

**ENGLEFELD PROTESTANT SEPARATE
SCHOOL DIVISION #132**

ANNUAL REPORT 2016-2017

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School Division Contact Information

Englefeld Protestant Separate School Division #132

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An electronic copy of this report is available at:

<http://www.Englefeld.ca/School/HomeSchool.html>

Letter of Transmittal

Honourable Bronwyn Eyre
Minister of Education

Dear Minister Eyre:

The Board of Education of Englefeld Protestant Separate School Division No. 132 is pleased to provide you and the residents of the school division with the 2016-17 annual report. This report outlines activities and accomplishments of the school division and provides audited financial statements for the fiscal year September 1, 2016 to August 31, 2017.

Respectfully submitted,



Deanna Miskolczi
Chairperson

Introduction

This annual report presents an overview of the Englefeld Protestant Separate School Division's goals, activities and results for the fiscal year September 1, 2016 to August 31, 2017.

This report provides a snapshot of Englefeld Protestant Separate School Division, its governance structures, students, staff, programs and facilities. 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 in relation to its school division 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

Englefeld Protestant Separate School Division (EPSSD) is a small rural school division with one school located in the community of Englefeld. The division is unique in that it is the only Protestant separate school division in Saskatchewan. The division is located in central Saskatchewan and encompasses 265 square kilometres.

The economy of the Englefeld area is mixed but predominantly based on agriculture and manufacturing.

Division Philosophical Foundation

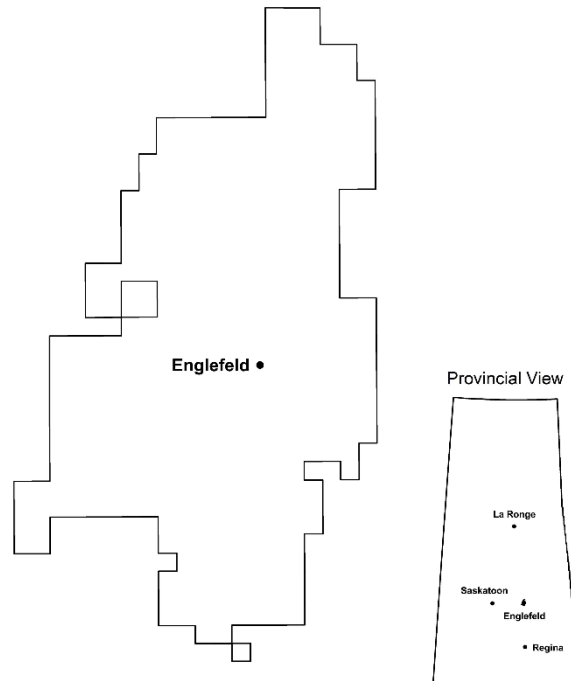
Englefeld Protestant Separate School Division will provide:

- A quality education for all children in an environment that is caring, supportive and challenging
- All students with opportunities for Christian spiritual growth.

We Believe:

- that the Christian religion is an important element of Englefeld School
- that through formal education the ethical and moral values of the community will be passed on to the children
- that every student will be provided with equitable educational opportunities
- that community involvement will enhance the quality of education provided to our children
- that education goals can be achieved with hard work
- that an important component of education is the development of a high degree of confidence and self esteem
- that everyone who works within the EPSSD has an important role in our school
- that to achieve success in education in our children, we must all work together.

Englefeld
PSSD No. 132
June 2017



Program Overview

The students in Englefeld Protestant Separate School Division are diverse. They vary in age, personal circumstances, learning styles, interests, and individual strengths and needs. In order to provide the best education possible for all our students, Englefeld School has utilized a variety of approaches to provide a wide range of programs for our students. Englefeld School truly is an example of a “little school that could” compete with all schools in Saskatchewan.

Central to the program in the school is the provincially-mandated core curricula, broad areas of learning and cross-curricular competencies. Classroom instruction is designed to incorporate differentiated instruction, First Nations and Métis content, perspectives and ways of knowing, and the adaptive dimension.

In addition, the school offers specialized programming that responds to the needs of its students. The following list identifies additional programs in operation at Englefeld School:

- Core French Instruction
- Music Programming
- Distance Education
- Nutrition Programs
- English as an Additional Language (EAL) Programming
- Technology-Enhanced Learning

Additional services and supports are offered to students and teachers through contracts with individuals and the Horizon School Division:

- Occupational Therapist
- Speech and Language Pathologist
- Educational Psychologist
- Student Counsellors (career, personal)
- Autism Services

EAL – Englefeld School continues to welcome newcomers to Canada. As the percentage of EAL students has increased to approximately 30% of the school enrolment it has tested the supports in place. Settlement Workers in Schools (SWIS) support and instructional time for EAL have contributed in a small way in developing language skills, especially for younger students. We anticipate even more newcomers in the years ahead as the major local industry has plans in place to bring in a large number of additional immigrant workers.

Instructional Strategies – All staff members have worked to increase their skills and repertoire in the area of differentiated instruction to ensure the learning needs of all students are being met. Teachers set professional goals that center on instructional strategies.

Literacy – Strategies to improve literacy levels continue to be refined. As well, programs for

targeted intervention are used. The following is a summary of these strategies and programs:

- Differentiated Instructional Strategies
- Literacy CAFÉ (Grades 1-6)
- Home Reading Program
- Individualized support for reading (EA, LRT, community volunteers)
- Raz Kids to support EAL and struggling readers
- Roadways to Reading Program for small group instruction
- Dedicated EAL instruction

Governance

The Board of Education

Englefeld Protestant Separate School Division is governed by a five-person elected Board of Education.

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”.

Board of Education members as of August 31, 2017 are:

Board Chair	Deanna Miskolczi	Vice
Vice Chair	Larry Muller	
Trustee	Donna Altermatt	
Trustee	Kari Engele-Carter	
Trustee	Donna Zimmerman	

A list of the remuneration paid to board members is provided in Appendix A.

School Community Councils

The Board of Education established a School Community Council (SCC) for Englefeld School, per The Education Regulations, 2015. The Englefeld Protestant Separate School Division continues to provide informal and ongoing training for SCC members.

The local School Community Council is made up of the required number of members as outlined in the Education Regulations, 2015, and the SCC works with school staff to develop an annual Learning Improvement Plan for the school. The SCC receives a grant of \$1500 per year from the Board of Education to perform various tasks in support of the school. The SCC also supports various fund raising events and assists in the facilitation of parent and community participation in the school, and provides advice to the Board of Education and the school’s staff in the learning and development of students.

- The advice the SCC gives to the Board of Education encompasses policies, programs, and educational service delivery.
- The advice the SCC gives to the school staff relates to the school’s programs.

SCCs enable the community to participate in educational planning and decision making, and promote shared responsibility for learning among community members, students and educators.

School Division in the Community

Community Involvement

Englefeld Protestant Separate School Division is an integral part of community life in Englefeld. The school and the division exist because of the support and commitment of the community. The school has long standing partnerships with many aspects of the community both local and in the surrounding area.

Community Partnerships

Englefeld Protestant Separate School Division and Englefeld School have established a range of formal and informal community partnerships in order to promote student learning and ensure that students' school experience is positive and successful. Local businesses and community members support school activities and student success through sponsorship of graduation awards.

In the 2016-2017 school year, Englefeld Protestant Separate School Division continued to grow the agreement with Horizon School Division to provide administrative services from the Director of Education and the Chief Financial Officer. This agreement has added a welcome increase in supports for the division.

Strategic Direction and Reporting

The Education Sector Strategic Plan

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

2016-17 was the third year of deployment of the 2014-2020 ESSP.

Enduring Strategies

The Enduring Strategies in the ESSP are:

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

Reading, Writing, Math at Grade Level and Unified Student Information System Business Case

OUTCOME:

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

PRIORITY:

Develop a business case to explore the feasibility of a provincial Unified Student Information System.

