Prairie South School Division No. 210

2018 - 2019 Annual Report

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School Division Contact Information

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

Letter of Transmittal

Honourable Gordon S. Wyant, Q.C.
Minister of Education

Dear Minister Wyant:

The Board of Education of Prairie South School Division No. 210 is pleased to provide you and the residents of the school division with the 2018-19 annual report. This report presents an overview of the Prairie South School Division's goals, activities and results for the fiscal year September 1, 2018 to August 31, 2019. It provides audited financial statements that have been audited by an independent auditor following the Canadian Generally Accepted Auditing Standards.

Respectfully submitted,

Robert Bachmann, Chair

Introduction

This annual report presents an overview of Prairie South School Division's activities and results for the fiscal year September 1, 2018 to August 31, 2019, including governance structures, students, staff, programs and facilities. It also offers information about our work related to the Education Sector Strategic Plan (ESSP) priorities.

In addition to detailing the school division's activities and performance, this annual report provides a report from management endorsing the financial overview and audited financial statements. Financial statements included in this report have been audited by an independent auditor following Canadian Generally Accepted Auditing Standards.

Governance

The Board of Education

A ten-person elected Board of Education provides governance for Prairie South School Division. *The Education Act, 1995* gives the Board of Education the authority to "administer and manage the educational affairs of the school division" and to "exercise general supervision and control over the schools in the school division". Prairie South School Division 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.

In 2018-2019, the Board of Education engaged other local government organizations, School Community Councils, parents and students as they worked to gather data in support of the Saskatchewan School Boards Association *Connections* project. Additionally, the Board of Education received guidance from the Prairie South Voices to Encourage Change group, a diverse group of high school students from schools throughout Prairie South School Division.

The 2018-2019 Board of Education Trustees were elected on October 26, 2016 and are serving a four-year term. Board of Education members as of August 31, 2019 are:

Subdivision 1: Darcy Pryor
Subdivision 2: Robert Bachmann (Vice-Chair)
Subdivision 3: Al Kessler
Subdivision 4: Giselle Wilson
Subdivision 5: Shawn Davidson
Subdivision 6: Mary Jukes, Tim McLeod (Chair), Jan Radwanski, Brian Swanson and Lew Young

Back Row (left to right): Al Kessler, Jan Radwanski, Giselle Wilson, Brian Swanson, Lew Young, Mary Jukes, Darcy Pryor. Front Row (left to right): Shawn Davidson, Tim McLeod, Robert Bachmann

School Community Councils

The Board of Education has established a School Community Council (SCC) for 31 of the 39 schools in Prairie South School Division (five Hutterite Colony Schools, two Associate Schools and the Virtual School 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. No additional appointed members exist on SCCs in Prairie South School Division.

The Education Regulations, 2015 require school divisions to undertake orientation, training, development and networking opportunities for their SCC members, and Prairie South School Division has established board policy and administrative procedures that support these opportunities. SCC members work with school staffs on many occasions, including during Learning Improvement Plan development meetings at the beginning of the school year. In 2018-2019, Prairie South hosted a network and inservice session for SCC members and the Board of Education, with more than 100 SCC members taking part in this event. Additionally, a committee of the Board of Education met with SCCs at Riverview Collegiate (Moose Jaw), Mossbank School, Lafleche Central School, and Westmount Elementary School (Moose Jaw) to discuss successes and challenges of volunteers connected to those SCCs.

The Board of Education financially supports SCC operations and funds SCC 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 School Division through a centralized fund that allowed every development request received in 2018-2019 to be met. Additional development opportunities are provided by a variety of Prairie South School Division 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 $1000 per SCC is intended to provide the SCC with the 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 related to SCCs from Prairie South was $37,087 in 2018-2019.

The Education Regulations, 2015 also require School Community Councils to work with school staff to develop an annual school Learning Improvement Plan and to recommend that plan to the Board of Education. Prairie South School Division requires SCCs to engage in an ongoing process of self-monitoring and planning for improvement in developing and supporting school Learning Improvement Plans. A division-level summary of self-monitoring outcomes is provided to the Board of Education and the public on an annual basis. Learning Improvement Plans are reviewed and revised with SCCs on a bi-monthly basis.

All schools in Prairie South School Division acknowledge the importance of SCCs as a mechanism for connecting community and school. Many SCCs in Prairie South are challenged by volunteer fatigue, however all schools continue to strive to engage parents and community members in this important work.

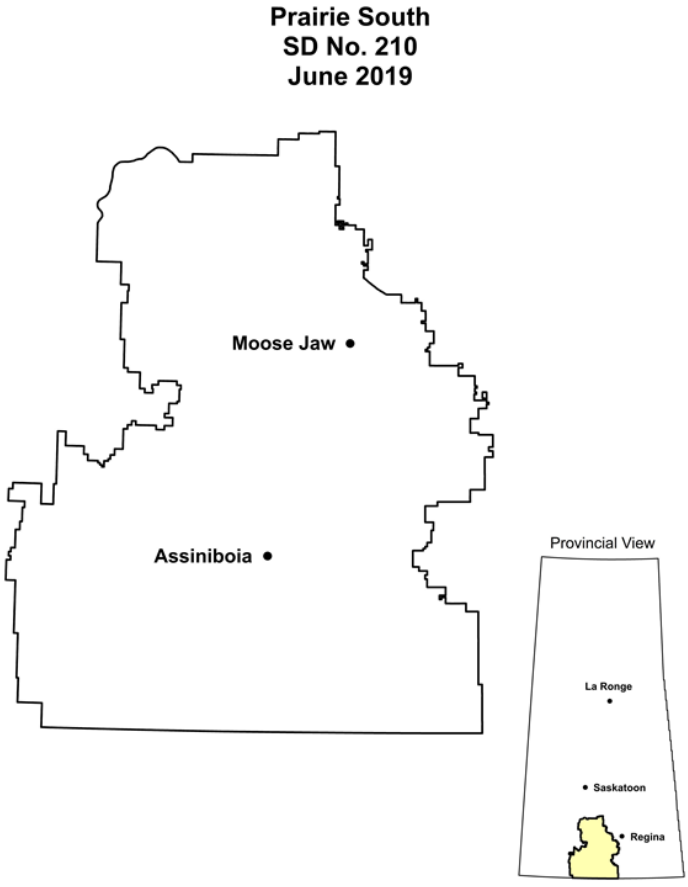
School Division Profile

About Us

Prairie South School Division has 39 schools located within 24 rural, urban, and Hutterian communities and on the World Wide Web. Prairie South encompasses 32,747 square kilometres of southern Saskatchewan. It spans a geographic area from Coronach and Mankota in the South; Kincaid, Chaplin, and Central Butte in the West; Bengough and Rouleau in the East; and Craik in the North. In 2018-2019, Prairie South School Division'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 650 students; our smallest school was Vanguard Colony School, a Kindergarten to Grade 9 school with two students, one in Grade 4 and one in Grade 6.

Prairie South School Division is divided into six subdivisions for purposes of board representation. The map below shows the geographic location of the division.

Prairie South School Division is a very diverse school division, and 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 School Division.



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

In an informal partnership with the Wakamow Aboriginal Community Association (WACA), Prairie South hosted our 4th annual round dance at Central Collegiate in February 2019. Additionally, Prairie South partnered with WACA to support programming for National Indigenous People's Day celebrations in June 2019. Together with the Treaty 4 group at Riverview Collegiate in the City of Moose Jaw, WACA supported the Board of Education as Prairie South implemented a land acknowledgement at the beginning of each meeting of the Board of Education in 2018-2019.

2018-2019 was the final year of Prairie South School Division's partnership with WorkSafe Saskatchewan on the pilot of the Community Safety Education Strategy, an initiative to reduce workplace and student injuries in school divisions in Saskatchewan by coordinating strategies and activities aimed at transforming the Prairie South culture and positioning injury prevention as an essential part of our daily work. Outcomes and learnings from this pilot will assist WorkSafe Saskatchewan and provincial school divisions to be active participants in injury prevention in classrooms and workplaces in future years.

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. The partnerships provide a link between schools and communities, creating the opportunity for collaboration where the partners and schools share values, resources and responsibilities in order to improve student learning outcomes.

Program Overview

Like our schools and communities, the students and families in Prairie South School Division are diverse. They vary in age, personal circumstances, learning styles, interests, and individual strengths and needs. In order 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 School Division 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
- Music/band programming
- Nutrition programming
- Prekindergarten (PreK) programming
- Technology-enhanced programming
- Synchronous online programming

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

- Ministry designated and Prairie South School Division funded Prekindergarten programs to nearly 250 students
- Unique and valuable partnerships with a wide variety of organizations representing other ministries, business, communities, and other stakeholders
- French Immersion PreK-12
- Inclusive Lifeskills programming at Riverview Collegiate

Strategic Direction and Reporting

The Education Sector Strategic Plan

Members of the education sector have worked together to develop an Education Sector Strategic Plan (ESSP) for 2014-2020. The ESSP describes the strategic direction of the education sector. The ESSP priorities and outcomes align the work of school divisions and the Ministry of Education. The plan continues to shape the direction in education for the benefit of all Saskatchewan students.

2018-19 was the fifth year of deployment of the 2014-2020 ESSP.

Enduring Strategies

The Enduring Strategies in the ESSP are:

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

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

The Ministry of Education is pleased to have collaborated with First Nations and Métis organizations, Elders and Traditional Knowledge Keepers, post-secondary and provincial Prekindergarten to Grade 12 education stakeholders to update and renew *Inspiring Success: First Nations and Métis PreK-12 Education Policy Framework*. This umbrella policy provides a framework for the development of First Nations and Métis education plans provincially and at the school division level in alignment with the goals of the Education Sector Strategic Plan. *Inspiring Success* is intended is to guide and inform planning and implementation of initiatives aimed at improving outcomes for First Nations, Métis and Inuit students.

The 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.

Reading, Writing, Math at Grade Level

ESSP Outcome:
By June 30, 2020, 80% of students will be at grade level or above in reading, writing and math.
ESSP Improvement Targets:

- **By June 2018, at least 75% of students will be at or above grade level in reading and writing.**
- **By June 2019, at least 75% of students will be at or above grade level in math.**

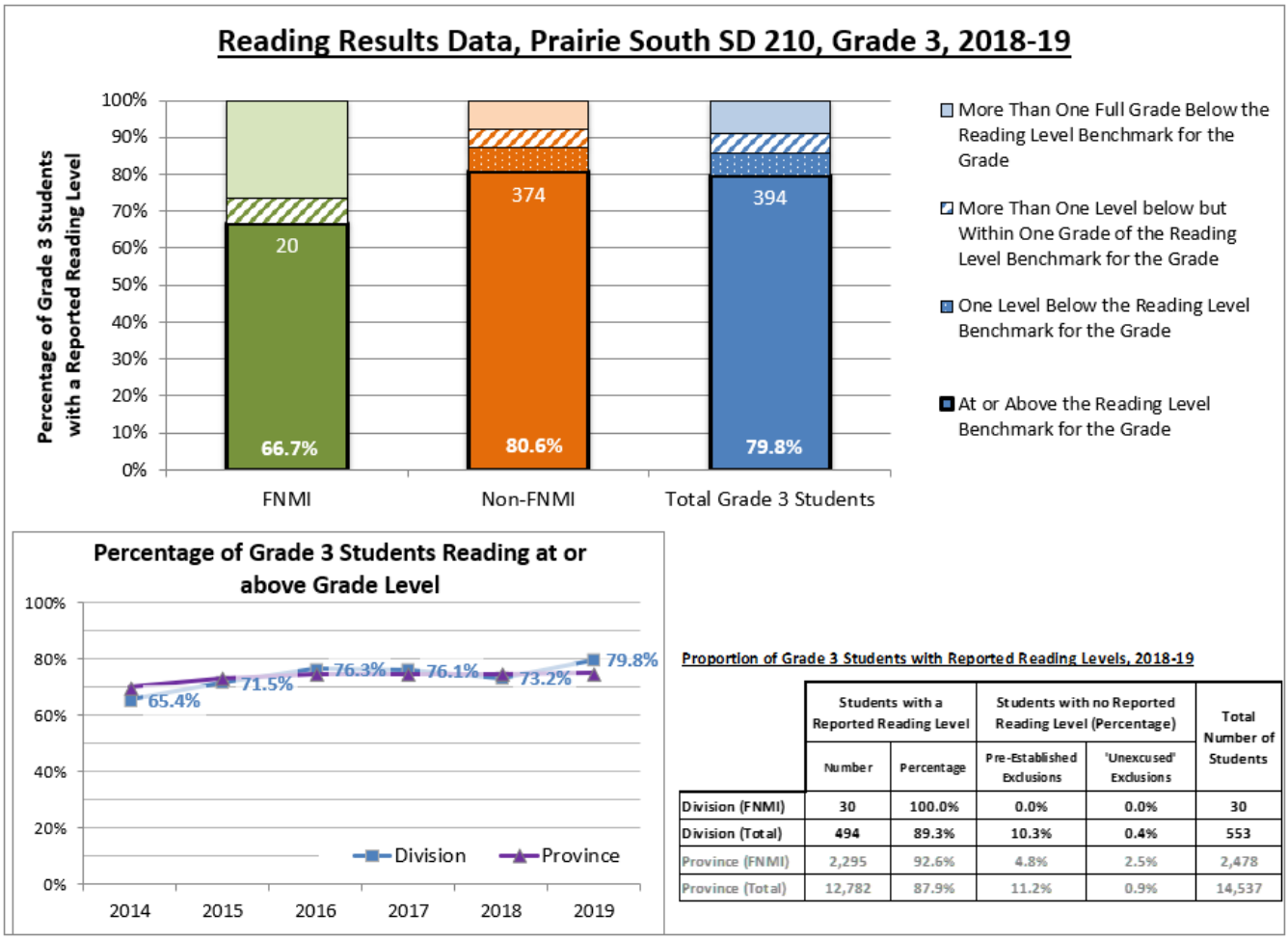
School division goals aligned with Reading, Writing and Math at Grade Level outcome	In December 2017, the Board of Education approved a renewed strategic plan that provides guidance related to school division initiatives until June 2021. The timings associated with this strategic plan will allow the school division to continue to work in alignment with the 2014-2020 Education Sector Strategic Plan, and will provide a one-year transition period for the Board of Education to consider subsequent provincial initiatives and their alignment with Prairie South School Division student needs. Indicators of success included in the strategic plan related to Reading, Writing, Math at Grade Level include: • 90% of students reading at grade level (Fountas and Pinnell, Basic Reading Inventory) • 80% of students writing at a proficient level (Provincial Writing Rubric) • 80% of students proficient in numeracy (Provincial Math Rubric)
School division actions taken during the 2018-19 school year to achieve the outcomes and targets of the Reading, Writing and Math at Grade Level outcome	In 2018-2019, Prairie South School Division continued the work of merging ongoing strategic improvement planning in reading into a more global focus using the 2017 - 2021 Prairie South strategic planning document. This important work paved the way for a broader focus on literacy, and allowed schools to shift focus from reading to writing or math if student data indicated this need. Reading and writing inservice work continued in 2018-2019 with a focus on Grades 4, 7 and 9 teachers. Fountas and Pinnell assessments were used to inform teaching practice and report reading results to the province for Grades 1-4 students. The provincial rubric for writing was integrated into school level assessment activities for the second year in Grades 4, 7, and 9. Math inservice was provided for teachers in Grades 2, 5 and 8 in 2018-2019, and the provincial math assessment was completed for the first time with students in these grades. Although the learning focus for staff in all schools broadened to reading, writing and math in 2018-2019, work continued to focus improvement efforts in specific areas of student need. This work was supported in 2018-2019 by the establishment of a school-based administrator learning leadership project designed to support changes in teacher pedagogy geared to higher literacy outcomes for individual students. Prairie South School Division school-based administrators continued to utilize *SaskReads for Administrators* to further the work of reading improvement with school staffs.

Measures for Reading, Writing and Math at Grade Level

Proportion of Grade 3 Students Reading At or Above Grade Level

Grade 3 reading levels are considered a leading indicator of future student performance. In response to the Plan for Growth improvement target, Grade 3 reading levels have been tracked using provincially developed benchmarks since 2014. Ensuring that each year a greater proportion of Grade 3s in the province (currently about three-quarters) is reading at grade level will mean more students each year are ready to learn in Grade 4 and beyond.

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 over a period of time. The table shows the proportion of Grade 3 students with reported reading levels.



Proportion of Grade 3 Students with Reported Reading Levels, 2018-19

	Students with a Reported Reading Level		Students with no Reported Reading Level (Percentage)		Total Number of Students
	Number	Percentage	Pre-Established Exclusions	'Unexcused' Exclusions	
Division (FNMI)	30	100.0%	0.0%	0.0%	30
Division (Total)	494	89.3%	10.3%	0.4%	553
Province (FNMI)	2,295	92.6%	4.8%	2.5%	2,478
Province (Total)	12,782	87.9%	11.2%	0.9%	14,537

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 (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk, however, this category may include FNMI students who choose not to self-identify.
Source: Ministry of Education, 2019

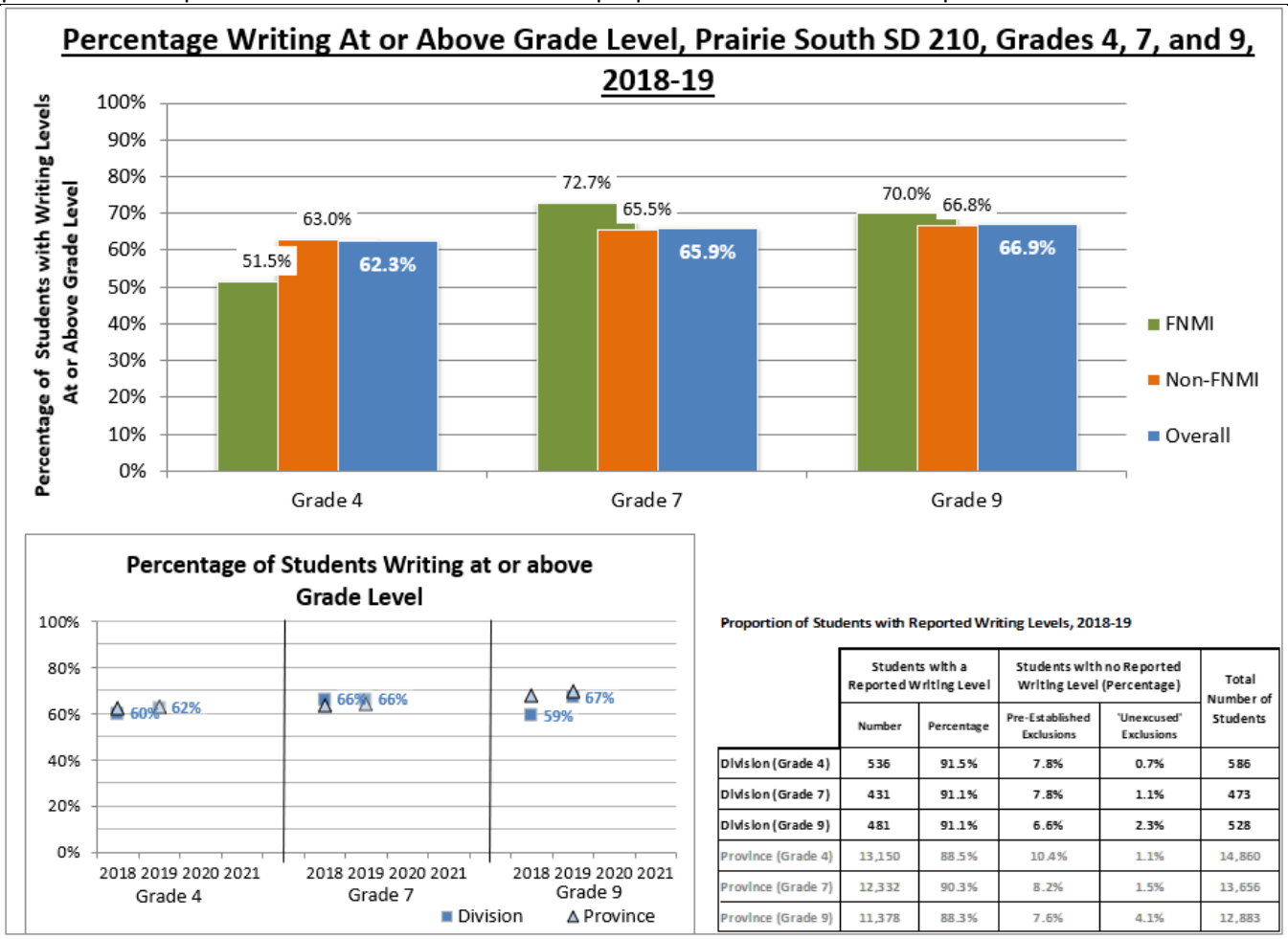
Analysis of Results – Proportion of Grade 3 Students Reading At or Above Grade Level

Grade 3 reading results have improved steadily over the past five years, and the number of proficient readers in Prairie South Grade 3 classrooms was nearly 15% higher in 2019 than in 2014, a change from 65.4% to 79.8%. In a typical year, this equates to approximately 75 additional Grade 3 students reading with proficiency. Self-identified First Nations and Métis children make up approximately 5 percent of the Grade 3 demographic in Prairie South School Division, and read with less proficiency than their non-FNMI peers. Although the small sample size is challenging to analyze, it appears as though the gap between FNMI students and their non-FNMI peers may be closing. Prairie South excluded fewer students in every category (FNMI, total, pre-established, unexcused) than the provincial average, which suggests a high degree of reliability of Prairie South outcomes data.

