



PRAIRIE SPIRIT
SCHOOL DIVISION

Learners for Life

Prairie Spirit School Division
2014-15 Annual Report

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PRAIRIE SPIRIT
SCHOOL DIVISION
Learners for Life

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PRAIRIE SPIRIT
SCHOOL DIVISION
Learners for Life

Letter of Transmittal

Honourable Don Morgan, Q.C.
Minister of Education

Dear Minister Morgan, Q.C.:

The Board of Education of Prairie Spirit School Division No. 206 is pleased to provide you and the residents of the school division with the 2014-15 annual report. This report outlines activities and accomplishments of the school division and provides audited financial statements for the fiscal year September 1, 2014 to August 31, 2015.

Respectfully submitted,



Larry Pavloff, Chair
Prairie Spirit Board of Education

Introduction

This annual report presents an overview of Prairie Spirit School Division's goals, activities and results for the fiscal year September 1, 2014 to August 31, 2015.

This report provides a snapshot of Prairie Spirit School Division, its governance structures, students, staff, programs and facilities. It includes information such as an organizational chart, school list and payee list. In addition to detailing the school division's goals, activities and performance, this report outlines how the Division is deploying the Education Sector Strategic Plan (ESSP) in relation to the Division's plan.

The report provides a financial overview and financial statements that have been audited by an independent auditor following the Canadian Generally Accepted Auditing Standards.



School Division Profile

About Us

Prairie Spirit School Division is the progressive rural and urban school division surrounding the City of Saskatoon.

Prairie Spirit covers a wide geographic area, north to Leask, south to Hanley, east to Colonsay and west to Perdue. The school division includes nine Hutterite and three First Nations communities.

The Division's 10,400 students are served by a team of over 1,300 dedicated professionals and support staff.

Prairie Spirit School Division is divided into 12 subdivisions for Board of Education elections and representation.

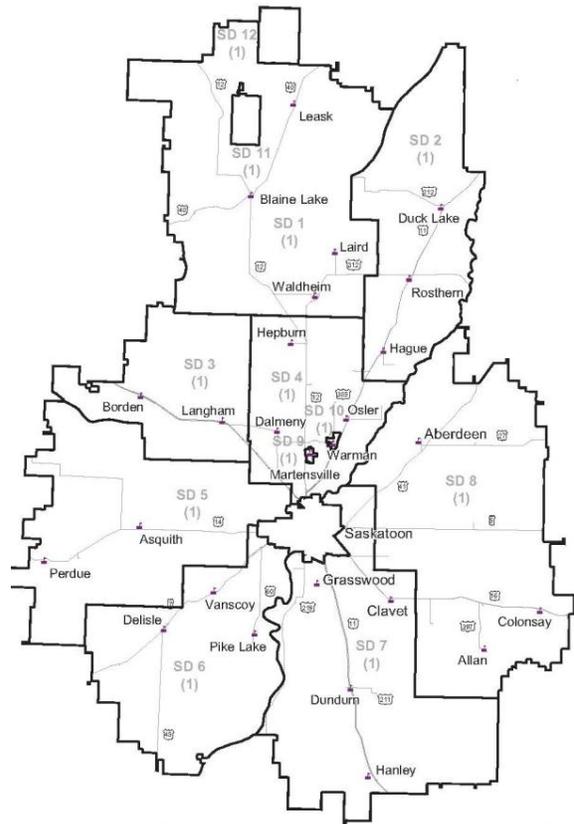
Division Philosophical Foundation

Prairie Spirit is focusing on preparing students for the world after school, by exploring learning as it relates to a real world context.

Our mission and vision statements support and reflect the Division's purpose and beliefs about learning. The mission statement captures the spirit of innovation, creativity and a global society.

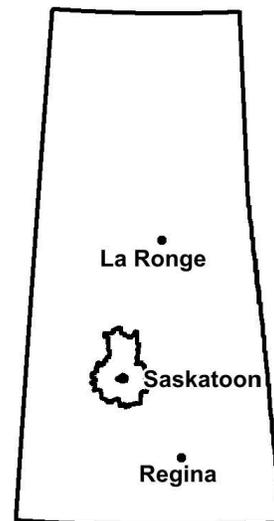
Vision: Learners for Life

Mission: Learning without limits in a world of possibilities



Prairie Spirit School Division

Provincial View



Prairie Spirit Guiding Principles

Learning

In Prairie Spirit, students and adults learn without limits in a world of possibilities. We create learning environments that are student centered, where higher order thinking is evident as students inquire, discover and apply their learning in the real world.

Teaching

A Prairie Spirit teacher is a facilitator and a co-learner who inspires curiosity, instills confidence, nurtures student spirit and engages students to discover and present thoughtful responses to meaningful questions. Our teachers create collaborative learning environments where risk-taking, deep thinking and diversity are valued.

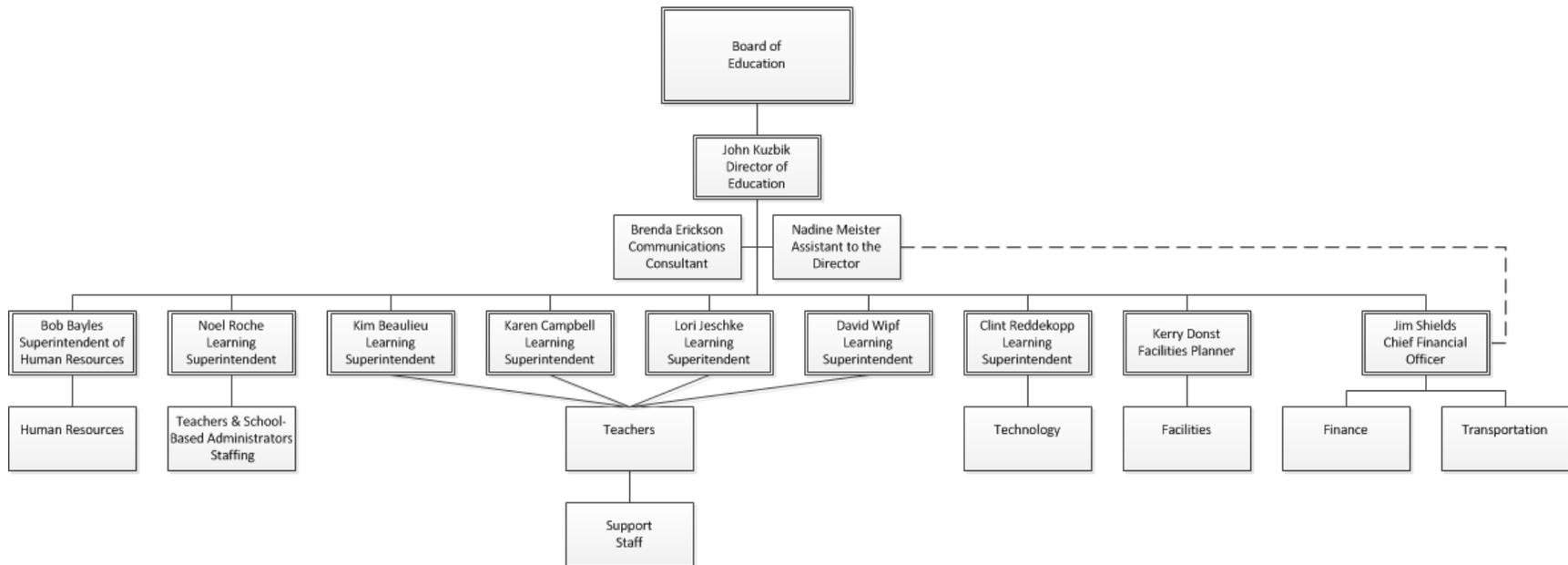
Assessment and Feedback

In Prairie Spirit School Division, we are committed to assessment and feedback in a culture of collaboration with effective communication, a clear purpose and appropriate use of data. Our primary purpose for assessment and feedback is to support learning, inform next steps for growth and collect evidence needed to account for learning.

Engagement

As engaged members of the Prairie Spirit learning community, we have a clear purpose, personal autonomy and opportunities to achieve to a high level. Engagement is evident in our passion for learning, our excitement to share with others and our belief that our learning will make a difference.

Division Organizational Chart



School List

School	Location	Grades
Aberdeen Composite School	Aberdeen	K-12
Allan Composite School	Allan	K-12
Blaine Lake Composite School	Blaine Lake	K-12
Borden School	Borden	K-12
Clavet Composite School	Clavet	K-12
Colonsay School	Colonsay	K-12
Dalmeny High School	Dalmeny	7-12
Delisle Composite School	Delisle	7-12
Delisle Elementary School	Delisle	K-6
Dundurn School	Dundurn	Pre-K to 6
Eagle Creek Hutterite Colony	by Asquith	K-9
Green Leaf Colony	by Marcelin	K-10
Hague Elementary School	Hague	K-6
Hague High School	Hague	7-12
Hanley School	Hanley	K-12
Hepburn School	Hepburn	K-12
Hillcrest Hutterite School	by Dundurn	K-9
Laird School	Laird	K-8
Langham Elementary School	Langham	K-5
Leask Colony	by Leask	K-10
Leask Community School	Leask	Pre-K to 12
Lord Asquith School	Asquith	Pre-K to 12
Lost River Hutterite School	by Allan	K-10
Martensville High School	Martensville	9-12
Osler School	Osler	K-9
Perdue School	Perdue	K-12
Pike Lake School	Pike Lake	K-4
Prairie View School	Dalmeny	K-6
Riverbend Colony	by Waldheim	K-10
Riverview Hutterite School	by Rosthern	K-9
Rosthern Elementary School	Rosthern	Pre-K to 5
Rosthern High School	Rosthern	6-12
South Corman Park School	Corman Park	K-6
Stobart Community School	Duck Lake	Pre-K to 12
Sunnydale Hutterite Colony	by Asquith	K-9
Valley Christian Academy	Osler	K-12
Valley Manor Elementary School	Martensville	Pre-K to 8
Vanscoy School	Vanscoy	K-8
Venture Heights Elementary	Martensville	Pre-K to 8
Waldheim School	Waldheim	K-12
Walter W. Brown School	Langham	6-12
Warman Community Middle School	Warman	4-7
Warman Elementary School	Warman	Pre-K to 3
Warman High School	Warman	8-12
Willow Park Hutterite Colony	by Delisle	K-9

Source: *Prairie Spirit School Division, 2015*

Program Overview

Prairie Spirit School Division is grounded in the belief that every student is capable of learning and achieving to a high standard when the appropriate supports are in place. As a school division, we value learning together to develop the whole person and inspire lifelong learning.

Prairie Spirit School Division students are diverse in terms of needs and abilities. They vary in age, personal circumstances, learning styles, interests and individual strengths and needs. In order to provide the best educational opportunities possible for all students, Prairie Spirit School Division offers a wide range of programs in the 45 schools in 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, the adaptive dimension and First Nations and Métis perspectives and ways of knowing.

Prairie Spirit is committed to ensuring that all learners achieve to their fullest potential. The goal of our Student Success model is to meet the needs of all students – as much as possible – in the classroom.

In addition, schools in the Division offer specialized programming that responds to the needs of students, including, for example:

- English as Additional Language (EAL) programming throughout the Division, as EAL student numbers continue to steadily increase
- Practical skills training in collaboration with curricular requirements
- Credit retrieval strategies to support students in completing high school

Strategic Direction and Reporting

Introduction of the Education Sector Strategic Plan

Saskatchewan's PreK-12 education sector has undergone a significant shift in strategic planning. Throughout 2013-14, school divisions and the Ministry of Education collaboratively developed an Education Sector Strategic Plan (ESSP) for 2014-2020. The ESSP aligns the work of all school divisions and the Ministry of Education.

The plan was developed using a new planning methodology that integrated priority identification, strategic planning, performance measurement, reporting and review and course correction to achieve outcomes. The ESSP identified two one-year, short term priority areas, and five two-to-five year priority areas. The plan is expected to shape a new direction in education for the benefit of all Saskatchewan students. Prairie Spirit School Division's Board of Education approved the strategic plan in 2014, along with the Government of Saskatchewan.

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

Enduring Strategies

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

The Enduring Strategies include:

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

2014-15 One Year Priorities

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

2014-15 ESSP Actions for the One Year Priority

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

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

Prairie Spirit School Division is dedicated to excellence in education for all students, including First Nations and Métis and Inuit (FNMI) students. In Prairie Spirit, we believe that learning is rooted in authentic and respectful relationships, providing relevant learning experiences with high expectations.

We are committed to improving achievement among FNMI students and to closing the gap between Aboriginal and non-Aboriginal students in the areas of literacy and numeracy, retention in schools, graduation rates and advancement to post-secondary studies and employment.

Strategies:

- Prairie Spirit engaged with the Ministry for the *Following Their Voices* (FTV) project. Blaine Lake Composite School participated in the pilot year of this initiative in 2014/15.

Following Their Voices is designed to engage and support students through improved relationships with their teachers that will result in increased First Nations and Métis education achievement and higher rates of Grade 12 graduation.

Following Their Voices uses a model where in-school facilitators work with teachers in classrooms to support the development of positive relationships with First Nations and Métis students, set goals to support teacher growth and develop structures to support First Nations and Métis student achievement.

At Blaine Lake Composite School, there have been positive results within the first year of the *Following Their Voices* initiative taking hold in the school. The school has decreased the number of at-risk students by 75 per cent. Many students have circumstances outside school that interfere with their school success. However, Blaine Lake Composite School staff has been working diligently with these students and their families to offer alternative programming and support.

Through these positive connections at school, there has been an increase in communication with students and staff are witnessing each student experience success as learners. Attendance has improved for these students, as well as an increase in successful participation in class and extra-curricular activities.

The school has set up the daily timetable to allow for a great deal of co-teaching. The feedback has been extremely positive from both students and teachers. There has been improved communication between teachers and parents. FTV teachers are now using the school cell phone to text positive information about students to their families on a regular basis.

The *Following Their Voices* initiative enhances student-teacher relationships and interactions, teacher instructional practices and the learning environment. It also has a positive effect on the community. As a school that serves four very different communities, it has been challenging at times to create one unified community environment.

- Prairie Spirit received two provincial government grants designed to support partnership work between school divisions and local First Nations communities. These Invitational Shared Services Initiative (ISSI) grants recognize and provide financial support for the collaborative work that is already underway between Prairie Spirit School Division and two neighbouring First Nations.

The two grant applications were made jointly by Prairie Spirit School Division and two neighbouring First Nations: Muskeg Lake Cree Nation and Beardy's and Okemasis First Nation. The applications articulate the desire that everyone will have access to an education where "the student is the center and the learning experience is welcoming, relevant and demanding."

Teachers from Prairie Spirit and both First Nations have already begun to work and collaborate together to share instructional practices and monitor student achievement results.

As part of this partnership work, goals have been established for on-reserve students in the areas of literacy, numeracy and graduation rates. The funding provided by the grants will be used for instructional supplies, salaries and professional development costs.

- Teachers from Blaine Lake, Kihiw (Muskeg Lake), Leask and Stobart (Duck Lake) engaged in joint Professional Development in the area of early literacy during 2014/15.
- The provincial "Help Me Tell My Story" assessment was implemented at Kihiw School (Muskeg Lake), Leask Community School, Blaine Lake Composite School and Stobart Community School (Duck Lake) in 2014/15.

- A First Nations Métis Education team from Muskeg Lake's Kihiw School, Blaine Lake, Leask and Duck Lake met four times in 2014/15 to collaborate and share knowledge of FNME achievement.