School division goals aligned with Reading, Writing and Math at Grade Level outcome and the Saskatchewan Reads priority

Due to the school divisions close relationship with Horizon School Division, there has been an adoption of goals in regards to literacy and student well-being.

Literacy Goal: Ensure measurable improvement for students in Kindergarten to Grade 12 Literacy. 100% of students will read at or above grade level.

School division actions taken during the 2016-17 school year to achieve the targets and outcomes of the Reading, Writing, Math at Grade Level outcome and the Unified Student Information System Business Case priority

Actions within this priority area include:

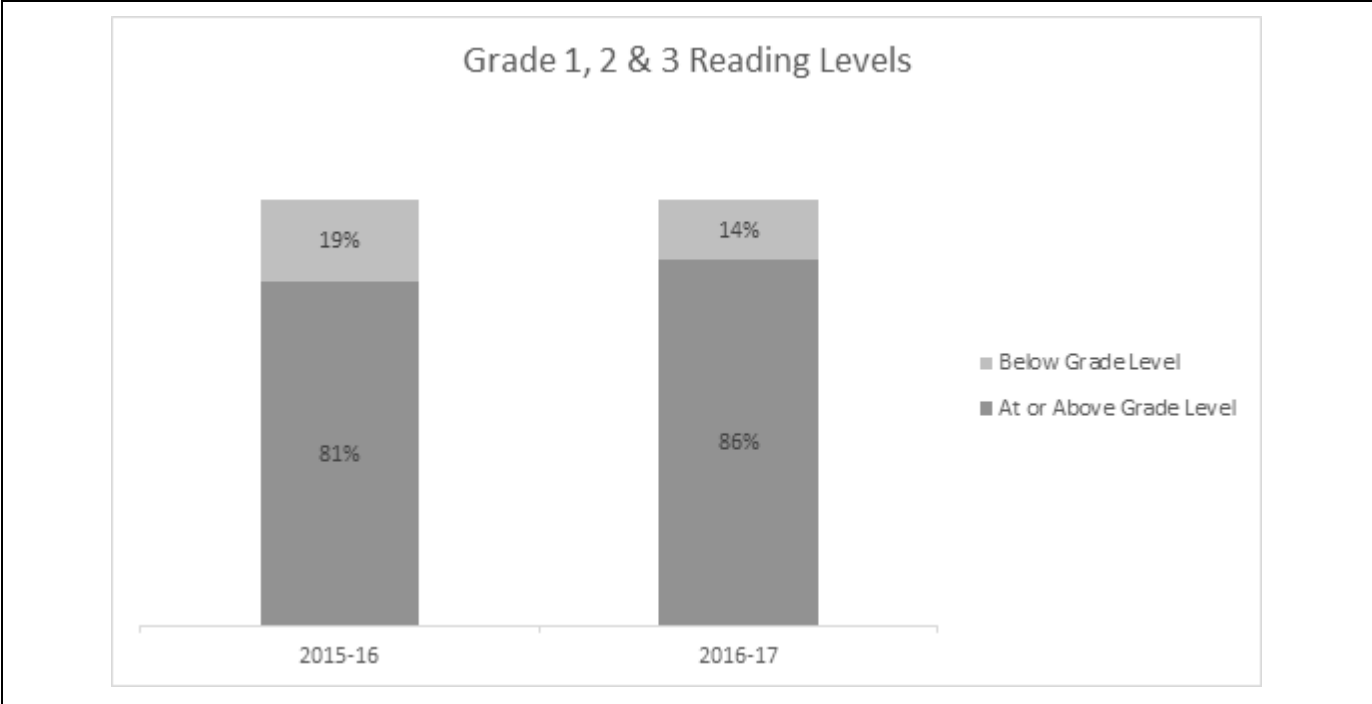
- the purchase of a data system comparable with the provincial system for tracking student achievement;
- the development of an instructional practices model for reading, writing, and math;
- the development of a job-embedded professional learning model;
- the development and implementation of division-based common math assessments.
- the use of Fountas & Pinnell Benchmark assessment for Grades 1-8, providing teachers with specific data around where students were struggling with reading and literacy
- implementation of the Ontario Comprehensive Assessment (OCA) tool to understand and strengthen literacy of students in grades 9-12.

Measures for Reading, Writing and Math at Grade Level

Proportion of Grade 3 Students Reading At or Above Grade Level

Grade 3 reading levels are considered a leading indicator of future student performance.

The following graph displays the percentage of Grade 1, 2 and 3 students overall. The results of individual class assessments cannot be publicly reported in order to protect privacy due to small class sizes.



Notes: 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.
 Source: Ministry of Education, 2017

Analysis of results

Data from Spring of 2017 indicates that 86% of students in the Grades 1, 2 and 3 combined are reading at or above grade level according to the Fountas and Pinnell Benchmark Assessment System and provincially developed benchmarks. This is up from 81% of the same grades from the previous year. Assessment results are analyzed by the Principal and Director and recommended strategies are put in place for students who are struggling. Continuous monitoring of student progress at the classroom level provides data for strategic direction.

Improving First Nations and Métis Student Engagement and Graduation Rates and Following Their Voices

OUTCOME:

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

PRIORITY:

In partnership with First Nations and Métis stakeholders, implement the Following Their Voices Initiative

School division goals aligned with the First Nations and Métis Student Engagement and Graduation Rates outcome and the Following Their Voices priority

At this time, the division does not have a First Nations and Métis Education Plan and has no ties to First Nations communities in the region.

School division actions taken during the 2016-17 school year to achieve the targets and outcomes of the First Nations and Métis Student Engagement and Graduation Rates outcome and the Following Their Voices priority

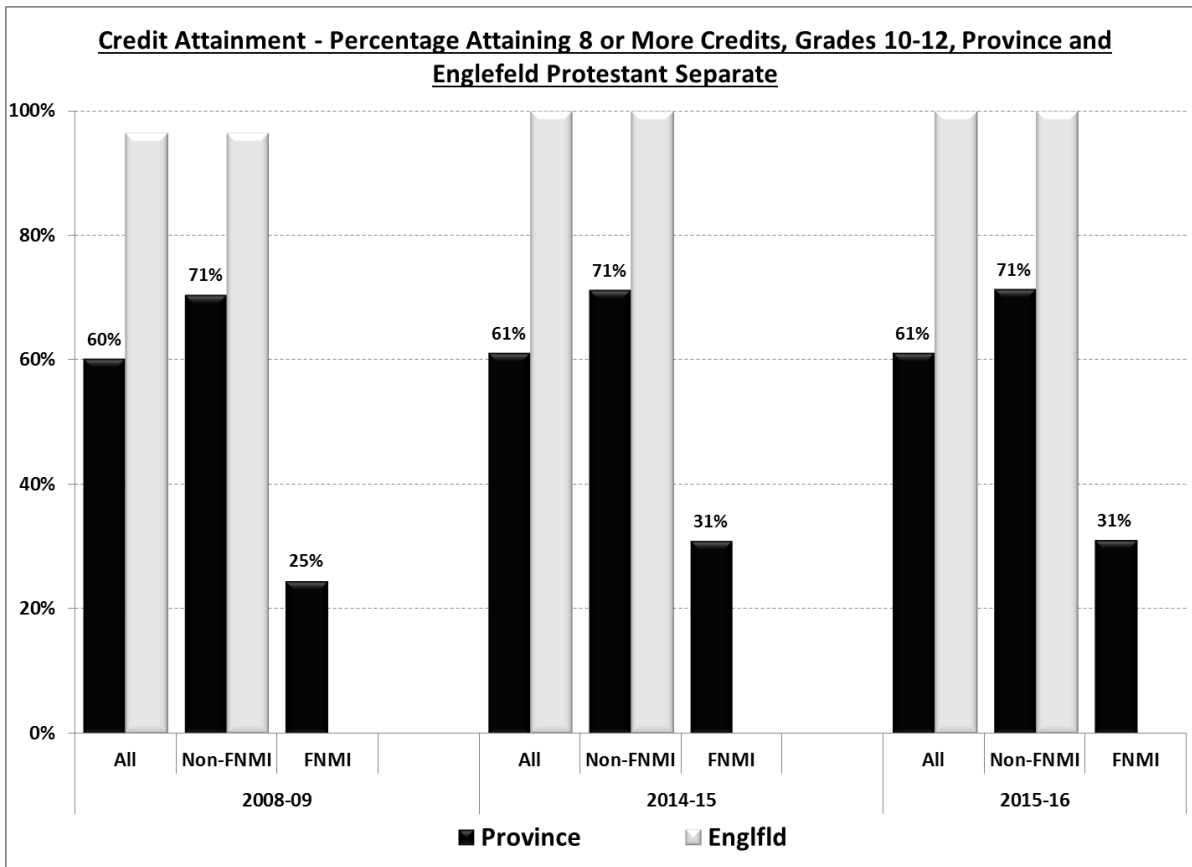
Treaty education is incorporated in the Social Studies curriculum and First Nations and Métis content is evident across the curriculum.