Proportion of Students Writing At or Above Grade Level

Writing is a key measure identified in the ESSP Reading, Writing and Math at Grade Level Outcome. The provincial writing goal is that by June 2020 at least 80% of Grades 4, 7 and 9 students will be at or above grade level as determined by the provincial rubric. ESSP writing results are being reported for a second time in 2019. Students need strong written communication skills to meet the challenges of their future. Writing helps students to: learn; shape critical thought; express and record ideas; convince others; and demonstrate knowledge and veracity. Developing writing skills also reinforces reading skills.

The following bar graph displays the percentage of students (FNMI, non-FNMI, all) in Grades 4, 7 and 9 by levels according to the provincial writing rubric. The chart below the graph shows school division results relative to the province over a period of time. The table shows the proportion of students with reported results.



Proportion of Students with Reported Writing Levels, 2018-19

	Students with a Reported Writing Level		Students with no Reported Writing Level (Percentage)		Total Number of Students
	Number	Percentage	Pre-Established Exclusions	"Unexcused" Exclusions	
Division (Grade 4)	536	91.5%	7.8%	0.7%	586
Division (Grade 7)	431	91.1%	7.8%	1.1%	473
Division (Grade 9)	481	91.1%	6.6%	2.3%	528
Province (Grade 4)	13,150	88.5%	10.4%	1.1%	14,860
Province (Grade 7)	12,332	90.3%	8.2%	1.5%	13,656
Province (Grade 9)	11,378	88.3%	7.6%	4.1%	12,883

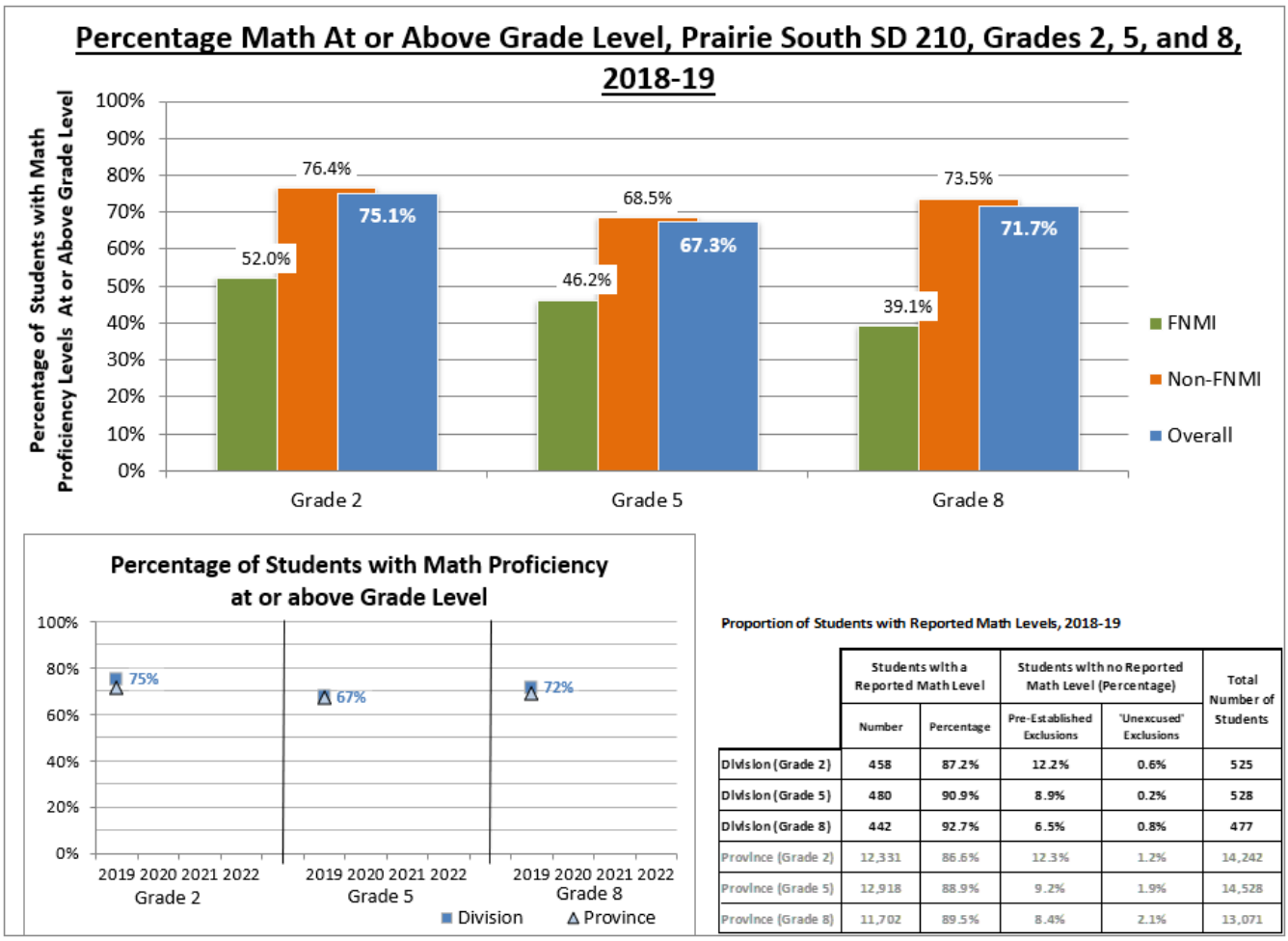
Notes: Writing levels are reported based on a provincially developed rubric. The percentage of students at each level was determined as a proportion of those students with a 'valid' writing score (excluded or non-participant students were not included in these calculations). Results for populations of 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 (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk, however, this category may include FNMI students who choose not to self-identify.
Source: Ministry of Education, 2019

Analysis of Results – Proportion of Students Writing At or Above Grade Level
2018-2019 was the second year of data collection using the provincial rubric for writing in Prairie South School Division. Writing levels in Grades 4, 7 and 9 were generally consistent with those of the province, however FNMI students in Prairie South outperformed both non-FNMI students in Prairie South and total provincial students in Grades 7 and 9. Considering all three grades together, in 2018-2019 FNMI students achieved at the same level as their non FNMI counterparts in Prairie South School Division. While this parity is a success for Prairie South, care must be taken interpreting these results because of the small sample size of FNMI students in the school division. Prairie South excluded fewer students in every category (FNMI, total, pre-established, unexcused) than the provincial average, which suggests a high degree of reliability of Prairie South outcomes data.

Proportion of Students At or Above Grade Level in Mathematics

Mathematics number strand is a key measure identified in the ESSP Reading, Writing and Math at Grade Level Outcome. The provincial goal is that by June 2020 at least 80% of Grades 2, 5 and 8 students will be at or above grade level as determined by the provincial rubric. ESSP math number strand results are being reported for the first time in 2019. Students who develop an understanding of the number strand outcome become flexible and confident with numbers, and can transfer those abilities to more abstract problems.

The following bar graph displays the percentage of students (FNMI, non-FNMI, all) in Grades 2, 5 and 8 mathematics by levels according to the provincial number strand rubric. The chart below the graph shows school division results relative to the province over a period of time. The table shows the proportion of students with reported results.



Proportion of Students with Reported Math Levels, 2018-19

	Students with a Reported Math Level		Students with no Reported Math Level (Percentage)		Total Number of Students
	Number	Percentage	Pre-Established Exclusions	"Unexcused" Exclusions	
Division (Grade 2)	458	87.2%	12.2%	0.6%	525
Division (Grade 5)	480	90.9%	8.9%	0.2%	528
Division (Grade 8)	442	92.7%	6.5%	0.8%	477
Province (Grade 2)	12,331	86.6%	12.3%	1.2%	14,242
Province (Grade 5)	12,918	88.9%	9.2%	1.9%	14,528
Province (Grade 8)	11,702	89.5%	8.4%	2.1%	13,071

Notes: Math number strand levels are reported based on a provincially developed rubric. The percentage of students at each number strand outcome level was determined as a proportion of those students with a 'valid' math 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 (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students

are those who do not identify as First Nations, Métis or Inuit/Inuk, however, this category may include FNMI students who choose not to self-identify. Source: Ministry of Education, 2019

Analysis of Results – Proportion of Students At or Above Grade Level in Mathematics

2018-2019 was the first year of data collection using the provincial rubric for math in Prairie South School Division. Math proficiency levels for students in Grades 2, 5 and 8 are similar between Prairie South and the province as a whole. In Prairie South, FNMI students significantly underperform non-FNMI students at all grade levels in mathematics, and the gap between the two groups widens as students get older. While this gap is a concern for Prairie South, care must be taken interpreting these results because of the small sample size of FNMI students in the school division. Prairie South excludes fewer students in every category (FNMI, total, pre-established, unexcused) than the provincial average, which suggests a high degree of reliability of Prairie South outcomes data.

Improving First Nations, Métis and Inuit Student Engagement and Graduation Rates

ESSP Outcome:

By June 30, 2020, collaboration between First Nations, Métis and Inuit and non-First Nations, Métis and Inuit partners will result in significant improvement in First Nations, Métis and Inuit student engagement and will increase three-year graduation rates from 35% in June 2012 to at least 65% and the five-year graduation rate to at least 75%.

ESSP Improvement Targets:

- **Achieve an annual increase of four percentage points in the First Nations, Métis and Inuit three-year and five-year graduation rates.**
- **By June 2019, schools involved in FTV for at least 2 years will collectively realize an 8% annual increase in First Nations, Métis and Inuit student graduation rates.**
- **By 2018, school divisions will achieve parity between First Nations, Métis and Inuit and non-First Nations, Métis and Inuit students on the OurSCHOOL engagement measures.**

ESSP Priority:

In partnership with First Nations, Métis and Inuit stakeholders, continue to implement the Following Their Voices (FTV) Initiative.

School division goals aligned with the Improving First Nations, Métis and Inuit Student Engagement and Graduation Rates outcome	In December 2017, the Board of Education approved a renewed strategic plan that provides guidance related to school division initiatives until June 2021. The timings associated with this strategic plan will allow the school division to continue to work in alignment with the 2014-2020 Education Sector Strategic Plan, and will provide a one-year transition period for the Board of Education to consider subsequent provincial initiatives and their alignment with Prairie South School Division student needs. While indicators of success included in the strategic plan are not specifically related to Improving First Nations, Métis and Inuit Student Engagement and Graduation Rates, increased outcomes for those students are necessary in order to achieve the following strategic plan indicators: • 90% on time graduation (provincial Student Data System) • 82% extended time graduation (provincial Student Data System) • 90% of students at 90% attendance (Prairie South School Division Student Information System) • 80% of students socially engaged (OurSCHOOL Social Engagement Composite)

School division actions taken during the 2018-19 school year to achieve the outcomes and targets of the Improving First Nations, Métis and Inuit Student Engagement and Graduation Rates outcome	Graduation and engagement outcomes for all students were addressed as a team of school-based administrators supported by division level staff began to implement the 2017-2021 Prairie South School Division strategic planning document to integrate provincial work on the ESSP with school division work already underway. Improvement work related to graduation and engagement was targeted in locations where this work would be most meaningful with enhanced programming intended to more fully engage First Nations and Métis (FNM) students. Prairie South maintained graduation coaching programming at each of the City of Moose Jaw collegiate in 2018-2019, and significant support was provided to FNM students through these programs. Continued areas of focus for school and division administrators included analysis of trends in the data related to non-graduates, and then use of these trends to identify students at risk from cohorts that have not yet completed their Grade 12 year. 2018-2019 initiatives to promote student engagement included an ongoing partnership with the Wakamow Aboriginal Community Association (WACA), which saw Prairie South students participating in WACA cultural events hosted both in the community and in Prairie South schools. The Board of Education collaborated with a student-led Treaty 4 club to establish a practice of land acknowledgement at every Board meeting, and the same Treaty 4 club used an award from the PrairieAction Foundation to establish a First Nations drumming group at Riverview Collegiate in the City of Moose Jaw. The Prairie South Indigenous Advisory Committee, made up of Prairie South staff and community members developed school division protocols for cultural events and provided ongoing support for schools through a FNMI lead teacher in each school. Prairie South does not have a Following Their Voices school.

Measures for Improving First Nations, Métis and Inuit Student Engagement and Graduation

Average Final Marks

Teacher-assigned marks are important indicators of student performance in school. Classroom marks are used for grade promotion and graduation decisions, to meet entrance requirements for postsecondary education, to determine eligibility for scholarships and awards and by some employers when hiring.
The following table displays average final marks in selected secondary-level courses for all students, and by non-FNMI and FNMI student subpopulations in the division, along with provincial results for each category.

Average Final Marks in Selected Secondary-Level Courses, 2018-19

Subject	All Students		Non-FNMI		FNMI	
	Province	PrSth	Province	PrSth	Province	PrSth
English Language Arts A 10 (Eng & Fr equiv)	73.9	79.7	77.0	80.6	62.0	67.0
English Language Arts B 10 (Eng & Fr equiv)	73.2	75.5	76.5	76.3	60.8	64.2
Science 10 (Eng & Fr equiv)	72.6	75.7	76.0	76.5	59.8	62.6
Math: Workplace and Apprenticeship 10 (Eng & Fr equiv)	73.3	79.0	77.2	79.4	60.7	73.3
Math: Foundations and Pre-calculus 10 (Eng & Fr equiv)	73.3	78.3	75.6	78.9	61.1	66.4
English Language Arts 20 (Eng & Fr equiv)	75.6	77.2	77.7	77.6	65.2	71.8
Math: Workplace and Apprenticeship 20 (Eng & Fr equiv)	67.7	73.9	70.2	74.7	63.1	66.9
Math: Foundations 20 (Eng & Fr equiv)	74.7	76.9	76.3	77.2	65.3	71.5

Notes: 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 (Registered/Treaty/ Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk, however, this category may include FNMI students who choose not to self-identify.
Source: Ministry of Education, 2019

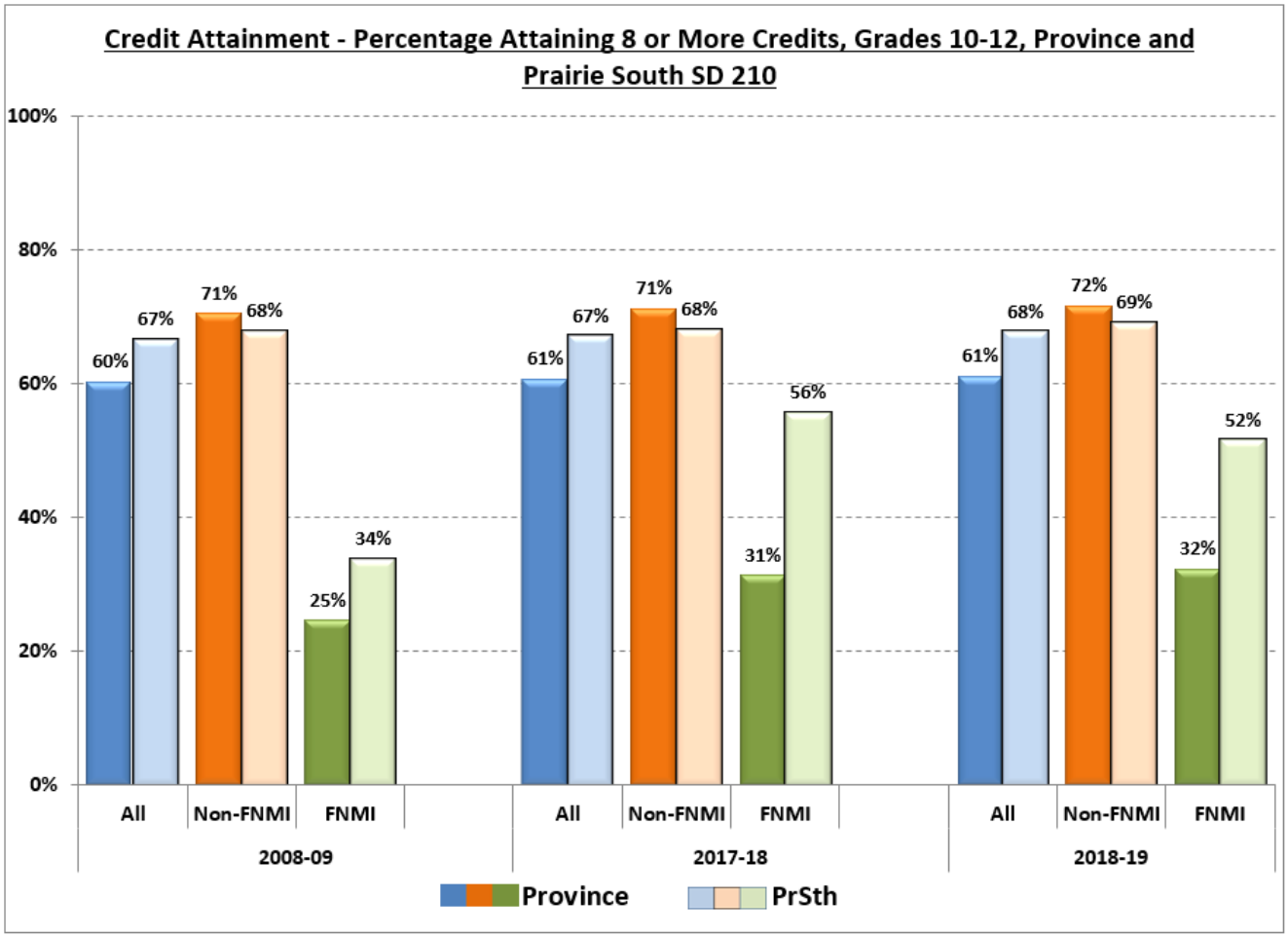
Analysis of Results – Average Final Marks

Average final marks for non-FNMI students in Prairie South School Division are generally consistent with average final marks throughout Saskatchewan for this subpopulation. Prairie South School Division FNMI students tend to outperform other FNMI students in Saskatchewan, however caution should be exercised when reviewing this data due to small numbers of students in this demographic which can result in fluctuations from year to year.

