



2021-22 ANNUAL REPORT

HORIZON SCHOOL DIVISION NO. 205

Table of Contents

Horizon School Division No. 205 Contact Information	1
Letter of Transmittal	2
Introduction	3
Governance	4
School Division Profile.....	7
Strategic Direction and Reporting	11
Demographics	26
Infrastructure and Transportation.....	29
Financial Overview	32
Appendix A – Payee List	34
Appendix B – Management Report and Audited Financial Statements	43

Horizon School Division No. 205 Contact Information

Division Office:
10366 8th Avenue
PO Box 40
Humboldt, SK
S0K 2A0

Phone: 306-682-2558
Fax: 306-682-5154
Horizonsd.ca
horizon@horizonsd.ca

Letter of Transmittal

Honourable Dustin Duncan
Minister of Education



Dear Minister Duncan:

The Board of Education of Horizon School Division No. 205 is pleased to provide you and the residents of the school division with the 2021-22 annual report. This report presents an overview of Horizon School Division's goals, activities and results for the fiscal year September 1, 2021 to August 31, 2022. It provides financial statements that have been audited by an independent auditor following the Canadian Generally Accepted Auditing Standards.

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'Jim Hack', written in a cursive style.

Jim Hack
Chairperson

Introduction

This report provides information about Horizon School Division (Horizon) in its 2021-22 fiscal year, its governance structures, students, staff, partnerships, programs, infrastructure, and finances. In addition to detailing the school division's goals, activities and performance, this report outlines how the division deployed the interim provincial education plan in relation to its school division plan.

The 2021-22 school year prioritized the importance of maintaining in-class learning whenever possible. As many students returned to in-class learning, there was a decrease in the number of students who were learning from home for all or part of the year.

COVID-19 pandemic conditions in 2021-22 required well-planned and supported responses to ensure the safety and well-being of students and staff and the continuation of learning. This report will include details of actions undertaken in accordance with the school division's *Safe School Plan for 2021-22*, which was supported by contingency funding.

Governance

The Board of Education

Horizon School Division No. 205 is governed by a 14-person elected Board of Education. *The Education Act, 1995* gives the Board of Education authority to govern the school division.

Horizon is organized into 14 subdivisions for election purposes. Once elected, the members of the Board of Education represent all students in the division and are committed to providing the best education possible for each student.

Horizon Board of Education members as of August 31, 2022, are:

Subdivision 1 - Jenna Hale

Subdivision 2 - Linda Mattock (Vice-Chair)

Subdivision 3 - Jennifer Lemky

Subdivision 4 - Mark Fedak

Subdivision 5 - Dana Stefanson

Subdivision 6 - Christine Gradin

Subdivision 7 - James Lissinna

Subdivision 8 - Cheryl Vertefeuille

Subdivision 9 - Douglas Armbruster

Subdivision 10 - Jim Hack (Board Chair)

Subdivision 11 - Edward Bitternose

Subdivision 12 - Benny Paul Crow-Buffalo

Subdivision 13 - Albert Pinacie

Subdivision 14 - Rhonda Kayseas



School Community Councils

Horizon's School Community Council (SCC) membership during the 2021-22 school year included the following:

- Schools with elected and appointed SCC members: 40
- Schools not represented by an SCC: Three; Lakeside Colony, New Horizon, and Sask Central Hutterian Schools do not have SCCs.

The Board of Education is addressing challenges of increasing and retaining membership by encouraging representation reflecting the diversity of each community.

The core mandate of SCCs is to facilitate the engagement of parents and community members in improving student achievement and well-being. The Board continues to involve SCCs in the development and actualization of school-level Learning Improvement Plans (LIPs) as defined in Horizon's SCC Handbook as follows:

1. Become informed of the school's Learning Improvement Plan by understanding the components of the plan. Discuss the Learning Improvement Plan regularly with the school principal and teacher representative at SCC meetings.
2. Become involved in the school's Learning Improvement Plan by developing the community profile. Participate in the activities of the Learning Improvement Plan as identified by the school. Designate funds from the SCC governance funds to support activities in the Learning Improvement Plan.
3. Become engaged in the school's Learning Improvement Plan by identifying ways the SCC can support the targeted areas of improvement in student learning and well-being. Plan activities which will support the goals of the Learning Improvement Plan.
4. Encourage and recruit other parents and community members to participate in school activities and events.
5. Celebrate successes achieved in the Learning Improvement Plan. Provide suggestions, ideas and support to school personnel during the review process of the Learning Improvement Plan.
6. Communicate progress and successes achieved with parents and community.
7. Ensure both Principal and SCC Chair sign off on the finalized Learning Improvement Plan.

In addition to this, the 2021-22 SCC Workshop included SCC presentations highlighting successful programs from their school supporting the school's LIP.

COVID-19 restrictions remained in place for much of the 2021-22 school year, making it difficult to hold community engagement events. With the appropriate safety guidelines in place, the board involved SCCs in facilitating family and community participation from Prekindergarten to Grade 12 with school carnivals, breakfast programs, school and community barbecues, hot lunch programs, staff appreciation, and Education Week events.

Board support of SCCs to fulfill their legislated role in 2021-22 included a SCC Workshop on November 9, 2021, featuring keynote speaker Chief Cadmus Delorme of Cowessess First Nation. The virtual workshop included breakout sessions for schools with similar demographics and populations to share knowledge. Ongoing support included trustee participation in three meetings with each SCC per year, sharing of the monthly publication *From the Board*, and continued sharing of resources including an *SCC AGM and Elections Handbook*, *Virtual Annual General Meetings and Elections Guide*, *Etiquette for Virtual Meetings Guide*, *Annual Work Plan*, and *Communications Plan*.

Each year, SCCs receive grants as determined by the Board of Education. In 2021-22, funding for Horizon SCCs was \$1,600 per school, plus \$2 per enrolled student, for a total of \$76,412. Each SCC, subject to the Administrative Procedure for the expenditure of funds allocated, expended this grant allocation to fulfill their roles and responsibilities. In 2021-22, SCCs used funding to support meeting expenses and school-level events for parents and caregivers such as barbecues and carnivals. Major projects included supporting classroom libraries, nutrition programs, staff and student appreciation events, scholarships/bursaries, graduation celebrations, playground equipment and school furniture. SCCs also supported professional development opportunities for their members, such as attending the National Congress on Rural Education and Food Safe Certification courses.

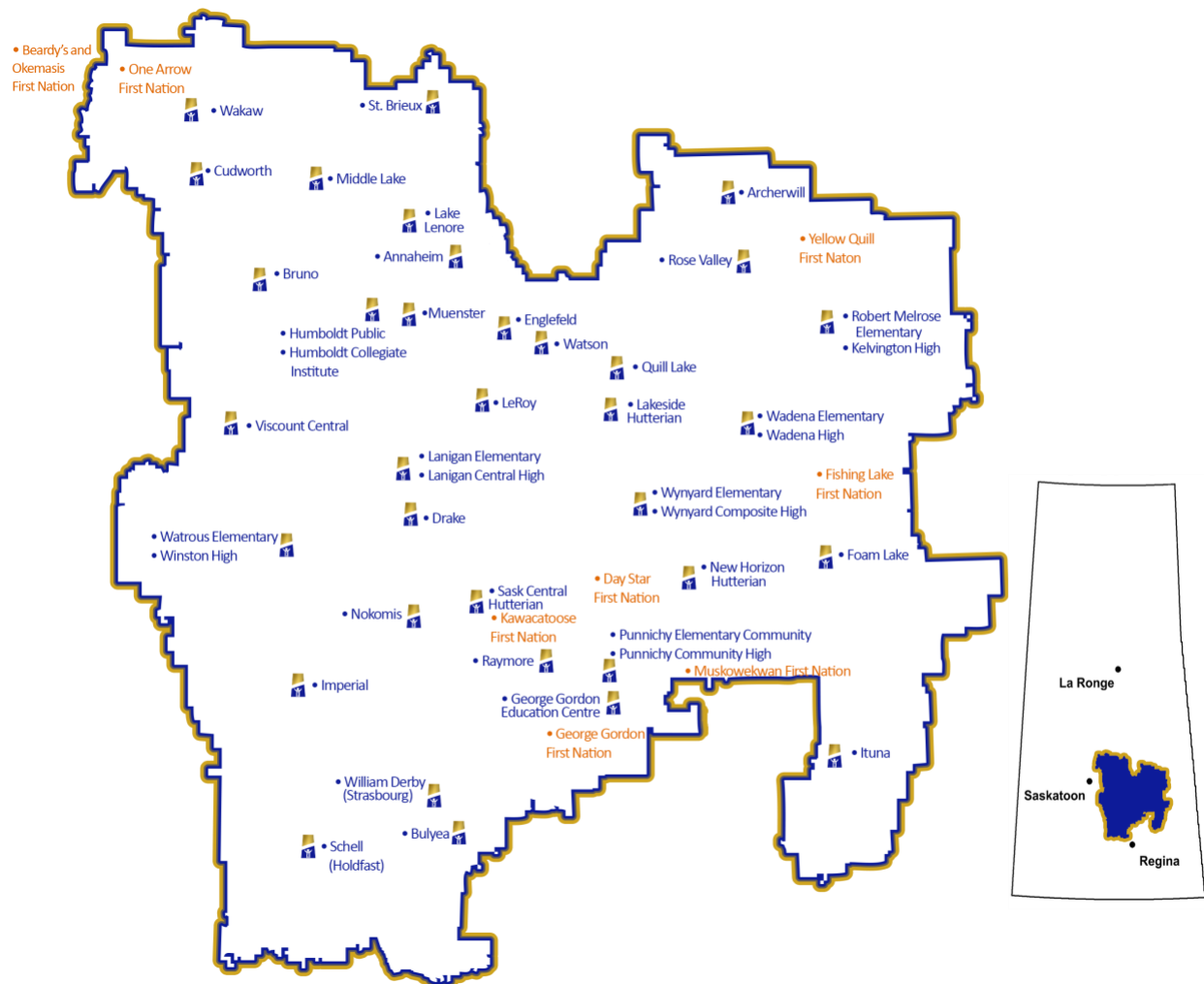
School Division Profile

School Division in Context

Horizon School Division sits on Treaty 4 and Treaty 6 territories, including the First Nations of Day Star, Fishing Lake, George Gordon, Kawacatoose, Muskowekwan, One Arrow, Beardsy's & Okemasis, and Yellow Quill. Horizon gives thanks to the Cree, Dene, Saulteaux, and Métis peoples for the ability to learn, live, and work on their traditional lands.

The division spans an area of 30,970 square kilometres in east central Saskatchewan, reaching St. Brieux in the north, Foam Lake in the east, Holdfast in the south, and Viscount in the west.

With both prairie and the rolling hills of Saskatchewan's parkland region, Horizon boasts a diverse economy including agriculture, internationally recognized manufacturing, and a rapidly growing mining sector.



Division Philosophical Foundation

Vision: Creating a better world, one student at a time.

Mission: Nurturing a community of excellence by providing diverse learning opportunities.

Values: Accountability Community Diversity Relationships Trust

Horizon School Division's core goals include:

Safe & Caring: Provide safe and caring learning environments for all students and staff.

Literacy & Numeracy: Ensure 100 per cent of students attain a level of literacy and numeracy consistent with success in the workforce or post-secondary education.

Graduation Rates: Ensure successful completion of high school and readiness for life beyond the classroom.

Community Partnerships

Horizon, along with its individual schools, has developed a wide variety of relationships and partnerships with agencies at local, provincial and federal levels. Below are just a few of the many successful partnerships to benefit students and staff in 2021-22:

First Nations and Métis organizations and communities:

- Career Transition Initiative – A successful partnership between Horizon, Day Star, Muskowekwan and George Gordon First Nations. Located in Punnichy, this program offers alternative learning opportunities for students.
- George Gordon First Nation – Quality education for First Nations students is recognized as an ongoing priority. Horizon and the George Gordon First Nation work collaboratively to provide the best possible learning opportunities for First Nation students on reserve. This partnership was the first of its kind in Saskatchewan.
- Day Star First Nation – Collaboration with the Day Star Head Start program where children in the program also attend Prekindergarten at Punnichy Elementary Community School.
- Saskatoon Tribal Council (STC) – Horizon has a respectful and collaborative relationship with the STC. STC staff provide workshops and learning including wellness, health and professional development for Horizon.
- Indigenous Services Canada (ISC) – Tuition funding for First Nation students who live on reserve and attend public schools.

- Jordan's Principle – funding support for First Nation students in areas including technology purchasing and intensive needs support.

Early learning and child care:

- Play Schools – Archerwill, Cudworth, Foam Lake, Imperial, Ituna, LeRoy, Nokomis, Quill Lake, Viscount, and Watrous schools host play schools which offer economical learning opportunities.
- Community Childcare – Provincially-funded daycares are located within Lake Lenore, Watson, and Humboldt Public School.
- Humboldt's Early Years Family Resource Centre was opened its doors in April, 2022. Horizon is the accountability partner with PARTNERS Family Services as the staffing partner. HEYFRC offers a comprehensive range of programs aimed at enhancing child and family well-being by reducing family isolation, supporting healthy child development and positive parenting.
- Before and After School Programs at Humboldt Public School, Ituna, Muenster, Wadena Elementary and Wynyard Elementary allow students to arrive early and remain at school for extended hours to meet their family's needs.
- Early Childhood Intervention Program – Identifying students entering the education system who may need supports at an early age.

Educational partners:

- The Settlement Worker in Schools (SWIS) program is a partnership between the Humboldt Regional Newcomer Centre, Immigration, Refugees and Citizenship Canada, Horizon School Division, the Greater Saskatoon Catholic School Division. This program aims to ease the settlement process for kids in school.
- Joint Operations Committee (JOC) – Joint Administration Agreement with St. Paul's Roman Catholic Separate School Division (RCSSD) to operate Humboldt Collegiate Institute.
- Joint-Use Agreement – This partnership between the City of Humboldt, St. Paul's RCSSD, and Horizon allows the school boards to use specific civic recreational facilities without a rental fee during school hours. City of Humboldt programs and community associations, in turn, have access to school facilities during evenings, weekends, and summer months.
- Regional libraries located within St. Brieux School and Englefeld School.
- Carlton Trail Regional College – Providing students with career training and transition opportunities.
- Welding partnerships – Bourgault Industries Ltd. in St. Brieux and Riteway Manufacturing Ltd. in Imperial supports Practical and Applied Arts (PAA) students through trade education and equipment.
- St. Peter's College – Offers first and second-year university classes and accelerated scholarships for Horizon's Grade 12 students.

- Health and Nutrition Programs – Child Nutrition and Development Programs funded by health regions in several communities.
- BHP Billiton – Ongoing support of the Career Transition Initiative at Punnichy High School.

Community partnerships:

- Big Brothers and Big Sisters – Cooperative partnership to match students with mentors.
- President’s Choice Children’s Charity – Application-based funding to support schools that operate morning breakfast programs.
- Many Horizon school communities are sponsored and supported by service groups such as the Kinsmen and Kinettes, and local businesses for their nutrition programming, sports programming, and fine arts clubs.

Strategic Direction and Reporting

Education Sector - Strategic Planning

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



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

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

The framework guides the education sector in collaborative work to develop a provincial education plan for Saskatchewan students to 2030. To respond to pressures experienced by school systems resulting from the COVID-19 pandemic, the Provincial Education Plan Implementation Team (PEPIT) focused its initial work on creating an interim plan for the 2021-22 school year. The interim plan includes key actions to meet the needs of all students in the areas of mental health and well-being, reading, numeracy and engagement. School divisions have used this plan to guide the development of their own plans, creating local actions that cascade from the provincial-level plan in support of their students. In early 2022, the interim plan was extended to also guide priorities in the 2022-23 school year.

Provincial Education Plan - Interim Plan Priorities 2021-22

Reading

This priority area addresses students' reading needs given that some students' reading skill development was interrupted during the past two years due to the COVID-19 pandemic.

Learning Response

This priority area addresses students' learning needs given that students have experienced significant academic learning interruptions as well as widely varied contextual and personal experiences because of the COVID-19 pandemic.

Mental Health and Well-Being

This priority area addresses the mental health and well-being of students and education staff in response to how the COVID-19 pandemic has intensified mental health concerns.

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

Education sector partners in Saskatchewan continue to work together to implement [*Inspiring Success: First Nations and Métis PreK-12 Education Policy Framework*](#). Its vision is a provincial Prekindergarten to Grade 12 education system where Indigenous knowledge systems, cultures and languages are foundational to ensuring an equitable and inclusive system that benefits all learners. This umbrella policy provides a framework for the development of First Nations and Métis education plans provincially and at the school division level. *Inspiring Success* guides and informs planning and implementation of initiatives aimed at improving outcomes for First Nations, Métis and Inuit students.