Measures for Improving First Nations and Métis Student Engagement and Graduation Rates and Following Their Voices

Credit Attainment

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

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



Notes: 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 fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students (nr). FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as FNM or I, however, this category may include FNMI students who choose not to self-identify.
 Source: Ministry of Education, 2017

Analysis of results

Credit attainment for Englefeld students has remained steady at 100% of Grades 10-12 students attaining 8 or more credits each year again this year. This is significantly higher than the provincial results. Please note that not all ministry-generated displays can be displayed in this annual report due to a small student population and the need to protect student privacy.

Graduation Rates

Outcome:

By June 30, 2020, Saskatchewan will achieve an 85% three-year graduation rate.

Priority:

Identify and implement high impact strategies for supporting student engagement, retention, and graduation.

School Division goals aligned with the Graduation Rates outcome and priority

Englefeld Protestant Separate School Division students achieve a high graduation rate in relation to provincial rates.

School division actions taken during the 2016-17 school year to achieve the targets and outcomes of the Graduation Rates outcome

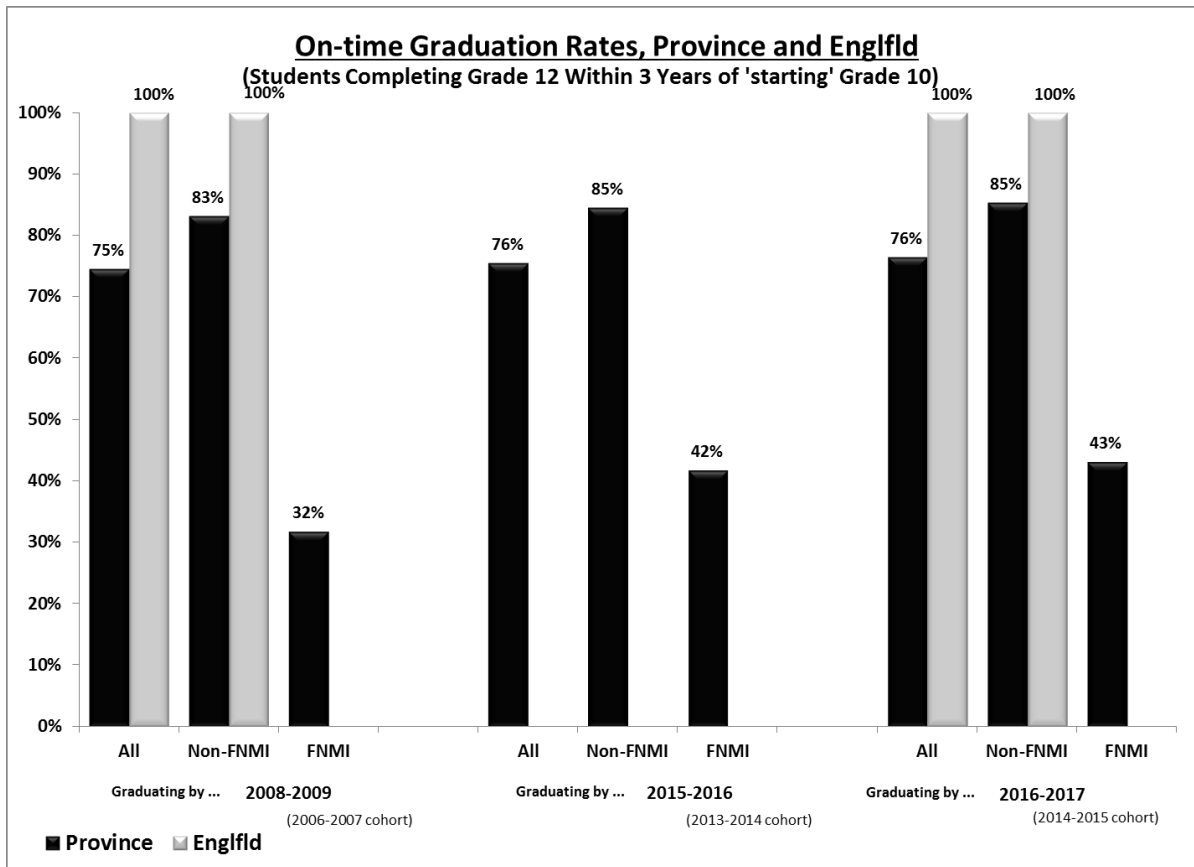
To measure student engagement, Grade 7-12 students participated in the fall *OurSCHOOL Survey*. Data was shared with students, staff, the SCC, and School Board. The measures to improve student engagement in their learning were analyzed and plans were implemented to address any concerns.

Measures for Graduation Rates

Grade 12 Graduation Rate: On-Time

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

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



Notes: On-time graduation rates are calculated as the percentage of students who complete Grade 12 within 3 years of 'starting' Grade 10. Results for populations of fewer than 10 students have not been reported to avoid identifying individuals or very small groups of students (nr). FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk. Non-FNMI students are those who do not identify as FNM or I, however, this category may include FNMI students who choose not to self-identify.
Source: Ministry of Education, 2017

Analysis of results

Students in Englefeld school division continue to graduate on-time at a rate higher than that of the province (76% in 2016-17). Please note that not all ministry-generated displays can be displayed due to a small student population and the need to protect student privacy.

Sector-Wide Efficiencies

Outcome:

By August 31, 2020, implement a sector-wide approach to find efficiencies and increase value add in order for the sector to be responsive to the challenges of student needs.

<p>School division goals aligned with the Sector-Wide Efficiencies outcome</p>	<p>Due to the school division’s close relationship with Horizon School Division, there has been an adoption of goals in regards to literacy and student well-being.</p> <p>This priority area supports these foundational goals:</p> <ul style="list-style-type: none"> • Literacy Goal: Ensure measurable improvement in Pre-K to Grade 12 literacy. 100% of students will read at or above grade level. • Assessment Goal: Ensure effective assessment practices. Supporting teachers to ensure students are authentically assessed in relation to curricular outcomes. • Safe & Caring schools Goal: Ensure Safe & Caring schools. All students in our division feel safe, supported, accepted and valued. <p>Efficiencies found within the Division allow for additional resources and time to be reallocated towards the achievement of EPSSD’s foundational goals.</p>
<p>School division actions taken during the 2016-17 school year to achieve the targets and outcomes of the Sector-Wide Efficiencies outcome</p>	<p>Collaboration with Other School Divisions to obtain Operational Efficiencies</p> <ul style="list-style-type: none"> • Within the arrangement for the provision of CEO/CFO services by Horizon School Division No. 205, Horizon's CEO and CFO attended a number of Director meetings, Provincial Leadership Team meetings and SSBA/LEADS/National Congress meetings on behalf of both Horizon and Englefeld saving upwards of \$12,000 for Englefeld in terms of both time and travel.