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

2014-15 ESSP Actions for the One Year Priority

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

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

Research indicates a high correlation between Grade 3 reading rates and graduation levels. The goals of a successful reader include comprehension, fluency and being engaged as a reader. We believe the best assessments are side by side with students and the time spent on assessments has the potential to provide valuable information to teachers about their students.

The school division follows recommendations from the Ministry regarding the identification of students eligible for assessment and encourages a team approach when a school is in doubt about whether to include a student.

Prairie Spirit School Division has been using Reading Benchmarks assessments to track student reading achievement for students in Grades 1 - 3 for the past three years.

Reading data is collected by the school division twice a year: once in mid-February and again at the end of June. Prairie Spirit supported schools with budget to cover substitute costs for teachers to dedicate time to the assessments, if necessary.

Prairie Spirit provided optional Professional Development for teachers to strengthen understanding about students based on the assessment, conducting miscue analysis, and using this information to identify student needs. Professional Development was also offered on conferring to help teachers better understand their students as readers and set goals for individuals based on their needs.

Prairie Spirit reviewed data from the previous year to identify schools where the percentage of students reading at grade level was lower. These schools were offered additional supports to assist them in reflecting on their classroom practices and developing their intervention plans (eight schools participated with this last year).

Strategies:

- Workshop model professional development.
- Miscue analysis professional development.

- 175 Prairie Spirit teachers attended the Summer Literacy Institute with Debbie Miller in June 2015, hosted by Prairie Spirit School Division and sponsored by the Ministry of Education.

2014-15 Two to Five Year Priorities

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

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

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

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

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

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

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

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

Prairie Spirit did not set specific Division goals for this Two to Five Year Priority area during 2014/15.

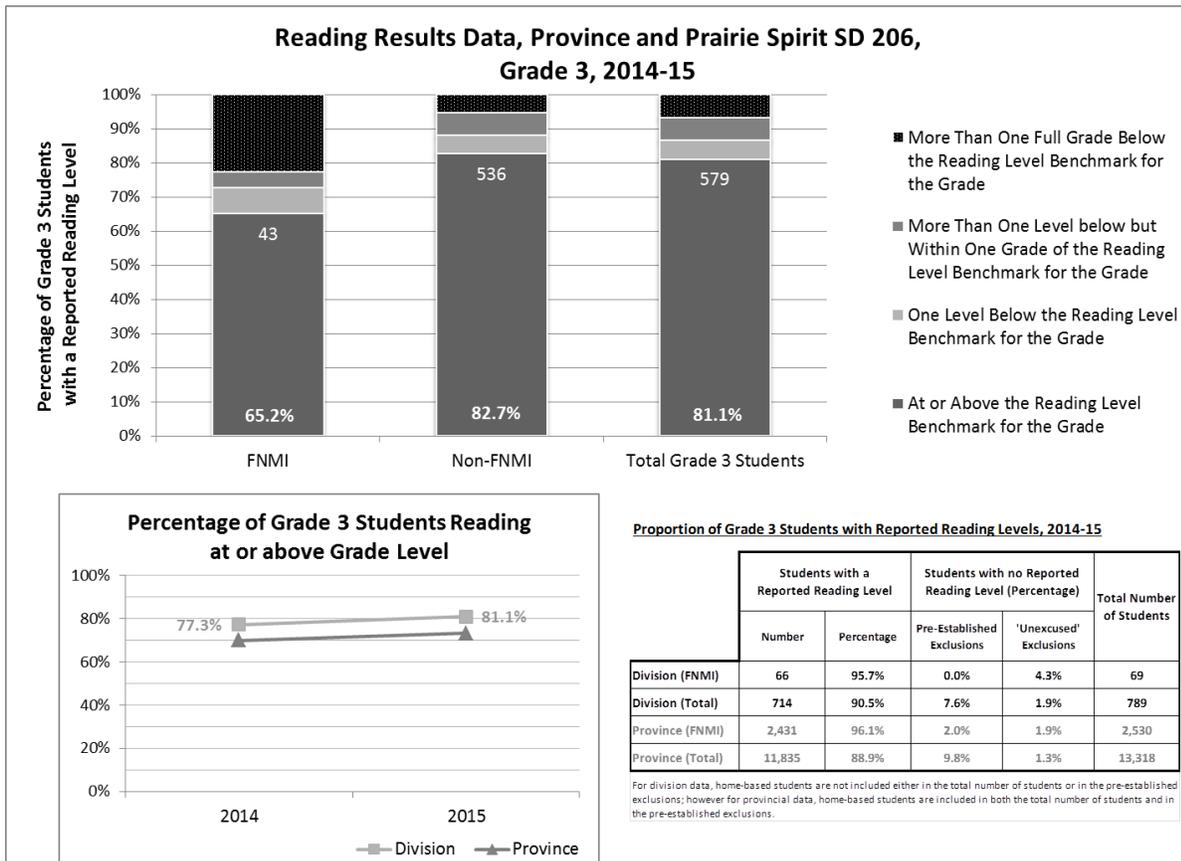
The Ministry's goal was to have at least 78% of Grade 3 students reading at or above grade level. In June 2014, 79% of Prairie Spirit's Grade 3 students were reading at or above grade level. In 2014/15, 81% of Grade 3 students were reading at or above grade level.

Strategies:

- Throughout 2014/15, 54 teachers from 21 schools and across all grade levels collaborated in multi-day, classroom-embedded Readers' Workshop professional development opportunities.
- Adult learning opportunities were offered to strengthen instruction.
- Professional Development was provided for teachers regarding analysis of reading assessment results.

- Miscue analysis Professional Development offered to teachers in Grades 1 - 3.
- Prairie Spirit started the revision of SaskReads to add more information on reading interventions in our school division.
- Literacy team meetings were held throughout the year.
- 175 Prairie Spirit teachers attended the Summer Literacy Institute with Debbie Miller in June 2015, hosted by Prairie Spirit School Division and sponsored by the Ministry of Education.
- The Division's Literacy team and consultants met with a number of schools to build the capacity of classroom teachers.
- Numeracy supports (professional development and consultations).
- Classroom-embedded professional development for math instruction.

Measures



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

Note:

Reading level groupings are based on provincially developed benchmarks. The percentages of students in each of the reading level groupings were found using the number of students with reported reading levels

as the denominator in the calculations. Students who were excluded or who did not participate in the reading assessment were not included in the denominator for these calculations.

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

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

Grade 3 reading: The number of Grade 3 students in Prairie Spirit reading at or above grade level has grown from 2014. As a whole, 81.1% of Prairie Spirit Grade 3 students are reading at or above grade level, while 65.2% of FNMI students are at or above grade level.

Over 95% of Prairie Spirit's FNMI students have a reported reading level while over 90% of all Grade 3 students in the Division have a reported reading level.

In terms of a provincial comparison, the percentage of Prairie Spirit Grade 3 students reading at or above grade level exceeds the provincial average by almost 10 percent.

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

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

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

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

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

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

Prairie Spirit's goal (set in 2013): By June 2016, the graduation rate for self-declared First Nations and Métis students graduating within three years of starting Grade 10 will increase by 25%.

Strategies:

- Prairie Spirit engaged with the Ministry for the "Following Their Voices" project. Blaine Lake Composite School participated in the pilot year of this initiative in 2014/15.
- Prairie Spirit received two provincial government grants designed to support partnership work between school divisions and local First Nations communities. These Invitational Shared Services Initiative (ISSI) grants

recognize and provide financial support for the collaborative work that is already underway between Prairie Spirit School Division and two neighbouring First Nations.

The two grant applications were made jointly by Prairie Spirit School Division and two neighbouring First Nations: Muskeg Lake Cree Nation and Beardy's and Okemasis First Nation. The applications articulate the desire that everyone will have access to an education where "the student is the center and the learning experience is welcoming, relevant and demanding."

- Teachers from Blaine Lake, Muskeg Lake, Leask and Stobart (Duck Lake) engaged in joint Professional Development focusing on literacy and engagement and based on the pedagogy of relationships.
- The provincial "Help Me Tell My Story" assessment was implemented at Kihiw School (Muskeg Lake), Leask Community School, Blaine Lake Composite School and Stobart Community School (Duck Lake) in 2014/15.
- Development of Resource Centre library materials to include First Nations and Métis resources integrated into all themed resource bins.
- Full-time kindergarten programs offered in Stobart Community School (Duck Lake) and Leask Community School with Division support in developing and implementing research-based quality programs.
- Partnership work between Blaine Lake School, Leask Community School, Muskeg Lake and Mistawasis on Day One Treaty Education.
- Students in Duck Lake were part of a work experience program at Wal-Mart in Prince Albert and also in a partnership with Habitat for Humanity (Prince Albert) in building homes in Duck Lake.
- With the support of Prairie Spirit, Kihiw School in Muskeg Lake used the DRA for literacy assessment and the *Tell Them From Me* survey for student and community engagement.
- Prairie Spirit and Muskeg Lake staff met regularly to discuss student transitions and students at risk.
- The first draft of a co-governance model with Muskeg Lake Cree Nation was completed.
- Literacy coaches from Prairie Spirit worked collaboratively with teaching staff at Kihiw School (Muskeg Lake).
- The First Nations and Métis Education Achievement Fund has provided partial funding for a literacy coach for schools in Leask, Blaine Lake and Duck Lake.

Measures

Average Final Marks in Selected Secondary-Level Courses 2014-15

Subject	All Students		Non-FNMI		FNMI	
	Province	Prairie Spirit SD	Province	Prairie Spirit SD	Province	Prairie Spirit SD
English Language Arts A 10	72.4	75.9	75.1	77.2	61.5	65.5
English Language Arts B 10	72.7	76.1	75.2	77.2	61.7	67.5
Science 10	71.2	74.7	74.1	76.5	59.7	61.0
Math: Workplace and Apprenticeship 10	71.3	76.0	74.6	78.0	59.2	62.9
Math: Foundations and Pre-calculus 10	71.3	73.7	73.2	74.7	60.5	61.8
English Language Arts 20	73.4	76.6	75.1	77.8	64.4	65.9
Math: Workplace and Apprenticeship 20	67.2	69.4	69.3	71.7	62.0	56.7
Math: Foundations 20	72.3	76.1	73.8	76.9	64.4	66.2

Source: Ministry of Education, 2015

Note:

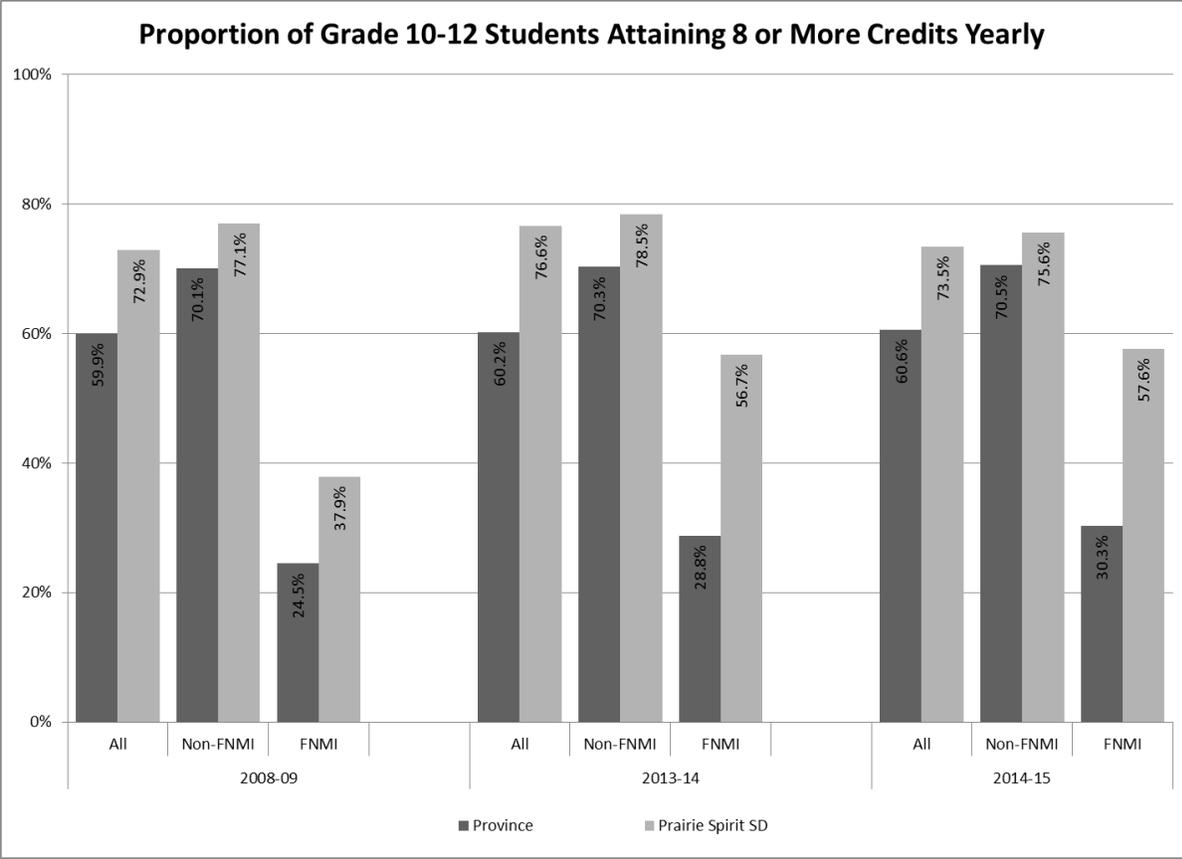
Results for populations of 10 or fewer have not been reported to avoid identifying individuals or very small groups of students (nr).

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

Average final marks: In 2014/15, the average final marks for “All Students” in Prairie Spirit were higher than the provincial average in all subject areas.

The average final marks for FNMI students in Prairie Spirit were higher than the provincial FNMI average marks in all subject areas with the exception of Math: Workplace and Apprenticeship 20. In Prairie Spirit schools, we are encouraging students to enrol in core classes like Math: Workplace and Apprenticeship 20, instead of moving into modified courses. Students may take a longer period of time to complete the course, if necessary. These credits work towards graduation requirements and also meet the requirements of post-secondary institutions.

Prairie Spirit School Division is proud to celebrate the academic achievement of its students. These strong results reflect the strong instruction and assessment by Prairie Spirit teachers.



Source: Ministry of Education, 2015

Note:

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

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

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

Credit attainment: Credit attainment provides a strong predictive indicator of a school division’s on-time graduation rate. Students receiving eight or more credits per year are more likely to graduate within three years of starting Grade 10.

Overall, Prairie Spirit School Division continues to exceed provincial averages in this area. The “all students” category has fallen by 3% (from 76.6% to 73.5%); the FNMI category has increased by almost 1% (from 56.7% to 57.6%).

Prairie Spirit’s strong graduation rates, both for all students and for FNMI students, reflect the credit attainment results.