The goals of *Inspiring Success* are:

1. First Nations and Métis languages and cultures are valued and supported.
2. Equitable opportunities and outcomes for First Nations and Métis learners.
3. Shared management of the provincial education system by ensuring respectful relationships and equitable partnerships with First Nations and Métis peoples at the provincial and local level.
4. Culturally appropriate and authentic assessment measures that foster improved educational opportunities and outcomes.
5. All learners demonstrate knowledge and understanding of the worldviews and historical impact of First Nations and the Métis Nation.

School Division Programs and Strategic Activity

Key educational programs that Horizon provided to early learners and students in 2021-22 included:

- The award-winning Mikiwahp (Tipi) Project continued to build on place-based Indigenous Ways of Knowing. The project will become the foundation for Horizon's Framework for Indigenous Ways of Knowing Pedagogy and Assessment document. The project demonstrates the five goals of *Inspiring Success*, including the placing value on First Nations and Métis language and culture, providing equitable opportunities, building respectful relationships and equitable partnerships, using culturally appropriate and authentic assessment measures, and allowing learners to demonstrate their knowledge and understanding of Indigenous worldviews.
- Horizon's Indigenous Instructional Coach continued to work with students on areas related to Indigenous culture and awareness, including the new 'Cree Word of the Week' program which was shared over social media.
- Support was provided for early learning and Kindergarten educators to respond to assessment data. An instructional coach was assigned to early learning. This coach supported early learning environments by initiating the Early Childhood Environment Ratings Scale (ECERS). The Learning Team's school residency model for school support had a huge component of principal inclusion and support as instructional coaches support teachers in classroom instruction.
- Continued division-wide use of literacy assessments for students in PreK-12:
 - Agas and Stages Questionnaire (ASQ) (PreK)
 - Early Years Evaluation (EYE-TA) (K)
 - Help Me Tell My Story (HMTMS) (PreK-K)
 - Fountas and Pinnell Benchmark Assessments (Grades 1-8), and
 - Ontario Comprehensive Assessment (OCA) tool (Grades 10-12).
- Outreach workers provided supports to students and their families focused on improved student attendance and achievement.
- Designated instructional coaches worked with individual First Nations, Métis, and Inuit students.
- The Superintendent of Indigenous Education focused on building an interagency approach to student and family support.
- Horizon senior administrative staff and Board of Education met with Chief and Councils to review and discuss outcomes, strategies, and results, including reviewing and updating Education Agreements with Chief and Councils.
- With support from the Board of Education, two internally-funded Prekindergarten programs were piloted at Anaheim and Imperial schools.
- To meet the goals of *Inspiring Success*, Horizon increased administrator and teachers' capacity to be culturally responsive to students' needs through the following activity:

- Continued implementation of *Following Their Voices* (FTV)
 - Raymore School completed the five-year cycle of *FTV* in 2020. Currently, Punnichy Community High School is in year four of the cycle and Punnichy Elementary Community School is in the second year of the initiative. Each school receives ongoing professional development and personnel support from the Ministry of Education.
- Supported implementation of culturally responsive pedagogy
- Continued involvement in *Leading to Learn*
 - Horizon is in year one of implementing the *Leading to Learn* initiative. Horizon's team of seven includes the Superintendent of Indigenous Education, Indigenous Instructional Coach, a First Nation elder and principals from the following schools: Winston High, Humboldt Public, Nokomis, and Wakaw. The Ministry of Education will provide five training sessions for the team with the expectation that the team then returns to the school division as facilitators in the *Learning to Learn* initiative.
- Continued support for newcomers to Canada through inclusion in classroom instruction and connecting newcomer families with the Settlement Worker in Schools (SWIS) program.

School division actions taken during the 2021-22 school year in support of the Reading priority:

Horizon used the Ages and Stages Questionnaire (ASQ) – a Prekindergarten (PreK) screening tool to identify developmental needs as early as three and four years old. Teachers created instructional plans regarding identified areas of strength and areas for growth to provide optimal opportunities for learning.

Kindergarten children were assessed using the Early Years Evaluation (EYE), which assesses a student's developmental readiness. Teachers created instructional plans around identified areas of strength and areas for growth. These students were assessed again in the spring and the results of those interventions were celebrated. Analysis of three years of data shows a direct correlation between students leaving Kindergarten ready for learning according to the EYE and those children reading at or above grade level in Grade 3.

The Fountas and Pinnell Benchmark assessment for Grades 1-8 provided teachers with specific data around areas for student growth. Horizon also used the Ontario Comprehensive Assessment (OCA) benchmark tool division-wide to understand and strengthen the literacy of students in Grades 7-10. Teachers used this data to construct instructional plans regarding areas of strength and areas for growth.

Frequent growth monitoring and assessment assured the effectiveness and success of measures taken. These instructional plans provide for the differentiation of instruction that supports all learners in the classroom.

Instructional challenges included disruptions, less instructional time available (COVID-19 protocols required additional time for transitions between classes), and differences as students transitioned from face-to-face learning to virtual learning and back when quarantine was required for periods of time.

Horizon's Learning Team continued building the capacity of teachers to align assessment and instruction with research in promising practice. This was done by building the instructional leadership capacity of principals, working directly with teachers in their classrooms, and providing optional professional learning opportunities for teachers for literacy and numeracy.

All Horizon administrators have participated in professional learning on the collaborative response process led by Kurtis Hewson from Jigsaw Learning. Six schools had their staff engage in more in-depth professional learning with Kurtis. Collaborative Response is a school framework that values collaborative, action-focused responses, data-informed discussions, and timely support to ensure all students can experience success.

School division actions taken during the 2021-22 school year in support of the Learning Response priority:

Teachers provided ongoing assessment of writing and numeracy related to appropriate outcomes and objectives within the Saskatchewan curriculum. This work was monitored by principals through instructional supervision of teaching practice.

The writing framework document created by Horizon teachers continues to support teachers across all grade levels in instructional practices for teaching writing. It also outlines common protocol for assessing Grades 4, 7 and 9 students on the mode-specific assessments and the holistic rubric assessment (provincially reported). Collaboration days were used to support high-quality instructional practices in writing.

The SaskMATH Resource is an online provincial teacher resource for mathematics. Horizon's Director of Education is the provincial leader for this initiative that was first developed as part of the Education Sector Strategic Plan. The results of planning, facilitating and collaboration have resulted in a high-quality, online and print resource math assessment and instruction for Grades 1-12.

In addition, after seven schools piloted the Math Screener tool for Grades 2-9, which identifies curriculum gaps for teachers to use in their responsive instruction, this tool was implemented division-wide in the 2021-22 year.

School division actions taken during the 2021-22 school year in support of the Mental Health and Well-Being priority:

Mental health supports for students and staff included:

- Mental Health First Aid (MHFA) Training (There is at least one MHFA-trained staff in each Horizon school.)
- Non-Violent Crisis Intervention Training
- safeTALK

- Applied Suicide Intervention Skills Training (ASIST)
- To support staff in addressing personal wellness, Horizon partnered with Calm. This online resource supports mindfulness with calming exercises, breathing techniques, stories and other meditation tools.

Professional development to increase the capacity of administrators to meet the mental wellness needs of staff included:

- Violence Threat Risk Assessment (VTRA) training
- VTRA from an Indigenous Perspective training
- Tragic Events Response Team training and support for staff

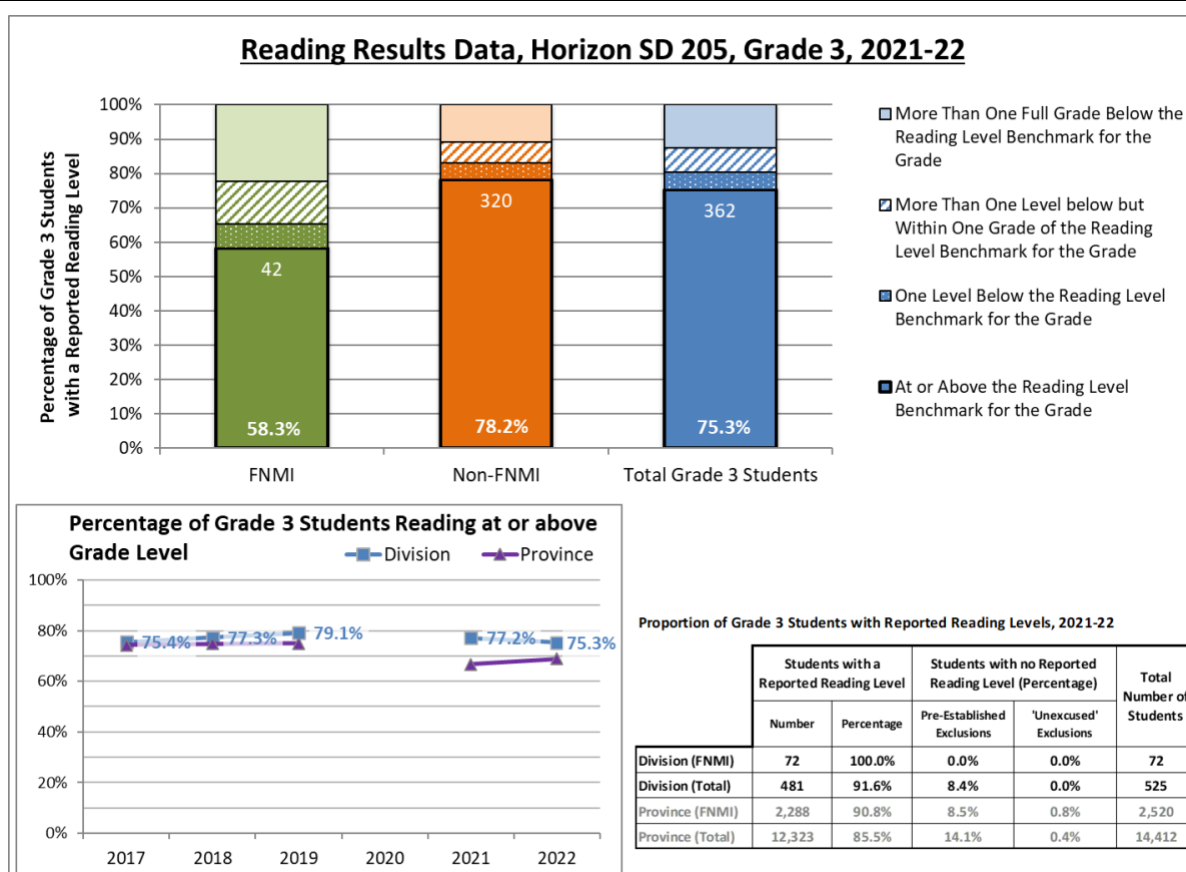
Measures of Progress for the Provincial Education Plan Interim Priorities

Proportion of Grade 3 Students Reading At or Above Grade Level

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

Grade 3 reading levels have been tracked using provincially developed benchmarks since 2014. The Reading priority plan was developed to address students' reading needs given that some students' reading skill development was interrupted during the past two years due to the COVID-19 pandemic.

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



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

Source: Ministry of Education, 2022

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

The overall percentage of students reading at or above grade level decreased from the 2020-21 school year by 1.9 per cent, however Horizon's results of 75.3 per cent exceed provincial results (68.9 per cent). Non-Indigenous students' results decreased by 4.0 per cent while Indigenous students' results rose by 20.5 per cent.

Horizon attributes this large increase in Indigenous students' results to a shift in reporting at George Gordon Education Centre (GGEC) during the 2021-22 school year.

As part of the George Gordon First Nation Mîkiwâhp Tipi Project, Horizon's learning team is working to identify culturally inclusive and affirming assessment practices. This shift in assessment practice during 2021-22 included a pilot project to assess reading skills. Using Eagle Crest books, which are produced within the Plains Cree Indigenous way of knowing, Horizon's Learning Team created running records with a comprehension conversation guide.

Unfortunately, GGEC faced several disruptions to learning including a spate of deaths in the George Gordon First Nation community (of the 3,700 population, 28 people lost their lives), multiple school closures due to COVID-19, and road closures due to construction and weather which prevented students from attending. Due to these setbacks, GGEC reported a simplified 'above/below' result for Fountas & Pinnell Literacy for the 2021-22 school year.

Mental Health and Well-Being

The mental health and well-being of Saskatchewan students and education staff has been a key area of focus for some time, and especially in response to the COVID-19 pandemic. Monitoring student perception and experiences helps school divisions in improving school environments to support good mental health and well-being.

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

OurSCHOOL Spring 2022 results for Horizon showed that

- 19 per cent of students in our division were victims of moderate to severe bullying; the Canadian norm was 19 per cent; Horizon's five-year average is 18 per cent.
- 29 per cent of students did not feel safe attending schools in the division; the Canadian norm was 34 per cent; Horizon's five-year average is 27 per cent.
- 34 per cent of students in our school division did not have a high sense of belonging; the Canadian norm was 34 per cent; Horizon's five-year average is 26 per cent.

As shown by the five-year averages, Horizon students' mental health and well-being indicators have remained stable over recent years.

There is a higher level of bullying shown in the high school data compared to elementary, yet the high school students felt safer at school. There was also an increase noted in online bullying at all age levels.

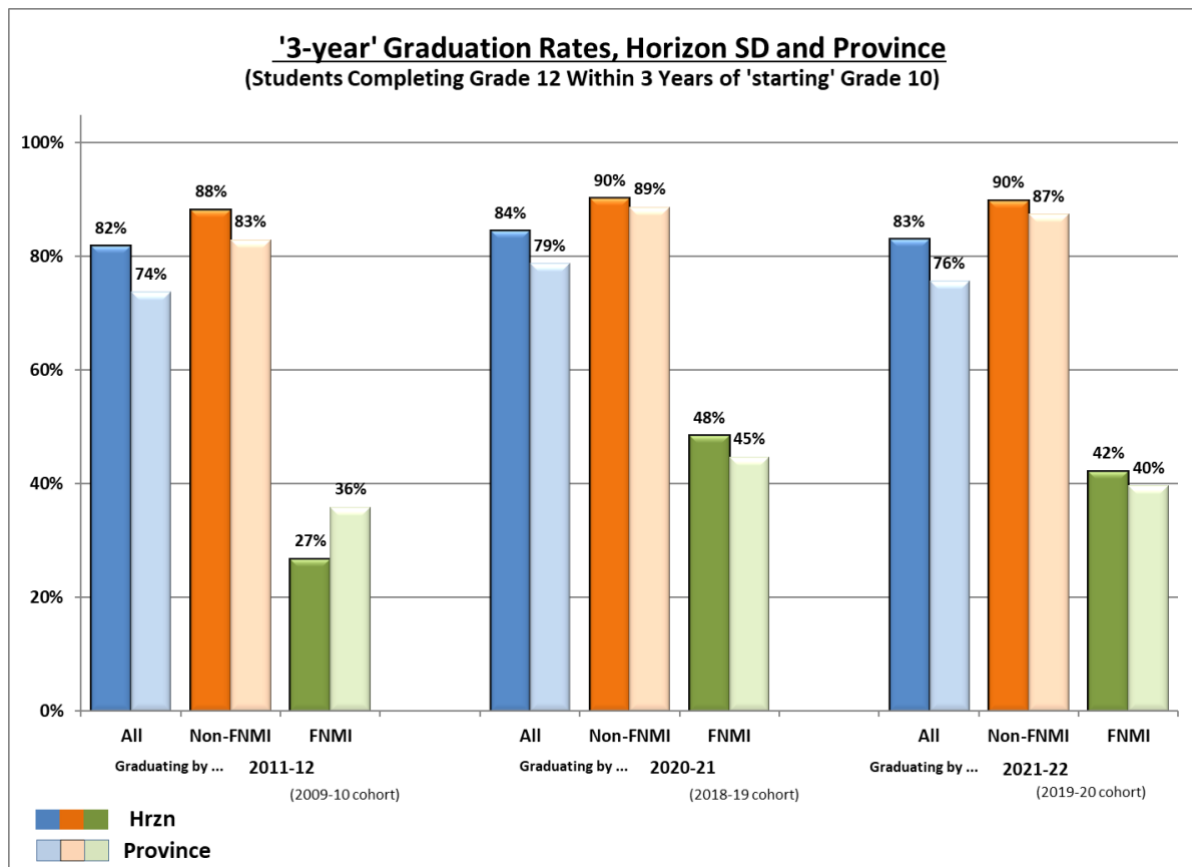
Analysis of Results – Mental Health and Well-Being Measure

Workplace-related changes in policies, procedures, and operations throughout the pandemic made it harder to establish routines for staff and students creating higher levels of stress, lower levels of staff efficacy, and decreased engagement.