Early Years

Outcome:

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

School division goals aligned with the Early Years outcome

This priority area aligns with EPSSD's goal of improved assessment practices. An outcome for this goal was to have 100% of students exiting Kindergarten scoring within the appropriate range in 5 of the EYE – TA measures.

School division actions taken during the 2016-17 school year to achieve the targets and outcomes of the Early Years outcome

In 2016-17, the Englefeld School Kindergarten teacher engaged in targeted interventions to address areas of vulnerability among students. This included the incorporation of explicit instruction related to self-regulation and social skills, and a focus on phonemic awareness.

Measures for Early Years

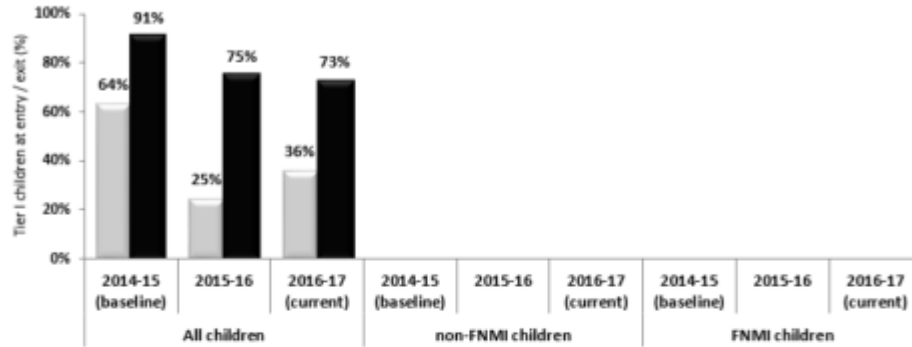
Early Years Evaluation

The Early Years Evaluation-Teacher Assessment (EYE-TA) is a readiness screening tool that provides information about each child's development and learning with a focus on reading readiness skills. Results from the EYE-TA allow educators and school-based interdisciplinary teams to quickly identify 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. 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 after children have experienced failure before responding.

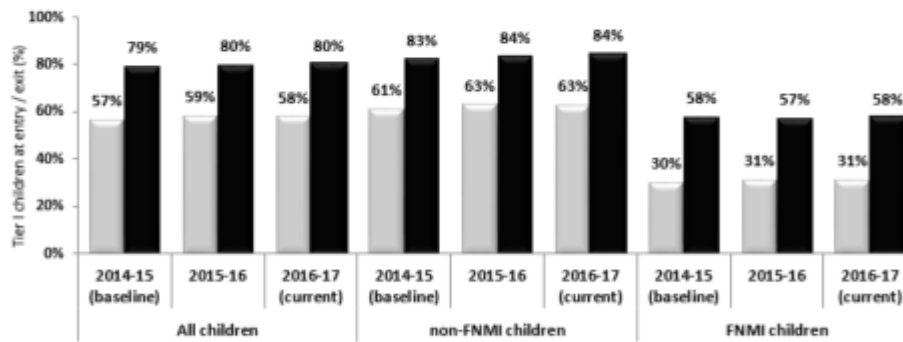
The following displays the percentage of children (all children, non-FNMI and FNMI) in the division assessed as Tier I at Kindergarten entry and after the Kindergarten year at exit, for the 2014-15 (baseline) year and the two years following, as well as the provincial results for each category.

**Ready to Learn: Children screened at Tier I (%) on Early Years Evaluation –
Teacher Assessment (EYE-TA) at Kindergarten entry and exit, 2014-15 (baseline),
2015-16, and 2016-17 (current)**

Engelfeld PSSD¹



Saskatchewan (all divisions)



Children (%) at Tier I at Kindergarten entry **Children (%) at Tier I at Kindergarten exit**

¹ Results for self-declared First Nations, Métis & Inuit (FNMI) children and non-declared children (non-FNMI) are not shown for Engelfeld PSSD – too few (or no) children in at least one comparison group.

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

The format of EYE-TA results reported previously in school division annual reports varies from the format used here. Prior to 2016-17, displays showed percentage results for all RTI Tiers at Kindergarten entry and exit of the assessment year. The amended displays now show only the percentage of children assessed as Tier I at Kindergarten entry and after the Kindergarten year at exit. In addition, school division EYE-TA displays also now show results for self-declared First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk children (FNMI), and for those who do not identify as FNMI (non-FNMI), provided both comparison groups consist of a minimum of 10 children. It should be noted that the non-FNMI group may include FNMI students who choose not to self-identify.

Source: Ministry of Education, Early Years Branch, 2017

Analysis of results

EPSSD had a higher percentage (36%) of students identified as achieving developmental tasks (Tier I) entering Kindergarten in the 2016-17 school year, compared to the previous year's number of 25% in this category. By the end of the school year, 73% of Kindergarten students were identified as achieving developmental tasks (Tier I), only 7% lower than the provincial results for 2016-17, but down from 2015-16 school division spring results of 75% assessed as Tier I.

Demographics

Students

In 2016-2017, 102 students were enrolled with EPSSD. This is an increase of 1 student from the previous year. We are optimistic that newcomers from other parts of the world will continue to move to the Englefeld area, as industries in our part of the province continue to grow.

Grade			
	2014-15	2015-16	2016-17
K to 3	35	35	35
4 to 6	19	24	22
7 to 9	21	21	15
10 to 12	28	21	30
Total	103	101	102

Note: Enrolment numbers are based on the actual number of students enrolled in each grade as of September 30 of each year (not FTEs).

Source: Ministry of Education, 2016

Staff

Job Category	FTEs
Classroom teachers	7.2
Principals, vice-principals	1.0
Other educational staff (positions that support educational programming) – e.g., educational psychologists, educational assistants, school community coordinators, speech language pathologists	3.0
Administrative and financial staff – e.g., Chief Financial Officers, accountants, Information Technology people, supervisors, managers, administrative assistants, clerks	0.8
Plant operations and maintenance – e.g., caretakers, handypersons, carpenters, plumbers, electricians, gardeners, supervisors, managers	0.6
Transportation – e.g., bus drivers, mechanics, parts persons, bus cleaners, supervisors, managers	2.0
League of Educational Administrators, Directors and Superintents (LEADS) – e.g., director of education, superintendents	0.0
Total Full-Time Equivalent (FTE) Staff	14.6

Notes:

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

Senior Management Team

The Director of Education, Kevin Garinger, reports directly to the Board of Education. The Chief Financial Officer, Marilyn Flaman, reports to the Director of Education and is responsible for business and operations of the school division.