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

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

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

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

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

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

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

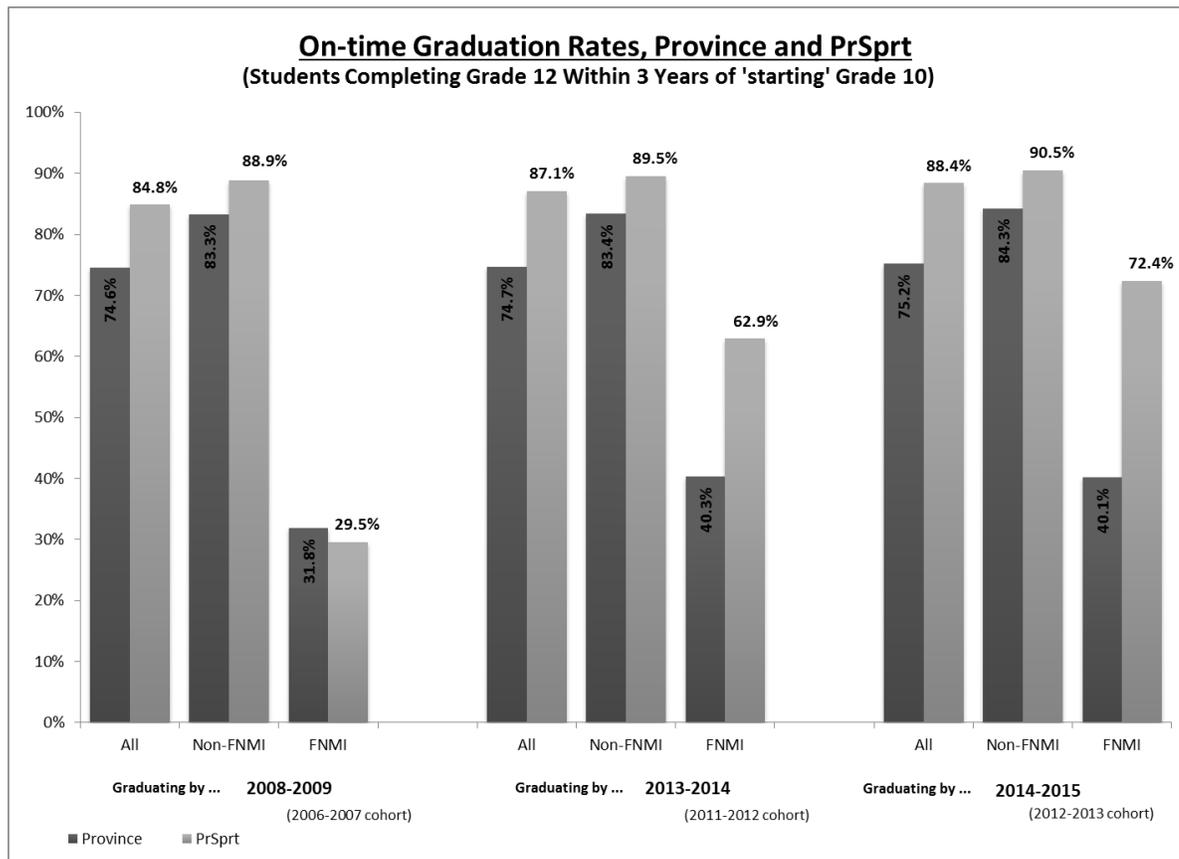
Graduation is a key step in helping young people realize healthy and fulfilling lives. Our school division's goals aligned with the ESSP graduation outcome include:

- By June 2016, 90% of all Prairie Spirit students starting Grade 10 in September 2013 will graduate.
- By June 2016, the graduation rate for self-declared First Nations and Métis students graduating within three years of starting Grade 10 will increase by 25%.

Strategies:

- The graduation planner housed on SaskCareers was piloted in three Prairie Spirit schools. Roll out to the rest of the high schools was delayed by privacy issues that need to be finalized.
- Prairie Spirit focused on offering credit recovery, building student-teacher relationships and providing a strong learning environment, all of which impact attendance and improve graduation rates. Administrators were asked to try a variety of approaches at the school level, with Division leadership offering support for novel approaches.

Measures



Source: Ministry of Education, 2015

Note:

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

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

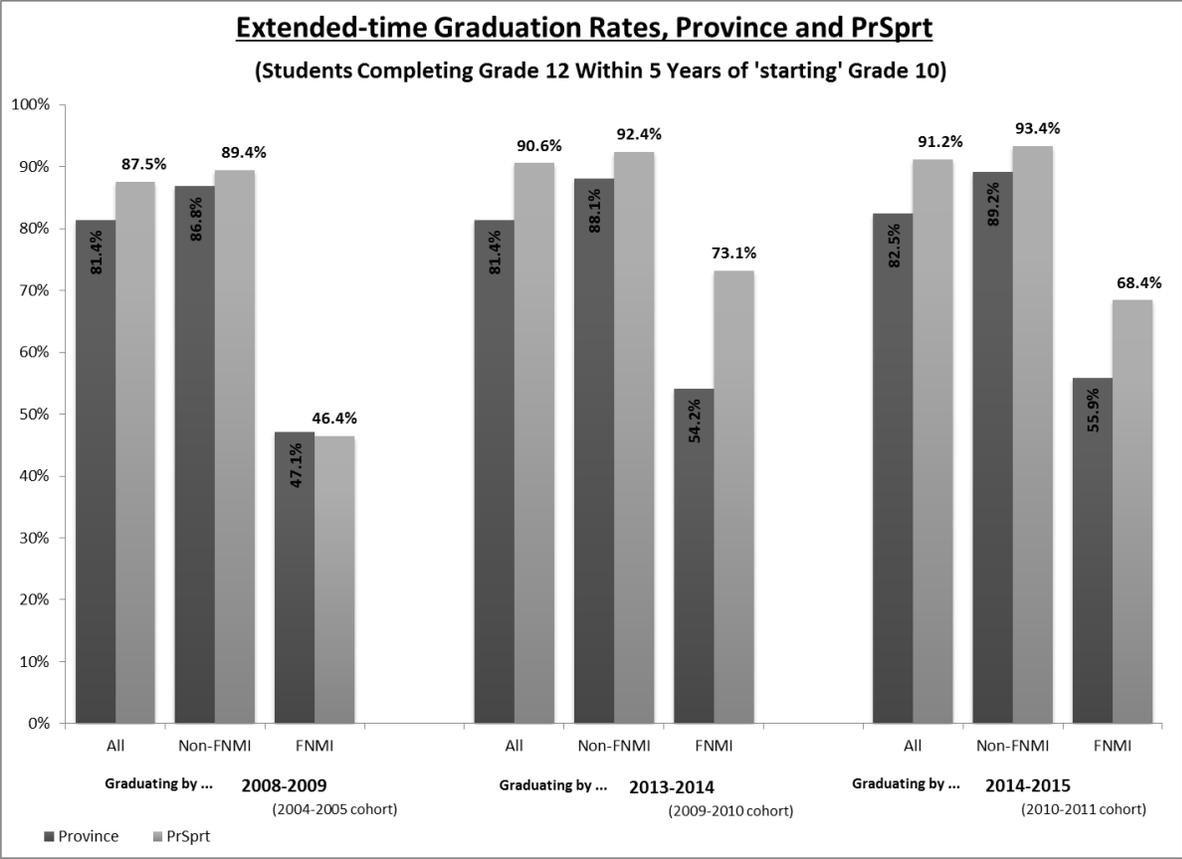
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Three-Year Graduation Rates: Prairie Spirit's "on-time" graduation rate in every category has increased every year since 2009.

The graduation rate for FNMI students in Prairie Spirit has grown exponentially since 2009. The graduation rate was 29.5% in 2009 and increased to 72.4% in 2015. Prairie Spirit's FNMI graduation rate is virtually the same as the provincial overall rate.

Prairie Spirit's graduation rates in every category are higher than the provincial rates. The non-FNMI graduation rate exceeds 90%.

Prairie Spirit is very pleased with the graduation rates of our students.



Source: Ministry of Education, 2015

Note:

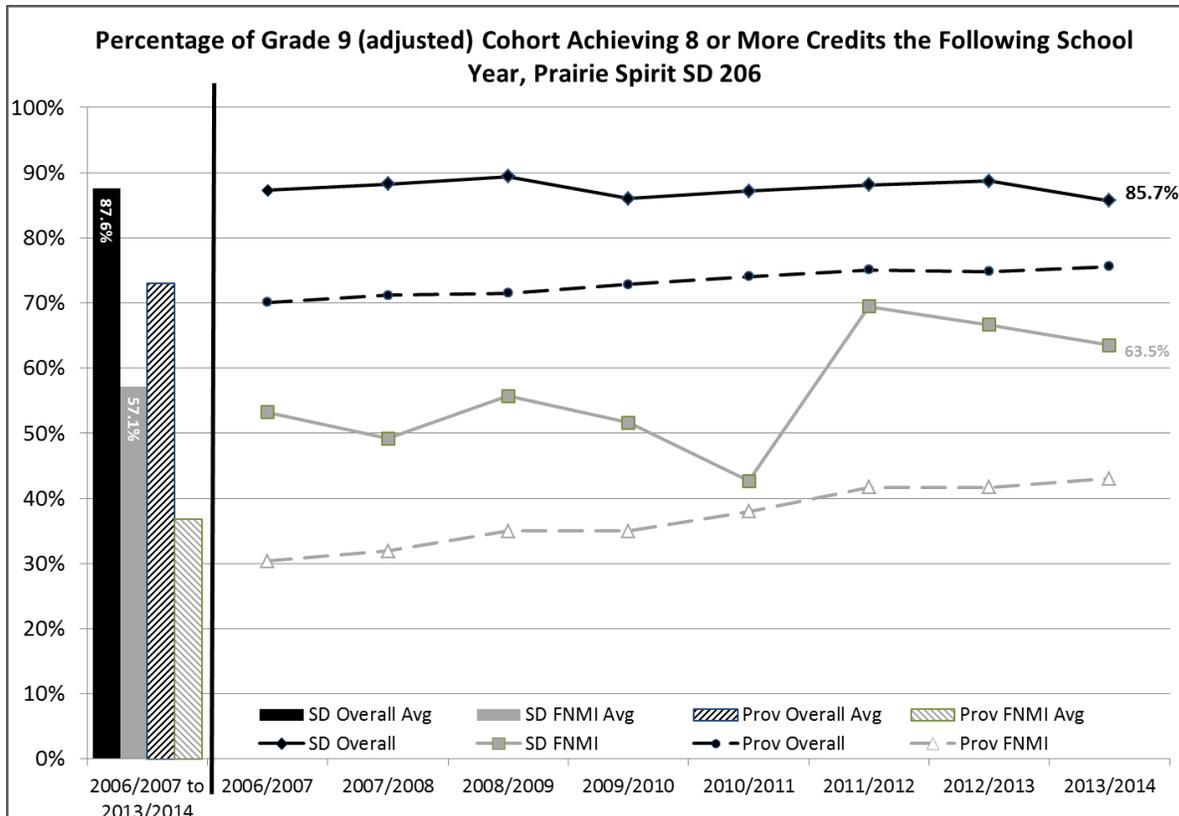
Extended-time graduation rates are calculated as the percentage of students who complete Grade 12 within 5 years of 'starting' Grade 10 (and include those who graduate on-time).

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

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

Five-Year Graduation Rates: While the extended-time graduation rate for FNMI students in Prairie Spirit has grown since 2009, it has actually decreased over last year. This could be due to the fact that FNMI on-time graduation rates in Prairie Spirit have grown by such a significant amount. The non-FNMI student extended-time graduation rate exceeds 93%.

Prairie Spirit's extended-time graduation rates exceed provincial rates in each category. Prairie Spirit recognizes that some students will require extra time to complete the requirements for graduation.



Source: Ministry of Education, 2015

Notes:

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

Percentages are calculated as the number of students attaining eight or more credits in the year immediately following their Grade 9 year divided by the number of students in the Grade 9 cohort.

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

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

Transition from Grade 9 to 10: This can be a difficult transition for students who have not reached all curricular outcomes from each subject area in the elementary grades. Overall, 85.7% of Prairie Spirit students enrolled in Grade 10 for the first time in 2014/15 achieved eight or more credits.

Prairie Spirit's FNMI students achieved eight credits or more at a rate of 63.5%. Prairie Spirit students are earning eight or more credits at a higher rate than the provincial average in both FNMI and overall categories.

Prairie Spirit supports all students to earn the credits they will need in order to prepare for graduation and for their education and career choices after high school.

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

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

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

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

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

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

Prairie Spirit School Division is committed to providing meaningful and effective learning opportunities for our students. Prairie Spirit provides a strong instructional program with the provincial funding provided. Adequate funding is required to continue to maintain and improve Prairie Spirit's student achievement results. Prairie Spirit consistently reviews expenditures and seeks to find efficiencies.

Prairie Spirit's Facilities Department participated in a LEAN event focusing on process and efficiency, which began in the summer of 2014 and is continuous. As a result of the LEAN event, improvements were made in communication practices and policy development.

This LEAN event was beneficial for the Facilities Department staff and ultimately the entire Division, leading to process improvements. The LEAN event led to the development of a Facilities portal for improved communication and to the revision of administrative policies. One example of process improvement as a result of the LEAN event was that each maintenance worker was assigned an iPad to use for quick reference to building floorplans and service requests while on the job site.

Throughout 2014/15, the school division made reductions of \$4.6 million to its budget in an effort to balance the budget with a \$7 million funding shortfall.

Since 2012, Prairie Spirit School Division has made the following reductions to its budget:

- \$5.1 million reduction in teacher staffing
- \$2 million in programming reductions
- \$1.5 million in Educational Associate staffing
- \$3 million of reserve funds to balance the 2014/15 budget
- \$2.5 million of reserve funds to balance the 2015/16 budget

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

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

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

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

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

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

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

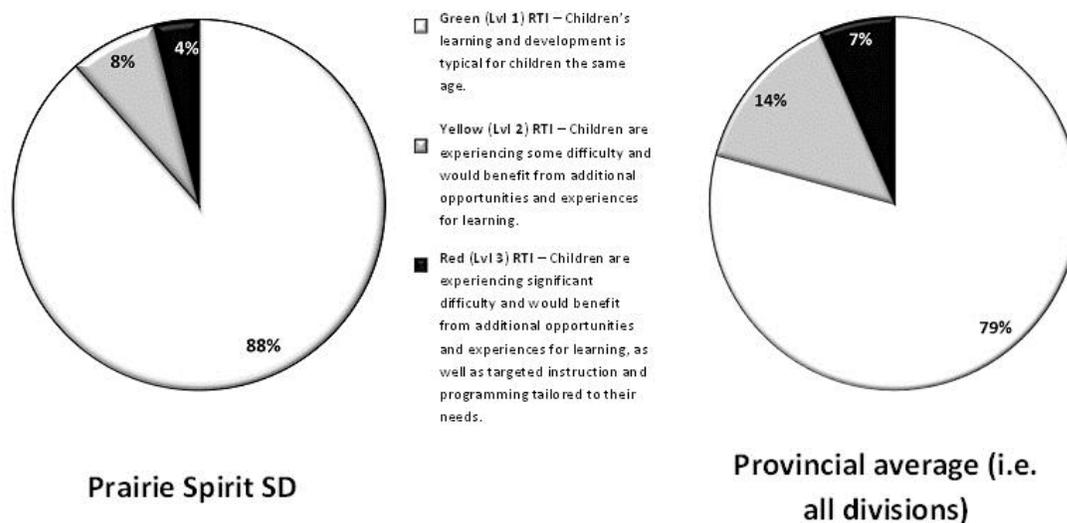
Prairie Spirit School Division did not set a specific goal in this area for 2014/15.

Strategies:

- During 2014/15, Prairie Spirit had 1.8 FTE early learning consultants to assist with Pre-Kindergarten and Kindergarten programming.
- Prairie Spirit had a coordinated plan to ensure the Early Years Evaluation – Teacher Assessment (EYE-TA) was used with all eligible students.
- A subcommittee on Early Entrance was formed to plan appropriate supports.
- Learning Support Services staff (SLPs, OTs, Educational Psychologists, etc.) provided strong support to classroom teachers.
- Professional development opportunities were offered for Pre-Kindergarten and Kindergarten teachers in regards to play and exploration, documentation and supporting language development.

