE, AMANDA D	70,152
RAES, BRAD	120,933
RASMUSSEN, JENNA	96,528
RATH, ROXANNE	66,382
RATTEE, COURTNEY	80,562
RATTEE, ROBIN	96,756
RAUSCHER, HEATHER	110,664
RAWLYK, RAY	103,255
RAYMOND, BARRY	112,253
REDSTONE, BERT	97,031
REID-WARD, KELLY	93,593
RENDALL, LORELEI M	78,899
RETTGER, JILLIAN JAYE	53,647
RETTMAN, TIU	77,634
RIEDER, KATHY	112,300
RIGDEN, KARA	93,732
ROACH, CARLA	92,067
ROBERTSON, SCOTT	132,800
ROBINSON, JOEL C	92,067
ROBINSON, KARIANN	92,107
ROBINSON, KATRINA	68,109
ROBOCK, ANGELA D	71,441
ROGERS, BENJAMIN	69,911
ROMANOW, MELISSA	111,831
RONEY, CHRISTOPHER	61,682

Name	Amount
RONEY, DAVID	111,364
RONEY, JASON	94,289
RONEY, REBECCA L	62,418
ROSSO, SOPHIE	102,987
ROTARU, MIHAELA MIRELA	66,245
ROWLINSON, HEATHER	94,615
RUSSELL, NICOLE A	64,510
RUSTON, NANCY	92,350
RUTHVEN, BRIAN	122,086
RUTHVEN, RANDI	112,253
RUTKO, LEANNE	112,203
RYBA, JACQUIE	103,466
SAAS, CORI	97,678
SAMOLESKI, JUDY	97,336
SAULTERS, DEANNA	106,422
SAYLOR, TAMMY	97,531
SCERBE, SILVA	84,185
SCHAFER, CLIFFORD	103,371
SCHAUENBERG, TARA	112,253
SCHLAMP, LISA	57,703
SCHMIDT, RINA	76,727
SCHULTZ, JANIS	86,602
SCIDMORE, L MICHAEL	98,067
SCOTT, KAREN	92,822
SEARGEANT, SARAH	71,608
SELENSKY, GAIL	96,956
SENECAL, KALEN ARTHUR	67,193
SHEFFIELD, JESSICA R	79,070
SHEWARD, IVY	68,864
SHILLINGTON, ALLISON	92,807
SHURA, ANNA	91,263
SIGFUSSON, DANA	81,186
SILBERNAGEL, KARLA	109,447
SILVERSIDES, R. KEITH	58,402
SIMONEAU, ANGELA	72,547
SIMONSEN, CRAIG	97,715
SIMPSON, LAURA	75,447
SINCLAIR, TERRILYNN N	62,923

Name	Amount
SINGBEIL, KATHRYN	97,759
SINGLETON, MITCH	110,188
SLEIGHTHOLM, CHAPIN M	92,903
SMITH HARKNESS, DARLA	97,159
SMITH, CYNTHIA	97,226
SMITH, GARY	50,473
SONMOR, MIRANDA	108,428
SOPER, KRISTY N	118,730
SPALDING, NICOLE	61,919
SPANJER, CANDACE F	90,694
ST LAURENT, MICHAEL	83,766
STAMM, SHELLY	96,547
STENGLER, KAILYN	92,271
STEVENS, KARA	56,988
STINSON, CRYSTAL	60,945
ST-JACQUES, DANIEL	71,470
STRUBLE, NATASHA	65,915
SULLIVAN, SHAUN	90,097
SUTHERLAND, YVONNE	52,621
SVENSON, HAYLEY I	51,563
SWANSON, DUSTIN	169,104
TALLON, MAXINE	79,130
TAYLOR, DEBBIE	87,127
TAYLOR, SHAUNNA	92,274
TAYLOR, TRACEY	97,255
TENDLER, GENNA L	92,097
TENEYCKE, DARRAN	137,340
THIESSEN, ANTHONY J	83,136
THUE, KIM	68,589
TIFFEN, BRETT	98,312
TIMORUSKI, SHANA	79,074
TOPP, ERIKA	91,922
TRAN, ASHLEY	77,385
TRESSEL, JILL	126,949
TRIBIER, CAILEN	86,876
TRUSTY, DAHINDA	102,048
TSCHETTER, LEAH	96,194

Name	Amount
TURNER, CORY	75,432
TYMINSKI, HANNAH	72,873
UBELL, AARON	92,067
VANCE, SUZANNE	92,249
VARJASSY, CANDACE	92,107
VASS, SHELEENA A	76,371
VENNES-OUELLET, SARAH	68,071
VOLMAN, ALEXANDER	82,021
WAITING, JADE	81,788
WALBURGER, BROOKE	69,005
WALKER, ANDREA	79,367
WALLINGTON, KRISTEN	71,166
WALLINGTON, TRISHA	68,706
WALTERS, JOYCE	92,067
WALZ, ALANA	97,669
WANDLER, ALAN	100,893
WANDLER, ALEXA K.	59,399
WARD, SHEVONNE	68,183
WARONEK, TRINA	102,230
WARREN, SHAWN	93,111
WEBB, BENJAMIN	71,384
WELMS, DARIEL	87,905
WHEATLEY, KRISTIN	96,547
WICKER, SCOTT	97,899
WIDENMAIER, KYLIE	70,216
WIGMORE, JOCELYN	114,475
WILLFONG, TESSA	64,814
WILLIAMS, JAYDA	102,048
WILSON, CELINE A	61,429
WILSON, COLETTE	97,682
WILSON, LANA	104,395
WINDRUM, PAMELA	92,972
WOITAS, TAYLER	54,444
WOLFE, DANIKA	81,023
WOLOSCHUK, AMY	93,643
WOURMS ROWE, TANA	97,275
YOUNG, ASHLEY	77,730
YOUNG, L BRETT	92,128

Supplier Payments

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

Name	Amount
1080 ARCHITECTURE, PLANNING & INTERIORS	\$282,037
212071 HOLDINGS LTD.	64,380
ABCO ELEVATOR	59,295
ACCESS GROUP INC.	267,732
AINSWORTH INC.	67,555
AMAZON	282,843
AON CANADA INC.	725,585
ARNIL CONSTRUCTION LTD.	489,610
B & A PETROLEUM LTD.	69,259
BEATON ENTERPRISES	87,893
BLUE IMP	70,728
C & S BUILDERS LTD.	870,013
CITY OF MOOSE JAW	1,240,739
COLLIERS PROJECT LEADERS INC.	170,513
CORNERSTONE CHRISTIAN SCHOOL	438,784
DUNCAN ROOFING LTD.	800,960
EECOL ELECTRIC CORP.	66,970
EMCO CORPORATION	54,264
FEDERATED CO- OPERATIVES LTD.	1,428,381
GDI SERVICES (CANADA) LP	109,442
GENX SOLUTIONS	130,415
GRAHAM CONSTRUCTION AND ENGINEERING LP	1,286,434
HDA ENGINEERING LTD.	143,733
HORIZON COMPUTER SOLUTIONS	94,115
IBM CANADA LTD.	142,081
IMPERIAL DADE CANADA INC.	403,836
INLAND AUDIO VISUAL LTD.	92,628