School Division Infrastructure and Transportation

School List

School	Grades	Location
Englefeld School	K-12	Englefeld, SK

Infrastructure Projects

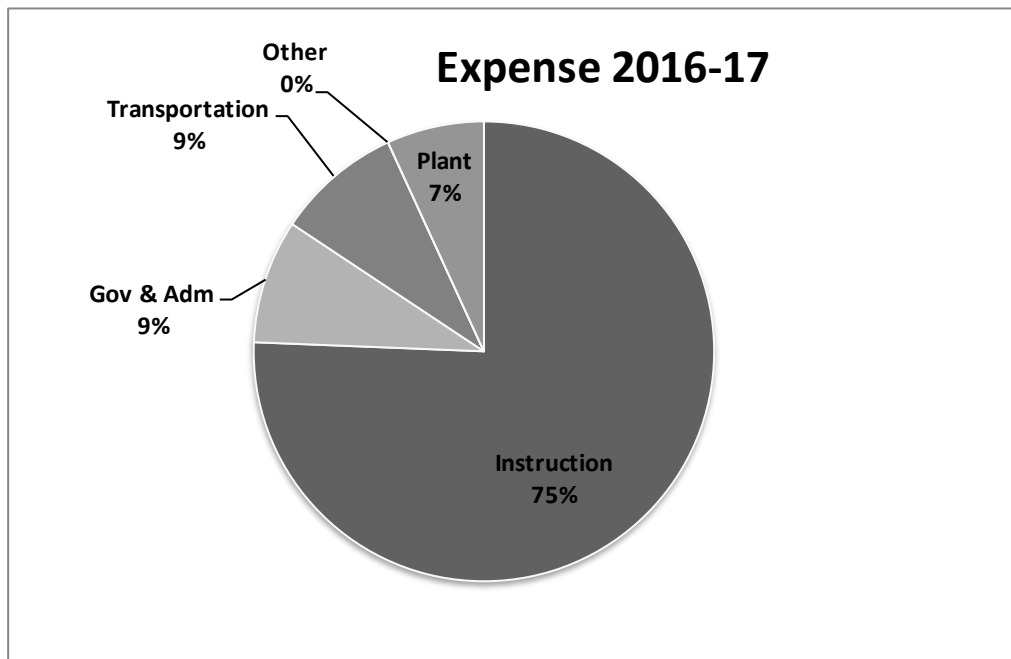
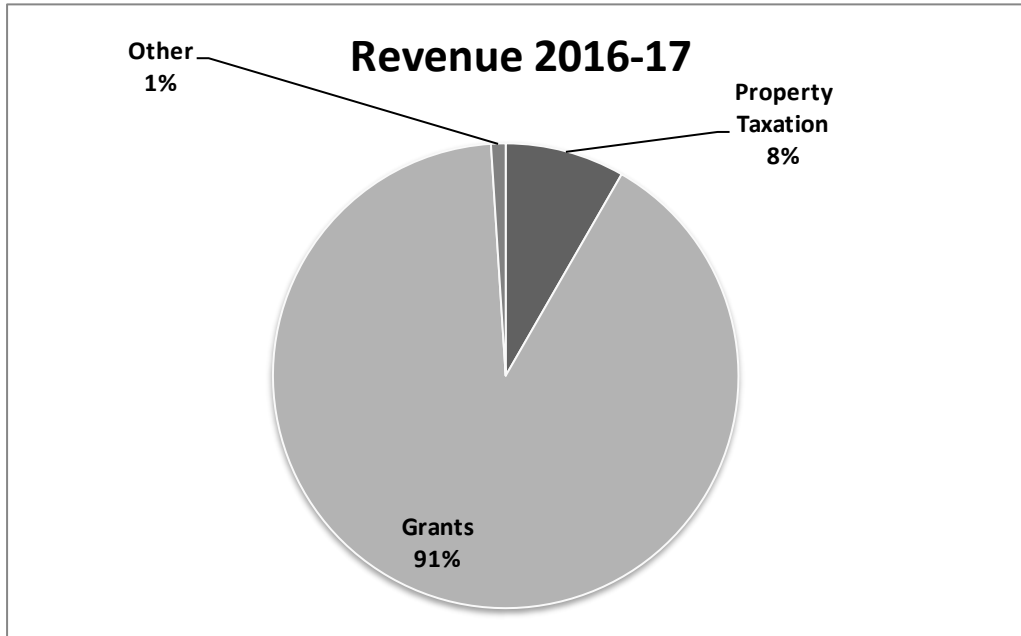
The Englefeld School is privately-owned. Englefeld Protestant Separate School Division rents the school facility from the Village of Englefeld. The Village pays careful attention to the maintenance and upkeep of the facility and ensures that repairs are done on an as needed basis.

Transportation

Transportation Statistics	
Students Transported	34
Transportation Routes	3
Number of Buses	3 2 spare

Financial Overview

Summary of Revenue and Expenses



Budget to Actual Revenue, Expenses and Variances

	2017	2017	2016	Budget to Actual Variance	Budget to Actual %	Note
	Budget	Actual	Actual	Over / (Under)	Variance	
REVENUES						
Property Taxation	104,508	109,622	104,790	5,114	5%	
Grants	1,264,276	1,197,418	1,239,900	(66,858)	-5%	1
Tuition and Related Fees	-	-	-	-		
School Generated Funds	-	-	-	-		
Complementary Services	-	-	-	-		
External Services	-	-	-	-		
Other	14,500	13,378	23,065	(1,122)	-8%	2
Total Revenues	1,383,284	1,320,418	1,367,755	(62,866)	-5%	
EXPENSES						
Governance	29,000	29,798	29,721	798	3%	
Administration	81,000	85,772	79,462	4,772	6%	3
Instruction	1,047,254	1,004,062	1,038,873	(43,192)	-4%	
Plant	96,179	90,767	122,752	(5,412)	-6%	4
Transportation	140,251	117,150	128,071	(23,101)	-16%	5
Tuition and Related Fees	-	-	-	-		
School Generated Funds	-	-	-	-		
Complementary Services	-	-	-	-		
External Services	-	-	-	-		
Other Expenses	100	55	-	(45)	-45%	6
Total Expenses	1,393,784	1,327,604	1,398,879	(66,180)	-5%	
Surplus (Deficit) for the Year	(10,500)	(7,186)	(31,124)			

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

Note	Explanation
1	Lower than projected enrolment resulted in a negative adjustment to operating grant revenue.
2	Lower interest earned on invested funds.
3	Higher than budgeted legal fees incurred during the year.
4	Lower utility expenses and fewer maintenance projects required.
5	Route reductions mid-year resulted in lower expenses than budgeted.
6	Fewer services charges than budgeted.

Appendix A – Payee List

Board Remuneration

Name	Remuneration	Travel		Professional Development		Total
		In Province	Out of Province	In Province	Out of Province	
Altermatt, Donna	450	-	-	-	-	450
Engele-Carter, Kari	400	-	-	716	-	1,116
Miskolczi, Deanna (Chair)	1,000	610	-	1,263	-	2,873
Muller, Larry (Vice Chair)	500	164	-	-	-	664
Zimmerman, Donna	550	-	-	516	-	1,066

Personal Services

Name	Amount
Biemans, Charles	51,818
Burton, Jeff	63,411
Gullacher, Jolene	86,757
Harcourt, Corinne	86,790

Name	Amount
Knafelc, Patricia	102,804
Lowes, Melody	85,896
Miskolczi, Connie	90,358
Ross, Drew	60,284

Transfers

Name	Amount
HORIZON SCHOOL DIVISION	100,777

Other Expenditures

Name	Amount
RECEIVER GENERAL	228,660

Name	Amount
SASK TEACHERS FEDERATION	98,536


Appendix B – Management Report and Audited Financial Statements

Audited Financial Statements

Of the Englefeld Protestant Separate School Division No. 132

School Division No. 4726000

For the Period Ending: August 31, 2017



Chief Financial Officer



Auditor

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

Management's Responsibility for the Financial Statements

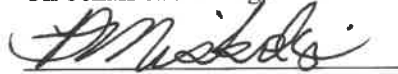
The school division's management is responsible for the preparation of the financial statements in accordance with Canadian public sector accounting standards and the format specified in the Financial Reporting Manual issued by the Ministry of Education. The preparation of financial statements necessarily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


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

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

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

On behalf of the Englefeld Protestant Separate School Division No. 132:


Board Chair


CEO/Director of Education


Chief Financial Officer

November 21, 2017

Independent Auditors' Report

To the Board of Education of Englefeld Protestant Separate School Division No. 132:

We have audited the accompanying financial statements of Englefeld Protestant Separate School Division No. 132, which comprise the statement of financial position as at August 31, 2017 and the statements of operations and accumulated surplus from operations, changes in net financial assets and cash flows for the year then ended, including supporting schedules, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

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

Auditors' Responsibility

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

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

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

Opinion

In our opinion, the financial statements present fairly, in all material respects, the financial position of Englefeld Protestant Separate School Division No. 132 as at August 31, 2017, and the results of its operations, change in net financial assets and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Humboldt, Saskatchewan