Measures

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



*Totals may not equal 100 because of rounding

Source: Ministry of Education, Early Years Branch, 2015

Notes:

The EYE-TA is a readiness screening tool that provides information about each child’s development and learning with a focus on reading readiness skills. Results from the EYE-TA allow educators and school-based interdisciplinary teams to quickly identify children most likely to require extra support during the Kindergarten year, based on their levels of skill development in five key domains at school entry. In addition to results for specific domains, children are also assigned a comprehensive score known as a Responsive, Tiered Instruction (RTI) level.

Research shows early identification followed by a responsive, tiered approach to instruction from Kindergarten to Grade 3 can substantially reduce the prevalence of reading problems. Responsive, Tiered Instruction (RTI) is a preventive approach that allows educators, school teams, and divisions to allocate resources early and continuously, rather than waiting until children have experienced failure before responding. Children who have Tier 2 or Tier 3 needs at Kindergarten entry are re-assessed before Kindergarten exit, allowing school divisions to measure the impact of their supports and responses. Spring RTI data also serves as a leading indicator of the population of students who may need Tier 2 or Tier 3 instructional supports as they transition from Kindergarten to Grade 1.

Pie charts show the **percentage** of Kindergarten students in the division (left pie) and the province as a whole (right pie) by RTI Tiers at Kindergarten exit in 2014-15. Percent totals may not add to 100 due to rounding.

Early Years Evaluation – 88% of Prairie Spirit’s Kindergarten students are in the green zone, which means their learning and development is typical for children of the same age. Eight percent of Kindergarten students scored as Tier 2 (yellow), showing they are experiencing some

difficulty and would benefit from additional supports for learning. Only 4% of Kindergarten students scored as Tier 3 (red), showing they are experiencing significant difficulty and would benefit from additional opportunities and experiences for learning, as well as targeted instruction and programming.

In comparison to provincial results, Prairie Spirit has more students learning at a typical level for their age, fewer students at the Tier 2 level and fewer students at the Tier 3 level.

Prairie Spirit places a priority on providing supports and specialized services for our youngest students.

The School Division in the Community

Community and Parent Involvement

Research has shown that students achieve at higher levels in school when their parents/guardians and other community members are involved in their learning.

All Prairie Spirit schools have programs and initiatives in place to encourage community and parental involvement. These programs vary from school to school and are unique to each community.

Community Partnerships

Prairie Spirit places a high priority on developing relationships that are built on genuine understandings and shared knowledge that demonstrate mutual respect. This includes a commitment to strong partnerships among and between educators, parents, students, communities and human service providers. These partnerships help to support students in achieving the knowledge, skills and attitudes necessary for success in school and in life.

The school division has created strong and collaborative partnerships with First Nations and Métis groups. Prairie Spirit is committed to improved outcomes for First Nations and Métis students throughout the school division. There is a coordinated strategy in place to ensure that all students are given every opportunity to succeed and complete their education.

Ministry of Social Services

- Prairie Spirit has an established partnership with the provincial Ministry of Social Services in the area of supports to in-care students. The Division continues to support the protocol that was developed with the Ministry to ensure the work between the Ministry and the Division is efficient and effective. This protocol has been adopted provincially.

Saskatoon Industry-Education Council (SIEC)

- The Saskatoon Industry-Education Council (SIEC) is a partnership between three local school divisions (Prairie Spirit, Saskatoon Public, Greater Saskatoon Catholic) and the regional business/industry sector. A board of directors representing industry, education and business organizations governs the SIEC. The partnership's vision is to create a community of shared responsibility preparing youth for quality careers. The partnership supports projects such as FuturePaths, a web-based career exploration tool which connects youth to potential careers.

Regional Assessment Consortium (RAC)

- The Regional Assessment Consortium (RAC) is a partnership between three local school divisions (Prairie Spirit, Saskatoon Public, Greater Saskatoon Catholic), the University of Saskatchewan (College of Education) and the Saskatchewan Professional Development Unit (SPDU). This representative group meets four to five times a year to focus on supporting student learning through assessment. The consortium is responsible for planning professional development for an annual Secondary Assessment Symposium for teachers as well as a bi-annual assessment

conference called *Finding Our Way*. Both professional development opportunities provide an educational experience through international and national keynotes and professional dialogue with colleagues across the province and beyond.

Partnership with Muskeg Lake Cree Nation

- The school division has established a strong partnership with Muskeg Lake Cree Nation. The purpose of the partnership is to work closely together as communities in order to improve the learning outcomes of all students. Muskeg Lake Cree Nation has an active Trustee on the Prairie Spirit Board of Education.

Joint use agreements

- Prairie Spirit has formal joint use agreements with local cities, towns and villages to ensure school facilities are available to the community after school hours.
- In the City of Warman, the regional library is housed in Warman Community Middle School. In this unique partnership, the City of Warman, the Wheatland Library Board and Prairie Spirit School Division partnered together to provide a library that is available to the community and to the school.

Community Threat Assessment and Support Protocol (CTASP)

- Prairie Spirit joined the Community Threat Assessment and Support Protocol (CTASP) in November 2013, as part of a group of 18 community organizations, including education, human services and police services. Each of the community organizations that signed the protocol has committed to ensuring their leaders are fully trained in violence threat risk assessment. All administrators in Prairie Spirit School Division are being trained in assessing violence threat risks in their schools. Since all community partners receive the same training, they benefit from a shared understanding and common language in assessing possible violence.

Saskatoon Regional Intersectoral Committee

- Prairie Spirit is a member of the Saskatoon Regional Intersectoral Committee (SRIC). SRIC is one of ten multi-jurisdictional committees located throughout the province. The Saskatoon RIC includes senior administrators from federal, provincial, municipal, First Nations and Métis governments. The SRIC's mission is to work in partnership with community voices and researchers to coordinate linkages that shape and influence policies, programs, funding and resource deployment to meet the diverse needs of vulnerable children, youth and their families. The SRIC is particularly interested in addressing gaps and barriers to services for marginalized populations.

Free the Children

- Prairie Spirit School Division has partnered with the Free the Children organization to become involved in the annual *We Day* celebration. The largest event of its kind, *We Day* celebrates the power of young people to change the world. Youth coming together to lead global change is the movement of our time. *We Day* is the manifestation of that movement for a generation of youth.

University of Saskatchewan

- Prairie Spirit works with the University of Saskatchewan in various established ways, including student internships, the teacher candidate process, a variety of research projects and the seconded teacher arrangement.

Habitat for Humanity

- As part of the Division's Da Vinci Project, high school students in Langham finished constructing four modular housing units in partnership with Habitat for Humanity - Saskatoon in 2015 and began work on a duplex through the same partnership. In addition to the valuable work experience they are gaining, students will also earn high school credits (Construction 10/20/30 and Career and Work Experience 20/30), as well as apprenticeship hours for future journeyperson work.



Governance

The Board of Education

Prairie Spirit School Division is governed by the Board of Education, comprised of trustees from twelve subdivisions. *The Education Act, 1995* gives the Board of Education the authority to “administer and manage the educational affairs of the school division” and to “exercise general supervision and control over the schools in the school division.”

The trustees represent voters and ratepayers across the school division. The Board meets regularly to oversee and govern the work of the school division. In addition, the Board actively advocates to local and provincial levels of government on behalf of the school division.

The current Board of Education was elected in October 2012 and is serving a four-year term, ending in October 2016. The remuneration paid to all Board members in 2014/15 is provided in Appendix A.

Subdivision	Trustee
Subdivision 1	Pam Wieler
Subdivision 2	Keith Wagner
Subdivision 3	Ken Crush
Subdivision 4	George Janzen
Subdivision 5	Larry Pavloff
Subdivision 6	Bernard Howe
Subdivision 7	Cathy Taylor/Dawne Badrock
Subdivision 8	Joanne Brochu
Subdivision 9	Bonnie Hope
Subdivision 10	Sam Dyck
Subdivision 11	Deanna Greyeyes
Subdivision 12	Shantelle Watson

Prairie Spirit Board of Education

 <p>Subdivision 1 Pam Wieler Blaine Lake Laird Leask Waldheim Green Leaf, Riverbend and Leask Colonies</p>	 <p>Subdivision 2 Keith Wagner Duck Lake Hague Rosthern</p>	 <p>Subdivision 3 Ken Crush Borden Langham</p>
 <p>Subdivision 4 George Janzen Dalmeny Hepburn Osler</p>	 <p>Subdivision 5 Larry Pavloff Board Chair Asquith Perdue Eagle Creek Colony Sunnydale Colony</p>	 <p>Subdivision 6 Bernie Howe Delisle Pike Lake Vanscoy Willow Park Colony</p>
 <p>Subdivision 7 Dawne Badrock Clavet Dundurn Hanley South Corman Park Hillcrest Colony</p>	 <p>Subdivision 8 Joanne Brochu Aberdeen Allan Colonsay Lost River Colony Riverview Colony</p>	 <p>Subdivision 9 Bonnie Hope Martensville</p>
 <p>Subdivision 10 Sam Dyck Board Vice-Chair Warman</p>	 <p>Subdivision 11 Deanna Greyeyes Muskeg Lake Cree Nation</p>	 <p>Subdivision 12 Shantelle Watson Mistawasis First Nation</p>

School Community Councils

The purpose of the School Community Council is to:

- Support student learning success and well-being; and
- Encourage parent and community involvement and engagement in the school.

The Board of Education has established a School Community Council (SCC) for each of the non-Hutterian schools in Prairie Spirit School Division. The one Associate school in the school division is not required to form an SCC. Prairie Spirit provides equal funding to each SCC in the division. SCCs use this funding in a variety of ways, including supporting meeting expenses, sponsoring a survey of school parents to gain insight into school level activities, or supporting guest speakers at school-level events for parents.

The Education Regulations, 1986 require school division to undertake orientation, training, development and networking opportunities for their SCC members. In 2014/15, Prairie Spirit School Division conducted a fall orientation for new SCC members and offered a number of spring assembly meetings in a variety of locations for all SCC members in spring 2015.

The Education Regulations, 1986 also require School Community Councils to work with school staff to develop an annual school Learning Improvement Plan and recommend that plan to the Board of Education. School Community Councils are expected to facilitate parent and community participation in planning and provide advice to the Board of Education, the school's staff, and other agencies involved in the learning and development of students.

"The evidence is consistent, positive, and convincing: families have a major influence on their children's achievement in school and through life... When schools, families, and community groups work together to support learning, children tend to:

- **do better in school**
- **stay in school longer and**
- **like school more."**

Henderson, A.T. and Mapp, K.L. 2002, *A new wave of evidence: The impact of school, family, and community connections on student achievement.*

Prairie Spirit offers the following opportunities to School Community Councils:

Division-wide:

- SCC Fall Orientation
- SCC Spring Assembly (several dates were provided in a number of communities for easy access)
- Division Office staff provide support for SCC-initiated parent evenings (e.g., Math Night, Assessment Night)
- Each May, Prairie Spirit schools make learning presentations to Division leadership and to other schools. Many schools included their SCC in this Division presentation.

School level:

- School's Learning Improvement Plan shared with SCC
- Regular SCC meetings
- Sharing of goals
- Partnering on Literacy projects
- Hosting parent evenings

Demographics

The following information details the number of students and full-time equivalent staff in Prairie Spirit School Division during 2014/15.

Students

Grade	School Year		
	2012-13	2013-14	2014-15
Kindergarten	846	857	882
1	776	894	897
2	807	791	900
3	797	821	810
4	771	826	813
5	760	777	844
6	745	773	802
7	756	750	781
8	739	771	762
9	757	750	776
10	736	771	739
11	677	684	715
12	716	674	674
Total	9883	10139	10395

PreK Overall	208	206	212
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Source: Ministry of Education, 2015

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

Subpopulation Enrolments	Grades	School Year		
		2012-13	2013-14	2014-15
Self-Identified FNMI	K to 3	63	58	247
	4 to 6	111	117	243
	7 to 9	146	154	256
	10 to 12	171	170	247
	Total	491	499	993
English as an Additional Language	1 to 3	168	189	193
	4 to 6	172	173	188
	7 to 9	116	141	163
	10 to 12	88	101	90
	Total	544	604	634

Source: Ministry of Education, 2015

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

Staff

Job Category	FTEs
Classroom teachers	601.97
Principals, Vice-Principals	47.13
Other educational staff (positions that support educational programming) <i>e.g., educational psychologists, educational assistants, school community coordinators, speech language pathologists</i>	324.0
Administrative and financial staff <i>e.g., accountants, Information Technology, supervisors, administrative assistants, clerks</i>	81.59
Plant Operations and maintenance <i>e.g., caretakers, handypersons, carpenters, plumbers, electricians, gardeners, supervisors</i>	72.76
Transportation <i>e.g., bus drivers, mechanics, parts persons, bus cleaners, supervisors</i>	140.25
Senior Management team <i>e.g., chief financial officer, director of education, superintendents</i>	10
Total Full-Time Equivalent (FTE) Staff	1277.70

Source: Human Resources Department, Prairie Spirit School Division, 2015

Notes:

- The numbers shown above represent full-time equivalents (FTEs). The actual number of employees may be 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 as 0.4 as a classroom teacher and 0.6 as a principal.
- Information for all staff is as of August 31, 2015, and was provided by Prairie Spirit's Human Resources Department.



Senior Management Team

Position	
Director of Education	John Kuzbik
Chief Financial Officer	Jim Shields
Superintendent of Human Resources	Bob Bayles
Learning Superintendents	Kim Beaulieu
	Karen Campbell
	Lori Jeschke
	Clint Reddekopp
	Noel Roche
	David Wipf
Facilities Planner	Kerry Donst



Facilities Transportation and Infrastructure Projects

Facilities

Prairie Spirit School Division's facilities include:

- Thirty-four schools located in 28 communities (45 schools in total, including nine Hutterite Colony schools and one Associate school). The average age of these schools is 49 years. The oldest school is 86 years old; the newest school opened for students in September, 2013.
- The school division office is located in Warman, SK. The central core of this building is over 35 years old. A substantial renovation and addition was completed in 2008. The Division Office is adequate in size for the present needs, although every space in the building is currently being used and there is very limited meeting space available.
- The School Services Building, which houses Information Technology, Purchasing, Facilities and Maintenance staff, is located in Warman, SK. This facility was built in 2009.
- The Prairie Spirit Bus Garage is located on the Eighth Street Extension in Saskatoon, SK. The Bus Garage is used for maintenance and repair of school division vehicles. The Bus Garage is located within a large fenced compound where buses can be parked or stored. Due to the expansion of the City of Saskatoon, the Bus Garage will need to be relocated in the next few years.
- A list of capital projects during 2014/15 follows in this report, along with the cost of each project.