Credit Attainment

Credit attainment provides a strong predictive indicator of a school system's on-time 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 (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk, however, this category may include FNMI students who choose not to self-identify.
Source: Ministry of Education, 2019

Analysis of Results – Credit Attainment
Relatively strong performance by Prairie South School Division FNMI students when compared to provincial averages of the same demographic helped overall Prairie South results to be ahead of provincial results by a small margin (68% compared to 61%). Although credit attainment has improved over the long term, FNMI students continued to earn significantly fewer credits than their non-FNMI counterparts.

Graduation Rates

ESSP Outcome:
By June 30, 2020, Saskatchewan will achieve an 85% three-year graduation rate and a 90% five-year graduation rate.
ESSP Improvement Targets:

- **Achieve an annual increase of three percentage points in the provincial three-year graduation rate.**
- **By June 2018, students will report a 5% increase in intellectual engagement as measured by OurSCHOOL.**

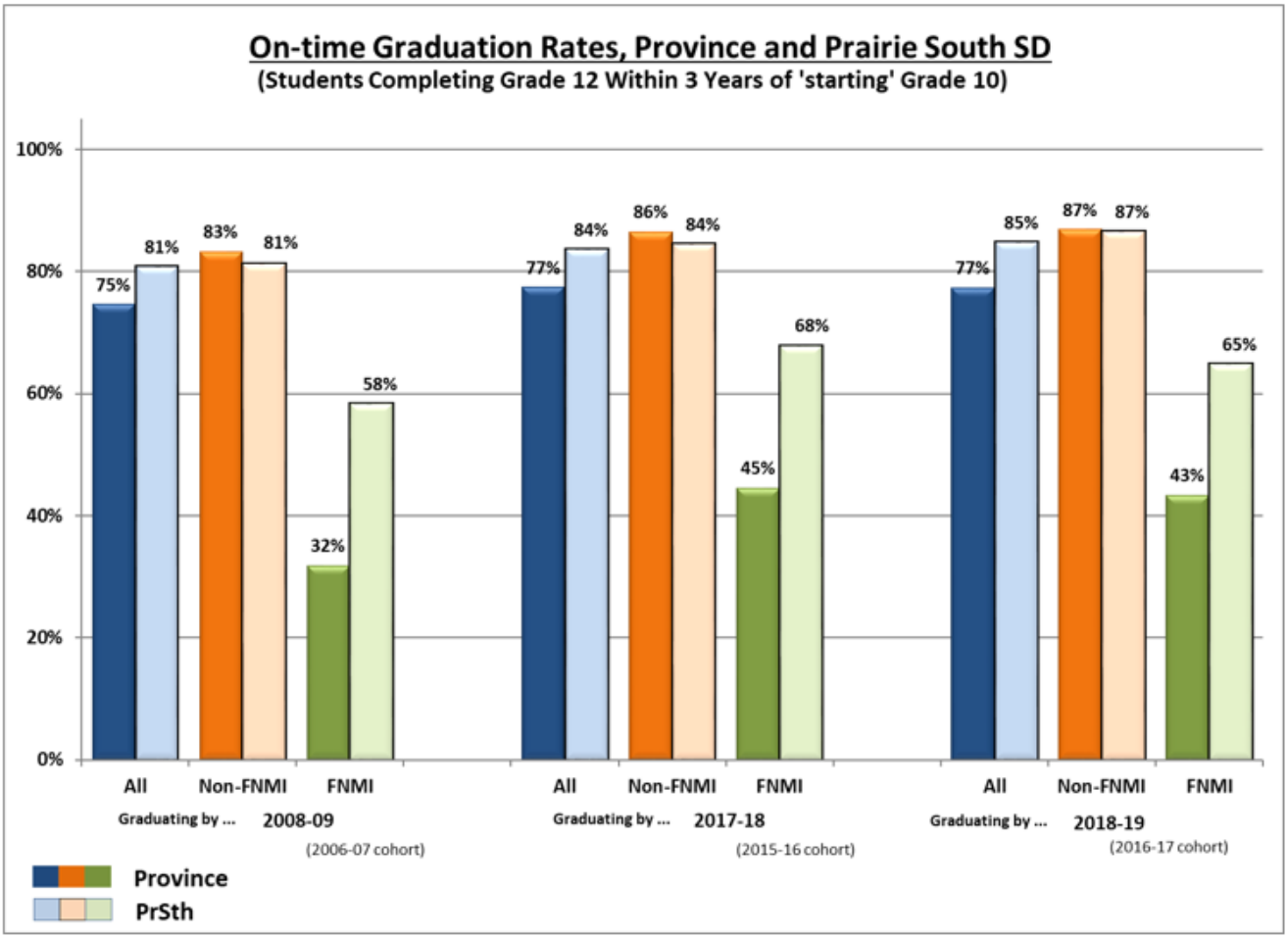
School Division goals aligned with the Graduation Rates outcome	In December 2017, the Board of Education approved a renewed strategic plan that provides guidance related to school division initiatives until June 2021. The timings associated with this strategic plan will allow the school division to continue to work in alignment with the 2014-2020 Education Sector Strategic Plan, and will provide a one-year transition period for the Board of Education to consider subsequent provincial initiatives and their alignment with Prairie South School Division student needs. Indicators of success included in the strategic plan related to Graduation Rates include: • 90% on time graduation (provincial Student Data System) • 92% extended time graduation (provincial Student Data System) • 90% of students at 90% attendance (Prairie South School Division Student Information System) • 80% of students socially engaged (OurSCHOOL Social Engagement Composite)
School division actions taken during the 2018-19 school year to achieve the outcomes and targets of the Graduation Rates outcome	Graduation and engagement outcomes for all students were addressed in 2018-2019 as a team of school-based administrators supported by division-level staff continued the implementation of the December 2017 Prairie South School Division strategic planning document to further integrate provincial work on the ESSP with school division work already underway. Improvement work related to graduation and engagement was targeted in locations where this work would be most meaningful. Continued areas of focus for school and division administrators included analysis of trends in the data related to non-graduates, and then use of these trends to identify students at risk from cohorts that have not yet completed their Grade 12 year. In 2018-2019, Prairie South School Division maintained resources related to graduation coach programs in each of the three collegiate high schools in the City of Moose Jaw. Graduation coach staff work directly with students who are at risk of not graduating and provide academic, social and personal support. In 2018-2019, 68 students were supported using the graduation coach model including 16 Grade 12 students, 13 of whom graduated on time in June 2019. In recognition of the need to focus more clearly on the challenges associated with on-time graduation in Prairie South School Division, in 2018-2019 our staff provided continued leadership at the provincial level related to improved on-time graduation rates, including hosting the third provincial graduation rates symposium in Moose Jaw in September, 2018.

Measures for Graduation Rates

Grade 12 Graduation Rate: On-time (within 3 years)

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 required secondary level credits at the end of Grade 12. On-time graduation rates are one measure of the efficiency of a school system.

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



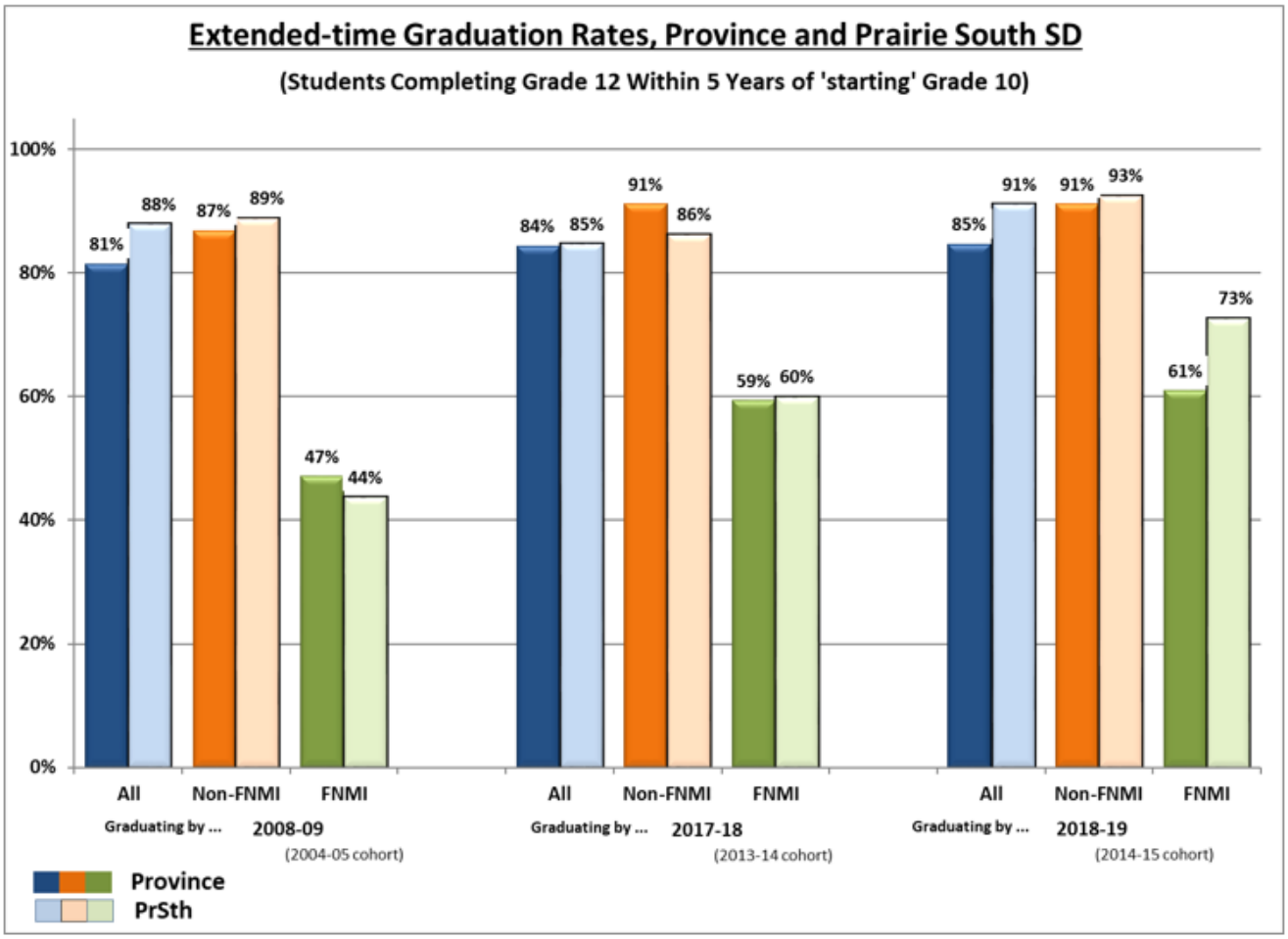
Notes: On-time graduation rates are calculated as the percentage of students who complete Grade 12 within 3 years of 'starting' Grade 10. Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students (nr). FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk, however, this category may include FNMI students who choose not to self-identify.
Source: Ministry of Education, 2019

Analysis of Results – On-time Graduation Rates (within 3 years)
In 2018-2019, Prairie South students met the provincial goals related to on-time graduation, with a total on-time graduation rate of 85% and a FNMI on-time graduation rate of 65%. This is the first time since 2006 when the school division came into existence that Prairie South students have achieved at or above the provincial standard in both categories. Non-FNMI students in Prairie South graduated at the same rate as their provincial counterparts, however Prairie South FNMI students outperformed their counterparts in the remainder of the province by a significant margin. The influence of FNMI success in this area causes Prairie South's overall graduation rate to exceed the provincial rate by 8% in 2018-2019. Additional gains will be necessary in order to meet Prairie South's local on-time graduation target of 90%.

Grade 12 Graduation Rate: Extended-time (within 5 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. Extended-time graduation rates are one measure of the responsiveness of the 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 on-time, along with provincial results in each of these categories.



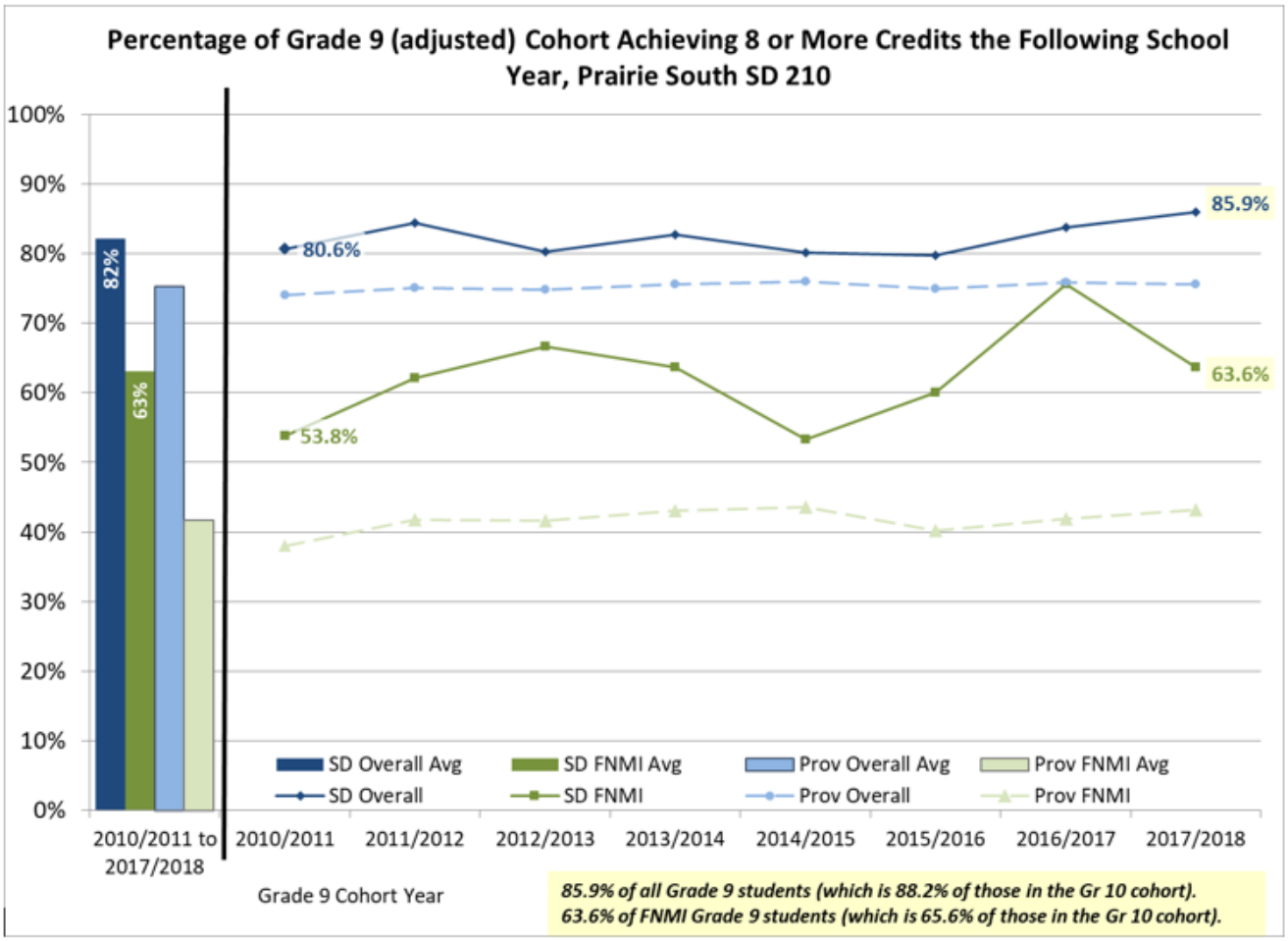
Notes: Extended-time graduation rates are calculated as the percentage of students who complete Grade 12 within 5 years of 'starting' Grade 10 (and include those who graduate on-time). Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students (nr). FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk, however, this category may include FNMI students who choose not to self-identify.
Source: Ministry of Education, 2019

Analysis of Results – Extended-time Graduation Rates (within 5 years)
In 2018-2019, Prairie South students exceeded the provincial goal of 90% related to extended-time graduation and was one graduate short of meeting the FNMI extended-time graduation goal of 75%. FNMI and non-FNMI subgroups in Prairie South outperformed the corresponding subgroups provincially by 12% and 2% respectively. Additional gains will be necessary in order to meet Prairie South's local extended-time graduation target of 92%.

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 on-time.

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.



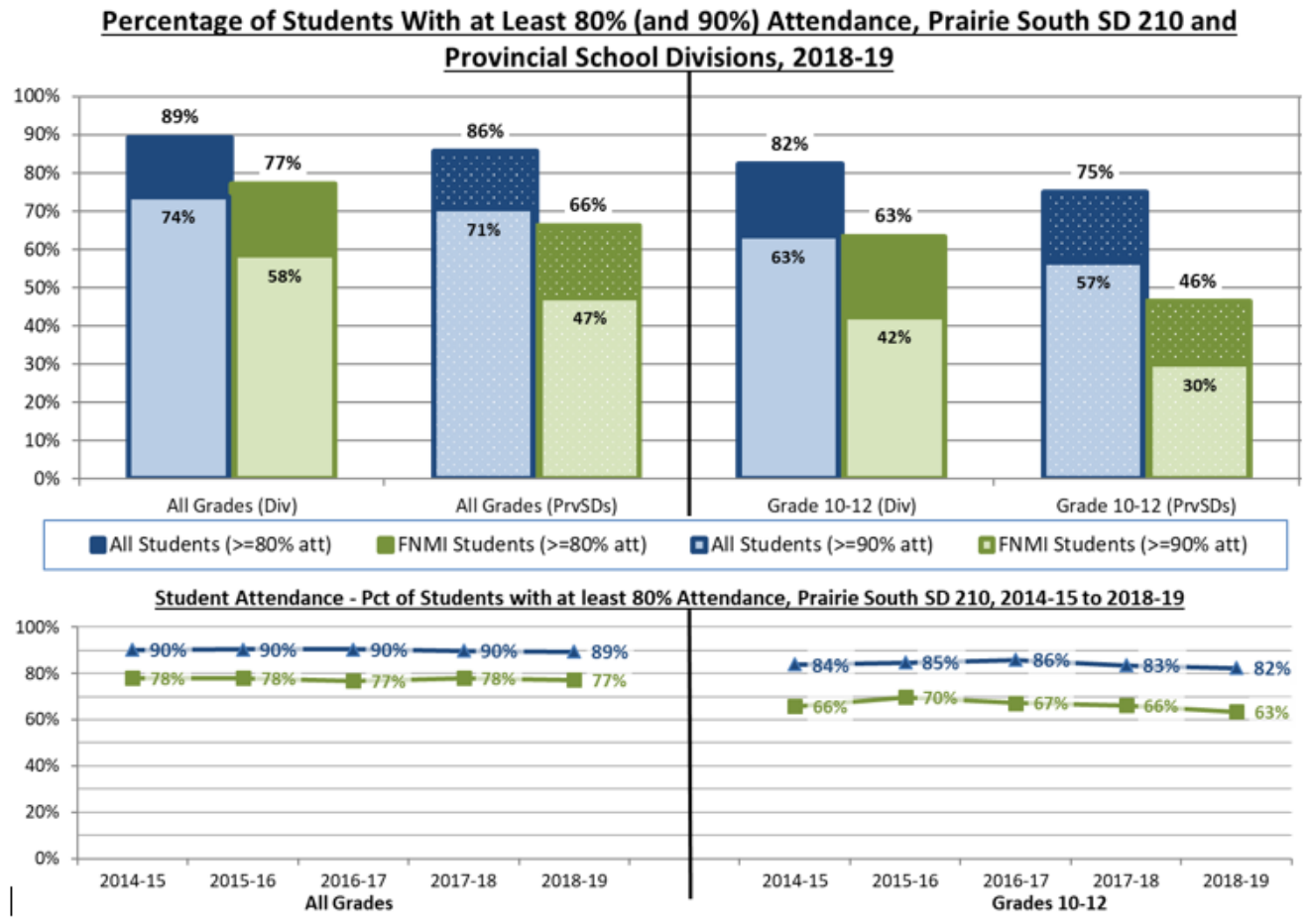
Notes: Grade 9 to 10 transition rates are calculated as the number of students attaining eight or more credits in the year immediately following their Grade 9 year divided by the number of students in the Grade 9 cohort. Results for populations of fewer than five have not been reported to avoid identifying individuals or very small groups of students. FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk, however, this category may include FNMI students who choose not to self-identify.
Source: Ministry of Education, 2019

Analysis of Results – Grade 9 to 10 Transition
Higher percentages of Prairie South School Division students attained 8 or more credits the year after Grade 9 than provincial averages (82% as compared to 75% for the eight-year average). Overall rates of improvement in this area in Prairie South School Division show recent gains and are at an eight-year high. FNMI students in Prairie South School Division have achieved more credits on average than their provincial counterparts, however the proportion of FNMI students achieving 8 or more credits fluctuated more widely due to small numbers in this demographic. The results reported for 2017-2018 are well above the 8-year average for FNMI students in the province (42%).