Name	Amount
KARST HOLDINGS INCORPORATED	99,413
KEV SOFTWARE INC.	72,463
LEEVILLE CONSTRUCTION LTD.	367,517
LORAAS DISPOSAL SERVICES LTD.	84,081
MACARANAS CLEANING LTD.	181,077
MAXIM TRUCK & TRAILER	50,562
MINISTER OF FINANCE	58,776
MUNICIPAL EMPLOYEES PENSION PLAN	1,451,677
OUTLINE CONSTRUCTION LTD.	265,273
PC CORP INC.	81,494
PFP CANADA	103,886
POWERSCHOOL CANADA ULC	128,251
PRAIRIE CONTROLS LTD.	103,033
PRAIRIE MECHANICAL SERVICES	66,462
PRO-TEC ELECTRIC LTD.	123,943
PRO-TEC INDUSTRIES LTD.	1,497,109
REAL CANADIAN SUPERSTORE	163,904
REALLY GREAT READING	54,456
RECEIVER GENERAL FOR CANADA	3,651,858
RMIS ENGINEERING	123,599
RUBICON PUBLISHING INC.	69,738
SASKATCHEWAN PROFESSIONAL TEACHERS ASSOCIATION	64,944
SASKATCHEWAN SCHOOL BOARDS ASSOCIATION	1,237,531

Name	Amount
SASKATCHEWAN WORKERS COMPENSATION BOARD	205,713
SASKENERGY	737,390
SASKPOWER	1,178,719
SASKTEL	284,075
SEABORN INSURANCE LTD.	129,622
SOUTHLAND CO-OP LTD.	64,620
SPORTFACTOR INC.	83,000
ST. JOHN'S MUSIC	89,924
STAPLES	445,791
STRATEGIC PRAIRIE REGIONAL ALLIANCE	532,996
SWISH - KEMSOL	121,751
THE CONTAINER GUY	70,745

Name	Amount
THE OIL DEPOT	51,196
TOSHIBA BUSINESS SOLUTIONS	334,455
TRADE WEST EQUIPMENT LTD.	85,658
TYMARK CONSTRUCTION LTD.	825,219
VANDURME, MONA	81,616
VIPOND INC.	181,414
WAL-MART CANADA INC.	69,773
WARNER TRUCK INDUSTRIES	101,344
WASCANA DRIVING SCHOOL INC.	284,687

Other Expenditures

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

Name	Amount
CANADIAN UNION OF PUBLIC EMPLOYEES	\$215,452
MUNICIPAL EMPLOYEES PENSION PLAN	1,451,677
PRAIRIE SOUTH TEACHERS ASSOCIATION	65,262
RECEIVER GENERAL FOR CANADA	14,579,094

Name	Amount
SASKATCHEWAN SCHOOL BOARDS ASSOCIATION	193,418
SASKATCHEWAN TEACHERS' (LIFE) SUPERANNUATION COMMISSION	85,528
SASKATCHEWAN TEACHERS' FEDERATION	5,670,036

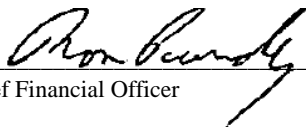
Appendix B – Management Report and Audited Financial Statements

Audited Financial Statements


Of the Prairie South School Division No. 210

School Division No. 2100500

For the Period Ending: August 31, 2023



Chief Financial Officer



Auditor

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

Management's Responsibility for the Financial Statements

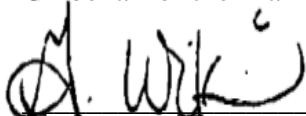
The school division's management is responsible for the preparation of the financial statements in accordance with Canadian public sector accounting standards and the format specified in the Financial Reporting Manual issued by the Ministry of Education. The preparation of financial statements necessarily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

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

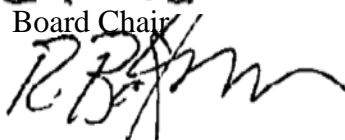
The Board of Education is composed of elected officials who are not employees of the school division. The Board is responsible for ensuring that management fulfills its responsibilities for financial reporting and internal control, and for approving the financial statements. The Board is also responsible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

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

On behalf of the Prairie South School Division No.210:



Board Chair



Director of Education



Chief Financial Officer

November 21, 2023

To the Trustees of the Board of Education of Prairie South School Division #210:

Opinion

We have audited the financial statements of Prairie South School Division #210 (the "School Division"), which comprise the statement of financial position as at August 31, 2023, and the statements of operations and accumulated surplus from operations, changes in net financial assets and cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the School Division as at August 31, 2023, and the results of its operations, changes in its net financial assets and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Basis for Opinion

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

Other Matter

The financial statements for the year ended August 31, 2022 were audited by another auditor who expressed an unmodified opinion on those statements on November 22, 2022.

Other Information

Management is responsible for the other information. The other information comprises the information included in the annual report, but does not include the financial statements and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated. We obtained the Annual Report prior to the date of this auditor's report. If, based on the work we have performed on this other information, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

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

Management is responsible for the preparation and fair presentation of the financial statements in accordance with 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.

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

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

Auditor's Responsibilities for the Audit of the Financial Statements

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

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

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

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

Regina, Saskatchewan

November 21, 2023

MNP LLP

Chartered Professional Accountants

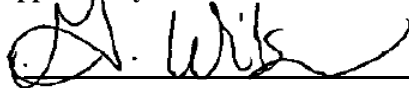
Prairie South School Division No. 210**Statement of Financial Position
as at August 31, 2023**

	2023	2022
	\$	\$
Financial Assets		
Cash and Cash Equivalents	16,490,946	21,772,392
Accounts Receivable (Note 7)	3,869,887	1,085,185
Portfolio Investments (Note 3)	12,548,155	13,128,053
Total Financial Assets	32,908,988	35,985,630
Liabilities		
Accounts Payable and Accrued Liabilities (Note 8)	4,790,526	4,512,426
Liability for Employee Future Benefits (Note 5)	2,821,300	2,790,500
Deferred Revenue (Note 9)	433,260	207,473
Total Liabilities	8,045,086	7,510,399
Net Financial Assets	24,863,902	28,475,231
Non-Financial Assets		
Tangible Capital Assets (Schedule C)	45,903,570	45,657,769
Inventory of Supplies Held for Consumption	187,246	159,465
Prepaid Expenses	861,669	717,913
Total Non-Financial Assets	46,952,485	46,535,147
Accumulated Surplus (Note 12)	71,816,387	75,010,378

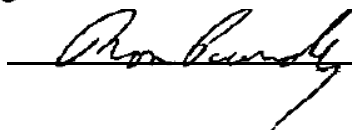
Unrecognized Assets (Note 15)

Contingent Liabilities (Note 16)

Contractual Obligations (Note 17)

*The accompanying notes and schedules are an integral part of these statements.***Approved by the Board:**

Chairperson



Chief Financial Officer

Prairie South School Division No. 210
Statement of Operations and Accumulated Surplus from Operations
for the year ended August 31, 2023