Infrastructure Projects

School	Project	Details	2014/15 cost
Martensville High* (addition/renovation)	Construction	Addition to school, connecting to MAP	\$1,693,760
Warman Middle Years* (new school build)	Construction	New School	\$380,470
Valley Manor Elementary*	2013, 2014 and 2015 Relocatables	Relocatable Classrooms	\$2,114,134
Venture Heights Elementary*	2013 and 2015 Relocatables	Relocatable Classrooms	\$226,566
Hanley*	Structural Repairs	Mezzanine and hallways	\$321,359
Hague*	Structural Repairs	Entry 5, Classrooms 120 & 123	\$187,136
Aberdeen*	Structural Repairs	High School Wing	\$327,094
Delisle Composite	Structural Repairs	Mezzanine	\$104,887
Langham Elementary	Structural Repairs	Rooms 120, 118, 123, 127, 113	\$256,457
Various*	Assessment and Shoring	Structural	\$175,500
Hanley	Replace HVAC system (was electric heat)	High School Wing	\$397,156

Source: Prairie Spirit Facilities Department, 2015

*This project will be completed in 2015/16 and part of the cost will be incurred during 2015/16

Student Transportation

Every school day, Prairie Spirit bus drivers transport over 5,000 students to school and back home safely again. Our 144 route buses travel almost 22,000 kilometres every day. Considerable cooperation and coordination are required to accomplish this task efficiently and safely.

Prairie Spirit has its own bus shop facility on the east side of Saskatoon. This facility is a modern five bay shop with all the appropriate equipment needed to properly maintain and service a fleet of over 180 buses. The school division has highly qualified technicians who are experts in school bus maintenance. We are able to provide excellent bus service with safe equipment at a reduced cost to our ratepayers. Operating our own fleet of buses and using our own drivers has helped us to lower costs for charters and field trips, a very important consideration for managing limited school-based budgets.

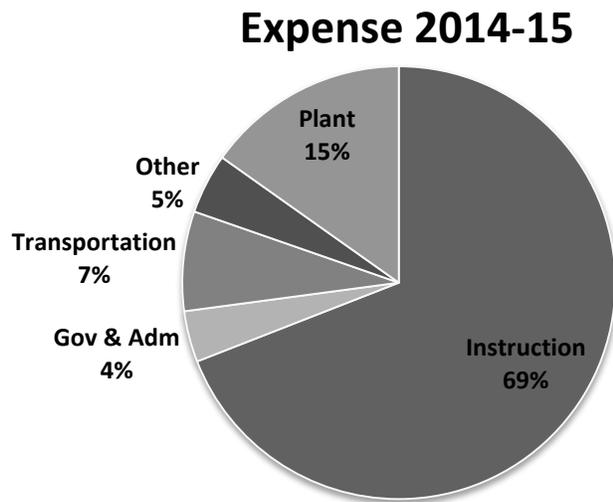
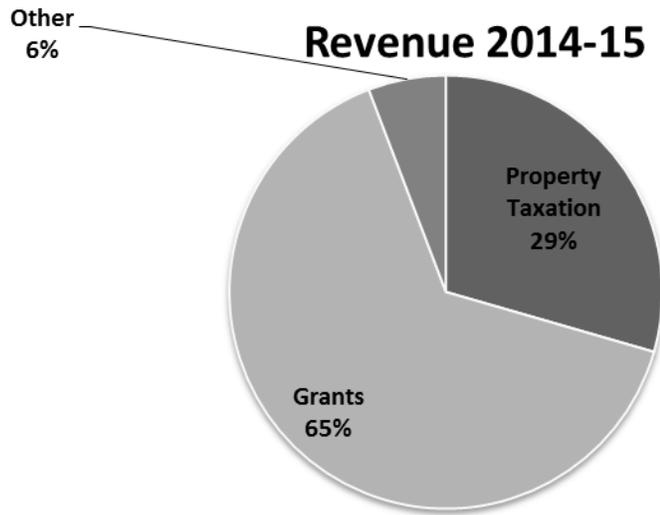
Transportation Statistics	
Number of students transported daily*	5195
In-town students transported (included in above)	1653
Number of transportation routes	144
Kilometres travelled daily	21,735
Average age of bus	7 years
Capacity utilized on buses	93%
Average one-way ride time	57.8 minutes
Longest one-way ride time	104 minutes
Cost per student per year	\$1,832
Cost per kilometre travelled	\$2.37

Source: Prairie Spirit Conveyance Department, 2015

**Statistics are for daily transportation of students to and from school. Extra-curricular trip are not included.*

Financial Overview

Summary of Revenue and Expenses



Budget to Actual Revenue, Expenses and Variances

	2015	2015	2014	Budget to Actual Variance	Budget to Actual % Variance	Note
	Budget	Actual	Actual	Over / (Under)		
REVENUES						
Property Taxation	32,835,798	36,620,514	33,512,996	3,784,716	12%	1
Grants	76,270,864	80,476,309	78,305,128	4,205,445	6%	2
Tuition and Related Fees	2,308,510	2,892,084	2,914,967	583,574	25%	3
School Generated Funds	1,759,692	2,814,021	3,093,043	1,054,329	60%	4
Complementary Services	825,474	1,274,056	1,267,927	448,582	54%	5
External Services	-	14,550	2,280	14,550	100%	6
Other	96,370	216,714	218,780	120,344	125%	7
Total Revenues	114,096,708	124,308,248	119,315,121	10,211,540	9%	
EXPENSES						
Governance	574,000	645,863	505,757	71,863	13%	8
Administration	4,065,452	3,809,524	3,606,421	(255,928)	-6%	9
Instruction	79,940,226	80,685,854	78,194,356	745,628	1%	
Plant	14,144,016	17,735,850	16,538,939	3,591,834	25%	10
Transportation	8,778,161	8,700,933	8,695,020	(77,228)	-1%	
Tuition and Related Fees	386,958	651,437	640,651	264,479	68%	11
School Generated Funds	1,759,692	2,814,364	2,656,447	1,054,672	60%	12
Complementary Services	786,579	857,144	651,588	70,565	9%	13
External Services	-	6,093	-	6,093	100%	14
Other Expenses	968,088	909,283	1,020,071	(58,805)	-6%	15
Total Expenses	111,403,172	116,816,345	112,509,250	5,413,173	5%	
Surplus (Deficit) for the Year	2,693,536	7,491,903	6,805,871			

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

Note	Explanation
1.	<p>The Ministry sets the total recognized revenue when the provincial budget is announced (March prior to the next fiscal year). In March, 2014, the Ministry estimated total property taxes at \$32.8M. The actual tax revenue came in at \$36.6 M.</p> <p>Municipalities operate and report on a calendar year basis (January-December). Revenue for the period September to December each year is based the tax liability statements that each Municipality submits following December 31. For the January to August period we estimate the total tax revenue based on the previous calendar year (8/12ths). The September to December period is a reconciliation taking the actual amount at December 31 minus the estimated revenue reported in the prior year period January to August. Therefore, the tax revenue is a combination of actual taxes and estimation.</p>
2.	<p>Provincial grants came in under budget by \$1.1 M. When the Ministry reconciles the total taxes for the previous calendar year, they will adjust the provincial operating grant so that a school division's total revenue is not less than the recognized expenses. The adjustment occurs the next fiscal period so the reduction in grants is related to the reconciliation of taxes.</p>

Provincial capital grants came in \$4.97 M higher than budgeted. The increase over budget was a result of the Martensville High project and the P3 Schools for Martensville and Warman.

3. Overall tuition revenue came in higher than budget by \$584K. Tuition fees are based on non-resident students attending schools in Prairie Spirit. The main source of tuition fees are our First Nations partners. Higher than expected enrolment resulted in additional revenue.
4. Based on changes to financial reporting, all funding activities in a school division are now reported on the school division's financials. School generated funds are funds raised locally by schools for extracurricular programs and fundraising activities. The estimated funds by schools came in higher than projected by \$1.055 M. Since the funds are collected for an intended purpose, they are also offset by an expenditure and surplus funds allocated as an Internally Restricted Surplus.
5. 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. Complementary services represent the revenue received for the 13 Ministry funded Pre-Kindergarten programs and other special initiatives such as First Nations and Métis Education (FNME). Total operating funding was \$449 K above budget due to additional grants received after budget was approved, primarily the Invitational Shared Services Initiative (ISS) grant of \$300K.
6. External services consist of the Prairie Spirit Foundation revenue for the year.
7. Other revenue was higher than budget by \$120K. The main reason for the variance was \$112K rebate received from WCB due to actuarial surplus in the fund.
8. Governance expenses came in \$71K over budget. The over expenditure was the result of the costs associated with the foundation charged to governance but funded through reserves.
9. Administration expenses were under budget by \$255K. The main factors contributing to the variance were salaries and benefits \$22K under budget, supplies and services \$186K under budget and amortization expense was \$38K less than budgeted.
10. The operating expenses for Plant operations came in \$3.591 M over budget. Additional expenditures included \$1.2 M for the Practical and Applied Arts (PAA) project (\$992K was funded from board approved reserves), \$775K for Preventative Maintenance and Renewal (PMR) projects, \$940K for emergent projects, \$120K to complete the renovations at Stobart (gymnasium). In addition, there was an increase in the annual amortization expense for Plant operations by \$380K. Amortization is a non-cash expense as it comes from the surplus Invested in Tangible Capital Assets.
11. Tuition and related fees were \$264K over budget. We use prior year expenses for budget and this year we had more students attending on reserve schools than the previous year.
12. As indicated in the revenue section, school generated funds represent the funds collected by individual schools for programs such as extracurricular and fundraising activities. Funds collected locally are expensed through the school generated funds accounts and funds remaining unspent are included as internally restricted surplus. Schools are currently carrying a surplus of \$1.3M for school generated funds. The amount of the surplus has decreased by \$80K this year but overall since they were first incorporated in the financial statements of the school division in 2009 have increased from \$1.0 M.
13. 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. Complementary services represent the revenue received for one new program in Hague bringing the total to 13 Ministry funded pre-k programs. Total expenses were \$71K over budget. The primary reason for the variance is \$46K for Pre-Kindergarten renovations as well as \$30K for instructional resources.
14. External services consist of the Prairie Spirit Foundation expenditures for the year. Excess revenue over expenditures is set up in a reserve on the school division financials.
15. Other expenses were \$60K under budget. The main variance was the anticipated interest expense for new loans and leases coming in under estimates and/or did not impact the entire fiscal year.

Appendices

Appendix A – Payee List

Board Remuneration

Name	Remuneration	Expenses	Travel	Professional Development	Total
Badrock, Dawne	\$1,675	\$0	\$380	\$0	\$2,054
Brochu, Joanne	9,944	35	3,275	2,474	15,728
Crush, Ken	15,130	75	1,899	2,676	19,780
Dyck, Sam	21,607	252	584	4,344	26,788
Greyeyes, Deanna	7,577	98	2,033	6,045	15,753
Hope, Bonnie	13,353	16	1,734	2,944	18,048
Howe, Bernie	12,515	0	2,392	0	14,907
Janzen, George	18,769	91	2,564	3,202	24,626
Pavloff, Larry*	38,355	895	6,412	2,717	48,379
Taylor, Cathy	7,729	144	897	762	9,531
Wagner, Keith	16,335	164	2,534	2,525	21,558
Wieler, Pam	17,866	120	4,832	3,058	25,876

Source: Prairie Spirit Finance Department, 2015

* Board Chair

Payments of \$50,000 or more to other payees

Personal Services

This information will be provided upon request.

Supplier Payments

A.C.K.S. DRIVING SCHOOL	\$209,581	MERLIN MOTORS INC.	104,562
ACRODEX INC	63,121	NCS PEARSON INC.	116,803
AL ANDERSON SPORTS	81,387	NEIMAR'S CUSTOM WORK	56,176
AMERESCO	60,097	NORTHEND WAREHOUSING LTD.	231,191
AODBT	466,870	OLYMPIAN SPORTS	50,160
APPLE CANADA INC. C3120	135,412	PARKLAND INDUSTRIES	135,237
AQUATEMP RADIANT HEATING	410,590	PEARSON CANADA INC. T46254	105,761
BERSCH & ASSOCIATES LTD.	55,199	PRAIRIE MOBILE COMMUNICATIONS	308,914
BRIDGE CITY ELECTRIC INC.	94,536	PRECISION DRIVING SCHOOL	141,824
BROWNLEE BEATON KREKE	132,112	QUALITY TIRE SERVICE LTD.	96,708
BUS SALES OF SASKATOON LTD.	2,030,289	QUOREX CONSTRUCTION SERVICES	12,304,365
BUSINESS FURNISHINGS	103,418	R & D DRYWALL INC.	101,416
CALIBER SPORT SYSTEMS	57,036	RBM & SON EXCAVATING	126,523
CENTAUR PRODUCTS INC.	118,415	SASK TEL CMR	198,574
CITY OF MARTENSVILLE	1,439,699	SASK WORKERS' COMPENSATION BD	284,348
CITY OF WARMAN	79,564	SASKATOON FIRE & FLOOD	145,353
CLARK ROOFING (1964) LTD.	178,411	SASKENERGY	602,108
CON-TECH GENERAL CONTRACTORS	5,139,268	SASKPOWER	1,228,227
CRAIG'S EXCAVATING	50,903	SASKTEL-SPECIAL PROJECTS	183,592
CUPE 4254	166,545	SCHOLASTIC BOOK FAIRS	85,472
DELL CANADA INC.	525,731	SCOTTCO ROOF CONSULTANTS	104,604
DOMO GASOLINE CORPORATION LTD.	131,961	SGI	142,130
DON HEPPNER	68,434	SHARP'S AUDIO-VISUAL LTD.	89,913
EF EDUCATIONAL TOURS	73,595	SHELL CANADA PRODUCTS	103,321
FEDERATED CO-OPERATIVES LTD	755,179	SRB EDUCATION SOLUTIONS	353,798
FEHR'S PAINTING LTD.	146,119	ST. JOHN'S MUSIC	50,012
FINNING INTERNATIONAL INC.	368,284	STUART OLSON CONSTRUCTION LTD.	129,438
FLYNN CANADA INC.	56,723	SUN WEST SCHOOL DIVISION	63,500
FORT GARRY INDUSTRIES LTD.	112,206	SUPREME OFFICE PRODUCTS	233,659
FUNDSCRIP/FUNDSTREAM	71,085	SYSCO	78,422
GIDO'S CORNER	73,389	TABLE MOUNTAIN REGIONAL PARK	69,581
GRANT ELKE	60,757	TOSHIBA BUSINESS SOLUTIONS	255,333
HAGUE SERVICE CENTER	76,653	TYLER TECHNOLOGIES INC	94,815
HBI OFFICE PLUS INC.	78,721	UNISOURCE CANADA INC.	130,806
IMPERIAL OIL	138,782	US BANK NATIONAL ASSOCIATION	831,254
JAMES R SHIELDS	130,813	WAJAX POWER SYSTEMS	61,564
JANET WAGNER	94,982	WHEATON GMC BUICK CADILLAC LTD	118,863
JOSTENS CANADA LTD.	62,321	WRIGHT CONSTRUCTION	2,251,250
KEMSOL PRODUCTS LTD.	207,720	ZEP SALES & SERVICE	61,303
LORAAS DISPOSAL SERVICES LTD	61,058		
M.T.E KOS EXCAVATING LTD.	97,970		
MARSH CANADA LIMITED	666,417		

Transfers

BEARDY'S & OKEMASIS FIRST NATION	\$442,178
SASKATOON HEALTH REGION	81,150

Other Expenditures

n/a

Appendix B – Management Report and Audited Financial Statements

Management's Responsibility for the Consolidated Financial Statements

The school division's management is responsible for the preparation of the consolidated 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 comprised 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 consolidated financial statements. The Board is also responsible for the appointment of the school division's external auditors.