Attendance

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

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



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

Source: Ministry of Education, 2019

Analysis of Results – Attendance

Attendance outcomes for Prairie South School Division students are higher than the provincial average in all categories reported and have remained stable over time.

It should be noted that the attendance threshold reported here is lower than the attendance threshold included as an indicator in the 2017-2021 Prairie South School Division strategic plan document; the relationship between improved attendance and improved student outcomes in other areas led the Board of Education to maintain focus in this area.

Early Years

ESSP Outcome:
By June 30, 2020, children aged 0-6 years will be supported in their development to ensure that 90% of students exiting Kindergarten are ready for learning in the primary grades.
ESSP Improvement Targets:

- **By June 2018, 75% of Prekindergarten educators will have completed Responding to Children's Interests (SPDU) workshop and 75% of Kindergarten educators will have completed Literacy Practices in Kindergarten.**

School division goals aligned with the Early Years outcome	In December 2017, the Board of Education approved a renewed strategic plan that provides guidance related to school division initiatives until June 2021. The timings associated with this strategic plan will allow the school division to continue to work in alignment with the 2014-2020 Education Sector Strategic Plan, and will provide a one-year transition period for the Board of Education to consider subsequent provincial initiatives and their alignment with Prairie South School Division student needs. Indicators of success included in the strategic plan related to Early Years include: • 90% of Kindergarten students demonstrating readiness in all domains (EYE(exit))
School division actions taken during the 2018-19 school year to achieve the outcomes and targets of the Early Years outcome	Early Years outcomes for all students were addressed as a team of school-based administrators supported by division-level staff continued implementation of the 2017-2021 Prairie South School Division strategic planning document to integrate provincial work on the ESSP with school division work already underway. Prekindergarten teachers were offered professional learning sessions for 5 half days focused on professional development opportunities as recommended through the provincial early years outcome team's improvement plan. By the end of 2018-2019, 100% of Prairie South Prekindergarten teachers had received the Responding to Children's Interests workshop. Prekindergarten teachers continued their work with Learning Improvement Teams to further examine and implement promising practices that support child development. Family Friday events offered informal learning for parents regarding child development and milestones related to development of speech and language, brain development and fine and gross motor skills. In 2018-2019, Prairie South School Division maintained resources directed at magnet Prekindergarten programming in several rural schools to increase equity in program availability between urban and rural students. Additional Early Learning Intensive Supports (ELIS) funding was received from the Ministry of Education, which allowed 4 additional students to access Prekindergarten programming in the City of Moose Jaw. 100% of Prairie South Kindergarten teachers had completed the Literacy Practices in Kindergarten program by the end of June, 2019. In 2018-2019, school division staff provided leadership at the provincial level on the provincial working team for Readiness to Learn in the early years. Locally, Prairie South staff worked with community partners in 2018-2019 to establish the Moose Jaw Family

	Centre in a Prairie South facility and begin preparations for the National Early Learning Conference to be held in the City of Moose Jaw for the third time in April 2020.

Measures for Early Years

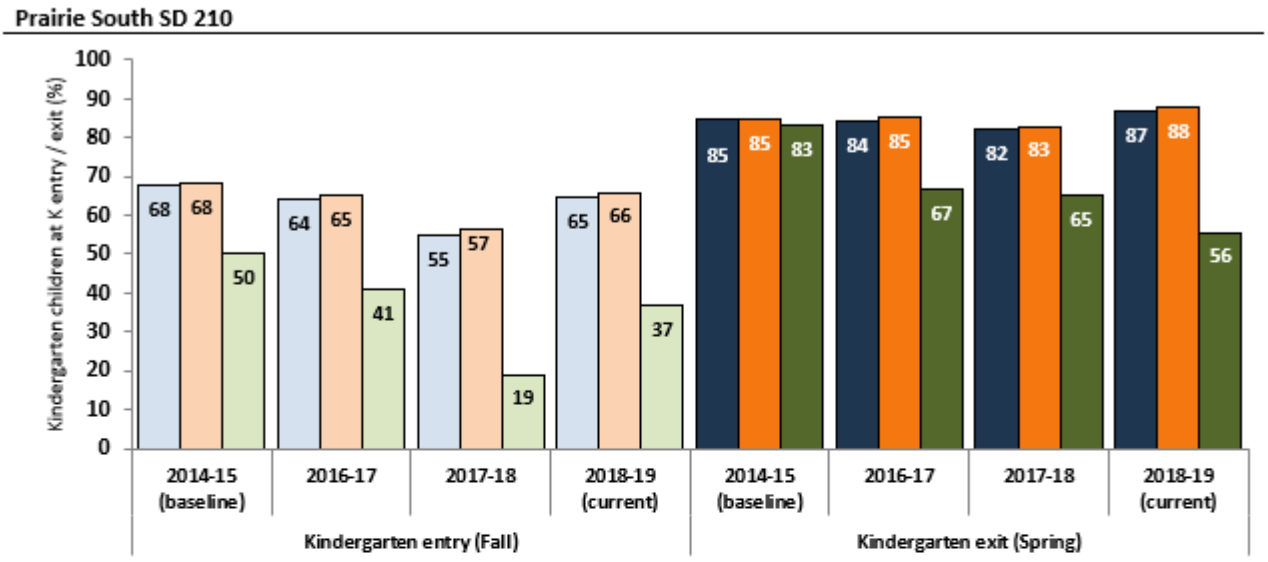
Early Years Evaluation

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 graph displays the percentage of children (all children, non-FNMI and FNMI) in the division assessed as Tier I at Kindergarten entry and after the Kindergarten year at exit, for the 2014-15 (baseline) year and the three most recent years, as well as provincial results for the same time period.

Readiness for school: children screened at Tier 1 (%) on Early Years Evaluation – Teacher Assessment (EYE-TA) at Kindergarten entry & exit, baselines (2014-15) & three most recent years



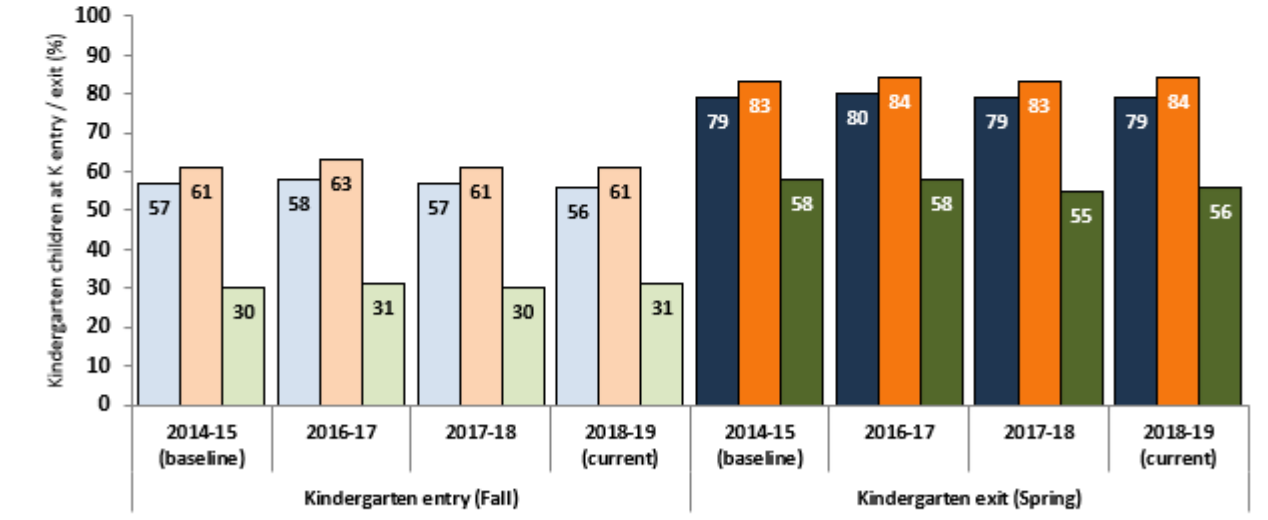


Chart Legend:

Tier 1 children (%) at Kindergarten entry; All children	Tier 1 children (%) at Kindergarten exit; All children	Tier 1 children (%) at Kindergarten entry; Non-declared children	Tier 1 children (%) at Kindergarten exit; Non-declared children	Tier 1 children (%) at Kindergarten entry; Self-declared FNMI children	Tier 1 children (%) at Kindergarten exit; Self-declared FNMI children

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 are able to 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 (Registered/Treaty/Status Indian, Non-Status Indian), 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, 2019

Analysis of Results – Early Years Evaluation

Prairie South School Division data continued to show consistent levels of developmental readiness of Kindergarten students on a year over year basis at Kindergarten exit, however FNMI outcomes showed ongoing decline and lagged behind non-FNMI outcomes by 30%. Small numbers of FNMI children may result in greater fluctuation in their results, however the year over year decline presents a challenge for Prairie South. By a small margin (87% compared to 79%), a greater proportion of Prairie South School Division students achieved developmental readiness when compared to provincial results.

Demographics

Students – Prairie South SD

Grade	2014-15	2015-16	2016-17	2017-18	2018-19
Kindergarten	541	513	532	533	492
1	508	569	533	531	545
2	528	512	589	556	531
3	467	531	530	595	560
4	467	474	554	532	588
5	515	470	493	553	528
6	435	514	476	488	549
7	463	435	526	473	480
8	441	469	455	518	488
9	536	462	473	496	530
10	517	552	482	488	523
11	543	500	541	491	481
12	636	618	593	607	572
Total	**6,597**	**6,619**	**6,777**	**6,861**	**6,867**

PreK	289	270	272	268	265

Subpopulation Enrolments	Grades	2014-15	2015-16	2016-17	2017-18	2018-19
Self-Identified FNMI	K to 3	80	71	86	104	101
	4 to 6	53	56	73	85	94
	7 to 9	75	80	80	72	74
	10 to 12	103	101	122	121	121
	Total	**311**	**308**	**361**	**382**	**390**
French Immersion	K to 3	218	228	232	248	240
	4 to 6	118	126	135	144	144
	7 to 9	45	70	86	102	107
	10 to 12	47	46	42	39	43
	Total	**428**	**470**	**495**	**533**	**534**
English as an Additional Language	1 to 3	76	92	115	127	134
	4 to 6	97	103	111	116	113
	7 to 9	81	75	89	106	93
	10 to 12	45	53	70	45	53
	Total	**299**	**323**	**385**	**394**	**393**

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 home-bound 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.
- PreK enrolments are the 3- and 4-year-old student enrolments in the Student Data System (SDS) which includes those children who occupy the ministry-designated PreK spaces and those in other school division-operated PreK or preschool programs.

Source: Ministry of Education, 2018

Staff

Job Category	FTE
Classroom teachers	429.1
Principals, vice-principals	38.9
Other educational staff (positions that support educational programming) - **–** e.g., educational psychologists, educational assistants, school community coordinators, speech language pathologists	235.9
Administrative and financial staff – e.g., Chief Financial Officers, accountants, Information Technology people, supervisors, managers, administrative assistants, clerks	18.9
Plant operations and maintenance – e.g., caretakers, handypersons, carpenters, plumbers, electricians, gardeners, supervisors, managers	62.7
Transportation – e.g., bus drivers, mechanics, parts persons, bus cleaners, supervisors, managers	114.9
LEADS – eg. director of education, superintendents	5
Total Full-Time Equivalent (FTE) Staff	**905.5**

Notes:

The number of employees listed above represents full-time equivalents (FTEs). The actual number of employees is greater because some people work part-time or seasonally.

Some individuals are counted in more than one category. For example, a teaching principal might be counted 0.4 as a classroom teacher and 0.6 as a principal.

Information for all staff is at September 30.2018.

Source: Prairie South School Division Human Resources Department

Senior Management Team

The Director of Education, Anthony D. (Tony) Baldwin, is the Chief Executive Officer of Prairie South School Division, and reports directly to the Board of Education. The Central Administrative Council (CAC), comprised of four LEADS superintendents, one SASBO superintendent, and one SASBO manager are responsible for school operations, learning, business and human resources:

Ryan Boughen, Superintendent of School Operations
Derrick Huschi, Superintendent of School Operations
Lori Meyer, Superintendent of Learning
Steve Robitaille, Superintendent of Business
Darran Teneycke, Superintendent of School Operations
Diana Welter, Manager of Human Resources

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 School Division. The Central Administrative Council works closely with school and division-based staff.

Infrastructure and Transportation

School	Grades	Location
Assiniboia 7th 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	9-12	Online
Prince Arthur	PreK-8	Moose Jaw
Riverview Collegiate	9-12	Moose Jaw
Rockglen	K-12	Rockglen

School	Grades	Location
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

Infrastructure Projects

Infrastructure Projects			
School	**Project**	**Details**	**2018-19 Cost**
9th Avenue Office	HVAC	Boiler	5,271
9th Avenue Office	Lighting	Lighting Upgrade	6,929
Assiniboia 7th Avenue	Renovation	Gym Floor	6,871
Assiniboia 7th Avenue	Lighting	Lighting Upgrade	6,244
Assiniboia 7th Avenue	Grounds	Playground Equipment	28,288
Assiniboia Composite High	HVAC	Building Management Automation Upgrade	13,773
Assiniboia Elementary	HVAC	Building Management Automation Upgrade	15,645
Assiniboia Elementary	Lighting	Lighting Upgrade	61,587
Caronport Elementary	Grounds	Fence	6,079
Caronport Elementary	Renovation	Window and Door Replacement	22,122
Central Butte	Renovation	Gym Floor	13,095
Central Butte	HVAC	Building Management Automation Upgrade	16,600
Central Butte	Grounds	Outdoor Classroom	30,615

School	Project	Details	2018-19 Cost
Central Collegiate	IT	Data Upgrade	7,774
Central Collegiate	HVAC	Chimney Venting	162,248
Central Collegiate	Renovation	Gymnasium Renovation	247,988
Central Collegiate	Renovation	PAA Lab Upgrade	22,953
Central Collegiate	Lighting	Lighting Upgrade	5,121
Central Collegiate	HVAC	Univents, Controls, Valves	595,388
Coronach	Roof	Partial Roof Replacement	807
Coronach	Grounds	Playground Upgrade	36,976
Craik	IT	Data Upgrade	3,456
Craik	Lighting	Lighting Upgrade	469
Craik	Roof	Partial Roof Replacement	314,942
Empire	Grounds	Playground Upgrade	36,908
Eyebrow	IT	Data Upgrade	1,458
Glentworth	HVAC	Building Management Automation Upgrade	12,266
Gravelbourg	HVAC	Building Management Automation Upgrade	18,722
Guthridge Field	Grounds	Track Replacement	260,407
Kincaid	HVAC	Building Management Automation Upgrade	11,400
Kincaid	Lighting	Lighting Upgrade	17,683
Kincaid	Renovation/ HVAC	PAA Foods Lab Upgrade	119,050
King George	Lighting	Lighting Upgrade	3,384
Lafleche	HVAC	Boiler	28,507
Lafleche	Renovation/ HVAC	PAA Foods Lab Upgrade	136,419
Lindale	Lighting	Lighting Upgrade	3,396
Lindale	Grounds	Fence	6,231
Lindale	HVAC	Roof Top Units	23,863
Mossbank	HVAC	Building Management Automation Upgrade	16,390
Palliser Heights	HVAC	Mechanical Upgrade	42,019
Palliser Heights	Lighting	Lighting Upgrade	137,004

School	Project	Details	2018-19 Cost
Palliser Heights	Grounds	Fence	4,794
Palliser Heights	Renovation/ HVAC	PAA Foods lab Upgrade	120,071
Peacock Collegiate	HVAC	Mechanical System Upgrade	578,429
Peacock Collegiate	Lighting	Lighting Upgrade	158,061
Peacock Collegiate	Renovation	Washroom Upgrade	36,623
Peacock Collegiate	Renovation	Auditorium Upgrade	202,176
Peacock Collegiate	Roof	Partial Roof Replacement	6,204
Prince Arthur	Lighting	Lighting Upgrade	13,377
Riverview Collegiate	Electrical	Panel Upgrade	2,902
Rockglen	Footprint	Wing Demolition	107,825
Rockglen	Roof	Partial Roof Replacement	18,539
Rouleau	Lighting	Lighting Upgrade	4,096
Rouleau	HVAC	Roof Top Units	58,382
Sunningdale	HVAC	Univents	36,995
Sunningdale	Footprint	Portable Classroom	280,422
Sunningdale	Lighting	Lighting Upgrade	16,115
Transportation	Grounds / Electrical	Fence / Plugs	24,456
Transportation	HVAC	Building Management Automation Upgrade	6,500
Transportation	Lighting	Lighting Upgrade	3,551
Transportation Assiniboia	Lighting	Lighting Upgrade	7,182
William Grayson	Lighting	Lighting Upgrade	4,891
William Grayson	IT	Data Upgrade	6,591
Total			$4,204,530

Transportation

Prairie South School Division safely transports a significant number of students in a diverse mix of rural and urban communities to and from school on a daily basis. 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.