November 21, 2017



Chartered Professional Accountants

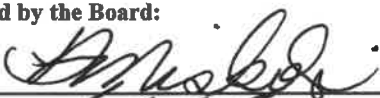
Englefeld Protestant Separate School Division No. 132
Statement of Financial Position
as at August 31, 2017


	2017	2016
	\$	\$
Financial Assets		
Cash and Cash Equivalents	694,177	654,223
Accounts Receivable (Note 5)	13,506	59,631
Total Financial Assets	707,683	713,854
Liabilities		
Accounts Payable and Accrued Liabilities (Note 6)	19,916	44,458
Total Liabilities	19,916	44,458
Net Financial Assets	687,767	669,396
Non-Financial Assets		
Tangible Capital Assets (Schedule C)	181,809	207,379
Prepaid Expenses	13,358	13,345
Total Non-Financial Assets	195,167	220,724
Accumulated Surplus (Note 7)	882,934	890,120

Contractual Obligations and Commitments (Note 10)

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

Approved by the Board:





Chairperson

Chief Financial Officer

Englefeld Protestant Separate School Division No. 132
Statement of Operations and Accumulated Surplus from Operations
for the year ended August 31, 2017

	2017 Budget	2017 Actual	2016 Actual
	\$	\$	\$
REVENUES	(Note 8)		
Property Taxation	104,508	109,622	104,790
Grants	1,264,276	1,197,418	1,239,900
Other	14,500	13,378	23,065
Total Revenues (Schedule A)	1,383,284	1,320,418	1,367,755
EXPENSES			
Governance	29,000	29,798	29,721
Administration	81,000	85,772	79,462
Instruction	1,047,254	1,004,062	1,038,873
Plant	96,179	90,767	122,752
Transportation	140,251	117,150	128,071
Other Expenses	100	55	-
Total Expenses (Schedule B)	1,393,784	1,327,604	1,398,879
Operating Deficit for the Year	(10,500)	(7,186)	(31,124)
Accumulated Surplus from Operations, Beginning of Year	890,120	890,120	921,244
Accumulated Surplus from Operations, End of Year	879,620	882,934	890,120

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

Englefeld Protestant Separate School Division No. 132
Statement of Changes in Net Financial Assets
for the year ended August 31, 2017

	2017 Budget	2017 Actual	2016 Actual
	\$ (Note 8)	\$	\$
Net Financial Assets, Beginning of Year	669,396	669,396	780,424
Changes During the Year			
Operating Deficit for the Year	(10,500)	(7,186)	(31,124)
Acquisition of Tangible Capital Assets (Schedule C)	(5,000)	(6,172)	(111,752)
Proceeds on Disposal of Tangible Capital Assets (Schedule C)	-	-	525
Net Gain on Disposal of Capital Assets (Schedule C)	-	-	(525)
Amortization of Tangible Capital Assets (Schedule C)	30,000	31,742	32,532
Net Change in Other Non-Financial Assets	-	(13)	(684)
Change in Net Financial Assets	14,500	18,371	(111,028)
Net Financial Assets, End of Year	683,896	687,767	669,396

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

Englefeld Protestant Separate School Division No. 132
Statement of Cash Flows
for the year ended August 31, 2017

	2017	2016
	\$	\$
OPERATING ACTIVITIES		
Operating Deficit for the Year	(7,186)	(31,124)
Add Non-Cash Items Included in Deficit (Schedule D)	31,742	32,007
Net Change in Non-Cash Operating Activities (Schedule E)	21,570	11,668
Cash Provided by Operating Activities	46,126	12,551
CAPITAL ACTIVITIES		
Cash Used to Acquire Tangible Capital Assets	(6,172)	(111,752)
Proceeds on Disposal of Tangible Capital Assets	-	525
Cash Used by Capital Activities	(6,172)	(111,227)
INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	39,954	(98,676)
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	654,223	752,899
CASH AND CASH EQUIVALENTS, END OF YEAR	694,177	654,223

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

Englefeld Protestant Separate School Division No. 132
Schedule A: Supplementary Details of Revenues
for the year ended August 31, 2017

	2017 Budget	2017 Actual	2016 Actual
	\$	\$	\$
Property Taxation Revenue			
Tax Levy Revenue			
Property Tax Levy Revenue	104,508	109,693	104,273
Total Property Tax Revenue	104,508	109,693	104,273
Additions to Levy			
Penalties	-	818	517
Total Additions to Levy	-	818	517
Deletions from Levy			
Cancellations	-	(889)	-
Total Deletions from Levy	-	(889)	-
Total Property Taxation Revenue	104,508	109,622	104,790
Grants			
Operating Grants			
Ministry of Education Grants			
Operating Grant	1,263,276	1,197,204	1,236,281
Other Ministry Grants	-	214	1,000
Total Ministry Grants	1,263,276	1,197,418	1,237,281
Other Provincial Grants	1,000	-	2,619
Total Operating Grants	1,264,276	1,197,418	1,239,900
Total Grants	1,264,276	1,197,418	1,239,900
Other Revenue			
Miscellaneous Revenue	2,500	10,065	14,133
Investments	12,000	3,313	8,407
Gain on Disposal of Capital Assets	-	-	525
Total Other Revenue	14,500	13,378	23,065
TOTAL REVENUE FOR THE YEAR	1,383,284	1,320,418	1,367,755

Englefeld Protestant Separate School Division No. 132
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2017

	2017 Budget	2017 Actual	2016 Actual
	\$	\$	\$
Governance Expense			
Board Members Expense	3,600	4,881	2,216
Professional Development - Board Members	1,900	1,662	2,693
Advisory Committees	1,500	1,866	1,500
Other Governance Expenses	22,000	21,389	23,312
Total Governance Expense	29,000	29,798	29,721
Administration Expense			
Supplies & Services	80,250	85,647	79,335
Building Operating Expenses	750	-	-
Communications	-	20	-
Travel	-	105	127
Total Administration Expense	81,000	85,772	79,462
Instruction Expense			
Instructional (Teacher Contract) Salaries	771,400	743,873	779,332
Instructional (Teacher Contract) Benefits	44,544	43,764	38,281
Program Support (Non-Teacher Contract) Salaries	93,292	88,281	79,431
Program Support (Non-Teacher Contract) Benefits	16,363	15,842	14,022
Instructional Aids	36,500	30,297	40,783
Supplies & Services	53,655	52,126	54,136
Non-Capital Furniture & Equipment	5,500	3,730	3,412
Communications	2,500	2,168	2,109
Travel	7,000	651	7,824
Professional Development	4,500	8,764	5,208
Student Related Expense	4,000	4,905	3,883
Amortization of Tangible Capital Assets	8,000	9,661	10,452
Total Instruction Expense	1,047,254	1,004,062	1,038,873
Plant Operation & Maintenance Expense			
Salaries	21,948	21,450	21,080
Benefits	4,031	4,187	4,156
Building Operating Expenses	70,200	65,130	97,516
Total Plant Operation & Maintenance Expense	96,179	90,767	122,752
Student Transportation Expense			
Salaries	53,960	49,598	52,702
Benefits	11,291	10,268	10,553
Supplies & Services	29,000	17,005	14,117
Non-Capital Furniture & Equipment	17,500	14,866	19,032
Professional Development	-	91	-
Contracted Transportation	6,500	3,242	9,587
Amortization of Tangible Capital Assets	22,000	22,080	22,080
Total Student Transportation Expense	140,251	117,150	128,071

Englefeld Protestant Separate School Division No. 132
Schedule B: Supplementary Details of Expenses
for the year ended August 31, 2017