Three-Year Graduation Rate

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

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



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

Source: Ministry of Education, 2022

Analysis of Results – Three-Year Graduation Rates

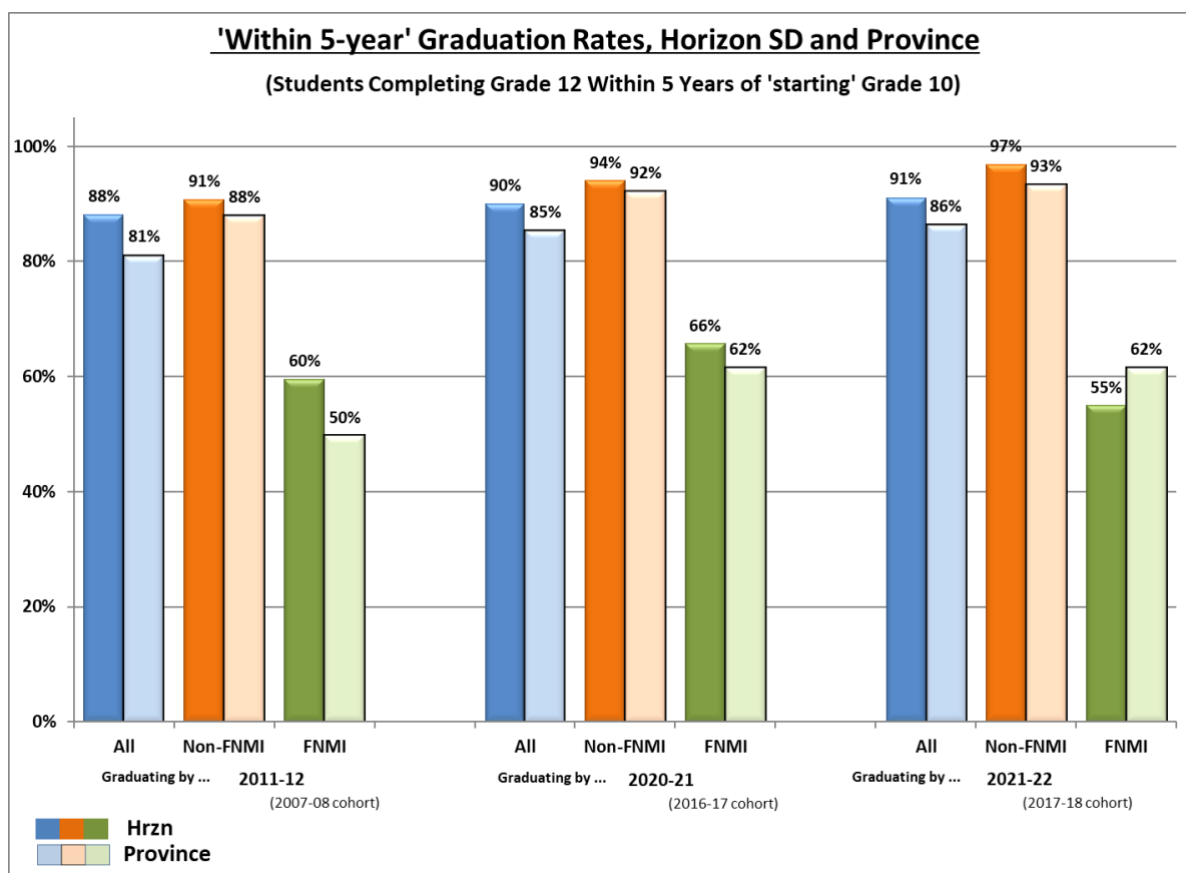
In 2021-22, the three-year graduation rate for Horizon's students overall was higher than the provincial average (76 per cent) at 83 per cent but a decrease of 1 percentage point from the previous year. The three-year graduation rate for Indigenous students declined from 48 to 42 per cent, but remained higher than the results from 10 years ago (27 per cent) and above the provincial average for this group of students (40 per cent).

The difference in graduation rate success for Indigenous students compared to non-Indigenous students requires continued efforts including designated instructional coaches who work with Indigenous students and ongoing work to strengthen supports.

Grade 12 Graduation Rate: Within Five Years

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

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



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

Source: Ministry of Education, 2022

Analysis of Results – Graduation Rates Within Five Years

Despite a significant upward trend for Indigenous students' five-year graduation rates in both 2019-20 and 2020-21, the rates were below the provincial average in 2021-22 (55 per cent). The five-year graduation rates for Horizon's students overall increased by one per cent to 91 per cent, staying above the provincial results overall.

Ongoing Measures of Progress

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

While there was some suspension of provincial data collection due to the COVID-19 pandemic again in 2021-22, the following indicators are included to provide comparative information for consideration in monitoring how students are doing from school entry to school completion.

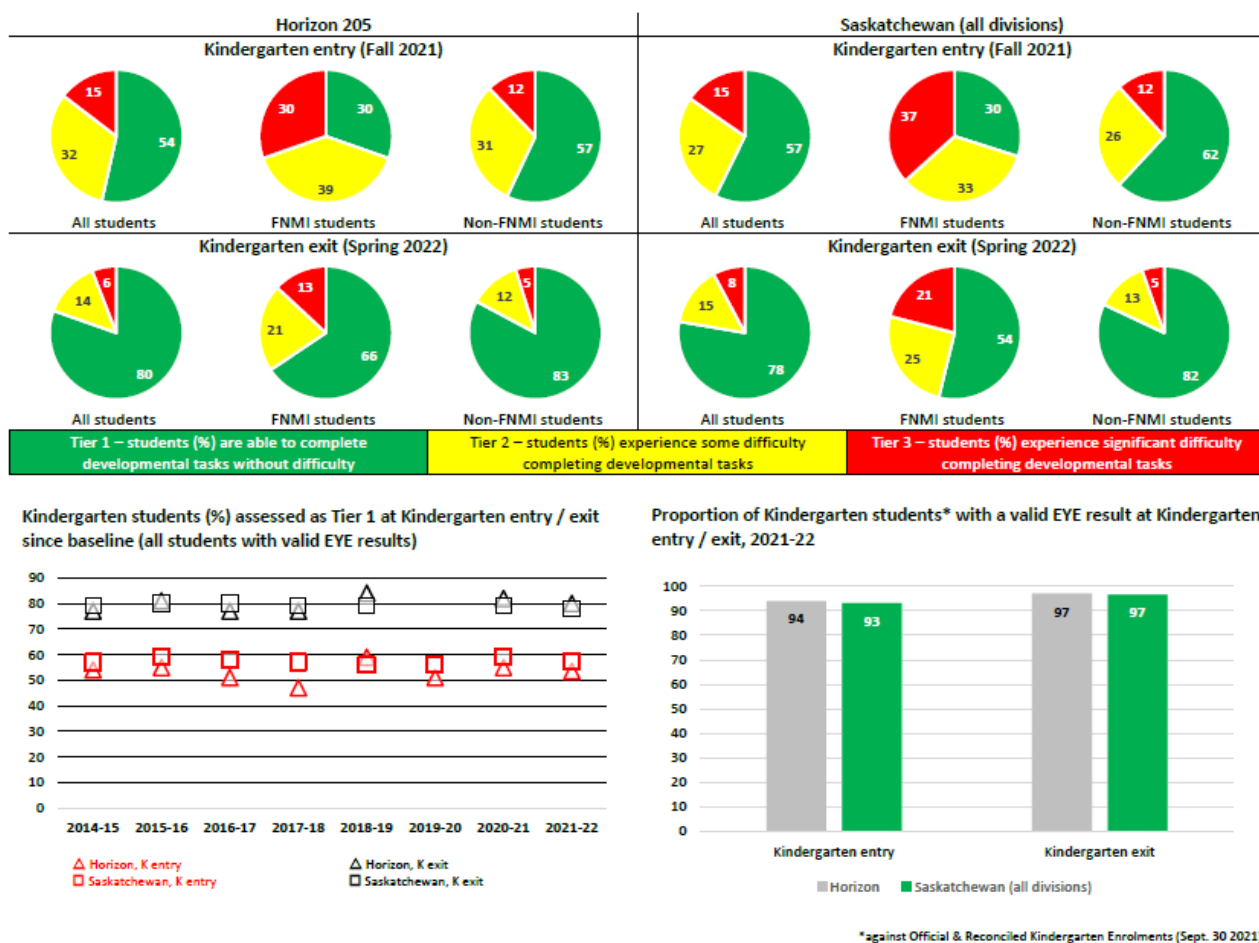
Early Years Evaluation

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

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

The following charts display the percentage of students (all, non-FNMI and FNMI) who were assessed as Tier 1 at Kindergarten entry and after the Kindergarten year at exit for the school division and the province. The chart below the graph shows the percentage of Kindergarten students assessed as Tier 1 relative to the province since the baseline (2014-15).

As a result of the COVID-19 pandemic response, spring 2020 EYE data are unavailable. In 2020-21, a notably smaller percentage of Kindergarten-eligible students in school divisions participated in the EYE assessment for learning due to both lower than expected Kindergarten enrolments and difficulties in appropriately assessing the enrolled Kindergarten students who were learning from home in increased numbers. These factors should be considered when comparing 2020-21 EYE results with results from previous years.



Notes: Research shows that early identification followed by a responsive, tiered approach to instruction from Kindergarten to Grade 3 can substantially reduce the prevalence of reading challenges. The primary role of EYE is to help inform educational practice. EYE screening at Kindergarten entry is used by classroom teachers and school divisions to identify children who experience difficulties with important skills when they arrive in Kindergarten, and who may need closer monitoring or further assessment during the year. Children who have difficulty with important skills at Kindergarten entry are also re-assessed before the end of the Kindergarten year, allowing school divisions to measure the impact of their supports and responses. Children assigned Tier 1 RTIs can complete developmental tasks without

difficulty. These children have a high probability of reading at grade level by Grade 3 - an important predictor of school success, including Grade 12 graduation.

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

Source: Ministry of Education, Early Years Branch, 2022

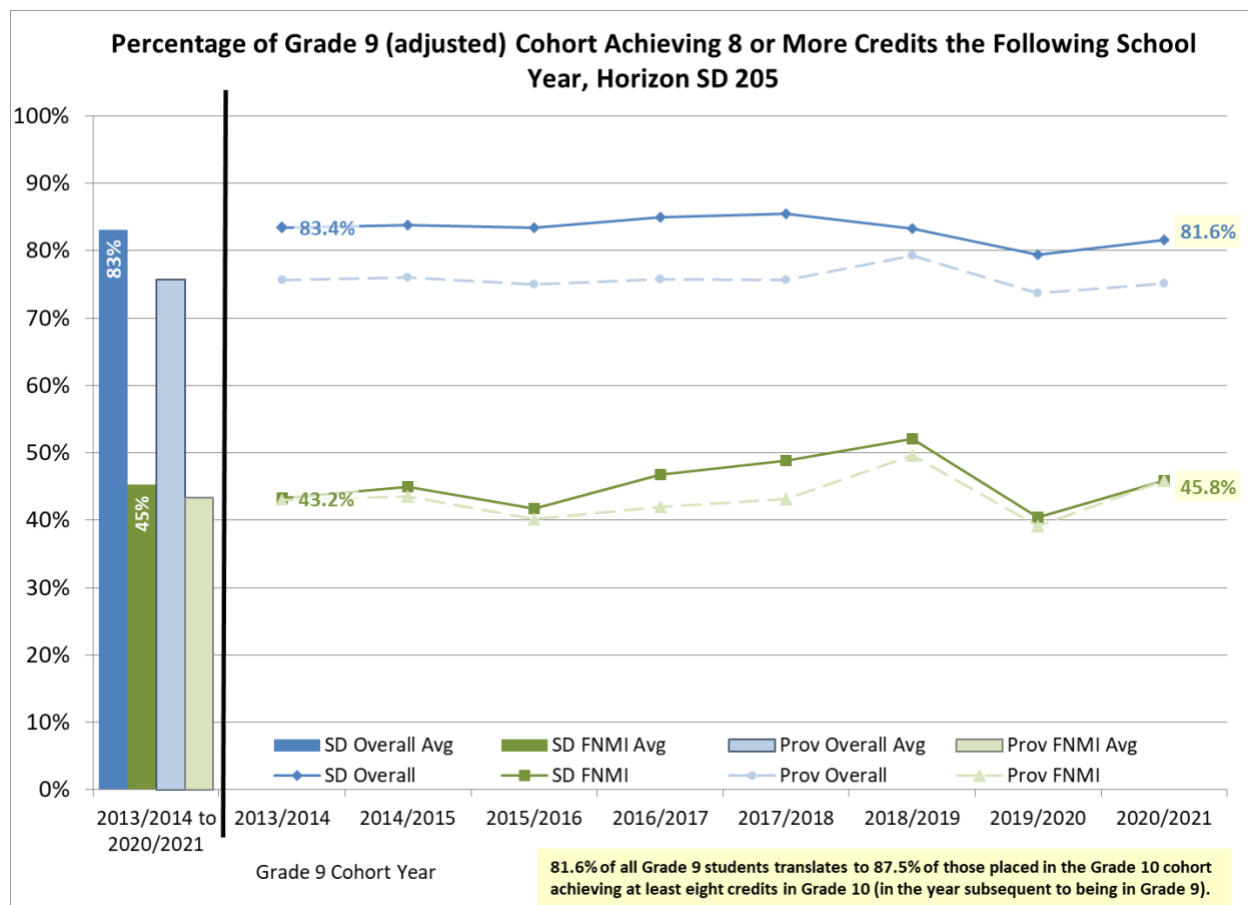
Analysis of Results – Early Years Evaluation

In 2021-22, EYE results for both Indigenous and non-Indigenous students in Horizon were on par with the provincial average, as were Kindergarten exit results which showed 80 per cent of students ready for learning in the primary grades. Exit results for non-Indigenous students were similar to the provincial results (83 compared to 82 per cent), and overall (80 compared to 78 per cent provincially). Results for Horizon's Indigenous students were slightly lower than last year's, but still well ahead of provincial results with 66 per cent able to complete developmental tasks by the end the school year compared to 54 per cent provincially.

Grade 9 to 10 Transition

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

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



Notes: Grade 9 to 10 transition rates are calculated as the number of students attaining eight or more credits in the year immediately following their Grade 9 year divided by the number of students in the Grade 9 cohort. Results for populations of fewer than five have not been reported to avoid identifying individuals or very small groups of students. FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis or Inuit/Inuk. Non-FNMI students are those who do not identify as First Nations, Métis or Inuit/Inuk; however, this category may include FNMI students who choose not to self-identify.
Source: Ministry of Education, 2022

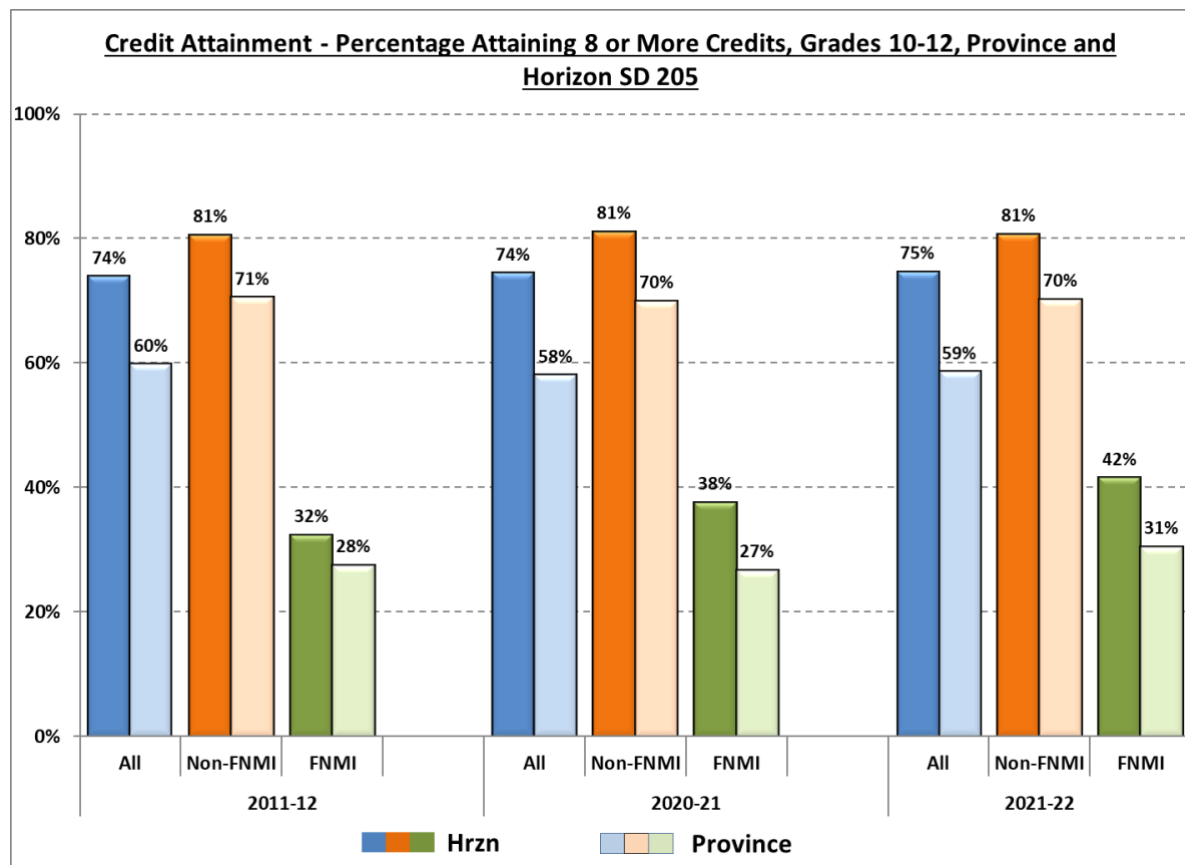
Analysis of Results – Grade 9 to 10 Transition

In 2021-22, Horizon students achieving eight or more credits in the year immediately following their Grade 9 year increased from 79.4 to 81.6 per cent. For Horizon's Indigenous students, results improved from 40.4 to 45.8 per cent; in line with the provincial average. Horizon's overall results remained above the provincial results for the most recent year and just below the eight-year average for the school division (83 per cent).