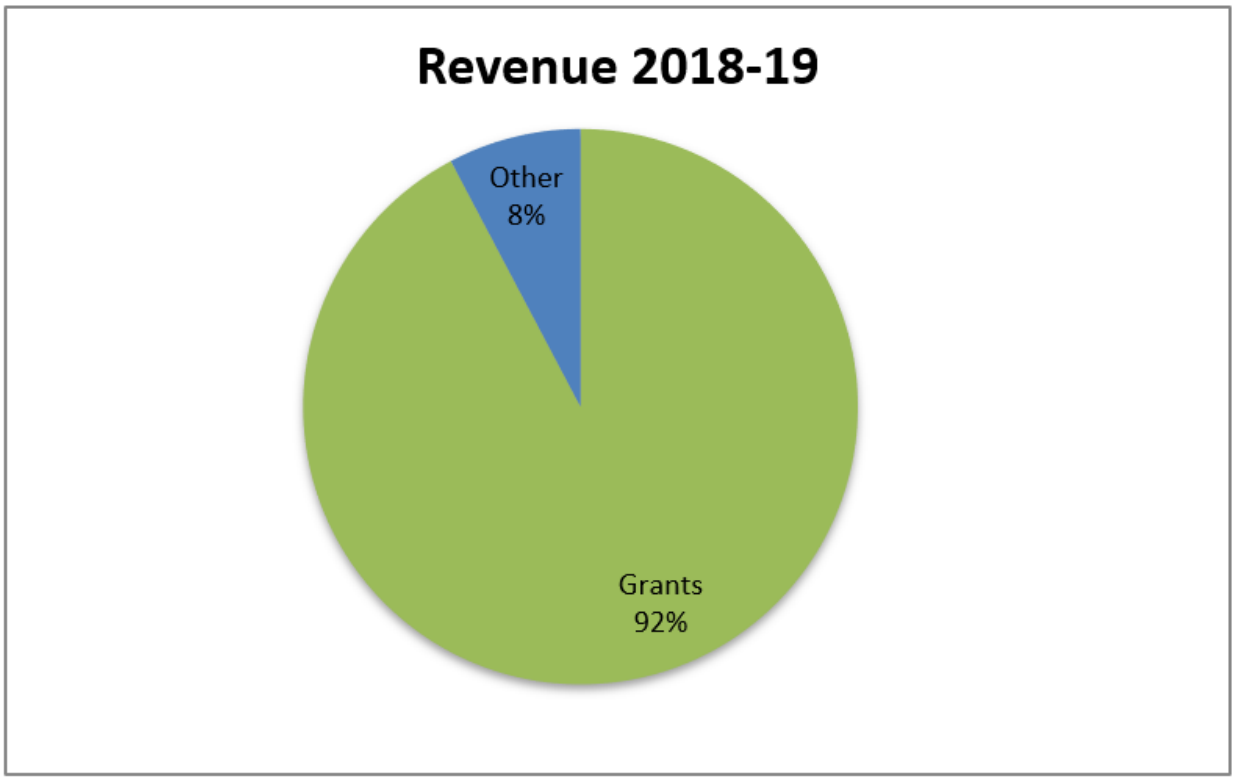
Prairie South School Division operates and maintains a transportation and maintenance fleet to support transportation and facilities functions in the school division. In addition, Prairie South School Division provides contracted maintenance services to Holy Trinity Catholic School Division to ensure the safe maintenance of their fleet.

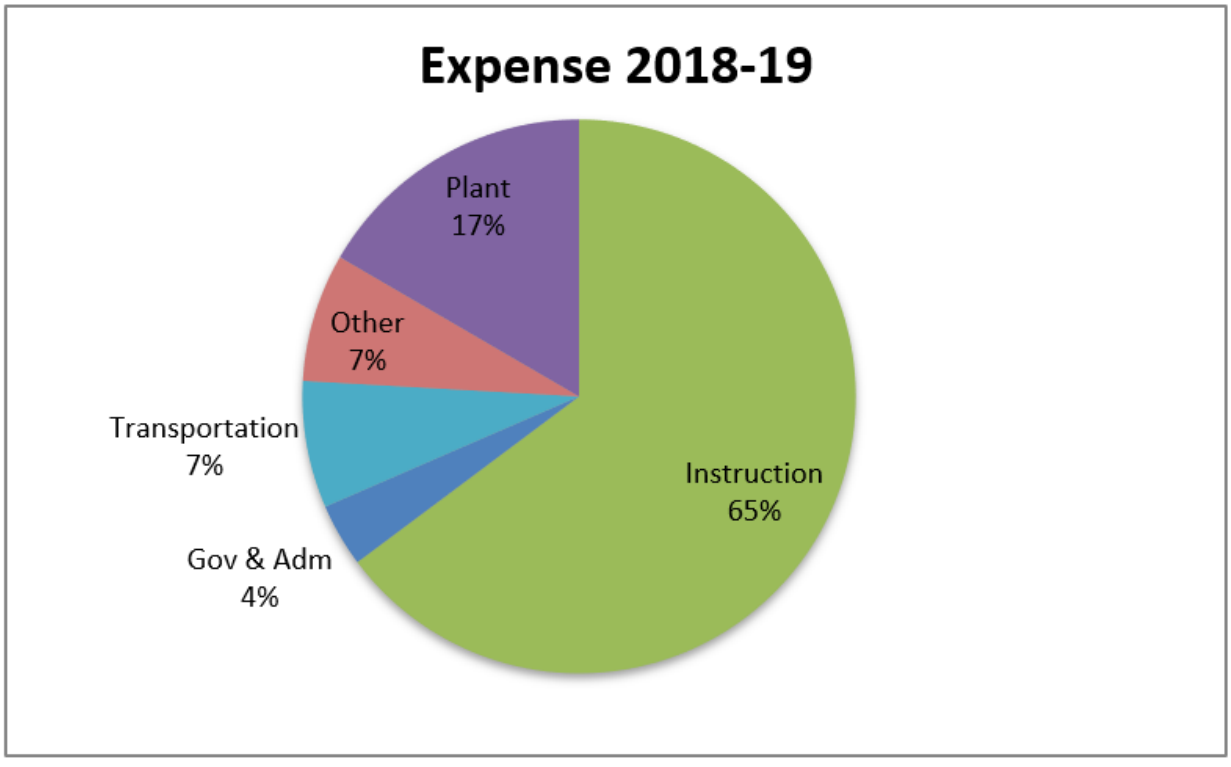
In 2018-2019, Prairie South School Division concluded a formal partnership agreement with Holy Trinity related to the expansion of a previous agreement to transport Holy Trinity students. This agreement will result in a single, standardized school transportation system in the southern half of the City of Moose Jaw beginning in the 2019-2020 school year. Prairie South currently transports rural students from the Moose Jaw catchment for Holy Trinity and provides some specialty bus service for that school division in the City of Moose Jaw.

Transportation Statistics (2018-2019 School Year)	
Students transported	2,598
In-town students transported (included in above)	839 (Urban - Moose Jaw)
Transportation routes	105
Number of buses	148
Kilometers travelled daily	18,404
Average age of bus	7.63 Years
Capacity utilized on buses	67.8% (Average)
Average one-way ride time	27 minutes
Longest one-way ride time	91 minutes
Charter Trip kilometers	96,204
Regular Route kilometers	3,345,344
Total kilometers travelled	3,441,548
Cost per student per year	$2,488.00
Cost per kilometer travelled	$1.88

Financial Overview

Summary of Revenue and Expenses





Budget to Actual Revenue, Expenses and Variances

	2019 Budget	2019 Actual	2018 Actual	Budget to Actual Variance Over / (Under)	Budget to Actual % Variance	Note
REVENUES						
Property Taxation	-	24,730	11,208,887	24,730	100%	1
Grants	77,304,661	78,044,235	64,603,768	739,574	1%	
Tuition and Related Fees	45,500	128,462	95,306	82,962	182%	2
School Generated Funds	1,430,000	1,328,165	1,388,922	(101,835)	-7%	3
Complementary Services	567,148	640,052	581,309	72,904	13%	4
External Services	3,535,659	3,560,347	3,461,081	24,688	1%	
Other	493,500	861,903	1,354,408	368,403	75%	5
Total Revenues	**83,376,468**	**84,587,894**	**82,693,681**	**1,211,426**	**1%**	
EXPENSES						
Governance	373,280	360,293	321,103	(12,987)	-3%	
Administration	2,861,951	2,852,784	2,862,213	(9,167)	0%	
Instruction	57,547,737	56,445,462	55,154,837	(1,102,275)	-2%	
Plant	13,679,150	14,473,477	15,646,089	794,327	6%	6
Transportation	6,705,357	6,464,224	6,920,537	(241,133)	-4%	
Tuition and Related Fees	-	8,000	6,250	8,000	100%	7
School Generated Funds	1,430,000	1,358,238	1,445,558	(71,762)	-5%	8
Complementary Services	1,465,128	1,508,128	1,465,810	43,000	3%	
External Services	3,537,904	3,646,414	3,549,281	108,510	3%	
Other Expenses	-	4,885	1,772,183	4,885	100%	9
Total Expenses	**87,600,507**	**87,121,905**	**89,143,861**	**(478,602)**	**-1%**	
Surplus (Deficit) for the Year	**(4,224,039)**	**(2,534,011)**	**(6,450,180)**			

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

Note	Explanation
1	Taxes collected by government
2	Tuition higher than budgeted; Transportation fees not budgeted
3	SGF revenue is budgeted on a three year average; SGF revenue is controlled at the school level
4	Grant revenue higher than budgeted
5	Increase in contracted bus repair revenue; Interest income higher than budgeted
6	PMR and contracted maintenance higher than budgeted
7	Tuition expense not budgeted
8	SGF expense is budgeted on a three year average; SGF expense is controlled at the school level
9	Uncollectable receivable written off

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, Vice Chair	18,820	1,223	-	250	-	420	20,713
Davidson, Shawn	18,245	3,035	-	-	-	420	21,700
Jukes, Mary	17,143	-	-	819	-	420	18,382
Kessler, Allister	19,551	1,810	-	1,399	-	420	23,180
McLeod, Timothy, Chair	20,695	552	-	1,734	-	420	23,401
Pryor, Darcy	18,408	1,806	-	909	-	420	21,543
Radwanski, Jan	15,413	-	-	1,340	-	419	17,172
Swanson, Brian	16,268	-	-	-	-	419	16,687
Wilson, Giselle	20,963	5,052	-	2,324	-	420	28,759
Young, Llewellyn	18,292	44	-	1,662	-	420	20,418

Personal Services

Name	Amount
Adam, Brittani	62,887
Adams, Carley	59,905
Adams, Tianna	81,534
Aitken, Eleese	103,937
Alexander, Patricia	114,299
Alexanderson, Kim	78,479
Alexanderson, Michael	86,363
Alm, Kathie	57,161
Amundrud, Brian	67,919
Anderson Grass, Melinda	90,298
Anderson, Mariette	79,796
Anderson, Noah	64,659
Andrew, Sharon	101,826
Andrie, Danae	66,225
Ansell, Dana	69,345
Arndt, Duane	87,022
Arndt, Shameem	85,896
Arnott, Tana	106,507
Baber, Kendra	86,087
Backa, Geoffrey	95,349
Baiton, Darren	121,079
Baiton, Samantha	85,896
Baldwin, Anthony D	205,609
Bartle, Lynn	85,628
Baum, Tara L	87,160
Bean, Michelle	86,916
Bechard, Leslie	77,391
Behrns, Lee	89,626
Bell, James	68,073
Bell, Peter	103,927
Bellinger, Jolyn	81,190
Bellows, Kristin	99,597
Belsher, Colin	87,025
Benesh, Matthew	57,096
Berenik, Tammy	63,336
Berenyi, Cheryl	85,990
Berglund, Dale	86,112
Bernard-Branning, Faith	69,179

Name	Amount
Berner, Robert	86,107
Beselaere, Nathan	104,683
Binetruy, Kerrie	96,416
Bishop, Angela	77,638
Bistretzan, Bonnie	58,269
Bittner, Bernard	70,902
Blackwell, Cheri	87,989
Blair, Christine	87,218
Blair, Tal	98,638
Blanchette, Dana	85,024
Blatz, Robyn	84,806
Block, Alan	88,124
Blondeau, Kathryn	76,127
Bloom, Amber	64,782
Bloudoff, Theran	77,798
Boese, Heather M	70,805
Boisvert, Elyett	65,570
Bonneau-Chevrier, Lillian	86,464
Bouffard, Crystal	88,616
Boughen, Rachel	86,121
Boughen, Ryan	170,933
Boulton, Jeffrey	107,143
Bouvier Simonsen, Dominique	84,581
Bouvier, Natasha	85,896
Bowley, Brian	63,952
Boyes, W.Mike	75,278
Boyle, Todd	90,335
Bradley, Trista	53,380
Branning, Stephanie	86,236
Brassard, Carol	86,764
Braun, Jordaan	56,885
Breitkreuz, Troy	90,227
Brennan, Chris	61,106
Brennan, Valerie	104,729
Breton, Jason	64,254
Brooks, Melissa	93,220
Brown, Joanne	86,538
Brown, Jody	86,438

Name	Amount
Brownell, Warren	90,780
Buettner, Blake	87,214
Bumphrey-Letnes, Katie	91,680
Burghardt, Lora	77,306
Burghardt, Tim	90,308
Burnham, Lisa	85,915
Bzdel Montgomery, Lisa	86,322
Cameron, Crystal	86,773
Cameron, Derrick	94,012
Campbell, Eric	103,149
Carter, Cal G	62,740
Cartman, Elizabeth	51,275
Chadwick, Brent	107,140
Chadwick, Marni	86,919
Chan, Jenn	117,022
Chevrier, Christianne	85,905
Chow, Heather L	95,490
Church, Cameron	84,007
Church, Jessica	81,385
Clarke, Anita	91,097
Clarke, Sarah	59,856
Clegg, Kent	111,470
Clement, Curtise	70,691
Closs, Tracey	85,943
Coghill, Chris	63,811
Coghill, Vicki	64,718
Collinge, Charmaine	79,154
Colven, Janice	86,683
Cooper, Robin	56,904
Cornet, Sandi	52,635
Couzens, Trina	90,076
Cowie, Nadine	104,748
Craaybeek, Michelle	53,595
Craig, Amy	86,202
Cridland, Garnet	90,358
Cridland, Shelley	85,934
Crocker, Gillian	84,155
Crompton, Alyssa	63,939
Dalgarno, Lucia	86,544
Dalgarno-Stevens, Jasmine	56,576

Name	Amount
Daniel, Lacey	85,960
Danylchuk, Sharon	86,038
De Graauw, Gillian	55,119
Deans, Raymond	87,967
Delorme, Melanie	87,442
Delorme, Raven	55,893
Diewold, Heather	88,045
Diggins, Daryl	51,020
Dolman, Carla	91,406
Dombowsky, Noelle	55,788
Dombowsky, Tracy	100,807
Doyle, Ronda	95,887
Dryburgh, Alex	67,865
Dubeau, Katryne	69,743
Dunne, Lori	53,586
Dunne, Mark	77,628
Dyck, Donna	82,296
Earl, Cheryl	86,751
Eberl, Rayleen	107,541
Eberle, Katie	81,635
Edwards, Charla	105,631
Ehrhardt, Jenna	68,093
Eirich, Elaine	53,586
Elder, Christa	87,648
Elder, Nadine	111,144
Elek, Jaylyn	73,174
Elliott, Pamela	90,076
Erickson, Meagan	86,121
Esmond, April	93,172
Espiritu, Josephine	51,047
Ethier, Tiffany	66,320
Evans, Alysha	68,258
Fafard, Louise	86,104
Fall, Jayne	59,602
Faris, Chris	70,035
Farrell-Schury, Shannon	97,637
Feeley, Jeff	87,424
Feeley, Joanne	96,095
Fehr, Dale	79,408
Feiffer, Jodi	79,877

Name	Amount
Ferrie, Linda	90,585
Fiala, Cayle	62,242
Ficzel, Ronald	87,542
Fieger, Courtney	89,170
Fieger, Rae-Ann	92,077
Fister, Nicole	85,896
Flamand, Christina	61,032
Florek, Tasha	75,438
Fogal, Daphne	90,356
Foth, Rheanne K	60,718
Fournier, Nathalie	72,858
Friesen, Taryn	55,474
Frisk-Welburn, Tanya	90,076
Fritzler, Bruce	110,501
Froats, Jason	89,652
Froshaug, Corbin	91,019
Froshaug, Lona	99,344
Gadd, Catelyn	63,350
Gagne, Ashley D	91,988
Gallagher, Andrew	87,537
Gallagher, Michelle	86,651
Gardner, Melissa	95,208
Gardner, Renee	88,033
Gardner, Tayler	70,112
Gasper, James	74,758
Gauley, Carlene	86,687
Gauthier, Francine	87,630
Gauvin, Stephane	119,626
Gauvin, Vivian	95,510
Geiger, Nikki	87,172
George, Jocelyne	90,240
Gillett, Kurt	54,754
Gillett, Shara	69,902
Gingell Munteanu, Rhonda	87,046
Gobbett, Heather	119,770
Goby, Jackie	102,807
Goby, Sonja	53,287
Goepen-Bourgeois, Kristine	90,276
Gorham, Kourtney	67,816
Gottselig, Leah	90,170

Name	Amount
Grass, Kelly	90,498
Gray, Crystal	79,064
Gray, Karen	88,137
Gray, Sandi	72,377
Gregor, Rodger	87,053
Grove, Michelle	78,151
Gutek, Michael	86,318
Hack, Shelby	57,280
Hagenes, Taylor	66,122
Hall, Marla	87,817
Hand, Don	104,453
Hanson, Evan	98,585
Hare, Leslie	72,595
Haubrich, Tanis	57,237
Hawkins, Laurie	86,774
Hazell, Natalie	75,112
Hazell, Nathan	91,474
Heck, Chelsea	63,831
Heebner, Samantha	70,941
Heebner-Straker, Charlaine E	86,023
Hellings, Laurie	87,879
Hendry, Jodie	63,698
Heshka, Robin	101,836
Hesjedal, Aaron	110,828
Hetherington, Erin	66,641
Hicks, Ashley	57,285
Hildebrandt, Carla	104,729
Hirtle-Gluck, Christine	90,076
Hlady, Carrie	54,124
Hogeboom, Shayne	99,036
Hoimyr, Kenton	85,991
Holmes, Lonny	105,127
Hordichuk, Colleen	96,377
Huel, Victoria	85,783
Hunt, Michael	79,971
Huschi, Derrick	170,933
Huschi, Joshua	63,283
Hutchinson, David	74,847
Huyghebaert, Darcey J	87,344
Ike, Deborah	108,862

Name	Amount
Irving, James	91,321
Jacobson, Laurissa	53,819
Jamieson, Rachelle	89,019
Jamieson-Pilgrim, Rhonda	88,113
Janzen, Sandra	95,417
Johnson, Tanya	102,527
Johnson-Neufeld, Leisa	104,918
Johnston, Roxanne	95,417
Johnstone, Lori	90,076
Kazeil, Hali	64,032
Kearns, Jody	87,069
Keeler, Margot	68,773
Keller, Robbi	57,642
Kempel, Deana	95,891
Kerr, Shivonne	67,963
Kiefer, Carrie	57,114
Kitts, Jeff	84,789
Klippenstein, Linda	85,079
Knudsen, Audrey	87,308
Korbo, Amy	85,896
Kotschorek, Greg	84,981
Krause, Tannis R	61,631
Krauss, Deanna	89,133
Krawetz, Candice	113,958
Kreuger, Claire	61,379
Krogan, Ellen	57,952
Krukoff, Shane	89,935
Kuffner, Christy	87,423
Lacasse Corcoran, Edna	88,089
Lagasse, Tracey	86,492
Laliberte, Roxie	58,705
Lamb, Janice	77,757
Laminman, Brenda	70,561
Lamontagne, Grady	56,904
Lariviere, Leanne	85,896
Lasko, Wadena	86,689
Leonard, Adam	65,529
Lewchuk, Michael	90,478
Lewis, Corrie	88,163
Lewis, Sharon	60,269