The external auditors, Deloitte LLP, conduct an independent examination in accordance with Canadian auditing standards and express their opinion on the consolidated financial statements. The Auditor's Report outlines their responsibilities, the scope of their examination and their opinion on the school division's consolidated 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 Spirit School Division No. 206:


Board Chair


CEO/Director of Education


Chief Financial Officer

December 7, 2015

INDEPENDENT AUDITOR'S REPORT

TO THE TRUSTEES OF THE BOARD OF EDUCATION OF PRAIRIE SPIRIT SCHOOL DIVISION NO. 206

We have audited the accompanying consolidated financial statements of Prairie Spirit School Division No. 206, which comprise the consolidated statement of financial position as at August 31, 2015 and the consolidated statements of operations and accumulated surplus from operations, remeasurement losses, changes in net debt and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

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

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

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

Opinion

In our opinion, the consolidated financial statements present fairly, in all material respects, the financial position of Prairie Spirit School Division No. 206 as at August 31, 2015, and the results of its operations, its remeasurement losses, changes in its net debt and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.



Chartered Professional Accountants, Chartered Accountants
Licensed Professional Accountants
Saskatoon, Saskatchewan
December 7, 2015

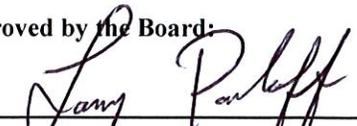
Prairie Spirit School Division No. 206
Consolidated Statement of Financial Position
as at August 31, 2015

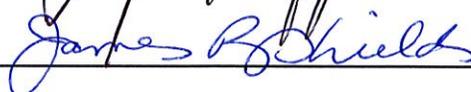
	2015	2014
Financial Assets		
Cash and Cash Equivalents	5,979,136	8,954,247
Accounts Receivable (Note 8)	23,315,294	21,065,426
Portfolio Investments (Note 4)	9,038	9,899
Total Financial Assets	29,303,468	30,029,572
Liabilities		
Accounts Payable and Accrued Liabilities (Note 9)	6,425,629	7,419,323
Long-Term Debt and Associated Derivatives (Note 10)	30,914,442	21,650,891
Liability for Employee Future Benefits (Note 6)	1,049,200	927,900
Deferred Revenue (Note 11)	725,533	1,210,178
Total Liabilities	39,114,804	31,208,292
Net Debt	(9,811,336)	(1,178,720)
Non-Financial Assets		
Tangible Capital Assets (Schedule C)	145,227,694	129,949,650
Inventory of Supplies for Consumption	752,913	708,485
Prepaid Expenses	457,773	452,244
Total Non-Financial Assets	146,438,380	131,110,379
Accumulated Surplus (Note 14)	136,627,044	129,931,659
Accumulated Surplus is comprised of:		
Accumulated Surplus from Operations	138,060,117	130,568,214
Accumulated Remeasurement Losses	(1,433,073)	(636,555)
Total Accumulated Surplus (Note 14)	136,627,044	129,931,659

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

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

Approved by the Board:


 _____ Chairperson


 _____ Chief Financial Officer

Prairie Spirit School Division No. 206
Consolidated Statement of Operations and Accumulated Surplus from Operations
for the year ended August 31, 2015

	2015 Budget	2015 Actual	2014 Actual
	(Note 15)		
REVENUES			
Property Taxation	32,835,798	36,620,514	33,512,996
Grants	76,270,864	80,476,309	78,305,128
Tuition and Related Fees	2,308,510	2,892,084	2,914,967
School Generated Funds	1,759,692	2,814,021	3,093,043
Complementary Services (Note 12)	825,474	1,274,056	1,267,927
External Services (Note 13)	-	14,550	2,280
Other	96,370	216,714	218,780
Total Revenues (Schedule A)	114,096,708	124,308,248	119,315,121
EXPENSES			
Governance	574,000	645,863	505,757
Administration	4,065,452	3,809,524	3,606,421
Instruction	79,940,226	80,685,854	78,194,356
Plant	14,144,016	17,735,850	16,538,939
Transportation	8,778,161	8,700,933	8,695,020
Tuition and Related Fees	386,958	651,437	640,651
School Generated Funds	1,759,692	2,814,364	2,656,447
Complementary Services (Note 12)	786,579	857,144	651,588
External Services (Note 13)	-	6,093	-
Other Expenses	968,088	909,283	1,020,071
Total Expenses (Schedule B)	111,403,172	116,816,345	112,509,250
Operating Surplus for the Year	2,693,536	7,491,903	6,805,871
Accumulated Surplus from Operations, Beginning of Year	130,568,214	130,568,214	123,762,343
Accumulated Surplus from Operations, End of Year	133,261,750	138,060,117	130,568,214

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

Prairie Spirit School Division No. 206
Consolidated Statement of Remeasurement Losses
as at August 31, 2015

	2015	2014
Accumulated Remeasurement Losses, Beginning of Year	(636,555)	-
Unrealized losses attributable to:		
Derivatives (Note 10)	(796,518)	(636,555)
Accumulated Remeasurement Losses, End of Year	(1,433,073)	(636,555)

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

Prairie Spirit School Division No. 206
Consolidated Statement of Changes in Net Debt
for the year ended August 31, 2015

	2015 Budget	2015 Actual	2014 Actual
	(Note 15)		
(Net Debt) / Financial Assets, Beginning of Year	(1,178,720)	(1,178,720)	4,477,879
Changes During the Year:			
Operating Surplus for the Year	2,693,536	7,491,903	6,805,871
Acquisition of Tangible Capital Assets (Schedule C)	(15,026,886)	(21,986,654)	(18,159,164)
Proceeds on Disposal of Tangible Capital Assets (Schedule C)	-	64,508	18,010
Gain on Disposal of Capital Assets (Schedule C)	-	(29,543)	(2,669)
Amortization of Tangible Capital Assets (Schedule C)	5,828,131	6,673,645	6,655,117
Net Acquisition of Inventory of Supplies	-	(44,428)	(279,690)
Net Change in Prepaid Expenses	-	(5,529)	(57,519)
	(6,505,219)	(7,836,098)	(5,020,044)
Net Remeasurement Losses	-	(796,518)	(636,555)
Change in Net Debt	(6,505,219)	(8,632,616)	(5,656,599)
Net Debt, End of Year	(7,683,939)	(9,811,336)	(1,178,720)

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

Prairie Spirit School Division No. 206
Consolidated Statement of Cash Flows
for the year ended August 31, 2015

	2015	2014
OPERATING ACTIVITIES		
Operating Surplus for the Year	7,491,903	6,805,871
Add Non-Cash Items Included in Surplus (Schedule D)	4,276,109	6,652,448
Net Change in Non-Cash Operating Activities (Schedule E)	(3,628,087)	1,506,259
Cash Provided by Operating Activities	8,139,925	14,964,578
CAPITAL ACTIVITIES		
Cash Used to Acquire Tangible Capital Assets	(17,816,494)	(15,650,327)
Proceeds on Disposal of Tangible Capital Assets	64,508	18,010
Cash Used by Capital Activities	(17,751,986)	(15,632,317)
INVESTING ACTIVITIES		
Proceeds on Disposal of Portfolio Investments	862	910
Cash Provided by Investing Activities	862	910
FINANCING ACTIVITIES		
Proceeds from Issuance of Long-Term Debt	9,507,724	-
Repayment of Long-Term Debt	(2,871,636)	(2,966,174)
Cash Provided (Used) by Financing Activities	6,636,088	(2,966,174)
DECREASE IN CASH AND CASH EQUIVALENTS	(2,975,111)	(3,633,003)
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	8,954,247	12,587,250
CASH AND CASH EQUIVALENTS, END OF YEAR	5,979,136	8,954,247

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

Prairie Spirit School Division No. 206
Schedule A: Consolidated Supplementary Details of Revenues
for the year ended August 31, 2015

	2015 Budget	2015 Actual	2014 Actual
Property Taxation Revenue			
Tax Levy Revenue:			
Property Tax Levy Revenue	32,538,667	36,020,018	32,055,012
Total Property Tax Revenue	32,538,667	36,020,018	32,055,012
Grants in Lieu of Taxes:			
Federal Government	185,000	152,858	154,547
Provincial Government	60,000	41,812	127,924
Other	20,000	77,973	(24,884)
Total Grants in Lieu of Taxes	265,000	272,643	257,587
Other Tax Revenues:			
House Trailer Fees	65,000	93,552	70,407
Total Other Tax Revenues	65,000	93,552	70,407
Additions to Levy:			
Penalties	164,262	343,295	293,533
Other	-	-	307,134
Total Additions to Levy	164,262	343,295	600,667
Deletions from Levy:			
Cancellations	(172,929)	(81,878)	558,141
Other Deletions	(24,202)	(27,116)	(28,818)
Total Deletions from Levy	(197,131)	(108,994)	529,323
Total Property Taxation Revenue	32,835,798	36,620,514	33,512,996
Grants:			
Operating Grants			
Ministry of Education Grants:			
Operating Grant	66,909,482	65,787,158	67,199,751
Other Ministry Grants	-	101,336	31,152
Total Ministry Grants	66,909,482	65,888,494	67,230,903
Grants from Others	423,838	680,436	-
Total Operating Grants	67,333,320	66,568,930	67,230,903
Capital Grants			
Ministry of Education Capital Grants	8,937,544	13,907,379	10,918,093
Other Provincial Capital Grants	-	-	156,132
Total Capital Grants	8,937,544	13,907,379	11,074,225
Total Grants	76,270,864	80,476,309	78,305,128

Prairie Spirit School Division No. 206
Schedule A: Consolidated Supplementary Details of Revenues
for the year ended August 31, 2015

	2015 Budget	2015 Actual	2014 Actual
Tuition and Related Fees Revenue			
Operating Fees:			
Tuition Fees:			
Federal Government and First Nations	2,308,510	2,871,319	2,910,372
Individuals and Other	-	20,765	4,595
Total Tuition Fees	2,308,510	2,892,084	2,914,967
Total Operating Tuition and Related Fees	2,308,510	2,892,084	2,914,967
Total Tuition and Related Fees Revenue	2,308,510	2,892,084	2,914,967
School Generated Funds Revenue			
Curricular:			
Student Fees	156,762	162,544	179,630
Total Curricular Fees	156,762	162,544	179,630
Non-Curricular Fees:			
Commercial Sales - GST	144,130	151,301	173,017
Commercial Sales - Non-GST	286,000	225,929	246,313
Fundraising	573,000	856,337	900,921
Grants and Partnerships	181,866	214,362	296,172
Students Fees	417,934	1,203,508	1,296,990
Other	-	40	-
Total Non-Curricular Fees	1,602,930	2,651,477	2,913,413
Total School Generated Funds Revenue	1,759,692	2,814,021	3,093,043
Complementary Services			
Operating Grants:			
Ministry of Education Grants:			
Operating Grant	825,474	827,095	788,217
Other Ministry Grants	-	396,551	-
Other Provincial Grants	-	-	71,364
Other Grants	-	-	32,004
Total Operating Grants	825,474	1,223,646	891,585
Capital Grants			
Ministry of Education Capital Grants	-	50,410	376,342
Total Capital Grants	-	50,410	376,342
Total Complementary Services Revenue	825,474	1,274,056	1,267,927

Prairie Spirit School Division No. 206
Schedule A: Consolidated Supplementary Details of Revenues
for the year ended August 31, 2015

	2015 Budget	2015 Actual	2014 Actual
External Services			
Fees and Other Revenue			
Other Revenue	-	14,550	2,280
Total Fees and Other Revenue	-	14,550	2,280
Total External Services Revenue	-	14,550	2,280
Other Revenue			
Miscellaneous Revenue	-	112,739	479
Sales & Rentals	-	5,470	43,440
Investments	96,370	68,962	172,192
Gain on Disposal of Tangible Capital Assets	-	29,543	2,669
Total Other Revenue	96,370	216,714	218,780
TOTAL REVENUE FOR THE YEAR	114,096,708	124,308,248	119,315,121

Prairie Spirit School Division No. 206
Schedule B: Consolidated Supplementary Details of Expenses
for the year ended August 31, 2015

	2015 Budget	2015 Actual	2014 Actual
Governance Expense			
Board Members Expense	277,000	236,925	212,278
Professional Development- Board Members	51,000	51,584	53,316
Advisory Committees	72,000	79,358	68,325
Elections	5,000	2,860	-
Other Governance Expenses	169,000	275,136	171,838
Total Governance Expense	574,000	645,863	505,757
Administration Expense			
Salaries	2,884,177	2,936,227	2,736,915
Benefits	374,117	299,587	308,825
Supplies & Services	276,155	141,154	124,120
Non-Capital Furniture & Equipment	31,002	23,531	26,370
Building Operating Expenses	100,598	92,626	95,476
Communications	76,080	81,387	84,830
Travel	55,952	26,659	18,861
Professional Development	84,250	63,599	64,653
Amortization of Tangible Capital Assets	183,121	144,754	146,371
Total Administration Expense	4,065,452	3,809,524	3,606,421
Instruction Expense			
Instructional (Teacher Contract) Salaries	53,737,735	56,357,264	54,444,241
Instructional (Teacher Contract) Benefits	3,191,108	3,330,551	3,159,789
Program Support (Non-Teacher Contract) Salaries	12,340,783	12,088,584	11,941,690
Program Support (Non-Teacher Contract) Benefits	2,738,966	2,282,904	2,214,284
Instructional Aids	4,325,730	2,054,470	2,064,619
Supplies & Services	577,416	814,652	743,277
Non-Capital Furniture & Equipment	619,953	476,159	683,206
Communications	258,643	310,608	139,145
Travel	444,170	516,693	520,470
Professional Development	463,405	521,934	392,359
Student Related Expense	172,326	312,785	321,417
Amortization of Tangible Capital Assets	1,069,991	1,619,250	1,569,859
Total Instruction Expense	79,940,226	80,685,854	78,194,356

Prairie Spirit School Division No. 206
Schedule B: Consolidated Supplementary Details of Expenses
for the year ended August 31, 2015

	2015 Budget	2015 Actual	2014 Actual
Plant Operation & Maintenance Expense			
Salaries	4,315,916	4,051,994	4,069,970
Benefits	896,342	841,074	787,772
Supplies & Services	8,500	59,136	4,202
Non-Capital Furniture & Equipment	88,933	62,223	47,743
Building Operating Expenses	5,222,855	8,747,932	7,773,955
Communications	18,000	10,828	10,428
Travel	70,000	64,612	52,806
Professional Development	22,791	17,934	10,197
Amortization of Tangible Capital Assets	3,500,679	3,880,117	3,781,866
Total Plant Operation & Maintenance Expense	14,144,016	17,735,850	16,538,939
Student Transportation Expense			
Salaries	3,387,065	3,420,815	3,271,477
Benefits	701,023	629,612	626,233
Supplies & Services	1,993,117	1,464,052	1,797,288
Non-Capital Furniture & Equipment	999,438	1,401,721	1,230,303
Building Operating Expenses	65,000	42,242	22,702
Communications	149,000	95,775	40,575
Travel	40,000	43,803	51,391
Professional Development	24,775	5,306	9,720
Contracted Transportation	349,279	572,959	493,186
Amortization of Tangible Capital Assets	1,069,464	1,024,648	1,152,145
Total Student Transportation Expense	8,778,161	8,700,933	8,695,020
Tuition and Related Fees Expense			
Tuition Fees	358,458	651,437	609,451
Other Fees	28,500	-	31,200
Total Tuition and Related Fees Expense	386,958	651,437	640,651
School Generated Funds Expense			
Supplies & Services	196,502	193,487	160,887
Cost of Sales	297,830	350,146	405,749
Non-Capital Furniture & Equipment	104,540	26,304	63,886
School Fund Expenses	1,160,820	2,244,427	2,025,925
Total School Generated Funds Expense	1,759,692	2,814,364	2,656,447