Credit Attainment

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

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



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

Source: Ministry of Education, 2022

Analysis of Results – Credit Attainment

Credit attainment results for Indigenous students in Horizon (42 per cent) rose by 4 per cent from the previous year, as did the provincial results. Overall results increased by 1 per cent to 75 per cent. Overall results are 16 per cent points higher than the provincial average (59 per cent).

Demographics

Students

Overall, Horizon saw a 0.6 per cent increase in student population in 2021-22 over the 2020-21 school year. While the overall demographics remained stable, grade differences from 2020-21 varied with the largest change a 16 per cent increase in Grade 3 enrolments.

The following grades saw decreased enrolment compared to the year before: Grade 1 (15.9 per cent), Grade 2 (6.5 per cent), Grade 10 (6.1 per cent) and Grade 12 (7.9 per cent decrease). Increased enrolments of more than 5 per cent included: Kindergarten (13.8 per cent), Grade 3 (16 per cent), Grade 9 (14.9 per cent) and Grade 11 (5.1 per cent increase). Grades 4 through 8 had changes of less than 5 per cent.

Included in the enrolments are 331 students who learned from home in the following ways: home-based students (141), Learning From Home Kindergarten through Grade 9 (135) and at Horizon's Distance Learning Centre Grades 10 – 12 (55). The Learning Home School which Horizon established in response to the COVID-19 pandemic was supported by dedicated teachers.

Grade	2017-18	2018-19	2019-20	2020-21	2021-22
Kindergarten	449	495	441	398	453
1	466	458	501	475	410
2	487	462	445	503	472
3	487	475	463	446	518
4	497	481	482	467	459
5	494	487	467	479	475
6	443	498	488	472	475
7	490	425	487	476	468
8	437	482	424	476	472
9	526	499	538	490	563
10	489	548	489	520	490
11	535	460	507	469	493
12	536	564	483	517	479
Total	6,336	6,334	6,215	6,188	6,227

PreK	135	125	127	121	146
-------------	------------	------------	------------	------------	------------

Subpopulation Enrolments	Grades	2017-18	2018-19	2019-20	2020-21	2021-22
Self-Identified First Nations, Métis, or Inuit	K to 3	267	247	215	231	241
	4 to 6	267	265	230	212	212
	7 to 9	239	228	258	240	246
	10 to 12	220	249	224	228	219
	Total	993	989	927	911	918
English as an Additional Language	1 to 3	93	89	78	77	69
	4 to 6	85	79	74	78	93
	7 to 9	94	88	94	76	76
	10 to 12	92	102	96	95	91
	Total	364	358	342	326	329

Notes:

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

Source: Ministry of Education, 2021

Staff

Job Category	FTEs
Classroom teachers	381.7
Principals, vice-principals	53.8
Other educational staff (positions that support educational programming) – e.g., educational psychologists, educational assistants, school community coordinators, speech language pathologists, resource centre staff, information technology staff, school clerical staff and other instructional employees	259.6
Administrative staff – e.g., Chief Financial Officers, human resource services, payroll, purchasing, accounting, clerical, executive assistants and other administrative employees	18.8
Plant operations and maintenance – e.g., caretakers, handypersons, carpenters, plumbers, electricians, gardeners, supervisors and managers	66.6
Transportation – e.g., bus drivers, mechanics, parts persons, bus cleaners, supervisors and managers	50.2
League of Educational Administrators, Directors and Superintendents (LEADS) – e.g., director of education and superintendents	6.0
Total Full-Time Equivalent (FTE) Staff	836.7

Notes:

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

Source: Horizon School Division No. 205, 2022

Senior Management Team

The Director of Education, Kevin C. Garinger, reports directly to the Board of Education. Staff who report directly to the Director of Education include:

Deputy Director of Education/Superintendent of Human Resources

- Randy MacLean – left Horizon in June, 2022; the Deputy Director of Education role was eliminated in June, 2022
- Cory Popoff – Superintendent of Human Resources as of April, 2022

Superintendent of Finance Services/CFO

- Sandy Gessner – September, 2021 to February, 2022
- Sarah Reding – returned from maternity leave February, 2022

Superintendent of Operational Services/COO – Justin Arendt

Superintendent of Inclusive Education

- Darrell Paproski – retired in June, 2022
- Jacquie Bergerman – began in August, 2022

Superintendent of Learning

- Katherine Oviatt – left Horizon in July, 2022
- Trish Maxwell – began in August, 2022

Superintendent of Indigenous Education – Bryan McNabb

Superintendent of Student Supports

- Jason Neville – left Horizon in July, 2022
- Terry Leibel – began in August, 2022

Communication Services Officer

- Lance Hiltz – left Horizon in September, 2021
- Jesse Green – began in October, 2021

Executive Assistant – Marni Sogge

Infrastructure and Transportation

School	Grades	Location
Annaheim School	PK-12	Annaheim
Archerwill School	K-9	Archerwill
Bruno School	K-12	Bruno
Bulyea School	K-6	Bulyea
Cudworth School	K-12	Cudworth
Distance Learning	10-12	
Drake School	K-8	Drake
Englefeld School	K-12	Englefeld
Foam Lake Composite School	7-12	Foam Lake
Foam Lake Elementary School	K-6	Foam Lake
George Gordon Education Centre	PK-8	Punnichy
Humboldt Collegiate Institute	9-12	Humboldt
Humboldt Public School	PK-8	Humboldt
Imperial School	PK-12	Imperial
Ituna School	K-12	Ituna
Kelvington High School	6-12	Kelvington
Lake Lenore School	K-12	Lake Lenore
Lakeside Colony School	1-9	Quill Lake
Lanigan Central High School	9-12	Lanigan

School	Grades	Location
Lanigan Elementary School	PK-8	Lanigan
LeRoy School	K-12	LeRoy
Muenster School	K-12	Muenster
New Horizon Hutterian School	K-9	Lestock
Nokomis School	K-8	Nokomis
Punnichy Community High School	9-12	Punnichy
Punnichy Elementary Community School	PK-8	Punnichy
Quill Lake School	K-12	Quill Lake
Raymore School	K-12	Raymore
Robert Melrose Elementary School	K-5	Kelvington
Rose Valley School	K-12	Rose Valley
Sask Central School	K-10	Semans
Schell School	K-12	Holdfast
St. Brieux School	K-12	St. Brieux
Three Lakes School	K-12	Middle Lake
Viscount School	K-12	Viscount
Wadena Composite High School	7-12	Wadena
Wadena Elementary School	PK-6	Wadena
Wakaw School	PK-12	Wakaw
Watrous Elementary School	K-7	Watrous
Winston High School	8-12	Watrous
Watson School	K-12	Watson
William Derby School	K-12	Strasbourg
Wynyard Composite High School	7-12	Wynyard
Wynyard Elementary School	PK-6	Wynyard

Infrastructure Projects

The following infrastructure projects with a cost of \$100,000 or more were undertaken by Horizon during the 2021-22 school year.

Infrastructure Projects			
School	Project	Details	2021-22 Cost
Wynyard Composite High	LED lighting	Entire school LED upgrade	125,035.29
St. Brieux	Roof truss	Repaired failing roof truss	131,322.03
Ituna	Boiler	Replaced two boilers	182,989.00
Viscount	Rooftop unit	Replaced three rooftop units	215,150.21

Viscount	Roof	Replaced entire roof membrane	322,059.73
Foam Lake Composite	Roof	Replaced entire roof membrane	368,090.72
Total			\$ 1,344,656.98

Transportation

Horizon's transportation services are operated both in-house and through a private contractor, Southland Transportation. Of the 130 active bus routes during the 2021-22 school year, Horizon-owned buses operated on 49 routes east of Highway 6 while Southland Transportation served the remaining 81 routes.

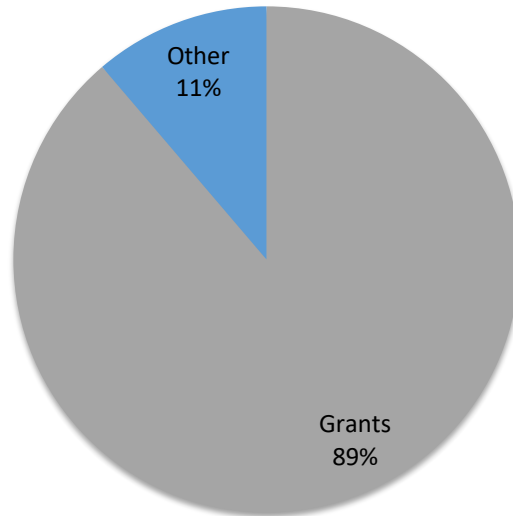
Of these routes, two serve city of Humboldt students as part of an urban busing arrangement with St. Paul's RCSSD which includes Horizon providing transportation to rural students who attend St. Dominic and St. Augustine schools in Humboldt. In addition, students are transported to George Gordon Education Center and both Punnichy schools by First-Nation operated routes.

Agreements with Good Spirit, Northeast, Prairie South, Prairie Valley, and Sask Rivers school divisions allow Horizon to pick up out-of-division students and transport them to Horizon schools in Bulyea, Holdfast, Ituna, Kelvington, St. Brieux, Strasbourg, Wadena, Wakaw and Wynyard. In turn, Horizon has released students to neighbouring school divisions. Requests for release are assessed individually.

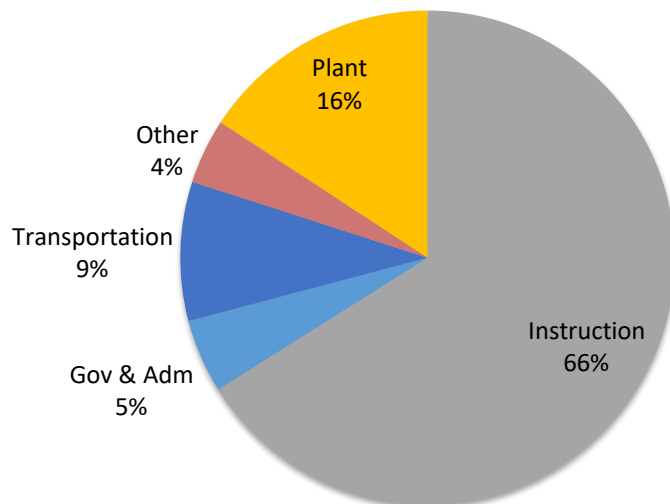
Financial Overview

Summary of Revenue and Expenses

Revenue 2021-22



Expense 2021-22



Budget to Actual Revenue, Expenses and Variances

	2022	2022	2021	Budget to Actual Variance	Budget to Actual % Variance	Note
	Budget	Actual	Actual	Over / (Under)		
			Restated			
REVENUES						
Property Taxation	-	-	7,529	-		
Grants	87,849,582	78,781,236	81,561,684	(9,068,346)	-10%	1
Tuition and Related Fees	5,425,186	5,613,947	6,788,568	188,761	3%	
School Generated Funds	1,975,831	2,352,122	1,328,110	376,291	19%	2
Complementary Services	570,584	652,345	631,373	81,761	14%	3
External Services	429,605	695,101	335,034	265,496	62%	4
Other	353,503	668,798	1,438,390	315,295	89%	5
Total Revenues	96,604,291	88,763,549	92,090,688	(7,840,742)	-8%	
EXPENSES						
Governance	656,307	527,734	510,387	(128,573)	-20%	6
Administration	3,534,651	3,949,227	3,369,081	414,576	12%	7
Instruction	62,034,935	61,355,467	59,377,924	(679,468)	-1%	
Plant	12,540,057	14,655,165	13,031,698	2,115,108	17%	8
Transportation	7,950,673	8,447,326	7,780,667	496,653	6%	9
Tuition and Related Fees	198,071	236,519	176,786	38,448	19%	10
School Generated Funds	1,975,832	2,179,255	1,258,257	203,423	10%	11
Complementary Services	758,939	820,591	709,864	61,652	8%	12
External Services	473,808	487,343	245,749	13,535	3%	
Other Expenses	234,562	224,697	245,419	(9,865)	-4%	
Total Expenses	90,357,835	92,883,324	86,705,832	2,525,489	3%	
Surplus (Deficit) for the Year	6,246,456	(4,119,775)	5,384,856			

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

Note	Explanation
1	Capital grant funding for the Lanigan School Consolidation Project was not received as the project has been delayed.
2	School fundraising was higher than anticipated in the budget which had assumed fewer activities due to the pandemic.
3	Over budget as revenue received for Early Learning Intensive Support program was budgeted for in External Services.
4	Unbudgeted funding was received including Early Years Family Resource Centre and Mastercard grant.
5	Over budget due to insurance proceeds and higher than budgeted funding received for Jordan's Principle and playground donations.
6	Travel and in-person attendance at meetings and events remained restricted due to the pandemic.
7	Over budget as some senior administration costs were budgeted for in Instruction expenses.
8	Higher than budgeted PPE costs, insurance premiums, and snow removal costs. Also, preventative maintenance renewal expenditures were higher than budget as prior year reserve funds were utilized this year.
9	Higher than budgeted fuel prices resulted in increased internal transportation costs and contracted conveyance costs.
10	Larger than anticipated student numbers resulted in higher than budgeted costs.
11	School activities increased more than anticipated in the budget which had assumed fewer activities due to the pandemic.
12	Higher than budgeted costs for division run pre-kindergarten programming.

Appendix A – Payee List

Board Remuneration

Name	Remuneration	Travel		Professional Development		Other	Total
		In Province	Out of Province	In Province	Out of Province		
Armbruster, Doug	\$18,200	\$3,900		\$5,018		\$6,783	\$33,901
Bitternose, Edward	5,700	2,348		894		6,434	15,376
Crow-Buffalo, Paul	11,350	2,565		3,059		7,364	24,338
Fedak, Mark	17,250	2,465		2,898		8,089	30,702
Gradin, Christine	13,955	2,249		2,034		7,387	25,625
Hack, James *	24,200	3,316		3,712		12,515	43,743
Hale, Jenna	14,400	1,947		2,433		6,598	25,378
Kayseas, Rhonda	11,300	2,383		3,950		6,394	24,027
Lemky, Jennifer	18,350	3,267		3,148		8,224	32,989
Lissinna, James	14,300	3,331		3,539		7,069	28,239
Mattock, Linda**	21,250	1,686		2,718		11,188	36,842
Pinacie, Albert	15,750	4,101		3,751		6,294	29,896
Stefanson, Dana	15,150	2,650		4,925		7,191	29,916
Vertefeuille, Cheryl	13,100	2,324		1,621		7,952	24,997

*Board Chair

** Vice Chair

Personal Services

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

Name	Amount
Albertson, Candace	\$93,575
Amendt, Amber	91,711
Anderson, Eric	120,392
Anderson, Garth	77,813
Anderson, Jessi	60,546
Anderson, Terrence	90,345
Anderson, Valerie	91,521
Andreas, Tammy	90,449
Appel, Donna	115,141

Name	Amount
Archibald, Kerri	67,910
Arendt, Justin	166,445
Arendt, Monica	101,814
Armbruster, Jocelyn	114,026
Armstrong, Steve	94,784
Arnold, Corrinne	100,124
Arsenault, Matt	67,748
Athmer, Rebecca L.	82,369
Baade, Carol	111,564
Baade, Tara	85,618
Bachinski, Kelsey L.	68,357
Baragar, Rachelle	60,764
Bartel, William Bryce	97,206
Barteski-Hoberg, Marsha	92,153
Bartko, Lori	93,064

Name	Amount
Bates, Sharon	57,353
Batty, Erin	67,764
Baumann, Christy	108,938
Bauml, Naomi	90,613
Bautz, Paige A.	59,762
Bay, Jackie	92,216
Bear, Alberta-Rose	61,672
Bear, Lindsey	69,172
Beaudoin, Melissa	92,808
Beeler, Jennifer	110,019
Behiel, Pamela	70,591
Bells, Colleen	90,818
Bells, Lee	91,853
Berg, Colette	90,946
Bergen, Marci	91,500
Bergerman, Jacqueline	127,249
Bernhard, Erin	90,857
Berscheid, Brittany R.	71,067
Bertrand, Kristen	90,348
Biccum, Corey	91,876
Bilawchuk, Cheryl	57,866
Bilodeau, Danielle	92,912
Bisson, Courtney	78,873
Bitternose, Marcia A.	86,746
Blachford, Elaine	62,703
Block, Taylor A.	52,701
Bolt, Karishma	91,607
Borsa, Patrick	113,722
Borstmayer, Lianne	115,050
Boyson-Tan, Heidi	91,093
Braaten, Brandee	54,868
Braman, Terence	117,739
Brann, Monica	91,334
Breti, Brooke	82,132
Brooks, Gayle	97,131
Bruesch, Joan	63,767
Bryksa, Blaine	98,130
Buckle, Jade	61,051
Bugghins, Laverne	91,836
Bugyi, Kara M.	69,090