Name	Amount
Lindsay, Mitchell	92,661
Lintner, Casey	82,792
Lisitza, Jerry	52,065
Lix, Nicole	58,258
Logan, Kelly	58,584
Lorge, Elvira	67,127
Lothian, Matthew	61,129
Loveridge, Brandon	79,194
Lucas, Christy	67,190
Lys, Stephen	91,812
Mack, Chantel	70,236
Mackey, Shelby	70,393
Maclachlan, David	77,628
Maclachlan, Tara	55,175
Mailloux, Ashley	90,900
Mann, Jaime	53,586
Marcenko, Michelle	105,804
Marcotte, Warren	104,357
Martens, J.Scott	86,594
Martens, Perry	86,028
Martin, Armand	64,655
Martin, Beckie	86,391
Mccann, Amanda R	95,809
Mccorriston, Holly	55,995
Mccorriston, Paul	78,295
Mccrea, Tiffany	55,008
Mcdowell, Aimee	63,042
Mcintosh, Angus	104,562
Mckay, Lucas	63,259
Mckenna, Durston	64,358
Mclean, Jonathan	122,796
Mcleod, Stephanie	73,401
Mcmurchy, Ashley	54,342
Mcnabb, Garnet	67,865
Mcnaughton, Lori	85,460
Mcnutt, Sarah	66,401
Meagher, Karen	52,318
Mealing, Amanda	60,127
Menke, Alicia	58,451
Menzies, Carmen	77,207

Name	Amount
Menzies, Clayton	88,074
Mergel, Patty	87,251
Meyer, Don	97,366
Meyer, Lori	174,822
Michalko, Diane	86,178
Michalko, Kelly	104,729
Michaluk, Steven	116,969
Mihalicz, Bartley	91,082
Milley-Lowe, Angela L	56,198
Milligan, Nicole	62,276
Mitchell, Jennifer	68,795
Mitchell, Scott	79,550
Moerike, Lindsay	90,891
Moneo, Shannon	91,837
Montague, B Patrick	86,066
Montague, Jennifer	94,932
Montgomery, Jonie	64,096
Montpetit, Audray-Anne	61,751
Mooney, Theresa	100,024
Morash, Kathy	87,187
Morenstein, Dana	58,248
Morgan, Roger	91,766
Morgan, Suzanne	86,876
Morson, Chelsee	82,501
Munro, Glen	77,628
Myers, Lisa	68,218
Nelson, Jennifer	71,227
Nestman, Jacqueline	105,597
Neufeld, Marquita	86,677
Newton, David	50,848
Nichols, Chelsea	50,386
Nicholson, Cole	60,440
Nicholson, Heather	87,575
Nyhus, Brea	61,734
O'Brien, Michelle	95,208
O'Byrne, Lauren	58,696
Odendaal, Daniel	57,806
Okraincee, Lenea	84,727
Olliver, Rickey	70,902
Olson, Amanda	116,552

Name	Amount
Onraet, Shane	103,684
Oonincx, Kristy	85,810
Osberg, David	115,690
Osberg, Jennifer	104,729
Packet, Lisa	103,380
Packet, Shirley	95,944
Pagan, Brad G	50,848
Panko, Ang	85,471
Papilion, Amanda	76,683
Parks, Cecil	67,865
Parsons, Kimberly	90,076
Paterson, Melissa	67,358
Patterson, Leigh	56,414
Pavier, Marilyn	76,695
Paysen, Shauna	76,244
Peakman, Tim	58,450
Perrault, Gisele	87,222
Peters, Chelsea A	61,473
Peters, Darryl	67,525
Peters, Kelly	85,995
Peterson, Brennan	73,930
Peterson, Trevor	86,934
Pethick, Leigh	91,783
Pethick, Shannon	86,066
Petlak, Cheryl	86,882
Petlak, Logan	75,894
Pfluger, Jared	64,254
Phillips, Josie	57,337
Phillips, Sonya Carolyn	86,575
Pickering, Chris	57,916
Pilsworth, Jordan	58,106
Pippus, Tracy	90,831
Pituley, Jackie	85,896
Pladson, Amber Marie	85,024
Podgursky, Joyleen	113,820
Polupski, Jana	91,960
Polupski, Lorne	88,911
Porter, Derek	86,600
Pouteaux, Guylaine	84,963
Prayda, Kirsten	63,446

Name	Amount
Price, Catherine	90,358
Prokopetz, Jennifer	117,249
Promhouse, Paul	90,452
Purdy, Ron	138,857
Pylatuk, Cody	56,882
Raes, Brad	74,216
Rasmussen, Jenna	87,070
Rath, Roxanne	63,336
Rattee, Courtney	51,729
Rattee, Robin	90,085
Rauscher, Heather	102,676
Rawlyk, Ray	96,053
Raymond, Barry	104,729
Redstone, Bert	81,571
Reid, Lisa	86,630
Reid-Ward, Kelly	86,000
Rettman, Jessica	73,375
Rettman, Tiu	51,850
Rieder, Kathy	104,794
Roach, Carla	85,896
Robertson, Scott	119,828
Robinson, Joel C	79,688
Robinson, Kariann	71,991
Robitaille, Emma	56,537
Robitaille, Stephen	150,232
Rogers, Benjamin	64,274
Romanow, Melissa	80,118
Roney, David	105,094
Roney, Jason	87,221
Rosso, Sophie	95,630
Rowlinson, Heather	88,009
Ruston, Nancy	85,896
Ruthven, Brian	112,701
Ruthven, Randi	95,149
Rutko, Leanne	103,604
Ryba, Jacquie	91,761
Saas, Cori	84,392
Samoleski, Judy	90,904
Saulters, Deanna	108,245
Saylor, Shelby	63,766

Name	Amount
Saylor, Tammy	91,569
Schafer, Clifford	96,198
Schafer, Sharon	85,896
Schauenberg, Tara	103,297
Schepp, Michelle	67,720
Schill, Chelsea	56,594
Schlamp, Lisa	53,174
Schmidt, Rina	60,471
Scholpp-Smith, Leanne	90,199
Schultz, Janis	90,076
Schulz, Mark	57,207
Scidmore, L Michael	85,915
Scott, Karen	86,042
Selensky, Gail	90,595
Shillington, Allison	86,028
Shotton, Nicole	69,038
Silbernagel, Karla	97,789
Silversides, R. Keith	93,179
Simonsen, Craig	90,780
Simpson, Laura	59,896
Singbeil, Kathryn	78,692
Singleton, Mitch	68,680
Sleightholm, Chapin M	81,159
Smith Harkness, Darla	81,200
Smith, Cynthia	78,093
Solie, Shelley	85,896
Sonmor, Miranda	74,607
Spagrud, Belinda	97,498
Stamm, Shelly	91,005
Stark, Crystal	86,590
Stene, Brittany	68,116
Stewart, Anne	87,291
Stewart, Barry	124,971
Stewart, Brooke	57,509
Stewart, Cailen	67,098
Straub, Jackie	99,081
Struble, Natasha	86,420
Sullivan, Shaun	57,548
Swanson, Dustin	120,512
Tallon, Maxine	59,978

Name	Amount
Tatarniuk, Rebecca	76,462
Taylor, Alyssa	60,876
Taylor, Brett	91,954
Taylor, Debbie	81,239
Taylor, Shaunna	90,845
Taylor, Tracey	87,064
Teneycke, Darran	170,933
Thomas, Perri	62,174
Thompson, Kelsey	68,013
Thomson, Marina	86,376
Tiffen, Brett	91,480
Timoruski, Shana	71,620
Topp, Erika	86,528
Tosi-Cavanagh, Alexi	65,204
Tran, Ashley	60,826
Tressel, Jill	116,363
Trusty, Dahinda	90,076
Tschetter, Leah	65,114
Turner, Cory	67,865
Tyminski, Hannah	57,242
Ubell, Aaron	86,236
Vaags-Nyhof, Maureen	90,189
Vance, Suzanne	87,057
Varjassy, Candace	85,896
Veeder, Natasha	74,173
Veer, Lisa	93,780
Vennes-Ouellet, Sarah	67,800
Verge, Renee	92,234
Volman, Alexander	63,553

Name	Amount
Walker, Andrea	62,166
Walz, Alana	91,081
Wandler, Alan	91,900
Waronek, Trina	82,950
Warren, Shawn	83,006
Watson, Lexis	56,747
Welms, Dariel	69,192
Welter, Diana	147,470
Wheatley, Kristin	90,585
Wicker, Scott	75,957
Widenmaier, Kylie	51,247
Wiebe, Elizabeth	85,998
Willfong, Tessa	54,947
Williams-Mercier, Jayda	95,349
Williamson, Ken	51,002
Wilson, Colette	92,170
Wilson, Lana	96,328
Windrum, Pamela	84,058
Wist, Tracey	69,619
Wist, Troy	102,860
Woloschuk, Amy	85,896
Wourms Rowe, Tana	91,481
Wourms, Michael	90,935
Young, Ashley	61,851
Young, L Brett	95,417
Zacharias, Derek	99,685
Zerr, Taylor	63,485
Zinn, Brenda	86,423

Supplier Payments

Name	Amount
1080 ARCHITECTURE, PLANNING & INTERIORS	136,133
3TWENTY MODULAR	122,213
ALFA ENGINEERING LTD.	55,418
AMAZON	148,673
APPLE CANADA INC.	67,788
ARNIL CONSTRUCTION LTD.	77,244
B & A PETROLEUM LTD.	51,580
BCL CONSULTING GROUP INC.	58,842
BEATON, MARK	61,400
C & E MECHANICAL INC	279,425
C & S BUILDERS LTD.	539,313
CITY OF MOOSE JAW	163,863
CORNERSTONE CHRISTIAN SCHOOL	473,511
CROISSANT, CORRIE	76,167
EECOL ELECTRIC CORP.	109,932
FEDERATED CO-OPERATIVES LTD	947,293
FELLNER'S DRIVING SCHOOL LTD	51,894
FIELD PLUMBING & HEATING	1,082,297
FIRST LIGHT ELECTRIC AND SOLAR	51,869
FIVE HILLS HEALTH REGION	119,440
HAID ROOFING LTD	146,329
HDA ENGINEERING LTD	141,801
HORIZON COMPUTER SOLUTIONS	51,612
INDEPENDENT CONSTRUCTION MANAGEMENT	136,692
INLAND AUDIO VISUAL LTD.	64,462
KARST HOLDINGS INCORPORATED	91,919
LEEVILLE CONSTRUCTION LTD	256,633
LEGACY BUS SALES LTD	1,352,942
LIVE WIRE ELECTRIC AND SOLAR	125,283
LORAAS DISPOSAL SERVICES LTD	62,472
MADGE ROOFING INC	159,148
MARSH CANADA LIMITED	393,343
MID WEST EFFICIENCY HEATING	56,993
MILES AHEAD DRIVER ED	155,118
MINISTRY OF EDUCATION	130,182
OCEAN MARKER SPORT SURFACES (2014) LTD	256,000
PEARSON CANADA INC. T46254	102,399
POWERLAND COMPUTERS LTD.	393,110
POWERSCHOOL CANADA ULC	169,589

Name	Amount
PRAIRIE CONTROLS LTD.	112,978
PRECISE TEMP REFRIGERATION LTD	82,953
PREMIUM FIRE PROTECTION LTD.	85,070
PRO-TEC ELECTRIC LTD	174,863
REAL CANADIAN SUPERSTORE	106,800
ROOF MANAGEMENT & INSPECTION SERVICES LTD	84,254
SASK SCHOOL BOARD ASSOC	109,621
SASK WORKERS COMPENSATION BOARD	428,129
SASKENERGY	482,778
SASKMOBILITY	57,785
SASKPOWER	1,133,786
SASKTEL	120,840
SCHOLASTIC CANADA LTD.	74,174
SPORTFACTOR INC.	64,499
ST JOHN'S MUSIC	116,905
SUCCESS OFFICE SYSTEMS	291,516
SUPREME OFFICE PRODUCTS	308,690
TD CANADA TRUST	50,000
TRADE WEST EQUIPMENT LTD.	78,392
VANDURME, MONA	69,997
VERITIV CANADA	277,348
WARNER TRUCK INDUSTRIES	214,688
WINMAR PROPERTY RESTORATION SPECIALISTS	160,070
ZONAR SYSTEMS INC	69,800

Other Expenditures

Name	Amount
CANADIAN UNION OF PUBLIC EMPLOYEES	181,883
MUNICIPAL EMPLOYEES PENSION PLAN	2,541,668
PRAIRIE SOUTH TEACHERS ASSOCIATION	86,264
RECEIVER GENERAL OF CANADA	15,726,575
SASK SCHOOL BOARDS	1,036,379
SASK TEACHERS' (LIFE)	90,647
SASK TEACHERS FEDERATION	5,509,033

Government of Saskatchewan
Ministry of Education

Audited Financial Statements

Of the Prairie South School Division No. 210

School Division No. 2100500

For the Period Ending: August 31, 2019

Stephen Robitaille, MBA
Chief Financial Officer

Stark & Marsh CPA LLP
Auditor

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

Prairie South Schools 210 Learning together.
1075 9th Avenue North West, Moose Jaw, SK S6H 1V7 P 306.694.1200 1.877.434.1200 F 306.694.4955 prairiesouth.ca

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, Stark and Marsh, 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

CEO/Director of Education

Chief Financial Officer

November 20, 2019

STARK & MARSH
CPA LLP

INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees of Prairie South School Division No. 210:

Opinion

We have audited the financial statements of Prairie South School Division No. 210, which comprise the statement of financial position as at August 31, 2019, and the statements of operations and accumulated surplus from operations, statement of changes in net financial assets and changes in cash flow for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the organization as at August 31, 2019, and its results of operations and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the "Auditor's Responsibilities for the Audit of the Financial Statements" section of our report. We are independent of the organization in accordance with 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.

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

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

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

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

Auditor's Responsibility for the Audit of the Financial Statements

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

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

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations or the override of internal control.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the organization's internal control.

- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.

- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the organization's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the organization to cease to continue as a going concern.

- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

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

Stark : Marsh

CPA LLP

Chartered Professional Accountants

Swift Current, Saskatchewan
November 26, 2019

Prairie South School Division No. 210

Statement of Financial Position
as at August 31, 2019

	2019	2018
	$	$
Financial Assets		
Cash and Cash Equivalents	24,899,084	31,427,692
Accounts Receivable (Note 7)	1,618,441	1,289,984
Portfolio Investments (Note 3)	6,045,342	54,437
Total Financial Assets	**32,562,867**	**32,772,113**
Liabilities		
Accounts Payable and Accrued Liabilities (Note 8)	3,441,716	3,792,734
Liability for Employee Future Benefits (Note 5)	2,670,000	2,653,700
Deferred Revenue (Note 10)	306,590	377,518
Total Liabilities	**6,418,306**	**6,823,952**
Net Financial Assets	**26,144,561**	**25,948,161**
Non-Financial Assets		
Tangible Capital Assets (Schedule C)	50,066,816	52,592,088
Inventory of Supplies for Consumption	130,433	56,932
Prepaid Expenses	475,126	753,766
Total Non-Financial Assets	**50,672,375**	**53,402,786**
Accumulated Surplus (Note 13)	**76,816,936**	**79,350,947**

Contractual Rights (Note 16)
Contingent Liabilities (Note 17)
Contractual Obligations and Commitments (Note 18)

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

Approved by the Board:

Robert Bachmann

Chairperson

Chief Financial Officer

Prairie South School Division No. 210

Statement of Operations and Accumulated Surplus from Operations

for the year ended August 31, 2019

	2019 Budget	2019 Actual	2018 Actual
	$	$	$
	(Note 14)		
REVENUES			
Property Taxes and Other Related	-	24,730	11,208,887
Grants	77,304,661	78,044,235	64,603,768
Tuition and Related Fees	45,500	128,462	95,306
School Generated Funds	1,430,000	1,328,165	1,388,922
Complementary Services (Note 11)	567,148	640,052	581,309
External Services (Note 12)	3,535,659	3,560,347	3,461,081
Other	493,500	861,903	1,354,408
Total Revenues (Schedule A)	**83,376,468**	**84,587,894**	**82,693,681**
EXPENSES			
Governance	373,280	360,293	321,103
Administration	2,861,951	2,852,784	2,862,213
Instruction	57,547,737	56,445,462	55,154,837
Plant	13,679,150	14,473,477	15,646,089
Transportation	6,705,357	6,464,224	6,920,537
Tuition and Related Fees	-	8,000	6,250
School Generated Funds	1,430,000	1,358,238	1,445,558
Complementary Services (Note 11)	1,465,128	1,508,128	1,465,810
External Services (Note 12)	3,537,904	3,646,414	3,549,281
Other	-	4,885	1,772,183
Total Expenses (Schedule B)	**87,600,507**	**87,121,905**	**89,143,861**
Operating (Deficit) for the Year	**(4,224,039)**	**(2,534,011)**	**(6,450,180)**
Accumulated Surplus from Operations, Beginning of Year	**79,350,947**	**79,350,947**	**85,801,127**
Accumulated Surplus from Operations, End of Year	**75,126,908**	**76,816,936**	**79,350,947**

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, 2019

	2019 Budget	2019 Actual	2018 Actual
	$	$	$
	(Note 14)		
Net Financial Assets, Beginning of Year	**25,948,161**	**25,948,161**	**30,554,892**
Changes During the Year			
Operating (Deficit) for the Year	(4,224,039)	(2,534,011)	(6,450,180)
Acquisition of Tangible Capital Assets (Schedule C)	(2,160,452)	(2,326,539)	(3,321,038)
Proceeds on Disposal of Tangible Capital Assets (Schedule C)	-	25,410	594,832
Net (Gain) on Disposal of Capital Assets (Schedule C)	-	(9,594)	(476,384)
Amortization of Tangible Capital Assets (Schedule C)	4,838,243	4,835,995	5,199,719
Net Acquisition of Inventory of Supplies	-	(73,501)	30,514
Net Change in Other Non-Financial Assets	-	278,640	(184,194)
Change in Net Financial Assets	**(1,546,248)**	**196,400**	**(4,606,731)**
Net Financial Assets, End of Year	**24,401,913**	**26,144,561**	**25,948,161**

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, 2019

	2019	2018
	$	$
OPERATING ACTIVITIES		
Operating (Deficit) for the Year	(2,534,011)	(6,450,180)
Add Non-Cash Items Included in Deficit (Schedule D)	4,826,401	4,723,335
Net Change in Non-Cash Operating Activities (Schedule E)	(528,964)	12,486,894
Cash Provided by Operating Activities	**1,763,426**	**10,760,049**
CAPITAL ACTIVITIES		
Cash Used to Acquire Tangible Capital Assets	(2,326,539)	(3,321,038)
Proceeds on Disposal of Tangible Capital Assets	25,410	594,832
Cash (Used) by Capital Activities	**(2,301,129)**	**(2,726,206)**
INVESTING ACTIVITIES		
Cash Used to Acquire Portfolio Investments	(6,023,078)	(23,983)
Proceeds on Disposal of Portfolio Investments	32,173	26,328
Cash Provided (Used) by Investing Activities	**(5,990,905)**	**2,345**
FINANCING ACTIVITIES		
Repayment of Long-Term Debt	-	(405,870)
Cash (Used) by Financing Activities	**-**	**(405,870)**
INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	**(6,528,608)**	**7,630,318**
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	**31,427,692**	**23,797,374**
CASH AND CASH EQUIVALENTS, END OF YEAR	**24,899,084**	**31,427,692**