	2023 Budget	2023 Actual	2022 Actual
	\$	\$	\$
	(Note 13)		
REVENUES			
Grants	92,864,359	86,003,836	81,388,553
Tuition and Related Fees	285,500	320,396	246,193
School Generated Funds	1,297,533	1,374,560	1,182,727
Complementary Services (Note 10)	702,458	769,065	718,129
External Services (Note 11)	3,623,456	3,611,806	3,582,031
Other	535,000	1,261,760	618,553
Total Revenues (Schedule A)	99,308,306	93,341,423	87,736,186
EXPENSES			
Governance	410,865	376,724	358,211
Administration	2,782,252	3,089,046	2,821,601
Instruction	63,736,601	63,129,594	60,764,759
Plant Operation & Maintenance	14,773,526	15,695,465	12,820,034
Student Transportation	7,637,856	7,454,323	6,733,625
Tuition and Related Fees	8,000	7,100	12,259
School Generated Funds	1,220,021	1,336,096	1,123,395
Complementary Services (Note 10)	1,589,586	1,701,577	1,519,957
External Services (Note 11)	3,638,032	3,732,468	3,688,351
Other	13,000	13,021	18,701
Total Expenses (Schedule B)	95,809,739	96,535,414	89,860,893
Operating Surplus/Deficit for the Year	3,498,567	(3,193,991)	(2,124,707)
Accumulated Surplus from Operations, Beginning of Year	75,010,378	75,010,378	77,135,085
Accumulated Surplus from Operations, End of Year	78,508,945	71,816,387	75,010,378

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

Prairie South School Division No. 210
Statement of Changes in Net Financial Assets
for the year ended August 31, 2023

	2023 Budget	2023 Actual	2022 Actual
	Note 13	\$	\$
Net Financial Assets, Beginning of Year	28,475,231	28,475,231	29,437,750
Changes During the Year			
Operating Deficit, for the Year	3,498,567	(3,193,991)	(2,124,707)
Acquisition of Tangible Capital Assets (Schedule C)	(11,605,742)	(4,420,458)	(2,911,230)
Proceeds on Disposal of Tangible Capital Assets (Schedule C)	-	75,304	7,400
Net Gain on Disposal of Capital Assets (Schedule C)	-	(38,797)	(7,400)
Amortization of Tangible Capital Assets (Schedule C)	4,104,606	4,138,150	4,202,008
Net Acquisition of Inventory of Supplies Held for Consumption	-	(27,781)	18,280
Net Change in Other Non-Financial Assets	-	(143,756)	(146,870)
Change in Net Financial Assets	(4,002,569)	(3,611,329)	(962,519)
Net Financial Assets, End of Year	24,472,662	24,863,902	28,475,231

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

Prairie South School Division No. 210**Statement of Cash Flows
for the year ended August 31, 2023**

	2023	2022
	\$	\$
OPERATING ACTIVITIES		
Operating Deficit for the Year	(3,193,991)	(2,124,707)
Add Non-Cash Items Included in Surplus / Deficit (Schedule D)	4,095,923	4,194,608
Net Change in Non-Cash Operating Activities (Schedule E)	(2,418,122)	(779,858)
Cash (Used in) Provided by Operating Activities	(1,516,190)	1,290,043
CAPITAL ACTIVITIES		
Cash Used to Acquire Tangible Capital Assets	(4,420,458)	(2,911,230)
Proceeds on Disposal of Tangible Capital Assets	75,304	7,400
Cash Used in Capital Activities	(4,345,154)	(2,903,830)
INVESTING ACTIVITIES		
Cash Used to Acquire Portfolio Investments	(17,200,429)	(6,160,481)
Proceeds on Disposal of Portfolio Investments	17,780,327	99,976
Cash Provided by (Used in) Investing Activities	579,898	(6,060,505)
DECREASE IN CASH AND CASH EQUIVALENTS	(5,281,446)	(7,674,292)
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	21,772,392	29,446,684
CASH AND CASH EQUIVALENTS, END OF YEAR	16,490,946	21,772,392

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

Prairie South School Division No. 210
Schedule A: Supplementary Details of Revenues
for the year ended August 31, 2023

	2023 Budget	2023 Actual	2022 Actual
	\$	\$	\$
Grants	(Note 13)		
Operating Grants			
Ministry of Education Grants			
Operating Grant	80,944,250	79,734,407	78,354,058
Operating Grant/PMR	2,629,481	2,392,075	2,629,481
Other Ministry Grants	20,028	1,364,636	259,203
Total Ministry Grants	83,593,759	83,491,118	81,242,742
Grants from Others	-	65,280	99,417
Total Operating Grants	83,593,759	83,556,398	81,342,159
Capital Grants			
Ministry of Education Capital Grants	9,250,000	2,397,020	-
Other Capital Grants	20,600	50,418	46,394
Total Capital Grants	9,270,600	2,447,438	46,394
Total Grants	92,864,359	86,003,836	81,388,553
Tuition and Related Fees Revenue			
Operating Fees			
Tuition Fees			
School Boards	25,000	14,220	27,410
Individuals and Other	93,500	96,795	54,590
Total Tuition Fees	118,500	111,015	82,000
Transportation Fees	167,000	209,381	164,193
Total Operating Tuition and Related Fees	285,500	320,396	246,193
Total Tuition and Related Fees Revenue	285,500	320,396	246,193
School Generated Funds Revenue			
Curricular			
Student Fees	9,949	16,674	10,578
Total Curricular Fees	9,949	16,674	10,578
Non-Curricular Fees			
Commercial Sales - GST	375,517	307,961	326,768
Commercial Sales - Non-GST	316,596	410,935	335,305
Fundraising	211,978	228,421	200,980
Grants and Partnerships	47,748	37,717	37,757
Students Fees	236,065	261,806	195,242
Other	99,680	111,046	76,097
Total Non-Curricular Fees	1,287,584	1,357,886	1,172,149
Total School Generated Funds Revenue	1,297,533	1,374,560	1,182,727

Prairie South School Division No. 210
Schedule A: Supplementary Details of Revenues
for the year ended August 31, 2023

	2023 Budget	2023 Actual	2022 Actual
	\$	\$	\$
Complementary Services	(Note 13)		
Operating Grants			
Ministry of Education Grants			
Operating Grant	557,372	557,372	551,390
Other Ministry Grants	132,550	182,550	131,910
Other Provincial Grants	12,536	12,851	12,705
Other Grants	-	16,292	22,124
Total Operating Grants	702,458	769,065	718,129
Total Complementary Services Revenue	702,458	769,065	718,129
External Services			
Operating Grants			
Ministry of Education Grants			
Operating Grant	3,103,121	2,896,184	2,970,338
Other Ministry Grants	-	31,523	9,214
Other Grants	278,000	253,909	314,008
Total Operating Grants	3,381,121	3,181,616	3,293,560
Fees and Other Revenue			
Tuition and Related Fees	26,757	202,129	64,499
Other Revenue	215,578	228,061	223,972
Total Fees and Other Revenue	242,335	430,190	288,471
Total External Services Revenue	3,623,456	3,611,806	3,582,031
Other Revenue			
Miscellaneous Revenue	61,000	147,878	148,686
Sales & Rentals	70,000	119,749	101,311
Investments	397,000	951,906	361,156
Change in estimate ARO	-	3,430	-
Gain on Disposal of Capital Assets	7,000	38,797	7,400
Total Other Revenue	535,000	1,261,760	618,553
TOTAL REVENUE FOR THE YEAR	99,308,306	93,341,423	87,736,186

Prairie South School Division No. 210
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2023