Name	Amount
Buhs, Curtis	90,369
Bulicz, Carlana	94,779
Bulych, Leslie	91,020
Bulych, Ryan	60,361
Burke, Carmen	95,801
Burton, Jeffrey	85,728
Cairns, Hope	95,637
Campbell, Shayna E.	59,215
Campbell, Shelly	92,357
Cannon, Rene	94,739
Cantelon, Cindy	101,341
Carbno, Travis B.	95,430
Casavant, John A.	119,710
Chernishenko, Darren	97,226
Chernishenko, Shannon	96,178
Chester, Curtis	96,764
Chester, Nita	100,188
Chorney, Aryssa	61,063
Chorney, Melanie	90,348
Chorney, Yvonne	100,325
Chuckry, Candy-Lynn	90,865
Clark, Maegan	70,647
Collins, Wendi	97,257
Comfort, Marcy	52,195
Corbin, Kaitlin	64,176
Crakewich, Erin L.	60,353
Crittenden, Lindsay	101,554
Cronan, Aimee	75,217
Cross, Corrin	94,396
Cullen, Ciara	89,225
Currah, Jennifer	64,695
Dale, Sarah	90,596
Danyluk, Victoria	76,203
Daubenfeld, Michelle	92,113
Dauvin-Frank, Tania	91,875
Davies-Both, Marcy	83,432
Delorme, Corrina	89,885
Demmings, Alisha	102,606
Denesik, Myrna	92,656
Dickson, Darryl	117,256

Name	Amount
Dieno, Amanda	57,448
Digney, Nerissa	106,932
Dodd, Sandra	96,207
Downes, Brent	75,118
Dufault, Andrea N.	93,304
Duford, Jackie	62,700
Dunlop, Alicia	94,738
Dvernichuk, Tricia	92,808
Dyck, Stephanie M.	61,699
Dyok, Lana	83,001
Edwards, Tina	92,361
Eichorst, Allison	54,054
Ekstrom, Shay	94,761
Elke, Shelby	60,118
Ellis, Erin	91,612
Engele, Jarvis	75,475
Engele, Jillian	79,057
Evans, Heidi	97,185
Ewen, Dean	70,444
Fahlman, Gayle	92,179
Failler, Kimberly	53,380
Fansher, Janice	117,903
Farrell, Cheryl	110,619
Farrell, Graham	99,845
Faubert, Darin	114,804
Faubert, Jacqueline	98,301
Faye, Jason	64,603
Faye, Shirley	92,395
Fedak, Reagan	61,106
Fehr, Darryld	52,075
Fehr, Perry	91,245
Felton, Chantelle	89,578
Fendelet, Heather	96,653
Fidelack, Michelle	96,808
Fielding, Angela	97,215
Fielding, Walter	103,308
Fisher, Amy D.	53,935
Fisher, Chris M.	51,864
Fisher, Jana	91,834
Fitzsimmons, Jeremy	110,390

Name	Amount
Flahr, Bonnie	93,174
Flahr, Travis	116,554
Flasch, Dillon L.	74,195
Fontaine, Pauline	90,348
Frey, Cindy	71,435
Frie, Jennifer	92,134
Friesen, Lisa	90,348
Frison, Gerard	98,072
Gardiner, Karla	97,056
Gardiner, Lester	103,969
Gardiner, Shaun	120,160
Garinger, Kevin	216,356
Gay, Lindsay E.	88,091
Gebauer, Beth	91,716
Gent, Brittany	112,357
German, Kellie A.	97,141
Gerwing, Cecile	81,823
Gerwing, Dennis	116,758
Gessner, Sandy	72,666
Giroux, Leah	65,353
Gjevre, Todd	134,040
Gollings, Monique	95,809
Goosen, Dawn	90,343
Gorrill, Verna Lynn	91,395
Graham, Megan-Star	52,625
Gray, Gina	95,067
Gray, Jan	91,841
Gray, Kendra	100,908
Gray, Melanie	66,645
Gray, Robert	96,608
Green, Jessica	74,269
Grest, Brian	104,205
Gueguen, Yvonne	96,850
Gullacher, Annah	79,218
Gullacher, Jolene	98,675
Gunther, Leann P	95,897
Gusikoski, Jerri	72,260
Gust, Michael	68,920
Hack, Brennan	108,938
Haeusler, Gwendolyn	52,337

Name	Amount
Hagenes, Sandra	90,428
Haines, Jolene	73,554
Halyk, Nevin	112,993
Hamel, Loralie	110,248
Hamel, Rick	107,834
Hamill, Stacy	59,089
Hamilton, Brook	92,185
Hannah, Karen	107,681
Harcourt, Corinne	109,367
Hardy, Rhonda	101,691
Hart, Britni	75,977
Hart, Skyler T.	81,677
Hartl, Tara	95,039
Harvey, Bertha	90,965
Harvey, Lindsey	91,432
Haryett, Carter	92,426
Hauber, Rachelle	75,006
Hawryluk, Emma	73,977
Hedin, Scott	86,422
Heisler, Jill	96,282
Hendry, Kalie	108,745
Heppner, Joel A.	74,119
Hergott, Leah	93,648
Herman, Teri A	97,649
Herr, Taylor S.	59,041
Hinz, Brian	91,848
Hinz, Jennifer	94,740
Hiscock, Danny	86,746
Hodgins, Heather	76,293
Hoffman, Shelene	92,776
Hofmann, Chad	97,377
Hogemann, Petra	76,785
Holland, Kandi	71,068
Holowaty, James	96,423
Hopkins, Katelyn	89,416
Horvath, Stefanie	68,440
Hubbard, Ashley	97,167
Hubick, Dustin	90,685
Huculak, Kimberlee	96,305
Hugg, Rachelle	99,338

Name	Amount
Hunt, Cheryl	95,039
Ireland, Donald R	107,503
Jackson, Andrew M.	51,823
Jackson, Doug	88,370
Jackson, Jennifer	91,889
Jackson, Stacy	95,606
Jacobs, Genista	91,242
Janzen, Alexandra	85,869
Jarvis, Michael D.	78,481
Jennison, Nadine	106,250
Jessop, Andrea	95,038
Johannesson, Renae	79,186
Johb, Brody M.	68,397
Johnson, Aaron S.	123,108
Johnson, Dwayne Miles	114,569
Johnson, Haylee A.	56,075
Johnson, Julie	90,346
Johnson, Lorelei	98,803
Johnson, Tate	82,142
Jones, Kyle	84,524
Jordan, Adam B.	87,582
Jordan, Michael	104,285
Jordan, Tessa	96,497
Jule, Carla R.	69,396
Junk, Kimberly	115,141
Jurgens, Amy	87,618
Kane, Amanda	99,051
Karakochuk, Patricia	95,076
Kavalinas, Chanelle	70,634
Keller, Justin	64,206
Kelln, Marla	104,397
Kelly, Rhonda	97,765
Kereluik, Melissa	92,705
Kessler, Paula	94,632
Kiland, Kameron	117,410
Kinequon, Sonia	94,739
King, Jonathan	92,355
Kirzinger, Nancy R	95,678
Klapak, Barbara	95,992
Klatt, Cheryl M.	62,006

Name	Amount
Knaus, Courtney	94,740
Knight, Colby	72,889
Knight, Dana	93,715
Knittig, Karma	111,544
Knudsen, Brad	108,739
Koepke, Troy	96,390
Kolafa-Woroniuk, Wendy	95,039
Kolbeck, Bonnie	79,602
Korte, Lindsey	92,496
Kotylak, Laura	84,553
Kozak, Diane	92,174
Kozuska, Michelle	91,035
Kresowaty, Pamela	95,033
Kreway, Shannon	90,347
Kuipers, Deborah	60,890
Kurja, Patrick J.	86,422
Lacoursiere, Janine	90,479
Lafayette, Michelle	64,922
Lamont, Kyle	87,603
Larocque, Ryan	51,401
Larocque-Desjarlais, Shawna	82,007
Latoski, Kim	97,131
Laurie, William	90,346
Lazar, Shana	50,246
Lech, Kamille	126,289
Lee-Firman, Trina	94,608
Lefebvre, Calvin	93,829
Leibel, Terry	121,798
Lengyel, Cory	96,721
Lepitzki, Ashley	53,806
Libke, Evan	92,419
Lindal, Rebecca	91,296
Lindal, Tara A.	91,599
Lindbloom, Erin	115,141
Linford, Heidi	108,938
Liska, Cory	91,243
Liska, Dawn	92,732
Liske, Darren	90,464
Lissinna, Robert	111,691
Lissinna, Shelly	91,842

Name	Amount
Loeffelholz, Kristin	95,980
Loehr, Brent	112,660
Lomax-Forden, Leanne	50,100
Lone, Carla	94,749
Loose, Kim	59,422
Lowe, Kelly	93,097
Lowe, Melody	92,440
Lozinski, Marlene	93,399
MacLean, Randolph	154,947
Macpherson, Melanie	95,710
Madland, Samantha	76,444
Magnusson, Kelsey	76,015
Major, MaryAnn	95,636
Markusson, Edessa	92,739
Marshak, Jeffery	92,018
Marshall, Janel	98,788
Maslin, Kellie	98,530
Matus, Cameron	79,455
Maxwell, Bailey M.	64,560
Maxwell, Bruce	88,251
Maxwell, Trish	121,729
McLarty, Kelly	52,967
McLeod, Krista	91,382
McNab, Tammy	111,734
McNabb, Bryan	152,087
Medernach, Carla	92,044
Meldrum, Colleen	95,439
Meldrum, Mark	92,304
Melenchuk, Jared	97,012
Mellesmoen, Sandra	90,346
Melsted, Kayla	91,884
Menzie, Leanne	104,205
Merkosky, Joanna	80,724
Mertz, Michelle	90,515
Metz, Megan	59,929
Meyers, Shawna	58,889
Michalchuk, Jess A.	96,602
Millette, David	116,293
Milo, Coralee	81,314
Miskolczi, Connie	96,991

Name	Amount
Monz, Chloe C.	68,992
Moore, Robyn	68,763
Moosemay, Amanda	80,687
Morris, Denise	90,833
Mouroto, Trisha	86,409
Mueller, Traci	94,797
Muir, Lisa	97,910
Mulhern, Vicki	94,740
Munro, Stefanie	73,534
Myhr, Brett	73,514
Nagy, Sylvia	91,325
Neufeld, Kelsey M.	58,684
Nevill, Bryna	94,919
Neville, Jason	148,651
Nicholls, Kim	116,366
Niekamp, Brooke	96,790
Nienaber, Aileen	75,464
Nienaber, Christopher	87,603
Nikulak, Patrick J.	96,918
Novecosky, Sarah	67,907
Nurse, Donna	111,868
Nystuen, Morgan	58,039
Oblander, Deadra	95,842
Olchowski, Colin	96,935
Olchowski, Michelle	92,305
Oleksyn, Darla	96,560
Onufrechuk, Kayla S.	70,409
Onyskiw, Kelly	68,637
Ortman, Janelle	78,777
Oscar, Nicole	101,907
Osmak, Ashley M.	66,313
Otsig, Lesley	95,636
Otsig, Trevor	116,148
Oviatt, Katherine	157,713
Paproski, Darrell	164,095
Paproski, Jan	54,459
Parobec, Clayton	125,845
Parsons, Lisa	94,199
Pasloski, Trina	102,378
Paslowski, Edward	58,544

Name	Amount
Penrose, Amanda	90,973
Peters, Shawn	75,368
Peterson, Ryan	94,783
Petit, Brittany A.	55,495
Phillips, Heidi	74,528
Pisz, Jola	76,435
Placsko, Cindy	90,700
Pocock, Thomas A.	72,057
Popoff, Cory	159,046
Popoff, Darlene	109,987
Possberg, Jocelyne	97,470
Potter, Danielle	90,927
Pratchler, Sean	108,938
Presber, Michele	114,245
Prime, Angela	94,740
Prodaehl, Brittany A.	75,128
Prouse, Nadine M.	96,377
Proznik, Clint	86,746
Quinton, Glen	52,075
Rath, MaryAnn	60,890
Rauckman, Mandy	53,769
Raven, Anita	89,885
Raycroft, Paul	100,869
Reding, Sarah	81,164
Reeve, Bonita	91,729
Reiter, Nathan	64,389
Richard, Erin	96,069
Rohel, Valerie	98,590
Rolheiser, Jeremy	107,805
Rorquist, Layne E.	67,111
Ross, Drew	79,986
Ross-Romanus, Martine	68,984
Rowe, Cheryl	90,644
Rowe, David	102,294
Rude, Raelene	82,594
Ruetz, William	94,739
Salmon, Amanda	90,978
Sandercock, Kathy	96,587
Sarauer, Sharmon	66,939
Saretsky, Jessica	73,411

Name	Amount
Sauer, Heidi	100,866
Schapansky, Katherine	94,769
Schell, Shelley	59,422
Scheschuk, Tracey	92,533
Schill, Heidi A.	53,371
Schindel, Crystal	101,890
Schmale, Lynda-Rae	70,204
Schoettler, Melissa	86,787
Schroeder-Mark, Karen	92,739
Schwark, Lisa	95,736
Seipp, Logan J.	58,594
Selby, Rex	92,184
Semko, Jill	85,916
Serke, Megan	91,920
Serke, Travis	96,234
Severson, Audrey	98,903
Sherban, Pat D	91,583
Shirley, Gerald	52,075
Smidt, Jared	95,164
Smith, Brittany N.	67,194
Smith, Melissa	90,945
Smith, Trevor	98,169
Sobkowicz, Tanner E.	68,283
Sogge, Kenneth	110,596
Sogge, Marni L.	99,330
Sokul, Morris	91,900
Sosnowski, Lorena	94,739
Souter-Elliott, Jacquelynn	61,438
Steiner, Lana R.	115,141
Stewart, Brent	98,631
Storzuk, Kyla	92,999
Stratton, Priscilla	91,493
Stroeder, Jeffrey	118,693
Stroeder, Lindi	79,569
Strueby, Curtis	97,269
Strueby, Luke	87,508
Suchy, Shaya A.	60,764
Swan, James	104,205
Swanton, Jolene	73,055
Tan, Matthew	91,858

Name	Amount
Taphorn, Joel	93,497
Tarrant, Teri	79,998
Tarry, Karol	97,845
Thirsk, Leia	92,334
Thomas, Douglas	106,755
Thoms, Corinne	130,772
Thorson, Sarah	90,346
Tkatch, Brandon E.	51,639
Tomyn, Merlyn	52,075
Topp, Arthur A.	79,500
Trohak, Sandra	90,348
Trollope, Dylan	84,065
Trumbley, Ryan P.	92,438
Tweidt, Cameron	86,422
Unrau, Nicole	86,546
Van Damme, Jade	62,823
Veilleux, Treva	91,194
ven der Buhs, Jordan G.	73,293
ven der Buhs, Kaytlyn R.	64,041
Verboom, Annie R.	50,678
Viczko, Ralph	105,716
Von Hagen, Donna	58,576
Wachal, Daniel M.	79,398
Wagar, Haley S.	62,411
Washkowsky-Lucyk, Lori	137,898
Wasyliw, Noah	61,311
Watts, Shane	94,399
Weber, Kathy	90,347
Welch, Tammy	94,740
Wheeler, Justine	96,592
White, Jamie	76,735
Whitford, Colleen	101,927
Wiens, Andrea	90,347
Willems, Terry	93,193
Wilson, Denise R	92,141
Wilson, Ryan	102,835
Woroniuk, Rory	100,134
Wourms, Blair	86,588
Yano, Renai L.	71,285
Yathon, Deacon K.	67,735

Name	Amount
Yeager, Brittany R.	64,152
Yobb, Matthew	91,466
Zadorozniak, Rita	92,739
Zaluski, Jamie	90,348

Name	Amount
Zastrisny, Tyson M.	84,514
Zentner, Annette	107,788
Ziola, Giselle	91,579

Transfers

Listed below are payees who received transfers of \$50,000 or more.