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, 2019

	2019 Budget	2019 Actual	2018 Actual
	$	$	$
Property Taxes and Other Related Revenue			
Tax Levy Revenue			
Property Tax Levy Revenue	-	-	10,643,655
Revenue from Supplemental Levies	-	-	75,556
Total Property Tax Revenue	**-**	**-**	**10,719,211**
Grants in Lieu of Taxes			
Federal Government	-	-	155,122
Provincial Government	-	-	80,882
Railways	-	-	147,823
Other	-	-	109,728
Total Grants in Lieu of Taxes	**-**	**-**	**493,555**
Other Tax Revenues			
Treaty Land Entitlement - Rural	-	24,730	-
House Trailer Fees	-	-	56,293
Total Other Tax Revenues	**-**	**24,730**	**56,293**
Additions to Levy			
Penalties	-	-	80,236
Other	-	-	8,220
Total Additions to Levy	**-**	**-**	**88,456**
Deletions from Levy			
Cancellations	-	-	(107,673)
Other Deletions	-	-	(40,955)
Total Deletions from Levy	**-**	**-**	**(148,628)**
Total Property Taxes and Other Related Revenue	**-**	**24,730**	**11,208,887**
Grants			
Operating Grants			
Ministry of Education Grants			
Operating Grant	74,808,360	74,457,427	61,744,900
Other Ministry Grants	10,000	40,096	11,185
Total Ministry Grants	**74,818,360**	**74,497,523**	**61,756,085**
Other Provincial Grants	37,500	-	-
Grants from Others	265,000	417,732	253,379
Total Operating Grants	**75,120,860**	**74,915,255**	**62,009,464**
Capital Grants			
Ministry of Education Capital Grants	2,117,509	3,026,968	2,473,503
Other Capital Grants	66,292	102,012	120,801
Total Capital Grants	**2,183,801**	**3,128,980**	**2,594,304**
Total Grants	**77,304,661**	**78,044,235**	**64,603,768**

Prairie South School Division No. 210

Schedule A: Supplementary Details of Revenues
for the year ended August 31, 2019

	2019 Budget	2019 Actual	2018 Actual
	$	$	$
Tuition and Related Fees Revenue			
Operating Fees			
Tuition Fees			
School Boards	28,000	39,130	25,735
Individuals and Other	17,500	34,685	15,935
Total Tuition Fees	**45,500**	**73,815**	**41,670**
Transportation Fees	-	54,647	53,636
Total Tuition and Related Fees Revenue	**45,500**	**128,462**	**95,306**
School Generated Funds Revenue			
Curricular			
Student Fees	29,220	16	31,779
Total Curricular Fees	**29,220**	**16**	**31,779**
Non-Curricular Fees			
Commercial Sales - GST	573,452	447,229	337,644
Commercial Sales - Non-GST	69,464	274,809	433,658
Fundraising	311,456	173,323	247,304
Grants and Partnerships	165,173	50,027	86,546
Students Fees	196,201	267,169	244,518
Other	85,034	115,592	7,473
Total Non-Curricular Fees	**1,400,780**	**1,328,149**	**1,357,143**
Total School Generated Funds Revenue	**1,430,000**	**1,328,165**	**1,388,922**
Complementary Services			
Operating Grants			
Ministry of Education Grants			
Operating Grant	524,736	524,802	515,280
Other Ministry Grants	30,000	70,399	30,399
Other Provincial Grants	12,412	12,536	12,536
Other Grants	-	23,075	8,414
Total Operating Grants	**567,148**	**630,812**	**566,629**
Fees and Other Revenue			
Other Revenue	-	9,240	14,680
Total Fees and Other Revenue	**-**	**9,240**	**14,680**
Total Complementary Services Revenue	**567,148**	**640,052**	**581,309**

Prairie South School Division No. 210
Schedule A: Supplementary Details of Revenues
for the year ended August 31, 2019

	2019 Budget	2019 Actual	2018 Actual
	$	$	$
External Services			
Operating Grants			
Ministry of Education Grants			
Operating Grant	3,323,496	3,316,326	3,228,350
Total Operating Grants	**3,323,496**	**3,316,326**	**3,228,350**
Fees and Other Revenue			
Tuition and Related Fees	24,000	39,278	24,483
Other Revenue	188,163	204,743	208,248
Total Fees and Other Revenue	**212,163**	**244,021**	**232,731**
Total External Services Revenue	**3,535,659**	**3,560,347**	**3,461,081**
Other Revenue			
Miscellaneous Revenue	61,500	110,642	252,633
Sales & Rentals	82,000	158,113	172,535
Investments	350,000	583,554	452,856
Gain on Disposal of Capital Assets	-	9,594	476,384
Total Other Revenue	**493,500**	**861,903**	**1,354,408**
TOTAL REVENUE FOR THE YEAR	**83,376,468**	**84,587,894**	**82,693,681**

Prairie South School Division No. 210

Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2019

	2019 Budget	2019 Actual	2018 Actual
	$	$	$
Governance Expense			
Board Members Expense	188,480	201,518	148,544
Professional Development - Board Members	17,500	10,437	12,950
Grants to School Community Councils	54,000	35,867	32,414
Professional Development - Advisory Committees	-	-	10,801
Other Governance Expenses	113,300	112,471	116,394
Total Governance Expense	**373,280**	**360,293**	**321,103**
Administration Expense			
Salaries	1,982,711	1,939,579	1,970,101
Benefits	356,018	283,773	292,951
Supplies & Services	241,864	312,067	240,373
Non-Capital Furniture & Equipment	11,600	9,268	6,525
Building Operating Expenses	32,000	78,430	116,485
Communications	23,870	25,479	23,950
Travel	40,300	34,787	30,630
Professional Development	55,585	31,851	29,372
Amortization of Tangible Capital Assets	118,003	137,550	151,826
Total Administration Expense	**2,861,951**	**2,852,784**	**2,862,213**
Instruction Expense			
Instructional (Teacher Contract) Salaries	39,995,439	39,882,912	39,256,527
Instructional (Teacher Contract) Benefits	2,458,690	2,505,932	2,422,749
Program Support (Non-Teacher Contract) Salaries	6,937,600	6,935,478	6,848,059
Program Support (Non-Teacher Contract) Benefits	2,134,422	1,637,195	1,625,985
Instructional Aids	1,564,548	1,251,783	1,176,265
Supplies & Services	904,347	755,295	775,764
Non-Capital Furniture & Equipment	977,580	1,140,404	408,419
Communications	210,957	192,188	186,369
Travel	171,010	144,489	135,768
Professional Development	423,438	396,670	347,470
Student Related Expense	641,564	412,908	473,743
Amortization of Tangible Capital Assets	1,128,142	1,190,208	1,497,719
Total Instruction Expense	**57,547,737**	**56,445,462**	**55,154,837**

Prairie South School Division No. 210

Schedule B: Supplementary Details of Expenses

for the year ended August 31, 2019

	2019 Budget	2019 Actual	2018 Actual
	$	$	$
Plant Operation & Maintenance Expense			
Salaries	3,414,261	3,320,001	3,265,920
Benefits	801,843	767,787	702,009
Supplies & Services	62,000	27,776	39,909
Non-Capital Furniture & Equipment	251,200	58,746	40,636
Building Operating Expenses	6,370,647	7,553,386	8,852,490
Communications	8,500	9,651	8,618
Travel	88,500	119,639	96,866
Professional Development	14,500	12,506	13,377
Amortization of Tangible Capital Assets	2,667,699	2,603,985	2,626,264
Total Plant Operation & Maintenance Expense	**13,679,150**	**14,473,477**	**15,646,089**
Student Transportation Expense			
Salaries	2,855,039	2,749,865	3,031,381
Benefits	674,122	694,769	723,605
Supplies & Services	1,136,268	1,178,158	1,162,469
Non-Capital Furniture & Equipment	667,300	568,111	662,187
Building Operating Expenses	73,600	78,218	86,928
Communications	26,100	12,026	7,236
Travel	5,000	4,227	7,453
Professional Development	15,000	8,465	14,112
Contracted Transportation	328,805	267,539	302,662
Amortization of Tangible Capital Assets	924,123	902,846	922,504
Total Student Transportation Expense	**6,705,357**	**6,464,224**	**6,920,537**
Tuition and Related Fees Expense			
Tuition Fees	-	8,000	6,250
Total Tuition and Related Fees Expense	**-**	**8,000**	**6,250**
School Generated Funds Expense			
Academic Supplies & Services	2,842	18,231	14,620
Cost of Sales	547,305	540,060	550,315
Non-Capital Furniture & Equipment	-	10,202	-
School Fund Expenses	879,853	789,745	880,623
Total School Generated Funds Expense	**1,430,000**	**1,358,238**	**1,445,558**

Prairie South School Division No. 210
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2019

	2019 Budget	2019 Actual	2018 Actual
	$	$	$
Complementary Services Expense			
Tuition Fees	-	-	1,000
Instructional (Teacher Contract) Salaries & Benefits	905,014	801,130	796,596
Program Support (Non-Teacher Contract) Salaries & Benefits	326,234	454,939	419,344
Supplies & Services	141,400	164,279	168,689
Non-Capital Furniture & Equipment	1,130	109	-
Communications	2,400	599	1,680
Travel	20,000	13,191	15,360
Professional Development (Non-Salary Costs)	5,500	6,742	4,899
Student Related Expenses	63,450	66,009	57,112
Amortization of Tangible Capital Assets	-	1,130	1,130
Total Complementary Services Expense	**1,465,128**	**1,508,128**	**1,465,810**
External Service Expense			
Other Fees	881,839	473,568	481,192
Administration Salaries & Benefits	146,660	145,607	129,127
Instructional (Teacher Contract) Salaries & Benefits	2,268,076	2,773,326	2,678,124
Program Support (Non-Teacher Contract) Salaries & Benefits	132,243	128,170	128,466
Supplies & Services	-	12,473	13,214
Building Operating Expenses	1,000	949	763
Travel	1,350	1,339	1,137
Professional Development (Non-Salary Costs)	3,500	-	-
Student Related Expenses	102,960	110,706	116,982
Amortization of Tangible Capital Assets	276	276	276
Total External Services Expense	**3,537,904**	**3,646,414**	**3,549,281**
Other Expense			
Interest and Bank Charges			
Current Interest and Bank Charges	-	47	955
Interest on Capital Loans	-	-	10,674
Total Interest and Bank Charges	**-**	**47**	**11,629**
Transfer of Taxes Receivable	-	-	1,686,218
Provision for Uncollectable Accounts	-	4,838	74,336
Total Other Expense	**-**	**4,885**	**1,772,183**
TOTAL EXPENSES FOR THE YEAR	**87,600,507**	**87,121,905**	**89,143,861**

Prairie South School Division No. 210

Schedule C - Supplementary Details of Tangible Capital Assets
for the year ended August 31, 2019

	Land	Land Improvements	Buildings	Buildings Short-Term	School Buses	Other Vehicles	Furniture and Equipment	Computer Hardware and Audio Visual Equipment	Computer Software	Assets Under Construction	2019	2018
	$	$	$	$	$	$	$	$	$	$	$	$
Tangible Capital Assets - at Cost												
Opening Balance as of September 1	1,718,010	467,686	105,748,664	3,428,202	10,554,345	848,110	7,875,222	5,193,578	542,511	83,415	**136,459,743**	**136,008,536**
Additions/Purchases	-	63,351	-	280,421	1,328,860	-	305,014	323,020	25,873	-	**2,326,539**	**3,321,038**
Disposals	-	-	-	-	(593,244)	(28,740)	-	(1,542,553)	(6,105)	-	**(2,170,642)**	**(2,869,831)**
Transfers to (from)	-	-	-	83,415	-	-	-	-	-	(83,415)	**-**	**-**
Closing Balance as of August 31	**1,718,010**	**531,037**	**105,748,664**	**3,792,038**	**11,289,961**	**819,370**	**8,180,236**	**3,974,045**	**562,279**	**-**	**136,615,640**	**136,459,743**
Tangible Capital Assets - Amortization												
Opening Balance as of September 1	-	322,929	65,608,137	1,972,864	7,427,912	725,591	4,057,973	3,534,825	217,424	-	**83,867,655**	**81,419,319**
Amortization of the Period	-	23,355	2,090,600	118,054	795,640	35,920	864,222	795,291	112,913	-	**4,835,995**	**5,199,719**
Disposals	-		-		(577,428)	(28,740)	-	(1,542,553)	(6,105)	-	**(2,154,826)**	**(2,751,383)**
Closing Balance as of August 31	**N/A**	**346,284**	**67,698,737**	**2,090,918**	**7,646,124**	**732,771**	**4,922,195**	**2,787,563**	**324,232**	**N/A**	**86,548,824**	**83,867,655**
Net Book Value												
Opening Balance as of September 1	1,718,010	144,757	40,140,527	1,455,338	3,126,433	122,519	3,817,249	1,658,753	325,087	83,415	**52,592,088**	**54,589,217**
Closing Balance as of August 31	1,718,010	184,753	38,049,927	1,701,120	3,643,837	86,599	3,258,041	1,186,482	238,047	-	**50,066,816**	**52,592,088**
Change in Net Book Value	**-**	**39,996**	**(2,090,600)**	**245,782**	**517,404**	**(35,920)**	**(559,208)**	**(472,271)**	**(87,040)**	**(83,415)**	**(2,525,272)**	**(1,997,129)**
Disposals												
Historical Cost	-	-	-	-	593,244	28,740	-	1,542,553	6,105	-	**2,170,642**	**2,869,831**
Accumulated Amortization	-	-	-	-	577,428	28,740	-	1,542,553	6,105	-	**2,154,826**	**2,751,383**
Net Cost	**-**	**-**	**-**	**-**	**15,816**	**-**	**-**	**-**	**-**	**-**	**15,816**	**118,448**
Price of Sale	-	-	-	-	24,060	-	1,350	-	-	-	**25,410**	**594,832**
Gain on Disposal	**-**	**-**	**-**	**-**	**8,244**	**-**	**1,350**	**-**	**-**	**-**	**9,594**	**476,384**

Prairie South School Division No. 210

Schedule D: Non-Cash Items Included in Deficit
for the year ended August 31, 2019

	2019	2018
	$	$
Non-Cash Items Included in Deficit		
Amortization of Tangible Capital Assets (Schedule C)	4,835,995	5,199,719
Net (Gain) on Disposal of Tangible Capital Assets (Schedule C)	(9,594)	(476,384)
Total Non-Cash Items Included in Deficit	**4,826,401**	**4,723,335**

Prairie South School Division No. 210

Schedule E: Net Change in Non-Cash Operating Activities
for the year ended August 31, 2019

	2019	2018
	$	$
Net Change in Non-Cash Operating Activities		
Decrease (Increase) in Accounts Receivable	(328,457)	13,681,808
Increase (Decrease) in Accounts Payable and Accrued Liabilities	(351,018)	375,102
Increase in Liability for Employee Future Benefits	16,300	122,500
(Decrease) in Deferred Revenue	(70,928)	(1,538,836)
Decrease (Increase) in Inventory of Supplies for Consumption	(73,501)	30,514
Decrease (Increase) in Prepaid Expenses	278,640	(184,194)
Total Net Change in Non-Cash Operating Activities	**(528,964)**	**12,486,894**

PRAIRIE SOUTH SCHOOL DIVISION NO. 210
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2019

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

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

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

a) Basis of Accounting

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

b) 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 15 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 $ 2,670,000 (2018 - $ 2,653,700) because actual experience may differ significantly from actuarial estimations.
- useful lives of capital assets and related amortization of $4,835,995 (2018 -

$5,199,719) because the actual useful lives of the capital assets may differ from their estimated economic lives.

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, and 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 any 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.

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

Accounts Receivable includes provincial grants receivable and other receivables. Provincial grants receivable represent capital 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

Other vehicles – heavy (graders, 1 ton truck, etc.)	10 years
Furniture and equipment	10 years
Computer hardware and audio visual equipment	2-5 years
Computer software	5 years

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

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

Prepaid Expenses are prepaid amounts for goods or services which will provide economic benefits in one or more future periods. Prepaid expenses include insurance premiums, Saskatchewan School Boards Association membership fees, Workers' Compensation premiums, software licenses, technical support, League of Educational Administrators Directors and Superintendents membership dues, instrument rental fees, permits, association memberships and Saskatchewan Health Authority services.

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.

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 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 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.

ii) Property Taxation

On January 1, 2018, pursuant to the *Education Property Tax Act*, the Government of Saskatchewan became the taxing authority for education property tax. As of that date, the school division no longer earns taxation revenue.

Prior to January 1, 2018, the school division levied and collected property tax on a calendar year basis. Uniform education property tax mill rates were set by the Government of Saskatchewan. Tax revenues were recognized on the basis of time with $1/12^{th}$ of estimated total tax revenue recorded in each month of the school division's fiscal year. Tax revenue for September to December 2017 was based on actual amounts reported by the municipalities for the calendar taxation year.

iii) Fees and Services

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

and subsequently recognized as revenue in the fiscal year the related expenses are incurred or services are performed.

iv) Interest Income

Interest is recognized as revenue when it is earned.

v) Other (Non-Government Transfer) Contributions

Unrestricted contributions are recognized as revenue in the year received or in the year the funds are committed to the school division if the amount can be reasonably estimated and collection is reasonably assured. Externally restricted contributions are contributions for which the contributor has placed restrictions on the use of the resources. Externally restricted contributions 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:

	2019	2018
Portfolio investments in the cost or amortized cost category:	**Cost**	**Cost**
Affini, GIC, Interest of 2.90%, due March 4, 2020	$ 1,000,000	$ -
Affini, GIC, Interest of 2.90%, due April 4, 2020	1,000,000	-
Affini, GIC, Interest of 2.90%, due May 4, 2020	1,000,000	-
Affini, GIC, Interest of 2.90%, due June 4, 2020	250,000	-
Altrna, GIC, Interest of 3.00%, due June 4, 2020	250,000	-
Duca FN Credit Union, GIC, Interest of 3.00%, due June 4, 2020	250,000	-
Kindred Credit Union, GIC, Interest of 3.10%, due June 4, 2020	250,000	-
First Credit Union UN, GIC, Interest of 3.00%, due July 4, 2020	1,000,000	-
First Credit Union UN, GIC, Interest of 3.00%, due August 4, 2020	1,000,000	-
CIBC, GIC, Interest of 0.55%, due June 29, 2020	1,058	1,053
RBC, GIC, Interest of 0.50%, due August 23, 2020	5,422	5,395
CIBC, GIC, Interest of 1.60%, due July 6, 2020	11,690	11,620
Conexus Credit Union, Term Deposit, Interest of 1.20%, due June 4, 2020	13,154	13,011
Innovation Credit Union, Term Deposit, Interest 2.50%, due April 20, 2019	-	9,561
Equity in Credit Unions	989	917
Equity in Cooperatives	13,029	12,880
Total portfolio investments	**$ 6,045,342**	**$ 54,437**

PRAIRIE SOUTH SCHOOL DIVISION NO. 210
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2019

4. EXPENSES BY FUNCTION AND ECONOMIC CLASSIFICATION

Function	Salaries & Benefits	Goods & Services	Amortization of TCA	2019 Actual	2018 Actual
Governance	$ 201,518	$ 158,775	$ -	**$ 360,293**	**$ 321,103**
Administration	2,223,352	491,882	137,550	**2,852,784**	**2,862,213**
Instruction	50,961,517	4,293,737	1,190,208	**56,445,462**	**55,154,837**
Plant	4,087,788	7,781,704	2,603,985	**14,473,477**	**15,646,089**
Transportation	3,444,634	2,116,744	902,846	**6,464,224**	**6,920,537**
Tuition and Related Fees	-	8,000	-	**8,000**	**6,250**
School Generated Funds	-	1,358,238	-	**1,358,238**	**1,445,558**
Complementary Services	1,256,069	250,929	1,130	**1,508,128**	**1,465,810**
External Services	3,047,103	599,035	276	**3,646,414**	**3,549,281**
Other	-	4,885	-	**4,885**	**1,772,183**
TOTAL	**$ 65,221,981**	**$ 17,063,929**	**$ 4,835,995**	**$ 87,121,905**	**$ 89,143,861**

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 (vested sick leave) 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. Morneau Shepell Ltd, a firm of consulting actuaries, performed an actuarial valuation as at March 31, 2018 and extrapolated the results to estimate the Liability for Employee Future Benefits as at August 31, 2019.