	2023 Budget	2023 Actual	2022 Actual
	\$	\$	\$
Governance Expense	(Note 13)		
Board Members Expense	222,679	218,497	214,818
Professional Development - Board Members	45,000	24,590	19,001
Elections	-	2,967	-
Other Governance Expenses	143,186	130,670	124,392
Total Governance Expense	410,865	376,724	358,211
Administration Expense			
Salaries	2,004,777	2,069,274	2,003,214
Benefits	311,956	344,513	311,567
Supplies & Services	246,417	256,055	270,344
Non-Capital Furniture & Equipment	16,600	16,463	24,032
Building Operating Expenses	56,100	283,152	92,269
Communications	23,720	19,908	21,881
Travel	38,800	18,987	17,135
Professional Development	50,610	36,994	36,635
Amortization of Tangible Capital Assets	33,272	43,700	44,524
Total Administration Expense	2,782,252	3,089,046	2,821,601
Instruction Expense			
Instructional (Teacher Contract) Salaries	43,802,300	43,105,258	42,154,760
Instructional (Teacher Contract) Benefits	2,920,057	3,161,351	2,921,059
Program Support (Non-Teacher Contract) Salaries	8,591,984	8,259,933	7,829,742
Program Support (Non-Teacher Contract) Benefits	2,046,761	1,990,197	1,891,724
Instructional Aids	1,420,443	1,706,348	1,356,073
Supplies & Services	737,295	887,163	1,001,985
Non-Capital Furniture & Equipment	1,487,863	1,280,776	1,091,586
Communications	741,012	698,318	708,351
Travel	152,436	144,975	135,463
Professional Development	407,621	492,053	398,933
Student Related Expense	692,915	654,688	455,207
Amortization of Tangible Capital Assets	735,914	748,534	819,876
Total Instruction Expense	63,736,601	63,129,594	60,764,759

Prairie South School Division No. 210
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2023

	2023 Budget	2023 Actual	2022 Actual
	\$	\$	\$
Plant Operation & Maintenance Expense	(Note 13)		
Salaries	3,565,649	3,320,936	3,421,329
Benefits	797,795	761,070	770,837
Supplies & Services	12,000	5,472	10,911
Non-Capital Furniture & Equipment	215,500	88,282	102,305
Building Operating Expenses	7,667,692	8,962,932	5,911,139
Communications	12,000	9,672	10,730
Travel	126,300	132,427	143,454
Professional Development	12,500	12,928	12,819
Amortization of Tangible Capital Assets	2,364,090	2,375,151	2,409,915
Amortization of Tangible Capital Assets ARO	-	26,595	26,595
Total Plant Operation & Maintenance Expense	14,773,526	15,695,465	12,820,034
Student Transportation Expense			
Salaries	2,904,439	2,897,769	2,837,630
Benefits	792,102	757,211	733,197
Supplies & Services	1,945,544	1,617,934	1,558,024
Non-Capital Furniture & Equipment	617,100	549,130	380,472
Building Operating Expenses	58,600	385,309	82,149
Communications	26,000	20,659	12,717
Travel	1,000	2,879	93
Professional Development	15,000	9,361	12,995
Contracted Transportation	306,741	270,023	216,475
Amortization of Tangible Capital Assets	971,330	944,048	899,873
Total Student Transportation Expense	7,637,856	7,454,323	6,733,625
Tuition and Related Fees Expense			
Tuition Fees	8,000	7,100	12,259
Total Tuition and Related Fees Expense	8,000	7,100	12,259
School Generated Funds Expense			
Academic Supplies & Services	13,574	16,156	17,119
Cost of Sales	476,524	490,482	456,602
Non-Capital Furniture & Equipment	11,636	14,542	18,264
School Fund Expenses	718,287	814,916	631,410
Total School Generated Funds Expense	1,220,021	1,336,096	1,123,395

Prairie South School Division No. 210
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2023

	2023 Budget	2023 Actual	2022 Actual
	\$	\$	\$
Complementary Services Expense	(Note 13)		
Instructional (Teacher Contract) Salaries & Benefits	814,801	838,845	712,846
Program Support (Non-Teacher Contract) Salaries & Benefits	659,185	709,165	674,092
Instructional Aids	-	4,665	5,341
Supplies & Services	40,500	41,234	41,028
Non-Capital Furniture & Equipment	-	9,229	6,841
Communications	1,000	1,533	1,685
Travel	14,000	18,002	12,935
Professional Development (Non-Salary Costs)	5,700	7,599	7,450
Student Related Expenses	54,400	71,305	56,609
Amortization of Tangible Capital Assets	-	-	1,130
Total Complementary Services Expense	1,589,586	1,701,577	1,519,957
External Service Expense			
Other Fees	409,263	461,428	206,402
Administration Salaries & Benefits	133,922	132,905	132,594
Instructional (Teacher Contract) Salaries & Benefits	2,544,057	2,572,235	2,736,587
Program Support (Non-Teacher Contract) Salaries & Benefits	137,960	138,420	144,594
Supplies & Services	287,085	263,256	336,586
Non-Capital Furniture & Equipment	-	806	237
Building Operating Expenses	1,700	1,111	1,006
Travel	1,305	1,461	1,564
Professional Development (Non-Salary Costs)	-	116	119
Student Related Expenses	122,740	160,608	128,567
Amortization of Tangible Capital Assets	-	122	95
Total External Services Expense	3,638,032	3,732,468	3,688,351
Interest and Bank Charges			
Current Interest and Bank Charges	13,000	13,021	10,820
Total Interest and Bank Charges	13,000	13,021	10,820
Provision for Uncollectable Accounts	-	-	7,881
Total Other Expense	13,000	13,021	18,701
TOTAL EXPENSES FOR THE YEAR	95,809,739	96,535,414	89,860,893

Prairie South School Division No. 210
Schedule C - Supplementary Details of Tangible Capital Assets
for the year ended August 31, 2023

	Land		Buildings	Buildings	School	Other	Furniture and	Computer Hardware and	Computer	Assets			
	Land	Improvements	Buildings	Short-Term	ARO	Buses	Vehicles	Equipment	Audio Visual Equipment	Software	Under Construction	2023	2022
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
Tangible Capital Assets - at Cost													
Opening Balance as of September 1	1,718,010	531,037	105,748,664	3,993,330	1,579,104	13,138,662	923,503	6,064,458	2,264,938	93,489	1,300,801	137,355,996	136,760,724
Additions/Purchases	-	-	-	-	-	1,318,615	58,928	536,200	421,464	-	2,085,251	4,420,458	2,911,230
Disposals	-	-	-	-	(27,278)	(1,136,913)	-	(788,281)	(789,904)	(52,203)	-	(2,794,579)	(2,315,958)
Closing Balance as of August 31	1,718,010	531,037	105,748,664	3,993,330	1,551,826	13,320,364	982,431	5,812,377	1,896,498	41,286	3,386,052	138,981,875	137,355,996
Tangible Capital Assets - Amortization													
Opening Balance as of September 1	-	416,347	73,967,550	2,459,888	1,249,980	7,487,638	793,555	3,735,500	1,506,028	81,741	-	91,698,227	89,812,177
Amortization of the Period	-	10,577	2,084,846	125,484	26,595	873,846	41,344	580,484	386,717	8,257	-	4,138,150	4,202,008
Disposals	-	-	-	-	(22,971)	(1,104,713)	-	(788,281)	(789,904)	(52,203)	-	(2,758,072)	(2,315,958)
Closing Balance as of August 31	N/A	426,924	76,052,396	2,585,372	1,253,604	7,256,771	834,899	3,527,703	1,102,841	37,795	N/A	93,078,305	91,698,227
Net Book Value													
Opening Balance as of September 1	1,718,010	114,690	31,781,114	1,533,442	329,124	5,651,024	129,948	2,328,958	758,910	11,748	1,300,801	45,657,769	46,948,547
Closing Balance as of August 31	1,718,010	104,113	29,696,268	1,407,958	298,222	6,063,593	147,532	2,284,674	793,657	3,491	3,386,052	45,903,570	45,657,769
Change in Net Book Value	-	(10,577)	(2,084,846)	(125,484)	(30,902)	412,569	17,584	(44,284)	34,747	(8,257)	2,085,251	245,801	(1,290,778)
Disposals													
Historical Cost	-	-	-	-	27,278	1,136,913	-	788,281	789,904	52,203	-	2,794,579	2,315,958
Accumulated Amortization	-	-	-	-	22,971	1,104,713	-	788,281	789,904	52,203	-	2,758,072	2,315,958
Net Cost	-	-	-	-	4,307	32,200	-	-	-	-	-	36,507	-
Price of Sale	-	-	-	-	-	73,266	-	2,038	-	-	-	75,304	7,400
Gain (Loss) on Disposal	-	-	-	-	(4,307)	41,066	-	2,038	-	-	-	38,797	7,400