Name	Amount
Carlton Trail College	\$398,032

Supplier Payments

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

Name	Amount
1 Stop Playgrounds Ltd.	\$67,989
102058198 Saskatchewan Ltd.	64,338
3 Twenty Modular	465,098
Advanced Telecommunications	62,579
Allmar International	68,743
Amazon	142,898
Aon Reed Stenhouse Inc	974,118
Apollo Solutions	82,197
Brendan's Roof Repair	100,321
C & S Builders	63,178
C31-Bit	50,471
Centaur Products Inc	187,641
Cisco Systems Capital Canada Co.	241,658
Colliers Project Leaders Inc	180,587
Dell Canada Inc	1,302,275
Destiny's Driving School	87,890
Discovery Ford Sales Ltd	96,180
Eecol Electric	68,232
Federated Co-Operatives Ltd.	704,201
Flame Tech Combustion Services Inc.	521,287
Griffin Driving School	62,008

Name	Amount
Group2 Architecture Interior Design Ltd.	596,276
Hengen, Shelley	82,745
Howes Roof Consultants Inc.	68,307
Humboldt Lumber Mart Ltd	299,437
Ibm Canada Ltd.	326,449
Konica Minolta Canada	286,357
Maxim Truck & Trailer	50,665
MNP	97,185
Nichols Interiors Ltd.	150,803
Over The Top Roofing & Exteriors	365,940
Partners Family Services Inc.	99,324
Pinnacle	416,372
Powerschool Canada ULC	51,016
React Waste Management	52,553
Safety First Driver's Training	70,365
Sask Energy	737,995
Sask Power	1,209,303
SaskTel	261,203
Seal It Up Roofing Ltd.	95,522
SGI	50,650
Softchoice Lp	109,805
Southland Transportation	5,660,127

Name	Amount
St. Paul's Rcssd	68,466
Supreme Office Product	278,880
Tradewest	118,417
Transcanada Contracting	477,509
Tremblay Electric	1,450,733

Name	Amount
Troy Life & Fire Safety Ltd.	199,780
Western Canada Ic Bus Inc.	845,274
Wolseley Mechanical Group	124,201
Wynyard Co-Op Association Ltd.	58,225

Other Expenditures

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

Name	Amount
CUPE Local 4799	\$150,970
Municipal Employees' Pension Plan	2,478,776
Receiver General of Canada	19,411,204
Saskatchewan Professional Teachers Regulatory Board	63,913

Name	Amount
Saskatchewan School Boards Association	952,540
Saskatchewan Teachers' Federation	5,275,923
Saskatchewan Workers' Compensation Board	299,422
Teachers Superannuation Commission	84,837

Appendix B – Management Report and Audited Financial Statements

Consolidated Audited Financial Statements

Of the Horizon School Division No. 205

School Division No. 2050500

For the Period Ending: August 31, 2022



Chief Financial Officer



Auditor

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

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 consolidated 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.

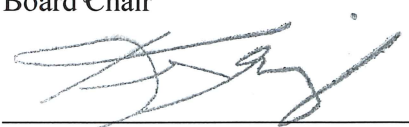
The school division's management maintains a system of accounting and administrative controls to ensure that accurate and reliable consolidated financial statements are prepared and to provide reasonable assurance that transactions are authorized, assets are safeguarded, and financial records are properly 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, MNP LLP, conduct an independent examination in accordance with Canadian auditing standards and express their opinion on the consolidated financial statements. The accompanying 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 Horizon School Division No. 205:



Board Chair

CEO/Director of Education

Chief Financial Officer

November 28, 2022

To the Trustees of the Board of Education of Horizon School Division No. 205:

Opinion

We have audited the consolidated financial statements of Horizon School Division No. 205 (the "School Division"), which comprise the consolidated statement of financial position as at August 31, 2022, and the consolidated statements of operations and accumulated surplus from operations, changes in net financial assets, cash flows and the related schedules for the year then ended, and notes to the consolidated financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying consolidated financial statements present fairly, in all material respects, the consolidated financial position of the School Division as at August 31, 2022, and the results of its consolidated operations, its consolidated changes in net financial assets and its consolidated cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Basis for Opinion

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

Emphasis of Matter - Asset Retirement Obligation

During the year, the School Division elected to early adopt the new Public Sector Accounting standard for asset retirement obligations (PS 3280) via modified retrospective application. The adoption of this standard has resulted in a restatement of comparative figures as outlined in Note 2(k).

Responsibilities of Management and the Trustees of the Board of Education for the Consolidated Financial Statements

Management is responsible for the preparation and fair presentation of the 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 consolidated financial statements that are free from material misstatement, whether due to fraud or error.

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

The Trustees of the Board of Education are responsible for overseeing the School Division's financial reporting process.

Auditor's Responsibilities for the Audit of the Consolidated Financial Statements

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

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

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

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

Humboldt, Saskatchewan

November 28, 2022

MNP LLP

Chartered Professional Accountants

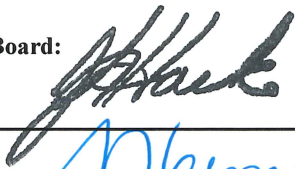
Horizon School Division No. 205
Consolidated Statement of Financial Position
as at August 31, 2022

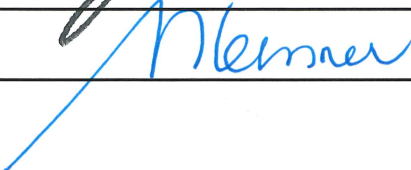
	2022	2021
	\$	\$
Financial Assets		(Restated - Note 2(k))
Cash and Cash Equivalents	16,243,531	17,417,974
Accounts Receivable (Note 7)	1,703,677	3,905,714
Portfolio Investments (Note 3)	84,921	82,996
Total Financial Assets	18,032,129	21,406,684
Liabilities		
Accounts Payable and Accrued Liabilities (Note 8)	6,143,494	4,113,289
Long-Term Debt (Note 9)	4,777,862	5,177,726
Liability for Employee Future Benefits (Note 5)	2,064,600	2,043,000
Deferred Revenue (Note 10)	95,141	122,220
Total Liabilities	13,081,097	11,456,235
Net Financial Assets	4,951,032	9,950,449
Non-Financial Assets		
Tangible Capital Assets (Schedule C)	76,853,124	76,160,909
Prepaid Expenses	708,876	521,449
Total Non-Financial Assets	77,562,000	76,682,358
Accumulated Surplus (Note 13)	82,513,032	86,632,807

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

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

Approved by the Board:





Chairperson

Chief Financial Officer

Horizon School Division No. 205
Consolidated Statement of Operations and Accumulated Surplus from Operations
for the year ended August 31, 2022

	2022 Budget	2022 Actual	2021 Actual
	\$ (Note 14)	\$	\$ (Restated - Note 2 (k))
REVENUES			
Property Taxes and Other Related	-	-	7,529
Grants	87,849,582	78,781,236	81,561,684
Tuition and Related Fees	5,425,186	5,613,947	6,788,568
School Generated Funds	1,975,831	2,352,122	1,328,110
Complementary Services (Note 11)	570,584	652,345	631,373
External Services (Note 12)	429,605	695,101	335,034
Other	353,503	668,798	1,438,390
Total Revenues (Schedule A)	96,604,291	88,763,549	92,090,688
EXPENSES			
Governance	656,307	527,734	510,387
Administration	3,534,651	3,949,227	3,369,081
Instruction	62,034,935	61,355,467	59,377,924
Plant Operation & Maintenance	12,540,057	14,655,165	13,046,087
Student Transportation	7,950,673	8,447,326	7,780,667
Tuition and Related Fees	198,071	236,519	176,786
School Generated Funds	1,975,832	2,179,255	1,258,257
Complementary Services (Note 11)	758,939	820,591	709,864
External Services (Note 12)	473,808	487,343	245,749
Other	234,562	224,697	245,419
Total Expenses (Schedule B)	90,357,835	92,883,324	86,720,221
Operating (Deficit) Surplus for the Year	6,246,456	(4,119,775)	5,370,467
Accumulated Surplus from Operations, Beginning of Year	86,632,807	86,632,807	81,262,340
Accumulated Surplus from Operations, End of Year	92,879,263	82,513,032	86,632,807

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

Horizon School Division No. 205
Consolidated Statement of Changes in Net Financial Assets
for the year ended August 31, 2022

	2022 Budget	2022 Actual	2021 Actual
	\$ (Note 14)	\$	\$ (Restated - Note 2(k))
Net Financial Assets, Beginning of Year	9,950,449	9,950,449	4,152,285
Changes During the Year			
Operating (Deficit) Surplus for the Year	6,246,456	(4,119,775)	5,370,467
Acquisition of Tangible Capital Assets (Schedule C)	(11,896,720)	(4,520,094)	(3,077,081)
Proceeds on Disposal of Tangible Capital Assets (Schedule C)	-	66,800	4,769
Net (Gain) Loss on Disposal of Capital Assets (Schedule C)	-	(37,003)	1,986
Amortization of Tangible Capital Assets (Schedule C)	3,503,625	3,798,082	3,567,407
Net Change in Other Non-Financial Assets	-	(187,427)	(69,384)
Change in Net Financial Assets / Net Debt	(2,146,639)	(4,999,417)	5,798,164
Net Financial Assets, End of Year	7,803,810	4,951,032	9,950,449

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

Horizon School Division No. 205
Consolidated Statement of Cash Flows
for the year ended August 31, 2022

	2022	2021
	\$	\$
OPERATING ACTIVITIES		(Restated - Note 2(k))
Operating (Deficit) Surplus for the Year	(4,119,775)	5,370,467
Add Non-Cash Items Included in Surplus / Deficit (Schedule D)	3,761,079	3,569,393
Net Change in Non-Cash Operating Activities (Schedule E)	4,039,336	(1,965,851)
Cash Provided by Operating Activities	3,680,640	6,974,009
CAPITAL ACTIVITIES		
Cash Used to Acquire Tangible Capital Assets	(4,520,094)	(3,077,081)
Proceeds on Disposal of Tangible Capital Assets	66,800	4,769
Cash Used by Capital Activities	(4,453,294)	(3,072,312)
INVESTING ACTIVITIES		
Cash Used to Acquire Portfolio Investments	(1,925)	-
Proceeds on Disposal of Portfolio Investments	-	569
Cash (Used) Provided by Investing Activities	(1,925)	569
FINANCING ACTIVITIES		
Repayment of Long-Term Debt	(399,864)	(540,320)
Cash Used by Financing Activities	(399,864)	(540,320)
(DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	(1,174,443)	3,361,946
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	17,417,974	14,056,028
CASH AND CASH EQUIVALENTS, END OF YEAR	16,243,531	17,417,974

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

Horizon School Division No. 205
Schedule A: Consolidated Supplementary Details of Revenues
for the year ended August 31, 2022

	2022 Budget	2022 Actual	2021 Actual
	\$	\$	\$
Property Taxes and Other Related Revenue	(Note 14)		
Other Tax Revenues			
Treaty Land Entitlement - Rural	-	-	7,529
Total Other Tax Revenues	-	-	7,529
Total Property Taxes and Other Related Revenue	-	-	7,529
Grants			
Operating Grants			
Ministry of Education Grants			
Operating Grant	75,306,406	75,272,313	73,424,372
Other Ministry Grants	2,311,709	2,818,794	3,989,882
Total Ministry Grants	77,618,115	78,091,107	77,414,254
Other Provincial Grants	287,467	419,581	3,553,913
Federal Grants	155,000	263,904	153,517
Grants from Others	25,000	6,644	-
Total Operating Grants	78,085,582	78,781,236	81,121,684
Capital Grants			
Ministry of Education Capital Grants	9,764,000	-	440,000
Total Capital Grants	9,764,000	-	440,000
Total Grants	87,849,582	78,781,236	81,561,684
Tuition and Related Fees Revenue			
Operating Fees			
Tuition Fees			
School Boards	5,000	3,500	4,000
Federal Government and First Nations	4,869,586	5,240,677	5,673,386
Individuals and Other	29,000	30,048	42,406
Total Tuition Fees	4,903,586	5,274,225	5,719,792
Other Related Fees	521,600	339,722	501,522
Total Operating Tuition and Related Fees	5,425,186	5,613,947	6,221,314
Capital Fees			
Federal/First Nations Capital Fees	-	-	567,254
Total Capital Tuition and Fees	-	-	567,254
Total Tuition and Related Fees Revenue	5,425,186	5,613,947	6,788,568
School Generated Funds Revenue			
Curricular			
Student Fees	146,901	178,593	147,859
Total Curricular Fees	146,901	178,593	147,859
Non-Curricular Fees			
Commercial Sales - Non-GST	378,307	380,111	162,433
Fundraising	528,307	841,788	468,924
Grants and Partnerships	329,856	514,207	254,533
Students Fees	347,109	294,417	102,293
Other	245,351	143,006	192,068
Total Non-Curricular Fees	1,828,930	2,173,529	1,180,251
Total School Generated Funds Revenue	1,975,831	2,352,122	1,328,110

Horizon School Division No. 205
Schedule A: Consolidated Supplementary Details of Revenues
for the year ended August 31, 2022

	2022 Budget \$	2022 Actual \$	2021 Actual \$
Complementary Services			
Operating Grants	(Note 14)		
Ministry of Education Grants			
Operating Grant	480,584	483,765	467,425
Other Ministry Grants	-	75,000	75,000
Total Operating Grants	480,584	558,765	542,425
Fees and Other Revenue			
Tuition and Related Fees	90,000	93,580	88,948
Total Fees and Other Revenue	90,000	93,580	88,948
Total Complementary Services Revenue	570,584	652,345	631,373
External Services			
Operating Grants			
Ministry of Education Grants			
Other Ministry Grants	429,605	621,318	312,097
Federal Grants	-	31,501	-
Other Grants	-	22,266	-
Total Operating Grants	429,605	675,085	312,097
Fees and Other Revenue			
Other Revenue	-	20,016	22,937
Total Fees and Other Revenue	-	20,016	22,937
Total External Services Revenue	429,605	695,101	335,034
Other Revenue			
Miscellaneous Revenue	224,326	409,579	1,284,820
Sales & Rentals	31,177	63,463	63,587
Investments	98,000	158,753	89,983
Gain on Disposal of Capital Assets	-	37,003	-
Total Other Revenue	353,503	668,798	1,438,390
TOTAL REVENUE FOR THE YEAR	96,604,291	88,763,549	92,090,688

Horizon School Division No. 205
Schedule B: Consolidated Supplementary Details of Expenses
for the year ended August 31, 2022

	2022 Budget	2022 Actual	2021 Actual
	\$	\$	\$
Governance Expense	(Note 14)		(Restated - Note 2(k))
Board Members Expense	366,280	362,269	309,158
Professional Development - Board Members	78,715	43,700	20,305
Grants to School Community Councils	86,112	3,105	-
Elections	-	-	52,363
Other Governance Expenses	125,200	118,660	128,561
Total Governance Expense	656,307	527,734	510,387
Administration Expense			
Salaries	2,471,181	2,854,827	2,369,839
Benefits	351,911	409,513	336,340
Supplies & Services	259,694	218,047	274,670
Non-Capital Furniture & Equipment	18,901	14,990	21,297
Building Operating Expenses	41,200	42,525	18,564
Communications	79,000	94,254	83,301
Travel	88,580	96,563	71,304
Professional Development	67,050	66,300	35,829
Amortization of Tangible Capital Assets	157,134	152,208	157,937
Total Administration Expense	3,534,651	3,949,227	3,369,081
Instruction Expense			
Instructional (Teacher Contract) Salaries	42,999,821	42,440,251	41,706,002
Instructional (Teacher Contract) Benefits	2,727,375	2,784,377	2,730,514
Program Support (Non-Teacher Contract) Salaries	8,340,948	8,283,102	7,870,359
Program Support (Non-Teacher Contract) Benefits	1,682,758	1,626,500	1,536,846
Instructional Aids	842,882	809,238	984,922
Supplies & Services	2,320,470	2,472,266	2,151,388
Non-Capital Furniture & Equipment	227,250	227,450	239,304
Communications	230,971	199,981	194,953
Travel	319,963	284,545	218,757
Professional Development	603,526	366,505	204,611
Student Related Expense	428,659	432,489	223,764
Amortization of Tangible Capital Assets	1,310,312	1,428,763	1,316,504
Total Instruction Expense	62,034,935	61,355,467	59,377,924

Horizon School Division No. 205
Schedule B: Consolidated Supplementary Details of Expenses
for the year ended August 31, 2022