Prairie Spirit School Division No. 206
Schedule B: Consolidated Supplementary Details of Expenses
for the year ended August 31, 2015

	2015 Budget	2015 Actual	2014 Actual
Complementary Services Expense			
Instructional (Teacher Contract) Salaries & Benefits	527,713	526,796	437,124
Program Support (Non-Teacher Contract) Salaries & Benefits	179,052	182,640	146,545
Instructional Aids	57,938	96,126	59,009
Non-Capital Furniture & Equipment	-	330	-
Building Operating Expenses	-	46,376	4,034
Contracted Transportation & Allowances	17,000	-	-
Amortization of Tangible Capital Assets	4,876	4,876	4,876
Total Complementary Services Expense	786,579	857,144	651,588
External Service Expense			
Supplies & Services	-	6,093	-
Total External Services Expense	-	6,093	-
Other Expense			
Interest and Bank Charges:			
Current Interest and Bank Charges	60,199	43,353	37,116
Interest on Debentures			
School Facilities	-	-	53,454
Other	-	-	914,160
Interest on Other Capital Loans and Long-Term Debt			
School Facilities	668,615	758,798	-
Other	239,274	107,132	-
Total Interest and Bank Charges	968,088	909,283	1,004,730
Write-Down of Tangible Capital Assets	-	-	15,341
Total Other Expense	968,088	909,283	1,020,071
TOTAL EXPENSES FOR THE YEAR	111,403,172	116,816,345	112,509,250

Prairie Spirit School Division No. 206

**Schedule C - Consolidated Supplementary Details of Tangible Capital Assets
for the year ended August 31, 2015**

	Land		Buildings		School	Other	Furniture and	Computer Hardware and Audio Visual	Computer	Assets Under		
	Land	Improvements	Buildings	Short-Term	Buses	Vehicles	Equipment	Equipment	Software	Construction	2015	2014
Tangible Capital Assets - at Cost:												
Opening Balance as of September 1	5,979,163	4,118,192	150,909,873	11,970,846	16,575,762	889,565	14,117,833	9,986,284	498,057	6,920,243	221,965,818	204,296,275
Additions/Purchases	-	-	-	-	1,835,807	17,800	297,209	1,030,819	120,045	18,684,974	21,986,654	18,159,164
Disposals	-	-	-	-	(1,862,201)	(167,317)	-	-	-	-	(2,029,518)	(489,621)
Transfers to (from)	-	-	315,656	1,731,889	-	-	-	-	-	(2,047,545)	-	-
Closing Balance as of August 31	5,979,163	4,118,192	151,225,529	13,702,735	16,549,368	740,048	14,415,042	11,017,103	618,102	23,557,672	241,922,954	221,965,818
Tangible Capital Assets - Amortization:												
Opening Balance as of September 1	N/A	3,064,026	54,691,901	2,832,160	11,805,988	584,727	10,794,359	8,024,683	218,324	-	92,016,168	85,835,331
Amortization of the Period	-	111,136	3,012,472	664,339	984,699	87,085	641,716	1,057,809	114,389	-	6,673,645	6,655,117
Disposals	-	-	-	-	(1,827,236)	(167,317)	-	-	-	-	(1,994,553)	(474,280)
Closing Balance as of August 31	N/A	3,175,162	57,704,373	3,496,499	10,963,451	504,495	11,436,075	9,082,492	332,713	N/A	96,695,260	92,016,168
Net Book Value:												
Opening Balance as of September 1	5,979,163	1,054,166	96,217,972	9,138,686	4,769,774	304,838	3,323,474	1,961,601	279,733	6,920,243	129,949,650	118,460,944
Closing Balance as of August 31	5,979,163	943,030	93,521,156	10,206,236	5,585,917	235,553	2,978,967	1,934,611	285,389	23,557,672	145,227,694	129,949,650
Change in Net Book Value	-	(111,136)	(2,696,816)	1,067,550	816,143	(69,285)	(344,507)	(26,990)	5,656	16,637,429	15,278,044	11,488,706
Disposals:												
Historical Cost	-	-	-	-	1,862,201	167,317	-	-	-	-	2,029,518	489,621
Accumulated Amortization	-	-	-	-	1,827,236	167,317	-	-	-	-	1,994,553	474,280
Net Cost	-	-	-	-	34,965	-	-	-	-	-	34,965	15,341
Proceeds on Disposal	-	-	-	-	43,722	20,786	-	-	-	-	64,508	18,010
Gain on Disposal	-	-	-	-	8,757	20,786	-	-	-	-	29,543	2,669

Prairie Spirit School Division No. 206
Schedule D: Consolidated Non-Cash Items Included in Surplus
for the year ended August 31, 2015

	2015	2014
Non-Cash Items Included in Surplus:		
Amortization of Tangible Capital Assets (Schedule C)	6,673,645	6,655,117
Non-Cash Portion of Capital Grants	(2,367,993)	-
Gain on Disposal of Tangible Capital Assets (Schedule C)	(29,543)	(2,669)
Total Non-Cash Items Included in Surplus	4,276,109	6,652,448

Prairie Spirit School Division No. 206
Schedule E: Consolidated Net Change in Non-Cash Operating Activities
for the year ended August 31, 2015

	2015	2014
Net Change in Non-Cash Operating Activities:		
(Increase) Decrease in Accounts Receivable	(2,249,868)	280,787
(Decrease) Increase In Accounts Payable and Accrued Liabilities	(964,917)	2,415,244
Increase in Liability for Employee Future Benefits	121,300	105,100
Decrease in Deferred Revenue	(484,645)	(957,663)
Increase in Inventory of Supplies for Consumption	(44,428)	(279,690)
Increase in Prepaid Expenses	(5,529)	(57,519)
Total Net Change in Non-Cash Operating Activities	(3,628,087)	1,506,259

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 Spirit School Division No. 206” and operates as “the Prairie Spirit School Division No. 206”. The school division provides education services to residents within its geographic region and is governed by an elected board of trustees.

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

2. SIGNIFICANT ACCOUNTING POLICIES

These consolidated 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 consolidated financial statements are prepared using the accrual basis of accounting.

b) Reporting Entity and Consolidation

The consolidated financial statements include all of the assets, liabilities, revenues and expenses of the school division reporting entity. The school division reporting entity is comprised of all the organizations which are controlled by the school division.

All of the assets, liabilities, revenues and expenses of controlled organizations are consolidated line-by-line after adjusting the accounting policies to a basis consistent with the accounting policies of the school division. Inter-organizational transactions and balances have been eliminated.

Control is defined as the power to govern the financial and operating policies of another organization with the expected benefits or risk of loss to the school division. Control exists so long as the school division has the power to govern, regardless of whether the school division chooses to exercise this power.

Controlled Entities

Prairie Spirit School Division Foundation Corp. (the “Foundation”) is incorporated under the Saskatchewan Non-Profit Corporations Act, 1995 and was established to carry on activities which are for the charitable purpose of the advancement of education and enhancement of the quality of education offered by the school division. The Foundation has applied for a registered charity status.

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 consolidated financial statements, and the reported amounts of revenues and expenses during the year.

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

- the liability for employee future benefits of \$1,049,200 (2014 - \$927,900) because actual experience may differ significantly from actuarial estimations.
- property taxation revenue of \$36,620,514 (2014 - \$33,512,996) because final tax assessments may differ from initial estimates.
- taxes receivable of \$16,771,741 (2014 - \$14,925,873) because actual collectability may differ from initial estimates.
- useful lives of capital assets and related amortization of \$6,673,645 (2014 – \$6,655,117) 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 consolidated financial statements. Financial instruments of the school division include cash and cash equivalents, accounts receivable, portfolio

investments, accounts payable and accrued liabilities, and long-term debt and associated derivatives.

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

i) Fair Value

Fair value measurement applies to financial derivatives held by the school division. Any associated transaction costs are expensed upon initial recognition. Unrealized changes in fair value are recognized in the consolidated statement of remeasurement gains and losses until they are realized, at which time they are transferred to the consolidated statement of operations and accumulated surplus from operations.

Fair value is determined by:

- Level 1 quoted prices (unadjusted) in active markets for identical assets or liabilities
- Level 2 inputs other than quoted prices that are observable for the asset or liability either directly, (i.e. as prices) or indirectly (i.e. derived from prices);
- Level 3 inputs for the asset or liability that are not based on observable market data (unobservable inputs)

The school division's derivatives are considered Level 2 measurement.

When a decline in fair value is determined to be other than temporary, the amount of the loss is removed from any accumulated remeasurement gains and reported in the consolidated statement of operations and accumulated surplus from operations.

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

ii) Cost or Amortized Cost

All other 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 consolidated statement of operations and accumulated surplus from operations.

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

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

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

Portfolio Investments consist of guaranteed investment certificates (GIC's) held for scholarship purposes. 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 of the school division include land, land improvements, buildings, buildings – short term, school buses, other vehicles, furniture and equipment, computer hardware and software, audio visual equipment, and assets under construction.

Tangible capital assets are recorded at cost (or estimated cost when the actual cost is unknown) and include all costs directly attributable to the acquisition, design, construction, development, installation and betterment of the tangible capital asset. The school division does not capitalize interest incurred while a tangible capital asset is under construction.

Tangible capital asset costs that are directly paid for by the Government of Saskatchewan on behalf of the school division, under the joint-use schools project (JUSP) agreement, are valued at the total progress payments made during construction and the present value of the future capital payments discounted to the date the asset is available for use using the Government of Saskatchewan’s borrowing rate for long-term debt in effect at the time of signing the JUSP agreement. During construction, the costs of the assets are recognized using the percentage of completion method based on construction progress and are classified as assets under construction.

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

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

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

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

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

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

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.

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

Long-term debt also includes capital lease obligations where substantially all of the benefits and risks incident to ownership are transferred to the school division without necessarily transferring legal ownership. The amount of the lease liability recorded at the beginning of the lease term is the present value of the minimum lease payments, excluding the portion thereof relating to executory costs.

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

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

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). In accordance with PSAB, 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 revenues include the following:

i) Government Transfers (Grants)

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

ii) Property Taxation

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

to the division by each municipality following the conclusion of each calendar taxation year, and any difference between final amounts and the school division's estimates is recorded as an adjustment to revenue in the next fiscal year.

iii) Fees and Services

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

iv) Interest Income

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

v) Other (Non-Government Transfer) Contributions

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

3. SHORT-TERM BORROWINGS

Bank indebtedness consists of a demand operating line of credit with a maximum borrowing limit of \$21,000,000 that bears interest at Royal Bank prime rate minus 1% per annum. This line of credit is authorized by a borrowing resolution by the board of education and is secured by operating grants and tax levy. This line of credit was approved by the Minister of Education on February 10, 2011. The balance drawn on the line of credit at August 31, 2015 was \$NIL (August 31, 2014 – \$NIL).

4. PORTFOLIO INVESTMENTS

Portfolio investments are comprised of the following:

	2015	2014
Portfolio investments in the cost and amortized cost category:	<u>Cost</u>	<u>Cost</u>
GIC with RBC, Monthly Interest at 1.3%, maturing Nov 24/15	\$ 9,038	\$ 9,899
Total portfolio investments reported at cost and amortized cost	\$ 9,038	\$ 9,899

5. EXPENSES BY FUNCTION AND ECONOMIC CLASSIFICATION

Function	Salaries & Benefits	Goods & Services	Debt Service	Amortization of TCA	2015 Actual	2014 Actual
Governance	\$ 236,925	\$ 408,938	\$ -	\$ -	\$ 645,863	\$ 505,757
Administration	3,235,814	428,956	-	144,754	3,809,524	3,606,421
Instruction	74,059,303	5,007,301	-	1,619,250	80,685,854	78,194,356
Plant	4,893,068	8,962,665	-	3,880,117	17,735,850	16,538,939
Transportation	4,050,427	3,625,858	-	1,024,648	8,700,933	8,695,020
Tuition and Related Fees	-	651,437	-	-	651,437	640,651
School Generated Funds	-	2,814,364	-	-	2,814,364	2,656,447
Complementary Services	709,436	142,832	-	4,876	857,144	651,588
External Services	-	6,093	-	-	6,093	-
Other	-	-	909,283	-	909,283	1,020,071
TOTAL	\$87,184,973	\$22,048,444	\$ 909,283	\$ 6,673,645	\$116,816,345	\$112,509,250

6. 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 and 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 consolidated statement of financial position. Morneau Shepell Ltd, a firm of consulting actuaries, performed an actuarial valuation as of March 31, 2015 and estimated the Liability for Employee Future Benefits as at August 31, 2015.

Details of the employee future benefits are as follows:

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

Liability for Employee Future Benefits	2015	2014
Accrued Benefit Obligation - beginning of year	\$ 1,160,600	\$ 979,600
Current period service cost	107,800	93,700
Interest cost	34,900	36,900
Benefit payments	(40,600)	(38,400)
Actuarial losses	398,500	88,800
Accrued Benefit Obligation - end of year	1,661,200	1,160,600
Unamortized Net Actuarial Losses	(612,000)	(232,700)
Liability for Employee Future Benefits	\$ 1,049,200	\$ 927,900

Expense for Employee Future Benefits	2015	2014
Current period service cost	\$ 107,800	\$ 93,700
Amortization of net actuarial loss	19,200	12,900
Benefit cost	127,000	106,600
Interest cost	34,900	36,900
Total Employee Future Benefits Expense	\$ 161,900	\$ 143,500

7. PENSION PLANS

Multi-Employer Defined Benefit Plans

Information on the multi-employer pension plans to which the school division contributes is as follows:

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

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

The STRP and STSP are funded by contributions by the participating employee members and the Government of Saskatchewan. The school division's obligation to the STRP and STSP is limited to collecting and remitting contributions of the employees at rates determined by the plans. Accordingly, these consolidated 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 consolidated financial statements as ultimate responsibility for retirement benefits rests with the Saskatchewan Teachers' Federation for the STRP and with the Government of Saskatchewan for the STSP.

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

	2015			2014
	STRP	STSP	TOTAL	TOTAL
Number of active School Division members	1,032	32	1,064	1,016
Member contribution rate (percentage of salary)	9.1%/11.3%	7.85%/6.05%	6.05%/11.3%	6.05%/10%
Member contributions for the year	\$ 5,494,448	\$ 110,390	\$ 5,604,838	\$ 4,604,764

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 consolidated financial statements. In accordance with PSAB requirements, the plan is accounted for as a defined contribution plan whereby the school division's contributions are expensed when due.