Buildings with a net book value of \$6,804,752 (2022-\$7,462,992) include an asset retirement obligation for the removal and disposal of asbestos. (Note 8)

Prairie South School Division No. 210
Schedule D: Non-Cash Items Included in Deficit
for the year ended August 31, 2023

	2023	2022
	\$	\$
Non-Cash Items Included in Deficit		
Amortization of Tangible Capital Assets (Schedule C)	4,138,150	4,202,008
Net Gain on Disposal of Tangible Capital Assets (Schedule C)	(38,797)	(7,400)
Change in estimate ARO	(3,430)	-
Total Non-Cash Items Included in Deficit	4,095,923	4,194,608

Prairie South School Division No. 210
Schedule E: Net Change in Non-Cash Operating Activities
for the year ended August 31, 2023

	2023	2022
	\$	\$
Net Change in Non-Cash Operating Activities		
(Increase) Decrease in Accounts Receivable	(2,784,702)	1,565,165
Increase (Decrease) in Accounts Payable and Accrued Liabilities	281,530	(2,294,128)
Increase in Liability for Employee Future Benefits	30,800	5,900
Increase in Deferred Revenue	225,787	71,795
(Increase) Decrease in Inventory of Supplies Held for Consumption	(27,781)	18,280
Increase in Prepaid Expenses	(143,756)	(146,870)
Total Net Change in Non-Cash Operating Activities	(2,418,122)	(779,858)

Prairie South School Division No. 210

Schedule F: Detail of Designated Assets
for the year ended August 31, 2023

	August 31 2022	Additions during the year	Reductions during the year	August 31 2023
	\$	\$	\$	\$
				(Note 12)
External Sources				
Jointly Administered Funds				
School generated funds	1,403,587	1,374,560	1,336,096	1,442,051
Total Jointly Administered Funds	1,403,587	1,374,560	1,336,096	1,442,051
Ministry of Education				
PMR maintenance project allocations	4,127,618	2,392,075	4,331,276	2,188,417
Mental Health First Aid Training	5,169	-	5,169	-
Voices to Encourage Change	721	-	-	721
Joint Use School	419,742	2,397,020	2,037,922	778,840
Total Ministry of Education	4,553,250	4,789,095	6,374,367	2,967,978
Total	5,956,837	6,163,655	7,710,463	4,410,029
Internal Sources				
Curriculum and student learning				
Designated for Classroom Composition	6,208,762	-	1,202,172	5,006,590
Innovation	39,100	-	27,940	11,160
School Community Council Carryovers	11,696	31,000	30,095	12,601
School Budget Carryovers	1,008,182	3,324,847	3,651,751	681,278
Total curriculum and student learning	7,267,740	3,355,847	4,911,958	5,711,629
Furniture and equipment				
Playgrounds	4,387	-	4,387	-
School Development Fund	6,170	6,287	-	12,457
Total furniture and equipment	10,557	6,287	4,387	12,457
Other				
Operating Annual Cash Draw	12,000,000	14,188,436	14,188,436	12,000,000
Total Other	12,000,000	14,188,436	14,188,436	12,000,000
Professional development				
Support Staff Professional Development	75,000	76,475	76,475	75,000
Trustee Professional Development	-	45,000	16,851	28,149
Total professional development	75,000	121,475	93,326	103,149
Transporation				
Allocation for School Bus Purchases	3,800,099	-	394,200	3,405,899
Total transportation	3,800,099	-	394,200	3,405,899
Total	23,153,396	17,672,045	19,592,307	21,233,134
Total Designated Assets	29,110,233	23,835,700	27,302,770	25,643,163

PRAIRIE SOUTH SCHOOL DIVISION NO. 210
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2023

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 Prairie South School Division No. 210” and operates as “the Prairie South School Division No. 210”. The school division provides education services to residents within its geographic region and is governed by an elected board of trustees. The school division is exempt from income tax and is a registered charity under the *Income Tax Act*.

2. SIGNIFICANT ACCOUNTING POLICIES

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

a) Basis of Accounting

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

b) 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 a trustee, the school division merely administers the terms and conditions embodied in the agreement, and it has no unilateral authority to change the conditions set out in the trust indenture.

Trust funds are not included in the financial statements as they are not controlled by the school division. Trust fund activities administered by the school division are disclosed in Note 14 of the financial statements.

c) Measurement Uncertainty and the Use of Estimates

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

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

- the liability for employee future benefits of \$2,821,300 (2022 - \$2,790,500) because actual experience may differ significantly from actuarial estimations.
- useful lives of capital assets and related accumulated amortization of \$93,078,305 (2022 - \$91,698,227) because the actual useful lives of the capital assets may differ from their estimated economic lives.
- estimated undiscounted asset retirement obligation of \$1,551,826 (2022 - \$1,579,104) because actual expense may differ significantly from valuation estimates.

PRAIRIE SOUTH SCHOOL DIVISION NO. 210
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2023

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

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

d) Financial Instruments

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

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

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

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

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

e) Financial Assets

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

PRAIRIE SOUTH SCHOOL DIVISION NO. 210
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2023

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

Accounts Receivable includes provincial grants receivable and other receivables. Provincial grants receivable represent capital, and other grants earned but not received at the end of the fiscal year, provided reasonable estimates of the amounts can be made. Grants are earned when the events giving rise to the grant have occurred, the grant is authorized and any eligibility criteria have been met.

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

Portfolio Investments consist of term deposits, guaranteed investment certificates at amortized cost and unrealized equity in Saskatchewan Co-operatives and Credit Unions. The school division values its portfolio investments in accordance with its policy for financial instruments, as described in Note 2 (d).

f) Non-Financial Assets

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

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

Tangible capital assets 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 Upgrade	25 years
Buildings – short-term (portables, storage sheds, outbuildings, garages)	20 years
School buses	12 years
Other vehicles – passenger	5 years
Furniture and equipment	10 years
Computer hardware and audio-visual equipment	2-5 years
Computer software	5 years

*Buildings that include asbestos and are fully and/or nearly fully amortized have had their useful life reassessed and increased by 2-20 years.

PRAIRIE SOUTH SCHOOL DIVISION NO. 210
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2023

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

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

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

g) Liabilities

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

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

Asset Retirement Obligation (ARO) consists of building assets that contain asbestos. The school division recognizes the fair value of an ARO in the period in which it incurs a legal obligation associated with the retirement of a tangible capital asset. The estimated fair value of an ARO is capitalized as part of the related tangible capital asset and amortized on the same basis as the underlying asset.