Details of the employee future benefits are as follows:

	2019	2018
Long-term assumptions used:		
Discount rate at end of period	1.93%	3.00%
Inflation and productivity rate (excluding merit and promotion) - Teachers	2.50%	2.50%
Inflation and productivity rate (excluding merit and promotion) - Non-Teachers	3.00%	3.00%
Expected average remaining service life (years)	13	13

Liability for Employee Future Benefits	2019	2018
Accrued Benefit Obligation - beginning of year	**$ 2,257,500**	**$ 2,778,600**
Current period service cost	166,400	206,900
Interest cost	69,700	77,700
Benefit payments	(199,100)	(190,500)
Actuarial (gains) losses	226,200	(615,200)
Plan amendments	(1,800)	-
Accrued Benefit Obligation - end of year	**2,518,900**	**2,257,500**
Unamortized Net Actuarial Gains	151,100	396,200
Liability for Employee Future Benefits	**$ 2,670,000**	**$ 2,653,700**

Employee Future Benefits Expense	2019	2018
Current period service cost	$ 166,400	$ 206,900
Amortization of net actuarial (gain) loss	(18,900)	28,400
Plan amendments	(1,800)	-
Benefit cost	**145,700**	**235,300**
Interest cost	69,700	77,700
Total Employee Future Benefits Expense	**$ 215,400**	**$ 313,000**

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:

	2019			2018
	STRP	STSP	TOTAL	TOTAL
Number of active School Division members	645	10	655	665
Member contribution rate (percentage of salary)	9.50% /11.70 %	6.05% /7.85 %	6.05% /11.70 %	6.05%/13.50%
Member contributions for the year	$ 4,406,399	$ 4,937	$ 4,411,336	$ 5,099,681

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:

	2019	2018
Number of active School Division members	561	560
Member contribution rate (percentage of salary)	9.00%	8.15%-9.00%
School Division contribution rate (percentage of salary)	9.00%	8.15%-9.00%
Member contributions for the year	$ 1,269,977	$ 1,166,197
School Division contributions for the year	$ 1,269,977	$ 1,166,197
Actuarial extrapolation date	Dec/31/2018	Dec/31/2017
Plan Assets (in thousands)	$ 2,487,505	$ 2,469,995
Plan Liabilities (in thousands)	$ 2,024,269	$ 2,015,818
Plan Surplus (in thousands)	$ 463,236	$ 454,177

PRAIRIE SOUTH SCHOOL DIVISION NO. 210
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2019

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:

	2019			2018		
	Total Receivable	Valuation Allowance	Net of Allowance	Total Receivable	Valuation Allowance	Net of Allowance
Provincial Grants Receivable	$ 877,571	$ -	$ 877,571	$ 400,000	$ -	$ 400,000
Other Receivables	740,870	-	740,870	889,984	-	889,984
Total Accounts Receivable	**$ 1,618,441**	**$ -**	**$ 1,618,441**	**$1,289,984**	**$ -**	**$1,289,984**

8. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

Details of accounts payable and accrued liabilities are as follows:

	2019	2018
Accrued Salaries and Benefits	$ 1,464,776	$ 1,219,981
Supplier Payments	1,681,627	2,101,799
Staff Funds	4,580	4,585
Construction Contract Holdbacks and Other Contractual Liabilities	290,733	466,369
Total Accounts Payable and Accrued Liabilities	**$ 3,441,716**	**$ 3,792,734**

9. LONG-TERM DEBT

Details of long-term debt are as follows:

Principal and interest payments on the long-term debt are as follows:			
	Capital Loans	**2019**	**2018**
Principal	$ -	**$ -**	**$ 405,870**
Interest	-	**-**	**10,674**
Total	**$ -**	**$ -**	**$ 416,544**

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NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2019

10. DEFERRED REVENUE

Details of deferred revenues are as follows:

	Balance as at Aug. 31, 2018	Additions during the Year	Revenue recognized in the Year	Balance as at Aug. 31, 2019
Capital projects:				
Playground donations	$ 19,107	$ 23,000	$ 19,194	$ 22,913
Assiniboia High Library project	1,984	-	1,984	-
Central Butte Gym Improvement	15,000	-	15,000	-
Craik School	2,000	-	-	2,000
Eyebrow School entryway project	6,810	-	4,465	2,345
Lafleche School Library	6,719	-	6,719	-
Mortlach School projects	2,315	-	-	2,315
Rockglen outdoor classroom	-	12,366	-	12,366
Central Collegiate Gym	119,496	8,350	127,846	-
Empire School Library project	1,068	-	-	1,068
Peacock Auditorium improvement fee	60,056	5,600	2,620	63,036
Peacock School gym floor and governance association room	14,021	-	-	14,021
Total capital projects deferred revenue	**248,576**	**49,316**	**177,828**	**120,064**
Non-Capital deferred revenue:				
Band Instrument Rentals	13,410	9,246	13,410	9,246
Donations	91,155	64,085	14,689	140,551
School Development Fund	11,789	127,847	130,800	8,836
Rentals and Tuition	12,588	27,000	12,588	27,000
Concession prepaid cards	-	893	-	893
Total non-capital deferred revenue	**128,942**	**229,071**	**171,487**	**186,526**
Total Deferred Revenue	**$ 377,518**	**$ 278,387**	**$ 349,315**	**$ 306,590**

PRAIRIE SOUTH SCHOOL DIVISION NO. 210
NOTES TO THE FINANCIAL STATEMENTS
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11. COMPLEMENTARY SERVICES

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

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

Summary of Complementary Services Revenues and Expenses, by Program	Pre-K Programs	Learning Services	Nutrition	Other Programs	2019	2018
Revenues:						
Operating Grants	$ 524,802	$ 62,836	$ 43,174	$ -	**$ 630,812**	**$ 566,629**
Fees and Other Revenues	-	-	-	9,240	**9,240**	**14,680**
Total Revenues	**524,802**	**62,836**	**43,174**	**9,240**	**640,052**	**581,309**
Expenses:						
Tuition & Other Related Fees	-	-	-	-	**-**	**1,000**
Salaries & Benefits	923,319	278,755	53,995	-	**1,256,069**	**1,215,940**
Supplies and Services	-	158,460	-	5,819	**164,279**	**168,689**
Non-Capital Equipment	-	-	109	-	**109**	**-**
Communications	-	599	-	-	**599**	**1,680**
Travel	-	13,191	-	-	**13,191**	**15,360**
Professional Development (Non-Salary Costs)	5,685	1,057	-	-	**6,742**	**4,899**
Student Related Expenses	20,034	1,321	44,654	-	**66,009**	**57,112**
Amortization of Tangible Capital Assets	-	-	-	1,130	**1,130**	**1,130**
Total Expenses	**949,038**	**453,383**	**98,758**	**6,949**	**1,508,128**	**1,465,810**
Excess (Deficiency) of Revenues over Expenses	**$ (424,236)**	**$ (390,547)**	**$ (55,584)**	**$ 2,291**	**$ (868,076)**	**$ (884,501)**

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12. EXTERNAL SERVICES

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

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

Summary of External Services Revenues and Expenses, by Program	Food Services	Associate Schools	Other Programs	2019	2018
Revenues:					
Operating Grants	$ -	$ 3,315,460	$ 866	**$ 3,316,326**	**$ 3,228,350**
Fees and Other Revenues	141,166	39,278	63,577	**244,021**	**232,731**
Total Revenues	**141,166**	**3,354,738**	**64,443**	**3,560,347**	**3,461,081**
Expenses:					
Tuition & Other Related Fees	-	473,568	-	**473,568**	**481,192**
Salaries & Benefits	119,914	2,881,170	46,019	**3,047,103**	**2,935,717**
Supplies and Services	-	-	12,473	**12,473**	**13,214**
Building Operating Expenses	-	-	949	**949**	**763**
Travel	1,339	-	-	**1,339**	**1,137**
Student Related Expenses	110,706	-	-	**110,706**	**116,982**
Amortization of Tangible Capital Assets	-	-	276	**276**	**276**
Total Expenses	**231,959**	**3,354,738**	**59,717**	**3,646,414**	**3,549,281**
Excess (Deficiency) of Revenues over Expenses	**$ (90,793)**	**$ -**	**$ 4,726**	**$ (86,067)**	**$ (88,200)**

**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	2019	2018
Revenues:				
Operating Grants	$ 1,051,035	$ 2,264,425	**$ 3,315,460**	**$ 3,228,168**
Fees and Other Revenues	39,278	-	**39,278**	**24,484**
Total Revenues	**1,090,313**	**2,264,425**	**3,354,738**	**3,252,652**
Expenses:				
Tuition & Other Related Fees	-	473,568	**473,568**	**481,192**
Salaries & Benefits	1,090,313	1,790,857	**2,881,170**	**2,771,460**
Total Expenses	**1,090,313**	**2,264,425**	**3,354,738**	**3,252,652**
Excess (Deficiency) of Revenues over Expenses	**$ -**	**$ -**	**$ -**	**$ -**

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13. ACCUMULATED SURPLUS

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

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

Details of accumulated surplus are as follows:

	August 31 2018	Additions during the year	Reductions during the year	August 31 2019
Invested in Tangible Capital Assets:				
Net Book Value of Tangible Capital Assets	$ 52,592,088	$ 2,326,539	$ 4,851,811	$ 50,066,816
	52,592,088	**2,326,539**	**4,851,811**	**50,066,816**
PMR maintenance project allocations (1)	**2,348,279**	**2,429,397**	**2,839,827**	**1,937,849**
Designated Assets:				
Capital Projects:				
Designated for tangible capital asset expenditures	1,500,000	-	41,238	1,458,762
Allocation for School buses	1,344,327	2,875,000	-	4,219,327
Playgrounds	7,762	16,000	6,946	16,816
	2,852,089	**2,891,000**	**48,184**	**5,694,905**
Other:				
Innovation	-	325,000	98,335	226,665
Pre-Kindergarten Programming	620,548	-	-	620,548
Peacock Mechanical Upgrade	344,814	-	344,814	-
School budget carryovers	953,384	-	170,135	783,249
School Community Council carry forwards	36,938	-	3,650	33,288
School Development Fund	193,890	55,540	188,995	60,435
School Generated Funds	1,386,147	1,328,165	1,358,238	1,356,074
Support Staff Professional Development	108,909	-	24,789	84,120
Synchronous Learning	9,734	-	3,448	6,286
	3,654,364	**1,708,705**	**2,192,404**	**3,170,665**
Unrestricted Surplus	**17,904,127**	**-**	**1,957,426**	**15,946,701**
Total Accumulated Surplus	**$ 79,350,947**	**$ 9,355,641**	**$ 11,889,652**	**$ 76,816,936**

(1) **PMR Maintenance Project Allocations** represent transfers received from the Ministry of Education as funding support for maintenance projects on the school division's

approved 3-year capital maintenance plans. Unspent funds at the end of a fiscal year are designated for future approved capital plan maintenance project expenditures.

14. BUDGET FIGURES

Budget figures included in the financial statements were approved by the board of education on May 1, 2018 and the Minister of Education on August 22, 2018.

15. TRUSTS

The school division, as the trustee, administers trust funds for teacher deferred salary leaves and for scholarships. The last of the scholarship funds held by the school division were transferred to the Prairie South Schools Bursary Fund during the reporting year. The trust assets and transactions are not included in the financial statements.

Information about these trusts is as follows:

	Scholarships		Deferred Salaries		Prairie South Schools Bursary Fund		Total	Total
					As at Dec 31,	As at Dec 31,		
	2019	2018	2019	2018	2018	2017	2019	2018
Cash and short-term investments	$ -	$ 40,516	$ 66,720	$ 194,704	$ 27,610	$ 15,645	$ 94,330	$ 250,865
Accounts Receivable	-	-	-	-	1,000	31,069	1,000	31,069
Portfolio investments	-	100,000	-	-	1,511,211	1,372,869	1,511,211	1,472,869
Total Assets	**-**	**140,516**	**66,720**	**194,704**	**1,539,821**	**1,419,583**	**1,606,541**	**1,754,803**
Accounts Payable	-	10,972	-	-	4,352	4,398	4,352	15,370
Total Liabilities	**-**	**10,972**	**-**	**-**	**4,352**	**4,398**	**4,352**	**15,370**
Revenues								
Contributions and donations	-	-	-	52,237	177,155	277,791	177,155	330,028
Interest on investments	-	2,504	2,740	2,919	30,396	40,025	33,136	45,448
	-	2,504	2,740	55,156	207,551	317,816	210,291	375,476
Expenses								
Student Related Expenses	-	1,098	-	-	80,303	37,074	80,303	38,172
Deferred Salaries Pyament	-	-	130,724	-	-	-	130,724	-
Administration	129,544	170,780	-	-	6,964	5,421	136,508	176,201
	129,544	171,878	130,724	-	87,267	42,495	347,535	214,373
Excess (Deficiency) of Revenues over Expenses	(129,544)	(169,374)	(127,984)	55,156	120,284	275,321	(137,244)	161,103
Trust Fund Balance, Beginning of Year	129,544	298,918	194,704	139,548	1,415,185	1,139,864	1,739,433	1,578,330
Trust Fund Balance, End of Year	**$ -**	**$ 129,544**	**$ 66,720**	**$ 194,704**	**$ 1,535,469**	**$ 1,415,185**	**$ 1,602,189**	**$1,739,433**

16. CONTRACTUAL RIGHTS

Significant contractual rights of the school division are as follows:

- Prairie South School Division will provide bussing services for some Holy Trinity Roman Catholic Separate School Division students in the City of Moose Jaw for the

2019/20 school year for a cost of approximately $119,000. For future years Prairie South School Division will claim the grant funding for the students bussed.

	Bus Service to Holy Trinity
2020	$ 119,000
2021	120,000
2022	120,000
2023	120,000
2024	120,000
Total Contractual Rights	**$ 599,000**

17. CONTINGENT LIABILITIES

Litigation

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

Loan Guarantee

The school division has guaranteed a loan with the Bank of Montreal on property currently owned by Cornerstone Christian School, an associate school of the school division. The corresponding Title Transfer Agreement with the school would provide the school division with the title to the educational real property of Cornerstone Christian School upon default of the loan.

The loan was renegotiated on September 28, 2012 in the amount of $822,000 with Bank of Montreal.

The balance of the loan at August 31, 2019 is $285,261 (which includes principal and interest) and the loan is in good standing. The loan is a 10 year term at a fixed rate of 3.46% per annum.

18. CONTRACTUAL OBLIGATIONS AND COMMITMENTS

Significant contractual obligations and commitments of the school division are as follows:

- photocopying services through Success Office Systems at an estimated annual cost of $275,000-$300,000. The contract expires August 31, 2020 and is a rental contract based 100% on costs per copy.
- contract for purchase-cards with Bank of Montreal. There is no actual payment to

the vendor but significant dollars flow through the cards. The contract expires May 10, 2021.

- contract for office supplies and furnishings with Supreme Office Products dated October 31, 2014 which renews annually unless terminated by either party. Annual spending is $250,000 to $300,000.
- contract for natural gas with Twin Eagle Resource Management which expires October 31, 2021. Estimated annual cost is $325,000.
- 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 $235,000.
- contract with Veritev for the supply of caretaking supplies. The contract expires August 31, 2021 but includes an option to extend for two additional years. An average value for the annual spend would be approximately $275,000.

19. COMPARATIVE INFORMATION

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

20. SUBSEQUENT EVENTS

Subsequent to the year end the school division entered into an agreement jointly with the Government of Saskatchewan, Holy Trinity Roman Catholic Separate School Division (Holy Trinity) and Colliers Project Management for Project Management Services for the proposed Joint-Use School (JUS) to be constructed in Moose Jaw. Within its 2019-20 operating budget, the Government of Saskatchewan announced $1,000,000 for the planning and design of the new Joint-Use School. An additional $750,000 was given to Holy Trinity in a previous year that is to be used to cover project management and preliminary design costs. Also subsequent to the year end, the school division will be working with Holy Trinity and the Ministries of Education and Government Relations for the procuring of a site for the new school. An accountability Agreement between the Government of Saskatchewan and the school divisions will be forthcoming. The Project Manager will be working with the school divisions to select the design team and prepare for the design and construction of the JUS.

21. RISK MANAGEMENT

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

i) Credit Risk

Credit risk is the risk to the school division from potential non-payment of accounts receivable. The credit risk related to the school division's receivables from the provincial

government, federal government and their agencies are considered to be minimal. For other receivables, the school division has adopted credit policies which include a regular review 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, 2019 was:

	August 31, 2019				
	Total	0-30 days	30-60 days	60-90 days	Over 90 days
Grants Receivable	$ 877,571	$ 877,571	$ -	$ -	$ -
Other Receivables	263,511	100,485	72,811	278	89,937
Total Receivables	**$1,141,082**	**$ 978,056**	**$ 72,811**	**$ 278**	**$ 89,937**

Receivable amounts related to GST 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 has a guaranteed loan for Cornerstone Christian School. The principal and interest amount outstanding at August 31, 2019 is in good standing. The school division manages liquidity risk by maintaining adequate cash balances to cover its obligations, budget practices and projections of future needs for funds.

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

	August 31, 2019				
	Total	Within 6 months	6 months to 1 year	1 to 5 years	> 5 years
Accounts payable and accrued liabilities	$ 3,441,716	$ 3,437,136	$ 4,580	$ -	$ -
Total	**$3,441,716**	**$ 3,437,136**	**$ 4,580**	**$ -**	**$ -**

iii) Market Risk

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

Interest Rate Risk

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

The school division also has an authorized bank line of credit of $ 15,000,000 with interest payable monthly at a rate of bank prime less 0.75% per annum. Changes in the bank's prime rate can cause fluctuation in interest payments and cash flows. There was no balance outstanding on this credit facility as of August 31, 2019. This line of credit is authorized by a borrowing resolution by the Board of Education and is secured by Grants Receivable.

The school division minimizes these risks by:

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

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.