	2022 Budget	2022 Actual	2021 Actual
	\$	\$	\$
Plant Operation & Maintenance Expense	(Note 14)		(Restated - Note 2(k))
Salaries	3,140,613	3,176,078	3,366,629
Benefits	632,424	639,920	640,757
Supplies & Services	11,069	7,269	5,046
Non-Capital Furniture & Equipment	20,260	38,895	26,728
Building Operating Expenses	6,883,636	8,757,137	7,113,421
Communications	5,810	8,468	8,075
Travel	96,527	162,099	142,467
Professional Development	13,356	9,060	275
Amortization of Tangible Capital Assets	1,736,362	1,841,850	1,728,300
Amortization of Tangible Capital Assets ARO	-	14,389	14,389
Total Plant Operation & Maintenance Expense	12,540,057	14,655,165	13,046,087
Student Transportation Expense			
Salaries	1,482,904	1,348,198	1,432,214
Benefits	298,816	250,000	251,867
Supplies & Services	592,253	658,422	501,249
Non-Capital Furniture & Equipment	250,000	397,595	362,603
Building Operating Expenses	13,150	9,093	17,418
Communications	3,700	15,153	4,358
Travel	15,055	4,150	8,122
Professional Development	5,039	3,643	1,663
Contracted Transportation	4,989,939	5,408,956	4,850,896
Amortization of Tangible Capital Assets	299,817	352,116	350,277
Total Student Transportation Expense	7,950,673	8,447,326	7,780,667
Tuition and Related Fees Expense			
Tuition Fees	194,571	235,895	176,786
Transportation Fees	3,500	624	-
Total Tuition and Related Fees Expense	198,071	236,519	176,786
School Generated Funds Expense			
Academic Supplies & Services	143,802	187,305	122,933
Cost of Sales	231,406	317,303	187,496
Non-Capital Furniture & Equipment	18,802	5,574	42,448
School Fund Expenses	1,581,822	1,669,073	905,380
Total School Generated Funds Expense	1,975,832	2,179,255	1,258,257

Horizon School Division No. 205
Schedule B: Consolidated Supplementary Details of Expenses
for the year ended August 31, 2022

	2022 Budget	2022 Actual	2021 Actual
	\$	\$	\$
Complementary Services Expense	(Note 14)		(Restated - Note 2(k))
Instructional (Teacher Contract) Salaries & Benefits	445,542	468,609	395,122
Program Support (Non-Teacher Contract) Salaries & Benefits	169,658	211,841	169,280
Transportation Salaries & Benefits	30,395	27,157	27,231
Instructional Aids	-	23,966	23,188
Supplies & Services	-	14,764	25,062
Building Operating Expenses	-	-	6,400
Travel	4,050	89	100
Student Related Expenses	26,500	6,117	3,314
Contracted Transportation & Allowances	82,794	68,048	60,167
Total Complementary Services Expense	758,939	820,591	709,864
External Service Expense			
Instructional (Teacher Contract) Salaries & Benefits	-	595	-
Program Support (Non-Teacher Contract) Salaries & Benefits	112,133	113,563	110,137
Instructional Aids	-	10,455	56
Supplies & Services	7,500	42,839	22,725
Non-Capital Furniture & Equipment	-	213	421
Building Operating Expenses	1,020	99,916	3,156
Communications	1,365	2,450	1,560
Travel	8,000	9,035	9,427
Professional Development (Non-Salary Costs)	120	150	1,150
Student Related Expenses	343,670	199,371	97,117
Amortization of Tangible Capital Assets	-	8,756	-
Total External Services Expense	473,808	487,343	245,749
Other Expense			
Interest and Bank Charges			
Current Interest and Bank Charges	12,000	2,795	3,089
Interest on Debentures	12,557	13,010	15,117
Interest on Capital Loans	209,834	208,721	221,989
Interest on Other Long-Term Debt	171	171	3,238
Total Interest and Bank Charges	234,562	224,697	243,433
Loss on Disposal of Tangible Capital Assets	-	-	1,986
Total Other Expense	234,562	224,697	245,419
TOTAL EXPENSES FOR THE YEAR	90,357,835	92,883,324	86,720,221

Horizon School Division No. 205
Schedule C - Consolidated Supplementary Details of Tangible Capital Assets
for the year ended August 31, 2022

Tangible Capital Assets - at Cost														(Restated - Note 2(b))	
Opening Balance as of September 1	Land	Improvements	Buildings	Buildings Short-Term	Buildings ARO	School Buses	Other Vehicles	Furniture and Equipment	Computer Hardware and Audio Visual Equipment	Computer Software	Assets Under Construction	2022	2021		
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$		
20,561,663															

Closing costs of leased tangible capital assets of \$814,178 (2021 - \$814,178) representing \$814,178 (2021 - \$814,178) in Computer Hardware and Audio Visual Equipment are included within the above amounts. Accumulated amortization of \$814,178 (2021 - \$651,343) has been recorded on these assets.

An asset retirement obligation for the removal and disposal of asbestos (Note 8) is related to buildings with a net book value of \$529,799 (2021 - \$544,188).

Horizon School Division No. 205
Schedule D: Consolidated Non-Cash Items Included in Surplus / Deficit
for the year ended August 31, 2022

	2022	2021
	\$	\$
		(Restated - Note 2(k))
Non-Cash Items Included in Surplus / Deficit		
Amortization of Tangible Capital Assets (Schedule C)	3,798,082	3,567,407
Net (Gain) Loss on Disposal of Tangible Capital Assets (Schedule C)	(37,003)	1,986
Total Non-Cash Items Included in Surplus / Deficit	3,761,079	3,569,393

Horizon School Division No. 205
Schedule E: Consolidated Net Change in Non-Cash Operating Activities
for the year ended August 31, 2022

	2022	2021
	\$	\$
Net Change in Non-Cash Operating Activities		
Decrease (Increase) in Accounts Receivable	2,202,037	(669,637)
Increase (Decrease) in Accounts Payable and Accrued Liabilities	2,030,205	(753,517)
Increase in Liability for Employee Future Benefits	21,600	149,100
Decrease in Deferred Revenue	(27,079)	(622,413)
Increase in Prepaid Expenses	(187,427)	(69,384)
Total Net Change in Non-Cash Operating Activities	4,039,336	(1,965,851)

Horizon School Division No. 205
Schedule F: Consolidated Detail of Designated Assets
for the year ended August 31, 2022

	August 31 2021	Additions during the year	Reductions during the year	August 31 2022
	\$	\$	\$	\$
				(Note 13)
External Sources				
Contractual Agreements				
Program Specific Deferral	124,689	83,235	-	207,924
Total Contractual Agreements	124,689	83,235	-	207,924
Jointly Administered Funds				
School generated funds	891,478	2,352,122	2,275,568	968,032
Englefeld School	80,700	-	59,815	20,885
Humboldt Collegiate Institute	284,613	96,948	-	381,561
Total Jointly Administered Funds	1,256,791	2,449,070	2,335,383	1,370,478
Ministry of Education				
Designated for tangible capital asset expenditures	1,938,952	-	1,932,748	6,204
PMR maintenance project allocations	939,405	2,622,369	3,550,040	11,734
Federal Capital Tuition	129,152	-	129,152	-
Education Emergency Pandemic Support program allocation	922,394	-	922,394	-
Early Years Family Resource Centre	212,308	21,339	-	233,647
Total Ministry of Education	4,142,211	2,643,708	6,534,334	251,585
Total	5,523,691	5,176,013	8,869,717	1,829,987
Internal Sources				
Board governance				
Governance - Elections	50,000	25,000	-	75,000
Total Board governance	50,000	25,000	-	75,000
Curriculum and student learning				
School Community Councils	144,522	-	28,530	115,992
Total curriculum and student learning	144,522	-	28,530	115,992
Facilities				
Facilities Renewal	300,000	-	-	300,000
Administrative Renewal	75,000	-	-	75,000
Total facilities	375,000	-	-	375,000
Furniture and equipment				
Designated for Tangible Capital Expenditures	478,034	-	64,387	413,647
Total furniture and equipment	478,034	-	64,387	413,647
Information technology				
Designated for Tangible Capital Expenditures	2,980,052	-	853,389	2,126,663
Total information technology	2,980,052	-	853,389	2,126,663
Other				
Staffing Necessity & Contingency	400,000	-	-	400,000
Total Other	400,000	-	-	400,000
Transportation				
Capital Investments Carryover	208,865	-	208,865	-
Designated for Tangible Capital Expenditures- Fleet Vehicle Renewal	303,170	32,290	-	335,460
Designated for Tangible Capital Expenditures- School Buses	3,056,488	-	348,716	2,707,772
Total transportation	3,568,523	32,290	557,581	3,043,232
Total	7,996,131	57,290	1,503,887	6,549,534
Total Designated Assets	13,519,822	5,233,303	10,373,604	8,379,521

HORIZON SCHOOL DIVISION NO. 205
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
As at August 31, 2022

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 Horizon School Division No. 205 and operates as “the Horizon School Division No. 205”. The school division provides education services to residents within its geographic region and is governed by an elected board of trustees. The school division is exempt from income tax and is a registered charity under the *Income Tax Act*.

2. SIGNIFICANT ACCOUNTING POLICIES

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

a) Basis of Accounting

These 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).

b) Reporting Entity and Consolidation

The school division reporting entity is comprised of all the organizations which are controlled by the school division and the school division’s share of partnerships.

Partnerships

A partnership represents a contractual arrangement between the school division and a party or parties outside the school division reporting entity. The partners have significant, clearly defined common goals, make a financial investment in the partnership, share control of decision making, and share, on an equitable basis, the significant risks and benefits associated with the operations of the partnership.

Partnerships are accounted for on a proportionate, consolidation basis whereby the school division’s pro-rata share of the partnership’s assets, liabilities, revenues, and expenses are combined on a line-by-line basis after adjusting the accounting policies to a basis consistent with the accounting policies of the school division. Inter-company balances and transactions between the school division and the partnership have been eliminated.

These consolidated financial statements contain the following partnerships:

Humboldt Collegiate Institute 44.7% (2021 – 41.6%)

c) Trust Funds

Trust funds are properties assigned to the school division (trustee) under a trust agreement or statute to be administered for the benefit of the trust beneficiaries. As a trustee, the school division merely administers the terms and conditions embodied in the

HORIZON SCHOOL DIVISION NO. 205
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
As at August 31, 2022

agreement, and it has no unilateral authority to change the conditions set out in the trust indenture.

Trust funds are not included in the consolidated financial statements as they are not controlled by the school division. Trust fund activities administered by the school division are disclosed in Note 16 of the consolidated financial statements.

d) 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 \$2,064,000 (2021 - \$2,043,000) because actual experience may differ significantly from actuarial estimations.
- useful lives of capital assets and related accumulated amortization of \$77,969,555 (2021 - \$75,795,874) because the actual useful lives of the capital assets may differ from their estimated economic lives.
- estimated undiscounted asset retirement obligation of \$1,115,190 (2021 - \$1,115,190) because actual expense may differ significantly from valuation estimates.

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

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

e) 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.

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

HORIZON SCHOOL DIVISION NO. 205
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
As at August 31, 2022

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 cost, are recognized in the consolidated statement of operations and accumulated surplus from operations in the period the gain or loss occurs.

Foreign currency transactions are translated at the exchange rate prevailing at the date of the transactions. Financial assets and liabilities denominated in foreign currencies are translated into Canadian dollars at the exchange rate prevailing at the 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.

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

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

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

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

Portfolio Investments consist of co-operative equities. The school division values its portfolio investments in accordance with its policy for financial instruments, as described in Note 2 (e).

g) 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.

HORIZON SCHOOL DIVISION NO. 205
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
As at August 31, 2022

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

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

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

Land improvements (pavement, fencing, lighting, etc.)	20 years
Buildings*	50 years
Buildings – 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

*Buildings that include asbestos and are fully and/or nearly fully amortized have had their useful life reassessed and increased by 46 years.

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

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, software licenses and Saskatchewan School Boards Association membership fees.

h) 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.

HORIZON SCHOOL DIVISION NO. 205
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
As at August 31, 2022

Asset Retirement Obligation (ARO) consists of buildings that contain asbestos. The school division recognizes the fair value of an ARO in the period in which it incurs a legal obligation associated with the retirement of a tangible capital asset. The estimated fair value of an ARO is capitalized as part of the related tangible capital asset and depreciated over the expected remaining useful life.

Long-Term Debt is comprised of debentures, capital loans and other long-term debt 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.

i) Employee Pension Plans

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

Multi-Employer Defined Benefit Plans

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

- i) Teachers participate in the Saskatchewan Teachers' Retirement Plan (STRP) or the Saskatchewan Teachers' Superannuation Plan (STSP). The school division's obligation for these plans is limited to collecting and remitting contributions of the employees at rates determined by the plans.
- ii) Other employees participate in the Municipal Employees' Pension Plan (MEPP). The plan is accounted for as a defined contribution plan whereby the school division's contributions are expensed when due.

j) 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.

HORIZON SCHOOL DIVISION NO. 205
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
As at August 31, 2022

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

i) Government Transfers (Grants)

Grants from governments are considered to be government transfers. Government transfers are recognized as revenues when the transfer is authorized, all eligibility criteria have been met, except when, and to the extent, stipulations by the transferor give rise to an obligation that meets the definition of a liability. Transfers with stipulations that meet the definition of a liability are recorded as deferred revenue and recognized as revenue in the consolidated statement of operations and accumulated surplus from operations as the stipulation liabilities are settled.

ii) Fees and Services

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

iii) Interest Income

Interest is recognized as revenue when it is earned.

iv) Other (Non-Government Transfer) Contributions

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

k) Accounting Changes

i) Modified Retroactive adjustment of opening accumulated surplus with restatement of prior period comparatives

During the year, the school division implemented a new accounting policy with respect to its Asset Retirement Obligations (ARO) associated with tangible capital assets to conform to the new Public Sector Accounting standard for ARO (PS 3280). The obligation has been accounted for using the modified retroactive application with restatement of prior period comparative amounts. The change in accounting policy has impacted the school division's consolidated financial statements as follows:

HORIZON SCHOOL DIVISION NO. 205
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
As at August 31, 2022

	Previously Stated August 31, 2021	Increase (Decrease)	Restated August 31, 2021
Tangible Capital Assets	\$ 75,616,721	\$ 544,188	\$ 76,160,909
Accounts Payable and Accrued Liabilities	2,998,099	1,115,190	4,113,289
Accumulated Surplus	87,203,809	(571,002)	86,632,807
Net Financial Assets, Beginning of Year	5,267,475	(1,115,190)	4,152,285
Operating Surplus for the Year	5,384,856	(14,389)	5,370,467
Amortization of Tangible Capital Assets (Schedule C)	3,553,018	14,389	3,567,407
Plant Operation & Maintenance Expense	13,031,698	14,389	13,046,087

3. PORTFOLIO INVESTMENTS

Portfolio investments are comprised of the following:

	2022	2021
Portfolio investments in the cost or amortized cost category:	Cost	Cost
Co-operative equities	\$ 84,921	\$ 82,996
Total portfolio investments reported at cost or amortized cost	\$ 84,921	\$ 82,996

4. EXPENSES BY FUNCTION AND ECONOMIC CLASSIFICATION

Function	Salaries & Benefits	Goods & Services	Debt Service	Amortization of TCA	2022 Actual	2021 Actual (Restated - Note 2(k))
Governance	\$ 362,269	\$ 165,465	\$ -	\$ -	\$ 527,734	\$ 510,387
Administration	3,264,340	532,679	-	152,208	3,949,227	3,369,081
Instruction	55,134,230	4,792,474	-	1,428,763	61,355,467	59,377,924
Plant Operation & Maintenance	3,815,998	8,982,928	-	1,856,239	14,655,165	13,046,087
Student Transportation	1,598,198	6,497,012	-	352,116	8,447,326	7,780,667
Tuition and Related Fees	-	236,519	-	-	236,519	176,786
School Generated Funds	-	2,179,255	-	-	2,179,255	1,258,257
Complementary Services	707,607	112,984	-	-	820,591	709,864
External Services	114,158	364,429	-	8,756	487,343	245,749
Other	-	-	224,697	-	224,697	245,419
TOTAL	\$ 64,996,800	\$ 23,863,745	\$ 224,697	\$ 3,798,082	\$ 92,883,324	\$ 86,720,221

5. EMPLOYEE FUTURE BENEFITS

The school division provides certain post-employment, compensated absence and termination benefits to its employees. These benefits include accumulating non-vested sick leave, accumulating paid time off (PTO) banks, and retirement gratuity. 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. HUB International Limited, a firm of consulting actuaries,

HORIZON SCHOOL DIVISION NO. 205
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
As at August 31, 2022

performed an actuarial valuation as at March 31, 2021 and extrapolated the results to estimate the Liability for Employee Future Benefits as at August 31, 2022.