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

h) Employee Pension Plans

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

Multi-Employer Defined Benefit Plans

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

- i) Teachers participate in the Saskatchewan Teachers' Retirement Plan (STRP) or the Saskatchewan Teachers' Superannuation Plan (STSP). The school division's

PRAIRIE SOUTH SCHOOL DIVISION NO. 210
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2023

obligation for these plans is limited to collecting and remitting contributions of the employees at rates determined by the plans.

- ii) Other employees participate in the Municipal Employees' Pension Plan (MEPP). The plan is accounted for as a defined contribution plan whereby the school division's contributions are expensed when due.

i) Revenue Recognition

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

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

i) Government Transfers (Grants)

Grants from governments are considered to be government transfers. Government transfers are recognized as revenues when the transfer is authorized, all eligibility criteria have been met, except when, and to the extent, stipulations by the transferor give rise to an obligation that meets the definition of a liability. Transfers with stipulations that meet the definition of a liability are recorded as deferred revenue and recognized as revenue in the statement of operations and accumulated surplus from operations as the stipulation liabilities are settled. Payments made by the Government of Saskatchewan on behalf of the school division for Joint-Use capital projects are recorded as government transfers with ownership of schools vesting with the school division.

ii) 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.

PRAIRIE SOUTH SCHOOL DIVISION NO. 210
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2023

iii) Interest Income

Interest is recognized as revenue when it is earned.

iv) Other (Non-Government Transfer) Contributions

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

3. PORTFOLIO INVESTMENTS

Portfolio investments are comprised of the following:

	2023	2022
	<u>Cost</u>	<u>Cost</u>
Portfolio investments in the cost or amortized cost category:		
Bridgewater BK GIC. Interest of 1.35%, Due September 8, 2022	\$ -	\$ 100,000
CCS GIC. Interest of 1.00%, Due September 8, 2022	-	50,000
Community TR GIC. Interest of 1.11%, Due September 8, 2022	-	100,000
First Ontario GIC. Interest of 1.02%, Due September 8, 2022	-	250,000
HVNT BK GIC. Interest of 1.02%, Due September 8, 2022	-	100,000
League SVGS GIC. Interest of 1.05%, Due September 8, 2022	-	100,000
MCAN GIC. Interest of 1.30%, Due September 8, 2022	-	100,000
RFA BK of CDA GIC. Interest of 1.40%, Due September 8, 2022	-	100,000
Wealth One GIC. Interest of 1.38%, Due September 8, 2022	-	100,000
G&F Credit Union, GIC, Interest of 2.35%, Due June 8, 2023	-	1,010,055
Prospera Credit Union, GIC, Interest of 3.15%, Due July 20, 2023	-	7,048,413
G&F Credit Union, GIC, Interest of 3.15%, Due August 8, 2023	-	4,021,736
First West Credit Union, GIC, Interest of 4.55%, Due February 21, 2024	4,000,000	-
Khalsa Credit Union, GIC, Interest of 4.85%, Due February 21, 2024	6,000,000	-
G&F Financial Group, GIC, Interest of 4.75%, Due June 14, 2024	2,500,000	-
RBC, GIC, Interest of 4.75%, Due December 6, 2023	5,472	5,460
CIBC, GIC, Interest of 2.75%, Due July 5, 2024	12,182	12,014
Lafleche CU, Term Deposit, Interest of 2.00%, Due September 6, 2023	2,500	2,500
Conexus CU, Term Deposit, Interest of 3.40%, Due June 4, 2024	13,154	13,154
Equity in Credit Unions	1,163	1,104
Equity in Cooperatives	13,684	13,617
Total portfolio investments reported at cost or amortized cost	\$12,548,155	\$13,128,053

PRAIRIE SOUTH SCHOOL DIVISION NO. 210
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2023

4. EXPENSES BY FUNCTION AND ECONOMIC CLASSIFICATION

Function	Salaries & Benefits	Goods & Services	Amortization of TCA	2023 Actual	2022 Actual
Governance	\$ 218,497	\$ 158,227	\$ -	\$ 376,724	\$ 358,211
Administration	2,413,787	631,559	43,700	3,089,046	2,821,601
Instruction	56,516,739	5,864,321	748,534	63,129,594	60,764,759
Plant Operation & Maintenance	4,082,006	9,211,713	2,401,746	15,695,465	12,820,034
Student Transportation	3,654,980	2,855,295	944,048	7,454,323	6,733,625
Tuition and Related Fees	-	7,100	-	7,100	12,259
School Generated Funds	-	1,336,096	-	1,336,096	1,123,395
Complementary Services	1,548,010	153,567	-	1,701,577	1,519,957
External Services	2,843,560	888,786	122	3,732,468	3,688,351
Other	-	13,021	-	13,021	18,701
TOTAL	\$ 71,277,579	\$ 21,119,685	\$ 4,138,150	\$ 96,535,414	\$ 89,860,893

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, severance benefits, and accumulating vacation banks. The liability associated with these benefits is calculated as the present value of expected future payments pro-rated for service and is recorded as Liability for Employee Future Benefits in the statement of financial position. HUB International Limited, a firm of consulting actuaries, performed an actuarial valuation as at March 31, 2021 and extrapolated the results to estimate the Liability for Employee Future Benefits as at August 31, 2023.

Details of the employee future benefits are as follows:

	2023	2022
Long-term assumptions used:		
Discount rate at end of period (per annum)	4.40%	4.01%
Inflation and productivity rate - Teachers (excluding merit and promotion) (per annum)	2.50%	2.50%
Inflation and productivity rate - Non-Teachers (excluding merit and promotion) (per annum)	3.00%	3.00%
Expected average remaining service life (years)	13	13

PRAIRIE SOUTH SCHOOL DIVISION NO. 210
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2023

Liability for Employee Future Benefits	2023	2022
Accrued Benefit Obligation - beginning of year	\$ 2,790,500	\$ 2,163,500
Current period service cost	175,800	167,400
Interest cost	113,800	43,700
Benefit payments	(258,800)	(229,400)
Actuarial (gains)	(79,300)	(211,200)
Plan amendments	-	856,500
Accrued Benefit Obligation - end of year	2,742,000	2,790,500
Unamortized net actuarial gains	79,300	-
Liability for Employee Future Benefits	\$ 2,821,300	\$ 2,790,500

Employee Future Benefits Expense	2023	2022
Current period service cost	\$ 175,800	\$ 167,400
Amortization of net actuarial (gain)	-	(37,300)
Plan amendments	-	61,500
Benefit cost	175,800	191,600
Interest cost	113,800	43,700
Total Employee Future Benefits Expense	\$ 289,600	\$ 235,300

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) and Saskatchewan Teachers' Superannuation Plan (STSP)

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

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

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

PRAIRIE SOUTH SCHOOL DIVISION NO. 210
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2023

	2023			2022
	STRP	STSP	TOTAL	TOTAL
Number of active School Division members	633	5	638	634
Member contribution rate (percentage of salary)	9.50% / 11.70 %	6.05% / 7.85 %	6.05% / 11.70 %	6.05% / 11.70 %
Member contributions for the year	\$ 4,676,208	\$ 2,417	\$ 4,678,625	\$ 4,594,554

ii) Municipal Employees' Pension Plan (MEPP)

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

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

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

Details of the MEPP are as follows:

	2023	2022
Number of active School Division members	597	586
Member contribution rate (percentage of salary)	9.00%	9.00%
School Division contribution rate (percentage of salary)	9.00%	9.00%
Member contributions for the year	\$ 1,429,499	\$ 1,377,252
School Division contributions for the year	\$ 1,429,499	\$ 1,377,085
Actuarial extrapolation date	Dec 31/2022	Dec 31/2021
Plan Assets (in thousands)	\$ 3,275,495	\$ 3,568,400
Plan Liabilities (in thousands)	\$ 2,254,194	\$ 2,424,014
Plan Surplus (in thousands)	\$ 1,021,301	\$ 1,144,386

7. ACCOUNTS RECEIVABLE

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

PRAIRIE SOUTH SCHOOL DIVISION NO. 210
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2023

	2023			2022		
	Total Receivable	Valuation Allowance	Net of Allowance	Total Receivable	Valuation Allowance	Net of Allowance
Provincial Grants Receivable	\$ 2,201,860	\$ -	\$ 2,201,860	\$ -	\$ -	\$ -
Other Receivables	1,668,027	-	1,668,027	1,085,185	-	1,085,185
Total Accounts Receivable	\$3,869,887	\$ -	\$3,869,887	\$1,085,185	\$ -	\$1,085,185

8. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

Details of accounts payable and accrued liabilities are as follows:

	2023	2022
Accrued Salaries and Benefits	\$ 1,157,842	\$ 1,428,754
Supplier Payments	1,853,630	1,442,768
Liability for Asset Retirement Obligation	1,551,826	1,579,104
Staff Funds	4,368	4,744
Construction Holdbacks	222,860	57,056
Total Accounts Payable and Accrued Liabilities	\$ 4,790,526	\$ 4,512,426

The school division recognized an estimated liability for asset retirement obligation of \$1,551,826 (2022 - \$1,579,104) for the removal and disposal of asbestos. The nature of the liability is the implementation of PSAS 3280 which recognizes a legal obligation created for the safe handling of asbestos established through legislation in 1975. The assumptions used in estimating the liability include an assumed per square foot cost to remediate asbestos applied to the applicable square footage of each building containing asbestos. The liability will be reduced as asbestos is remediated. A small percentage was done in the current year.

Liability of Asset Retirement Obligations	2023	2022
Asset Retirement Obligations, beginning of year	\$ 1,579,104	\$ 1,579,104
Liabilities Settled	(23,848)	-
Revisions in estimated cash flows	(3,430)	-
Asset Retirement Obligations, end of year	\$ 1,551,826	\$ 1,579,104

PRAIRIE SOUTH SCHOOL DIVISION NO. 210
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2023

9. DEFERRED REVENUE

Details of deferred revenues are as follows:

	Balance as at August 31, 2022	Additions during the Year	Revenue recognized in the Year	Balance as at August 31, 2023
Capital projects:				
Bengough School	\$ 3,700	\$ -	\$ 3,700	\$ -
Craik School	2,000	-	-	2,000
Mortlach School Projects	1,275	-	-	1,275
Peacock Auditorium Enhancement	5,811	7,776	-	13,587
Peacock Welding Equipment	10,000	15,000	22,975	2,025
Total capital projects deferred revenue	22,786	22,776	26,675	18,887
Non-Capital deferred revenue:				
Band Instrument Rentals	9,300	10,800	9,300	10,800
Donations from the community	150,884	244,364	120,467	274,781
School Development Fund	10,503	76,289	-	86,792
Rentals and Tuition	14,000	42,000	14,000	42,000
Total non-capital deferred revenue	184,687	373,453	143,767	414,373
Total Deferred Revenue	\$ 207,473	\$ 396,229	\$ 170,442	\$ 433,260

10. COMPLEMENTARY SERVICES

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

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

Summary of Complementary Services Revenues and Expenses, by Program	Pre-K Programs	Learning Services	Nutrition	Other Programs, (ELIS)	2023	2022
Revenues:						
Operating Grants	\$ 557,372	\$ 12,851	\$ 48,842	\$ 150,000	\$ 769,065	\$ 718,129
Total Revenues	557,372	12,851	48,842	150,000	769,065	718,129
Expenses:						
Salaries & Benefits	1,017,556	343,502	57,198	129,754	1,548,010	1,386,938
Instructional Aids	-	-	-	4,665	4,665	5,341
Supplies and Services	-	41,234	-	-	41,234	41,028
Non-Capital Equipment	-	-	-	9,229	9,229	6,841
Communications	-	1,533	-	-	1,533	1,685
Travel	-	18,002	-	-	18,002	12,935
Professional Development (Non-Salary Costs)	4,023	3,576	-	-	7,599	7,450
Student Related Expenses	21,049	317	48,329	1,610	71,305	56,609
Amortization of Tangible Capital Assets	-	-	-	-	-	1,130
Total Expenses	1,042,628	408,164	105,527	145,258	1,701,577	1,519,957
(Deficiency) Excess of Revenues over Expenses	\$ (485,256)	\$ (395,313)	\$ (56,685)	\$ 4,742	\$ (932,512)	\$ (801,828)

PRAIRIE SOUTH SCHOOL DIVISION NO. 210
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2023

11. EXTERNAL SERVICES

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

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

Summary of External Services Revenues and Expenses, by Program	Associate Schools*	Driver Education	Food Services	Other Programs	2023	2022
Revenues:						
Operating Grants	\$ 2,927,707	\$ 253,909	\$ -	\$ -	\$ 3,181,616	\$ 3,293,560
Fees and Other Revenues	202,129	-	160,971	67,090	430,190	288,471
Total Revenues	3,129,836	253,909	160,971	67,090	3,611,806	3,582,031
Expenses:						
Tuition & Other Related Fees	461,428	-	-	-	461,428	206,402
Salaries & Benefits	2,661,568	-	133,014	48,978	2,843,560	3,013,775
Supplies and Services	6,840	243,127	29	13,260	263,256	336,586
Non-Capital Equipment	-	-	806	-	806	237
Building Operating Expenses	-	-	-	1,111	1,111	1,006
Travel	-	-	1,461	-	1,461	1,564
Professional Development	-	-	-	116	116	119
Student Related Expenses	-	-	160,608	-	160,608	128,567
Amortization of Tangible Capital Assets	-	-	122	-	122	95
Total Expenses	3,129,836	243,127	296,040	63,465	3,732,468	3,688,351
Excess (Deficiency) of Revenues over Expenses	\$ -	\$ 10,782	\$ (135,069)	\$ 3,625	\$ (120,662)	\$ (106,320)

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

Summary of Associate School Revenues and Expenses, Details by School	Briercrest Christian Academy	Cornerstone Christian School	2023	2022
Revenues:				
Operating Grants	\$ 944,034	\$ 1,983,673	\$ 2,927,707	\$ 2,979,552
Fees and Other Revenues	202,129	-	202,129	64,499
Total Revenues	1,146,163	1,983,673	3,129,836	3,044,051
Expenses:				
Tuition & Other Related Fees	-	461,428	461,428	206,402
Salaries & Benefits	1,143,510	1,518,058	2,661,568	2,830,852
Supplies and Services	2,653	4,187	6,840	6,797
Total Expenses	1,146,163	1,983,673	3,129,836	3,044,051
Excess (Deficiency) of Revenues over Expenses	\$ -	\$ -	\$ -	\$ -