	2017 Budget	2017 Actual	2016 Actual
	\$	\$	\$
Other Expense			
Interest and Bank Charges			
Current Interest and Bank Charges	100	55	-
Total Interest and Bank Charges	100	55	-
Total Other Expense	100	55	-
TOTAL EXPENSES FOR THE YEAR	1,393,784	1,327,604	1,398,879

Englefield Protestant Separate School Division No. 132
Schedule C - Supplementary Details of Tangible Capital Assets
for the year ended August 31, 2017

	School Buses	Furniture and Equipment	Computer			2016
	\$	\$	Hardware and Audio Visual Equipment	Computer Software	\$	\$
Tangible Capital Assets - at Cost						
Opening Balance as of September 1	352,569	79,712	121,655	13,753	567,689	529,703
Additions/Purchases	-	-	6,172	-	6,172	111,752
Disposals	-	-	-	-	-	(73,766)
Closing Balance as of August 31	352,569	79,712	127,827	13,753	573,861	567,689
Tangible Capital Assets - Amortization						
Opening Balance as of September 1	187,196	48,649	110,712	13,753	360,310	401,544
Amortization of the Period	22,080	4,164	5,498	-	31,742	32,532
Disposals	-	-	-	-	-	(73,766)
Closing Balance as of August 31	209,276	52,813	116,210	13,753	392,052	360,310
Net Book Value						
Opening Balance as of September 1	165,373	31,063	10,943	-	207,379	128,159
Closing Balance as of August 31	143,293	26,899	11,617	-	181,809	207,379
Change in Net Book Value	(22,080)	(4,164)	674	-	(25,570)	79,220
Disposals						
Historical Cost	-	-	-	-	-	73,766
Accumulated Amortization	-	-	-	-	-	73,766
Net Cost	-	-	-	-	-	-
Price of Sale	-	-	-	-	-	525
Gain on Disposal	-	-	-	-	-	525

Englefeld Protestant Separate School Division No. 132
Schedule D: Non-Cash Items Included in Deficit
for the year ended August 31, 2017

	2017	2016
	\$	\$
Non-Cash Items Included in Deficit		
Amortization of Tangible Capital Assets (Schedule C)	31,742	32,532
Net Gain on Disposal of Tangible Capital Assets (Schedule C)	-	(525)
Total Non-Cash Items Included in Deficit	31,742	32,007

Englefeld Protestant Separate School Division No. 132
Schedule E: Net Change in Non-Cash Operating Activities
for the year ended August 31, 2017

	2017	2016
	\$	\$
Net Change in Non-Cash Operating Activities		
Decrease in Accounts Receivable	46,125	3,293
Increase (Decrease) in Accounts Payable and Accrued Liabilities	(24,542)	9,059
Increase in Prepaid Expenses	(13)	(684)
Total Net Change in Non-Cash Operating Activities	21,570	11,668

ENGLEFELD PROTESTANT SEPARATE SCHOOL DIVISION NO. 132
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2017

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 Englefeld Protestant Separate School Division No. 132” and operates as “the Englefeld Protestant Separate School Division No. 132”. 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 and agreed to by the board of education, although separate school divisions continue to have a legislative right to set their own mill rates. The school division is exempt from income tax.

2. SIGNIFICANT ACCOUNTING POLICIES

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

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

a) Basis of Accounting

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

b) Reporting Entity

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

c) Measurement Uncertainty and the Use of Estimates

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

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

- property taxation revenue of \$109,622 (2016 - \$104,790) because final tax assessments may differ from initial estimates;
- uncollectible taxes of \$2,500 (2016 - \$2,500) because actual collectability may differ from initial estimates; and
- useful lives of capital assets and related amortization of \$31,742 (2016 - \$32,532) because the actual useful lives of the capital assets may differ from their estimated economic lives.

ENGLEFELD PROTESTANT SEPARATE SCHOOL DIVISION NO. 132
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2017

2. SIGNIFICANT ACCOUNTING POLICIES – continued

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

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

d) Financial Instruments

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

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

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

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

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.

ENGLEFELD PROTESTANT SEPARATE SCHOOL DIVISION NO. 132
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2017

2. SIGNIFICANT ACCOUNTING POLICIES – *continued*

e) Financial Assets – *continued*

Cash and Cash Equivalents consist of cash and bank deposits held for the purpose of meeting short-term operating cash commitments rather than for investing purposes.

Accounts Receivable includes taxes receivable 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.

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

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 school buses, furniture and equipment, computer hardware and audio visual equipment and computer software.

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

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

School buses	12 years
Furniture and equipment	10 years
Computer hardware and audio visual equipment	5 years
Computer software	5 years

ENGLEFELD PROTESTANT SEPARATE SCHOOL DIVISION NO. 132
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2017

2. SIGNIFICANT ACCOUNTING POLICIES – *continued*

f) Non-Financial Assets – *continued*

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

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.

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 the Public Sector Accounting Board (PSAB) standards, 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.

ENGLEFELD PROTESTANT SEPARATE SCHOOL DIVISION NO. 132
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2017

2. SIGNIFICANT ACCOUNTING POLICIES – *continued*

i) Revenue Recognition – *continued*

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 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 and agreed to by the board of education, although separate school divisions have a legislative right to set their own mill rates. 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) Interest Income

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

iv) Other (Non-Government Transfer) Contributions

Unrestricted contributions are recognized as revenue in the year received or in the year the funds are committed to the school division if the amount can be reasonably estimated and collection is reasonably assured. In-kind contributions are recorded at their fair value when they are received.

ENGLEFELD PROTESTANT SEPARATE SCHOOL DIVISION NO. 132
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2017

2. SIGNIFICANT ACCOUNTING POLICIES – continued

j) Statement of Remeasurement Gains and Losses

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

k) Adoption of Public Sector Accounting Standards

On September 1, 2016, the school division adopted Public Sector Accounting standards PS 2200 Related Party Disclosures, PS 3210 Assets, PS 3320 Contingent Assets, and PS 3380 Contractual Rights.

Adoption of these standards has not resulted in any disclosure changes.

3. EXPENSES BY FUNCTION AND ECONOMIC CLASSIFICATION

Function	Salaries & Benefits	Goods & Services	Debt Service	Amortization of TCA	2017 Actual	2016 Actual
Governance	\$ 6,543	\$ 23,255	\$ -	\$ -	\$ 29,798	\$ 29,721
Administration	-	85,772	-	-	85,772	79,462
Instruction	891,760	102,640	-	9,662	1,004,062	1,038,873
Plant	25,637	65,130	-	-	90,767	122,752
Transportation	59,866	35,204	-	22,080	117,150	128,071
Other	-	-	55	-	55	-
TOTAL	\$ 983,806	\$ 312,001	\$ 55	\$ 31,742	\$ 1,327,604	\$ 1,398,879

4. 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.

ENGLEFELD PROTESTANT SEPARATE SCHOOL DIVISION NO. 132
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2017

4. PENSION PLANS – *continued*

i) Saskatchewan Teachers' Retirement Plan (STRP) or Saskatchewan Teachers' Superannuation Plan (STSP) – *continued*

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

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

	2017			2016
	STRP	STSP	TOTAL	TOTAL
Number of active School Division members	9	1	10	9
Member contribution rate (percentage of salary)	11.30%-13.50%	6.05%-7.85%	6.05%-13.50%	6.05%-13.50%
Member contributions for the year	\$ 80,454	\$ 1,078	\$ 81,532	\$ 72,211

ii) Municipal Employees' Pension Plan (MEPP)

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

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

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

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

ENGLEFELD PROTESTANT SEPARATE SCHOOL DIVISION NO. 132
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2017

4. PENSION PLANS – continued

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

Details of the MEPP are as follows:

	2017	2016
Number of active School Division members	9	9
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	\$ 12,453	\$ 11,917
School Division contributions for the year	\$ 12,453	\$ 11,917
Actuarial (extrapolation) valuation date	<u>(Dec-31-2016)</u>	<u>Dec-31-2015</u>
Plan Assets (in thousands)	\$ 2,323,947	\$ 2,148,676
Plan Liabilities (in thousands)	\$ 1,979,463	\$ 1,831,743
Plan Surplus (in thousands)	\$ 344,484	\$ 316,933

5. ACCOUNTS RECEIVABLE

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

	2017			2016		
	Total Receivable	Valuation Allowance	Net of Allowance	Total Receivable	Valuation Allowance	Net of Allowance
Taxes Receivable	\$ 14,970	\$ 2,500	\$ 12,470	\$ 56,196	\$ 2,500	\$ 53,696
Other Receivables	1,036	-	1,036	5,935	-	5,935
Total Accounts Receivable	\$ 16,006	\$ 2,500	\$ 13,506	\$ 62,131	\$ 2,500	\$ 59,631

As at January 1, 2018, pursuant to *The Education Property Tax Act*, the Government of Saskatchewan will now be the taxing authority for education property tax. After that date, the school division will no longer earn taxation revenue.

6. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

Details of accounts payable and accrued liabilities are as follows:

	2017	2016
Accrued Salaries and Benefits	\$ 18,269	\$ 19,973
Supplier Payments	1,647	24,485
Total Accounts Payable and Accrued Liabilities	\$ 19,916	\$ 44,458

ENGLEFELD PROTESTANT SEPARATE SCHOOL DIVISION NO. 132
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7. ACCUMULATED SURPLUS

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

Certain amounts of the accumulated surplus, as approved by the board of education, have been designated for specific future purposes including tangible capital asset expenditures, program expenditures and the weekly indemnity plan. These internally restricted amounts are included in the accumulated surplus presented in the statement of financial position. The school division does not maintain separate bank accounts for the internally restricted amounts.

Details of accumulated surplus are as follows:

	August 31 2016	Additions during the year	Reductions during the year	August 31 2017
Invested in Tangible Capital Assets:				
Net Book Value of Tangible Capital Assets	\$ 207,379	\$ 6,172	\$ 31,742	\$ 181,809
S.286 pre-April 2009 Capital Reserves (1)	342,000	-	-	342,000
Internally Restricted Surplus (2):				
Capital Projects:				
Designated for Tangible Capital Asset Expenditures	245,000	31,742	116,172	160,570
Other:				
Designated for Program Expenditures	50,000	-	-	50,000
Designated for Weekly Indemnity Plan	25,000	-	-	25,000
	75,000	-	-	75,000
Unrestricted Surplus	20,741	110,000	7,186	123,555
Total Accumulated Surplus	\$ 890,120	\$ 147,914	\$ 155,100	\$ 882,934

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

(2) The purpose and nature of each **Internally Restricted Surplus** amount is as follows:

- a. The amount **Designated for Tangible Capital Asset Expenditures** represents amounts restricted for the future renewal of school buses, furniture and equipment and computer hardware and audio visual equipment.

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7. ACCUMULATED SURPLUS – continued

- b. The amount **Designated for Program Expenditures** represents amounts restricted for the implementation and development of curricular and co-curricular initiatives that will help support teachers in their adaptation to and continual development of curricular needs and teaching methods to support students in their learning outcomes.
- c. The amount **Designated for Weekly Indemnity Plan** represents amounts restricted for unanticipated leave and the associated costs that may occur to compensate for these leaves.

8. BUDGET FIGURES

Budget figures included in the financial statements were approved by the Board of Education on June 21, 2016 and the Minister of Education on August 8, 2016.

9. RELATED PARTIES

These financial statements include transactions with related parties. The school division is related to all Government of Saskatchewan ministries, agencies, boards, school divisions, health authorities, colleges, and crown corporations under the common control of the Government of Saskatchewan. The school division is also related to non-crown enterprises that the Government jointly controls or significantly influences.

Related Party Transactions

Transactions with these related parties have occurred and been settled on normal trade terms.

	2017	2016
Revenues:		
Ministry of Education	\$ 1,197,418	\$ 1,237,281
Saskatchewan Energy	1,731	7,342
Saskatchewan Workers Compensation	6,101	1,314
	\$ 1,205,250	\$ 1,245,937
Expenses:		
Saskatchewan Telecommunications	\$ 2,046	\$ 1,893
Saskatchewan Energy	5,535	5,825
Saskatchewan Power	14,848	11,488
Saskatchewan Government Insurance	2,388	2,212
Saskatchewan Workers Compensation	2,061	1,604
Carlton Trail College	-	1,367
Horizon School Division	82,042	88,647
North East School Division	3,500	1,000
	\$ 112,420	\$ 114,036
Accounts Payable and Accrued Liabilities:		
Horizon School Division	\$ -	\$ 3,725
	\$ -	\$ 3,725

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9. RELATED PARTIES – *continued*

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.

10. CONTRACTUAL OBLIGATIONS AND COMMITMENTS

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

- Rental of the Englefeld School and property from the Village of Englefeld with an annual payment of \$24,000. The current lease agreement with these terms expires August 31, 2018. It is anticipated that the rental payments to the Village of Englefeld will remain consistent at \$24,000 for the next five years.
- Agreement for the Director of Education and Chief Financial Officer services from Horizon School Division No. 205 with an annual payment of \$75,000. The current agreement expires June 30, 2018.

11. ACCOUNTING CHANGES

On September 1, 2016, the school division adopted the following new standards:

- PS 3420 Inter-entity Transactions. This section establishes standards on how to account for and report transactions between public sector entities that comprise a government's reporting entity from both a provider and recipient perspective; and
- PS 3430 Restructuring Transactions. This section establishes how to account for and report restructuring transactions for both the receipt and transfer of assets and liabilities, together with related program or operating responsibilities.

The adoption of the new standards has been on a prospective basis, without restatement of prior period comparative amounts.

The adoption of the new standards has not resulted in any changes to the measurement, recognition, or disclosure of the school division's inter-entity transactions. During the year, the school division did not have any restructuring transactions.

12. SUBSEQUENT EVENT

On June 21, 2017, the Board of Education passed a resolution to voluntarily amalgamate with the Horizon School Division No. 205 effective June 30, 2018. All assets, liabilities, future operations and related responsibilities of the school division will be transferred to Horizon School Division No. 205 on that date. No restructuring related costs are expected to be incurred.

ENGLEFELD PROTESTANT SEPARATE SCHOOL DIVISION NO. 132
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13. 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.

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

The aging of other accounts receivable as at August 31, 2017 was:

	August 31, 2017					
	Total	Current	0-30 days	30-60 days	60-90 days	Over 90 days
Other Receivables	\$ 475	\$ -	\$ -	\$ -	\$ -	\$ 475
Gross Receivables	475	-	-	-	-	475
Allowance for Doubtful Accounts	-	-	-	-	-	-
Net Receivables	\$ 475	\$ -	\$ -	\$ -	\$ -	\$ 475

ii) Liquidity Risk

Liquidity risk is the risk that the school division will not be able to meet its financial obligations as they come due. The school division manages liquidity risk by maintaining adequate cash balances and monitoring expenditures as compared to budget.

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

	August 31, 2017				
	Total	Within 6 months	6 months to 1 year	1 to 5 years	> 5 years
Accounts payable and accrued liabilities	\$ 19,916	\$ 19,916	\$ -	\$ -	\$ -
Total	\$ 19,916	\$ 19,916	\$ -	\$ -	\$ -

ENGLEFELD PROTESTANT SEPARATE SCHOOL DIVISION NO. 132
NOTES TO THE FINANCIAL STATEMENTS
As at August 31, 2017

13. RISK MANAGEMENT – *continued*

iii) Market Risk

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

Interest Rate Risk

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

The school division minimizes these risks by holding cash in an account at a Canadian bank, denominated in Canadian currency and investing in GICs for short terms at fixed interest rates.

Foreign Currency Risk

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