Details of the MEPP are as follows:

	<u>2015</u>	<u>2014</u>
Number of active School Division members	790	801
Member contribution rate (percentage of salary)	8.15%	8.15%
School Division contribution rate (percentage of salary)	8.15%	8.15%
Member contributions for the year	\$ 1,651,539	\$ 1,629,858
School Division contributions for the year	\$ 1,651,539	\$ 1,629,858
Actuarial (extrapolation) valuation date	<u>(Dec/31/14)</u>	<u>Dec/31/13</u>
Plan Assets (in thousands)	\$ 2,006,587	\$ 1,685,167
Plan Liabilities (in thousands)	\$ 1,672,585	\$ 1,498,853
Plan Surplus (in thousands)	\$ 334,002	\$ 186,314

8. ACCOUNTS RECEIVABLE

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

	2015		2014	
	Total Receivable	Net of Allowance	Total Receivable	Net of Allowance
Taxes Receivable	\$ 16,771,741	\$ 16,771,741	\$ 14,925,873	\$ 14,925,873
Provincial Grants Receivable	4,503,554	4,503,554	3,913,678	3,913,678
Other Receivables	2,039,999	2,039,999	2,225,875	2,225,875
Total Accounts Receivable	\$ 23,315,294	\$ 23,315,294	\$ 21,065,426	\$ 21,065,426

9. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

Details of accounts payable and accrued liabilities are as follows:

	2015	2014
Accrued Salaries and Benefits	\$ 1,808,362	\$ 2,384,552
Supplier Payments	1,670,700	1,979,637
Other accrued liabilities	2,946,567	3,055,134
Total Accounts Payable and Accrued Liabilities	\$ 6,425,629	\$ 7,419,323

10. LONG-TERM DEBT

Details of long-term debt and associated derivatives are as follows:

	2015	2014
Capital Loans		
Energy loan payable to RBC, monthly P&I bearing interest at 6.55% expiring Oct/16	\$ 222,895	\$ 412,664
Warman High loan payable to RBC, monthly P&I bearing interest at 4.77%, expiring Nov 10/15	134,000	651,000
Division office loan payable to RBC, monthly P&I bearing interest at 4.78%, expiring Mar 7/18	912,000	1,226,000
Block Projects loan payable to RBC, monthly P&I bearing interest at 1.95%, expiring May 9/18	829,000	1,118,000
Stobart loan payable to RBC, monthly P&I bearing interest at 2.97%, expiring May 9/33	6,691,000	6,960,000
Warman Middle loan payable to RBC, monthly P&I interest at 2.97%, expiring May 9/33	9,270,000	9,643,000
Martensville High loan payable to RBC, monthly P&I interest at 3.79%, expiring Feb/35	9,347,223	-
	27,406,118	20,010,664
Derivatives consist of long-term financial instruments created by:		
Interest rate swap agreement - 4.22%, terminates November 10/15	809	11,840
Interest rate swap agreement - 2.97%, terminates May 9/33	795,931	321,666
Interest rate swap agreement - 1.95%, terminates May 9/18	15,100	9,441
Interest rate swap agreement - 2.97%, terminates May 9/33	574,493	232,174
Interest rate swap agreement - 4.33%, terminates April 7/18	46,740	61,434
	1,433,073	636,555
	28,839,191	20,647,219
Capital Leases		
Honeywell Lease, monthly P&I payable to RBC with interest at 4.205%, expiring Sept 15/16	110,370	204,973
Bus Lease, monthly P&I payable to RBC with interest at 3.1%, expired Jan 10/15	-	19,260
Bus Lease, monthly P&I payable to RBC with interest at 4.99%, expired Apr 22/15	-	29,981
Bus Lease, monthly P&I payable to RBC with interest at 5.71%, expired July 15/15	-	111,375
Bus Lease, monthly P&I payable to RBC with interest at 2.47%, expiring Sept 2/16	82,182	164,363
Bus Lease, monthly P&I payable to RBC with interest at 2.47%, expiring Aug 5/20	272,890	329,350
Bus Lease, monthly P&I payable to RBC with interest at 2.47%, expiring Aug 5/18	106,709	144,370
Bus Lease, monthly P&I payable to RBC with interest at 2.85%, expiring Oct 20/19	1,503,100	-
	2,075,251	1,003,672
Total Long-Term Debt and Associated Derivatives	\$ 30,914,442	\$ 21,650,891

Future principal repayments over the next 5 years are estimated as follows:				
	Capital Loans		Capital Leases	Total
2016	\$	1,976,152	\$ 673,435	\$ 2,649,587
2017		1,678,994	505,417	2,184,411
2018		1,540,222	445,859	1,986,081
2019		1,105,959	427,250	1,533,209
2020		1,147,227	23,290	1,170,517
Thereafter		19,957,564	-	19,957,564
Total	\$	27,406,118	\$ 2,075,251	\$ 29,481,369

Principal and interest payments on the long-term debt are as follows:				
	Capital		2015	2014
	Capital Loans	Leases		
Principal	\$ 2,112,270	\$ 759,366	\$ 2,871,636	\$ 2,966,174
Interest	809,702	56,228	865,930	1,059,866
Total	\$ 2,921,972	\$ 815,594	\$ 3,737,566	\$ 4,026,040

11. DEFERRED REVENUE

Details of deferred revenues are as follows:

	Balance as at August 31, 2014	Additions during the Year	Revenue recognized in the Year	Balance as at August 31, 2015
Capital projects:				
Federal capital tuition	\$ 196,193	\$ 31,433	\$ -	\$ 227,626
Total capital projects deferred revenue	196,193	31,433	-	227,626
Other deferred revenue:				
Property taxes	1,013,985	-	(516,078)	497,907
Total other deferred revenue	1,013,985	-	(516,078)	497,907
Total Deferred Revenue	\$ 1,210,178	\$ 31,433	\$ (516,078)	\$ 725,533

12. COMPLEMENTARY SERVICES

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

Following is a summary of the revenues and expenses of the Complementary Services programs operated by the school division in 2015 and 2014:

Summary of Complementary Services Revenues and Expenses, by Program	Pre-K Programs	Other Programs	2015	2014
Revenues:				
Operating Grants	\$ 827,095	\$ 396,551	\$ 1,223,646	\$ 891,585
Capital Grants	50,410	-	50,410	376,342
Total Revenues	877,505	396,551	1,274,056	1,267,927
Expenses:				
Salaries & Benefits	621,442	87,994	709,436	583,669
Instructional Aids	35,302	-	35,302	59,009
Non-Capital Equipment	330	-	330	-
Building Operating Expenses	46,376	-	46,376	4,034
Student Related Expenses	-	60,824	60,824	-
Amortization of Tangible Capital Assets	4,876	-	4,876	4,876
Total Expenses	708,326	148,818	857,144	651,588
Excess of Revenues over Expenses	\$ 169,179	\$ 247,733	\$ 416,912	\$ 616,339

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

Pre-K programs represent the revenue and expenses for operating pre-K programs that have been approved by the Ministry.

Other programs relate to the revenue and expenses for nutrition programs, special projects with the Province and First Nations and Metis Education (FNME). There were two special projects related to FNME.

13. EXTERNAL SERVICES

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

Following is a summary of the revenues and expenses of the External Services programs operated by the school division in 2015 and 2014:

Summary of External Services Revenues and Expenses, by Program	2015	2014
Revenues:		
Fees and Other Revenues	\$ 14,550	\$ 2,280
Total Revenues	14,550	2,280
Expenses:		
Supplies and Services	6,093	-
Total Expenses	6,093	-
Excess of Revenues over Expenses	\$ 8,457	\$ 2,280

Revenue and expenditures represent the operations of the Prairie Spirit School Division Foundation Corp.

14. ACCUMULATED SURPLUS

Accumulated surplus represents the financial assets and non-financial assets of the school division less liabilities. Accumulated surplus is comprised of the following two amounts:

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

Certain amounts of the accumulated surplus from operations, as approved by the board of education, have been designated for specific future purposes such as unspent school operating budget and future replacement of capital assets. These internally restricted amounts are included in the accumulated surplus from operations presented in the consolidated statement of financial position. The school division does not maintain separate bank accounts for the internally restricted amounts.

Details of accumulated surplus are as follows:

	August 31 2014	Additions during the year	Reductions during the year	August 31 2015
Invested in Tangible Capital Assets:				
Net book value of tangible capital assets	\$ 129,949,650	\$ 15,278,044	\$ -	\$ 145,227,694
Less: debt owing on tangible capital assets	(21,014,336)	(11,338,669)	(2,871,636)	(29,481,369)
	108,935,314	3,939,375	(2,871,636)	115,746,325
PMR maintenance project allocations (1)	1,110,744	1,374,056	777,446	1,707,354
Internally Restricted Surplus:				
Capital projects:				
School bus replacement program	1,950,000	-	-	1,950,000
Learning technology initiatives	1,596,410	107,684	-	1,704,094
Future capital projects	1,322,784	-	1,322,784	-
Van replacement	245,000	-	14,752	230,248
Completion of Martensville High School project	-	3,071,713	-	3,071,713
Completion of outstanding capital projects	801,149	224,287	-	1,025,436
PAA project	909,492	-	909,492	-
	6,824,835	3,403,684	2,247,028	7,981,490
Other:				
School decentralized budgets	1,098,269	73,533	-	1,171,802
School community councils	71,945	-	6,714	65,231
School generated funds	1,428,459	-	79,296	1,349,163
Central Valley Athletic Committee	2,726	-	71	2,655
Program equity/ enhancement initiatives	1,096,942	2,659,273	-	3,756,215
Facilities department	1,715,468	-	70,942	1,644,526
P3 Operational costs reserve	-	43,691	-	43,691
Admin council reserve	485,580	243,588	99,952	629,216
Division office PD	91,385	-	2,208	89,177
Finance and transportation PD	38,848	110	-	38,958
Program and staffing review	1,177,000	-	1,177,000	-
Integrated Shared Services Initiative	-	271,500	-	271,500
Prairie Spirit School Division Foundation Corp.	-	8,457	-	8,457
	7,206,622	3,300,152	1,436,184	9,070,590
Unrestricted Surplus	6,490,699	-	2,936,342	3,554,357
Accumulated Surplus from Operations	130,568,214	12,017,267	4,525,364	138,060,117
Accumulated Remeasurement Losses	(636,555)	-	796,518	(1,433,073)
Total Accumulated Surplus	\$ 129,931,659	\$ 12,017,267	\$ 5,321,882	\$ 136,627,044

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

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

Capital Projects:

School Bus Replacement Program – replacement of school buses
Learning Technology Initiatives – replacement of technology
Future Capital Projects – replacement of capital assets
Van Replacement – replacement of maintenance vans
Completion of outstanding capital projects – capital grants recorded as receivable for capital projects in Martensville, Hanley, Delisle, Hague & other structural projects
Practical and Applied Arts (PAA) Project – completion of renovations and equipment replacement for PAA labs

Other:

School Decentralized Budgets – carry forward of unspent budget allocated
School Community Councils – SCC carry forward of unspent budget allocated
School Generated Funds – carry forward of unspent funds collected
Central Valley Athletic Committee – carry forward of unspent budget allocated
Program Equity/Program Enhancement Initiatives – allow for one-time expenditures to bring equity to program offerings in the division
Facilities Department – carry forward of unspent budget allocated
P3 Operational Costs – carry forward of unspent operational funds for P3 initiative
Admin Council – carry forward of unspent budget allocated
Division Office PD – carry forward of unspent budget allocated
Finance and Transportation PD – carry forward of unspent budget allocated
Program and Staffing Review – for future adjustments in staffing
Integrated Shared Services Initiative – carry forward of unspent funds on partnership program with the province and First Nation partnership
Prairie Spirit School Division Foundation Corp. – carry forward from the foundation operations

15. BUDGET FIGURES

Budget figures included in the consolidated financial statements were approved by the board of education on June 16, 2014 and the Minister of Education on August 12, 2014.

16. RELATED PARTIES

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

Related Party Transactions

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

	2015	2014
Revenues:		
Ministry of Education	\$ 81,069,929	\$ 79,313,555
Great Plains College	25,329	25,329
SGI	680,436	-
	\$ 81,775,694	\$ 79,338,884
Expenses:		
Saskatoon Public S.D.	\$ 27,358	\$ 29,556
Greater Saskatoon Catholic Schools	16,000	24,789
North West College	50,000	60,360
Saskatoon Health Region	81,000	81,150
SaskTel	412,972	246,987
SaskPower	1,389,928	1,203,920
SaskEnergy	606,793	639,707
SGI	150,395	133,718
Sask Workers' Compensation Board	304,848	236,478
	\$ 3,039,294	\$ 2,656,665
Accounts Receivable:		
Ministry of Education	\$ 4,503,554	\$ 3,913,678
	\$ 4,503,554	\$ 3,913,678
Prepaid Expenses:		
Sask Workers' Compensation Board	\$ 143,400	\$ 122,877
	\$ 143,400	\$ 122,877

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

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

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

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 consolidated

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.

18. CONTRACTUAL OBLIGATIONS AND COMMITMENTS

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

- construction contract awarded to Quorex Construction for Martensville High School in the amount of \$27,164,927 over 2 years. This project was 79% complete as of August 31, 2015.
- 3 relocatable classrooms at Valley Manor School and 1 relocatable for Venture Heights School of \$1,482,400 over 1 year. This project was 90% complete as of August 31, 2015.

Capital lease obligations of the school division are as follows:

	Capital Leases		
	Buses	Honeywell Performance Contract	Total Capital
Future minimum lease payments:			
2016	\$ 578,832	\$ 94,603	\$ 673,435
2017	489,650	15,767	505,417
2018	445,859	-	445,859
2019	427,250	-	427,250
2020	23,290	-	23,290
	\$ 1,964,881	\$ 110,370	\$ 2,075,251
Interest and executory costs	122,609	6,887	129,496
Total Lease Obligations	\$ 2,087,490	\$ 117,257	\$ 2,204,747

19. JOINT-USE SCHOOLS PROJECT AGREEMENT

In August 2015, the Government of Saskatchewan entered into a 32 year public-private partnership with Joint-Use Mutual Partnership (JUMP) to design, finance, build and maintain Warman Elementary and Martensville Elementary in City of Warman and City of Martensville on behalf of the school division. The Government of Saskatchewan will be responsible for all capital, maintenance and operating payments over the term of the public-private partnership agreement with ownership of the schools vesting with the school division. The school division is the beneficiary of the schools, therefore, during period of construction the school division will record capital grant revenue from the Ministry of Education and tangible capital assets on the percentage of completion basis.

20. RISK MANAGEMENT

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

i) Credit Risk

Credit risk is the risk to the school division from potential non-payment of accounts receivable. The credit risk related to the school division's receivables from the provincial government, federal government and their agencies are considered to be minimal. For other receivables, the school division has adopted credit policies which include close monitoring of overdue accounts and report monthly to the Board of Education any receivable exceeding \$100,000.

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, 2015 was:

		August 31, 2015				
		Total	0-30 days	30-60 days	60-90 days	Over 90 days
Grants Receivable	\$	4,503,554	\$ 4,503,554	\$ -	\$ -	\$ -
Other Receivables		810,650	118,931	72,590	587,744	31,385
Gross Receivables		5,314,204	4,622,485	72,590	587,744	31,385
Allowance for Doubtful Accounts		-	-	-	-	-
Net Receivables	\$	5,314,204	\$ 4,622,485	\$ 72,590	\$ 587,744	\$ 31,385

ii) Liquidity Risk

Liquidity risk is the risk that the school division will not be able to meet its financial obligations as they come due. The school division manages liquidity risk by ensuring budgets are followed and reviewed monthly and all capital purchases are funded on a cash basis.

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

August 31, 2015				
	Within 6 months	6 months to 1 year	1 to 5 years	> 5 years
Accounts payable and accrued liabilities	\$ 6,425,629	\$ -	\$ -	\$ -
Long-term debt (includes interest)	1,471,107	1,471,107	8,791,279	25,723,689
Total	\$ 7,896,736	\$ 1,471,107	\$ 8,791,279	\$ 25,723,689

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 long-term debt.

The school division also has an authorized bank line of credit of \$21,000,000 with interest payable monthly at a rate of prime minus 1%. 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 at August 31, 2015 (2014 –\$NIL).

The school division minimizes these risks by:

- holding cash in an account at a Canadian bank, denominated in Canadian currency,
- managing cash flows to minimize utilization of its bank line of credit,
- managing its interest rate risk on long-term debt through the use of fixed rate terms and derivatives consisting of a long-term financial instrument created by interest rate swap agreements on variable interest debt.

Foreign Currency Risk

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