PRAIRIE SOUTH SCHOOL DIVISION NO. 210
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2023

12. ACCUMULATED SURPLUS

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

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

Details of accumulated surplus are as follows:

	August 31, 2022	Additions during the year	Reductions during the year	August 31, 2023
Invested in Tangible Capital Assets:				
Net Book Value of Tangible Capital Assets	\$ 45,657,769	\$ 4,420,458	\$ 4,174,657	\$ 45,903,570
Less: Liability for Asset Retirement Obligation	(1,579,104)	-	(27,278)	(1,551,826)
	44,078,665	4,420,458	4,147,379	44,351,744
Designated Assets (Schedule F)	29,110,233	23,835,700	27,302,770	25,643,163
Unrestricted Surplus	1,821,480	-	-	1,821,480
Total Accumulated Surplus	\$ 75,010,378	\$ 28,256,158	\$ 31,450,149	\$ 71,816,387

13. BUDGET FIGURES

Budget figures included in the financial statements were approved by the board of education on September 6, 2022 and the Minister of Education on October 27, 2022. Subsequently, certain line items in the budget were reclassified, although the total revenue and total expenses are unchanged. Per the Ministry of Education's directive, grants and expenses for the Drivers Education Program were reclassified from Instruction to External Services.

14. TRUSTS

The school division, as the trustee, administers trust funds for banked salary for teacher deferred salary leaves and scholarships. The trust assets and transactions are not included in the financial statements.

Information about these trusts is as follows:

PRAIRIE SOUTH SCHOOL DIVISION NO. 210
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2023

	Prairie South Schools				Total	Total
	Deferred Salaries		Bursary Fund			
	2023	2022	2022	2021		
Cash and Short-Term Investments	\$ 60,794	\$ 44,281	\$ 15,850	\$ 45,248	\$ 76,644	\$ 89,529
Accounts Receivable	193	-	12,902	8,774	13,095	8,774
Portfolio Investments	-	-	1,580,481	1,613,113	1,580,481	1,613,113
Total Assets	60,987	44,281	1,609,233	1,667,135	1,670,220	1,711,416
Accounts Payable	-	-	13,412	22,251	13,412	22,251
Total Liabilities	-	-	13,412	22,251	13,412	22,251
Revenues						
Contributions and Donations	15,375	15,074	51,795	42,435	67,170	57,509
Interest on Investments	1,331	278	43,829	89,003	45,160	89,281
	16,706	15,352	95,624	131,438	112,330	146,790
Expenses						
Administration	-	-	7,132	7,688	7,132	7,688
Change in Fair Market Value of Investments	-	-	50,641	-	50,641	-
Student Related Expenses	-	-	86,914	78,145	86,914	78,145
	-	-	144,687	85,833	144,687	85,833
Excess (Deficiency) of Revenues over Expenses	16,706	15,352	(49,063)	45,605	(32,357)	60,957
Trust Fund Balance, Beginning of Year	44,281	28,929	1,644,884	1,599,279	1,689,165	1,628,208
Trust Fund Balance, End of Year	\$ 60,987	\$ 44,281	\$ 1,595,821	\$ 1,644,884	\$ 1,656,808	\$ 1,689,165

15. UNRECOGNIZED ASSETS

The school division has works of art that are not recognized because the valuation is too old to be relied on. The valuation was not material.

16. CONTINGENT LIABILITIES

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

17. CONTRACTUAL OBLIGATIONS

Significant contractual obligations of the school division are as follows:

- photocopying services through Toshiba at an estimated annual cost of \$300,000. This includes the lease payments in the chart below. The contract expires August 31, 2025.
- contract for natural gas with Direct Energy. The Estimated annual cost is \$280,000. The contract expires October 31, 2026.
- contract with Imperial Dade for the supply of caretaking supplies. The contract expires August 31, 2024. An average value for the annual spend would be \$275,000.

PRAIRIE SOUTH SCHOOL DIVISION NO. 210
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2023

- contract with Saskatchewan Government Insurance (SGI) for driver education funding. The contract is open-ended and its value varies with the number of students trained in a year. An average value would be approximately \$265,000.
- the school division has entered into agreements jointly with the Government of Saskatchewan and Holy Trinity School Division for the proposed Joint-Use School (JUS) to be constructed in Moose Jaw. Expected completion of the project is currently September of 2025. Obligations are apportioned 55.74% Prairie South and 44.26% Holy Trinity. Significant joint contractual obligations related to the new school are as follows (these represent the total value of the contracts):
 - Project management services contract for the design and construction of a new school with Colliers Project Management Project Leaders - \$1,369,952.
 - Prime consultant services with Strategic Prairie Regional Alliance - \$2,787,000.
 - Commissioning Services with Thurston Engineering - \$77,000
 - Construction of the new joint use school with Graham Construction. The contract is for \$52,090,342. This includes some cost savings items which are still being costed. The contract is cost shared 55.74% Prairie South School Division and 44.26% Holy Trinity School Division.
 - Construction of roads, sewer and underground services for the new school with ASL paving. The contract is a joint contract with the City of Moose Jaw. The contract is for \$8,020,246 of which \$5,696,503 is the school divisions' responsibility. The school divisions' share is also split 55.74% Prairie South and 44.26% Holy Trinity.

Operating lease obligations of the school division are as follows:

	Operating Leases	
	Copier Leases	Total Operating
Future minimum lease payments:		
2024	\$ 88,293	\$ 88,293
2025	88,293	88,293
Total Lease Obligations	\$ 176,586	\$ 176,586

18. COMPARATIVE INFORMATION

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

19. RISK MANAGEMENT

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

PRAIRIE SOUTH SCHOOL DIVISION NO. 210
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2023

i) Credit Risk

Credit risk is the risk to the school division from potential non-payment of accounts receivable. The credit risk related to the school division's receivables from the provincial government, federal government and their agencies are considered to be minimal. For other receivables, the school division has adopted credit policies which include regular review and follow-up of overdue accounts.

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

The aging of grants and other accounts receivable as at August 31, 2023, was:

August 31, 2023					
	Total	0-30 days	31-60 days	61-90 days	Over 90 days
Grants Receivable	\$ 2,201,860	\$ 2,201,860	\$ -	\$ -	\$ -
Other Receivables	783,226	286,853	207,200	15,571	273,602
Net Receivables	\$ 2,985,086	\$ 2,488,713	\$ 207,200	\$ 15,571	\$ 273,602

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

ii) Liquidity Risk

Liquidity risk is the risk that the school division will not be able to meet its financial obligations as they come due. The school division manages liquidity risk by maintaining adequate cash balances to cover its obligations, engaging in good budget practices and projecting future needs for funds.

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

August 31, 2023					
	Total	Within 6 months	6 months to 1 year	1 to 5 years	> 5 years
Accounts payable and accrued liabilities	\$ 4,788,108	\$ 3,160,137	\$ -	\$ 211,230	\$ 1,416,741
Total	\$ 4,788,108	\$ 3,160,137	\$ -	\$ 211,230	\$ 1,416,741

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

iii) Market Risk

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

PRAIRIE SOUTH SCHOOL DIVISION NO. 210
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2023

Interest Rate Risk

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

The school division also has an authorized bank line of credit of \$15,000,000 with interest payable monthly at a rate of prime less 0.50%. Changes in the bank's prime rate can cause fluctuation in interest payments and cash flows. There was no balance outstanding on this credit facility as of August 31, 2023.

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

Foreign Currency Risk

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