Details of the employee future benefits are as follows:

	2022	2021
Long-term assumptions used:		
Discount rate at end of period (per annum)	4.01%	1.97%
Inflation and productivity rate - Teachers (excluding merit and promotion) (per annum)	2.50%	2.50%
Inflation and productivity rate - Non-Teachers (excluding merit and promotion) (per annum)	3.00%	3.00%
Expected average remaining service life (years)	14	14

Liability for Employee Future Benefits	2022	2021
Accrued Benefit Obligation - beginning of year	\$ 1,527,100	\$ 2,046,200
Current period service cost	133,100	185,500
Interest cost	31,600	33,700
Benefit payments	(109,500)	(83,300)
Actuarial gains	(210,900)	(655,000)
Plan amendments	182,400	-
Accrued Benefit Obligation - end of year	1,553,800	1,527,100
Unamortized net actuarial gains	510,800	515,900
Liability for Employee Future Benefits	\$ 2,064,600	\$ 2,043,000

Employee Future Benefits Expense	2022	2021
Current period service cost	\$ 133,100	\$ 185,500
Amortization of net actuarial (gain) loss	(33,600)	13,200
Benefit cost	99,500	198,700
Interest cost	31,600	33,700
Total Employee Future Benefits Expense	\$ 131,100	\$ 232,400

6. PENSION PLANS

Multi-Employer Defined Benefit Plans

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

i) Saskatchewan Teachers' Retirement Plan (STRP) and Saskatchewan Teachers' Superannuation Plan (STSP)

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

HORIZON SCHOOL DIVISION NO. 205
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
As at August 31, 2022

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:

	2022			2021
	STRP	STSP	TOTAL	TOTAL
Number of active School Division members	559	3	562	561
Member contribution rate (percentage of salary)	9.50%-11.70%	6.05%-7.85%	6.05%-11.70%	6.05%-11.70%
Member contributions for the year	\$ 4,378,823	\$ 2,084	\$ 4,380,907	\$ 4,363,270

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. 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:

	2022	2021
Number of active School Division members	535	511
Member contribution rate (percentage of salary)	9.00%	9.00%
School Division contribution rate (percentage of salary)	9.00%	9.00%
Member contributions for the year	\$ 1,233,542	\$ 1,230,455
School Division contributions for the year	\$ 1,233,542	\$ 1,230,455
Actuarial extrapolation date	Dec-31-2021	Dec-31-2020
Plan Assets (in thousands)	\$ 3,568,400	\$ 3,221,426
Plan Liabilities (in thousands)	\$ 2,424,014	\$ 2,382,526
Plan Surplus (Deficit) (in thousands)	\$ 1,144,386	\$ 838,900

HORIZON SCHOOL DIVISION NO. 205
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
As at August 31, 2022

7. 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:

	2022			2021		
	Total Receivable	Valuation Allowance	Net of Allowance	Total Receivable	Valuation Allowance	Net of Allowance
Provincial Grants Receivable	\$ 220,000	\$ -	\$ 220,000	\$ 1,340,000	\$ -	\$ 1,340,000
Other Receivables	1,483,677	-	1,483,677	2,565,714	-	2,565,714
Total Accounts Receivable	\$ 1,703,677	\$ -	\$1,703,677	\$ 3,905,714	\$ -	\$ 3,905,714

8. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

Details of accounts payable and accrued liabilities are as follows:

	2022	2021
		(Restated - Note 2(k))
Accrued Salaries and Benefits	\$ 1,419,842	\$ 1,259,729
Supplier Payments	3,363,846	1,662,125
Liability for Asset Retirement Obligation	1,115,190	1,115,190
Accrued Interest Payable	26,582	29,417
Playground Projects	218,034	46,828
Total Accounts Payable and Accrued Liabilities	\$ 6,143,494	\$ 4,113,289

The school division recognized an estimated liability for asset retirement obligation of \$1,115,190 (2021 – \$1,115,190) for the removal and disposal of asbestos. The nature of the liability is an estimate of future costs related to remediation of asbestos in the school buildings. The assumptions used in estimating the liability include estimated future costs to remediate asbestos based on material type and related risks associated with removal of the asbestos.

HORIZON SCHOOL DIVISION NO. 205
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
As at August 31, 2022

9. LONG-TERM DEBT

Details of long-term debt are as follows:

		2022	2021
Debentures:	Lanigan Office renovations; Debenture repayable in equal annual instalments of \$59,554 including interest at 4.85%, due 2027	\$ 258,909	\$ 303,732
		258,909	303,732
Capital Loans:	Humboldt Collegiate Institute new school; RBC Loan repayable in equal monthly instalments of \$30,617 including interest at 4.48%, due 2034	3,242,091	3,458,955
	Humboldt Public School new build; RBC Loan repayable in equal monthly instalments of \$12,058 including interest at 4.48%, due 2034	1,276,862	1,362,273
		4,518,953	4,821,228
<u>Other Long-Term Debt:</u>			
Capital Lease:	Konica Minolta capital lease repaid during the year	-	52,766
		-	52,766
Total Long-Term Debt			
		\$ 4,777,862	\$ 5,177,726

Future principal repayments over the next 5 years are estimated as follows:

	Debenture	Capital Loans	Total
2023	\$ 46,997	\$ 316,099	\$ 363,096
2024	49,276	330,555	379,831
2025	51,666	345,672	397,338
2026	54,172	361,480	415,652
2027	56,798	378,010	434,808
Thereafter	-	2,787,137	2,787,137
Total future principal repayments	\$ 258,909	\$ 4,518,953	\$ 4,777,862

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

	Debenture	Capital Loans	Capital Lease	2022	2021
Principal	\$ 44,823	\$ 302,275	\$ 52,766	\$ 399,864	\$ 540,320
Interest	14,731	209,834	172	224,737	240,344
Total	\$ 59,554	\$ 512,109	\$ 52,938	\$ 624,601	\$ 780,664

HORIZON SCHOOL DIVISION NO. 205
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
As at August 31, 2022

10. DEFERRED REVENUE

Details of deferred revenues are as follows:

	Balance as at August 31, 2021	Additions during the Year	Revenue recognized in the Year	Balance as at August 31, 2022
Capital projects:				
Donation Lanigan School Consolidation Project	\$ 30,000	\$ 30,000	\$ -	\$ 60,000
Total capital projects deferred revenue	30,000	30,000	-	60,000
Non-Capital deferred revenue:				
International Student Tuition	12,406	-	6,203	6,203
Buddies, Treaty Smarts	35,820	-	35,820	-
Jordan's Principle	43,994	28,938	43,994	28,938
Total non-capital deferred revenue	92,220	28,938	86,017	35,141
Total Deferred Revenue	\$ 122,220	\$ 58,938	\$ 86,017	\$ 95,141

11. COMPLEMENTARY SERVICES

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

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

Summary of Complementary Services Revenues and Expenses, by Program	Pre-K Programs	ELIS	2022	2021
Revenues:				
Operating Grants	\$ 483,765	\$ 75,000	\$ 558,765	\$ 542,425
Fees and Other Revenues	93,580	-	93,580	88,948
Total Revenues	577,345	75,000	652,345	631,373
Expenses:				
Salaries & Benefits	653,872	53,735	707,607	591,633
Instructional Aids	23,966	-	23,966	23,188
Supplies and Services	33	14,731	14,764	25,062
Building Operating Expenses	-	-	-	6,400
Travel	89	-	89	100
Student Related Expenses	6,117	-	6,117	3,314
Contracted Transportation & Allowances	68,048	-	68,048	60,167
Total Expenses	752,125	68,466	820,591	709,864
Excess (Deficiency) of Revenues over Expenses	\$ (174,780)	\$ 6,534	\$ (168,246)	\$ (78,491)

HORIZON SCHOOL DIVISION NO. 205
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
As at August 31, 2022

12. EXTERNAL SERVICES

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

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

Summary of External Services Revenues and Expenses, by Program	Buddies Program	McDowell Project	Mastercard Foundation	KidsFirst	Nutrition Program	Family Care Fund	Early Years Family Resource Centre	2022	2021
Revenues:									
Operating Grants	\$ 31,501	\$ 22,266	\$ 129,030	\$ 82,350	\$ 16,620	\$ -	\$ 393,318	\$ 675,085	\$ 312,097
Fees and Other Revenues	-	-	-	-	-	20,016	-	20,016	22,937
Total Revenues	31,501	22,266	129,030	82,350	16,620	20,016	393,318	695,101	335,034
Expenses:									
Salaries & Benefits	-	595	-	60,175	53,388	-	-	114,158	110,137
Instructional Aids	-	-	-	-	-	-	10,455	10,455	56
Supplies and Services	-	-	-	10,460	-	-	32,379	42,839	22,725
Non-Capital Equipment	-	-	-	-	-	-	213	213	421
Building Operating Expenses	-	-	-	170	-	-	99,746	99,916	3,156
Communications	-	-	-	790	-	-	1,660	2,450	1,560
Travel	-	-	-	9,035	-	-	-	9,035	9,427
Professional Development	-	-	-	150	-	-	-	150	1,150
Student Related Expenses	-	18,470	-	1,639	58,193	26,461	94,608	199,371	97,117
Amortization of Tangible Capital Assets	-	-	-	-	-	-	8,756	8,756	-
Total Expenses	-	19,065	-	82,419	111,581	26,461	247,817	487,343	245,749
Excess (Deficiency) of Revenues over Expenses	\$ 31,501	\$ 3,201	\$ 129,030	\$ (69)	\$ (94,961)	\$ (6,445)	\$ 145,501	\$ 207,758	\$ 89,285

13. ACCUMULATED SURPLUS

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

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

Details of accumulated surplus are as follows:

	August 31, 2021	Additions during the year	Reductions during the year	August 31, 2022
Invested in Tangible Capital Assets:	(Restated - Note 2(k))			
Net Book Value of Tangible Capital Assets	\$ 76,160,909	\$ 4,520,094	\$ 3,827,879	\$ 76,853,124
Less: Asset Retirement Obligation	(1,115,190)	-	-	(1,115,190)
Less: Debt owing on Tangible Capital Assets	(5,177,726)	-	(399,864)	(4,777,862)
	69,867,993	4,520,094	3,428,015	70,960,072
Designated Assets (Schedule F)	13,519,822	5,233,303	10,373,604	\$ 8,379,521
Unrestricted Surplus	3,244,992	-	71,553	\$ 3,173,439
Total Accumulated Surplus	\$ 86,632,807	\$ 9,753,397	\$ 13,873,172	\$ 82,513,032

HORIZON SCHOOL DIVISION NO. 205
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
As at August 31, 2022

14. BUDGET FIGURES

Budget figures included in the consolidated financial statements were approved by the board of education on June 16, 2021 and the Minister of Education on August 27, 2021.

15. PARTNERSHIP

The school division operates the Humboldt Collegiate Institute under a joint operating agreement between the school division and St Paul's Roman Catholic Separate School Division No. 20. The purpose of the partnership is to provide secondary education to the Catholic and Public students of Humboldt, SK and surrounding area. Any distribution (recovery) of annual operating surplus (deficit) is shared between the partners according to their proportionate share of the student populations within a given fiscal year.

The following is a schedule of relevant financial information as stated within the consolidated financial statements for the partnership for the year ended August 31, 2022. These amounts represent 100% of the partnership's financial position and activities as reported under Public Sector Accounting Board standards. The cost of the school and related assets have been capitalized and amortized in the consolidated financial statements of the relative school division based on the percentage of ownership established under separate agreement.

	2022	2021
Capital Assets	\$ 13,888,441	\$ 13,799,289
Total Assets	13,888,441	13,799,289
Accumulated Surplus	13,888,441	13,799,289
Total Liabilities and Accumulated Surplus	13,888,441	13,799,289
Revenues	4,460,491	3,814,046
Expenses	4,338,295	3,702,112
Total Operating Surplus (Loss)	\$ 122,196	\$ 111,934
Allocated to Horizon School Division No. 205	48,524	46,565
Allocated to St. Paul's Roman Catholic Separate School Division No. 20	73,672	65,369
Total Accumulated Surplus	\$ -	\$ -

The above amounts have been proportionately consolidated in the school division's consolidated financial statements at the school division's partnership share of 44.7 % (2021 – 41.6 %). After adjusting the accounting policies to be consistent with those of the school division and eliminating transactions between the partnership and the school division, the following amounts have been included in the school division's consolidated financial statements:

	2022	2021
Capital Assets	\$4,387,527	\$ 4,294,811
Revenues	\$1,986,912	\$ 1,586,560
Expenses	\$1,938,388	\$ 1,539,995

HORIZON SCHOOL DIVISION NO. 205
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
As at August 31, 2022

The school division's allocation of the accumulated balance of net operating surplus including school generated funds arising from the operations of Humboldt Collegiate Institute have been included in designated assets as disclosed in Schedule F.

16. TRUSTS

The school division, as the trustee, administers trust funds for legacy and Horizon School Division No. 205 scholarships. The trust assets and transactions are not included in the consolidated financial statements.

Information about these trusts is as follows:

	Scholarship Funds	
	<u>2022</u>	<u>2021</u>
Cash and short-term investments	\$ 729,420	\$ 754,864
Total Assets	729,420	754,864
Revenues		
Contributions and donations	26,725	10,327
Interest on investments	5,426	31,918
	<u>32,151</u>	<u>42,245</u>
Expenses		
Scholarship payments - recipients	28,355	54,532
Loss on investments	29,240	-
	<u>57,595</u>	<u>54,532</u>
Excess (Deficiency) of Revenues over Expenses	(25,444)	(12,287)
Trust Fund Balance, Beginning of Year	754,864	767,151
Trust Fund Balance, End of Year	\$ 729,420	\$ 754,864

17. CONTINGENT LIABILITIES

The school division has been named as a defendant in certain legal actions in which damages have been sought. The outcome of these actions is not determinable as at the date of reporting and accordingly, no provision has been made in these 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

Significant contractual obligations of the school division are as follows:

- Preventative maintenance and renewal projects not yet complete at year-end amounted to \$646,597 (2021 - \$82,174). On March 11, 2022, the school division signed a contract with Seal-It Up Roofing Ltd. for a roof replacement at Viscount School at a cost of \$967,597. Expenses paid in the current year are \$321,000 and \$646,597 PMR costs are remaining.

HORIZON SCHOOL DIVISION NO. 205
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
As at August 31, 2022

- On May 6, 2021, the school division signed a two-year contract extension with Southland Transportation Ltd. for student transportation services, expiring June 30, 2023. Payments under this contract are based on a per kilometer rate. The annual amount depends on the number of routes, the number of days that services are provided and the price of fuel. Costs for the current year were \$5,379,566 (2021 - \$4,946,685).
- On October 15, 2020, the school division signed a contract with Colliers Project Leaders for the Project Management Services for the Lanigan Consolidated School Capital Project at a cost of \$436,855. Expenses paid in the current year are \$186,842 (2021 - \$132,939) and \$117,074 costs are remaining.
- On March 29, 2021, the school division signed a contract with Group 2 Architecture Interior Design Ltd. for architecture services for the Lanigan Consolidated School Capital Project at a cost of \$1,213,804. Expenses paid in the current year are \$555,396 (2021 - \$328,229) and \$330,179 costs are remaining.
- On August 18, 2022, the school division signed a capital lease agreement with Konica Minolta Business Solutions (Canada) Ltd. at a cost of \$702,680. The lease is paid through a monthly per unit charge. The lease term begins December 1, 2022 and expires November 30, 2026.
- On April 26, 2022, the school division signed an agreement with Partners Family Services Inc. for staffing and services at the Humboldt Early Years Family Resource Centre, expiring March 31, 2023. The annual amount is dependent upon the nature and volume of services provided. Costs for the current year were \$121,951.

19. RISK MANAGEMENT

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

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.

August 31, 2022						
	Total	0-30 days	31-60 days	61-90 days	Over 90 days	
Grants Receivable	\$ 220,000	\$ -	\$ -	\$ -	\$ 220,000	
Other Receivables	917,702	223,407	11,676	1,314	681,305	
Net Receivables	\$ 1,137,702	\$ 223,407	\$ 11,676	\$ 1,314	\$ 901,305	

HORIZON SCHOOL DIVISION NO. 205
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
As at August 31, 2022

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

ii) Liquidity Risk

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

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

August 31, 2022					
	Total	Within 6 months	6 months to 1 year	1 to 5 years	> 5 years
Accounts payable and accrued liabilities	\$ 6,143,494	\$ 5,028,304	\$ -	\$ -	\$ 1,115,190
Long-term debt	4,777,862	203,280	159,816	1,627,630	2,787,136
Total	\$ 10,921,356	\$ 5,231,584	\$ 159,816	\$ 1,627,630	\$ 3,902,326

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 also has an authorized bank line of credit of \$6,900,000 with interest payable monthly at a rate of prime less 1% per annum. Changes in the bank's prime rate can cause fluctuation in interest payments and cash flows. There was no balance outstanding on this credit facility as of August 31, 2022.

The school division minimizes these risks by:

- holding cash in an account at a Canadian bank, denominated in Canadian currency
- investing in GICs and term deposits for short terms at fixed interest rates
- managing cash flows to minimize utilization of its bank line of credit
- managing its interest rate risk on long-term debt through the exclusive use of fixed rate terms for its long-term debt

Foreign Currency Risk

Foreign currency risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in foreign exchange rates. The school division is exposed to currency risk on purchases denominated in U.S. dollars for which the related accounts payable balances are subject to exchange rate fluctuations; however,

HORIZON SCHOOL DIVISION NO. 205
NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
As at August 31, 2022

the school division believes that it is not subject to significant foreign exchange risk from its financial instruments.

20. COVID-19 PANDEMIC

The COVID-19 pandemic is complex and rapidly evolving. It has caused material disruption to businesses and has resulted in an economic slowdown. The school division continues to assess and monitor the impact of COVID-19 on its financial condition. The magnitude and duration of COVID-19 is uncertain and, accordingly, it is difficult to reliably measure the potential future impact on the school division's financial position and operations.